

Welcoming message from Dr Jeremy Monsen, Tri-borough EPCS Principal Educational Psychologist and the senior management team:

I am very pleased to be able to introduce our Second Edition of the Tri-borough Educational Psychology Consultation Service (EPCS) Newsletter.

The feedback from our first edition on 'Emotional Well-Being and Mental Health' was very positive. I hope you enjoy our new focus on the 'Psychology of Cognition and Learning'.

As you all know from September 2016 we became a 'traded arm's length service' (in keeping with one of the recommendations from the Lamb Inquiry). This means that all the Statutory Educational Psychologist time needed to assess children/young people in schools is directly commissioned by Children's Services Special Educational Needs section (called Tier 1a work). We also provide up to three days free of charge to all state funded schools to support the development of the SEND Legislation (called Tier 2 work). In addition we provide a Traded Offer of EP sessions (called Tier 3 or Traded work). Schools can purchase in a time allocation of EP visits for consultation, assessment, intervention, training and research. All this work can occur at an individual, group or organisational level.

We are able to offer a range of evidenced based approaches for interventions and training, including Cognitive Behavioural Therapy, Mindfulness, the 'Friends' resilience programme and Video Interaction Guidance.

Our service was also awarded the Division of Educational and Child Psychology research grant to undertake a study looking at pupils'



attitudes to inclusion.

Schools can request bespoke training as part of their traded offer but there are also courses run by our service on offer to all schools, such as training for Learning Support Assistants and Teaching Assistants on becoming an Emotional Literacy Support Assistant (ELSA Training). This is a nationally recognised 5-day course designed to skill up TAs to be more effective in working with children and young people who have Social Emotional and Mental Health needs. There will be a course starting in May 2017, so please contact the lead EP, Felicity Record (felicity.record@lbhf.gov.uk) if you are interested.

Please also discuss with your link EP if you are interested in the training on becoming a Nurturing School and running a Nurture Group which is being held next academic year.

We have been delighted that so many of our schools, about 97%, signed up for traded visits for the academic year 2016 to 2017. We look forward to working with you and developing applied educational and child psychology across the Tri-borough area.

Many thanks, *Jeremy* and the EPCS senior management team.

If you would like to get in touch please telephone and/or email me on 07739 315819 or jeremy.monsen@rbkc.gov.uk.

EPCS Newsletter compiled by Dr Sara Darchicourt, Rachel Soares and Catherine Wright; Tri-borough EPCS

TRI-BOROUGH EDUCATIONAL PSYCHOLOGY CONSULTATION SERVICE NEWSLETTER

March 2017

Issue 2— Using Psychology to focus on Cognition and Learning

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OUR MISSION STATEMENT

The core mission of the Tri-borough Educational Psychology Consultation Service is to contribute to raising the attainment and improving the well-being of children and young people, especially those with special educational needs and/or other barriers to their learning and development.

Metacognitive Approaches by Jane Roller, EP working in Kensington and Chelsea schools

There is strong evidence to suggest that the use of 'metacognitive approaches' as part of everyday teaching and learning practice can support high gains in attainment for all students.

What are metacognitive approaches?

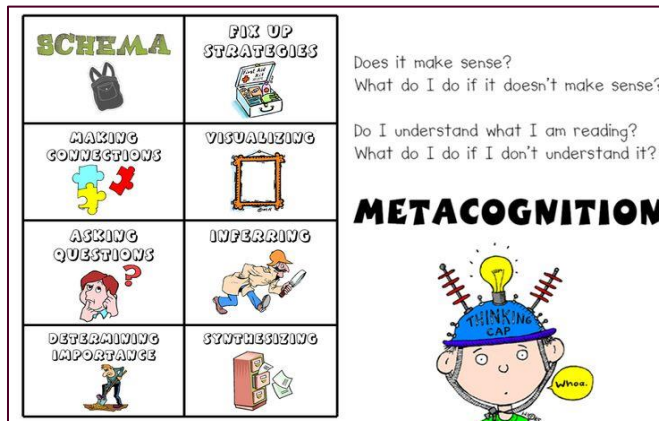
Metacognition is one of those words that no doubt we all feel inadequate to describe! However, metacognition can be thought of as the ability to think about our own learning, in other words, 'knowing what we know and what we don't know'. Metacognitive approaches are those that help learners think and learn about more learning more explicitly.

What sort of skills would demonstrate use of metacognitive strategies?

