

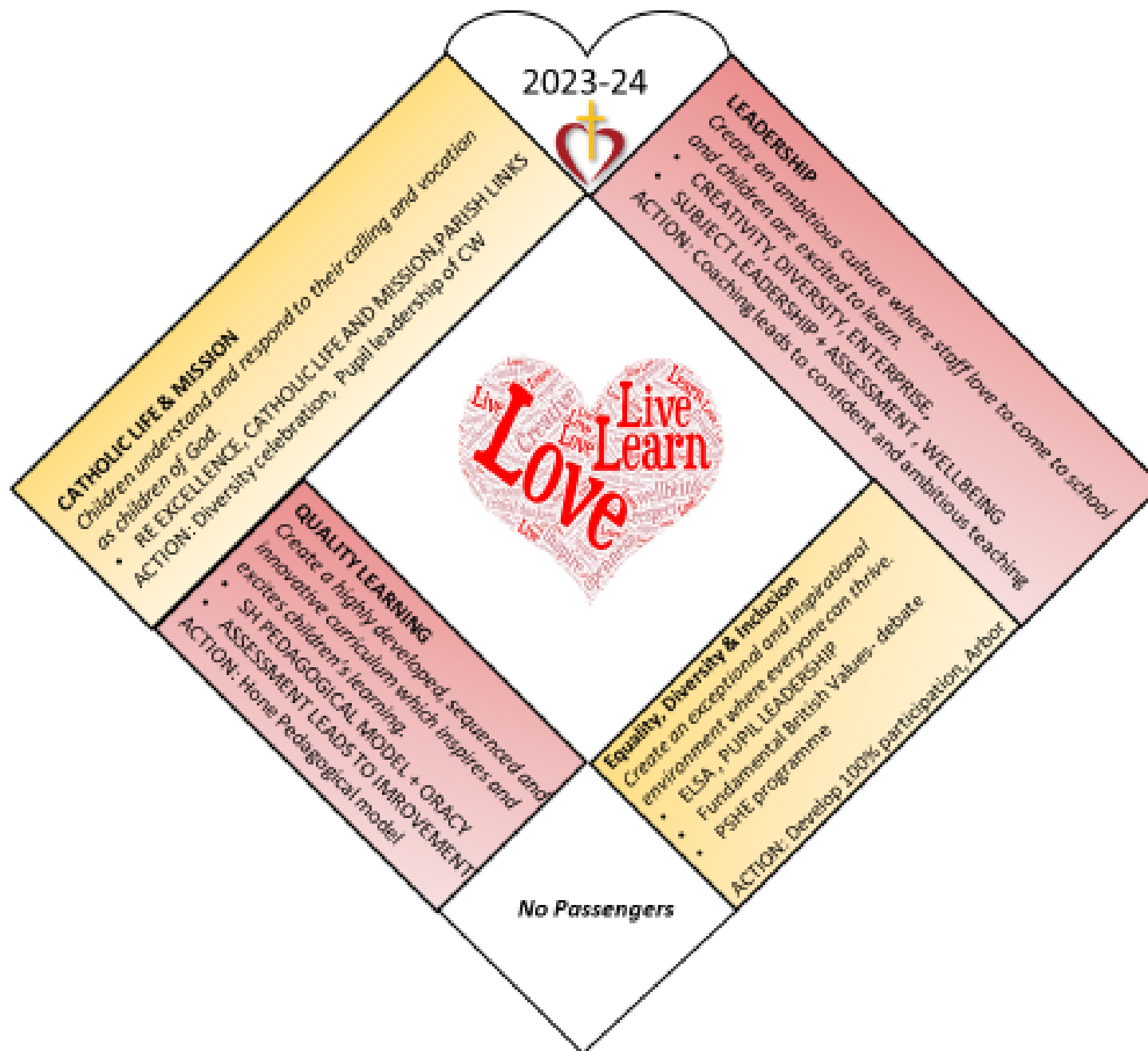
How children learn

Thursday 25 January

Joe Dawson Educational Psychologist

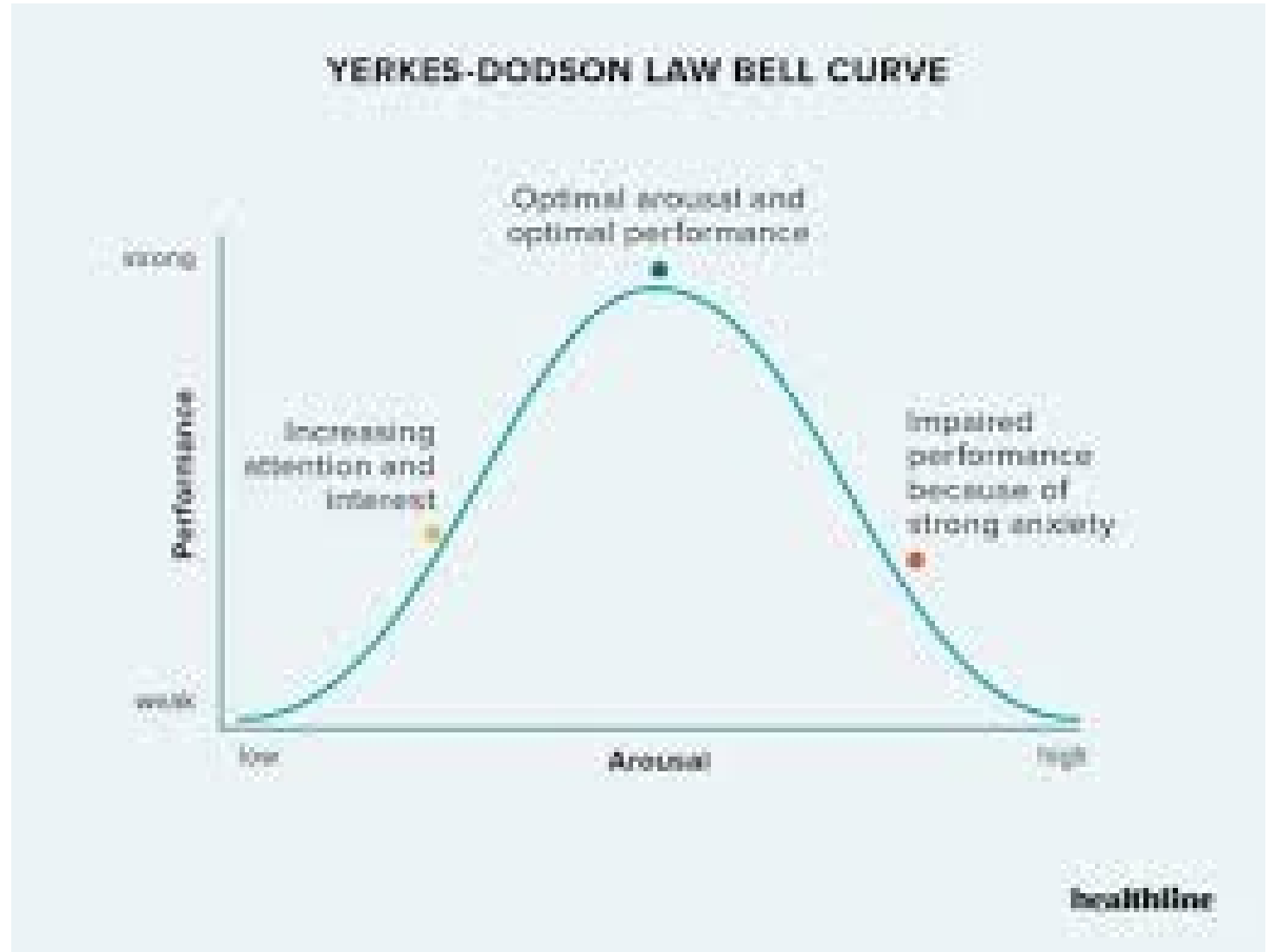
Lisa Atkins Headteacher





Yerkes-Dodson Curve

- 'A stress free life is a meaningless life.'



Reading

The banding for this school is 'above average' because the score is greater than 0 but lower than 3.1, and the entire confidence interval is above 0.

Banding

**ABOVE
AVERAGE**

Score

3.0

Confidence interval
? 0.6 to 5.5

[Show score details](#)

Writing

The banding for this school is 'well above average' because the score is greater than or equal to 2.9, and the entire confidence interval is above 0.

Banding

**WELL ABOVE
AVERAGE**

Score

3.6

Confidence interval
? 1.3 to 6.0

[Show score details](#)

Maths

The banding for this school is 'average' because the confidence interval spans both above and below 0.

Banding

AVERAGE

Score

1.5

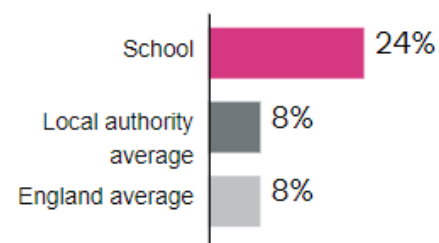
Confidence interval **?** -0.9 to 3.8

[Show score details](#)

Pupils meeting expected standard in reading, writing and maths **?**



Pupils achieving at a higher standard in reading, writing and maths **?**





Children who enjoy reading and writing are happier with their lives

Children who enjoy reading are three times more likely to have good mental wellbeing than children who don't enjoy it. [Read our research report from 2019.](#)



1 in 15 children and young people aged 8 to 18 do not have a book of their own at home.

Children who say they have a book of their own are six times more likely to read above the level expected for their age than their peers who don't own a book. [Read our Book ownership in 2022 report.](#)



Children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England

A boy born in Stockton Town Centre (an area with serious literacy challenges) has a life expectancy 26.1 years shorter than a boy born in North Oxford. [Read more.](#)



Belonging

How do we make our classrooms psychologically safe?

