

Bolton English Hub

Wednesday 25th September 2024

1:30 - 4:00pm



1. Welcomes and Introductions

WELCOME BACK!

Hub	Hub Lead	Time	Autumn Term		Spring Term		Summer Term
English	St Joseph's RC High School	1.30 – 4pm	25th September	13 th November		19th March	19 th June

- Who's here?
- What is your current role?
- What do you expect from the hub?



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Agenda

1. Results review
2. Transition
3. Five Pillars of Effective Curriculum Implementation
4. Retention strategies
5. Looking forward - James Gilhooly
6. A.O.B.

Bolton English Hub
Wednesday
25th September

Raising standards through an ambitious collaborative partnership

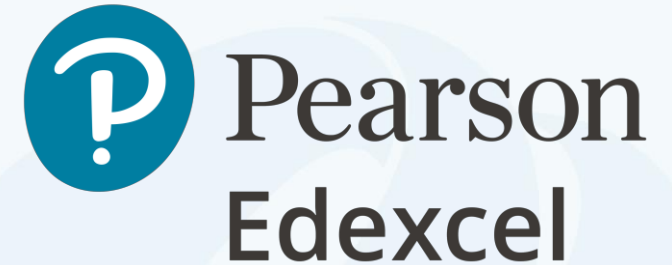


1. Results Review

**10 minutes
discussion**

Trends:

- What have your results indicated?
- What have examiners found?
- What have your QLAs identified?
- What surprises have you had?
- **What will your focus be going forward?**
What support would you like from the Hub?



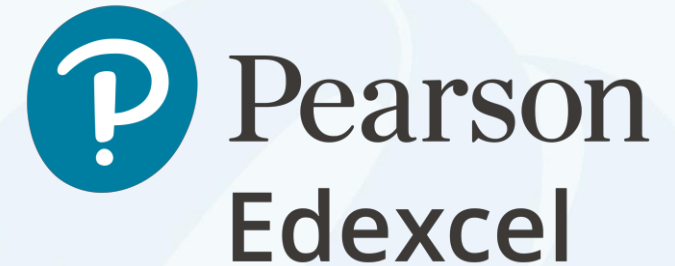


1. Results Review



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2. Transition



How have your new Y7 intake settled in?

Does your school have any specific strategies you feel are beneficial to their transition?

Are you noticing anything different with this year's Y7 intake compared to previous years?

Is there anything you'd like to do, but haven't had chance to do yet?

Do you need any support from the Hub in terms of improving transition in your setting?

