



Chellaston Academy

Integrity Care Excellence



Teaching and Learning Policy

2021-2022



Approved by:	Mr Metters	Date: 01/09/21
Last reviewed on:	[01/09/21]	
Next review due by:	[01/02/22]	



INTRODUCTION

Welcome to the Chellaston Academy Teaching and Learning Policy. This policy exists to clarify different aspects of teaching and learning in order to meet the Academy's values of **Integrity, Care and Excellence**. If any details are not written here then it is not a requirement.

This policy defines the consistencies and key teaching strategies which will make everyone's job easier, so that teachers can build up a repertoire of expertise, knowing that what they are doing in these key aspects is the same as what is going on in other classrooms across the school.

This policy also features a wide variety of helpful CPD videos, articles and podcasts to provide further clarity and support for all staff regarding teaching and learning. Many of the articles are from the Education Endowment Foundation (EEF) which provides the latest in research-based approaches. Ultimately, this policy helps support the continually development of the Academy Improvement Plan (AIP) priorities for teaching and learning 2021-2022.



How to get the best out of this policy

To view any of the videos, articles or podcast links throughout this policy please just click the following **icons** below.

Key:

Teaching and learning videos



Teaching and learning articles



Teaching and learning podcasts





Welcome

Message from Mr Walker

We feel very excited that we have recently moved into QEGSMAT, this will provide staff with some amazing collaborative opportunities and will truly help build a supportive network with fellow colleagues across the trust.

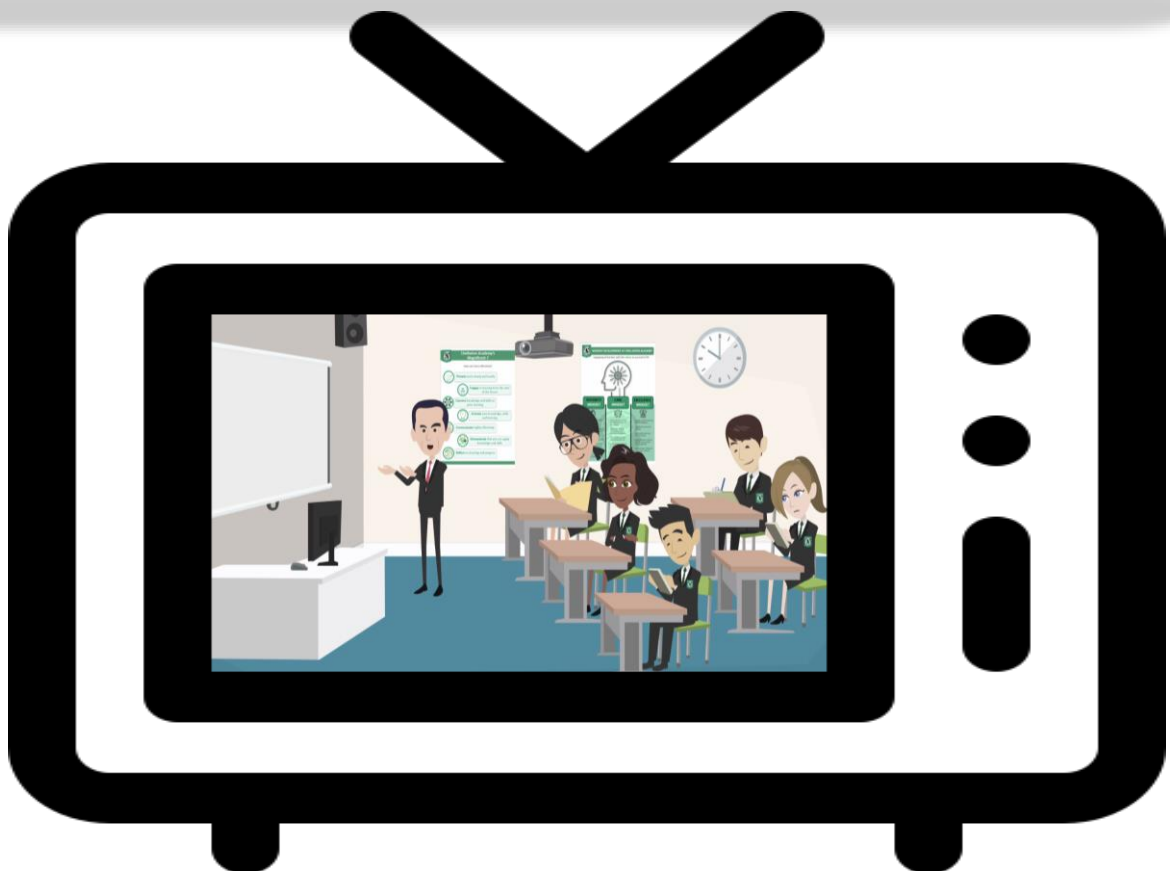
We just want staff to feel rest assured that we will help and support all staff throughout their time at Chellaston Academy with anything they need to ensure they become the best teacher they can be.

