

RBC HELLO 2 Celebration Conference

Madejski Stadium

13th July 2017

9.30AM - 4PM

Agenda

- 9 - 9.30 Registration, coffee & pastries - stalls open
- 9.30 - 10 Welcome & introduction to the project
- 10 - 11 Vocabulary matters - Dr Rhona Stainthorp
- 11 - 11.30 Break, stalls & networking
- 11.30 - 12.30 The role of the environment - Dr Helen Bilton
- 12.30 - 1.30 Lunch, stalls & networking
- 1.30 - 2.30 How filming helped parents in supporting early reading - Miranda White & Gareth Tuck
- 2.30 - 3.15 The role of practitioners - measuring impact - Emma Mottershead - Emma Mottershead
- 3.15 - 3.30 Prize giving

Welcome

- Representing the RBC team are:
 - Emma Mottershead, Miranda White and Dawn Howey
- Representing the settings are:
 - Caversham Heights Pre-school - Kath Yarwood
 - Dickory Docks Nursery -
 - Kennet Day Nursery - Ita McGullion
 - Norcot Nursery - Helen Walsh
 - Rocking Horse Nursery - Vivien Vincent & Avril Vora
 - St Mary and All Saints Primary School - Laragh Nagle & Gareth Tuck
- Representing University of Reading are:
 - Dr Rhona Stainthorp and Dr Helen Bilton

Introduction 2015 - 2016

- Follows on from the NLT's HELLO project last year for 0-5 year olds which created a toolkit of questions for professional reflection & evidence gathering, leading to the creation of an action plan supported by resources before re-evaluation
- 11 settings signed up & 9 settings presented their endeavours at the end of the project in a celebration event

Introduction 2016 - 2017

- This led to RBC committing to a second year of independently sustaining & developing the project with Norcot & Kennet returning to embed their own practice as well as support new settings that were inspired by the celebration event.
- 3 network meetings with 3 gap tasks
- Agreed impact measures
- Mutual, flexible support & challenge

Three Areas of Focus

With 3 related gap tasks:

- **Enabling environment** - Identifying an outside area to focus on developing language opportunities
 - **Partnership with parents** - Host a workshop for parents
 - **Skilled practitioners** - Film practitioner story telling session to use in future training
- With an over-arching line of enquiry: could technology help?

Dr Rhona Stainthorp,
Professor, University of Reading

VOCABULARY MATTERS

Dr Helen Bilton,
Associate Professor, University of Reading

THE ROLE OF THE ENVIRONMENT

Miranda White, Cross Phase English Adviser &
Gareth Tuck, Teacher at St Mary & All Saints Primary School

HOW FILMING HELPED PARENTS IN SUPPORTING EARLY READING

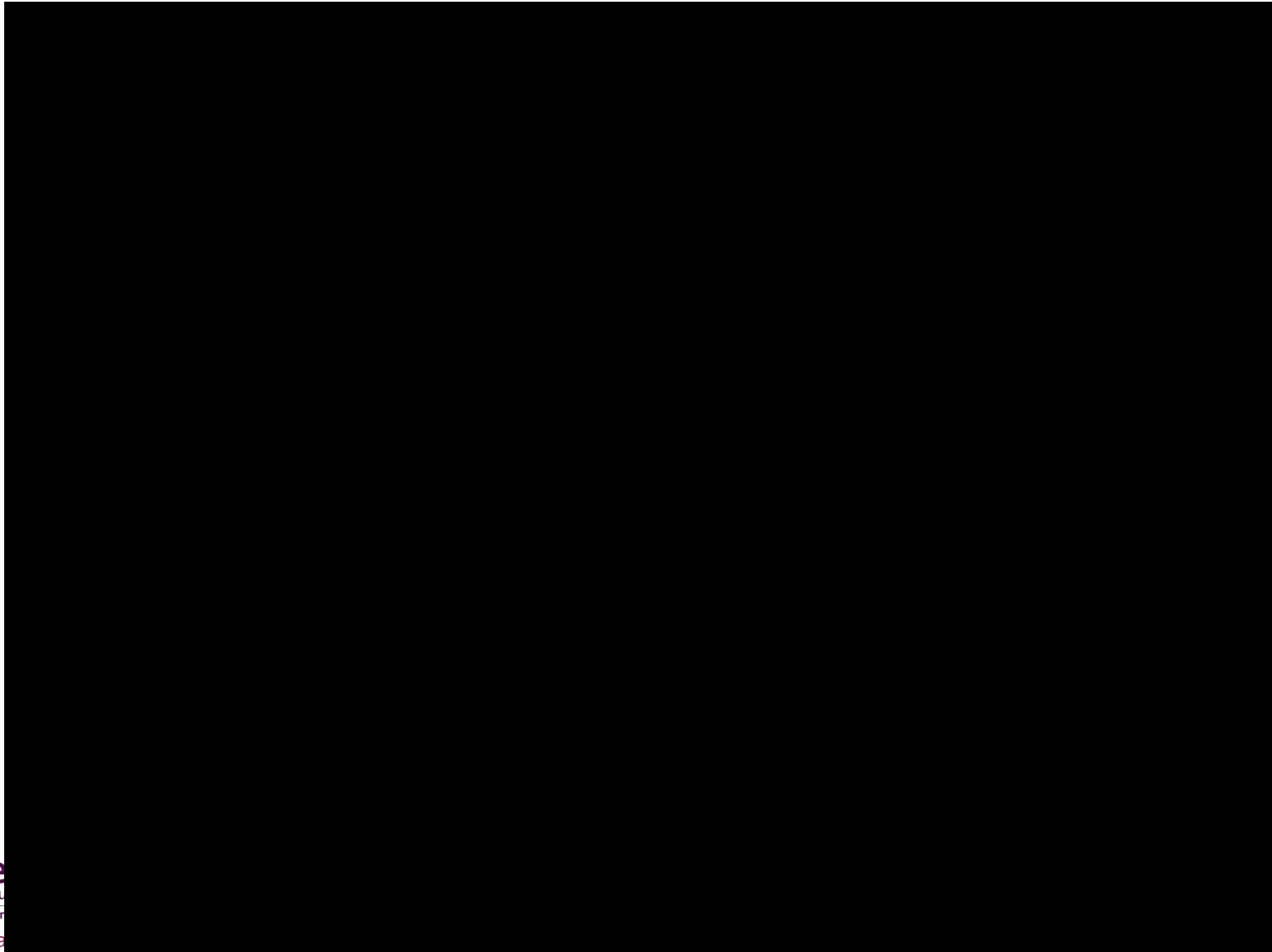
Starting Points

- Reading at home - why?
 - School readiness & outcomes
 - Mental health
 - Life expectancy
 - For pleasure
- Role models
- Current culture - view to learn
- My experience

What we did

- Identify a practitioner who would challenge stereotypes
- Identify a child who would be happy to be filmed (with parental permission)
- Build a relationship
- Secure subject knowledge on dialogic book talk
- Film a natural book sharing session in one take
- Edit using free software to highlight key successful features in the session
- Shared in school at a parents' workshop
- Share at network to inspire their own filming sessions

Video 1



Feedback

- From SMAS
- From network
- From other settings

- Changes tone of voice
- Lots of discussion
- Asking plenty of open questions
- 2nd time reading better child input lots of open questions
- Child became more active when she had the book
- Sitting in quiet corner 1 on 1
- Interaction, praise received, smile
- Repetition
- Prompting for answers
- Good recall - get child to tell you story
- Good expression on certain words
- Asking questions, interaction
- Reading it twice but the second time asking the child to finish the sentences and point to the pictures
- Read very clear to the girl and being able to read the book twice to discuss points
- Big colourful book
- In a quiet room so easier to keep concentration
- Read title
- Hand movements
- Voice expression
- Notices picture
- Asks simple questions
- Notices rhymes, asks for endings of sentences
- Open and closed questions
- Read book twice so didn't lose track of story when explored 2nd time through as knew already
- Excuse for not hearing rather than can't understand speech. e.g "getting old"

