

# Teaching and Learning INSET

1<sup>st</sup> September 2022



# DO NOW Task



**1. Can you list the elements of our LEARN acronym?**

**L =**

**E =**

**A =**

**R =**

**N =**

**2. With a partner or in a small group (3 max) discuss and share ways that we can reduce the cognitive load for students.**

**3. A teacher implementing retrieval practice into their curriculum planning will allow time for some forgetting to take place.**

**a) Why?**

**b) What is this practice called?**

# DO NOW: - ANSWERS



**1. Can you list the elements of our LEARN (soft skills) acronym?**

**L = Leadership**

**E = Enquiry**

**A = Active learner**

**R = Resilient**

**N = No fear**

**2. Ways to reduce cognitive load**

- Small steps is key – chunking
- Take the noise away (e.g. too much on powerpoint/background music)
- Be precise/concise/provide headlines
- Dual coding – align facts and images
- Use the visualizer – live modelling
- Individualise – highflyers/those with misconceptions/extra time & attention
- Flipped learning / pre-training

**3. A teacher implementing retrieval practice into their curriculum planning will allow time for some forgetting to take place.**

**a) Why?**

**b) What is this practice called?**

Forgetting increases the challenge and *challenge makes for effective learning.*

Spaced practice

# Session aims:



- Looking back
- A Learning Model – think, pair, share
- Philosophy and ethos
- A Framework for Teaching and Learning
- Wanstead High Habits: Pedagogy
- Reflection
- September Ready in Departments

# Looking back – 2021-22



- The science of learning
- Working memory vs. Long term memory
- Cognitive load theory
- Retrieval practice strategies
- Dual coding

# Looking back – 2021-22



- Rosenshine's Principles of Instruction
- Rosenshine and the curriculum
- The curriculum – what, when, why and how?
- The Ofsted Framework and Deep Dives
- Our Learning Environments & Tools

# The Science of Successful Learning



## What we look for: Components of Great Teaching

### Lesson observation Formative Feedback Meeting (Sheet 1)

Adapted from What Makes Great Teaching? – The Sutton Trust and Professor Rob Coe (Durham University) Report, published 31<sup>st</sup> October 2014.

#### Components of great teaching

As part of your lesson observation formative feedback meeting, discuss the following characteristics. Refer to examples from the lesson and reflect on and refine your practice. It's worth stressing that this is not a checklist. Instead it's about capturing the principles that make great teaching. Work to develop aspects of your practice and use the guidance to support your own self-reflection and professional development.

- **Subject knowledge**

The teacher demonstrates **deep knowledge of the subjects** they teach.

As well as a strong understanding of the material being taught, teachers also **understand the ways students think about the content**, and are able to evaluate the thinking behind students' own methods, and **identify students' common misconceptions**.

- **Quality of instruction**

Includes elements such as **effective questioning and use of assessment**.

Specific practices, like **reviewing previous learning**, **providing model responses** for students, giving **adequate time for practice** to **embed skills securely** and **progressively introducing new learning** (Scaffolding).

- **Classroom climate**

Covers the **quality of interactions between teachers and students**, and **teacher expectations**: the need to **create a classroom that is constantly demanding more**, but still recognising students' self-worth. It involves **attributing student success to effort rather than ability** and **valuing resilience to failure** (grit).

- **Classroom management**

A teacher's abilities to **make sufficient use of lesson time**, to **coordinate classroom resources and space**, and to **manage students' behaviour with clear rules that are consistently enforced**, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

- **Progress, improvement and practice**

There is an emphasis on **progress**. Students have plenty of practice and improvement is a strong theme and have opportunities to put the ideas into practice on their own.

- **Different students are responding, engaging and progressing**

The teacher has planned to meet and match the needs of all students and knows how to ensure their progress.

- **Literacy needs**

Students are given opportunities to read appropriately challenging material as part of their lesson and in places the teacher takes the time to explore the meaning of key words as they emerge.

- **A reflective practitioner**

The teacher reflects on and is actively developing their practice through their participation in professional development, supporting colleagues, engaging in student voice and in communicating with parents/carers.

#### Remember:

There's no prescribed 'right' way of teaching.

If it gets the right outcomes for the students, then it 'works'.

There's a large number of myths around, about what works.

It's worth combining the wisdom of these great teachers with the research evidence.

Making  
every lesson  
count



*Six principles to support great  
teaching and learning*

Shaun Allison and Andy Tharby

Foreword by Doug Lemov

make it stick



*The Science of Successful Learning*

Peter C. Brown

Henry L. Roediger III

Mark A. McDaniel

Where we started...

Where we'd like to be...



