



Today's presentation **is being recorded** so that non-attending schools in Lincolnshire can view it on our Youtube Channel. You can also refer back to it or share it with members of your team, including governors.

The recording will be available until the end of the spring term 2021 and can be viewed at:

<https://www.youtube.com/watch?v=98M8Psrhlvo&feature=youtu.be>

The recording **will be stopped** at the end of the presentation at which point, we would invite you to switch on your camera and sound so you can direct any questions at the Research Champions.

Mobilise

Project Overview
2020-22



How can I be sure Mobilise will impact on outcomes for CYP in my school?



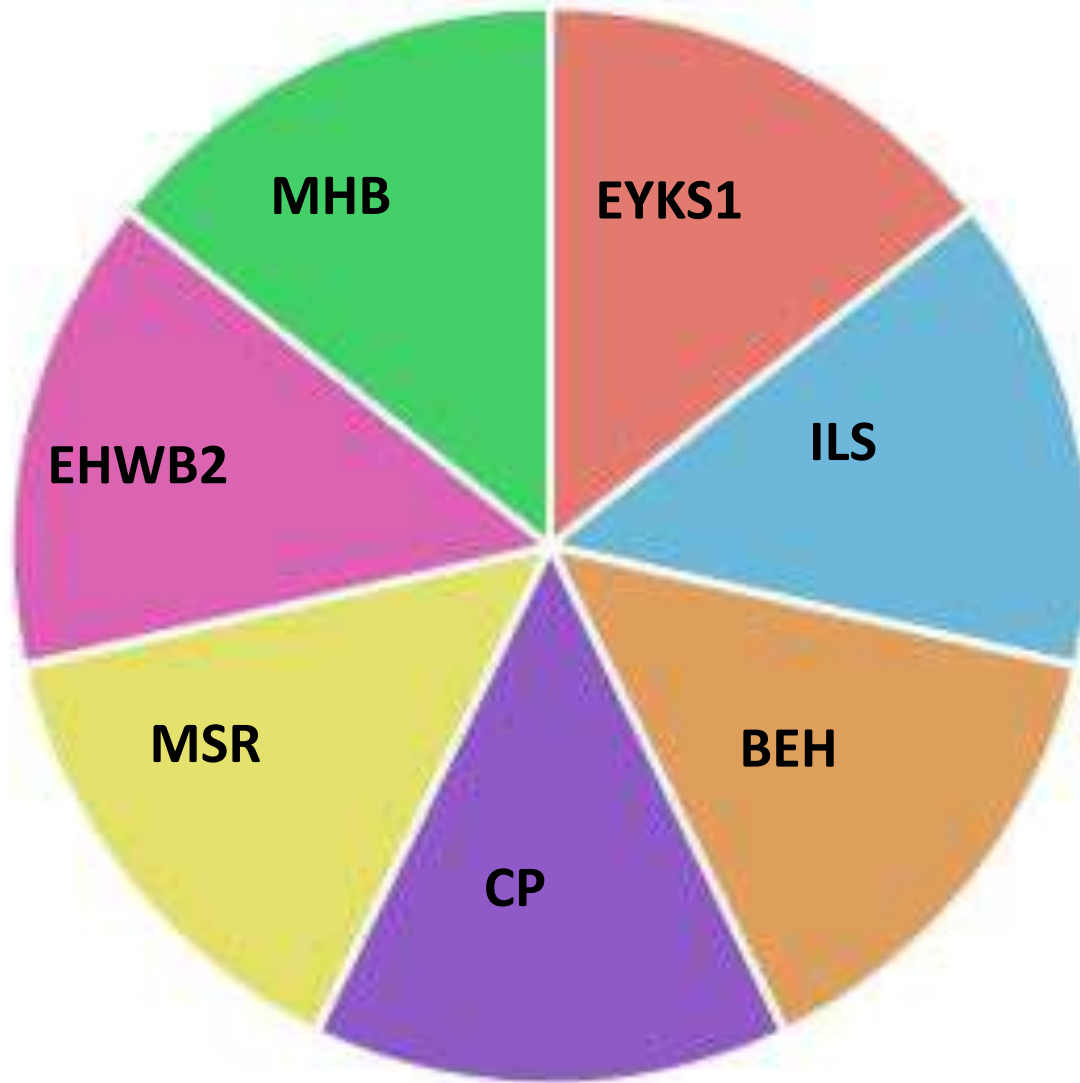
- 🌀 Whole-school quality CPD through shadow-PLCs
- 🌀 Evidence-informed
- 🌀 Collaborative
- 🌀 Cluster-wide and county-wide sharing of ideas
- 🌀 Opportunity to learn from others
- 🌀 A vehicle to address whole-school priorities to improve outcomes for all children and young people
- 🌀 Up-to-date with county, national agenda and respected educationalists
- 🌀 An opportunity for middle-leader and senior-leader development
- 🌀 Carefully implemented so improvement is sustained

Why is Mobilise relevant during a pandemic?