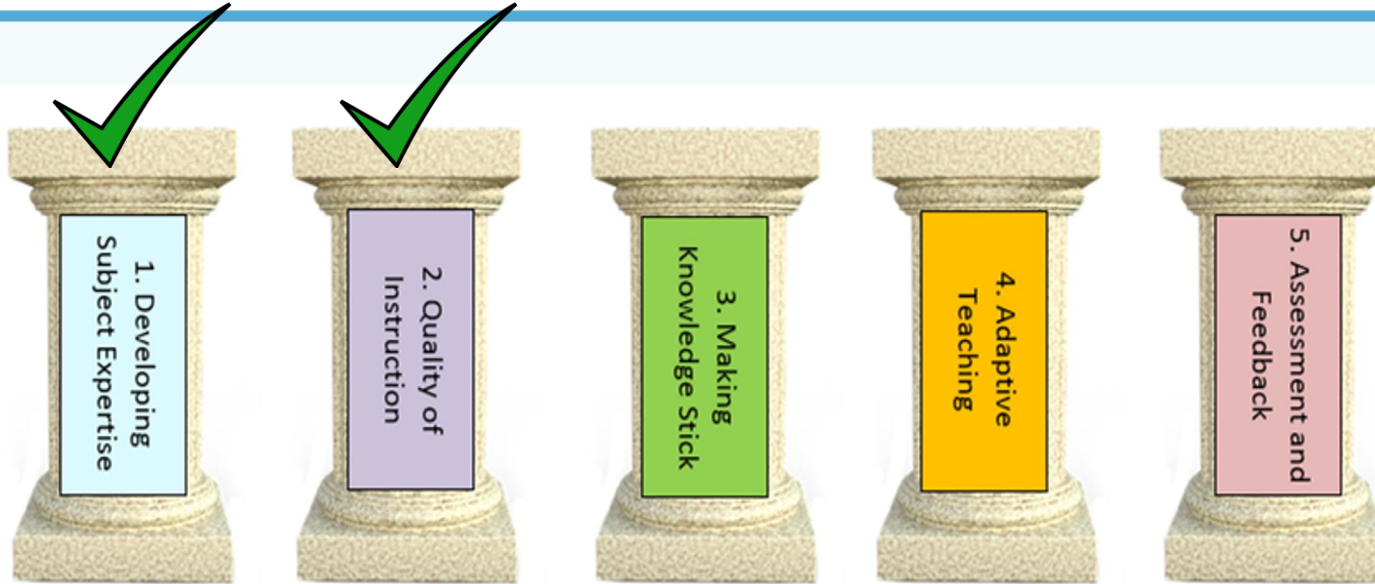


3. Five Pillars of Effective Curriculum Implementation





3. Five Pillars of Effective Curriculum Implementation



- Our work as part of the BLP is to facilitate the learning and sharing of best practice across schools. This network is important so we can all learn from each other to support all learners in Bolton.
- This year, Hub meetings aim to develop leaders' knowledge and practice in terms of the five pillars.
- We will have a visit from James Gilhooly (Dept Head at Canon Slade) to deliver training in our next meeting (13th Nov).
- Feedback from each session is very much appreciated so we can tailor our meetings to suit the needs of everyone and improve the support we provide to young people across Bolton.

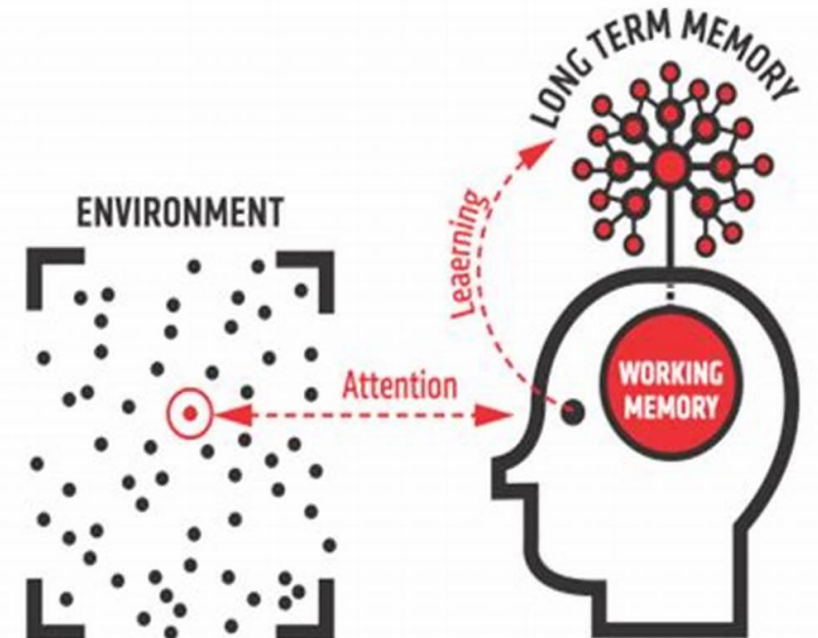
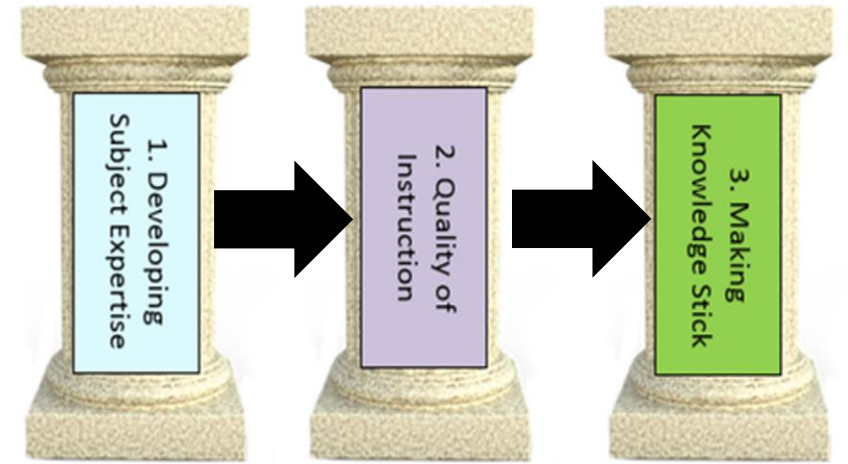


Recap...

