



**MATRIX
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TRUST**

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

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

[Click here to read the update](#)

Ofsted



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](#)

SW

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](#)

ofqual

Sharing Good Practice

David Lowbridge-Ellis

Barr Beacon School

dlowbridgeellis@barrbeaconschool.co.uk

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](#)

Road Maps KS1, 2 & 3

Resource Information

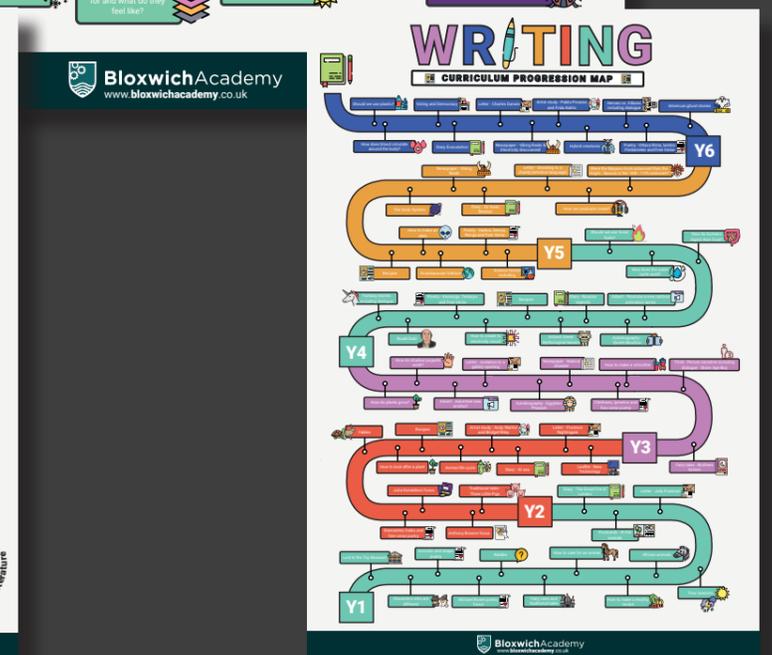
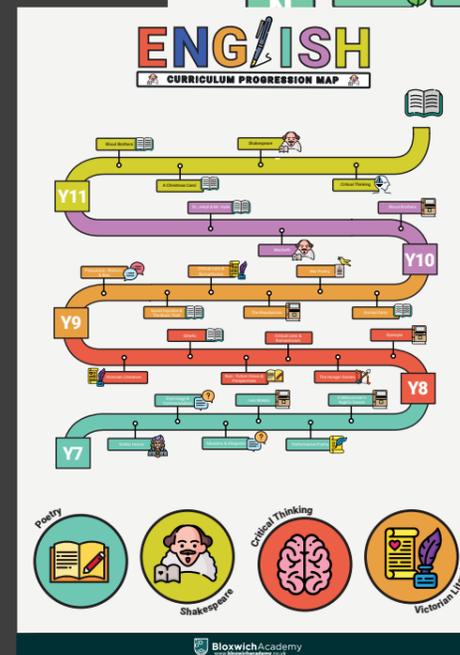
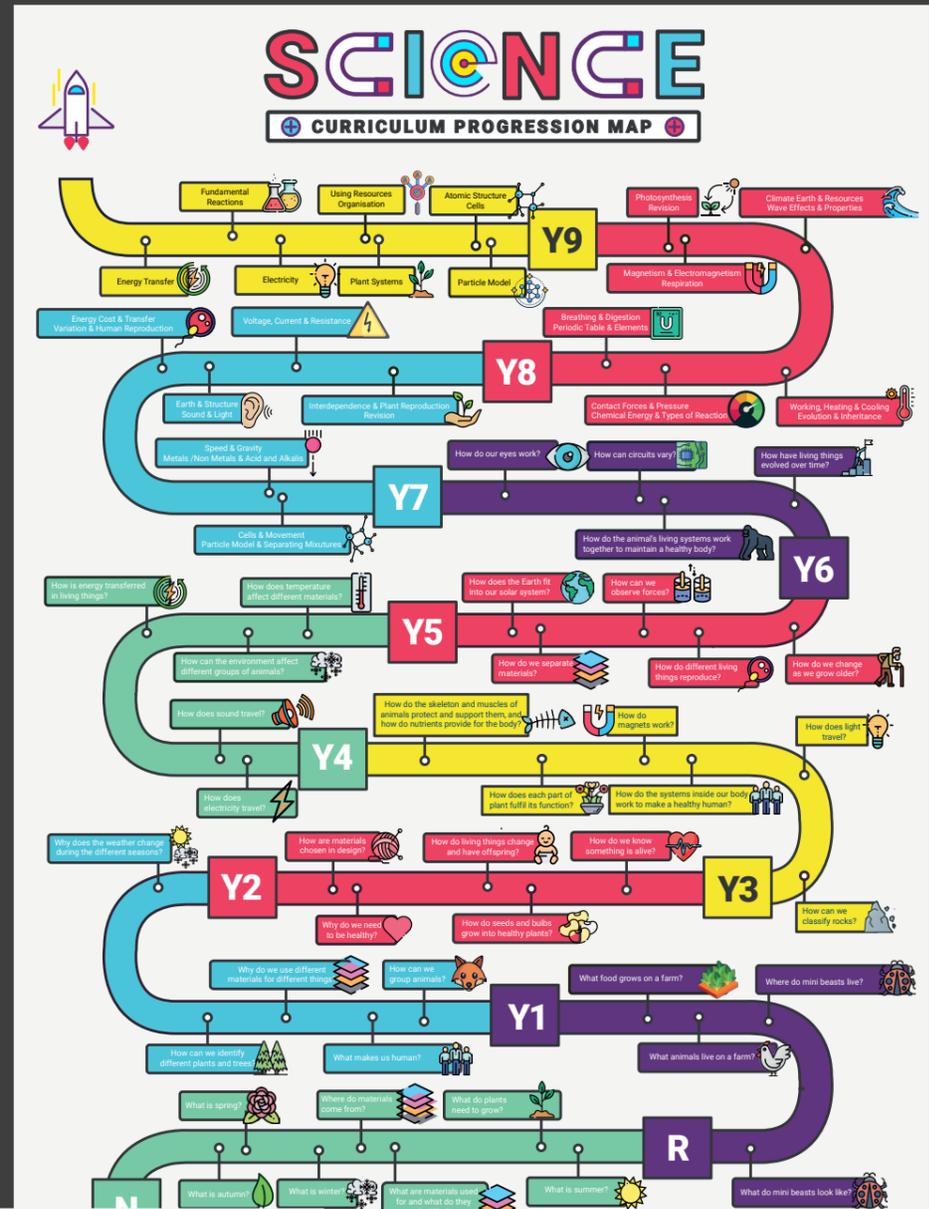
Demonstrating an overview of a pupil's curriculum learning journey and the transition between key stages can be difficult to review and align. It is important for staff at all stages to see the holistic view and ensure a structured and sequenced curriculum is in place. To solve this issue Bloxwich Academy 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



