

Spaced Learning



One of the project reports recently published by the Education Endowment Foundation reports on the success of a pilot study investigating the impact of spaced learning on Science outcomes. The programme, SMART Spaces, builds on evidence from neuroscience and psychology that suggests 'information is more easily learnt and recalled when it's repeated multiple times and separated by periods of unrelated activity'.

Teachers gave short, intensive chemistry, physics, and biology lessons, which were repeated over three consecutive days to Year 9 and 10 pupils. The 12-minute sessions were repeated twice and broken up with 'spaces' of 10 minutes, 24 hours or a combination of both, where the pupils did something completely different.

The key conclusions from the study are that there is evidence of promise for SMART Spaces and that it can be feasibly delivered in schools. Teachers were able to stick to the prescribed lessons and both pupils and teachers liked the programme. This study was intended to provide preliminary evidence and a larger trial is required before any firm conclusions can be drawn about the efficacy of SMART Spaces and its impact on GCSE attainment.

Full information about the project is available here: <https://goo.gl/jVUw4F>

Tried and Tested

THE LITERACY SHED

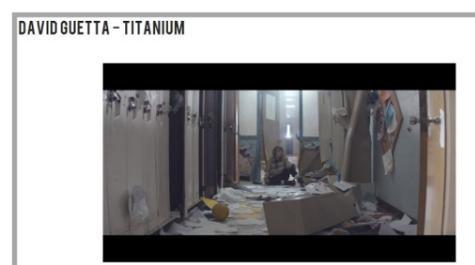
The Literacy Shed is a collection of visual resources curated by primary school teacher Rob Smith. It is a free website where resources are organised together in broadly thematic 'sheds'.



Rob searches through YouTube, Vimeo and other sites looking for suitable resources to use in the sheds; where a resource could go in 2 or more sheds, he slots it in where it works best. Sheds include 'The Ghostly Shed', 'The Mystery Shed' and 'The Music Video Shed' alongside many others.



The website is written with a primary audience in mind however many of the resources are suitable for use with older pupils. Within each shed there are embedded videos and links with suggestions for literacy lessons - either in stand alone lessons, as the basis for a whole Literacy unit or as support for literacy units that you already have in place.



Rob advises that as many of the films on the site are student short films they have not been classified by the BFI as U, PG, etc so teachers should watch films and use those that they deem appropriate for the children in their care.

In addition to the free resources on The Literacy Shed, there is also now The Literacy Shed Plus where teachers can subscribe for a range of planned activities to work with the videos.

<http://www.literacyshed.com>

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INSIDE



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Evidence for Latin in KS2



Edu-Blog Spotlight:
Greg Ashman on how cognitive load theory changed his teaching



12 Minute Lessons:
Report of an EEF pilot study on spaced learning



Westbury School Learning and Development Bulletin

Relay

School Behaviour Report

Issue 14,
May 2017

The independent review of behaviour in schools 'Creating a Culture: How school leaders can optimise behaviour', conducted by Tom Bennett for the Department for Education, was published in March 2017. It uses evidence from visits, interviews and case studies to understand common factors, features and strategies of successful schools and puts forward suggestions for school leaders and policy makers.

Evidence from organisations including Ofsted and OECD; alongside practitioner surveys and expert review are used to identify that, whilst the picture of behaviour in schools nationally is complex, there are many contexts in which it can be improved.

The report takes a broad look at behaviour in schools stating that 'good behaviour is not simply the absence of 'bad behaviour' and 'includes aiming towards students' flourishing as scholars and human beings.'

The recommendations are separated into three areas: designing the culture, building the culture in detail and maintaining the culture, with case study examples throughout. There are suggestions for staff training at all levels and issues around SEND and disability discrimination are highlighted.

The report sets out numerous strategies in order for school leaders to decide if they are appropriate for their schools.



Commonly found features of the most successful schools

Attention to detail

Staff engagement

Consistent practices

Visible leaders

Detailed expectations

Clarity of culture

High staff support

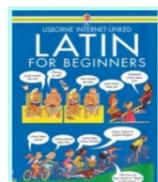
All students matter

<https://goo.gl/eRLoSP>

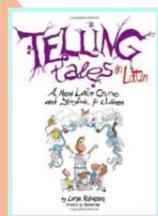
For some people memories of Latin at school are filled with a sense of foreboding, however, since being named (alongside Ancient Greek) as a language suitable for study in the Key Stage 2 National Curriculum, there has been an increase in primary schools offering the subject .

As part of the Classics in Communities project, seeking to widen access to the study of Latin and Greek in British primary schools, Dr Arlene Holmes-Henderson is leading an investigation into the impact learning Latin has on children's cognitive development. The research is looking at the impact of studying Latin on literacy skills, global awareness and attitude to learning. The study will run until 2018 when final results will be published, but initial findings suggest there is a strong positive correlation between the learning of Latin and the development of literacy skills at KS2, and whilst there is an improvement with high-ability pupils, there appears to be a bigger impact on lower-ability.

