

Teaching & Learning



Welcome back!

Welcome to the Easter 2019 edition of the T & L Journal; our fifth edition. As always, sincere thanks to those staff who have contributed with feature articles. Sharing good practice was highlighted recently as an area to continue to develop and utilise across the school. We are lucky to have such a wealth of expertise.

Our TEEP journey continues and we are delighted to now have a Level 3 trained member of staff as part of the team, along with our work in to metacognition that was recently endorsed during our Ofsted visit (March 2019) in line with reflections around the future curriculum.

If you would like to see any topic area as part of the next edition, please let us know. We also value you informing us of any useful reading material that you may have sourced, or classroom based ideas that you have recently tried.

Thank you to the contributors:

Many thanks to the contributors for this edition:

Louisa Cotterill, Hayley Farnell, Helen Black,
Amy Wincup and Jen Hoskin,

If you would like to contribute to a future edition,
please let us know.

Inside this issue:

TEEP Next Steps	2
Watching Workload	4
Using Technology in Evidence-based Teaching and Learning	7
Teacher Wellbeing	8
ClickView	16
Has social media killed the reading star?	19



Teaching & Learning

TEEP Next Steps



We were delighted to welcome Lead Practitioner from the SSAT, Corinne Settle in to the Academy recently to meet regarding our plans to deliver Level 1 TEEP training to all teachers.

Corinne talked through the TEEP work to date with staff and was confident that with a few further sessions over the summer and autumn terms that all existing staff can be accredited with Level 1 by Christmas 2019! This was amazing to hear and all credit to the hard work invested already by staff; thank you all!

Corinne gave away a few highlights of her current work with Dylan Wiliam around 'Embedding Formative Assessment' and the focus around 'Deep Social Justice' with David Lammy. Hints were given about the EEFs latest work around Feedback and the SSATs interest in metacognition and self-determination. Watch this space for more on all of this.

One of Corinne's most recent blogs about T and L is highlighted here for your further interest:

With the pressures of content now feeling heavier than ever, does every moment in your lesson count? SSAT Education Lead Corinne Settle remembers when she realised that she needed to stop doing something that worked to do something even better

Then...

As a confident teacher, my entry routine was firmly set. When students arrived at my lesson they knew the expectation was for them to collect their exercise books from the side and immediately write the title, date and objective for the lesson. With of course, titles and dates underlined with a ruler. This 'settling activity' gave me time and space to welcome students and deal with any behaviour, social or equipment issues. I was a good teacher.

When I first did TEEP (Teacher Effectiveness Enhancement Programme) training, I was introduced to the idea of 'prepare for learning'. Prepare for learning isn't just about the first activity as the students enter the room. It got me to reflect on the learning purpose of this activity as well as how I greeted the students, the routine I used and my classroom environment. I say all of this, I knew my routine worked, so why change? I didn't, I didn't need to, it worked.

Sometime later, I was visited by the TEEP trainer and he questioned me about the start of my lessons. He simply asked me how long this arrival took and what did they learn in this time. Immediately, I had all the answers:

'Look at how well-behaved they are.'

'Having the lesson objective in their book makes them clear on what the lesson is about. If they are absent, they can clearly see what they have missed, so they can catch up. And it helps them with revision.'

'It doesn't take long.'

This brief conversation with the trainer did though get me thinking. Although I was convinced by my own answers, I started to check how long this took in lessons. Depending on the class, it was up to 10 minutes. Especially if they were coming from PE. Ten minutes of a 50-minute lesson! But it works, but it's 10-20% of my lesson. Even at 5 minutes a time, that over a week, term or year is a lot. What do they learn, umm... err... nothing. But it works, doesn't it? Consistent routines are important, my students know what to expect. My resolve had turned to doubt, I could see I was missing an opportunity, wasting time. I still went back to my colleague and had the same conversation at least twice more before I initiated any change, in fact a summer break went by. In the September, I made some changes which have since been refined over time.





... Now

As students arrive to my lessons, the books are still collected from the side, along with any specific resources they may need. They know to immediately read the instruction on the board (or on the sheet if I am a nomadic travelling teacher) and take action. Learning starts as they enter my room whether this is a discussion, thinking or a specific activity. The routine is the same, but the priority is learning, not control.

I will never forget the moment, while observing a colleague's lesson, when a very low ability year 8 student came to see me, bursting with pride. He shared with me his word search, all 10 words found. He had never completed a word search before and was delighted. I thoroughly congratulated him, as you would. This was 55 minutes into a one-hour lesson: he had just finished his starter activity, ignoring the rest of the lesson.

When I select activities, my focus and that of the students is not on completion of a task. The activities I select don't have a clear finish point. There is no set of questions to complete, where students often see success as simply completing them all. Activities are planned so that I can determine how long they take. If the students are hooked into the lesson and want to know more, I can allow the activity to continue developing their thinking. If not, I can choose to move on quickly to maintain their engagement.

For example:

Knowledge dump: the learners have x minutes, or until the end of the song being played, to record everything they know on... this can be a group activity on large pieces of paper, or individual.

Thunks: big questions often related to the previous lesson, or learning to come, with no clear answer – more a gathering of their opinions.

Images to music: what is today's lesson about? What questions would you like to ask?

Written by Corinne Settle, February 2018

Opportunities for students:

<https://www.ncsc.gov.uk/information/cyberfirst-courses>

Look at the ncsc.gov site for some really interesting residential opportunities for students split into various categories to include:

Cyber First Adventurers

A free 1 day non-residential course aimed at 11-14 year olds. The course consists of four themed modules offering interactive, hands on, self-guided, exploratory learning that reduces the amount of time spent in traditional instructor led presentations to the very minimum.

Cyber First Defenders

A free five-day residential and non-residential course aimed at 15 to 16 year olds. Ideal for students looking to study computer science at AS/A Levels, or equivalents. Students will explore advanced cyber security threats to devices, apps and software and investigate ways of protecting them. Available to book in April 2019.

Cyber First Advanced

A free five-day residential and non-residential course aimed at 16 to 17 year olds. This is designed to expand the knowledge of anyone studying computer science at AS/A Levels or equivalents or for any student who has a real interest and aptitude for computers. Available to book in April 2019.



Teaching & Learning

Why TEEP Level 3? TEEP @SSAT Training

My TEEP journey began in the most auspicious of ways; a year 10 student in a cap and hoodie riding his BMX bike down an art corridor in the middle of period 2. I didn't really bat an eyelid at the time as behaviour had become so challenging. A few difficult and reflective months later, the school I was at had the SSAT train my colleagues and I to TEEP Level 1 and I've honestly never looked back.



