

Oddments

Social media terminology. These concepts are useful as they represent areas which schools address in their wider curricula:

Echo chamber - 'an environment in which a person encounters only beliefs or opinions that coincide with their own, so that their existing views are reinforced and alternative ideas are not considered.'

Backfire effect - 'the finding that given evidence against their beliefs, people can reject the evidence and believe even more strongly'

Affinity deficit - a prejudicial view that something is not good, no matter what other evidence exists (such as ethics, trust, recommendations, reliability). Conversely, *Affinity surplus*, where the view is unquestioningly positive, such as for example, Tesla or Range Rover amongst car brands (which are currently amongst the least reliable cars).

Cognitive surplus – the brain capacity freed up with the use of social and electronic media which traditionally took much of our time, such as the ability to connect with like-minded people or collaboration with others.

Curriculum The DfE is currently carrying out a pilot, at the end of which curriculum materials will be made available (for free) online to schools. Key messages arising from the pilot, with relevance to any school introducing a new curriculum programme, include:

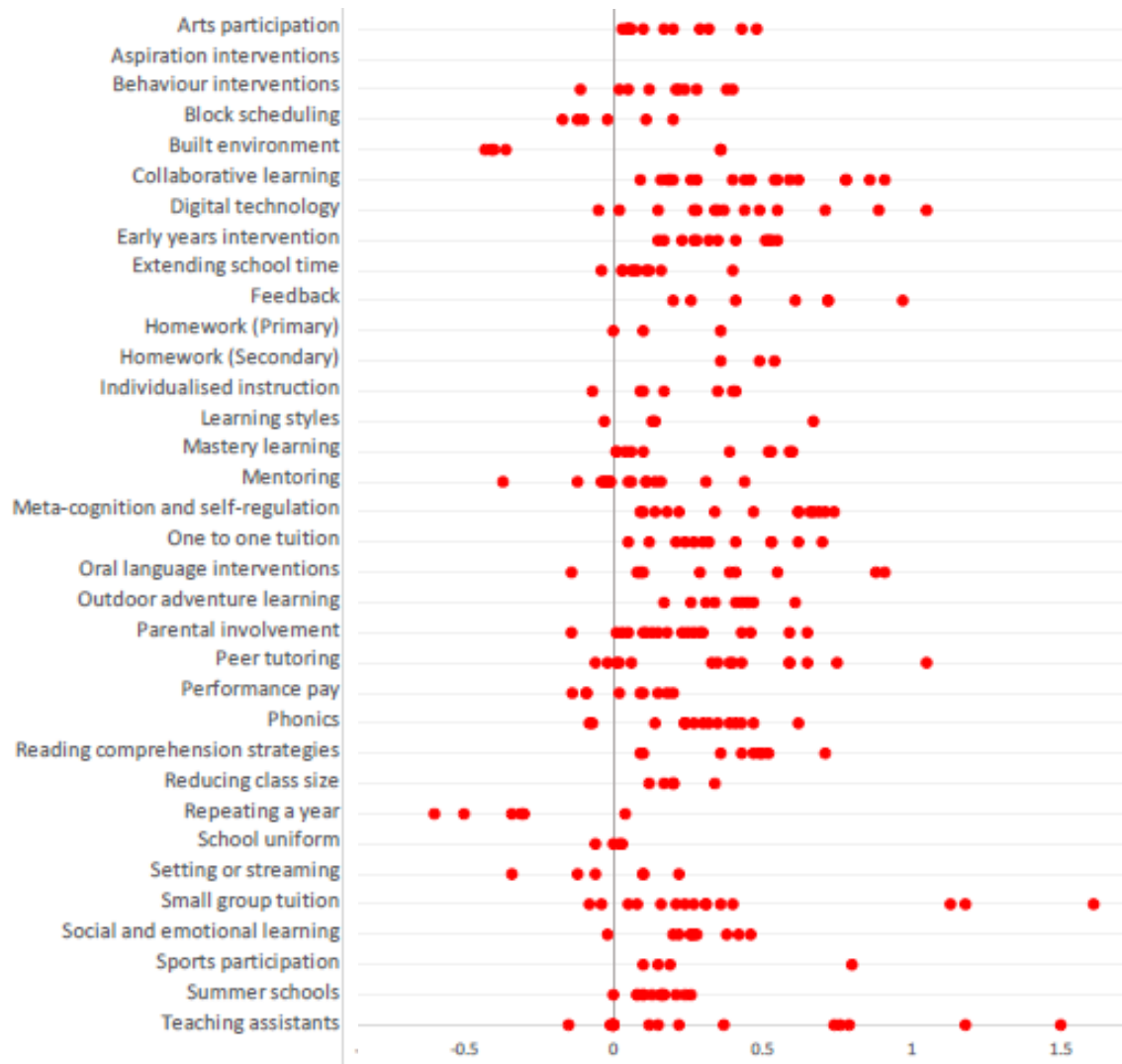
- Teachers will always adapt any given programme. Therefore, make any newly-introduced curriculum package adaptable
- All staff (certainly all teachers) delivering the new programme must be trained. Sending the curriculum lead to train and then cascade back does not work
- 46% of teachers reported a reduction in workload. All of these had been trained. Of the remainder, 25% said it increased workload, none of whom had been trained
- Particularly in primary, introducing one curriculum package at a time, and making sure it is embedded well before the next is introduced, is better than introducing more than one at the same time
- In the pilot, curriculum leaders, for the first two to three months, where time allowed them to support delivery in class, dealt with low-level behaviours. This allowed teachers to get to grips with the subject matter, which the lead was already familiar with
- During a presentation, the DfE Curriculum lead repeatedly referred to 'knowledge, skills, understanding and values'.

