

Mental Health Toolkit



A toolkit has recently been launched to help schools and colleges monitor and evaluate their provision for Social, Emotional and Mental Health (SEMH) with students from Key Stages 1-5.

Working in conjunction with Public Health England, children's mental health charity The Anna Freud National Centre for Children and Families aims to 'make schools and college staff aware of the range of validated instruments that can be used to measure and monitor student mental wellbeing'.

The toolkit is presented in five sections exploring different areas including;

1. What we mean by mental wellbeing, purposes for measuring student mental wellbeing and steps to implementation.
2. Practice examples from a range of schools and colleges.
3. Practical advice for introducing wellbeing instruments to students.
4. A compendium of validated instruments to measure students' subjective mental wellbeing.
5. Signposts to further resources and sources of support and includes a glossary of terms.



There is a focus on three purposes of measuring mental wellbeing: Snapshot: to provide a survey snapshot of student mental wellbeing; Identification: to identify individual students who might benefit from early support; Evaluation: to consider the impact of early support and targeted interventions.

The toolkit is free and can be accessed at:

<https://goo.gl/aXUml6> (pdf)



The first Teach Meet Midlands of 2017 has been announced and will be on:

Thursday 12th January 2017
5.30pm till 9:00pm

This is an opportunity for education professionals from all sectors to take part in sharing ideas from the classroom and network at an informal environment.

Keynote speakers will be Rob Smith (Creator of The Literacy Shed) and Michael Tidd (Creator of Primary Curriculum 2014). Presentations will be 2 or 5 minutes long, with the usual prize draws and freebies. If you are interested in attending, please visit the webpage where you can also register to give a presentation.

The venue is The National College, Learning & Conference Centre, Triumph Road, Nottingham, NG7 2TU which has free parking. Free food and soft drinks are provided and there is a cash bar.

<https://goo.gl/XrCyY5>



Breakfast Clubs

A newly published report from the EEF has found that breakfast clubs offering primary pupils a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.

The trial found that the Magic Breakfast project, delivered by school staff and volunteers, had positive results unlikely to occur by chance.

The project was evaluated using a randomised controlled trial involving around 8600 pupils across 106 schools. Schools were provided with free food, support from a Magic Breakfast school change leader, and a £300 grant towards up-front costs.

The results suggest that attending a breakfast club itself delivers improvement. They suggest could be due to the content of the breakfast itself, or to other social or educational benefits of the club. Teacher surveys also found a positive impact on pupil behaviour which they say may show that 'breakfast clubs may improve outcomes for children who do not even attend breakfast club, by improving classroom environments'.

INSIDE



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Details for 2017



Edu-blog spotlight:
Does handwriting matter?



What Matters:
Project with the University of Nottingham bringing schools and researchers together



Westbury School Learning and Development Bulletin

Relay

Issue 11,
December 2016

The Learning Scientists

The 'Learning Scientists' are Megan Smith, PhD, Yana Weinstein, PhD, Cindy Wooldridge, PhD and Carolina Kuepper-Tetzl, PhD, cognitive psychological scientists interested in research on education. Their vision is to make scientific research on learning more accessible to students, teachers, and other educators, in order to help motivate students to study, increase the use of effective study and teaching strategies that are backed by research and decrease negative views of testing.

The learning scientists community began in January 2016 when Yana and Megan started to use Twitter to offer help to students studying for exams, their work has now grown to a website, blog, several social media accounts and connections with researchers and educators around the world, sharing and using their materials and strategies for effective learning.

The project focuses on six strategies for effective learning that have supporting evidence from cognitive psychology, and communicates these in a variety of free-to-use materials. These include downloadable posters, PowerPoint slides to help teach the strategies, short videos explaining each of them, and downloadable bookmarks and stickers to help remind students and encourage use of the strategies. For each strategy they explain how to do it, some points to consider, and where to find more information.

(continued inside)



6 Strategies for Effective Learning

Retrieval Practice

Spaced Practice

Dual Coding

Interleaving

Concrete Examples

Elaboration

learningscientists.org

Effective Learning

How can students make use of each strategy? Visit learningscientists.org for more information and resources.



Retrieval Practice - Practice bringing information to mind

Put away work and write down everything they know. Then check to see what they missed. Encourage students to take as many practice tests as possible and try making their own. Make flashcards and when using them, think of links between ideas.

Spaced Practice - Space out study over time

Five hours study spread over two weeks is better than five hours at once. Remind students that when reviewing information to remember to review older information to keep it fresh.

Effective study is more than just re-reading notes and forgetting is good!

Dual Coding - Combine words and visuals

Students should compare visuals and words in work. Explain visuals in their own words and draw visuals to go with what they are learning.

Students should use different ways to represent the information - infographic, timeline, cartoon strip, diagrams; and work up to drawing them from memory.

Interleaving - Switch between ideas while you study

Students shouldn't study one idea for too long, but make sure they don't switch too often and understand the topics. Going back over ideas strengthen knowledge. They should try to make links between ideas. This may feel harder but this is actually helpful to learning.