- The child was able to turn the pages
- Talk about the pages before reading to allow child to join in if they want to
- Explain the first few pages of book before reading
- Is it better to read first without child input?
- Discuss, point to what you can see
- Book bag props
- Do some actions
- Explain new words
- More over all expression was used
- The child could hold the book for the first read through and turn the pages when prompted
- He could have asked the child to point out or show him similar colours in the room when the pages were going through the colours
- Maybe for the child to hold the book and turn the pages
- Gave specific praise
- Explored a word in detail in story
- Talk about the author illustrator

Book Talk

Adults and children share and build on ideas in sustained talk:

- listening
- considering alternatives
- build on ideas to develop coherent thinking
- express ideas fully
- help each other to reach common understanding
- **identifying interesting, puzzling and important topics for discussion**

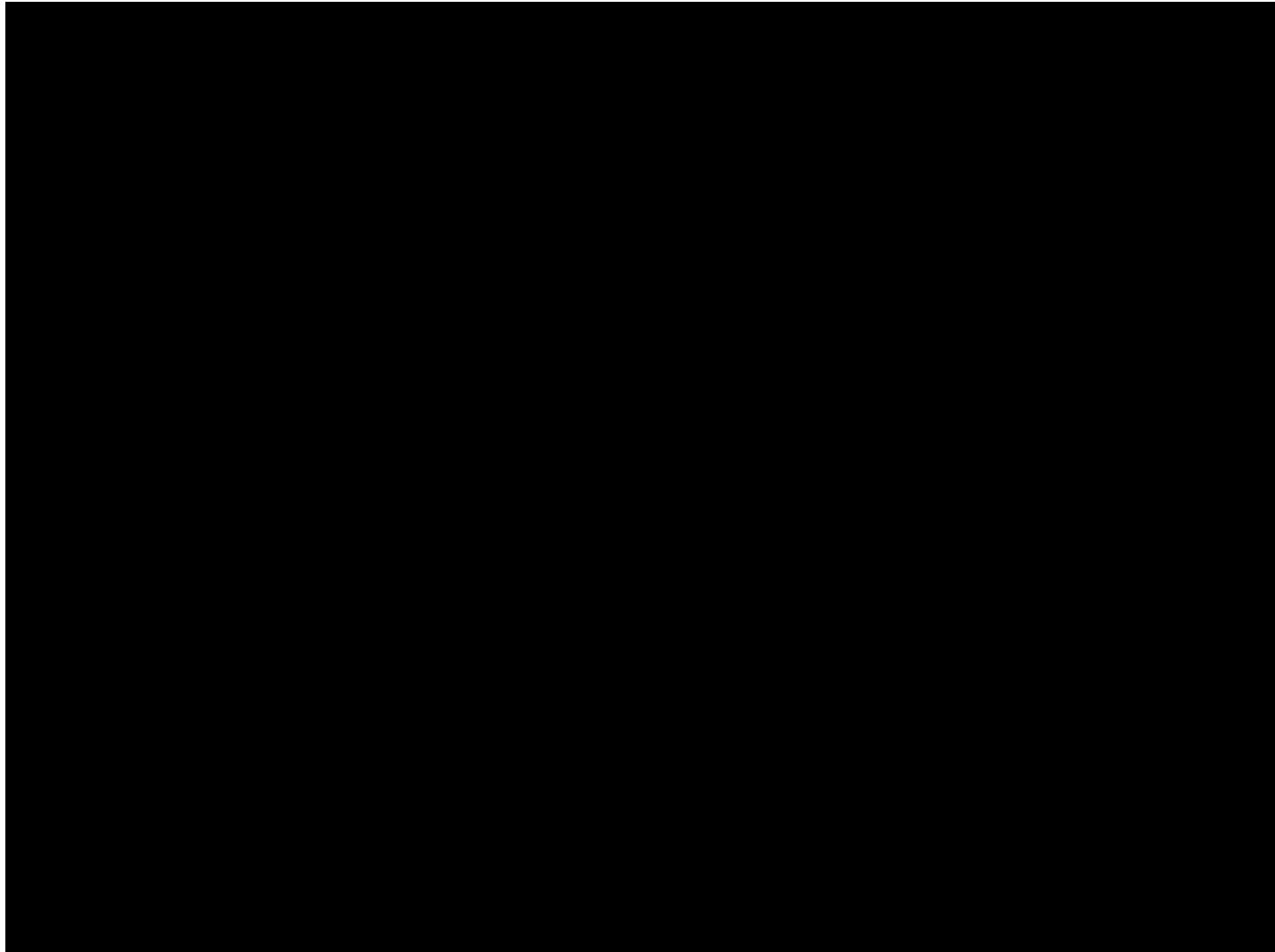
Over Time Adults Will Model...

How to predict, question, clarify, summarise and imagine as they read through:

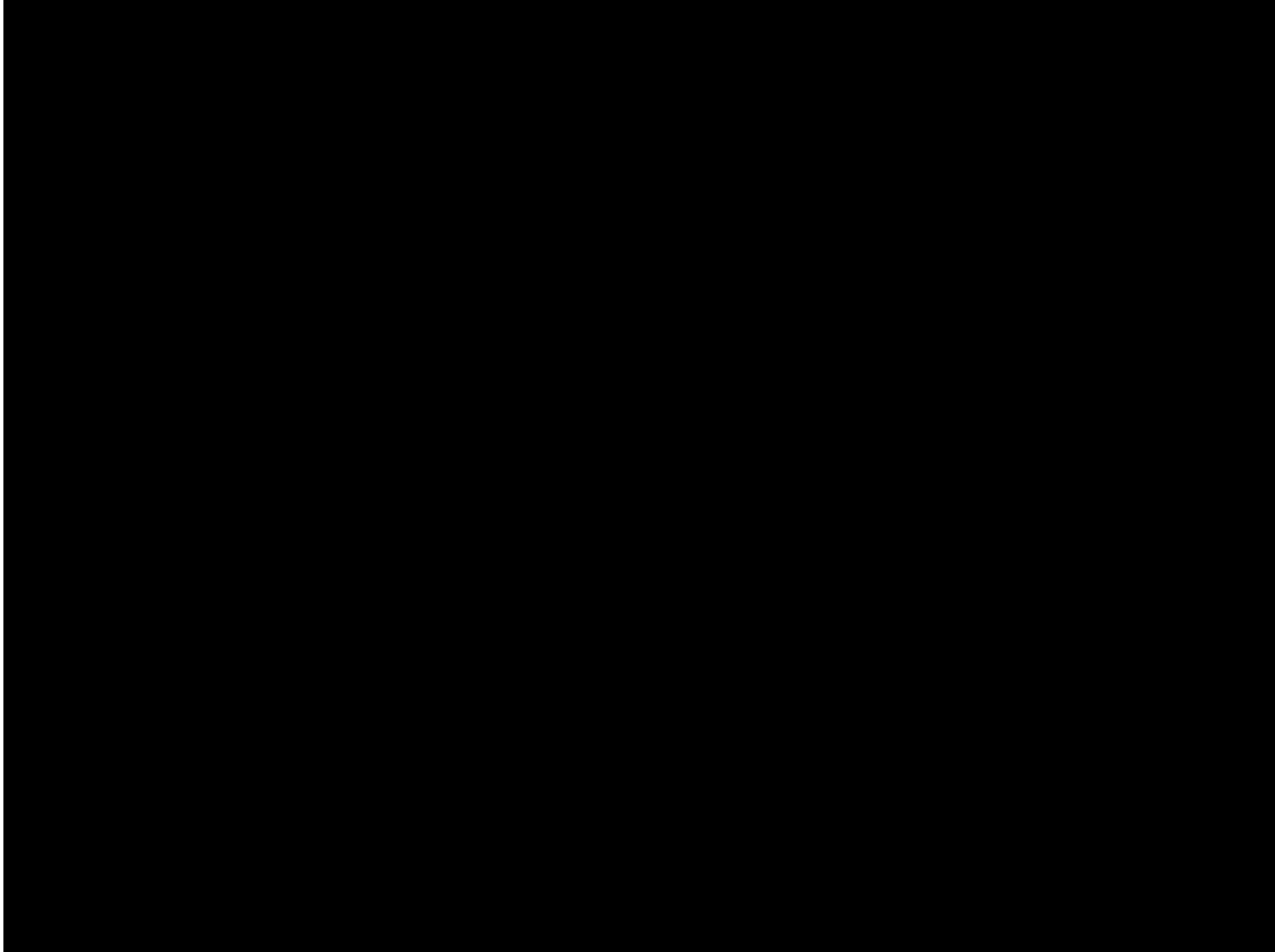
- Using the illustrations
- Pausing
- Questioning
- Picking up on new words (and planning to use them elsewhere)
- What you would do if you didn't understand something from the text
- Rereading and replacing words
- Wondering out loud
- Relating characters to their own experiences
- Making links with other books/films/poems/songs/rhymes
- Making links with their knowledge and understanding of the world
- Challenging questions leading to extended dialogue
- Using children's own thoughts and ideas

