

Welcome to the second edition of our Teaching & Learning newsletter: Brislington In Action. In this publication you will find a summary of this term's initiatives, alongside a collection of great reads which support our current priorities and, most importantly, an array of examples of where we're seeing this 'In Action', around our academy.

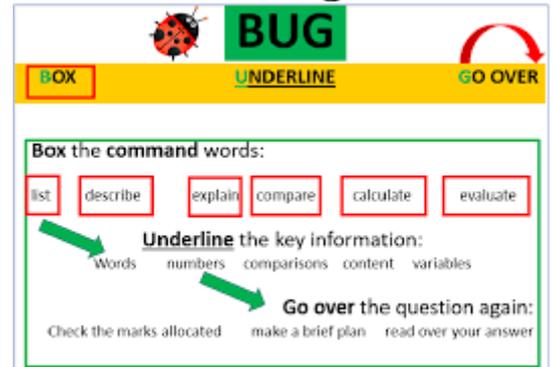
We hope you enjoy this instalment and wish you a very restful Christmas break with your families.

## This Term's Takeaways



In TET sessions in the first half of this term, we began looking at the importance of the 'We Do' and the 'You Do' elements of each lesson; stressing the importance of **metacognition**, or narrating a thinking process.

We discussed the need to teach our students about the steps involved in tasks and about how creating a 'Blue Peter—here's one I made earlier'-type model might be detrimental to helping students understand how to get to the finished product. Dan Savory explained how he unpicks exam questions in Geography using BUG.



As online and hybrid learning have become more of the norm we have been working on ways to improve the online offer that we have, and to make sure students are as engaged as possible, both in and out of the classroom.

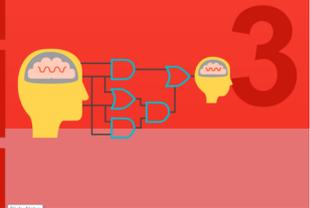
As we have been increasing in confidence, many colleagues have branched out and begun using polls, the chat function and the interactive whiteboard function of Microsoft Teams, in order to boost engagement with our students whilst they are learning online. The 'Top Tips' section of this term's newsletter will summarise some of these functions. Staff now have the option to teach hybrid lessons live, or to upload resources to the class Team, in advance of the day's lesson.

Teachers should support pupils to plan, monitor, and evaluate their learning.

Modelling by the teacher is a cornerstone of effective teaching, resulting in the thought processes of an expert learner help to develop pupils' metacognitive skills.

Teachers should verbalise their metacognitive thinking (What do I know about problems like this? What ways of solving them have I used before?) as they approach and work through a task.

Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.



## Reading Corner

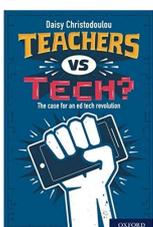
Blended learning – a reflection on the past six weeks



**Harry Fletcher-Woods** reflects on blended, online and hybrid teaching in one of his latest blogs. Teaching in Greater Manchester, his thoughts as a teacher and leader really resonated as we now find ourselves teaching in a Tier 3 area. <https://improvingteaching.co.uk/2020/10/19/blended-learning-a-reflection-on-the-past-six-weeks/>



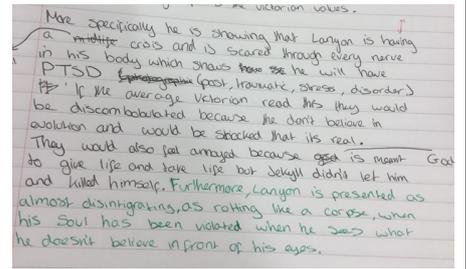
**EEF: Evidence in Action podcast** launched this month with Alex Quigley as host and guest speakers who are experts in their field. The inaugural episode is entitled 'Make the difference for disadvantaged pupils'. [https://educationendowmentfoundation.org.uk/news/evidence-into-action-new-eeef-podcast-focuses-on-making-the-difference-for-disadvantaged-pupils/?mc\\_cid=99f1edc14c&mc\\_eid=92c8af56a1](https://educationendowmentfoundation.org.uk/news/evidence-into-action-new-eeef-podcast-focuses-on-making-the-difference-for-disadvantaged-pupils/?mc_cid=99f1edc14c&mc_eid=92c8af56a1)



Daisy Christodoulou's **Teachers vs Tech?** was published earlier this year and pushes for the need for a technological revolution in education. This book will undoubtedly become invaluable to us as we move into the first phases of our Horizons project in 2021.

# Brislington In Action

The English faculty have been working hard under Becca & Phil's direction to establish ways that they can improve student work, with immediate effect, when live marking has been paused. Using the Hochmann method, as outlined in *The Writing Revolution*, the English team have been using **because, but, so...** to encourage specific, incremental improvements in student work, without the need for a teacher to touch a book. Teachers use **because, but, so...** to encourage students to add detail, using green pen, and the fantastic results can be seen opposite. Thank you for sharing, Phil.



## Top Tips for online & hybrid lessons

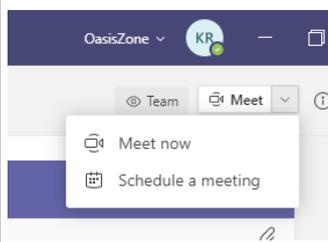
We have been collating a collection of 'How To' guides this term, which have step-by-step instructions for processes within online teaching. Here, we summarise some of the most helpful elements which staff have been using to great effect this term.

### EXTENDED SCREEN & WINDOWS KEY:



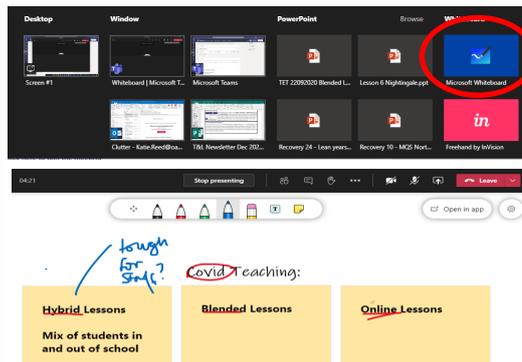
This has to be the biggest 'tip' we have shared, which enables the teacher to monitor the chat function, complete the register etc. without having to stop the presentation for students in school or at home. Simply ensure **that your laptop is on 'Extended Screen'** by pressing the Windows key and 'P', select **screen 2**, present your powerpoint and then **use the Windows key to move between applications**. We promise this is much easier to demonstrate in person so please get in touch with Kate if you would like this demonstrated. It's a game changer!

### USING THE CHAT FUNCTION:



When scheduling lessons, if you do it from **inside the 'Class Team'** by **clicking the video icon** and then **schedule meeting**, it will give you & students access to the chat function. IT have explained that meetings scheduled via the Calendar are like 'corridor conversations', so don't have access to Chat whereas meetings within a Team are like 'classroom conversations' so do have access. This is great for students who don't or can't unmute and gives you the option to have them engage with questions and resources without interrupting your teaching.

### USING THE INTERACTIVE WHITEBOARD:



When scheduling lessons, if you do it from **inside the 'Class Team'** by **clicking the video icon** and then **schedule meeting**, it will give you & students access to the chat function. IT have explained that meetings scheduled via the Calendar are like 'corridor conversations', so don't have access to Chat whereas meetings within a Team are like 'classroom conversations' so do have access. This is great for students who don't or can't unmute and gives you the option to have them engage with questions and resources without interrupting your teaching. Whiteboard allows all participants to collate thoughts without needing to scroll back through a task. Great for modelling Maths/Science, too.