

TEA & TARGETS

THURSDAY 5 OCTOBER 2023



AGENDA

1. Introduction by Lisa Atkins
2. Children discuss their learning so far this year




NO PASSENGERS





The SH Offer

- 
- Be a missionary disciple
 - Be charming
 - Learn to play an orchestral instrument
 - Be Brave residential
 - Go to the theatre
 - Visit the Houses of Parliament
 - Visit a beach
 - See and hear the best that has been thought and said.

What is your school's USP?



BUILDING KNOWLEDGE

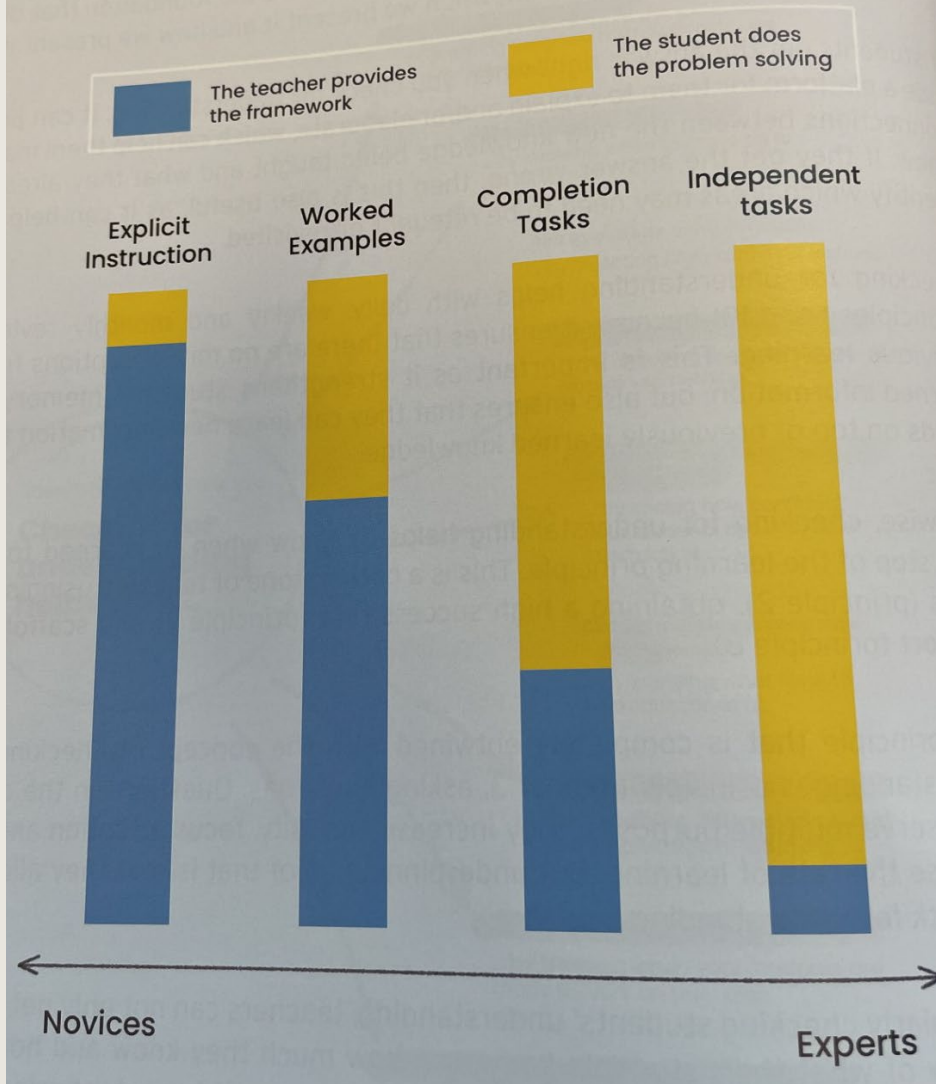


SACRED HEART PEDAGOGICAL MODEL

- **Flashback questioning(4) from prior lesson/learning....**
- **Explicit LO**
- **Misconceptions raised by the teacher**
- **Subject specific vocabulary talk**
- **Plenary revisits lesson end point.**