The TEEP philosophy has been at the centre of my pedagogy now for nearly a decade, and the TEEP training has had a transformative impact on both my own practice and on the achievement of the young people I teach. I have enjoyed playing a key role in TEEP, becoming part of teaching and learning policy, and I hope that colleagues have gained many new ideas and inspiration. I applied to be Level 3 TEEP trained as I wanted to be able to award colleagues for their efforts so far, and because I believe so much in the approach. I am passionate about teaching and learning, and my own teaching has benefitted enormously from using the TEEP model. TEEP has transformed my understanding of how to understand learners' needs and to develop a range of strategies to support all learners. In the future being TEEP Level 3 trained allows me to support the Academy in becoming a leading TEEP training school for the Shires Teaching Partnership in Warwickshire, and being able to host Open Days for the SSAT. Most importantly, however, is being able to facilitate and award Level 1 accreditation to colleagues by Christmas 2019. Being TEEP Level 3 trained will also enable me to support all of us in enabling the students themselves to become more involved in the TEEP journey.

TEEP Level 3 training is broken down in to three phases:

Day 1- Is spent refreshing TEEP philosophy through ice- breakers, getting to know activities, and TEEP PEEPS. Strategies to train colleagues in the underpinning elements are also introduced. The activities involved a carousel activity where delegates visited each element e.g. thinking for learning and discussed our understanding and application of them. Delegates were then given an introduction to the literature and the training material we would be given, those we would be expected to provide ourselves, and further reading. Each delegate was then given one of the elements to focus on using the TEEP training materials and our own examples and slides. We then delivered this training to the other delegates and received detailed feedback and suggestions on how to improve delivery and participation.



DAY TWO

Day 2- Concentrated on the learning cycle. This is the area we have done this most work on at the Academy, and of which we can all be rightly proud. Training focused on giving out the white packs of resources (our resource folders are better!), delivering teaching ideas and anecdotes that I might have trialled, and a detailed unpicking of the cycle. Again, the training focused on getting the trainees to produce paired presentations on the cycle, and to start to think about how to use TEEP in lesson planning and embedding it whole



school. The training also touched on the requirements and responsibilities of internship and achieving the end qualification.

Day 3- This focused mainly on effective teaching and learning behaviours; these are a focus for the school going forward. Interestingly, day 3 also focused on the actual delivery of training at a school. Delegates collated ideas about what makes an effective learner and teacher, took part in a role play, and discussed the potential 'blockers' you might encounter when delivering your training. The main activity used Fox's Thinking Tool to give delegates a specific 'personality', and then they were asked to distil the information about them on to summary cards. This was then presented and possible strategies for dealing with different colleagues were discussed. Day 3 also looked at the TEEP and SSAT website and their resources, as well as the practicalities of internship and leading training at your own school and others.

DAY THREE

I thoroughly enjoyed all three stages of my TEEP training and know that it has had a significant impact on my teaching, love of teaching, and on the learning and progress of the students I teach. TEEP is just outstanding teaching practice, and when combined with metacognition strategies, it can produce independent, resilient, and engaged students. I hope that by leading this at the Academy that all of our teaching and thinking about learning has benefitted too. TEEP was too late for the boy on the bike at the start of my article, but I'll never stop trying to improve the outcomes of all our students.

If you would like any further information about TEEP or additional support, please come and chat to me.

Louisa Cotterill

SUMMER TERM TRAINING AT ALCESTER ACADEMY	
EASTER	
Formal lesson observation period begins with TEEP focus	Staff to return to Appraisal objectives in order to clarify area of focus for observation
Monday 29th April 2019	Subject Time inc update of Class Packs
Monday 6th May 2019	MAY DAY
Monday 13th May 2019	Boys' update WI
Monday 20th May 2019	Epilepsy training – all staff
Monday 3rd June 2019	TEEP
Monday 10th June 2019	Asthma and Anaphylaxis training – all staff (2 groups)
Monday 17th June 2019	TEEP
Friday 21st June 2019	Staff Training Day
Monday 24th June 2019 Close formal observation period	Staff Training Day
Monday 1st July 2019	No CPD – Celebration Evening this week
Monday 8th July 2018	No CPD for Y7 tutors (in lieu of New Parents' Evening) TBC
Monday 15th July 2019	TBC

Teaching & Learning

Watching Workload



In line with the ASCL Conference in March and Amanda Spielman's address to school leaders, the DfE have published various documents around workload for teachers.

These can be found at <https://www.gov.uk/government/publications/managing-change-reducing-teacher-workload>

Good practice examples include a lot of actions already in place at Alcester Academy such as:

- Clear and robust behaviour systems
- Visible SLT
- Removing the need for lesson plans
- No lesson grading
- Introduction of quizzing HWs
- Eliminating unnecessary workload around marking; consider a range of feedback techniques
- Build in live sampling of feedback
- See the various documents for further examples; e.g 'Tips for School Leaders'

Please ensure that any comments around work load are directed through line management and that there is a working party dedicated to this (BR, WS, HT, HK, FR) for any views to be considered.

Professional Development –

Have you seen the on line opportunities? 6-8 hours each.



Outstanding Teaching CPD course—Outstanding Teaching with Mike Gershon

Mike Gershon, popular classroom teacher and author provides practical insights to help make your teaching outstanding.

About this Outstanding teaching CPD course...

In this teacher training course Mike Gershon, popular classroom teacher and author, offers practical advice on techniques to help your teaching become outstanding.

Mike will provide you with instructions through videos and analysis of real lessons, as well as through straightforward guides and downloadable teaching resources. He will also be joining in with the discussions between you and the other teachers on the course, answering questions, and giving help on the practical assignments he has set.

Learning outcomes

You can do the eight units in the CPD course in any order they prefer. The units cover:

- Outstanding Lesson Planning
- How to Excel When Being Observed
- Differentiation Made Simple
- Effective Questioning
- Creating Independent Learners
- Positive Behaviour Management
- Unlocking Assessment for Learning
- Time-saving Tips for teachers

The continuing professional development course was filmed in secondary schools, however, it is applicable to all levels and teachers of any phase are invited to join.





Better Voice for Teachers CPD course

About Better Voice for Teachers

As a teacher, one of the main assets you rely on is your voice. It can help you hold your pupils' attention and capture their imagination, and is a vital tool in helping you manage classroom behaviour.

