

# **Teaching & Learning Policy**

**'Ready for university, ready to lead'**

**2018-2019**

### **Oasis Silvertown foundations for creating teaching that is 100% good or better**

- 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 take the register, record any late arrivals and where appropriate collect homework.
- The teacher will clarify the learning objectives for the lesson, explain the big picture and provide opportunity for review/preview.
- The teacher will teach new knowledge directly, delivering key information, definitions and concepts by selling the benefits and through concise, well rehearsed explanations.
- Lessons will follow an 'I do, we do, you do' structure. Delivering new knowledge directly (I do), giving students the opportunity to rehearse it with support (we do), then ensuring that students rehearse or implement their new knowledge or skill independently (you do).
- Teachers will ensure that students have appropriate individualised support in order to make progress, and those who need additional stretch and challenge, have it.
- The teacher will regularly acknowledge, reward, praise and celebrate students' engagement, effort, achievement and progress.
- The teacher will set and mark relevant and appropriate home learning 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 read and responded to according to the marking policy below 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.
- 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 notes on PAM. This will be referred to in the feedback session. Notes will be taken on the back and agreed targets will be recorded centrally.
- Verbal feedback should be given within 24 hours of the observation and published 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 three 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 from a leader within the school.
- 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 observation 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 a Wednesday from 3:30-5:00pm, during directed time, where all staff are in attendance.
- Departmental Meetings on Thursdays 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 Tuesday 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 including visiting other academies and schools that are examples of best practice.

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## Oasis Academy Silvertown Assessment Policy

### 1. Basic Principles of Assessment

Assessment is integral to both ensuring student progress/attainment and teaching/learning standards are continuously evaluated and improved. Assessment at Oasis Silvertown will use three principles:

1. Rigorous assessment
  - Rigorous assessment and conditions are critical to ensuring data is meaningful. Therefore, it must be purposeful and reflect the assessment end point e.g. GCSE exam.
2. Robust procedures
  - Assessment data must undergo a series of *checks and balances* to ensure it is accurate and reliable. Internal and external moderation play a critical role in producing robust data, as well as robust everyday monitoring tools at teacher and leader level.
3. Reflective practices
  - Assessment outcomes provides crucial feedback that informs future actions by students, teachers and leaders. Rigorous analysis and evaluation of qualitative and quantitative data enables improvements to be sustained.

### 2. Assessment Model

We want an assessment system that:

- Is based on developing the key knowledge and skills required for success in KS4
- Is based on the high standards we expect of our students
- Is based heavily on formative feedback and allows all students to succeed – and so develops a growth mindset
- Incorporates periodic summative assessment to support this ongoing formative feedback
- Is simple and easy to understand – for staff, parents and students.
- Has consistent principles, to be used across subjects, but the flexibility to be suitable for all subjects.

The assessment model will operate using the criteria below:

1. **Grades** using the new GCSE 1-9.

2. **Different tests** (baseline tests, formative/interim, summative and normative) are used to establish understanding in student potential and how best to maximise achievement. At the core of the model is the unison between formative (never graded) and summative assessment (graded x3 a year).
3. **Shared assessments** with other Oasis Academies are necessary in order to provide appropriate benchmarking. These assessments will help generate accurate grades due to the large sample (across a number of academies) and most importantly the rigorous moderation process linked to shared assessments.

### 3. Target setting

Every child arrives in Year 7 having reached a different level of attainment in each subject. It is important that we take account of their starting point in setting targets and measuring progress. Progress grades should take account of how well each student is doing compared to where they started. All students have scope to make excellent progress regardless of where they start.

At Oasis we believe that target setting plays a pivotal role in raising the achievement of our students. Therefore, we use an aspirational target setting model to generate student baseline target grades using the following criteria:

- English converted using KS2 Reading scaled score
- Maths converted using KS2 Maths scaled score
- Other subjects converted using KS2 average scaled score
- Baseline target grades for in-year admissions or students who have no KS2 results will be set using data generated from CATs.
- Minimum Expected Grade for the end of Y11 targets to be applied on the basis of KS2 +1 grade or Grade 5 (if higher).

