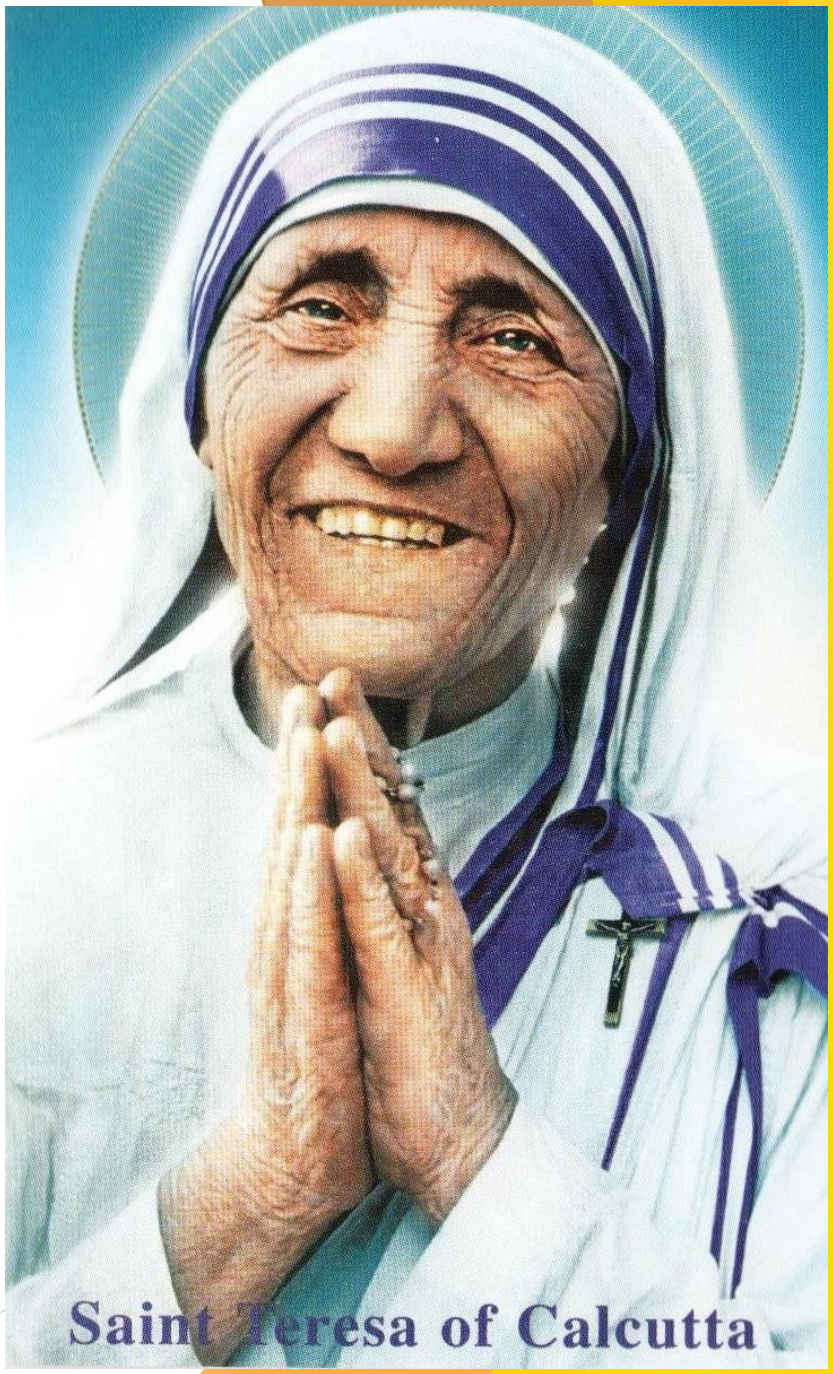
‘The SFA Way’ Rationale and Research

A Prayer of Compassion by Saint Teresa of Calcutta

Lord, open our eyes,
that we may see you in our brothers and sisters.
Lord, open our ears,
that we may hear the cries of the hungry,
the cold, the frightened, the oppressed.
Lord, open our hearts,
that we may love each other as you love us.
Renew in us your spirit.
Lord, free us and make us one.
Amen

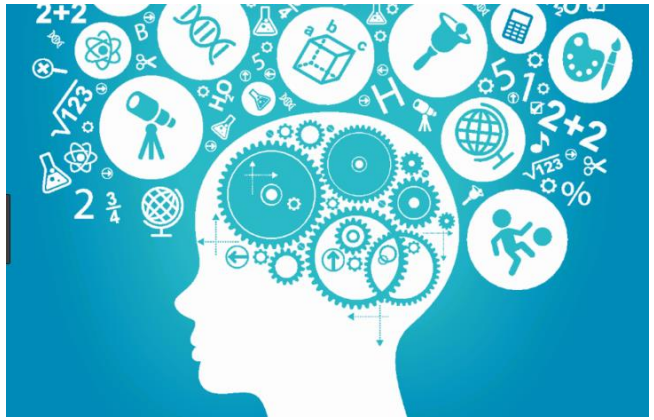


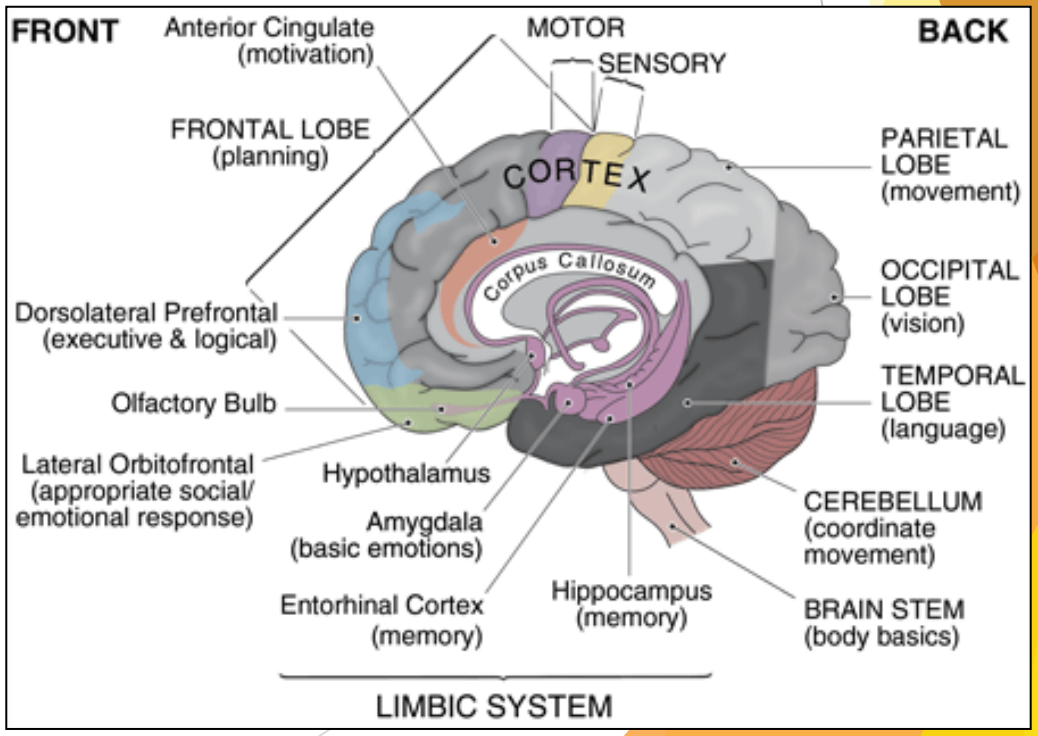
Cognitive Science- How learning works and how to promote it in our classrooms