I love my job, with all it entails; I simply have a need and love for helping others and freeing them from worry, concern and negative thinking. Therefore supporting all teachers develop their passion and enthusiasm for teaching and learning is something I take great pride and responsibility in, which I feel incredibly privileged to do.

I believe that every teacher comes into this profession to help students achieve their best. It is therefore my job to help all teachers understand that you can't really learn everything about teaching from a book; the learning is out there, in our classrooms, in our corridors in our schools. It takes time to develop your craft as a teacher and that is why we will be with you every step of the way!

Matthew Walker FCCT, Assistant Headteacher

Please click the **animation below** to watch a video regarding our philosophy of what teaching and learning is all about at Chellaston Academy before you read this policy.





Contents



Our Aims and expectations



**Academy Improvement plan priorities
for Teaching and Learning 2021-2021**



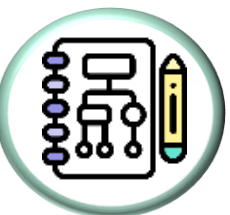
Chellaston academy lessons



In the classroom



Feedback and Assessment



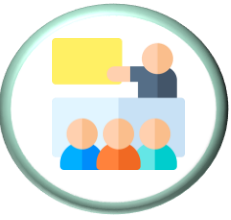
Knowledge Organisers



Homework



Contents



CPD Commitment – Continuing Professional Development



Quality Assurance



Useful CPD videos, articles and podcasts

- Cognitive science
- Our Curriculum Map
 - Becoming a curriculum tour guide
- Retrieval practice
- Concrete examples
- Elaboration
- Establishing a positive climate for learning
- Assessment, feedback and questioning
- How pupils learn: making it stick
- Behaviour management strategies



Aims:

- To provide guidelines for whole school teaching and learning priorities and establish clear criteria for best practice and consistency.
- Reassure teachers that the development of their subject-expertise is one of our collective priorities. We will therefore calendar time with their teams to work on this and improve their curriculum alongside creating curriculum support networks and hubs across the trust.
- To provide Quality Assurance which is an appreciative inquiry process. We sample work and practice; we don't scrutinise it. We do this by learning about the students' experiences through their lens.
- To consistently seek good practice so we can increase our collaborate supportive coaching culture.
- Eliminate high stakes observation and normalise frequent low-stakes lesson visits.
- Everyone takes responsibility to know more about and to adapt more to the particular needs of learners with SEND. This applies at subject level and whole school.

SO THAT...

- We provide a personalised learning experience for every child that takes full account of their individual needs, interests and aspirations.
- We ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- We ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.

Expectations:

Teachers and learning support staff will actively reflect on their practice and engage in relevant continuing professional learning, evaluating its impact on student outcomes. Our staff are always learning.

Subject Leaders and other TLR holders will take responsibility for ever developing their teachers' knowledge, understanding and skills that are subject and exam board specific. **HOS and their teams** will also have responsibility for improving general teaching and learning practice in their teams, through department meetings, quality assurance and other linked activities.

