

Teaching and Learning Monthly Newsletter

SHARPLES
SCHOOL



November 2024



Resilience!

With the nights drawing in and darkness enshrouding many of our journeys, you can be forgiven to feel a little disheartened with the darkness that is all around us!

Despite this, we've all found the resilience within ourselves to keep going!

Everyday, we turn up for our students. We are relentless in what we do, we don't give up and we don't give students the opportunity to do less than what we expect.

By doing this, we teach students about more than our subjects. We instill in them ideas of independence, organisation, motivation and determination. We are models of behaviour and showcasing the resilience we have is a great tool to share with students.

I have personally found great joy in seeing the work around the revision toolkit with Y9 take place since the start of November.

Students have shown passion, enthusiasm and appreciation for the revision sessions that have been taking place on a Monday morning.

They have learnt about how to revise, but more importantly, have learnt about resilience and continually striving to improve. They want to know more and be able to do more and I'm sure we all know this is the crux of every curriculum.

If we continue to provide quality first teaching, instil a sense of resilience and motivation within the classroom, there is nothing either our students or ourselves cannot do.

I hope you enjoy this month's newsletter and have enjoyed Autumn 2 so far!

In this newsletter you can expect:

Article on fostering resilience in the classroom and in PE - JBA

Sharples Shoutouts and Celebrations!

National College Recommendations

CPD Book Recommendations

X / Twitter Shoutouts

ECT / ITT Section



Fostering Resilience in the Classroom

With the recent PPEs that have taken place and in some subjects, KS3 mid unit assessments, it is often that students start to feel a little overwhelmed or even deflated when receiving their test scores back. The problem starts to unravel when students feel like there is no avenue for them to succeed. If they fail once and then again and then again, it may feel like a never ending cycle of disappointment - why would they want to try?

As a classroom practitioner, you play a vital role in fostering resilience in both yourself and your students. Resilience is the ability to overcome obstacles and adapt to change, and it is a critical skill that can lead to academic and personal success. Inclusive education supports settings where each student may study and feel appreciated as a member of the wider society (Moriña, 2017), resilience is key to this acceptance.



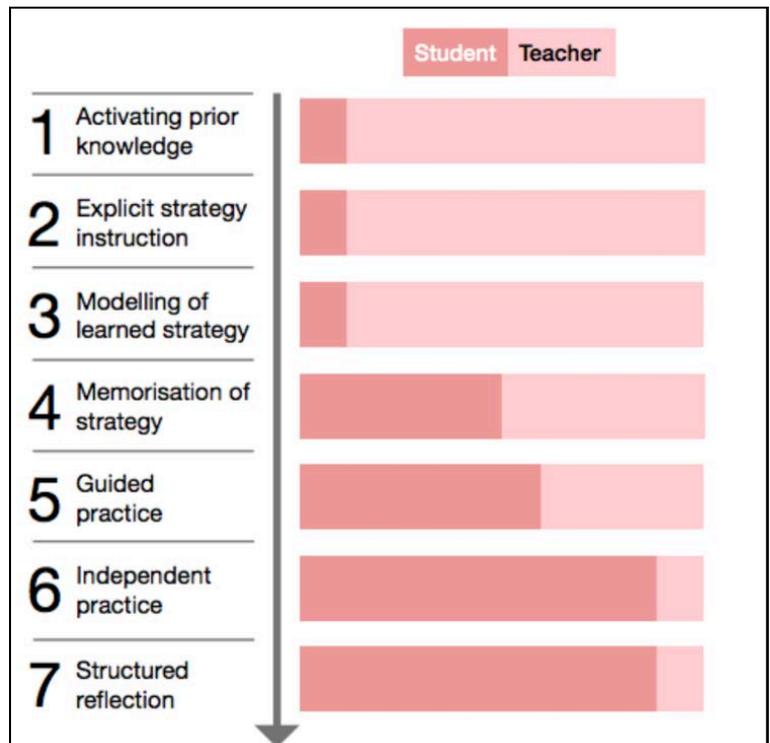
Resilience is a crucial skill that enables individuals to cope with setbacks and bounce back from difficult situations. Fostering resilience in students is particularly important in the classroom, where they face academic and social challenges that can impact their well-being and academic performance.

Resilience is not just about bouncing back but also about growing and thriving in the face of adversity. By **developing resilience**, students can learn to adapt to change, develop problem-solving skills, and cultivate a growth mindset that empowers them to overcome obstacles. So how can we firstly, build a culture of resilience, but also, instil a sense of growth in all students?

1.Show them you also make mistakes - modelling!

