

Summer INSET 2019 Two-week overview

Week 1				
Date	Activities	Room	Time	Who should attend
Monday 20 th May	Reference Writing INSET (Nikki Fabry and Neil Commin)	421	10:00-11:30	New teachers and tutors, obligatory to attend Mon or Wed opt-in for others
	PDR & Probation INSET (James and HR)	413/4	9:00-9:10	All managers, obligatory
	SARAP & Ofsted INSET (James)	413/4	9:10-9:40	All managers, obligatory
	Finance procedures refresher (Sheridan)	413/4	9:45-10:15	All budget holders, optional
	FETN Online Personal Tutor Training		Online	Optional for existing or prospective Personal Tutors
Tuesday 21 st May	Bereavement Training by Winston's Wish – book here	426	10.00-11.30	Optional with Personal Tutor and Student Services priority
Wednesday 22 nd May	Reference Writing INSET (Nikki Fabry and Neil Commin)	421	1:30-3:00	New teachers and tutors, obligatory to attend Mon or Wed opt-in for others
	PDR & Probation INSET (James and HR)	413/4	11:00-11:10	Catch up session for any managers who cannot attend Mon
	SARAP & Ofsted INSET (James)	413/4	11:10-11:40	Catch up session for any managers who cannot attend Mon
Thursday 23 th May				
Friday 24 th May	Drugs and Alcohol Awareness by Pavilion Training – book here	426	9.30-12.30	Optional – open to all – personal tutors and student services staff will be given priority.
	Learning to Learn project training		9:00-12:00	Targeted – attendees have been contacted by Pippa Edwards
Half Term				

Week 2				
Date	Activities	Room	Time	Who should attend
Monday 3 rd June	Whole College INSET - Positive College Community Carousel of two training sessions with a focus on Wellbeing and Behaviour	See separate schedule		All staff. Please see separate schedule to find out which session your department has been allocated.
Tuesday 4 th June	Progression Event Curriculum Planning	See separate schedule		See schedule from Jo Usher for details
Wednesday 5 th June	S7 T&L Conference Drugs and Alcohol Awareness by Pavilion Training – book here Curriculum Planning	n/a 421	All day 9:30-12:30	Teachers who have signed up Optional – open to all – personal tutors and student services staff will be given priority. Departmental time
Thursday 6 th June	Bitesize Day - Sharing Good Practice	See schedule below		Teachers and Tutors to attend a minimum of 3 sessions Optional for support staff
Friday 7 th June	Curriculum Planning Personal Safety Training	 421	 9:30-12:30	Departmental time Targeted - attendees have been contacted by Emily Andrews

Bitesize carousel day – Thursday 6 June (click on session title to book)