METACOGNITION AND SELF-REGULATED LEARNING

Summary of recommendations

1	2	3	4	5	6	7
<p>Teachers should acquire the professional understanding and skills to develop their pupils' metacognitive knowledge</p>  <ul style="list-style-type: none"> Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Developing pupils' metacognitive knowledge of how they learn—their knowledge of themselves as a learner, of strategies, and of tasks—is an effective way of improving pupil outcomes. Teachers should support pupils to plan, monitor, and evaluate their learning. 	<p>Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning</p>  <ul style="list-style-type: none"> Explicit instruction in cognitive and metacognitive strategies can improve pupils' learning. While concepts like 'plan, monitor, evaluate' can be introduced generically, the strategies are mostly applied in relation to specific content and tasks, and are therefore best taught this way. A series of steps—beginning with activating prior knowledge and leading to independent practice before ending in structured reflection—can be applied to different subjects, ages and contexts. 	<p>Model your own thinking to help pupils develop their metacognitive and cognitive skills</p>  <ul style="list-style-type: none"> Modelling by the teacher is a cornerstone of effective teaching, revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills. Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task. Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources. 	<p>Set an appropriate level of challenge to develop pupils' self-regulation and metacognition</p>  <ul style="list-style-type: none"> Challenge is crucial to allow pupils to develop and progress their knowledge of tasks, strategies, and of themselves as learners. However, challenge needs to be at an appropriate level. Pupils must have the motivation to accept the challenge. Tasks should not overload pupils' cognitive processes, particularly when they are expected to apply new strategies. 	<p>Promote and develop metacognitive talk in the classroom</p>  <ul style="list-style-type: none"> As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil-teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies. However, dialogue needs to be purposeful, with teachers guiding and supporting the conversation and building on prior subject knowledge. 	<p>Explicitly teach pupils how to organise and effectively manage their learning independently</p>  <ul style="list-style-type: none"> Teachers should explicitly support pupils to develop independent learning skills. Carefully designed guided practice, with support gradually withdrawn as the pupil becomes proficient, can allow pupils to develop skills and strategies before applying them in independent practice. Pupils will need timely, effective feedback and strategies to be able to judge accurately how effectively they are learning. Teachers should also support pupils' motivation to undertake the learning tasks. 	<p>Schools should support teachers to develop knowledge of these approaches and expect them to be applied appropriately</p>  <ul style="list-style-type: none"> Develop teachers' knowledge and understanding through high quality professional development and resources. Senior leaders should provide teachers with time and support to make sure approaches are implemented consistently. Teachers can use tools such as 'traces' and observation to assess pupils' use of self-regulated learning skills. Metacognition shouldn't be an 'extra' task for teachers to do but should be built into their teaching activities.

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.