It seems like a simple process, but modelling is vital in the classroom. Every classroom is equipped with a visualiser to support the modelling process. Modelling can take a variety of forms, you may want to use WAGOLLS that are pre-prepared, however, writing an answer in real time, questioning students constantly and using cold calling to make sure everyone is always thinking, is the key to successful modelling. It allows all students to ensure the work is achievable, and allows for scaffolding before independent work.

The EEF recommends the following when it comes to metacognition. It is clear to see that by using guided practice before leading to independent practice and reflection, students feel supported and can develop more metacognitive skills such as evaluation and resilience.



2. Highlight what success looks like and make it seem achievable

The idea of success should not be an unachievable or distant concept to students. I always like to begin the year by showing Y11 students the results of the previous year. If they can do it, why can't you? I talk about students that they know and looked up to when they were in Y10. Before Y11s leave, I ask them to leave me any revision material they completed in the build up to their exams, this way I can show the new Y11s what success looks like. I also use old answers as models, if they're written by students their age and with the same background it becomes more relatable. The argument of "Well this is your job!" becomes irrelevant!



3. Praise students when they accomplish something they have put their mind to.

Low self-beliefs can hinder students' learning (Bong and Skaalvik, 2003). Self-concept is a student's perception of their attainment level, primarily formed through social comparisons to others of the same perceived attainment (Peiffer et al., 2020). It is imperative that we are praising students for their hard work and determination, rather than natural abilities.

4. SMART goals.

Goal setting is a good practice for students of all ages to learn to set measurable goals, improve time management skills, and achieve milestones in their personal development. Good goals for students can be career goals, life goals, as well as personal goals.



5. Look after yourself and your own wellbeing!

Resilience is what allows us to bounce back everyday and we need to make sure we are looking after ourselves as well as the students! Resilience is not about being 'tough' on a permanent basis – it is generally regarded as emotional flexibility, the ability to stretch under pressure and bounce back after a challenging experience. As such, resilience helps us to maintain our wellbeing in difficult circumstances. Schools and classrooms can be demanding environments, partly because not every student is in the classroom ready to learn and partly because successful teaching and learning require high levels of cognitive, social and emotional investment.

Resilience can help teachers respond effectively to this and the challenges they may encounter.

So, setting the habits and behaviours of resilience is essential as you develop in your early years of teaching, not only for your role as a classroom teacher, but throughout your career.



6. Make use of formative feedback.

Praise and address misconceptions continuously. Know your students well - come back to the ones who have struggled previously!

Staff at Sharples use a range of formative assessment tools: MWB, silent starters, low stakes quizzing, active listening checks, questioning and more! By using these formative assessment tools, staff should be able to use the information they have collected and address misconceptions in real time. Evidence shows that feedback needs to be given immediately for it to be most effective. The more students recognise the constant feedback they are given, the more likely it is the students feel like they can achieve their goals!

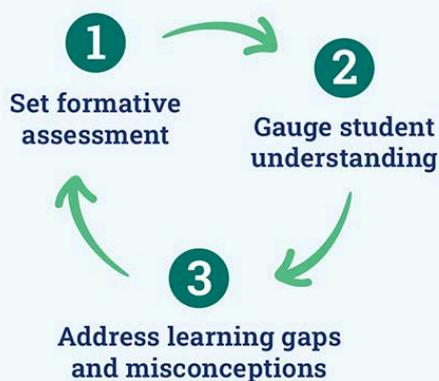
Overall, it's important to understand what small-step towards success look like for an individual. If you're running a 5k race.. it's all about personal bests, not beating the rest of the runners. In many scenarios, success has to be individualised based on where a student is right now and where they want to end up. Resilience and continuous perseverance are vital to the success of all our students.

RESILIENCE IS..



- **BOUNCING BACK WHEN THERE ARE SETBACKS!**
- **NOT GIVING UP TOO EASILY!**
- **ASKING FOR HELP AND SUPPORT WHEN NEEDED**
- **BEING ABLE TO SEE SUCCESS IN THE SMALL STEPS!**

The formative assessment cycle.



Jaren Baldwin has written a great article on the use of resilience in PE.

Building Resilience in Physical Education: A Key Component of the UK National Curriculum

Physical Education (PE) plays a vital role in promoting holistic development in students, helping them to grow not only physically but also mentally and emotionally. One of the most valuable skills PE fosters is resilience—an essential attribute that enables students to face challenges, cope with setbacks, and thrive in both competitive and non-competitive environments. In the context of the UK National Curriculum for PE, building resilience is crucial for supporting students in developing a lifelong love of physical activity and overcoming personal and social challenges. This article explores how PE lessons, as outlined in the National Curriculum, can cultivate resilience and why it is a critical component of student development.