The Education Endowment Foundation (EEF). You may be familiar with the [EEF toolkit](#), which assigns additional learning values to various strategies used in schools, but the EEF also produce reports on [Promising Projects](#) such as *Nuffield Early Language Intervention*, or *Thinking, Doing, Talking Science*.

[Early Years toolkit](#)

[Evidence reviews](#)

The EEF compares research across various studies before assigning benefits. Therefore, for example, there is a range of evidence demonstrating that teaching assistants largely make a positive difference, although research also exists to show that in particular circumstances, this can be a negative impact.



List of **pupils who are 'vulnerable'** but do not fall into the established FSM, SEN or Forever 6 groups:

- children with child protection issues / cause for concern forms raised
- children where the parents have learning difficulties or struggle to cope
- children in homes where there is domestic violence
- children with older siblings where we had previous parental concerns
- children with issues as a result of bereavement / divorce

- sudden death or suicide of a parent
- children with medical issues possibly impacting on their learning
- children from lower income families not eligible for FSM.
- children with housing issues
- children with attendance issues.
- children where there are temporary issues – illness of grandparent, temporary parental unemployment, etc.
- ‘borderline’ SEN
- regular absence or lateness not amounting to ‘trigger’ levels
- noisy or chaotic home life short of concern levels (e.g. no quiet place to do homework or time on own, siblings who are being difficult, e.g. ‘late teenage’ issues, etc)

A list of the **features which might be expected in a good lesson** (the ‘non-negotiables for all teachers?’)

Feature – pace and time	Feature - learning
From first pupil entering classroom to <u>all</u> being ready to listen & learn is no more than 3 minutes	For more able pupils, tasks are adjusted, planned differently, started in a different place, etc.
Introduction to whole class is no more than 10 minutes	For less able pupils, tasks are adjusted, simplified, based on what they can already do or know, etc.
Teacher does not address class for more than ten minutes at any point of the lesson	The TA (unless assigned to a particular pupil) works with all pupils equally across the week
Teacher checks pupils have understood activity and know what to do/ intended learning	The teacher’s questions are adjusted depending on the ability of the pupil asked
Teacher initially works with those pupils who have not fully grasped learning from previous lesson	The lesson is one of a sequence
Two groups work independently, without adult support for extended periods	All pupils are challenged by the tasks given
Teacher works with one focus group for 10-12 minutes	Pupils readily talk about their learning
Teacher then checks for misconceptions, correcting where found	Pupils are sitting in groups, and no pupil is sitting alone
Where pupils know, understand or can do well, teacher quickly moves them on to more challenging task	Pupils work in ability groups. Where they do not, the teacher justifies why
Teacher then focuses on single group (that needs most support) for five minutes	Behaviour is well-managed, and there are no mentions of, or reminders about poor behaviour.
Teacher again checks for misconceptions/ moves pupils to further challenge	The teacher sits alongside pupils, rather than bends or kneels
Pupils have the opportunity to work collaboratively/ cooperatively	The teacher keeps a good pace, but does not appear to be rushed
Pupils comment constructively on each other’s learning	Learning in the lesson is ‘inevitable’ and obvious

If your school closes due to Coronavirus, NEON Learning offer **facilitated online leadership courses** which you can join either as an individual, or you can book your own course with at least five others from your school. These can be accessed from home, and may be useful development whilst there is a full- or partial-closedown. The courses can be offered at cost price, which is around £90 a place.

- ★ Improving the quality of teaching
- ★ Developing curriculum leadership
- ★ Developing outstanding leadership

To book a place, or to find out more, contact adrian@npgonline.co.uk, or get back in touch with me.



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*Get in touch to book
an appointment in the spring term*

- ❖ Head teacher performance management
- ❖ Safeguarding/ governance reviews
- ❖ Self-evaluation/ SIDP review
- ❖ Pre-Ofsted checks/ 'mock inspection'
- ❖ Training, staff meeting input, etc.
- ❖ Leadership development
- ❖ School improvement