Ark All Saints Academy
Teaching and Learning Policy

INTRODUCTION

ARK ALL SAINTS ACADEMY is an academy with the highest expectations of its scholars, staff and parents. Our vision is for all members of our All Saints family to be confident, responsible, successful and to live with integrity. This will enable our scholars to be well prepared for the next phase of their life whether that is to attend university or in pursuing the career of their choice.

CORE BELIEFS

High expectations: We have high expectations of all scholars both for behaviour and academic success. We also hold high expectations of our staff to deliver outstanding lessons to ensure rigorous learning and progress.

Great teaching is key: We know that without great teachers, nothing else matters. Teachers must have the time, professional tools and resources to do their jobs effectively.

Structure liberates: We believe that creativity flourishes within a structured academic environment. Good learning does not occur unless there is a safe and orderly environment both in and out of the classroom.

We do what it takes: It is our task to close achievement gaps. The faster we close these gaps, the greater the chance of academic success for our scholars. We do what it takes to ensure that each scholar makes the rapid progress within their capabilities.

The joy factor: We all work harder when we are enjoying our work. It is our responsibility to ensure that scholars are enjoying their lessons and intrinsically feel that each lesson is improving their chances of success.

We plan to ensure academic success: We plan with every scholar in mind; we plan every part of each lesson. Planning is the teacher's tool to help them meet the needs of every scholar.

We assess and respond: Data feeds us; we use it to understand and to respond to the needs of our scholars. Marking and assessment is the teacher's personal communication with each of their learners.

Questioning drives scholar progress: It deepens learning and uncovers misconceptions. Teachers tell less and question more.

High levels of literacy and numeracy provide the foundations for academic success: We prioritise depth before breadth, so that all scholars secure firm foundations in English and Maths as early as possible.

Review, reflect then re-teach. We must provide opportunities for scholars to learn from their mistakes. We need to ensure that we diagnose problems and then re-teach and re-test before moving on to the next level of learning.

2.1. The core beliefs in practice

<u>High expectations</u>

We must have high expectations for all scholars both for behaviour and academic success.

We believe that every scholar has the potential to go to university. We need to raise the expectations of our learners and maintain our own high expectations of their abilities.

We do this by:
- Preparing our scholars for university and beyond
- Expecting every scholar to achieve their individual target and do what it takes to ensure that this progress is achieved
- Planning with the end in mind
- Instilling academic rigour
- Teaching that **promote**s scholars' high levels of resilience, confidence and independence when they tackle challenging activities
- Making no excuses

<u>Great teaching is key</u>

Great teaching is what enables learners to make great progress. The greater the progress needed the greater the teaching has to be. Everything we do must support and enable great teaching and learning.

We will ensure teaching is great through:
- On-going professional development that is differentiated and
- Shared expectations about what great teaching looks like
- A common language of learning about effective teaching
- Creating time, space and opportunities for all staff to be reflective practitioners

<u>Structure Liberates</u>

We believe that learners need routines and parameters in which to work. Scholars need a safe and orderly environment to be productive. Ark All Saints Academy creates a calm, composed, and disciplined environment to maximize the amount of time on-task, including a strictly enforced uniform code, a reward system that defines clear expectations and immediate responses to positive and negative behaviour.

As an academy we will consistently adopt a number of routines that will help create this environment including:
- Threshold
- Do-Now Activities
- Transitions
- Positive Praise
- Joy Factor

<u>We do what it takes</u>

Our job, regardless of scholars' starting points, is to ensure that every scholar meets his/her targets. For many children there will be a significant gap that needs to be closed. The longer we take to close this gap – the more likely we are to lose their interest.

To do what it takes:
- We need to assess their needs quickly and efficiently.
- We will inform parents of our assessments.
- It is every teacher's duty to meet the needs of every learner in their classroom.
- We will set independent work that supports their progress.
- We will use academic intervention as supplementary to lessons.
- We will use data and teachers' professional judgement to inform differentiation.

<u>Joy Factor</u>

Happy learners make greater progress. An outstanding lesson has teachers and other adults generating high levels of enthusiasm for participation and commitment to learning. It might be in the form of fun and games, a unified feeling amongst staff and scholars or suspense and surprise.

In a joyful learning environment we believe that:
- The excitement is palpable and contagious.
- Praise is precise, plentiful and generous.
- Praise informs others what 'great' looks like.
- Good work is celebrated regularly.
- No one is left out of the spotlight of praise.
- Learners are caught doing things well.

To spread joy at Ark All Saints Academy we will:
- Display learners work
- Give regular feedback using precise and accurate praise
- Make contact with parents to tell good news
- Publish learners' work in newsletters
- Reward outstanding work in assemblies
- Encourage house spirit
- Talent shows
- A variety of fundraisers
- House competitions
- Scholar 'U Staff' events

<u>We plan to ensure academic success</u>

We believe that when teachers develop highly-structured lessons with clear aims and supporting activities, they are able to drive scholar performance. Planning is essential for this to be executed at the highest level.

We believe that planning enables us to meet the needs of every learner. Great planning also supports behaviour for learning as every minute of each lesson is planned. This planning includes areas in which it is most likely that learners will have misconceptions. In order to extract the best possible answers of higher-order thinking, teachers ensure they plan questioning activities.

Our planning might include different methods such as:
- Teaching our colleagues who may take the part of a learner in our class
- Co-planning with subject specific colleagues
- Co-planning with non- subject specific colleagues
- Co-planning with SEND or EBD experts

In planning this way we are able to ensure that we are able to push our learners to make better progress. We make no excuses for scholars, however we are also careful to not isolate, humiliate or 'lose' them.

<u>We assess and respond</u>

Through marking and assessment we are able to have meaningful conversations with our learners. This is the most effective way to increase learning amongst our scholars. It is also the most regular form of conversation between a teacher and a scholar.

We will:
- Ensure that work is marked in line with the marking policy
- Use feedback as part of the ongoing conversation of learning between scholar and teacher
- Give accurate and informative feedback regularly
- Produce a written report for parents at least once a year, detailing progress made in each subject
- Provide regular opportunities for parents to review progress and discuss strategies with staff

<u>Questioning drives scholar progress</u>

Skillful questioning is an important strategy to enable scholars to achieve mastery. However, the way that questions are asked needs careful planning and management to ensure that scholars are able to respond to the best of their ability.

We question for five main reasons:
1) To guide scholars toward understanding when introducing material
2) To push scholars to do a greater share of the thinking
3) To remediate an error
4) To stretch scholars
5) To check for understanding

We will do this by:
1) Establishing questioning routines
2) **Systematically** and effectively checking scholars' understanding throughout lessons, anticipating where we may need to intervene and doing so with notable impact on the quality of learning
3) Employing techniques such as **Right is right** as necessary tools.

<u>High levels of literacy and numeracy are the keys to success</u>

Depth before breadth

Scholars will have a period of English and Maths every day. We know that the core skills needed of numeracy and literacy enable scholars to then make sense of other subjects. Unless these core skills are secure and used with high levels of confidence and accuracy, we cannot guarantee success in other subject areas.

Focus on Literacy

The greater the vocabulary, the more the scholars can access academic success.

We maximize every opportunity to increase scholars' vocabulary.

