

Mobilise Newsletter 6 – July 2019



Teaching Assistants Recognised at Belmont Community Primary School in Grantham – ‘We’re delighted to see TAs’ value noted in Belmont’s recent Ofsted: ‘Teaching assistants are effectively deployed in key stages 1 and 2. They are highly skilled and respond well to the needs of pupils. They provide targeted support for pupils who require help to access learning or additional challenge for those pupils who are quick to grasp learning.’

Sustaining the effective Use of Teaching Assistants – Nearly 3 years since the start of the Mobilise TA project, we are gathering data on whether the effective deployment of teaching assistants across Lincolnshire has been sustained. Taking only **2 minutes** to complete the survey: <https://bit.ly/2VM6H9M> would be much appreciated.

Huge thanks, as ever, to our wonderful Cluster Leads, who facilitate all the PLCs with such professionalism. We’re looking forward to welcoming 14 new Cluster Leads and are delighted to have retained 13 experienced ones. We are growing to 31 clusters next year so their role becomes even more important as projects total over 250.

This year, Mobilise **Maths** has facilitated professional discussions and school-based actions focused on the EEF research guidance: ‘Improving Maths at KS2 and KS3’. Areas of specific note have included: the importance of manipulatives to develop conceptual understanding, effective problem-solving, pre-teaching, assessment and how to develop high-quality mathematical dialogue. Already, our enthusiastic SBLs have seen the impact of these recommendations in instilling a positive climate for mathematical learning and progress. We all look forward to ‘delving deeper’ in Mobilise Maths 2 in the coming year.

The opportunity to pursue the **English** strand of Mobilise into a second year will allow those involved to pursue lines of enquiry further as well as introduce elements that have not yet been explored. A small number of schools has decided to work on a piece of research over the summer, setting optional projects for the children - looking at developing an interest in words and language as they visit new towns, cities and countries. This will provide a platform for the first PLC in the autumn term with a focus on spelling, extending previous work on vocabulary. With English, particularly reading, lying at the heart of the new framework, we are looking forward to increasing our own knowledge and understanding into next year, excited about the potential this has for the children in our schools.

For schools engaged in **EHWB** projects, PLC6 has focused on a range of topics: trauma-informed practice, transition and universal approaches to wellbeing. Secondary School-based Leads began to work collaboratively in development of a secondary-specific tiered approach to EHWB. It is vital that we prioritise the wellbeing of our whole-school communities if we are to have happy, healthy and successful schools. Mentally healthy schools develop over time when universal and targeted approaches to wellbeing are fully embedded and as such, it is important that schools take a long-term approach to this area of whole-school development. Throughout 2019/20, clusters will continue to be supported by a wide-range of agencies, services and mental health charities, who will offer guidance and expertise during cluster meetings, to include: The Pilgrim School, Ash Villa School, Malcolm Sargent Primary School, Mary Meredith, Futures In Mind, the Working Together Team, Healthy Minds, Early Help Team, Restorative Solutions, Caring2Learn, LCC RSE Programme Officers and many more; we are very grateful for all of the generous support offered to Schools within EHWB cluster groups throughout the county. EHWB themes for 2019/20 include: relational and restorative practice, parental engagement, whole-school and targeted approaches to wellbeing, solutions-focused coaching and an explicit focus on staff wellbeing to include opportunities to consider coaching and supervision.

The **Feedback & Marking** project has now come to an end after 2 years. This year, schools in year 1 and 2 of the project have explored evidence in effective feedback and marking, peer feedback, collaborative learning, deliberate practice and pupil motivation and self-regulation. School-based Leads have led shadow PLCs back in school, enabling all teachers and TAs to engage with evidence-informed reading and to trial a variety of different feedback and marking strategies in the classroom. This ongoing work has led to all schools engaging in effective Feedback and Marking policy review. Resources from the Feedback and Marking project will remain available at: <https://mobilise.kyrateachingschool.com/projects/feedback-and-marking>. You can view excellent primary and secondary accounts of practice here: https://www.youtube.com/watch?v=UUMfv-cl_E4 <https://www.youtube.com/watch?v=ay2sijKWcJE>

Schools engaged in the **Cognitive Theory & Memory** year 1 and 2 have looked at strategies for retrieval practice, spaced learning, metacognition and dual-coding, multiple-choice questions, elaborative interrogation, interleaving of similar concepts and worked examples as well as implications for curriculum design. In addition to some of the areas covered by this year’s ‘second-year’, those continuing into the final year of CTM will look at ‘desirable difficulties’, in particular Bjork’s work and ‘checking for understanding’,



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linking to Rosenshine's Principles of Instruction. Several schools have generously shared resources that will be added to the re-designed website over the summer.

Schools addressing [Curriculum Design](#) have begun the long process of review and planning a school curriculum that reflects the uniqueness of every individual school and its context. In addition to firming up schools' principles and aims, we will be looking at different levels and models of curriculum and dig down into our understanding of 'key concepts', sequencing, the 3D-curriculum, the importance of knowledge and how to make effective use of knowledge organisers by applying cognitive theory strategies to support memory and including vocabulary. Those continuing for a second year will also look at the role of subject-leadership, how to embed well-being, including transition for emotional stability.

[Y3 and Y4 Maths Trial](#) – the 5-week trial, supported by KYRA Research School and EEF, which involved 19 schools and over 900 pupils has now completed and the findings will be shared as soon as the data has been analysed. Classes used resources that trialed procedural, conceptual or a blend of both, approaches to learning multiplication tables. We are extremely grateful to all teachers and pupils that signed up despite the busy summer term schedule.

Retrieval Practice in Science with the EEF and Kyra Research School

We have an exciting opportunity to work with the EEF to 'test and learn' about retrieval practice in **Key Stage 2 and 3 Science**. The trial will take place in the **autumn term** and, at this stage, we are just looking for **expressions of interest from schools**. The work will be organised by Professor Rob Coe at the EEF in conjunction with Kyra Research School.

If you are interested, please contact the Research School with the name of your school. The next stage will be a short questionnaire about current practice. Once we know more about the composition of schools involved, we will then be able to give you more details. This trial will be different from the type of trials the EEF has run to date and will **not involve a significant amount of time out of class for any teachers involved** - indeed one of the aims of the trial is to make it as 'low maintenance' as possible for schools and teachers.

To be involved, please contact research@kyrateachingschool.com with your initial expression of interest by the **12th September** and we will be in touch early in the autumn term. If you have any questions about this trial please email the Research School directly.

Best wishes

James Siddle

Head teacher St Margaret's CE Primary School & Director of Kyra Research School

PLC Meetings in the autumn:

All registered schools should have received confirmation of their cluster and date of PLC1 this week. Please get in touch, if you were expecting to hear from us and haven't. Any school still wishing to register, should do so at: <https://www.surveymonkey.com/r/SD3D8R5>.

PLC2-6 dates will be agreed at PLC1 in your cluster; shadow PLCs, held in School-based Leads' own schools, should reserve a staff development meeting between these dates:

PLC1 between 19 Sept & 4 Oct;

PLC2 between 29th Oct & 15th Nov;

PLC3 between 25th Nov & 13th Dec;

PLC4 between 3rd Feb & 13th Feb;

PLC5 between 23rd Mar & 2nd Apr and

PLC6 1st Jun & 12th Jun

ELSA Training in Lincoln is now full; Futures in Mind is running the same 5-day training in Boston. Please follow the link for more details and booking: <https://bit.ly/2y4xpkN>

Finally, we would like to wish you and all your staff a wonderful summer break!

Vanessa, Anna, Lisa, Rachel & Claire

