

# Teaching and Learning – 5 minutes

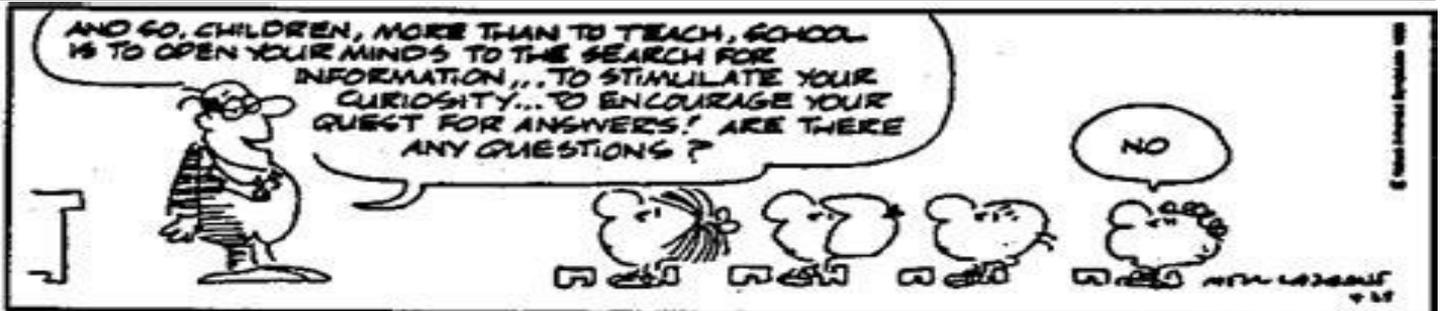
...over a hot brew!

Research, Resilience, and Reflection

Issue 18:



## 1. In Pictures: Creating enquiring minds and driving up intrinsic motivation through questioning.



## 2. Did You Know

The EEF are clear that **Oral Language** interventions can have a real impact. But what do they mean by this, and are we doing it as practitioners.

What the EEF say:

Oral language approaches might 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.

## 3. Education Research - Motivation

### Social Equality: Education in the U.K.

The education gap between students of differing social groups is continuing to grow it seems. Here are a few figures to get you thinking...

- The attainment gap between rich and poor pupils in the UK is particularly stark compared with other [OECD](#) countries.
- Over 1.4 million (21%) children aged 4-15 are eligible for free school meals in this country.
- UK students will start primary school academically behind their better-off classmates; the attainment gap will continue to increase throughout their schooling.
- Figures show that just 37% of disadvantaged children achieved 5 good GCSEs, including English and Maths, compared to 63% of all other pupils.
- Children from poorer backgrounds do worse in their GCSEs on average than their wealthier classmates whichever type of school they are in.
- Young people with poor educational attainment are much more likely to end up not in education, employment or training ([NEET](#)).

## 4. To ponder...

"Good teaching is more a giving of right questions than a giving of right answers." [Josef Albers]

"It's a wonderful thing to be optimistic. It keeps you healthy and it keeps you resilient." [Daniel Kahneman]



Thoughts about Teaching and Learning...  
Let us know so we can share!