The PE department at Sharples has a key word each term relating to character development and last term it was resilience. Posters are displayed all over the Health Hub promoting the word with the definition and staff will make reference to resilience during lessons and extra curricular clubs to highlight its importance and look to relate resilience in PE to situations outside of the subject so pupils can see the bigger picture within lessons and the challenges they face.



The Role of Resilience in Physical Education

Resilience refers to the ability to recover quickly from difficulties, adapt to adversity, and persist in the face of obstacles. In PE, resilience is developed through experiences that challenge students physically, emotionally, and socially. Whether in a team sport, individual exercise, or cooperative game, PE provides numerous opportunities for students to learn how to persevere, manage disappointment, and build a growth mindset.

The National Curriculum for PE sets out clear objectives for schools to deliver high-quality physical education that promotes fitness, teamwork, and well-being. Resilience is woven into these goals, with the curriculum emphasizing the importance of developing skills like perseverance, self-discipline, and the ability to manage personal challenges in physical contexts.

How the National Curriculum Promotes Resilience in PE

1. Developing Physical Competence and Confidence

One of the key aims of PE, as per the National Curriculum, is for students to develop competence in a broad range of physical activities. Mastering new skills, whether it's learning how to swim, playing a new sport, or improving athletic performance, can be challenging. These challenges provide opportunities for students to build resilience. They learn that success comes through practice, perseverance, and adapting to failure. For example, a student who struggles with a particular movement or skill in gymnastics learns to cope with frustration and gradually improves through sustained effort.

2. Encouraging Risk-Taking and Goal Setting

The National Curriculum stresses the importance of setting realistic goals and challenging personal limits. By participating in activities that involve calculated risks (such as climbing, jumping, or attempting a new athletic skill), students learn how to approach unfamiliar situations with confidence. Resilience is built when students experience both success and failure in achieving these goals, understanding that setbacks are an integral part of the learning process.

3. Promoting Positive Social Interactions

Team sports, cooperative games, and group activities are central to the PE curriculum. These opportunities help students develop social resilience, learning how to work with others, manage conflicts, and support peers. When working as part of a team, students learn to overcome adversity together, and individual resilience is enhanced by the collective spirit. Even in individual sports like athletics or swimming, students often face competition, which helps them develop emotional resilience, learning to manage both victory and defeat with maturity and sportsmanship.

4. Developing a Growth Mindset

The National Curriculum encourages the development of a growth mindset, a concept popularized by psychologist Carol Dweck. Students who adopt a growth mindset understand that their abilities are not fixed but can improve with effort and practice. In PE, students are frequently faced with the need to adapt and improve. Whether it's refining a skill, understanding game tactics, or improving physical fitness, the process of learning and developing encourages students to persist in the face of challenges and embrace the concept of "failure as learning."

5. Fostering Mental and Emotional Well-being

Building resilience in PE is not limited to physical endurance but also includes developing emotional fortitude. The National Curriculum recognizes the role of PE in promoting mental well-being and reducing stress. Physical activity has long been linked to improved mental health, and regular participation in PE lessons gives students the tools to cope with anxiety, frustration, and emotional setbacks. When students learn how to focus on their bodies and engage in mindful movement, they become more adept at managing stress in all aspects of their lives.

Practical Strategies for Building Resilience in PE

To ensure resilience is nurtured effectively within the PE curriculum, teachers can adopt several practical strategies:

- **Encourage Reflection and Self-Assessment:** After completing a physical task or activity, provide time for students to reflect on their performance. What challenges did they face? What strategies did they use to overcome them? This reflection can help reinforce the value of persistence and the learning process.
- **Model Resilience:** Teachers should demonstrate resilience in their own attitudes and actions, especially when things do not go as planned. By showing students that setbacks are part of growth, teachers can create a supportive environment where mistakes are viewed as opportunities for learning.



Differentiation: PE lessons should be designed to cater to different abilities. Providing students with tasks that challenge them without overwhelming them allows them to experience manageable success and feel a sense of achievement.

- Praise Effort, Not Just Success: Highlighting the importance of effort rather than just the outcome helps students develop resilience. Praising persistence, determination, and improvement encourages students to value the process over the result.

- Incorporate Mindfulness Techniques: Introducing students to mindfulness practices such as deep breathing, relaxation techniques, or visualisation strategies can help them stay focused and manage stress during physical activities.