https://www.youtube.com/watch?v=TUoJc0NPajQ

How learning works Cognitive Science

The key to your educational success



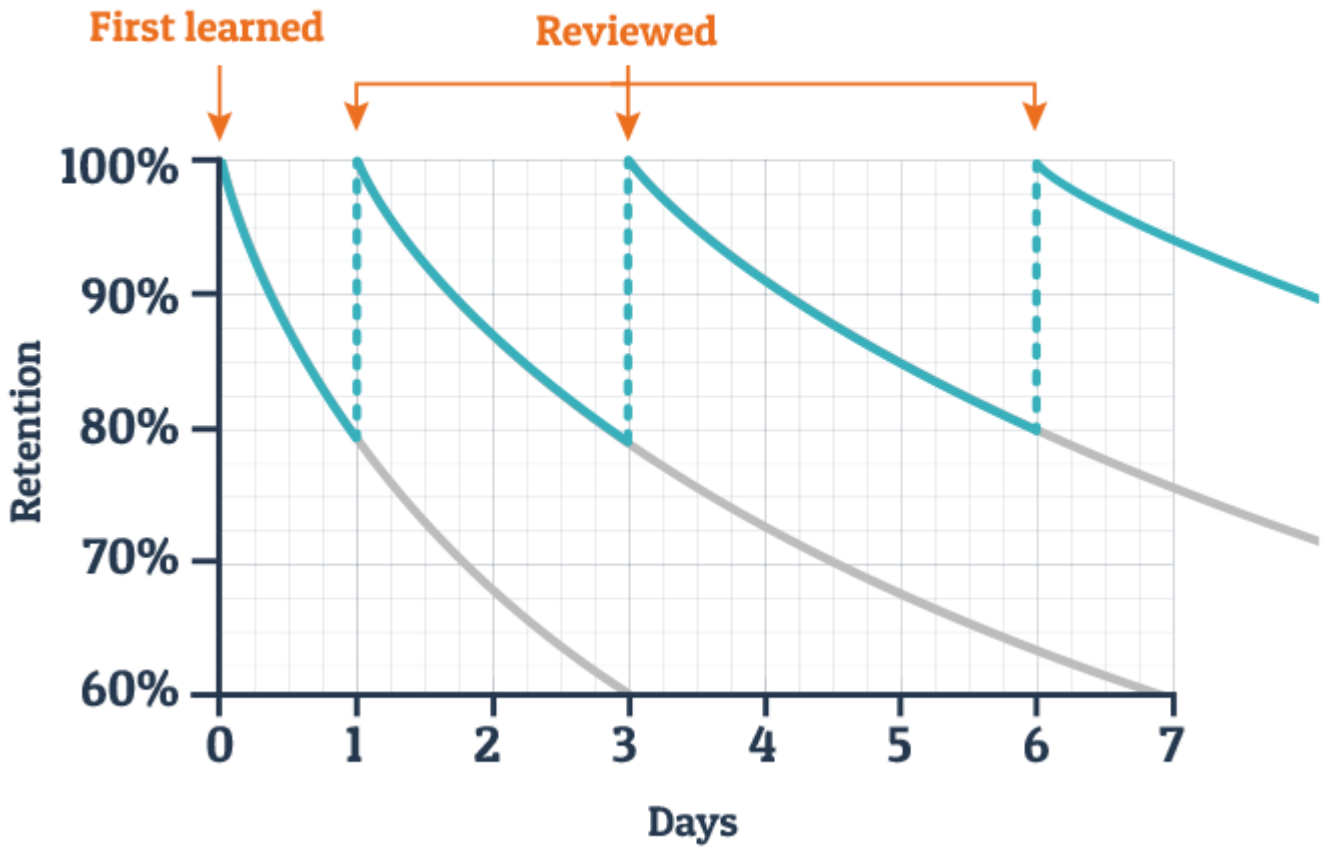


NEURO-SCIENTIFIC RESEARCH

Neuro-scientific research tells us that our short-term memory can only hold between 4 and 7 items of information at a time. And that, if we do not re-visit that knowledge within 3 days and regularly thereafter, we lose it. That's like learning on a Friday only to have forgotten it by the Monday.

The long-term memory however can store tens of thousands of items of information

The Ebbinghaus forgetting curve shows how knowledge stored within the brain is lost over time if the individual makes no attempt to retrieve it. With newly acquired knowledge, the curve shows that humans tend to halve their memory in a matter of days or weeks unless they consciously review or revisit the learned material.



If nothing has been retained in long-term memory, nothing has been learned.

Kirschner, Sweller & Clark

Film 1: How learning works: A quick guide to how we store and retrieve information

Film 2: The myth of multitasking and other modern misconceptions about how we learn

Film 3: Cognitive Load Theory: How to make effective learning content

https://www.bbc.co.uk/teach/teacher-support/latest-theories-on-how-we-learn/zjwm92p

Quality learning also requires….

