



# Ark All Saints Academy

## Teaching and Learning Policy

### INTRODUCTION

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*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

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**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 rapid progress.

**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.

**Through assessment we identify the highest leverage activity for improvement. Then re-teach, practise and re-test until the scholars secure this aspect of learning :** 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 scholars.

**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

### High expectations

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 **promotes** scholars' high levels of resilience, confidence and independence when they tackle challenging activities
- Making no excuses

### Great teaching is key

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
- 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

### Structure Liberates

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

### We do what it takes

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 wider the gap becomes and the harder it is to close.

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 targeted specific support, supplementary to lessons.
- We will use data to inform individualised support.

### Joy Factor

Happy learners make greater progress. An outstanding learning environment will have teachers and other adults generating high levels of enthusiasm for participation and commitment to learning.

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 collective worship.
- Encourage house spirit through house competitions.

### We plan to ensure academic success

We believe that when teachers develop highly-structured lessons with clear and specific aims, which are delivered through specifically designed 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 will predict 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 SEMH 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.

### We assess and respond

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

### Questioning drives scholar progress

Skilful questioning is an important strategy to enable scholars to achieve mastery. Great questioning adds rigour to learning and develops the thinking of all in the class.

We question for five main reasons:

- 1) To guide scholars toward understanding when introducing material.
- 2) To push scholars to do a greater 'accountable' sharing of the thinking.
- 3) To remediate an error and identify misconceptions
- 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.

### High levels of literacy and numeracy are the keys to success

#### *Depth before breadth*

Scholars will have a period of English and Maths every day. We know that the core skills of numeracy and literacy enable scholars to 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
  - All teachers are teachers of literacy. Each teacher is expected to develop technical vocabulary skills to help scholars be successful in the subject, with explicit teaching of subject terminology.
2. Targeted teaching to improve literacy
  - Dedicated time in the curriculum is given to scholars to ensure literacy skills are developed.

### **Review, Reflect then Re-teach**

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

We will:

- 1) Plan with the 'end' in mind. \*
- 2) Use assessment data to diagnose gaps in our scholars' learning.
- 3) Plan in reflection and re-teaching time for scholars.
- 4) Utilise different teaching methods during the 're-teaching' time such as re-grouping according to scholar needs.
- 5) Create a culture in which scholars are able to learn from their mistakes.

\*What is the 'end' in mind?

Working backwards from:

- A level
- GCSE
- End of term assessment
- Learning check
- Exit ticket

## LESSON STRUCTURES AND ROUTINES

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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

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### 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
- ties have seven stripes

- shirts are tucked in
- no coats/jackets are worn inside the building

Teachers check for equipment

- purple folder
- clear pencil case with pens etc
- reading book
- AASA passport
- Water bottle (preferred)

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. If the scholar is unable to correct the issue (e.g. they have lost their pencil case), the teacher informs on-call immediately so that the pastoral team can follow this up.

#### *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 survey, surface mark the Do Now and gauge the temperature of the scholars.
- Home work is collected and recorded.

#### **Some examples of Do-Now Activities:**

- Recall and assessment of previous lesson, through testing or summary writing.
- Scholar’s review of marking, exit tickets from previous lessons.
- 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
- Organisational tasks, scholars recording homework/revision tasks organising their folders
- Peer marking of Do Now Tasks

