

3 Year Strategy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Kensington Primary School
Number of pupils in school	609
Proportion (%) of pupil premium eligible pupils	18%
Academic year that our current pupil premium strategy plan covers	2021/22
Date this statement was published	20/09/21
Date on which it will be reviewed	End of each term
Statement authorised by	Ben Levinson
Pupil premium lead	Perry Leeks
Governor / Trustee lead	Margaret Cameron-Ratchford

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£185,610
Recovery premium funding allocation this academic year	£14,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£200,110

Part A: Pupil premium strategy plan

Statement of intent

Our borough experiences significant problems with poverty and inequality. More than half of children (52%) are judged to be in households in poverty, compared to 38% in the typical London borough. Unemployment and out-of-work benefits claimant rates are not much higher than London averages however, suggesting issues here relate to in-work poverty.

The rate of households in temporary accommodation in Newham is the highest in London with 48 per 1,000 contrasting against 17 per 1,000 in London overall. Evictions are also the highest in Newham of any London boroughs running at 3.2 per 1,000 households compared to 1.7 for London overall.

Deprivation consists of more than just poverty; so while poverty is related to not having enough money to live on, deprivation refers to a much broader lack of resources and opportunities. It is the intent of our school to dispel the gap between disadvantaged pupils and their non-disadvantaged peers.

The Pupil Premium (PP) is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. This strategy aims to address the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is significantly higher than the national. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

Setting principle areas are key to maximising the use of the Pupil Premium Grant.

Our priorities are as follows:

- Phase AHTs supporting the development of teaching and learning evident through 100% of teaching and learning judged as effective over time.
- Closing the attainment gap between disadvantaged pupils and their peers
- Providing targeted academic support for students who are not making the expected progress

- Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
- Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Attendance of Pupil Premium (PP) children
2	Attainment of PP children achieving the expected standard in reading in Year 3
3	The gap between PP and Non-PP children (across the school) who feel they are more effective learners than a year ago, and can say why this is
4	The gap between PP and Non-PP (across the school) who state that Physical Health lessons are having a positive impact on their learning.
5	Ensuring the emotional health curriculum is having a positive impact on the learning of our PP children.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>The gap between attendance for PP and Non-PP will have been closed – target 0%</p> <p>May 2022 - 93.3% PP and Non-PP of 94.3% - 1%</p>	<ul style="list-style-type: none"> - Home visits completed - Deputy Head, Attendance Officer and Phase AHTs working together to apply a team approach to tackling the issue - Family liaison provision - Romanian speaking children sub focus group for attendance on Impact Tracker - Eastern European volunteers trained in school to support pupils and families on the importance of attendance
75% of PP children in Y3 to achieve the expected standard (EXS) or higher in reading	<ul style="list-style-type: none"> - Phase AHT supporting teachers in PPA and phase meetings

<p>July 2022 - 66% of PP children in Y3 achieved EXS or higher in reading</p>	<ul style="list-style-type: none"> - PP children to be invited to targeted after school clubs - Staff CPD on AfL and learning strategies - Staff to receive appropriate CPD opportunities facilitated by the school policy on professional development - Targeted intervention programme in place for 'Spotlight PP readers' - All PP readers to receive two books during library time
<p>85% of PP children in Y3-6 say they are more effective learners than a year ago and can say why they think this is</p> <p>July 2022 92% of PP children in Y3-6 say they are more effective learners than a year ago and can say why they think this is</p>	<ul style="list-style-type: none"> - Full implementation on schools tailored curriculum - PP children invited to targeted clubs - Staff training on retaining learning - SBAR meetings to target 'Spotlight' learners
<p>80% of PP pupils state the health curriculum is having a positive impact on their learning.</p> <p>July 2022 92% of pupils state the health curriculum is having a positive impact on their learning.</p>	<ul style="list-style-type: none"> - Full implementation on schools tailored curriculum - PP children invited to targeted clubs - SBAR meetings to target 'Spotlight' learners
<p>80% of pupils state the emotional health curriculum is having a positive impact on their learning.</p> <p>July 2022 86% of pupils state the emotional health curriculum is having a positive impact on their learning.</p>	<ul style="list-style-type: none"> - Regulation and relationships training is embedded across the school - Emotional health (emotion coaching) curriculum syllabus coverage is fully met - SBAR meetings/VCM meetings identify spotlight PP children