Critical Analysis

Understanding

Engagement

Explanation and elaboration

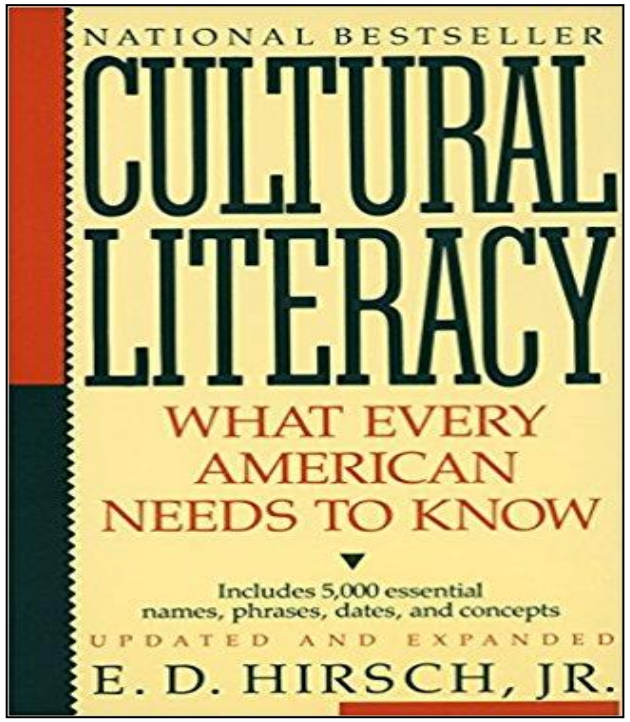
Higher-order Thinking

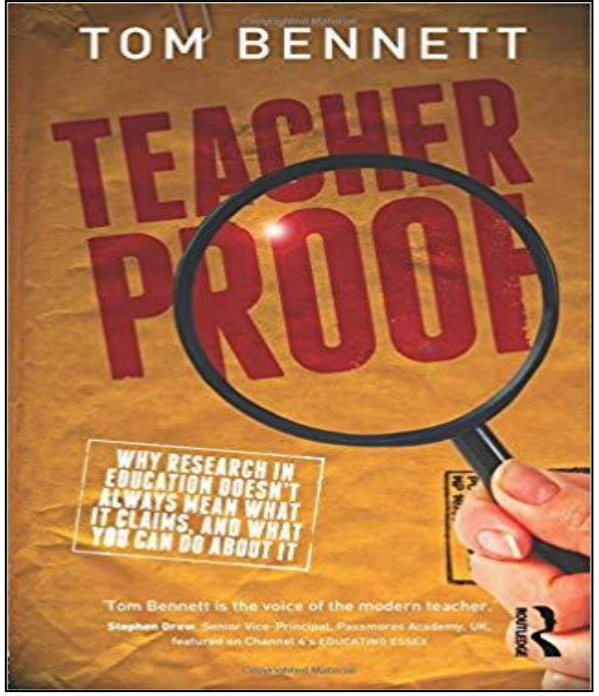
Context

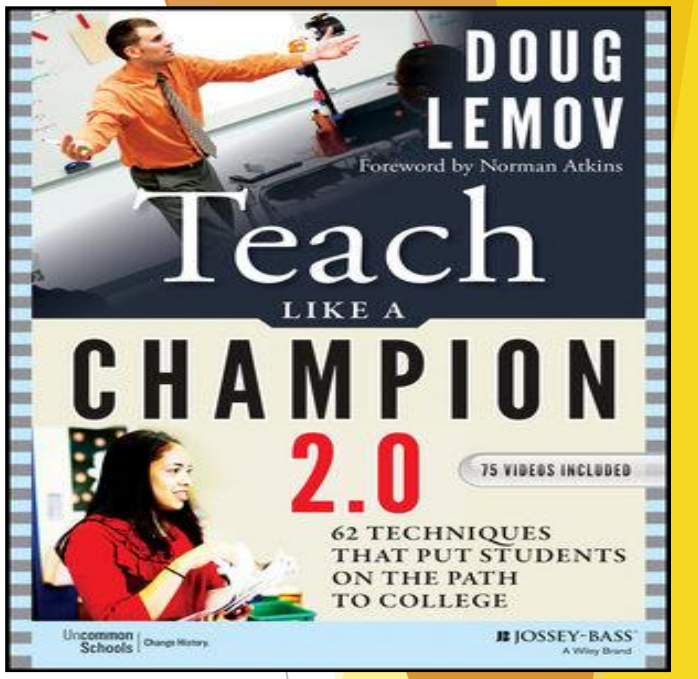
Problem Solving

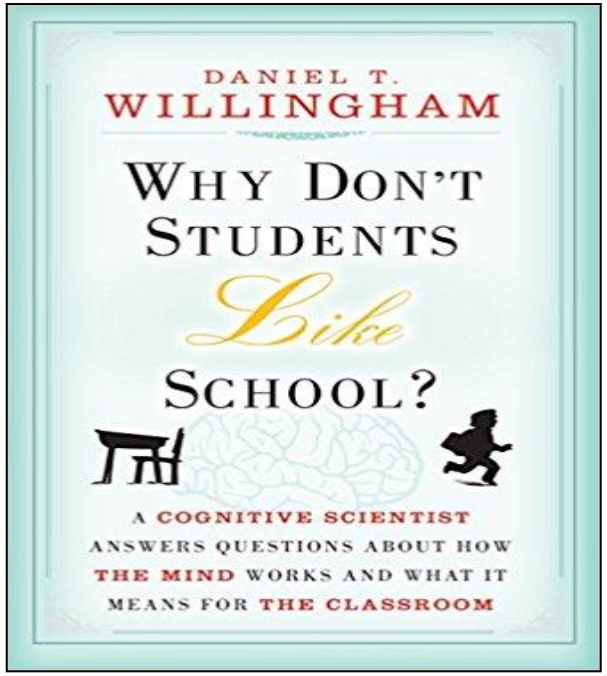
'Higher-order thinking is knowledge-based: The almost universal feature of reliable higher-order thinking about any subject or problem is the possession of a broad, well-integrated base of background knowledge relevant to the subject'. E D Hirsch

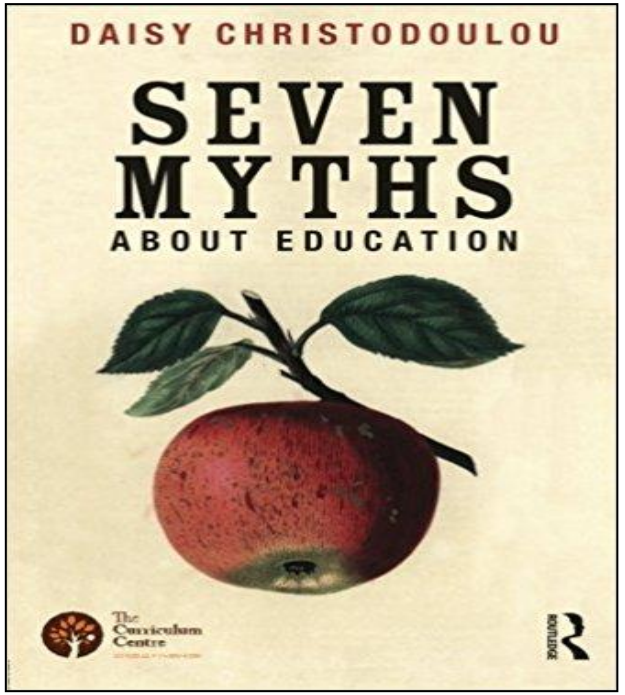
Our plans are inspired by some remarkable knowledge-rich schools that have already embarked upon this project, the rationale for which is outlined by Joe Kirby in his educational blog, Pragmatic Reform.

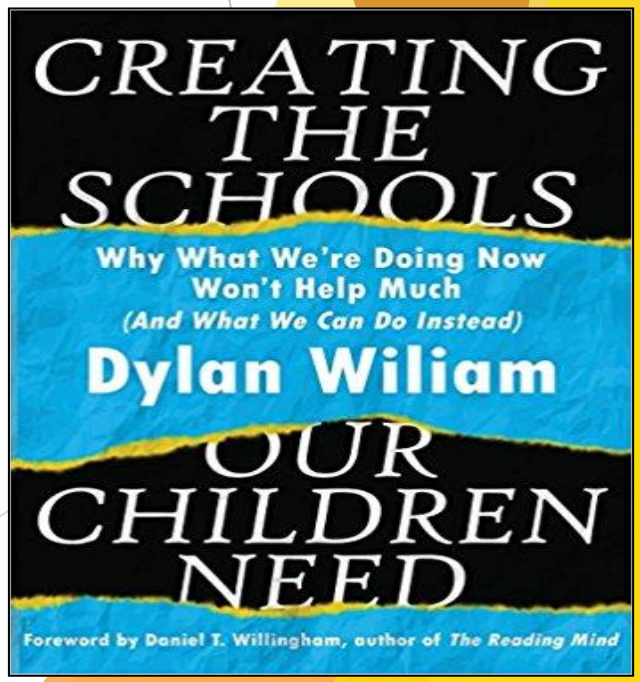

NATIONAL BESTSELLER
CULTURAL LITERACY
WHAT EVERY AMERICAN NEEDS TO KNOW
Includes 5,000 essential names, phrases, dates, and concepts
UPDATED AND EXPANDED
E. D. HIRSCH, JR.