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

## OBSERVABLE FEATURES OF AN OUTSTANDING LESSON AT ARK ALL SAINTS ACADEMY

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- 1) Classroom routines are clear and systematic – they exist in order to maximize learning time.
- 2) Evidence of planning (the teacher folder) allows teachers to take into account every scholar's needs. The learning for the lesson is clearly aimed at each scholar's needs. Including a planned seating arrangement on Bromcom, acknowledging scholars needs and targeted groups.
- 3) Marking and 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.
- 4) Presentation of work is expected to be good and is noted by the teacher. Scholars take pride in their work and work is presented well. Evidence of sustained independent work is evidenced frequently.
- 5) Scholars understand and can articulate the expected outcomes of a lesson and how they will be measured.
- 6) Scholars are active participants, not passive recipients.
- 7) 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. Targetted questions are used to challenge identified groups. We believe that 'right is right' and it is best for each scholar if misunderstandings are corrected quickly to prevent future error
- 8) All scholars make progress at or above expectations, lessons are well timed to maximise the learning. Planning shows use of timed tasks. Scholar to teacher work ratio is weighted towards scholars.
- 9) There is joy of learning evident in the lesson.
- 10) **Exit Tickets & Routines1-2-3-4:** 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. The teacher then raises their first finger to indicate all scholars stand. Two fingers indicate the scholars should stand behind their chairs. Three fingers indicate the scholars should push their chairs under their tables. Four fingers indicate that scholars should pick up their folders. All should be executed in silence.

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## MEDIUM TERM PLANS (MTPS)

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.

### **Evidence of planning (The Purple folder)**

For most teachers at Ark All Saints lesson by lesson plans are not required. However evidence of planning is a key expectation – this is evidenced by being collected into an up to date teacher folder.

For each class a teacher teaches the following elements must be present and up to date (hand written annotation is acceptable):

- 1) CCR data sheet for the class which includes most recent data.
- 2) MTP for the term/unit being taught – this is the main source of evidence for planning. Annotations, additions and deletions demonstrate the planning for the specific needs of scholars in your class.
- 3) PowerPoints / Lesson Resources / Learning plans – these act as evidence of planning for the specific needs of the class.
- 4) Bromcom generated seating plan which indicates targeted groups.
- 5) Teacher Class Analysis from previous assessment window.
- 6) Other tracking documentation e.g. NEA completion, Formative Assessment Trackers, Question Level Analysis.
- 7) SEN guidance notes for specific scholars where necessary.

### **Subject expectations**

Each subject area is expected to have a Medium Term Plan (MTP) for each term 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

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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 a 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 Question

The lesson objective is shared as a question and the 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.

The aspects to be included in any plan should be:

#### 1. Do Now

- 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
- Allow time for summarising, testing and addressing previous learning and misconceptions.
  
- Share content, process and benefits
- Content - what will we learn
- Process - how will we learn
- Benefits - why it's worth learning
- Differentiate the above

#### 2. I Do / We Do

- 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.
- 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

### 3. You Do

- 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 work, understanding of the key concepts 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, where possible the teacher should exemplify errors to address misconceptions.
- 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

### 4. 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

## 5. EXIT

- After 1-2-3-4 routine, the 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. Group Work: (cf. Appendix 2)

Scholars are assigned specific roles based on scholar capability and skills:

- i. Lead learner
- ii. Administrator
- iii. Presenter
- iv. Evaluator

##### b. Paired work:

Teachers make it explicit as to what each scholar must do and the time needed.

## DIFFERENTIATION

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All scholars at AASA need to be challenged and supported to make rapid and sustained progress. Whether scholars are taught in attainment sets or mixed attainment 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 all teachers of all scholars, whether SEN, EAL or high achieving. We all have a responsibility to cater for the educational needs of all scholars through careful planning and delivery of lessons. MTPs and individual lesson plans are required to reflect how we meet the needs of various scholars in the classroom. Teaching and support staff are responsible for providing for these differing needs by knowing every child and demonstrating individualised support 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

Learning might be differentiated by:

- **Task** - which involves setting different tasks for scholars of different attainment level or knowledge/skill gaps.
- **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

### Strategies to support Targeted Groups

#### **PP** ★

Please remember that one of the best ways to improve PP attainment is to 'know your class' and build on relationships with those scholars who are most vulnerable. It is imperative that you, 'know' who the PP scholars are in your class, that you 'know' if they are attaining as well as expected and if not to have tried to 'know' why. You need to ensure that your PP scholars are paying attention, engaged and using 'working memory' and 'study skills' as much as non-PP peers.

