

Xavier English Network Meeting

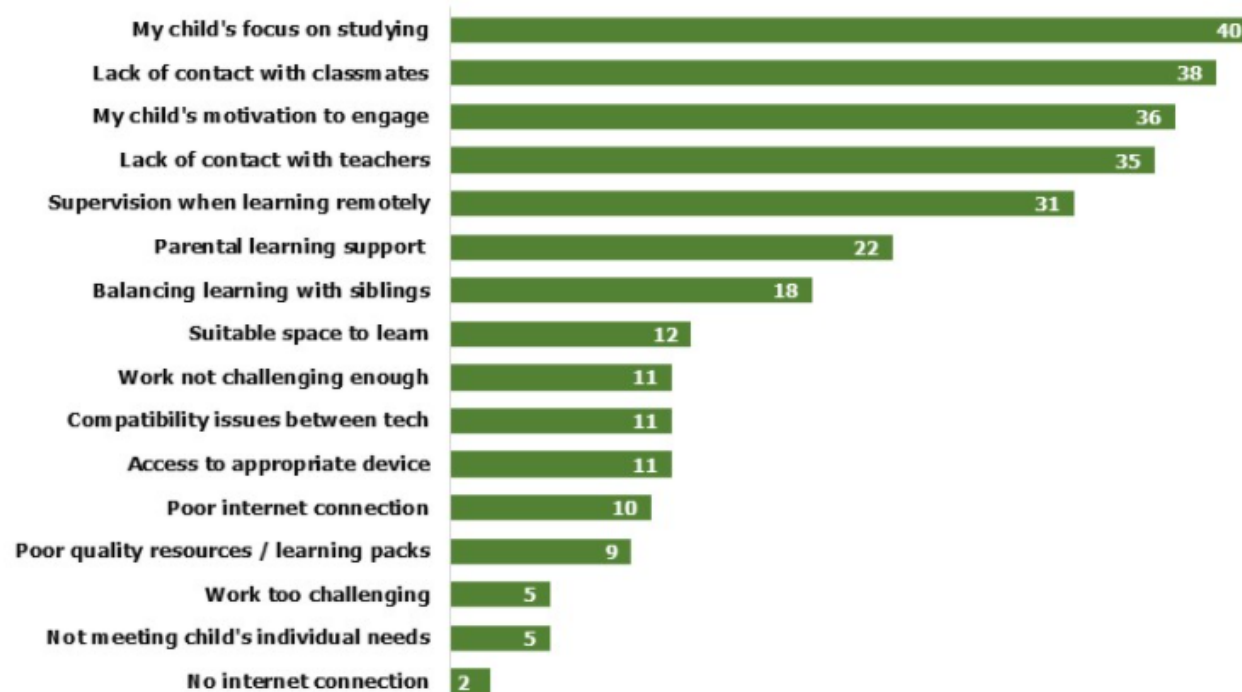
To consider as you join...

- How has your remote learning changed between lockdown 1 and now?
- What are the current hot topics around English teaching/attainment at your school?
- Are there any collaborative strategies we can factor in that will help all schools with their teaching and learning?

Feel free to type them in the chat!

OFSTED Remote education research

Figure 7: Parents' responses to the question 'What have been the main challenges for your child when learning remotely from home?' (in percentages)



Considering children's focus, lack of contact and motivation, what can we do to break down this barrier?

OFSTED: what's working well in remote education

Keep it simple

When adapting the curriculum, focus on the basics

Feedback, retrieval practice and assessment are more important

The medium matters (a bit)

Live lessons aren't always best

Engagement matters but is only the start

OFSTED Remote education research

Adaptations to teaching remotely that the leaders we spoke to had used included:

- a closer focus on verbal explanations and exposition, presenting concepts in 'bitesize' segments,
- shortening the length of lessons to aid pupils' concentration spans/reduce screen time,
- using a variety of different ways of presenting information,
- ensuring time for pupils to practise what they have learned,
- avoiding open-ended tasks that can potentially overwhelm pupils,
- providing opportunities to scaffold concepts.

