



INSIDE
MATRIX ACADEMY TRUST



SHARING PRACTICE TEACHING & LEARNING

Magazine | Spring 2016



INSIDE THIS ISSUE

Effective Revision

Assessment Feedback

Strategies For Promoting Literacy



For me, it's all about the modelling.

You can take horses (pupils) to water, but don't expect most of them to start drinking (doing whatever you need them to do) unless you show them some ways to do it.

This booklet contains a multitude of strategies for modelling the essentials – revision, written accuracy and responding to feedback. Some of them you may love. Some of them you may look at and think 'that's definitely not for me'. Some of them you may not be sure about... but you'll give them a go anyway.

Speaking personally, there are at least 4 things in here which I can't wait to try out. Things I would never have come up with myself in a million years.

Thank you to everyone who has contributed to this inspiring first issue.

Thank you for modelling.

David Lowbridge-Ellis
Deputy Headteacher, Barr Beacon School

HAVE AN IDEA? SHARE IT ACROSS THE TRUST

SPREAD THE WORD IN THE NEXT EDITION
NEW EDITION DUE AUTUMN 2016

EMAIL YOUR IDEAS TO SFOSTER@BARRBEACONSCHOOL.CO.UK

Pupils might feel a bit like "where do I start?" or think that it's not possible to revise for MFL but effective revision at this stage will be the crucial difference.

THE FIRST QUESTION THEY NEED TO ASK IS WHAT DO I NEED TO DO?

As exams get closer vocabulary and de-coding texts, both written and spoken, needs to be the focus, therefore the more words they know/recognise but also the more skills they have to work out the words they don't know is imperative.

THE SECOND QUESTION WOULD BE HOW SHOULD I DO IT?

They should have a good idea of what works and doesn't work for them in terms of revision and learning. If not, they need to find out quick! Maybe guide those who are unsure to take a test online – they have precious hours, wasting them is not an option!



TOP TIPS TO GIVE PUPILS



Useful Websites

www.wix.com/barrbeacon/gcse-german

www.bbc.co.uk/gcsebitesize

www.languagesonline.org.uk

www.s-cool.co.uk/gcse/

www.revisionworld.com/gcse-revision

www.cram.com

Use GCSE Vocabulary booklet – skim through and mentally check off words you are confident with and make a note/list of ones you didn't know.

Find as many new words as you can – and write them out over and over until you have memorised them.

Break each larger topic (remember there are 5) down into smaller topics and create a mind map/ list of vocab for each one.

Read, cover, write, check – as you try to learn.

Invest in a GCSE text book or borrow one from your teacher and make notes on any unfamiliar vocab as you go through.

Write the words you are struggling to remember on flashcards and stick them places you will see them regularly.

Write a list of vocab that groups together – you could try different categories like synonyms, opposites, cognates, false friends, words that have same prefix/suffix.

Create flashcards for the most tricky words.

Think of your brain like a woodland. If you walk the same route repeatedly you will create a path and this path will last over time.

If you only walk the route once or twice the path will never form.

If you walk the path but then forget to revisit it, it will quickly become overgrown and lost.

Taking The Correct Route

Expose students to as many different strategies as possible and build time in lessons for pupils to try different techniques to gauge how effective these might be. They could share these thoughts with the rest of the class. Be careful! Many of the strategies below may not maximise a pupil's ability to recall information. The pyramid on the next page shows the most effective methods of revision.

Complete tasks on a revision website. (if you have access to laptops or desktops)

Highlight things you need to revise in your book or revision guide.

Produce a spider diagram on at least one topic

Create revision cue cards- they may only contain images and key words...

Work with a partner – each create a test for the other person to complete

Create a song or rap

Use the resources on the VLE like key word banks, revision videos and guides. (if you have ICT access)

Distil and summarise any existing revision notes you have made.