Better Voice for Teachers is a dynamic, easy-to-follow online course specially designed to improve your speaking voice and deliver practical benefits in the classroom.

The course uses short films to demonstrate the Better Voice technique and present the simple vocal exercises for teachers. At every stage of the course there are step-by-step pointers and clear progress indicators.

Who should I enrol on this course?

Better Voice is ideal for teachers in all disciplines and education sectors. It is an equally effective technique in primary and secondary schools, colleges and universities, in classrooms, and on the sports field. There are also opportunities to study the technique further with a view to teaching it to pupils or colleagues.

Key features of this CPD course:

- Effectively eases the strain on a teacher's voice
- Give teachers practical teaching advantages
- Assists teachers in managing classroom behaviour
- Reinforces classroom presentation abilities
- Provides teachers with a life-long transferable skill
- Supports career development through confident vocal presentation skills

Learning outcomes

Given the number of hours a day that you use your voice, it's no wonder that teachers are eight times more likely to suffer from voice-related health conditions than other professions*.

The voice technique taught in this course has been helping speakers and singers get the best out of their voice for over a hundred years. 'Better Voice for Teachers' has been specially adapted to address teachers' voice problems and help them reduce the strain on their voice.

The vocal techniques that you learn will also offer you other very positive and practical benefits. It will help you speak clearly and confidently and teach you to make yourself heard without shouting.

This will give you a strong advantage in behaviour management and classroom presentation as well as developing skills that will help you in your career progression outside and beyond the classroom.

The Better Voice technique is simple, yet effective, and you can quickly start putting it into practice in the classroom from day one.

See Sarah Mellors if interested.

Using Technology in Evidence-Based Teaching and Learning

Explore effective research-informed ways of using technology to support teaching and learning in the classroom.

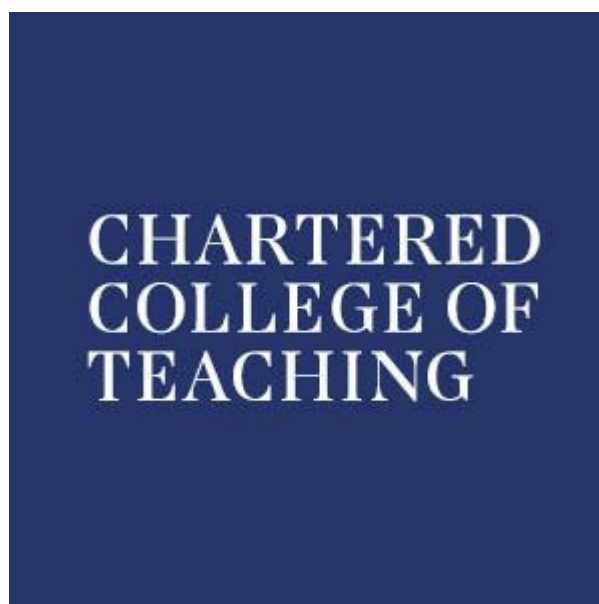
Learn how technology can be used to support effective teaching practices

Research evidence can give teachers possible approaches to support their students' learning. On this course, you will explore case studies and research from expert teachers and leading academics on how technology can be used to support teaching and learning at school.

You will discover the best ways to introduce new concepts to students and ensure they remember them, as well as provide feedback to guide their progress. You will also reflect on how technology is currently used in your own context and compare the different ways it can impact learning and collaboration in the classroom.

What topics will you cover?

- Why you might choose to use technology as a tool to support learning and how you can evaluate its impact
- What research evidence suggests about effective presentation of new concepts, meaningful pupil collaboration and how technology can be a useful tool to support both
- How pupils' long-term retention of content can be supported through approaches such as retrieval practice, elaboration, spacing and interleaving of learning and how technology might support these practices
- How technology can be used to support evidence-informed feedback practices and when you might choose to implement it
- What will you achieve?



By the end of the course, you'll be able to...

Evaluate current practices around the use of technology in your context

Recognise how decisions around the use of technology can be made

Interpret the relevance of research about communication, collaboration, memory and feedback to the use of technology

Compare technology uses to support effective teaching and learning

Select appropriate technologies and implementation approaches to support effective teaching and learning in your context

Who is the course for?

This course is for all teachers and education professionals in either the primary or secondary school setting. It would also be of interest to teachers in further and higher education, teaching assistants, and anyone with a supporting role in the classroom.

Free on line training available from the Chartered College of Teaching

Teaching & Learning

Teacher Wellbeing - March 2019 Updates

Support on wellbeing for teachers in schools and colleges



“Teaching is a fulfilling and demanding job, and we have perhaps been too ready in the past to regard the pressures which are part of teaching as something which goes with the territory.”

A new expert advisory group to look at how teachers and school leaders can be better supported to deal with the pressures of the job will be announced by Education Secretary Damian Hinds (15 March).

Addressing more than 1,000 school and college leaders and teachers at the Association of School and College Leaders' (ASCL) annual conference in Birmingham, Mr Hinds highlighted that teachers always put the good of their pupils first but should not take their own wellbeing for granted.

Earlier this year, Mr Hinds launched the first ever integrated strategy to recruit and retain more teachers, setting out a comprehensive plan to build the status of the profession and create more opportunities for teachers to progress in their career. It also included an ambition to transform the day-to-day experiences of teachers, and laid out plans to create a positive, supportive culture in schools.

The Advisory Group – which brings together head teachers and principals, teaching and college unions, professional bodies and mental health charity Mind whose CEO, Paul Farmer, co-authored an extensive review for the Prime Minister on mental health and employers – will work with the government to look at how to promote better wellbeing for teachers.

The announcement is the latest in a series of steps taken by Mr Hinds to address some of the concerns raised by the profession and create a great culture in schools. These include clamping down on excessive workload, simplifying the accountability system for schools and helping schools improve behaviour management in their classrooms.

General secretary of ASCL, Geoff Barton, welcomed the proposals:

Teaching is a fulfilling and demanding job, and we have perhaps been too ready in the past to regard the pressures which are part of teaching as something which goes with the territory.