Regardless of their prior attainment, we focus on developing their competency in reading, writing and speaking and listening

This is done in two ways:
1. Literacy focus in every lesson of every subject
   o All teachers are teachers of literacy. Each teacher is expected to develop technical vocabulary skills to help scholars be successful in the subject.
2. Targeted teaching to improve literacy
   o Dedicated time in the curriculum is given to scholars to ensure literacy skills are developed.
   o Every teacher is a reading teacher. Scholars will follow the Ark Academy Reading Plan and spend 30 minutes reading each day for 4 days a week.

<u>Review, Reflect then Re-teach</u>

Before scholars move on to the next level of learning, we ensure that each skill can be used consistently with accuracy – this is the difference between 'knowing' 'understanding' and 'demonstrating' learning.

We will:
1) Focus on the core at key stage three and in particular years 7 and 8
2) Plan with the assessment in mind
3) Use assessment data to diagnose gaps in our scholars' learning
4) Plan in reflection and re-teaching time for scholars
5) Utilise different teaching methods during the 're-teaching' time such as re-grouping according to scholar needs
6) Create a culture in which scholars are able to learn from their mistakes

LESSON STRUCTURES AND ROUTINES

Routines are familiar actions or approaches that a teacher or a scholar uses on a regular basis in order to set the right climate for learning and to aid efficiency. When they operate at their best they are non-intrusive, but slick in their execution.

Not every recurring event or situation is covered by a routine and there may be differences in how routines are carried out from department to department. The reasons for this may be pedagogical or practical. In all cases it is important to define the behaviour and responses expected for each routine with scholars. It is only through clearly expressing, demonstrating and practising routines with scholars that they will become fully competent and as a result the purpose of the routine is realised. They must be referred to and systematically practised in the initial stages of teaching a class in order for them to become habitual.

Lessons should typically have the following routines planned and executed within the lesson to ensure the climate is appropriate and learning takes place efficiently.

Every lesson will adhere to the agreed AASA lesson routine and structures.

Routines such as the *Entry* and *Get to Work Routine* will be standard practice across the Academy.

Further information: Behaviour Policy

THE FIRST 7 MINUTES SET THE TONE

Get to work routine (7 mins silence)
- Threshold
- Get equipment out
- Get home work out
- Do-now – including key question and learning objective
- Register

Get to Work Routine: *Do-Now* is on the board or ready to hand out

Every scholar is greeted at the threshold:

Staff set the tone for the lesson the moment scholars begin to enter the room. Teachers stand in a position where they have command of the space/room and the corridor, meeting and greeting scholars as they arrive, ensuring all scholars are lined up in silence. Teachers are expected to engage positively with scholars and greet them in a welcoming manner. Staff should verbally recognise positive behaviour and thank those scholars being positive role models for following established routines. Scholars should be rehearsed and practiced in the manner in which they enter the room, organise their equipment and get ready for learning.

Teachers checks the uniform is worn correctly:
- no trainers,
- top button done up
- blazers are on
- shirts are tucked in

- no coats/jackets are worn inside the building
- For those scholars not meeting expectations non-verbal cues are used. Examples include 'palm of the hand' and 'holding eye contact' to bring them into line.
- Teachers instruct scholars into classroom, reminding them to complete the 'Do-Now' activity.

For those scholars not meeting ASSA expectations (including uniform) the teacher indicates for them to step to the side whilst continuing to let the rest of the class in. The teacher briefly reminds scholars of expectations, allowing scholars to correct behaviour, and then instructing them into class.

Do-Now and set-up:

Staff plan an appropriate 'Do-Now Activity' (DNA) that ensures a prompt, purposeful start to the lesson. This may take the form of a short task which may be handed out or displayed as scholars enter. This allows the teacher to perform necessary class administration such as taking the register, collecting in reports, handing out resources, etc.

Basic guidelines:

- 'Do-Now' activities are completed in silence and without any explanation or input from the teacher.
- 'Do-Now' activities are part of the lesson and should be reviewed within the timeframe.
- The register is taken.
- The teacher has space to 'view' the class and take their temperature.

Some examples of Do-Now Activities:

- Recall of previous lesson
- Scholar review of marking
- Scholar action of instructions from marking
- Stimulus question reflection time
- Activities that reinforce and develop literacy by focusing on the key words of the lesson
- Scholars record their learning points in their diaries
- Scholars place the work in their folders
- The table monitors collect in the homework and present this to the teacher

Does your Do-Now Activity make your scholars ready and active for learning?

OBSERVABLE FEATURES OF AN OUTSTANDING LESSON AT ARK ALL SAINTS ACADEMY

1) **All routines are clear and systematic** – they exist in order to maximize learning time.

2) **Evidence of planning** allows teachers to take into account every scholar's needs. The learning for the lesson is clearly aimed at each scholars' needs.

3) **Feedback** is regular, precise and clears misconceptions quickly and masterfully. At every marking point there must be some form of review point built in. Whether it is scholars

reading through the comments from their teacher, annotating the teacher's comments or reviewing their work before their teacher takes it for marking. Significant action points should be recorded into their folder.

4) **Scholars understand and can articulate** the expected outcomes and how they will be measured.

5) Scholars are **active participants**, not passive recipients.

6) **Questions** are rigorous and planned in order to check understanding increase learning. Teachers ensure that the answers given are accurate and aim to correct misconceptions. We believe that 'right is right' and it is best for each scholar if misunderstandings are corrected quickly to prevent future error

7) All scholars make **progress** above expectations / PACE TIME.

8) There is **joy** of learning evident in the lesson.

9) **Exit Tickets –Routines:** Staff plan for an orderly dismissal of scholars so that scholars leave the lesson calmly and go to their next destination in the same way. An orderly dismissal regulates movement across the academy between lessons and helps set the tone for the lesson that will follow. It is the teacher's responsibility to ensure there is enough time for scholars to calmly exit the room after packing away any learning resources and leaving chairs under their desks. For example, once scholars have packed away learning resources, teachers should stand by the door of the classroom and invite scholars to stand at their own desks. With the class quiet and attentive, teachers should dismiss the class row by row in good time for scholars to reach their next lesson. A courteous statement such as "thank you for today's lessons and enjoy the rest of your day" will also set the tone for their next lesson.

SCHEMES OF LEARNING

At Ark All Saints Academy planning begins with the end in mind.

We focus on this concept in two ways:

1) Teach the skills and knowledge necessary for success at A-Level and beyond.
   a. Learners need to be prepared for the highest academic success. The skills needed at A-Level must be taught from Year 7 onwards so that they become second nature. These skills must then be pulled down through the GCSE syllabus and into KS3 planning.
2) Scholars need the skills and knowledge needed to be successful in the end of term assessment.
   a. Assessment is necessary to gauge progress and learning of what has been taught over a certain period of time. Although we teach the skills to be proficient in several subjects, it is necessary that assessment criteria has been agreed before teaching commences.
   b. The results of the assessment will be used to measure the success of teaching and learning that term.

Subject expectations

Each subject area is expected to have a Long Term Plan (LTP) and Medium Term Plan (MTP) for each year group which contains:
- The assessment activities that will be used
- How the overall scheme of work is broken down into teaching units
- The set of teaching objectives for each teaching unit
- An explicit outline of the knowledge and skills – and how they relate to A Level and GCSE success criteria

LESSON PLANNING

The prime purpose of lesson planning is to ensure teachers plan highly effective lessons as part of an overall sequence of lessons.

Whilst it is not an academy requirement to use the AASA lesson plan template, it is essential that planning is evident for all lessons. Use of the AASA lesson plan template will be required if a colleague receives a 'satisfactory' for any lesson observation or scholars are consistently failing to make progress within their classes.