#### 3.b. Placing students onto 'PATHWAYS'

We will use the KS2 data to place students into 4 pathways for all subjects (please note that students can be in different pathways for different subjects). These can then be linked to future GCSE grades:

KS2 Levels	KS2 Scaled Scores	KS3 Pathways	GCSE (old)	GCSE (new)
5a+	114 – 124.9	Mastering	A*	9-8
5	113.9 – 104	Securing	A-B	7-6

4	95 – 103.9	Developing	C-D	5-4
3-2	80 - 94	Emerging	E, F, G	3-1

These pathways are not ‘labels’ for students – students are not told them as we do not want to limit their expectations of themselves. They are a planning tool for teachers. When used in conjunction with the pathway rubrics, they will give teachers a starting point to plan for progression.

### 3.c. Targets for English, Maths, Science, History, Geography, Art, all subjects other than MfL, music, drama and RS

KS3 Pathways	End of Y7 Target	End of Y8 Target	End of Y9 Target	End of Y10 Target	GCSE (new)
Mastering	5	6	7	8	9
	4	5	6	7	8
Securing	3	4	5	6	7
	2	3	4	5	6
Developing	1	2	3	4	5
	pre	1	2	3	4
Emerging	Pre 1	Pre 2	Pre 3	1	3-1

### 3.c. Targets for music, drama, PE and RS (as they are taught only once per week at KS3) and MfL (as students have significantly lower starting points at KS3)

KS3 Pathways	End of Y7 Target	End of Y8 Target	End of Y9 Target	End of Y10 Target	GCSE (new)
Mastering	4	5	6	8	9
	3	4	5	7	8
Securing	2	3	4	6	7
	1	2	3	5	6
Developing	W3	1	2	4	5
	W2	W3	1	3	4

Emerging	W1	W2	W3	1	3-1
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#### 4. Types of Assessment

Assessment at Oasis Silvertown in every aspect is purposeful, providing the foundation for all learning objectives and activities, both short and long term. Therefore, assessment has to be consistent and standardised across the academy (simultaneously allowing flexibility across key stages and subjects). Outlined below is the systematic use of assessment.

##### 4.b Formative assessment

A fundamental aspect of all lessons is the consistent use of formative assessment strategies, from higher quality questioning to more formal examination style assessments. These strategies are multifaceted but all share the same objective: **to enable the teacher and student to identify progress being made against the learning objectives**. Formative assessment, therefore, needs to be carefully considered during lesson planning and SOL construction ensuring it supports summative/global assessment, and importantly continuously reflected during co-planning. Formative assessment **is never graded** and invokes both **informal/formal feedback**. Written formative assessment is communicated using standardised assessment grids.

##### 4.c Interim assessment

Interim assessment is a type of formative assessment (**therefore not graded**) that enables a more comprehensive understanding about the progress students are making against the long term learning objectives. It will closely mirror formative assessment objectives will be deployed at the end of a unit or half term. Importantly, it enables students to familiarise themselves with the format of summative/global assessments (albeit perhaps truncated) and thus deployed as a more rigorous formative assessment. Interim assessments will result in a % result and will be followed by marking using the same assessment grid used in formative assessment and individual action steps for students as well as a grow lesson following marking.

##### 4.d Summative assessment

The purpose of summative assessment is to provide a formal review of learning against the long term learning objectives, including testing on all previous units taught. Summative assessment is a formal 'checkpoint', **three times a year** and results in **a grade being reported** to students and parents/carers, as well other stakeholders. Data generated from summative assessment enables leaders, teachers and students to implement the necessary strategies and actions to ensure attainment outcomes are met. In order for summative data to be robust and meaningful we will need to **operate a stringent process and set of principles**.

##### 4.e Global assessment

Global assessments are used in the final summative assessment point in June each year to assess learning on the entirety of a course e.g. GCSE and will follow the same principles as summative assessment. These assessments are standardised across OCL. The use of global assessments is important as it provides students with *real* practice. Furthermore, data generated from global assessments provides a comprehensive view of how students are likely to perform in that subject's GCSE, which is pivotal to accurate predictions and comparisons between OAS students and others within OCL.

