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Teaching and Learning Magazine

Issue 06



Barr Beacon
School Centred Initial
Teacher Training
Your Future | Their Future



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**Dame
Maureen
Brennan**
CEO

Welcome

There is so much written about teaching and it is always great to have a bit of time for reading useful educational material but so much of it is not relevant to our schools.

This Teaching and Learning magazine, which is our sixth published, contains practical ways to extend your repertoire of teaching skills. They can be used in all subjects and key stages. If you have any more practical and

effective strategies send them by e mail to Jacqui Newsome at jnewsome@matrixacademytrust.co.uk and hopefully they will be shared with over 500 colleagues who work at our schools within the Matrix Academy Trust. Try them out and if you can improve them let us know.

Enjoy

Dame Maureen Brennan



Education In The News

Ofsted

All routine inspections have been cancelled in light of the Coronavirus pandemic.

[Click here to read the update](#)



Schools week



Latest schools and education news, investigations, expert columns, book reviews, explainers of research and policy documents for England.

[Click here for more information](#)

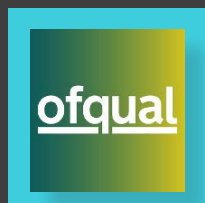
UK Education News

All the latest UK Education News from the top newspapers and leading industry publications and organisations. Please note there may be a paywall to access some of the articles.

[Click here for more information](#)



Ofqual



Useful video on awarding GCSEs, AS and A levels this summer: for schools and colleges

[Click here to watch the video](#)



Sharing Good Practice

David Lowbridge-Ellis

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A script for live modelling

Resource Information

Live modelling is something we have been developing a lot at Barr Beacon. This is a script I devised for my English lessons, although colleagues in other subjects have used it exactly as it appears here or in a modified form.

1. "Do we have everything we need?"

Model collecting your materials. Quotations? Dates? Key words? Whatever you need for your subject, model getting it together.

2. "Ok, let's go..."

Put pen to paper/marker to whiteboard. This is the scariest step for most pupils. And some teachers. So show them you're not afraid. Write the first thing that comes into your mind. Even if you cross it through, making corrections live is essential.

3. "Are we going in the right direction?"

Before you go too far, take a look back. Check what you've written against the success criteria and of course correct if necessary.

4. "We could include this... or we could write this instead..."

Whether you're inviting audience participation or you're just talking aloud to yourself, it is crucial that you voice your options loudly and clearly. Then maybe ask the pupils to help you choose.

5. "I think we're going the wrong way here... Let's do this instead."

If you make a mistake, don't rub it out. Instead, cross it through and move on. Show your students that struggle is normal!

6. "Let's see how we did."

When you've finished, look back at the success criteria/mark scheme to evaluate your performance. Although things will have gone well overall, it's vital to look at the crossings-out to see where you could have gone completely down the wrong path.

Impact

Rather than using a pre-prepared model answer, teachers have found it more effective (and something of a workload saving) to model live.

The biggest benefit of this approach is that pupils get to hear their teacher thinking their way through something. They hear it, and see it, being broken down into the steps they will need to take themselves. Pupils will have learned the importance of making mistakes on their route to success and reflecting on their own performance. Having a visualiser is helpful but not essential. You can live model by typing into a Word document displayed live on the screen or by writing on the whiteboard.

[Click here for the full blog post](#)



Sharing Good Practice

Liza Reid - Secondary
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Road Maps KS1, 2 & 3