All **Senior Leadership Team** members will actively monitor and support the development of teaching and learning in their line management of departments. They will take an active role in the improvement of teaching and learning, through the CPL programme, whole school twilight sessions, and through our online teaching and learning support videos.



Academy Improvement Plan Priorities for Teaching and Learning 2021-2022



Continuing to embed the pedagogy around the Magnificent 7 (Rosenshine's Principles), using CPdD and BlueSky to stimulate best practice.

Ensuring ECTs, teachers and subject leaders access the best subject and curriculum training to ensure that they have the finest pedagogical knowledge. Accomplish this through subject associations, membership (where relevant) to the Charters College of Teaching and through regular specification and exam board training



Further developing the use of subject 'champions' who promote the progress of all learners (PP, research, SEND, wellbeing).

Specifically focussing on both increasing the capacity and skill set of teachers and education support professionals in all areas of SEND is a priority (Ofsted, 2021). Ensure at least 3 members of staff complete the NASENDCo qualification to increase capacity and provide a strong pipeline of highly trained SEND specialists to support our inclusion agenda.



Continuing to develop assessment across the curriculum and feedback strategies to enhance student progress.

Strengthening consistency and impact of middle leadership in both pastoral and curriculum areas by developing a QA and CPD leadership training programme bespoke to each leaders' need.





Chellaston Academy Lessons

At Chellaston Academy, we have carefully designed seven-evidence driven pedagogical approaches which help develop students **Cognitive Load Theory (CLT)**.

Present

What: Students show pride and effort in their work by presenting it clearly and neatly.

Why? So that students can use their work as an ongoing learning and revision tool.

Do Now Activity

What: On entry to the classroom, students have an activity to complete that prepares them for learning (5-15 minute task). Frequently, these activities will address areas for development following reflection in the previous lesson.

Why? So that students are engaged in learning from the start, they begin to explore key concepts or skills and there is time for the teacher to complete the register to support safeguarding.

Connect Learning

What: Wherever appropriate, students make connections between learning episodes, for example:

- Have the context and the aims of the lesson communicated to them
- Write a title that reflects the outcome/aim of the lesson (e.g. The Influence of the 1834 Poor Law Act on Dickens or How is the 1834 Poor Law reflected in A Christmas Carol?)
- Engage with knowledge organisers to increase the 'stickability' of learning
- Engage in interleaving
- Make links between lesson content and skills/real life application
- Complete flip learning or consolidation homework

Why? Students are able to understand the aims of learning and how it links to other lessons, topics, subjects or scenarios.





Chellaston Academy Lessons

At Chellaston Academy, we have carefully designed seven-evidence driven pedagogical approaches which helps develop students **Cognitive Load Theory (CLT)**.

Activate Learning

What: Teachers activate learning through introducing new concepts and/or developing students' knowledge and skills in relation to the lesson focus.

Why? Students gain/improve on knowledge and skills that will allow them to progress.

Communicate

What: Students' communication skills are developed and improved. Communication skills include:

- The ability to read and understand texts
- The ability to speak with confidence and sophistication
- The ability to listen, reflect and question
- The ability to write accurately and convey meaning and purpose effectively

Why? So that students are confident, fluent and skilled communicators, both in the classroom and beyond.

Demonstrate Learning

What: Students have the opportunity to demonstrate the knowledge or skills through a task.

Why? So that students are asked to apply/demonstrate learning, giving the opportunity for celebrating success and the assessment of what learning needs to take place next. These tasks should be identified with a **D** in the margin.

Reflect

What: Students and staff reflect on and assess knowledge, understanding and skills.

Why? So that students are aware of next steps and have the opportunity to address misconceptions. The 'Do Now Activity' for the next lesson should be informed by self or teacher assessment.



Chellaston Academy's Magnificent 7

How can I learn effectively?



Present work clearly and neatly



Engage in learning from the start of the lesson



Connect knowledge and skills to prior learning



Activate new knowledge, skills and learning



Communicate highly effectively



Demonstrate that you can apply knowledge and skills



Reflect on learning and progress



Teaching and Learning online CPD sessions regarding the magnificent seven will be made available in collaboration with staff, to support the sharing of practice.



