



The Friary School CPD Magazine



The Countdown Begins!

It's that time of year again when we all start making final preparations with Year 11, 12 and 13 students for those all important final examinations. There has been lots of training for the students on effective examination preparation, as well as some training for staff through the Next Steps programme. In addition, there are lots of resources available to students and staff through the school website; more on revision inside this edition. As if this wasn't enough to start to get the students ready for the challenges ahead, this term saw the launch of our Saturday School, which has so far been a tremendous hit. Sessions have

taken place for maths, science and English to name a few with lots more on the way, as well as Easter School.

In terms of staff training, it's been another busy half-term with our coaches receiving part 2 of their training from one of the Arthur Terry Learning Partnership SLEs. There have also been a number of next steps sessions taking place, including one on preparing to teach the Sixth Form. This half-term also saw the second T&L Twilight session take place which looked closely at high quality differentiation and getting the most out of CSPs.

The Leadership Team and middle leaders have continued to undertake a range of quality assurance work across the school through work scrutinies and learning

walks. These have shown that typicality

and progress over time are good, with an increasing amount of outstanding practice. The quality of students' levels of engagement was highlighted as being particularly strong following the recent learning walks. We also received some very positive external validation on the quality of our self-evaluation and things in general around the school when a visitor from the Local Authority came in to meet with the Leadership Team and visit some lessons as

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GETTING EXAM READY!

Prepare it!
Learn it!
Test it!

Fresh from a series of revision-focussed assemblies, years 11, 12 and 13 are all set to go and get those grades. Whilst there have been a whole range of resources and information given to students over the past few weeks, it's now time to start working on exam preparation with them to help it all embed.

Some of the key messages to give students are: the importance of planning revision, the need to find the right method for them and the fact that there is still time for them to make a difference; trying to instil a sense of belief and positivity in the students that we teach at this stage of the course is crucial.

“Whilst lots of work on remembering key information will help students immensely, they still need to be able to apply it in the examination, that’s where we come in”

5, 6, 7, 8...

With exam season nearly upon us, the nation waits with baited breath for the first round of results in English and maths using the new numerical grading system.

Whilst there are a number of things that remain unclear, some clarity has been given on what the expected standard is. A 4 is going to be classified as a ‘standard pass’, whereas a 5 will be classified as a ‘strong pass’. Nationally the same number of students who achieved C’s in previous years will achieve a 4, therefore, it’s imperative that we do all we can to get our students up to the 5 grade. It’s just English and maths this year, pretty much everyone else next year...

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GETTING EXAM READY CONTINUED...

Let’s look at three of the key areas in a little more detail:

Prepare it, Learn it, Test it!

Students have been encouraged to plan all revision around this process; the prepare phase requires them to revisit and reshape their class notes. It is really important that they do something with the information rather than just reading through it as the brain needs to process the information again to help it stick. The learn phase requires the students to commit the information to memory, this means that it is important that they have condensed their notes sufficiently during the prepare phase. The key part of the process is to check if the information has stuck—test it. This could be through completing a short quiz, getting a family member to ask questions or completing a proper past paper question. The students then need

to test themselves again at a later date

The Methods

Students have been guided through the key revision methods and are aware of pitfalls with each. Note taking through preparing flashcards or other materials and mind maps continue to be the most popular options. Making up silly stories and pneumonics are also great ways to help remember key facts.

The Paper

Whilst lots of work on remembering key information will help students immensely, they still need to be able to apply it in the examination, that’s where we come in. Lots of work to do in developing technique and helping students to know exactly what is required on the paper! If you would like some really useful clips to share with students to help them get in the zone, Search ‘BBC bitesize mind-set’.

STAMINA— Helping our Sixth Formers to Keep Going...

Students in KS5 face a huge challenge – 100% terminal exams. They will sit challenging exams, for long periods of time. Students will need to develop their stamina in order to succeed. Using guidance from experienced runners, here are some ways that we might be able to develop stamina in our young people.

- **Train in the shoes you are going to run in**

Give students the right number of minutes to do a question so that they are used to it – make them handwrite it and not word process it. Make them do it at school without social media distractions and in ‘real’ conditions.

- **Make every workout count – try to reduce time and increase speed.**

Try planning an exam question together with the student and then writing it together as a model. The students write it up with plenty of time. Next lesson, they have the same plan but they have to take 5 minutes off their time. This continues until they are eventually able to write the same quality of answer and the same amount but in less time. Students must be able to comfortably complete a paper with time left at the end for checking.