Prepare a speech about a topic and learn off by heart

Create model answers for different questions

Create case study revision pieces

Design and annotate a 'memory palace'

Complete the key word glossary in the revision guide

Create posters on the main topics

Write a script for a role play about the main topics/subject

Answer previous exam questions & self mark

Create a revision booklet or 'idiots guide to...'

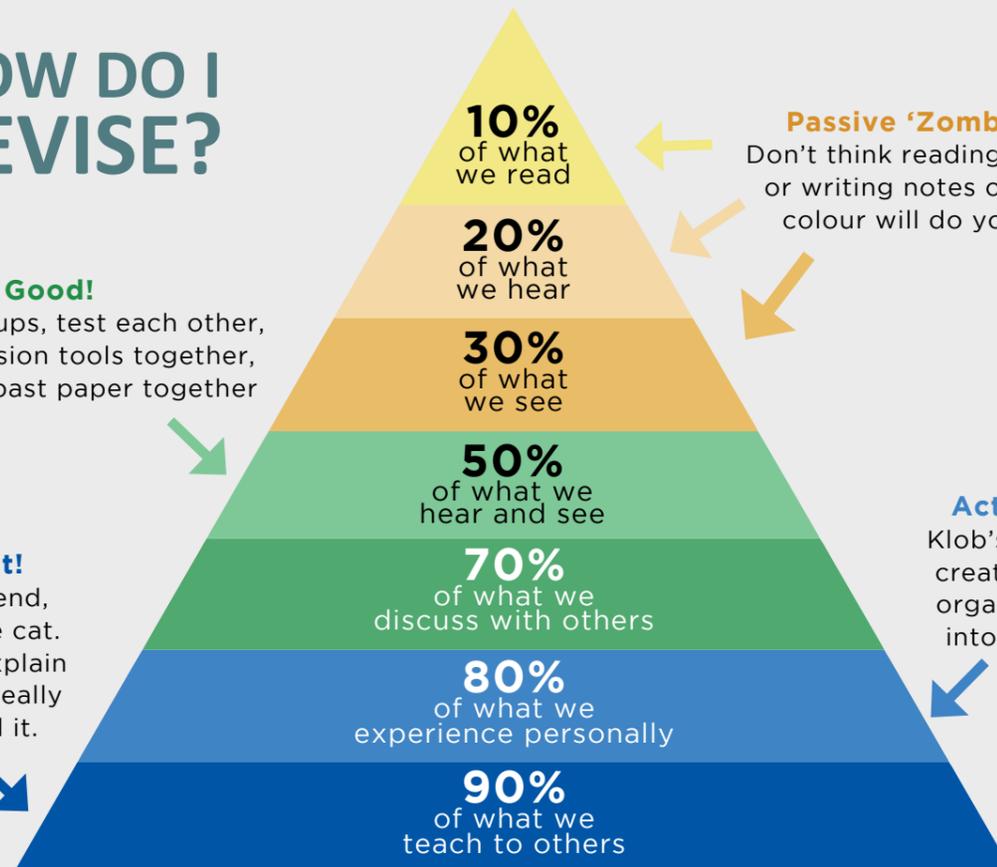
Acceptable Revision Tasks



HOW DO I REVISE?

Good!
Work in groups, test each other, create revision tools together, work on a past paper together

