9.30am start

The Third Primary Support Staff Conference

Monday 5th June 2023

For LSAs, Support Staff & SENCos

Key Notes: Reading (Lindsay Pickton)

- Well-Being and EQ
- What is Learning?
- Safeguarding & PE
- How do I look after myself (Meditation/diet/exercise)

COLLIS Primary School

The Third Support Staff Conference for TAs, LSAs, SENCos and SLT

Monday 5 June 2023, 9.30am – 3.00pm

Collis School, Fairfax Road, Teddington, TW11 9BS (free parking)



Outline for the day

8.45am – gates open	
9.30am	Welcome Outline of the Day
9.40- 10.50am	Reading (Lindsay Pickton),
10.50 - 11.15am	Break (please bring your own lunch and refreshments)
11.15 - 12.15pm	What is Learning? Kevin Hogston
12.15-1pm	**How do I look after myself (Meditation/diet/exercise)** - Saurabh Shrivastava
1pm-1.45pm	Lunch – own arrangements (please bring your own lunch and refreshments)
1.45 – 2.15pm	Maths for Support staff – Amy Patton / Tom Dawson
2.15-2.45pm	Safeguarding, playtimes & PE – James Loizos / Paul Dowsett
2.45pm – 3pm	Feedback – closing remarks –Kevin Hogston

What is Learning?

Kevin Hogston

Head Teacher of Collis Primary School.
Teddington

Outline

- **Memory/Challenge**
- **Praise**
- **Feedback**
- **Practical ideas**

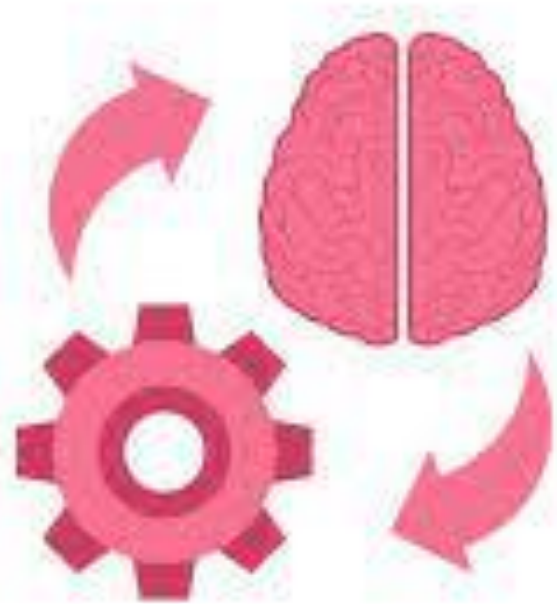
Memory and Challenge

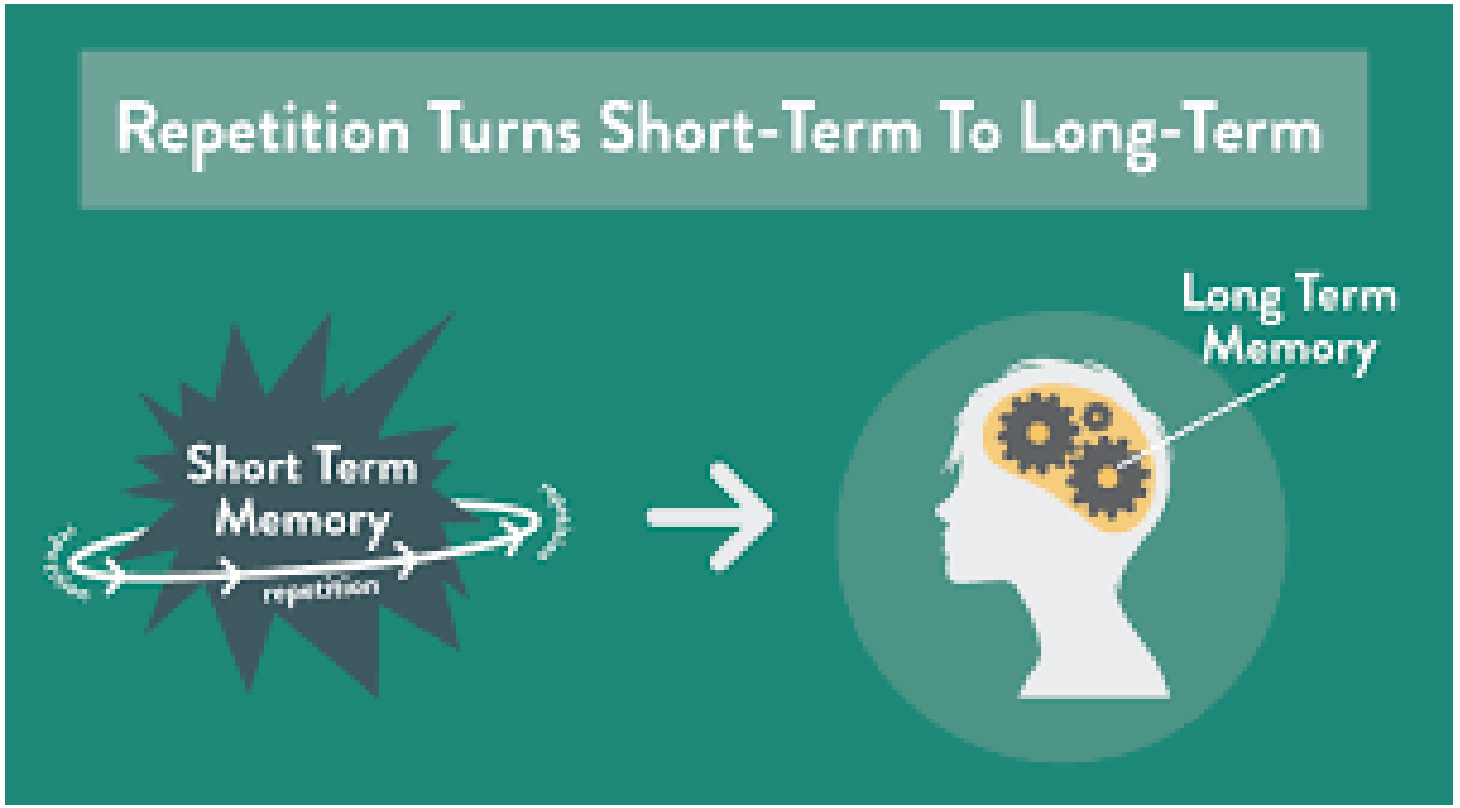


‘Learning’
is a change in long term memory

If you don’t remember you haven’t learnt it.

