



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



TEACHING & LEARNING

MAGAZINE

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WWW.BBSCITT.CO.UK



Welcome Spring 2018

Inside Barr Beacon SCITT



Kevin Shilton
SCITT Director

I am delighted to welcome you to the spring 2018 edition of our SCITT magazine. The Initial Teacher Training year embeds many skills in our future teachers and one of the key skills is the art of being critically reflective. We hope that this magazine continues to contribute to the sharing of best practice and innovative ideas amongst our trainees and our NQT alumni.

Our second magazine is jam-packed with informative articles describing all of the creative strategies used in classrooms by our former trainees. We're incredibly proud of their achievements so far and we love to hear about all of the positive stories as they continue to grow and develop as classroom practitioners.

I hope that you gain ideas and inspiration from this magazine and continue to look out for our next edition during the Summer term.



Michael Eszrenyi
SCITT Course Manager

It's a real pleasure to present the wonderful work of our NQT alumni. The aim of this magazine is to act as a platform for our former trainees to present and share their great ideas and strategies which they have been developing in their classrooms.

We all know that at this time of year a key focus for all teachers across the country is the GCSE exam. With this in mind, the articles in our second magazine are focussed around the central theme of retention, feedback and revision strategies for exam success. I hope that the articles that our NQT alumni have produced will provide ideas and inspiration for your classroom.

I hope you enjoy this edition and be sure to look out for the third edition of the SCITT magazine in Summer 2018.

Our Facilities

A year ago it was a blank space. Now, it is home to the Barr Beacon School new build which contains the impressive bespoke Barr Beacon SCITT teacher training facility. We run all of our SCITT centre-based training here including Professional Studies, PGCE sessions and teacher training conferences and events.



This impressive room overlooks the skyline of the local area and, on the horizon, the centre of Birmingham and it's a fabulous place for our trainees to work and study. The whole front wall of our training centre is a classic style whiteboard and the interactive whiteboards are the latest 4k resolution models with excellent visibility for the whole of the room. Take a look at more photos and a short video clip here: <http://bbscitt.co.uk/our-training-facility/>

Carousel Week

Within our SCITT partnership our partner schools have diverse and varied areas of expertise. We believe that the true sense of partnership involves our partners sharing their best practice to our trainees. To this end, this year we launched our carousel week which ran from Monday 15th January to Thursday 18th January, with the aim of gaining an insight into specialised areas of practice.



Elmwood School: This experience focussed on effective provision and adaptations to teaching for students with Special Education Needs and Disabilities (SEND). The experience was supplemented by a morning's professional studies session furthering and discussing the key learning points of the experience day.



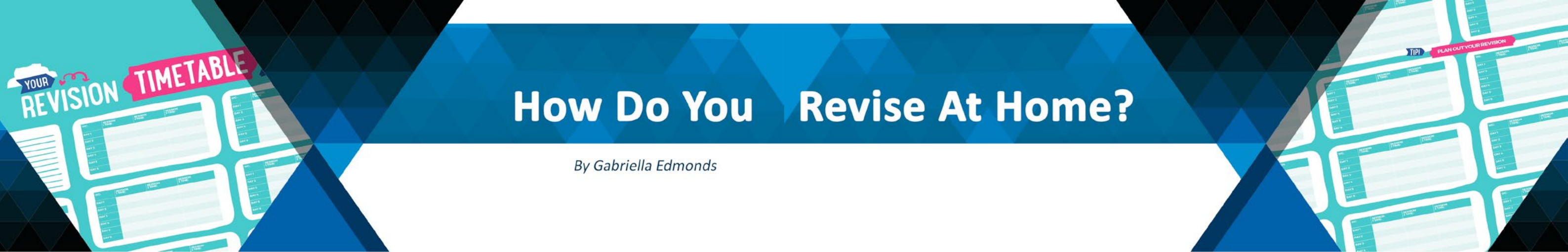
Grace Academy Darlaston: The focus of this experience was effective provision and adaptations to teaching for students for whom English is an Additional Language (EAL). Trainees took part in training aimed at developing understanding of an EAL lesson and how lessons may be altered for inclusion.



Barr Beacon School: The focus of this experience was the observation of Most Able provision and teaching through guided observation. This will be supplemented by a group discussion at the end of the day to highlight effective provision.



Bloxwich Academy: This experience focussed on workshops, observations and teaching experiences of effective provision in a school where Pupil Premium pupils are the majority.



