

**MAKE  
IT COUNT.**

Julie Smith (she/her)  
Pre-16 Outreach



In Partnership with

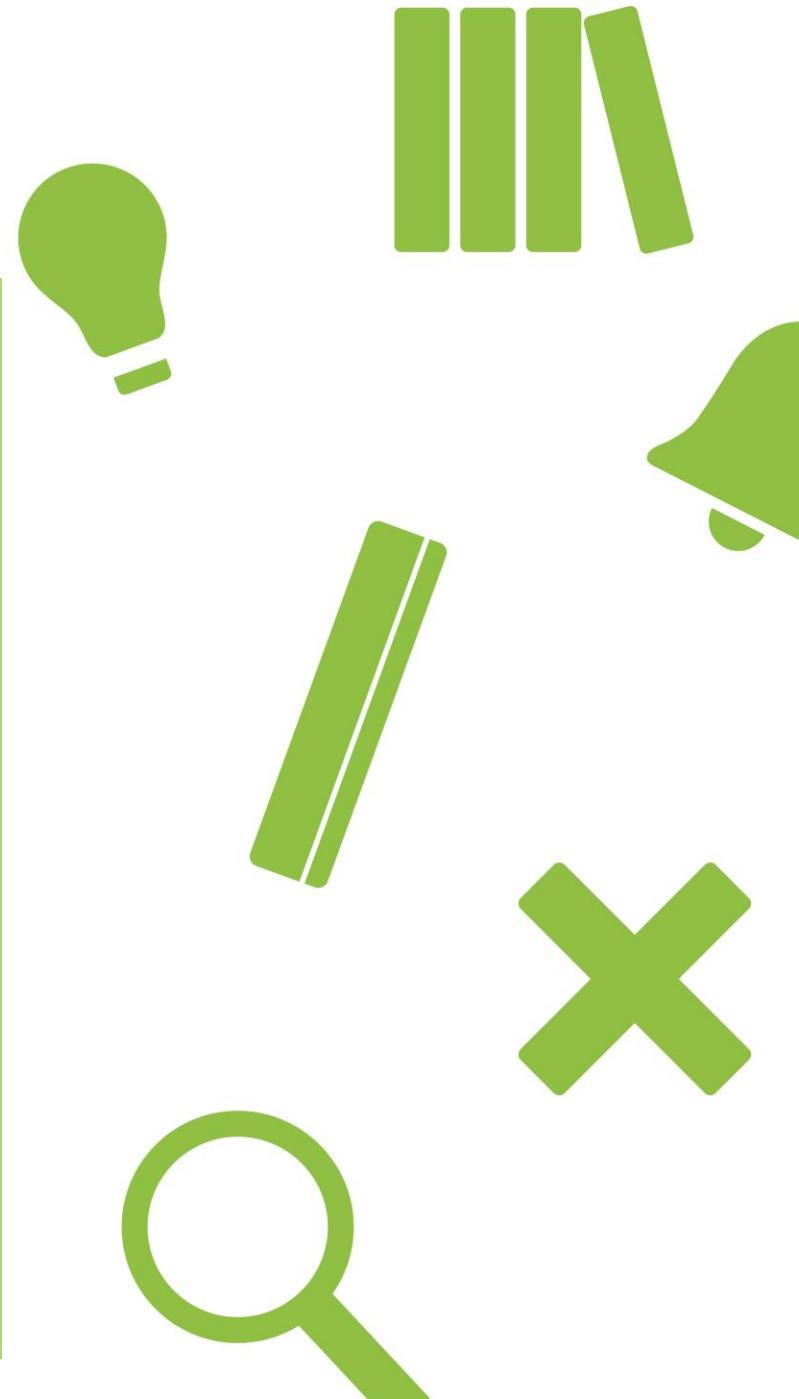
## UEA Context

- KS2 attainment **consistently below national averages**
- Lower **attainment 8 scores**
- Lower **level 3 attainment**
- Higher rates of **absence**
- Higher proportion of students in **rural areas**



