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@rogershistory



ROGERSHISTORY

## Welcome

Happy New Year from me to you!

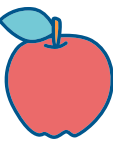
**Being completely honest, January was never my favourite month. After a smashing Christmas period where a semblance of life had returned, it was back to full pelt at the chalk-face. Usually, it was the thought of it that was terrible rather than the reality, but nevertheless going from 1 mile per hour to 100 in the space of one day is super tough. Every teacher deserves a pat on the back for getting back in there and going through the gears!**

**A new education secretary! already! Justine Greening, in my view, did a solid if unspectacular job. She certainly didn't lend her full backing to some of the more bonkers educational policy fads coming out of Whitehall. This issue is here to take our minds off the conjecture and onto the teaching and learning stuff, you know, like the reason we are all in this. Thanks for reading everyone and don't forget to subscribe.**

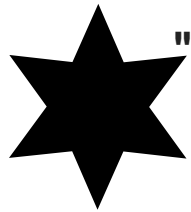
**Tom, your (probably not) favourite ginger educator.**



# 6 principles of intelligent schools

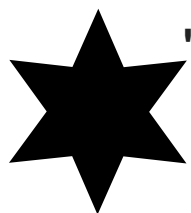


**Tom Sherrington** is a former headteacher turned educational consultant and in one of his recent blogs, published on the turn of the new year, he highlights six features of intelligent schools - do they resonate with you?



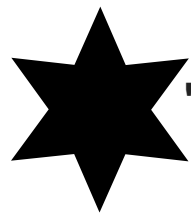
**"Curriculum design is driven by sound principles."**

Have a curriculum you believe in, rather than one you feel obliged to deliver – to the greatest extent possible. What, for example, are the educational principles underpinning a two-year KS3? Or your KS4 offer?



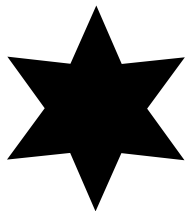
**"Assessment data is created and used intelligently."**

If you have a principled, intelligent system, you will have a lean set of centralised data, you won't be using 'can do' statements or creating giant banks of learning checklists that are impossible to track; you won't be setting target grades or progress targets or even using data targets for teaching groups.



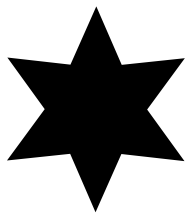
**"Workload reduction is a priority"**

If we are serious about teacher retention and about making teaching a doable job in reasonable conditions, it's worth examining your practice and trying to implement all the things you haven't already addressed. If you simply ignore this issue, it's neither principled or intelligent; it's counterproductive in the long term.



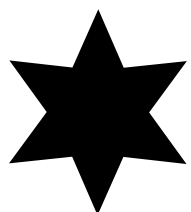
**"Professional culture drives quality assurance"**

There are plenty of schools with great outcomes that do not need to use power-driven quality assurance; to my mind, it's a sign of significant weakness if they have to. For years we've seen Ofsted reports banging on about teachers 'being held robustly to account' and in my view it's this big kahunas 'tough talk' that is killing our system.



**"High frequency CPD is built-in. "**

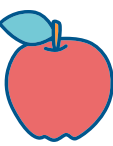
Intelligent, principled schools will not pay lip service to CPD. They will put in place a proper programme sustained over time that delivers real professional learning for everyone.



**"Behaviour systems eliminate class disruption"**

This is achieved by following through on two fronts: By developing teacher confidence, building a team of assertive teachers who can build relationships with teenagers and can use in-class strategies and wider systems to insist on standards of behaviour being met; implementing systems that make sure students understand the boundaries, providing support for teachers when they need it and delivering alternative provision to manage students in the short and long term when they find they cannot manage the expectations.

# Feedback with a difference



**Miss Griffith-Evans** is an NQT and a History teacher. Here, she shares an innovative strategy that helped her students to improve their work.

