



IS THERE EVIDENCE FOR THAT?

Promoting research-led teaching at Wilson's School

AUTUMN TERM UPDATE

Welcome back to a new academic year! After a refreshing break, the Autumn Term is a time to get back into a routine and think about our practice as teachers, afresh. In this issue of our research-led newsletter, the focus is on marking and feedback. Feedback is so impactful on student learning but can also contribute to teacher workload. Included are ideas to maximise impact while managing your time.

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THE OTHER SIDE OF RETRIEVAL

As knowledge of cognitive science increasingly informs our approach in the classroom, most teachers are aware of the concept of retrieval practice. This is the process of recalling information from memory with minimal prompting. Assessing students through low stakes quizzes and tests can, in theory, improve their recall of this information at a later date. This idea is summarised by the Education Endowment Foundation in its [document](#) on cognitive science approaches in the classroom.


Although retrieval practice seems like an intuitively positive approach to take when helping students remember information, there is more to the story. Research shows that while students recall practiced information better than unpracticed knowledge, they 'forget' unpracticed information in the same domain. Read more about this phenomenon in [this blog post](#) on SecEd

WHAT'S HAPPENING IN THE BLOGOSPHERE?

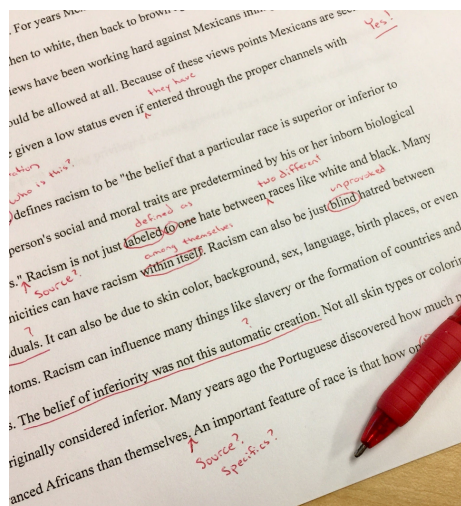


1. Maths teacher [Sarah Leakey](#) discusses lesson study generally alongside her own experience implementing lesson study in her teaching.
2. This thought provoking blog explores the stereotypes through which we may unconsciously view gender and addresses the issue of [misogyny and sexism in schools](#).
3. Teacherhead collates all the 'five ways to' summaries of everyday classroom practices in this [collection](#).
4. Curriculum guru Mary Myatt created this [substack](#) entitled Curriculum 101. Sign up for regular updates on all things curriculum.

FOCUS ON CPD

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- What is the [best form of CPD](#)? Harry Fletcher-Wood discusses the findings of the EEF's [systemic review of professional learning](#) with some fascinating conclusions. It turns out that the phrase 'it's not what you do, it's the way that you do it' has meaning when considering the importance of behaviour change among teachers.
 - We know a teacher's subject knowledge is an important part of excellent teaching, but how does it facilitate student learning? [Ben Harding](#) discusses the importance of curriculum sequencing that underpins outstanding teaching, making way for techniques to build students' knowledge.

THE IMPORTANCE OF FEEDBACK



Feedback is recognised as an inexpensive yet highly effective method to improve students' learning.

- The impact of feedback is backed by robust evidence. It should be developmental while recognising good work.
- Feedback is effective both immediately and some time after learning takes place.
- Peers and teachers both provide effective feedback.
- Verbal feedback is highly effective and can help to balance workload versus written marking.

FINDING OUT MORE...

1. In this article for Sec Ed, Adam Riches considers how to simplify our practice when it comes to marking and feedback.
2. TeacherHead urges us to think of different ways to provide feedback to students and to consider why we are marking a particular piece of work.
3. In this hugely interesting blog post, Kat Howard explores the issues surrounding marking and workload and presents strategies to deliver meaningful whole class feedback.

ON THE LIST: READING AND LISTENING

- Join us for Wilson's teaching and learning book club on **Thursday 1st December at 1.15 pm in the MFL Café (in room 14)** where we will discuss 'The Behaviour Manual: An Educator's Guidebook' .
- Listen to the author of 'The Behaviour Manual: An Educator's Guidebook' , Sam Strickland speak about his book on the podcast 'Mind the Gap: Making Education Work Across the Globe' - Beginning with Behaviour.
- Have you been thinking about how to motivate your students so they are attending and trying their best? You may want to read Harry Fletcher-Wood's 'Habits of Success' to find out how behavioural science techniques can help ensure students are attuned in lessons.

'MOTIVATED TEACHING.' - PEPS MCCREA

'What we are motivated towards is what we attend to, and what we attend to is what we learn.'

In this very succinct book, Peps Mccrea sets out his key ideas around motivation and the five core drivers to help teachers influence motivation and attention in their own classrooms.

We are all likely aware that motivation is crucial in promoting learning and behaviour, but it is complicated and hidden so we can struggle to understand how to develop it in our students.

Mccrea encourages us to use scientific knowledge of human behaviour to better understand motivation and its role in our students' capacity for attention. Motivation is largely subconscious, and students allocate their attention where it is most likely to benefit them. Although some students may appear less motivated, this is primarily situational rather than down to an individual's traits. We can build motivation for learning in our students by:

- **Securing success** - Show students what success looks like, help them understand why they've been successful and what happens when they fail.
- **Run routines** - When learning is challenging, make the processes in the classroom easy and expected.
- **Nudge norms** - Showcase the desirable behaviours in the classroom as the norm, encourage peer approval of positive behaviours and focus on what you do want rather than what you don't.
- **Build belonging** - Your class is working together towards a common goal. Everyone belongs here, we have a common identity and empathy for each other.
- **Boost buy-in** - Explain the choices you make for students, give them the chance to opt-in and help them to develop a conscious understanding of their own motivation.

Although this book is a quick and concise read, it provides a thorough overview of the factors surrounding motivation and attention, with links to additional reading. This is an excellent read to follow on from our recent CPD on the 'attuned classroom'.

"It's not easy to write a book that is simultaneously brief, packed with ideas, and clear, but Peps has done it."
Daniel Willingham

MOTIVATED TEACHING

Peps Mccrea