Conclusion

Building resilience in Physical Education is an essential aspect of student development that goes hand in hand with the aims of the UK National Curriculum. By promoting physical competence, emotional resilience, and social skills, PE provides students with the tools they need to navigate the challenges they encounter in their academic and personal lives. Resilient students are not only more likely to succeed in sports and physical activities but are also better equipped to handle the inevitable challenges they will face in other areas of life. Through thoughtful and inclusive PE instruction, schools can foster the resilience that empowers students to grow into confident, motivated, and emotionally intelligent individuals.



SHARPLES CELEBRATES!



Each month we want to shout out teachers who want to share excellent practice! The first 3 teachers to email n.ayub@sharplesschool.co.uk with an example of brilliant practice will receive a box of celebrations delivered to their classroom!



Matthew Fowlds

Matthew has extremely high expectations of his classes and always goes above and beyond to consider how to get the best out of his students. He continually thinks about how he can improve resources for his students and what he can do to support them. He has recently developed revision knowledge booklets for his students to support them in their studies.



Naznin Patel

Naznin is an extremely passionate practitioner and is always keen to ensure her students are being given the best opportunities possible.

She recently attended an AQA CPD session and shared her learning with her department to support all Y11 students with their studies.



Alice Keegan

Alice has high expectations of all her classes. She has developed a strong relationship with students where they feel comfortable to try out new ideas and experiences.

It was great to see so many students speaking positively about Music and the technical elements of it.

Reviews

'I enjoyed this course and has inspired me to promote independent learning and building resilience in my sessions'

'Feedback should relate to the learning goals' was a memorable quote.



Fostering an Independent Learning Culture to Build Resilience

This webinar explains how to establish a culture of independent learning to help pupils develop resilience and self-reliance, and motivate them to prepare for exams.

[CLICK HERE](#)

Reviews

'From my experience with teaching, the children are influenced by social media therefore it is necessary to control what they see and watch and teach them to have strong personality and not be easy affected'

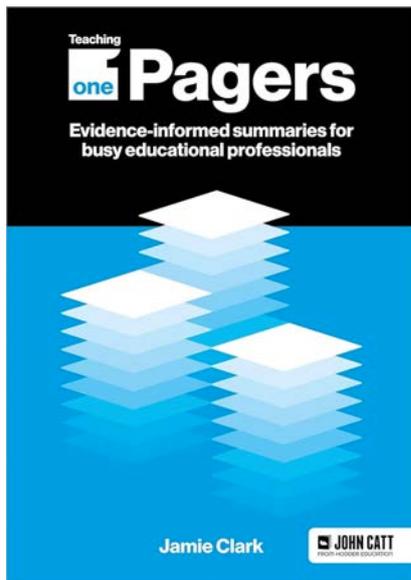


How to Support Children in Building Digital Resilience

This webinar provides school staff with an understanding into how schools can implement and promote digital resilience in line with government guidance.

[CLICK HERE](#)

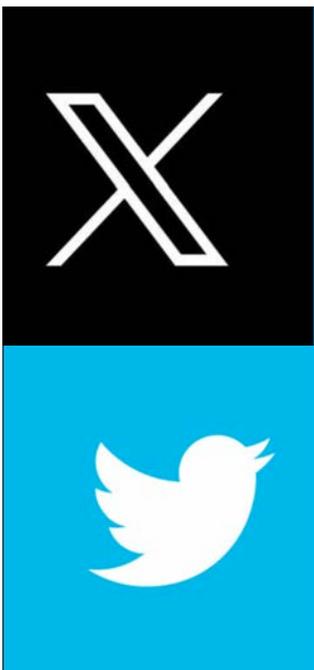
Book and Twitter (X) Recommendations



Teaching: One Pagers

This little handbook contains tons of teaching tips for individuals at any stage of their career. It gives practical strategies on raising engagement, questioning, scaffolding, modelling and more.

Please email n.ayub@sharplesschool.co.uk if you would like to borrow!



Resilience in Young People

A thread that links to an article in The Observer on the importance of resilience in young people.

[Click here to open the link!](#)

Happy Reading!



Top Tips for ECTs - @Mrsstricky on X

Whilst on Twitter the other day I came across an excellent thread by Mr Greenwood (@teachenglish_eg) and with his permission, I have collated his thread into a post.

1. Stay as organised as possible.

It can be really tough balancing lots of classes, but organising your computer, files, books, equipment etc. is a must for me. When I'm really busy, or it feels like a lot, I write notes/reminders on my phone for the day. Ticking off feels good!

I completely echo this statement. As an Induction Lead, one of the first things I discuss with my ECTs is the need for organisation. I highly recommend lists too - whether digital or paper based. My preference is paper based - there's nothing more satisfying than crossing through something on a bit of paper with a sharpie! BE GONE TASK!

