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

TEACHING & LEARNING
MAGAZINE

ISSUE 3 | **SUMMER 2018**

WWW.BBSCITT.CO.UK

Welcome
Summer 2018

Inside Barr Beacon SCITT

Kevin Shilton
SCITT Director

I am delighted to welcome you to the third SCITT Teaching and Learning Magazine and to our Summer 2018 edition. This will be our final issue for this academic year, but be sure to look out for our Winter 2018 edition next academic year.

This magazine showcases the work of three trainees from our current 2017-2018 cohort and two of our former trainees from our 2016-2017 cohort. It only feels like two minutes since we were welcoming our current cohort onto the course; now we're recommending 100% for Qualified Teacher Status and welcoming our next cohort of budding teachers.

I hope that you enjoy reading this magazine and have a relaxing summer break.

Michael Eszrenyi
SCITT Course Manager

Watching our trainees teach through our lesson observations is one of the highlights of my job. I learn so much from their ideas and innovations and I hope that you too can share in some of their excellent teaching practice through this magazine.

Our contributors have written about some excellent strategies for scaffolding and modelling, resources for promoting good outcomes of learners and motivating students and their learning experiences. I hope that you find reading these articles as worthwhile as I have done.

I would like to wish all readers a lovely, relaxing summer and look forward to welcoming you to our next magazine in Winter 2018.

Event Highlights

As this training year draws to a close, we look back and reflect on some of our Calendar Highlights from the 2017/2018 cohort. We have watched as a cohort has developed exponentially in confidence and competence and shown that they can make a real difference to pupils' life chances. We now have a fabulous cohort of teachers who are going to make a superb impact as Newly Qualified Teachers in their roles in September 2018. You can read all about our celebration event on the next page.

The SCITT team wishes all of the 2017-2018 cohort the very best!

Our trainees receive a comprehensive package of Professional Development and Training opportunities throughout the course. This is supplemented by our Subject Studies package, which runs throughout our course.

Our **Carousel Week** saw our trainees visit and be trained in effective SEND, EAL, Pupil Premium and Most Able provision in four of our partner schools.

Our July Pre-Course Induction is always a great success. Not only do we get the opportunity to introduce the SCITT before September, but our trainees get to know each other really well before the start. We place great value on developing a team of successful teachers right from the outset.

Our trainees made their annual trip to the Education Show in Birmingham. They listened to some excellent keynote talks and came away with bags of teaching goodies!

EDUCATION SERVICE

Our trainees receive specialised training from a range of external providers, inducing:

- Education Service Parliament
- EAL training
- British Values and 'Prevent' training

Routes into Leadership Seminar

The last week of the course saw the trainees receive a whole day dedicated to their next steps as an NQT. This included key-note talks from a Head of House on 'Inside the House Office' alongside a chance to talk with a range of leaders about routes into leadership.

Celebration Event 2018

On Friday 29th June 2018 Barr Beacon SCITT hosted its annual celebration event to recognise the successes and achievements of the 2017-2018 SCITT cohort. The trainees and their guests celebrated in style in our bespoke teacher training facility at Barr Beacon School. The Chief Executive Officer of the Matrix Academy Trust, Dame Maureen Brennan, opened the celebrations and welcomed the trainees, guests and our guest speaker, Carl Chinn MBE, to the celebration who gave a motivational and engaging speech on key priorities within education.

We have a strong partnership of schools and Headteachers and members of the Senior Leadership Team from all of our partner schools attended to present their trainees with certificates of achievement and congratulate them on their tremendous work. Our dedicated team of Subject Course Leaders was also on hand to recognise the work of their subject cohort.

The event marked the first of many milestones in the trainees' teaching careers, namely their recommendation to the Department for Education (DfE) for Qualified Teachers Status (QTS). We are delighted that for the second year in a row 100% of those who completed the course have been recommended for QTS. The event also acknowledged the hard work, dedication and determination that the trainees have put into their training in order to ensure the best outcomes for their pupils and to improve their life chances.

We are incredibly proud of the achievements of our SCITT trainees and would like to wish them every success in their roles as Newly Qualified Teachers in September.