Resource Information

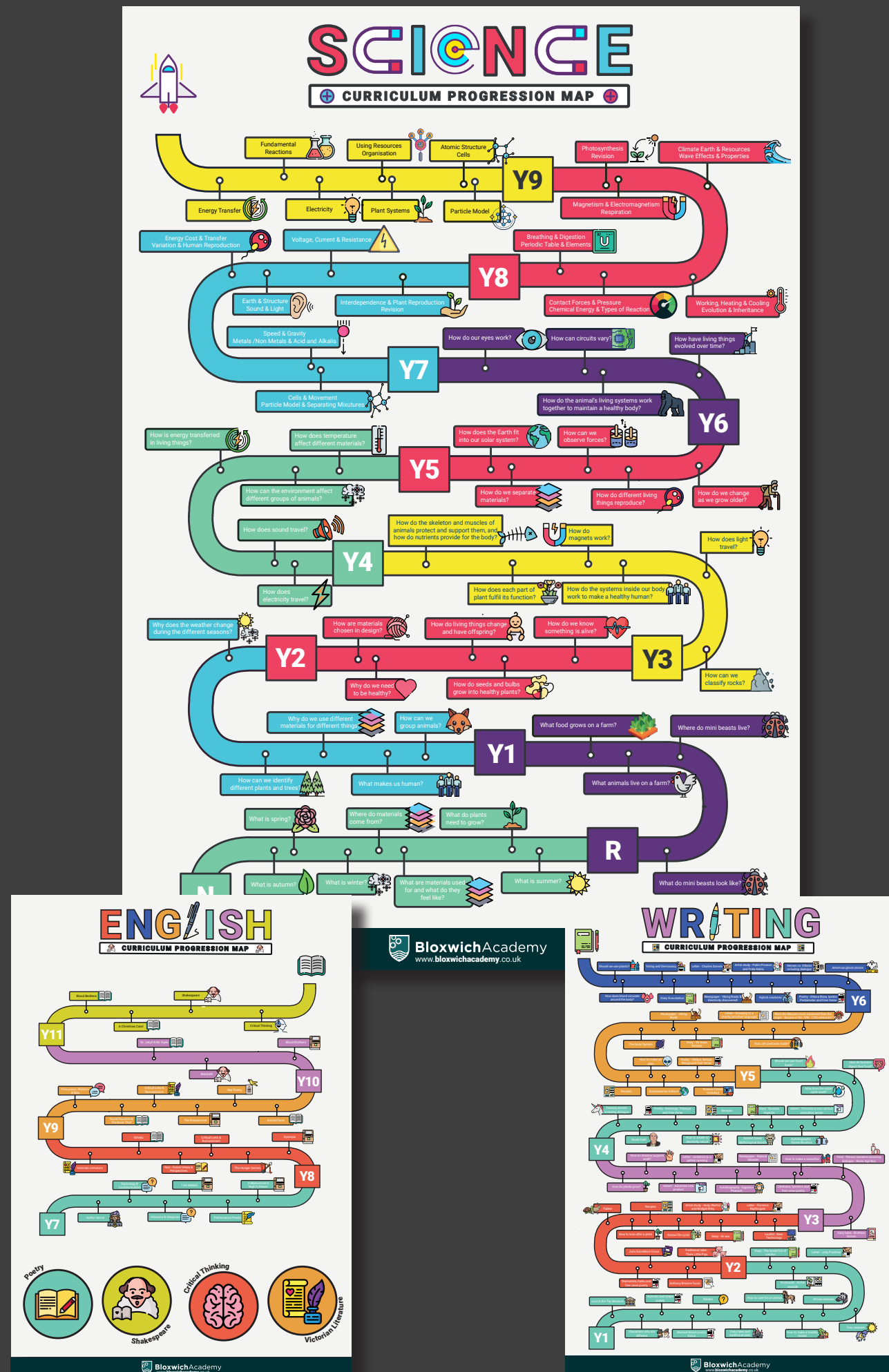
Demonstrating an overview of a pupil's curriculum learning journey and the transition between key stages can be difficult to review and align. It is important for staff at all stages to see the holistic view and ensure a structured and sequenced curriculum is in place. To solve this issue Bloxwich Academy subject and phase leaders plotted a learning 'road map', covering nursery to year 9. The document simply and effectively identifies key learning topics throughout a pupil's learning journey at Bloxwich Academy. The process of plotting the road maps allowed staff to reflect on their curriculum intent, implementation and impact through the transition of key stages.

To develop this process further a phase two approach is currently underway to document in a similar format the summarised learning goals for each year group.

Impact

Staff have utilised this resource to offer clarity of the curriculum journey for all subjects across early years and key stages 1, 2 & 3. Information gained through this process has informed and assisted with the development of curriculum intent for a three year development plan, considering breadth and depth of challenge offered, as well as crossovers and interleaving opportunities. The cohesive planning from all staff has also opened up opportunities for continuing professional development across primary and secondary phases.