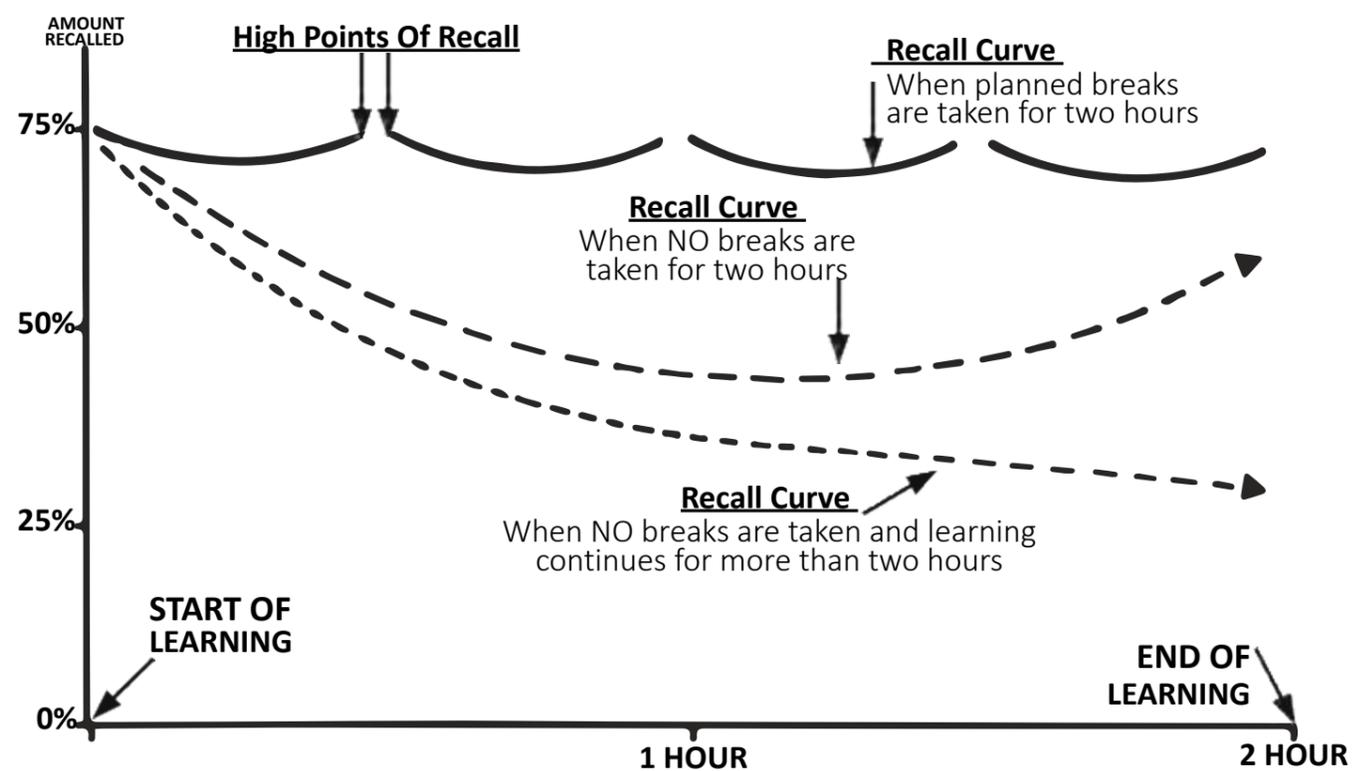
Excellent!
Teach a friend, relative...the cat. If you can explain it then you really understand it.



Passive 'Zombie Learning'
Don't think reading and highlighting or writing notes out in a different colour will do you any favours.

Active Learning
Klob's learning cycle - create revision tools, organise information into new forms etc.

Encourage pupils to take regular breaks in their revision to ensure maximum recall. If they decide at the beginning how long to work for, with a clock, then as their brain knows the end is coming, the graph rises towards the end. If they break up a 2-hour session, into 4 shorter sessions, each of about 25-minutes, with a short planned break between them, then it is even better.





The old ones are the best! Why not use games of the 1980s as a revision strategy or ask the pupils to create their own to play with class mates.

-Catherine Woodward, Etone College.



Socrative is a great online tool to use with your classes. It enables you to format quizzes that can provide functions such as; One off questions; Competitions/races; Exit tickets; live feed of answers; printouts and spreadsheets and it is found in both web and app versions. Have a look at the links below.



-Curt Baggot, Etone College.