Use proportionate bias towards PP scholars in lessons with the following commonly used TLAC strategies:

- Cold Call
- Private and precise praise
- Checking for Understanding
- Verbal feedback (in the moment) – this can be very important in moving scholars on and can take seconds
- Proximity – just standing or sitting near certain children can be enough to reassure them and to get them to move on with their work
- Table tap – jog them out of their heads and into the work (a recognised concern is that some PP scholars have busy and complex home lives and this can intrude into their thinking at any time of the day, which will in turn affect their attention and working memory in lessons)

## Boys

**Organising thoughts** - Separate facts from wordy texts

**Competition** - Encourage an element of competition

**Understanding Behaviour** - Think about whether redirecting or refocussing certain behaviour is the best strategy or whether a sanction is required. If scholars who like a lot of space are sitting next to one another disturb your lesson, change the seating plan

**Creating Bonds** - Find reasons to praise and celebrate success to make the child feel special

**Aid clarity of thinking** - Always provide very specific information “You must include these 5 facts in your answer”. “You need to know x, y and z” Say “This is the important bit...” Provide enough information to help them get to the result you need. Show exemplars. Look out for some those completing work too quickly and missing key points.

## QUESTIONING

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Routines should be established for:

- how scholars expect to respond to a teacher’s questioning (i.e. cold calling, no hands)
- how scholars indicate they want to ask a question (shaky hands, 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.

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

## INDEPENDENT CLASS WORK

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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

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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.

### **Independent study/homework task setting**

Homework should be set by each teacher a minimum of once a week and the task should take scholar a minimum of 30mins to complete.

Scholars should receiving a minimum of 3 pieces of independent study a day (90 minutes a night) and should also be reading for a minimum of 30 minutes a night.

Tasks set by staff should be varied and be both engaging and tailored to the need of the individual scholar.

Task could fall under one of the four areas of:

#### **Preparation**

Tasks such as pre-reading or tasks which link learning/lessons, they may feed into a sequence of lessons – making scholars responsible and proactive for their learning.

#### **Practice**

Tasks which allow scholars time to practise a skill, such as music rehearsal, drawing and shading, or writing/re-drafting elements of work. These tasks are designed to develop scholars speed, accuracy and fluency (familiar tasks).

#### **Elaboration**

Tasks such as re-explaining what scholars have learnt in lesson give them the opportunity to demonstrate their learning and allow teachers to gauge their understanding of new learning and concepts.

#### **Exploration**

Tasks such as research. Scholars investigate a topic to fuel interests and broaden knowledge. Scholars are given an opportunity to apply knowledge learnt in lessons and extend this to personal enquiries. Development of independent investigation must be supported by time to present personal research. When independent study or homeworks are set, in lessons, teachers must take the time to explain and teach the work, challenging and addressing any misconceptions before the scholars leave the room.

Teachers should check/track that scholars have recorded the subject, task and the correct due date in their passport.

Successful homework setting and checking is vital to ensure scholars develop health routines at KS3 in preparation for KS4 and beyond- teachers must collect and mark work, feeding back out scholars, and where homework is of incomplete or of poor quality the academy behaviour policy should be implemented.

**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

*Further information: Literacy Policy*

## **RATE OF PROGRESS**

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The minimum target for every scholar is to reach a grade 4 by the end of KS3. For some scholars (those who start on a 1 or 2) this would represent exceptional progress. For scholars who start KS3 with a grade 4 or as a base or above their target is to stay at that grade. If they do this then the scholar is making expected progress, working above their target grade is better than expected progress.

If the subject has set their own baseline they will still be expected to achieve the original average KS2 English and Maths target.

If a scholar exceeds their target across three assessments then their target can be increased. It is very rare a target will be lowered.

In KS4 we would like everyone to then have a +1 target. So that they look to achieve 1 grade above their end of KS3 target.

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 and learning plans in light of assessment outcomes

## ASSESSMENT

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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:

- Many of our assessments are written as part of the ACA 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.

Learning checks will take place every two weeks in Core and every three weeks in foundation subjects. These will be based on previous lessons learning and all marks recorded centrally.

Formative assessments will take place in term 2 for years 7-10. In term 6 a final summative assessment is sat for years 7- 10. For year 11 there will be GCSE 'light' assessments in term 2 and a set of full mocks in the last week of term 3 and the beginning of term 4.