# Teaching & Learning INSET

1<sup>st</sup> September 2022





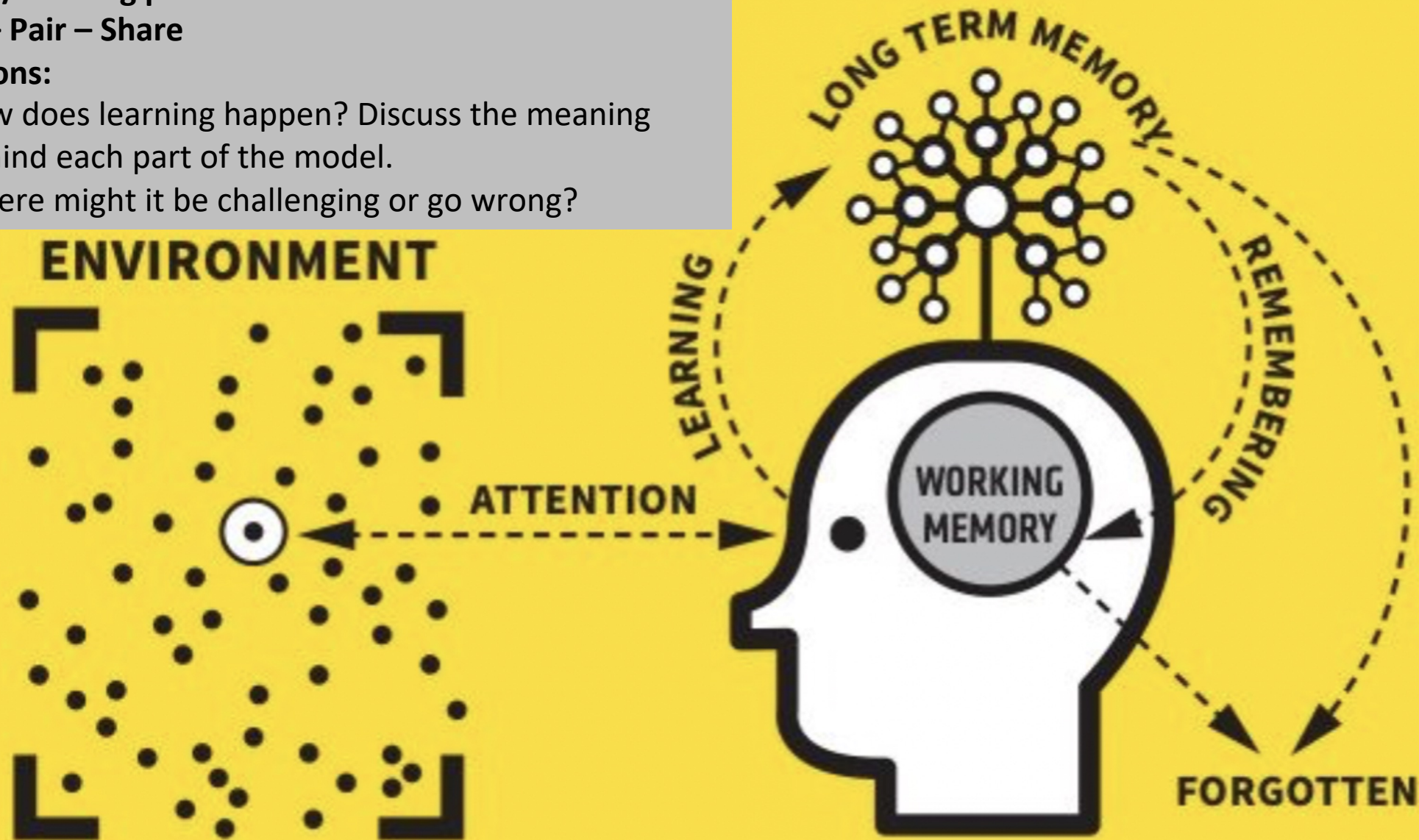
## Task

In pairs/learning partners.

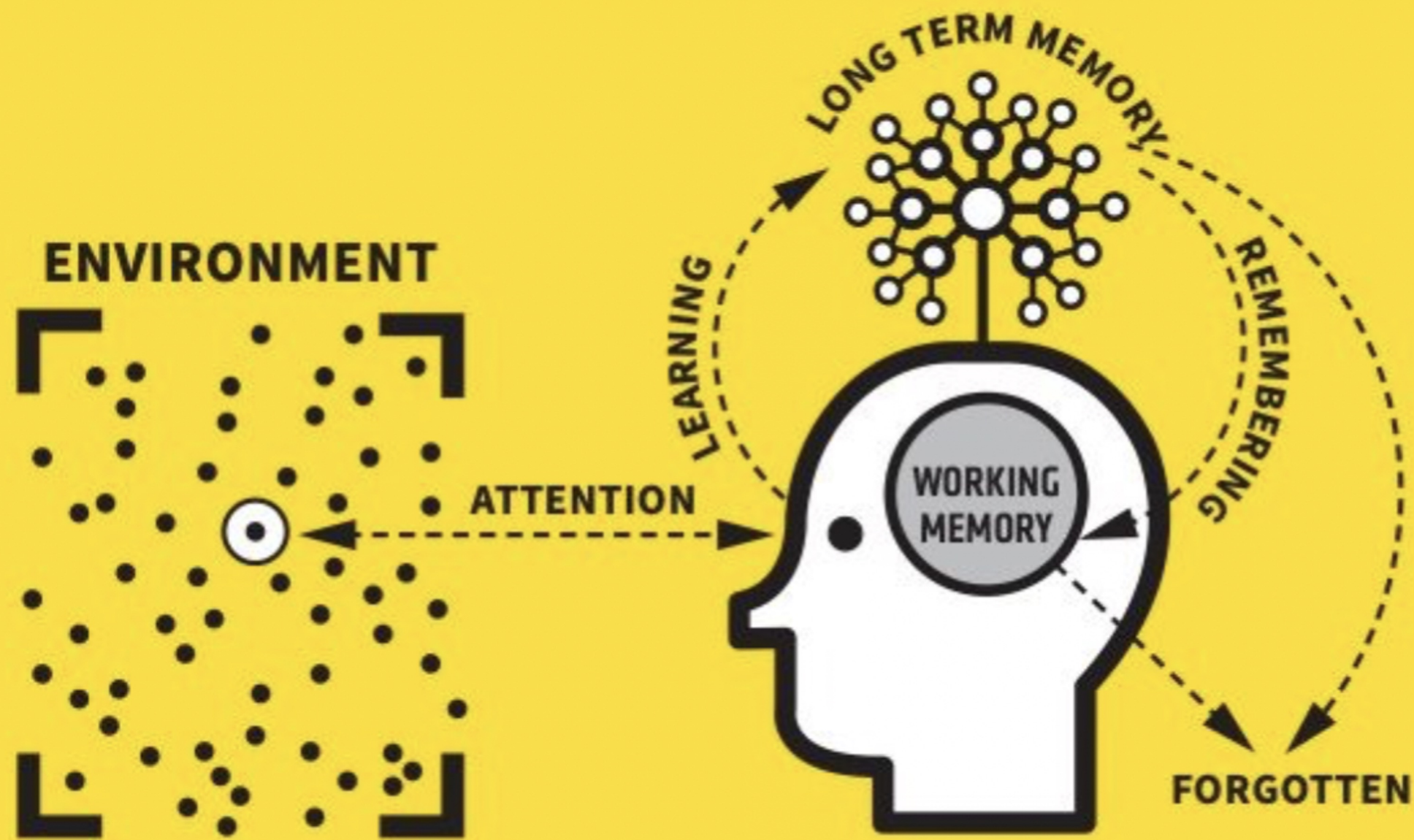
Think – Pair – Share

## Questions:

1. How does learning happen? Discuss the meaning behind each part of the model.
2. Where might it be challenging or go wrong?









