



MATRIX
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Teaching and Learning Magazine

Issue 07



Matrix Academy Trust

Providing Support | Sharing Excellence

Welcome from the Trust

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 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 Jaqui 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.

Dame Maureen Brennan
CEO, Matrix Academy Trust



Umbrellas

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Resource Information

I introduced key learning points at the beginning of Autumn 2 term as a resource that consolidates key focus points for the week of teaching. On these learning points are key definitions and concepts, and 'purple' vocabulary (high-level/ tier 3) that students should be embedding into their work. These are also printed on to blue paper as a clear signal that new knowledge can be found here.

The umbrella shape is to recognise that larger concepts are reinforced by smaller ideas. For example, defining a concept such as 'Classism' using one definition was not helpful for the students to develop a deeper understanding. Therefore, the umbrella recognises that 'Classism', for example, is a much larger concept that includes ideas of class, inequality, marginalisation and identity. I define the concept on the umbrella and then place additional key terms and their definitions beneath it. The 'purple' words that are associated with the concept are also made available. At the beginning of the teaching week, we discuss this key learning point as a class and place it in the wider context of their learning. Students, then, use this to support their work for their week.

Impact

Firstly, students can recognise the context of each lesson by reviewing their umbrella daily. Students are encouraged to annotate on these umbrellas to track their learning and areas of weakness and misconception. As key vocabulary has also been defined, this removes the risk of students copying definitions incorrectly into their books.

Students' work has become more complex and nuanced due to their deeper understanding of the concept and their use of vocabulary has become more academic and purposeful resulting in higher grades.

Yellow Box Assessment



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Resource Information

The yellow box approach of giving feedback is to provide students with an opportunity to 'fix' or 'redraft' their work. The drawn highlighted box selects an area for students to adapt and tailor their work in relation specifically, to success criteria, or amend the work to allow an improvement within the grade. The yellow box indicates a focus area for improvement with feedback or annotations applied. An additional empty highlighted box at the end of their work provides opportunity to make improvements and the size of the box indicates how much improvement is necessary. The fix-it opportunity may be to address a misconception in their work, re-write the work due to literacy mistakes, or to extend their knowledge, allowing the student to add depth to their explanations. As a department, this is now embedded where appropriate.

Impact

This process eliminates the need for red pen all over written class work, often time consuming and demotivating. When students have reflected on their work, improvements made are more focused and purposeful. Students have demonstrated clearer understanding of feedback and regularly review previous work, to ensure that they have included all previous fix-it questions; this results in a deeper understanding of the classwork, therefore a better grade too.



Visualisation During Lessons

Resource Information

Each class has a specific notebook that I write in.

Key aspect and notes are modelled live on the visualiser exactly as pupils would and should write down the information into their own books.

Key questions and answers are further modelled.

Questions are used throughout to draw on prior knowledge and develop their understanding so that pupils are actively taking part and ownership of the notes that we are developing.

These notes are also available for pupils to copy up should they miss a lesson.

Allows for notes to be made utilising technical aspects, for example drawing and sketching.

Impact

There has been a marked improvement in the presentation of notes by pupils. There is also an apparent improvement in the value that all pupils in the class are giving to these notes that they are making.

Pupils have been able to catch up with the key notes missed more efficiently and effectively.

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Live Modelling Maths Style Problems

Resource Information

This is a live modelling procedure we use across science lessons to reinforce good technique in solving Maths-based questions in context.

1. Read the question and underline all numerical data. Display the question in a form you can annotate on the board or use the visualiser. Read the question aloud. Pause whenever you reach a number, read it again and underline it. Draw a box around the quantity you are asked to calculate. (Don't highlight everything, this needs to stand out).

2. List all data with correct symbol and given unit. Read through the question again. This time, write the data at the side of the page. Include the symbol for the unknown quantity with a question mark.

3. Read through the list and convert non-standard units. Ask students to tell you if any units need to be changed, e.g. minutes into seconds.

4. Write down an equation that uses the symbols in the list. Ask students to suggest equations that might work and ask class to decide (with a reason) if there is a difference of opinion.

5. Substitute
Write the equation again underneath, but this time use the data from your list. Leave the letter for the unknown quantity as it is.

6. Rearrange
Pupils might want to rearrange first, but if they rearrange incorrectly and then substitute they will lose the mark for substituting correctly AND the mark for rearranging.

7. Calculate the answer and write the unit for the answer.



Impact

Students need to see the whole process of solving maths-based problems, especially two-step, 5-mark questions where a lot of data is given in context.

This method strips away context at the beginning and helps pupils focus on relevant data. It also helps students avoid "silly" mistakes e.g. forgetting to convert units.

In two-step calculations where there might be more than one equation that "looks right", methodical live modelling lets students see that even the teacher can start off on the wrong track and it is okay to say, "this isn't working so I'll start over and try a different equation."

Further Information

<https://bunsenblue.wordpress.com/equations-in-science/>

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Book Review

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THE LEARNING RAINFOREST

The Learning Rainforest Field Book support the book that Tom Sherrington has released with this title, this serves as a practical guide with case studies from schools across the country as well as abroad in how they have implemented some of the strategies effectively. This book is really easy to dip in and out of, has case studies on a wide range of topics, from re-imagining the KS3 curriculum, to implementing DEAR in your school; Think-Pair-Share; CPD on retrieval practice; peer-peer collaboration and developing oracy, to name but a few of the topics. I would highly recommend to senior leaders with responsibility for Quality of Education, and also Directors of Learning.