Great teaching is the most important lever schools have to improve outcomes for their pupils... Prioritising high-quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged.

Support

Monitoring

Plan

How have we shaped these elements to provide quality first teaching in English?

Delivery

Share information

Expectations

Questioning

Challenge

Instruction

Review


- Linked to known learning
- Throughout the lesson
- Provide instruction of when to embed in their brains


“Whisper the stem sentence from yesterday to me”


“Remember when we...?”


“How did we use aplastrophes?”


THE PRINCIPLES OF INSTRUCTION
Taken from THE INTERNATIONAL ACADEMY OF EDUCATION
By BARAK ROSENSHINE
Based on strategies to optimise how we acquire and use new information


01 DAILY REVIEW

MON TU WE TH FR
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.


02 NEW MATERIALS IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.


03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.


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Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.


05 GUIDE STUDENT PRACTICE

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06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask “Are there any questions?” No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces ‘overlearning’ — a necessary process for new material to be recalled automatically. This ensures no overloading of students’ working memory.

10 WEEKLY & MONTHLY REVIEW

WEEK WEEK WEEK WEEK WEEK WEEK WEEK WEEK
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Summarised by Oliver Cavigelli | @OliverCavigelli | Teachinglow2s.com

Instruction

Describe the importance for humans of exercise
Working scientifically: to observe closely, using simple equipment

How many of these organs can you name?

Breathing in with our lungs gets oxygen into our bodies.
Oxygen is needed by our entire body to give us energy.
When you breath, the oxygen goes through the lungs into your blood.

What pumps your blood around your body?

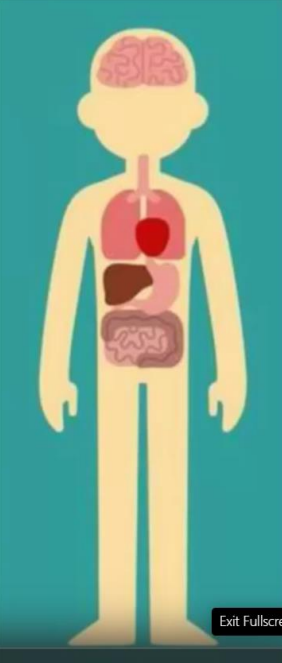
Your heart pumps your blood around your body, with the oxygen, to get energy from the top of your head down to your littlest toe!

Do we need more or less oxygen when we are exercising? Why?

The more we exercise, the more oxygen we need to give us more energy because exercising is hard work!

This is why our hearts beat faster and we breath deeper when we exercise: to get oxygen round the body quickly.

Why do you think we need to exercise more then?



2 of 6

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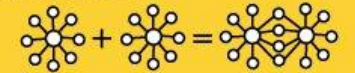
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10 WEEKLY & MONTHLY REVIEW



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Instruction

Questioning

- Incremental
- Varied to suit task
- Promote interaction
- Colour coded/diving deeper

Why do we use questioning?

How do you know you are using questioning successfully?

How can we shift the question balance towards the children when most of what we are doing is more teacher led?

Socratic questions can be used in influencing, leading and coaching to stimulate critical thinking



CLARIFYING THINKING & UNDERSTANDING

Can you give me an example?
Could you explain further?
Are you saying ... ?
What is the problem you are trying to solve?



CHALLENGING ASSUMPTIONS

Is that always the case?
Are you assuming ... ?
How could you verify or disprove that?
What would happen if ... ?



EXAMINING EVIDENCE & RATIONALE

Why do you say that?
How do you know?
Why?
What evidence is there that supports ... ?



CONSIDERING ALTERNATIVE PERSPECTIVES

Are there any alternatives?
What is the other side of the argument?
What makes your viewpoint better?
Who would be affected and what would they think?



CONSIDERING IMPLICATIONS & CONSEQUENCES

What are the implications/consequences of ... ?
How does that affect ... ?
What if you are wrong?
What does our experience tell us will happen?



META QUESTIONS

Why do you think I asked that question?
What does ... mean?
What is the point of the question?
What else might I ask?