Encourage extended thinking/answers

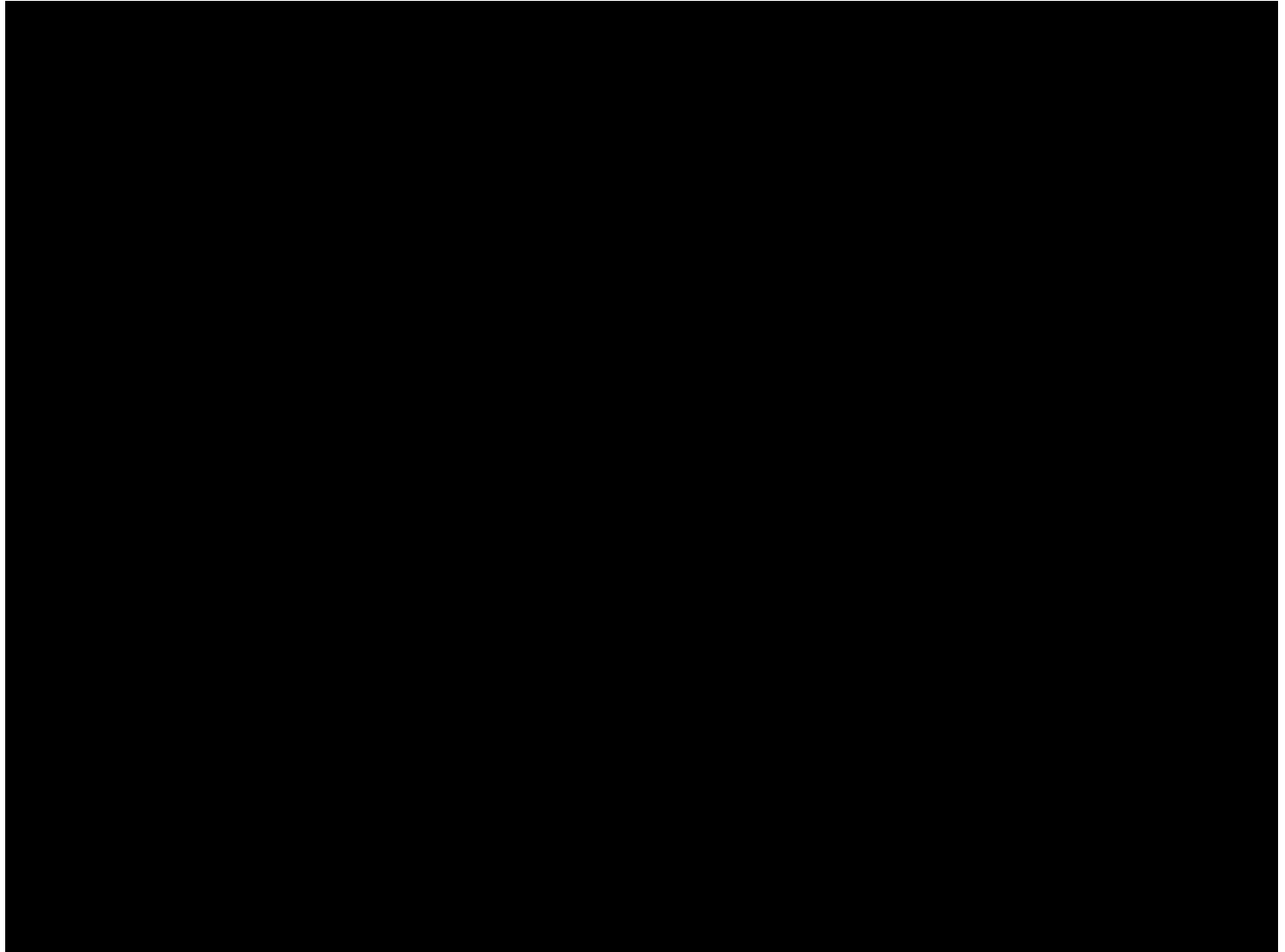
Rocking Horse Nursery



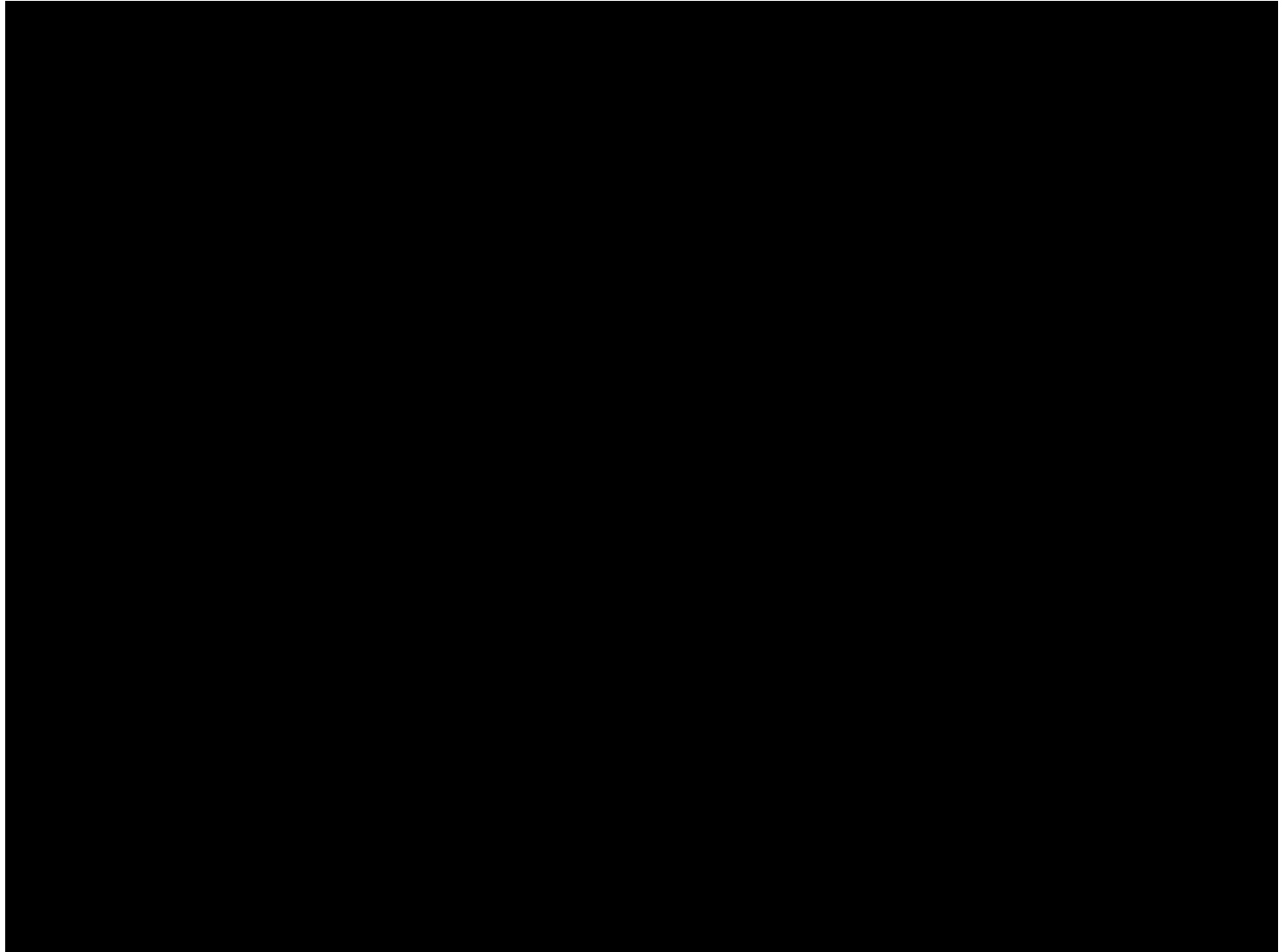
Norcot Nursery



Caversham Heights Pre-school



St Mary and All Saints School



How the films were used

- With parents - as part of a wider workshop
- With practitioners - CPD

Feedback From Parents

- I loved the story telling demonstration!
 - Inspiring
 - Atmosphere
 - Video lovely
 - Examples
 - Ideas
- I enjoyed the role play; the story telling aspect. I found that very useful in terms of getting new ideas on how to enhance story time.
- Quick overview of basics which will really make a difference

Impact After The Event

We've been using vocabulary in our home language (Catalan) at home all the time and in different ways:

- To express feelings
- To describe what we see, hear, smell, touch
- To read books and listening to songs
- He loves to learn new words and if we say anything that seems new to him, he immediately asks what does it mean, and likes to repeat it, and, in no time, he is using it in his own sentences.
- To have fun: making up new versions of existing songs, to explore new sounds, to do silly games. He loves that and he has a really good sense of humour!
- To say some 'bad words' (sorry, it is my fault!)

Possible Next Steps

Create more films to illustrate:

- Other book talk strategies
- Other adults/children to challenge & support
- Other reading situations including different numbers of adults & children in different locations