## Attention

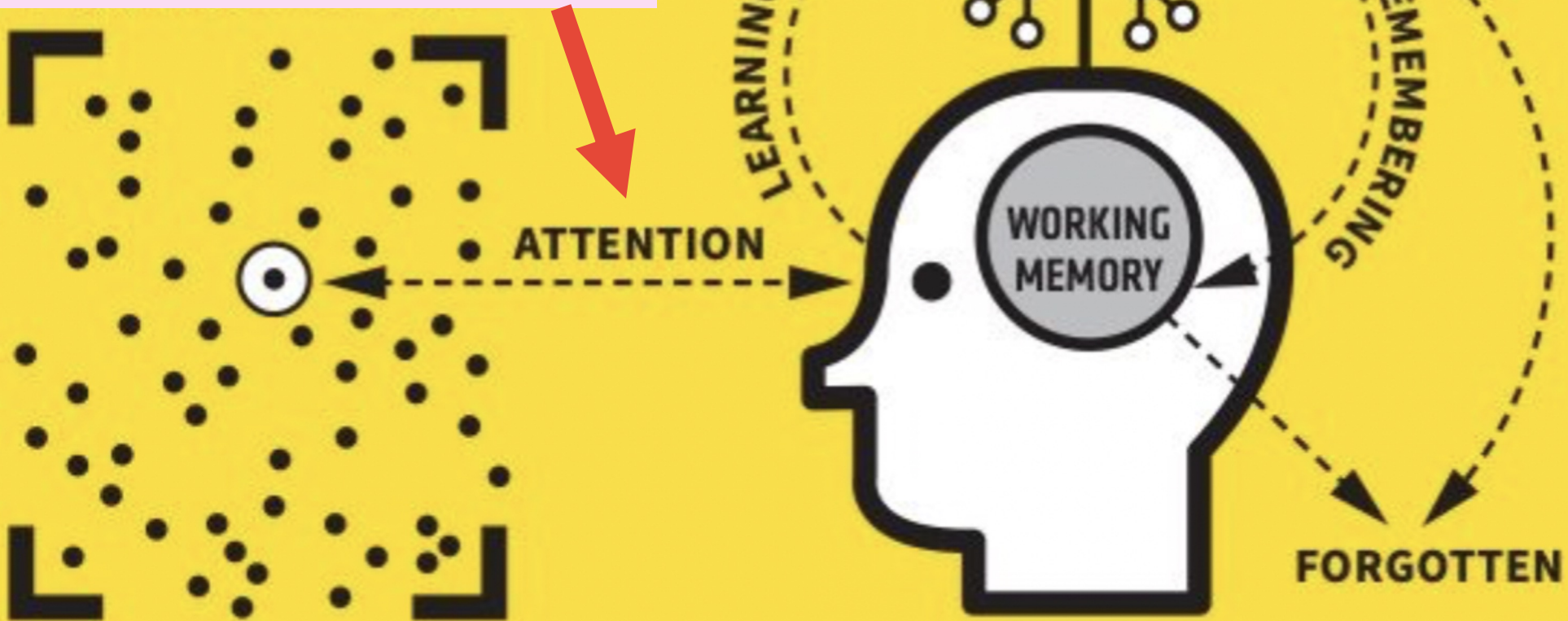
### Deficits/distractions

Focusing can be a challenge for us all.

How can you grab their attention, what stimuli can we use?

Get all students involved

Use of inclusive questioning strategies e.g. cold calling or show me (mini-whiteboards).



## Memory

Working memory is finite.