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional adults (teachers) to support targeted pupils in class to close the gap, extend and consolidate, using evidence based strategies such as metacognition, feedback and marking.	Data, SBARs, regular feedback from phase leaders, termly assessment	2, 3, 4, 5,
Quality first teaching <ul style="list-style-type: none"> - Individualised CPD - Coaching - Subject Leader Support - Peer Support - Use of Data - SLT support 	Data analysis, Learning walks, Lesson study, SBARs, Pupil feedback	2, 3, 4, 5,

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 80,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted support programmes (after school clubs, breakfast clubs, boosters). To support academic progress and communication.	Data analysis, Learning walks, Lesson study, SBARs, Pupil feedback	1, 2, 4, 5,
Range of early intervention programmes for targeted pupils. To support academic progress and communication.	Data analysis, Learning walks, Lesson study, SBARs, Pupil feedback	1, 2, 4, 5,

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 44,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family liaison (parent gym, parents evening events, school events)	Attendance figures, Learning walks, surveys	1, 2, 3, 4, 5,
Wellbeing programmes (P2B, coaching programmes, VCM)	Data analysis, Learning walks, EH Lesson study, SBARs, Pupil feedback	1, 5

Total budgeted cost: £ 200,110

Part B: Review of outcomes in the academic year

Pupil premium strategy outcomes

This details the impact that our Pupil Premium (PP) activity had on pupils in the 2021 to 2022 academic year.

We are able to demonstrate that PP funding has had a significant impact this summer term and throughout the whole year.

At the start of the year attendance was a key focus area of the school. Overall attendance was on track at 96%, considerably higher than the national average. Tracking attendance was a daily focus, with calls home and home visits commonplace to understand the reasons why certain children were not attending school. Families were supported, with various needs met and concerns addressed. In Spring 2022, following the easing of travel restrictions, we saw attendance and persistent absence figures drop significantly. Children and parents, who hadn't been home to see extended family in years, took the opportunity to travel albeit unauthorised. Alongside the school-wide focus we targeted our eastern european families and employed the support of a romanian speaking volunteer to liaise with our families and support staff with communicating the importance of regular attendance. Although we haven't closed the gap of the attendance of Non-PP children and PP children, we have seen this diminish to 1%. It is when you compare our data to the national average that demonstrates the impact of our strategy. Kensington Primary School PP children attended school 93.3% of the time against the national average of 90.9%.

92% of Pupil Premium children say they are more effective learners than a year ago, and can say why this is. This year staff have had extensive training on Kensington's strategies for learning. Understanding memory (episodic and semantic) has been a key strategy this year. We believe that it is important to plan fun, exciting activities to engage and enthuse learners; creating opportunities for the children to store learning in their semantic memories is key within our day to day planning of teaching and learning. Further, we follow seven key strategies to enable our children to store learning in their semantic memory, whilst avoiding cognitive load (overwhelming memory). Chunking, pairing pictorals with words, linking, questioning, alternating problems with solutions, distributing practice and assessing to boost memory. The senior leadership team states that staff are using these strategies effectively in class.

92% of Pupil Premium children state the health curriculum is having a positive impact on their learning. We know that PP children are more likely not to engage in physical activity outside of school, and so the provision in school is having a significant impact on their health. Fitness lessons, Physical Health lessons and active learning opportunities, mean that our pupil premium children are active every day of the school week.

- *KS1 fitness tests have gone from 54% in autumn term (meeting the expected standard for speed bounces) to 85% in summer term.*

- *LKS2 fitness tests have gone from 85% in autumn term (meeting the expected standard for speed bounces) to 95% in summer term.*
- *75% of children who achieved the expected standard in Physical Health also achieved the expected standard in Reading, Writing and Maths (RWM). Only 70% of the cohort made the expected standard in RWM. **
- *85% of children who achieved 'greater depth' in Physical Health also achieved the expected standard in RWM. Only 70% of the cohort made the expected standard in RWM**
- *91% of PP children claim they are fitter, faster and stronger than 3 months ago*
- *86% of PP children say they have more skills and knowledge in physical health and 3 months ago*
- *79% of PP children say that following physical activity they are more focused in class*
- *100% of staff say on the whole their pupils are stronger, fitter and faster than 3 months ago*
- *97% of staff say that on the whole their pupils are more focused in class following a physical health lesson*

**Figures taken from Y5 cohort 2020/21*

86% of Pupil Premium children state the emotional health curriculum is having a positive impact on their learning. We know that pupil premium children are more likely to struggle with their emotional wellbeing. We are now seeing the impact of the emotional health curriculum in our impact data.

