

# Introducing...



# Small Talk

Following our successful whole trust INSET last summer - The BIG Conversation - the learning support service has been working on how we keep the conversations going.

This year we have introduced 'Small Talk', our programme of follow-on events that will give us an opportunity to look at some of the key themes in greater depth including, causes of behaviour and how we respond, pedagogical approaches and wellbeing. The format of these events will vary from twilights to networks and formal courses, and we want to build on this offer over the year.



Colleagues have already completed the Mental Health First Aid course this year, and following feedback from Sarah Jones' session 'Is Marking A Waste of Time', we are currently looking to develop a marking and feedback working party.

Thank you to everyone who has posted wellbeing wishes in the post-boxes - please keep these coming. The staff wellbeing network is in development and further details will be made available soon.

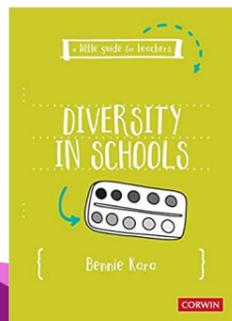
The autumn term Small Talk flyer has been disseminated via principals. If you are interested in any of the things mentioned, please speak to your principal and we will update them as we arrange dates.

## Tried and Tested



### Book Review

#### A Little Guide for Teachers: Diversity in Schools



This book by Bennie Kara is small in size, but packs a punch. It aims to 'provide starting points for teachers and leaders in creating a curriculum, either across disciplines or within

subjects, that is as deep and diverse as its audience'.

The book defines diversity as 'inclusive of narratives on age, disability, gender, race, sex and sexuality', and covers the language we use and how we can model respect for diversity of identity. There is advice to support creating a diverse classroom and wider school culture.

On a practical level, each chapter offers case studies, hints and tips, links to resources and a 'note this down' section offering space to reflect on our own understanding of the themes covered, and identify priorities.

It won't take you long to read, but it will be a book that you come back to again and again.

[www.sagepub.co.uk/littleguides](http://www.sagepub.co.uk/littleguides)

Edited by Beth Greville-Giddings

INSIDE



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Raleigh Learning Trust Learning and Development Bulletin

# Relay

## UPDATED: EEF T&L Toolkit

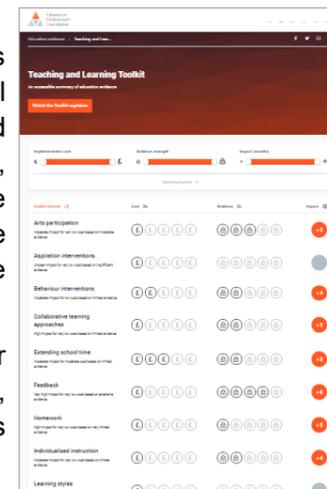
Issue 40,  
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The Education Endowment Foundation (EEF) supports teachers and senior leaders to raise attainment and close the disadvantage gap through summarising the best available evidence, generating new evidence of 'what works' to improve teaching and learning, and funding independent evaluations of high-potential projects. The EEF Teaching and Learning Toolkit has recently undergone a makeover to make it more nuanced, usable and intuitive.

The toolkit has been reduced to 30 strands with more use now being made of the Early Years Toolkit, primary and secondary strands being combined, and removal of strands with a low evidence base. Digital technology has been replaced with a symbol highlighting evidence throughout all the strands.

The toolkit is a live resource and has always changed in reaction to new evidence. It still provides headline summaries for each strand including: average impact on attainment, strength of evidence, and cost. Whilst some headline figures have changed, the more noticeable differences to the toolkit are in the detail for each strand.

The EEF has three recommendations for using the toolkit: look beyond headlines, think about cost and evidence as well as impact, and draw on professional expertise.



### Beyond The Headlines

What is it? - an short explanation of the approach

Key findings from the evidence base

How effective is the approach?

Behind the average - a breakdown for phases and areas

Closing the disadvantage gap

Applications and approaches

Technical Appendix - links to included studies

Full toolkit: [https://bit.ly/EEF\\_TLT](https://bit.ly/EEF_TLT)

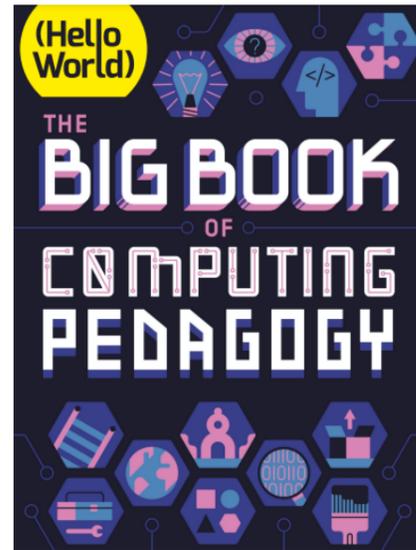
Hello World is a computing and digital making magazine for educators and a joint collaboration between The Raspberry Pi Foundation, Computing at School and BCS Academy of Computing.

# The Big Book of Computing Pedagogy

The Big Book Of Computing Pedagogy is Hello World's first special edition and stretches to 160 pages of research, case studies and practical advice for teaching computing across phases.