WHAT IS WORKING MEMORY

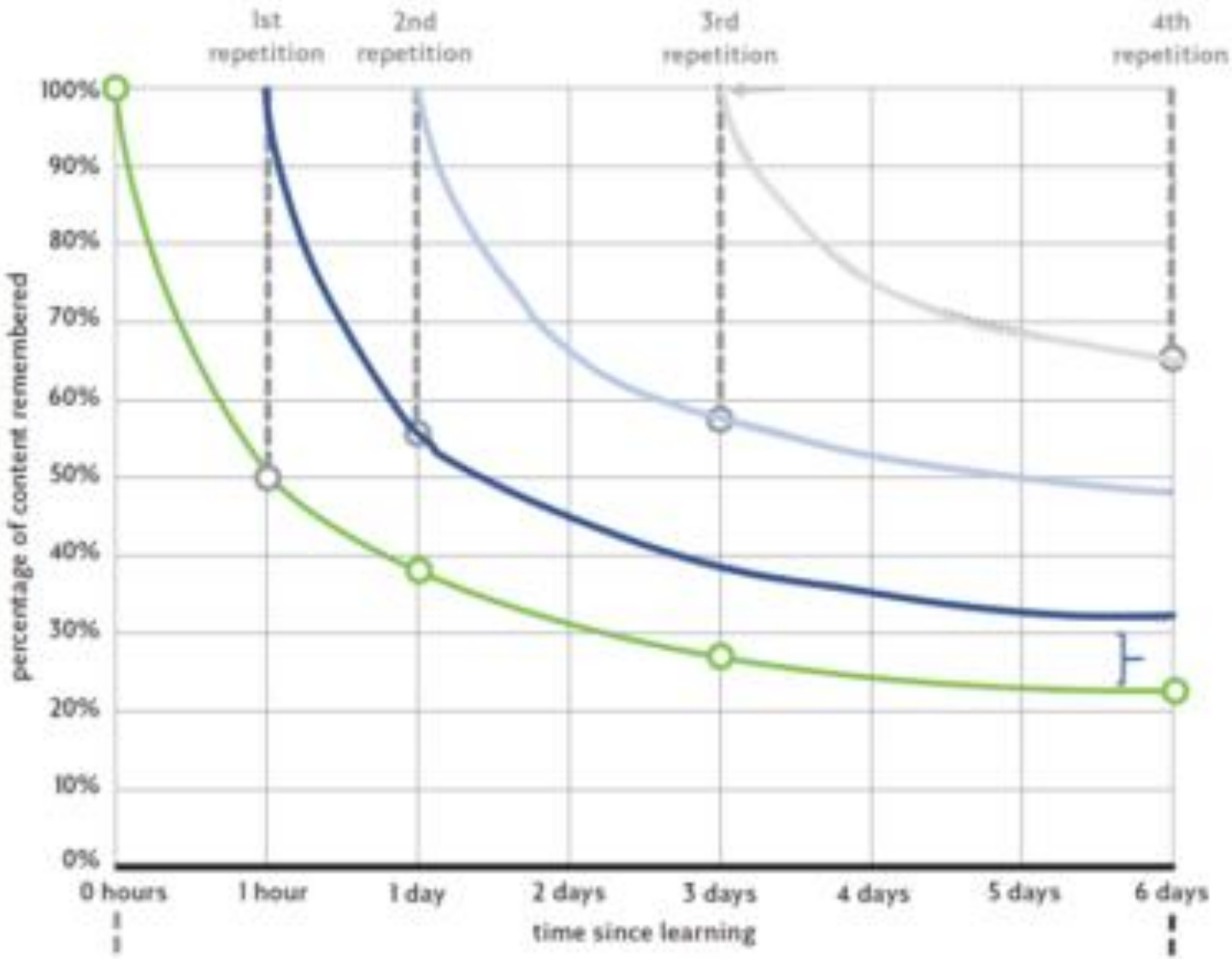



Repetition Turns Short-Term To Long-Term
Short Term Memory
repetition
Long Term Memory

