

Talking Teaching & Learning



Welcome! Thank you for joining us for the 5th edition of 'Talking Teaching and Learning.'



Twitter: @EccoTeaching
Email: coaches@eccoschool.com

Teaching and Learning 6 Core Principles

At the beginning of the lesson, students should complete the '**do-now**' activity. This activity could be handed out, written on the whiteboard, available in their Knowledge Organiser or Read, Register, Routine.

L1 Coasts		
Name a greenhouse gas	Give 1 link between the UK and Nigeria	What is hazard risk?
Describe what happens to a rock as it moves downstream	What continent do we live in?	What P is the process by which plants turn sunlight into energy?
1 point	2 points	3 points

Do Now	
Complete in your books in silence – answer only	
1	What does tawhid mean? Briefly explain.
2	What does a muslim mean by 'Inshallah'?
3	What do the 99 names describe?
4	What is evangelicalism in Christianity?
5	What does reconciliation mean?
6	In the Roman Catholic Church, what is the 'Sacrament of reconciliation'?

Introduce new learning explicitly and in small steps. This could be through verbal instruction with concrete examples, followed by checks for understanding.

Modelling activities in lesson allows student the chance to practise together.

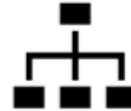
DO NOW STARTER EXPLAIN MODEL



- Recaps prior learning
- Recalls key knowledge
- Low stakes testing informs teacher of next steps



- Core concepts
- Links knowledge
- Addresses misconceptions
- Small steps
- Direct instruction



- Teacher guides practice
- Collaborative
- Structures and scaffolds
- Practise together



BUG

1. Put a **Box** around the instruction word. This word tells you to structure your essay.
2. Underline the key words in the question. This helps you sort out expected content.
3. *Glance back.* After you make your plan – are you still answering the question?

QUESTION FEEDBACK PRACTISE



- Teacher leads learning
- Checks for understanding
- Develops thinking
- Targeted



- Regular, constructive, live
- Addresses misconceptions
- Plugs gaps
- 3 'Live marks' per



- Independent
- Personalised
- Applies to different contexts
- Open books for scan of WWW/EBI



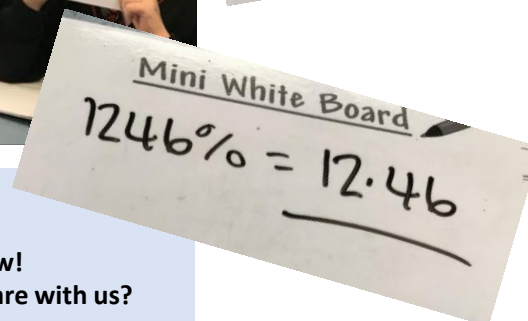
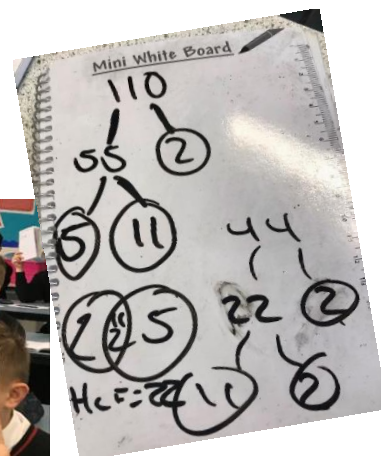
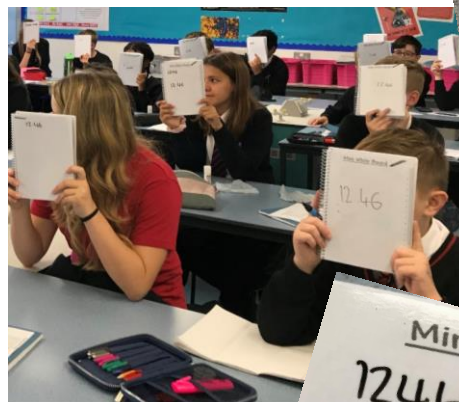
After providing feedback on learning, it is essential that students have an opportunity to practise using their knowledge and skills to both embed and develop them.



THIS IS A NO HANDS CLASSROOM

Questioning can establish prior knowledge, check for understanding and stretch students. It can be used effectively throughout the lesson.

Live feedback can be given on an individual or a whole class basis at any point in the lesson. Green and purple pens should be used.



We want to hear from you! Email us: coaches@eccoschool.com

- ✓ Have you seen a Tweet that deserves a shout out? Let us know!
- ✓ Is there a Twitter teacher that people should follow? Let us know!
- ✓ Have you read a great T + L book? Why not write a review to share with us?
- ✓ Got a T+L idea you want to share? Get in touch with us!