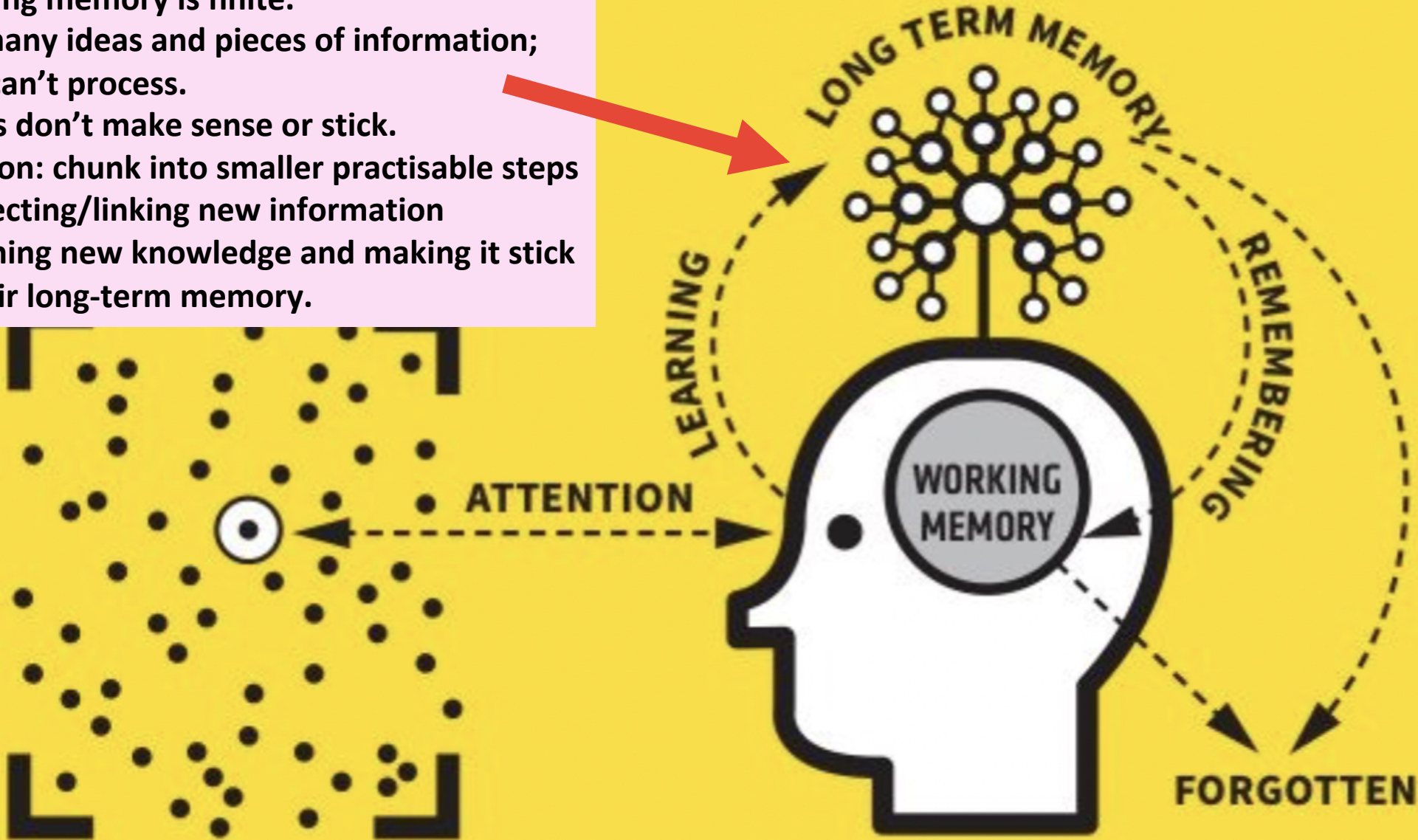
Too many ideas and pieces of information;  
they can't process.

Things don't make sense or stick.

Solution: chunk into smaller practisable steps

Connecting/linking new information

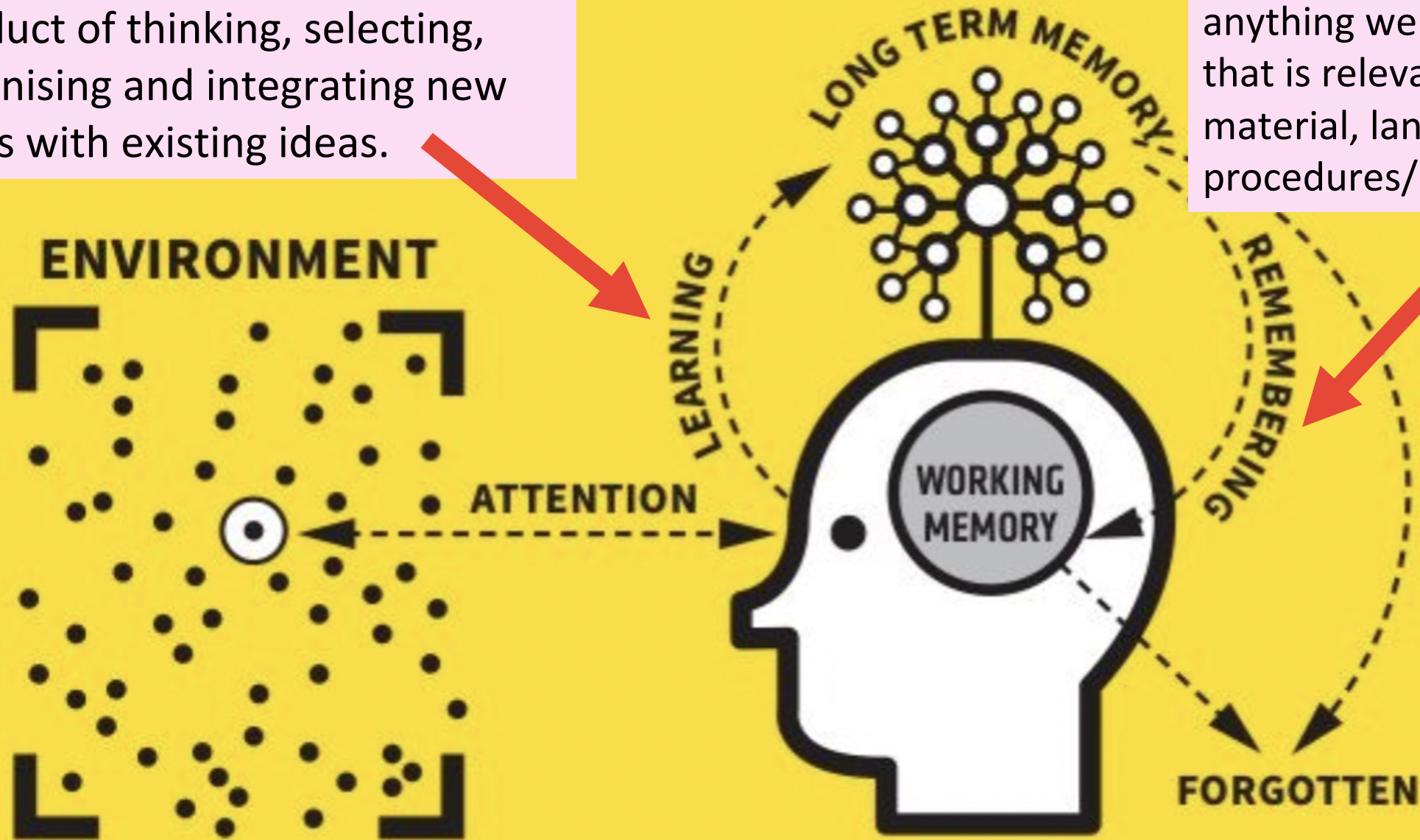
Retaining new knowledge and making it stick  
in their long-term memory.