Enriching Learning & Motivation of Pupils Through eTwinning

By Lydia Kelly

What is eTwinning?
eTwinning is a free online community for schools in Europe which allows you to find partners and collaborate on projects within a secure network and platform.

eTwinning Seminars and Workshops
On my eTwinning face to face seminar I travelled to one of the French territories in the Caribbean Sea, Martinique.

During the workshop I got to meet 51 other teachers from around Europe and surrounding countries, whilst there we worked together to try and combat the problems we face being restricted by borders. The aim of eTwinning is to remove the borders that separate us and encourage pupils to work together in a safe online platform, this is supported by the teachers that run the program and get involved with creating projects.

We got the opportunity to learn from others who have previously planned projects and also those who are ambassadors for eTwinning. This gave me great insight into what I would like to do once I return from Martinique. For example, I plan to develop and implement an international club as an extra-curricular activity and link our PSHE curriculum to the network of partner schools I found in Martinique, Guadeloupe and Norway. Many ideas were shared along with different web tools to use and incorporate into the twinspace, which is the online platform which teachers and pupils can access once they have set up a project to enable them to run the project safely and securely. I also found partners to set up projects with and together we began to plan our twinspace.

On the last day of the workshop we spent the morning finalising our projects before we departed for a cultural tour of the Northern part of the island. We were shown around Sainte Pierre which is a town previously destroyed in 1901 from pyroclastic flow. Only one person survived because he was in solitary confinement in the town's jail. From Sainte Pierre, we travelled further north to Le Prechuer where it quickly turns to tropical rainforest. Here we had a quick tour of a habitation before sitting for dinner. The tropical rainforest was amazing, never before have I seen tarantulas or fireflies in their habitat.

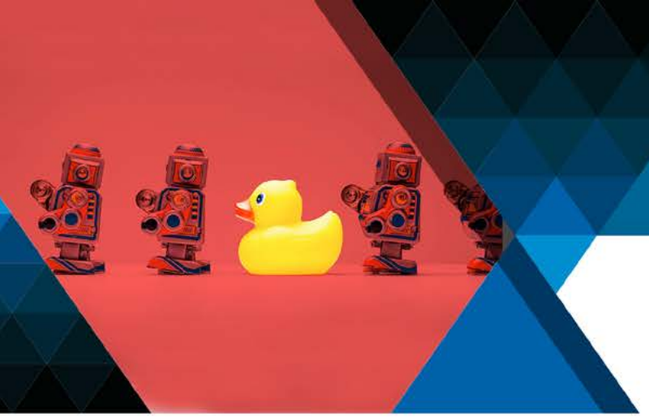
What are the benefits of eTwinning?

Through participating in eTwinning, it is possible to:

- enrich learning and motivation of pupils and staff
- access high quality professional development and ready-made resources
- raise standards across the whole school community
- gain recognition for your commitment through eTwinning awards and the International School Award.

Find out more about eTwinning
To find out more about eTwinning, visit:
www.britishcouncil.org/etwinning

This article was contributed to our magazine by Lydia Kelly, who trained with the SCITT in 2016-2017.



Effective Classroom Differentiation

by Abigail Hickman

Inside the classroom, it is important to differentiate to allow all pupils to progress at their best possible level. I believe that differentiation mostly comes from knowing your students. If you know your students well, it helps to differentiate in many ways, including by outcome, by task and by questioning.

Questioning

Questioning is a key differentiation strategy that I use in every single lesson. You can use this in many ways; the most common way I use questioning is for basic recall of facts and prior learning. I use this because the new GCSEs are very content heavy, especially within science, and there are many key facts and equations that students need to remember.

I then develop my questioning to relate back to other topics as students struggle to make connections between different units. For example, I recently did a lesson on speed for a high achieving year 10 group that I teach. I had written questions with certain students in mind, but I used hands up questioning to give everyone a chance to reply. I questioned them about the speed of sound and the speed of light, both quantities that they have studied before, but then I went on to develop their knowledge and asked them about thunderstorms and why we see the lightning before we hear the thunder. This then led back into the lesson to use the speed equation for calculating how far away a thunderstorm is.