We now have a much improved awareness of mental health and wellbeing across society, and schools are well aware of the importance of this issue for pupils and staff. The establishment of an expert group to



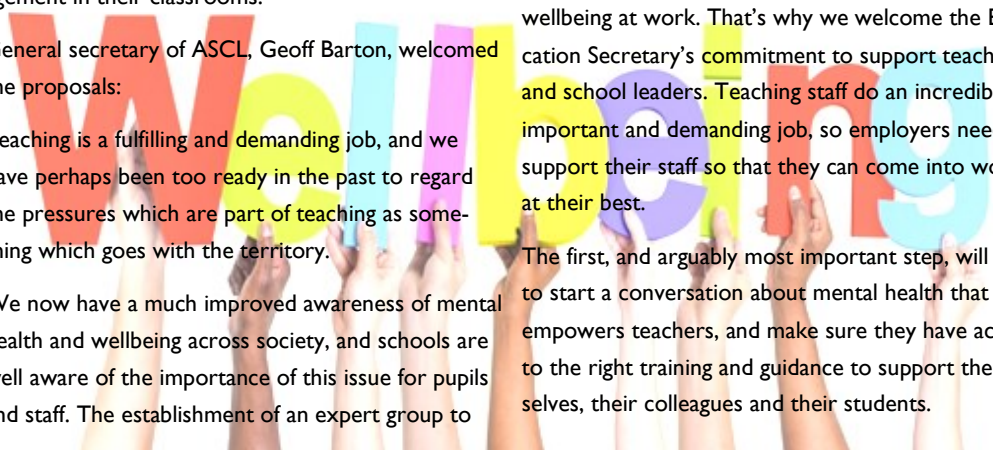
look at how schools can be better supported in their work around mental health and wellbeing is a good idea and we look forward to its recommendations.

Paul Farmer, Chief Executive of Mind, the mental health charity, said:

Mental health problems at work are common in all workplaces, and although we have made great strides, mental health is still a taboo subject. The ‘Thriving at Work’ report led by Lord Dennis Stevenson and myself found in many workplaces, opportunities are being missed to prevent poor mental health, including the education sector.

Through our ‘Whole School Approach’ programme, teachers and school leaders have been telling us that they need more support for their mental health and wellbeing at work. That’s why we welcome the Education Secretary’s commitment to support teachers and school leaders. Teaching staff do an incredibly important and demanding job, so employers need to support their staff so that they can come into work at their best.

The first, and arguably most important step, will be to start a conversation about mental health that empowers teachers, and make sure they have access to the right training and guidance to support themselves, their colleagues and their students.



Metacognition – more ideas

<https://blog.innerdrive.co.uk/metacognitive-strategies>

Metacognitive Strategies

Metacognition is the ability to critically analyse how you think, or, in simple terms, having self-awareness and control of your thoughts. It is best described as developing appropriate and helpful thinking strategies at each stage of the task.

Often, metacognitive strategies can be divided into 3 stages: planning, monitoring and reviewing. For more information on good questions to ask at each of these stages, see the previous blog, 9 simple questions to improve metacognition.

Metacognitive Strategies - What Does the Evidence Say?

The Sutton Trust reports that metacognitive and self-regulation strategies help pupils make an average of 8 months additional progress. As well as being very cost-effective, the evidence indicates that teaching these strategies can be particularly effective for low-achieving pupils, as well as for older pupils.

Metacognitive and self-regulatory strategies have been positively associated with academic performance, helping students improve their learning, leading to better marks in reading comprehension, science tests and maths. In that latter study, the impact of these type of strategies were more pronounced when they were taught by the researcher, not the teacher. More research is needed to know why an external facilitator may have more impact. One possible reason could be due to them having an increased knowledge of the topic.

METACOGNITIVE STRATEGIES - Not in Isolation

Metacognitive strategies are not often taught in isolation. It is interesting to note that the Sutton Trust group them together with self-regulation strategies. This makes sense as often psychological disciplines interlink and

can have multiple benefits. Below, we consider three other areas that can be developed alongside metacognition:

Growth Mindset – Alex Quigley writes some brilliant blogs, some of which are on how his school helps students develop a growth mindset. In this post, he suggests that metacognition might be a key strategy for his students to master with their growth mindset. He talks about the importance of helping students plan, monitor and evaluate themselves, as well as the importance of being subject specific.

We recommend that a good starting point would be having students ask themselves questions after a task, such as, ‘what could I do better?’ or ‘what would I do differently next time?’. Even better would be having these discussions with their subject teacher, who can ensure that they are guided in the right direction. This sort of strategy should help them develop both their mindset and their metacognitive skills

Goal Setting – A key component to metacognition is the planning stage before a task. One such metacognitive question, ‘what do I want to achieve?’ fits well with the research on the importance of goal setting. Setting goals, if done correctly, can help improve performance by focusing attention, enhancing effort and increasing persistence.

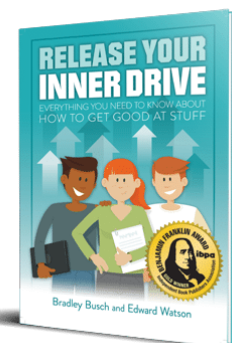
The key caveat is that these benefits are only felt if goal setting is done correctly. Monitor and Evaluate – as mentioned at the start of this blog, the Sutton Trust toolkit combines metacognition and self-regulation (which is the ability to control your thoughts and behaviours). Whereas self-regulation strategies may be applicable during the task, evaluations and reviews are done afterwards.

Many self-regulation strategies exist, including how you talk to yourself, or pausing to collect your thoughts after some deep breaths. Evaluation strategies allow you to objectively look back and reflect on a task. This is best done when it is fresh in your mind but not clouded by any emotional bias. When working with our athletes, we recommend doing this process 24 hours after an event.

Final Thoughts on METACOGNITIVE STRATEGIES

Metacognition – Don’t be put off by the name. It is simply having an awareness, understanding and control of your thought process. The evidence is certainly encouraging; it appears to be a strategy that is cost-effective and can help students improve in reading, science and maths. As with any psychological construct, it is often not taught in isolation. The spillover from teaching metacognitive strategies can help students develop their growth mindset, goal setting skills and self-regulation.

Further resources are available at <https://www.innerdrive.co.uk/resource-filter>



Teaching & Learning

The Gatsby Benchmarks – A New Approach to Careers Education



I am not entirely sure whether F. Scott Fitzgerald had much to say about careers in his greatest novel or not, but I do know that the current vogue in careers education, the Gatsby benchmarks approach, looks set to be with us for a long time. Drawn up by the Gatsby Foundation with the aim of delivering a world-class careers education programme, these eight principles have now become the cornerstone of the government's latest statutory guidance on careers education in schools.

The Foundation's eight benchmarks for delivering outstanding career guidance are as follows:



1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
3. Addressing the needs of each student	Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience, to help their exploration of career opportunities, and expand their networks.