Once assessments have been marked HoDs and the SLT will review progress and review learning groups.

## PRESENTATION OF WORK

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Written work is a record of the learning and progress that takes place over the academic year. It

serves as an important source of information as it serves to check for understanding, to aid in revision and 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 as 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. Scholars should be encouraged to use handwriting that is appropriate to the task: Handwriting should be clear and legible in all forms of written work.
10. 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.
11. The first line of each paragraph should be indented.

#### ***Scholar presentation of work on A4 paper***

First and Surname  
Day Date Month 2014  
Religious Education

Title: What was the fall of man?

## MARKING

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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 AASA 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 – the rule of three may be applied.
- 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

We mark in different ways at AASA. These include surface marking, formative assessment and summative assessment. Each of these 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 for every lesson – checking on surface errors e.g. grammar, spelling, lay out of work
- Formative Marking -through learning checks (fortnightly – Core / three weeks – Foundation)
- Deeper Dive Marking – for extended pieces of independent work (fortnightly – Core / three weeks – Foundation)
- Summative Marking – Assessments as per the assessment calendar

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.

#### Defining green pen marking

**Green pen work** is used to highlight scholar responses; this can be present in books, assessment stickers or within a piece of class/homework; it is evidence of scholars correcting misconceptions or making the next steps needed in order to progress.

It is a CFU point and identifies the impact of the teaching; it can create/ provide a ‘stretch’ opportunity within the learning.

Green pen work maybe seen within a scholars’ review or revision of work. It may also be used for the purpose of correcting punctuation or grammar, within self and peer reflections/assessments and in their responses to teacher’s comments and corrections.

Dialogue between teacher and scholar must be purposeful and constructive leading to the scholar identifying areas of improvement or reflection.

Green pen does not need to be used to draft or re-work entire pieces of work or for any other purpose than that stated above.

## 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

## 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.

AASA uses the terms What Went Well (WWW) and Action step to share this information with scholars. See example figures 1.1 and 1.2.

Scholars receive written feedback and have an opportunity to respond to that feedback by correcting their work using the action steps.

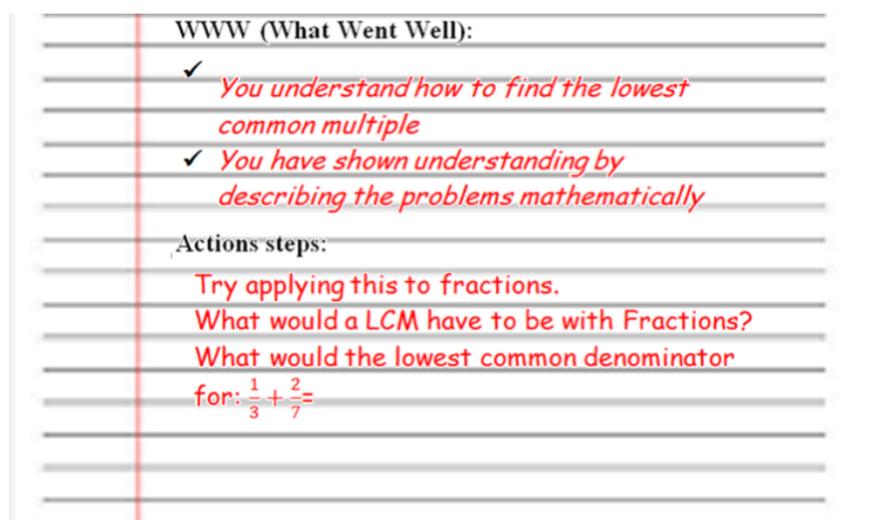


Figure 1.1

#### 16.4. 'Deep Dive' or 'Long Marking' Marking for independent work

The marking for this type of work will focus on the key skills that have been taught and tested. Teachers are to apply the same marking policies as for formative marking in 16.3

#### 16.5. Scholar Response to marking

It is important for scholars to have time 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, understand and act on teacher feedback. A question or specific and refined action steps should be set out, this allow scholars to know exactly what they need to work on and allows an opportunity for them to independently rework/correct work applying the specific suggestions made by their teacher.