Teachers should plan each lesson with the core belief of **high expectations** in mind. The Academy has high expectations of all scholars both for behaviour and academic success and of its staff.

Learning Objectives

The lesson objective is shared and teacher checks scholars' understanding of the objective through 'cold calling'.

The lesson objective is focused on the new skill/new knowledge that will enable scholars to demonstrate high levels of understanding of key concepts and ideas.

While checking for understanding the teacher should be constantly scanning the room to check scholar engagement, if appropriate teachers should stand in area(s) of potential 'hot spots' to ensure all scholars are focused.

Learning objectives do not need to be written down. They can be recorded as the key question for that lesson.

The aspects to be included in any plan should be:

1. **CONNECT**
   - Use a short, engaging DO-NOW Activity that is relevant as it should 'connect' to the previous lesson or previous learning
   - Discuss what they already know or want to know about a topic
   - Build on their thoughts
   - Be positive in what you do, what you say and how you say it
   - Connect it all up: what's gone before and what's to come

2. OUTCOMES

- Share content, process and benefits
- Content – what will we learn
- Process – how will we learn
- Benefits – why it's worth learning
- Differentiate the above

3. ACTIVATE

- The teacher is explicit and clear about what scholars are expected to produce at the end of the lesson (this **does not** have to be copied into exercise book)
- The teacher shares an annotated model of high quality exemplar work for the lesson.
- The teacher provides details of success criteria linked to GCSE grades and NC levels.
- Turn the information to be learned into a problem to be solved
- Make the learning engaging by structuring variety and progressive challenge into tasks
- Provide any resources and discuss sources of information
- If required, encourage scholars into appropriate learning units – pairs, groups or teams
- Be deliberate in drawing attention to learning processes throughout the lesson
- Stay positive

4. DEMONSTRATE

- The purpose of the demonstration phase is for scholars to demonstrate learning to the teacher.
- Teacher should use a variety of stimulating and differentiated materials to engage all scholars in new learning. During this time the teacher is actively involved and walks around checking scholars' engagement levels and assessing their understanding of the concept and activity. The teacher focuses particularly on those scholars who are likely to struggle with the new learning.
- If a significant number of scholars struggle with a concept then the teacher stops the activity and gives whole class feedback and addresses any misconceptions/misunderstandings. This should take approximately 2 minutes and scholars should be redirected to the activity as soon as possible.
- Allow scholars to present their solutions. Provide time to redraft or tweak their solutions based on feedback
- Arrange scholars into pairs or groups so that they can help each other improve on their solutions. Give feedback and encourage them to reflect on the feedback and, in turn, give feedback to others
- Invite good questions and build a climate of evaluation
- Reinforce the learning behaviours you wish to promote

5. PLENARY

- Scholars are asked to review their own learning based on the lesson objectives and success criteria. This could take the form of:
  - Minute by minute assessment

- Peer marking with assessment criteria given
- What Went Well (WWW), Even Better If (EBI) type activity
- Exit ticket
- Exit question

The teacher should use this as an opportunity to identify any of the scholars' work that is excellent and share it with the class.

- The Teacher checks progress and understanding through suitable activities that gauge the progress of all scholars.
- The teacher, through higher order and open questioning, develops scholars' ability to demonstrate learning and understanding.
- If progress is limited and scholars fail to demonstrate understanding then the teacher must ensure that this is addressed through further teaching of the concept. The teacher should not move on to the next phase of learning if significant numbers of scholars fail to understand the new learning.
- Review content, process and benefits
- Ask them to explain which learning skills they have developed
- Talk with them about how they can use what they learned in other lessons
- Preview what's coming next

6. EXIT

- Teacher moves to the door and asks scholars to pack away and stand behind their desks.
- The teacher dismisses the class, in silence, one small group at a time checking uniform as they leave the class room. The dismissal should include a positive comment.
- Scholars who do not leave in silence are asked to go back to their seat and given another opportunity to get it right.

Remember – you are supporting your colleagues through calm dismissals.

Other aspects:

Teacher explanation of independent learning activities (3 to 5 minutes maximum):

The teacher verbally introduces activity (or activities) supported with available instructions (visual display and/or handouts).
The teacher checks that scholars understand the activity and explicitly links it to the lesson objectives and success criteria.

Independent learning / writing - individual, paired or group work (15 to 20 minutes maximum):

Teachers use a variety of stimulating and differentiated materials to engage scholars in the activity.
During this time the teacher is actively involved and walks around checking scholars' levels of engagement and assesses their understanding of the activity. If appropriate, this section could include whole class opportunities for checking of progress.

    a. <u>Group Work: (cf. Appendix 2)</u>
       Scholars are assigned specific roles based on scholar capability and skills:
        i. Lead learner
        ii. Administrator
        iii. Presenter
        iv. Evaluator
    b. <u>Paired work:</u>
       Teachers make it explicit as to what each scholar must do and the time needed.

DIFFERENTIATION

All scholars at AASA need to be challenged and supported to make rapid and sustained progress. Whether scholars are taught in ability sets or mixed ability groups, there are likely to be a range of needs. We recognise that it is important to consider the context of the Academy as we develop effective pedagogy and practice. A significant number of our scholars arrive with Special Educational Needs or have English as an additional language. The literacy levels of some scholars when they enter the school are below the national average.

In the drive to raise standards at AASA we urge all staff to understand the wide variety of needs of our scholars It is important that teachers recognise that they are <u>all</u> teachers of <u>all</u> scholars, whether SEN, EAL or high achieving. We all have a responsibility to cater for the educational needs of s scholars through careful planning and delivery of lessons. Schemes of work and individual lesson plans are required to reflect the needs of various scholars in the classroom. Teaching and support staff are responsible for providing for these differing needs by creating personalised learning journeys for scholars Appropriately differentiated strategies should be used to ensure that no child goes unnoticed.

What can be differentiated?

- **Content -** What is learnt and what materials are used.
- **Process -** What activities will lead the scholar to the desired outcome
- **Product -** How the scholars will demonstrate his/her understanding

Learning might be differentiated by:

- **Task -** which involves setting different tasks for scholars of different abilities
- **Support -** which means giving more help to certain scholars within the group by having LSA's, other adults in the classroom or peers support them or providing intervention which might take place outside of the classroom
- **Outcome -** which involves setting open-ended tasks and allowing scholars response at different levels
- **Resource –** which involves designing resources appropriate to the learning style or need of a scholar or group of scholars

QUESTIONING

Routines should be established for:
- how scholars expect to respond to a teacher's questioning (e.g. cold calling, no hands)
- how scholars indicate they want to ask a question (hands up, no calling out)
- how long the teacher expects before a considered response is given (wait time)
- how scholars develop their responses before sharing (e.g. think-pair-share)

Use of these routines helps to ensure the teacher is in control of the learning and can use the answers of others to aid the understanding of the individual and the whole class.

Effective questioning routines will also encourage structured scholar talk, ensuring that scholars show consideration by listening to the contributions of others and having their own contributions listened to in return – no excuses means we do not make excuses for our learners - if they get an answer wrong we support them in getting it right but do not pass on until they have got it right.

Questions should be planned. Misconceptions and wrong answers should be planned for also.

Scholars are required to respond to questions in a specific way (complete sentences) which ensures rigour and reinforces our high expectations.

INDEPENDENT CLASS WORK

We want our scholars to understand that self-motivation, the ability to organise oneself, make decisions, negotiate and problem-solve independently are key to their learning, improving and future success.