- Using story boxes, story bags, chatter bags, puppets, costumes & props
- Using other drama strategies e.g. magic hat
- Early phonic application

Don't Forget...

- Non-fiction
- Poetry
- Rhymes
- Songs
- Comics/magazines
- On-screen reading
- Environmental print

And when parents send a film back to you....



Next Steps

- How are you going to support the parents at your setting using film?

Emma Mottershead,
Senior Early Years Advisory Teacher

THE ROLE OF PRACTITIONERS - MEASURING IMPACT



COMMUNICATION AND LANGUAGE ACTIVITIES

Get into pairs

- Label yourself 'a' or 'b'.
- I will be giving instructions to each pair individually, please ensure if it is not your turn your eyes are shut.
- People who are 'A' please shut your eyes.



Partner 'B'

- Please tell your partner all about your weekend plans.
- Give them as much information as you can... Are you going anywhere? What jobs do you have to do? Who is involved? etc.



Now 'B' shut your eyes and 'A'
open

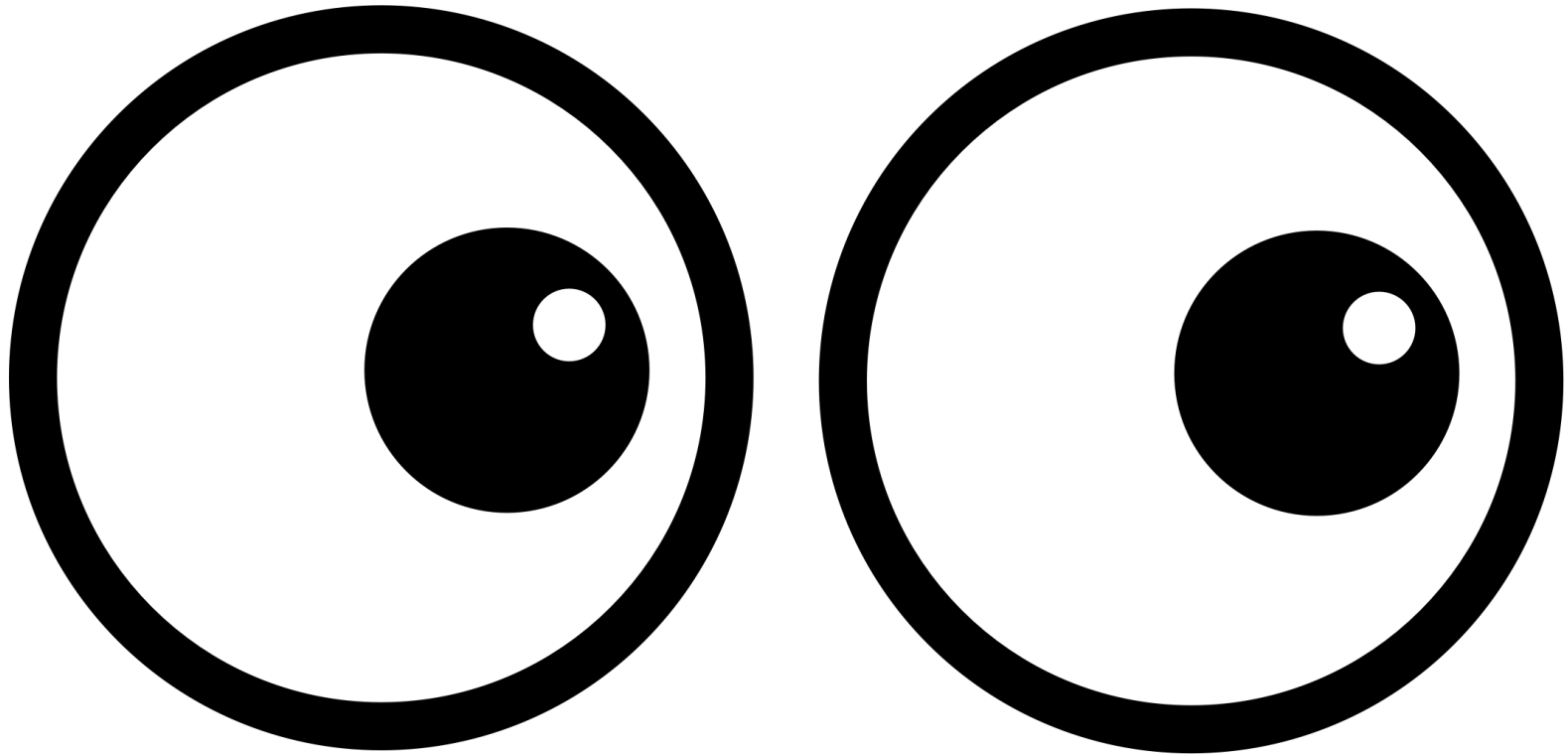


Partner 'A'

- When partner 'B' begins to speak do not make eye contact, listen to another person, rustle in your bag, put your make up on, whatever you can think of.



Everyone open their eyes ...



Let's try this again ...

- This time partner 'B' close your eyes.



Partner 'A'

- Tell your partner about your holiday plans. If you have no holidays planned then tell them about your dream holiday. Make sure you share all the information.

