

Oasis Academy Brightstowe

Transforming lives and
communities



Excellent
relationships &
routines

Excellent
knowledge

Excellent
Instruction

Excellent
Communication

Excellent
Progress and
Aspiration

'Strive for Five'

Excellence in
Teaching
&
Learning
at
Oasis Brightstowe

Excellence in Instruction

Making sure that we develop pedagogy to ensure all students make the very best progress and are inspired to achieve the very highest grades. This includes elements such as effective questioning, reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high quality instruction.

1. Excellent Relationships and Routines

- ✓ Build positive relationships with students – Golden Rules
- ✓ 'Do Now' activity to settle and engage
- ✓ Create a safe classroom environment for learning to take place
- ✓ Respect books, classrooms and learning environments
- ✓ Insist on high standards of scholarship

2. Excellent Knowledge

- ✓ Knowledge of subject to 'A' Level specifications
- ✓ Knowledge of learning – metacognition, learning strategies, interleaving and low stakes quizzing, dual modality, participation/think ratio and cognitive load
- ✓ Knowledge of learners – SEN needs, PP/HPA/MPA/LPA, teach to the top and support all to strive for excellence
- ✓ Knowledge of curriculum maps and the best order delivery of curriculum

3. Excellent Instruction

- ✓ Respond to students' changing needs within the lesson/s
- ✓ Aware of misconceptions and plan to avoid
- ✓ Scaffolding + modelling to stretch for excellence and support all
- ✓ Use challenging questioning techniques
- ✓ Set challenging Learning Objectives
- ✓ Encourage risk-taking and student ownership of their learning
- ✓ Hand-cuffing the knowledge to the students

4. Excellent Communication

- ✓ Oracy in the classroom, in your subject and across the school
- ✓ Literacy – embedding core literacy skills across all subjects – scaffolding extended writing
- ✓ Academic language – 'Write/Read/Talk like a (scientist/musician/chef/historian)
- ✓ Encourage students to recognise the value of reading

5. Excellent Progress and Aspiration

- ✓ High Expectations and aspirations for all
- ✓ Use a range of feedback strategies to strive for excellent progress – especially supporting peer and self-assessment
- ✓ Encouraging students across the academy to strive for excellence
- ✓ Celebrate success in effort and achievement
- ✓ Use of homework to support the progress of all students
- ✓ Knowledge of student progress

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Excellent Relationships and Routines

Continually using and teaching these routines has been the bedrock of our Academy's improvement. Every teacher must adhere to these routines as their first priority as everything else is built upon this foundation. In addition, by maintaining a consistent approach to the routines, it allows us to focus on building the relationships with our students.

Following the Culture for Learning Golden Rules, together with 'Ready to Learn' expectations, helps to ensure consistency across the academy and a good learning environment throughout.

We are then able to focus on ensuring: 'Every lesson, every day, good or better.'

The Non-Negotiables

- ✓ Greet students at the door to set the tone and ensure a calm arrival
- ✓ Check uniform on entry
- ✓ 'Do Now' activity to settle and engage – could be to link to previous learning etc.
- ✓ Silence for the register
- ✓ Students to answer the register with Good morning/afternoon Mr/Mrs/Ms Surname
- ✓ Build positive relationships with students (appendix 1)
- ✓ Seating plans annotated to show student information and data
- ✓ Effective use of Behaviour policy
- ✓ Create a safe classroom environment
- ✓ Respect books, classrooms and learning environments

Golden Rules and Ready to Learn

Please refer to the 'Golden Rules' and 'Ready to Learn' policy document in your handbook.

Additional Reading:

Practice Perfect	<i>Doug Lemov</i>	This book will help you take more control over your own classroom practice.
Teach Like a Champion	<i>Doug Lemov</i>	A great manual of teaching. This book outlines 49 methods used by excellent teachers and emphasises the need to practise and embed our techniques systematically.

If you want to see 'Excellent Relationships and Routines' within the Academy, go and see: Tom Thie – PE, Amy Gillett – English, Steve Clayson – Science, Charley Moxham – History, David Stewart - MFL

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Excellent Knowledge

Passion is contagious; it creates a thirst for learning and it is founded on subject knowledge and engaging content.

“Ignite your passion; fuel their dreams!”

