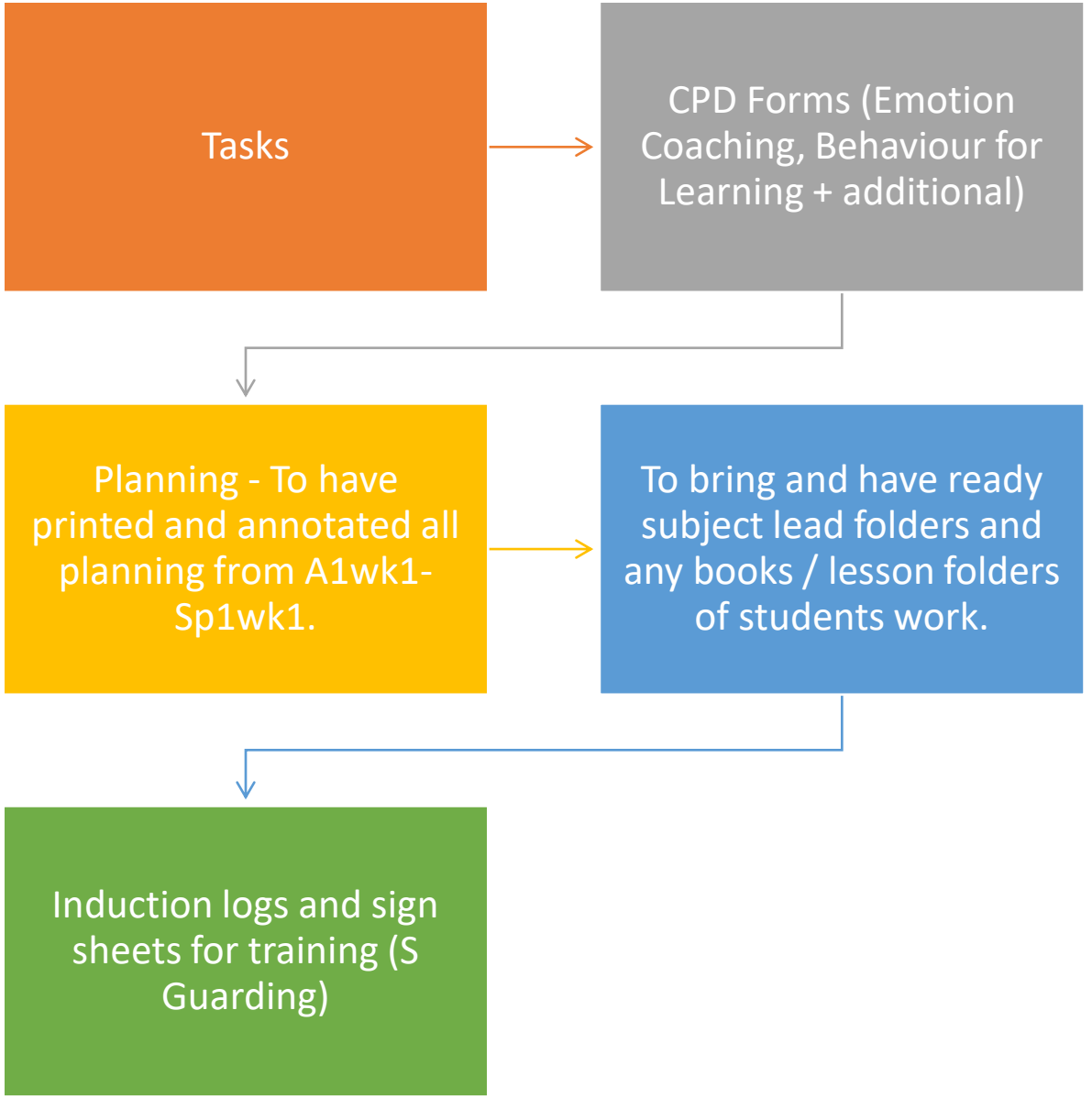
PD Day

11/01/2021

The Linden Centre

8:30-09:20


Tasks
CPD Forms (Emotion Coaching, Behaviour for Learning + additional)
Planning - To have printed and annotated all planning from A1wk1-Sp1wk1.
To bring and have ready subject lead folders and any books / lesson folders of students work.
Induction logs and sign sheets for training (S Guarding)

09:20-10:20

Assessment for Learning (AfL)

Planning grids

Use of assessment grids

Use of TA (AfL)

Skills audits

Assessment for Learning (AfL)

- How do we assess for learning?

Tests

Cold tasks

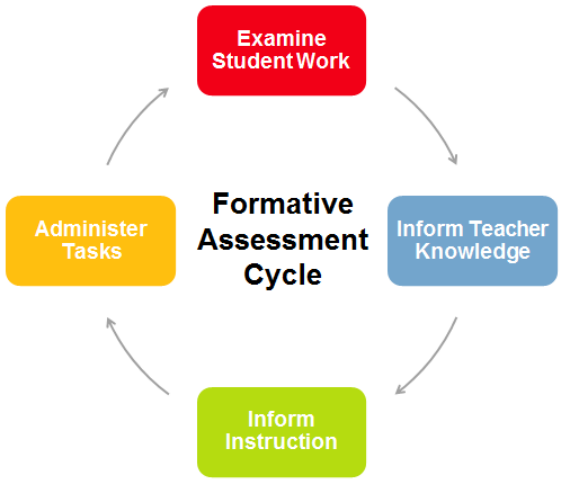
Pupil Voice

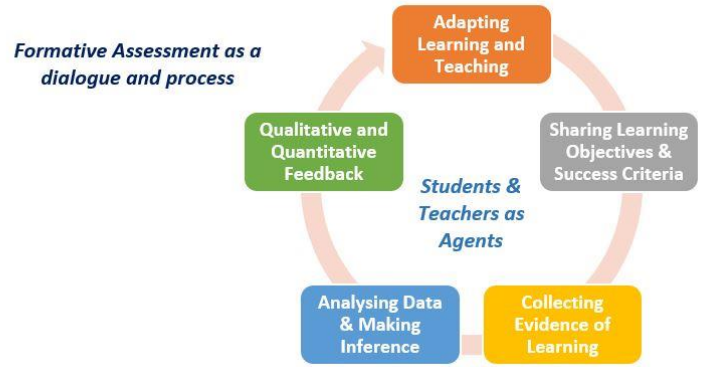
Previous work – Spiral Curriculum (Progression Skills)

Differentiated work/Scaffold

Work throughout

Marking at the end (move them on?)