TOM BENNETT
TEACHER PROOF
WHY RESEARCH IN EDUCATION DOESN'T ALWAYS MEAN WHAT IT CLAIMS, AND WHAT YOU CAN DO ABOUT IT
"Tom Bennett is the voice of the modern teacher."
Stephen Drew, Senior Vice-Principal, Passmores Academy, UK, featured on Channel 4's EDUCATING ESSEX


DOUG LEMOV
Foreword by Norman Atkins
Teach LIKE A CHAMPION 2.0
75 VIDEOS INCLUDED
62 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE
Uncommon Schools
JOSSEY-BASS
A Wiley Brand


DANIEL T. WILLINGHAM
WHY DON'T STUDENTS Like SCHOOL?
A COGNITIVE SCIENTIST ANSWERS QUESTIONS ABOUT HOW THE MIND WORKS AND WHAT IT MEANS FOR THE CLASSROOM


DAISY CHRISTODOULOU
SEVEN MYTHS ABOUT EDUCATION
The Curriculum Centre
ROUTLEDGE


CREATING THE SCHOOLS
Why What We're Doing Now Won't Help Much
(And What We Can Do Instead)
Dylan Wiliam
OUR CHILDREN NEED
Foreword by Daniel T. Willingham, author of The Reading Mind

David Didau


David Didau
Making Kids Cleverer
A manifesto for closing the advantage gap
Making Kids Cleverer: A …
2019
WHAT EVERY TEACHER NEEDS TO KNOW ABOUT...
PSYCHOLOGY
DAVID DIDAU
NICK ROSE
What Every Teacher Nee…
2016
Study Smart:
10 Ways to Master the SAT/ACT Using the Science of Learning
Study Smart: 10 Ways to …
2016
What if
everything you knew about education was wrong?
David Didau
What If Everything Y…
2015
The Secret of Literacy
Making the implicit explicit
David Didau
The Secret of Literacy: Ma…
2014
THE PERFECT ENGLISH LESSON
ofsted
The Perfect Ofsted Engli…
2012
What If Everything Y…

The SFA Way is a knowledge-rich curriculum that provides students with a continuously evolving cycle of knowledge, application, and retrieval

What is a knowledge-rich curriculum in principle?

Knowledge provides a driving, underpinning philosophy:

The *grammar* of each subject is given high status; the specifics of what we want students to learn matter and the traditions of subject disciplines are respected. Skills and understanding are seen as forms of knowledge, and it is understood that there are no real generic skills that can be taught outside of specific knowledge domains. Acquiring powerful knowledge is seen as an end itself; there is a belief that we are all empowered through knowing things and that this cannot be left to chance. There is also a sense that the creative, 'rounded and grounded' citizens we all want to develop – with a host of strong character traits – will emerge through being immersed in a knowledge-rich curriculum.

We have developed a Knowledge-rich curriculum, designed to develop memory and our student's ability to recall information. Intelligence is malleable, in other words, pupils who put in more effort, who practise, who learn and memorise more ideas and knowledge are able to develop greater expertise and thereby become more intelligent than those who do not. Individual facts are of little use, however, if you acquire more factual knowledge, you are able to build a mosaic of information that is a prerequisite for deep understanding. In essence, the more you know, the more you are able to learn and understand. Knowledge is like Velcro, the more you have, the more that sticks.

Our curriculum is not simply a set of encounters from which students form ad hoc memories; it is designed to be remembered in detail; to be stored in our students' long-term memories so that they can later build on it forming ever wider and deeper schema.

This requires approaches to curriculum planning and delivery that build in spaced retrieval practice, regular low-stakes testing and plenty of repeated practice for automaticity and fluency.

The knowledge content is specified in detail:

We do not merely want to ‘do the Romans’; we want our students to gain some specified knowledge of the Romans as well as a broad overview. We want our students to know specific things about plants and about The Amazon Rainforest, WWII, Romeo and Juliet and Climate Change. We want students to have more than a general sense of things through vaguely remembered *knowledge encounters;* in addition to a range of experiences from which important tacit knowledge is gained, we want them to amass a specific body of declarative and procedural knowledge that is planned. This runs through every year group: units of work are not defined by headings but by big questions or themes and these are broken down further into small questions that students must ‘master’ on a lesson by lesson basis and retrieve over time.

A rich web of knowledge is what provides the capacity for pupils to learn even more and develop their understanding.

Amanda Spielman

Knowledge and the capacity it provides to apply skills and deepen understanding are, therefore, essential ingredients of successful curriculum design.

So how will it benefit our students?

Knowledge will be mastered, therefore it will remain long after those GCSE examinations because it has been so deliberately supported and practised that it has become subconsciously stored in our students' brains where it sits, waiting to be retrieved at any time in their lives.

It also means that by continuously re-visiting it in short, low-stake testing, there's no panic because there's no cramming in the final year or weeks leading up to exams. That makes our students secure, prepared and surprisingly calm in the face of examination pressure.

And everyone can revise and re-visit their learning to secure the essential subject facts in their long-term memory. Students are supported at home, by parents/guardians; in school by the expert teacher, and through school with interventions to support them when they need it.

Why?

Knowledge Workbooks

Each workbook provides every student with the challenging knowledge they are entitled to, removing low level learning via note taking, and puts retrieval, knowledge and testing at the heart of their learning.

Why?

SFA 7 Learning Phases

1. Revisiting phase- Retrieval, Interleaving and spacing practice- long-term store of knowledge in the Hippocampus

2. Title, big and small questions, keywords defined- Reduce barriers to learning, clarity of introductions, context

3. Knowledge phase- Absorbing precise knowledge prepared by subject expert. All students entitled to in-depth knowledge

4. Consolidation phase- Application of knowledge at the hinge point, students processing new information, teacher addressing misconceptions. Are the students secure with the knowledge?

5. Application phase (scaffolding/modelling)- Differentiation for students, to ensure no student is left behind and all are prepared for testing phase via support

6. Testing phase (with assessment criteria)- Real application of knowledge, a desirable difficulty, practice makes perfect. By the time students reach this phase they are fully prepared

7. Homework phase- Further consolidation of knowledge previously learnt OR retrieval of prior learning

Why?

So that our students can……

know more,
remember more,
do more,
be more successful,
gain in confidence

This requires teachers to explain…..

what to know
what to do
how to do it
revisit it regularly

Back in December he gave a lecture to the staff of BBC Bitesize about how learning works and how they might go about making more effective learning materials. This talk has been turned into a series of three short animated films by the production company Mosaic.

Film 1: How learning works: A quick guide to how we store and retrieve information

Film 2: The myth of multitasking and other modern misconceptions about how we learn

Film 3: Cognitive Load Theory: How to make effective learning content

https://www.bbc.co.uk/teach/teacher-support/latest-theories-on-how-we-learn/zjwm92p

The SFA Way Teaching and Learning Approach

The SFA Way Mission Statement

At St Francis of Assisi we believe that only the best is good enough for each and every one of our students, and because of this every student is **entitled to the most challenging curriculum**. We firmly believe that knowledge is the key to success for our students, and the more that they retain the more successful they will be, and the **greater opportunities they will have in years to come**. A rich curriculum that is under-pinned by detailed rigorous knowledge allows our students to **apply this knowledge to more complex questions** and situations. Through a regular and continuous **cycle of rich learning of knowledge, and practice** via application to challenging questions, students will become highly knowledgeable and skilled practitioners equipped for the **world of work or further education**.

Aims: For each and every student to receive a quality knowledge-rich education whereby our students….