- *84% of children who achieved all of their Emotional Health learning outcomes, also achieved the expected standard in Maths. 76% of the cohort reached this standard in Maths. **
- *70% of Pupil Premium children claim that after they talk about their feelings they are more focused in class.*
- *97% of pupils that met all their emotional health outcomes also met the expected standard in physical health*
- *87% of all Pupil Premium children say they know how to regulate their behaviour when they need to*

Case Study - Omer Y6S

Omer grasps new concepts quickly. He has a mature attitude and uses his own initiative to develop work. He has had an excellent year and continues to make good progress in his work. He displays a good sense of humour. He is often willing to share his opinion with confidence and often answers questions, particularly in discussions/topics he is interested in. Omer is always extremely curious and asks questions about the world, especially the scientific and technology world. This promotes interesting discussions and learning within the classroom.

More recently, Omer has shown to self-regulate well through a range of strategies. He is able to reflect better in difficult situations and through consistent modelling and extra-curricular activities such as school council and engineering club, he has developed as a person who is now more confident – he is able to articulate himself well when presenting his work or even in conflict situations outside the class.

When Omer is passionate about something, he always goes above and beyond to produce amazing outcomes. A good example of this is the project relating to his engineering club – Omer presented his train model, which was able to pull the most cars. The proud, young talented engineer also presented himself well when being interviewed. He was confidently able to answer the questions referring to the technical notes he made in his book. I was impressed to see how he was able to confidently communicate. His communication over the year has noticeably improved. This has been more evident in his tone of voice and body language. The emotional health strategies and exposure to extra-curricular activities has made a significant impact on Omer's development and I can confidently say that Omer is well prepared and ready for secondary school and the challenges that come with it.

Well done Omer! You are a strong individual who has always shown to try his best to please his teachers! You have always been supportive and loyal to people around you. You will definitely be missed. I wish you all the best in your new school and hope you achieve your dream goals!

66% of PP children in Y3 achieved EXS or higher in reading. This is significantly off target and although closing, is still much lower than reading attainment in non-PP pupils in year 3. This will be a focus area for next year. The Phase Leader and Deputy Head (Impact) have already met to discuss the individual children identified with interventions planned for the beginning of September 2022.

This details the impact that our pupil premium activity will have on pupils in the 2022 to 2023 academic year.

Following a successful 2021/22 academic year, we aim to have made significant progress with the attainment and wider outcomes of our disadvantaged pupils. Following a targeted approach to supporting these groups, we will review the pupil premium (and recovery premium) activity and fully review the impact.

It is likely we will maintain the following areas as key focus areas.

- **Attendance of Pupil Premium children**

At this point we would expect PP children, and those identified as eligible under the recovery programme, to have attendance at 96% or above. The group will be broken down to further better understand any variance in the figure and target a specific group if necessary.

- **Attainment of PP children achieving the expected standard in reading in each year group**

At this point we would expect 80% of PP children, and those identified as eligible under the recovery programme, to have achieved the expected standard in reading. We will also closely monitor the number of children that have been judged as 'greater depth'. This figure will be benchmarked against a national average (if available at the time), with subsequent targets set for the next academic year.

- **Developing effective learners. % gap of PP and Non-PP children (across the school) who feel they are more effective learners than a year ago, and can say why this is**

At this point we would be expecting that PP children, and those identified as eligible under the recovery programme, would have any gap closed to 5% with a view the gap being closed altogether in this academic year. We would have also fully implemented the new curriculum, with particular focus on 7K - the 7 learning strategies that we will look to implement by this stage in full. For this reason we would expect to see greater impact in this area.

- **Physical Health of PP children. % gap between PP and Non-PP (across the school) who state that Physical Health lessons are having a positive impact on their learning.**

At this point we would expect PP children, and those identified as eligible under the recovery programme, having closed the gap altogether. The physical health curriculum is the most established area of the school's new curriculum and so we would reasonably expect to see no difference in outcomes for this area for our target group.

- **Emotional Health of PP children. 85% of PP pupils state the emotional health curriculum is having a positive impact on their learning.**

At this point we would expect that 85% of PP children, and those identified as eligible under the recovery programme, are reaching this target. This is in line with targets for our non-target children. Emotional Health is also another well established part of our new curriculum and so we also reasonably expect that this part of the curriculum will be more robustly embedded.

At this stage we would also aim to have no more than a 5% gap between PP children, and those identified as eligible under the recovery programme, and non-PP children within the following target areas.