The Non-Negotiables

- ✓ Knowledge of subject to A Level specifications
- ✓ Knowledge of curriculum maps and the best order delivery of curriculum
- ✓ Knowledge of learners – SEN needs, PP, HPA/MPA/LPA, teach to the top and support all to strive for excellence
- ✓ Knowledge of learning – metacognition, learning strategies, interleaving and low stakes quizzing, dual modality, participation/think ratio and cognitive load

Knowledge of your subject and curriculum

Where there is deep knowledge, there is passion and this, in turn, creates a thirst for learning from both students and teachers, you should ask yourself the questions,

- ✓ Do I know my subject up to ‘A’ level?
- ✓ Am I delivering the curriculum according to the Maps of Learning?
- ✓ Do I contribute resources towards the Schemes of Learning?
- ✓ Could I get an A* in the GCSE exam?

Knowledge of learners

- ✓ *All teachers must know their learners:* they should know their starting points; their learning needs as well as if they are Pupil Premium, EAL etc. The more we know our learners, the better we can provide for them.
- ✓ However, the main strategy for Teaching and Learning should always be to *‘Teach to the Top’* and *scaffold ALL learners* to strive to reach it.

Knowledge of learning

Studies on how the brain works in teenagers and the capacity of our working memory have increased exponentially in recent years and education is starting to look at this research in order to support learning practices that support retention of knowledge a more skilled application.

- ✓ Metacognition – the science behind how we learn; knowing this can support learners
- ✓ Spaced Learning – a technique for revising where input and breaks aid memory retention
- ✓ Interleaving – creating a curriculum that recalls past learning as well as introducing new learning has been proven to build long-term memory
- ✓ Self-quizzing – using knowledge organisers to quiz and revise creates independent learners & Using theories such as cognitive load, think/participation ratio and your in planning

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Excellent Instruction

The Non-Negotiables

- ✓ Respond to students' changing needs within the lesson/s
- ✓ Aware of misconceptions and plan to avoid
- ✓ Scaffolding + modelling to stretch for excellence and support all
- ✓ Use challenging questioning techniques
- ✓ Set challenging Learning Objectives
- ✓ Encourage risk-taking and student ownership of their learning

Responding to students' changing needs

You should also feel confident to adapt your lesson plan if you think the learning needs to take a different route. By responding to the needs of the students within a lesson, as well as a series of lessons, you are able to maximise the progress that they make.

Misconceptions

By being aware of what students may get confused about or muddled with, and planning how to get through this, you will ensure students make faster progress.

Scaffolding and modelling

Showing students 'how' is an essential part of effective instruction. This can be done in a number of ways: giving them a framework to follow, key words to include, topic sentences to use or a shared completion of a task before they work independently. In addition, it is also essential to show students what success looks like. By giving them examples and 'models' of what their work should look like – it makes the instruction explicit and allows a clear view of what to aim for. You cannot do what you cannot see.

Use challenging questioning techniques

The basic techniques for questioning are 'Cold Call' (state the question before the name of the student to respond) and 'No Opt Out' (Not accepting excuses or refusal to answer). In addition, questioning needs to ensure deeper thinking and academic rigour. Probing questions should be used to stretch students further. Follow up questions such as 'Why?' and 'How?', 'Add/Build/Challenge' and 'Pose, Pause, Pounce and Bounce' are just some of the techniques that should be utilised to get students really engaged with thinking about the subject.

Set challenging Learning Objectives

Teach to the top and scaffold to support is the goal for all learning objectives. Avoid creating a 'glass ceiling' by setting LOs that are linked to expected target grades. Aim for ALL students to reach for the top.

Encourage risk-taking and student ownership of their learning

It is essential to create a learning environment where students feel safe to take risks as well as responsibility for their own learning and progress.

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Excellent Communication

If we are to achieve our vision of preparing our students for life and work and 'to stand as equals in any circle and for any opportunity', then we **MUST** ensure that they are both literate and numerate. This is not just the job of the teachers of English and mathematics. Students need to see that, just as we use these skills in all areas of our life and work, so we use these skills in all areas of our schooling.

Given the changes in exams to single tier, terminal exams, where SPAG, reading and numeracy are essential for high marks, now more than ever students need to be reminded in all lessons of these skills. A **common language** and a **consistent focus on the basics** means that we can achieve our goal.

'Of the subjects taught in school, reading is first among equals – the most singular in importance because all others rely on it.'

Doug Lemov, 'Reading Reconsidered'

The Non-Negotiables

- ✓ Excellence in Oracy: in the classroom, in your subject and across the school
- ✓ Literacy – embedding core literacy skills across all subjects
- ✓ Academic language – 'Write/Read/Talk like a (scientist/musician/chef/historian)
- ✓ Encourage students to recognise the value of reading and give opportunities to develop their reading skills

Excellence in Oracy

Use questioning, class discussion and reading aloud to develop students' oracy skills within the classroom. Being a confident orator can open doors to students and is key to allowing them the life chances we want for them.