This activity worked well, and students were answering questions that I hadn't even thought of, with some students explaining to me why light travels slower in air and linking back to the type of wave that light is, which we spoke about in the previous unit.

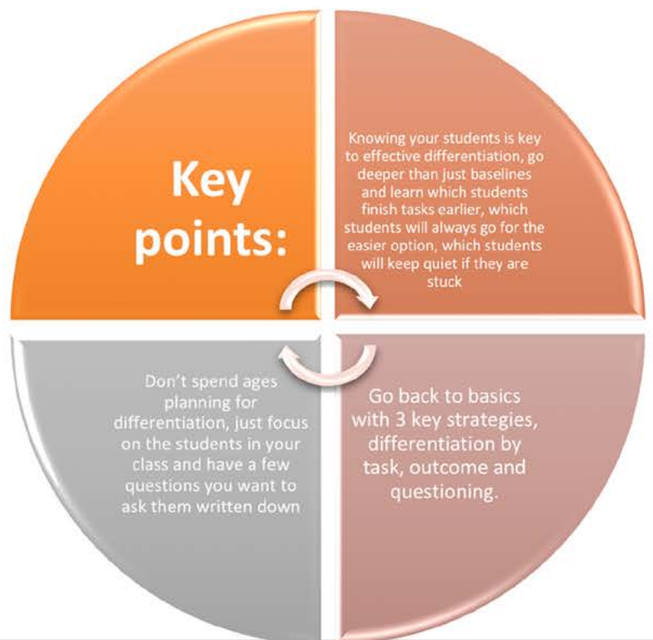
Differentiation by task and outcome

I believe that my best lessons are when I truly plan for my students and know their interests, in the same class I know there are a group of students who always finish quickly because they are eager to learn, but not everyone in this group has the same ability level. This means I know that I must plan extra activities for different abilities. To combat this, I use a lot of RAGP question sheets as the example below shows. I encourage certain learners to start at different colours with the aim of everyone getting onto purple and answering the same number of questions. The only draw back to this method is that some students will always choose just to answer the red questions as they are perceived as the easiest, so again, knowing your students, you must be on top of these pupils and encourage them along, perhaps setting them a different target of 2 questions from each section, instead of a more open task of answering 8 questions.

Velocity and average velocity worksheet

Red	Amber	Green	Purple
What is the equation for speed?	What is the speed of a car that travels 400m in 50 seconds?	What is the velocity of a plane that travels 55km due north in 25 minutes?	What is the average speed of a train that travels at 35 m/s for 2 hours and then travels a further 8km in 20 minutes?
What are the units in the speed equation?	What is the speed of a car that travels 5km in 35 minutes?	What is the velocity of a car that travels 10km towards the motorway in 45 minutes?	What is the average velocity of a car that travels for 2 hours in a north direction and then stays stationary for 30 minutes?
What is the equation for velocity?	What is the speed of a boat that travels 7km in 20 minutes?	What is the velocity of a rocket that takes off from the ground and travels 300m in 45 seconds?	What is the average velocity of a boat that travels 40 km north in 30 minutes and then travels at 35 m/s towards the east?
What are the units in the velocity equation?	What is the speed of a lorry that travels 100km in 2 hours?	How long does it take a car travelling at 35 m/s to travel 40km?	What is the average velocity of a train that travels between two stations 70km apart in one hour and the second station is furthest west?
Which of the following is a vector: velocity, speed?	What is the speed of a car that travels 50km in 65 minutes?	How far could a boat travel without stopping if it has a velocity of 40m/s south west and it can travel for 4 hours without refuelling?	What is the average velocity of a man walking his dog if he turns left outside of his house and travels 500m in 2 minutes then turns around and walks back 300m in 1 and a half minutes?
Which of the following is a scalar: distance, displacement?	What is the speed of a train that travels 450km between stations in half a day?	How long would it take a car to travel 5km if the car is travelling at 35 m/s on the motorway but has one stop of 45 minutes?	What is the average velocity of a school bus that travels 35km to school in 45 minutes and then turns around and goes back to its starting position?

