

Teaching and Learning – 5 minutes

...over a hot brew!

Research, Resilience, and Reflection

Issue 17:



1. In Pictures:



Learning is founded on knowledge. Theory supports practice and practice embeds theory. That is true for all, students and teachers alike.

2. About Behaviour Management

The most effective learning environments are those that are predictable and secure, where pupils are responsive to the teacher (IES, 2008), and where pupils feel a sense of connection to their school, peers and teachers. Such classroom environments also contribute to a positive school culture (Chapman et al., 2013). Classroom environments like these are good for all pupils, but particularly those with special educational needs (Carroll et al., 2017).

In general, pupils are more alike than different in terms of how they think and learn (Willingham, 2009), so common approaches are likely to be effective in improving pupil behaviour.

3. To ponder...

When we study music, we start to practice from the beginning, and we practice for the entire time... [\[Charles Kettering\]](#)

"Time is a great teacher, but unfortunately it kills all its pupils." [\[Louis-Hector Berlioz\]](#)

4. Education Research

The thoughts of the EEF about Oral language interventions.

These may include:

- targeted reading aloud and book discussion with young children
- explicitly extending pupils' spoken vocabulary
- the use of structured questioning to develop reading comprehension
- the use of purposeful, curriculum-focused, dialogue and interaction

1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.

2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.

3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.

4. Some pupils may struggle specifically with spoken language. Schools should consider how they will identify pupils that need additional support around oral language and articulation. It may be helpful to focus on speaking and listening activities separately where needed to meet particular needs.

Cost	Evidence Base	Months Gained
£ £ £ £ £	🔒 🔒 🔒 🔒 🔒	+6