Embedding core literacy skills

Set clear success criteria for extended writing and scaffold/model for success. Use the marking codes* when giving feedback on extended writing to ensure the Academy has a consistent approach to correcting written literacy errors. Model how to check a spelling in the dictionary – we all need to check sometimes! *Appendix 2

Academic language

What is the academic language of your subject? What does it look like to 'Write like a Scientist?' How does it sound to 'Speak like a Historian?' Encourage the use of this academic language as the norm.

Recognise the value of reading

Reading is a skill for life – not all students need to leave school with a love of literature, but they all need to be able to read a menu, a rent agreement or a letter from the council. We need to teach the skills of reading explicitly within our lessons.

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Excellent Progress and Aspiration

The Non-Negotiables

- ✓ High Expectations and aspirations for all
- ✓ Use a range of feedback strategies to strive for excellent progress
- ✓ Encouraging students across the academy to strive for excellence
- ✓ Celebrate success in effort and achievement
- ✓ Use of homework to support the progress of all students
- ✓ Knowledge of student progress

High Expectations and aspirations for all

It is crucial that we do not embed a 'Gollum Effect' with our students by expecting low outcomes because of circumstances or abilities. Setting an aspirational Learning Objective and providing support for all students to reach it, is what we want to embed.

Use a range of feedback strategies

Feedback is key for students to understand their progress and areas needed for development. Feedback can be delivered through live marking, verbal feedback, whole class feedback and peer/self-assessment as well as formative and summative comments on assessments and in books. The key to feedback being effective is giving it when it matters and ensuring the students' respond to it.

Encouraging students across the academy to strive for excellence

The resilience to keep going – even when the learning is tough, is key to students making excellent progress. As an academy, we want to ensure our students want to be the best they can, and create a culture of excellence in everything that we do.

Celebrate success in effort and achievement

Confidence is crucial to students' well-being and praising effort and achievement is essential to build this feeling of confidence in ability. Give Bright Pounds in a greater ratio to RTL (6:1), but verbal praise, phone-calls/emails home should also be used regularly.

Use of home learning to support the progress of all students

Building independent study skills and developing improved attitudes to learning at home is essential for our students to complete with their peers. Refer to the homework policy for guidance about setting home learning.

Knowledge of student progress

All teachers are responsible for tracking and monitoring their classes through the detailed analysis of data. This might be a combination of summative and/or formative data, DAIR and discussions with your LM. Please see 'The Power of Data' for more information.

Appendix 1

Culture for Learning - Golden Rules

Rule 1 – Plan, Plan, Plan

- ✓ Engaging and differentiated lessons are essential for every lesson to develop a good culture for learning
- ✓ Seating plans are your best friend – sit students where you feel they will work best, not where they want to be

Rule 2 - Praise, Praise, Praise

- ✓ Always greet positively, start afresh - do not bring up past problems
- ✓ Focus on those doing the right thing – if you issue an instruction; always praise people who are complying, eg. “Fantastic, 6 ideas already from Charlie”
- ✓ Give out praise within the first 4 minutes; link to Bright Pounds
- ✓ Try to praise every student, every day

Rule 3 – Praise rather than reprimand

- ✓ If some students lose focus, praise those working first before tackling the poor behaviours
- ✓ Check your balance of positives to negatives – minimum of 3 positives to each negative, but ideally 6 or more
- ✓ Catch a challenging student doing something good and praise them for it
- ✓ If you find yourself getting frustrated, take a deep breath, smile and find someone to praise

Rule 4 - Employ non-verbal techniques before reprimanding

- ✓ Pause, eye contact, continue
- ✓ Ignore if the behaviour will stop quickly
- ✓ Physical presence – move closer to the individual
- ✓ Gently tap on a student’s desk – do not look at them
- ✓ Fingers to the lips
- ✓ After giving instructions, try standing at the back of the classroom so the students cannot see you so you can ensure they are all on task

Rule 5 – Getting your instructions followed

- ✓ Use 3210 to give students a few moments to finish what they are doing and then comply with a new instruction
- ✓ Give time - "I'll be over to check your learning in a few minutes"
- ✓ "Laura, I'm looking forward to you explaining to me what you've learned in a few minutes' time"
- ✓ Partial agreement **Yes...and...-** “Yes you may have only spoken once and now I want you focussed on the work”
- ✓ Defer – “we can discuss this after the lesson”, or “write it down, we’ll discuss it later”
- ✓ **When, then** – “when you have finished your learning, then we can talk about that”

