

Teaching and Learning Link

Summer 2 2024



Simon Warburton: Pride

Our new Ely Expects Framework starts with PRIDE and the vital prominence that advocacy, the learning environment, culture and praise contribute to the feeling of pride. All of them make perfect sense but perhaps advocacy might make you stop and reflect. Being an advocate means supporting or championing a cause, and in teaching and learning, it means championing the potential our students have, the right for all to learn and make sense of the world, make connections with their learned experiences and apply them in new situations. It means championing our subjects, relishing the challenge, the wonderful frustration of being “stuck” and how to overcome this – to “*never apologise for our subjects, the difficulty of the work or the effort expected*”. When the culture is optimised for learning, students can feel safe to be stuck, they can share in the successes of others and can willingly receive praise – to feel **pride** in their achievements. A worthy goal for us all.

Voice 21 Oracy: Sam Rasmussen, VP

We have finished this year by being awarded the **Oracy Centre of Excellence Accreditation from Voice 21**. We are the only secondary school in the East of England (and one of only a handful nationally) to hold this award and it is testament to the huge amount of work put in by all involved to ensure our students have the opportunities and support to develop the vital skill of speaking and ensuring their voices are heard.

Next year we are expanding the team of Oracy Champions to include Burcu Urundul, Dave Bausor, Simona Vicol and Kate Arnold. These staff, alongside Sam Manning, Stuart Patman and Sam Rasmussen will be working to lead work in oracy research, oracy for support staff, oracy in and outside the classroom, and networking and sharing with other schools in the trust and Voice 21 Network. As a school we have a huge amount to be proud of with the work we are doing, and next year will be our opportunity to develop it further.



Oracy roles for next year

Samantha Rasmussen	Lead, events, networking, primaries
Stuart Patman	Staff training and BL
Sam Manning	Staff induction and ECTs
Dave Bausor	Oracy in the curriculum
Kate Arnold	Oracy outside the classroom
Burcu Urundul	Support staff and interventions
Simona Vicol	Oracy research

What does our new award mean?

Voice 21 explains that **Centre of Excellence Accreditation** is “a milestone”, which recognises “achievement in delivering a sustained, high-quality oracy education”.

Our award offers us **national recognition** and the chance to access new and exciting networking opportunities such as involvement in **research and innovation projects**, hosting peer **open mornings** and attending **reciprocal school visits** with other Voice 21 settings.



Our recent Oracy Round Table CPD

Once again this year, we enjoyed a fantastic oracy table session recently, with expertise and shared practice on offer from a wide range of different colleagues. Don't forget to check out all the resources from this session in the QUILT channel files on the Staff TEAMS page: [Oracy Table Sharing CPD 2nd July 2024](#)



QUILT > Oracy > Oracy Table Sharing CPD 2nd July 2024



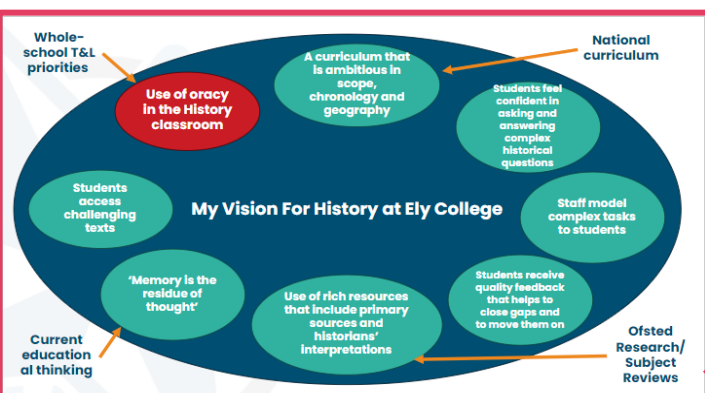
Meridian Learning: ECA contributions

Gosia Bates: EAL Lead

This year I contributed to the Meridian Learning programme by creating an IOL “**Teaching students with English as an Additional Language**” and a PBBL “**Leading on EAL Provision**”.

My primary intention for the IOL module was to remind colleagues how EAL pedagogy may inform their planning and to address some common misconceptions about EAL learners. Colleagues appreciated signposting to various books, websites and EAL-friendly activities.

I enjoyed the PBBL module, even if it was run on a very hot day! Discussing the whole school PAWS model of induction reminded me how lucky I am to have support from so many colleagues in our school. It would help me to have the participants' questions in advance of preparing the slides, so I could offer more specific advice.



Ross Perkins: History CL

This academic year, I was asked by the Trust to plan and deliver a participation-based blended learning module (PBBL) on **Implementing Priority Teaching and Learning Strategies** in the department. My main objective was to get leaders thinking about how to plan, launch and check the implementation of major initiatives in their teams through three key questions:

- How do we decide which teaching and learning strategies to prioritise for our department?
- How do we successfully implement these strategies?
- How do we evaluate the implementation of these strategies?

In planning this, I was keen to avoid teaching colleagues 'how to suck eggs' and instead to demonstrate an evidence-informed approach to implementing change. Fortunately I stumbled across a report from the EEF called *Putting Evidence to Work: A School's Guide to Implementation* and much of this formed the basis for my PBBL which placed strong emphasis on the importance of planning for change and checking that the change has been successful. Overall the opportunity to read and think more deeply about my own practice as a leader, and share this with colleagues, was one I was grateful for and I would recommend that other leaders try to do this where they can!