**Learning** – not the action but the product of thinking, selecting, organising and integrating new ideas with existing ideas.

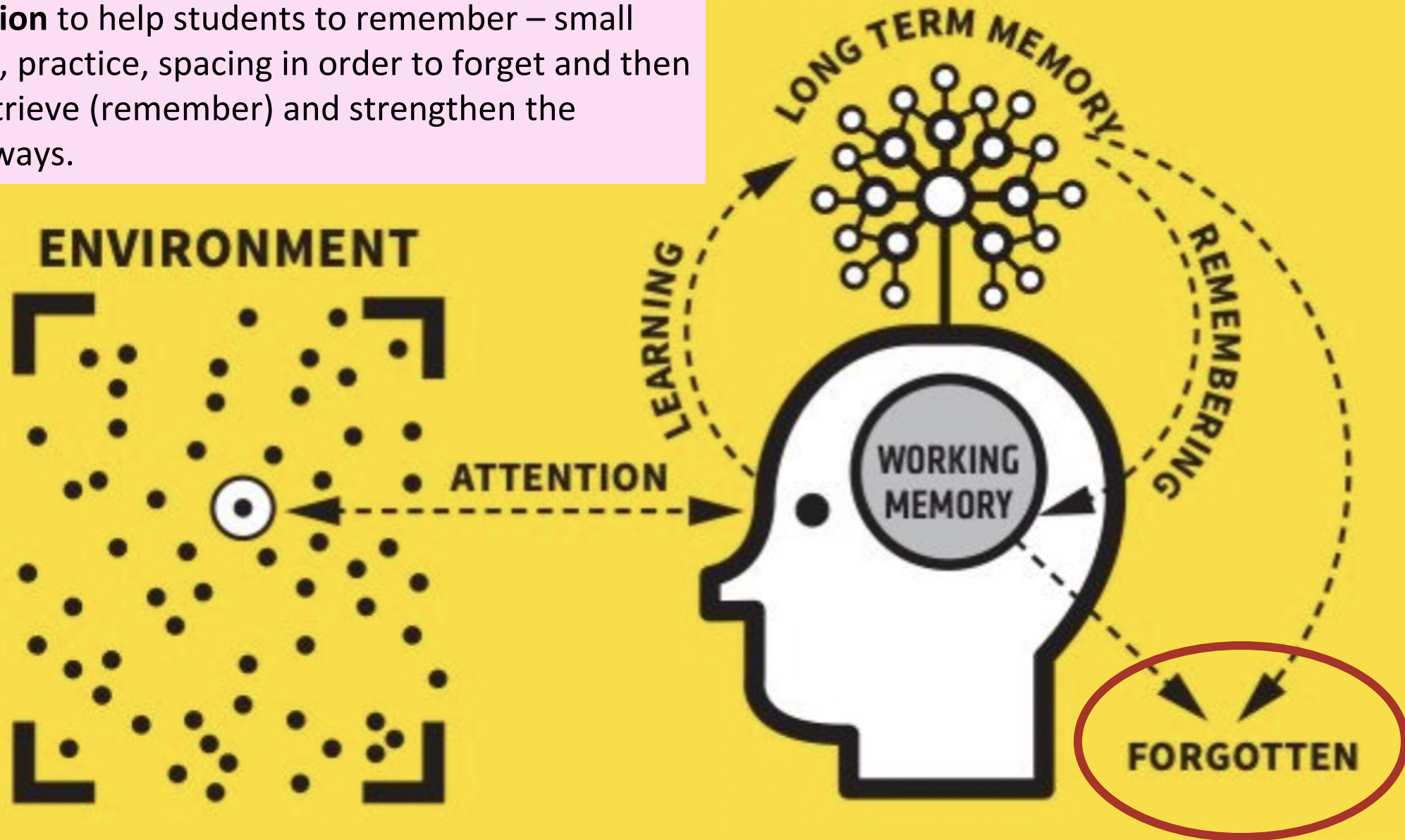
**Remembering** – activating anything we already know that is relevant to the new material, language, procedures/methods, skills.