- 85% of UKS2 children can name at least one strategy they can use to support their learning
- 60% of children attend at least one after school club (extended provision)
- 85% of children say that they are more effective learners than a year ago and can say why they think this is.
- 80% of pupils present improved emotional health following termly surveys
- 80% of pupils present improved physical health following termly surveys
- 80% of pupils state the health curriculum is having a positive impact on their learning
- 98%+ of children feel safe and secure in the playground.
- 80% of children are able to use regulation strategies effectively.

Finally, we will closely track the attainment of PP children, and those identified as eligible under the recovery programme, across a range of subject areas. We would expect that these children are no more than 5% off the targets for each of these key attainment groups.

- Year groups have met their attainment targets (RWM combined)
- Phonics 80%+ pass rate Y1
- EYFS 80%+ GLD
- 75%+ Multiplication Tables Check pass rate

It is also likely that we will drill down into any areas of concern and review and revise the above outcome areas to ensure they are based on the very latest need.

Year 3 - 2023/24

This details the impact that our pupil premium activity will have on pupils in the 2023 to 2024 academic year.

After 3 years we expect to have achieved the following outcomes.

We aim to have no gap between PP children, and those identified as eligible under the recovery programme, and non-PP children within the following target areas.

- Attendance
- Ensuring UKS2 children can name at least one strategy they can use to support their learning
- Ensuring children attend at least one after school club (extended provision)
- Developing effective learners
- Ensuring pupils present improved emotional health following termly surveys
- Ensuring pupils present improved physical health following termly surveys
- Ensuring pupils state the health curriculum is having a positive impact on their learning
- Ensuring children feel safe and secure in the playground.
- Children are able to use regulation strategies effectively.

Finally we will be closely tracking the attainment of PP children, and those identified as eligible under the recovery programme, across a range of areas. We would expect that these children are on track for the targets for each of these key attainment areas.

- Year groups have met their attainment targets (RWM combined)
- Phonics pass rate Y1
- EYFS GLD
- Multiplication Tables Check pass rate

It is also likely that we will drill down into any areas of concern and review and revise the above outcome areas to ensure they are based on the very latest need.

Review process

The strategic review of this document will run alongside our existing impact framework. The strategy will be reviewed formally annually. Amended versions will be made available to view on the school's website.

The review will also be scrutinised by our LAB during periodic LAB meetings.

Appendix 1

Theories and models

[CUREE: Finding the golden thread](#)

<http://dera.ioe.ac.uk/2095/1/download%3Fid%3D139315%26filename%3Dleading-curriculum-innovation-in-primary-schools.pdf>

<http://www.cambridgeassessment.org.uk/Images/overcoming-the-crisis-in-curriculum-theory-a-knowledge-based-approach.pdf>

<http://policyexchange.org.uk/images/publications/knowledge%20and%20the%20curriculum.pdf>

<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/spaced-learning/>

: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-secondary-science/>

<https://educationendowmentfoundation.org.uk/news/trialled-and-tested-new-eef-podcast/>

https://www.nctq.org/dmsView/Learning_About_Learning_Report

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>

<https://primarytimery.com/2017/09/16/memory-not-memories-teaching-for-long-term-learning/>

<https://www.teachingtimes.com/kb/118/metacognition.htm>

<https://cambridge-community.org.uk/professional-development/gswmeta/index.html>

<https://improvement.nhs.uk/documents/2167/six-thinking-hats.pdf>

http://upload.reactcdn.co.uk/edgeware/uploads/document/2_0_habits-of-mind-in-colour-for-display.pdf

Ofsted publications

https://www.gov.uk/government/news/ofsted-chief-inspector-launches-her-second-annual-report-on-state-of-education-and-childrens-care-in-england?utm_source=1eff98af-a4ff-4240-938d-28f2f2d02244&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-schools>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/726114/Obesity_healthy_eating_and_physical_activity_in_primary_schools_170718.pdf

<https://www.gov.uk/government/speeches/hmci-commentary-curriculum-and-the-new-education-inspection-framework>

https://www.gov.uk/government/publications/curriculum-research-assessing-intent-implementation-and-impact?utm_source=f37ed741-7631-43c9-8fce-8c6ab182b639&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

https://www.gov.uk/government/speeches/commentary-on-curriculum-research-phase-3?utm_source=88a0ca48-f6f2-4f5c-a001-c8913db3e294&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

https://www.gov.uk/government/news/ofsted-chief-inspector-launches-her-second-annual-report-on-state-of-education-and-childrens-care-in-england?utm_source=1eff98af-a4ff-4240-938d-28f2f2d02244&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