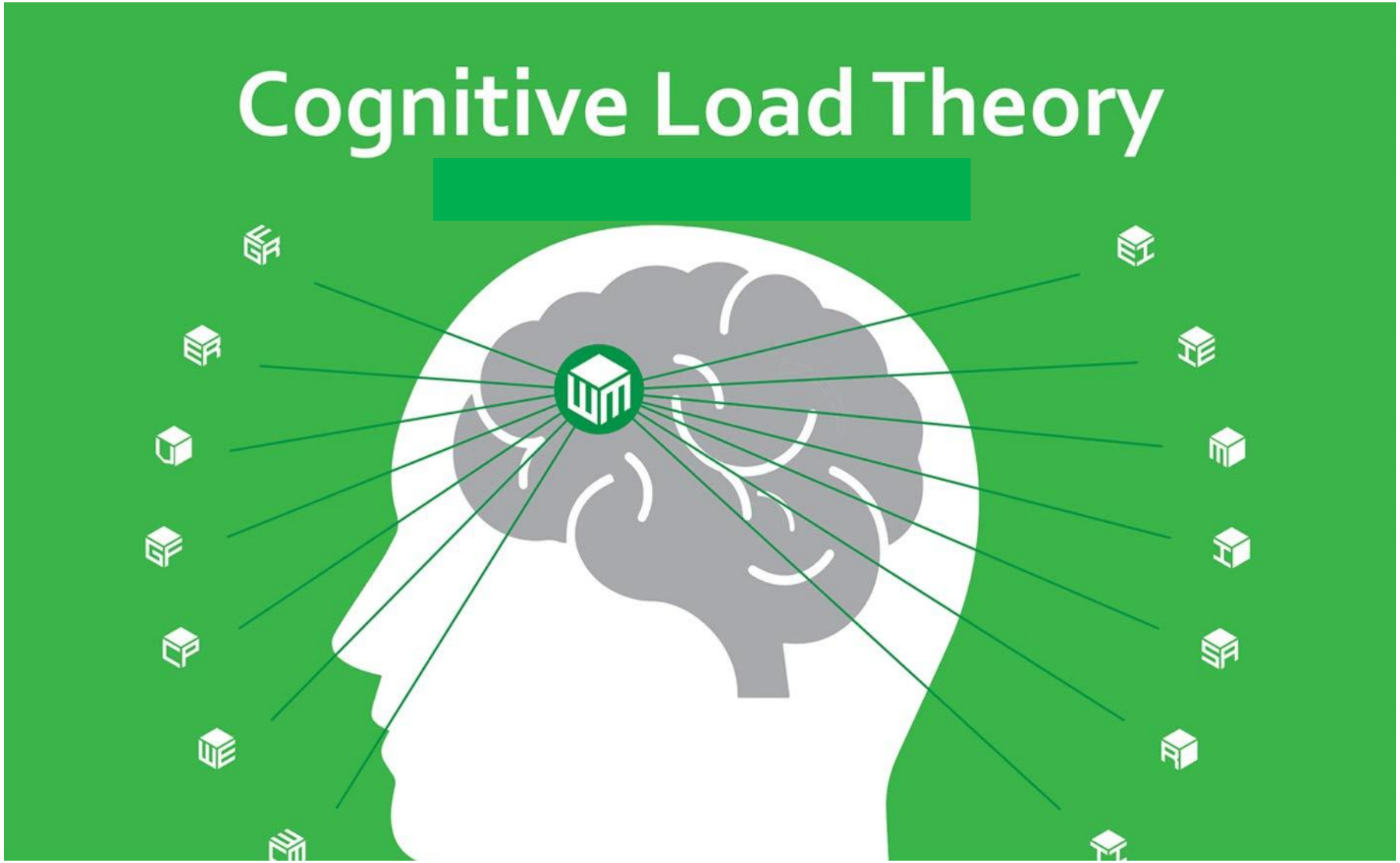
We remember what we think about …


SPACED RETRIEVAL

As soon as you learn something, you begin forgetting it almost immediately.

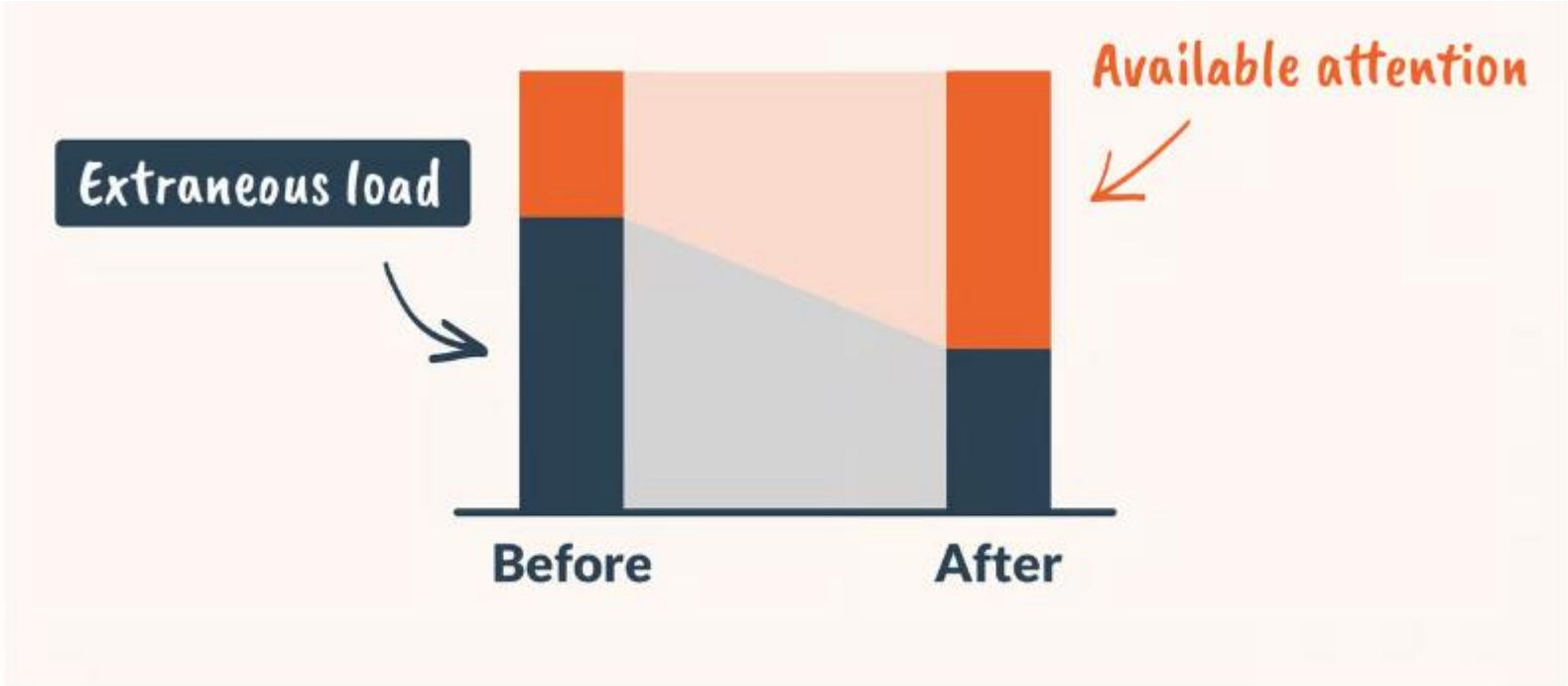


Need an opportunities to forget and revisit regularly.