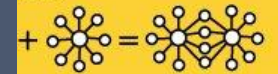
NATIONAL ACADEMY OF EDUCATION
optimise how we acquire and use new information

DETAILS IN SMALL STEPS



Memory is small, only handling a few bits of information. Avoid its overload — present new material in small steps. Proceed only when first steps are mastered.

MODELS



Cognitive support to help them learn how to solve problems using worked examples and teacher thinking out loud. Specific steps involved.

DEEP UNDERSTANDING



Teachers merely ask "Are there any questions?" which is often taken to mean no problems. False. By contrast, teachers check on all students.

SCAFFOLDS FOR DIFFICULT TASKS

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MONTHLY REVIEW



Embedding in recalling recently-learned material embeds it in memory. And the more this happens, the easier it is to recall material to such prior knowledge.

Instruction











Modelling/scaffolding

- Modelling thinking
- Incorrect as well as correct
- Demonstrating critical thinking
- Clarity of steps to attack a problem
- Modelling what to do if stuck
- Pictorial/concrete methods still apply!

<https://web.microsoftstream.com/video/b5062698-41a2-4089-95fc-7bc039d28690?list=user&userId=08c77c80-4f10-4042-9f1f-575070be6cad>

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Summarised by Oliver Cavigelli | @OliverCavigelli | Teachinglow2.com

Instruction


Guiding student practice


- Time bonding clearly
- Movement from short to long term memory
- Short activities to practice recall
- Ping-pong style


“Let’s say the mnemonic together”

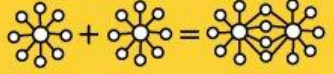
“Which of these is it not?”


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Instruction


Check understanding


- Ping pong
- Teacher < guided < independent
- Self-marking quizzes
- Kahoot


“You have ___ to complete this knowledge booster”


“Time trial time - are you ready?”


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Resources

- ▶ <https://padlet.com/> you sign up and provide the link to the board you want to share
- ▶ <https://spiral.ac/> you sign up and provide a code for them to log on with
- ▶ <https://kahoot.it/> you sign up and provide a pin for them to log on with
- ▶ <https://quizizz.com/> you sign up and provide a pin for them to log on with
- ▶ <https://www.socrative.com/>
- ▶ <https://classtools.net/>
- ▶ <https://www.baamboozle.com/>
- ▶ <https://nearpod.com/>
- ▶ https://www.google.com/maps/d/edit?mid=1_JDsBdva_upW7I9_fGCrDlMAsaUUltgB&ll=0.27672388808363024%2C0&z=2
- ▶ <https://www.office.com/launch/forms?auth=2>

“The established purpose focuses on student learning, rather than activity, assignment or task.”