- ⌘ Sharpened focus on what is important to staff, CYP – mental health; relationships; coherent curriculum that builds on prior knowledge and questioning why we are teaching something; reliance on disciplinary literacy skills and independent study skills; solid start to school; transitions; knowing your community and responding to need
- ⌘ Pedagogy – adapting to new ways of working – giving clear, detailed explanations, the importance of questioning and feedback; QFT
- ⌘ **New projects build on the positives of recent months' experience**

Mobilise 2020-22



Mobilise Structure



- 🌀 Projects will be either 5-PLCs or 10-PLCs in length (with schools opting for 1 or 2 projects)
- 🌀 Cluster Leads will attend Basecamp training with Research Champions ahead of each PLC
- 🌀 School-based Leads attend PLCs, facilitated by a Cluster Lead – initially, virtual PLCs
- 🌀 School-based Lead replicates PLC with staff
- 🌀 Ongoing support from Research Champions

What is a PLC?



- 🌀 'Professional Learning Community'
- 🌀 Schools grouped in clusters
- 🌀 90-min based on robust evidence leads to realistic short-term action-planning in school's own context
- 🌀 Evidence-led – supports informed-decisions
- 🌀 Facilitation
- 🌀 Collaboration
- 🌀 Equity of participants



Mobilise requires...

- Leadership support and engagement
- School-based Lead access to SLT and sharing learning with other Heads of Department (post- and pre-PLC)
- Linking to whole-school priorities
- Commitment and time to monitor and evaluate
- Shadow-PLCs so *all* staff working together

Curriculum Planning (CP)



- 🌀 Diversity and decolonisation – how knowledge is contextualised; not about adding stuff; perspectives and sources
- 🌀 Cultural capital – inclusivity. Not a description of what curriculum offers; critique and debate so CYP create own meaning and sense of the world
- 🌀 Learning outside the classroom
- 🌀 Reading in all subjects – not about a reading list; all teachers are teachers of reading
- 🌀 Remote and blended learning – planning, pedagogy, access
- 🌀 Feedback – for impact and workload reduction
- 🌀 Review key concepts, threshold concepts, sequencing, assessment and vocabulary

Metacognition & Self-regulation (MSR)



- EEF Toolkit +7 months
- Lower prior attainers benefit more than higher attainers so explicitly teaching metacognitive strategies may help close the attainment gap
- Context-dependant so across all subjects
- Strategies and choices CYP make with what they know; purposefully directing learning, choosing strategy for memory; monitoring and evaluating it
- Behaviours CYP undertake when learning incl. motivation
- 'know it, teach it, model it', setting challenge, metacognitive talk – explaining thinking and learning

Metacognition & Self-regulation



1

Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge

2

Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning

3

Model your own thinking to help pupils develop their metacognitive and cognitive skills

4

Set an appropriate level of challenge to develop pupils' self-regulation and metacognition

5

Promote and develop metacognitive talk in the classroom

6

Explicitly teach pupils how to organise and effectively manage their learning independently

7

Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately



EYKS1 – Maths & Literacy

- ⑧ **Develop practitioners' understanding of how children learn mathematics** – focus on mathematical pedagogy, language development and developmental progression.
- ⑧ **Dedicate time for children to learn mathematics and integrate mathematics throughout the day** –the importance of creating a maths-rich environment where children can recognise and meaningfully apply mathematical knowledge including through the use of stories and games
- ⑧ **Use manipulatives and representations to develop understanding** – the impact carefully selected manipulatives can have on embedding concepts along with examples of how they can most effectively be used – Nuffield Foundation
- ⑧ **Ensure that teaching builds on what children already know** – age-appropriate, carefully chosen tasks which have a clear rationale – knowing where the learning is going next.
- ⑧ **Use high quality targeted support to help all children learn mathematics** – impact of high-quality, meaningful interventions and research on the impact of raising attainment in Maths through interactive apps
- ⑧ **The first 5 PLCs will focus on maths and the second 5 on implementing the recommendations in the EEF *Preparing for Literacy* guidance report.**