- have a deep knowledge and understanding of their subjects
- can apply their understanding effectively and efficiently
- are confident learners who are not afraid to ask questions and learn from mistakes
- are effective revisers who develop a sense of ownership of their learning
- develop a love for their subjects
- know what excellence looks like
- know where their weaknesses are and do something about it
- SEND and PP students are fully supported and suitably challenged
- are prepared for the world of work and become a well-rounded individual through a broad and balanced curriculum that includes SMSC links

- Trust
- Provide an excellent education
- Not perfect
- Coaching and professional growth

The SFA Way is a knowledge-rich curriculum that provides students with a continuously evolving cycle of knowledge, consolidation, and retrieval

1. **5/7 year dream curriculum** (curriculum map with a breadth of knowledge and skills)

2. **Big questions/themes, small questions every lesson** (to feature of curriculum maps and shared with students each lesson)

The SFA Way

3. **Knowledge workbooks and organisers** to answer all big/small questions

4. **Plan lessons in 7 phase learning sequence;**
- Revisiting
- Title/big/small questions/keywords
- Knowledge
- Consolidation
- Application
- Testing
- Homework

SFA 7 Phases of Learning

SFA 7 Phases of Learning

Learning at SFA follows a rigorous structured sequence of phases as listed below:

1. **Revisiting phase** (retrieval and interleaving)

2. Title, **big and small questions**, keywords defined

3. **Knowledge phase** (clear instruction and explanation)

4. **Consolidation phase** (hinge-point questions)

5. **Application phase** (scaffolding/modelling)

6. **Testing phase** (with assessment criteria)

7. **Homework phase** (further consolidation and retrieval)

1. **Revisiting phase**

Students completing a retrieval activity on entry in silence. This activity will relate to prior learning and where possible, link to today's learning.

2. **Title, big and small questions, keywords defined**

Introduction to the lesson, making it clear to the students from the outset what questions they will be answering and working towards. Breaking down any barriers to terminology.

3. **Knowledge phase- (Chunked Teacher Instruction)**

Teachers reading to students, students tracking the reader. This knowledge further developed through teacher modelling, images and/or appropriate video clips. Teacher further explains concepts and questions students throughout. Knowledge is taught precisely, concisely, memorably.

4. **Consolidation phase- (Chunked hinge-point questions)**

Students showing you what they know by answering quick fire questions. Read the consolidation questions to students. Expect students to find the answers in the knowledge just read, highlight the answer and write it in the consolidation section. Model answers, check who got it right and praise students.

5. Application phase- (Scaffolding or Modelling)

Use I do, we do, you do. Never presume students know and understand without checking and questioning. This includes in the application phase when using tables, planning templates, sentence stems, WAGOLLS. Show students WAGOLLs before and/or after a testing phase and expect students to analyse them by asking questions such as; where do the marks come from? What makes it L4 response? How could it be improved further still?

6. **Testing phase- (Silent testing)**

This silent, independent phase involves students attempting a challenging exam style question/s to test students' learning of knowledge/skills during the lesson in timed conditions. This phase also involves self-assessment via assessment criteria or pre-prepared model answers. Check students are secure, they ask who got it right, prove it? who didn't (diagnose)? and help students who didn't (therapy). Show answers to all tasks/questions for students to self-assess and improve in green pen (AFL and live feedback).

7. Homework-

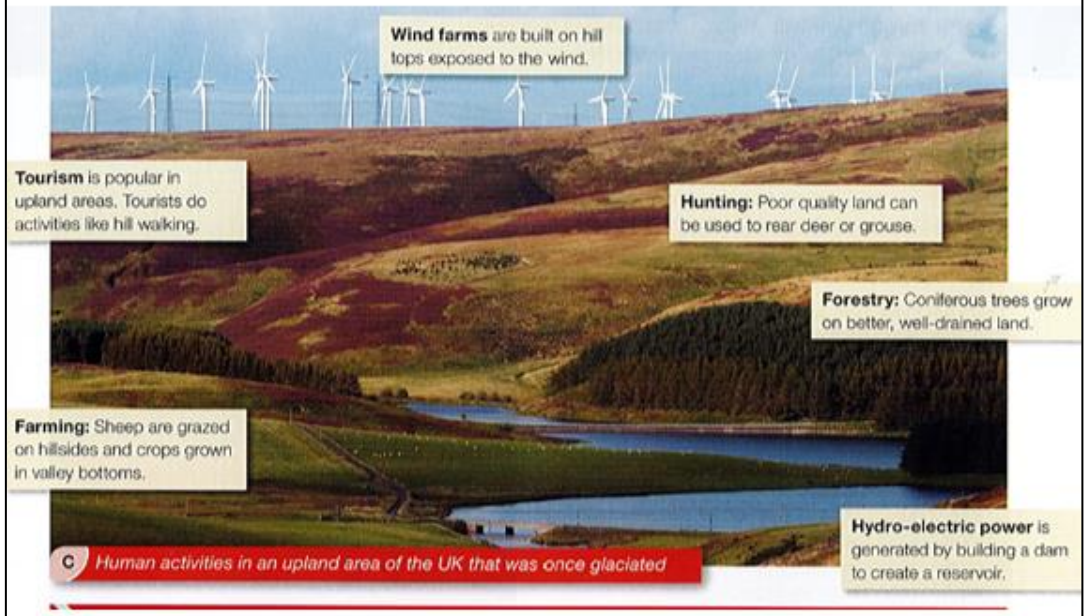
- Weekly homework set by all subjects on Classcharts. Bi-weekly in Drama, Music, IT and Art
- Homework will involve students reading and answering questions/activities that relate to prior learning or current learning. These could be in homework booklets. Paper-based resources except IT which will be majority computer-based.
- Minimum weekly expectation for students; 10 marks (KS3), 12- 20 marks (KS4), 20- 30 marks (KS5)
- Approximate amount for students; 30 mins KS3, 45mins core subjects, 1 hour KS4, 4 hours KS5 (all per week).
- Teacher checks completion on due date; students display homework on desk. Teacher issues strikes for non-completion or unfinished work. Students are given a WAGOLL/mark scheme to compare to their work and make improvements. Teacher circulates the room to check the quality of work where possible. (10 minutes maximum)
- No second strikes; Homework strike leads to same day homework detention- non-completion of homework
- Homework detentions every night staffed by HALS but open to all year groups.
- Homework schedule in place for all year groups, two subjects per day for each student, staff must set on specific days according to their timetable.
- Strongly encouraged; Revisiting quiz linked to homework that same week to assess student learning. Mid-point TFP could be a selected piece of homework.
- For NEA work- Weekly tasks are set on Firefly following the timeline/schedule determined by the HOD. Student progress against this timeline is reviewed by the teacher weekly and a strike is issued if students are behind
- Maths use SPARX for KS3 and 4 students
- Online resources will act as ‘the reading’ for students to prepare for the questions/activities. For example, SENECA and GCSE Pod

KS3 Scientist Fact-file

Date	Scientist	Discovery
1803	John Dalton	Matter was made of particles called atoms
1903	JJ Thomson	Discovered the electron and suggested the plum pudding model as a model for the structure of the atom
1909	Ernest Rutherford	Tested the plum pudding model and found it was incorrect. He used alpha particles and suggested the new model for the atom called the nuclear model
1912	Niels Bohr	Found that electrons orbit the nucleus in shells. He also found that protons are in the centre of the nucleus
1932	James Chadwick	Found out about neutrons

Key Stage 4

- **Homework**



C *Human activities in an upland area of the UK that was once glaciated*

How is the land used in upland regions of the UK such as the Grampian Mountains and the Lake District?

WAGOLL: The land is used for tourism, for example many tourists use the hills for walking and rock climbing to take in the beautiful views surrounding Scafell Pike, and perhaps stay in hotels or campsites around Lake Windermere or Keswick which brings money to the area and provides jobs.

Exemplar Workbook

Topic 3
Distinctive Landscapes

What is a landscape?