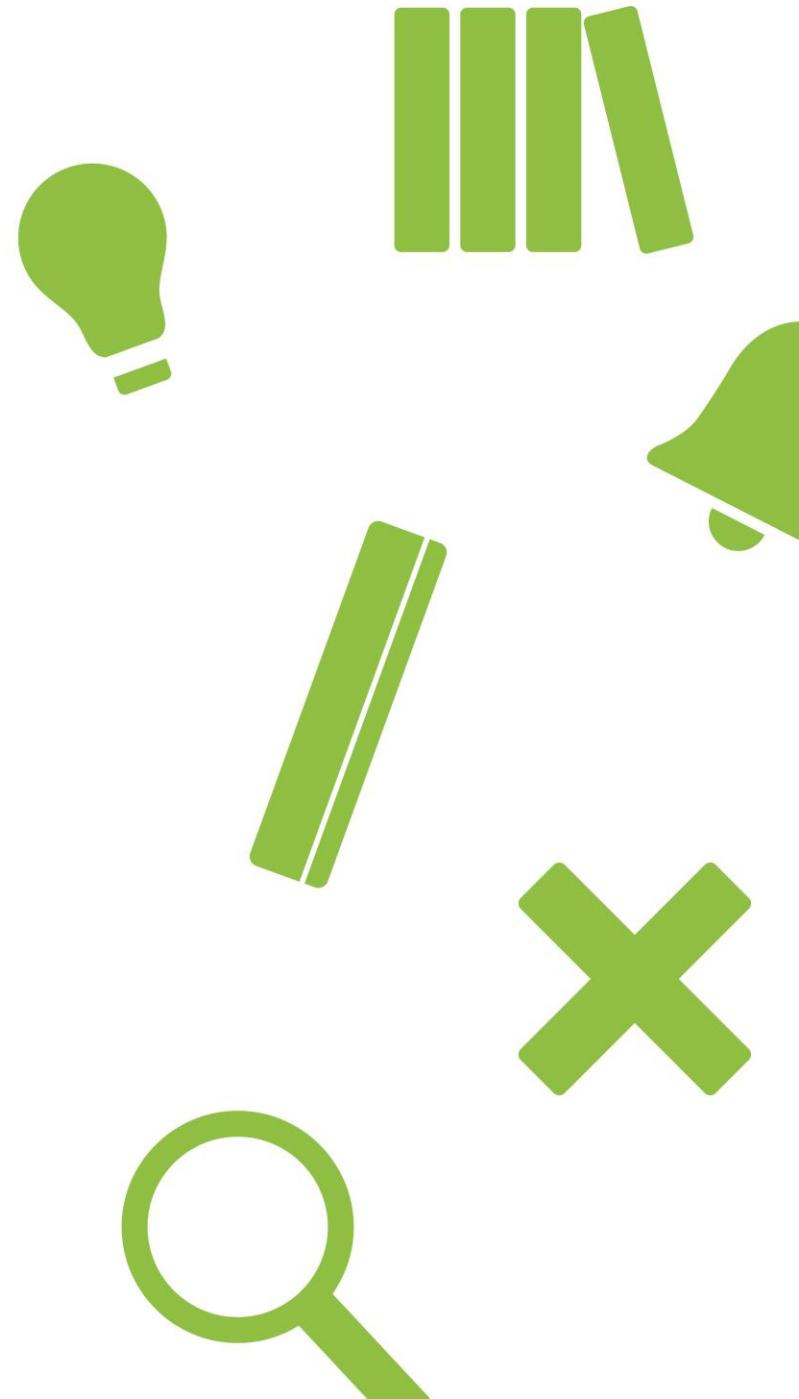
## Evolution of MIC

- **Online maths and English tutoring** programme in response to Covid
- **Current UEA students** delivered subject content
- **Year 8s and 9s**
- **Very limited impact on attainment raising but positive impact on confidence to progress to HE.**



## **MIC Today**

- **Metacognition** programme
- **Year 7s**
- 8 x 1 hour workshop
- **Not subject specific** (skills specific focus)
- **Climate Change** context
- Delivered by **Outreach Officers**