7. Encounters with further and higher education	All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
8. Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.

The final date for the full implementation of the benchmarks is December 2020, but as you will notice, we are already making good progress against most of them. With our extensive programme of external visits, workshops, super-learning days and careers fairs, not to mention our new tutor time careers programme, we should comfortably meet the target for implementation.

The classroom teacher's role is clearly central to benchmark 4: linking curriculum learning to careers. Whilst the Gatsby report itself acknowledges that this benchmark is aspirational, there are many activities which are part of your current practice that will count as evidence towards this benchmark and impress an Ofsted inspector.

For instance:

- Running STEM clubs which develop knowledge and skills used in industry
- Developing employability skills by learning how to complete application forms and CVs in English lessons.
- Displaying a poster in your classroom depicting careers which relate to your subject and referring to it, when relevant, in lessons
- Highlighting practical career applications for learning skills or knowledge in a lesson.
- Inviting professionals into curriculum lessons to explain how learning is used in real-life situations.

In order to demonstrate further our commitment to a high standard of careers education and our embracing of the Gatsby benchmarks, we are also working towards a Quality in Careers Award which should take us approximately eighteen months to complete. I hope that the exercise will not simply ensure that we achieve the benchmarks in a mechanistic way, but also enable our students to understand why they learn and to be inspired by the adventure.

Helen Black Careers Leader

Further reading

<https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

<https://www.gatsby.org.uk/uploads/education/good-career-guidance-handbook-digital.pdf>



Teaching & Learning

Let Teachers SHINE is now open for applications!

Let Teachers SHINE offers up to £15,000 to teachers who have brilliant ideas they would like to pilot in their classroom to help disadvantaged children aged 4-18 succeed in English, maths or science. It's free to enter and open to any qualified, practising teacher working in England.



We shortlist applicants according to the following criteria:

- The project must be innovative: we want to see projects that aim to inspire children in new and exciting ways. Applicants will need to show how their idea is different to, or an improvement on, what is out there already.
- The project must be scalable: we want to see projects which, if successful, can be scaled up and replicated easily, whether that be in other schools or areas, or working with a higher number of students.
- The project must target economically disadvantaged children aged 4-18: we use Pupil Premium eligibility as a general indicator of economic disadvantage.
- Interventions should be sufficiently sustained to show potential improvements in educational outcomes.
- Let Teachers SHINE is a national competition, open to any teacher in England. We only fund qualified teachers and we will prioritise applicants who are currently working in a school.
- If you are successful, we will pay the grant via a school, so please ensure you have an agreement from a school to receive the grant on your behalf.

We are interested in funding educational technology projects; however, we have recently funded several online maths initiatives and would only fund others if they can clearly show how they complement or add value to other grants we have made, in particular Hegarty Maths and Times Table Rock Stars.

The deadline for applications is midnight on Tuesday 23rd April 2019.

The Let Teachers SHINE application process

The assessment process is as follows:

- Stage 1:** Submit an online application, providing an outline of your idea, how it would be implemented and how much it will cost.
- Stage 2:** Applications are assessed, and SHINE will inform applicants if they have been successful in reaching the next round by 21st May.
- Stage 3:** Shortlisted applicants are invited to present their idea in person in either in Leeds or London in early June.

If you have any questions about Let Teachers SHINE or your application, please contact us by emailing info@shinetrust.org.uk or calling 0113 280 5872.

Grant-funding rounds now open - Summer 2019 (Round 15)

Education Endowment Foundation

Have you got a high-potential project that aims to raise the attainment and wider outcomes of young people aged 3-18, especially from disadvantaged backgrounds?

If yes, we hope you will consider applying to our current general grant-funding round. We are interested in testing the effectiveness of projects through rigorous, independent evaluations. Those that show an impact we will then support to scale up to improve outcomes for other disadvantaged children and young people across England.

For example, the EEF funded a trial of Magic Breakfast's model of free, universal, pre-school breakfast clubs. The independent evaluation showed this boosted primary pupils' reading, writing, and maths results by an average of +2 months additional progress. We then supported Magic Breakfast in its joint bid to run the Dept for Education's £24m National School Breakfast Programme.

EEF funding aims to achieve two outputs:

- a well-delivered project that has the potential to improve the attainment (or associated educational outcomes) of disadvantaged pupils;
- a rigorous evaluation of the project, as randomised controlled trials where appropriate, which usually includes an estimate of its impact on attainment and other outcomes. We also fund an implementation and process evaluation to understand how a project is implemented on the ground and the elements of successful delivery. The final evaluation report will be written by an independent evaluation team, but our grantees share responsibility for ensuring that the evaluation is as robust as possible.

Current priorities

We are open to ideas on a range of topics. However, we are currently particularly interested in projects that maintain or improve pupil outcomes while reducing teacher workload. This is a priority for schools, teachers and the Department for Education. For example, this could include:

- approaches to marking and assessment that improve the efficiency of the process without decreasing its impact; or
- testing models of professional development that effectively influence teacher practice without requiring substantial teacher time

We have funded a large number of trials on primary literacy teaching. We will only consider new proposals in this area by exception, if they would generate significant contributions to the existing evidence base.

Deadline: Friday, 28th June, 2019

For more information go to <https://educationendowmentfoundation.org.uk/projects-and-evaluation/how-to-apply/>



Literacy - Focus on Wider Reading

Thanks to those staff who are continuing to consider the impact of 'wider reading' within the curriculum. For a simple, quick idea, why not develop a wider reading area in your classroom where students can continue to foster their curiosity for a subject? Or, reference useful additional reading literature for them as part of homework tasks or extension activities?

Under the new Ofsted Inspection Framework, schools will need to design a curriculum that:

'extends beyond the academic, technical or vocational and provides for learners' broader development, enabling them to develop and discover their interests and talents' (Sep 2019)



Thank you to CT and BL for the photo opportunities

Teaching & Learning

If a Picture Paints a Thousand Words a Video Paints a Million Using Video as a Revision Tool



“Utilising video as a revision tool allows students to digest content at their own pace, play back as often as they need.....”