- **Run your best race and run against yourself**

Don’t report back to students in grades or percentages but in the number of raw marks achieved so that they can see the raw mark increase over a set period. We do not know what the numbers will mean in the world of comparable outcomes and in new specifications but an increase in raw marks at least shows genuine, real improvement.

- **Plan your gradual adaptation**

Re-think how you do mock exams – do a question a week together, planning and writing it in exam conditions. Once they have done a question a week then add up the marks to give a total, then they sit the whole paper again (the same paper) at the end of the term in timed conditions in the hall and have to beat their previous mark.

- **How to set the pace**

We are the pace makers and we need to make sure that ‘re-visiting’ starts months before the exam and that we don’t go in too hard and too fast, causing injury.

- **Knowing when to sprint and when to hold position**

Teach students how to time keep using their own watches. They should work out how to ‘gain time’ back if they go over time in one question. They need to work on their ability to keep an eye on the time when under pressure. If students do not have watches but rely on the clock in the hall, the clock needs to be big enough that everyone can see it.

- **Warming Down**

Don’t go right up to the bell when doing an exam question, stop and debrief and get students to comment on their experience, what they would have changed, where the pressure came etc.

Some really interesting food for thought here to help maximize the performance of our Sixth Formers in their examinations. Some of the ideas could be very helpful at KS4 too! Credit to Rachel Johnson at PiXL for the tips.

SECRETS OF SISRA

Want to be a data guru?

Want to get the most out of SISRA?

Every half-term our own SISRA expert will give you a great tip to help you on your way.

Tip #4

If you haven’t had a chance yet, try to have a look around the new SISRA EAP programme—it’s great.

One really handy little tip is, if you go onto the EAP section for KS3/4 and look at DC4 for Y11, then select the subject you want from the ‘faculty’ menu.

If you go over to the right of the screen once you have selected the faculty, you will see a key image with a number on it. Click on this to get immediate access to key information about that group of students, such as, the number of HAPs and the number of PP students in the cohort—dead helpful for analysis!



TWEETS OF THE TERM

@SLTchat

The @educationgovuk announced today that #ECDL Qualification has been removed from the performance tables for current Y10

Poll—is this:

Fair	49%
Unfair	47%
Other	4%

@schoolsonatp

Children struggling to concentrate at school due to lack of sleep, MPs told #guardianarticle

@teachertoolkit

Teachers: you are not expected to differentiate for every child in every lesson. So why bother? 10 differentiation planning tips

@schoolsonatp

School standards at risk from significant financial pressures says commons select committee

@guardianteach

Read all about it! How to get students discussing current affairs

COACHING UPDATE—TRAINING SESSION 2

Our 8 coaches have just completed their second twilight training session as the initiative really starts to take shape. A small group of staff have so far benefitted from their expertise, and their sphere of influence will increase further as the programme expands. Here's the latest update from a couple of them...

I have enjoyed the challenge of becoming a coach at the Friary and very much appreciate the professional dialogue that has developed between us. Often as teachers we are on our own or in our Departments so sharing experiences and our values as teachers has been very beneficial for me personally and professionally.

Having the time to listen to another professional has been immensely worthwhile for me; I

“Having the time to listen to another professional has been immensely worthwhile for me”

often race round and don't really take time to reflect so this has been great. Giving advice whether in a mentoring or coaching capacity to other colleagues has, I hope, been mutually beneficial.

The opportunity to talk about teaching and learning never gets boring and after all that's what we



are here for and I certainly look forward to more opportunities in the future as my role as a coach continues to develop.

Sophie Grigg—Head of MFL

This term we have taken part in the second round of our coaching training. The process is really starting to gather pace, with all of the coaches able to see the role this process could play across the school in taking us to the much coveted 'Outstanding' status.

It has been really enjoyable to work with such a dedicated and enthusiastic bunch of people. We rarely get the chance to collaborate in this profession and the chance to collaborate to support each other is even scarcer; usually the teenagers are getting all of our attention!

In a job that can often be quite lonely, the school's focus on getting the best out of our teams, offering a firm support and just *listening* is a really important and exciting one.

Amy Jones—Second in English

Lots more to look forward to as our coaches continue to support the Friary school's drive to outstanding...

Safeguarding—First steps in all cases:

If you have concerns about a student, either:

(1) Complete a child protection referral form (CPRF) and hand it to the DSL or Deputy DSL. It is vital that you hand it to the DSL in person!