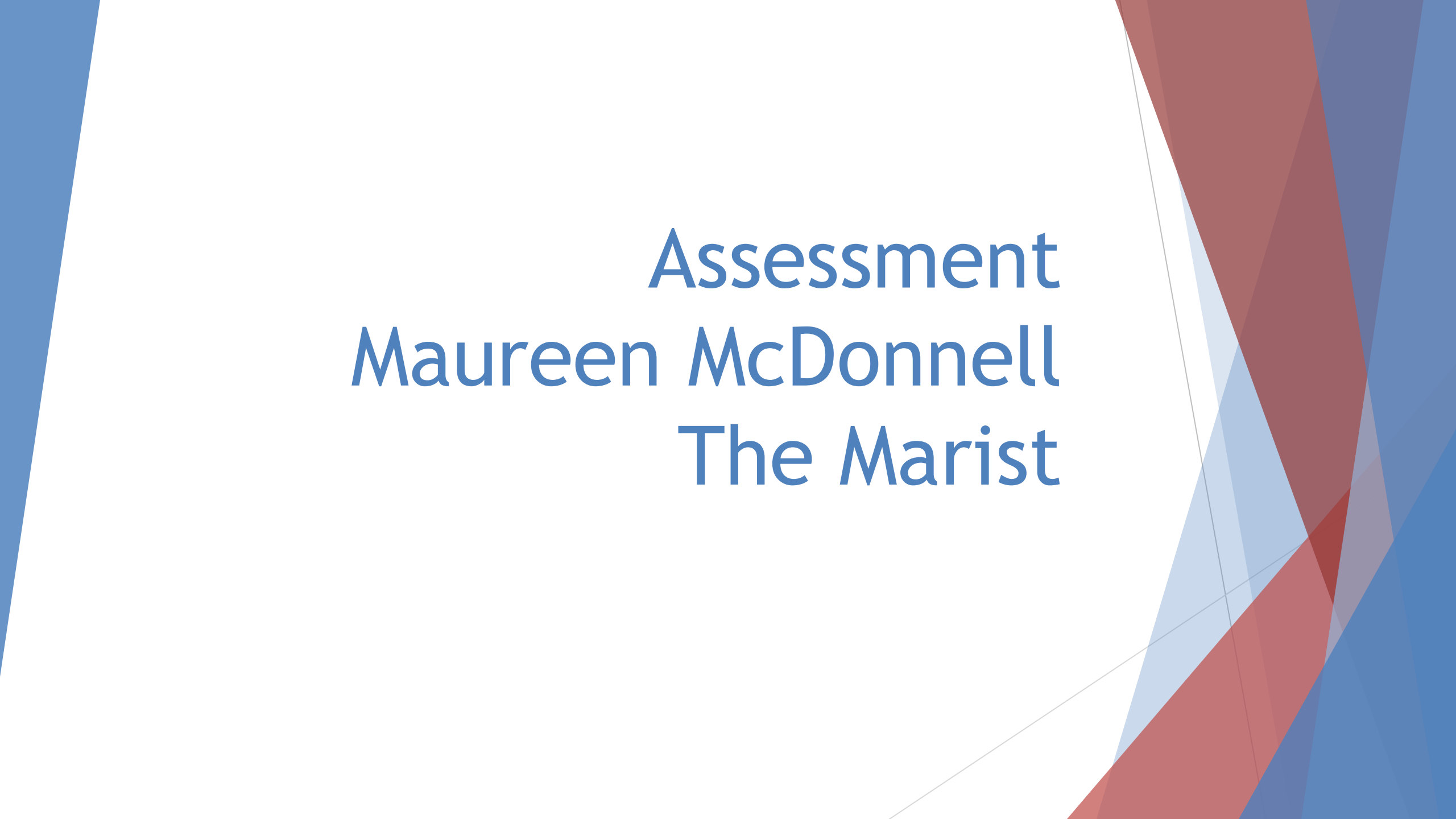
- ▶ Review
- ▶ Small steps
- ▶ Question
- ▶ Model/scaffold
- ▶ Guide practice
- ▶ Check understanding

Break out room activity

Considering the different strands of English, which strategies, resources or approaches have you found to be most beneficial for the children? Share them on our English Leads Padlet (link in the chat)


Elements that are more challenging to transfer

- ▶ Collaboration
- ▶ Responsive teaching
- ▶ Student dialogue
- ▶ The reality



Assessment
Maureen McDonnell
The Marist

Bloom's Taxonomy



CREATING
EVALUATING
ANALYZING
APPLYING
UNDERSTANDING
REMEMBERING

Thinking Skills



CREATING
EVALUATING
ANALYZING
APPLYING
UNDERSTANDING
REMEMBERING

I can remember...

I can understand...

I can apply...

I can create...


What could you do to help you progress?

What could you do to move towards the target?


What is stopping you reaching the target?

What would you do next time?

REMEMBER
list name
write find
tell relate
describe



UNDERSTAND
explain outline
translate compare
discuss predict
restate



APPLY
solve examine
show classify
use complete
illustrate




ANALYSE
contrast identify
examine compare
categorise explain
investigate



EVALUATE
assess justify
prioritise decide
choose rate
recommend



CREATE
construct invent
compose create
plan design
imagine





Where are you along the learning line?