“The use of these Feedback Tasks has become integral to my practice. They have been used at the end of each milestone assessment. Pupils have each been given a target ( we have typically found that 4 targets are enough, but this is solely dependant upon our class). Underneath that target is a task, which directly shows the pupils, where they slipped up and gives them space to directly improve. Visually, pupils can see what they need to do to improve and they can act as a perfect discussion point and example for future work. It has been an incredibly effective way to show pupils exactly what they need to do to improve”

**Armada Assessment Feedback - TASK**

**YOUR TARGET:** You need to use more specific details in your essay. By specific details, we mean, dates, statistics and names.

↓ ↓ ↓ ↓ ↓ ↓

**YOUR TASK**  
Below, there is a paragraph which, includes no specific details. Underneath this paragraph I would like you to re-write the paragraph with specific details, to make it better. Add dates, names, statistics. Some explanation would be good too!

“When Elizabeth became queen she changed England’s official religion, from Catholic, back to Protestant. Many Catholics in England were unhappy about this. This resulted in Elizabeth executing Mary Queen of Scots”

When Elizabeth became queen in 1558 she changed England’s official religion from Catholic, to Protestant in 1559. Many extreme Catholics in England were unhappy about this so they plotted to make Mary Queen of Scots Queen so England would become Catholic again. This resulted in Elizabeth executing Mary Queen of Scots on the 8th Feb 1587

Feedback notes: *Spelling responses Sent! Check you have listened to feedback? Great improvement!*

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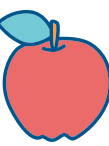
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“When Elizabeth became queen she changed England’s official religion, from Catholic, back to Protestant. Many Catholics in England were unhappy about this. This resulted in Elizabeth executing Mary Queen of Scots”

In 1558, when Elizabeth I became queen she changed England’s official religion from Catholic, back to Protestant. Many extreme Catholics were very unhappy about this and started to plot against Elizabeth. In order to try and stop the plots (an example of a plot is the Babington Plot) Elizabeth executed Mary Queen of Scots in 1587.

Good work Ama! 17 Nov!

# 10 questions to ask yourself in 2018



**Alex Quigley**, author of "the confident teacher", recently shared 10 prompts for teachers in 2018.

**Spelling instruction:** What if we are testing spelling, but never properly teaching spelling?

**Whole-class feedback:** What if every child thinks that the whole-class feedback we are giving them is for every other child and not them?

**Dual coding:** What if 'dual coding' results in teachers using an array of nice pictures that actually distracts students from reading and understanding complex texts?

**Reading for pleasure:** What if we are so focused on encouraging lots of reading for pleasure that we don't address how effectively our students can actually read?

**Drop everything and read (DEAR):** What if 'dropping everything' and reading fiction in Science lessons makes our students worse at reading Science texts?

**Oracy:** What if a focus on oracy encourages a generation of over-confident Boris Johnson clones?

**Mastery:** What if 'mastery' is the new 'growth mindset', meaning everything and nothing to all people?

**Assessment:** What if teachers being grossly undertrained in assessment is one of the major factors that is hampering teaching, learning and school improvement in England?

**Vocabulary instruction:** What if a focus on vocabulary results in teachers merely undertaking a laborious gathering of vocabulary lists to be tested?  
[See question 1.]

**Cognitive science:** What if the majority of the research evidence from cognitive science cannot be translated successfully from the university laboratory into the classroom?

# "Who to follow" 2018



Twitter is full of amazing educators and its sometimes tough to find what your looking for.

**Dannielle Warren**, an MFL teacher, has just produced this list of educators to consider following by subject - a great resource for any staffroom. You can also check out the Teacher Toolkit blog "100 educators to follow" [here](#).



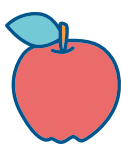
## TWITTER

### People to follow

*Remember you can always unfollow people later on if you don't find them helpful, but hopefully this is a good starting point for you.*