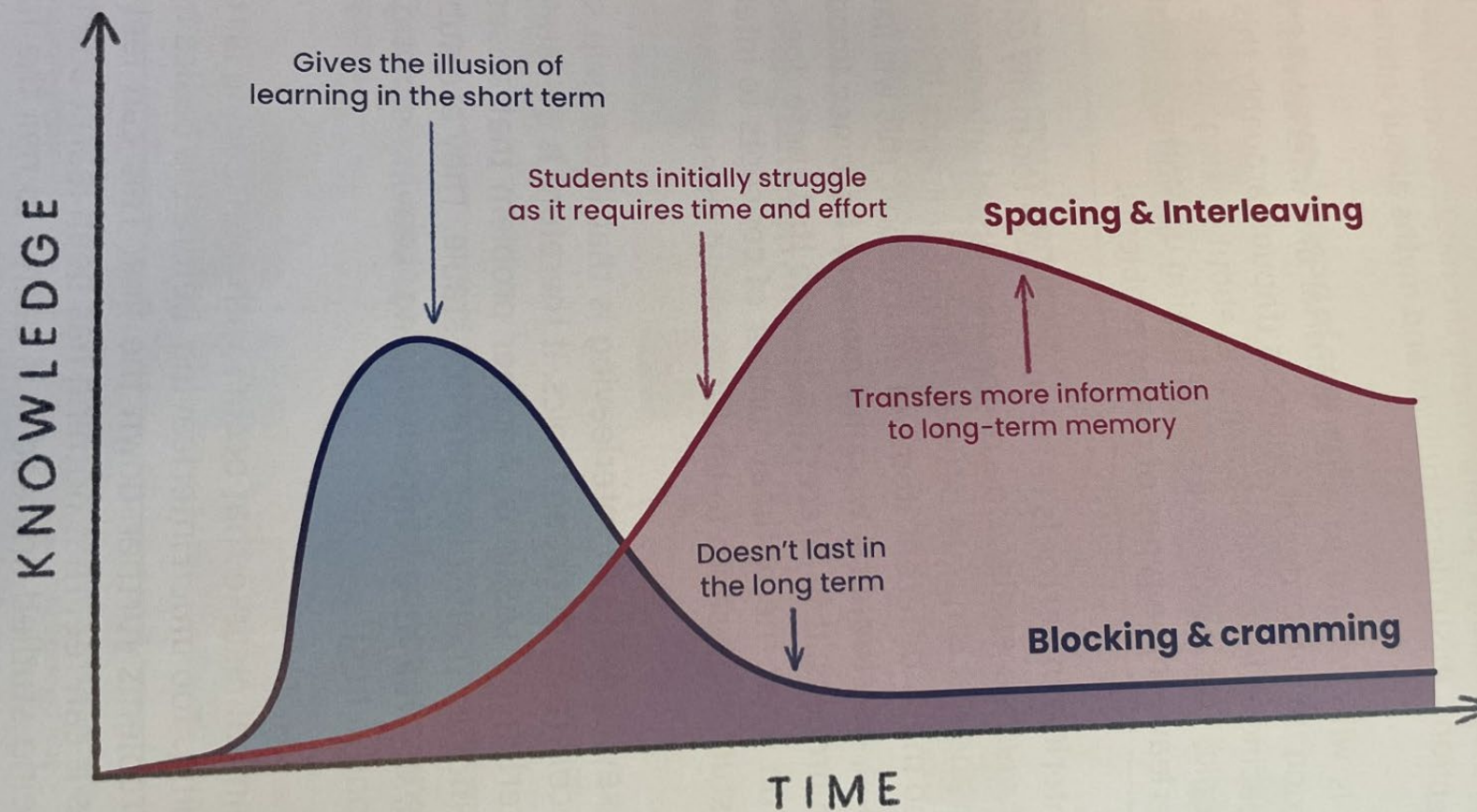
Scaffolding support and providing models

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Spacing and Interleaving for long-lasting learning

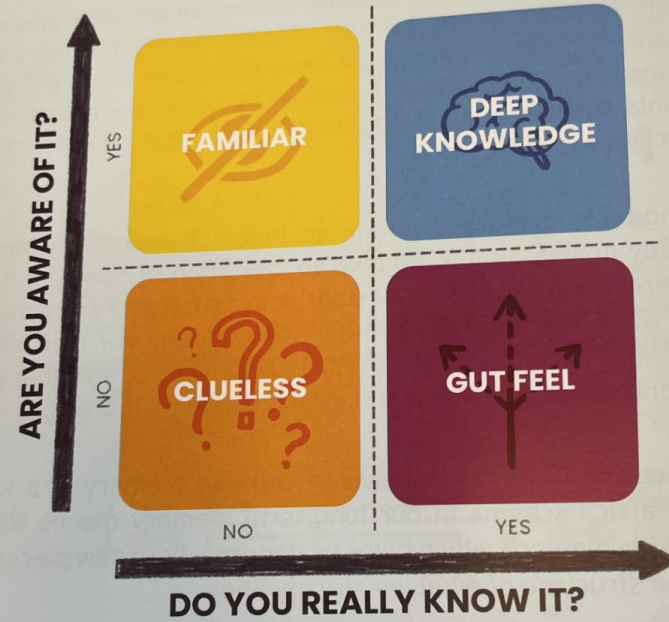
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* This infographic is not intended to reflect exact data points from a specific study. It is a visual representation of our interpretation of several studies combined.