Educational literature indicates that Independent Learning means different things to different people. At AASA we agree that Independent Learning:
- Requires all scholars to engage actively in the learning process
- Caters for the needs of individuals in a differentiated curriculum
- Gives scholars more responsibility for and ownership of their learning and progress
- Allows scholars to decide not just what is to be learnt but how, when and where learning is to take place and what the learning outcome is to be
- Promotes the scholars ability in reviewing, recording and reflecting on their learning
- Builds in our scholars the necessary work ethic and resilience to endeavour when faced with learning challenges
- Helps scholars prepare for the rigour of examination success

When planning for scholars to work independently:
- Teachers and support staff need to be familiar with the prior learning/achievement of all scholars
- Meaningful tasks and activities which build on prior learning should be set
- Clear objectives must be set for the task that scholars are expected to complete
- Adequate time should be given for scholars to demonstrate and apply learning
- Activities should support the development of literacy skills

- Learning environment should be seen as supportive so that scholars feel safe to make mistakes
- Learning activities should be well scaffolded, modelled and appropriately resourced

As an integral part of the Academy's efforts to raise attainment, improve the quality of teaching and learning and secure positive learning behaviours and attitudes it is our intention to pilot a whole school approach to independent learning. The introduction of a planned, agreed period of what will be referred to as "Independent Learning Time" which takes place in all classrooms will enable our scholars to develop the skills and abilities highlighted in the notes above. All teaching and support staff will have opportunities through Teaching and Learning Inset, joint planning sessions and classroom observation to consider strategies, techniques and resources which will enable them to approach this part of the lesson effectively.

INDEPENDENT LEARNING AT HOME – HOMEWORK

One of the traits of an outstanding learner is the ability to work independently and be robust against setbacks. Staff need to assist in developing each learner's confidence so that they are able to tackle work and find ways to overcome areas of difficulty independently.

At AASA we believe that regular setting of meaningful independent learning enables scholars to:
- Develop independent work skills essential for academic success at all levels
- Be robust and resilient when challenging work is set
- Demonstrate integrity through their ownership of their work
- Increase their capacity and confidence to problem solve
- Take on responsibility for their learning and management of time
- Grow a love of learning and discovery of knowledge
- Experience success

Good independent learning supports scholars learning in a variety of ways, by allowing:

Participation: In class some scholars may seem to be involved but may in fact be passive onlookers to the process. A good homework task might encourage the scholar to actively participate in the learning process.

Preparation: Some lessons might require some preparation - scholars might need to secure knowledge or a routine before they are able to undertake work in the next lesson.

Practice: An independent learning task might allow scholars to practise a skill developed in school within their own context that matches their interests or values.

Personal development: Research skills and time management are 'soft skills' that are not intrinsically graded but are relevant and valuable skills in adult life.

Parent, teacher, scholar: Independent learning tasks can be a good tool for communicating topics being covered in school to the parent; scholars can show their prowess in their work to their parent as well.

Progress: Independent learning homework tasks are another assessment tool and as they occur away from the influence of the teacher, they are a way of uncovering misconceptions.

Even great independent learning tasks can be ruined if scholars do not have enough time to complete work to a satisfactory level. Scholars should not be put into a situation where they **have to** choose between independent learning tasks. This could come about from several teachers setting their homework at the same time or a lack of coordinated approach to deadline setting.

Teachers need to be aware of the ICT access that scholars have, even if they do have a computer they may not have the relevant software or peripherals such as a printer to complete the task to the teachers expectations. Independent learning should be sensitive to these needs or an alternative should be given.

Independent learning should be clear and unequivocal and should show high expectations in their outcomes. Independent learning tasks should always be meaningful and scholars should always understand how the task would improve or further enable their learning or progression.

Scholars thrive on feedback and recognition; independent learning should always be marked before the start of the next lesson. If work is not completed to the required standard or lacks required presentation standards, scholars should have the opportunity to review and reflect on their work and then to improve their work.

Scholars should be given the opportunity to express their own curiosity and interest in learning. To this end independent learning tasks should have a degree of flexibility to allow interpretation or alternative outcomes whilst still maintaining high standards of execution.

STRUCTURED LITERACY PROGRAMMES

The Fresh Start Programme: Scholars who are significantly below their chronological reading age will follow the Ruth Miskin Literacy Fresh Start Programme. This programme focuses on teaching phonics as a method of teaching reading. It will enable scholars to decode quickly and independently without sacrificing their enjoyment of reading. It will also develop comprehension, composition, spelling and handwriting skills at all levels.

The SRA Corrective Reading Programme: The remaining scholars will follow the SRA Corrective Reading Programme which will focus on comprehension. An additional focus of the daily literacy lessons is reading for pleasure, which will be modelled by teachers, aiming to increase vocabulary and develop skills in inference and deduction, by exploring a wider variety of more challenging texts.

The Accelerated Reader Programme: In addition to the daily literacy lessons, the Renaissance Learning Accelerated Reader programme will run to provide motivation and develop comprehension skills. This programme provides every scholar with a book at the appropriate level, which is then tested to ensure comprehension, and allows scholars to take responsibility for their own progress through the levels. Rewards will be given for scholars who are reading the most at a suitably challenging level.

Literacy expectations of all teachers in all lessons:
- All lessons will provide scholars with opportunities for meaningful reading, writing and speaking and listening
- All oral and written responses will be given in full sentences, and in standard English.
- All teachers will actively promote reading within their own subject as part of the curriculum and outside of school for enjoyment.
- All written work will be marked for literacy, using the literacy mark scheme

The Ark All Saints Academy Reading Programme

At Ark All Saints Academy we develop scholars' intrinsic motivation to read by:
- Constantly celebrating reading
- Guiding scholars to make individual reading choices
- Recognising their individual interests
- Creating a community culture of positive expectation where everyone reads

All scholars in Year 7 and Year 8 are grouped according to reading age and work with a reading tutor for four days a week for 30 minutes.

Further information: Literacy Policy

RATE OF PROGRESS

Scholars are expected to make a minimum of 9 sublevels in English, Science and Maths over Key Stage 3. From the beginning of Key Stage 3 to the end of Key Stage 4 scholars are expected to make 4 whole levels of progress. At AASA many scholars will need to make more if they are to achieve a Grade B at GCSE.

In order to achieve a GCSE grade B or above in Year 11 scholars need to reach a level 6B in core subjects at the end of KS3.

At AASA this need for rapid and sustained progress will be at the forefront of our practice. To this end we will:
- Ensure that the setting and group sizes meet the needs of our scholars
- Use data as the driving force behind decisions
- Review the curriculum, MTPs, LTPs and learning plans in light of assessment outcomes

ASSESSMENT

Assessment must be informative. We need to know what we are testing and what scholars need to do in order to make progress. Assessments must be used as a diagnostic tool. They must also become second nature to our scholars so that they are able to perform under exam conditions.

To support this:
- Assessments must be written at the same time as the MTPs so that there is formative assessment built into the unit of study
- Assessments will be carried out according to the calendar

- Assessments will take place under exam conditions

The cycle of assessments at AASA:

It is essential that proper planning and review time is written into the assessment cycle so that there is time to reflect and plan to meet the scholars' needs and close the achievement gap.

Summative assessments take place in terms 2, 4 and 6.

Once assessments have been marked HoDs and the SLT will review progress and organise the re-teach week.

After the re-teach week scholars will be re-tested – those who have not made sufficient progress will be assigned to academic intervention for the following term.