A landscape has visible features that make up the surface of the land. Landscapes can be broken down into four 'elements'.

Landscape Elements

Physical	Biological
• Mountains • Coastlines • Rivers	• Vegetation • Habitats • Wildlife
Human	**Variable**
• Buildings • Infrastructure • Structures	• Weather • Smells • Sounds/Sights

Relief of the UK

Relief of the UK can be divided into uplands and lowlands. Each have their own characteristics.

Key

Lowlands

Uplands

Areas +600m: Peaks and ridges cold, misty and snow common. i.e. Scotland

Areas -200m: Flat or rolling hills. Warmer weather. i.e. Fens

Erosion

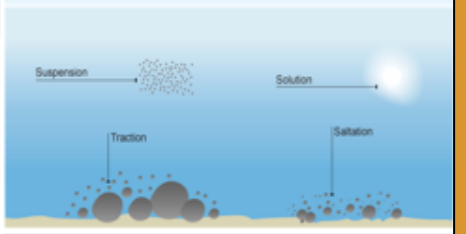
The break down and transport of rocks – smooth, round and sorted.

Attrition	Rocks that bash together to become smooth/smaller.
Solution	A chemical reaction that dissolved rocks.
Abrasion	Rocks hurled at the base of a cliff to break pieces apart.
Hydraulic Action	Water enters cracks in the cliff, air compresses, causing the crack to expand.

Transportation

A natural process by which eroded material is carried/transported.

Solution	Minerals dissolve in water and are carried along.
Suspension	Sediment is carried along in the flow of the water.
Saltation	Pebbles that bounce along the sea/river bed.
Traction	Boulders that roll along a river/sea bed by the force of the flowing water.



Glaciation in the UK

Over many thousands of years, glaciation has made an impression on the UK's landscape. Today, much of upland Britain is covered in u-shaped valleys and eroded steep mountain peaks.

During the ice age

Ice covered areas eroded and weathered landscapes to create dramatic mountain scenery.

After the ice age

Deep valleys and deposition of sediment revealed

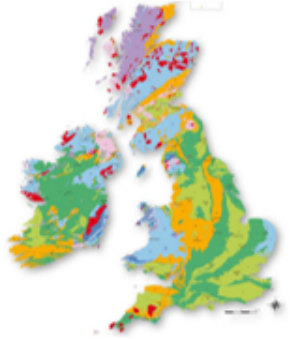
Geology of the UK

The UK is made from a variation of different rock types. The varied resistance of these rocks influences the landscape above.

Igneous Rock
Volcanic/molten rock brought up to the Earth's surface and cooled into solid rock.

Sedimentary Rock
Made from broken fragments of rock worn down by weathering on Earth's surface.

Metamorphic Rock
Rock that is folded and distorted by heat and pressure.



Soil & Landscape

- Soils are created from weathered rocks, organic material and water. Rock types have influence over fertility of soil.
- Low-laying areas such as the Cambridgeshire Fens have deep soil whereas uplands have thin soil.
- Deep soil is more often associated with deciduous woodland rather than coniferous woodlands.

Human activity on Landscape

Farming has changed the vegetation which grows there.	**Much of the rural landscape has been replaced by urban sprawls.**	**Infrastructure such as roads and pylons cover most of the UK.**
Over thousands of years, much of the UK's woodlands have gone.	**Increasing population of the UK means more houses are needed.**	**UK's marshes and moorlands are heavily managed by people.**

Climate and Weather in the UK

The variations of climate and weather means there are different influences on the UK's landscape.

Climate

The rainfall map of the UK shows variations in average rain.

- **Less** precipitation occurs in low land areas. East England
- **Most** precipitation occurs in upland areas. Scotland.

These differences mean...
Uplands experience more weathering, erosion and mass movement.

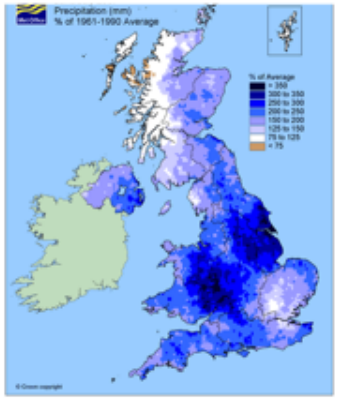
Weathering

Mechanical
Caused by the physical action of rain, frost and wind.

Chemical
Action of chemicals within rain dissolving the rock.

Biological
Rocks that have been broken down by living organisms.

Average rainfall in the UK



Freeze-thaw weathering

Stage One
Water seeps into cracks and fractures in the rock.

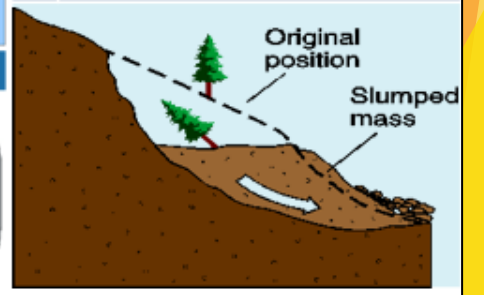
Stage Two
When the water freezes, it expands about 9%. This wedges apart the rock.

Stage Three
With repeated freeze-thaw cycles, the rock breaks off.

Mass Movement

A large movement of soil and rock debris that moves down slopes in response to the pull of gravity in a vertical direction.

1	Rain saturates the permeable rock above the impermeable rock making it heavy.
2	Waves or a river will erode the base of the slope making it unstable.
3	Eventually the weight of the permeable rock above the impermeable rock weakens and collapses.
4	The debris at the base of the cliff is then removed and transported by waves or river.



Revisiting:
Describe the distribution of ethnic minorities in Birmingham using the map above
WAGOLL:
Central areas of Birmingham are more ethnically diverse than areas on the outskirts. For example, over 60% of Aston is from an ethnic minority group (South Asia, West Indies), whereas below 10% of Sutton Coldfield and Solihull are from ethnic minorities.
1. White British 63.3%
2.Asian or Asian British: Pakistani 9.7%
3.Asian or Asian British: Indian 5.8%
4.Black or Black British: Black Caribbean 4.0%

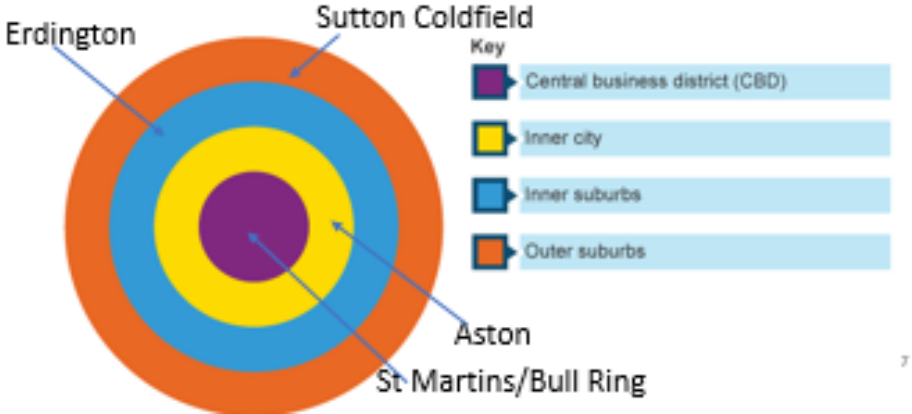
Title; Urban inequality in Birmingham
Big question; What is life like for people in a city?
Small question; How do ways of life vary in the city, such as culture, ethnicity, **housing, leisure** and consumption?