Knowledge vs Awareness

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Familiar
Being aware of something but not really knowing it leads to familiarity and overconfidence.

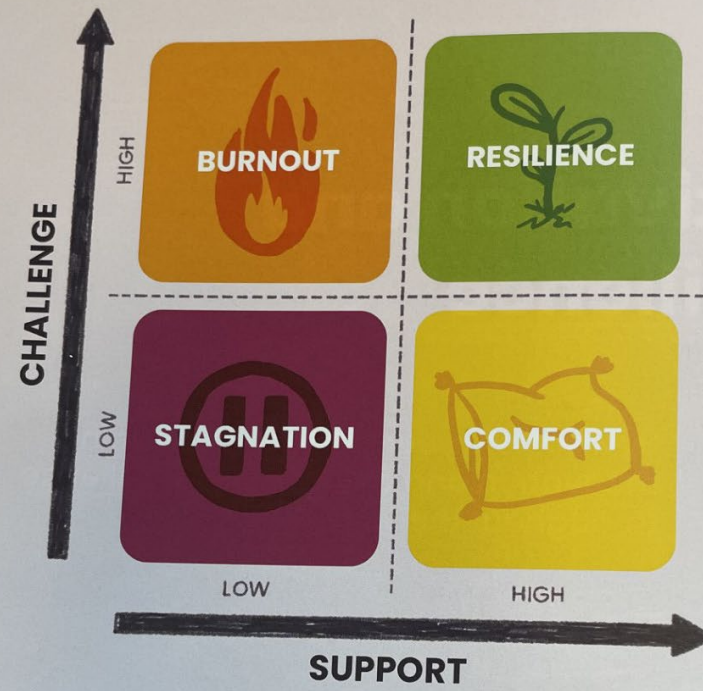
Deep knowledge
Information sits in your long-term memory. You are able to easily recall it when needed.

Clueless
Beyond your knowledge. Not only do you not know the answer, you don't even understand the question.

Gut feel
It might be hard to articulate why you think X and not Y, but you feel that you know the right answer.

Creating resilient environments

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Burnout

Lots of stress and frustration. This is unsustainable and leads to burnout.



Resilience

If students are both challenged and supported, resilience can develop and thrive.



