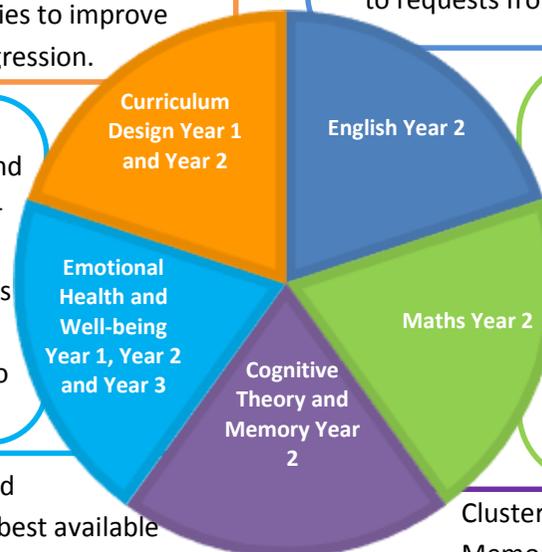


# Which Mobilise strand supports your SDP?



Clusters **embedding** will consider evidence of memory strategies that support curriculum design including: retrieval, interleaving, elaboration and dual-coding and how these should be applied to knowledge organisers as well as cross-phase transition, subject-leadership and the 'hidden curriculum'. **New schools** will consider a whole-staff approach to reviewing and establishing the rationale behind curriculum intent and designing a coherent curriculum that considers evidence-based strategies to improve memory and vocabulary; a 3D-model, assessment and progression.

The English strand will continue to follow the PLC-model, embedding, analysing and applying the principles from the EEF literacy guidance reports for KS1 and KS2 in greater depth. The **second year** will start with a focus on spelling. Other suggested areas are using assessment to impact on teaching and learning, high-quality structured intervention to support with literacy as well as an opportunity to revisit recommendations in more depth, responding to requests from the School-based Leads.



Clusters engaging in a **second year** of EHWB will follow the PLC-model, focusing on further developing a whole-school and targeted approach to support the emotional health and well-being of the school community. The project will continue to engage with county priorities, embedding approaches such as trauma-informed practice and restorative and relational practice. Clusters embedding will be offered opportunities to pilot strategies such as Solution Focused Coaching.

Within the **second year** of the Maths strand, the School-based Leads will continue to follow the PLC-model and delve deeper into the latest mathematical research from the EEF – Improving Maths in KS2 and KS3. Professional discussions around 'greater-depth', mathematical resilience, intervention, Maths in the curriculum and the transition from primary to secondary are just some of the key foci. Time will also be given to build on key aspects and actions from the first year to ensure impact and sustainability.

**New schools** will begin to develop a whole-school and targeted approach to emotional health and well-being considering the best available evidence. Clusters will receive additional support from a range of outside agencies, local charities and healthcare professionals to build and strengthen support networks within the county. Schools will consider the link between effective PHSE, RSE and Health Education and well-being, universal approaches to well-being, restorative and relational practice, trauma-informed practice and how best to support pupils with co-occurring mental health and additional needs.

Clusters engaging in a **second year** of Cognitive Theory and Memory will follow the PLC-model, focusing on evidence of strategies that improve memory including interleaving of similar concepts and worked examples and elaboration and deep-questioning whilst embedding retrieval, distributed and spaced learning. Clusters will consider implications for embedding strategies across the curriculum.

**What do schools need to do next?** If you have chosen your project for next year, even if you are embedding, please register your school at: <https://bit.ly/2WVxeTH>

You can attend a Taster Session in person or virtually; book at: <https://mobilise.kyrateachingschool.com/events>. All schools in Lincolnshire need to have registered individually by **Wednesday 3<sup>rd</sup> July**. If you have any queries, please contact the Mobilise team at [mobilise@kyrateachingschool.com](mailto:mobilise@kyrateachingschool.com) or on 01522 287020 (option 2).