REMEMBER
 list name
 write find
 tell relate
 describe



APPLY
 solve examine
 show classify
 use complete
 illustrate




Remote (recorded) Learning

The learning line can still be incorporated at any point during the lesson, however using it at the end of a session, as an evaluation of learning, is uncomplicated and a really powerful assessment tool. It does not have to be used in every lesson, rather when you feel it is appropriate to assess children's learning.


EVALUATE
 assess justify
 prioritise decide
 choose rate
 recommend




UNDERSTAND
 explain outline
 translate compare
 discuss predict
 restate



ANALYSE
 contrast identify
 examine compare
 categorise explain
 investigate



CREATE
 construct invent
 compose create
 plan design
 imagine



4 KEY QUESTIONS

1. Where are you on the learning line?
2. How do you know?
3. Where would you like to be?
4. What strategies are you going to use to get there?

Next step: Once confident with the driver words, children could use these to write a 'self-assessment' statement on Padlet at the end of the lesson - this will give good evidence of individuals learning.



VIPERS Feedback - 26-01-21

You did some self reflection at the start of the lesson, write a sentence about where you think you are at the end of the lesson - remember, it's your personal feelings about your learning.

Anonymous 3m

Lizzie

I can **create** different questions and **evaluate** them and answer them. I think I can edit my questions as well, this would help me fully answer the questions,

♥ 2

Anonymous 36m

Isabella

At the start of the lesson I could maybe analyse my VIPERS. Now I think I can **REMEMBER** the story for my answers, **UNDERSTAND** the questions and why my answer is what it is, **ANALYSE** and **EVALUATE** my work, check it and make it better, and I know I can **CREATE** my own detailed answers and also **CREATE** my own questions for each of the subheadings: VOCABULARY, INFER, PREDICT, EXPLAIN, RETRIEVE, and SUMMARISE. I am very proud of my VIPERS :)

Because I said I know how to create my own questions for VIPERS, I hope you can , for an extra challenge, (see what i did there? Parenthesis!) complete my VIPERS for chapter 5. I hope you will be able to do them :).

♥ 5

Anonymous 3m

Sophie

I can **evaluate** on the chapter we read, however I must make my answers longer and add more detail in them.

♥ 4

Anonymous 4m

Celia

I can **CREATE** my own answers and show that i **UNDERSTAND** the text and questions to show that i can **APPLY** my knowledge into my VIPERS. I must ensure I fully answer the questions.

♥ 5

Anonymous 23h

At the start of the lesson

I can **remember** the chapters and storyline from the book and **apply** this to my answers. I did not feel happy with **creating** my prediction.

Dillon

♥ 3

Anonymous 2m

I can create my own sentences and it was fun because I got all the answers correct, but I must ensure I answer the question fully.

Lola

♥ 2

Anonymous 28m

Hector

I can **create** my own sentences for VIPERS and I can apply my knowledge to help me with the reading comprehension

♥ 3

Anonymous 1m

Chloe

I can **evaluate** my reading and **create** my answers in vipers, I must check my work to ensure I don't make silly mistakes.

♥ 4

Anonymous 6m

Title

Amelie

I **understand** why I need to remember what has happened earlier in the story so I can apply this in my answers

I can now **evaluate** my answers when editing which helps me **apply** my knowledge and predict what might happen next.

0

↑ ↻ 🌐 📷 ...

Anonymous 20m

Noah

I can understand why it is important to **remember** what has happened earlier in the story to make sense of what I am reading.

I can **apply** what I have learnt about each character so I can predict what might happen next.

♥ 4

bonniedheatley 2m

At the start of the lesson

I was on **remember** about the chapter, **At the end of the lesson**, I could **evaluate** and **create** my own questions.

♥ 4

Anonymous 21m

Nicole

I can **apply** my knowledge after I have **evaluated** the question

♥ 1

Anonymous 32m

Amy

I can **create** sentences to show that I have read the chapter and I can **apply** my knowledge to show that!!!

♥ 4

Anonymous 15m

I remembered the information from the text and then I could apply this to answer the vipers questions. I must use the text to

Anonymous 23m

Harry

I can **evaluate** my reading of the book and answer all the questions confidently

♥ 4

Anonymous 12m

At the start I remembered it

Anonymous 33m






I can **apply** my knowledge when answering all the questions about the explorer vipers.

