



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



**TEACHING &  
LEARNING  
MAGAZINE**



ISSUE 4 | WINTER 2018/19

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# WELCOME

WINTER  
2018/19  
EDITION

# FANCY A CAREER IN TEACHING?



Welcome to the Winter 2018/19 edition of the SCITT Teaching and Learning magazine. Once again it showcases the very best of our former trainees' work and demonstrates the impact that they are making.

In the Autumn Term of 2018 Barr Beacon SCITT was inspected by Ofsted and we are absolutely delighted that all areas of our programme have been graded Outstanding, which is a ringing endorsement of the work of the whole of the SCITT partnership.

**Mr Kevin Shilton**  
SCITT Director



It gives me great pleasure to welcome you again to the Winter edition of the SCITT Magazine. We have linked up with four former trainees over Term 1 of their NQT years to find out about how they have been developing their teaching practice and promoting the best progress and outcomes of their students.

I hope that you are able to take ideas and strategies from these articles directly into your teaching practice. Keep a look out for our next magazine in Spring 2019.

**Mr Michael Eszrenyi**  
SCITT Course Manager

## TRAIN TO TEACH WITH BARR BEACON SCITT

Our aim is to develop outstanding classroom practitioners who can go on to influence, mould and shape the lives of future generations for years to come. This underpins our Outstanding training programme and we're incredibly proud of what we do.

Our ITT provision has gone from strength to strength over recent years and now provides a large cohort of trainees with a well-established mentoring, training and professional development package. Over the years we have trained trainees in a diverse range of subjects across our ever-expanding partnership of schools and last year 100% of our trainees were graded as Good or Outstanding trainees at the end of the course, recommended for Qualified Teacher Status and gained a PGCE through our partnership with the University of Worcester.

We are passionate about recruiting the best trainee teachers who want to make a real difference to children's life chances. We pride ourselves on creating a stimulating, immersive and supportive environment in which trainee teachers can learn and develop into inspirational classroom practitioners.

If you are interested in training with Barr Beacon SCITT, spending an experience day in one of our schools or finding our more information, get in touch with us by e-mailing [info@bbscitt.co.uk](mailto:info@bbscitt.co.uk) or take a look at our website for more information on our programme and partnership schools [www.bbscitt.co.uk](http://www.bbscitt.co.uk).





# WE ARE OFSTED OUTSTANDING!

Barr Beacon SCITT is celebrating an 'Outstanding' judgement from Ofsted having received the highest possible judgements in all four areas: quality of training, quality of leadership, outcomes for trainees and overall effectiveness.

Ofsted praised the "high quality training programme" and noted that "the quality of mentoring is consistently high". The report states that SCITT leaders demonstrate "very effective communication, support and engagement" and as a result there is a "very high level of satisfaction expressed by schools, trainees and newly-qualified teachers".

When inspectors spoke to former trainees they said that "the training year prepared them very well for the challenges they would face in their NQT year" and that "if they had their time again they would definitely go through the same training route." We think that this is a ringing endorsement of the quality of our programme.

Ofsted were particularly impressed with the strength of the training partnership, which includes schools across the Midlands. Ofsted were able to see "a genuine partnership with schools who contribute to the strategic direction of the SCITT, training and recruitment." The current SCITT partnership consists of: Barr Beacon School, Brownhills School, Bloxwich Academy, Codsall Community School, Dame Elizabeth Cadbury School, Elmwood School, Eton College, Grace Academy in Darlaston, and Ormiston Shelfield Academy.

You can read the full report here: <https://reports.ofsted.gov.uk/provider/41/70361>



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# STRATEGIES TO IMPROVE KNOWLEDGE RETENTION

This article was written by Matthew Rooke who trained on the Barr Beacon SCITT Course in 2017-2018. He is currently an NQT in Science at Barr Beacon School.

In September this year I began my NQT year which meant I became an independent teacher with sole responsibility for my own classes. One element of this responsibility is the progress that the pupils make in lessons on a daily basis as well as the progress that the pupils make over time. This was a challenge that I was looking forward to and set about developing some strategies to promote good pupil progress.

