

The educational challenges for students when they return to school



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Assess. Recalibrate. Re-establish.



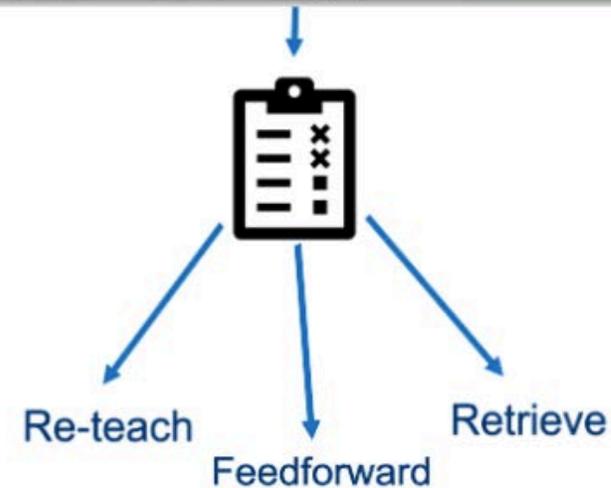
Assess: what have students learnt?

- 'The single most important factor influencing learning is **what the learner already knows**. Ascertain this and teach accordingly.' (*Ausubel, 1968*)
- 'We mistakenly interpret their **performance** during acquisition as a reliable guide to **long-term learning**.' (*Soderstrom and Bjork, 2015*)
- 'Learning is a **change in long term memory**.' (*Kirschner et al, 2016*)
- Assessment as 'the **bridge** between teaching and learning.' (*William, 2011*)
- 'Don't assess everything that moves; just the **key concepts**.' (*Tim Oates*)

How will you accurately ascertain what has been **learnt** during remote learning?

Summary											
Charities are not-for-profit organisations	→	They aim to raise awareness and funds through donations	→	They make print and television adverts to inspire donations	→	They consider how they can best communicate with their target audience	→	They make choices about the codes and conventions used to maximise impact and affect the audience	→	They use the donations to fund their work and inspire further donations	
PRINT ADVERT LANGUAGE CONVENTIONS			PRINT ADVERT LAYOUT CONVENTIONS			KEY CONCEPTS					
Code	Something that has to be 'unscrambled' or decoded before the meaning becomes clear			Layout	How different parts of a design are laid out on a page			Audience: The people who are 'consuming' the media text			
Linguistic codes	The meanings that lie behind words used in a media text			Codes of colour	The symbolic meanings attached to colour e.g. white=innocence			Target Audience: The people who are being deliberately targeted by the media text e.g. men in their 20s			
Direct address	Where the word 'you' is used to make the message feel personal			Focal point	The part of the picture that the eyes look at first			Representation: How people, places, events and things are represented by the media e.g. women are represented as weaker than men			
Imperative verbs	An imperative sentence gives a command. e.g. 'buy this'			Balance	An image with 'balance' has its different elements roughly equally placed around the focal point			Connotation: The symbolic or hidden meaning of something e.g. 'red has connotations of love, blood and danger.'			
Slogan	A short, memorable phrase used to sell a product/brand. e.g. Nike's 'just do it.'			Visual hierarchy	The order in which the eyes look at things, with the first thing being the most important			Denotation: The literal meaning of something e.g. 'red is a colour that is a bit darker than orange, but lighter than purple.'			
Emotive language	Words that create strong feelings e.g. disaster			Rule of thirds	The design rule that states that an image should have all the interesting things in certain places as this is where the eye looks the most when looking at an image			Convention: the way in which something is usually done e.g. the convention is that letters are topped with an address			
Headline	The biggest part of the text – in a newspaper article it is like a title			Weight	If part of an image looks 'heavy', it can be described as having a lot of weight. Lots of bold, dark lines and colours can add weight			Symbolism: the use of symbols to represent ideas or qualities. e.g. crown symbolises monarchy			
Copy	The longer sections of writing, usually in smaller print										
Statistics	Facts expressed using numbers e.g. <i>80% of people...</i>										
Rhetorical question	A question that does not require an answer. e.g. <i>Don't you agree?</i>										
Weasel words	Vague words that make the product in an advert seem better than it is e.g. <i>'Makes your floor virtually spotless' – what do they mean by 'virtually'?</i>										
Context											
Institution: the organisations which fund, design and build the media. e.g. charity institutions											
Mass media: Any means of communication that can reach large numbers of people e.g. film/television/newspapers											
WWF: World Wildlife Fund- the world's leading wildlife conservation organisation											
Charity: an organisation which runs 'not for profit' and instead to use funds to create change, progress or research											