In our last Hub meeting, we discussed Quality of Instruction and how this links with seductive teaching, adaptive practice and assessment/feedback.

However, you can arguably have the most polished curriculum and seductive lessons, but if retention is poor, learning is insecure, and outcomes will not improve.

We know that working memory has limited capacity, and so to help pupils remember more, we need to help them to move knowledge to long-term memory. This is why planning for retention is really important, but also how we cannot take knowledge retention for granted.





3. Retention Strategies



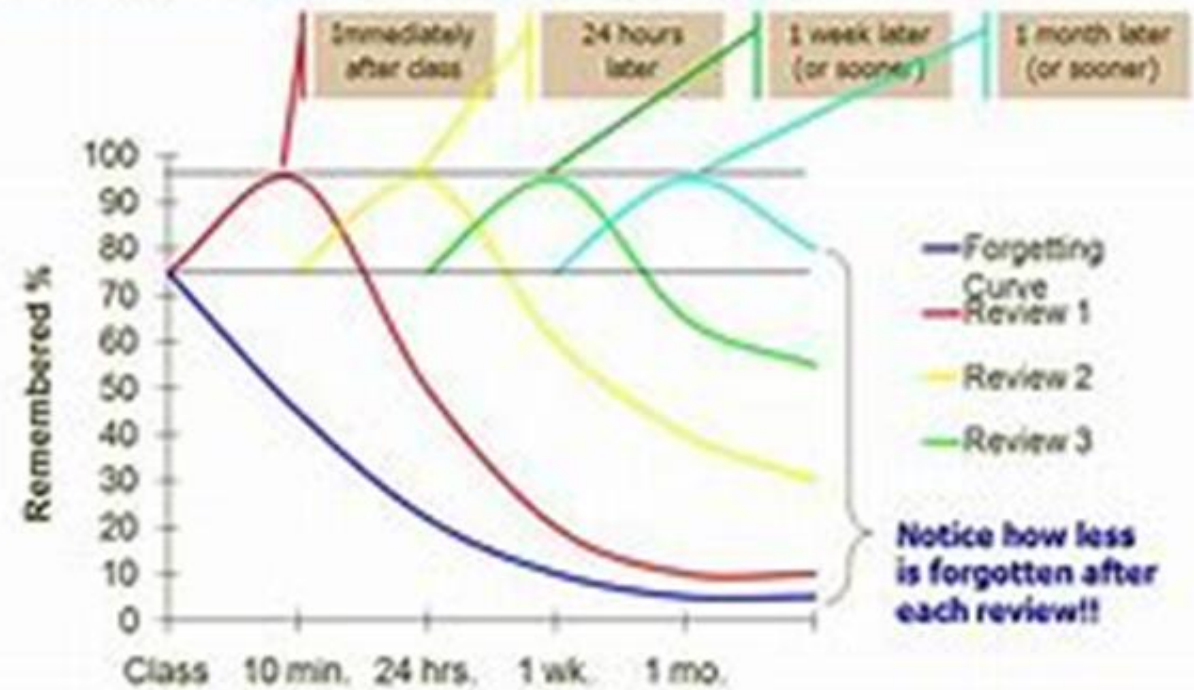
We know that students' ability to retain knowledge decreases over time. It becomes more challenging when we acknowledge 'new' learning is entering the memory from a range of different subject areas.



3. Retention Strategies



Overcoming the Curve



So, how do we help our students overcome the ‘forgetting curve’?



3. Retention Strategies

**15 minutes
discussion**

Many of us will have effective strategies to support students with retention...

- What works well for you and your learners?
- Have you planned to do anything differently this year following the QLA of your results?
- Does your curriculum actively plan for interleaving of content? Could this be improved?
- How often does your dept plan/deliver retention strategies?
- How do you track/monitor retention? How often?
- How do you decide what students 'need' to retain, and what they don't?