Cognitive Load Theory

- Our working **memory** – the mental workspace that retains information long enough for us to manipulate it or use it – can hold between 5-9 items at a time (SEND pupils less/fluency/routines)

- **Cognitive Load Theory** says that **because short-term memory is limited, learning experiences should be designed to reduce working memory 'load' in order to promote thought/learning acquisition.**



"I've come to the conclusion Sweller's Cognitive Load Theory is the single most important thing for teachers to know."

Dylan Wiliam

Memory Tip

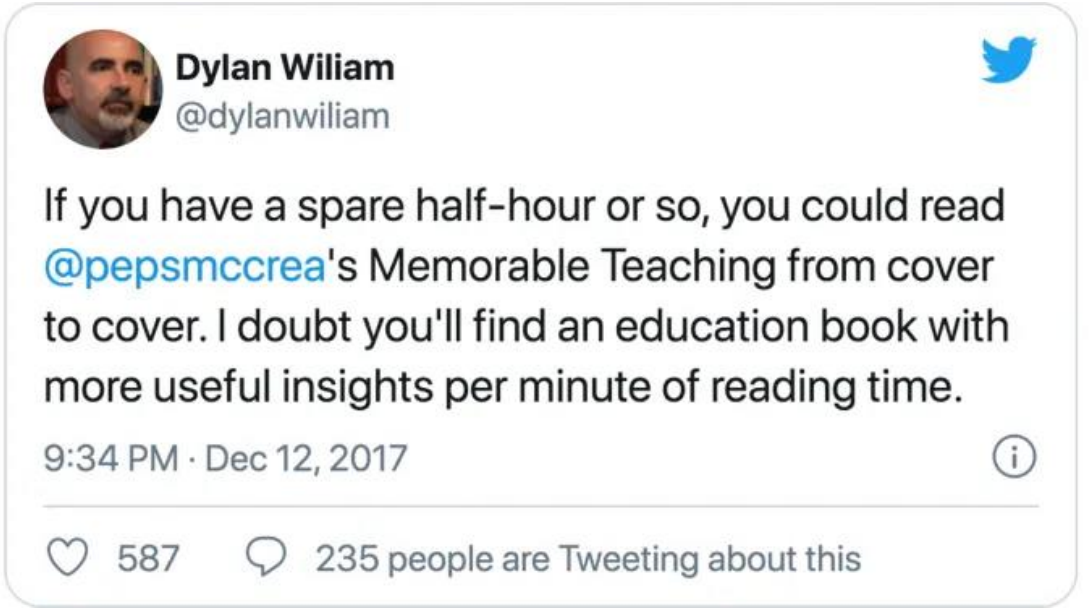
Our working memory can attend to both
Speech + diagrams simultaneously
So talking over visuals is very powerful

However – this is not the same for reading aloud notes on presentations.

SPEECH / TEXT 

SPEECH / VISUALS 







https://pepsmccrea.com/

What is Progress?

KR – Knowing More and Remembering More

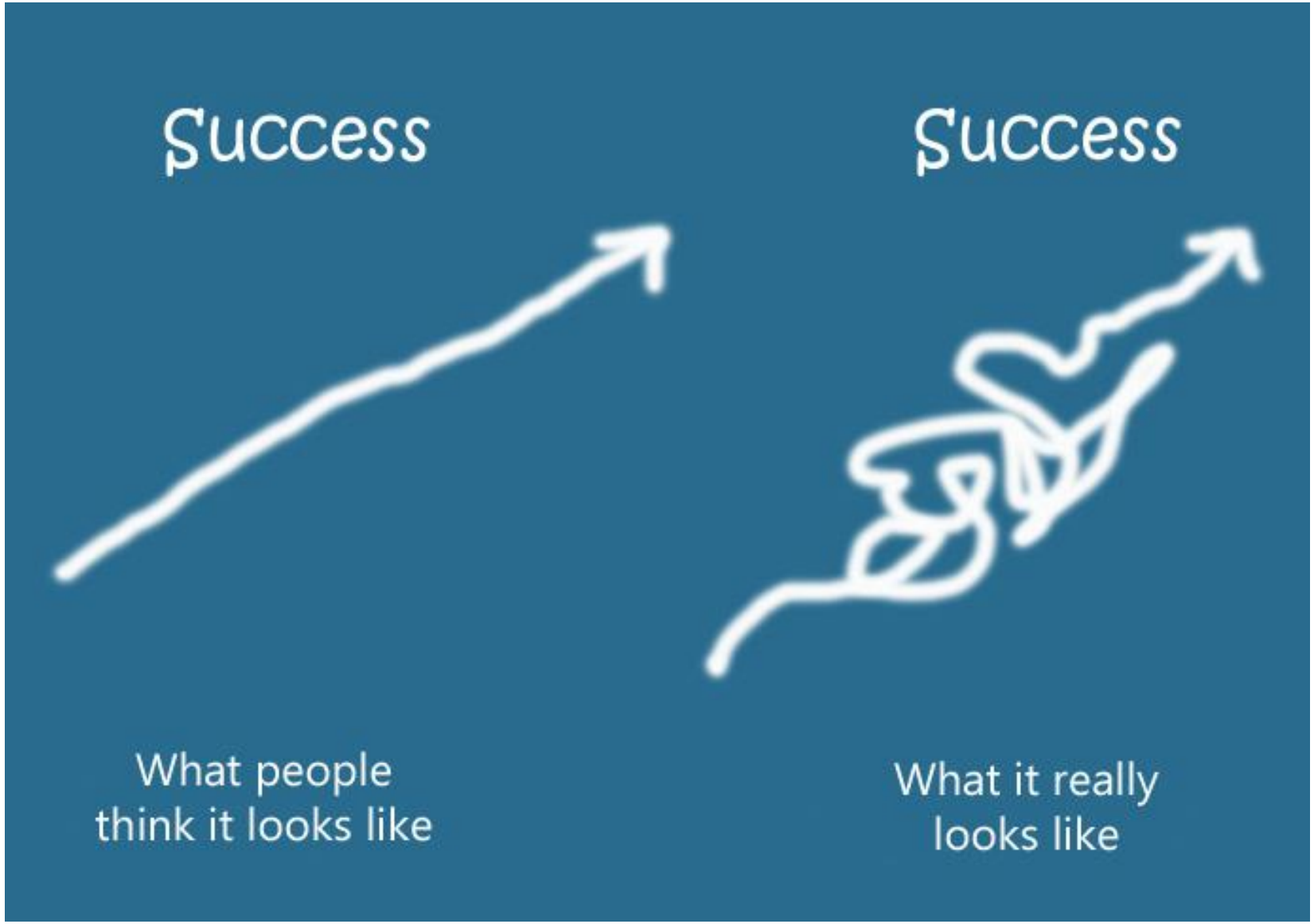
What is Learning?