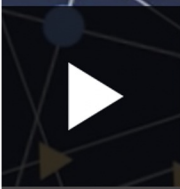
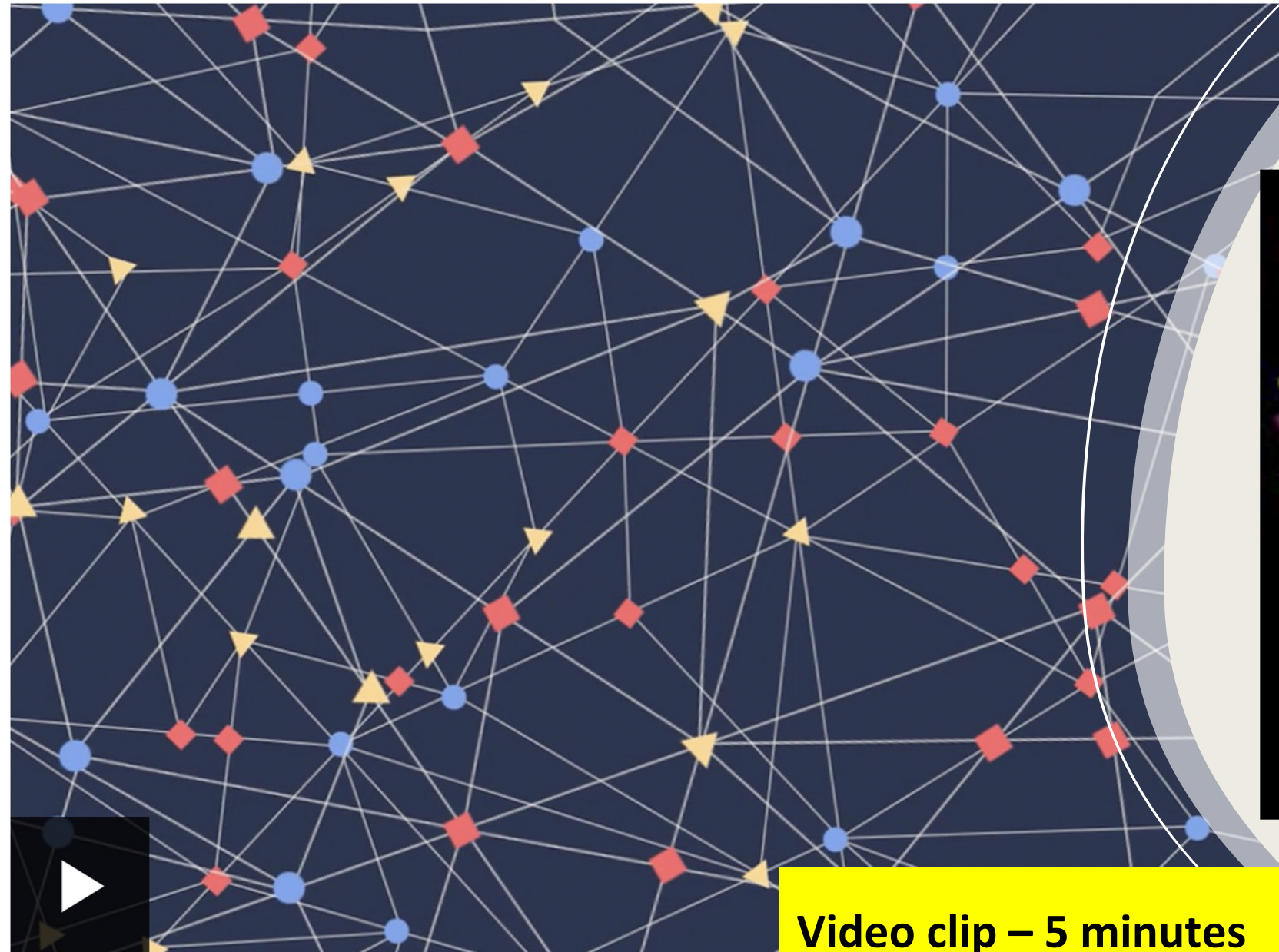


**Forgetting** – Easy to forget.

**Solution** to help students to remember – small steps, practice, spacing in order to forget and then to retrieve (remember) and strengthen the pathways.







# How Learning Works

A Quick Guide to How We Store and Retrieve Information

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A Quick Guide to How We Store and Retrieve Information

**Video clip – 5 minutes**

**<https://www.bbc.co.uk/bitesize/articles/zkpj96f>**

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**<https://www.bbc.co.uk/bitesize/articles/zkpj96f>**





Why is it important to create **desirable difficulties** in our teaching?

If a task is made a bit harder and as long as we practice retrieval successfully we are more likely to remember it.

Build connections.

Store in our LT memory

# A Framework for Teaching & Learning

- The framework draws together much well-established teaching practice, as well as some of the latest research about how our brains work.
- Helps to build consistency through high quality teaching.
- Creates the Wanstead High Habits: Pedagogy – CPD and building on the science of learning.
- Supports pupils in becoming successful learners – challenged and independent.



# Philosophy and ethos for Teaching and Learning



## Leadership

Wanstead teachers are leaders in and beyond their classrooms. They lead the curriculum and the learning journey for their students.

## Enrichment

Wanstead teachers provide their students with opportunities that enrich the curriculum and go beyond the classroom.

## Autonomy

Wanstead teachers are trusted professionals who have control over their approach to teaching. They are free to use the methods that they know work best with particular students or classes.

## Research

Wanstead teachers are learners who aim to use research and evidence to improve the curriculum and their practice. Our CPD offer is research informed. Teachers seek to innovate and develop their own professional learning.