Session 1: 9:30 – 10:15					
How I built this website Ryan Butler (Room 25)	Using IRIS for lesson observations Sandra Clinton and Chemistry and Physics team (Room 23)	The reinvention of whiteboards as a simple active part of the lesson Ash Morris (Room 24)	Machine embroidery and how it can be used in visual arts teaching Ros Lymer (Room 54)	Learning support subject workshops Corin d'Enno and Dave Carpenter (Room 39)	An introduction to Microsoft Teams Howard Brown (Room 41)
Session 2: 10:30-11:15					
How to Create Your Own Test Papers (and do it better than the exam boards) Ruth Hilliard (Room 23)	Making the most of Microsoft Teams with your classes Mark Jackson and Kevin Pryde (Room 41)	Becoming a 'College of Sanctuary' Jackie Davies, Jamal Salman and guests (Room 24)	Happiness and wellbeing and positivity for students in the classroom Wil Etoga Ngono and Lesley Clark (Room 39)	Who gave the chimpanzee the keys to the zoo? Nik Le Saux (Room 40)	Encouraging students to speak and debate in class Siobhan McAlinden (Room 25)
Session 3: 11:30 – 12:15					
"But we don't do it this way in [Maths]!" <i>*[insert any subject here!]</i> Simeran Collier, Jane Cooper, Sally Udeen (Room 23)	BHASVLE design ideas shop (1) Julia Holgate Turner (Room 41) <i>1 teacher from each curriculum department</i>	Higher Education Nikki Fabry and Neil Commin (Room 24)	Effective note taking and quality revision materials Sammy Pedley and Pip Tanner (Room 25)	Working with students with Autism Dave McDonnell (Room 39)	1 to 1s – Are they worth it? Katie Dixon (Room 40)
Session 4: 13:00 – 13:45					
Embedding Employability Alison Cousens and Mandy Brindle (Room 23)	BHASVLE design ideas shop (2) Julia Holgate Turner (Room 41) <i>1 teacher from each curriculum department</i>	Microsoft Teams – ideas for furthering the use of Teams Andy Lewis (Room 25)	Use of audio recordings (setting and marking student work) Joe McTiffen and Lindsay Taverner (Room 39)	Creativity in the Classroom Anna Wexler and Alex Uff (Room 40)	Corporeal use in the classroom Tina Garnham (Drama studio)
Session 5: 14:00 – 14:45					
"Only old people use Facebook!" Faye Hedley and others (Room 23)	Making tracking useful for teachers and students Tom Trafford (Room 24)	BHASVIC research into students as independent learners Neil Jones and others (Room 39)	The poverty aware sixth form Tania Banks (Room 40)	How to navigate the new BTEC examinations Faye Pirate and Sarah Setterfield (Room 41)	Can I decarbonise my life? Saving departmental budgets at work, and the planet at home Anthony Rogers and Nigel Fisher (Room 25)
Session 6: 15:00 – 15:45					
Developing enrichment and Employability Skills – What are the keys to success? Andy Shepherd and others (Room 23)	STEM Girls Sandra Clinton, Jane Drummond, Kishani Ranatunga (Room 24)	Delivering fieldwork assessment opportunities in unvisited locations Anthony Rogers (Room 39)	Tools for the moment, supporting emotional health and wellbeing in the classroom James Barton and Tessa Wyllie (primary mental health worker) (Room 40)	Using the VESPA model to transform revision Luke Browning and Lianne Barton (Room 41)	

Bitesize Carousel Day session details

Session 1 – 9:30-10:15			
Session Title	Leader	Room	Description
How I built this website . book here	Ryan Butler	25	I wanted a place to share (with teachers and students) Teaching Resources, Links, & Student Exemplars while taking full advantage of Office365's collaboration features. I couldn't figure out how to do it using the VLE so I made this .
Using IRIS for lesson observations book here	Sandra Clinton and Chemistry & Physics team	23	This year we chose to carry out our lesson observations using IRIS. This was a really interesting, fun and fruitful experience. We felt it was their most useful lesson observation week in a long time. We'll share some clips we recorded, demonstrate live how easy it is to record, talk about how we organised the observations and what adjustments we have made to our teaching based on them. There will be plenty of time for discussion and chatting to the team.
The reinvention of white boards as a simple active part of the lesson. book here	Ash Morris	24	With the longer lessons I've been using old fashioned white boards (placed around the room and on desks) to create a more dynamic environment. It helps students stay focussed and find it easier to re-focus. I've used them for essay structure as well as a simple form of peer checking, stealing best ideas, group work and engaging visual learners. Happy to have some fun exploring the ideas that I've been using and coming up with more.
Machine embroidery and how it can be used in visual arts teaching – a practical session book here	Ros Lymer	54	A practical session, giving you the opportunity to experiment with creative ways to use stitch and to combine it with other art and photography based imagery. Also an opportunity for teachers from other disciplines to explore practical/creative subject teaching.
Learning Support Subject Workshops book here	Corin d'Enno and Dave Carpenter	39	Come and find out how LSA-led Subject Workshops can be used to support students with ALS and those struggling with study skills. Plenty of time for Q and A to discuss ideas.
An introduction to Microsoft Teams book here	Howard Brown	41	An introductory session for those who have not yet started using Microsoft Teams. The focus of the session is to introduce you to this very easy to use, but revolutionary technology. In a simple and straightforward way. Teams can transform the way in which we communicate with students. As well as being a fantastic way to interact with students, adopting this one program helped us to make huge savings in our reprographics budget this year. If you have reisted so far, give it a try, Teams really is that good.