One such strategy I have been using in lessons is the use of continual retention quizzes at the start of every lesson. Science, and in particular biology, can be a difficult subject for pupils to understand and grasp. Biology is a content heavy subject, which requires the pupils to be able to retain and apply a lot of factual information. The aim of the retention quizzes is to increase pupils' retention over time and impact positively on the progress in the subject overall.

Through my use of retention quizzes I have gained an understanding of how well pupils can retain information from one lesson to the next. When pupils have completed each retention quiz at the start, I have taken in their marks. In doing so it has allowed me to track how well pupils are retaining information and compare this to the quizzes that took place when the lesson was originally taught. Using this information, I was then able to plan individual intervention sessions or adapt my planning for the whole class for certain topics.

Another strategy I have used in lesson this year which is closely related to my work on retention quizzes the use of knowledge organiser homework quizzes. Pupils are set a certain section of the knowledge organiser to revise and learn as homework and then they get quizzed on specific questions that refer to the knowledge organiser. Again, I total pupils' marks after each quiz to get an idea of whether or not pupils have retained that knowledge or found certain sections/topics more difficult and use this information to inform my planning, teaching and interventions.

The current data that I have collected on my classes show that the use of quick fire retention quizzes in lessons has resulted in pupils being consistently able to recall and state factual information in assessments. As a result, their overall marks on assessments has also increased over time.

## Section 3: Factors affecting the rate of reaction

5 Concentration	Increasing the concentration increases the <b>number of particles in the same volume</b> . This increases the collision frequency between reactant particles.
6 Surface area	A powder has a greater surface area than a solid. Increasing the <b>SA will make the particles more exposed</b> which increases the collision frequency between reactant particles.
7 Temperature	Increasing the temperature of the reaction <b>increases the energy of the reactant particles</b> meaning more collisions will have the required energy to be successful.
8 Pressure	This is the same as concentration but for gases. Reactant particles occupy a smaller volume.
9 Catalyst	Reduces the <b>activation energy</b> by providing an alternative reaction pathway

# USING FIELD TRIPS TO PROMOTE PROGRESS INSIDE THE CLASSROOM

This article was written by Sophie Thomson who trained on the Barr Beacon SCITT Course in 2017-2018. She is currently an NQT in Geography at Bloxwich Academy.

At the start of my NQT year, Year 11 Geographers visited Hunstanton in Norfolk to look at coastal erosion and the management in place to protect the coast. This trip was essential for the students to complete as each student have to write about fieldwork in their final GCSE examination. The students looked at hard and soft engineering along the coast, observing which had the most rate of reduced erosion as well as making judgements on which management strategy was beneficial in terms of public support, cost and aesthetics.

In preparation for this trip, the Year 11 pupils have been focusing on their hypothesis, risk assessments and content knowledge on ways of managing the coastline. Whilst on the trip, gathered detailed results for their fieldwork and the interest that the students had during the fieldtrip was inspiring and really showed the pupils' love for geography. The students got a lot out of their first hand experiences.

Since returning to lessons, the pupils have demonstrated their knowledge by being able to not only recognise costal management but also other costal features in their geography lessons. The pupils learned, made progress and revised without even knowing. The pupils have been also working hard to complete their physical fieldwork enquiry by interpreting and analysing their results, looking at the extent to which their hypotheses have been proven and drawing conclusions from their work. After a very successful trip, the Geography department feel confident that the students will work hard for their examination, with fantastic results to follow in July.





# USING FEEDBACK TO

# PROMOTE PUPIL PROGRESS

This article was written by Rebecca Knight who is currently on the Barr Beacon SCITT Course and is teaching PE at Elmwood School.

## Feedback in Physical Education

When teaching practical PE, I always make sure that I write down the learning objectives for the lesson onto a mini white board. This helps the pupils to have a clear understanding of what is expected of them for the lesson and what they are going to be specifically focusing on.

I find that referring back to the objectives throughout the lesson can also help me to assess where they are and how I can differentiate to either move them on or provide them with extra support within the lesson.

I feel that during practical PE, modelling the skill is the key to pupils being successful and learning. If they can see that I am performing the skill correctly, they can use this model and copy the correct technique and key points included to master the skill.