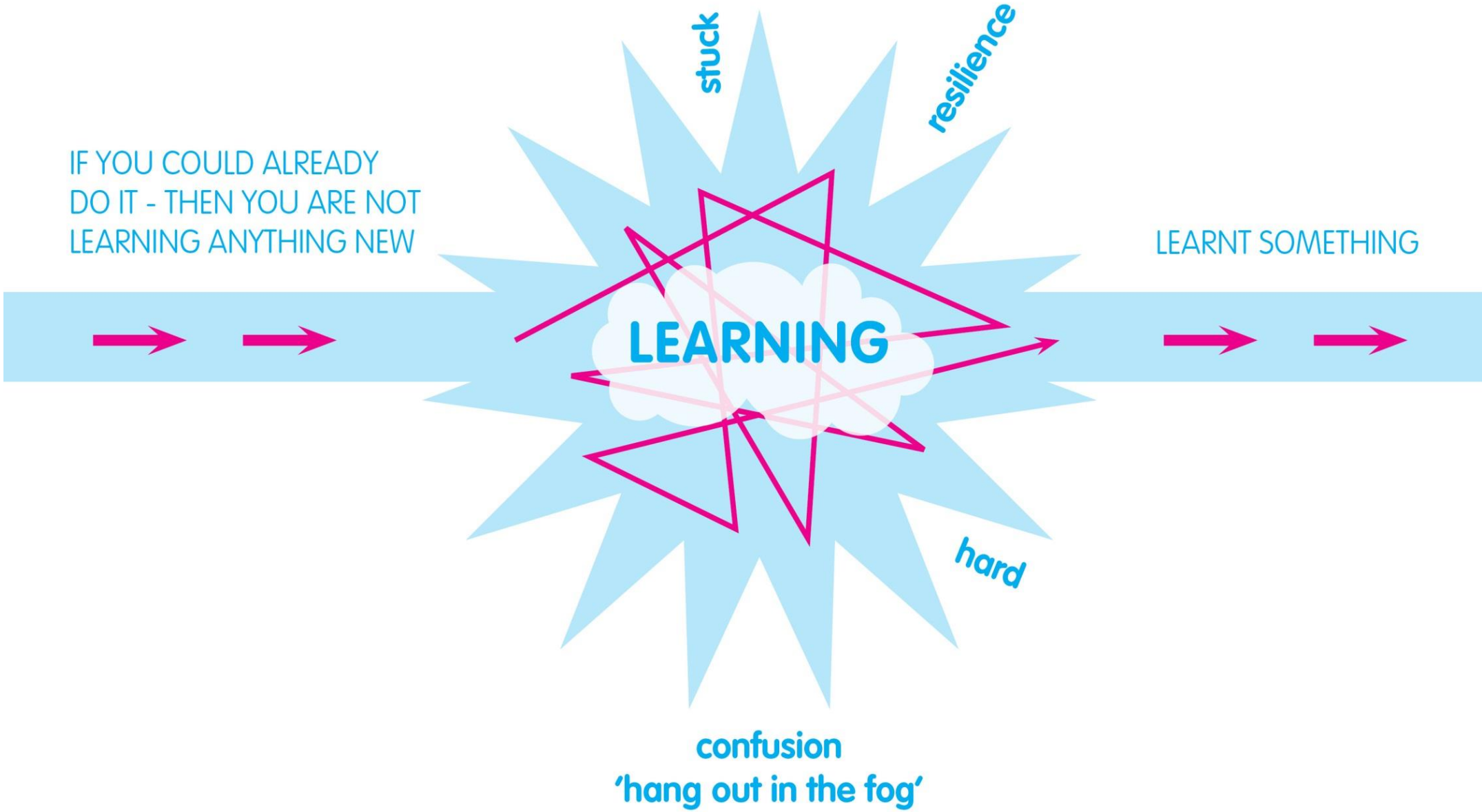
Moving learning from short term memory to the long term memory

REVISIT / REVISIT/ REVISIT/ REVISIT

Memory and Challenge

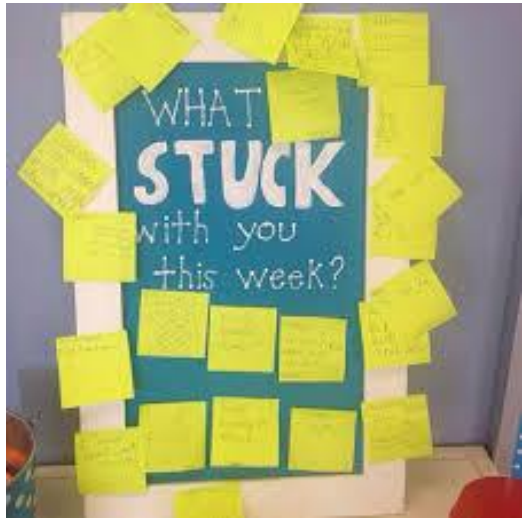



Success
Success
What people
think it looks like
What it really
looks like


IF YOU COULD ALREADY
DO IT - THEN YOU ARE NOT
LEARNING ANYTHING NEW
stuck
resilience
LEARNT SOMETHING
LEARNING
hard
confusion
'hang out in the fog'