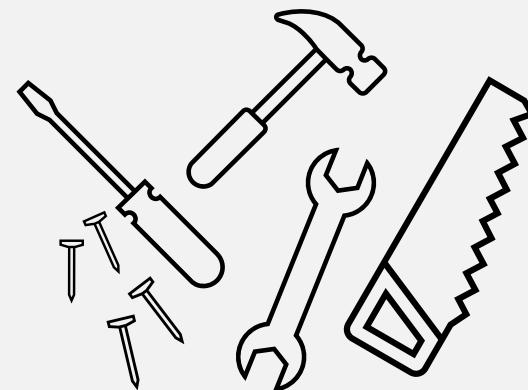
# Learning tools

**Talk things through confidently**

**Organise information**

**Use images and icons**

**Break tasks down into bite-sized chunks**



**Connect new ideas to what you already know**

# WORKSHOPS OVERVIEW

**Workshop 1** General introduction with ice-breaking activities introducing the different tools

**Workshop 2** Tool 1: Thinking Actions (breaking tasks down into bite-sized chunks)

**Workshop 3** Tool 2: Building Blocks (connecting new ideas)

**Workshop 4** Tool 3: Talk Tactics (talking things through confidently)

**Workshop 5** Tool 4: Graphic Organisers (organising information)

**Workshop 6** Tool 5: Visual Prompts (using pictures and icons)

**Workshops 7&8** Consolidating acquired tools to produce a presentation

**If climate change continued to  
worsen, what would life be like in  
East Anglia in the 22<sup>nd</sup> century?**

# RAPID REFLECTION TIME



## Workshop 1

Today, we have learnt about **different learning tools** and **skills**.

In today's session, we explored different tools that can help us to become more successful with our learning. We completed activities that involved:

- Talking things through confidently
- Connecting new ideas to what we already know
- Organising information
- Using pictures and icons to support our ideas and opinions
- Breaking tasks down into bite-size chunks

### RAPID REFLECTION

How much have you learnt from today? Explain.

I have learnt that talking things through helps me to understand and remember things more.

I have learnt that sorting things into groups helps me to understand them better.



I don't get it - I need someone to help me.

I think I understand - but I need a little more support.

I understand - and can try this on my own.

### RAPID REFLECTION

Which tool or tools do you think will support you in becoming a more independent learner and how?

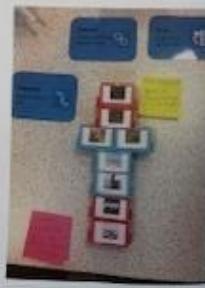
I think sorting things into groups will help me to understand things more.

I think organising things into groups will help me to understand things more.

I think talking things through will help me to understand things more.



Transport was initially ranked by how easy it was for each mode of transport to carry things, the top being most difficult.



## Workshop 3

Today, we have learnt **how to connect new ideas to what we already know**.

In today's session, we explored ways of organising our ideas through sequencing and ranking.

DATE: 13/11/23

### RAPID REFLECTION

How much have you learnt from today? Explain.

I have learnt that my teacher's help has helped me to understand what I have been learning.

I have learnt that my teacher's help has helped me to understand what I have been learning.



### RAPID REFLECTION

In which subject, would connecting your ideas more help you to be more successful? How would you know this (better test results, more confidence)?

I think that I could be more successful in English by helping me put my stories in chronological order. This would make me more confident in my writing.

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## Workshop 4

[ Today, we have learnt **how to have meaningful discussions**. ]

In today's session, we explored the 'talk tactics' tool which highlighted the different roles we can play and how we can express ourselves when having a discussion about a topic of interest.



Students spent time exploring and developing the three different roles of debating: initiator, challenger and clarifier.

This culminated in them using these skills to debate a climate change statement. The students displayed excellent empathy and listening skills.

DATE: 20/11/23

### RAPID REFLECTION

How much have you learnt from today? Explain.

You have more room for improvement in your communication skills. You have more room for improvement in your communication skills.

More room for improvement in your communication skills. You have more room for improvement in your communication skills.



### RAPID REFLECTION

Which talk tactic role (initiator, challenger or clarifier) would you like to develop and why?

I think I want to move on to the challenger because I find it has to change my views on something in to debate.

I would like to develop clarifier because I am more interested in what others think and value your own opinion.



# RAPID REFLECTION TIME



**RAPID REFLECTION**

How much have you learnt from today? Explain.

[GREEN]

I don't get it - I need some help and more time to understand it.

I think I understand - but I need a little more support.

I understand - and can try this on my own.

[RED, AMBER, GREEN]

# RAPID REFLECTION TIME



**RAPID REFLECTION**

Which graphic organiser could help you in the future and how?