Session 2 – 10:30-11:15

Session Title	Leader	Room	Description
How to create your own test papers (and do it better than the exam board) book here	Ruth Hilliard	23	Have the new specs and the lack of exam materials left you using out of date papers and/or using stuff that is available to students online? Are you concerned about the validity & robustness of your testing and predicted grades? If, unlike me, you haven't spent the last 16 summers working for exam boards you might not know a lot about how exam papers and mark schemes are produced. I however am an examining sage, love having no free time and work as a scrutineer, reviser, senior examiner and moderator for Pearson and OCR. Joking aside, knowing how to properly put together papers that will cover our specs, allow the right range of achievement, prepare the students well and allow us to predict accurately how well a student will actually achieve is key to a lot of my work and I really do enjoy it and the benefits it brings to my teaching. If you fancy learning a little more, and getting hold of some resources to help you do it too, I'd really like to share it with you.
Making the most of Microsoft Teams with your classes. book here	Mark Jackson & Kevin Pryde	41	An opportunity to share experiences of using Teams in the classroom. Mark & Kevin have used Teams extensively this academic year and would like to share their experiences and hear the experiences of others. Bring a laptop / tablet as there will be an opportunity to set Teams up for your classes next year.
Becoming a, 'College of Sanctuary' book here	Jackie Davies, Jamal Salman & guests	24	As part of the college's application for 'College of Sanctuary', this INSET will explain what this means, and gather ideas from staff about what projects we could start as a college, to build on existing good practice with regards to inclusion and equality of opportunity for students who are seeking asylum or of refugee status. We are fortunate to have two guest speakers; ex ESOL student Naqeeb Saide, and Sarah Bennet from the Hummingbird Project, Brighton. Naqeeb will talk about his work alongside with the Hummingbird Project in advocating for the rights of young refugees, and share his experience of being an ESOL student at BHASVIC.
Happiness and wellbeing and positivity for students in the classroom book here	Wil Etoga Ngono & Lesley Clark	39	A discussion, please bring ideas, on how to make our classes enjoyable and full of positivity – including a quick review of lots of research that links good class dynamics with better student progress. Bring your positive pants.

Who gave the chimpanzee the keys to the zoo? book here	Nik Le Saux	40	I've been Head of Psychology for 6 years, and in that time, we've had some good ideas that have worked, some that haven't and some shockers that makes you wonder just what we were drinking on that last Psychology curriculum meeting. Maybe it's time for a bit of inside-the-box, grey sky thinking, while we quickly roll that road map back up and store it behind the printer for another year. Come and point and laugh at our many errors, confess to your own, and discuss what we may have learned from them. Finally, make a pledge with me to never stop having bad ideas for the common good for us and our students. Classics include "The six-week induction period"; "An essay a week"; "The late folder" and other absurdities.
Encouraging students to speak and debate in class book here	Siobhan McAlinden and Ingelore Demetriou	25	We find most students are embarrassed at speaking in front of the class or even to small groups as they all assume their French/Spanish/German is worse than everyone else's. We will offer a selection of activities and resources that we use to encourage all students to speak in class (with us, in the Foreign Language). Scaffolding for the less confident and extension activities for the more confident. Come prepared to speak!(In any language you choose)

Session 3 – 11:30-12:15			
Session Title	Leader	Room	Description
"But we don't do it this way in <i>[Maths!]</i> " <i>*[insert any subject here!]</i> book here	Simeran Collier, Jane Cooper, Sally Udeen	23	There is so much overlap with the Sciences, Maths, Psychology, Geography and so many other subjects. We share so many students but due to the nature of different specifications and emphases, we cover ideas in slightly different ways e.g. stats tests. Students can become quite confused by this. The aim of this session is to take the time to discuss our approach to some common areas and agree some common language to shake off the myth that concepts are not the same across the subjects!
BHASVLE design ideas shop book here <i>*recommended that one teacher from each curriculum department attends this activity either in session 3 or 4</i>	Julia Holgate Turner	41	BHASVLE design ideas shop will cover: <ul style="list-style-type: none"> · new ideas for content presentation · accessibility · layout and organisation · keep it lean and clean We will share examples of good practice and where to look for inspiration. The aim is to make BHASVLE courses more student friendly and to meet the BHASVLE (bronze award) baseline.

