

Welcome to the fifth edition of our Teaching & Learning newsletter: Brislington In Action. This term, you will find a summary of some of the key Horizons strategies which we've been investigating, alongside a summary of the mammoth task that the entire staff body has undertaken—the infamous TAGs process.

As always, we wish you and your families a very well-deserved & restful holiday—hopefully in the sunshine!

This Term's Takeaways

Horizons— In most of Term 5's TET sessions we have been looking at how to get the most out of our Horizons iPads, in readiness for when the students get theirs in Term 6. Staff were given their devices in Week 3 and in Week 6 were also given a stylus to use alongside it (see Gez Chalke if you want to be bowled over by the masterpieces that these pens can create!).

We have intentionally spent the most time looking at the Accessibility functions on the iPads to make sure we can best support our SEND cohort with these devices. All of our SEND students will also receive a set of headphones with their devices to help them access the 'Speak Selection' functions of the iPads. Thank you to Jue & her brilliant team for their support.

Visual & Display — In the Accessibility section of the Settings, the 'Display and Text Size' gives a variety of options to the user. They can embolden text, change the text size, invert the display so that instead of black text on a white screen they can have white text on a black screen. Additionally they can put a colour filter on their screens in order to support with Dyslexia needs. This will put the relevant colour tint over everything on screen. These functions will assist our students with visual impairments and dyslexia massively so ensure you know how to apply them.

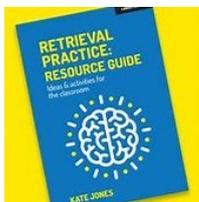


Spoken Content — Another amazing feature of the iPads is the 'Spoken Content' options in the Accessibility settings. Not only will this read text to students who struggle with their reading abilities but it will also read it in a student's native language so for our EAL students this will be an incredible addition to their toolbox to help them access lessons.

The MFL Department are also investigating how they will use this feature to help them run listening activities within the classroom which is a really exciting opportunity.



Reading Corner



Kate Jones has released her new book during this past term. It is bursting with downloadable resource templates for using retrieval practice in the classroom. We will be looking to get copies of this in our T&L library as the templates are useable across most subject areas and are really versatile.



Teacher Toolkit founder **Ross Morrison McGill** has a really renowned podcast. In this episode, his team discuss the impact that being part of a Multi-Academy Trust can have on school improvement. Have a listen and see if anything resonates with you. [Podcast 112: School Improvement Research + Collaboration | TeacherToolkit](#)



Instead of sharing a blog post this term, I would like to encourage you to talk to some of our Teach First colleagues about their own writing. They have spent a considerable time over the last few months producing their Masters assessments all of which are incredibly pertinent to us here at Brislington and when we have such talent on tap here, why would we send you anywhere else for info?!

Brislington In Action

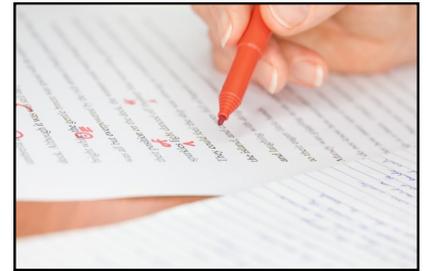
To Do Lists & One Note:

One feature which many colleagues have been making use of so far is the To Do app which allows you to create bespoke To Do lists which you can check off. This will be brilliant with our students who may struggle to manage cognitive load and may be an excellent behaviour strategy for many of our students who become overwhelmed quickly.

Other colleagues have been utilising One Note to run meetings which allows you to share work-books and To Do lists with colleagues in the meeting so that everyone can see the progress being made on the tasks agreed.



SPOTLIGHT ON: TAGs



For many of us, the last six weeks and before have been consumed with thoughts of Teacher Assessed Grades for our Year 11 students. They have sat two suites of Portfolio Assessments in every subject—one just before Easter and one during Term 6. Teachers have then been collating this evidence in order to assign grades to each student.

What is it all about?

As a result of the COVID pandemic, Boris Johnson announced in January that the summer exam series for Years 11 and 13 could not run in the way that we would traditionally run them. This was different to last year's lockdown when he immediately announced that exams were 'cancelled'.

In fact, we know that these exams have probably been tougher on our students, in many ways, than the summer exam series might have been. They have sat more assessments than they might have done in a summer exam series and they have done them all in conjunction with every other subject, rather than where their timetable eases up as each subject finishes their exams.

What has it involved?

Across the second half of term 4, Year 11 students sat a full suite of exams in the Hall and in the Dance Studio if they were entitled to Access Arrangements. Teachers then marked these papers and created a set of data to indicate how those students had done, in conjunction with the JCQ Grade Descriptors document which was produced to give a summary of what work at each grade boundary would typically look at.

In Term 5, students then sat a second suite of exams which were classroom-based. Again, they were marked and moderated by teaching staff.

There has then been an intensive process where teachers have debated all evidence for every student, alongside the descriptors, to arrive at a holistic grade, which has happened this week.

Thank You.

This process has been incredibly work-intensive for all colleagues.

From the work Kay has done in printing the papers, Corinne's huge effort in mopping up missed assessments, Abby Reid & the SEND team's work with the students who are entitled to Access Arrangements and that is before we even think about the increased workload with marking and moderation that the teaching staff have faced.

Thank you for making this process run as smoothly and efficiently as it possibly could. Everyone had a role to play in the process, even if your role was to be Biscuit/Caffeine Fairy for your department. Everyone's efforts are enormously appreciated and we'd like you to make sure you make time to rest over the holiday.