- Predicting consequence of an action/event (how might it work?)
- Checking results of actions (did it work?)
- Monitoring ongoing activity (how am I doing?)
- Reality testing (does it make sense?)

Why are they effective?

Engaging in the process of selecting skills and strategies to employ, and reflecting on how to employ these effectively is more important for pupils than simply being 'taught' a strategy to use. Pupils with metacognitive awareness are more likely to recognise when a strategy is applicable in a different-looking context and more aware of effective learning characteristics, such as:



- Having their own ideas
- Using what they already know to learn new things
- Choosing ways to do things and finding new ways

Why is this important and why now?

Learning more about metacognitive approaches seems particularly relevant following the Blatchford report's stating findings indicating that the pedagogical role of teaching assistants (TAs) was often 'ineffective' and that those students with the most TA support made significantly less progress. We know that TAs can have a potentially transformative impact on learning by making small adjustments to their practice.

With this in mind several schools across the Tri-borough have been interested in working

with the EPCS to support the development of metacognitive approaches with teaching support staff, with encouraging outcomes. Moreover, research suggests that nationally, a growing number of schools are reaping the benefits of changing the nature of TAs' interactions with students⁵.

If you are interested in learning more about metacognitive approaches or how EPs can support with this, please speak to your school link EP.

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JOHN HATTIE (2008) IDENTIFIED 10 EVIDENCE-BASED TEACHING STRATEGIES THAT HAVE A HIGH-IMPACT ON LEARNING:

1. DIRECT INSTRUCTION
2. STUDY SKILLS
3. SPACED PRACTICE
4. FEEDBACK
5. TEACHING METACOGNITIVE SKILLS
6. TEACHING PROBLEM-SOLVING SKILLS
7. RECIPROCAL TEACHING
8. MASTERY LEARNING
9. CONCEPT MAPPING
10. WORKED EXAMPLES

Tri-Borough EPCS Team News!

In September 2016, the Tri-borough was delighted to welcome two new Trainee Educational Psychologists! Jasmine Brown is training at UCL Institute of Education and is working in RBKC schools. Jasmine will be completing her doctorate research on the experiences of break times for pupils with SEN attending mainstream primary schools and how the provision that is in place for pupils with SEN at break times impacts on levels of peer contact. Gillian O'Shea is training at the Tavistock and Portman Clinic and is working mainly in Hammersmith and Fulham schools. Gillian is hoping to explore the sense of school belonging of European migrants in our secondary schools for her doctoral research. Both trainees are supervised by experienced, qualified Educational Psychologists and are currently in their second year of training on the Doctorate in Educational Psychology course. We wish them all the best in their training and research!

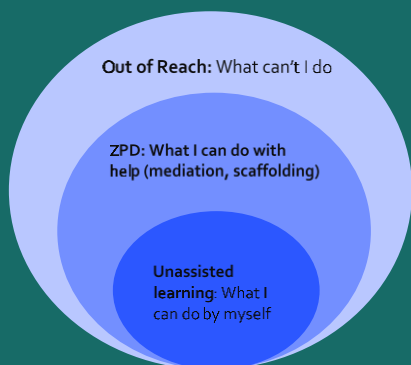
Over the last few months the Tri-borough has also welcomed Dr Sara Roberts, Gráinne McDonnell and Yota Mannis to the service. They are working in schools across Tri-borough. We have also been delighted that Dr Polly Grant has been continuing to work in the Tri-borough following the completion of her training placement with us in July 2016. We have also been delighted to welcome back Alison Russell, one of our Senior Eps, from maternity leave from September 2016.

Finally, we hope you will join us in congratulating both Dr Louise Edgington and Dr Susan Lipkin in welcoming their new baby boys. Both are currently on maternity leave this academic year.

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THE ZONE OF PROXIMAL DEVELOPMENT (VYGOTSKY, 1978)



THE ZPD IS THE DIFFERENCE BETWEEN WHAT A LEARNER CAN DO WITHOUT HELP AND WHAT S/HE CAN DO WITH HELP

Working Dynamically to Improve Cognition

Erik Dwyer, EP working in Hammersmith & Fulham schools

We often think of intelligence as a rather static feature of ourselves, something that we are 'born with' and that does not change much with time. A large part of why so many people think this is because of psychologists!

However, most psychologists no longer believe intelligence to be a static trait. The cognitive psychologist Reuven Feuerstein (2002) said:

'Intelligence is the propensity of the organism to modify itself when confronted with the need to do so, in order to better adapt to the increasingly new and complex situations of its existence'.