PLANNING FOR SUCCESS

CONCERN	SOLUTION (in school/form time)	NEXT STEPS (Independently)
MOCK/REAL EXAMS	Organise time. Attend revision sessions. Find revision guides.	Create a revision timetable. Find out what revision sessions are available. Pick out key sessions to attend and note in planner. Ask teachers what revision resources are available from school or to buy: ABE BOOKS
COURSEWORK IS INCOMPLETE!	Ask teachers for guidance on what needs to be completed and deadlines. Are catch up sessions available?	Speak to teachers and organise catch up sessions. Create a list of coursework to be completed: work thorough it.
COLLEGE/SIXTH FORM APPLICATIONS.	Find out dates of open days/evenings. Look at online prospectuses. What else do I need to know about particular courses or colleges?	Create a 'visit' timetable. Narrow down choices. Create a 'need to know' list of questions to ask during visits.
I DON'T KNOW WHAT I WANT TO DO!	Draw up a dream list. Reality check the dream list. Attend open evenings and skills events in my chosen areas.	AS ABOVE, MULTI TASK!

Some guidance for those unorganised pupils in your tutor groups who are struggling to get going.

- Heather Taylor, Etone College.

Find The HOOK

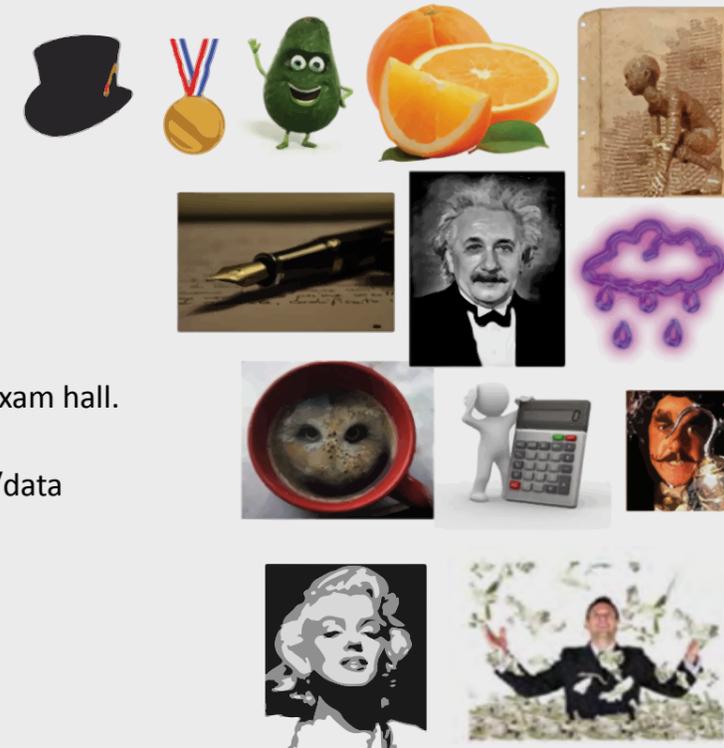
Take the students to the exam hall.

Look around and identify what they can see. (i.e basketball hoops, fire exits, nets etc.)

Then ask the students to associate their key images/facts/data with a given object in the exam hall.

Then get them to image the key images/facts/data at the location of the exam hall object. (i.e Marilyn Monroe at the fire exit.)

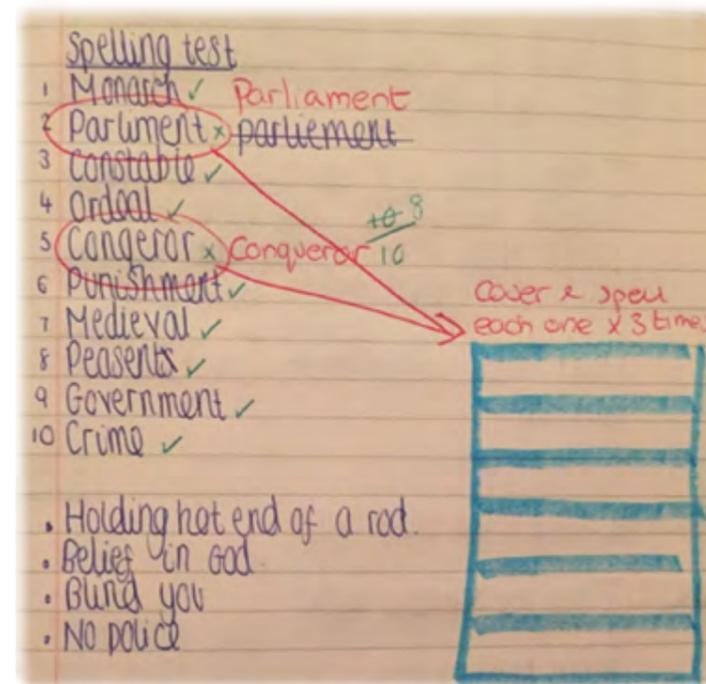
Try it out in the hall. Have a go. Run through the above steps and see how many you can associate and remember.



