

# Teaching and Learning Link

Autumn 2 2024



How can we help students who miss work? Gaps in learning can occur for two main reasons; absence or poor learning habits and retention. Either way, filling these gaps poses a challenge and can impact significantly on the learning environment.

Fortunately, there are solutions that can bridge these gaps. Content mapping and providing resources for self / external catch up is a key starting point, and many subjects plan in periodic review and consolidation loops to ensure that missed sessions don't undermine the whole learning process. Using tiered questions and self-check routines can also be very valuable in identifying gaps to support future planning, underpinned by the effective use of class trackers across departments. In lessons, a buddy system may also be considered: whilst we need to be conscious of not undermining the progress of others as they support, this can also open up the opportunity to develop key oracy and social skills. You can find many more ideas on this topic from colleagues below, along with snapshots of our Research Groups and a window into some key WALKTHRUS in practice.

Jason Coe, Assistant Principal

## Oracy Research Group



We have started by investigating Socratic questioning and debates and will be moving on next to investigating what happens in different departments to gather ideas about what people are doing elsewhere. We are hoping to work with the Cambridge Maths Hub to design and run a Year 8 trial using prompts and scaffolds to create multi-layered understanding of concepts through oracy.

As a group, we aim to extend practice in all areas of the curriculum through exploring oracy strategies and tactics. We are keen to welcome new members, especially CLs, with an oversight for how oracy techniques could fit into department planning.

Simona Vicol, Maths

## AI in Education

We have been exploring AI tools that can assist with teaching and reduce administrative workload. So far, this has included AI options for dual coding and the teacher-focused support MagicSchoolAI can give, as well as the general vast opportunities Chat GPT offers.

The plan next is to investigate AI-driven grading tools and personalised feedback systems, as well as AI tools for lesson planning and resource generation to streamline repetitive tasks. By developing best practices for AI use, we hope to create resources that are accessible across subjects, supporting teacher workloads whilst also showing students AI at work in different fields.

We welcome anyone who would be interested in joining the group, especially with backgrounds in data, digital tools and educational psychology.

David Crockford, Business

## Our research groups this year

### Misogyny and Masculinities

Our summer staff survey showed positive figures compared to national data but also revealed some very interesting differences between male staff and female staff experience of sexism, misogyny, gender stereotyping and perceived authority.

This year, the group will focus on collating strategies to reduce any gender gaps identified via surveys, for example how can we encourage boys to feel comfortable taking part in non-stereotypical activities, or how can we equip staff to spot and challenge instances of sexist behaviour. We will also continue to look out for any potentially harmful trends and inform/train staff as relevant.

As we start looking further into modelling positive and healthy masculinity, it would be great to see more male members of staff join the discussion!

Tiphaine Langard, MFL



### Bromcom

This research group is still in its infancy as we all get to grips with our new MMS system. BUT... watch this space!

We will update later in the year as this group develops and we discover all the things which Bromcom can do.

See KJ Norton-Berry.

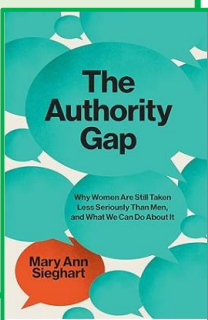


## Women in Leadership

We held our first meeting earlier this term, where we discussed *The Authority Gap* and what we wanted to achieve in the next few meetings. We discussed the importance of schools being a place where we can model behaviour we want to see in our students, and how we might educate students and staff about unconscious bias. We are hoping to extend wider learning around ideas of inequality.

Going forward, we will be building discussion of ideas in *The Authority Gap* and hopefully work closely with Tiph's interest group. We are also hoping to maybe deliver whole school staff training at some point in the future.

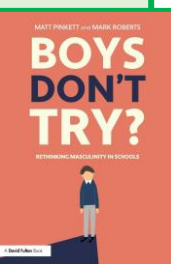
Eliza Bernal, English and Social Sciences



Book Club are now onto our third book – 'Boys Don't Try' by Matt Pinkett and Mark Roberts. In it we have found many examples we have come across in our own teaching, with some thought-provoking ideas on how to address the gender gap both in terms of our expectations as professionals and those of our students. Our next step is to look at how these ideas fit into our own setting here at Ely.