Formative vs. Summative Assessment

Formative Assessment:
Is part of the instructional process.

- Quizzes
- Observations
- Creating T-Charts, Venn diagrams & other student learning evidence
- Classwork/Homework
- Writings & exit tickets
- Helps teacher modify future lesson planning based on learner needs

- Both are ways to assess
- Questioning strategies need to be addressed
- Both need to be used to evaluate a student effectively
- Both can be used for student feedback
- Assist in future lesson planning

Summative Assessment:
Used to determine at a particular point in time what students know and do not know.

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability
- SAT or ACT-type tests

https://shakeuplearning.com/blog/20-formative-assessment-tools-for-your-classroom/

https://kahoot.it/challenge/01837715?challenge-id=c30a4fef-4457-429a-9b53-e168a750ff60_1610197663907

Game PIN: 01837715

Planning Grids

Ofsted

- Intent – What do you want to get from the lesson
- Implement - How will you do this?
- Impact – What impact are you expecting?

- Include the National Curriculum coverage on your planning – Why?

- Link to assessment grid

Assessment Grids

- Why assess?
- What do our assessments tell us?
- TTYP – Discuss the levels of children in you class – How do you know that is where they are right now compared to National Curriculum?
- How many people have actually read the national curriculum?

https://www.gov.uk/government/collections/national-curriculum

- Do we know how it works/What it is for?

Use of Assessment Grids

- 1- Lesson has been taught
- 2- Objective has been understood
- 3- Objective is embedded and used consistently

- - We should be assessing on the current year group age range AND below if we feel they are below Age Related Expectations (ARE)
- What will 1’s show us?
- What will 2’s tell us?
- What will 3’s tell us?

Have a go!

Use your assessment grids for your classes and subjects.

Use of TAs in the classroom (AfL)

Why use TAs?

What is the role of the TA vs Teacher?

TAs

- Teachers Assistants Vs Teaching Assistants
- Delivering small group work
- Planning and delivering sessions (phonics/basic skills)
- Interventions
- Identifying ad bridging gaps

Recommendations

1. TAs should not be used as an informal teaching resource for low-attaining pupils
2. Use TAs to add value to what teachers do, not replace them
3. Use TAs to help pupils develop independent learning skills and manage their own learning
4. Ensure TAs are fully prepared for their role in the classroom
5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions
6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction
7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

Skills Audit

Please complete your skills audit and return to DL

10:30-11:00am

30 minutes directed time to complete assessment grids and ensure they are filled out in the correct folder on T-Drive.

Please make each child a folder with their own assessments in:

-Lennon's Linden

-Assessments 2020-21

-Primary Specialist

-D.M

-Autumn

-English

Copy for all subjects English read/write, Maths , Science, History, Geography, Art, D+T, PE, Music, PSHE / RSE, MfL, ICT/Computing.

11:00am-11:45am

Progression Skills Booklets

Year Group

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Year 9

Year 10

Year 11

Subjects

- Year 1-11 for subjects

English (read, write, spelling, handwriting)

Maths

Science

History

Geography

Art

D+T

PE

Music

PSHE / RSE

MfL

ICT/Computing

Examples: https://www.elmsettschool.co.uk/school-plans/curriculum/new-curriculum-2019-progression

Break - Lunch

Break 11:45-12:05

Please be ready to continue at 12:05pm

12:05pm-1:00pm

Quality First Teaching

What is Quality First Teaching?


Quality First Teaching
environment
Individualised
Reversal / Practice
Assessments
resources
scaffolded
personalised
sensory
collaborative
vocabulary
Independent
Explicit Vs Implicit
Right level of challenge (80% decode)
overloading
High Order Questionning

1. Know Your Pupils and Develop Their Respect

This may sound basic, but the basis of all good teaching is an understanding of your pupils and their learning needs. Allied to this is the respect you are held in by your pupils. The relationship between teacher and student is a vital element of the learning experience. Take time to get to know a new class from the first day, understand what motivates them their barriers to learning. This is an often overlooked teaching strategy.

All our one-to-one tutors are made aware before working with a pupil if they have any special educational needs, and take the time to get to know each pupil throughout the 1-to-1 lessons by asking about their hobbies and interests or the kinds of things they've been learning in school.

In this way, whenever possible a tutor can personalise a lesson or a teaching technique as appropriate to the child with a real world example.

2. Appropriate use of Summative and Formative Assessments

- The first stage here is making sure you know the difference between formative and summative assessment. It may sound obvious but you'd be surprised how many teachers don't use each appropriately.
- To cover them quickly:
- **Summative assessment** refers to an assessment that takes place after a block of work has been completed, whether this is a term or a year. They are best thought of as assessments **of** learning.
- **Formative assessments** are those that take place day-to-day and are used to gauge pupils' understanding of a topic – they are assessments **for** learning. Formative assessment is often used in a diagnostic capacity, to help us identify whether pupils are struggling with a topic in the moment. This then guides and adapts our instruction during the lesson, to better meet children's needs.
- **Diagnosis of children's gaps using formative assessments**
- We advocate the use of these kinds of diagnostic assessment to identifies a child's misconceptions. Usually this is best achieved through a set of multiple choice questions.
- As well as the correct answer, we can include multiple distractors – answers that are incorrect based on a misconception a child may have e.g. around multiplying. If a child chooses an incorrect answer therefore, we can easily identify exactly where their thinking has gone wrong.