We feel very privileged to be in an era of education when educational research into developing students **Cognitive Load Theory (CLT)** is readily available and accessible through carefully considered evidence-formed practice and literature. Therefore, our choice of pedagogical approaches aims to best support and reflect '**cognitive architecture**'. In short, we have used evidenced informed practice to present and support information and learning to students which evidently supports their working memory until it has been processed sufficiently into their long-term memory.

Our Teaching and Learning Magnificent Seven also provides the catalyst for the below pedagogical approaches to support CLT

Concrete examples

"Students often gain a false sense of confidence in their abilities to memorise new material. Using **concrete**, relevant, real life examples can help students understand abstract ideas and extend information retention."



Elaboration

"The term **elaboration** can be used to mean a lot of different things. However, when we are talking about studying using elaboration, it involves explaining and describing ideas with many details. Elaboration also involves making connections among ideas students are trying to learn, it is about helping students make relevant connections with other topics."



Retrieval practice

"**Retrieval practice** is a learning strategy where we focus on getting information out. Through the act of retrieval, or calling information to mind, our memory for that information is strengthened and forgetting is less likely to occur. Retrieval practice is a powerful tool for improving learning."



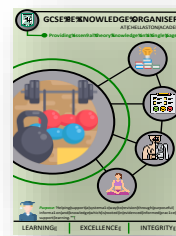
Interleaving

"**Interleaving** is a process where students mix & combine multiple subjects & topics while they study in order to improve their learning. Blocked practice on the other hand, involves studying one topic very thoroughly before moving to another. Interleaving has been shown to be more effective than blocked practice leading to better long-term retention."



Dual coding

"**Dual coding** is the process of combining verbal materials with visual materials. There are many ways to visually represent materials, such as with infographics, timelines, cartoon/comic strips, diagrams and graphic organisers."

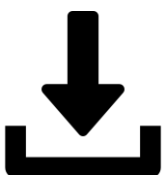


Spaced practice

"**Spaced practice** is an evidence-based memory technique that uses procedural memory to help students recall information over progressively longer intervals of time."



Please click the download button to download a PowerPoint presentation on each of the pedagogical approaches above.
Credit: The learning scientists



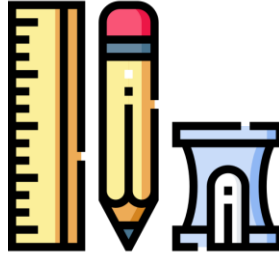


In the Classroom

Equipment

Students are expected to carry their own exercise books and equipment, including:

- black and blue pens
- red pen for corrections
- ruler
- pencil
- eraser
- a highlighter
- glue
- a calculator and a Maths kit (these items are available to purchase on ParentPay)



Work in exercise books:

Students will work in exercise books or folders in line with department policy.



Presentation:

Presentation of the exterior and interior of exercise books should evidence that students have high aspirations and attitudes to learning. **Students** must ensure that they comply with Academy standards of presentation to support their learning (making work easy to access for revision). **Teachers and teaching assistants** must ensure that presentation that does not meet Academy expectations is addressed and improvements are made in subsequent work.

Outer covers of exercise books

Exercise books should be clearly labelled with:

- Full student name
- Subject
- Class code
- Teacher name



There should be no graffiti on the outer cover.






In the Classroom


Presentation of work inside exercise books

Figure 1 below shows presentation expectations. All students should have a copy of this stuck to the inside front cover of their exercise book.

Figure 1 – presentation standards



Chellaston Academy Presentation Expectations



Titles underlined with a ruler.

Date on right hand side of page, written out in full and underlined with a ruler.

Writing is neat and begins at the margin.

Diagrams, charts and tables are drawn neatly in pencil with a ruler.

Writing in **blue or **black** pen.**

Complete DIRT work in **red pen.**

Cross out errors with a single line.