Mental Health and Behaviour (MHB)



- 1 in 8 children and young people aged 5-19 have at least one mental health disorder. Approximately 50% adults with mental health difficulties will have had symptoms by the age of 14 and many at a much younger age (NHS 2017)
- One in 5 children have SEN; children with SEN are three times more likely to have mental health problems. (ONS 2000)
- By 2020 depression will be the most prevalent childhood disorder Pretis and Dimova (2008).
- Mental health has worsened on average by 8.1% due to the pandemic, affecting young adults, particularly girls the most.
- Suicide is now the largest cause of death in under 20 year olds. One in 4 girls, and one in 10 boys, now self-harm. Professor Louis Appleby, Head of National Suicide Prevention Strategy (Feb. 2019)



Partnership for Well-being
and Mental Health in Schools



What works in promoting social and emotional well-being and responding to mental health problems in schools?

Advice for Schools and Framework Document
Professor Katherine Weare



Figure 1. Eight principles to promoting a whole school and college approach to emotional health and wellbeing

National and county priorities



- **Transforming Children and Young People's Mental Health Provision: a Green Paper DfE (2017):**
 - every school and college to identify a Designated Senior Lead for Mental Health
 - Mental Health Support Teams
- **RSHE curriculum to be taught in all schools from September 2020**
- **Roll-out of Wellbeing for Education Return CPD**



Multi-agency support

- BOSS
- Restorative Solutions
- Caring2Learn
- Future4Me
- WTT
- Healthy Minds
- Mindspace Stamford
- Futures in Mind bespoke psychological services
- The Pilgrim School
- Lincolnshire Parent Carer Forum (LPCF)



Mental Health PLCs

- ***Feedback from school leaders in Lincolnshire highlights the wellbeing of staff and sustainability of current working "pace" and expectations as a concern linked to the current pandemic.***
- Identifying need and monitoring impact
- Curriculum teaching and learning to promote resilience and social and emotional learning
- Universal and targeted approaches to mental health and well-being
- **Staff wellbeing and development**
- Parental engagement
- Effective transition



‘One of the most obvious truisms about schools is that when it comes to educating students, teachers are your greatest resource. Any Head teacher who explicitly puts the students first hasn’t thought that decision through; the implication is that teachers are less important than students. The best thing for students is a happy, motivated staff; by putting the staff equal first with the students you are doing the best you can do for the students.’

John Tomsett (2015)



Behaviour (BEH)

Know and understand your pupils and their influences

Teach learning behaviours alongside managing misbehaviour

Use classroom management strategies to support good classroom behaviour

Use simple approaches as part of your regular routine

Tailor targeted approaches to meet the needs of individuals in your school

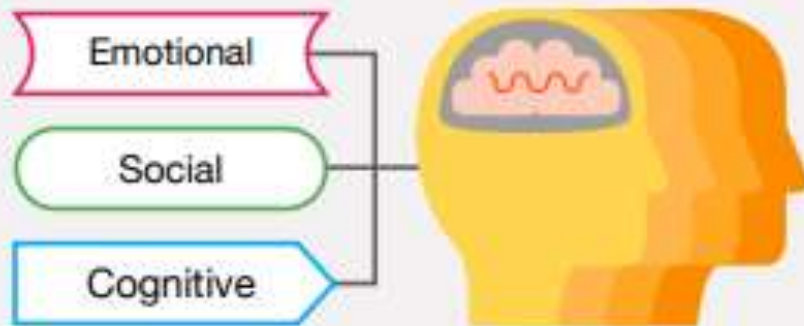
Whole-school

Consistency and coherence at a whole-school level are paramount.

Teach learning behaviours



'A **learning behaviour** can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.'¹⁹



EHWB2 (for schools that have taken part in EHWB1)

- Staff wellbeing and development
- Parental engagement
- Effective transition
- **Targeted support, appropriate referral and monitoring impact of interventions**
- Enabling student voice to influence decisions

Mobilise Improving Literacy in Secondary Schools (ILS) isn't...



