Teaching & Learning Policy

'Ready for university, ready to lead'

2022-2023

Oasis Silvertown foundations for teaching

- The teacher will arrive at lessons on time and greet the students as they enter the classroom.

- The classroom space will be literacy/numeracy rich, visually attractive with subject specific displays, and include displays of students' work which promotes and affirms learning. The whiteboard and lesson resources will all be prepared so that every student can start on the 'do now' activity immediately.

- The teacher will have a do now ready for students to complete as soon as they arrive

- The teacher will take the register, record any late arrivals and where appropriate collect home learning.

- The teacher will clarify the learning objectives and key questions for the lesson, explain the big picture and provide opportunity for review/preview.

- The core activities will offer a variety of stimulating and appropriately differentiated learning activities and will utilise a variety of learning styles to challenge and engage all learners.

- The teacher will regularly acknowledge, reward, praise and celebrate students' engagement, effort, achievement and progress.

- The teacher will set and mark relevant and appropriate homework to ensure that learning and progress is reflected on and that students understand what they have achieved and what they need to do to make further progress.

- The teacher will ensure that pupils' work is marked following the GROW marking policy, allowing students to grasp their strengths and areas for improvement.

- The teacher will ensure that every lesson will end in a calm and orderly manner –students will be silently dismissed table by table and teachers will stand by the door to ensure they leave in an appropriate manner.

- The teacher will insist on the highest expectations, using the "Silvertown Be"s. Teachers will demonstrate positive behaviour management. Techniques and strategies to manage behaviour positively are outlined in Appendix 2.

- All staff will deliver the 'Silvertown Way', as detailed in Appendix 3

Planning

- Our planning will be progress driven and the skills, knowledge and understanding to be gained by students explicit in our plans.

- We will create meaningful and engaging assessments that will ensure every student achieves significant progress.

- We will give students regular opportunities to learn independently through a variety of assessments including self and peer assessment.

- Teachers will ensure that all student work is regularly marked according to the GROW policy, ensuring that students learn to proof read their work, set praise points and action steps and take action to improve their work.

- Leadership (Curriculum Leaders and ALT) will ensure that book monitoring, moderation and standardisation regularly takes place in order to ensure that teachers are accurate in levelling and giving guidance on progress.

- Leadership (Curriculum Leaders and ALT) will ensure that accurate assessment is carried out to ensure the measurement of student progress against national expectations.

Observations

- There will be a maximum of three 'Performance Appraisal' (PA) observations per year, for all teachers. Line Leaders will ensure staff are given five days notice before a PA observation.

- During observations, observers will complete written feedback which will be published on PAM. This will be referred to in the feedback session and agreed targets will then be published on PAM.

- Verbal feedback should be given within 24 hours of the observation and written feedback published on PAM within 48 hours.

- The Ofsted expectations of teachers' standards is what we are measured against and is what will be used to measure delivery. Appraisal observation judgements take into account progress data for the class, quality of marking and feedback and delivery and refer to the teaching and learning over time for that individual class.

- When considering the overall typicality of teaching and learning over time for any member of staff, leaders will take into account the progress over time of all groups taught, the quality of marking and feedback, outcomes of appraisal observations and learning walks by managers and senior leaders.

- Teachers requiring additional support will be placed on an intensive teacher development programme, led by their line leader. This programme will run for four weeks, at the end of which an additional formal observation will take place and it will be expected that teaching will then be 'Good' or better.

- Members of staff will be placed on an intensive teacher development programme should they receive a judgement less than "Good" in any formal observation, or should the progress of their classes present concern. Members of staff are entitled to request an intensive teacher development programme to support the improvement of their practice at any time.

Coaching

- All teaching staff receive 1:1 coaching through triads.

- Coaching sessions will focus on short achievable steps a coachee will need to take in order to reach the Academy expectation of 100% of lessons being judged 'good' or better. These steps will be agreed between the coach and coachee and will be changed weekly, or when mastered.

- Coaching sessions will follow a ten minute lesson drop in by the Coach

- Ten minute observations by the Coach will focus on the development of the previous week's identified step and identify another.

- Coaching sessions are agreed between the coach and coachee and blocked in timetables.

Continuous Professional Development (CPD)

- Opportunities are available for all to benefit from CPD on INSET days as well as once per half term on a Wednesday from 3:30-4:30pm, during directed time, where all teachers are in attendance.

- Departmental Meetings on all other Wednesdays are opportunities for staff across the Academy to prepare and further develop consistency in their classroom delivery.

- CPD is matched to the experience of the teacher and the areas for development. This includes special provision in place to meet the assessment criteria for those starting in the profession. On Thursday mornings, there are CPD sessions specifically designed for beginner teachers.