KJ Norton-Berry, AP

Over the course of the year I have written three IOLs, **all on the subject of planning trips**. The intention for these was to cover the main areas involved in taking a trip off a school site, giving staff a resource they could refer back to.

Initially I thought this would be straightforward until I started to unpick it to put down onto paper and then discovered that the area and information needed was wide and complex. I fell into the trap of assuming everyone would have prior knowledge of the processes but on reflection realised that I needed to pitch the IOL at someone who was a novice in running a trip.

Planning and scripting large portions of the IOL was essential and worked well. It also helped that I asked a number of colleagues what they thought should be in the IOL and to check the IOL through after writing in a 'proof reading' capacity and I would suggest to anyone who is about to write an IOL to do the same.

Keep an eye out:

Next year, Meridian Learning will be expanding to offer a broader range of PBBLs, with more emphasis on collaboration. Look out for our Development Days too, where colleagues from across the Trust will meet to build their expertise in a range of roles.





How can we help students feel proud? Gemma Bays, Etheldreda ST

Why do we want students to feel proud?

As an education setting we want to try and encourage children to have a goal that they can work towards. This helps provide motivation and determination. When they make progress and achieve their goal they will feel proud of their accomplishment, since 'if it comes too easy then it's not worth having'. Feeling a sense of pride can boost other key skills and qualities such as self esteem which will help them in other areas of their lives and development. We want to encourage children to feel a sense of pride of who they are and to celebrate their differences and own educational and personal journeys rather than compare themselves to others.

What can pastoral teams do to help?

We can foster a house/pastoral ethos that supports student pride. For example Etheldreda has the ethos 'to be the best version of yourself', to encourage students to focus on themselves rather than comparing themselves to others. We encourage students to reflect on their own actions through tutoring activities and pastoral meetings, encouraging kind behaviours, positive attitudes and good work habits. We celebrate achievements through assemblies, noticeboards, star of the week, newsletters and individual praise. We find that taking the time to offer praise and feedback on an individual basis can be particularly effective.

Which activities can we offer to foster pride?

Setting targets with the child which can be reviewed regularly and at the end of the year can help them see what has been accomplished. Encouraging students to represent their house for inter-house activities or represent the school for varying subject activities can support them too. Allowing children autonomy where possible (e.g. voting for their house charity rather than being told which one it is) really helps them feel valued. Working on building both extrinsic and intrinsic motivation can be powerful too, with activities such as PLEDGES supporting the development of deep pride.

Any key challenges?

I once had a student say to me 'Miss I can't be seen to be trying too hard as other students will call me a 'try hard'. We need to challenge why students see this as a bad thing. We need to boost students' confidence and build their resilience.

How have our Research Groups supported our practice this year?

Misogyny and Masculinities Group: Tiphaine Langard, MFL

I am so grateful that I got to work with the fantastic team who joined the misogyny and masculinities interest group this year!

It has been a valuable opportunity to discuss recent trends and exchange experiences of sexism and misogyny. Our student survey helped us get a better understanding of school culture and gave us an opportunity to compare this to national figures. We are hoping the staff survey we designed this term will help give us a similar insight.

The group will continue to meet next year with a focus on whole-school strategies and interventions, alongside annual surveys to assess impact.

Looking ahead: Research Groups next year

Our **Interest Groups** offer a fantastic way to develop ideas and practice together with interested colleagues. In September, we will be taking next steps with some groups and introducing some new ones too:

Book Club: Lynn Anderson

Misogyny and masculinities: Tiphaine Langard

Women in leadership: Sam Rasmussen

AI: David Crockford

Oracy research: Simona Vicol

Bromcom drop-in: KJ Norton-Berry

Staff study group: Heather Clark-Hope

Find dates and times for all groups on the CPD calendar in the QUILT channel on Staff Teams.

Learning Outside the Classroom: Jason Coe

The Learning Outside the Classroom audit has resulted in us achieving the Silver Level Award!



This recognises the extensive opportunities that exist within the college for students to learn from. In being awarded the Silver Mark it should be recognised that our evidence was largely generated from existing practice and opportunities available within the planned curriculum, PLEDGES and Session 6. As we aspire for Gold accreditation in the future I hope to organically grow the opportunities that exist in the curriculum and better capture student voice to identify the impact of these opportunities.

I would like to thank all staff for their continued commitment to providing opportunities in school and as part of our wider offer that supports the Learning Outside the Curriculum agenda.



Drama, Art and History LOtC work with our students this year



NEXT YEAR...

Join in too!

Showcase **your amazing practice** and contribute to the vibrant T and L culture around college!

The next edition will open the year with **Pride** again. We need **YOUR EXPERT ANSWERS** to these questions:

How are you planning to use your 3 hours of oracy CPD this year?

What are your personal pedagogy targets for this year?

Which CPD are you most looking forward to this year?

Which Meridian Learning modules have caught your eye?

Which oracy round table ideas will you be putting into practice?

Keen to contribute? Good!
Contact **Sam Rasmussen** or **Charity Novick** with ideas, articles, tips, reviews etc.