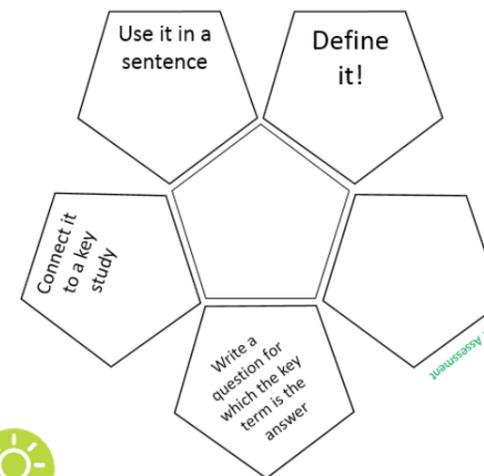
[Click here for resources](#)

Resources



Revision Rewind: Social Influence

Key Word Pentagon



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

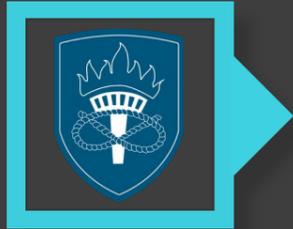
- Minority Influence
- Normative Influence
- Informational Influence
- Obedience
- Location
- Proximity
- Group Size
- Conformity
- Consistency
- Flexibility
- Commitment
- Social Roles

Stretch (RM Terms):

Use one of the following terms:

- Temporal Validity
- Test Retest Reliability

ST JOHN AMBULANCE DONATION!



Barr Beacon School

You Retweeted

Barr Beacon School @barrbeaconsch

We're happy to be able to help in any way we can. We hope the goggles are useful @sjacovwarks!

@stjohnambulance @NHS @NHSuk

SJA Cov & Warks (South East District, West Region) @sjacov... · Mar 27

A big thank you to @barrbeaconsch for the donation of goggles for our forthcoming deployment in support of our NHS colleagues. #mysjaday

KEY WORKER TAKE AWAY FOOD AND NHS POEM!



Bloxwich Academy

Bloxwich Academy @bloxwichacademy · Apr 17

The school catering team produced take away food yesterday for the children of key workers to take home to parents tonight #ThankYouNHS

Bloxwich Academy @bloxwichacademy

We are super proud of our secondary pupil who has produced this poem in light of the current COVID-19 situation. A lovely way to thank our NHS, well done 🌟

#InThisTogether #ThankYouNHS #poetry

#INTHISTOGETHER

Working through this they are remarkable,
they make living through these hard times possible.

The NHS, Carers, and key workers are amazing,
and on Thursdays need praising.

For us, everything they sacrifice,
even their lives, isn't that nice.

They put their patients first,
even when times are at the worst.

To help save lives and protect the heroes stay home,
with household family or alone.

Some people are stupid, some people are daft,
In crowds, some people go out just for a laugh.

Don't take advantage of these hard times
and don't forget to watch out for the Covid-19 signs.

Keep two meters between you and anyone else,
just to maintain your health.

C. TAYLOR - BLOXWICH ACADEMY



Dame Elizabeth Cadbury School

MFL EASTER CHALLENGES!

MFL Dame Elizabeth Cadbury @DameMfl · Apr 20

Well done to Minjoon Park and Joe Sullivan for rising up to the Easter Challenges! @followDECTC 🌟🌟🌟 #mfl #easterchallenge #French #StayHomeSaveLives

LES TRADITIONS DE PÂQUES!

tradition de donner des oeufs décorés réside dans le fait que le renouveau. Il était donc tout à fait naturel qu'il y ait un symbole de renouveau par la résurrection du Christ. Le lapin de Pâques est une origine germanique et nordique. Le lapin et le lièvre étaient des symboles d'une déesse nommée "Ost ar", qui a donné son nom à Pâques et le lapin symbolisait l'abondance, le renouvellement et la prolifération. La Haute-Rhénanie (qui faisait alors partie du Saint-Empire romain) a eu l'habitude d'offrir des oeufs de Pâques à Noël. Cette pratique a été enregistrée pour la première fois dans une publication datant du début du XVIIe siècle. En France c'est l'habitude d'offrir des oeufs de Pâques de Rome. La tradition autour des oeufs de Pâques a été enregistrée pour la première fois en France au 7ème siècle lorsque l'Eglise a interdit la sonnerie des cloches pendant la semaine sainte et le dimanche de Pâques. En France, les cloches de la paroisse fuyaient vers Rome où le pape les bénissait. Les cloches de Pâques, ils sont revenus et sonnent joyeusement le dimanche de Pâques, ils sont revenus et sonnent joyeusement la résurrection du Christ. Lorsque les enfants les entendent, ils sortent.



Etone College

NHS FUNDRAISER!

Etone College @EtoneCollege · Apr 21

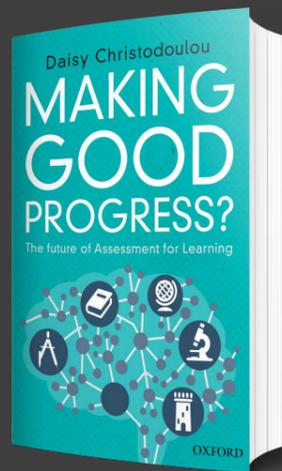
A group of Year 11 boys have completed their 24 hour Xbox challenge for the @NHSCharities and have exceeded their £500 target (currently at £590 and rising!!). Congratulations boys! 🌟🌟🌟 To donate go to [gofundme.com/f/help-the-nhs...](https://www.gofundme.com/f/help-the-nhs...)

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?