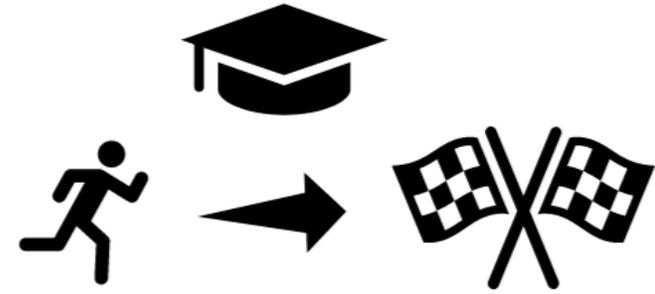
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Recalibrate: Curriculum conversations

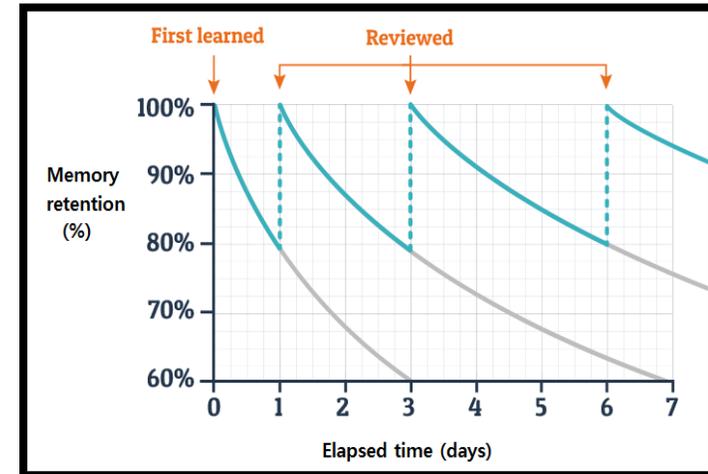
- 'The final performance looks different to the **means of its nature.**' (*Steve Rollett*)
- 'Curriculum as content structured as **narrative over time.**' (*Christine Counsell*)
- 'Useful and beautiful.' (*Mary Myatt*)
- 'Memory is the **residue of thought.**' (*Daniel T. Willingham, 2010*)

How will you recalibrate your curriculum to preserve what is 'useful and beautiful' and interrupt the forgetting?