Knowledge;
The Burgess model was developed in the 1920s and 30s. It has 4 concentric rings representing 4 land use zones. The zones are arranged in a circular pattern around the CBD.

The Burgess model is based upon the idea that towns grow outwards from the CBD, hence property becomes younger towards the outskirts of the town.

The model also suggests that land costs are greatest in the CBD where competition for land is greatest. Away from the CBD the costs decrease and more land is available.

Consolidation:
1. When was the Burgess model developed?
2. What is the model based on?
3. Why does the cost of land decrease the further away from the CBD?



Knowledge;

Zone 1 – Central Business District (St Martins/Bull Ring)

Land is expensive here and so buildings are tall to fit more capacity. The area is mainly for commercial (shops and offices) and entertainment (bars, restaurants, cinemas) use. There is very little residential space in this area apart from very modern apartments. The area is a business zone- Selfridges.

1. Why are buildings tall?
2. What are the two main land-uses?

Zone 2 – Inner City- Aston

This zone is dominated by terraced housing without off-road parking that were built in the late 1800, early 1900s to house the factory workers. The area also has small industries and old derelict factories. Congestion, litter and crime is an issue in this area (social problems)

1. When were the terraced houses built?
2. Why were they built?
3. What are the social issues?

Zone 3 – Inner Suburbs (Erdington)

This zone is dominated by semi-detached housing built in the 1930s that have driveways, garages and gardens. There is often a small local shopping centre in this area although it is mainly residential, and transport links are quite good (buses and trains)

1. When were the houses built?
2. What do the houses have?
3. What transport links?

Zone 4 – Outer Suburbs- Sutton Four Oaks

This zone is dominated by expensive detached family housing with driveways, garages, gardens and space. Housing is larger because there is more space to build and the housing is often surrounded by green open space (Sutton Park). The area also has good leisure facilities, golf courses, super markets and access to the motorway and light industries. The area offers a good standard of living with good schools and hospitals on its door-step, and transport links are good (trains, buses, motorway- M6).

1. What is the housing like?
2. What is the housing surrounded by?
3. What other facilities does the area offer?
4. What are the transport links like?

Application/Testing:

Compare the **land-use and quality of life** across different areas of a named city (6 marks)

Criteria:

- Birmingham
- 2 different named land-use zones
- Housing type
- Industry type
- Other quality of life indicators

Aston (Inner City)	Sutton Coldfield (Outer Suburbs)
Housing: • Terraced Housing 1900s • Old, no off-road parking • High-rise flats Industry: • Small industries • Derelict factories Other Quality of Life Factors: • Crime • Congestion • Litter	Housing: • Large expensive modern detached family homes • Driveways, garages, gardens, space Industry: • Light modern industry • Supermarkets- retail industry Other Quality of Life Factors: Leisure centres Golf courses Transport links

Aston, in inner city Birmingham is very different to Sutton Coldfield in the outer suburbs of North Birmingham. Aston is dominated by……

- Whereas
- However
- on the other hand

WAGOLL:

Aston, in inner city Birmingham is very different to Sutton Coldfield in the outer suburbs of North Birmingham. Aston is dominated by old terraced housing built in the early 1900s for the local factory workers. These houses are old, often crowded and require improvement. They also lack off-road parking which leads to congested local roads. On the other hand, Sutton Coldfield has large expensive and modern detached family homes with larger gardens, driveways and garages. There is more space for family living and greater leisure facilities in the local area such as golf courses and leisure centres.

Aston suffer from high crime rates, and litter, and has many derelict factories that remain as disused land today, whereas Sutton Coldfield is home to more vibrant industries such as supermarkets and modern light industries nearby to train and motorway links.

The quality of life is therefore much better in Sutton Coldfield, with better schools and hospitals locally.

What we do well

1. Meaningful lesson starts (Revisiting) and ends (Say it out loud)
2. Knowledge and consolidation is chunked
3. Teachers circulate the room
4. Students Say it out loud
5. Black pens down green pens up
6. SLANT
7. Teachers expect 100% engagement from students
5. Teachers question all students throughout the lesson
6. Teachers continuously model to students

What we are still working on

1. Adaptive Teaching- Hands up if, turn and talk, quick-fire quizzing
2. SHAPE- Speak in full sentences, hands away from face, articulate, project your voice, eye contact
3. Speaking for writing- PEEL structure for application and testing
4. Promoting challenge and student independence/resilience

Teaching and Learning Priorities 2024:

1. Challenge- Is what students are learning rigorous and challenging enough? Are all students challenged all the time?
2. Pace- Do you move through the lesson and curriculum at a good pace that allows time for students to revisit and revise thoroughly?
3. Key Takeaways- Is there absolute clarity in what students need to learn, takeaway and remember every lesson and over time. Do you avoid knowledge overload and ambiguity, especially at KS5. Do they have opportunity to revisit and revise these regularly?
4. Students Learning and Engagement- Do we expect enough of our students consistently every lesson? Do we expect students to speak eloquently to each-other and explain themselves fully (SHAPE)? Do we expect them to write fluently with structure (PEEL)? Do we assess their learning and intervene fully with adaptive teaching techniques? Do we give them opportunity to discuss and debate key concepts?

1. SHAPE

S	Speak in full sentences
H	Hands away from your face
A	Articulate
P	Project your voice
E	Eye contact

All staff and students expected to practice SHAPE. Apply common-sense to SEND students and individuals who find eye contact too difficult, however encourage them to practice this and praise those who are.

PEEL (or the alternatives) support sentence and paragraph formation, it provides a structure for students to use, follow and understand. A way of achieving AO3 and 4 in many subjects. Most able students will no doubt vary their style however will provide a great support for the majority of our students, leading to greater success.

It is important that we plan for this in our application phases….

WAGOLL- Application Phase (Scaffolding)

P	**Point**
E	**Explanation**
E	**Example**
L	**Link back to the question**

When students are answering a questioning verbally or in written work, they follow the structure as below:

Answer
Because (example)
And/therefore
For example (because)
This links to the question because

It is _____ because (for example) _____ and/therefore _____ for example (because) _____ this means/links to _____ because_____

Essay Plan

Answer Question- Top:
Theme 1:
Theme 2:
Theme 3:
Conclude by referring back to the question based on the evidence (3 themes)- Tail:

Essay Plan

Points For:	**Points Against:**
Overall Conclusion	

Both PEEL (or alternative) and essay planning are important and appropriate for the application phase of extended testing phase questions.

Lesson starts and ends

Start (Revisiting):

- Teachers greet students at the door, students enter, unpack and work on revisiting phase in silence, teacher takes the register.
- Teacher then circulates to support and assess students during revisiting.
- Teacher then questions students, models answers to students who self-assess and improve their work in green pen. Completed within 10 minutes maximum.

End:

- Students close their workbooks/exercise books and SLANT 3 minutes before the end of the lesson- tracking the teacher at the front
- Teacher questions students on the must-knows from the lesson (a minimum of 5) using cold calling techniques and/or whole class AFL/quizzing
- Students pack away (30 seconds max), stand behind their desk and all say and make the sign of the cross to close the lesson. The Golden Ticket is given and explained to students.
- Teacher dismisses students in rows/tables and controls the flow into the corridor and says good morning/afternoon to each student on exit.