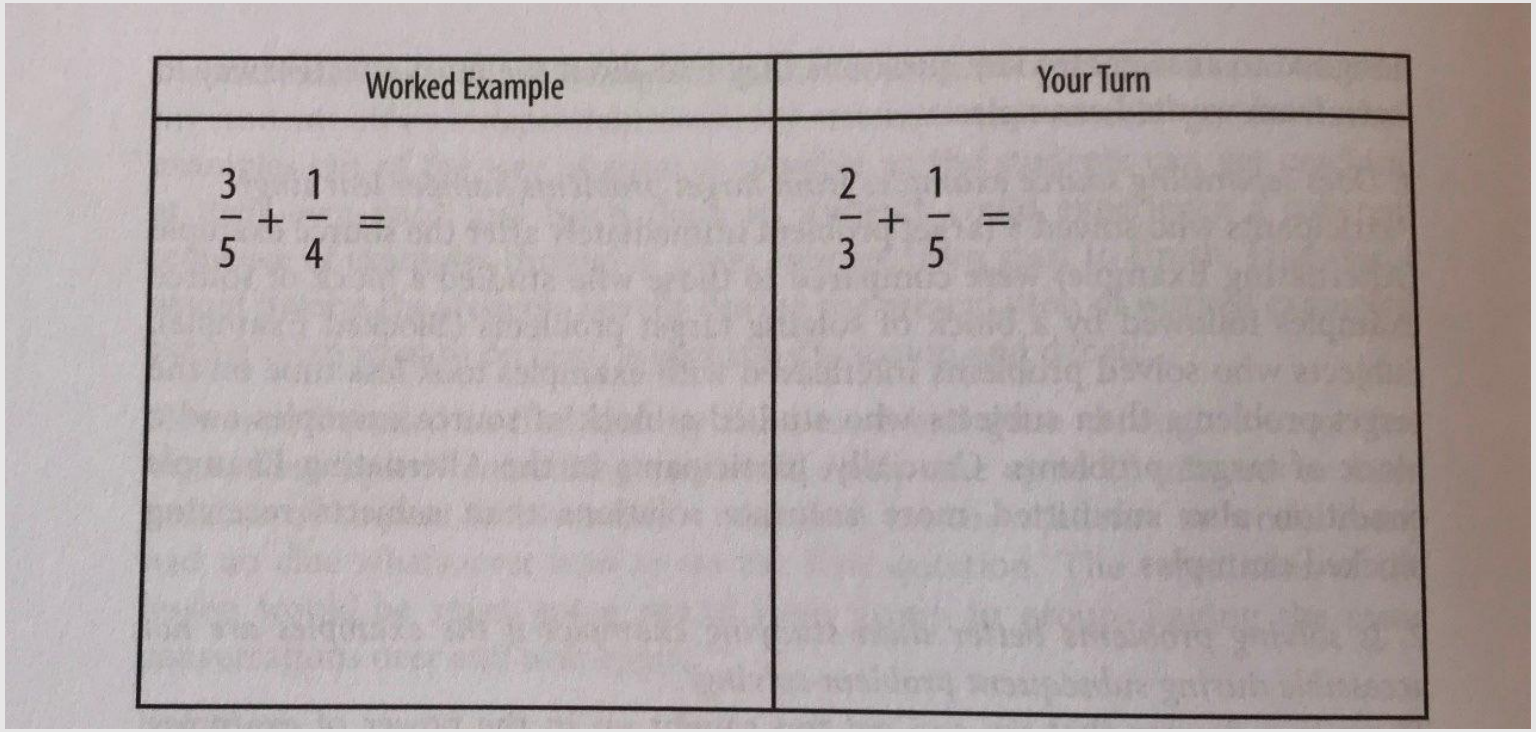
3. Teach the Vocabulary

- With the new focus in the curriculum on knowledge organisers, there's no excuse for children being without the relevant topic vocabulary. They need the words to be able to create the thoughts and the sentences to confidently speak about a given topic.
- This is why our tutors will always talk through any specialist maths words at the start of a lesson with their pupils, explaining any new terms and checking for understanding of previously covered ones.

I recommended co-creating your maths vocabulary lists with your pupils. This Maths Vocabulary List is a great start.

4. Explicit Instruction

- Also known as direct instruction, this teaching strategy is highly teacher-led, and focuses on frequent questioning and guided practice to help pupils learn a topic.
- The backbone of explicit instruction is the use of the worked example in an **Example-Problem Pair**. This involves demonstrating a worked example in its entirety *in silence* alongside a problem that pupils will then attempt.



Worked Example	Your Turn
$\frac{3}{5} + \frac{1}{4} =$	$\frac{2}{3} + \frac{1}{5} =$

5. Effective Questioning Techniques

While we are all aware of the importance of questioning as a tool to gauge pupils' understanding of a topic, there are definite techniques to improve the efficacy of your questioning in the classroom.

Questions such as "Are you sure?" and "How do you know?" encourage pupils to engage in some basic critical thinking to establish how confident they are in an answer *and why*, while others such as "Is there another way?" help to highlight where multiple methods to derive a solution may exist.

Our tutors encourage pupils to verbalise their reasoning and ask questions to ensure pupils have really got to grips with the topic at-hand: "How do you know that answer is right?", "Can you tell me how else you could work it out?" or "What do you need to do first to answer this question?" are all questions that come up frequently during our lessons!