## 5. Formative Assessment and Marking

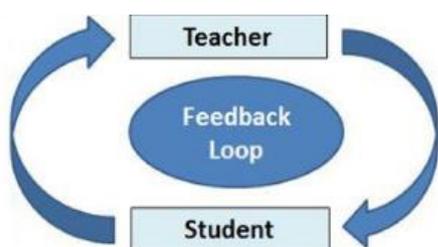
### 5.a Aims

The end of national curriculum levels at KS3 sparked renewed focus on how we monitor and feedback student progress at all key stages. Instead of trying to establish the value (grade) in student work, our focus is on establishing the knowledge gaps (skills and content), misconceptions and the personalised barriers that inhibit achievement. Nonetheless, there is still a need to answer two fundamental questions:

- 1) Is the student making progress?
- 2) What action/s will improve progress/attainment?

The concept of feedback is at the heart of effective formative assessment. Two aspects make up the *feedback loop*:

1. Information given to the student about their performance relative to the learning goals which can then redirect the student's actions to achieve the goal.
2. Information given to the teacher about a student's performance relative to the learning goals which can then redirect the teacher's actions to achieve the goal.



The whole purpose of formative assessment and thus feedback is to:

1. Identify *Learning Gaps*
2. Provide timely and specific feedback to students
3. Require students to respond to feedback and *close* the *Learning Gap*

Students learn best when they receive specific feedback about what they need to do to improve. Teachers teach best when they seek feedback about student performance which enables them to refine teaching and planning.

**As such feedback at Oasis Silvertown is any action which aims to close the learning gap.**

It is acknowledged at the academy and specifically within the 'Silvertown Way' that feedback is not just given through written marking. Teachers within lessons continuously review learning and progress, giving specific, immediate verbal feedback to students which they then act on to improve their work or understanding.

The primary aim of marking is to **drive pupil progress**.

In order to reach this primary aim, marking should always:

- **acknowledge** student work
- **check student outcomes**
- inform **decisions about what comes next** for pupils and teachers
- **Increase independence** of learners

The aim to increase independence through decreasing direct student feedback can be likened to two analogies:

*Plaster analogy – don't put a plaster on a knee that is cut. Teach them how not to get a graze!*

*Travelling with your parents or a friend, you don't learn which way to go until you do it on your own (a child friendly version of the satnav analogy).*

### **5.b Method**

1. Teachers plan an independent task that they will focus on when marking. This should have a clear objective and success criteria.
2. Teachers read all student responses to the task, taking notes on:
  - Specific students who have shown significant effort or lack of effort
  - Common literacy errors
  - Common areas of strength
  - Common misconceptions and areas of weakness
3. Following reading of books, grow lessons take place. This should be a minimum of 15 minutes and a maximum of one hour

The '**grow**' lesson should run as follows, using the set powerpoint.

1. Share merits for excellent effort/presentation and demerits for lack of effort/presentation with the whole class. Must be at least twice as many merits as demerits.

*Demerits never to be given for lack of attainment, progress or understanding.*

2. Share POW, literacy and spelling corrections, model how to correct and ask students to make their own corrections in green pen.

3. Share the areas where the class as a whole achieved well, using student examples and visualisers wherever possible.
4. Re-teach/explain/model the areas where the class as a whole had misconceptions or needs further instruction. This could include:
  - a. showing examples of student work and annotating together
  - b. re-teaching something explicitly
5. Ask students to choose themselves an appropriate Praise Point and Action Step from the list given. Students to write into their sticker. Praise points and action steps must be specific and must trigger the next piece of student work.
6. Students respond in green pen as teacher instructs. This must be adjacent to the marking sticker. These responses could include:
  - a. Completing new exercises
  - b. Checking for errors in previous work and correcting them
  - c. Rewriting a previous piece of extended writing
  - d. Highlighting areas of strength
  - e. Completing a specific additional task according to the area of weakness needing to be addressed.
  - f. Using assessment grids as a self assessment tool
  - g. Practical subjects: Take action following grow feedback then describe what you did differently this time.

Stickers to be stuck in books by students in each grow lesson:

Date:
PP:
AS:

Additionally, good practice that helps to develop student independence and ownership of learning could also include:

- a. Requiring students to proof read all work completed before being handed in
- b. Written comments for specific individual or groups of students who a teacher feels really require written feedback.

### **5.c Frequency**

Expectations for reading books and grow lessons are below. This includes the marking of assessments:

- every three weeks: core KS3 and all KS4
- every six weeks: non core KS3

### **5.d Monitoring**

Week 4 book looks. Looking for:

- Regularity of stickers
- Specific and relevant PP and AS
- Green pen work correcting previous work, completing new exercises, showing progress
- Quality of student work and progress over time
- Literacy and POW corrections

### **5.e Assessment Grids**

Assessment grids will be used for planning and for formative assessments each half term as well as following the summative assessment each half term. They will students to reflect on their progress and teachers to reflect student progress, any recurring misconceptions and how teaching should be adjusted accordingly. They will inform teaching of 'grow' lessons following summative assessments at the end of each half term.

