

Mobilise Newsletter 2 – December 2019



Booking now open! If your school has an interest in the emotional health & well-being (EHWB) of its pupils, staff and community, you are invited to attend our TeachMeet on 11th March at 3.45-5.15pm. You can attend in person or book for your whole staff to attend 'virtually'. This event is for **all** schools across Lincolnshire. There will be an opportunity to hear from schools involved in EHWB projects, who will share some useful tools and strategies in addition to keynote speaker Mary Meredith – Inclusion Lead at Lincolnshire County Council. Book now at: <https://bit.ly/35I7Dla>

Ofsted recognise the impact at Stickney William Lovell CE Academy: *'Pupils know who they can talk to about any worries or concerns. The appointment of a full-time 'well-being mentor' has also helped pupils who require additional support. Leaders' investment in closely mentoring disadvantaged pupils is beginning to show impact in the attitudes and achievement of these pupils. The pastoral care afforded to pupils is a strength of the school.'* (Ofsted Sept 19)

Places are available for the ELSA training in Boston; please follow the link for more details at: <https://bit.ly/2y4xpkN>.

Youth Mental Health First Aider training is appropriate for **all** schools. Due to popular demand, an additional 2-day course has been added on 25th and 26th February. The last few places can be booked at: <https://bit.ly/2Psp8R4>

PLCs continue to provide a forum for professional generosity and collaboration that we have grown accustomed to; thank you.

Cognitive Theory & Memory has focused on interleaving worked examples and gradual release of scaffolding to increase independence and problem-solving proficiency. Schools have found this has had an impact in several curriculum areas, including: maths, science, design technology, MFL and business studies. At PLC9, schools considered how to ensure staff understanding of 'desirable difficulties' – what 'challenge' looks like as well as the Von Restorff and Primacy and Recency Effects. As always, retrieval practice strategies were shared between the schools. PLC10 will turn schools' attention back to Rosenshine's Principles of Instruction – 'checking for understanding'.

Curriculum Design looked at identifying common threads across the curriculum – some schools have identified key concepts – inspired by Jonathan Lear – others have looked at threads of: school values, PSHE, reading skills or characteristics of effective learning that link learning within and across year groups and subjects. Some schools have used Jonathan Lear's list from his book 'The Monkey-proof Box' whilst others have 'laid out' what is taught and identified links that naturally occur with a renewed commitment to making these more explicit. Other schools charted the frequency of current concepts and identified the 6 most frequent to focus the curriculum on. Schools in the second year of the project considered how Mark Enser's geography web could support them in sequencing learning across a key stage.

Many schools shared their 'subject statements' to address pupils' increased awareness of what subject is being taught within a themed approach; planning which subject is the 'focus' and which 'enhance' the learning. Many secondary schools reported that colleagues are working across departments to identify links that will initiate a change in sequence and a sharing of expertise. Knowledge organisers were discussed – the importance of adapting not adopting, their purpose, design and use as well as retrieval strategies to support retention of key knowledge. A supporting document, produced by the Cluster Leads can be found at: <https://bit.ly/38UE9Th> Dylan Wiliam's 7 Principles of Curriculum Design are continuously referenced to self-evaluate any proposed changes. Schools in year 1 of the project will turn their attention to vocabulary across the curriculum whilst those in year 2 will look at the developing role and responsibilities of middle-leadership.

Maths PLCs this term centred on feedback in maths and developing mathematical fluency (Recommendation 4 from the EEF Improving Maths Guidance). The research promoted in-depth discussions around the importance of children developing mental strategies early on and this being built on as they move through the school; number fluency up to 10 is key. To be fluent mathematicians, children should be efficient, accurate and flexible. For some children, a rote-style of learning does not always mean success but playing mathematical games is one way to promote repetitive practice in a highly engaging and motivating way - SBLs were very keen to take this back and trial it in their own settings as one way of promoting such 'varied' fluency. Further discussions were had around the importance of embedding learning through making links between different areas of maths whereby careful planning becomes a key driver, as does knowing your curriculum.

English has spent time this term scrutinising the evidence and research linked to spelling. Such a focus has brought us full circle - linking back to the work we began our Mobilise journey with when focusing on vocabulary in PLC2. Developing a "word consciousness" in schools, where there is regular discussion and debate about words gives us an opportunity to also drill down



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into the spelling of words, to look at the etymology and morphology as well as use our knowledge of phonics and orthographies. Many of the teachers liked the 'holding basket' theory from Kelly Ashley's "Word Power" book - providing a strategy to support intervention. Moving into 2020, PLC10 will explore how to develop pupils' language capability to support their reading and writing.

Emotional Health & Well-being schools in the first year of the project were introduced to the NHS '5 Ways to Wellbeing'. School-based Leads have been considering how the '5 Ways' could support the mental health and wellbeing of their whole-school communities. PLCs also focused on deepening understanding of the 6 recommendations in the EEF Guidance Report: [Improving Social and Emotional Learning in Primary Schools](#). Discussions were supported by Russell Postlethwaite from Futures in Mind and Krysta Parsons from Caring2Learn; School-based Leads have also had the opportunity to find out more about Caring2Learn - a research project, funded by the DfE through the Partners in Practice programme. The overall aim of the project is to improve a wide range of outcomes for Lincolnshire's looked after, previously looked after and other vulnerable children and young people. To find out more about the project, see the flyer attached for details of the free information workshops coming up across the county in February.

Futures in Mind can offer schools two packages of support specifically-designed to help schools develop their understanding of social and emotional learning and how to implement this across their school communities. For more information, see the flyer attached. Please send initial expressions of interest to anna.miller@kyrateachingschool.com.

Schools in the second and third year of the project further developed the focus on 'belonging' by considering parental engagement in schools. The reading and discussions centred on practical ways in which schools can ensure that parents and carers can feel that they belong to, and are an important part of, the school community. Discussions were supported by the Pilgrim School and the Lincolnshire Parent Carer Forum (LPCF). LPCF is a registered charity, whose main remit is to collect, collate and represent the views of parent carers from a variety of sources and to ensure that this information is fed back to service providers with a view to improve the quality, range and accessibility of services. LPCF is also there to provide local and in-school support to parent carers of children with SEND. Please feel free to signpost parent carers in your school to local coffee mornings and the upcoming free signposting event for parents and schools. Please contact admin@lincspcf.org.uk for information about how LPCF can host a coffee morning for parent carers of children with SEND in your school.

PLC10 will focus on trauma-informed practice and staff and community wellbeing.

Keeping Up-To-Date: There are a number of ways that your school can stay in touch with the projects:

MOBILISE WEBSITE, including BLOGS has been restructured so that it is easier to navigate the breadth of projects being undertaken across the county: <https://mobilise.kyrateachingschool.com/>. We have been promised several blogs from schools involved in all projects so keep checking!

Twitter: Remember to follow us on Twitter so that you are up-to-date with events and news and retweets from respected researchers: @MobiliseLincs

YoutubeChannel: <https://www.youtube.com/channel/UCygsbkC8zRkOfkobipVD08w> can be accessed via the Mobilise homepage.

KYRA Research School: You can subscribe to its monthly newsletter at: <https://researchschool.org.uk/kyra/news/newsletter/>

Finally, we would like to wish you and all your staff an enjoyable festive break!

Vanessa, Anna, Maxine & Lisa, Rachel & Claire

vanessa.hopkinson@kyrateachingschool.com

anna.miller@kyrateachingschool.com

Lisa@equatetsa.co.uk

Rachel.Sykes@bwaf.net

claire.needham@connect-tsa.net

01522 287020 (option 2)