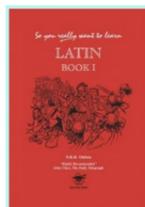
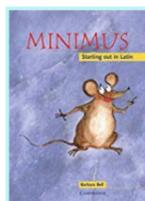
Learning Latin



The methodical nature of Latin provides a natural structure for learners of all abilities and researchers have found that as there are no native speakers of the language, pupils feel they start on a level playing field whilst they build on a strong foundation of literacy across the curriculum.



There are many ways Latin can be introduced into schools and across subjects including History, Design and Technology, Science, Geography, Art, English and Modern Foreign Languages. Not all schools are opting for timetabled lessons but instead offering Latin as an after school activity for selected pupils. Alternatively schools can choose to use Latin as an intervention strategy for pupils working at below expected levels for age in literacy.



There are various pathways of training for staff, with teachers often able to start teaching after only a day of training. An increasing selection of resources are being published - both course books and accompanying teachers' handbooks, details of which are on the Classics for Communities website.

Organisations such as Classics for All and the Roman Society are able to provide financial assistance for both primary and secondary schools to start up - including money for training and resourcing either Latin as a timetabled subject or as an extra-curricular activity.

More information about the research, case studies, resources and funding opportunities can be found at :

<https://classicsincommunities.org/>

5 Ways the Arts Are Good for Kids

David Murphey, Research Fellow and Director of the Child Trends Databank, draws on evidence to present five reasons why the arts are important for children and how the benefits of participation persist into adolescence and beyond.

1. Arts participation is associated with positive academic and personal outcomes. These include higher grades, further education, social-emotional development, school attendance and greater self-esteem.
2. Benefits of arts participation may be greatest for children who are economically disadvantaged. Young people from poor communities tend to benefit from projects that strengthen their sense of self and connect them with peers who share their interests.
3. Arts organisations can positively influence children's neighbourhoods. Research in New York City has shown neighbourhoods with more arts activity have lower felony rates and more effective local schools.
4. Children's arts participation varies by age, gender, and educational status. Students of parents with higher degrees who plan to attend college themselves are more likely to participate in school arts.
5. Music, in particular, may give children a brain boost. Young people who have had music training demonstrate higher cognitive skills across disciplines.

Full article: <https://goo.gl/ZUFx21>

Edu-Blog Spotlight

Greg Ashman is a teacher and PhD candidate from the UK who now teaches in Australia. He has written an e-book and has presented at educational conferences. He blogs at gregashman.wordpress.com and tweets as [@greg_ashman](https://twitter.com/greg_ashman)

Greg recently wrote about four of the ways his knowledge of cognitive load theory (CLT) has changed his teaching, using the context of his maths teaching as an example.



1. 'I don't read out my slides'

When he gets to a slide that presents some theory, he gives the pupils time to read the information before commenting on it. This is because of the 'redundancy effect' - 'a simultaneous oral and text presentation leads to less comprehension than the text alone'. If a student is required to process spoken language at the same time as reading, this can overload the visual and spoken language channels of their working memory.

2. 'Break it down, further'

Information can quickly disappear from students' minds if they don't have the opportunity to process it. Instead of presenting a series of examples before asking students to complete a task he now pauses for practice between each individual problem type.

3. 'Example-problem pairs'

Research into the use of worked examples shows the use of example-problem pairs to be optimal for learning. 'A worked example is written on one side of a page with an almost identical question posed on the other side. This way, students can apply the method of the example directly to the question.' He replicates this on his slides: one slide has an example and the other has a question.

4. 'Stop after five minutes'

If pupils are struggling with a problem that has no immediate solution/strategies to use they will engage in means-end analysis. This is cognitively demanding and pupils may not recall the solution method even if they do solve the problem. His advice to students is, "Never spend more than five minutes trying to solve a homework problem." If students don't recognise a solution quickly then they are likely to start applying means-end analysis and he would prefer them to ask for further guidance.

You've been asked for some information or a pupil report for a meeting, but what do all those letters mean?

Decoding the Diary Sheet

FFT

The FFT, or Fischer Family Trust is a charity that provides independent education data for schools in the UK.

FFT manages the National Pupil Database for the DfE matching and processing pupil results and census information to calculate school performance indicators. They also match and process data student outcomes from further and higher education.

FFT provides data and analysis to all schools and LAs in England and Wales. They analyse pupil results and pupil progress to provide school leaders with insightful data to support school improvement and self-evaluation. This data is often used by teachers to inform the setting of targets for students across all age groups.

FFT Aspire is a data analysis tool for schools and LAs. It presents school performance data, target setting and benchmarking information in a visual way for teachers, governors and school leaders.