I also include a "super stretch" with these tasks, for those students that I know will finish quickly even when given harder questions. For this lesson, I included a practical element to this as I know it is an area that the students in this group needed to work on.



This article was contributed to our magazine by Abigail Hickman, who trained with the SCITT in 2017-2018.

HOME TO THE IMPRESSIVE BESPOKE

Barr Beacon SCITT

TEACHER TRAINING FACILITY

Knowledge Retention Techniques

By Donna Laver

This year has seen some big changes to Modern Foreign Languages (MFL) as the first set of pupils sit the new GCSEs. Rather than completing part of their qualification as coursework, all 4 skills of listening, reading, writing and speaking will be assessed as exams. Quite a mean feat for pupils who have been studying a language for less than five years! For me, one of the biggest challenges of the new GCSE is just how much content the pupils are expected to be able to recall and to apply in new situations. Over the year I have been developing different knowledge retention techniques and activities in an attempt to encourage pupils to constantly revisit and use existing knowledge.

One strategy my department uses is '10 chunks' which is a knowledge recall activity at the start of each lesson. For the '10 chunks' pupils are provided with 10 model sentences in the target language and their translations. Pupils must then learn these phrases which are tested in a range of ways such as direct translation and transcription over a course of lessons until they are routinely achieving 9 or 10 out of 10. The purpose of this activity is to get pupils thinking about the vocabulary and structures they already know and encourage them to use this knowledge in context, rather than just recalling a list of vocabulary. Every few lessons I will test pupils on a previous list of 'chunks' in order to keep previous topics fresh in their minds and reinforce content from earlier in the course. In order to stretch my pupils further I challenge them to spontaneously use the previous topics' 'chunks' in their spoken or written work, for which they receive positive behaviour points.

Part 1: Blank Knowledge Organiser

GCSE German Revision | **Knowledge Challenge** | **Topic: Technologie**

Key Vocabulary

Conjugate three key verbs for this topic

	1.	2.	3.
Ich			
du			
Er/sie/es			
wir			
ihr			
Sie/sie			

Grammar point!

Useful phrases and structures

Add a cultural fact (if you can find one)

Write 6 model sentences

1.
2.
3.
4.
5.
6.

Another strategy I have recently developed combines the concept of knowledge organisers and 'takeaway challenge' tasks. For each topic I provide each pupil with a blank 'knowledge challenge' sheet which they add to individually as we progress through the content.

The expectation being that by the end of the unit they will have completed their sheet with no or very little teacher input; encouraging them to work independently and boosting their confidence. This sheet is made up of two parts; the first is a knowledge organiser which they have to complete by filling in key vocabulary, grammar points, model sentences and additional cultural points. This encourages pupils to think about the content we have been covering and record it in their own words – creating a starting point for further revision and a self-made help sheet for future work.

The second part of the sheet is the challenge; a range of tasks from vocabulary retention to exam style questions based on the topic of study as well as previous content. As pupils progress through the content they are able to complete the challenges at any time in lesson or at home for which they receive points (and points mean prizes). This enables the pupils to apply the knowledge they have been compiling in their organiser to exam style questions in preparation for their exams and also enables me to give instant feedback as the pupils keep their 'knowledge challenge' on the desks during lessons for me to mark. This strategy has had a big impact on my pupils' confidence in tackling exam style questions as they can see where the knowledge they have compiled directly correlates to the exam questions. It also encourages them to revisit previous knowledge in order to deal with the challenge of applying it in a new context, and of course the lure of prizes is a surefire way to spark the competitive edge of the majority of pupils.

Part 2: Challenge Tasks

Thema: Technologie. Complete a selection of activities of your choice to receive raffle tickets towards the prize draw. Use the support resources to help you.

Connect the verbs! (2)

	*separable verb
simsen	to send
schicken/senden	to download
chatten	to use
hochladen*	to surf
surfen	to chat
herunterladen*	to text
nutzen	to call
anrufen*	to chat
tippen	to upload
sich unterhalten	to type

Translate the infographic into English. (4)

Conjugate the verb correctly for each sentence. (2)

1. Jeden Tag (surfen) ich im Internet.
2. Er (nutzen) soziale Netzwerke, um mit Freunden zu chatten.
3. Wir (chatten) auf Facebook, wenn wir uns langweilen.
4. Ich (herunterladen) sehr gern Musik auf mein Smartphone.
5. Du (schicken) E-mails und (simsen) sehr oft!