Stage
One –
Informal

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Rule 6 – Focus on the behaviour not the person

- ✓ **Describe** the negative behaviour the student is exhibiting:
- ✓ “John, you are talking while I am talking which is disrupting the lesson. This
 - is your rule reminder, we do not talk when the teacher is talking”
- ✓ **Never** describe the child as being that behaviour:
 - “John, you are disruptive and therefore I am giving you a rule reminder”
- ✓ Never bring up comparisons to siblings
- ✓ **Be consistent in all reprimands** – if you pick up one student for this, you pick up all of them

Rule 7 – Issue sanctions calmly and without emotion

- ✓ Students will feed off of your emotion and if you issue a Rule Reminder or Warning with anger, it will generate anger in the student
- ✓ Accept the fact that students will make mistakes and we are the adults. We need to teach them by modelling appropriate responses and behaviour how to resolve situations in a calm manner

Rule 8 - Never, ever engage in an argument

Students occasionally challenge your decision to issue sanctions. Never engage in this argument. Do one of the following:

- ✓ Ignore their challenge and carry on teaching
- ✓ Issue a Warning for their decision to challenge you in the class, which is the wrong time and place
- ✓ Remind students that if they wish to question a decision, the time is at the end of the lesson or after school

Rule 9 – Never allow the learning of the many to suffer at the hands of the few

- ✓ Once you have the stage where you have attempted all the strategies and issued the rule reminder and the warning, remove the student. Do not waste more students' time
- ✓ Be calm, but firm and again never make it a confrontation. They have chosen this, you are merely enforcing it

Rule 10 – Reflect after each lesson and ask for support


- ✓ We all have challenging classes or individuals. Reflect, ask others for advice and keep looking for other solutions

Stage
Two -
Formal

Stage
Three
–
Class
exit

Appendix 2

Ten Steps to Literacy Success

	SYMBOL	FUNCTION
1.	Sp	Spelling error
2.	P	Punctuation error
3.		This doesn't make sense
4.	Gr	Grammatical error
5.	BW	Choose a better word
6.	//	New paragraph needed
7.	CAP	This should be an uppercase letter
8.	+	Add some detail to this point
9.	NS	Non-standard English
10.	T	Tense error – need to remain in the same tense

Appendix 3

Ready to Learn

Additional Reading:

- 1) **Relationships and Routines**
 - ✓ Paul Dix – ‘When the Adults Change, Everything Changes’
 - ✓ MrBartonMaths Podcast <http://www.mrbartonmaths.com/podcast/>
 - ✓ ‘Teach Like a Champion’ – Any of the videos or books are
 - ✓ Ron Berger - Ethic of Excellence
 - ✓ Michaela - Battle Hymn of the Tiger Teachers

- 2) **Excellent Knowledge**
 - ✓ GCSE and A Level Specifications
 - ✓ Exam Board Websites
 - ✓ Text Books
 - ✓ Reading around the subject
 - ✓ Research papers
 - ✓ Twitter and blogs for pedagogy

- 3) **Excellent Instruction**

Metacognition and Memory:

 - ✓ ‘What every teacher needs to know about Psychology’ by Didau & Rose
 - ✓ ‘How we learn’ Benedict Carey
 - ✓ ‘Make it Stick’ Peter Brown et al

Pedagogy and Instruction:

 - ✓ ‘Memorable Teaching’ Peps Mccrea
 - ✓ ‘What Does This Look Like In The Classroom: Bridging The Gap Between Research And Practice?’ by Carl Hendrix

Creating Challenge:

 - ✓ Making every lesson count Andy Tharby and Shaun Allison

- 4) **Excellent Communication**
 - ✓ ‘Reading Reconsidered’ by Doug Lemov
 - ✓ ‘Talk for Writing Across the Curriculum’ by Pie Corbett
 - ✓ ‘Literacy’ by Phil Beadle
 - ✓ ‘Closing the Vocabulary Gap’ by Alex Quigley

- 5) **Excellent Progress and Aspiration**
 - ✓ ‘Making Good Progress?: The future of Assessment for Learning’ Daisy Christodoulou
 - ✓ ‘Visible Learning’ by John Hattie
 - ✓ The Working Class: Poverty, education and alternative voices 29 Mar 2018 by Ian Gilbert