SFA Feedback Strategy

SFA Feedback Strategy

1. Teachers question students throughout every lesson
2. Students self-assess their work every lesson
3. Students constantly improve their work in green pen
4. Twice half termly (minimum) quality assessment (formative and summative) with use of WCOS teacher feedback (TFP)

SFA Whole Class Overview Sheet (WCOS)

Assessed Work Title:

<table>
<tr>
<td><u>WWW:</u></td>
<td><u>EBI:</u></td>
<td><u>NTG Questions/Task:</u>

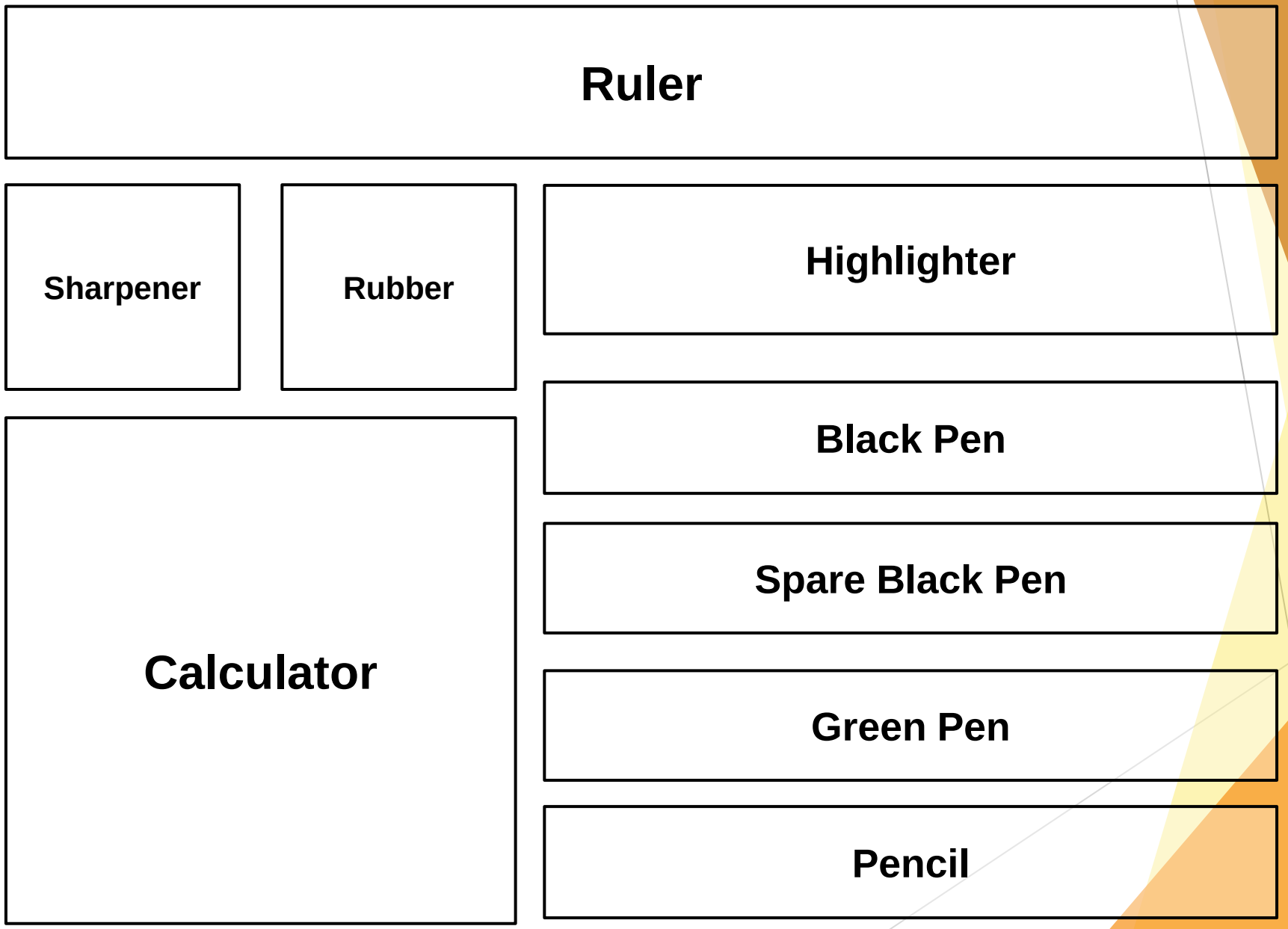
<u>Mastery Question/Task:</u></td>
</tr>
<tr>
<td><u>Common misconceptions:</u></td>
<td><u>SPAG codes on student work:</u>
<table>
<tr><td>SP</td><td>Spelling error</td></tr>
<tr><td>P</td><td>Punctuation error</td></tr>
<tr><td>EXP</td><td>Expression error</td></tr>
<tr><td>//</td><td>Paragraphing error</td></tr>
<tr><td colspan="2">(please model correction on student work for them to copy/improve)</td></tr>
</table>
</td>
<td><u>Common presentation improvements:</u></td>
</tr>
</table>

Form Time

Equipment mats
9 before 9

SFA Equipment Mat

4.



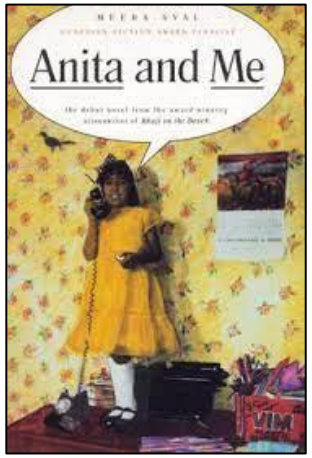
Equipment Mat Process

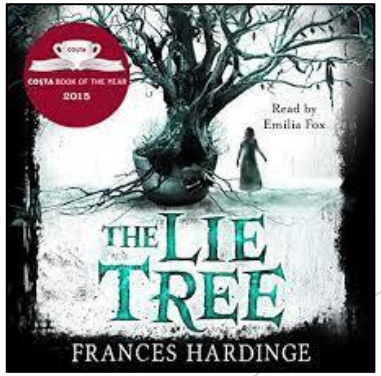
- Checked at the start of daily form time
- Students empty their bag/pencil case and place essential items on the mat (in 30 seconds)
- Teacher circulates and checks all equipment is present
- If an item is missing, a strike is issued on class charts which leads to a 20 minute same-day detention. No let- offs
- Form tutors to give the students a replacement item- basics include all items other than calculators
- Special provision provided for LAC/PP students

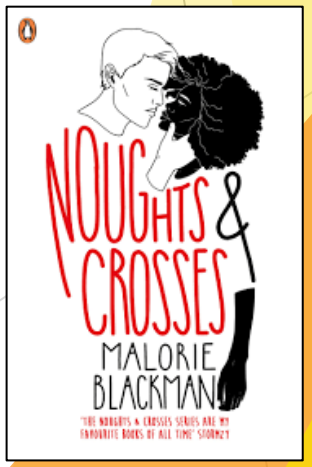
5. 9 before 9

9 ‘must reads’ before the end of year 9

- Animal Farm
- Anita and Me
- The Lie Tree
- Noughts and Crosses







Coaching and CPD

Coaching Model:

- All teacher have a coach and members of a coaching community
- 6 coaching community sessions
- Regular drop-ins and feedback by coach throughout year
- Structured coaching conversation after department review
- Termly completion of GROW for professional growth during coaching community
- Sharing of good practice in each session by coach with opportunity for professional discussion
- Commitment to trial strategies for next 3-4 weeks and coaching buddy to drop-in and feedback
- Coach provides feedback at start of next community
- Final coaching session includes a review of the year

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