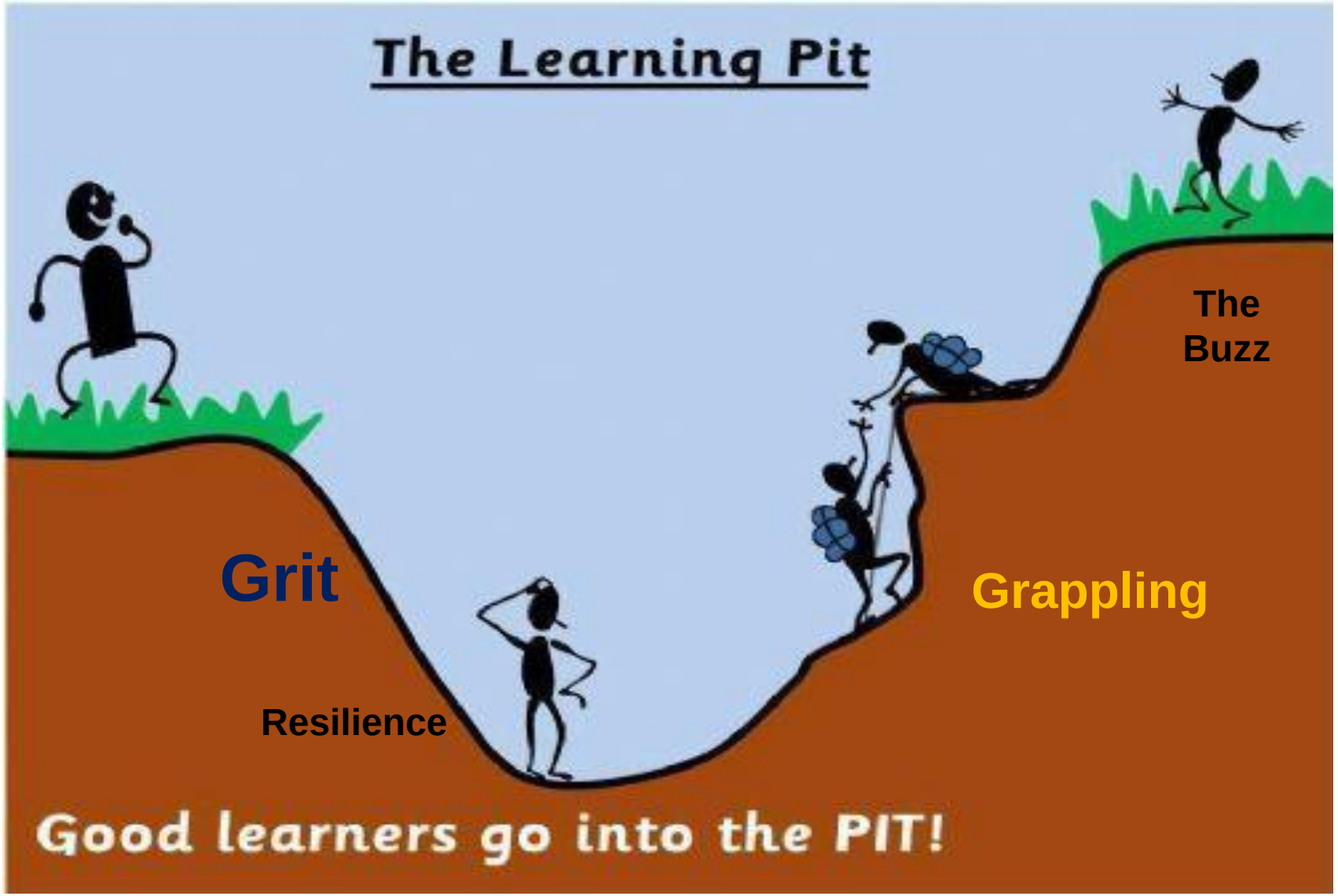


Stuck? Good !





Learning Pit (by James Nottingham)



Key Terms to learn

Learning – Change in long term memory

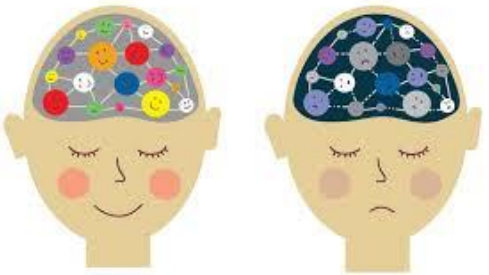
Progress – knowing more, remembering more of the curriculum we are teaching

Memory -Revisit/Revisit/Revisit/Revisit X4

Learning and Challenge



Praise and Relationships



- **Feelings affect *behaviour***
- ***Behaviour* affects learning**

Bacon and Eggs



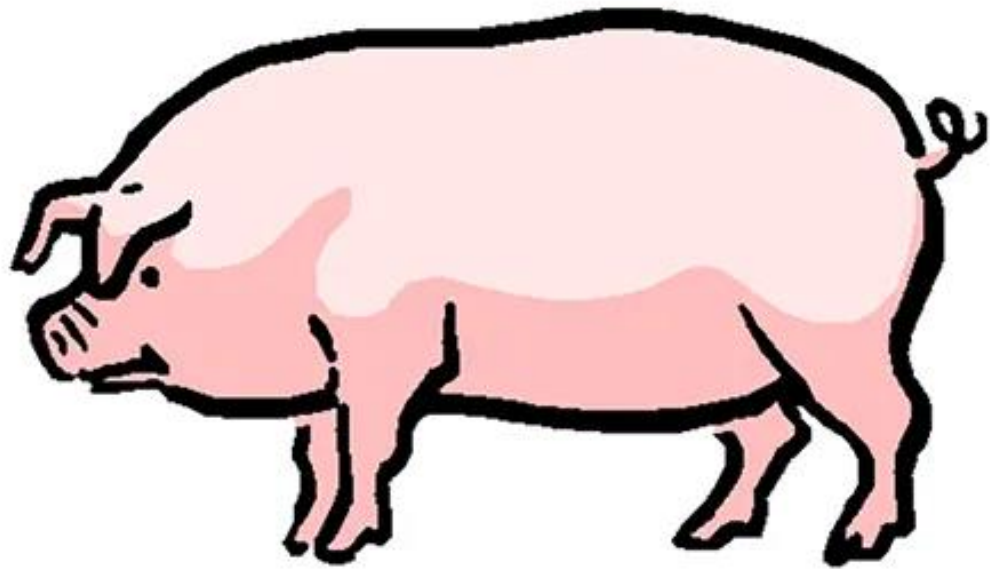
Chicken or the Pig

Involved?



