

Mobilise Newsletter 3 – February 2020



Presenters booked for our first TeachMeet devoted to emotional health and wellbeing! We're thrilled to announce a number of presenters at the EHWP TeachMeet have agreed to share their experience of a variety of strategies that have improved the emotional health and wellbeing of pupils and staff in their primary, secondary and special schools, including:

- o introduction of a therapy dog
- o staff wellbeing – supervision and coaching culture
- o emotional literacy
- o RSE and Health Education and the importance of parental engagement
- o RSHE/Pupil Ambassadors
- o 'I am unique!'
- o 5 Ways to Well-being in a special school

The purpose of a TeachMeet is to share a strategy in under 5 minutes so the brief account gives an overview that schools can investigate further, if it is something of particular interest.

- o **KEYNOTE MARY MEREDITH – 'Connection before correction' – what it is and how to do it**

If you'd like to join us in person or virtually on 11th March at 3.45, booking is open at: <https://bit.ly/35I7Dla>

RSE Resources: Jan Hargrave (LCC RSE Programme Officer) has created 8 resources to support primary and secondary schools to be ready to deliver effective RSE and Health Education from September 2020 (this will be statutory for all schools). Resources include: Guidance to write an RSE policy, a new RSE audit tool for primary and secondary schools as well as a comprehensive list of hyper-linked teaching resources: <https://bit.ly/2ONS1pT>

Ofsted's inspection framework has been mentioned at several PLCs! If you have a question you'd like us to put to a Lead Inspector, please email Vanessa so a list of 'FAQ' can be published on the Mobilise website, with the response.

With only 2 PLCs left in this academic year, projects are really gathering momentum through collaboration, sharing of ideas and experience blended with discussion of the reading at each PLC:

Cognitive Theory & Memory has considered questioning to 'check understanding' and 'deepen understanding'. Discussions have been very interesting and centred around differing approaches according to when teachers have been trained. Many teachers came through an era of not asking closed questions and therefore aren't checking for understanding before moving on. Changing the question to, 'What have you understood?' opens up opportunity for feedback of learning and also teaching. Different strategies were discussed and Priory Ruskin has shared its strategies that staff are trying following a recent staff-briefing:

<https://bit.ly/38xe64d> to provide varied opportunity for elaboration through questioning. Interesting to hear how Nettleham Juniors is introducing Sans Forgetica font following discussion of desirable difficulties. More can be read at:

<https://sansforgetica.rmit/>

Curriculum Design - As many schools introduce knowledge organisers, the following document has proved useful to support staff in the creation and use of knowledge organisers in the classroom: <https://bit.ly/38UE9Th> It has been fascinating to see the different approaches to curriculum design. What is evident though, is schools making links explicit within subjects and across subjects and the growing understanding of how planned-for retrieval supports pupils to remember more. Schools in the first year of the project focused on vocabulary, with discussion around a chapter of Alex Quigley's 'Closing the Vocabulary Gap' (2018).

Whilst schools have been considering the tier 2 and tier 3 vocabulary for knowledge organisers, discussion included how vocabulary is taught, when it is taught explicitly, when it should be re-visited and how it should be displayed. Raising 'word consciousness', particularly in secondary so that different meanings in different domains can be explored and bring a 'word depth' into classrooms was seen as a priority. Schools in the second year of the project looked at the changing role of subject leadership and the increased expectation placed on middle leadership in light of the Ofsted framework 2019; this will be the focus for schools in year 1 at PLC5. **Please do send 'questions for Ofsted' to Vanessa by 28th February.**

Maths was based on Recommendation 2 from the EEF Guidance (Improving Maths in KS2 and KS3) with the focus on the importance of visual representations as part of the CPA approach. Great discussions were held around how representations are powerful tools in enabling children to identify word problem **types** and that they are a crucial part of the teaching and learning. Research identifies that this can be more effective than teaching children to identify key words in problems. The continual modelling of such representations will ensure that the children know exactly what they need to do to solve the problem. Teachers need to consider the representations they use and how well they are modelled; when is the right time to move to abstract concepts? The SBLs attending were all keen to trial such a strategy to help pupils gain familiarity with word problem types. The



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focus of our next PLC will be Recommendation 8 - looking at the transition between KS2 and KS3. Useful Twitter feeds: @gareth_metcalf - I see Maths founder with emphases on effective problem-solving and reasoning and @EmathsUK - Mark McCourt is Chief Executive of La Salle Education. A leading figure in mathematics education, Mark has led many large-scale government education initiatives, both in the UK and overseas. Mark was a Director at the National Centre for Excellence in the Teaching of Mathematics (NCETM) and has also been a school leader, an Advanced Skills Teacher, a school inspector and a teacher trainer. He was Senior Director at Tribal Group, which saw him working with schools and governments internationally. Mark founded and was Chairman of the Teacher Development Trust. He has extensive experience of mathematics teaching and learning across all age and ability groups, having taught students from age 3 to PhD!

English has come to the end of a focus on spelling; applying all that has been learned previously related to vocabulary and embedding the ethos within schools with regards to word consciousness. Schools are looking at oracy - exploring dialogic talk and how talk can support cognition. Schools will consider barriers that can hinder quality interactions and dialogic talk in classrooms. The "Preparing for Literacy" EEF Guidance document and Box 1 from Recommendation 1 has also been used - high quality interactions acknowledging that "It is harder than it looks" and that talk has to be planned for. The over-arching question will be – 'How can we use dialogic teaching to impact on reading and ultimately writing?'

Emotional Health & Well-being - Schools in year 1, 2 and 3 of the project have focused on staff wellbeing. Promoting staff health and wellbeing is an integral principle of the whole-school approach to emotional health and wellbeing. Teaching and learning establishments can demonstrate a commitment to staff health and wellbeing in a number of ways. For example, by providing opportunities for assessing the emotional health and wellbeing needs of staff, by providing support to enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff (PHE 2015).

School-based Leads have discussed 'The John Lewis Model' *High Challenge, Low Threat*-Mary Myatt (2016) and have considered how schools can put people at the heart of what they do. School-based Leads have also accessed reading from Mind and a range of evidence-based tools designed to support schools to take staff wellbeing 'temperature checks' and promote open and honest conversations about staff mental health. Many thanks to Carl Smith from Bridge House Independent School in Boston for superb support at Mobilise cluster meetings, discussing the importance of developing a coaching culture in school. Thanks also to Charlotte Bonnett and Paul Squires from Gosberton House Academy for facilitating tours of their school, specifically focusing on pupil emotional regulation.

PLC5 will focus on trauma-informed practice. PLC11 will focus on effective transition and PLC16 will focus on targeted interventions to support emotional health and wellbeing.

If you have a member of staff that is interested in becoming an **Evidence Lead in Education (ELE)**, the next round is now open! Find out more here: <https://researchschool.org.uk/kyra/news/evidence-leads-in-education-recruitment-rounds-open/>

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

MOBILISE WEBSITE, including BLOGS <https://mobilise.kyrateachingschool.com/>

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 a safe and restful half-term break!
Vanessa, Anna, Maxine & Lisa, Rachel & Ellie

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