Road Maps



Developing metacognition through assessment

Resource Information

At DEC one of the areas we are focussing on developing is Metacognition- a wide range of strategies that when executed well, are known to add 8 months to the progress of our pupils (EEF.) One aspect of this can be how we get our pupils to engage with models, success criteria, and scaffolds, and how we empower them to think like experts, able to unpick exactly what it is that needs to be done, in order to think and write like an expert, within our subjects. Of course, there is a lot more than this to Metacognition! The attached slides are just one way in which you can help your pupils to unpick what it is they need to do to be successful; to think and write like you do!

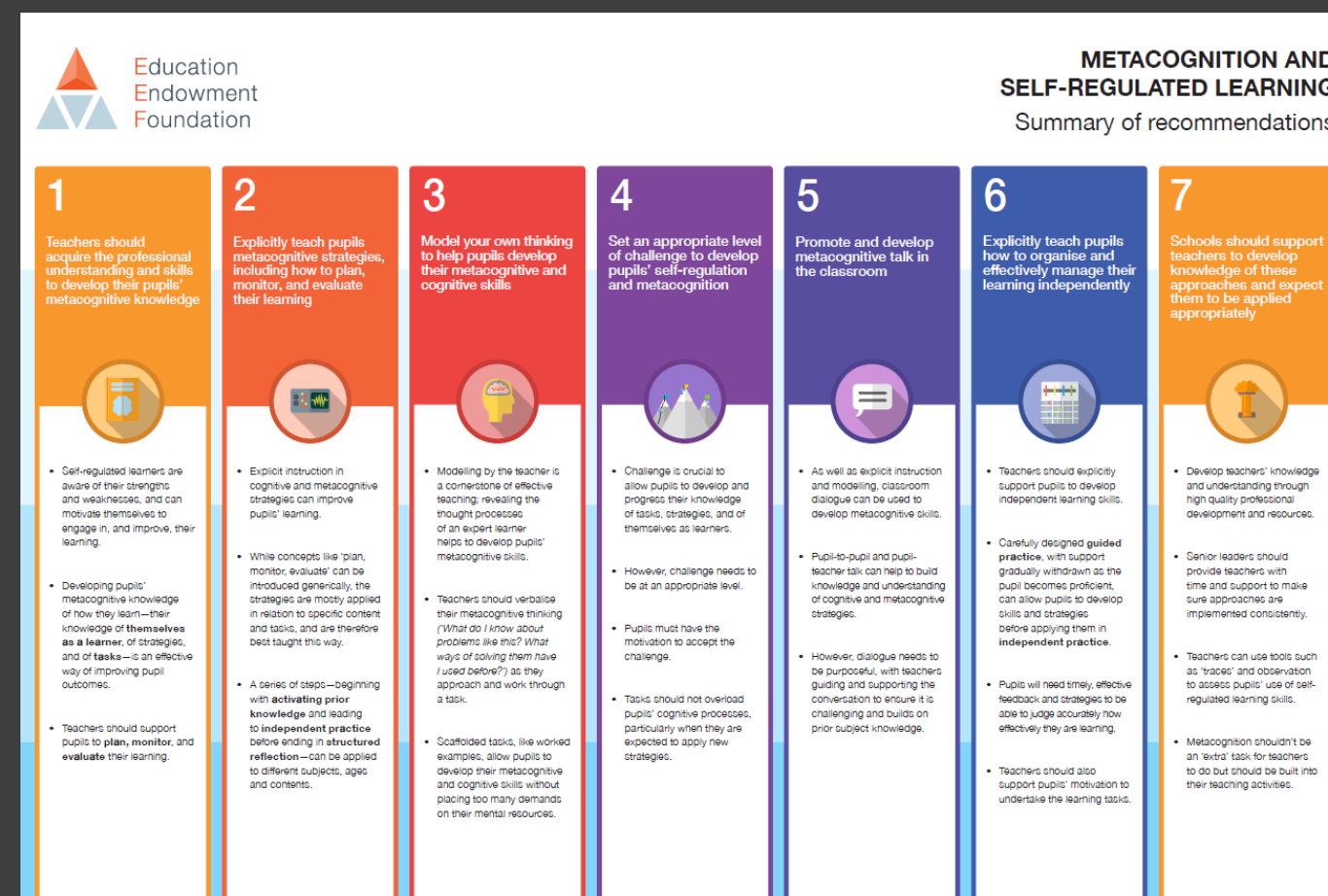
The attached slides show how an imperfect model was presented to the pupils alongside pupil friendly success criteria and scaffolds, which they were ready au fait with. They had to work out what was missing, which mark band, and what they needed to do to improve their work. I almost always run this as a think-pair-share, so the discussions they have with their peers are well structured, with something concrete to refer to.