- ❧ Just about improving results in the English department
- ❧ A one-off course or training
- ❧ For the Heads of Department or one teacher in one subject/cohort/class
- ❧ To be kept 'in-school'
- ❧ Conducting research trials
- ❧ 'Done to'

Mobilise Structure



- There will be **10 PLCs** from 4th November 2020- July 2022, which School-based Leads (SBL) **must** attend (initially via virtual platform)
- Autumn 2020 PLCs will be facilitated by the Research Champion, Steve Willshaw virtually; a decision on continued virtual or Cluster Lead-led PLCs will be taken as government guidance on social-distancing is reviewed and updated

Structure of PLCs



- Review/feedback on plans/progress since last session
- Introduction to EEF Improving Literacy Recommendation
- Reading and discussion of relevant research
- Facilitated discussion of relevance of reading to school plans and ways to incorporate ideas



EEF Improving Literacy in Secondary Schools – Recommendations

- 1 Prioritise 'disciplinary literacy' across the curriculum
- 2 Provide targeted vocabulary instruction in every subject
- 3 Develop students' ability to read complex academic texts
- 4 Break down complex writing tasks
- 5 Combine writing instruction with reading in every subject
- 6 Provide opportunities for structured talk
- 7 Provide high quality literacy interventions for struggling students

Improving Literacy in Secondary Schools (ILS)



Plan for PLC 1 – October 2020

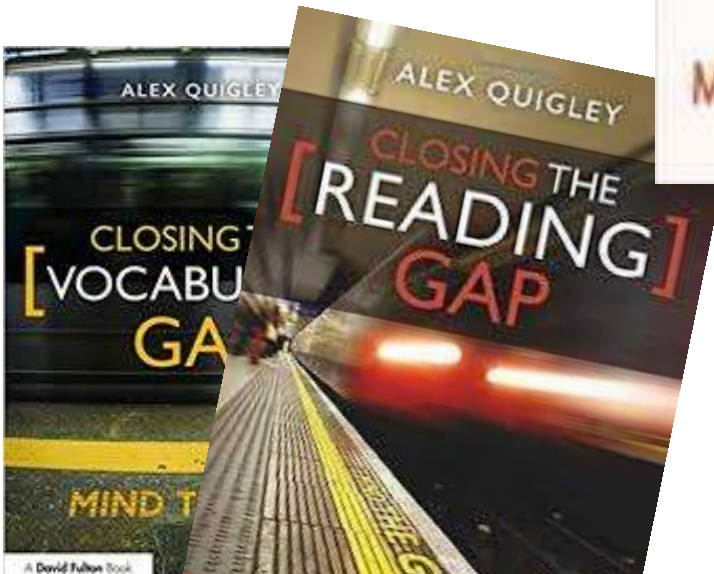
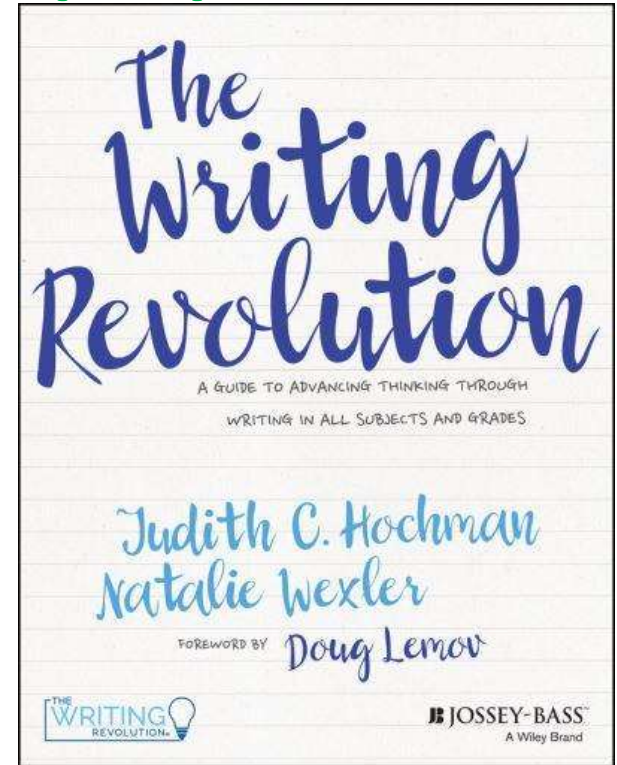
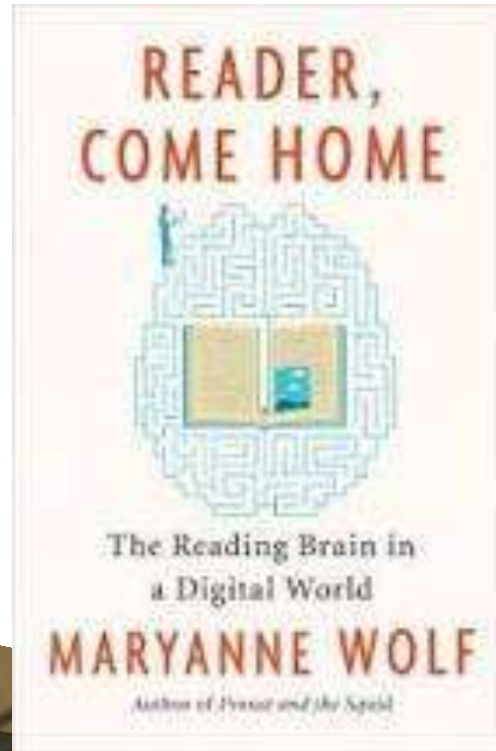
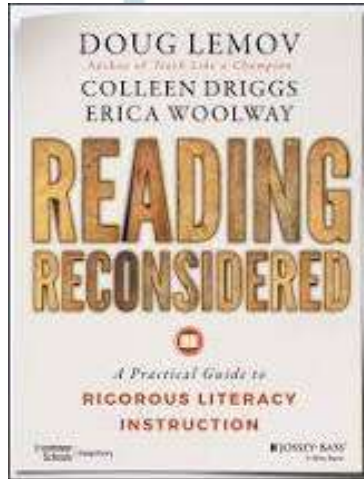
Introductions