Concrete Examples - Use specific examples to understand abstract ideas

Encourage students to find as many examples as they can and make links between ideas and examples so that they understand how they connect. Share examples in lessons and with friends, making sure the information is correct.

Elaboration - Explain and describe ideas with many details

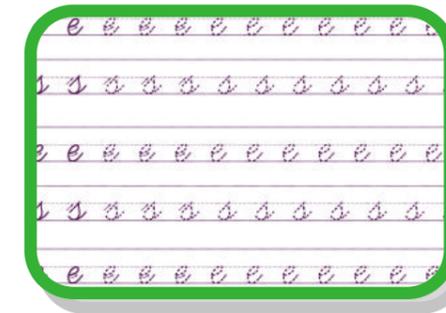
Students should ask themselves questions whilst studying and elaborate with making connections between ideas - applying the ideas they are studying to their own experiences and make connections.

Remind them to keep checking and make sure they haven't gone off at a tangent.

Edu-Blog Spotlight

Jane Medwell is an Associate Professor in Education at the University of Nottingham - author, lecturer, and master beekeeper. She has guest-blogged at whatmattersnottingham.org and tweets as [@JaneMedwell](https://twitter.com/JaneMedwell).

In her guest-post for What Matters, Jane Medwell asks 'Does Handwriting Matter?' - looking at research evidence and sharing a current project involving Early Years Teachers, supported by the University of Nottingham's What Matters programme and Newall Brands.



When a 2012 survey revealed that one in three people had not written anything by hand in the previous six months it led to questions as to whether teaching handwriting still matters. In parts of the USA and Finland they no longer teach joined writing. Jane argues that there are still some persuasive reasons why it is still important for both young children and older learners to learn handwriting.

The research evidence suggests that 'handwriting plays a part in young children's cognitive, sensory motor and phonological development [...] skills that support early reading with a clear causal link having been identified between early printing and reading acquisition'. She cites evidence that writing skills developed before children enter formal schooling can predict young children's academic achievement years later and are the strongest predictors of reading and mathematics achievement.

It is not just important for younger learners, Jane looks at the research regarding older pupils. She says 'the most important issue in handwriting as children develop is not how it looks (though legibility is useful) but how automatically they can produce it'. The ability to write automatically frees up cognitive attention for other important tasks when writing. Lack of fluency in handwriting can hold pupils back across the curriculum.

Jane's current project focuses on mark making and letter formation in the foundation stage. With the high profile of early reading in both schools and homes, they would like to find ways to make writing as high-profile and aim to research ways to promote mark making and letter formation for Foundation stage children.

Whilst it is possible for some pupils to work out how to form letters on their own, the majority of children need to be taught. Without this there is an increased likelihood that bad habits are picked up early on and more difficult to remedy.

Full post with references and comments at: <https://goo.gl/96kAGG>

You've been asked for some information or a pupil report for a meeting, but what do all those letters mean?

Decoding the Diary Sheet

CIF

The Common Inspection Framework sets out the principles that apply to Ofsted inspection and the main judgements that inspectors make when conducting inspections of education settings in England including:

- maintained schools
- academies
- non-association independent schools
- further education and skills providers
- registered early years settings

The common inspection framework was devised for use from September 2015 and is designed to bring together the inspection of different education, skills and early years settings to provide greater coherence across different providers that cater for similar age ranges.

The framework is accompanied by an inspection handbook for each of the following four remits which set out how each of the inspection judgements will be made:

- early years
- maintained schools and academies
- non-association independent schools
- further education and skills

What Matters

Educate • Collaborate • Innovate

'What Matters' is a project with the School of Education at the University of Nottingham to develop a network of people involved in education who are interested in using educational research to address the difficult questions that confront those concerned with the learning of young people - both locally and outside Nottingham.

The project is interested in understanding 'what works' (Where? How? When?) and going beyond this by asking more fundamental questions - What matters? What is education for? Who should decide? The core values of 'What Matters' are that: 'We all matter' - trusting education professionals and users, and those in our communities, to set the agenda; 'Co-construction' - a commitment to working together, education professionals, community members and researchers; 'Diversity of methods and approaches' - valuing a range of research methods and a plurality of ideas; 'Social justice' - commitment to developing education's contribution to the creation of fairer, more equal and more respectful communities locally, nationally and internationally.

There are a series of events planned including: a blog with guest writers; 'Everybody's Reading' - a regular journal club encouraging discussion around a selected piece of writing. Participants are welcomed to take part wherever they wish, by accessing the article on the What Matters blog and there will be a Twitter discussion arranged using #wmedchat for each paper; Special interest groups (SIGs) will be set up to connect people who have a shared interest in exploring a particular issue and want to address it through engaging with research in that area. SIG areas so far include: Feminist Leadership, STEM, FE, and Creativity. There are also plans for Seminars, a 'What Matters Week' and a 'What Matters' Conference.

For more information see BG or visit: <https://whatmattersnottingham.org/>