PRESENTATION OF WORK

Written work is a record of the progress that has been made during the year. It serves as an important source of information both to aid in revision but also as a visual representation of the areas covered in that academic period. Presentation of work is a demonstration of the value we place on the work we have produced.

At AASA we believe that HOW work is presented demonstrates the value placed on WHAT has been recorded.

Expectations of Written Work

1. Books and folders, and the pages within, should not be damaged by graffiti.
2. Work within books and folders should not be damaged by graffiti
3. Classwork and homework must have clear titles.
4. All titles must be underlined with a ruler.
5. Classwork and homework should be dated on the right in full : i.e. Thursday 29th March 2014 (NOT 29/4/14)
6. Homework – should be laid out in the same way class work but should also include the subject and teacher's name.
7. Only blue or black biro or ink pen is acceptable for written work, except when directed by a member of staff.
8. Diagrams, maps, technical drawings etc. should be in pencil, unless otherwise directed by a member of staff.
9. Students should be encouraged to use handwriting that is appropriate to the task: Handwriting should be clear and legible in all forms of written work. Work written on the same page as previous work should be demarcated by a single line. Steps 1-4 of the marking policy should be repeated.
10. Draw a line with a ruler under last lesson's work and then carry on underneath. This would solve the issue of gaps and scrappiness in books

Scholar presentation of work on A4 paper
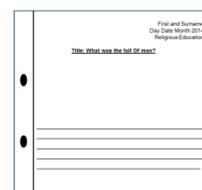
MARKING

Marking is an extremely effective way of having a learning conversation between scholars and teachers. The quality of the teacher's marking demonstrates the commitment and interest the Academy has in their learning and progress. Marking is time consuming. It must therefore be worth the time it takes. It must have impact. It is an essential part of the dialogue between scholar and teacher, contributing to maintaining and raising our high expectations. The comments must be meaningful and personal to that scholar if marking is to be purposeful.

Teachers should ensure that:
- All written work is acknowledged and marked according to their department policy.
- Every piece of extended writing is marked for literacy (see literacy policy).
- Marking is consistent and moderated within departments.
- Precise praise and constructive advice/targets are given (e.g. "Start every sentence with a capital letter").
- Written feedback to scholars is legible for the scholar and spelling, grammar and punctuation is correct
- Common misspellings, punctuation and grammatical errors should be corrected in all subjects as far as possible. If excessive, do not attempt to try and correct everything all at once
- Scholars are given time within lessons and as part of their independent learning to read, respond and act on the feedback they have been given (see below)
- Opportunities are given for scholars to respond to marking.

16.1. Regularity of Marking

Three forms of marking are used at AASA. These forms include surface marking, formative assessment and summative assessment. Each of these three forms are to be generated by the teacher and returned to the scholar within the expectations of the marking policy and assessment calendar. Marking is expected to take place for the following:
- Surface Marking
  - Every lesson
- Formative White Sticker Marking
  - Once every 3 weeks for core subjects
  - Once every 6 weeks for foundation subjects
- Summative Purple Sticker Marking
  - Once every 6 weeks for core and foundation with purple sticker teacher assessments
  - Once every 12 weeks for both core and foundation subjects in the sports hall

Both verbal and written dialogue between scholars and teachers is essential for learning to take place through written work. At AASA, red pen is used to signify a teacher's comments and green pen is used to signify a scholar response or correction. These two colours allow easy recognition of dialogue between scholars and teachers to measure learning over time.

16.2. Surface Marking

Surface Marking is used to ensure that scholars are focusing on the learning taking place within the lesson and to communicate with scholars that their work is consistently being reviewed and monitored. At AASA surface marking is presented in three ways:

- **Symbols** to signify correct information, incorrect information or the need of a key term

  - ✔   = Correct
  - KT   = need key term
  - X   = incorrect

- **Comments** and phrases such as 'well done', 'excellent presentation' or other comments in relation to subject content and literacy
- **Stickers** and/or stamps to signify excellent work or met standards and expectations

16.3. Formative Marking

Formative Marking is a way to keep a written dialogue open with scholars to ensure the quality of learning is sufficient to the progress expected within a specific subject. The point of formative marking and assessment is to inform the teacher and scholar of the current learning and progress within a unit of work. At AASA formative marking is used to correct content misconceptions and re-direct students to correct errors and improve their work.

Formative marking gives the scholars a more focused commentary on the accuracy and quality of their work. This feedback should be detailed and comments given at regular intervals.

Formative marking is given to scholars through the means of the AASA White Sticker. The Sticker framework includes comments focusing on what the scholar did well and what the scholar needs to correct or improve. AASA uses the terms What Went Well (WWW) and Even Better If (EBI) to share this information with scholars. See example figures 1.1 and 1.2.

For core subjects white sticker marking should be implemented twice a term.
For our foundation subjects white sticker marking is expected to take place once a term. Scholars receive written feedback and have an opportunity to respond to that feedback to impact their summative assessments. See example Figures 1.1 and 1.2

Figure 1.1

Figure 1.2

16.4. Summative Marking

Summative marking takes two forms. One form of summative marking is the use of the purple sticker on end of term assessments to give scholars an overview of their termly attainment grade. Our second form of summative marking takes the form of curriculum success criteria for exams during assessment week. The summative marking for these assessments will come from a mark scheme related to the subject content.

16.5. Purple Sticker Scholar Response

It is important for scholars to have a space in the lesson to read and respond to marking. This makes it a two-way conversation and adds meaning for the scholar. Scholars need time to read, ask questions and understand teacher feedback. A scholar response also gives the teacher an opportunity to check that the scholar has incorporated instructions into their work. All scholar responses should be written in green pen.

Purple sticker marking is expected to take place once a term for core subjects and once every two terms for foundation subjects. This equates to six a year for core subjects and three a year for foundation subjects.

See example Figures 1.3 and 1.4.

Assessment:	Current level/grade:	Target level/grade:
WWW (What Went Well)		
★		
★		
EBI (Even Better If):		
Scholar Response:		

Figure 1.3

Assessment: Creative Writing	Current level/grade: 5b	Target level/grade: 6c
WWW (What Went Well)		
★ You have used the apostrophe and semi-colon correctly		
★ You have used compound and complex sentences		
EBI (Even Better If): Ensure you are using commas correctly when attempting complex sentences. You have some fragments with commas. When should you use a comma in a complex sentence?		
Scholar Response: I should use commas when separating an independent clause from a dependent clause. I have made a correction. Please look at my work, Madam.		

Figure 1.4

16.6. Scholar Assessment and Feedback

It is also important that scholars' are able to self-assess using the curriculum criteria to ensure full understanding of the tasks they are undertaking within their lessons. Scholars' self-assess using the Yellow Sticker. The Yellow Sticker allows scholars to set aspirational grades for themselves, yet at the same time, keep a realistic view of their progress. See figure 1.5 and 1.6.

Scholar Self – Assessment
Aspirational Grade:
WWW (what went well)
★
★
EBI (even better if):

Figure 1.5

Scholar Self – Assessment
Aspirational Grade: 6A
WWW (what went well)
★ I can identify metals and non-metals on the periodic table
★ I can identify gasses on the periodic table
EBI (even better if): I could name all of the properties of metals and non-metals

Figure 1.6

Building in time for Scholar Response

As part of the Do-Now, scholars should be given space to focus on the feedback given. In that time they can:

- **Respond to the Purple Sticker:**
  - Scholars should inform the teacher of the corrections they will make in their current work and improvements they will incorporate to their work in the future.
- **Action your instructions:** e.g.
  - You must write in full sentences = give time for the scholar to re-write three ideas in full sentences.
    Or
  - SP – look up the correct spellings of misspelt words and write them down.
- **Silent feedback review:**
  - Scholar given space to read the marking – of course that means there must be something worth reading.
- **Please talk to me about this:**
  - There are times when it is easier to discuss the work through – time must be set aside for this.
- **How many mistakes do I mark?**
  - Teachers should focus on between 1-3 key errors and make comments on how these can be corrected and/or improved – any more might discouraging.