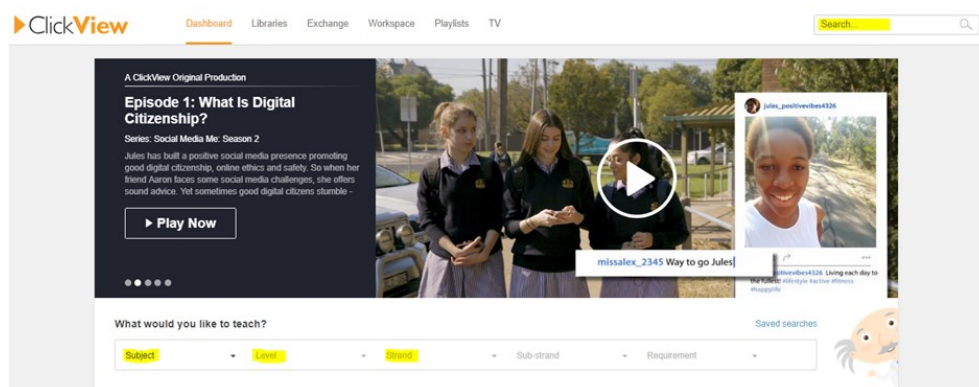
Have you ever heard your students re-enacting a scene from a movie with their classmates or quoting the Simpsons, Family Guy or other such like mature audience cartoon? I think I would be hard pressed to find a teacher out there who hasn't. So, what does this show us?

This action of repeating or recalling a video scene gives us an important in-sight into how those students learn and is a prime example of how well students absorb and retain information which is fed to them through video.

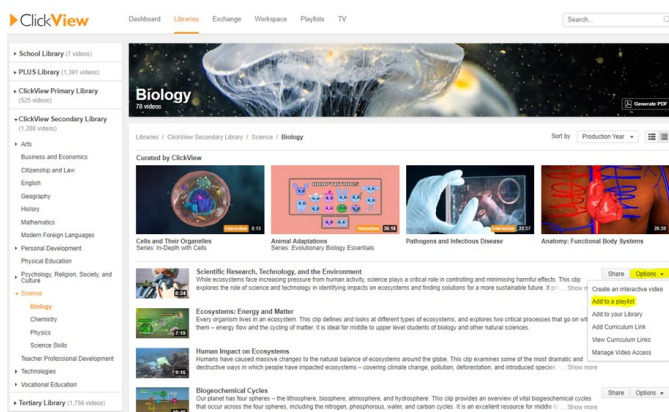
One reason video bodes so well in engaging and creating a lasting impression is that unlike other methods such as reading or listening to an explanation, video stimulates multiple senses by providing visual as well as auditory engagement. Utilising video as a revision tool allows students to digest content at their own pace, play back as often as they need and provides what is often perceived as a less arduous or intimidating revision technique. A great way to provide videos for your students as a revision tool is via a ClickView Playlist.

To create a ClickView Playlist, select the videos which you would like to share with your learners;

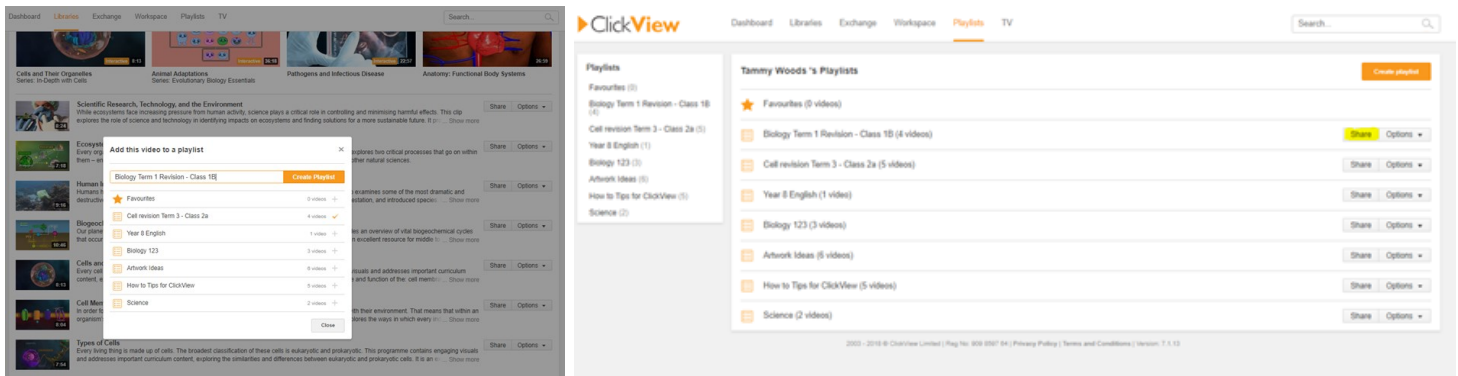
An easy way to find relevant content is via the ClickView Dashboard where you can search key words or titles in the search bar at the top right of the screen or use our curriculum aligned search tool Albert, which will find videos mapped to the curriculum via the drop-down tabs as shown below.



You can also choose to search via the Libraries tab which is situated on the top of the screen to the right of the Dashboard tab. This will allow you to browse both your schools curated library and the ClickView Library that is subscribed to.



Issue 5

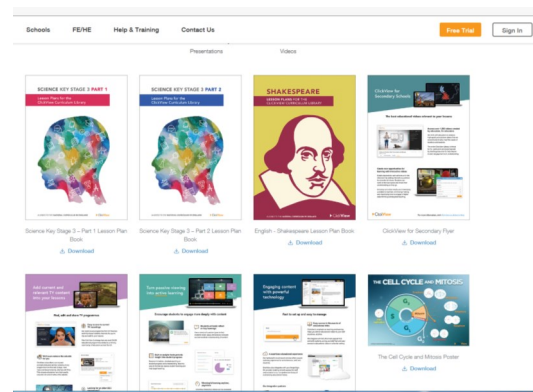
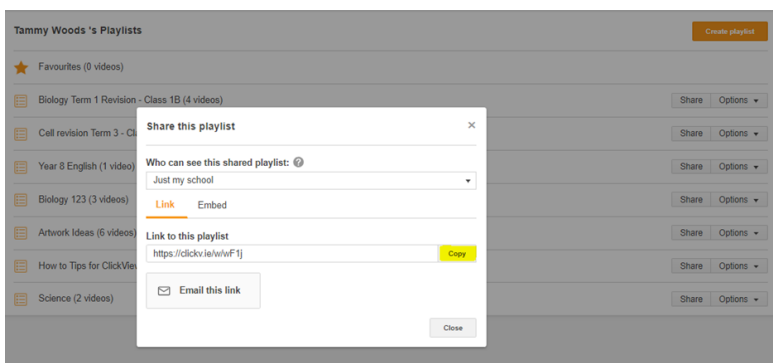


Once you have located a video you wish to share with students via a Playlist click on the “Options” tab to the right of the video description and “Add to a Playlist” from the dropdown menu.