Goal free problems are another questioning strategy worth considering using in your classes.

6. Deliberate Practice

One of the most effective ways of introducing new concepts to a class, Deliberate Practice involves breaking learning down into a series of sub skills, each of which is deliberately practiced in turn.

The 5 steps involved in deliberate practice are:

Isolate the skill

Develop the skill

Assess the skill

Final performance

Retrieval practice **later**

7. Differentiation

Far more than simply “splitting the whole class into small groups based on attainment”, positive and **effective** differentiation at the primary school level can be difficult to achieve – poor differentiation strategies risk actually widening the attainment gap we’re attempting to close.

But there **are** plenty of impactful differentiation strategies; techniques such as interleaving and phased learning, as well as the use of maths manipulatives and formative assessment, are among those proven to have a beneficial impact on pupils when properly employed.

8. Reinforcing Effort/Providing Recognition

Helping pupils make a link between putting effort into a task and receiving recognition is an important step in developing a classroom environment that fosters active learning.

Encouraging pupils to put more effort into activities only goes so far without something to provide them with the motivation to do so. Praise and recognition are motivators that pupils are already familiar with; shifting them from **being correct** to **giving full effort** can be highly effective.

9. Metacognition

Literally ‘thinking about thinking’, metacognition has been recognised by the EEF as one of the most effective, lowest cost teaching strategies there is, with pupil making an average of seven months’ additional progress.

Teaching pupils how to plan, monitor and self-evaluate their learning also improves pupil motivation and encourages them to work harder in lessons, tying into another teaching strategy.

Metacognition in primary schools often incorporates some of the other effective teaching strategies, such as questioning in the classroom – “How do you know?” not only asks pupils to justify their solutions, but has them thinking about their own thought processes for deriving that solution.

10. Personalised Learning

- It might sound obvious, but pupils are more likely to engage with learning when is more targeted to them and appeals to their interests! This may be difficult to achieve early on – especially with a full class of 30 pupils – but as familiarity and rapport builds throughout the year it should become easier to make activities and even questions more personalised to individual children.

11. Collaborative Learning

Also referred to as ‘cooperative learning’, the idea of having pupils work in groups for certain classroom activities won’t be new to most teachers.

But the EEF notes that the impact of group work can vary widely, and that to make it most effective teachers should focus on well-structured tasks that promote talk and interaction between pupils.

The concept of ‘competitive’ collaborative learning (where groups of students compete against one another) has been shown to have some impact, but caution is advised in case pupils focus more on the competition rather than the learning.

12. Explicitly Teach Thinking Skills & Problem Solving Techniques

- Mathematical problem solving techniques don’t always come naturally to pupils; while metacognitive strategies such as those mentioned above make it more likely that pupils will be able to apply critical thinking to a problem, there is no set way to ensure that this will happen.

13. Modelling and Scaffolding

You may already be familiar with the “I do, We do, You do” method of scaffolding, but it’s worth taking some time to dive into why it’s as effective as it is.

Modelling is one of the most important factors in ensuring student learning of a particular topic, but it is most impactful when it can introduce new concepts without increasing pupils’ cognitive load – hence the ‘I, We You’ approach.

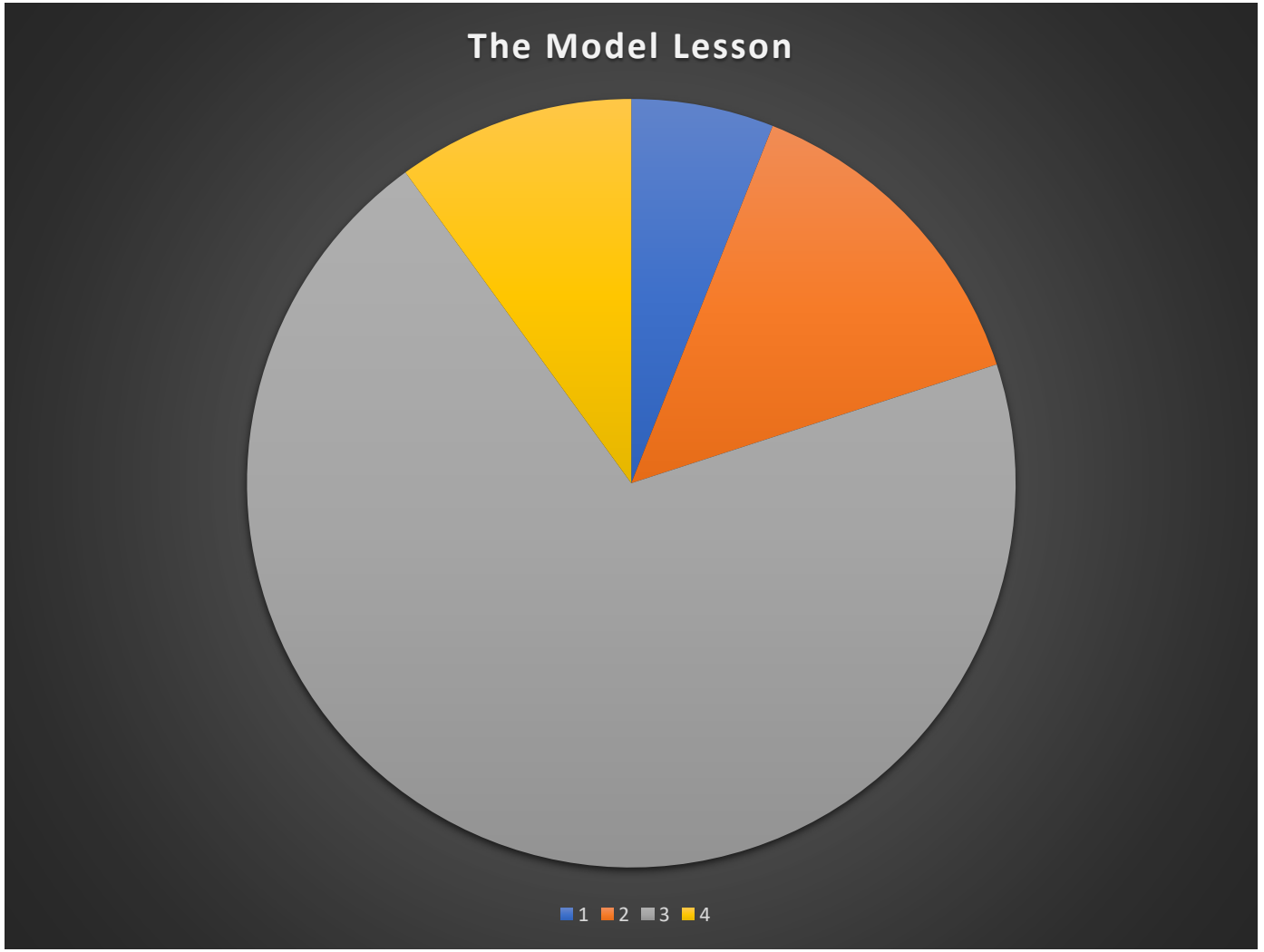
By building from teacher-led, to joint construction, to independent working, we create a structure that presents learning as less of a step-change and more of an actual process. It also allows us greater flexibility; more time can be spent on one stage e.g. joint construction is it becomes necessary.