Impact

Pupils will require some training, and need to be used to the scaffolds and success criteria for this to work well. When embedded as a strategy this helps pupils to internalise what needs to be done to achieve excellence. As a result, over time pupils are able to re-create a high standard of work independently. Psychology at DEC had a progress score of +1.51 in 2019.

[Click here for resource](#)

Summary of recommendations



Time Rewind Revision Journey & Retention Starters - Psychology

Resource Information

This was a resource used in the Spring term to guide revision in Year 13.

The class would 'travel back in time' to revisit early topics. All topics are interleaved into specific weeks to allow for revision to be mapped out. Students could then use this to organise their own independent revision, e.g. focusing on the Social Influence topic on Week Two. An image of the journey is attached.

Alongside this each week, there would be four retention starters conducted, one per lesson. These are designed to test recall of the designated topic on the journey. For example, on Week Two there would be starters on Social Influence for the first 10 minutes of each lesson. The starters vary each week, but they could be key words, matching, sorting or cloze tasks (see images of examples). Through class feedback students would self-assess their own efforts in green pen.

At the end of the week students would be set exam questions on that topic for homework, to enable them to consolidate and apply this revisited knowledge further.

Impact

Students found the starters useful as it was a way to redress any areas of misconception and for them to ask questions where necessary. As the students knew what week we were on, they knew what to expect when they arrived to lesson, so this also settled them and allowed them to focus more quickly. Revisiting earlier topics through the starters also allowed for links and connections to be made between these topics and the newer ones being studied in Year 13. In terms of progress, students were achieving more marks on the exam questions set for homework following the completion of the retention starters.

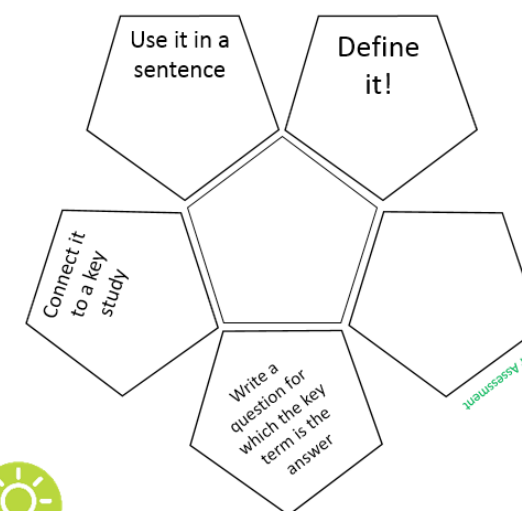
[Click here for resources](#)

Resources



Revision Rewind: Social Influence

Key Word Pentagon



Select one of the following key terms and write it in the centre pentagon:

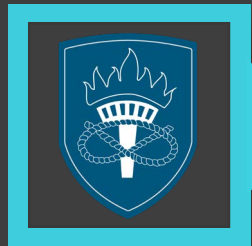
Minority Influence
Normative Influence
Informational Influence
Obedience
Location
Proximity
Group Size
Conformity
Consistency
Flexibility
Commitment
Social Roles

Stretch (RM Terms):

Use one of the following terms:

Temporal Validity
Test Retest Reliability

ST JOHN AMBULANCE DONATION!