3. Retention Strategies





Rosenshine's 10 principles



Review previous learning

Ask a large number of questions

Guide student practice

Attain a high success rate

Monitor independent practice

Present new material in small steps

Provide models

Check for understanding

Scaffold

Engage students in weekly and monthly review



3. Retention Strategies



Common practice:

- Low-stakes quizzing
- Mini whiteboards
- Do Now/Starter activities
- Interleaving of content
- Application tests
- Mind-maps/ brain 'dumps'
- Dual-coding
- Knowledge Organisers
- Modelling of 'good' revision/ metacognition

Review previous learning

Check for understanding

Attain a high success rate

Engage students in weekly
and monthly review

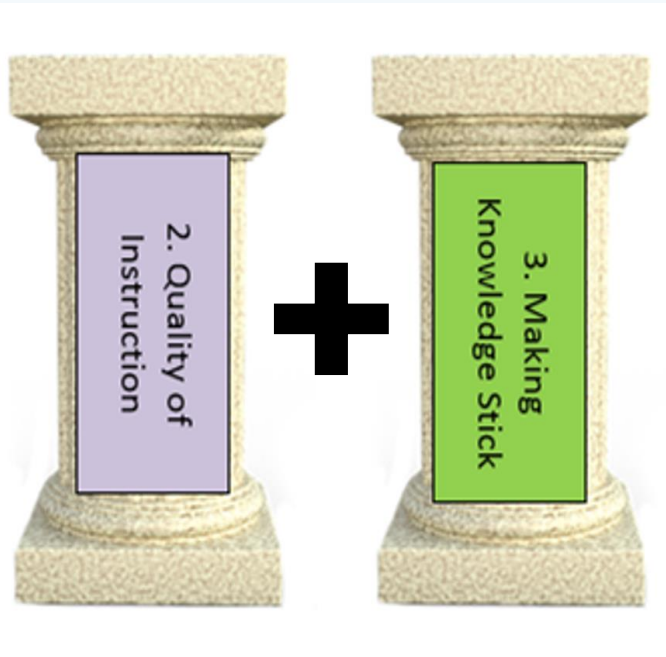
Present new material in small
steps



Don't make assumptions...

Review previous learning

Check for understanding



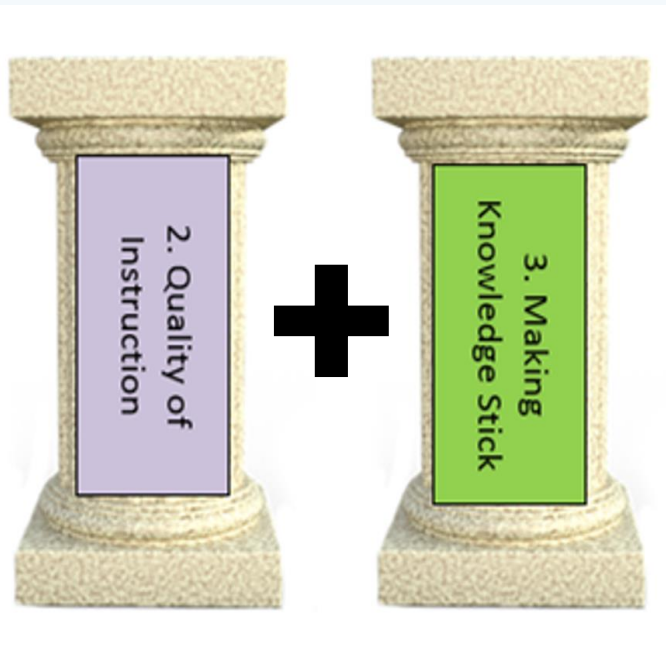
- We've discussed before the importance of not making assumptions about students' prior knowledge, including cultural capital. As well as being inexperienced learners, they may have unexpected gaps in their learning.
- Quality of Instruction requires us to make learning more **concrete** for our learners, breaking things down into **explicit**, smaller granules and then **scaffold** back up. But it is essential we check what we think is concrete is actually **received securely** by our students.
- It is also imperative we continue to **check** that what was once secure, could potentially become insecure when new learning happens. Planning for regular review is therefore essential, but so is the need for our teachers to **actively act** on reviews taking place in the classroom.