Anonymous 20m

I think I'm improvaing on

Anonymous 14m

The most effective learners can self-regulate and organise their approach to learning. They are aware of their strengths and weaknesses and have well developed metacognitive strategies that help them to learn. Metacognitive strategies can be taught, and are particularly powerful when they are subject specific. These metacognitive strategies will be particularly important for your pupils if you can't be with them in the classroom, along with a consideration of how we learn and how we remember what we have learnt. This framework is for a learning sequence, and is unlikely to take place within a single session.

Approach	What is it?	Why include it?	Examples (online / offline)
Activate 	Prompting pupils to think about what they have learnt previously, that will help them with their next steps.	An important aspect of metacognition is planning how you'll approach a task, using what you already know.	<p>Pupils watch a relevant video, then write down everything that they remember about it</p> <p>Pupils complete a short quiz (either auto- or self-marked)</p> <p>Pupils read a relevant textbook passage, then summarise the key points from memory</p> <p>Pupils add to a partially complete concept map</p> <p>Tip: This can be as simple as reminding pupils of relevant vocabulary and could be combined with a review of previous topics.</p>
Explain 	Explicitly teaching strategies to pupils and helping them decide when to use them.	Metacognitive strategies are most effective when they are context-specific, especially if pupils understand when and why to use them.	<p>Use self- or pre-made videos, focussing on explaining your thought processes (why), as well as demonstrating the strategy itself (how)</p> <p>Use a visualiser to model your thinking, as you complete a series of worked examples</p> <p>Use examples in textbooks, giving additional guidance about when and why strategies are used</p> <p>Use a series of worked examples, with particular emphasis on explaining each step: for example, by annotating them</p> <p>Tip: Limit the amount of new information you introduce in a particular session, and break explanations into short chunks, where possible.</p>
Practise 	Pupils practising strategies and skills repeatedly, to develop independence.	Pupils need to practise new strategies, to develop independence. Scaffolds and support are needed at first, but should decrease over time.	<p>A video leading pupils through a series of practice questions, reducing the guidance with each example</p> <p>A series of questions with partial prompts for each one, and links to further help online when needed</p> <p>Scaffolding—knowledge organisers, essay prompts, bookmarks, structure strips, sentence starters</p> <p>Model answers to questions, with prompts for pupils to explain each step or analyse why they were carried out</p> <p>Tip: Consider how tasks can be split up into components, and help pupils to practise these individually before combining them into larger tasks.</p>
Reflect 	Pupils reflecting on what they have learnt after they have completed a piece of work.	Self-regulated learners use tasks they have completed to evaluate what went well, and what they will do differently next time.	<p>Videos taking pupils through key learning points for the group as a whole, after they have submitted (or marked) a set of work. Include prompts to help pupils with self-evaluation</p> <p>Short quizzes after activities, supporting pupils to think about what they have learnt, what they had trouble with, and any further help that they think is needed</p> <p>Prompt sheets that help pupils to evaluate their progress, with ideas for further support</p> <p>Tip: You can introduce prompts before you reach the end of a learning sequence too, so that pupils can monitor their progress and access appropriate support, if needed.</p>
Review 	Revisiting previous learning after a gap.	Retrieving things from memory, particularly after you've started to forget them, aids long-term retention.	<p>Short online quizzes that include questions from previous topics, as well as more recent ideas</p> <p>A 'brain dump' of everything that pupils can remember about a previous topic, with a follow-up activity to correct anything that was wrong, and add anything that was missed, using textbook or other resources</p> <p>Tip: A review needn't be a complex task—simply trying to summarise a topic for somebody else is a helpful review.</p>

Phonics

LA 79.8% pass rate.

Feedback from other schools regarding:

Approach from September

The phonics screening itself

The children's knowledge of the phonics sounds

Moderation

Is this something we would like to factor in for Summer?

How could we organise it?



AOB?

World Book Week?

Support for individuals/groups?

Subject knowledge?

Resources?