A slide with a light green background. At the top, the text 'RAPID REFLECTION' is displayed in a bold, black, sans-serif font. Below this, a question is posed: 'Which graphic organiser could help you in the future and how?'. The slide features a large, light green arrow pointing to the right, located at the bottom right. At the very bottom, there is a thin green footer bar with small icons: a double arrow, a plus sign, a circle with a dot, and a circle with a minus sign.

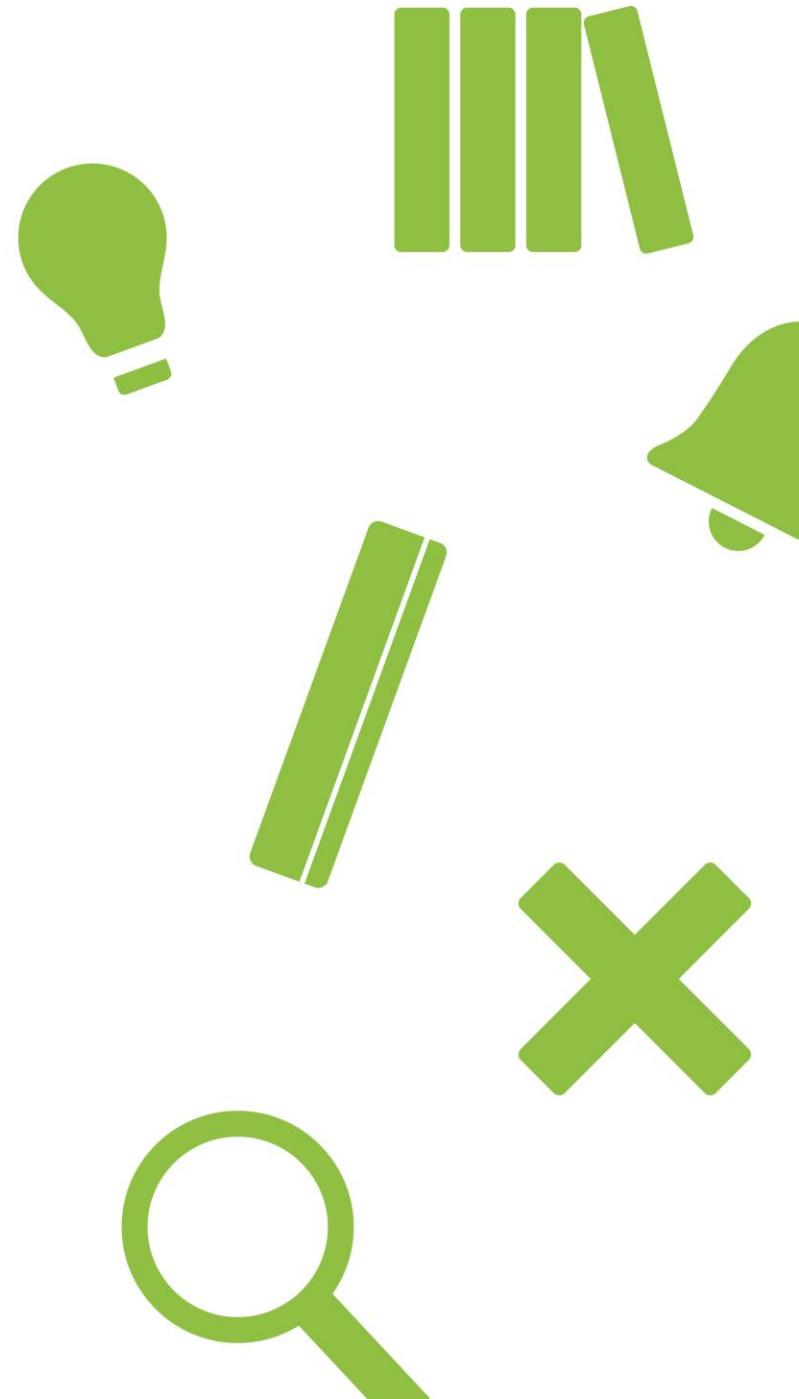
# What next?



**For next time:** Have a go at using the talk tactic you want to develop and be prepared to share how it went next week.