Improve the answers to these speaking questions. (4)

1. Spielt Technologie eine wichtige Rolle in deinem Leben?
Die Technologie ist mir wichtig, weil ich viele soziale Medien benutze.
2. Was hast du gestern Abend mit Technologie gemacht?
Gestern Abend habe ich Musik heruntergeladen.
3. Wie wirst du in der Zukunft soziale Netzwerke benutzen?
In der Zukunft werde ich Fotos teilen.

Prepare answers for these speaking questions. (6)

- Spielt Technologie eine wichtige Rolle in deinem Leben?
- Welche Technologie benutzt du am liebsten?
- Wie oft setzt du dich vor einen Bildschirm?
- Wie benutzt du Technologie bei dir zu Hause?
- Was hast du letzte Woche am PC gemacht?

Prepare answers for this picture card. (6)

Schau dir das Foto an und sei bereit, über Folgendes zu sprechen:

- Beschreibung des Fotos
- Deine Meinung zu Technologie am Tisch
- Was für Technologie du gestern zu Hause benutzt hast
- Deine Pläne für Technologie in Zukunft
- Was du am liebsten im Internet machst

Translate this text into English. (6)

Ich lade sehr gern Musik auf mein Handy herunter, und wenn ich dann nicht zu Hause bin, kann ich die Lieder hören. Das Handy hatte ich gestern nicht mit, weil es irgendwo im Schlafzimmer war! Das war schade, weil ich immer simse, wenn ich spät bin. Für mich ist das Handy sehr wichtig – mit meinem Handy werde ich immer mit Freunden in Kontakt bleiben.

Two conjunctions which alter the word order – the verb will be at the end of the clause.

This is a separable verb – always look to the end of the clause

Don't miss out qualifiers in your translation.

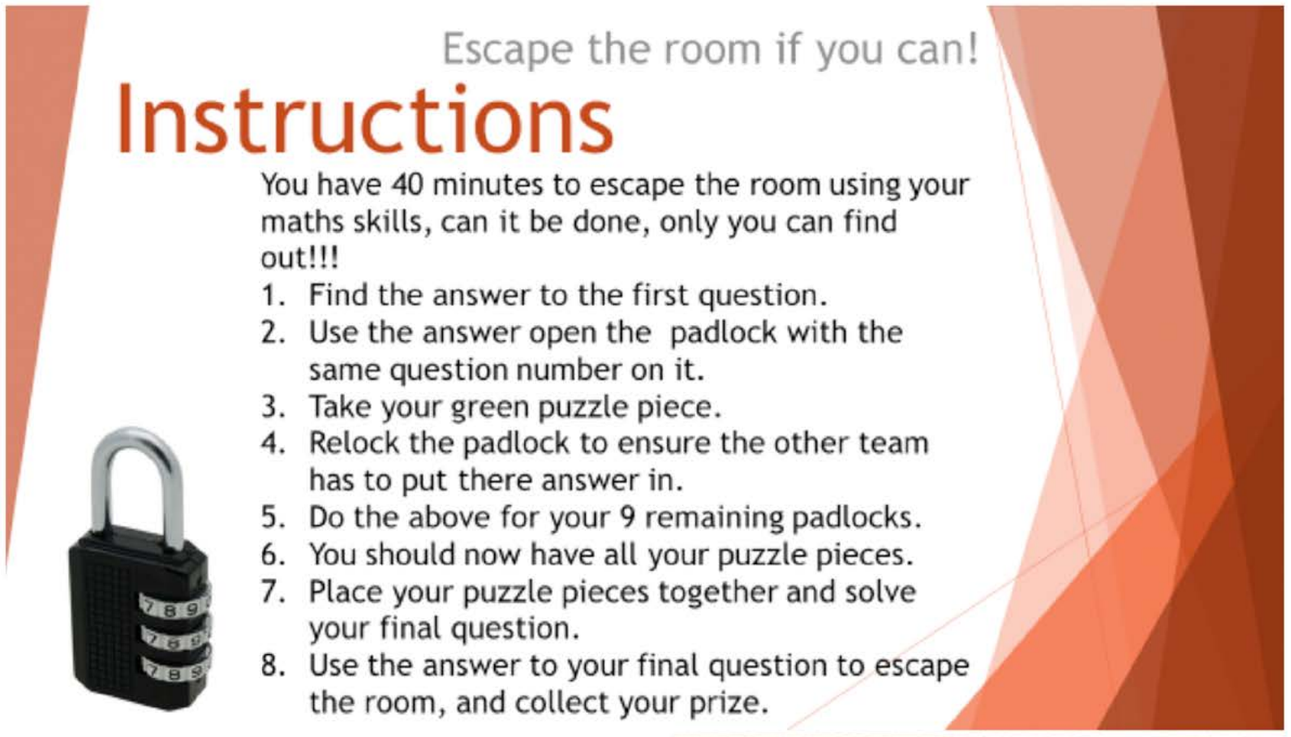
If *irgend* means 'some', what does this word mean?

