

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 42:



1. Metacognition

Cost	Evidence Base	Months Gained
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+4

1. Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.

2. Consider how to tailor school communications to encourage positive dialogue about learning. There is some evidence that personalised messages linked to learning can promote positive interactions.

3. Parental engagement strategies are typically more effective with parents of very young children. It is important to consider how you will maintain parental engagement as children get older. For example, providing flexible communications (e.g. short sessions at flexible times) might create opportunities for parents of older pupils to engage with the school.

4. Consider what support you can give to parents to ensure home learning is of high quality. For example, providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children.

2. Teaching Techniques: Without apology

What is it? Embrace rather than apologise for content you will be teaching.

- Do not assume something will be boring
- Do not blame the content
- Make content accessible/entertaining, but do not water content or standards down

Why do it? If you believe material is boring, it will be. If you blame the requirement to teach something on an outside entity, the students will have a bad attitude toward

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the material and will not want to learn it. Also, if you indicate to students that the material is too difficult or technical for some to learn, they will believe you; they will stop trying to understand it. In doing so you will be depriving students of learning opportunities before they have even tried!

If we implicitly (or indeed explicitly) apologise for the content we deliver or the people we deliver to it, we lower expectations about both the achievements that are possible or the rewards that come from achieving it. If we don't believe in what and who we teach, who will?

3. Revision Should Be Difficult...The Struggle

Either studying can be hard or the test can be hard, which would you prefer? Spreading out study feels inherently more difficult than cramming the night before. Studying one topic at a time and re-reading notes are easier than mixing things up and practicing retrieval, but the key is that the struggle matters. The struggle is what results in better recall later on. These are sometimes referred to as “desirable difficulties,” meaning that those things that are difficult result in better learning.

Retrieval technique is about recalling an ‘almost forgotten topic’ and should be done so over a sustained period of time (with deliberate space in between sessions) – it should be difficult! Revision is proven to be most effective when material is designed by the student. So, beware students who take short cuts in their revision study: students who use images they've found on google instead of creating their own to go with the material they're trying to learn; students who don't use “spacing” and instead study two days or maybe even a whole week before the test rather than studying throughout the term. These study “cheats” make the short term task feel easier but do not employ the full mental effort needed to make the important strategies of spacing and retrieval effective.

4. To ponder...

Culture: the characteristic features of everyday existence (a way of life) shared by people in a place or time
(Marriam-Webster Dictionary)