

May 2022

T&L UPDATE



WORTHING HIGH SCHOOL
Teaching & Learning

Blog of the month - The Revision Revolution, by Kate Boyce

In History we have focused on retrieval practice with our year 11s. This should allow pupils to achieve but also stretch students, requiring careful thought to recall as much information as possible. We have also used this as a way of allowing pupils to self-assess where they are with their revision, what topics or papers they know well and the areas they still need to work on. The 'Give me 5' task is a good example of this. Students are asked to self-assess their learning by giving 5 examples for each category. One example shows that revision is needed urgently, five examples shows they are confident in that topic. The dual coded 'definition dots' which we also shared allows the same style of self-assessment. Students are asked to spend five minutes highlighting the dots and define all the words they can. They then spend five minutes highlighting and defining any they did not know using resources provided by the teacher. Students can then identify which they need to revise for homework. This can be used for whole subjects (as the example I showed) or could be used with less dots to assess specific topics. The pictures used for the definition dots can be found at <https://thenounproject.com/>. Another way to do this is to use a 'find and fix' strategy, where students are presented with a number of statements which link to learning but have errors in them. Students then have to find the errors and if they can fix them. This not only allows students to assess their knowledge but also allows the teacher to clear up common misconceptions.

Some common pitfalls to avoid with retrieval practice:

- Teachers might generate retrieval questions that focus solely on factual recall (these are easier to generate) rather than requiring higher-order thinking.
- Questions might be too easy and boost confidence without providing real challenge, which is likely to be a key ingredient for generating the kind of learning hoped for.
- Teachers might allocate too much time to the quizzes, effectively losing the time they need to cover new material.
- Students copying out answers from their books: this clearly involves no thinking and negates the 'thinking hard' part of retrieval practice as well as preventing any type of assessment of learning by either student or teacher.
- Lack of feedback: if students do not receive corrective feedback on their retrieval tasks – however this may look – the task will add no value to their understanding of the topic.

It has been brilliant to see a number of teachers already using some of the ideas that we shared and if you have any strategies which have been successful, please do let us know. Resources and examples can be found [here](#) and if you want to find out more about what we are doing we recommend reading The Revision Revolution.



Book Review, by Harriet Schuler

Teacher wellbeing and Self-care by Adrian Bethune and Emma Kell

This evidence based little guide, was really quick and easy to pick up and dip in-and-out of during DEAR time and gave me lots of food for thought. It gives practical advice and guidance on reflecting on what you do as a teacher and how you can make changes to improve your wellbeing. Key themes include reframing situations to see the positive side, trying to flip the negative bias that our brains naturally lean towards and differentiating between have-tos and want-tos. It encouraged me to spend time reflecting on why I became a teacher and why I still come to work each day and how I can work towards achieving professional fulfilment in my job. The authors reference a range of different studies that are easy to access and relate to, but most importantly the book focused on helping teachers to regain back a positive relationship with their work. Follow these tips and you will never resent the profession and continue to love the work you do.

T and L Focus for the Fortnight

03/05/22 - 13/05/22

Addressing low level
disruption

16/05/22 - 27/05/22

Implementation of ILP's

SEND Focus - The '5 a day' principle: Teaching SEND students within Mainstream settings, by Alex Simpson

Lots of research has been conducted surrounding inclusive teaching practice and developing the teaching and learning experiences of students with SEND within the mainstream sector. Below are a summary of points from EEF research that can help direct planning and support for the teaching and learning experiences of students with SEND using the '5 a day' principle:

1. Explicit instruction: Teacher led approaches with a focus on clear expectations, modelling and frequent check-ins for understanding. Supported with guided and independent practice, this method is really effective for SEND students.
2. Cognitive and metacognitive approaches: Ensuring the cognitive load of information is managed is really important, especially when new content is introduced which needs to be transferred to the long term memory. Chunking, planning and evaluating a student's learning will help students recall and apply new information.
3. Scaffolding: Writing frames, checklists and exemplars are supportive tools that provide structure for students. These support mechanisms can be decreased as knowledge of topics and familiarity increases. This can then improve independence in learning.
4. Flexible Grouping: This involves in class grouping within lesson to support students with their current levels of understanding. This could include a teacher working with a small group of students who have shown misconceptions at the start of the lesson. They can then work in a more focused environment once the rest of the class have started the main activity. These groups will constantly be changing based on your assessment for learning within each lesson.
5. Using technology: Use of visualizers by the teacher can really support children with SEND. Use of laptops, reading pens and iPads for students within lessons can remove barriers to learning and allow greater engagement with key concepts.

For more information on SEND strategies and this area of research please use this link:

<https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes>

Upcoming CPD

09/05/22 - School development meeting focusing on outreach, ethos and values.

10/05/22 - Professional studies - Effective feedback

11/05/22 - Middle leader development - SIMS training

16/05/22 - Professional studies - How to use data

18/05/22 - Middle leader development - Intervention

19/05/22 - All staff meeting

24/05/22 - Professional studies - Metacognition and memory

25/05/22 - Twilight 11 - time for department implementation and curriculum development

26/05/22 - Teaching and Learning forum

All staff are welcome to attend professional studies sessions.

SEND CPD

A range of FREE Autism workshops are available. [Click here](#) to find out more.

Blue Sky Education

You can find information and links to a range of online CPD opportunities [here](#). If you complete any CPD please ensure that it is logged on [BlueSky](#).

Recommended Reads

The Revision Revolution - Ross Morrison McGill

Teacher Wellbeing and Self Care - Adrian Bethune and Emma Kell

The Science of Learning - David Fulton

Useful links

[Worthing High School Teaching and Learning Toolkit](#)

[Teacher Toolkit](#)

[Education Endowment Foundation](#)

[Andrew Hall Safeguarding Teacher Head](#)