This article was contributed to our magazine by Donna Laver, who trained with the SCITT in 2017-2018.

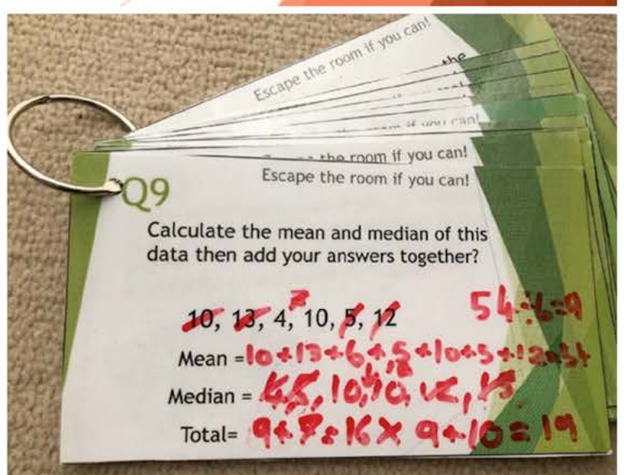
Escape The Classroom

By Patrick Hinsley

Escape rooms were first introduced in America and have quickly grown to become a worldwide craze with many companies opening across the UK. I'm sure that as you read this many of you have tried them out and if not, I would highly recommend doing one. For those of you who haven't the aim of the game is to escape a room solving a number of puzzles, questions and problems within a time limit.



This gave me the idea to attempt this with a small class of 6 pupils with a range of complex needs. However, the room could not actually be locked so pupils had to use their imagination. I hoped that the game would raise engagement and help pupils to work in small groups to complete a common goal with a reward in place for successfully escaping the room. I first made a set of maths questions and problems based around the topics that we had covered in the past term to allow me to do a summative assessment without pupils knowing it was a test.



The answers had to be any number between 001-999. The game worked with great success with pupils showing high levels of engagement and displaying a better representation of their understanding compared to a paper based test. This was because students didn't feel as much pressure and pupils were able to move on from challenging questions allowing them to come back to them later. This is something that a number of students struggle with. Although I tried this with a small class it could be adapted for lager classes with more padlocks or larger group sizes. I had three groups working at the same time answering 3 different differentiated question sets.

The padlocks worked really well as it gave instant feedback to the pupils without the need to ask me "is this right" as it would not open until the correct value was input. This allowed for minimal learning time to be wasted as pupils tried different approaches to answer questions. Due to the padlock combinations being easy to change, I have also used the padlocks in a number of ways in my teaching. I have used them as a starter with small rewards attached such as having a small box with 5 padlocks holding it shut and pupils needed to solve the corresponding question to open it to get the prize inside (this could be merits, sweets or something that you know will motivate your pupils).