Or

(2) Email the student support team with your concerns and copy your message into the student's communication log in SIMS.

Use the flow charts by every telephone to help you decide.

If the student support team decide, alongside the achievement co-ordinators, that a CPRF needs to be completed for (2) they will let you know.

All CPRF completions are acted upon by the DSL alongside the wider safeguarding team in school. Each case is kept 'live' by the team until we can confirm, working with external agencies, that the young person is safe. Each case is discussed formally by the safeguarding team every Monday after school (subject to confidentiality restrictions) so that we all agree the course of action is being followed at all times.

SAFEGUARDING FOCUS: THE POWER OF IMAGE

Earlier this year, the UK Safer Internet Centre produced a report into the influence of images and videos in young people's digital lives. Image and video sharing are powerful tools of communication, self-expression and creativity, but there can be pressures, risk and potential negative consequences. We need to ensure children have the skills, knowledge, confidence and resilience to communicate using images and videos safely, responsibly and creatively.

This snapshot of the report provides you with some statistics relating to 8-17s that may just surprise you!

In the last hour:

- 1 in 6 have shared a photo
- 1 in 8 have shared a selfie (taking approximately 12 images before being happy to post and then deleting if they don't get at least 48 likes)
- 1 in 3 have used Facebook
- 1 in 3 have used YouTube
- 1 in 4 have used Snapchat
- 1 in 5 have used Instagram
- 1 in 25 have live streamed

YouTube is the most popular platform with 97% of young people using it with 73% saying they have used it in the last day.

Boys are more likely to use YouTube and Minecraft, whilst girls more likely to use Snapchat.

Despite age requirements, a significant number of under 13's are regular users; YouTube, Minecraft and WhatsApp being most popular for 8-12s. Minimum age requirement for WhatsApp is 16!

Girls are more likely to share a photo or selfie than boys – with 68% saying they have used filters to edit photo prior to sharing.

8-17s find it easier to use an emoji to express feelings than words.

Livestreaming is an emerging trend; 33% of 8-17s have livestreamed with 1 in 10 doing so in the last day.

Just 1 in 5 (19%) recognise that it is possible to alter or edit videos or livestream like you can a video.

With many children and young people sharing images and videos on an hourly and daily basis, it is more important than ever to empower children to share responsibly. This is particularly important for younger children who need additional support and education, along with the provision of age-appropriate services.

The majority of young people have been exposed to age-inappropriate content online, underlining both the importance of work to reduce children's exposure to such content and the educational strategies to equip children to cope with this.

Livestreaming is an emerging trend and it will be important to understand further how young people are using this and the potential risks and benefits of this use, as well as how we can support young people to livestream safely and responsibly.

The influence images and videos have on young people can be a real challenge and the risks are known to us all, I just wonder how much consideration we give to the positive influence they can have and how we might use those to engage and educate our pupils? How do we create a safe and responsible environment for pupils to use images and videos creatively and develop the skills required in this digital age?

Huge thanks to Michelle Painter of the Governing body for this safeguarding article



Bethan is one of two NQTs who work in our maths department. Despite this only being her first full year in the profession, Bethan

has settled superbly at The Friary and is very popular amongst the students she teaches; she has demonstrated that she can be firm but fair whilst also maintaining a very pleasant manner with students at all times. Bethan has also been fully involved in delivering Saturday school sessions!

My NQT year so far has been a bit of a rollercoaster. Having whole responsibility for my classes felt like a huge step up from PGCE and the first few terms were hard at times. However, with continued support from the department and senior leadership I started the new year feeling much

more positive and confident, and this has continued to build.

The CPD sessions have been really interesting and I have enjoyed talking to the other NQTs, and teachers I wouldn't normally speak to, about good practise and how to survive the NQT year successfully. Amongst the sessions there have been a few that have really influenced me in improving my practise such as differentiation, how to revise and being a good tutor. I am beginning to develop more effective differentiation and questioning strategies, and planning is becoming much easier and quicker! I have also been able to work with a member of staff from a different department which has been really useful in helping me to develop a range of techniques to maintain student engagement. I hope to continue learning about how to improve and manage teaching in the

READING AROUND—SecEd

There are some fantastic resources available on line to help us plan some really high quality activities in lessons. When we're all caught up though in the hectic world of planning, marking and intervention, there isn't always time to get a little bit of professional reading done.