How Do You Revise At Home?

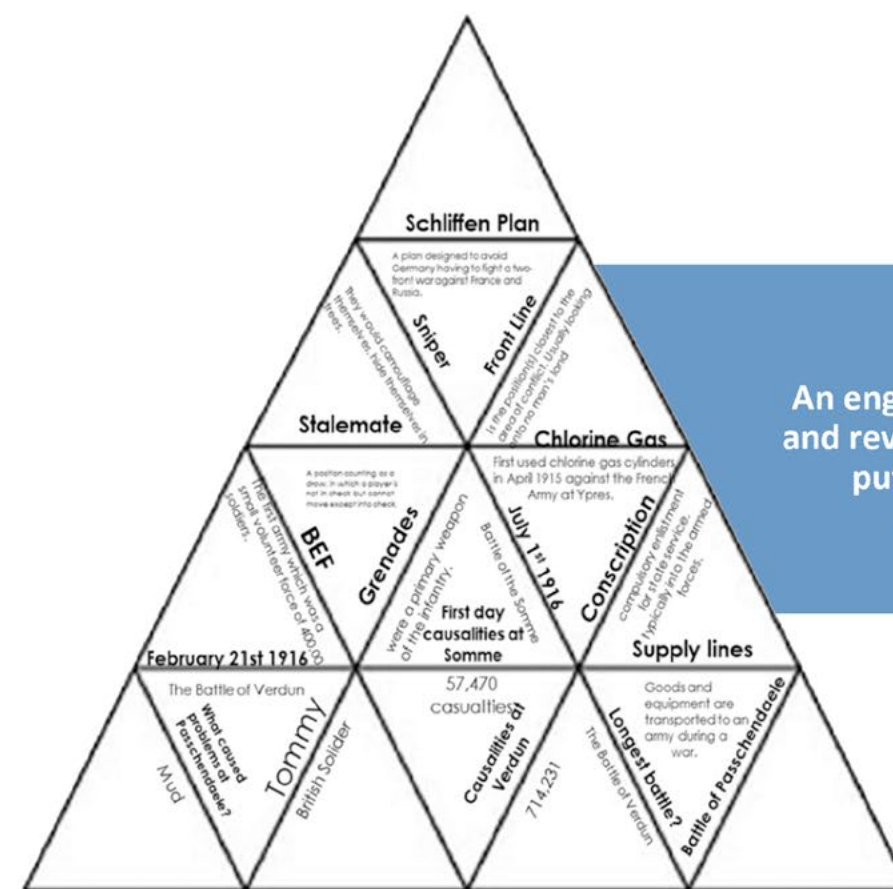
By Gabriella Edmonds

You open up your teacher planning diary ready to plan for next week's lessons. When you come to the realisation that with your year ten GCSE group, you're at the dreaded 'assessment preparation lesson'. Although these lessons are incredibly important to help pupils prepare for their upcoming assessment, a part of you knows that they can be an incredibly dry lesson. Firstly, most pupils do not see the point as they find revising 'dull and boring'. Secondly, pupils often simply don't know how to revise.

From the beginning of my career as a teacher, I have always been extremely reflective. Previous assessment preparation lessons with this particular GCSE group had lacked 'buzz' and engagement which I saw in other lessons. After reflection, I realised that I needed to create revision activities which would spark engagement in the classroom. An hour or so later, I had created an assessment preparation lesson which I hoped would engage my class.

I started the lesson with asking the class one simple question, "How do you revise at home?". I was pleasantly surprised when a few pupils put their hands up and explained to me a few techniques they have used to revise at home. However, the majority of pupils told me they "read through their notes the night before" or they failed to say a single method of revision they have used.

Along came the main body of the lesson. Introducing the class to new revision techniques whilst getting them to revise for their upcoming assessment. Attached below are the different methods of revision they took part in. It was set up as a carousel where pupils had 10 minutes to complete each task. My mentor and a membership of leadership were observing me during that lesson, which I received extremely positive feedback from the lesson. The comment from them, which summarised the whole lesson, was that pupils were "actively enjoying the activities and were revising without even knowing it". With this feedback, I will no doubtfully be using this with other classes to bring 'buzz' into revising.



Tarsia Puzzle

An engaging way to bring competition and revision together. Quickest pupil to put the puzzle together wins a commendation or prize.

Simple quick questions about the content of the specification. Pupils just need to write the answers. Or, instead of giving them the questions. Give pupils the answers and get them to create the questions.