A look back at this half term's Twilight Sessions

Routines and Relationships, pastoral Twilight – 8th September 2020

- Pastoral care for all, by all. [Mark Silcock & Emmajane McNulty]
 - The Power of Talk [Ryan Willson & Murray Hill]
 - Referring for Wave 3 support [Tom Wood & Alex Dean]
- A dedicated twilight session to readdress the importance of relationships, routines and the support given to students. This is essential at all times, but there was a focus on how to support students post lockdown.

A refresher was provided on how to use CPOMS and how to utilise this for emotional and well-being concerns.

Documents to support with EHWP can be found on the MLE.



Knowledge Organiser Strategies. Twilight 29th September – Session 1.

'The very processes that teachers care about most—critical thinking processes like reasoning and problem solving—are intimately intertwined with factual knowledge that is in long-term memory.'

Daniel Willingham

This section of the twilight provided an overview of the academic thinking, short and long term benefits of knowledge organisers and the impact they can have on learners.

A range of strategies were offered on how to incorporate knowledge organisers in to lesson learning and how to support independent learning.

Moving forward, it is essential that knowledge organisers become embedded in to mid and long term planning.

What do we need to do as a school?

By the end of September, we will need to have a contingency plan in place which:

- Builds capacity to educate students remotely
 - Offers a high quality education and aligns with in-school provision
 - Integrates into school curriculum planning
- We will need to be ready to:
- Offer immediate remote education to a class, small number or larger group of students. This could be due to self-isolating, local lockdown etc.
 - Offer high quality online and offline resources which are linked to our school curriculum
 - Offer interaction, assessment and feedback to students
 - Train staff and work with families to support
 - Provide printed resources for those who do not have suitable online resources
 - Set meaningful and ambitious work each day in a number of different subjects
 - Plan to teach frequent new content, which is planned and well sequenced to allow knowledge and skills to be built and delivered by a teacher or offer high quality video/resources
 - Check students' understanding and be clear about how often work will be checked
 - Plan a programme of equivalent length to the core teaching that students would get in school. Ideally, this would include daily contact with teachers
 - Avoid over-reliance on long-term project and internet research work

School Closure Expectations. Twilight 29th September – Session 2.

An introduction and explanation of the different tiers of school closure, and the expectations of the school at each stage.

Asynchronous Teaching & Live Teaching: Basics in Microsoft Teams & Stream. Twilight 29th September 2020 – Session 3

An interactive opportunity to use Microsoft Teams and set up class groups. A guide to Microsoft Teams and Stream was provided electronically to support with the use of these applications.

Face to face training was a great chance to ask questions and solve immediate questions and concerns about delivering lessons and/or setting learning via Microsoft Teams

Developing remote learning and embedding Knowledge Organisers – dedicated department time. Twilight 13th October 2020.

Time was given over departments for them to implement the range of strategies discussed in the previous twilights and to prepare for the possibility of remote learning.

Have you tried any of the strategies discussed? Email them to tandlteam@eccoschool.com

A new approach to SMSC

All pupils across both KS3 & 4 have one dedicated timetabled SMSC lesson per fortnight. Given the current climate and what we have just read, this is not enough. **Form tutors and pastoral care are now more important than ever.**

To underpin the work taught on SMSC in lessons, pupils have one morning a week during form time to complete additional SMSC.

EJM has planned a resourced series of lessons to support delivery of this content to all year groups.

T/Start of the Day Activity (S.O.D.A.)SODA 2020-21/18/HT1

Coronavirus: Pastoral care in a changed school environment

Written by [Michelle Davis](#) | Published: 27 May 2020



As pupils return to school, we will need to be prepared for challenging behaviour, safeguarding disclosures and signs of mental health and wellbeing problems. Anthony David looks at the pastoral priorities that must be at the top of the list for primary schools. As things stand, from June 1 many primary schools across England will re-open their doors to pupils from Reception, year 1 and year 6. Since the plans were unveiled on May 10, government advice has been vague and the government's science-based safety assurances far from convincing. However, what most of us can agree on is that the key priority as and when pupils return through our doors will be pastoral – namely [pupil wellbeing and safeguarding](#). So, what should schools be considering in terms of pastoral care when moving forward towards our new normal – whether for your school that is in June 1 or further down the road? It is interesting to consider Denmark, where schools re-opened their doors in early May.

Next steps – Linking KOs to curriculum documents

- SOL 'knowledge' column
- Including KOs in lesson activities
- Set home learning using the KOs
- Key words

Year	Topic	Knowledge	Skills	Attitudes
4	Why do the hills in the mountains look so challenging?	The mountain biome is characterised by a cold, windy and dry climate and as a result very few trees grow there. It is challenging to live here because the land is hard to build infrastructure, houses and roads. The climate and soil are also poor for farming.	SA Model Answer Targeted question ing	KS4 to learn key words
	That is found on an area of flat land in the Himalayas known as an interfluvium, an area of flat land that also has the central of a river valley. It is the border between India and China, Asia's biggest mountain range.	Deserts receive little rain in the mountains and it flows down to the sea. Most of Asia's biggest rivers start their course in the mountains.	Retrieval topic: Definition of climate and precipitation. Deserts biome (Y7) Predicted misconceptions: Pupils may wrongly assume cold environments are wet.	