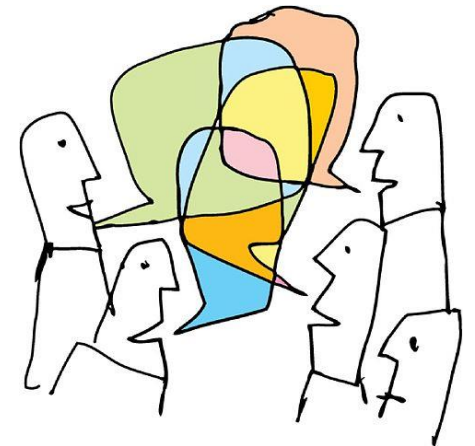


Now 'A' shut your eyes and 'B'
open

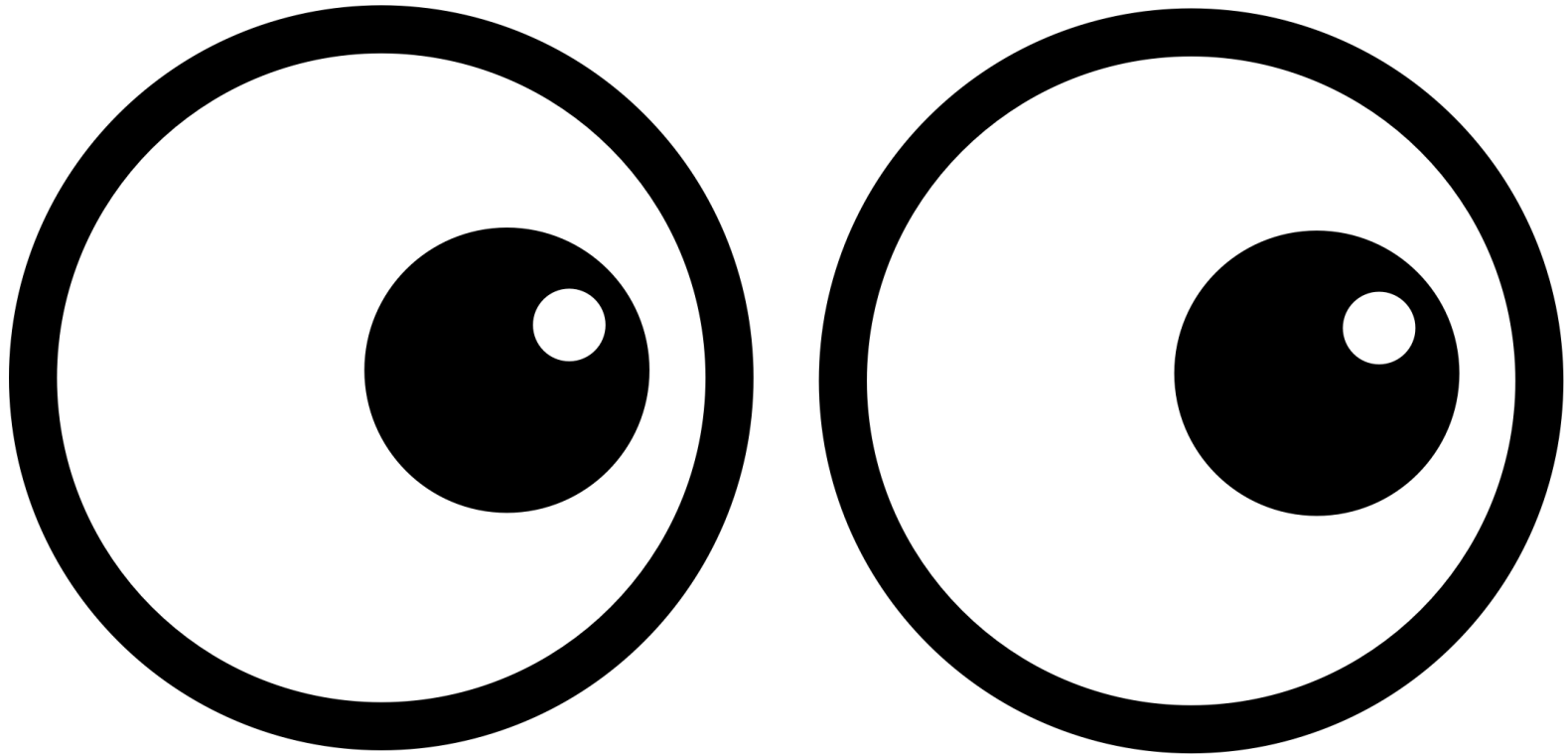


Partner 'B'

- As soon as they start talking, interrupt. Each time they try again interrupt with information about you.



Everyone open their eyes ...



Last Time ...

- Partner 'A' close your eyes.



Partner 'B'

- Think of a question to ask your partner.
- It can be about anything but make sure they will know the answer.



Now 'B' shut your eyes and 'A'
open

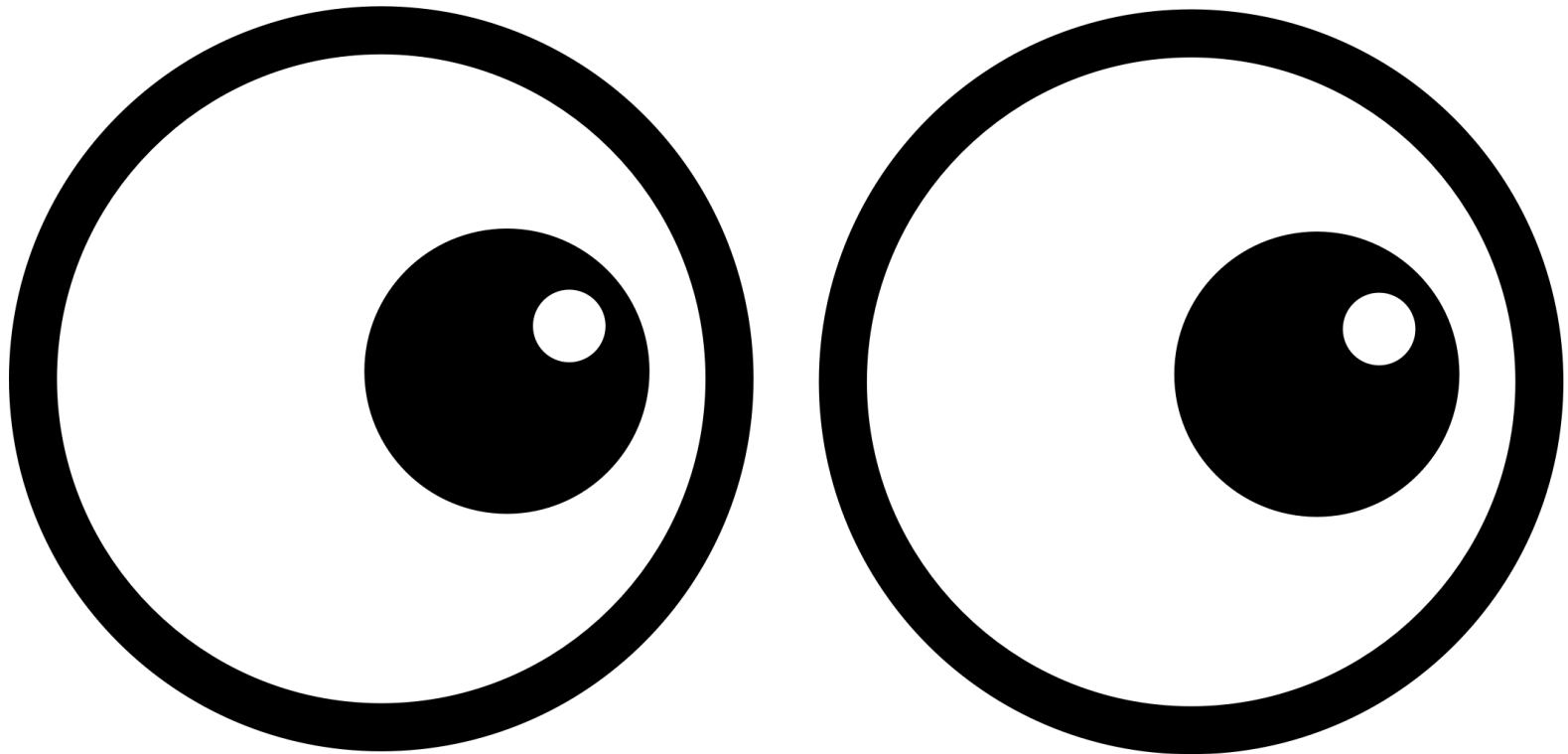


Partner 'A'



- When your partner asks you something, count to 10 slowly in your head before you answer.
- 1 elephant, 2 elephant, 3 elephant etc. Good way of ensuring you count slowly.
- Note how your partner responds to this.

