

# **MAKE IT COUNT.**

Julie Smith (*she/her*)  
Pre-16 Outreach



## 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**

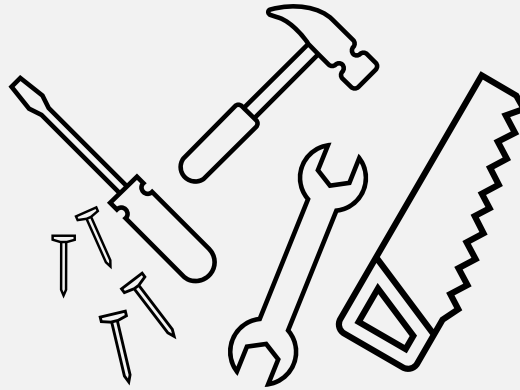


# Learning tools

**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

<b>Workshop 1</b>	General introduction with ice-breaking activities introducing the different tools
<b>Workshop 2</b>	Tool 1: Thinking Actions (breaking tasks down into bite-sized chunks)
<b>Workshop 3</b>	Tool 2: Building Blocks (connecting new ideas)
<b>Workshop 4</b>	Tool 3: Talk Tactics (talking things through confidently)
<b>Workshop 5</b>	Tool 4: Graphic Organisers (organising information)
<b>Workshop 6</b>	Tool 5: Visual Prompts (using pictures and icons)
<b>Workshops 7&amp;8</b>	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 thinking about what you know is a chance of becoming a confident and ready learner.

I have learnt that sorting things into groups helps.



I don't get it - I need some help and more time to understand it. I think I understood - but I need a little more support. I understood - and can try this on my own.

DATE: 30/10/23



### RAPID REFLECTION

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

I think thinking about what you know will help me to become a more independent learner because I can think about what I know and what I need to learn.

I think organising things into groups will help me to become a more independent learner because I can see the relationships between things.

I think talking things through consistently and using images helps. I find it hard to talk about things and images will help me to think.

## 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.



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



DATE: 13/11/23

### RAPID REFLECTION

How much have you learnt from today? Explain.

I have learnt that thinking about what you know is a chance of becoming a confident and ready learner.

I have learnt that sorting things into groups helps.



I don't get it - I need some help and more time to understand it. I think I understood - but I need a little more support. I understood - and can try this on my own.

### 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 because I would be able to make sense of what I read and write.

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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: instigator, 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: 20/11/13

## RAPID REFLECTION

How much have you learnt from today? Explain.

1. What is the main purpose of the study?  
 2. What are the research objectives?  
 3. What is the significance of the study?  
 4. What are the limitations of the study?  
 5. What are the conclusions of the study?

Be gentle tonight  
 forward your  
 dear love. I only  
 can hope to have  
 more than that. I  
 get to see

● I don't get it – I need some help and you tend to overwhelm it.

 I think I understand now – but I need a little more time.

● **Preventive** – and also why this can vary.

## RAPID REFLECTION

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

I think that I need to work on the challenges because I find it hard to change my views on something in a debate.

Manager of  
I would like to mention  
we will make use of a  
charter on the river  
from both sides of  
the valley and make  
your own special.







# RAPID REFLECTION TIME





**RAPID REFLECTION**


How much have you learnt from today? Explain.





 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.

# RAPID REFLECTION TIME



**RAPID REFLECTION**

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

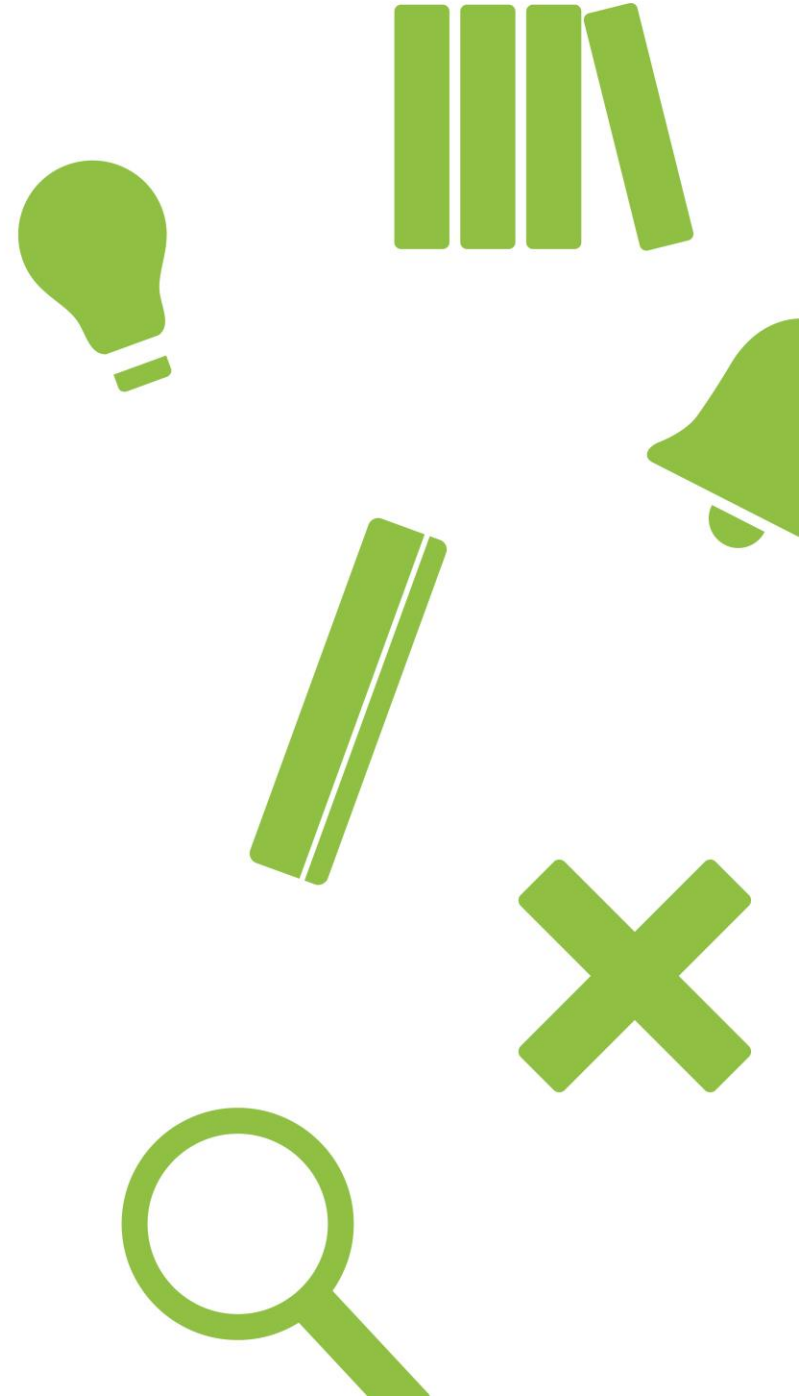
# What next?