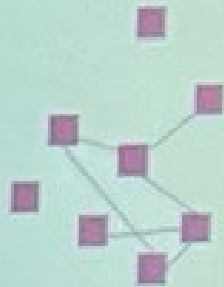


Shared norms is
the single
greatest
influence on
motivation

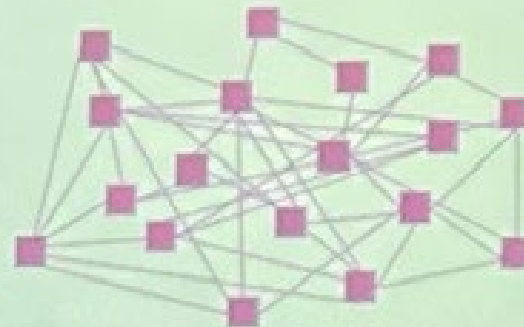


Building schema

Guiding principle: the lesson activities chosen should help pupils rehearse component knowledge they need to build a more expert schema.



Relevant schema of a child who achieves a low outcome.



Relevant schema of a child who achieves a high outcome.

Principles of Highly Effective School Leadership

1

Be inclusive

2

Understand
your pupils

3

Set high
expectations

4

Consider
Effectiveness

Strong consistent routines



Impeccable behaviour...

SACRED HEART CATHOLIC VOLUNTARY ACADEMY

S ENTENCES	S IT UP	S R/MISS - USE THE ADULT'S NAME
H ANDS AWAY	L ISTEN	T HANK YOU
A RTICULATE	A SK & ANSWER QUESTIONS	E XCUSE ME
P ROJECT	N EVER INTERRUPT	P LEASE
E YE CONTACT	T RACK THE SPEAKER	S MILE

Strong Routines

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The Sacred Heart Way...

CHARM SCHOOL <ul style="list-style-type: none">• We smile• We listen• We give eye contact• We are interested• We ask questions• We hold doors open• STEPS, SLANT, SHAPE• "Thank you." "You're welcome."• We are always kind	FANTASTIC WALKING In the corridor <ul style="list-style-type: none">• We are SILENT• We look ahead• We walk in single file• We never run• We smile when we see someone• We do not drink from our water bottles whilst walking• We walk with our shoulders back
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Overall Effectiveness

Quality of Education

Behaviour
and attitudes

Personal
Development

Leadership
and
Management

Early Years

Sixth Form

Safeguarding

SMSC

SEND

Quality of Education

There needs to be a consideration of SEND in all deep dive activities:

- Evaluation of **curriculum leaders'**.....
- Visits to **lessons**.
- **Work scrutiny** of books
- Discussion with **teachers**
- Discussions with **pupils** from lessons observed.



In full

Quality of
education

Safeguarding

Five Spotlights

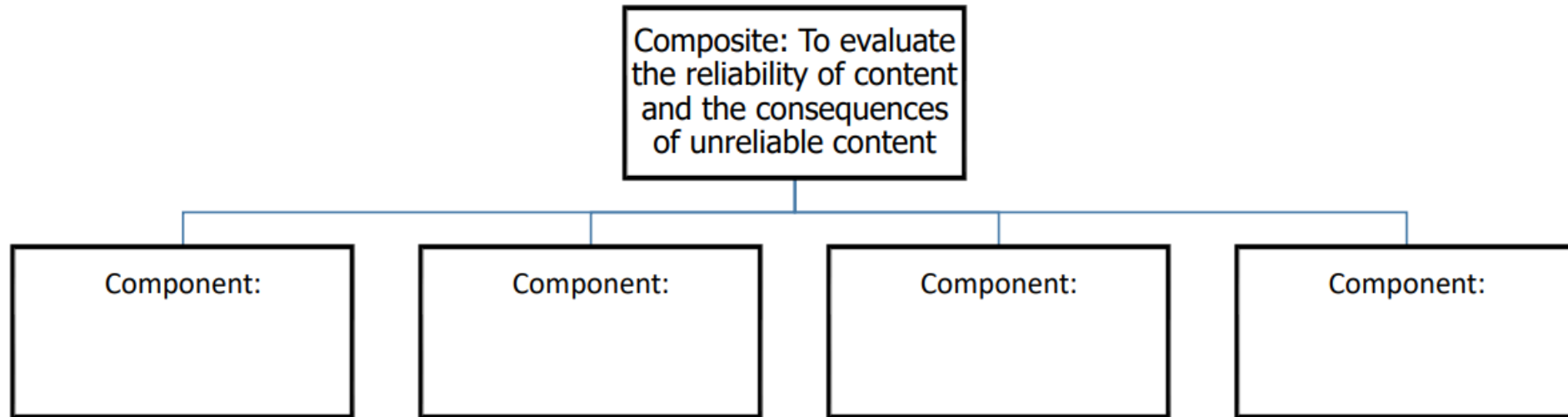
1. The school does all it reasonably can to ensure high attendance.
2. High expectations for behaviour/bullying not tolerated.
3. Gaming and off-rolling.
4. Wider development: the curriculum beyond the academic, vocational or technical (esp DA pupils) and secondary schools' CIEAG
5. Staff workload and protection from bullying and harassment.



Social cues-
How do we
encourage
less verbal
children?



Has essential learning been broken down?





Brag and a Drag
The year so far

Tea Time



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