We have space for up to three more people in Book Club so if anyone is interested in joining us, please do get in touch. We have time for both reading and discussion in the sessions.

Lynn Anderson, ST, English



This year in the Link, we are keen to explore some of the **WALKTHRUS in action in the classroom.**

Here is **Sam Manning, Science**, explaining how she employs three key strategies to help students engage and opt in.

### Positive Relationships

I have **clear and simple expectations** in the classroom. I am happy to share brief snippets of information about myself and don't take myself too seriously. I am also **happy to get things wrong** and admit that I have made a mistake. This shows that I am human.

I **greet everyone**, not only in the classroom but as I walk around school and will ask students how they are. Sometimes I will ask students to tell me something interesting/favourite animal/fun fact/etc when I do the register. I always start the answer session myself. I try to model **respectful behaviour** by treating everyone the same and talking to students how I would like to be spoken to. I don't raise my voice. Every lesson is a **fresh start** for students who struggle to be in the classroom.



### No Opt-Out

By allowing students to see me make mistakes, I believe it helps them to not worry about getting things wrong. I find that **mini whiteboards** are a safe place to have a go. I emphasise that the boards are a dialogue between me and them, and I **won't publicly highlight mistakes** but instead talk to the whole class about common misconceptions. I tell them that I want them to get things wrong as it helps to understand in more detail. I will also often start with **really easy questions** and then **repeated questions** to build confidence.



### Make Everyone Think

Giving students **time to think** can really help with this. e.g. you have 2 minutes to think about this. Don't write anything down.

**Class discussions** around a problem can help getting people to think although care needs to be taken to not leave anyone behind or feeling left out. If a student asks a question which is related to but slightly off topic, we might explore that as a class.



# Teaching and Learning Link



For this Link, we asked the question: **‘How do you support learners who have missed significant amounts of teaching?’** We had many responses to this, and it prompted some interesting discussions around college too. We found that colleagues spend a great deal of time considering the needs of students in this position and that we are all fully committed to finding creative and meaningful ways of filling gaps, trying to ensure that no child is left behind. Below are ideas and practices from across departments, along with a **clear sense of ECA purpose and determination** around this key national challenge in education.

We have resources available to students via Teams, if they choose to access these. Students are also given recall activities at the start of each lesson to ensure prior learning is recovered and try to make sure that it is linked to the lesson so anything relevant can be re-explained/discussed.

**Ryan Scott, CL RE**

My main go-to is to upload lessons to Teams on a regular basis. I also simply email the lesson PPTs out with students who missed work. I emphasise at the start of the year that it is their responsibility to catch up on any work missed and they should try their best to do it before the next lesson.

When it comes to students with very low attendance, I encourage them to come to my Session 6 for targeted support.

**Eliza Bernal, English and Social Sciences**

**About this unit**  
In this unit you will develop and apply your knowledge and understanding of nutrition and learn how to make nutritious meals.

You will learn about

The skills needed to prepare, cook and present nutritious dishes	Health and safety and food safety in Hospitality and Catering provisions
Food safety, and meeting the nutritional needs of different groups	Preventing food-induced ill health
The operation of the front and back of house teams	How to review your work effectively

Topics	How will it be assessed?
2.1. The importance of nutrition	This unit is assessed internally by your teacher, and a sample of work is sent to the exam board. Unit 2 is 60% of the overall grade. It takes 12 hours and is worth 120 marks. Assignment brief is provided
2.2. Menu Planning	
2.3. The skills and techniques of preparation, cooking and presenting of dishes	
2.4. Evaluating cooking skills	

Where students are falling behind, parents are contacted straight away and signposted to interventions. In class, students' work is closely monitored and where required, we advise students to stay after school for support. Teams has a wealth of lesson materials too, and we regularly signpost students and their parents to this. We also share revision lists well in advance of exams, linking them to key lesson resources.