Eggs

Committed?



Ham

Serotonin Moments

Light happy moments across the day. When we are happy / laughing we release serotonin – a natural high. Learning with mirth and laughter.

Learning makes people happy

Setting the temperature





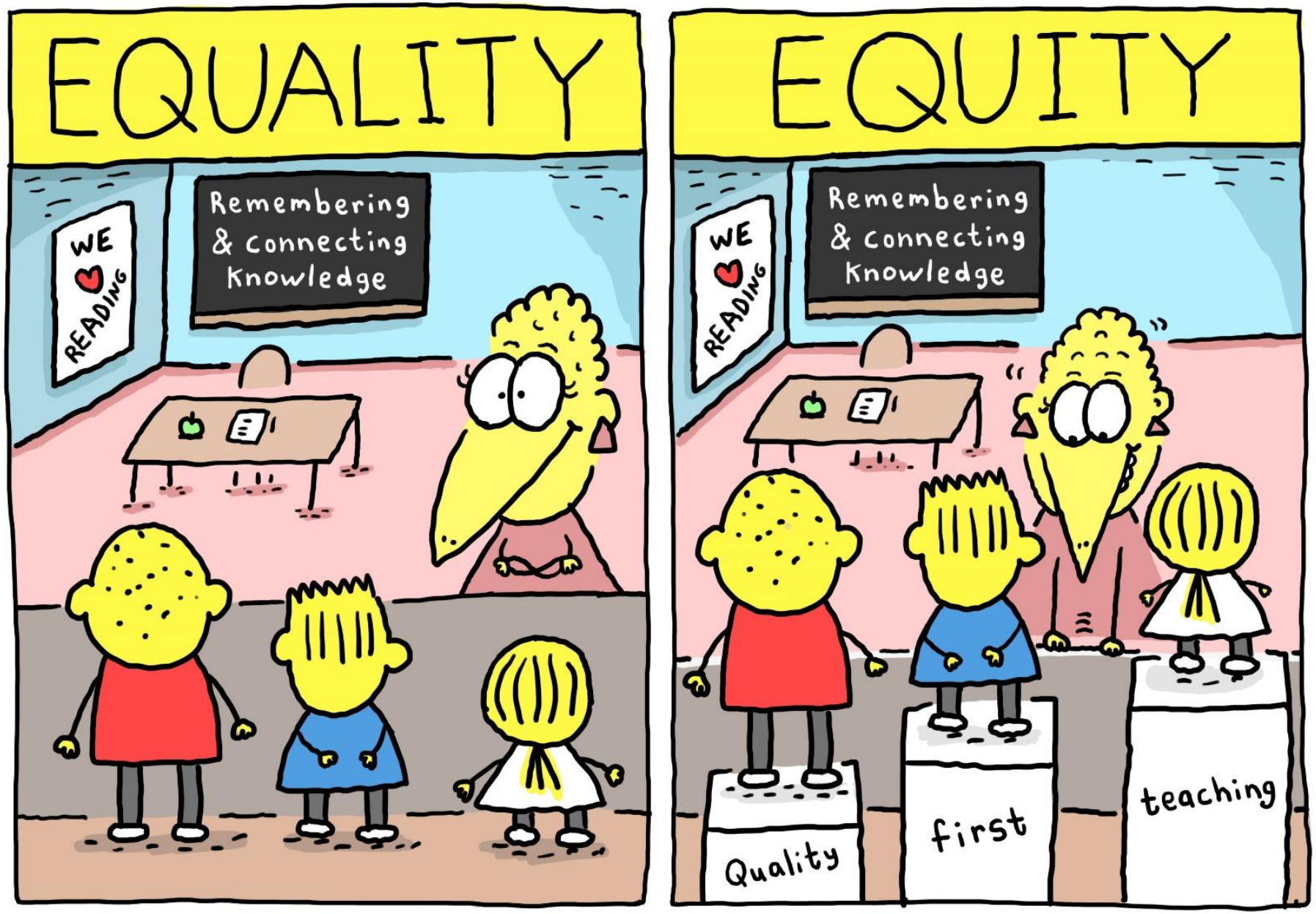
She was a bit of a fuss Pot.

If you don’t like them then fake it.




depositphotos

A school is only as good as it treats its most vulnerable pupils



Learning is ‘good’ for everybody with the disadvantaged getting more to catch up.

Need to close the gap *not narrow*.

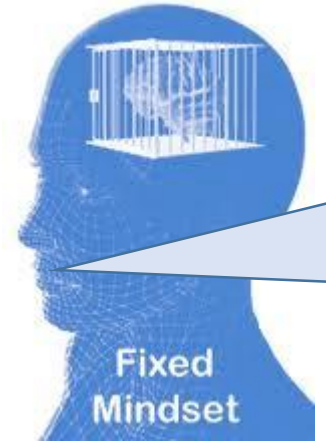
Every kid needs a champion | Rita Pierson



https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

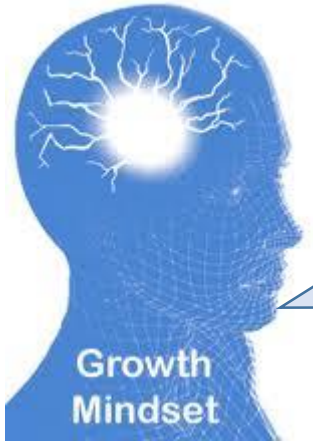
Carol Dweck

Carol Dweck is a professor of Psychology at Stanford University. She is a leading expert in the field of human motivation and intelligence.



Intelligence or talent, are simply fixed traits. They document their talent of trait, rather than attempting to improve it.

V



People believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point.

Praise

- Effort
- Intelligence




How do you respond when pupils are confused or make mistakes?
Over doing the SEN praise?