<b>English</b> #teamenglish @lauranteaches @thebadpedagogue @fod3 @MissCJAT @MrsWrighty2010 @MrsMarden1 @HuntingEnglish @heymrshallahan @TLPMsF @Xris32 @AlwaysLearnWeb @SusanSEnglish @MissMFrost @SPryke2 <a href="https://alwayslearningweb.wordpress.com/2016/06/06/saviour-a-little-help-with-english-teachers-to-follow/">https://alwayslearningweb.wordpress.com/2016/06/06/saviour-a-little-help-with-english-teachers-to-follow/</a>	<b>SLT</b> #sltchat @sltchat @Miss_Snuffy @BenjaminDBarker @Stephen_Logan @josepicardo	<b>Music</b> #musedchat @aileenmiracle
<b>PE</b> #pegeeks #physed @MillstonePS_PE @MrWebb_PE @PE_Hill @MissMelKelly @misswrightPE	<b>E&amp;B</b> #RETeacher @RS_RE_P4C_UK @MrsWilliamsRS @RE_PDPortal @Mol_Andrews @MissFyfe_RMPS @misshollandhums @RECouncil	<b>PSHE</b> #pshe @AliceHoylePSHE @PSHEassociation @CeriStokes
<b>Geography</b> #geographyteacher @GeoNewbz @Jennnnnn_x @MrBishopGeog @KingsElyGeog @missgeog92 @Geoisamazing <a href="https://www.theguardian.com/teacher-network/teacher-blog/2014/aug/18/geography-teachers-twitter-follow">https://www.theguardian.com/teacher-network/teacher-blog/2014/aug/18/geography-teachers-twitter-follow</a>	<b>Art/Photography</b> #artsed @missrussoart @Kreyus @PikeArrt @adonroeART @bellafiore3 @TaylorABeam	<b>Science</b> #physiced #scichat #asechat @dannynic @FHSScienceFac @edwardturner_ @rjallain @jim_deane
<b>Technology</b> #DTchat #dandt teachfood @Mr_Patel100 @KimSchDT @jambledandt @DTtoolkit @educationCPD @ashbyfood	<b>History</b> #historyteacher @MrThorntonTeach @Miss_White_Hist @KKNTeachLearn @RogersHistory @Jivespin @historychappy @bones_carmel @Jmosley_history @BaystonLincs <a href="https://www.theguardian.com/teacher-network/teacher-blog/2014/nov/05/history-teachers-twitter-follow">https://www.theguardian.com/teacher-network/teacher-blog/2014/nov/05/history-teachers-twitter-follow</a>	<b>Drama</b> #dramateachers @dramateacheruk @MrKeanTeaches @Jo_Bo_B
<b>Maths</b> #mathschat #mathscpdchat @Corbettmaths @brettWYale @MrMathsTeacher @mathsjem @Just_Maths	<b>ICT</b> @ICTEvangelist @cicsimon @urban_teacher @TeachICT_NT @PockComputing	<b>SEND</b> #sendreview #SENDED @WholeSchoolSEND @SENCOcoach @SENDportal
	<b>MFL</b> #mfltwitterati @morganmfl @nowMrsBeattie @MissMeyMFL @gianfrancocont9 @reebekwhytee @mrsscottmfl @spsmith45 @MissIRod @LangTeachersre @JessicaLundX @missbute1	

# Retrieval Practice - Whats it all about?



The **Learning Scientists** are cognitive psychological scientists interested in research on education. Their main research focus is on the science of learning. *“Retrieval practice” is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning without more technology, money, or class time.* This infographic is aimed at students but is helpful for teachers too!

## LEARN TO STUDY USING... Retrieval Practice PRACTICE BRINGING INFORMATION TO MIND

LEARNINGSOCIETISTS.ORG



### HOW TO DO IT

Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



### HOLD ON!



Retrieval practice works best when you go back to check your class materials for accuracy afterward.



Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.



Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

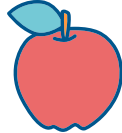


### RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.

# 3 podcasts you gotta to listen to



Heres 3 podcasts to consider lending an ear to in 2018!



<https://tesnews.podbean.com/>

TES Podagogy, hosted by the imitable **Jon Severs** (who coincidentally gave me my first chance to write for the TES in December 2015) is a podcast for the teacher who wants to dig a little deeper. With guests like Dylan Wiliam and Daniel Willingham in the "first season", you can look forward to more of the same in 2018. Its also worth noting that Podagogy's older sibling, the bitesize TES news podcast, formerly hosted by Richard Vaughan, now by Eleanor Busby is a short but sweet weekly offering thats helped me keep "up to date" with all education happenings.