- Middle and senior leaders will attend internal and externally provided leadership training

- Lead practitioners will attend internally provided lead practitioner training

- Beginner teachers will be supported to complete any required training through external providers as well as internal beginner teacher training once per week

Assessment

1. **Purpose of assessment:**
- To help learners embed and use knowledge fluently
- To check understanding and inform teaching
- To communicate to all stakeholders how well a child is progressing

2. **Summative Assessments**

2.1 Target setting process for KS4:
- We download FFT5 targets following 2019 results for all (**Year 10 and 11**) students for all subjects
- All FFT5 targets go to middle leaders. Following training, departments discuss and adjust any targets up or down that they feel should be moved, knowing their students and their subject.
- All proposed targets come back to ALT for checks –any further adjustments made.
- All proposed targets uploaded to PAM which will then calculate department and whole school targets which will be checked and consequently and individual students targets then adjusted to ensure all are high enough.

2.2 Frequency of Summative Assessments
- Year 11 Mocks: December, February
- Year 10 Assessments: November, March, June
- Year 7, 8 and 9 : December, June
- All students complete reading tests twice per year

2.3 KS3 Summative Assessments

All KS3 summative assessments should be decided in advance and content specified in the LTP. Assessments should be carefully chosen in order to achieve the three core purposes of assessment.

Where possible they should follow the same format as the OCL mandated assessments, used in the summer.

1. **Cumulative**: summative assessment must be cumulative based assessments. They should be designed or selected to assess knowledge (content and skills) over the course of the academic year e.g. Summer 2 summative assessment will assess Autumn, Spring and Summer units.

2. *Rigorous conditions*: a critical element of ensuring summative assessment data provides robust and meaningful data is to ensure the assessment conditions are rigorous and most importantly consistent across all classes and subjects.

3. **Moderation & standardisation**: fundamental to generating robust and accurate assessment data is committing to a rigorous moderation and standardisation process. Marking must be checked by other teachers and moderated externally where possible.

4. **Central recording:** results from summative assessments are directly recorded on PAM.

5. **Formal feedback:** after all summative assessments students should receive a % and take action to improve their work or address misconceptions through their GROW lessons.

Reporting in January and September:

- Percentage achieved
- Average percentage for the class
- Effort code – 1-4
- Underachievement reason
- Not colour coded

Underachievement reasons:

- Behaviour: Poor behaviour in class resulting in underachievement
- Quality: Despite hard work, quality of work is not yet at the expected level
- Focus: A lack of focus in class is resulting in underachievement
- Absenteeism: Absenteeism has resulted in underachievement
- Application: Lack of application out of class resulting in underachievement. The student is not spending sufficient time outside of lessons revising and reviewing work.
- Homework: Lack of effort in homework resulting in underachievement

Internal Data:

- English, maths and science report age related grade
- FFT5 generated target to generate an above/on track/below estimated grade
- Colour coded

2.4 KS4 Summative Assessments

All KS4 summative assessments should be decided in advance and content specified in the LTP. Assessments should be carefully chosen in order to achieve the three core purposes of assessment.

Where possible they should be full GCSE papers covering content that students have already learned. In the summer all EBACC subjects complete OCL mandated assessments.

1. **Cumulative**: summative assessment must be cumulative based assessments. They should be designed or selected to assess knowledge (content and skills) over the course of the academic year e.g. Summer 2 summative assessment will assess Autumn, Spring and Summer units. Summative assessment (KS4) may be a global assessment (assessing entire course/key stage) if this is deemed appropriate.

2. *Rigorous conditions*: a critical element of ensuring summative assessment data provides robust and meaningful data is to ensure the assessment conditions are rigorous and most importantly consistent across all classes and subjects.

3. *Moderation & standardisation*: fundamental to generating robust and accurate assessment data is committing to a rigorous moderation and standardisation process. Marking must be checked by other teachers and moderated externally where possible.

4. **Central recording:** results from summative assessments are directly recorded on PAM.

5. **Formal feedback:** after all summative assessments students should receive a % and take action to improve their work or address misconceptions through their GROW lessons.

Year 11 Reporting in September, January, April

- Assessment grade: grade the student achieved in most recent assessment (average grade if several exams taken within a mock period). Fine graded to represent where achievement was within the grade boundary. *E.g. 5-, 6+ or 3.*
- Predicted grade: Informed by assessment grade. Grade most likely to be achieved if students continue to perform in the same way. Fine graded to represent teacher confidence in likelihood of achieving the grade. *E.g. 5-, 6+ or 3.*
- Target: see above
- Effort code – 1-4
- Underachievement reason
- Not colour coded

Year 10 Reporting in January and April

- Percentage: percentage achieved in most recent assessment
- Class average:
- Most likely grade bracket: grade most likely to be achieved if students continue to perform in the same way. *E.g. 1-3, 4-5, 6-7, 8-9.*
- Target: see above
- Effort code – 1-4
- Underachievement reason
- Not colour coded

Internal data for Year 10 and 11: colour coded

- Blue achieving target grade or above
- Green achieving P8 score 0
- Orange -.33 P8 score
- Red anything below -.33 P8 score

Year 10 and Year 11 Assessment Feedback in Class:

- Students receive individual marks and grades (where appropriate) for each paper
- Grades and marks recorded on an assessment tracker

Reports are sent to parents following summative assessments.