Everyone open their eyes ...



Are you certain ...

- Practitioners in your setting/room:
 - Understand what communication is
 - Understand language development
 - Give children time to answer
 - Ask relevant questions
 - Can communicate this confidently to parents

RBC HELLO 2 Measures

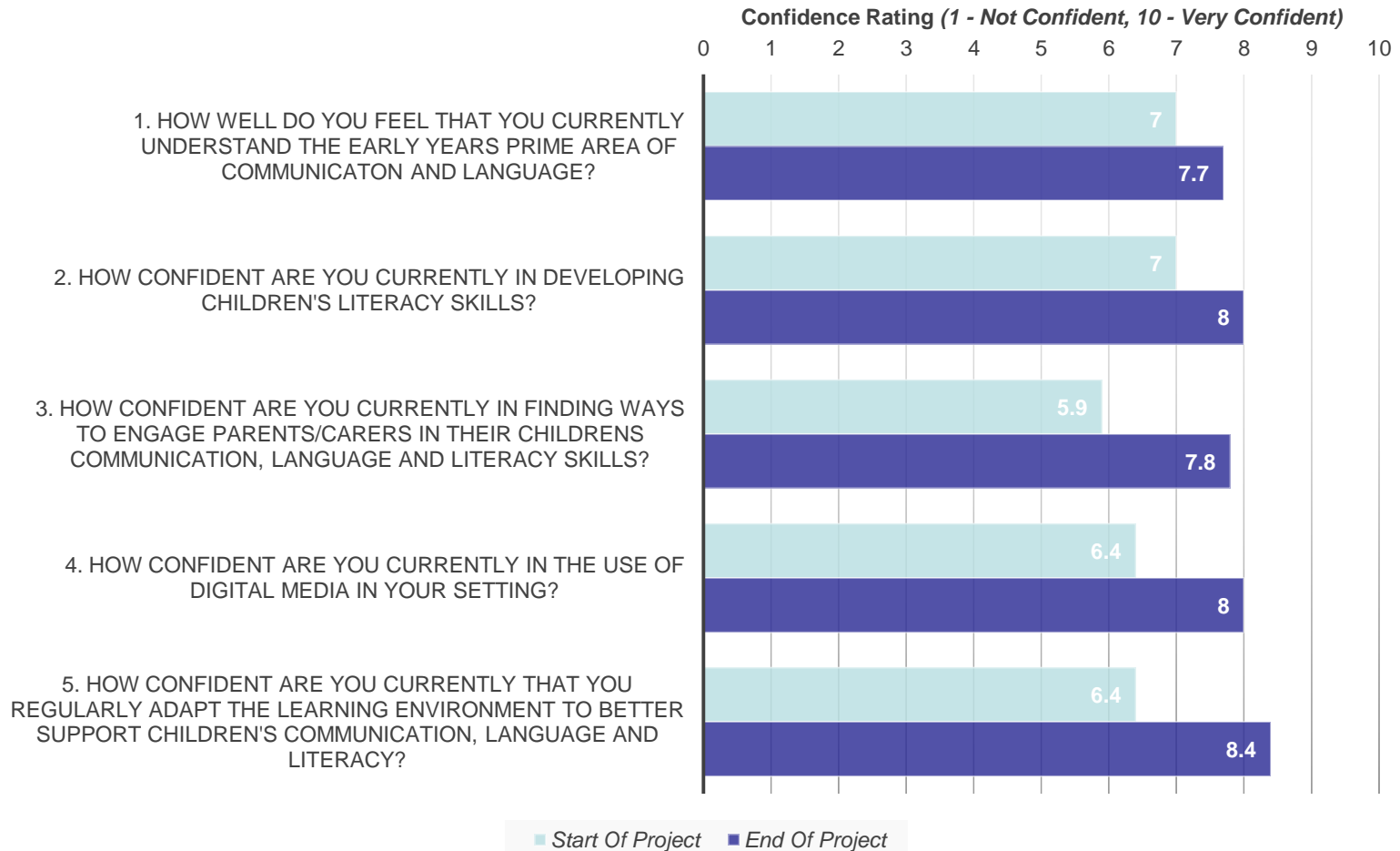
- Measure impact using agreed impact measures at the start and end of project:
 - Renfrew Language Scales
 - ITERS & ECERS measures
 - Raw Baseline prime data (PSED, CL & PD) on focus children
 - Practitioner engagement and confidence survey
 - Parental voice survey

NB definition of focus children = EYPP or children causing concerns with speech & language - a minimum of 5 children from your room
- Case study