You can add the video to a Playlist you have already created or create a new playlist.

A Playlist can contain as many or as few videos as you wish, it’s also worth knowing if you add new videos to the Playlist after you share the link, students will be able to view the new content, so you can continue to add new content after you have shared the Playlist.

To Share the Playlist click on the “Playlist” tab near the top of the screen and select the “Share” button.



Within the pop up box that appears select the “Copy” button. You can then paste this link into your schools VLE, Google Classroom, Microsoft Teams or similar system or simply email the link to your students.

I hope you find these tips for video revision helpful.

Tammy Woods, Click View

Click View additional resources for teachers – go to:

<https://www.clickview.co.uk/training-and-support/teaching-resources/>

Teaching & Learning



Are boys still underachieving nationally?

Girls outperform boys in all aspects of education, from primary school to GCSEs and A-level results. Last year, 57 per cent of women went to university compared to 43 per cent of men, a gap that has widened significantly over the last decade.

Boys are also more likely to be excluded from school than girls, according to the Department for Education's most recent figures, with the permanent exclusion rate for boys over three times higher than that for girls.

Mary Curnock Cook, who was chief executive of UCAS claims "In about ten years time the gap between boys and girls will be worse than rich and poor."

How boys are falling behind girls at every stage of education

University: 57 per cent of women went to university last year compared to 43 per cent of men (UCAS, 2017-18)

A-levels: 79 per cent of girls received A*-C grades compared to 75 per cent of boys (Joint Council for Qualifications, 2018)

GCSEs: 71 per cent of girls received A*-C grades compared to 62 per cent of boys (Joint Council for Qualifications, 2018)

Underachieving Boys

Key Stage 2: 68 per cent of girls reached the expected standard in the Three Rs, compared to 60 per cent of boys (Department for Education, 2018)

What can we do to change the future for our boys?

Below is a selection of research based strategies to support teaching of boys:

Teachers should increase the use of graphics, pictures, and storyboards in literacy-related classes and assignments. When teachers use pictures and graphics more often (even well into high school), boys write with more detail, retain more information, and get better grades on written work across the curriculum.

Classroom methodology should include project-based education in which the teacher facilitates hands-on, kinesthetic learning. The more learning is project-driven and kinesthetic, the more boys' bodies will be engaged in learning—causing more information to be retained, remembered, and displayed on tests and assessments.

Teachers should provide competitive learning opportunities. Competitive learning includes classroom debates, content-related games, and goal-oriented activities; these are often essential for boy-learning and highly useful for the life success of girls, too.

The curriculum should include opportunities for training in time, homework, and classroom management. In order to feel competent, engaged, and motivated, many boys need help learning how to do homework, follow directions, and succeed in school and life; classrooms are the primary place these boys come for that training.

Approximately 50 percent of reading and writing choices in a classroom

should be left up to the students themselves. Regularly including non-traditional materials, such as graphic novels, magazines, and comic books, increases boys' engagement in reading and improves both creative and expository writing.

Teachers should move around their classrooms as they teach. Teachers' physical movement increases boys' engagement, and includes the teacher leading students in physical "brain breaks"—quick, one-minute brain-awakening activities—that keep boys' minds engaged.

Students should be allowed to move around as needed in classrooms, and taught how to practice self-discipline in their movement. This strategy is especially useful when male students are reading or writing—when certain boys twitch, tap their feet, stand up, or pace, they are often learning better than if they sit still, but teachers are often not trained in innovating toward more movement in classrooms.

Male mentoring systems, where possible, should be part of the school culture.

Teachers should try and use boys-only (and girls-only) group work and discussion groups in core classes such as language, arts, maths, science, and design technology. Some boys get a chance to flourish in new ways in single-sex groupings.

References:

<https://www.telegraph.co.uk/education/2018/11/16/boys-left-fail-school-attempts-help-earn-wrath-feminists-says/>
<http://www.ascd.org/ascd-express/vol6/604-gurian.aspx>

Has social media killed the reading star?



For those of you old enough to understand this reference (I fear many won't), the issue surrounding social media and how this has quelled the desire to sit and read is arguably on a par with the fear voiced in the 70s through the loosely referenced song title above, of the positives and concerns of the impact of modern technology. Like it or not, social media is here to stay and that's no bad thing. The perpetual struggle to encourage reading, particularly once students reach Key Stage 4 is an ongoing and at times, all consuming task which has goal posts that seem to irritatingly move at will. Just when I believe I see a way forward, reading ages will show up as having dropped; just when I believe that a particular strategy I had that I thought might be the answer, I am rudely reminded that I am dealing with teenagers who are unlikely to follow even the best laid plans. What I do believe is that we cannot take the excuse that pupils are now so used to working in bite sized chunks of time, thanks to social media, that they are no longer or able to settle down for long enough to read a book.

Reading and comprehension remain at the centre of the curriculum across school and with the increasing focus on both skills to access the new GCSE specification, the search to find strategies that work to increase reading ages is essential. The most frequently offered excuse from both pupils

and parents alike is that they are so often on their phones/tablets/games that they no longer have the attention span to concentrate on a book; reading is "boring" and there is not a single book in existence in the universe that is interesting. Which brings me to how we are trying to work with this brave new world of social media dominance.

If a pupil has a reading age of just over 10, which quite a few year 10 students do, accessing GCSEs with a required reading age of 15, is problematical. More pressing is their view that they "can't" read so won't even try and this lack of confidence in their ability, perhaps accentuated by social media, is where the latest strategies are being developed. The vocabulary extension slots are still relevant and demonstrating renewed confidence in pushing their own vocabulary, but the desire to read remains stubbornly absent, particularly in Key Stage 4. However, and I realise this is not rocket science, finding ideas that do interest them, will produce a willingness to read and a desire to discuss. And this is where I believe social media is arguably helping. The recent media coverage of the British teenager wanting to return from Syria produced the most exemplary discursive writing from a bunch of year 11s who appear proud to say they never read. Yet here they were, constructing a series of work that had its

genesis in social media, caught their attention, created discussion and therefore formed opinion. This is now the focus of our next stage of encouraging a rise in reading ages – focus on the present agenda of this generation of social media butterflies and instead of battering them with exam board non fiction resources, trying to find commonly shared interests; short sessions of reading and comprehension sessions using material that is more "pupil-friendly". This will, for some groups, be heavily influenced by gaming and gossip and there is obviously the potential huge gap between what a teacher and a pupil finds "interesting", but if it allows for this relentless "can't read, won't read" vocabulary poor pupils to begin to improve their reading ages, then it's worth a try.