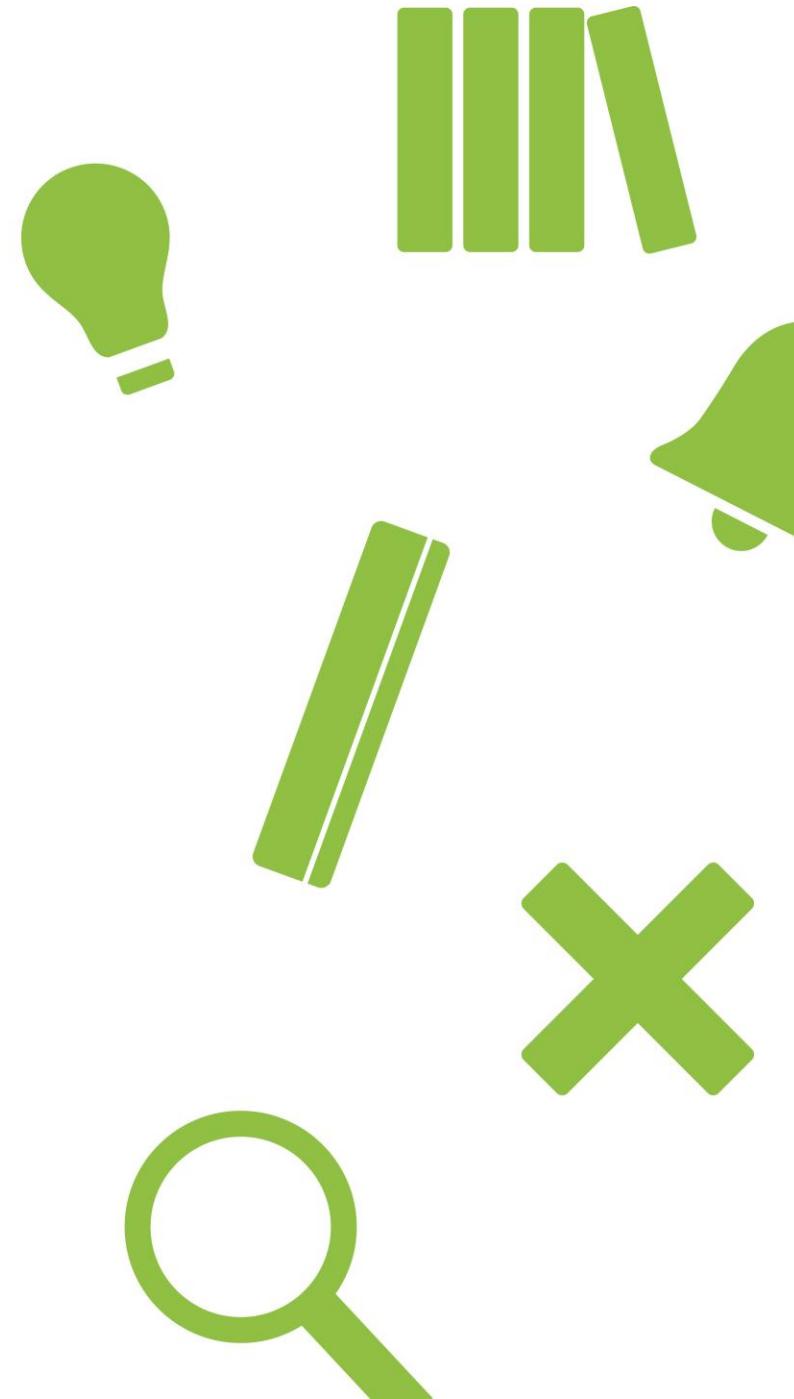
## UEA Evaluation

- Pre- and Post- questionnaire
- Teacher Interview
- Facilitator feedback (narrative)
- Presentation feedback via facilitator
- Journal scrutiny



## The Future for MIC

- **Increase delivery** to more targeted schools
- **Year 8 Debating Skills** programme



MAKE  
IT COUNT.

THANK YOU

Powering Potential

In Partnership with



UEA University of  
East Anglia

[everwondered.uea.ac.uk](http://everwondered.uea.ac.uk)

neaco

[takeyourplace.ac.uk](http://takeyourplace.ac.uk)

ofs Uni Connect  
Programme