We find that QLA forms are particularly helpful to flag issues and to focus future revision as well as looking at class or cohort poor answering again to focus and target revision. Post-exam the students go through questions with green pen, highlighting where marks were lost.

**David Bausor, CL D&T**

At KS3 we complete mini projects so we are able to identify work that students could do in line with the current project. Where possible we will help students catch up on a one-to-one basis whilst others are working independently.

At KS4 as long as they are able to complete a minimum body of work in a mock exam style which is worth 60% of their grade, we can still accommodate them. If they miss any of the externally set exam unit, we cannot really help them other than hope it is caught up outside of lessons in intervention clinics and at home. In the coursework component we would use the time where students would ordinarily extend their bodies of work to complete this. In effect they would have one smaller project when others would have a more thorough and extended one.

At KS5 we would have to expect work is completed at home to catch up or suggest they could stay on an extra year.

**Lisa Edwards, CL Art**

We are trying to incorporate more retrieval practice this year to try and help combat this issue. Students are given a list of retrieval questions at the start of each topic. Throughout the topic they will be directed to complete retrieval practice and tick off any facts they have learnt. Any they don't know have to be repeated next time.

Something else I try and do is upload the lesson PowerPoints to Teams throughout the year. I tell my classes I will be doing this at the start of the year and that they are then expected to take ownership of catching up missed lessons and emailing me if they have any questions.

**Charlotte Hindley, CL Science**

Question	✓	Answer
A substance made of two or more atoms, compounds or molecules that are together but not chemically bonded is called a _____.		Mixture
Mixtures _____ be separated by physical separation techniques.		Can
An atom is the smallest version of an _____, still recognisable as that element.		Element

For each of my courses I have created a handbook that covers everything that we do in the lessons but with tasks that can be completed at home. As I use them and get feedback I change parts. I also have a lot of videos that I use for practical skills. I have also in the past recorded audio over PowerPoints that I can send out.

**Rhiannon Upham, Food Technology**

We are quite lucky in that Eduqas have 'blending learning' digital resources for the different set products we teach at GCSE. We set these on Teams for students to use to catch up on any work that has been missed. We also lend out text-books to use alongside the digital resources.

**Ella Wilkins, CL Media**

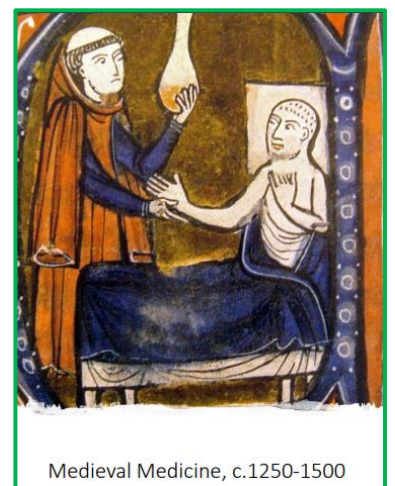
We usually direct students to BBC Bitesize, as they have a good bank of online resources which are based on our OCR exam board curriculum.

The other thing we do is to send them a revision PowerPoint for the topics they missed. If it was a Year 11 student and they were willing to attend the after school catch up clinic, then they would have direct one-to-one with a teacher too.

**Toyin Adegoke, CL ICT**

We have a Catchup & Revision Hub A-Level History and Politics section on Teams, and four GCSE History revision guides as well, that I've written myself for our cohorts. Students can use these resources to catch up independently.

**Ross Perkins, CL History**



## NEXT TIME...

### Join in too!

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

**The next edition will focus on Dialogue . We need YOUR EXPERT ANSWERS to these questions:**

How have you used ideas from the oracy workshops?

What is the best way to use mini whiteboards?

How do you get a response from reluctant students?

What makes a good CTG task?

### Keen to contribute? Good!

Contact **Sam Rasmussen** or **Charity Novick** with ideas, articles, tips, reviews etc.