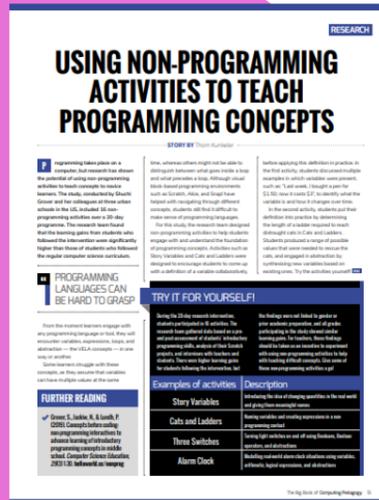
This special edition focuses on approaches to teaching computing in the classroom, and includes articles from previous Hello World issues, as well as new features, aiming to bridge the gap between research and practice. Research is presented in a contextualised and accessible format, with features including the implications of cognitive load theory for computing educators, and worked examples.

Contents are structured in line with their twelve principles of computing pedagogy: lead with concepts; structure lessons; make concrete; unplug, unpack, repack; work together; read and explore code first; foster program comprehension; model everything; challenge misconceptions; create projects; get hands on; and add variety.



Articles highlighting the need to provide a culturally relevant and accessible curriculum encourage educators to 'reflect on their curriculum, materials, and teaching practices.' Suggesting that educators can 'draw on the full breadth of student experiences and cultural knowledge, facilitate projects that have personal meaning for learners, and discuss issues of bias and social justice.'

There are examples of how computing can be integrated with the wider curriculum, and whilst there are more obvious examples of this such as maths or technology, there are also examples such as storytelling - using the sequences and repetition to introduce computing terminology; or art - taking inspiration from the artist Sol LeWitt to create algorithmic art.



As the editor's opening welcome states, 'computing education is still relatively new, and is constantly changing and adapting.' This is a resource the outlines pedagogical strategies that many will already be familiar with and sits them within this subject. Whether you are interested in techniques for fostering program comprehension, advice for bringing physical computing into your classroom or introductions to frameworks for structuring your lessons, there is a wealth of information here.

The magazine is published three times per year and is available for free as a Creative Commons PDF download. Hello World is also available free of charge, in print, for UK-based educators. Visit their website for details of how to download or order a print copy of The Big Book of Computing Pedagogy: [helloworld.cc/bigbook](http://helloworld.cc/bigbook) and find them on Twitter [@HelloWorld\\_Edu](https://twitter.com/HelloWorld_Edu).



# Edu-Blog Spotlight

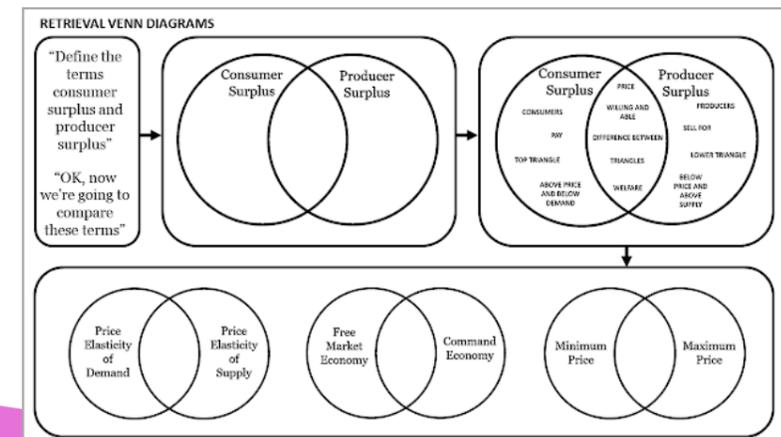
Sarah Jones is an economics teacher in Buckingham. She blogs at [joneslearnuk.blogspot.com/](http://joneslearnuk.blogspot.com/) and tweets as [@JonesLearnUK](https://twitter.com/JonesLearnUK)

In her recent post, 'Retrieval Practice and Elaboration... with Venn Diagrams', Sarah Jones shares some of the ways she has used word diagrams in her practice as an economics teacher.

Venn diagrams can be used because they are 'simple, quick, efficient and easy' for students to use when comparing ideas, and most students can identify a list of features for one of the things, that they can then use to populate their diagram with features of the other thing.

She explains how it is important that students make comparisons in their retrieval practice. In her subject, there are often pairs of concepts that have similarities and differences. Once individual concepts have been learnt, a retrieval Venn diagram challenges students to think harder about their recalled concepts and elaborate on connections.

Sarah outlines a step-by-step process of using Venn diagrams for retrieval practice in the classroom.



1. Provide students with a quick definition retrieval task
2. Display a diagram with similarities and differences displayed
3. Display a new Venn diagram without the initial definition retrieval, maybe populating it collaboratively
4. Set further tasks with new concepts as individual work
5. Encourage students to verbally elaborate on their work, correcting as necessary
6. If appropriate, set further individual tasks.

Sarah provides links to more information and full references for her blog.

Full post and comments: <https://bit.ly/302LLDm>

Cognitive biases are shortcuts in our thinking but they can make us lose objectivity. Each issue we'll introduce a new bias to help you avoid its pitfalls

# Cognitive Bias of the Half-term

## Halo Effect

The halo effect is the inclination for positive thoughts about a person, company, brand or product in one area to positively influence opinions and feelings in other areas.

Where something has been judged to be positive on a previous occasion, we are more likely to assume that anything else associated with it is also positive, and we can dismiss criticisms without considering the detail.

Things such as attractiveness, personality and intelligence can all produce the halo effect.