Scholar responses are expected to be recorded after any form of marking.

#### 16.6. Summative Marking of Assessment and Feedback

All assessments are marked and moderated according to AASA policy.

**Question Level analysis** is provided for all scholars in order to assist them in being able to identify areas of strength and areas for development. This will enable greater independence and allow for more focussed and successful independent work.

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. Time must be given to enable scholars to do this.

#### 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 teacher comments:**
  - 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.
  - Complete a corrective task
- **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. 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
<i>g</i>	= <i>grammar</i>
<i>p</i>	= <i>punctuation</i>
<i>?</i>	= <i>unclear sentence</i>

***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***

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

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

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

***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

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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 as questions, 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

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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

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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 three types of ‘recorded’ 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.
3. Research and informal (non judgmental) learning walk observations.

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 30 minutes and so focus on a small part of the lesson
- Be followed by a coaching feedback session of including practice opportunities
- Be distributed amongst lead teachers

Other opportunities for lesson observations will be:

### **Internal Observations**

- Formal observations of 30+ minutes will occur at least once per half term by a member of the senior or middle leadership team.
- 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.

### **Learning Walks**

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.

Feedback is not formally issued, though you may receive comment via e-mail.

During learning walks you can expect 'real time feedback' which may push, support or challenge the learning being observed.

\*What is 'Real Time or In -the moment' feedback?

SLT or Middle leaders may visit your classroom and use hand signals or white-boards to communicate, not interrupt learning to improve teacher practice or scholar learning.

'Real time and in the moment feedback' is an immediate intervention and action that allows teachers to make rapid improvements in their practice, addressing potential misconceptions, errors or possible quires that the teacher may have raised In their classroom routines or the learning.

### **Purple Learning Focus cards**

All staff at AASA are considered learners, development of practice is a priority for all. With this in mind all classrooms will present a 'purple learning focus card'.

The card highlights areas of the classroom teacher's areas of development. These action steps should be updated every term, to ensure continued development of personal practice.

Cards highlight three areas of focus and should be observable to all visiting the classroom, including scholars.

Action steps will focus on, Teaching and learning, Climate for learning and how marking and assessment is being used to close gaps in learning.

Coach or LM initials should also be present on the card to ensure relevant feedback is passed on.

## **PPA AND COVER POLICY**

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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. Clearly marked.
- If any work needs to be photocopied for the cover lesson, please ensure that this is noted in the email. Clearly marked

**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 clearly marked in the subject teacher's pigeon hole in the Staff Room.

## PRACTICAL SUBJECTS

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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

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### 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

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*"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.

**Classroom displays should be regarded as teaching tools.**

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

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**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

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### **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 ensuring 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
<b>Planning for learning</b>	<ul style="list-style-type: none"> <li>- Double Plan</li> <li>- Begin with the end</li> <li>- The Hook</li> </ul>
<b>High expectations</b>	<ul style="list-style-type: none"> <li>- Creating classroom culture</li> <li>- Circulate - Break the plane, engage, move systematically</li> <li>- Draw the map</li> <li>- 100%</li> <li>- Hands up for silence</li> <li>- Strong voice</li> <li>- Praise</li> </ul>
<b>Questioning</b>	<ul style="list-style-type: none"> <li>- Break it down</li> <li>- No opt out</li> <li>- Right is Right</li> <li>- Stretch it</li> <li>- Cold call - question, pause, pace</li> <li>- Wait time</li> </ul>
<b>Independent learning</b>	<ul style="list-style-type: none"> <li>- Board = Paper</li> </ul>
<b>Assessment for learning</b>	<ul style="list-style-type: none"> <li>- Post-it</li> <li>- Exit ticket</li> <li>- Re-teach</li> </ul>

## APPENDIX 4 – GROUP WORK ROLES AND RESPONSIBILITIES

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**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

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### Different ways to activate and demonstrate learning

- 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

### Different ways to set the culture and ethos in your lesson:

- 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

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### 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.)

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**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)

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**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)

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**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)

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***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)