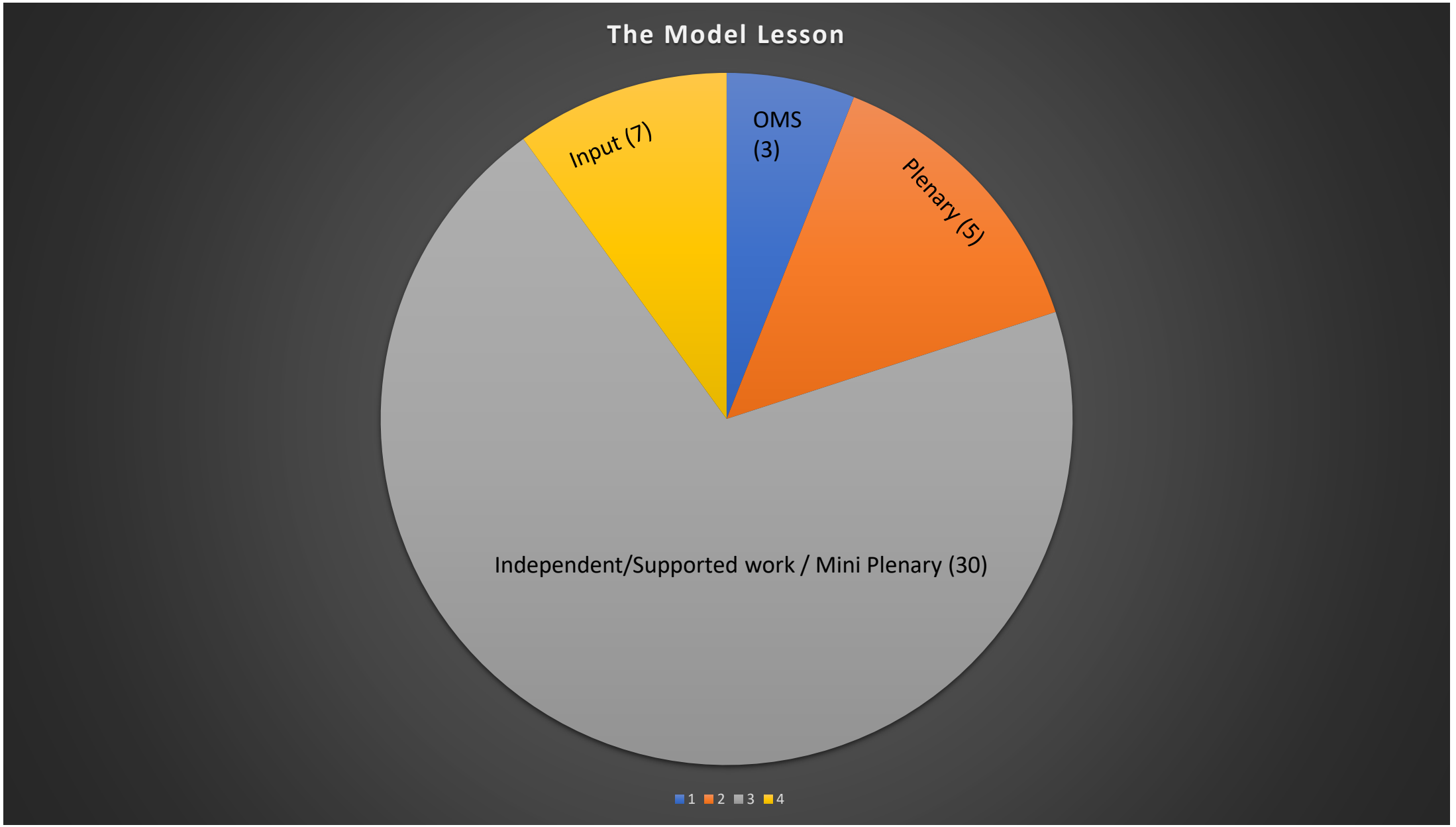
Other things to consider:

- **Use of education technology**
- **Behaviour management**
- **Inquiry-based learning**
- **How you manage class discussions e.g. ‘Think, pair, share’**
- **Feedback process and understanding**

The Model Lesson

- How much teaching input?