Intelligence is essentially something that is flexible and adaptable and that changes over time. Feuerstein viewed 'low functioning' as linked to 'cultural difference' and 'cultural deprivation' in that the person has not been placed in situations that have enabled them to develop cognitively.

Vygotsky taught us to look just beyond the child's current capabilities and to scaffold their development accordingly.

We believe that intelligence should therefore be seen as a state that is open to change and as a 'process' rather than an object to be measured.

Dynamic assessment addresses the question of, 'how does this person learn?'

Dynamic forms of assessment are therefore used to identify strengths and weaknesses in process skills or cognitive functions of the learner and to help suggest next steps, to improve the learner's key areas of cognition.

Intervention becomes an integral part of the assessment process. The dynamic assessments themselves can be used and adapted to promote learning and cognition, unlike standardised assessments.

Assessment should involve: looking at the style of intervention; use of language, level of assistance, reflection, focus on process, reduction of impulsiveness, checking work, and verbalising the rules, etc.

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Mediated Learning by Rachel Soares, Trainee EP at Tavistock and Portman Clinic working in H&F schools

Mediated Learning Experiences were first described by Feuerstein. He developed the theory during his role in assessing orphaned and refugee children who had survived the holocaust following WWII. Influenced by the works of Vygotsky, Feuerstein believed in the centrality of others in the learning process, and made a clear distinction between unassisted and assisted learning.

What is Mediated Learning?

- A style of teaching
- It uses questions to help learners discover the next step in solving problems
- It recognises where the learner is at, and where they need to get to
- It makes links with previous experiences to generalise skills

In a mediated learning experience, the mediator observes the learner, assesses and adjusts the learning experience, and improves their performance on a task.

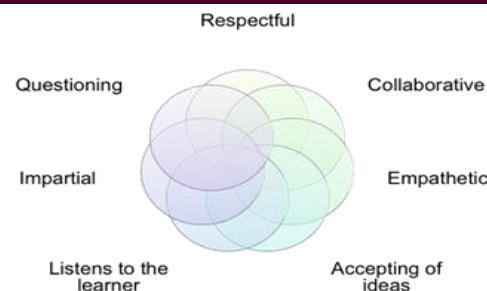
The mediator gathers information to understand the impact of emotions and motivations on learning.

The Goals of Mediation

- To develop and strengthen specific cognitive skills
- To teach vocabulary, concepts, operations, and relationships needed for successful problem solving
- To increase intrinsic motivation (i.e. wanting to do a task out of interest, rather than external reward)
- To encourage reflective thinking and insight into why we are successful and why we fail in learning (metacognition)
- To raise the learner's awareness of themselves as being an active and independent learner

A Good Mediator

- Points out learning strategies
- Facilitates learning but doesn't force solutions
- Raises motivation, interest and optimism for intrinsic motivation and awareness of success
- Gives a sense of moving forward
- Breaks down the task
- Creates challenge and learns with the young person!



Mediated Learning experiences provide the process by which cognitive flexibility can be developed. Improved cognition is not seen to stem from a knowledge-based curriculum, rather from a range of interventions that provide the underpinning sets of learning tools and behaviours (Deutsch, 2003).

Many of our EPs are discussing Mediated Learning through consultation around individual children and young people, as well as in training for staff groups, from Nursery through to Sixth Form.

If you are interested in finding out how you can integrate Mediation into practice in your school, please speak to your link EP.

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Precision Teaching

Dr Sara Darchicourt, EP working in Westminster Schools

Reading and spelling are complex processes which, when fluent, bring many different skills and knowledge together. Research has identified the benefits of teaching phonemic skills in a way that ensures high levels of accuracy and fluency. One of the most effective teaching strategies for ensuring high levels of fluency and accuracy is Precision Teaching (PT).

PT is a method of precisely finding out which teaching approaches work and then using them! It is a way of ensuring skills are taught to such a high level that forgetting is minimized.

PT tells us to make teaching and learning an experience that:

- Is 'distributed' (delivered daily for 10 minutes)
- Emphasises accuracy and fluency
- Interleaves the curricula
- Teaches the most useful skills first
- Is systematic and tightly monitored
- Is formative
- Allows the voice of the child to be heard
- Ensures success and positive feedback—through a careful 'match'.

Daily PT model

Teaching	Probing	Charting
Short teaching sequence focussed on small steps of progress 5 - 9 minutes	Usually a one minute test of learning	With the child - charting the results of the test & Talking about the progress and objectives

review

Precision Teaching provides regular practice on very specific teaching targets using 'probes' to practice and monitor progress towards the target. Probes monitor or probe the extent to which the pupil is accurate and fluent in that skill area. Probes have been used for many years to learn in many different skill areas and can take many forms from lists of words to pages of sums.