I am protected from snipers, shellfire and other dangers. Where am I?	Which battle started in July 1917 and was hindered by poor weather?	What was the name of the Field Marshal who led the British to slaughter in the Battle of the Somme?
In what battle was the tank first used effectively?	This battle started on February 1916 and planned to 'bleed the French white' What battle was it?	Due to the mud and the wet conditions, certain body parts has turned black and are extremely painful. What illness is it?
I joined the British Army with my work friends. What was this method of recruitment called?	We are used to transport to cart supplies and equipment up and down the communication trenches. What job do I have?	Why was it important for the British to get back the Messines Ridge?
I fought in the campaign of Gallipoli. Why did it fail?	In what battle was there 57,00 British casualties on the first day?	What was the British aim when they blockaded German ports?

A simple old fashioned crossword. A great way to check pupils' understanding of key words and their definitions.



Required Practicals In Science

by Lucienne Otten

Guiding Pupils In Their Revision



This year marks a change in the way that practicals will be assessed in science. Previously, practical skills were assessed in the form of coursework whereas from this year 15% of the marks in the final science exams will come from assessment of pupils knowledge on required practicals. Some of these questions will focus on basic skills such as identifying equipment whereas others will require pupils to have a detailed understanding of why certain steps are taken in a practical and applying those methods to new situations or experiments they may not necessarily have done. It will also require pupils to link their scientific understanding to observations obtained from an experiment, which is a skill that pupils generally struggle with.

At the start of this year my lessons on required practicals were very similar to most practical lessons in science in that they focussed more on the completion of the practical and analysis of results and perhaps less on why certain steps in the method are completed or identification of variables from an experimental description. As such when questions on this topic came up in end of topic exams pupils struggled to identify variables and struggled to even recall required practicals and thus dropped easy marks on these questions.

Pondweed Required practical Aim: Measure the rate of photosynthesis in pondweed. Method: 1. Place the pondweed in a beaker of water with a paper clip attached to stop it floating. 2. Add a small quantity of sodium hydrogen carbonate to the water to supply carbon dioxide. 3. Start with the lamp 10 cm from the pondweed and count the number of bubbles coming out of the cut end of the pondweed in 5 minutes. 4. Repeat this twice more to get three sets of results. 5. Move the light source to 20 cm away from the beaker and repeat steps 3 and 4. 6. Repeat the process at a number of other distances. Write all your results in a suitable table. Include a space for each distance in your table. Equipment set up: 	Component characteristics required practical Aim: Investigate the relationship between potential difference and current for a filament lamp, a diode and a fixed resistor. Method: 1. Set up the circuit as seen in the box opposite with the power pack set to 3.2V. 2. At the point in the circuit where it says 'component to be tested' insert a filament lamp. 3. Use the variable resistor to change the potential difference in the circuit and record at least 5 measurements of potential difference and current. 4. You should then swap the connections at the power pack and take another 5 measurements. 5. Swap the filament lamp for a diode and repeat this. 6. Swap the component again for a 10Ω fixed resistor and repeat the experiment. 7. Plot the results with potential difference on the x-axis and current on the y-axis. Method continued: Component to be tested: Filament lamp Diode Fixed resistor What happens to the resistance in a light dependent resistor as light intensity increases?	Soluble salts required practical Aim: Prepare a soluble salt by crystallisation from a solution. Method: 1. Measure 100 cm³ of sodium sulfate solution into a beaker. 2. Add a small amount of sodium chloride solution to the beaker and stir. 3. Heat the mixture in a beaker over a Bunsen burner. 4. When the solution is nearly dry, stop heating and allow to cool. 5. Filter the mixture and wash the residue with distilled water. 6. Dry the crystals on filter paper. Method continued:
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Figure 1: Some example required practical sheets. On the front of each there is a box for pupils to identify the aim of the practical and step by step instructions for completing the experiment including model equipment set up where appropriate. Sheets are colour coded depending on which science they relate too (green for biology, red for chemistry and blue for physics).

This has led me to produce a resource specifically designed to help pupils pick out the key things they need to know about each of the required practicals and increasing the exposure to the types of questions they might get in a test. The resource is condensed to one double-sided sheet of A4 per practical and thus acts as a simple revision resource for pupils. On the first side there is a step by step of the method they are completing (Figure 1). Pupils are required to identify the aim of the practical, which increases their focus on what the actual purpose of the experiment is.