Assessment grids must:

- List all learning outcomes to be covered within the current scheme of learning
- Separate all learning outcomes into emerging, developing, securing or mastering learning journeys with links to current grades
- Be written before schemes are planned
- Inform every lesson taught within the scheme
- Be written in student friendly language
- Provide space for a praise point and an action step to be written

## 6. Interim Assessments

To ensure accuracy and consistency across the academy in the use of interim assessment the following guiding principles should be adhered to:

- The **interim assessment** does not need to reflect the full 1-9 grading system but should be planned to test the content of the term's learning. Middle leaders should plan the assessment as a means for informing future teaching, planning and intervention.
- **Rigorous conditions:** assessment conditions for formative/interim must be consistent across all classes within a subject area e.g. time, supporting materials, exam type conditions, preparation material and time etc.
- **Moderation & standardisation:** this must take place using a range of student work across all classes and must occur to help generate an accurate understanding of above, on or below expected progress or exemplar materials providing clear guidance on the standards in advance of the marking process. Furthermore, formative/interim assessment plays a significant role in informing teaching/learning priorities e.g. adaptation of SOLs.
- † *Formative/Interim assessment that is mainly assessing knowledge the decision to determine the above, on and below expectation may be taken prior to the assessment taking place and could be a benchmark across the cohort e.g. 80% = ↑ (Above).*
- **Central recording:** results from interim assessments should be recorded centrally by teachers on SIMS. The result entered on SIMS should be a percentage, but a grade should not be entered.
- **Formal feedback:** interim assessments will require formal written feedback, using the assessment grid written for formative feedback and giving a praise point and highest leverage action step/s. † *Action steps should be created after discussions with all teachers in order to gain a deep understanding of the strengths on the assessment and common mistakes/misconceptions. Action steps will focus on both skills and content.*
- **Grow lesson:** integral to the learning process is students re-doing their work. Progress made on the re-do is used as an evaluative tool for feedback and students' growth mind-set/independence.  
† *Grow lessons or any work associated with it can be set or finished as a homework activity.*

## 7. Summative assessment

The purpose of summative assessment is to gain an accurate insight into the progress students have made during the course of the academic year. Summative assessment provides a formal checkpoint where **a grade is reported** three times a year to both students and parents/carers as well other stakeholders.

It is crucial these principles are upheld as they will help ensure our summative assessment data is highly accurate. Outlined below are the guiding principles:

- **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. Spring 2 summative assessment will assess both Autumn and Spring SOLs. Summative assessment (KS4) may be a global assessment (assessing entire course/key stage) if this is deemed appropriate.
- **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.
- **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 (best practice is for teachers not to mark own papers). Once accuracy in marking is confirmed grade thresholds can be established through the use of comparative judgements and/or national data.
- Central recording: results from summative assessments are directly recorded on *SIMS*.
- Formal feedback: after all summative assessments students should receive a grade and formal feedback through a GROW lesson according to the marking guidance in section 5 of this document.
- **Grow Lesson:** integral to the learning process is students re-doing their work. Progress made on the re-do is used as an evaluative tool for feedback and students' growth mind-set/independence.  
*† Grow lessons or any work associated with it can be set or finished as a homework activity.*

### **7.b Planning summative assessments: guidance for teachers**

- Each curriculum area must agree common assessment tasks for every scheme/unit of work.
- All students in the same year group complete the same assessment for a scheme/unit of work.
- The assessments must be given to students unseen unless in a practical subject
- Where possible teachers must not mark their own assessments and in larger departments marking should be shared between teachers
- Assessments will need to be moderated both internally and externally.
- Assessments must be planned using the grade/question distribution as shared.  
*Unless your exam board has specified an alternative distribution in which case that must be used.*
- In cases where it is appropriate to use a whole GCSE specimen paper and mark scheme (more likely from Year 9 upwards) or a pre-existing Southbank assessment, question distribution has already been calculated.
- In cases where KS3 content is not covered at GCSE, teachers must use professional judgement and knowledge of GCSE levelled questions to write their own questions using the grade/question distribution as shared below.