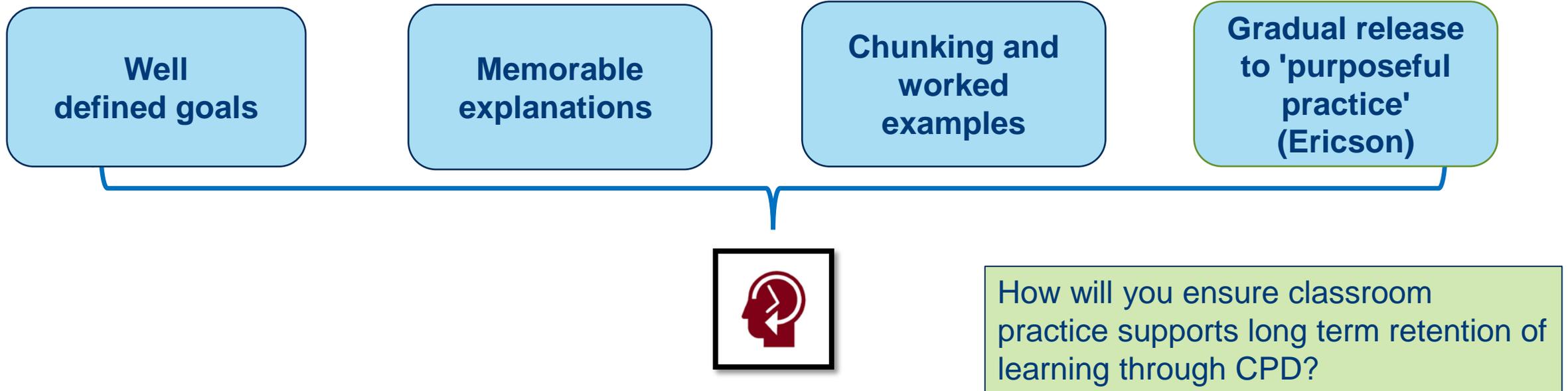
Have nothing in your house that you do not know to be useful, or believe to be beautiful.

William Morris



Re-establish: Memorable teaching

- 'Learning is deeper and **more durable when it is effortful**. Learning that's easy is like writing in sand: here today and gone tomorrow.' (Brown et al, 2010)



And finally....'There is one factor that can optimise learning [...] and potentially play an enormous role in closing the advantage gap. **That factor is the teacher.**' (Didau, 2018)

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'A Sea of Talk'



Improving Oracy And Classroom Talk *Robin Alexander 2012*

‘In reading and writing, the student’s skills are influenced more by the teacher’s skills as a teacher of reading and writing than by how well the teacher reads and writes.

Not so with talk.

Its essentially interactive nature means that the teacher’s own competence as a speaker and listener contributes significantly to the developing oral competence of the student. Thus **in oracy the teacher is critical** in perhaps unique and uniquely powerful ways’.



Despite the focus on improving oracy, Voice 21 found:

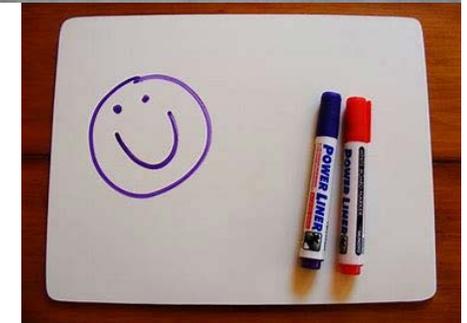
On average a child in **a deprived area** speaks no more than **4** words a lesson.



Talk Before Writing: Oral Rehearsal

- reducing cognitive load during writing
- for post-hoc reviewing of text
- for helping writers 'hear' their own writing
(*D Myhill*)

Oral rehearsal highlights the difference between spoken and written language, helping shape written sentences. It also gives students the opportunity to *justify their own thinking* (*Alexander, 2008*)





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As school leaders, how can we make space for recovery work?

- Use Term 6 to plan for September...twin-track curriculum
- Time and focus for staff CPLD
- Curriculum flexibility, especially for transition/examination cohorts
- PSHCE curriculum which responds to trauma of pandemic

How can our development plans most usefully address the needs of learners and on the assumption that some remote learning will continue in 20/21?

- Review KS3 curriculum roadmaps to prioritise quality over quantity. Respond to changes for 2021 exam series
- Quality assurance systems to evaluate the impact of remote/in-school curriculum including students and parents
- Re-visit digital learning strategy and vision – start to move towards optimum model

Re-visit curriculum intent and re-define vision for 2020-2021 and beyond:

- Identify key principles of what makes your curriculum distinctive and pivot this towards the next 12 months so that what is already good becomes great
- What will you stop doing?
- Tilting systems and structures in favour of disadvantaged students



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