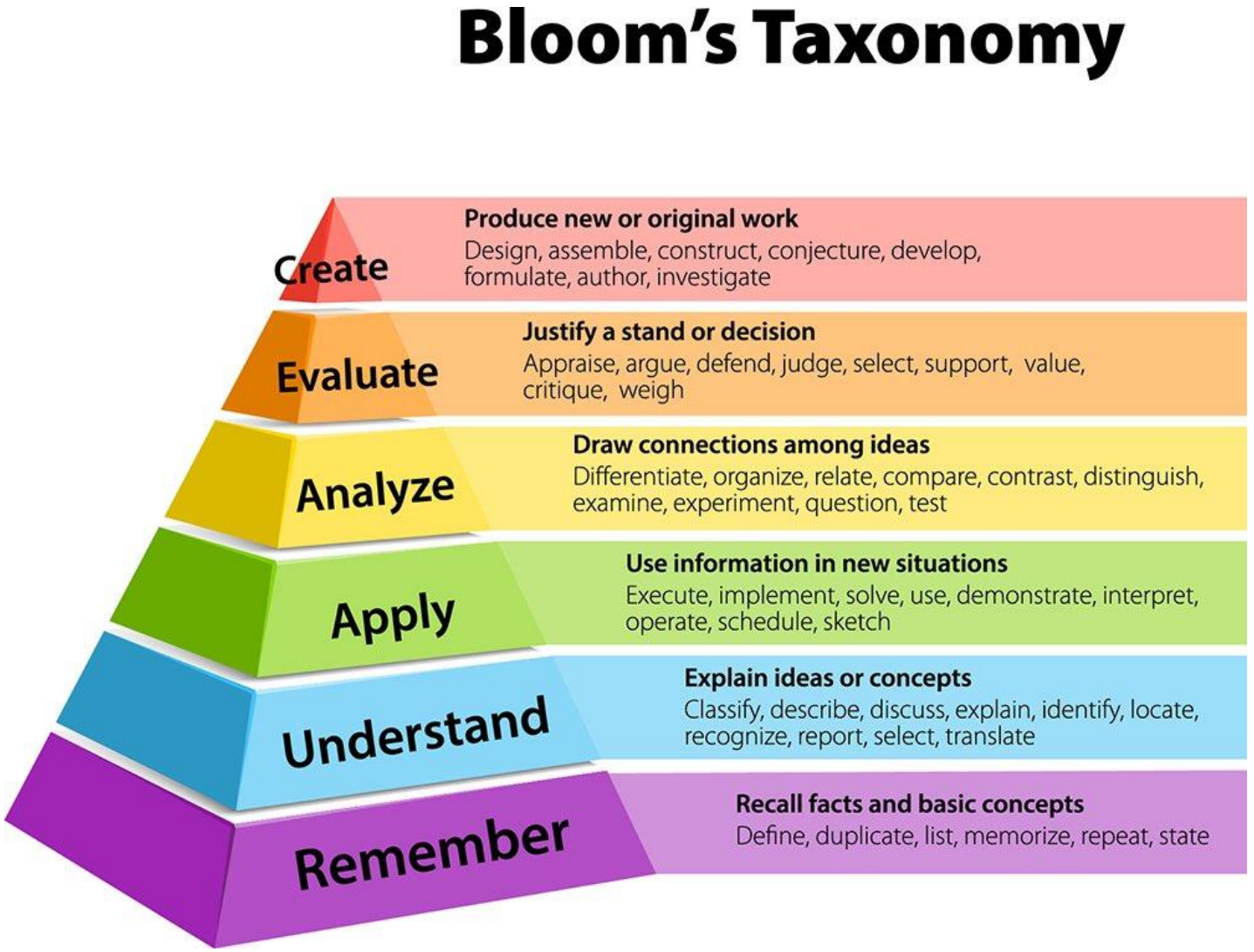

The Model Lesson
1
2
3
4


The Model Lesson
OMS (3)
Plenary (5)
Independent/Supported work / Mini Plenary (30)
Input (7)
1
2
3
4

High order Questioning

https://www.youtube.com/watch?time_continue=44&v=y8bHMd3PosM&feature=emb_logo

Effective Questioning



Approach	Accountability	Safety
THINKING TIME: Consciously waiting for a pupil or class to think through an answer (before you break the silence) e.g. 15-30secs	• Provide time between setting the question and requiring an answer. • Sometimes alerting pupils to the approach and the time available to develop an answer. • Alerting students that they will be selected at random, no hands up required.	Allow students time to confer with a pair/group or an opportunity to *pass* on responding.
NO HANDS QUESTIONING: Using the 'no hands up' rule	• Pupils aware that those required to give an answer, will be selected by the teacher. • Teachers alert them to this as questions are asked. • Linked to 'thinking time'	Allow students time to confer with a pair/group or an opportunity to pass on responding. When linked to *Thinking Time*, pupils share ideas and 'position' their own views in relation to others.
THINK, PAIR, SHARE	• Pairs of pupils are able to discuss and agree responses to questions together. • Alert students to the idea that they can all be called upon to provide a response on behalf of their pair.	Allow students to confer with a partner, to share and develop ideas and answer on behalf on their pair as opposed to giving their own individual response.
PREVIEW: Previewing questions in advance	• Questions are shared/displayed before being asked, or the start of the lesson. • Expectations are explicitly shared with students regarding their accountability. Bloom's taxonomy can be integrated well here.	Students are given an extended time to develop responses to questions that are previewed at the beginning of the class and can therefore take the time to consider these questions throughout the lesson.
EAVESDROPPING: This involves *'listening in'* to groups engaged in tasks and deploying specific targeted questions.	• Students are required to access higher level thinking processes and to consult with others on questions that arise following demonstration of previous understanding. • Students are required to confer and all students must be prepared to respond on behalf of the group.	Allow students to confer with a partner, to share and develop ideas and answer on behalf on their pair as opposed to giving their own individual response.
HIGH CHALLENGE: Phrasing questions carefully to concentrate on Bloom's Taxonomy higher challenge areas. Questions must be pre-planned, as very difficult to invent during a lesson.	• Focus questions to address analysis, synthesis, evaluation and creativity, based on Bloom's Taxonomy. • Differentiation must be taken into close consideration here to ensure all students are considered. • Extension tasks may be provided for students that are capable of accessing higher levels of Blooms so that accountability is ensured.	Opportunities for collaborative thinking are required here. Students are allowed to confer with others and to provide answers on behalf of a pair/group as opposed to giving their own personal response.

