

Morning CPD

This year to reduce workload and work towards excellence our CPD will be in mini chunks in morning briefing.

Please use this booklet to record notes.

You can also record any reflections and actions you may have following the CPD sessions.

There will also be a Big Question on Viva Engage that we would ask you to respond to.



1.Recap	Recap, retrieval and recall free up working memory space and build secure schemas . Systematically planned Recap supports the curriculum.
2. Model	Expert explanations and modelling are necessary for learners to be guided through concepts, especially novice learners.
3. Practise	Practice is crucial to reduce forgetting and prevent cognitive overload.

Creating a culture: Routines

A student's experience in school remains one of the most insightful indicators of later life success. For many it is the best chance they will ever have to flourish. How they conduct themselves at school is crucial to that experience. Helping them develop good behaviour is therefore one of the most important tasks a school faces. *Tom Bennett*

No matter how clearly rules, norms and routines are taught, pupils will still test all boundaries. When these are broken, it is necessary for pupils to experience consequences that are aimed at reminding the individual and the class that classroom norms must be respected. *Tom Bennett*

'What you accept becomes acceptable'

Teach children that:

- The classroom is a learning space
- You have high expectations for them
- What they do matters to you
- Everyone in the class is part of a community
- The community succeeds together
- This success is achieved through a set of behaviours
- You will teach them these behaviours

Useful websites

<https://d10a08pz293654.cloudfront.net/documents/The-Running-the-Room-Companion-Review.pdf?mtime=20210324154120&focal=none>

<https://www.teachertoolkit.co.uk/2018/10/30/11-behaviour/>

<https://www.gov.uk/government/publications/behaviour-in-schools>

<https://teachlikeachampion.org/wp-content/uploads/Teach-Like-a-Champion-2.0-Placemat-with-the-Nanango-Nine.pdf>

https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf.pagespeed.ce.2y1k-ceWxJ.pdf

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Recap

Knowledge is a key ingredient in building fluency, thinking capacity, and crucial for the development of long-term memory and higher-level conceptual thinking

Recap, retrieval and recall free up working memory space and build secure schemas, webs of knowledge that allow long term, durable learning structures to build in our minds.

- 1) **Get the level of difficulty right:** Use questioning to extend learning and increase challenge, by asking pupils to explain and expand on their initial answers.

What questions can we ask?

- 2) **Pay attention to higher-order thinking:** A recent study by Pooja Agarwal found that retrieval practice should require pupils to complete more complex tasks such as analysing, evaluating and explaining.

Use a variety of questions (lower and higher order, factual and conceptual, etc.) which involve retrieval of different parts of information to be learned. Using a variety of questions prompts students to think repeatedly about the subject matter in different ways. Such questions can even involve applying information or making inferences (for instance, a question which asks for recall of details about a concept can be paired with another question which involves applying that information).

How would you teach inference in your subject?

- 3) Addressing misconceptions:** Feedback should clarify the correct answers in a way that encourages pupils to fully process and commit them to memory

How will you explain to students what the misconception is? How can you recap the correct answer/concept?

Useful websites

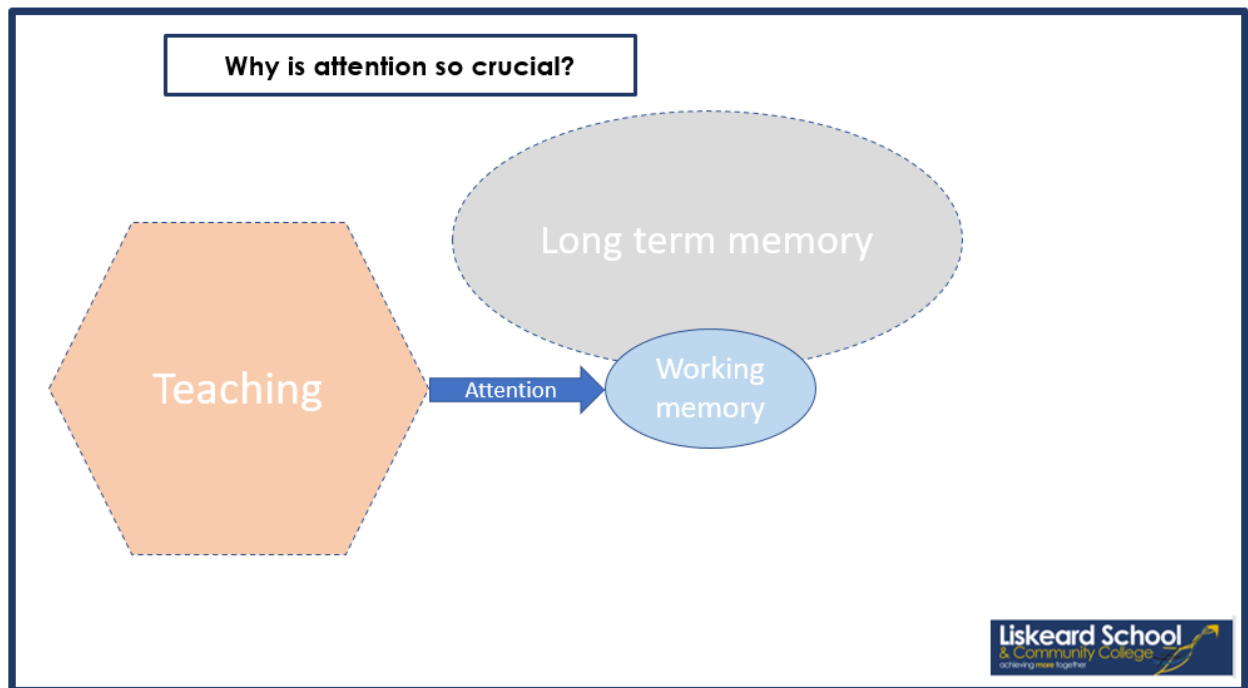
<http://pdf.retrievalpractice.org/RetrievalPracticeGuide.pdf>
<http://pdf.retrievalpractice.org/SpacingGuide.pdf>
https://educationendowmentfoundation.org.uk/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace?utm_source=/news/guest-blog-retrieval-practice-a-common-good-or-just-commonplace&utm_medium=search&utm_campaign=site_searchh&search_term
https://drive.google.com/drive/folders/1JG_mbsJHr3A2LaKQIZbIPhHZkyXLfQ
[Transfer Guide | retrievalpractice.org](https://www.theconfidentteacher.com/2018/04/vocabulary-knowledge-and-the-frayer-model/)
<https://www.theconfidentteacher.com/2018/04/vocabulary-knowledge-and-the-frayer-model/>

