

Mobilise Overview 2019-20



	CTM2	CD1 & 2	EHWB1 , 2 & 3	EN2	MA2
Self-assessment/RAG	Logic-model CTM RAG	Logic-model; Durrington RS RAG; curriculum subject coverage audit tool	Logic-model Baseline questionnaires	Logic-model EEF RAG	Logic-model EEF RAG
PLC1 or 7 Sept/early Oct	Interleaving – similar concepts - <i>Rohrer</i>	CD1 - Principles and aims & curriculum coherence CD2 – Principles, rationale of intent, levels of curriculum and Wales’ purposes of curriculum	EHWB1 – adopting a whole- school approach & restorative practice EHWB2 – trauma language, safety & wellness plans EHWB3 - trauma language, safety & wellness plans	Recommendation: 6 KS1/Recommendation: 5 KS2 - Fast and accurate spelling of an extensive vocabulary is a key component of writing fluency. There is limited high- quality evidence about how to teach spelling, but it is clear that spelling should be actively taught rather than simply tested. Exploring steps towards achieving a spelling strategy.	Recommendation 7 completion of Logic Models. Using structured interventions to motivate pupils and help to close the gap.
PLC2 or 8 Oct/Nov	Interleaving – worked examples – <i>ies, New South Wales</i>	CD1 – key concepts across the curriculum CD2 – key concepts across the curriculum	EHWB1 – – risk and resilience & RSE EHWB2 – restorative practice OR solution-focused coaching (clusters will focus on ONE of these EHWB3 - tbc	Recommendation: 6 KS1/Recommendation: 5 KS2 - Possible work with Leicester exploring research carried out as part of their Wordstudy programme.	Recommendation 1 - Using effective feedback to address misconceptions
PLC3 or 9 Nov/Dec	Desirable difficulties – <i>Bjork, Soderstrom, Willingham</i> + Von Restorff and Primacy/recency	CD1 – 3D-curriculum, concepts and links; knowledge organisers introduction CD2 – How to get the best out of knowledge organisers in the classroom, including CT	EHWB1 – 5 ways to wellbeing EHWB2 – parental engagement & Hope and Trust in Schools EHWB3 - tbc	Recommendation: 1 KS1/Recommendation: 1 KS2 - Speaking and listening is at the heart of language, as the foundations for reading and writing, but also as essential skills for thinking and communication. Teaching should focus on pupil’s language development, particularly their expressive language, which will also support their writing. Role of discussion and questioning to teach and assess reading.	Recommendation 4 - Developing mathematical fluency

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		strategies + Mark Enser's subject key stage web			
PLC4 or 10 Feb	Checking for understanding and questioning – <i>Rosenshine, William, Enser</i>	CD1 - The importance of vocabulary CD2 – subject leadership	EHWB1 – universal and targeted approaches to support emotional regulation & Autism Outreach EHWB2 – Staff wellbeing EHWB3 - tbc	Recommendation 4: KS1/Recommendation 2 and 3: KS2 - Inference making is central to comprehension Revisit Inference – explore approaches to teaching and learning to develop this strategy Explore the difference between Coherence and Interrogative Inference	Recommendation 2 - Using manipulatives and representations purposely and appropriately to ensure impact.
PLC5 or 11 pre-Easter Mar/Apr	Elaborative interrogation - <i>Dunlosky</i>	CD1 – subject leadership CD2 – assessment for learning	EHWB1 – Trauma-informed practice part 1 EHWB2 – Tier 1 – embedding the 5 ways to wellbeing EHWB3 - tbc	Recommendation: 6 KS1/Recommendation: 5 KS2 - It is important to promote the basic skills of writing—skills that need to become increasingly automatic so that pupils can concentrate on writing composition. This includes the transcription skills of spelling and handwriting (or typing, where appropriate), as well as sentence construction. If these skills are slow or effortful then this will hinder progress in writing composition. High-quality practice is essential to develop fluent transcription skills. Exploration of sentence combining. Approaches to handwriting and their effectiveness.	Recommendation 8 - Supporting pupils with their transition from Primary school to Secondary school
PLC6 or 12 early/mid Jun	Implications for curriculum design - <i>various</i>	CD1 & CD2 – the hidden curriculum; cultural capital; RSE; well-being; transition for emotional stability; EEF audit tool	EHWB1 - Trauma-informed practice part 2 EHWB2 – Tier 2 – Targeted approaches	Recommendation 8: KS1/ Recommendation 7: KS2 - The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions. There is a strong and consistent body of evidence demonstrating the benefit of one-to one or small-group tutoring using structured interventions for children	Recommendation 5 - Promoting independence through the use of well-chosen tasks

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		Jan Hargrave video links	EHWB3 - tbc	who are struggling with literacy. Aligning programmes to the recommendations to ensure they have features common to effective targeted interventions.	to develop metacognition.
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