Jen Hoskin



Teaching & Learning

New in to the LRC Staff Section

The Elephant in the Staffroom

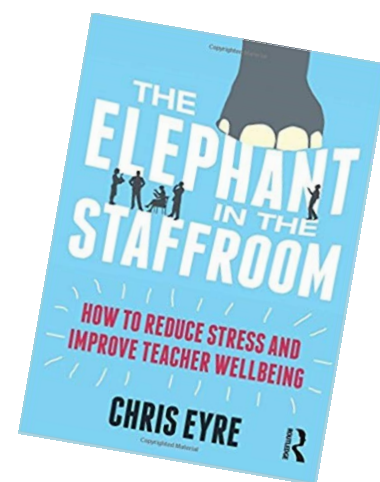
The Elephant in the Staffroom is the survival guide that every busy teacher needs for practical advice on teacher wellbeing. Written in an informal, conversational style, the book is divided into 40 bite-size chunks, covering a range of essential topics from understanding and avoiding burnout, to successful working patterns, and even surviving the school holidays!

Complemented by a host of top tips, the book focuses on five key themes:

- the psychology of the teacher
- teacher identity
- emotional and physical energy
- keeping focused and investing in yourself
- colleagues, students and inspection

Chapters are designed to be easily dipped in and out of, with each exploring the unique nature of the teaching profession and how to cope with, and conquer, a variety of stress triggers and psychological aspects of teaching – ‘elephants’ in the staffroom – to survive and succeed.

Written by a head of department with over twenty years of classroom experience, this essential guide offers a wealth of practical advice on stress, work-life balance and organisation, and is a must-read for practising teachers.



The Learning Imperative

In *The Learning Imperative* Mark Burns and Andy Griffith examine the key ingredients that ensure effective learning, and offer leaders step-by-step guidance on how they can achieve it in their own teams and organisations.

Learning is central to the long-term success of any team and is far too important to dismiss or to relegate to a nice to do list. In 'The Learning Imperative', bestselling authors Burns and Griffith explore the common barriers to effective learning and present a range of practical tools and strategies to help teams bring about and reap the benefits of a more positive culture around training and development.

Together they map out the key stages of the learning journey and provide a comprehensive guide for team leaders and managers who want to improve learning in their teams. They also share essential advice on the design and delivery of effective training programmes, and punctuate their instruction with a range of illuminating case studies drawn from

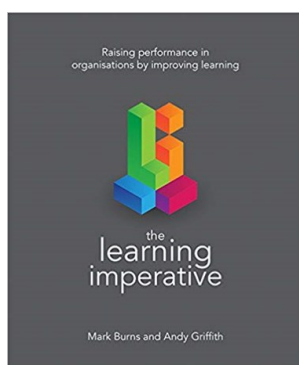
real-life contexts across the public, private and third sectors.

The book has been split into three sections.

Part I sets out why creating and maintaining a learning team needs to be a high priority, and provides an easy-to-use framework to help leaders establish their teams starting points.

Part II is designed to assist leaders in fostering an open-to-learning mindset in their teams offering tools to diagnose any closed-to-learning mindsets and supplying straightforward strategies to facilitate team members development in becoming habitually reflective, curious and responsive to feedback.

The final part of the book concerns the designing and leading of effective learning, whether it is packaged within a one-off session or a multi-session programme, and will help leaders ensure that the learning their team participates in is engaging, appropriately challenging and, most importantly, will develop their performance.



ACCELERATE YOUR LEARNING

Learning never ends. We all learn every day – could be new skills, new behaviour, new methods of performing tasks etc. But it's only those who know how to learn faster, rule the game. Why?

Because learning faster means gaining more knowledge (quicker than others) and Knowledge is Power

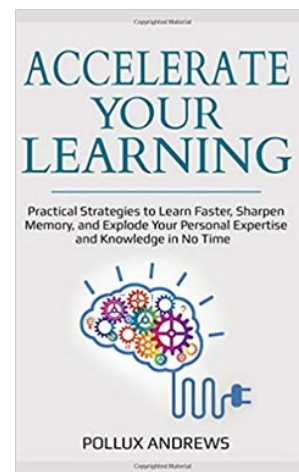
Have you been grappling with finding best accelerated learning techniques ? Did you fail miserably in the past? Do you think smart learners are of a unique gifted breed and thus doubt your learning potential?

If yes, Stop. Right. Now.

Anyone can accelerate their learning process - and it's not merely for few gifted ones. With right techniques and guidance, anyone can massively improve and accelerate the learning process.

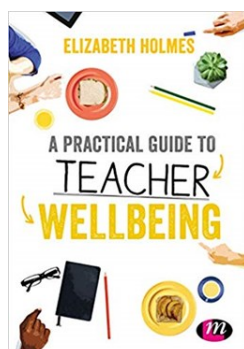
ACCELERATE YOUR LEARNING is your essential guide and a practical tool box to bust all your myths and will put you on a fast track to improve your learning skills.

This is not merely a regurgitation of all the theories scattered across thick books around, rather it's a sincere effort to put highly effective and powerful techniques to trigger action.



A Practical Guide to Teacher Wellbeing

It supports new teachers to be aware of themselves and to understand the schools and teaching sector so they better anticipate pressures and find their own way forward. With solutions and strategies that can be taken into practice, this guide will help new and early career teachers establish that all-important work/life balance and avoid burn out.



Why don't students like school?

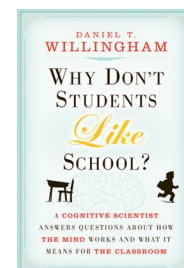
By Daniel T Willingham

The findings in this book, and the suggestions Willingham makes link very closely with metacognition. Before we can really begin how to implement metacognitive techniques into our practice, we need to understand cognition, and how memory works.

Most pupils enjoy the pleasurable rush of solving a problem, but will avoid thinking if the cognitive conditions are not right. As teachers, if we reconsider how we encourage our pupils to think, we will maximise the likelihood that students get the pleasurable rush from successful thought.

Thinking occurs when we combine information in different ways. Therefore, the best way to support our pupils' thinking is to set puzzles, challenges and questions that require them to combine new information with facts and material from their long term memory. Cognitive work that poses moderate challenge and seems likely to be solvable should ensure that pupils get pleasure from their learning.

Mrs Farnell





Alcester
Academy