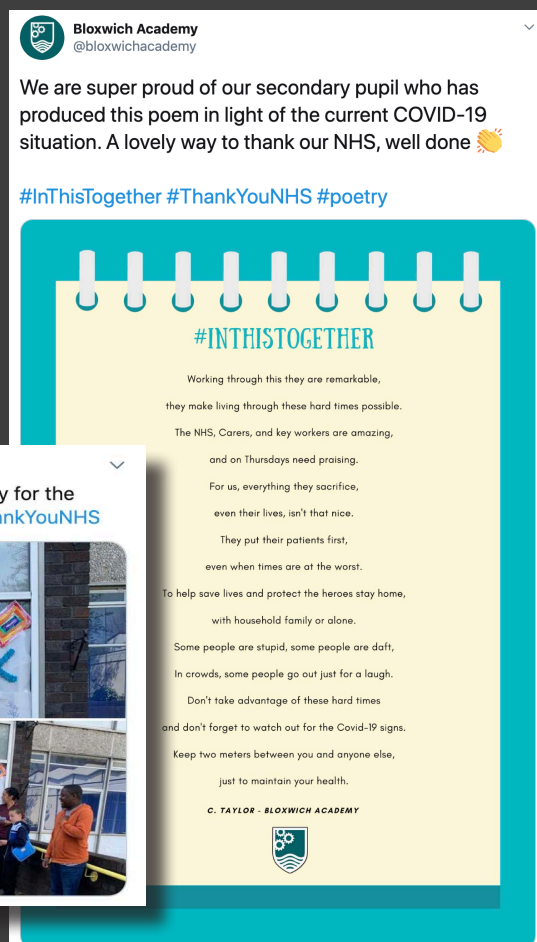
Barr Beacon School



KEY WORKER TAKE AWAY FOOD AND NHS POEM!

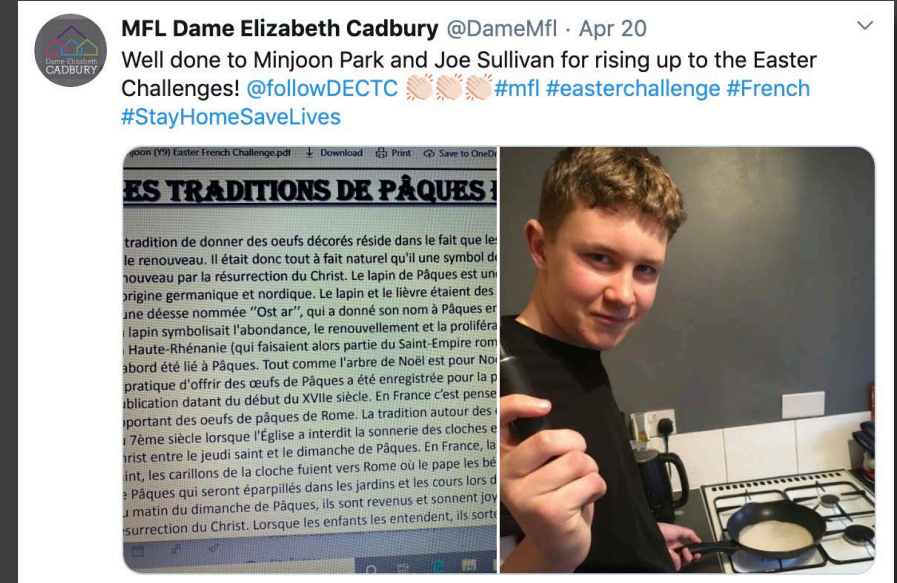


Bloxwich Academy



Dame Elizabeth Cadbury School

MFL EASTER CHALLENGES!



Etone College

NHS FUNDRAISER!



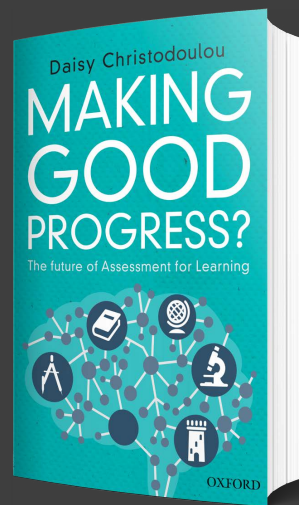
Making Good Progress? The Future of Assessment for Learning

Daisy Christodoulou, Oxford University Press, 2016

Rachael Ratcliffe

rratcliffe@etonecollege.co.uk
Etone College

This book provides real insight into the way we approach AfL at all levels. It offers critical thinking and a variety of perspectives on the way that assessment has developed overtime and how this is different from the initial intentions set out by the government. If you are looking to restructure your assessments, evaluate the reliability of existing assessments, reconsider the frequency of assessments or consider how you can learn more from the assessments you have in place then this would be a very good place to start.



Making Good Progress? The Future of Assessment for Learning **is available to buy from Amazon.**



Brain Challenge

Turn me on my side, I am everything. Cut me in half and I am nothing. What am I?

What is the number of the parking spot containing the car?