'Demonstrate' work is shown by a D in the margin

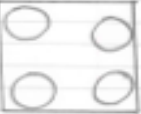

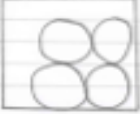
Write in sentences with punctuation.

Solids, Liquids and Gases

Monday 24th July 2017

Particles can be arranged in three different ways to give us the three different states of matter.

How are Particles arranged?



Particles are close together or regular in arrangement. They can vibrate.

Particles have small gaps between them – are random. They are moving slowly.

Particles have large gaps between them and are random. They are moving quickly.

Literacy Targets

Symbol	Target Focus	Ask yourself...
S	Spelling	Which word needs to be corrected?
P	Punctuation	1. Where does punctuation need to be added? 2. Where does punctuation need to be corrected? 3. Could more sophisticated punctuation be used?
C	Communication	1. Have you written in full sentences? 2. Are there places where the meaning could be made clearer? 3. Where could vocabulary choices be improved? 4. Where could sentence structures or lengths be more varied? 5. Could you use connectives to link sentences and/or paragraphs? 6. Is the whole text structured effectively?
//	Paragraphs	1. Where should paragraphs be added? 2. Are your paragraphs accurate?

Self-assessment and reflection should be used to ensure students focus on this where needed.

Students books should be of high quality to show their aspiration, pride and engagement

Books therefore become resources for revision and connecting learning



Feedback and Assessment

Students will need regular feedback to support them in making progress with their knowledge and understanding. It is expected that some form of student reflection or self-assessment takes place each lesson to inform teacher planning and to give students understanding of their successes and next steps.

In terms of teacher feedback, currently the frequency can be found in the departmental marking grids which Heads of department have created alongside their team. **Please click the TV below to watch an explanation video about departmental feedback.**



We strive to ensure that all of our departmental feedback and marking policies are:

- **Meaningful**
- **Manageable**
- **Motivating**



Below is a list of feedback methods which staff could use to ensuring that students receive regular feedback to support them in making progress.

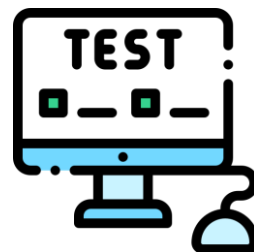
Whole class feedback sheet used 'live' in lessons to collate feedback

Through questioning of students, through listening to students read their work aloud or through work viewed through a visualiser, teachers complete a whole class feedback sheet and then use what they have discovered to plan for the next lesson and to set whole class feedback targets that students then choose from and respond to in Directed Improvement and Reflection Time.



Online marking and feedback

Students complete key pieces of work that demonstrate learning and provide opportunities for consolidation online through Firefly, Maths watch and the EverLearner. Online teacher marking and feedback take place through the Firefly platform.



Low stakes testing

Students complete low stakes testing in the classroom or online, teachers evaluate the picture presented through this format and then DIRT activities reflect the areas for development or next steps needed in learning.





Feedback and Assessment

Self and Peer Assessment

Students should self-assess or peer-assess work each lesson, in order to:

- Engage with the success criteria for their learning
- Be able to identify their own strengths and areas for development
- Be able to employ metacognitive approaches to improve



Students can either complete a RAG assessment of their work or give written feedback, which should be completed in **red pen** and should include WWW and EBI.

Codes: The following codes remain in use for feedback:

ACRONYM	MEANING	EXPECTATION
WWW	what went well	Comments that reflect the strengths of a student's work or performance
EBI	even better if	Comments that identify areas for development and prompt reflection and improvement
DIRT	Dedicated Improvement and Reflection Time	Students are prompted and held accountable for reflecting on their work, responding to issues and developing their learning

Self-assessment example

WWW – I've used facts related to the Victorian era in my work

EBI – I choose facts that link to the essay topic and use them as part of my explanation

Directed Improvement and Reflection Time (DIRT)

Following feedback, students should regularly be given the time to act upon it; this work should be completed in red pen and be clearly labelled.

There is no expectation that teachers will mark the improvements made; however, staff should monitor the completion of the work to ensure it takes place.