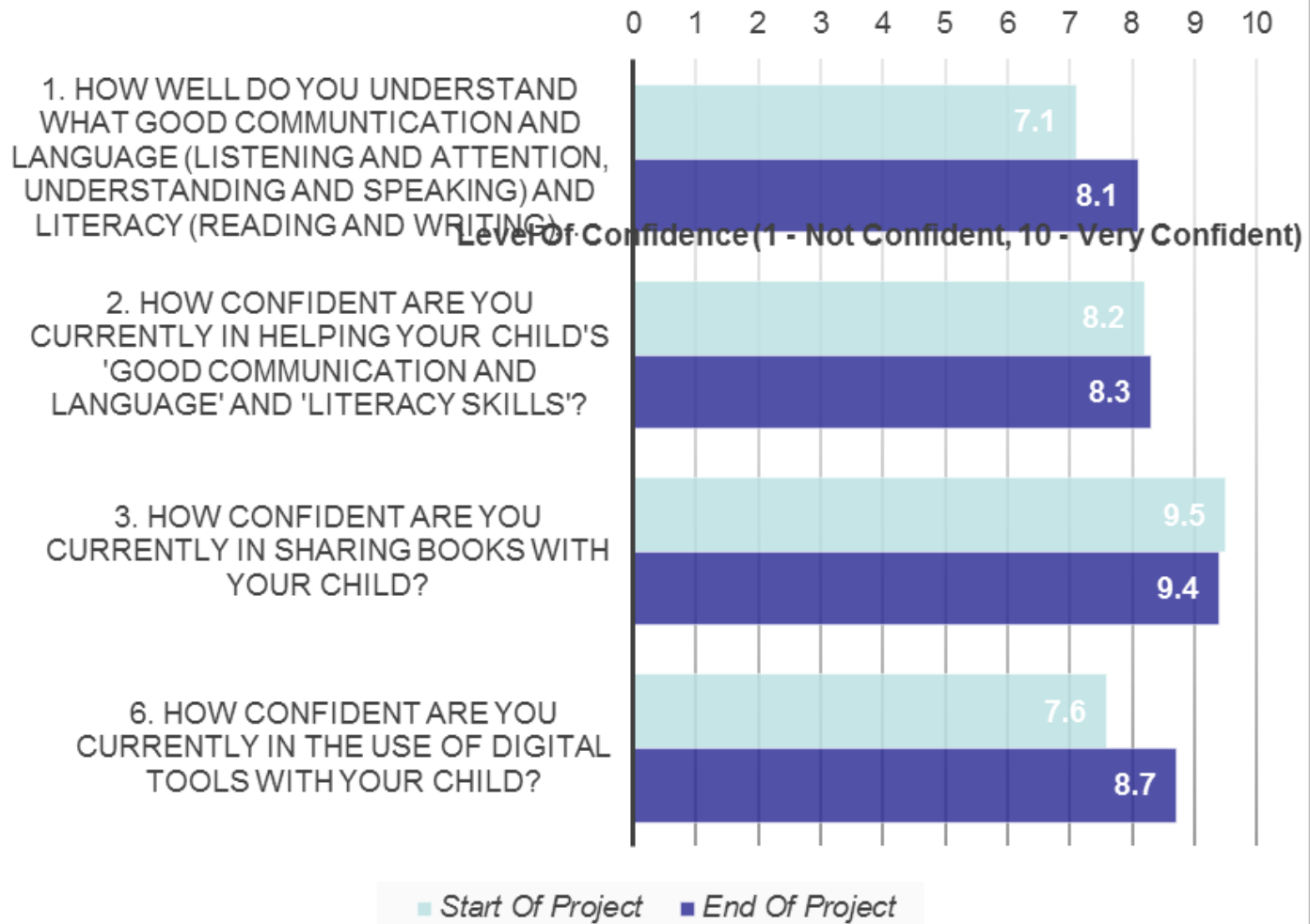
Case Studies

- Focus of work
- Why we did this
- What we did
- Evidence of impact on children
- Evidence of impact on practitioners/the learning environment/parents
- Next steps