<http://bit.ly/curriculum-workshop>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/771033/Schools_draft_handbook_150119.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/777992/Intention_and_substance_findings_paper_on_primary_school_science_110219.pdf

Websites, blogs and other resources

<https://www.cognizant.com/whitepapers/21-more-jobs-of-the-future-a-guide-to-getting-and-staying-employed-through-2029-codex3928.pdf>

<https://www.cognizant.com/futureofwork/article/talent-intelligence-positive-psychology>

<http://www.tomorrowtodayglobal.com/2011/02/26/5-minds-for-the-future-a-summary/>

<https://www.bbc.co.uk/news/health-46295719>

<http://www.educationengland.org.uk/documents/pdfs/2009-IRPC-final-report.pdf>

<http://www.msn.com/en-gb/money/news/the-28-world-economies-most-ready-for-the-future/ss-BBPQj2a?ocid=ientp>

<https://www.theguardian.com/teacher-network/2017/oct/27/teachers-your-guide-to-learning-strategies-that-really-work>

https://www.google.co.uk/search?safe=strict&rlz=1C1CHBF_en-GBGB813GB813&tbm=isch&sa=1&ei=jlbgW-b5HqWKgAanOpKABA&q=revised+bloom%27s+taxonomy+butterfly+eyfs&oq=revised+bloom%27s+taxonomy+butterfly+eyfs&gs_l=img.3...44270.45054.0.45289.5.5.0.0.0.44.207.5.5.0...0...1c.1.64.img..0.0.0..0.0.leRndsZFg0Y#imgrc=3gmEsxlcmezbCM:

<https://www.thinkingschoolsinternational.com/thinking-skills>

<https://oaklandsjunior-school.org.uk/wp-content/uploads/2018/03/Quick-guide-for-website.png>

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<https://primarytimery.com/>

<https://www.bbc.co.uk/news/education-45560165>

<file:///C:/Users/kayleighc/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/04LR7MBY/SSATs-Four-Pillars-of-Principled-Curriculum-Design-1.pdf>

<https://thirdspacelearning.com/blog/maths-vocabulary-ks2-5-activities-fluency-develop-reasoning-skills/>

<https://impact.chartered.college/article/turner-developing-your-curriculum-design-skills/>

<https://curriculumredesign.org/>

<http://www.lotc.org.uk/wp-content/uploads/2012/04/Leadership-for-embedding-outdoor-learning-within-the-primary-curriculum.pdf>

<https://www.thersa.org/discover/publications-and-articles/reports/thinking-about-an-area-based-curriculum-a-guide-for-practitioners/>

<https://www.thersa.org/discover/publications-and-articles/rsa-blogs/2014/09/every-child-should-have-an-education-in-arts-and-culture/>

<https://ioelondonblog.wordpress.com/2015/05/19/the-next-five-years-10-challenges-for-school-leaders/>

<https://www.youtube.com/watch?v=iG9CE55wbtY>

https://www.youtube.com/watch?v=-y3tN_1CiRk

<https://www.theguardian.com/education/2019/jan/07/tides-out-schools-in-the-many-benefits-of-beach-teaching>

<https://www.ft.com/content/2e4c61f2-4ec8-11e6-8172-e39ecd3b86fc>

<https://www.moe.gov.sg/docs/default-source/document/education/primary/files/primary-school-education-booklet.pdf>

<https://www.moe.gov.sg/education/primary/primary-school-curriculum>

<https://www.theguardian.com/environment/2016/mar/25/three-quarters-of-uk-children-spend-less-time-outdoors-than-prison-inmates-survey>

<https://www.cbc.ca/news/canada/nature-as-the-antidote-to-screen-time-1.2550435>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5374256/>

<https://www.nature.com/articles/nature10190>

<https://www.youtube.com/watch?reload=9&v=n7dgWnPIENU&feature=youtu.be>

<http://www.educationengland.org.uk/documents/pdfs/2009-IRPC-final-report.pdf>

<https://docs.google.com/presentation/d/1WwS02SF6smm5oFztkNG5Wa9xgfBE5wEsBTXhVpKVjtk/edit?usp=sharing>

<https://study.com/academy/lesson/what-is-the-socratic-method-definition-examples.html>

<https://www.gov.uk/government/speeches/education-secretary-sets-out-five-foundations-to-build-character>

<https://cambridge-community.org.uk/professional-development/gswmeta/index.html>

<http://christine-metacognition.blogspot.com/>