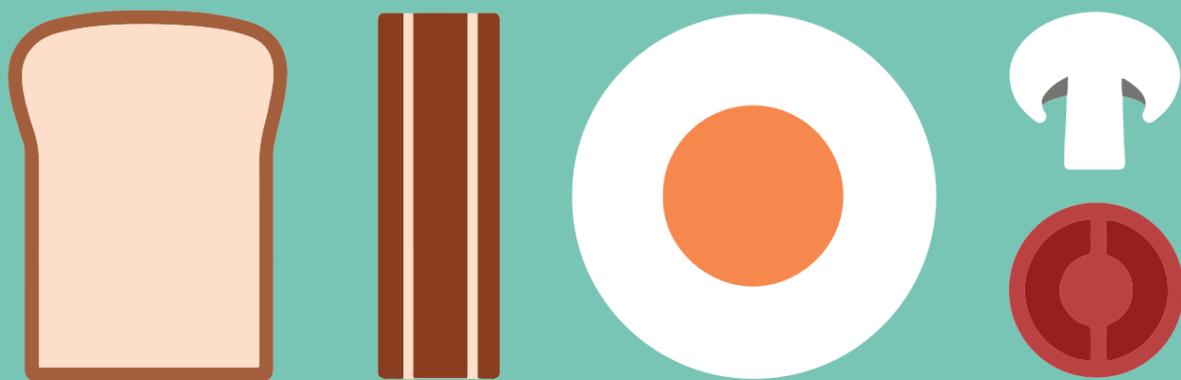
A fantastic method of pupils being able to recall key information using the features of the examination hall!

- Joanne Knowles & Darren Bowley, Etone College.

COVER & CORRECT



Marking of pupil spelling could be much more targeted and meaningful by carrying out a spelling test of 10 key words associated with the unit that you are studying. When marking this you or another pupil could write out the correct spelling of incorrect words and ask pupils to cover and write it out 3 times. This will ensure that they reflect upon the spelling of key words and improve the overall quality of their work.



HAVE A GOOD
BREAKFAST

OR LUNCH

BEFORE THE

EXAM

NOM NOM NOM NOM...



DURING
THE EXAM

Before I introduce this to any group, I first:

- Take a detailed look at previous past examination papers.
- Link questions to the specification.
- Read the most recent examination reports.
- Look at the grade boundaries for each examination and the overall for the subject.

With exam boards under pressure to raise standards, they have made science questioning more difficult, raised grade boundaries and made mark schemes more specific. This makes it even more difficult for pupils to tackle their examination papers. Simply learning the subject is no longer enough.

How to launch it.....

- I usually create my own question and mark scheme for pupils to attempt as an example.
- I give out a template for the exam question and mark scheme, based on their exam board.
- This can be done in class or as an extended homework.

What else can be done?

- As teachers, we have to 'raise our game' to give our pupils the best chance in examinations.
- I find pupils creating their own questions and mark schemes really useful.

Once Completed....

- Once all the questions and marks schemes are handed in, you need to check them!
- All the questions can be then collated, copied for every member of the group as an exam paper.
- Pupils sit paper and then this can be peer marked or marked by yourself.
- The author of the questions can come to the front to teach others how to answer the question, explaining their mark scheme. This can be used for any class, regardless of key stage or ability.