16.7. Self-Assessment

Scholars benefit from understanding subject success criteria as well as evaluating their own learning within its context. At AASA scholars self-assess their work through means of a Yellow Sticker. Scholars are expected to set their own aspirational levels and aspire to achieve them. Scholars use the terms WWW and EBI to ensure we are using a consistent and common language between both scholar and teacher.

Literacy Marking Symbols

^	= missing word
✔ ✔	= very good point
SP	= spelling
//	= new paragraph
g	*= grammar*
p	*= punctuation*
?	*= unclear sentence*

Subject specific marking symbols

M ✔	= Good Method*
M ●	= Incorrect Method*
SW	= Show Working Out
CU	= Use Correct Units
S	= simplify
OE	= origin of the error

*Method = this is defined as a sequence or process that must be followed to achieve the required result.

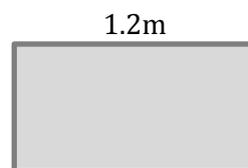*Q1. Work out the fraction below*

$$\frac{2}{3} + \frac{1}{5}$$

$$\frac{2}{3} + \frac{1}{5} = \frac{10}{15} + \frac{3}{15} \quad \text{M ✔}$$

$$\frac{10}{15} + \frac{3}{15} = \frac{13}{30} \quad \text{M ●}$$

Q2. Calculate the area of the shape below

1.2m

50cm

A = L x W
A = 1.2 x 50   OE
A = 60   CU

LEARNING OBJECTIVES

The purposes of learning objectives are to inform the scholar of what he/she is learning within a lesson. Scholars are not expected to write the learning objectives of each lesson in their books as this method takes up time that is better invested as learning time.

At AASA learning objectives are presented in each lesson consistently on each slide allowing scholars and teachers to access these objectives throughout the lesson. This practice ensures that latecomers have access to the objectives within the lesson. In addition teachers phrase titles in the forms of questions that relate directly to the outcome of the learning objectives. Combining title and LO would be a good idea where possible e.g. 'What do we learn about Prospero?' to save copying time.

When working with scholars who find writing difficult, key terms and information are consistently displayed on lesson slides. At times, differentiated worksheets will be provided with these terms and additional information already displayed at top of the worksheet.

RECORDING AND EVIDENCING PROGRESS – THE USE OF FOLDERS AT AASA

At AASA scholars use folders to record and organise their work:

Daily folder: Every scholar will have a purple folder to carry with them to their lessons. This will contain the work they need for that day and also any independent learning and letters. The folders have an important pedagogic purpose: teaching the skill of filing and organising relevant work in a folder now will form a habit that will ensure their success in the future (structure liberates). This system is also advantageous for teachers because the work is easier to distribute and collect, and is lighter to carry, making it easier for teachers to mark.

Subject folder: You may use paper or exercise books. Once the scholar's work has been assessed, it will go in a subject folder that remains in the classroom. This will be a record of all their work throughout the year, and it will be readily available for the scholar, teacher, parent or visitor to track progress over time in that subject. Scholars can review and reflect on the work in their folder and enjoy seeing the results of their hard work.

LESSON OBSERVATIONS

Great teaching leads to great learning leads to great progress and to measure this at ASAA, teaching practice is observed by senior leaders to ensure the quality of teaching is at its best. The aim of observations is to establish a culture amongst the adult learners where they feel able to observe and be observed and give and receive feedback open and honestly. For this trust to exist there must be clear lines of feedback and agreed ways in which key pieces act as evidence.

There are two types of lesson observations:

1. Those that require a grading and measure the general teaching standard of the academy and the ability of the SLT to make accurate judgments about teaching and learning in that academy.
2. Those that are non-judgmental and serve to develop teachers to be better practitioners.

Whilst it is necessary, it is through creating opportunities for genuine teaching discussions away from the fear of judgment that will become the most effective ways to coach teachers to improve scholar learning. Teachers need space and time to discuss and reflect on aspects of their teaching in order to grow as professionals.

At AASA coaching observations will:
- Be a regular and normal occurrence
- Not be judgmental and therefore will not receive a grading
- Last for a maximum of 10 minutes and so focus on a small part of the lesson
- Be followed by a coaching feedback session of one hour including practice opportunities
- Be distributed amongst lead teachers

Other opportunities for lesson observations will be:

Internal Observations

- Formal observations of at least 30 minutes will occur at least once per half term by **HODS** and **LM**
- Each line manager will observe and provide feedback to each member of their team
- Staff will appoint a buddy who will observe on an informal basis
- Use of recording equipment will be used by individual staff to record their own lessons
- Learning walks

External Observations

- Ark monitoring visits
- Ofsted inspections

Informal Observations

Informal observations take place to continuously inform teachers of their professional practice. In order to provide the best possible support and development within teaching and learning, it is best if senior leaders are in the classroom often to observe teaching practice. Informal observations allow senior leaders and teachers to conduct open and honest dialogue about best practice and the impact of teaching and learning on scholar progress.

Feedback is given informally and at an agreed time and place that suits both the observer and the teacher.

Formal Observations

Formal observations take place twice annually and are used to inform both senior leaders and teachers of professional performance and progress. In order to ensure that formal observations are a true reflection of learning over time, it is advised that teachers use informal observations to enhance their practice upon the approach of a formal observation.

Feedback is given formally at an agreed time and place. Time and space is given for a two way conversation to assist in giving support and suggestions for professional development and key action points for teaching, learning and progress and assessment for learning. If data is available, it can be presented at this time.

<u>Learning Walks</u>

A Learning Walk is a brief classroom visit utilizing a researched-based tool that provides senior leaders and teachers opportunities to reflect on learning strategies, scholar interaction, scholar engagement, and scholar progress. These visits are informal and a quality assurance tool to inform best practice.

PPA AND COVER POLICY

All teaching staff will have 10% of their timetable given to them as PPA- this is on top of the regular time blocked for departments to plan together.

When staff are absent for any reason they are expected to set adequate and suitable cover that scholars are able to undertake independently.

This work will be returned to the usual subject teacher who will be expected to mark and return this work to the scholars as soon as is reasonable.

When a member of staff is going to be absent, please ensure that the absence policy is adhered to:

Staff must:
- Call the cover line number before 6.30am
- State the reason for absence
- State what cover work needs to be set for the subject and where possible email the work to the Operations Manager and copy in the Line Manager

To enable cover to run smoothly:
- All subject teachers are asked to provide a programme of learning and save it to the cover folder for your subject, in the shared area. This is so that cover staff can access work in the case of cover work not being set.
- If a member of staff has planned leave, please ensure that cover work has been prepared, saved into the shared area folder and left in the cover tray in the staffroom. <u>Clearly marked</u>.
- If any work needs to be photocopied for the cover lesson, please ensure that this is noted in the email. <u>Clearly marked</u>

You will need to email the instructions for your cover work to the Operations Manager and your Line Manager

Work will be distributed to covering members of staff. All covering staff will be asked to leave completed work <u>clearly marked</u> in the subject teacher's pigeon hole in the Staff Room.