After completion of the experiment, pupils plot their data and the proceed to answer the remaining questions on the sheet which highlight key things they need to know about the practical such as the variables and some example exam questions on each topic (Figure 2). These sheets are easy for pupils to mark and green pen correct which then forms a useful revision tool. I have also set them as homework for practicals that have been completed in the past to highlight important aspects of those required practicals.

What do you expect results to look like? What do you do to convert distance from light source to light intensity? Complete this results table: How can you make the results more accurate?	How can you make it a fair test? The above equipment can also be used to measure the rate of photosynthesis. Describe the method. Explain how this set up would improve the accuracy and precision of the results.	Draw a circuit to show how you would measure the resistance in a wire. Describe how you would use the above equipment to measure how the current through the wire affects its resistance. What happens to the resistance in a thermistor as temperature increases? Use the graph in the next box to estimate the resistance through the lamp when the current is 0.05A.	Describe how the resistance of a filament lamp changes as the current through the lamp increases. Identify the components responsible for the following graphs: 	What are the risks? How are you minimising them? What equipment could be used to accurately measure out: a) 50 cm³ hydrogen peroxide? b) 8 cm³ potassium permanganate? How can a solution be heated without directly using a Bunsen burner? What technique can be used to separate solutions based on boiling point? Why is it necessary to filter the product of the reaction with sulfuric acid? Describe a method for removing the insoluble salt Copper Oxide from water. Why is using a water bath the preferred method for separating salts from solutions? Plan the reagents and method to create the soluble salt iron sulfate.
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Figure 2: some example required practical sheets. On the back of every sheet there are example questions they might be asked in an exam and some questions that analyse their understanding of the practical such as identification of risks, variables or use of appropriate equipment.

Incorporation of these sheets in lessons has increased pupil independence in lessons as they generally follow the method on the sheet. It has also highlighted to pupils what they actually need to know about each of the required practicals and key things they need to revise before tests. Their use has resulted in an increase in the marks achieved by pupils on method-based questions in tests.

If anyone wants access to these resources then scan the following QR code, which will take you to the resources on dropbox. Most of the exam questions come from the example questions on the AQA website. If you have any problems accessing them, don't use dropbox or have any feedback then email LOtten@barrbeaconschool.co.uk.





Increasing Retention, Building Resilience & Gaining Rapport



By Hannah Byrne

This year I have started to implement a variety of strategies in lessons to improve recall. One of the ones I use most often is something I call 'Total Recall', although it has gone by a variety of other names including 'Starter for Ten'. When I trained and first started teaching Science students had the luxury of being able to split their exams over two years, one being taken in year 10 and the second in year 11. This meant that pupils didn't have to remember two years' worth of content, wonderful! However, with the recent changes to the exams this extravagance disappeared. Pupils are now expected to remember and apply all the knowledge they have gained over the two, or even three years taken to teach the new qualification, hence the need to revisit older content.

In 'Total Recall' pupils have to answer ten questions on previous content. These are generally short answers and including questions like 'What is the job of the mitochondria?' and 'What is the charge of a proton?'. The purpose of spending time each lesson going over simple, earlier content is not only to keep them thinking about everything they have learnt but also to try to embed the concepts that could come up in short answer questions, thus allowing them to gain 'simple marks'. Each lesson starts with these ten questions, before we progress to new content. With younger years (year 9) or lower ability pupils I tend to keep the questions the same until they consistently get 9 or 10 out of 10. This helps reinforce content that has been learnt in the early parts of their GCSE. When pupils get to year 11 or with a higher ability set I change the questions each lesson to keep reminding them of all the content and topics they have covered.

Oxidation and Reduction	Brainy Box
Sunday, February 18, 2018	What are our current definitions of
<u>Total Recall</u>	1. Reduction
1. What is the charge on a proton?	2. Oxidation
2. What type of elements are involved in ionic bonding?	
3. What is the name given to group 1 metals?	
4. What is the atomic number?	
5. What is special about elements in group 0/8?	
6. What happens to electrons in ionic bonding?	
7. How do we draw a covalent bond in a display formula?	
8. What is an element?	
9. What is the relative formula mass?	
10. What is the reactivity series?	