Higher Education book here	Nikki Fabry & Neil Commin	24	Supporting applicants facing challenging personal circumstances and current HE trends and changes.
Effective note taking and quality revision materials. book here	Sammy Pedley and Pip Tanner	25	In Psychology, we don't give them a text book, and we no longer give them a hard-copy information pack. The problem we're having is getting students to take good quality notes in the class. Then we do some excellent and lively activities, but is that lost when it comes to their revision? We're coming up with ideas to make student note taking effective so that their revision is better, but we haven't cracked it yet. Join us for an open discussion about note taking and revision.
Working with Students with Autism book here	Dave McDonnell (Maths)	39	A discussion about working with students with autism.
1 to 1s: Are they worth it? book here	Katie Dixon	40	We have been conducting research on whether individual 1 to 1s work better than written formative feedback on essays. Come along and please share your strategies on how you build this into your subjects, with further discussions about the pros/ cons of this process.

Session 4 – 13:00-13:45			
Session Title	Leader	Room	Description
Embedding employability book here	Alison Cousens & Mandy Brindle	23	Whilst some subjects seem to lend themselves easily to employability opportunities, for others it seems more of a challenge. As part of our Futures Framework careers strategy this session will look at ways in which different subject areas might look for some 'easy wins' in embedding employability into the curriculum and meeting the requirements of the government's Gatsby benchmarks.
BHASVLE design ideas shop book here <i>*recommended that one teacher from each curriculum department attends this activity either in session 3 or 4</i>	Julia Holgate Turner	41	BHASVLE design ideas shop will cover: <ul style="list-style-type: none"> · new ideas for content presentation · accessibility · layout and organisation · keep it lean and clean We will share examples of good practice and where to look for inspiration. The aim is to make BHASVLE courses more student friendly and to meet the BHASVLE (bronze award) baseline.
Microsoft Teams – Ideas for furthering use of Teams book here	Andy Lewis	25	The purpose of this session is to identify ways in which Teams can be utilised once it has been set up with a class. This session is for those already using Teams. Rather than demonstrating the way to create a Team or adding members to it, the focus will be on how to use some of tools available and discussing different ways departments could

			<p>utilise Teams once it has been set up. We will look at:</p> <ul style="list-style-type: none"> • How to set assignments and view work • How to cut down on printing using Teams • How to get students to engage with Teams for collaborative work • Embedding Microsoft Forms within Teams for fast feedback <p>There will also be a forum for discussion as to how departments already use Teams (if applicable) and addressing any concerns/issues with it.</p>
<p>Use of audio recordings (setting and marking student work)</p> <p>book here</p>	Joe McTiffen and Lindsay Taverner	39	<p>Explaining work to those absent or who've forgotten and marking tasks are probably the most time consuming parts of being a teacher! We have recently begun to explore the role that audio recordings can have to explain tasks and give formative & summative feedback on assessments in our academic courses. Initial findings are that students and staff benefit from this approach. Whether you teach A level, BTEC or a portfolio course, this could be a quality driven, time-saver for you. Please bring to the session: a piece of marking if you have one and a homework or assessment task you wish to set.</p>
<p>Creativity in the classroom</p> <p>book here</p>	Anna Wexler/ Alex Uff	40	<p>Discussion on whether it is possible, given the time constraints of a linear course, to build in more creative tasks into the classroom.</p>
<p>Corporeal use in the classroom</p> <p>book here</p>	Tina Garnham	Drama studio	<p>Not punishment but some quick and easy ways to use the body when learning.</p>

Session 5 – 14:00-14:45

Session Title	Leader	Room	Description
<p>"Only old people use Facebook!"</p> <p>book here</p>	Faye Hedley & others	23	<p>We have been trying to push the use of social media to engage our students with the subject, extracurricular activities, further education and careers and admin this year with varying degrees of success. The session aims to discuss how different departments use social media and what place (if any) it has in our offer to students, how best it can be used and how to engage students.</p>