PRACTICAL SUBJECTS

AASA acknowledges that learning approaches can differ across the curriculum but more so in practical subjects.

The lessons will always be planned in accordance with AASA policies to ensure outstanding academic rigour, with literacy and numeracy supported throughout.

Every scholar will have an individual record of their learning.

Every subject will have a Health and Safety Folder that will contain appropriate Risk Assessments for all lessons/activities carried out by scholars/staff. These Risk Assessments may be generic whilst others will be specific to an activity. If a teacher has any concerns, then the HoD must be informed 3 days prior to the activity happening, and it must only happen once written permission has been given.

All staff are to receive appropriate Health and Safety Training as required.

Subjects will display posters outlining the courses of action required in the event of an incident.

Scholars will be taught how to use the different 'spaces' appropriately and to be responsible for their own practical equipment. However, the routines across the Academy will be adhered to.

There will also be subject specific practices which will be detailed in the Subject Department Handbooks.

REPORT WRITING

22.1. The Style

Parents are not usually familiar with education specific jargon. Keeping comments clear and concise is the most helpful way to engage with parents.

Reports are more professional if the vocabulary is descriptive and concise so it is better to avoid using the words 'good' 'well' and 'bad' and 'average'. These terms give a very general picture and so they are not very informative. You can usually find a more interesting and thoughtful comment. Try the ones below:
- participates sensibly
- grasps new concepts quickly
- loves learning new skills
- understands clearly
- takes pleasure in
- concentrates for long periods
- enjoys being involved in
- lively imagination
- wide general knowledge
- has a wide range of interests
- puts in his best effort
- has read widely
- is well-organised/reliable/keen
- sensible/careful worker
- continues to improve
- retains facts easily.

22.2. The Tone

Getting the tone right is almost as important as getting the information across accurately. Remember that you are dealing with proud parents so you must find ways of making your comments accurate as well as sensitive to keep the parents' support. Nothing in the report should come as a surprise. If you have anything negative to report it should have been expressed through a parental conversation earlier in the term.

Although you have to be honest about the scholars' shortcomings, it is important to highlight their strengths and your tone should display your own interest and care for the child.

These expressions demonstrate a positive attitude towards a scholar:
- I was pleased when...
- I hope he will soon...
- I should be delighted if...
- I hope he will develop his talent for...
- I enjoy teaching her because...
- I wish her well next year.

These comments highlight the scholar's weaknesses without causing intended offence.

For scholars who are not reaching their target levels (or expected progress):
- tries hard but needs extra support with
- does his best but lacks confidence
- often tries hard but can be careless
- needs lots of practice at each level
- copes best in a small group
- needs extra practice at each level to keep up with the class
- acquires new skills/concepts after a lot of practice.

For the reluctant learner:
- makes avoidable mistakes
- needs to check her work more closely
- needs to be supervised closely to keep her on task
- needs to put in more effort to work within the group

22.3. Checking Your Report

- Your report comment should be around 150 characters in length.
  Example; "Strong progress has been made this year. Further work needs to be made on punctuation and spelling. Extra reading at home is required."
- Do not use their name – start your sentences with ...is able to, has made strong...
- All comments must be about behaviour for learning – never personal.
- Check gender associations.
- Spell check at the end of each comment box.
- Consider how useful you would find the comment if you were the reader.

DISPLAYS

"The soul never thinks without a mental picture." – Aristotle

"What is seen by the eye is transformed and coloured by the vision of the mind." - Robert Wade

Through beautiful, clever and inspiring displays we can ignite the imagination, reaffirm ideas, praise, teach spellings, teach concepts and start discussion.

Scholars will be involved in the production of displays, promoting pride in work and caring for their environment, in the classroom and around the Academy.

Displays should be regularly refreshed and can be used to track learning over time. All displays must show examples of **outstanding** work and careful attention must be paid to ensure that all work displayed has 100% accuracy of presentation, spelling and grammar.

Classroom Displays will include:
- AASA Core Beliefs
- Subject specific key words
- AASA's 10 saintly values of an outstanding lesson
- Academy contract
- 'Ark All Saints is'… motto
- CRIS
- Current subject topics
- Outstanding examples of subject work
- Assessment for Learning
- Sentence starters

Corridor Displays will include:
- Class of 2018 journey to success
- Core beliefs
- CRIS
- Current world events
- Cultural/Christian calendars
- Current school events/trips
- Subject specific boards
- Religious information
- Local events
- Outstanding work
- Artwork

Academy Reception will display:
- The story of AASA
- World map of where we are from

- Core beliefs
- CRIS
- Scholar/Parent information
- AASA's 10 saintly values of an outstanding lesson
- Academy contract
- 'Ark All Saints is'... motto
- Current subject topics

There is a dedicated member of staff who has responsibilities for displays around the Academy. A monitoring system will be in place for corridor and exterior displays. A separate booking system, via email, will be generated for requests to assist teachers in their classroom displays.

APPENDIX 1 – CLASSROOM MANAGEMENT

Narrate the Positive – describe what scholars are doing well, not what they're doing wrong
- "I like how Abdi has got straight to work on his writing task."
- "The second row is ready to go; their pencils are in the well and their eyes are on me."
- Narrate the positive while looking at the scholar(s) who are not complying

Challenge / Build Momentum – give the scholars a simple challenge to complete a task
- "The last class was able to transition to small groups in 45 seconds. I bet you can do even better."
- "Now I know you're only Year 8, but I have a Year 9 problem that I bet you could master. Get ready to prove how clever you are!"

Increase Teacher Radar (awareness of when scholars are off task)
- Deliberately scan the room for compliance:
    - Choose 3-4 "hot spots" (places where you have scholars who often get off task) to constantly scan
    - "Be Seen Looking": crane your neck to appear to be seeing all corners of the room
- Circulate the perimeter of the room with purpose:
    - Move away from the scholar who's speaking
    - Identify 3 spots on the perimeter of the room where you can circulate to, stand, and monitor scholar work
- Monitor independent work – repeatedly scan the room while coaching scholars during independent work

Implement Least Invasive Immediate Intervention (when the first scholar is off-task):
- Redirect scholars using the least to most invasive intervention:
    - Proximity
    - Eye contact
    - Use a non-verbal
    - Say scholar's name quickly
    - Small consequence
- Anticipate scholar off-task behaviour and pre-rehearse the next two things you will do when that behaviour occurs
- Narrate the positive while looking at the scholar(s) who are not complying

Strong Voice – five techniques to establish a teacher's authority in the classroom
- Square up / stand still: when giving instructions, stop moving and strike a formal pose
- Economy of Language: give crisp instructions with as few words as possible (e.g. 3-word directions)
- Do not engage: Keep repeating your core instruction and ignore scholar complaints.
- Quiet power: lower your voice and change your tone to communicate urgency

- Do not talk over: use a reset (e.g., all-school clap) to get scholars' full attention before continuing to speak

Pacing – create the illusion of speed so that scholars feel constantly engaged

- Use teach timer to stick to lesson plan and guarantee that scholars have at least 15 minutes of independent work
- Countdowns to work the clock
- Elicit choral responses to certain questions
- Speak faster and smile (Sparkle)
- Vary voice and show interest in content

APPENDIX 2 – TEACHING TECHNIQUES

Ratio
Getting scholars to answer questions and misconceptions without giving them the answer. A work out for you is not a work out for the scholar.