**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.

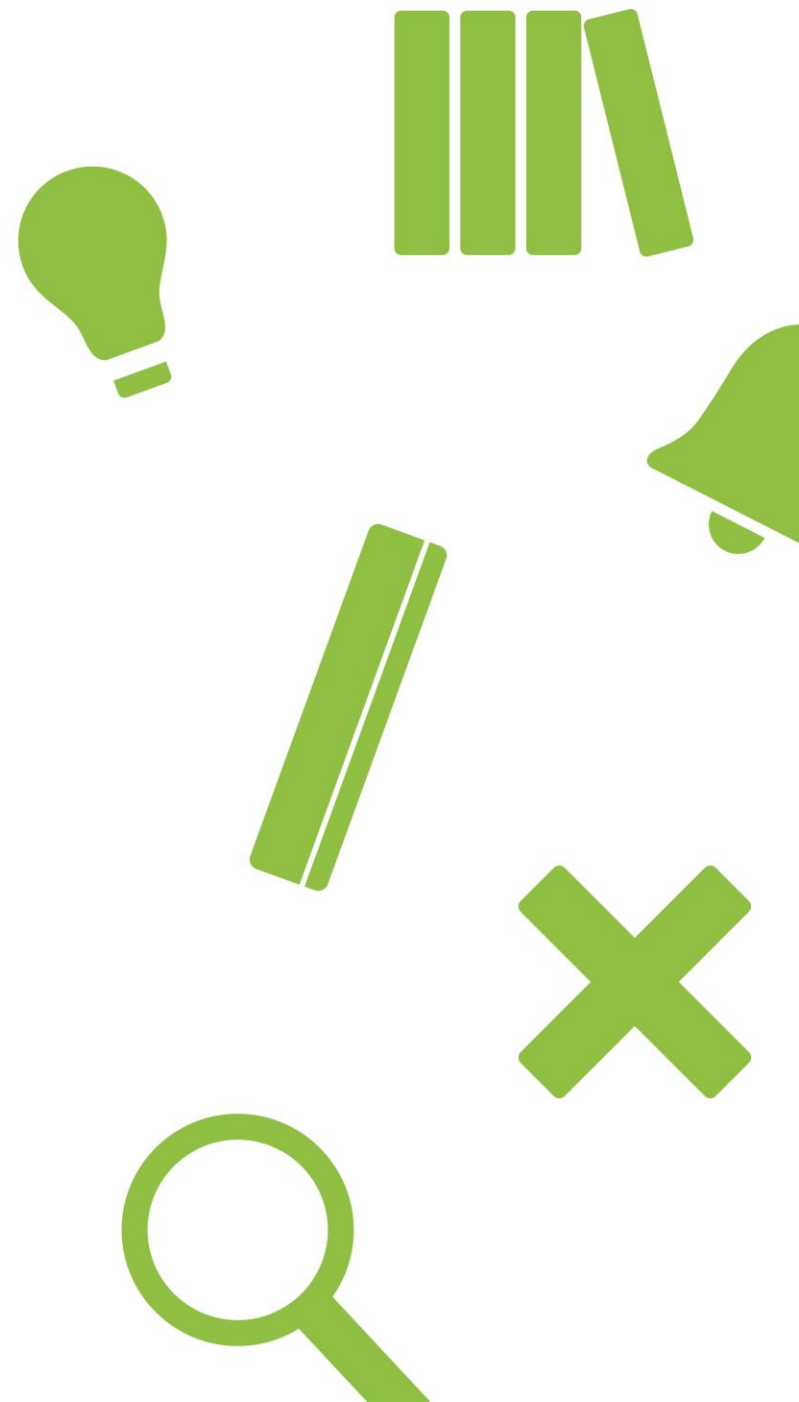
## UEA Evaluation

- 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



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East Anglia

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