It's well worth trying to make time, even if it's just 5 minutes at the end of a busy day as there is range of material available which can support, but also challenge the way we do things and how we approach daily routines. Something as simple as having a flick through twitter can be time well spent. SecEd is also a fantastic resource which is published weekly. All that you need to do is sign up with your email address to receive their e-magazine on a range of relevant and though-provoking topics.

Over recent weeks, some of the highlights have been:

- GCSE Grading—10 Useful Facts

In this article by Suzanne O'Farrell there is some really helpful clarification on the new GCSE grading system following the latest Government announcements on the subject.

- Teaching Practice: Revision

A very interesting and current article, given our focus at the moment! Matt Bromley looks at the best ways to support students in preparing for their examinations.

- Case Study: Driving Progress in MFL

This article looks at the work done by a lead practitioner to improve



performance in MFL. Whilst the focus is on MFL, it gives lots of ideas on how to improve performance that could be applied to any subject; it also gives us an insight into the importance and impact of high-quality middle leadership.

There are lots and lots of other really interesting articles waiting to be uncovered at www.sec-ed.co.uk. Go ahead and give it a try...

DEPARTMENT-IN-FOCUS: MUSIC

It's been a busy year again so far in the music department with more students than every studying GCSE music, lots of extra-curricular events and a whole heap of new whole school initiatives to get stuck into. As if that wasn't enough, the department welcomed a new member of staff, Jon Hood, in January who joined from Paget school in Burton. Jon was with us at The Friary for one of his PGCE placements, so he's certainly no stranger to some of the CPD activities that go on around the place.

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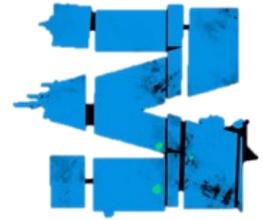
Like all of the other departments, we've had a really busy, but enjoyable year so far implementing all of the new ideas that have been introduced. In particular we have been working on assessment; developments have ranged from implementing a more straightforward format for assessment across KS3, to planning for the new bronze, silver, gold and platinum assessments.

Whilst much of the content of some of our assessments has remained the same, the changes to the conditions have allowed us to look at a range of different skills with students, for example, as part of gold assessments, students ability to perform accurately to the rest of the class is assessed alongside the quality of the actual music they create. This has been really useful as it ties in more closely with our GCSE specification. The platinum assessment is just about to be completed by Y9. This is a first in the music department at KS3, as students will complete a listening style examination, similar to the exam that they will experience at GCSE; the reason for introducing this is that the new GCSE listening examination counts for 40%, so it's really important that students start developing the skills required to do well in this early on in their studies. In preparation for this, students have been doing lots of miniature listening exercises as part of each scheme of work throughout Y9.

We have also been working hard on developing differentiation at KS3. One of the key initiatives to help improve this crucial area has been the introduction of home and away groups for some topics. This allows the class teacher to set slightly differentiated practical tasks for each group based on the abilities of the students in them; it also means that students can be given individual roles within a group; this has proven particularly useful to challenge some of our most able students.

Speaking of the most able, one thing that we've been working really hard on so far this year, is getting some of the students to use their instruments more frequently in class lessons. Adaptations have been made to some of our schemes of work to provide opportunities for students to incorporate their instrumental skills. This has worked really well so far with some of the guitarists and drummers. Hopefully during the summer term, more of the brass, wind and string players will be able to incorporate their instruments into work completed in class.

We've also done lots of work this year at KS4 and KS5 to implement the new GCSE and A-Level specifications. Our assessment timelines are in place and there is lots of new material to work through with the students, from Mozart to Muse and Bach to Beyonce! Exciting times as always.



COMPETITION

CPD DATES FOR YOUR DIARY

27th April—Next Steps
(Effective Questioning)

4th May—Next Steps
(High quality responses to
feedback)

10th May—Next Steps
(Behaviour Management
and the stage system)

17th May—Next Steps
(Professional Develop-
ment—middle leadership)



Got an item or topic for
The Friary School CPD
magazine? Get in touch
at
jcain@friaryschool.com
—we'd love to hear
from you!



There is a prize up for grabs in our monthly competition. Simply choose one of the options below and return your answer to Jason Cain's tray in the staff room to be in with a chance.

Good luck!

In a Telegraph survey on revision, what percentage of students said that they experienced some sleep disruption due to worry and stress caused by exams?

A - 35%

B - 67%

C - 83%