Feedback and Assessment

Literacy

Teaching and learning should focus on proactive literacy approaches to support all students within the Academy. The interleaving and modelling of effective communication and literacy skills is more important than ever. In every lesson, teachers should model and have high expectations of:

- Listening and oracy skills
- Reading
- Writing for purpose

The literacy codes below should be used to indicate key areas for improvement. These can be used by students and staff when marking work or by students in their self or peer assessment. They are shown on the 'Presentation Expectations' sheet to support students too.

Symbol	Target Focus	Ask yourself...
S	Spelling	Which word needs to be corrected?
P	Punctuation	<ol style="list-style-type: none">1. Where does punctuation need to be added?2. Where does punctuation need to be corrected?3. Could more sophisticated punctuation be used?
C	Communication	<ol style="list-style-type: none">1. Have you written in full sentences?2. Are there places where the meaning could be made clearer?3. Where could vocabulary choices be improved?4. Where could sentence structures or lengths be more varied?5. Could you use connectives to link sentences and/or paragraphs?6. Is the whole text structured effectively?
//	Paragraphs	<ol style="list-style-type: none">1. Where should paragraphs be added?2. Are your paragraphs accurate?





Knowledge Organisers

A knowledge organiser (KO) sets out the important, useful and powerful knowledge on a topic on a single page (Kirby, 2015).

For students to succeed in a particular area, they must have a foundation of factual knowledge, understand those facts in the context of a conceptual framework and organise knowledge in order to facilitate retrieval and application (Bransford et al., 2000). We can see knowledge organisers as a way to enable this, in a much more systematic way than traditional revision guides and textbooks.

Knowledge organisers should be used by all subjects on a regular basis to support students in the responsive curriculum.

Staff should ensure that the key threshold concepts are captured on the KOs and that they are used frequently for pre-reads to lessons as well as for recap. Students should be encouraged to use these in different ways, demonstrated by teachers or as part of flipped learning. All knowledge organisers will be available for all students on our firefly platform by the end of September 2021.

Stage 7 Unit 1 Numbers and the Number System

Learning outcomes:
By the end of this unit you should be able to:

- Identify the HCF and LCM of two numbers
- Understand and evaluate integer powers and their roots
- Identify triangular, square and cube number sequences

Key words and definitions:
Factor: A whole number which divides another with no remainder.
HCF: The largest integer which is a factor of both numbers.
Multiple: The result of multiplying one whole number by another.
LCM: The smallest number which is a multiple of both numbers.
Prime Number: A number with exactly two factors in: equivalent to itself and 1.

Power: How many times to use the base number in a given area and then multiply.
Root: A number which when multiplied by itself a given number of times equals the original number.
Cube Number: A number times by itself three times.
Square Number: A result of a number times by itself.
Triangular Number: Counts objects arranged in a triangle.

Key concepts and Examples:
Identifying the HCF:
Factors of 18: 1, 2, 3, 6, 9, 18
Factors of 24: 1, 2, 3, 4, 6, 8, 12, 24
HCF of 18 and 24 is 6.
Identifying the LCM:
Multiples of 5: 5, 10, 15, 20, 25, 30, 35, ...
Multiples of 6: 6, 12, 18, 24, 30, 36, ...
LCM of 5 and 6 is 30.

Triangular numbers:
1, 3, 6, 10
 $1+2+3+4=10$

Square numbers:
 $3^2 = 9$
 $5^2 = 25$
 $7^2 = 49$
 $9^2 = 81$

Cube numbers:
 $1^3 = 1$
 $2^3 = 8$
 $3^3 = 27$
 $4^3 = 64$

Maths facts:
28 (Factors, multiples and primes)
29 (Introduction of powers and roots)
30 (Least common multiple)
31 (Squares, cubes and roots)
32 (Working with fractions)

Yr 8 Science Knowledge Organiser – BIOLOGY
Topic: ECOLOGY

KEY VOCABULARY
Ecosystem: The living things in a given area and their non-living environment.
Food chain: Part of a food web, starting with a producer, ending with a consumer.
Food web: Shows how food chains in an ecosystem are linked.
Population: Group of the same species living in an area.
Producer: Green plant or algae that makes its own food using sunlight.
Consumer: Animal which eats other animals or plants.
Prey: An animal which is eaten by a predator.
Photosynthesis: A process by which plants use carbon dioxide and water to make their own food.
Biosphere: All the living things that live on the Earth.
Interdependence: The reliance of all the organisms in a food web upon the presence of all of the others to survive. Change affects everyone.

