

# Relay

Raleigh Education Trust Bulletin

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#### Meno Academy

5-minute shots of  
subject knowledge



#### Edu-blog Spotlight

Impulse buying in  
the classroom



#### EEF

Updates and focus on  
maths

## AI Guidance in Schools

This new free guide for school leaders, “Understanding AI for School: tips for school leaders” is a collaboration between Teacher Development Trust (TDT) and the International Society for Technology in Education (ISTE), supported by the Association of School and College Leaders (ASCL), the Confederation of School Trusts (CST) and the National Association of Headteachers (NAHT), aiming to support schools to prepare for the increased presence of AI in all aspects of education.

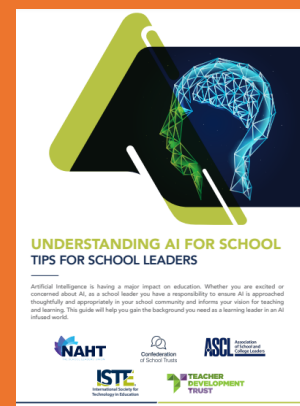
The guide contains an in-depth look at what AI is and the various forms this can take including *reactive* (responding to input e.g. Alexa), *predictive* (analysing data to predict events e.g. Netflix recommendations), and *generative* (creating new content, e.g. ChatGPT), alongside the implications for education.

It specifically focuses on the 'challenges and opportunities' of generative AI and offers some guiding principles 'for school leaders to navigate the rapidly changing AI landscape', considering the suggestion that 67% of UK secondary students are already using chatbots such as ChatGPT to complete homework and it is not possible to reliably detect use.

There are practical strategies for schools to approach AI with a 'three-pronged' approach, including how to offer staff an opportunity to consider its use and learn about AI together. The guide concludes with an FAQ section addressing common concerns.

## 3-Pronged Approach

- Learn More
- Prepare Staff
- Explore Together



[https://tdtrust.org/2023/09/08/  
download-understanding-ai-for-school  
-tips-for-school-leaders/](https://tdtrust.org/2023/09/08/download-understanding-ai-for-school-tips-for-school-leaders/)

# Derby Research School CPD 23-34

Derby Research School have published their CPD programme for 2023-24 and it is packed with development opportunities that schools across our local area can use to engage with research and improve outcomes for pupils.

The offer is viewed through the 'three-tiered' lens championed by the Research Schools Network: whole-school approach, targeted academic support, and wider strategies. There is a selection of ongoing and one-day programmes

covering pedagogical themes such as knowledge organisers and oracy; subject specific support, and addressing disadvantage through use of pupil premium funding.



There are details of the Primary Subject Leader Network which 'provides an opportunity for subject leaders to keep up to date with current thinking about the development of their subject and to network, discuss central themes and share good practice' in subjects including: EYFS, MFL, English, computing, science, outdoor learning, history and geography.

For details of fees and booking information, visit their website: <https://bit.ly/46MNPMP>

## Using Games in Mathematics

The Education Endowment Foundation have published a series of guidance reports to support schools implement 'best bet', evidence-based strategies, and frequently offer practical examples of these in practice. In a recent article, Grace Coker, the EEF's content specialist for Mathematics, introduces a graphic which summarises the role games can play in supporting children's mathematical development.

Using research evidence to find 'best bets' for decisions around practice offers a platform to try new ideas and make informed decisions, alongside knowledge of your setting and pupils, about which approaches to implement and those to avoid.

The article focuses on the EEF's 'Improving Mathematics in the Early Years and Key Stage 1' guidance report, specifically recommendation 2 which 'highlights the importance of exploring mathematics through different contexts, including books, puzzles, songs, rhymes, and games.' This can include contexts that make learning relevant to children, engage them in their learning and support them to make connections.

The graphic summarises the evidence about the benefits of using mathematical games, and the article offers a series of questions to help teachers reflect on their practice:

Are mathematical games a motivating context for the children you work with?

What is the purpose of the mathematical game?

At what point should they be used in the lesson sequence and for what reason?

Can games be adapted so they have greater benefits to children's mathematical learning?

What is the adult role when children are playing a mathematical game?



Full article: <https://bit.ly/3ZY9gbv>

Improving Mathematics in the Early Years and Key Stage 1 guidance report: <https://bit.ly/3FhMvWt>

# Edu-blog Spotlight

Tom Brassington is a primary teacher and author based in the Midlands. He blogs at [tombrassington.wixsite.com/brassoblogs/](https://tombrassington.wixsite.com/brassoblogs/) and tweets as [@brassoteach](https://twitter.com/brassoteach)



In this post, Tom Brassington reflects on his own habit of impulse buying and thinks about how a Sid Hawkins Stern article, in which he describes four different types of impulse purchases, can be made relevant to the classroom.

The four types are describe as:

- Pure Impulse Buying - normal patterns of consumption are broken.
- Reminder Impulse Buying - when seeing an item reminds the consumer they needed it.
- Suggestion Impulse Buying - when something is bought on initial encounter.
- Planned Impulse Buying - when the final decision is made in-store.

Tom suggests that 'If we were to change the 'buying' from Stern's article to 'buy-in' for our classrooms and curriculum, maybe we have some models for inclusive and engaging learning.' and outlines what each of these could mean

He sees 'Pure Impulse Buying' for when routines are well embedded and a lesson is suddenly broken up with a different activity, like an author visit in normal reading time (with recognition that some pupils require preparation for change).

'Reminder Impulse Buying' is used to describe how we utilise retrieval practice; building in opportunities to remind children of what they already know and link to current topics.

'Suggestion Impulse Buying', where we buy something on first sight, is likened to giving children opportunities to do things they've never done before - a 'hook' to buy-in, broadening their 'educational landscape'. The final type is 'Planned Impulse Buying' which he suggests is where we already have the trust of children and they are willing to let us lead their learning, even if they aren't initially caught by it. As Tom concludes, he wants 'the children in my class to be unable to resist the impulse to learn because the offer is too tempting.'

Full post with comments here: <https://bit.ly/3Ff71am>

## Cognitive Bias of the Half-term

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

### *Clustering Illusion*

The clustering illusion is the tendency of people to consider random 'streaks' (both good and bad) to be non-random.

This is caused by a tendency to underpredict the amount of variability in a small sample of data.

## Tried and Tested

Teachers, especially those in primary settings, are expected to know a lot of information about a lot of different subjects, and it doesn't matter how interesting you find a topic, it's hard to keep up and this can take its toll on confidence. Step up Meno Academy, with a growing library of five minute subject knowledge videos that you can 'watch over your cornflakes'.

Built by highly experienced teacher and curriculum developer, Jon Hutchinson, and professional video producer, Charlie Brunskill, Meno Academy is designed to remove the need for teachers to scour books, podcasts and websites to improve their foundational subject knowledge.

Engage with topics such as Prehistoric Britain, Ancient Sumer and Early Islamic Civilisation; with a promise of focus videos coming soon.

[www.meno.academy](http://www.meno.academy)