## The Edtech Podcast



<https://theedtechpodcast.com/>

**Sophie Bailey** has created a formidable podcast for anyone interested in the world of educational technology. Trust me when I say - the person behind this podcast is absolutely pasonate and driven towards creating an immense product. I first met Sophie at the BETT conference in January 2016. At that point, she was starting from scratch. Her podcast is now one of the leaders in this sector. This is a podcast firmly rooted in supporting teachers and not a corporate chit chat. Sophies friendly but direct questioning makes for some great interviews. Previous guests include the likes of Dominic Norrish, Mark Andersen and Andreas Schleicher.

## The TTKit Podcast



<https://www.teachertoolkit.co.uk/tag/podcast/>

Just a few weeks ago, **Ross McGill** launched his brand new educational podcast. I've found the first few episodes super listening, with an interview with one of the founders of the Michaela Free School, Stella Fernandes. I met Ross just before Christmas boasting his new kit and resembling a child who had just been given the Christmas gift of his dreams! In fact, Ross had purchased some super podcasting gear to "go mobile". This podcast is sure to feature in listening lists across the UK in 2018.

# Teaching and Learning

## On the horizon

Some of the most eye catching upcoming teaching and learning conferences



### TMHistoryIcons18



"This is a national event for History teachers from around Europe, It is by History teachers for History teachers and is completely free to attend!"

@TMhistoryIcons



17/03/18



FREE



<https://www.eventbrite.com/e/tmhistoryicons-2018-tickets-38008903654>

### ResearchED - Blackpool

research  **ED**

"ResearchED at Blackpool Research School will bring a world-class conference with a fantastic line-up of speakers to the Fylde Coast for the first time. All are welcome: classroom teachers, school leaders, researchers, and anyone with an interest in education."

Tom Bennett



24/03/18



30



<https://researched.org.uk/event/researched-blackpool/>

### BrewEd Leicester



"#BrewEd events are for people interested in Education. They provide a space (usually a pub or a brewery) for like-minded people to come together, share and challenge ideas, have a laugh and drink some fine beer (or whatever your tipples might be). #BrewEd events are for people from all areas of education and of all pedagogical persuasions."

Daryn Simon @darynsimon and Mr Phillips @Mr\_P\_Hillips



03/03/18



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<https://www.eventbrite.co.uk/e/brewed-leicester-tickets-40946990551>





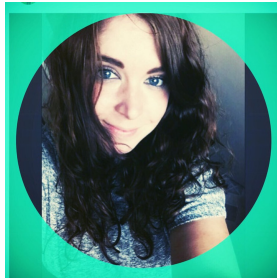
# "What they said"

## Tweets that made the ground shake



When it's an uphill battle, remember to keep the main thing, the main thing. That main thing is the children- not data, not timetables, not reems of paperwork- but little human beings, who brighten the darkest day and put 'their all' into their learning- daily!

Niomi Roberts  
@RobertsNiomi



Twitter Reshuffle:  
@jpembroke to Art & Design  
@tstarkey moves to Early Years  
@AnnMroz takes on 'Mens' Rights' brief  
@tombennett71 overthrown by communists  
@oldandrewuk now responsible for tone police



Mike Tidd  
@MichaelT1979

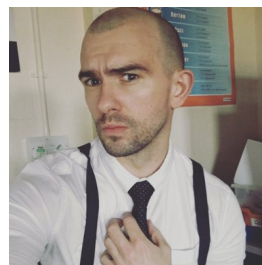
I asked someone in #school on Thursday...'Are you ok?' 5 mins later, he said 'Bet you wish you'd never asked' Reply, 'Actually no, I can see you needed to get that off your chest. What can we do to help resolve this?'

Chris Reddy  
@brightwayscoach



To be clear:  
If you want to accurately measure the true impact of an intervention, you need to be measuring something that cannot feasibly be affected, in any way, by anything else the child experiences either at school or at home.

Which, I think, is impossible.



Mr Pink  
@Positivteacha