1. Photosynthesis
Plants photosynthesise to produce their own food.
The word equation for photosynthesis is:
Carbon dioxide + Water → Glucose + Oxygen
Light provides the energy for the reaction.
The sugar is in a form called glucose. Glucose is stored in the plant as starch.
Oxygen is released into the atmosphere.

2. Adaptations of Leaves
Leaves are flat. This gives them a large surface area to absorb sunlight.
Leaves are green because they contain chlorophyll which absorbs sunlight.
They have a waxy cuticle on the surface which is waterproof and prevents loss of water.
Gases enter the leaves through stomata on the bottom of the leaf.
Stomata open and close to let gases in and out through a process called osmosis.

3. Plant Reproduction
Plants attract pollinators like bees.
The stamen, male part, mostly consists of anther and filament.
The stigma is the female part.
A seed is the male in the ovary.
Polliniferous plants are those which produce pollen.

4. Seed Dispersal
Seeds can be dispersed (spread around) in the following ways:
Some seeds are blown away by the wind.
Some seeds are carried away by water.
Some seeds are carried away by animals.
Some seeds are carried away by insects.
Some seeds are carried away by humans.

5. Food Chains and Food Webs
Food chains show the flow of energy from one organism to another. The arrows show the direction of energy transfer.
Food webs are a network of food chains linked together.
Organisms in a food web are interdependent. They rely on each other for survival. If one organism changes, it will affect every other organism in the food web.

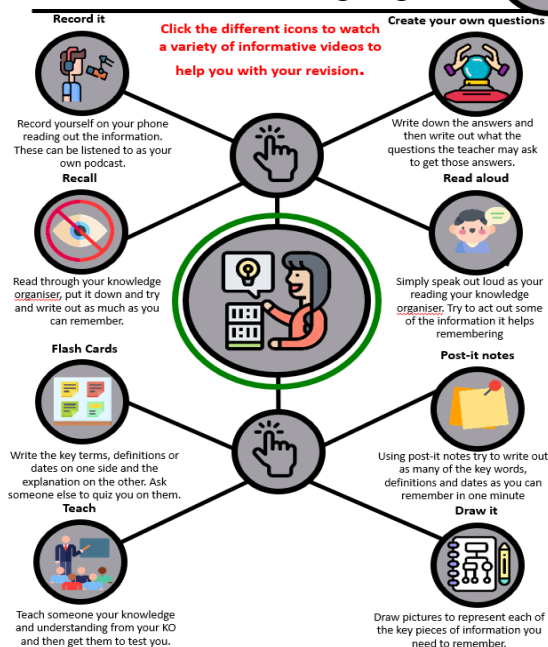
6. Food Security
Food security is the ability of human populations to acquire food of sufficient quality and quantity.
Pollinating insects are not just vital in food webs as a source of food, they are also needed to pollinate flowers to produce seeds and fruit.
The majority of food we eat comes from food chains which rely on plants which need to be pollinated.

7. Tests Materials and the Environment
Tests materials are substances that are used to test the strength of a material.
Some tests are done in the laboratory.
Some tests are done in the field.
Some tests are done in the factory.
Some tests are done in the school.

8. Biodiversity and Ecosystems
Biodiversity is the variety of living things.
A high biodiversity means having lots of individuals of lots of different species.
High biodiversity means that an ecosystem is resilient to change.
The more species there are in an ecosystem, the more resilient it is to change.
For animals we can measure species richness.
For plants we can measure species richness.
This means if there are more species, we could study their genes or even restore their populations.