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Knowledge is a key ingredient in **building fluency, thinking capacity**, and crucial for the development of **long-term memory and higher level conceptual thinking**.

It is important to avoid misconceptions around how best to cultivate children's independence. It is key to recognise that pupils don't just develop self-sufficiency by being given lots of tasks to work on alone.

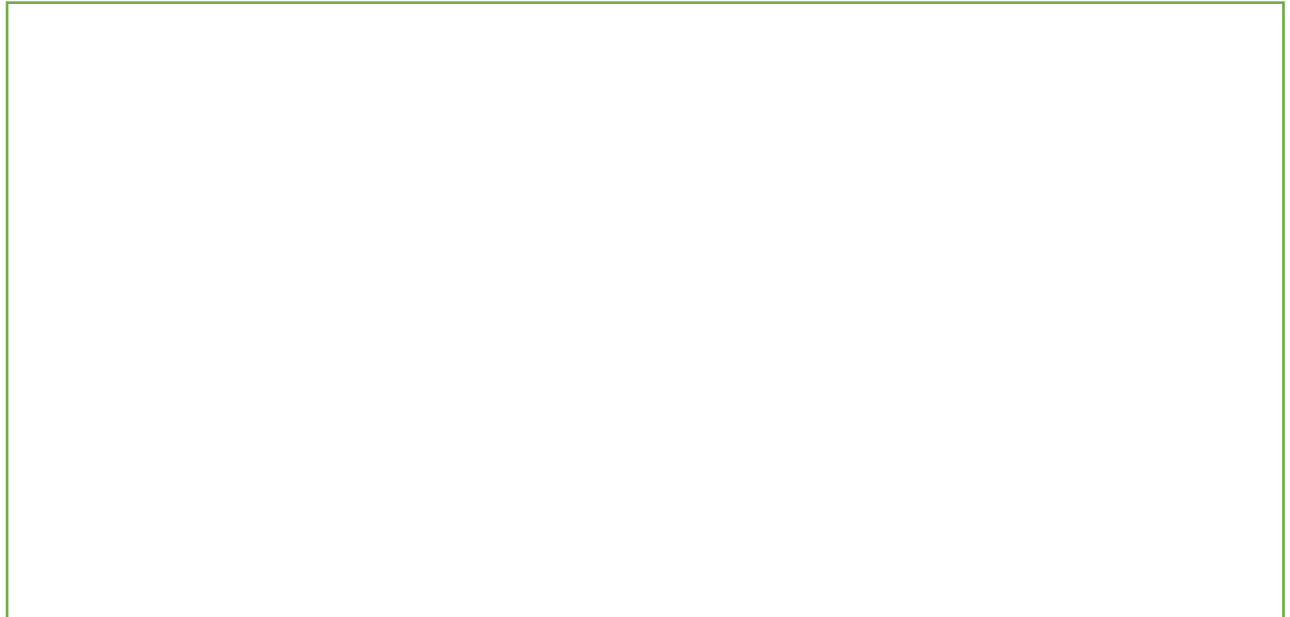


It is a process that is purposefully supported through **explicit modelling** and teaching.