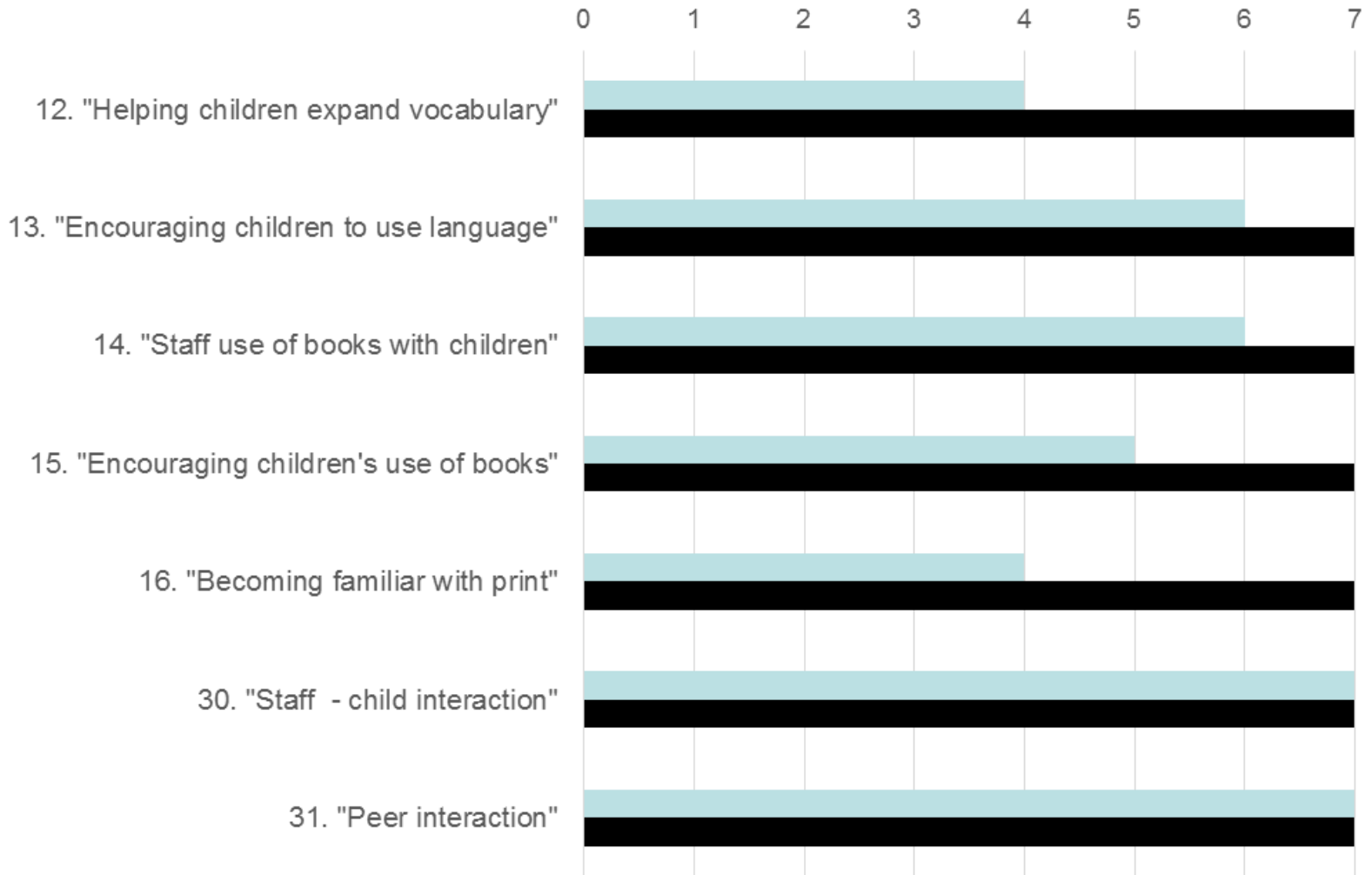
Practitioner Survey



Parent Survey



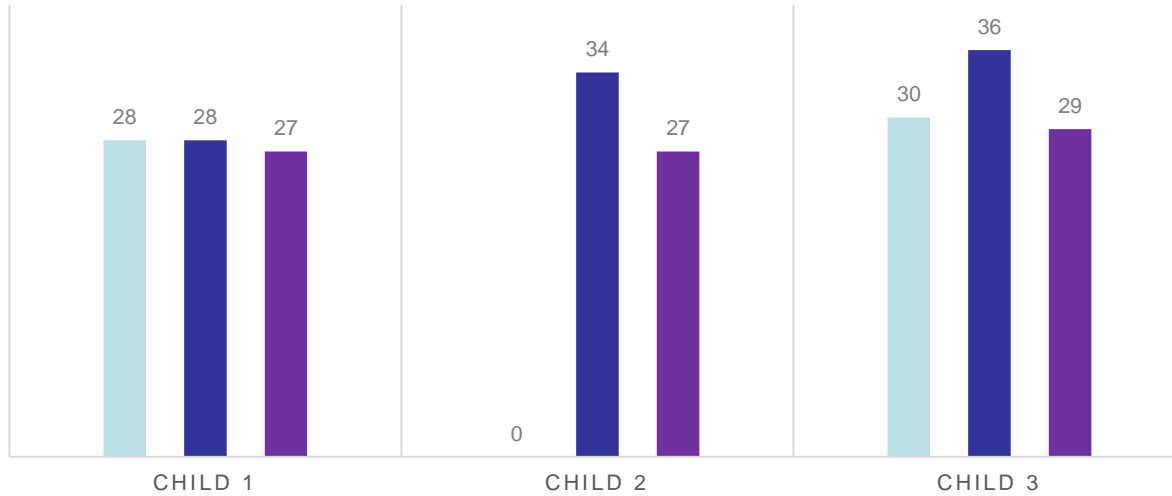
ECERS



■ Score - Autumn ■ Score - Summer

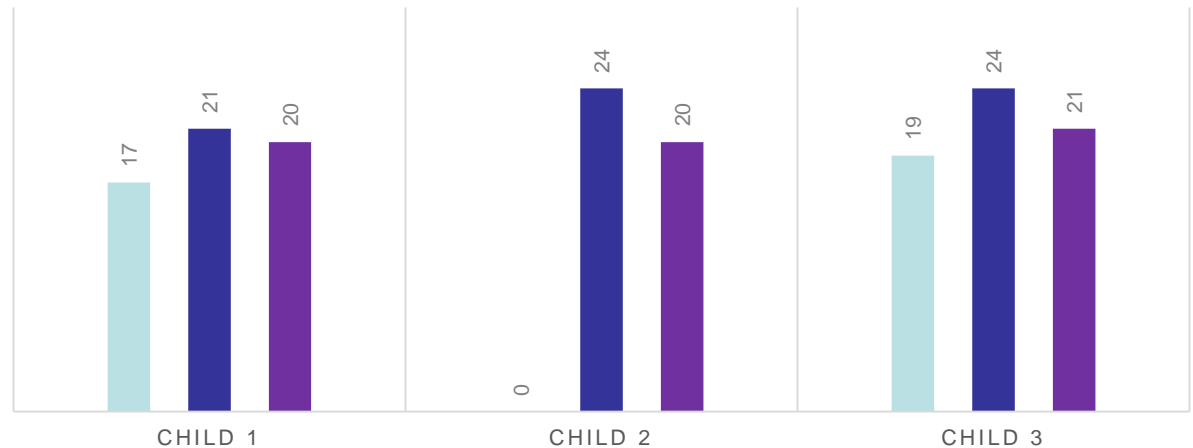
RENFREW PICTURE TEST: INFORMATION TEST

■ Autumn Score ■ Summer Score ■ Expected Score

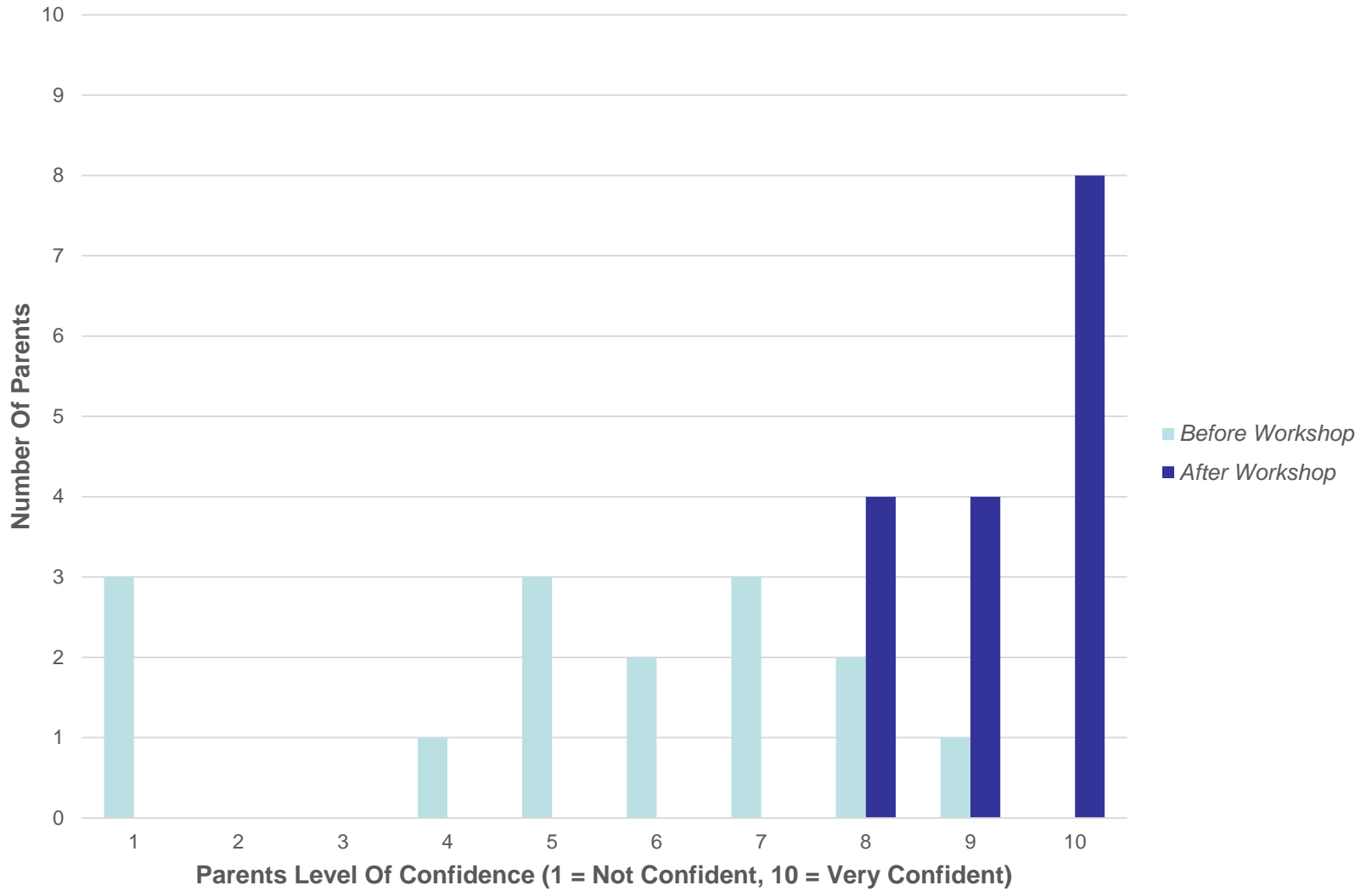


RENFREW PICTURE TEST: GRAMMAR TEST

■ Autumn Score ■ Summer Score ■ Expected Score



Parent Confidence: Story Telling



Guskey's Model of Evaluating CPD

Level 1 Staff reactions to the professional development program	Level 2 Staff learning - Evidence shows that their knowledge has changed/skills have developed	Level 3 The setting - Staff are supported to put into practice what they have learned	Level 4 The setting - Practices have consistently changed & everybody has improved which you have 'measured' in some way	Level 5 The children – there is evidence to show that as a result of this training the children's learning has improved
				Classification: OFFICIAL

Guskey's Model of Evaluating CPD Example

Level 1 Staff reactions to the professional development program	Level 2 Staff learning - Evidence shows that their knowledge has changed/skills have developed	Level 3 The setting - Staff are supported to put into practice what they have learned	Level 4 The setting - Practices have consistently changed & everybody has improved which you have 'measured' in some way	Level 5 The children – there is evidence to show that as a result of this training the children's learning has improved
Your staff thought the story telling staff meeting was useful	You have observed better story telling in your setting	You have purchased new books & developed story telling areas	You have revisited ITERS or ECERS & the scores have improved	Individual Renfrew & raw Baseline prime data improve

Key Points

Practitioners:

- Have an appropriate knowledge of communication and language in young children and babies which they apply
- Observe, track, support and monitor children's communication and language alongside parents and carers
- Consistently demonstrate a high quality use of language through songs, rhymes, stories, books and environmental print

Next steps for the project

- Continue to evaluate the impact measures
- Sharing via a publication
- Encourage our settings to work alongside a new setting

RBC HELLO 2 settings and schools

PRIZE GIVING

RBC HELLO 2 Celebration Conference

Congratulations to schools and settings in the project

RBC HELLO 2

Celebration Conference

Congratulations to schools, settings and childminders who have been awarded Outstanding by Ofsted

Thank you

- Please complete your evaluations
- Collect your goody bag complete with recordable A5 clip board, leaflets, pens etc
- Please feel free to let us know what you did as a result of today in the future.
- Emma.mottershead@reading.gov.uk
- Miranda.white@reading.gov.uk