Using KOs to assist Independent Learning

Revision and Low Stakes testing:
To support in class learning, encourage students to read and revise parts of the KO. They can set themselves questions to test their knowledge and understanding.

Summarising and key words:
Can they reduce the information on their KOs using just key words? Create flashcards for key topics summarising the essential information from the KO.

Building it back up:
Revisit the flashcards, can they build the information back in to create detailed and comprehensive KOs?

Consolidating Knowledge:
Using a basic template, students can create their own KOs either utilising their existing ones or completing independent research.

Challenges:
Before a new topic has been taught, encourage students to independently research key concepts and ideas that can assist in the learning. This can also be done as a research tool after teaching has been done. At this stage, consider whether students can identify their own key concepts?

#1 Launching Teams - The Desktop App

If you're on the school premises and you're using a networked desktop PC, the Teams Desktop App will automatically launch when you log-in to Windows, it appears in your Task Bar as the following icon:

If you're working off-site on your own desktop/laptop, you may wish to install the Teams Desktop App here: <https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/download-app>

#2 Launching Teams - The Web App

Traditionally at Ecco, Teams can be accessed via a Web Browser (Chrome, Edge, Safari etc.) from the school MLE. It is found under 'Learning Platform':

You can also access Teams from Microsoft's public Teams log-in webpage, using your normal school network credentials: <https://www.microsoft.com/en-gb/microsoft-365/microsoft-teams/group-chat-software>

Teaching & Learning CPD

Here, you will find an overview of CPD available online, including articles, videos, podcasts and more.

Remote Teaching

12 Tips for Teaching in a Virtual Environment



@TeacherToolkit
Classroom Ideas, Teacher Training & School Resources

As we prepare to deliver live and asynchronous teaching, @TeacherToolkit has written a number of blogs summarising evidence-based practice and offering practical tips.

Highlights include:

- ❖ 12 Tips for Teaching in a Virtual Environment
- ❖ Teaching Online: 'Lecture Pauses' Help Retention
- ❖ Creating A Supportive Online Environment for Pupils

Have you read an interesting article or accessed online CPD?

Email them to

tandlteam@eccoschool.com

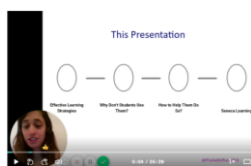
ResearchED Surrey 2020

Access all talks from the October 2020 event here: <https://bit.ly/3kEMXIN>



Mark Enser

Closing the Gap: Educational Disadvantage in the Classroom



Dr Flavia Belham

Helping students use effective learning strategies



David Rodger-Goodwin

Graphic Organisers for Meaningful Learning



ACTION CALENDAR: NEW WAYS NOVEMBER 2020



SUNDAY

1 Make a list of new things you want to do this month

MONDAY

2 Respond to a difficult situation in a different way

TUESDAY

3 Get outside and observe the changes in nature around you

WEDNESDAY

4 Sign up to join a new course, activity or online community

THURSDAY

5 Change your normal routine today and notice how you feel

FRIDAY

6 Give yourself a boost. Try a new way of being physically active

SATURDAY

7 Be creative. Cook, draw, write, paint, make or inspire

8 Find out something new about someone you care about

9 Plan a new activity or idea you want to try out this week

10 When you feel you can't do something, add the word "yet"

11 Be curious. Learn about a new topic or an inspiring idea

12 Overcome a frustration by trying out a new approach

13 Choose a different route and see what you notice on the way

14 Find a new way to help or support a cause you care about

15 Go outside and do something playful - walk, run, explore, relax

16 Look at life through someone else's eyes and see their perspective

17 Try a new way to practice self-care and be kind to yourself

18 Connect with someone from a different generation

19 Broaden your perspective: read a different paper, magazine or site

20 Make a meal using a recipe or ingredient you've not tried before

21 Learn a new skill from a friend or share one of yours with them

22 Find a new way to tell someone you appreciate them

23 Set aside a regular time to pursue an activity you love

24 Share with a friend something helpful you learned recently

25 Use one of your strengths in a new or creative way

26 Tune in to a different radio station or TV channel

27 Enjoy new music today. Play, sing, dance or listen

28 Join a friend doing their hobby and find out why they love it

29 Discover your artistic side. Design your own Christmas cards!

30 Look for reasons to be hopeful, even in difficult times



"You never know what you can do until you try" ~ C. S. Lewis



ACTION FOR HAPPINESS



www.actionforhappiness.org

Learn more about this month's theme at www.actionforhappiness.org/new-ways-november