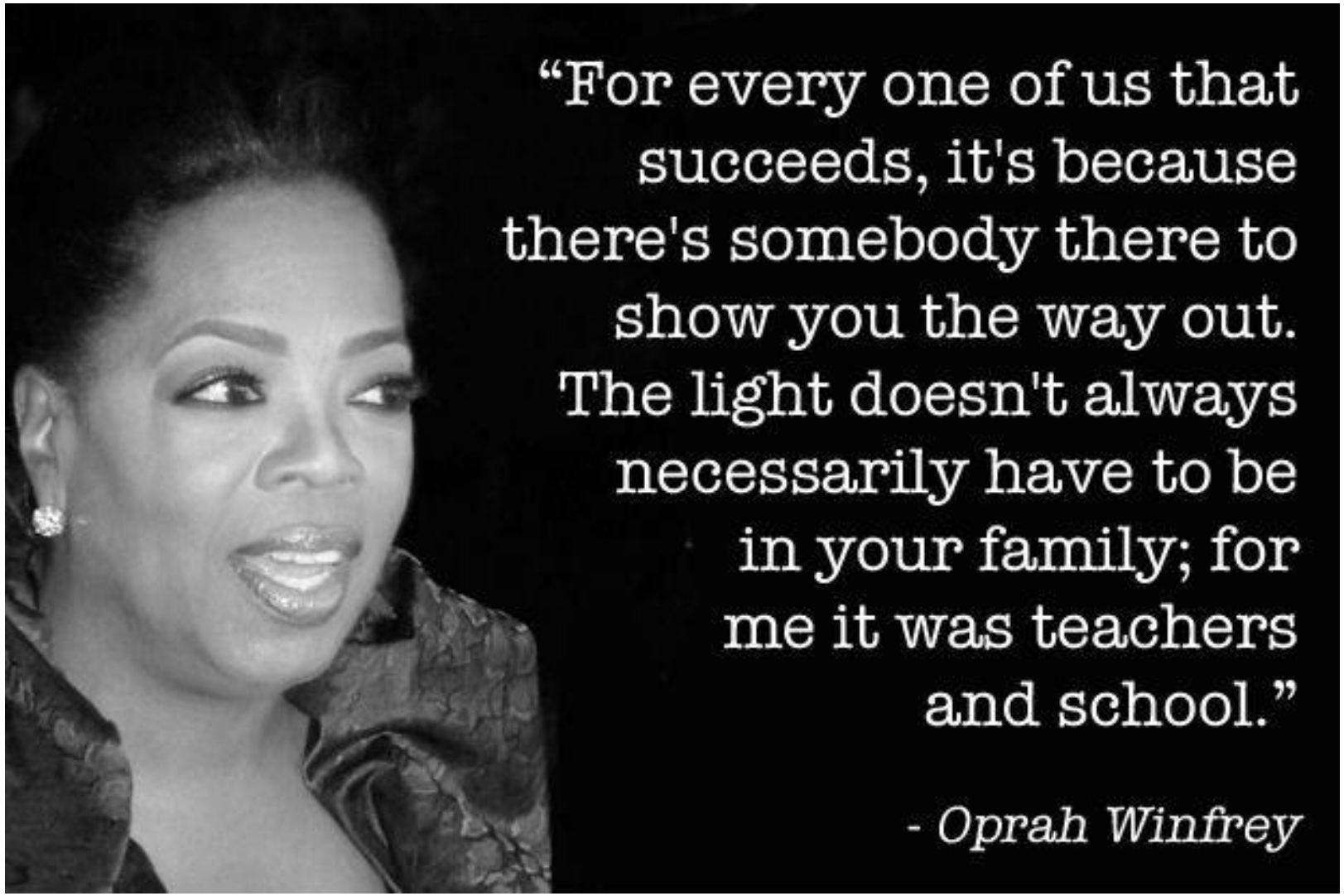
Don’t praise the children if they are doing something easily

Praise them when they are out of their comfort zone - NO praise when they are in their comfort zone

If we praise them when they get it all right the children will choose the easiest path or task – empty praise



Think of your favourite teacher?

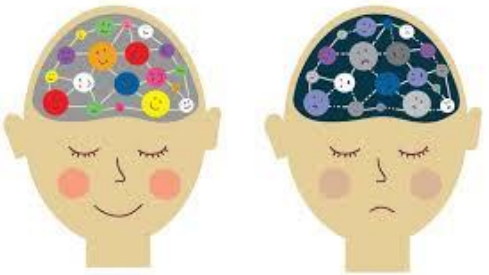

“For every one of us that succeeds, it's because there's somebody there to show you the way out. The light doesn't always necessarily have to be in your family; for me it was teachers and school.”
- Oprah Winfrey

Ian Wright meets Mr Pigden



- https://www.youtube.com/watch?v=JYNWGI6JvnI

Praise and Relationships (2 minutes)



Feedback



What is feedback?



f 1.1

Feedback is *any* message

…formal or informal, verbal or non-verbal, written or spoken…

that helps shape the receiver's next response.

Challenging LEARNING

Feedback

(Advice/Advice/Advice)

Feed*FORWARD*

(Not Feed*BACK*)

3 Keys to Feedback

KIND

HELPFUL

SPECIFIC

What's the purpose of feedback?



Dylan Wiliam
@dylanwiliam

Following

This is why I keep on pointing out that the main purpose of feedback is to improve the student and not the work...


Graham Nuthall (2007) conducted extensive in-class observations and noted that …
80%
… of **verbal feedback** that students receive comes from their peers and **most** of it is incorrect!
Pupils are not good at helping each other with next steps
Challenging LEARNING

Don’t Feedback On

- Ability
- Speed
- Getting it all right without effort

Feedback On

- Achievement
- Effort
- Mistakes revealed
- Using stuck strategies
- Meeting Challenge

Modelling.. Key skill

- World Science Festival 2009:
- Bobby McFerrin



- http://www.youtube.com/watch?v=ne6tB2KiZuk

JUMPSTART!

WELLBEING

Games and activities for ages 7-14



"A treasure chest of smart, practical activities for stretching and deepening children's minds - in the most delightful way!"

Guy Claxton, author of Educating Ruby

A David Fulton Book

Steve Bowkett and Kevin Hogston

khogston@collis.richmond.sch.uk



The End …


5min
break