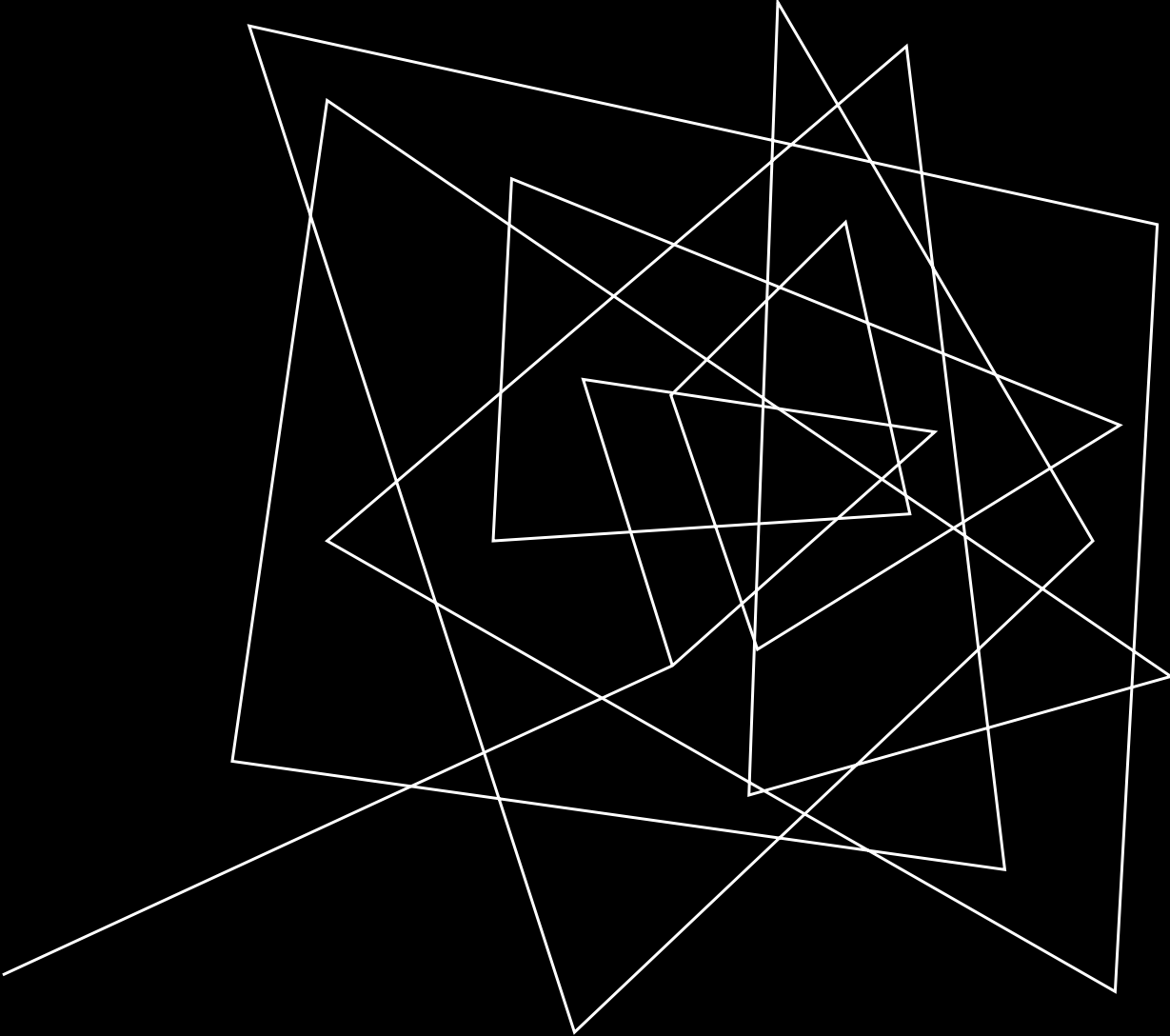
Stagnation

Not much happens here. Students are likely to, at best, plateau.



Comfort

This is nice, but ultimately, high performance doesn't tend to happen here.



QUESTIONS TO ASK

What did you need to know before
to be able to do this lesson?

What happens if you get stuck?

What does this word mean?

What can you remember about...

Thank you for listening



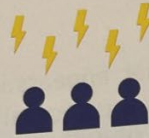
Lisa Atkins

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6 mistakes to avoid when using Cognitive Science

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Retrieval Practice



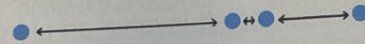
- Avoid** making it stressful.
- Do** keep it low-stakes.

Interleaving



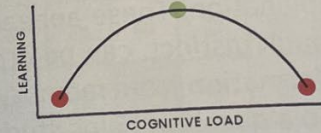
- Avoid** interleaving too many concepts.
- Do** keep it to a maximum of 3-4 concepts.

Spacing



- Avoid** leaving too long or too short a gap between revisiting sessions.
- Do** revisit material just before students forget it.

Cognitive Load Theory



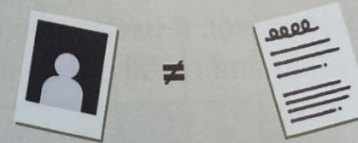
- Avoid** too little or too much cognitive load.
- Do** optimise cognitive load rather than reducing it at all costs.

Metacognition



- Avoid** making it vague.
- Do** be as clear and subject-specific as possible.