<p>Making tracking useful for teachers and students</p> <p>book here</p>	<p>Tom Trafford</p>	<p>24</p>	<p>As part of a project I am working on, I am planning on creating an assessment tracker that actually tells the teacher about student progress and isn't just something pretty with traffic lighting. At the same time I want to link it to each individual student so they can track their own progress in a meaningful way too. I will share my ideas and theory behind them and hope to get ideas from you all to feed into my plan.</p>
<p>BHASVIC research into students as Independent Learners</p> <p>book here</p>	<p>Neil Jones & others</p>	<p>39</p>	<p>In its first year, the BHASVIC Education Research Team (BERT) have focused on how we cultivate students as independent learners of our subjects. Come and hear about what we have found out so far and join in the discussions.</p>
<p>The Poverty Aware Sixth Form</p> <p>book here</p>	<p>Tania Banks</p>	<p>40</p>	<p>With 1 in 4 Young People living in Poverty in Sussex we will explore the impact of this issue within our local context and consider how we can reduce the cost of the college day and build social and cultural capital to ensure inclusive practice.</p>
<p>Navigating the new BTEC examinations</p> <p>book here</p>	<p>Faye Pirate and Sarah Setterfield</p>	<p>41</p>	<p>How to navigate the new BTEC examinations</p>
<p>Can I decarbonise my life? Saving departmental budgets at work, and the planet at home.</p> <p>book here</p>	<p>Anthony Rogers & Nigel Fisher</p>		<p>What are the options I have and what decisions should I make to decarbonise my life at home and at work. Part lecture part discussion. Come and explore how you can contribute to ensuring the well-being of the planet. This will be a of real benefit for those looking to make significant reductions in departmental budgets.</p> <p>We will not be offering imperatives [even though the questions suggest this is the case]. Themes addressed include:</p> <p>Transport</p> <ul style="list-style-type: none"> • Which mode? • What is the point of a hybrid car? • Can you really have a worthwhile life with an electric car? • Are electric bikes cheating? <p>Home/Work</p> <ul style="list-style-type: none"> • Photovoltaics, are they worth it? • What options, other than gas heating, do I have? • Should I recycle? • What should I recycle? <p>Lifestyle</p> <ul style="list-style-type: none"> • How often should I fly? • What meat should I eat? • Should I join a group? • Does voting affect climate change?

Session 6 – 15:00-15:45

Session Title	Leader	Room	Description
Developing enrichment and Employability Skills – what are the keys to success? book here	Andy Shepherd & others	23	<p>In an attempt to further inspire and motivate our students, the Business and Economics team set themselves a goal this year to provide every student with a range of careers and H.E. enrichment activities, and a range of opportunities to develop their employability skills. The outcome can at best be described as ‘work-in-progress’!</p> <p>We’d like to share with you the reasons for our plan, the success we’ve had, the obstacles we’ve had, and our plans for next year. We’ll then conclude the session with a group discussion where we can all share our enrichment ideas and obstacles so that we can all hopefully take away something that we can use in the future to further enrich our students’ experience here at BHASVIC.</p>
STEM Girls book here	Sandra Clinton, Jane Drummond, Kishani Ranatunga	24	<p>How do girls feel about studying A levels? Why do such small numbers of female students choose A level physics? How can we positively influence their subject choices and give them the best possible experience when they arrive with us? Having debated these questions for a number of years in physics we decided to set up a society for female students this year. In this session we will be sharing why we established the society, what activities we have undertaken and feedback from our students. There will be plenty of opportunities for discussion and sharing ideas throughout the session.</p>
Delivering fieldwork assessment opportunities in unvisited locations book here	Anthony Rogers	39	<p>This will examine ways to engage students in independent fieldwork research for final assessment when visiting sites for the first time.</p> <p>Questions explored include:</p> <ol style="list-style-type: none"> 1. How is safety ensured? 2. How do I know where to go? 3. How do I know what to do? 4. What should I do before I go?
Tools for the moment, supporting emotional health and wellbeing in the classroom book here	Tessa Wyllie (Primary Mental Health Worker)	40	<p>Building on the data collected in the Student wellbeing survey, and the emotional health & wellbeing strategy being delivered at BHASVIC in conjunction with Brighton & Hove Inclusion Support Service (BHISS), primary mental health worker Tessa Wyllie will run a session on how meet a student’s wellbeing needs in the classroom. The session will encompass attachment aware theory and exploring simple techniques to engage with a student’s wellbeing through noticing and questioning.</p>

Using the VESPA model to transform revision book here	Luke Browning and Lianne Barton	41	How effectively do students revise? This session will discuss effective revision strategies using Martin Griffin's VESPA model (he is hosting the A Level Mindset session at the S7 Conference). If you are interested in the practical application of his ideas then come along!
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