## No Learner Left Behind

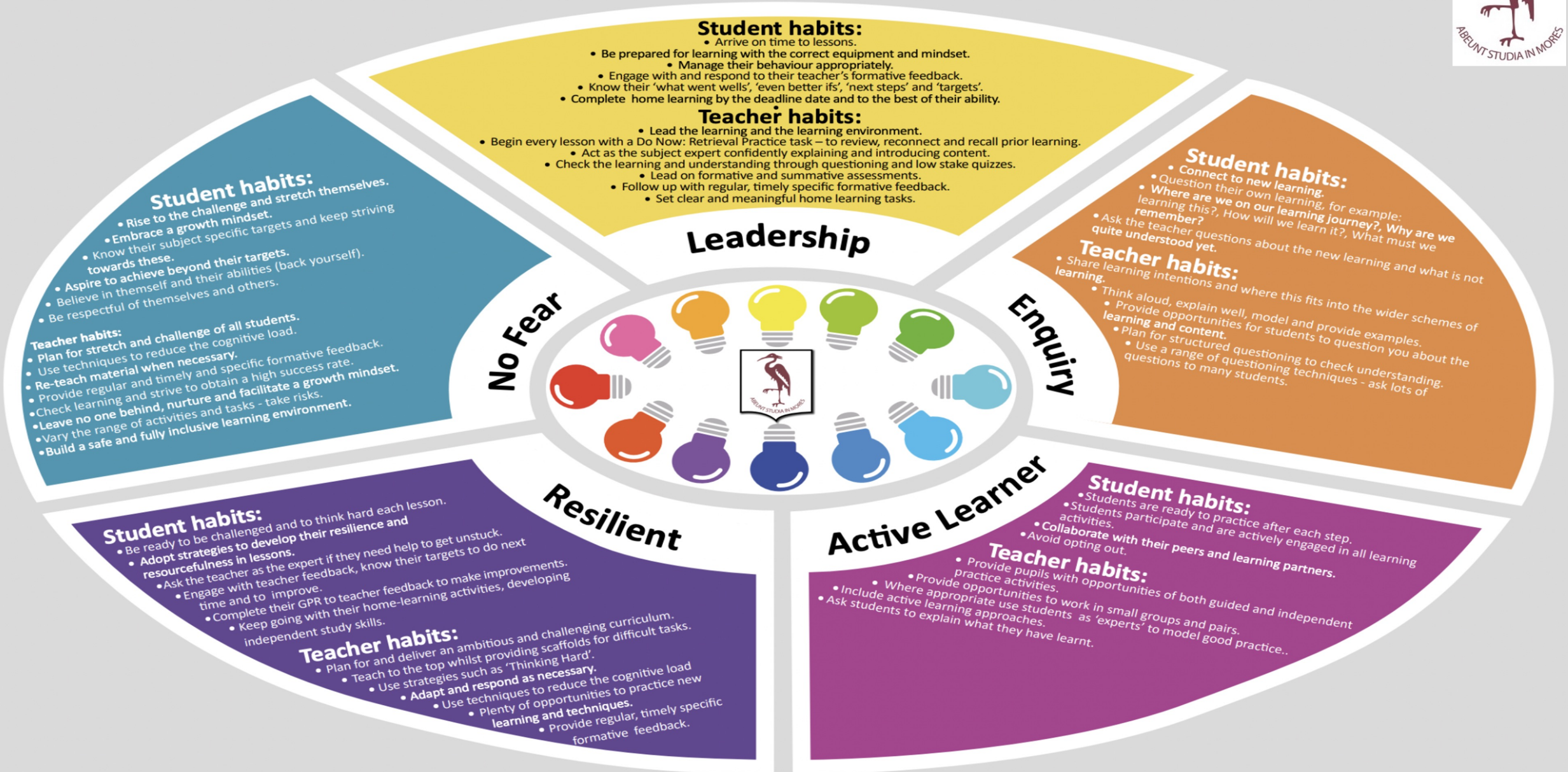
Wanstead teachers practise quality first teaching emphasising high quality, adaptive and responsive teaching for all pupils taught. The curriculum and teaching is personalised to meet the needs of all pupils.

**LEARN** helps to shape the school's **philosophy for teaching and learning** as well as our **Framework**.

The **Teaching and Learning Framework** provides the best possible platform, as autonomous practitioners, from which to deliver memorable and stretching lessons which will really make a difference to our students' outcomes and enthusiasm for learning.



# Wanstead High Habits – Pedagogy



# Wanstead High Habits – Leadership of Learning



## Leadership of Learning.

### Student habits:

- Arrive on time to lessons.
- Arrive ready and prepared for learning with the right equipment and mind set.
- Students are taught to be leaders of their own learning and should participate fully in the learning.
- Manage their behaviour appropriately to allow their own learning and to support the learning of others.
- As leaders of their own learning students should engage with and respond to their teacher's formative feedback. This will include GPR responding to targets/questions.
- Etc...

# Wanstead High Habits – Enquiry



## Enquiry.

### Student habits:

- Connect to the new learning.
- Ask questions of their own learning, for example, where are we on our learning journey? Why are we learning this? What is important to remember?
- Pose questions to the teacher to query the new learning or what they don't quite understand yet.
- Etc...

# Wanstead High Habits – Resilient



## **Resilient.**

### **Student habits:**

- Plan for and deliver an ambitious and challenging curriculum.
- Teach to the top whilst providing scaffolds for difficult tasks.
- Use strategies such as 'Thinking Hard' which encourage students to analyse and evaluate new material as they learn it.
- Be adaptive and responsive when teaching - adapt and differentiate content to the individual learning needs of students or groups of students, ensuring both access and challenge.