Along with modelling comes questioning, I think that questioning is a great way engage the pupils and assess their progression throughout my lesson. It is also a great way to stretch and challenge pupils' knowledge by linking the skill they are learning into how it will be applied in a competitive situation. For example, in a competitive badminton match, why is it so important that the overhead clear is hit to the back of the court and what advantage does it give you over your opponent? This question encourages pupils to not only think about how to perform the skill but also applying it to a competitive situation and game management. Due to sport being a practical subject these three strategies help me to assess pupil understanding within each lesson.

## A Model for Providing Feedback for Pupils

- Clarifying: establishing the learning intentions
- Questioning: establishing what is already understood and what needs to be learned
- Modelling: providing clear, visual models of the learning process to support students' understanding of what learning looks like
- Collaborating: establishing each student's areas of expertise to develop the concept of learners as a unique resource
- Assessing: providing specific success criteria from the outset, which students assess their own work against
- Securing: providing plenaries to reflect on progress and next steps

This article was written by Laura Thomas who is a SCITT Professional Mentor and English Course Leader at Barr Beacon School.

## WHAT DOES FEEDBACK LOOK LIKE?

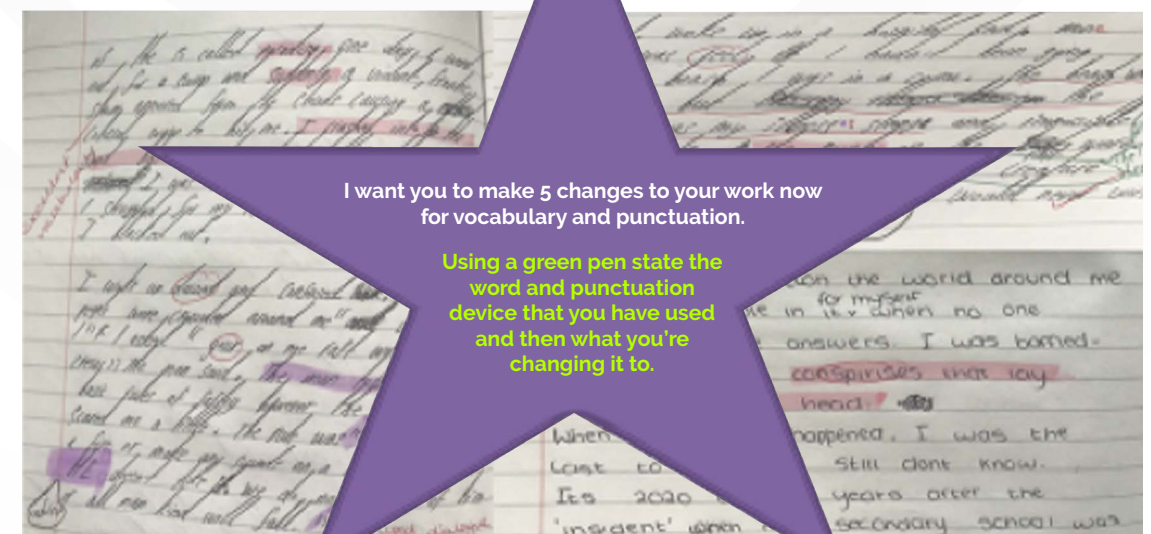
Providing pupils with feedback in different forms is pivotal within a classroom to promote pupil progress. If pupils aren't aware of the mistakes they're making or the misconceptions they have, how you expect them to move forward is unbeknown to them.

At the start of 2018, after my year 11 classes had taken their mock exams, it became noticeable that not many improvements had been made. The English department decided to take on a different approach to feedback: ensuring pupils could see where marks were gained or lost through visual representation of paper and assessment responses. Live modelling is now an everyday practice in my classroom, ranging across all year groups and abilities, and an example of this can be seen below.

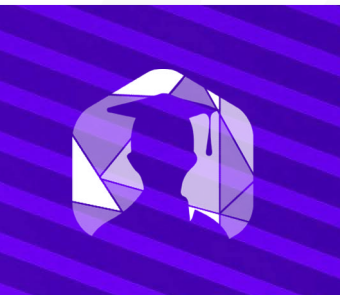
As a result of this, my current year 10, 11 and 12 classes have made significant progress in assessment grades and mock examinations. After a successful set of results, I feel confident in this approach to teaching in helping my students achieve the best they can do in the summer.