Children also love to use technology as it is a part of their everyday lives from communicating to gaming and is a platform that can also to be accessed within education to heighten engagement levels. Within this game I incorporated technology through the use of QR codes giving a different approach for questions to be displayed to pupils. Pupils would need to scan the code with a school iPad for them see the question. The QR codes can also be used to great effect in the same method as a treasure hunt game where pupils have to answer a number of questions pinned up around the room to get to a final point.

Understandably it can take some time to first set up and use, however, once set up it can be used again with relative ease. Overall pupils loved the game and it helped aid in their progress and understanding.

Escape The Classroom

Escape the room if you can!

Instructions

How to put your answers into the padlocks

1. Place your answer from bottom top to bottom
   e.g. for 157 enter as shown below

   1
   5
   7

2. For answers below 3 digits input the first digits as 0's e.g. for 87 input the number as 087

3. For fraction input your answer using the top number(s) as you first number and the bottom as a separate set of number(s)
   E.g. $\frac{5}{12}$ would be 512

Escape the room if you can!

Q2

Round to the nearest 100?

888

Round to the nearest 10?

36

Now add your two answers together

Escape the room if you can!

Q4

Calculate the mean and median of this data then add your answers together?

3, 10, 8, 13, 1

Mean =

Range =

This article was contributed to our magazine by Patrick Hinsley, who trained with the SCITT in 2017-2018.

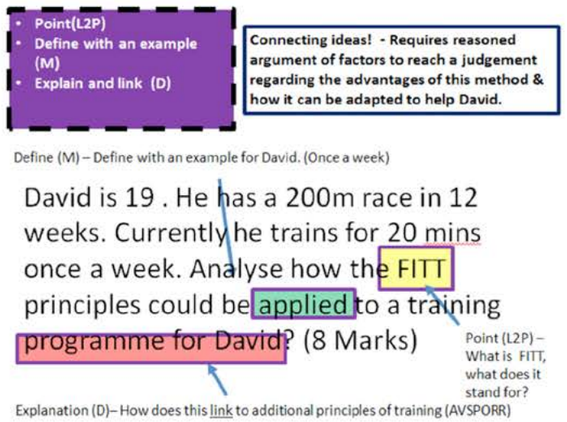
Scaffolding & Modelling of an 8-Mark Exam Question

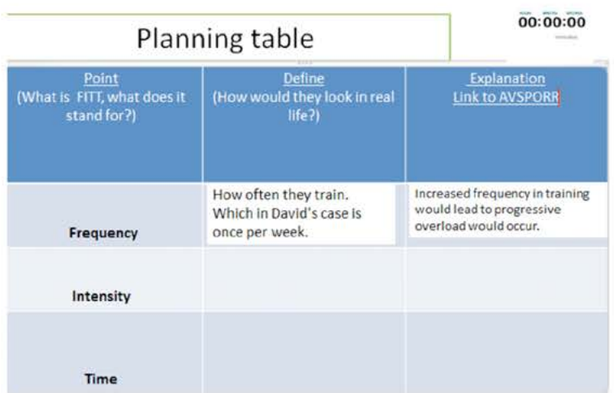
By Matt Joss

The majority of the course for BETEC Sport Level Two is assessed through coursework. However, there is an exam unit which contains a variety of different question styles ranging from multiple choice, short answers to an 8-mark question.

This article focuses on strategies that I have used to teach the 8-mark question to challenging pupils, those with behavioural problems or those with SEND. Very often with a number of pupils upon seeing an 8 mark question their terror in their faces says it all!

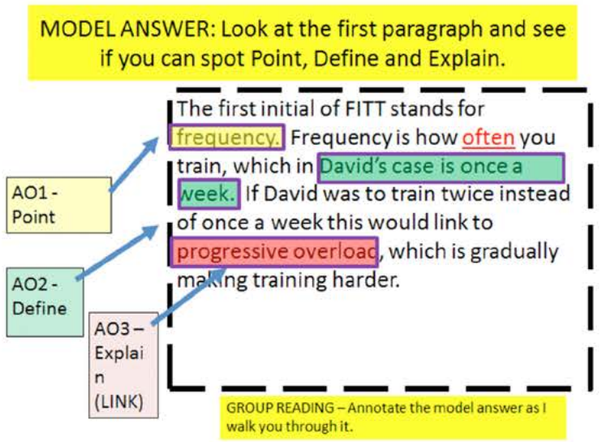
One of my school's teaching principles is modelling explicitly to pupils what success looks like. Within a department Continual Professional Development (CPD) session the Head of Department (HoD) demonstrated the modelling of 9-mark answer questions he uses with his GCSE groups and it was clear the structure of the teaching was having a positive impact on pupil learning as the answers to the exam question were of a very high quality. This then sparked the idea for me to tweak this and demonstrate it to my BTEC group.