- In cases where higher graded questions are not appropriate (more likely at Year 7 and 8) 1-9 grade must be capped appropriately.
- All summative assessments should include 20% of questions on content from previous terms. In subjects where different skills are assessed, the summative assessment must cover an agreed range of skills taught. For example: reading AND writing, or composing AND listening.
- All assessments must be submitted to the equivalent teacher at Southbank for checking.
- Once feedback has been returned, assessments should be adjusted before submitting the assessment **and** OASB feedback to your ALT link.
- Ensure that summative assessments are completed as directed by OCL, using PIXL or specimen papers as directed.

Blooms	Percentage Mark	Old GCSE Grade	New GCSE Grade	Mark Allocation Out of 64
Knowledge / Comprehension	10%	G	1	10
	20%	F	2	6
	30%	E	3	6
Application / Analysis	40%	D	4	6
	50%	C	5	6
	60%	B	6	6
Synthesis / Evaluation	70%	A	7	10
	80%	A*	8	14
	90%	A* (Dist)	9	

### 7.c Calculating Progress

In monitoring and providing feedback on student progress (generated by formative/interim assessment) the following system will be used.

Student Progress: Monitoring & Feedback	
	<b>Above</b> Above expected progress against the students age related target.
	<b>On</b> Expected progress against the students age related target
	<b>Below</b> Below expected progress against the students age related target.

Feedback from any summative assessments must be given in the form of the following symbols  
 ↑↔↓.

## 8. Schemes of Learning

The starting point is for each subject area identifies the core knowledge and skills that students will need to master in order to be successful at GCSE. This will be based on the knowledge and skills that subject staff know to be key to success in Y10 and 11.

Once we know where we want the students to go in our subjects, in terms of achieving excellence by the end of Y11, we can then use this to plan backwards with the curriculum for Y7-11, including additional content that should be covered from Y7-9.

SUBJECT AREAS OUTLINE THE STANDARD EXPECTED FROM EACH PATHWAY

Once we have ‘planned backwards’ we can then start to map out the curriculum, across Y7-11. This will involve looking at what are the big ideas and what topics will be taught, when – and what are the key knowledge and skills to be assessed in each unit of work?

Core Content and Skills	

Year	Term	Content	Assessment criteria	Assessment
7	1			
	2			
	3			
	4			
	5			

	6			
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## 9. Assessment Cycle

Week 1: data analysis

Week 2: RAM meetings

Week 3: assessments submitted to ALT link

Week 4: learning audit/book look

Week 5: assessment week

Week 6: data submission

### Assessment Plan for KS3 Core Subjects and all KS4 Subjects

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1x GROW with feedback  1x interim assessment with GROW  Effort, homework and behaviour grades	1x GROW with feedback  1x summative assessment with GROW  %, 1-9, progress, effort, homework and behaviour grades	1x GROW with feedback  1x interim assessment with GROW  Effort, homework and behaviour grades	1x GROW with feedback  1x summative assessment with GROW  %, 1-9, progress, effort, homework and behaviour grades	2x GROW with feedback	1x GROW with feedback  1x global with GROW  %, 1-9, progress, effort, homework and behaviour grades

**Assessment Plan for KS3 non core subjects**

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
1x interim assessment with GROW  Effort, homework and behaviour grades	1x summative assessment with GROW  %, 1-9, progress, effort, homework and behaviour grades	1x interim assessment with GROW  Effort, homework and behaviour grades	1x summative assessment with GROW  %, 1-9, progress, effort, homework and behaviour grades	1x formative assessment with GROW	1x global assessment with GROW  %, 1-9, progress, effort, homework and behaviour grades

- **Parents Evenings to take place twice per year, in September and January.**

## Appendix 1

Example of assessment grid:

Oasis Academy Silvertown Assessment Grid					
Subject: Art	Term: Spring 2	Year Group: 7	Topic: Self Portrait (drawing & collage)		
Current %:		EOY Target %:	Y11 Target %:	Date	Date
Objectives					
W1-1	B1. I am able to say what I like and/or dislike about an artist's work				
	B2. I am able to draw a facial feature with some accuracy				
	B3. I can draw or trace a face outline				
	B4. I can list the three primary colours				
2	B5. I create a brainstorm showing some knowledge of an artist and their work				
	B6. I am able to draw more than one facial feature with some accuracy				
	B7. I create guidelines to mark out the position of facial features on a face				
	B8. I create a collage that demonstrates my understanding of colour				
3	B9. I use critical understanding of different artists to influence my work				
	B10. I can draw and shade two or more facial features accurately				
	B11. The size and proportions the face and the facial features are mostly accurate				
	B12. I can interpret my interests through the medium of collage by considering colour, shape, texture and composition				

<b>4</b>	B13. I have referenced my knowledge of different artists' work throughout my sketchbook showing what and how I have learnt from their work		
	B14. I can draw and shade several facial features to a realistic standard		
	B15. Most of my drawings and in proportion (to the correct size and scale)		
	B16. My collage work shows excellent knowledge and evidence of colour, shape, texture and composition		

Template Assessment Grid:

<b>Oasis Academy Silvertown Assessment Grid</b>					
Subject:	Term: Spring	Year Group:	Topic:		
Current %:		EOY Target %:	Y11 Target %:	Date	Date
Objectives					
<b>3-4</b>					
<b>5</b>					
<b>6-7</b>					

8-9			

**Appendix 2:**

**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

Appendix 3:

**Silvertown Way**

Teachers	Silvertown Way	Students
Meet and greet. Positive reinforcement of uniform and behaviour using non verbal signals where possible.	<b>Threshold</b>	Enter the classroom in silence. Get out power of three.
Do now immediately available. Complete register.	<b>Do now</b>	Independent work begins immediately.

<p>“Begin with the end.” Planned first. Achievable within a lesson. Shared with students. Lead all activities.</p>	<p><b>Learning Objectives</b></p>	<p>Understand what I will be able to do differently by the end of the lesson.</p>
<p>Clear modelling and explanation of what good will look like.</p>	<p><b>Success criteria and modelling</b></p>	<p>Understand what a good outcome is and what is needed to achieve it.</p>
<p>Teach something new. Deliver key information or model a new skill.</p>	<p><b>I do</b></p>	<p>Learn new knowledge or a new skill.</p>
<p>Support students to use new knowledge or skill.</p>	<p><b>We do</b></p>	<p>Rehearse new knowledge or skill with support.</p>
<p>Set tasks that allow students to rehearse or demonstrate the new knowledge or skill.</p>	<p><b>You do</b></p>	<p>Rehearse or demonstrate new knowledge or skill in an independent task.</p>
<p>Choose tasks and mini plenaries that engage all students in thinking, writing, talking or practicing a skill.</p>	<p><b>Participation ratio</b></p>	<p>Always thinking, writing, talking or practicing a skill. Never waiting. No hands up when answering questions.</p>
<p>Adjust tasks so that all students are challenged appropriately from their starting points.</p>	<p><b>Differentiation</b></p>	<p>Complete tasks that are appropriately challenging.</p>
<p>Check all students for understanding, knowledge or skill. Give feedback. Adapt teaching following findings.</p>	<p><b>Assessment for learning</b></p>	<p>Eager to know how to improve learning. Respond to feedback to improve learning.</p>

Set clear expectations and routines. Positively frame instructions. Expect 100%.	<b>High behavioural expectations</b>	Give 100%, 100% of the time.
Teach subject specific terminology. Model high quality talk and provide opportunities for students to develop this.	<b>High quality talk</b>	Speak and write using standard English, subject specific terminology and in full sentences with peers and adults.
Stand by the door. Dismiss in groups.	<b>Orderly Exit</b>	Leave the classroom in silence.

#### Appendix 4: Further Reading

Eliminating unnecessary workload around marking. Report of the Independent Teacher Workload Review Group. [www.gov.uk/government/publications](http://www.gov.uk/government/publications) March 2016.

Pollit, A. Abolishing marksism. Centre for education research and practice. AQA <https://cerp.aqa.org.uk/perspectives/abolishing-marksism>

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Facer, J. Marking is Futile. Chapter from *Battle Hymn of the Tiger Teacher*. 2016.

Lemov, D. *Teach Like a Champion 2.0*. 2015

Christodoulou, D. *Making Good Progress?* 2014

Hendrick, C. *What does that look like in the classroom: Bridging the gap between research and practice*. 2017

Hirsch, E. D. *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories*. 2016.