Depending on the age and ability of the group, I give the pupils varying guidance:

Give each pupil a different topic to create a question on (I usually choose this for them, based on their previous assessments). You can give them a topic they have done well at or one they have struggled on.

Give specific guidance on what is expected. How many marks? Link question to previous question, how many parts to the question etc.

There are many different ways to use this. You can either pair pupils up, focus on a handful of topics, or just one, but however you use it, I have positive feedback and improvement in examination & revision techniques

BE SMART

REMEMBER | THERE IS NO ONE RIGHT WAY TO REVISE

The **RIGHT** way is the one which works for you and will consist of a number of **ACTIVE** different strategies.

HOWEVER? ALL REVISION SHOULD BE:

Small - break information down into chunks.
Manageable - in terms of time.
Active - using multi-sensory techniques.
Repeated and recalled.
Tested memory without notes.

Tired of reading feedback such as “write neater” and “add more detail”? Why not put prompts on the board that could be used by pupils to praise their peer’s work or as a target to improve it. This will provide instant feedback the pupils require to make progress.

- Have they** linked 2-3 pieces of evidence?
- Have they** chosen an appropriately challenging task?
- Have they** fully explained the evidence using PEEL paragraphs?
- Have they** written a conclusion?
- Have they** fully justified their point of view?
- Have they** spelt key words correctly?
- Have they** considered the reliability of the evidence due to origin and purpose?



**PEER MARKING
OUR WORK**

WWW
What Went Well

EBI
Even Better If

ALLOW STUDENTS TIME TO REFLECT AND CORRECT

There is no prescribed way to do this but 'branding' reflection time is effective in creating routines and enforcing expectations of how this time should be used. 'COW' Time, 'DIRT' time or 'Reflect and Correct' are all useful ways to establish routines, expectations and enhance the impact of your written feedback.

CHECK
OUR
WORK



GO GREEN
USE GREEN PENS TO

- CORRECT SPELLINGS
- ANSWER QUESTIONS
- RESPOND TO FEEDBACK

Dedicated
Improvement &
Reflection
Time

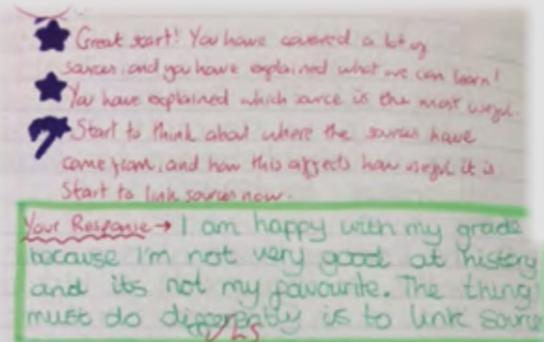
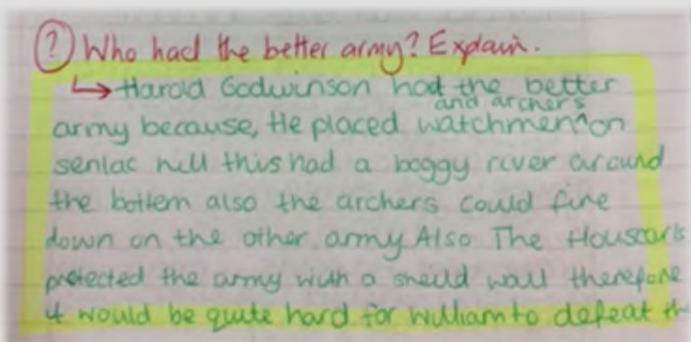


WHAT DOES MY MARKING MEAN?

- T** This means target. You should work towards this.
- ?** This is drawn to show I have asked you a question, and that you must respond.
- [Yellow box]** A highlighted box is used when you have completed an extended piece of writing, and you must reflect on my feedback in here.