4) Live modelling

There is nothing more empowering for a class than seeing their teacher do what is expected of them (and do it really, really well). Live modelling allows students to see how an answer can be formulated. That correlation between thought process and articulation of ideas on paper is often a step that teachers miss – but it is such a powerful tool. Live modelling allows students to see how to formulate a paragraph, an argument or a response. It also allows teachers to question students and get their input. Of course, you have to be confident in your subject knowledge to succeed with this approach – you need to be able to practice what you preach.

How can we use the visualiser to effectively model best practice?



5) Pre-planning to avoid misconceptions

Regardless of what you are teaching, misconceptions will arise. Making sure that your modelling is planned to “pre-address” common misconceptions means that you do not waste valuable teaching time and that students remain engaged and motivated. Doug Lemov’s tracking model is one-way misconceptions can be tracked live within lessons, and his principles for planning for misconceptions during curriculum design are an equally powerful tool (see Teach Like a Champion, 2010).

It’s easier to monitor activity levels than it is to track precisely where and how students’ mastery of a skill is starting to break down. When we engage in watching, we are often merely observing signs of productivity or completion, and whether students are following our instructions. We are mistaking activity for achievement. Because activity often occurs alongside achievement, it is also the single biggest distraction to observers. When you set out to find evidence of mastery and learning, it’s easy to get swept up by all the hard work you see students doing.

To focus on achievement, we suggest tracking two key indicators of learning: **specific errors** and **success points**.

Specific errors are the things students are most likely to struggle with in a given task. These errors complete the phrase, “If they get it wrong, they will probably . . .” We suggest keeping about two specific errors in mind. More than that is too much to focus on with discipline, and watching for too many things isn’t always that different from watching for nothing in particular.

Success points are the one or two things that most readily distinguish excellence at the task from mere completion of it. They answer the question, "What would 'great' look like?"

Thinking of specific errors and success points in advance and looking for them as you observe can change the game. It's a simple task, but it helps you see differently.

Think of some **specific errors** and **success points** in your forthcoming lessons. Add them to your lesson plans/PPT

Useful websites

https://educationendowmentfoundation.org.uk/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool?utm_source=/news/eef-blog-modelling-independence-the-seven-step-model-planning-tool&utm_medium=search&utm_campaign=site_search&search_term=modelling
<https://learningspy.co.uk/psychology/novices-become-experts/>

<https://static1.squarespace.com/static/58e151c946c3c418501c2f88/t/5d8f29df8c9bd85516335994/1569663456428/5+Cognitive+Load.pdf>

<https://researched.org.uk/2018/07/06/inquiry-learning-isnt-a-call-for-direct-explicit-instruction-2/>

<https://www.sec-ed.co.uk/best-practice/effective-teacher-modelling/>

[Planning for Error: Emma Gray Prepares to Push the Rigor in Number the Stars | Teach Like a Champion](#)

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Practise

Too often we expect children to become independent in tasks without showing them how to become independent. The EEF guidance report advocates a gradual release of responsibility which can be applied to each stage of the writing process:

- an explicit description of the strategy and when and how it should be used;

- modelling of the strategy in action by teachers and/ or pupils;
- collaborative use of the strategy in action;
- guided practice using the strategy with gradual release of responsibility; and
- independent use of the strategy.

See article below:

<https://researchschool.org.uk/bradford/news/the-7-stages-of-the-writing-process#:~:text=The%20writing%20process%2C%20according%20to,%2CRevising%2C%20Editing%20and%20Publishing.>

6) Practising fluency:

Another important strategy for practise is to practise fluency with students. For example, in a science lesson might involve pupils revisiting prior learning on reaction energy and catalysts. To support the decoding and automaticity of newly learned tier 3 words 'exothermic' and 'endothermic', the whole class might choral read a short paragraph in unison to ensure all pupils are given the opportunity to practise reading these words aloud in context.

7) Edit anchor points

For extended writing, if pupils are not stopping to revise and edit at regular intervals, they can get to the end of the draft and feel overwhelmed by the scale of the job. Chunking the act of writing into smaller steps is essential.

Teachers can scaffold and chunk down this process by having 'editing anchor points', where pupils are encouraged to stop and step back from the act of writing to revise and edit. These editing anchor points can be structured by short intervals of time (e.g. 10–15 minutes) or by selecting appropriate sections of a given writing task (for instance, after two paragraphs of an essay).

A handy approach is to create an 'error record' at the start of the school year or term, from multiple pieces of writing.

The Aspirer Research School also use an editing station which can be adapted to improve students writing.

Useful websites

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/Vocab_in_Action_Poster_v1.0.pdf?v=1689936798

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_GUIDANCE.pdf?v=1689925404

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks3-ks4/EEF_KS3_KS4_LITERACY_POSTER.pdf?v=1689925404

<https://www.theconfidentteacher.com/wp-content/uploads/2016/11/One-Word-at-a-Time.-Teaching-Vocabulary.pdf>

<https://www.theconfidentteacher.com/2023/06/the-challenge-of-editing-writing/>

<https://researchschool.org.uk/aspirer/news/maximising-the-editing-stage-of-the-writing-process>

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