KE Science Lesson

What is good about this lesson?

What improvements could be made?

1:00pm-2:00pm

Planning (WH)

- Planning (Please bring along planning folders/this term's planning)
- Long Term Planning
- Medium Term Planning
- Short Term Planning
- Challenge and Expectations
- High Exectations
- Extension (Greater Depth) More of Vs Moving on
- Use of worksheets – Take them and adapt to make own (DO NOT USE THEIRS!) – Shows a 'that will do attitude 'and learning will NOT just "do".
- Cross Curricular links

Two Planning Groups

Wendy Hollands

- Karen Evans
- Christine Hodson
- Claire Bowen
- Jerome M
- Mal Lewis-Francis

Dee Haycock

- Lauren Jones
- Steph Young
- Garry Inglis
- Helen Stewart
- Jordan Paskin
- Irene Shortt

2:00-2:30pm

Supporting Teaching and Learning

Amazing TAs

Ideas to help TAs to best support student learning and progress

The role of the TA

Supporting what?

Help	Your role is to help “Raise standards” by:
Support	Support for the pupil.
Support	Support for the teacher.
Support	Support for the curriculum.
Support	Support for the school.

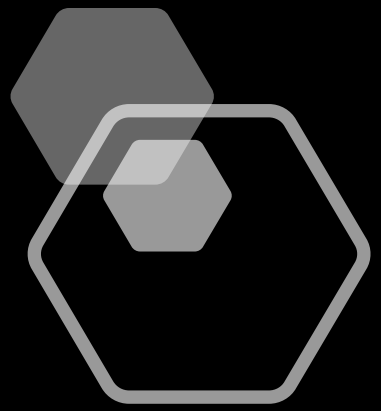
A TA:

- Works in **partnership** with teaching staff
- Acts as **assistant to the teacher**
- Is **the specialist in additional needs.**
- **Plans with the teacher**
- Has a clear role at **every** stage of the lesson
- **Leads assessment for learning**.

Working in Partnership

ACTIVITY

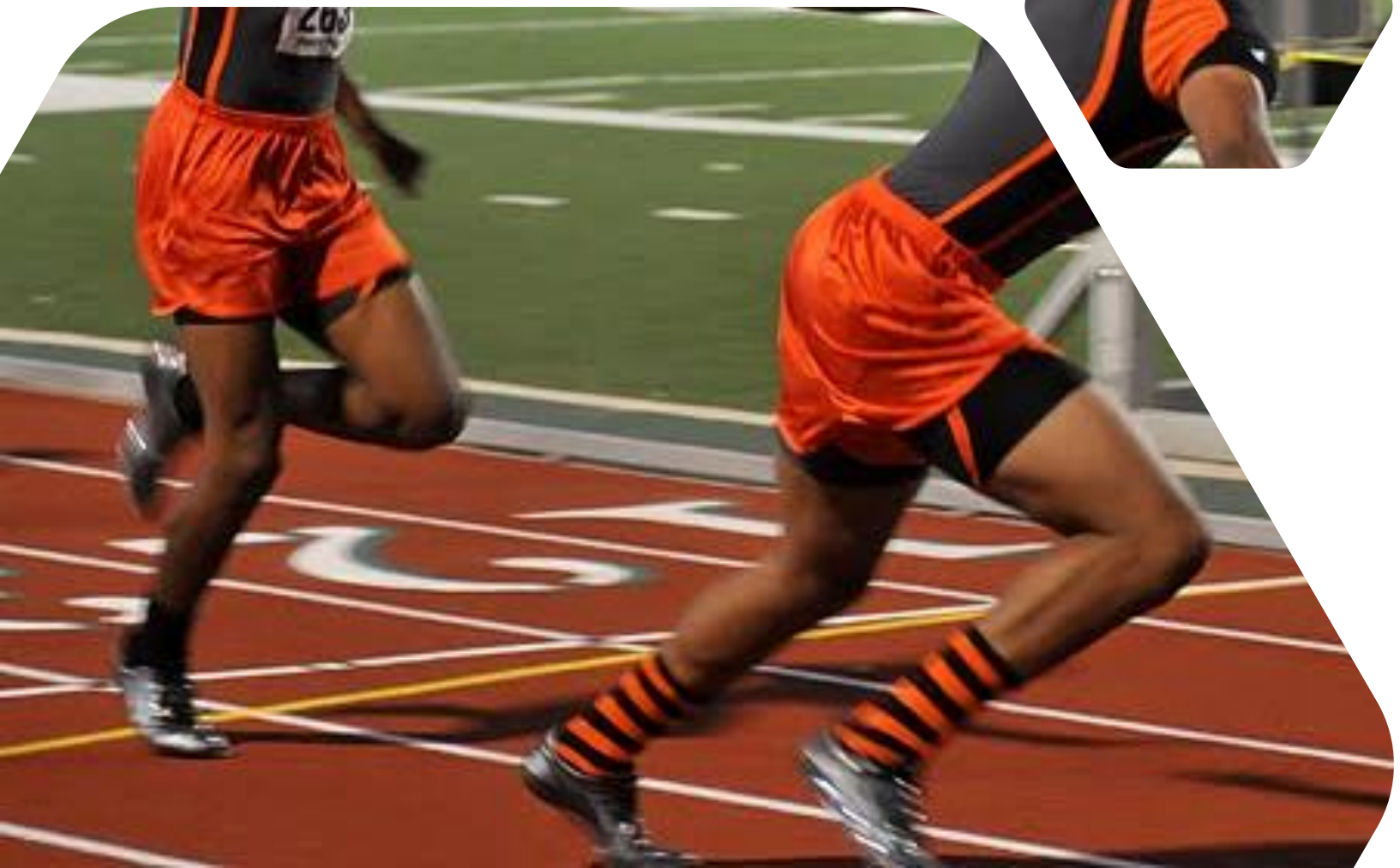
1. On a scale of 1 – 10, how well do you meet each of these criteria at the moment?
2. What would need to change to move each of these bullet points one step closer to ‘10’?