Repetition is key for many aspects of teaching as it not only reinforces, but also builds up the resilience of young learners. You can teach a pupil concepts using one method and they can answer you perfectly but then present them with a question phrased differently and they struggle. A prime example of this is the theory of Natural Selection. I taught this theory using the peppered moth as an example, but then presented them with a question relating to the evolution of salmon and the pupils automatically thought they couldn't do it, when in fact they could. To try and prevent this I try to expose my pupils to as many past paper questions as I can, but more importantly I often delay helping them (at least for a little bit). I particularly do this during practicals. It is common for pupils to constantly ask the teacher for help during a science practical but to encourage them to work independently and figure things out by themselves I often delay telling them the answer and instead point them to the method. For simple experiments I have even just given them the method and told them to work it out for themselves.

Although it is obvious that improving retention and resilience is vital for tackling the new style of GCSE we are seeing many of the methods I use to do this would not be possible without first having an excellent rapport with the pupils.

This was something I discovered during my training year. Whilst on second placement I worked with a class that had some particularly challenging pupils. During the lesson I noticed that some of the pupils were talking about an Anime programme instead of doing the work. As I also watched the show I decided to talk to them about this whilst bringing them back on task. After the pupils found out I was leaving another member of the department heard them commenting 'why do all the good teachers leave?' From that point I was convinced that spending time getting to know the pupils you teach is vital to being a successful teacher.

Over the 3 years since I qualified I have spent time getting to know the pupils I teach and making sure I build that rapport. To do this I talk to pupils about what they do in their spare time and in return I tell them suitable anecdotes about my hobbies and interests. I often try to link in things that I have done to concepts being taught in class, for example holidays to Africa when teaching about food webs. Although 'being nice' goes a long way you still have to discipline, otherwise they will take you for granted. You also have a line between what you are happy to share and what is private. With this in mind I have found that doing this gets pupils to realise that you are interested in them and that they are not 'just a grade'.

This has been particularly important both with year 11 classes and with year 7 classes I have taught. With regards to my year 11s the time I have invested in them has made them feel more confident in their abilities and made them more willing to come to revision sessions, both before school on Mondays and after school on Fridays.

At the opposite end of the age range year 7 classes can pose several challenges as pupils can find the transition from primary to secondary challenging. Towards Christmas one pupil, who had recently been moved into my class, was being very problematic, disruptive and defiant, I had tried sanctions but to no avail. After Christmas I decided to try a different approach. I decided that I was going to make him his own personal, themed, worksheet and after talking to his Assistant Head of House settle on a West Bromwich Albion theme. The idea behind this was that he would have a very structured format to help him focus, but with a personal touch to make him feel important. The worksheet still followed the course of the lesson and used many of the same activities. It also had a word search for him to complete when not doing one of the set tasks. This meant that he had no reason to not be doing work at any time. I have found this to be a successful tool when paired with praise and a lot of encouragement.



Increasing Retention, Building Resilience & Gaining Rapport

Engaging Extra Curricular Activities

By Carlotta Larossa



The Modern Foreign Languages department are always looking for new and innovative ways to attract students to their after-school clubs. After the successful cinema club on Fridays, the Modern Foreign Languages department is running a football fever club for all years. Pupils will have the opportunity to watch a foreign football match in another language one Friday a month. Also to make it more interesting and competitive, pupils will have the chance to predict which of their favourite teams will win at the beginning of the match to win prizes.

Why watching a foreign football match? Here are 3 reasons why it is so important to watch foreign football match:

1. It pushes you out of your comfort zone.
2. It awakens your imagination.
3. You will have fun whilst learning and revising a language.

This encounter and several others have highlighted how vital praise is. For example with pupils who are finding the transition hard or are anxious, potent school/lesson refusers or 'troublesome'. I spend time in lesson sitting with them and encouraging them. This works for pupils of all year groups and is both rewarding for you and them. I feel that this is because if they feel that you believe in them and are willing to work with them they are willing to work with you. Recently I have been rewarded for the extra time I have spent working with these pupils as they feel confident and secure enough to come to my lessons, even if they aren't completely settled in the rest of their school life.

I guess the key message of this article is that although you can use teaching strategies like the ones mentioned above there is nothing that can replace time spent with a pupil. You can have the best worksheet, activity or exam question in the world but if your pupils don't have confidence that you are working to help them then they will not put 100% effort in. So, spend time getting to know your pupils, find out what they like, attend their games, matches or clubs and the rest will come.



This article was contributed to our magazine by Hannah Byrne, who trained with our School Direct programme in 2014-2015.