# Wanstead High Habits – Resilient



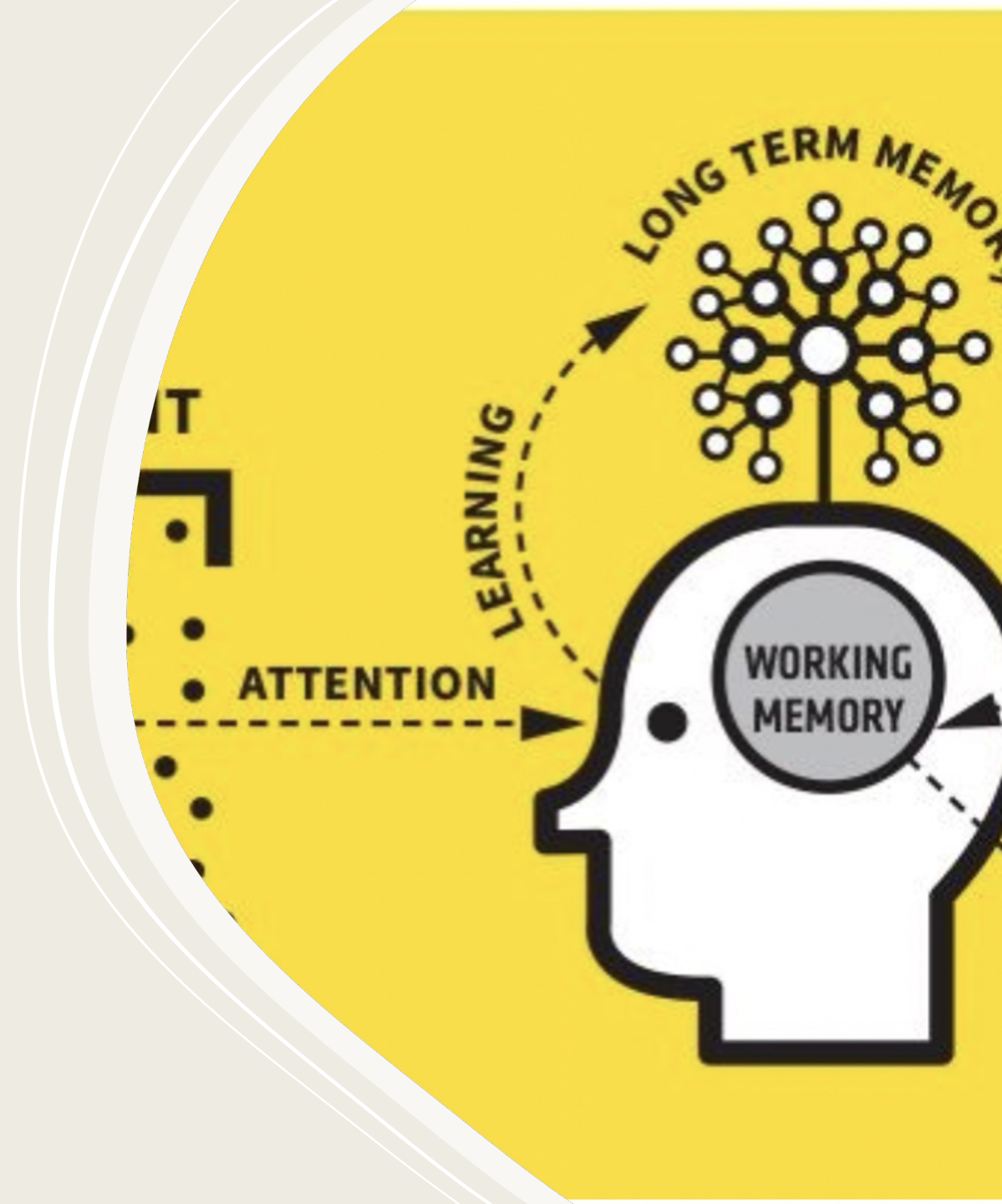
## Resilient.

### Student habits:

- Use techniques to reduce the cognitive load, for example present new material in small steps, students practice after each step.
- Provide plenty of opportunities for pupils to practice new learning and techniques. For example through guided practice.
- Provide regular and timely feedback to ensure students know and can work with their subject specific targets set to do next time and to improve (WWW/EBI/T).
- Etc...

# Wanstead High Habits helps develop our:

- Questioning
- Challenge for all (making everyone think)
- Modelling
- Scaffolding
- Explaining in small steps
- Retrieval practice
- Fluency building
- Effective assessment and feedback
- Metacognition



# Teaching & Learning CPD

Some of it will focus on developing Habits in the classroom.



# Your Pedagogy Habits



- 1. Reflecting on your teaching, what habits have you developed as part of your pedagogy?**
- 1. Which habits have made the biggest difference to your students? Why?**
- 1. Which habit do you find presents the biggest challenge? What makes it a challenge? What would be different if you could be successful in this habit?**
- 1. Goal setting: What habits do you wish to commit to this half term (and beyond) to help you achieve successful learners?**





# A Framework for Teaching & Learning





**Wanstead High Habits: Pedagogy  
Departments – September ready**



Wanstead High Habits	Department action points for Term 1
<b>Leadership of Learning – September ready</b> <ul style="list-style-type: none"><li>• Identify your students. Know their learning needs and make appropriate provisions for these using the data and other relevant sources e.g. one page profiles.</li><li>• Are classrooms ready for learning – seating layout/plans (using class charts)</li><li>• What's on the curriculum this term? SoW to be taught this term?</li><li>• Is the equipment for learning ready presentations, video clips, texts, extracts, books etc.</li><li>• DO NOW activities planned and shared?</li><li>• Are the team confident in the content delivery or are there any training needs? How will these be addressed?</li><li>• How will students be assessed (formally and informally)?</li><li>• How will assessments be marked and what feedback methods will be used?</li><li>• What home learning tasks are planned on the SoW? What will feedback look like?</li></ul>	
<b>Enquiry – September ready</b> <ul style="list-style-type: none"><li>• What are the learning intentions for the term ahead and how do you intend on sharing these with the students?</li><li>• What are the key concepts and big ideas that students need to know and understand?</li><li>• What are the best explanations/methods? Models? Examples to use?</li><li>• Identify the common misconceptions that may be encountered. How will these be addressed?</li><li>• Plan some effective questions closed and open.</li><li>• What questions do you expect from students.</li></ul>	



# Wanstead High Habit – Departments tomorrow

**Task – in departments.  
What action points need to follow in  
relation to our Habits?**

# Key Takeaways

- **Being September Ready**

- Curriculum
- Classroom environment/layout
- Seating plans
- Knowing your students (SEND, disadvantaged, HAP)

- **Challenge and Independent learners**

- **Philosophy and Ethos for teaching – Leaders, Enrichment, Autonomy, Research, No Learner Left Behind**

- **Framework and Habits – Leaders, Enquiry, Active Learners, Resilient, No Fear**

- **Developing/training throughout the year – staff & students**





# Teaching and Learning INSET

1<sup>st</sup> September 2022



# BenQ IWB Training



**In Room 17 (Ground Floor Main Building)**

## **Group 1**

PE

English

Maths

Economics

## **Group 2**

Science

Computing

Dance & Drama

MFL

Geography

## **Group 3**

Art & D&T

History

Media

Music

Social Sciences &

RP