Supporting Techniques…

Supporting learning by:

- ***Relaying***
- ***Zoning***
- ***Coaching***
- ***Facilitating***
- ***Supervising***
- ***Safeguarding***



Relaying

- TAs move periodically between students identified as being priorities for support due to additional needs.

- ACTIVITY
- How would you identify which students to support in each class?
- How would you discuss this with the class teacher?

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Zoning

- TAs locate themselves near a group of students with additional needs, monitoring and providing input when necessary.
- ACTIVITY
- How would you identify where to position yourself in a class to maximise your ‘zone’?
- How would you discuss this with the class teacher?

Coaching

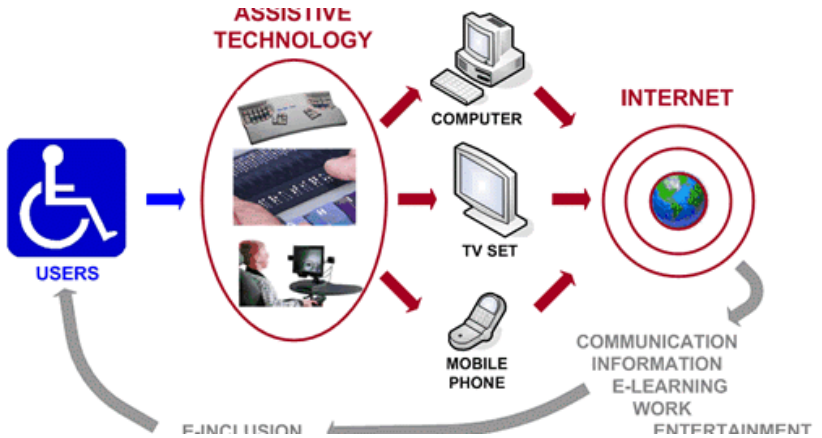
- TAs are assigned to an individual or small group of students to guide them through a task that may prove particularly difficult.

- ACTIVITY
- How would you identify which students to coach and when'?
- How would you discuss this with the class teacher?

Facilitating

- TAs provide ‘drop-in support’ by setting up assistive technology or other specialised equipment in the classroom, adapting resources, helping a student organise coursework / homework etc.

- ACTIVITY
- How would you identify when and how to use drop in support’?
- How will you ensure that you can operate any required equipment, resources or machinery effectively?
- How would you discuss this with the class teacher?



Supervising

- TAs oversee the higher-ability / independent learners

- ACTIVITY
- Do you think a class teacher should assign a TA top support able students?
- How would you identify an exceptionally able learners in need of support'?
- How would you discuss this with the class teacher?

Safeguarding

- TAs monitor, and where necessary, assist in activities that pose a manageable risk to the health and safety of a student with an additional need, particularly those with visual impairment, a medical condition or a physical disability.

- ACTIVITY

- How would you identify an activity that may pose a manageable risk to a student?
- How would you identify an appropriate support strategy'?
- How would you discuss this with the class teacher?

Things TAs find challenging…

The solution is ….

Things TAs like…

The solution is ….

To conclude

- **The effective deployment of TAs can make the difference between a child succeeding or failing.**
- An outstanding TA is intuitive and responds to the needs of the children.
- It is important that **both teacher and Teaching Assistant** work together.
- **All the children** in the class must be **learning throughout** the lesson. Children should **make progress** through suitably **challenging** activities and **questioning**.
- Thinking time is good; down time is not.

Make it Work at Work

What are you going to **DO** as a result of this Bite Sized Training session?

2:30-3:00pm

SEND Code of Practice

SEND in Linden Centre

Reviews – How they will work

3:00-3:30pm

TEAMS meeting

Please join

What tasks do TA or other adults complete already?

- Teachers Views
- TA views

Use of adults in the classroom

Safety

Not there to be taught

Adults should already know what is happening and be ready to support the right children

Education Endowment Foundation

https://educationendowmentfoundation.org.uk/

Recommendations

1. TAs should not be used as an informal teaching resource for low-attaining pupils
2. Use TAs to add value to what teachers do,
   not replace them
3. Use TAs to help pupils develop independent learning skills and manage their own learning
4. Ensure TAs are fully prepared for their role in the classroom
5. Use TAs to deliver high-quality one-to-one and small group support using structured interventions
6. Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction
7. Ensure explicit connections are made between learning from everyday classroom teaching and structured interventions

3:30-4:30pm

- Teachers / HLTAs
- Planning task (Back into groups)

YAY!

You made it through!!!!!!

Thank you for coming along today – I hope that you found it really useful.