

# NEW: INTERLEAVING AND DEVELOPING A METACOGNITIVE APPROACH TO ENGLISH FOR EXAM SUCCESS

CODE 8810

## ABOUT THIS COURSE

This new course aims to provide those who are involved with English teaching; English teachers or English leads; with an overview of how to support students to retain knowledge and skills to prepare students for their GCSE in English Literature. The course will cover how to identify key knowledge and skills that need embedding and how to plan a structured approach to revisiting this knowledge to support student's attainment in GCSE Literature.

We will look at teaching strategies to support the learning of key content to support pupils in the exam process. There will also be explorations into the challenges faced by students in their independent revision of English Literature and strategies to overcome these, as well as an exploration of a range of metacognitive strategies to develop independent learning skills.

## PROGRAMME

TIME

### Evaluating the strengths and weaknesses of your cohorts

10.00 – 10.45am

- Assessing your starting point: how effective is your current assessment practice? What strategies do you currently use? Do they work? Sharing best practice
- Evaluating the strengths and weaknesses of your cohorts: identifying what to interleave and when is the most effective time to do this? Will it be the same for all students?
- Considering the "end game" and assessing which parts of the course content are the most important (not just the content worth the most marks!)

Discussion: coffee break

10.45 – 11.00am

### Strategies to revisit and master content for Shakespeare

11.00 – 12.00pm

- Starting right: building good habits from the start and where to place these in the curriculum plan- is KS4 early enough?
- Practical interleaving strategies to try to develop student confidence and understanding
- Knowledge organisers – how to utilise these for maximum effect and should this be the same for all students? How might knowledge organisers be used to recall plot, character and context?
- How to "over learn" the material- the need to practice, practice, practice and allowing appropriate time for this.
- When to revisit: planning an allocated time to revisit in the form of assessment- should this be "prepped" assessment or blind?

### Approaches to master content for prose and poetry

12.00 – 1.00pm

- "chunking" the content- breaking the plot down into key information
- Mastering the art of retrieval- strategies that work.
- Is there still a place for spaced learning and how might this be used to develop understanding of the prose text?
- Methods to recall structure, writer's intent and plot.
- Engaging flipped learning and it's place within the curriculum- how to pass over the responsibility to the students and use this from the outset
- Dual coding- methods to draw on images and text to strengthen knowledge and understanding.
- The use of summary- embedding synthesis skills to recall content.

Lunch and informal discussion

1.00 – 2.00pm

### Utilising prior learning, modelling and reflection in support of cognitive development

2.00 – 3.30pm

- What is metacognition and why is it important in raising achievement
- Planning and delivering a metacognitive lesson, where might this fit into scheme of learning?
- Maximising prior learning to make the interleaving work for you and your students
- How modelling can be used to encourage independence and accelerated progress
- Plan, do, review – student awareness of their own learning
- Effective reflection – why is it important and how you can utilise it to increase independence

LOCATION/DATE

Online

Friday 12 November 2021

London

Friday 25 February 2022

## COURSE LEADER

**Sarah Eggleton** is an Assistant Head teacher at a secondary school in Manchester with a proven track record for improving student outcomes after turning round an underperforming English department of her own. She is currently Head of English and Assistant Head teacher with whole school responsibility for Literacy, Developing Staff, Parent Engagement and Marking and Feedback. Sarah is particularly passionate about closing the gap and improving students' literacy skills and engagement with reading.

## WHO SHOULD ATTEND?

- Heads of English
- English teachers
- English KS4 leads

## BENEFITS OF ATTENDING

- Gain insightful knowledge into ways to plan for interleaving to maximise student attainment
- Develop tried and tested strategies to embed interleaving and evaluate impact
- Explore ways to revisit and revise content to maximise potential
- Increase your understanding of a range of metacognitive techniques in order to improve independent learning