IMPROVING PUPIL RESPONSE TO FEEDBACK

Using highlighted boxes to indicate where and how much pupils should write has been very effective in prompting pupils to engage in assessment feedback.



"I find that this sheet helps pupils and students to focus upon the units and questions where they gained and lost marks. Most importantly, it encourages them to use this information in order to set specific targets to ensure that they are able to maximise their progress and attainment in the summer examinations. Another example can be seen below."

Kieran Ellement
Barr Beacon School

Geography Exam Review

Year 12 Mock – Rural Change

Name: _____

RAW SCORE

My raw exam score: /25

My raw grade: A* A B C D E F G

No. of marks off my target: 3

The big picture?
(What is your target grade?)

My Target Grade: _____

Did you achieve your target on the test?

Next Steps

How are you going to achieve your target?

Have you added your next steps to your tracker?

I lost marks for...

Now act on your feedback

After Acting On Your Feedback...

My final exam score is... /25

My final grade is... A* A B C D E F G

No. of marks off my target grade: _____

Section	Question	Level	Mark
SECTION 1 – Describe the rural profile (1980-2010)	2 (a) (i) SKILL - Using a resource	Level 2 - describes change and characterisation. Data used.	/4
	Level 1 - Identifies general increase. Limited use of data.	3-4	0-2
SECTION 2 – Reasons for change	2 (a) (ii) Suggest reasons for change	Level 2 - Suggests two reasons and shows clearly how influenced change	/6
	Level 1 - Suggests one reason, clearly shows how influences change or two with limited exemplification	5-6	0-4
SECTION 3 – Political factors affecting development	2 (b) Outline how two political factors have influenced development	Level 2 - Clearly identifies and explains two political factors that might influence rural areas	/6
	Level 1 - Clearly identifies and explains one political factor, or two factors with limited explanation.	5-6	0-4
SECTION 4 – Farming and environment	2 (c) Explain how changes in farming have led to environmental problems.	Level 2 - clear examples. Cause-effect link clearly explained. Accurate SPAG. Geographical terminology.	/9
	Level 1 - clear examples. Cause-effect link explained but may not be clear. SPAG may have some errors. Geographical terminology.	8-9	5-7
Changes in farming leading to environmental problems	Level 1 limited or no examples. Basic descriptions. Little reference to farming the environment. Little use of geographical terminology.	5-7	0-4

The 5 minute Mock Paper Analysis

My Target: A* A B C D E F

AP1: A* A B C D E F

Mock: A* A B C D E F

Strong topics

What I am improving on

How my teacher can help me improve even more

Things I know but need to make stick

Things I need to learn

Revision resources used

Revision resources I plan to use

Next steps

A much used saying is that “we are all teachers of literacy”. This is indeed an incredibly important role that we all play. GCSE Maths examinations have been judged to require reading ages of 16 years in order to understand the content and instruction. So what can we do to support our pupils in developing their reading and writing?

- Make reading visible around the school by displaying attractive posters. ‘Good reads for historians ...’, ‘Want to know more about Van Gough’s life and work? Try these books.’
- Produce recommended reading lists for your subject. Make the books age specific. Publicise these so parents and carers can be guided in how to support wider reading of their children.
- Create ‘book boxes’ for your classroom for pupils to delve into. They could be used to assist in general class work, projects or homework. Some books could have a label indicating it as a resource that will stretch the most-able students.
- Challenge pupils to write their own books as an extended homework project and then share, read and review each other’s books.
- Paired 1-1 reading in lessons. Pupils can be matched by ability to ensure the most-able are stretched by different text or can support those with lower reading ages.
- Hold class library sessions to teach pupils how to get the most out of the library.



A very interesting piece of research about the reading habits of young people was published by the Department for Education in May 2012 and can be found at

www.gov.uk/government/publications

Regardless of the way that our language continues to evolve, the fact remains that accurate spelling matters – for success at school and beyond. If a child spells a word incorrectly, help them to identify which part of the spelling they got wrong and discuss why they may have made this mistake.