This article was contributed to our SCITT magazine by Carlotta Larossa who trained with our programme in 2016 - 2017

Effective Marking & Feedback

Encouraging Pupils to be Independent & Reflective

By Lydia Kelly

Starting GCSE in Year 9 can make it difficult to engage and enhance learning with children in Year 9. In effect they are skipping one school year of introducing skills to prepare them for the GCSE style lessons and exam questions. To combat this, I have had to come up with inventive ways for pupils to engage in feedback and not become stuck in a fixed mind-set.

The initial research came from revisiting my 'how to teach geography' bible from my training year and some extensive blog reading from other teachers on twitter. From reading around the topic of effective marking I came across a Headteacher who described his whole school feedback strategy as 'closing the gap', the idea being that pupils have to close the gap between the work they have already completed (in my world – their assessments) and the higher level of work suggested by feedback. This inspired me to come up with methods for pupils to not only act on my feedback but to be able to immediately show improvement through carefully planned and structured activities.

How to plan the marking and feedback:

1. For effective marking you need to follow a structure or marking code, this enables pupils to read and understand your marking effectively. This also saves you time and doesn't cause pointless red pen!
2. I normally book out the iPads for pupils to use our departmental website (www.geogbarrbeacon.com) or I use the textbooks for pupils to address misconceptions. This enables pupils to partake in the reflection activity with support.
3. Group pupils together – for me this is through ability or scores on the test however it can be changed or adapted to suit any feedback style.
4. Create a pupil friendly mark scheme along with model answers – these always include real pupil answers which I have added to. Make sure you identify where the marks are given on the answer to aid pupils when looking at their own work.
5. Give pupils adequate time to reflect on their own work and complete a pink redo sheet.
6. Allow pupils to improve their assessment score during the feedback lesson, this shows immediate impact from their feedback.

How does it work for me?

The method of marking and feedback works best with and end of topic text or a structured exam question. In this example I am using the urban world section from the human geography paper. Pupils can tend to find this topic quite confusing due to their prior learning on Birmingham – case study examples can easily become confused.



First of all, I mark their assessed work using a marking code for SPAG and their grade. As I mark through the class set I create a class feedback sheet like the one below, this allows me to address whole class misconceptions and the general mistakes made as well as highlighting the positives within their work. Pupils then use this feedback sheet on an individual level to highlight on their sheet which WWW (What Went Well) / EBI (Even Better If) applies to them and their own work, they can also take this time to focus and read through their work and see if any of the misconceptions apply to them.

Grouping pupils together for effective feedback

Once I have marked their assessments, I personally choose between 5-8 geography superstars and these are added onto the feedback sheets. This is an important role as they will be the leads for group feedback. Every time I have used this feedback method I have always chosen a range of pupils for the lead role, not depending on their total grades or scores, because all pupils will have something within their work that is valuable to share within a group. For example, during the Rio feedback lesson (urban world) I used a pupil who structured his 9-mark answer perfectly but had got confused with the case study information as a lead. I used this pupil because others who knew the case study had not grasped how to structure a 9-mark answer and this was something they could learn from sharing skills.

What do the pupils do during the lesson?

1. Pupils get into their groups – all work, feedback sheets and mark schemes will be in a folder with pupil names on.
2. When the pupils are in their groups they have a set amount of time to go through their work and complete their feedback sheet.
3. Pupils then come together and open their resource pack, including the mark scheme and model answers, the lead role will go through the mark scheme question by question with the group and they all have a chance to discuss their marks and take improvements from others in the group. This is a great way for pupils to see how to get the marks from each other as well as my written model answers.

EOT Urban World – Redo sheet

Q1. What does NEE and HIC stand for?
Give an example of each. NEE – Newly Emerging Economy (Brazil)
HIC – High Income Country (England)

Q2. Define urbanisation and give 2 causes of it. Urbanisation is the growth in the proportion of people living in urban areas.
① More jobs ② Migration.

Q3. Describe 2 differences in the distribution of megacities in 1980 and 2017.

1980	2017
- In 1980 there are more megacities in the Southern Hemisphere	- There are much more megacities in 2017 than in 1980.

Q4. Describe 2 of each of the following types of challenge caused by urban growth in Rio de Janeiro.

- a) Social – health care, education
- b) Economic – unemployment, crime
- c) Environmental – air pollution, water pollution.

Q5. Discuss how you would solve these each of your named challenges.
- introduce more hospitals.



Effective Marking & Feedback Encouraging Pupils to be Independent and Reflective

By Lydia Kelly

What do the pupils do during the lesson?