No Opt Out
Different ways of ensuing a scholar can answer question that at first they were unable to.

Stretch it
Once a scholar has got the answer correct – asking further questions deepen their thinking or understanding.

Right is Right
Not allowing a wrong answer to go by without correction.

Format matters
It is important that scholars are taught to speak and write in the correct grammatical format that will enable university success.

APPENDIX 3 – TEACH LIKE A CHAMPION / DOUG LEMOV

Teaching and support staff may find it useful to refer to this and other books and pamphlets which provide practical strategies to support classroom practice.

AASA colleagues may already be familiar with many of the 49 techniques outlined in Lemov's "Teach Like a Champion". As we develop our practices it may be helpful to explore within departmental teams, with "buddies" or in triads how these strategies relate to our 8 foundations and how they can be implemented within our classrooms. The grid below suggests a few of the techniques it would be helpful for practitioners to explore and master.

Foundation of Good Teaching and Learning	Lemov Techniques
Planning for learning	- Double Plan - Begin with the end - The Hook
High expectations	- Creating classroom culture - Circulate – Break the plane, engage, move systematically - Draw the map - 100% - Hands up for silence - Strong voice - Praise
Questioning	- Break it down - No opt out - Right is Right - Stretch it - Cold call – question, pause, pace - Wait time
Independent learning	- Board = Paper
Assessment for learning	- Post-it - Exit ticket - Re-teach

APPENDIX 4 – GROUP WORK ROLES AND RESPONSIBILITIES

Job title: Envoy/Presenter

Purpose:
• To present/explain work.
• To be the main link person between your group and the other groups/the teacher.

Responsibilities:
• Summarise or explain the work/discussions of your group to the rest of the class/teacher.
• Be a link person or messenger between your groups and other groups.
• Communicate with the teacher.

Personal Qualities:
• good listening skills
• strong communication skills
• confident
• mature
• adaptable

Job title: Administrator

Purpose:
• To keep the group organised and on track.
• To help the teacher.

Responsibilities:
• Time keeper – make sure your group finishes tasks on time.
• Give out and collect in resources and equipment. Keep it organised and tidy.
• Monitor merits and rewards.
• Keep your group's records up-to-date.

Personal Qualities:
• good listening skills
• organised
• uses initiative
• helpful
• tidy
• encouraging

Job title: Evaluator

Purpose:
• To assess how well the group works together on a particular skill.
• To give constructive feedback.

Responsibilities:
• Observe the group carefully and complete any evaluation sheets you are given.
• Always listen to group discussion and work.
• Give verbal feedback.
• Learn and use assessment criteria for the 6 skills.

Personal Qualities:
• good listening skills
• fair
• able to recognise strengths and weaknesses
• positive and supportive attitude
• responsible and mature

Job title: Lead Learner

Purpose:
• To lead the learning of the group.
• To develop the strengths of the group and your own leadership skills.

Responsibilities:
• Start discussions and put forward your ideas first.
• Discuss with the evaluator the progress being made and make any changes or improvements.
• Remind others of their roles and help them to fulfil them.

Personal Qualities:
• mature
• confident
• fair
• good listening skills
• encouraging
• respectful
• good role model

APPENDIX 5 – CLASSROOM TIPS

<u>Different ways to activate and demonstrate learning</u>

a) No opt out – ensuring all scholars take part in the learning
b) Cold call – keeping scholars on their toes by choosing who you call on
c) Pepper – similar to cold call
d) Call and response – using repeat and call outs to embed learning points
e) Right is right – not allowing incorrect answers
f) Stretch it – taking an answer and moving the scholar to the next level
g) Ratio 101 – scholars do the work – teachers talk less
h) Wait time – allowing time to think
i) Everybody writes
j) Pacing – keep learning moving
k) Format matters – pursuing high levels of grammar
l) Check for understanding – mini plenaries

<u>Different ways to set the culture and ethos in your lesson:</u>

a) Systems and routines
b) Strong voice
c) 100% - ensuring all scholars participate in the learning
d) What to do- planning step by step action points for transition activities
e) Joy factor – learning is fun
f) Do it again – getting scholars to do things again until they get it right
g) Positive framing –saying things in a positive way
h) Precise praise – praising for specific things so scholars know why

APPENDIX 6 – CREATING AN ENVIRONMENT FOR LEARNING CHECKLIST

Class_____ Teacher _____

	Yes	No	Actions
Scholars understand the importance of arriving on time			
Scholars are clear about expectations for entering the room			
Scholars know where they will sit in the classroom			
Scholars come equipped for learning			
Scholars know what equipment they need to have in on their tables for learning			
Scholars know where to collect or find additional equipment for the lesson			
Scholars have a routine for submitting homework			
Scholars expect to complete a starter/Do-Now activity			
The starter/Do-Now activity generally requires scholars to put pen to paper			
The starter/Do-Now activity lasts 3-5 minutes			
Scholars can self-manage the starter/Do-Now through the instructions they are given			
Transitions between activities are tight			
Scholars are set time limits for tasks			
Scholars can see clocks, stop watches or timers			
Rewards and sanctions are used in line with the Academy policy			
Scholar understanding is checked regularly through the lesson			
Scholars are aware that they are all expected to participate in activities and			
Scholars are clear about the routines around independent learning time			
Scholars know that there should be a calm orderly ending to the lesson			
Scholars understand that they must wait for the dismissal of their teacher to leave the lesson			

Use this checklist as a basis for discussion in your departmental teams

APPENDIX 7 – EVIDENCING PROGRESS

Questioning using Blooms Taxonomy

Remembering - *can the scholar recall or remember the information?*

 a) *Observation and recall of information;*
 b) Knowledge of dates, events places;
 c) Knowledge of major ideas;
 d) Mastery of subject matter.

(Question words: list, define, duplicate, list, memorise, recall, repeat, reproduce, state tell, describe, label, collect, examine, tabulate, quote, name, who, when, where, etc.)

Understanding - *can the scholar explain ideas or concepts?*

 a) *Understanding information*
 b) Grasp meaning
 c) Translate knowledge into new context
 d) Interpret facts, compare, contrast
 e) Order, group, infer causes
 f) Predict consequences

(Question words: summarise, describe, classify, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase, summarise, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend)

Applying - *can the scholar use the information in a new way?*

 a) *Use information*
 b) Use methods, concepts and theories in new situations
 c) Solve problems using required skills or knowledge

(Question words: apply, choose, demonstrate, dramatise, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write, calculate, complete, show, solve, examine, modify, relate, change, classify, experiment, discover)

Analysing - *can the scholar distinguish between the different parts?*

 a) *Seeing patterns*
 b) Organisation of parts
 c) Recognition of hidden meanings
 d) Identification of components

(Question words: analyse, appraise, categorise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer)

Evaluating - can the scholar justify a stand or decision?

a) *Compare and discriminate between ideas*
b) Assess value of theories, presentations
c) Make choices based on reasoned argument
d) Verify value of evidence
e) Recognise personal bias

(Question words: assess, decide, rank, grade, test, measure, recommend, appraise, argue, defend, judge, prioritise, select, support, value, evaluate, convince, explain, discriminate, conclude, compare)

Creating - can the scholar create new product or point of view?

a) *Use old ideas to create new ones*
b) Generalise from given facts
c) Relate knowledge from several areas
d) Predict, draw conclusions

(Question words: combine, integrate, assemble, construct, create, design, develop, formulate, modify, rearrange, substitute, plan, invent, what if?, compose, formulate, prepare, generalise, rewrite)