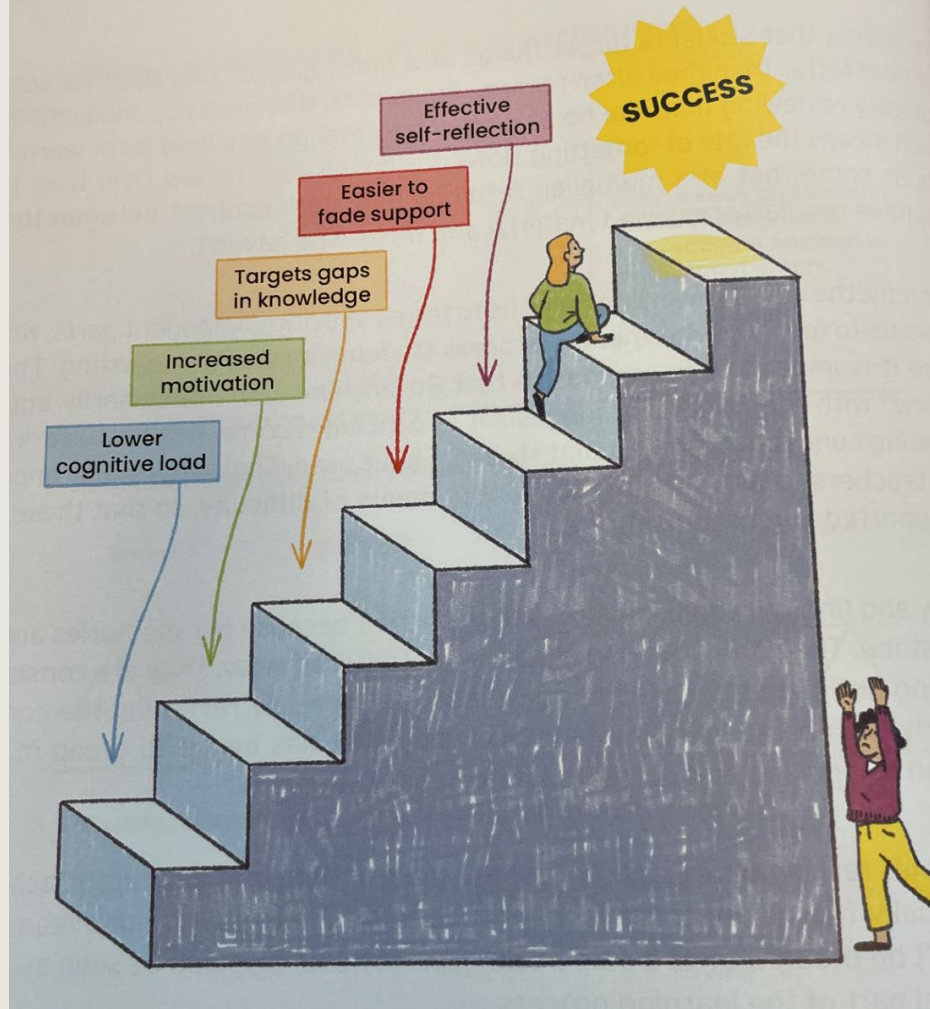
Dual Coding



- Avoid** using unrelated images.
- Do** ensure the pictures closely relate to the words and help with learning.

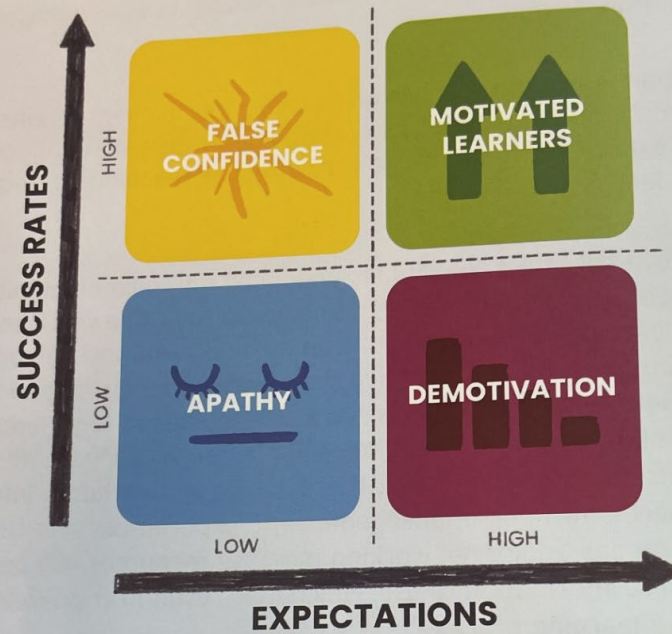
Why small steps help

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Success and high expectations

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False confidence

Only succeeding in easy tasks feels good in the short term, but leads to brittle confidence.



Motivated learners

The sweet spot of motivation comes from experiencing success in ambitious environments.



Apathy

When a lack of success is combined with a lackadaisical setting, it quickly leads to indifference.



Demotivation

Consistently failing when everyone expects you to do better is frustrating and demoralising.