The basic components of precision teaching are that it:

- Specifies desired pupil performance in observable, measurable terms.
- Records the performance on a daily basis.
- Charts performance on a daily basis.
- Records teacher behaviour or teaching approach in relation to pupil performance.
- Analyses the data to determine:

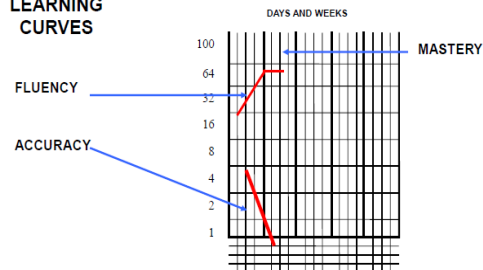
- Whether progress is satisfactory
- Whether changes are needed in the teaching approach in order to maintain or accelerate progress.

- All children can learn if taught in a way that builds their self-esteem and allows them to succeed.

When can PT be used?

PT can be applied to areas of the curriculum that can be broken down into clear objectives, e.g. numeracy and literacy skills. It works well

LEARNING CURVES



for pupils who:

- Are making little or no progress in an area.
- Require support to positively accelerate their rate of skill acquisition
- Have difficulty in developing basic skills
- Need carefully planned learning experiences
- When development of speed is essential for progress, for example:
 - Ψ Phonics
 - Ψ Sight vocabulary
 - Ψ Spelling high frequency words
 - Ψ Number recognition
 - Ψ Number bonds

-It can be used in early years, primary and secondary settings.

If you are interested in finding out how you can introduce Precision Teaching in your school, please speak to your link school EP.

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Precision Teaching – a Headteacher's Perspective

Miles Ridley; St Peter's Eaton Square C of E Primary, Lower Belgrave Street

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For many years as a class teacher, SENCo and school leader I have been looking for a model of intervention which is both adaptable enough to be used in a range of learning support programmes (literacy, numeracy, communication, and interaction), measurable and time limited. The Precision Teaching model appears to be just such an intervention. It is flexible, easily used by TAs, learning assistants or teachers in one-to-one situations and at a limited, or no, cost in terms of resources. I thoroughly recommend it.

TRI-BOROUGH EPCS STATISTICS

Helen Kerslake, Tri-borough Assistant Principal Educational Psychologist

For the last 2 years we have been collecting information about the children and young people we were involved with in our schools and settings. The 2014-15 stats have now been analysed by the schools' data team. In 2014-15 the Tri-borough EPS were involved with just under 1200 children and young people.

27% female	73% male
41% Summer Born (Born May, June, July, August) (as compared to a 33% of all pupils on roll in our schools)	
39% were receiving Free School Meals (as compared with 24% of all pupils on role)	
47% EAL (as compared with 55% of all pupils on role)	
79% Ethnic Minority (as compared with 80% of all pupils on role)	
Primary SEN	
Cognition and learning	36% of EP involvements
Communication and Interaction	36% of EP involvements
Social Emotional Mental Health	21% of EP involvements
Sensory and/or physical	7% of EP involvements

Summer-Born Pupils: What's the Evidence?

In Tri-Borough schools 41% of the pupils we were involved with last year were born between 1st May and 31st August (only 33% of all pupils). So summer-born children are over represented in our work. For decades, research has found children born at the end of the academic year are more likely to struggle at school than those born between September and December, but some don't have difficulties learning, they just need time to catch up with their older peers. Even when pupils have had the same amount of time in school, the oldest have been alive for longer, giving their brain longer to develop and more time interacting with their parents, siblings, and the world. The evidence suggests that birthdate effects are the result of lower levels of maturity in the physical, cognitive, social, and emotional domains. These factors may act independently, or more likely, inter-dependently, in contributing to the type and level of birthdate effects.

An important group of children who can be 'doubly disadvantaged' are those born prematurely. Extremely preterm children born at 26 weeks or less (3-4 months early) remain at high risk for learning difficulties and poor attainment in middle childhood. Many of these preterm children are disadvantaged again by entering school a whole year early, when their expected date of birth would make them fall into the younger year group. The DfE guidelines suggest local authorities should take prematurity into account as a 'relevant factor' when considering parental requests to be admitted to a reception class in the September following their fifth birthday.

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