Keep Calm · Stay Wise · Be Kind

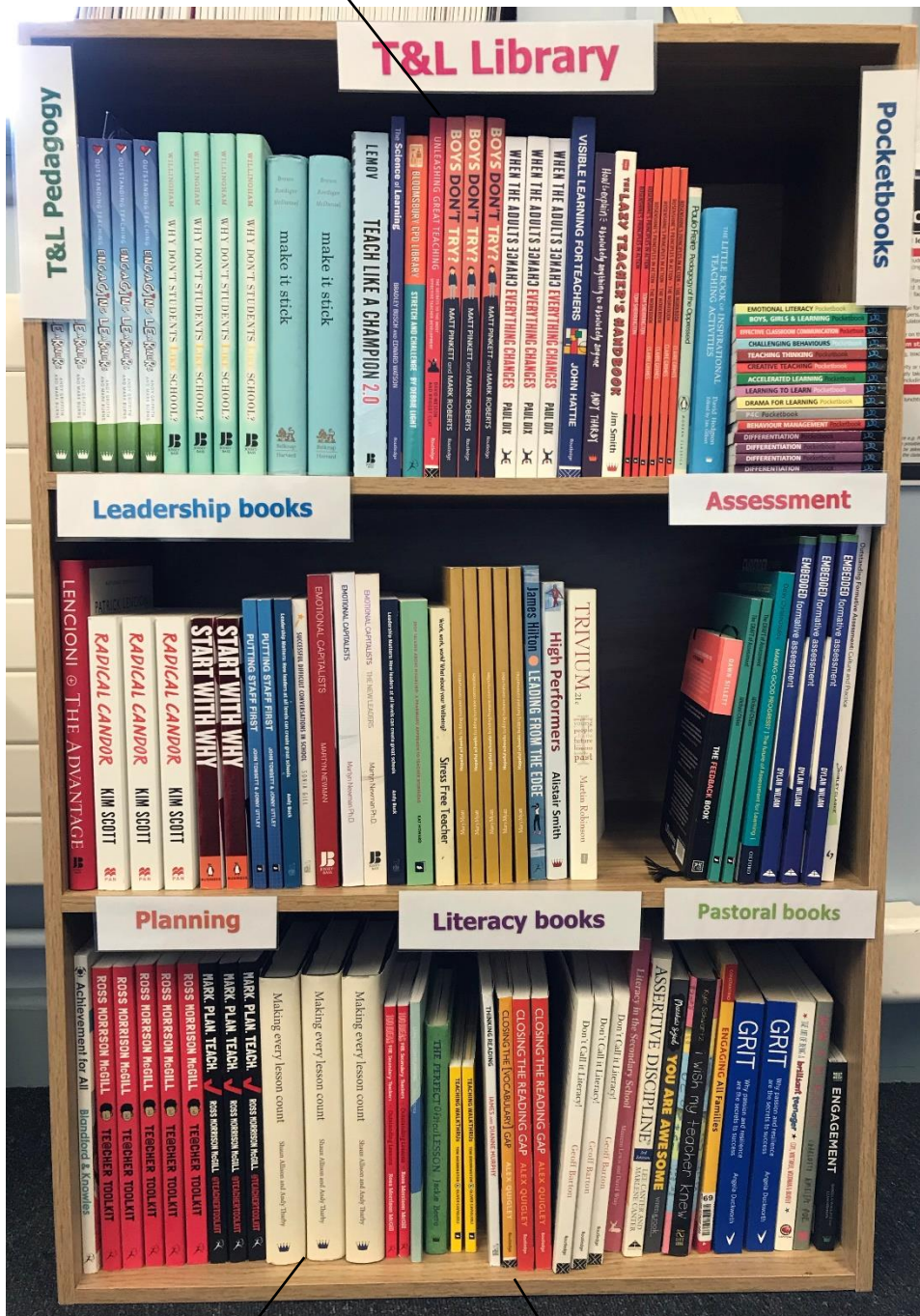
T&L Library

Boys Don't Try

Matt Pinkett and Mark Roberts

A book which takes a deep dive look at gender in schools and how we teach boys and girls across the school. This book would be good for teachers, pastoral staff and SLT to help address some of the issues with boys' progress.

The T&L library can be found in W214, where you can browse and borrow the latest education books. Take a look at some of the reviews from the 2020 T&L Book Club.



Making Every Lesson Count

Shaun Allison and Andy Tharby

This book has a number of practical strategies for the core aspects of teaching practice. It also provides a reminder of basic but vital elements of teaching, with pupil outcomes at the core. Particularly good for new teachers or those wanting a 'refresher'.

Closing the Vocabulary Gap

Alex Quigley

The book provides a wealth of research and information around closing the vocabulary gap through focusing on academic vocabulary, spelling, reading etc. A range of practical strategies are shared which can be adapted and used for all subject areas.