School News



First Contact!

Something really strange happened in year 2 last week. We were just starting our new writing topic 'The Way Back Home by Oliver Jeffers' when some of the children noticed smoke and flashing lights outside the classroom. We were so shocked, but we decided as a class to investigate what was going on. Then, we saw a bright, green alien pop up from out of nowhere. The alien looked like it was lost and started running around the field (it was even chasing Mrs Shepherd).

After the alien disappeared, we decided to go outside and see what was going on for ourselves. We were amazed to see an alien spaceship. We couldn't get too close to the scene because it was taped off. Smoke was coming out of the tunnel, which was illuminated by flashing lights. It was so mysterious. There were 2 alien-looking robots guarding the crash site. In the distance, we could see a spaceship and test tubes next to the tree.

Year 1 arrived outside to help us solve the mystery. We decided it was best to write about what happened in our writing books - so we had some evidence. When we were finished writing, we went back outside to gather some more information. We couldn't believe our eyes when we saw that the alien ship had vanished! We couldn't see a single piece of evidence. Where did the alien go? Did it go back home? Did somebody take it? We will keep reading about the alien and we will post our findings soon on the website.





Bloxwich Athletics

The rotation of athletics in PE is in full swing, with pupils rotating around different athletic disciplines of throwing, jumping and running. Pupils have built key skills, techniques and knowledge of pacing within long-distance running as well as sprinting and relay techniques for track events. Shot Put, Javelin, Discus and High jump have all been delivered to classes and pupils are showing high levels of progression with techniques becoming more refined in all athletic areas. It's been fantastic to see pupils link different components of fitness with various athletics events, and therefore showing the development of key knowledge within PE.

Special mention in PE goes out to Lewis who beat Mr Seager (Headteacher) on the multi-stage fitness test (bleep test) by achieving a level of 14.8. A fantastic effort!

Lewis stated 'I had no real competition from the boss on this occasion'



World War One

Our Year 9 pupils have produced some fantastic work on World War One in the last two weeks. In particular, a huge well done to J.Gibbs, E.Phillips, S.Sayles and M.Stowe in 9A. And thank you to K.Hart for bringing in a gas mask to share with his class who have been studying the weapons used as part of warfare in WW1.





Covid Safe Careers Day

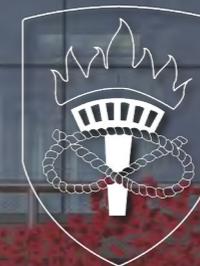
On October 22nd, 2020 we at **ETONE College** held a Covid safe careers day event. Several outside speakers attended following all guidance to enable our students to have access to a variety of careers and HE and FE providers. Key Stage three students took part in a variety of events including a STEM activity, which was well received and a business design challenge. Thank you to Marriott Hotel group and Willmott Dixon who delivered bespoke sessions on the day.

In Key stage 4, we enabled students to explore apprenticeships, careers in the armed forces and uniformed services as well as the RAF. Students also attended a session about the sixth form at Etone and various colleges in the area. By popular request, the Landscape gardener also attended and visited groups during the day.

Sixth form students had the opportunity to explore apprenticeships and HE. The football academy met with football managers and people within the sport.

Think higher and the careers hub were also in attendance to enable selected students to continue with their training.

Feedback from employers and students has been positive. Employers have complimented us on the safety aspect and the engagement of our students. The students themselves stated that the day was informative and has helped them think about future carers and the links between our employability skills and the careers they may wish to follow. The Careers Hub is using Etone as an example of good practice in the current Covid pandemic and we were all delighted to still be able to provide our students with some hands-on experiences of careers.



Barr Beacon School

Remembrance 2020

For our Remembrance Commemorations this year our Cadets performed a special ceremony which was introduced by our Flight Lieutenant (and Director of English) Mrs Muller.

Then Cadets read the poem 'In Flanders Fields'. The Last Post, played by music teacher Miss Chater, heralded the silence and her performance of Reveille concluded it.

The Kohima Epitaph was then read by a Cadet ahead of the wreath being laid by our Head Boy and Head Girl.

The ceremony was broadcast to all form groups.



Education In The News



Ofsted

Ofsted's return to inspection in 2021 will happen in phases, with no graded inspections for education or social care providers planned before the summer term. www.gov.uk/government/news/ofsted-phased-return-to-inspections



Ofsted COVID-19 series

Briefing notes and commentaries from Amanda Spielman about providers that we have visited or spoken to during the interim phase of their return to routine inspection. www.gov.uk/government/collections/ofsted-covid-19-series



Schools week

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



UK Education News

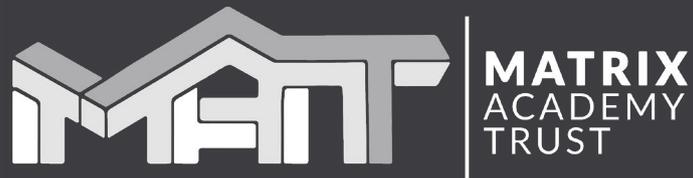
All the latest UK Education News from the top newspapers and leading industry publications and organisations. Please note there may be a paywall to access some of the articles. www.ukeducationnews.co.uk/



DFE

Remote learning good practice <https://www.gov.uk/government/publications/remote-education-good-practice/>





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