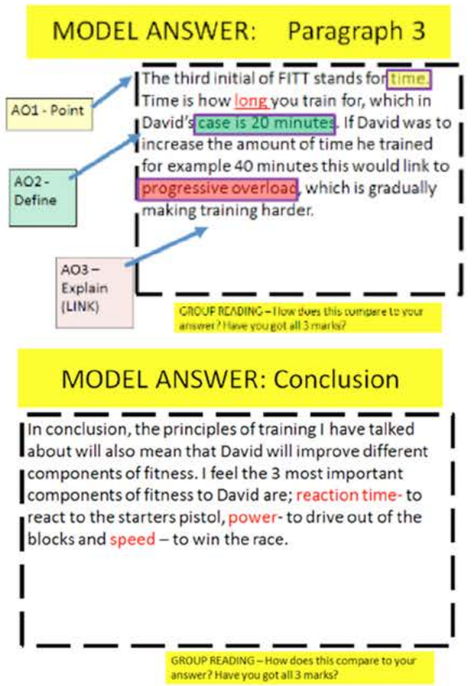


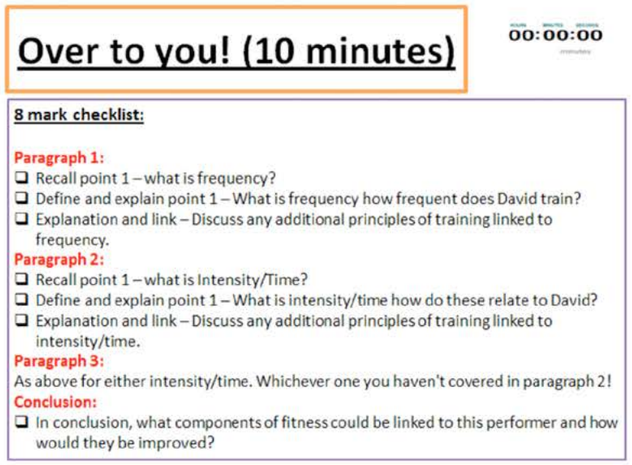
1) You break the question down for them and relate the key points to the specification. You can then break down the language that exam questions use using 'pupil speak'. This makes the specification mark scheme accessible to pupils of a lower ability and being colour coded really helps pupils visually see the different sections of the questions. As I go through this the pupils have their own highlighters and mark the areas we discuss on the board on their sheet.

2) Go through and model how to plan an effective answer. This is particularly useful for the pupils who will just start writing an answer without any clear guidance meaning that often they end up going off point on different tangents. I show them explicitly what needs to be put in the first boxes and set them the task to complete the rest of the planning table.



3) I go through a model answer for the first paragraph and repeat the same process of explicitly pointing out where the different marks are awarded. Pupils will have their own sheet again with highlighters so that they continue to go through the process with me.





4) Independent task of the lesson. After all of the planning and explanation the pupils are now given independent time in the lesson to use all of their knowledge learnt in the lesson and apply it. Rather than setting them off without any guidance I do use the following checklist that pupils can keep referring back to as they write the question to further scaffold and structure their work.

5) In the final part of the lesson pupils go through their answer with green pen and mark their own work. They can then get instant feedback on whether they have included the right content in their answer. I will then give pupils another 8 mark question which is very similar to the first. They then go away and complete this as homework for the next lesson for me to then mark and give them feedback.

This article was contributed to our magazine by Matt Joss, who trained with the SCITT in 2016-2017.

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NEW CAREER ON THE HORIZON?
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