(This links with pillar 4 – adaptive teaching.)



Planning is purposeful...

Present new material in small steps



- We also know that working memory can be **overloaded** by too much material at once.
- Therefore, making decisions about exactly what knowledge we want students to retain is an important factor when planning purposeful retention activities to support committing key learning to long term memory.



Seeing the impact...

Engage students in weekly
and monthly review

Attain a high success rate



Ensuring weekly and monthly reviews help students to retain previously learned content. Repetition is effective, but to a degree! Too much of the 'same thing' might **disguise secure learning**. For example, if students sit the same knowledge quiz, with the same questions, they'll arguably get increased scores which suggests they have retained what you want them to. **However, the question is, if the 'information' is presented in a different way, can students recognise and unlock prior learning in that new scenario?**

Applying prior knowledge in 'new' formats helps the transfer of knowledge from short-term memory to long-term memory. Allowing pupils to continue their practice helps them to **overlearn new knowledge to automaticity**. This makes knowledge instantaneously usable in new and different scenarios.

Think about how you can add challenge using the delivered knowledge by changing context or adding multiple steps. Once you are fairly certain that pupils have mastered the learning you want them to, over a range of different scenarios, only then can you attain a high success rate of retention.



3. Retention Strategies

How effective are our strategies?

- Low-stakes quizzing
- Mini whiteboards
- Do Now/Starter activities
- Interleaving of content
- Application tests
- Mind-maps/ brain 'dumps'
- Dual-coding
- Knowledge Organisers
- Modelling of 'good' revision/ metacognition



Think of something you currently do to support retention and how you might modify this going forward.

Review previous learning

Check for understanding

Attain a high success rate

Engage students in weekly and monthly review

Present new material in small steps



**5 minutes
discussion**



Reflecting on our session...

**What are your next steps going
back to your department?**

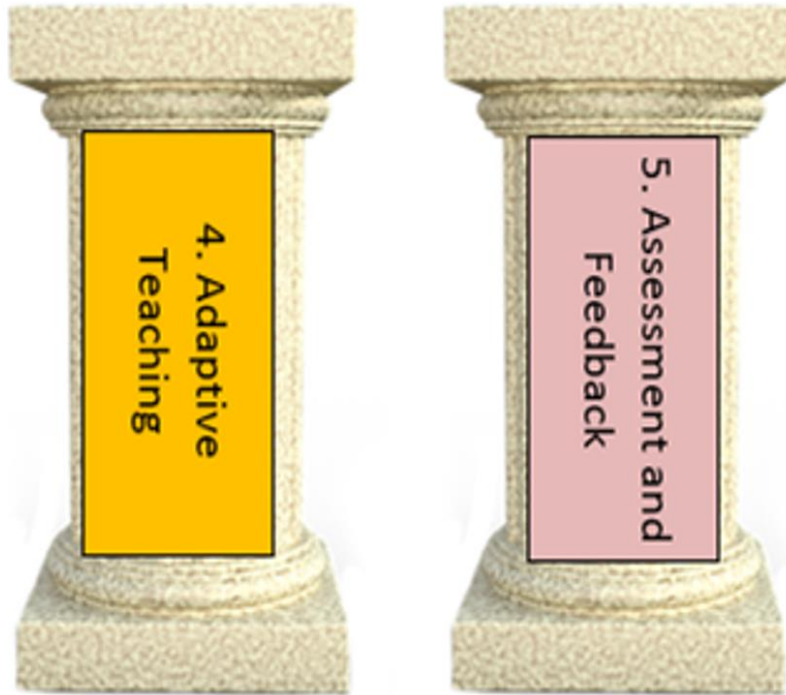


4. Looking forward

13th November
Visit from James Gilhooly

Also...

**What would you like to
be on the agenda?**





5. AOB

Any questions?
Anything you'd like to raise?
Any further requests?





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***“Coming together is a beginning,
keeping together is progress.
Working together is success.”***

Henry Ford,
American industrialist, founder of the Ford Motor Company
1863-1947