2. Make sure you take time for lunch!

There is very little time in a school day that you get to yourself. But allow yourself time to have lunch away from the pressures of the day. I like to catch up with colleagues - it's definitely improved my well-being.

This is an absolute must. During the school day within one of the breaks, make a point of going to a staff area, sitting down and eating. Teachers are terrible for "pushing through" and not actually eating or looking after themselves properly. I would also add to this and say that you need to ensure you're drinking enough water so make sure you have a decent drink whilst you're sitting down for lunch.

3. Focus on relationships.

This might seem like an obvious one, but for me, positive relationships are the absolute bread and butter of teaching. Positive relationships with staff and students can make work so enjoyable and rewarding.

Mr Greenwood is absolutely spot on here. Not only does building positive relationships make us happier, improve our feelings of security, and provide meaning to our lives, it also affects both mental and physical health. Having meaningful interactions with colleagues adds value to your days above just completing work and means that you are less likely to get burned out during busy periods. Positive work relationships also help to make us feel valued, involved, and secure in our jobs, rather than isolated in the workplace.

4. Don't spend hours and hours planning.

We've all been there - that lesson that you tweak and tweak to get perfect. Try to avoid spending too long planning, as after a while, the limited extra impact on student learning isn't worth the extra time. Trust your judgment.

He is right here. It's so easy to get bogged down in making everything perfect and as an old northern phrase goes "don't over egg the cake" - meaning if you keep trying to "perfect" something, it'll just end up a mess. If you can, do some collaborative or joint planning to speed up the process - two brains are often better than one.

5. Don't beat yourself up.

Everyone has (many) 'bad' lessons - even extremely experienced teachers. Don't get bogged down or beat yourself up over it. Learn from it and go again. The good outweighs the bad!

There will be many times where your lessons don't go to plan and the feedback you receive is not as positive as you would have liked. It happens to everyone - EVERY TEACHER. The key point, as Mr Greenwood says, is to learn from it. Use the feedback to improve your practice and ultimately don't dwell on the negative. Treat it as a development point, learn from it and go again.

6. Learn to say no.

As an ECT, or a teacher in general, you need to learn to not say yes to everything. Prioritise your goals and workload.



I Absolutely agree with this one and it goes for any teacher at any stage of their career. You can do anything, but you cannot do everything. Sometimes you need to be selfish and prioritise yourself. Limit the times you say yes to those things that will help you.

7. Seek advice from peers.

Teaching for me, is the most supportive profession out there. If you are struggling with anything, or need some advice - seek it. You will find that so many people are willing to help.

Another excellent point here, if you need help, advice or just simply want to bounce an idea around there are people out there. You will have a range of colleagues in school you can go to for in-person advice and then of course there's the world of [#edutwitter](#) too.

8. Plan for marking

Marking - we all have it! Try to plan time for marking, as there is nothing worse than having piles and piles of it. I like to avoid distractions and get large parts done in a big chunk, but find a way that works for you.

Whether you plan one late evening in the week to get a big chunk of marking done or whether you decide to do a little each day - plan when you are going to mark and stick to it. As Mr Greenwood says, you need to find a way that works for you but you do need to find that way. Use your planner, write lists and stick to them - it will all help.

9. Have some 'you' time

If you're there early, don't stay late (and vice versa). Try to allow yourself space away from work to be able to fully switch off. I give myself at least one full weekend day that is mine. I don't even think about work on that day. You are important.

If you go back to one of my early posts about burnout, you can read more about why taking some “you time” is important. You need to block out some time that is just for you. Keep that gym class, stay on that sports team or keep that regular Sunday lunch with your Gran - just make sure there is a time and a place for you to completely switch off from work. You will thank yourself in the long run - especially when it comes to the “school holiday flu” we often get. This creeps in because we’ve finally relaxed after working at maximum capacity for a long number of weeks - which is not healthy. If you maintain that weekly switch off during a term, you’ll reduce the negative impacts of working too hard for too long.

10. Final one - glue sticks.

Protect them at all costs. It’s a vicious world out there. 😂

Not just Glue Sticks... board pens, staplers and hole punchers are also “high ticket items” in schools that will just “disappear” if you haven't got your name all over it! I suggest a locked box... or at least a locked cupboard where you can keep YOUR glue sticks. Never, ever lend those out without some kind of collateral being handed over first!

You can contact Mr Greenwood over on Twitter. He states his DMs are open for anyone who wants any advice!

Have you got any further tips, advice or words of wisdom for the next cohort of ECTs? Let me know!

<https://www.teachwithmrst.com/post/top-tips-for-ects>

