

Mobilise Newsletter October 2020



MOBILISE NEW PROJECTS' REGISTRATION DEADLINE IS 6TH NOVEMBER!! You can register at: <https://bit.ly/3dL3QZc>

We're extremely proud of the role Mobilise has played in developing the county's evidence-informed and collaborative approach to professional development since 2016. Without the support of LLP and the engagement and contribution of so many schools across the county, we would not have arrived at this point, where Mobilise was described by a Headteacher this week as 'a powerful game-changer'. We're very excited about the new projects and the continued partnerships of local services and agencies that will support Mobilise in bringing robust evidence and quality resources into Lincolnshire's schools.

We understand email inboxes are overwhelmed at this time and we've tried not to flood them. However, a number of School-based Leads have indicated they are unaware of the new projects, which start in December and run either to July 2021 or July 2022.

The Project Overview is at: <https://bit.ly/35kqa8j>

The recording of the Research Champions' Project Overview is at: <https://bit.ly/2Tg711D>

The Project Overview presentation is available at: <https://bit.ly/2TduQXZ>

[Slides 30-32 give example costings and payment plans.](#)

Please contact the Mobilise team, if you have any questions about how your school, Federation or Trust can get involved in the new projects.

Recover Lincolnshire Recovery Curriculum: Reconnection, Re-engagement, Re-set and Building Resilience: Follow-up materials are available at: <https://bit.ly/372B3OE> for Parts 1-3. Due to high demand, additional places have been made available for any school wishing to join Hope Smith from Pilgrim Hospital School for the 'Building Resilience' training on 18th November at 2pm or 25th November at 11am. Attendees at Hope's first training session said, 'Great informative session. Really very helpful and much food for thought'. You can book your place at: <https://bit.ly/3lRs4nL>

Recover Lincolnshire Making the Most of Funding for Tutoring: Following the anticipated government announcement at the end of October, this session will look at how the evidence of effective tutoring and interventions can be applied in your school. We will explore the different options to help you make an informed choice that will impact on as many pupils as need additional input as is possible. A second session on 5th November at 11am can now be booked at: <https://bit.ly/3jZZPCu>

Fantastic CPD for your TAs – Maintaining Boundaries: We're thrilled that Hope Smith will be facilitating training for anyone in your school, who works in the role of teaching/learning assistant. The 2 hour session on 11th November will answer the questions:

- What are boundaries and why do we need them?
- Working as a professional helper - what does this mean or what does this look like?
- How do we support children and young people to engage in learning in a safe and bounded way?

Places can be booked at: <https://event.bookitbee.com/29870/maintaining-boundaries-for-tas>

Postponed PLCs from March/April have taken place in the last couple of weeks with over 80% attendance. We understand that school-based leads have been called to cover classes so we're in the process of arranging as many opportunities to catch up on PLCs as possible. PLC6 and PLC12 will take place in November.

Curriculum Design (CD1) turned its attention to the role of subject leader/head of department and how those in this role can evidence and articulate the 3 Is – demonstrating impact on learning but also of their leadership. Discussion centred on how vocabulary is being taught, re-visited and retrieved and how subject knowledge is secured for all teachers and TAs. Thanks to Osgodby Primary for sharing 7 documents developed to support subject leaders: <https://bit.ly/3155kZt> 'Subject Leadership According to the 3 Is' document with useful actions and questions for subject leaders to consider is available at: <https://bit.ly/2GPtobW>



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CD2 focused on the role of assessment across the curriculum and how it is being used at this moment to identify knowledge and skills that aren't secure or have been forgotten during partial closures. The timing of assessments and best methods were discussed, with the conclusion that the purpose of formative assessment and how it would be used to inform next steps is key. All CD clusters will focus on the statutory RSHE framework and how PSHE can be embedded across the curriculum at PLC12.

CTM2 built on its previous PLC, looking at Dunlosky's article on elaborative interrogation and Sherrington's probing questions. Discussion centred on how it might be used by teachers and TAs in different subjects and how adults can model it explicitly so pupils develop the skill of questioning why something is true, makes sense and thinking about relationships between different ideas, understanding similarities and differences. It is a way of integrating new ideas with existing schema, helping to organise ideas so they are more easily retrieved, generating more cues that aid retrieval. A recent study that looked at the interaction between generative learning and retrieval was shared with secondary colleagues. Elaborative interrogation relies on prior knowledge so approaches to low-stakes quizzes were re-visited, including useful online platforms for pupils learning at home.

MA2 was based on Recommendation 5 from the *EEF Guidance (Improving Maths in KS2 and KS3)*. Two pieces of research focused on metacognition and the importance of a teacher modelling to pupils how to independently plan, monitor and evaluate their thinking and learning; the primary aim being to develop pupils' motivation and independence. Interesting discussions were had about the importance of not only modelling the process of thinking but also how to model listening skills. Before children can complete an activity, they need to have knowledge of themselves as a learner, knowledge of appropriate strategies and knowledge of the task - this is so important in mathematics where they need to apply their prior knowledge to a question and then choose the most appropriate, efficient strategy to answer it; pupils need to be given the time to trial and hear a range of strategies to enable them to do this and then be given the opportunity to evaluate their thinking. The SBLs attending were keen to consider how such metacognition, around problem-solving in particular, could be transferred to their own settings for the benefit of the pupils. We look forward to hearing how they get on. The focus of PLC12 will be Recommendation 8 - looking at the transition between KS2 and KS3.

EN2 PLC12 will mark the final PLC for the English clusters. We aim to pursue the work from PLC11 and explore dialogic teaching in more depth. A supporting presentation is available at: <https://bit.ly/37nUSjz> Colleagues are going to explore one of the options: plan a reading session or scheme of work that includes dialogic talk. One suggestion is to team-teach where one person delivers the session while other colleagues have a particular focus to observe (observing responses/engagement from a child within lowest 20% for example). We will then come back together and review the session – what went well/next steps? Thinking about what is it colleagues want to go away and practise? Is coaching needed for a particular element with a member of staff?

EHWB Schools in year 1 of the project focused on trauma-informed and relational practice. Professional discussions were supported by Clare Boardman from Restorative Solutions who is able to offer CPD to schools wishing to develop restorative and relational approaches: Clare.Boardman@family-action.org.uk. Schools in year 2 and 3 of the project focused on transition, acknowledging the ongoing, challenging transition period that schools find themselves in currently. All clusters benefitted from support from the Healthy Minds Team who shared a service update and the new Interventions Toolkit for Professionals. For schools in year 1 of the project, PLC6 will focus on trauma-informed practice – a whole school approach. For schools in year 2 and 3 of the project, PLC12 will focus on enabling student voice. All clusters will explore best practice in the monitoring and evaluation of emotional health and wellbeing interventions.

VESPA Grant-funded small-scale trial – One of the projects supported by KYRA Research School has now concluded and the research poster is available at: <https://bit.ly/34Z7dYC> The project was based on the VESPA system, developed by Oakes and Griffin to support students develop their non-cognitive skills to boost their academic success. Although VESPA was originally aimed at sixth form, it has since been adapted for KS3 and KS4 students.

Finally, we hope you are all able to switch off and enjoy some down-time over the half-term break.

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