## PUNCTUATION AND VOCABULARY

You need to think carefully about the placement of your punctuation and if it fits - don't just put it in because I told you there 'needs to be a range'. Vocabulary is something you're better at using judiciously but again, try to use it appropriately.







## HIGH INTENSITY, LOW THREAT FEEDBACK: DUO OBSERVATIONS IN ACTION

**This article was written by Matthew Wallace and Rachel Heckels who both trained on the Barr Beacon SCITT Course in 2017-2018. They are both currently NQTs in Geography and Science respectively at Dame Elizabeth Cadbury.**

Duo observations provides the opportunity for regular, low-threat feedback from a peer which is designed to help improve the progress that pupils make within lessons. Alongside this there is the added benefit that the two involved in the duo get the opportunity to go and watch a colleague's lesson to look out for inspiring ideas and best practice. This article will look at the experience of observation duos, how it impacted on teaching practice through effective feedback and the impact of observing best practice.

The principle behind duo observations involves being paired with a colleague outside of your faculty (in this case Geography and Science) in order to allow a focus on observing teaching pedagogy and best practice in lessons. As two NQTs from the same teacher training course, we were happy to see we had been paired together. This was especially pleasing since over the entirety of our training year, despite promising several times, we had never actually been to see each other teach. We set out plans to see each other teach twice a term.

### **Rachel: Observing our Duos partner's practice**

For the first round of Duos in October, I observed Matt with a Year 8 group learning about rainforest adaptations. When I first entered the room about 5 minutes in, to my surprise (mild horror?) the desks were completely covered in black marker pen. Matt had started the lesson with a recap activity, allowing pupils to work in pairs to create mindmaps of the previous weeks' content. With whiteboard markers, the pupils were encouraged to write and scribble their maps across the desks, which allowed a low-threat and collaborative environment for all pupils. I saw some competition between pairs to fill the most desk space as possible. Following the doodling, there was a great class discussion where pupils continued to add to and improve their maps. Taking this idea to my own practice, I have followed this activity with pupils copying the best version of their mindmap into their exercise books, so they have a model to refer back to.

The lesson continued with a focussed atmosphere, with pupils hooked into the tasks and most pupils keen to contribute. I saw great examples of Matt modelling how to tackle difficult exam questions, with the year 8 group attempting a challenging GCSE essay question. The lesson ended with an extended plenary – a game of mastermind. One pupil sat at the front of the class, with the rest of the group asking questions covering the whole of the topic. A sense of urgency was created with a timer and the promise that the pupil in the chair at the end would receive 20 positive points. All pupils were excited to join in. I rarely use games in my lesson, but after seeing how the pupils reacted, I've tried mastermind several times as an end-of-topic revision activity.

I've found through Duos the chance to see how things are done in a completely different subject refreshing and a great chance to steal ideas and get feedback on your teaching without any pressure or judgement.

### **Matt: Feedback and reflecting on practice**

For me the major benefit of the whole process was to be given really specific feedback from a peer in a low threat environment. Rachel was able to pick out a range of areas for me to focus on and suggest ways in which to improve my practice. One key example of this was the presentation of written work in my Year 8 Geography classes, Rachel suggested the implementation of more explicit signposting when making use of model answers or independent work. As a result of this I have begun to implement subheadings throughout my lesson so that student work is clearer and easy to follow. Alongside this Rachel was able to help me identify key students in the class who had struggled to keep focus at various points in the lesson and make suggestions on how I could adapt my seating plans in order to account for this. When this was paired with the observation of Rachel's Year 9 Science lesson I was able to see the suggestions made by Rachel in action and improve the inclusion of explicit signposting in my lessons without having a major impact on time.

## COME AND VISIT US AT ONE OF OUR UPCOMING RECRUITMENT EVENTS



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AT THE  
**BLACK  
COUNTRY  
MUSEUM**

**THURSDAY 21<sup>ST</sup> MARCH 3PM - 7PM**



**Barr Beacon School**

**THURSDAY 4<sup>th</sup> APRIL 9AM - 3PM**