Use one of the strategies below to help them devise a way to learn the correct spelling:

- If a child is spelling a large number of words incorrectly, don't expect them to master them all at once. Let them help you choose the two or three that they think are most important for their writing, and focus on getting those ones right before you move on to the next set.
- As well as learning to spell words for tests, children should be given opportunities to use those words in a piece of writing soon afterwards to help them to consolidate their knowledge.
- Many children enjoy devising mnemonics to help them remember letter orders, such as 'Big Elephants Can't Always Use Small Exits' for 'because' and 'Don't Offer Extra-terrestrials Sweets' for 'does'. But they remember them better if they can make up their own!
- Make sure your child has access to an age-appropriate children's dictionary that contains the vocabulary they need for their Key Stage, and help them to explore all that it offers. As well as listing words and meanings, many children's dictionaries, such as the Oxford Primary Dictionary for ages 9-11, also contain useful tips on spelling rules and tricky patterns.
- Have fun with spelling using games and activities. Free games and further resources can be found online.

- Jane Bradbury, Barr Beacon School

This work was published by the Guardian Newspaper in November 2012.



Adam Rathbone (Lead Practitioner - Barr Beacon) spotted these articles from TES that are an interesting read. Many young people are enamoured with their phone and so apps are a great way for our pupils to engage themselves in revision outside of school and the first article names 6 of the best. The second article suggests 4 Jedi mind tricks that we can use in order to help our pupils master examinations.

www.tes.com/news/school-news/breaking-views/top-six-apps-revision

www.tes.com/news/school-news/breaking-views/how-star-wars-can-teach-students-master-exams

- Adam Rathbone, Barr Beacon School



I always strive to come up with inventive and original ways to both engage pupils and assess their learning. A while ago I started using formats from TV quiz shows in lessons to do just this. I have experimented with a number of these, one particularly successful one is 'The Million Pound Drop'.



QUIZLET IS A FREE WEBSITE

It includes flashcards, study and game modes.

Contains over 40 million study sets.

All of the material is user-generated.

Quizlet

CREATE

You start by creating your own study sets with terms and definitions.

AUDIO

Audio is available in 18 languages.

MOBILE

Study your material anywhere with mobile apps for iPhone and Android.

- Lee Petch. Etone College.

For those not familiar with the format, it is essentially a multiple choice quiz with 4 potential answers per question. Players start round one of eight with £1 million (usually divided in to £50k bundles) and have to choose which answer to put their money on.

They can divide their money up between answers or if they are certain about one answer, they will put all their money on that. They only keep the money that is on the correct answer when it is revealed.

The winners are obviously the group who has the most money left at the end of the game.



-Paul Bowen. Etone College.

The reason I particularly like using this game with students is: -

It challenges the strength of their convictions and promotes a great deal of discussion and consideration between groups.

It links to the multiple choice part of their exam in the particular specification that we follow.

We always go back over the questions at the end of the game and discuss the areas which we feel we most need to recap as a class, which is obviously incredibly important for the group.

Verbal Essays

Students work in teams of 3 or 4. They are given a pile of past essay questions/topics (which are placed face down on the table). Taking it in turns, each student picks up a card from the pile and explains one idea related to it. The next student continues to develop the ideas, the next student develops it further and so on... (Bloom's triangles are on the table to help them develop depth and detail) When a student cannot continue to develop the idea they lose a lifeline and pick up the next topic card and begin again.

The winner is the last person to lose all of their lifelines and they can be awarded a commendation.

-Katie Smith. Etone College.

Suitable For

Any subject which needs students to develop extended answers.

Could easily be adapted for subjects requiring short/factual answers.

Benefits

If students can TALK about it, they can WRITE about it.

Students work independently and self/peer assess as they speak.

Able to prepare for written tasks in a collaborative way.

Students get used to using 'Bloom' to develop ideas.

Memorable

DON'T LET OTHERS
STRESS
YOU OUT



TAKE A FEW
DEEP
BREATHS
BEFORE

**OPENING
THE PAPER**