Sharing of school literacy priorities

Extended shared reading: Shanahan and
Shanahan *What is Disciplinary Literacy and
Why Does it Matter? (2012)*

Implications for school priorities and plans

Improving Literacy in Secondary Schools (ILS)



discovering voices





Mobilise Website

'The website is a useful resource to see what other schools in my project are doing and also to keep up-to-date with other projects that are relevant to my school.'

Latest news

PLC dates

Useful links

Projects ▾

- Cognitive Theory and Memory (CTM)
- Curriculum Design (CD)
- Emotional Health and Well-being (EHWB)
- English (EN)
- Feedback and Marking (FM)
- Maths (MA)
- Special Schools
- Teaching Assistants (TA)

Timeline

Blog

Events
incl.
relevant
courses

Accounts
of practice

<https://mobilise.kyrateachingschool.com>

Traded Model



- 🌀 LLP remains fully supportive of Mobilise projects. It has generously funded Mobilise for 4 years
- 🌀 Cost is £7.50 per pupil up to a max. of £2 875 (for 1 or 2 projects until July 2022); a min. of £400
- 🌀 Payment can be made in instalments:
 - Pay in full Nov 2020
 - Pay in full Apr 2021
 - Pay in full Sept 2021
 - Pay 50% April 2021 and 50% April 2022

You may wish to consider using your ‘Catch Up Premium’ to cover the cost.

Schools receive payment for Cluster Leads to attend Basecamp training prior to each PLC

**** Schools wishing to participate in only 1 project of 5 PLCs should contact the Mobilise team.**

Traded Model - examples



School's NOR	Number of projects	Total cost for participation until July 2022
50	Schools should judge their capacity to participate in either 1 or 2 projects of either 5 or 10 PLCs. Schools choosing to take part in 3 projects would pay an additional 25% of the 'up to 2 project' cost.	£400 (min charge applies)
100		£750
210		£1 575
420		£2 875 (max charge applies)

Schools can choose up to 2 projects



2020-21	2021-2022	Total PLCs
EHWB2	x	5
EHWB2 + Behaviour		10
EYKS1 maths & literacy		10
Improving Literacy in Secondary Schools (starts 4.11.20)		10
Metacognition & Self-regulation		10
Mental Health & Behaviour		10
Curriculum Planning	x	5
x	Behaviour	5
Behaviour	x	5

**** Schools interested in participating in only 1 project of 5 PLCs should contact the Mobilise team.**

What do I need to do next?



- 🔗 Register at:
<https://www.surveymonkey.co.uk/r/Mobilise202022registration27K3S6D>
- 🔗 Highlight on SDP where project(s) fit
- 🔗 Choose School-based Lead that can lead implementation of area of school improvement
- 🔗 Contact Mobilise team, if you have any questions

Key Contacts



- Mobilise Team

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- Kyra Research School

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