- Once they have gone through their work and made improvements on how to get the marks or misconceptions in their answers they complete their pink redo sheet –see previous page
- Whilst circulating the room I am able to direct pupils and ensure they are following with their reflections. When they have completed the feedback and redo sheet they have the opportunity to improve two of their weakest answers in silence.

RIO URBAN WORLD PAPER 2 Assessment Feedback Sheet

L KELLY GEOGRAPHY

The WWW and EBI are coded in your book. Use green pen to write the matching WWW and EBI in your book.

WWW

- Pupils were able to identify key words and use them in explanations.
- Very well linked points on Q6, here pupils were able to link the characteristics of the slums with the effects this would have on human life. Good mention of natural disasters.
- Structure of Q8 was very good, the clear distinction between environmental, social and economic challenges showed strong A02 case study knowledge.

EBI

- Q8 needed an introduction to Rio e.g. Rio is located within the east coast of Brazil, just south of the equator.
- Q8 you need to have mentioned problems **caused** by the growth in Rio, not problems **which restricted** growth. You also needed to include one social, environmental and economic challenge. This challenge did not need to be followed by a solution.
- Q6 needed to have a connection to how it affects peoples lives, this could not be credited without a reason.
- Make sure you are referring to the figures on the map for Q4 and make sure you are identifying two differences between Africa and South America.

Common SPaG Error check

- Rio de Janeiro has capitals
- Diseases
- Environment was missing the N in most places throughout
- Make sure you are proof reading your work some sentences contained grammatical errors.
- Ensure you are using capital letters at the start of every answer.
- Place names must have capitals.

Geography Superstars



Misconceptions

The majority of answers for Q8 included solutions to the challenges you presented – these were not credited. Some pupils also wrote about challenges toward growth in Rio e.g. mountainous landscapes. This is not a challenge **CAUSED** by growth in Rio, this is challenge for growth.
It is not enough to say pollution, you must state which type of pollution: air, noise, visual, water.

Presentation

Having looked at the presentation of some of your books I am not too happy with the way in which some of us are presenting our work. Always ensure that dates and titles are written in your books and underlined using a ruler. For some we need to pay close attention to our handwriting. At times it was very difficult to read some of your work.

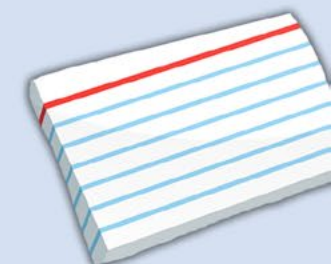
Effective Exam Revision Strategies

We've recently been asking teachers about which strategies they think are the most effective for revision. These were the top ideas:



COMPLETE PAST PAPERS AND USE THE MARK SCHEME TO ANNOTATE ANSWERS.

CREATE FLASHCARDS.



COMPLETE PAST PAPERS AND WHERE STUDENTS DON'T KNOW THE ANSWER, WORK BACK FROM THE MARK SCHEME'S ANSWER TO UNPICK THE KNOWLEDGE. THEN RE-ANSWER THE QUESTION FORWARDS AGAIN.



MAKE A KNOWLEDGE ORGANISER ON EACH TOPIC OF THE EXAM.

PRACTICE MAKES PERFECT – PUT THE WORK IN OUTSIDE OF LESSON TIME.



CREATE POSTERS AND PUT THEM IN PLACES WHICH ARE OFTEN LOOKED AT SUCH AS ON THE OUTSIDE OF THE SHOWER DOOR, NEXT TO THE MIRROR AND ON THE WARDROBE DOOR.



SELF TEACHING – TEACH YOURSELF THE TOPIC AS IF YOU WERE THE TEACHER.

MAKE NOTES OR A SPIDER DIAGRAM AND TEST KNOWLEDGE AND UNDERSTANDING.

WEBSITES LIKE GCSE BITESIZE CAN HELP WITH KEY CONCEPTS.



For those wanting more information on cognitive science and revision, you may find the following sources interesting:

Lots of information on cognitive science can be found here, on the website of the Bjork Learning and Forgetting Lab: www.bjorklab.psych.ucla.edu

The Deans for Impact have written extensively about how children learn and implications for classroom practice: www.deansforimpact.org

The American Educator has produced a really insightful article on boosting student learning: www.aft.org



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NEW CAREER ON THE HORIZON? **TRAIN TO TEACH.**



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