Parents evenings take place at least once per year, per year group.

2.5 Pam Data Entry Procedures

PAM to send details of data entry window to all teachers. Include powerpoint instructions for completion of data entry.

Data entry will be open for one week leading up to the deadline.

Data entry reminder sent by PAM one day before the deadline (Thursday) and on the day of the deadline (Friday).

Follow up email sent to any teachers who did not enter data by deadline and data lead on Monday. Completion of data to be chased internally.

3. Access Arrangements

Access arrangements will be assessed and confirmed for students when they are in year 9.

Full access arrangements for students eligible will be in place for all Year 10 and Year 11 summative assessments.

4. Formative Assessment

4.1. Responsive teaching throughout every lesson checks for understanding of all students, then adjusts, recaps or extends teaching as a result to ensure that every students has the knowledge, understanding and skills intended in the curriculum.

4.2. Do nows every lesson are carefully planned to:

    - quiz students on knowledge from previous lesson
    - quiz students on knowledge from previous topics
    - quiz students considering spaced practice so that all previously covered topics are returned to at a later date
    - cover gaps in knowledge identified through retrieval quizzes

4.3. **Retrieval quizzes** are carefully planned into each sequence of lessons so that:

- knowledge is tested across a unit
- teachers know, and track, what each student knows
- adjustments to teaching are planned following quizzes, ensuring that misconceptions are tackled and gaps are closed
- interventions are implemented to ensure that any student who has not retained knowledge, relearns it and is tested again

4.4. **Independent tasks** are carefully planned for appropriate moments within sequences of lessons to allow students to implement the knowledge and skills developed through that sequence.

4.5. Following an independent task, teachers read, watch or review all students' work and plan a **GROW lesson** that tackles misconceptions, refines skills or extends understanding. Following teaching, students identify their own 'praise point' and 'action step', then edit and redraft their previous work or complete new tasks that allow them to embed their new understanding.

Appendix 1:

Classroom Management:

a)   **Narrate the Positive** – describe what students are doing well, not what they're doing wrong.
- "I like how Abdi has gotten 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 student(s) who are not complying

b)   **Challenge / Build Momentum** – give the students 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!"

c)   **Increase Teacher Radar** (awareness of when students are off task)
- Deliberately scan the room for compliance:
    - Choose 3-4 "hot spots" (places where you have students 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 student who's speaking
  - ▪ Identify 3 spots on the perimeter of the room where you can circulate to, stand, and monitor student work
- Monitor independent work – repeatedly scan the room while coaching students during independent work

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

e) **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 student 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 students' full attention before continuing to speak

f) **Pacing** – create the illusion of speed so that students feel constantly engaged
- Use teach timer to stick to lesson plan and guarantee that students 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

g)   **Spoken Language**

- Ensure that students respond in full sentences and always challenge slang
- Words and phrases such as 'Urrmm', 'Like', 'Basically', 'Errr Yeah', 'Is it' etc. should be challenged and students should be encouraged to use 'Standard English' at all times

Teachers	Silvertown Way	Students
Meet and greet. Positive reinforcement of uniform and behaviour using non verbal signals where possible.	**Threshold**	Enter the classroom in silence. Get out power of four.
Do now immediately available. Complete register.	**Do now**	Independent work begins immediately.
"Begin with the end." Planned first. Achievable within a lesson. Shared with students. Lead all activities.	**Learning Objectives**	Understand what I will be able to do differently by the end of the lesson.
Clear modelling and explanation of what good will look like.	**Success criteria and modelling**	Understand what a good outcome is and what is needed to achieve it.
Teach something new. Deliver key information or model a new skill.	**I do**	Learn new knowledge or a new skill.
Support students to use new knowledge or skill.	**We do**	Rehearse new knowledge or skill with support.
Set tasks that allow students to rehearse or demonstrate the new knowledge or skill.	**You do**	Rehearse or demonstrate new knowledge or skill in an independent task.
Plan so that all students are always engaged and challenged to think deeply, write carefully, or practice a skill meticulously.	**Ratio**	Always thinking, writing, talking or practicing a skill. Always taking the opportunity to revise and improve work
Adjust tasks so that all students are challenged appropriately from their starting points.	**Differentiation**	Complete tasks that are appropriately challenging.
Check all students for understanding, knowledge or skill. Give feedback. Adapt teaching following findings.	**Assessment for learning**	Eager to know how to learn from mistakes and improve learning. Respond to feedback and correct mistakes.
Set clear expectations and routines. Positively frame instructions. Expect 100%.	**High behavioural expectations**	Give 100%, 100% of the time.
Teach subject specific terminology. Model high quality talk and provide opportunities for students to develop this.	**High quality talk**	Speak and write using standard English, subject specific terminology and in full sentences with peers and adults.
Stand by the door. Dismiss in groups.	**Orderly Exit**	Leave the classroom in silence.