9. Sampling
The first step to know the number of species in an area is to sample.
It would be impossible to count them all, so ecologists sample the area to estimate the number of organisms.
This is a square grid, which can be placed randomly on the area we want to sample.
We then count the organisms under the quadrat.
We know the size of the quadrat (e.g. 1m²) and we sample areas (e.g. 20m²). We multiply the number of organisms by the number of times bigger the area is than the quadrat (e.g. x20).

Useful tips to help you revise with your knowledge organisers



To help and support students with using knowledge organisers this we have created an interactive PDF support guide,

Students simply click the different icons to watch a variety of informative videos to help them with their revision using the knowledge organisers.

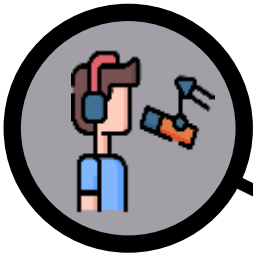
Please refer to the next page for this document.



Useful tips to help students revise with their knowledge organisers

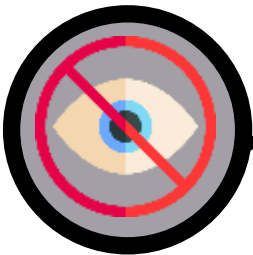
Click the different icons to watch a variety of informative videos to help you with your revision.

Record it



Record yourself on your phone reading out the information. These can be listened to as your own podcast.

Recall



Read through your knowledge organiser, put it down and try and write out as much as you can remember.

Flash Cards



Write the key terms, definitions or dates on one side and the explanation on the other. Ask someone else to quiz you on them.

Teach



Teach someone your knowledge and understanding from your KO and then get them to test you.

Create your own questions



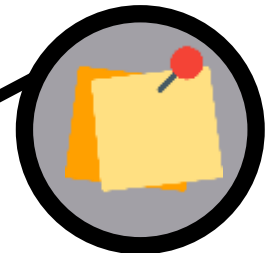
Write down the answers and then write out what the questions the teacher may ask to get those answers.

Read aloud



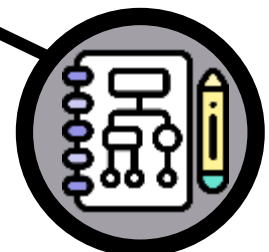
Simply speak out loud as your reading your knowledge organiser. Try to act out some of the information it helps remembering

Post-it notes

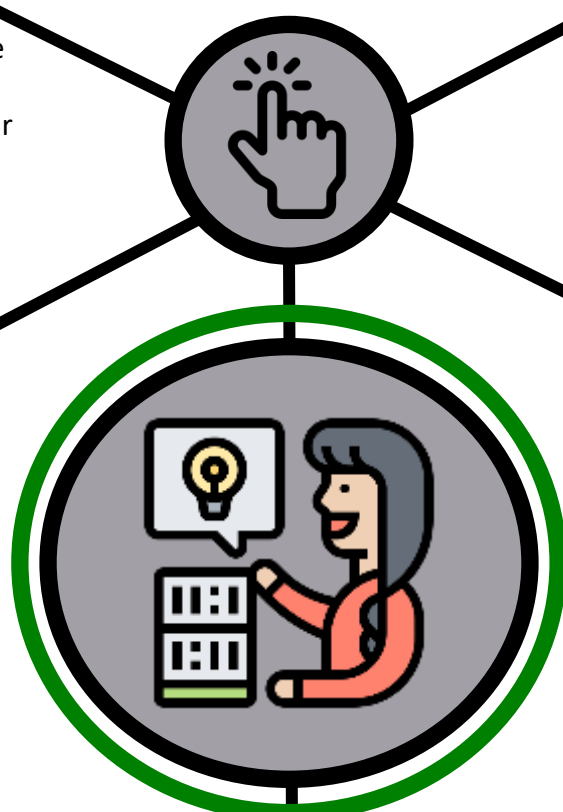


Using post-it notes try to write out as many of the key words, definitions and dates as you can remember in one minute

Draw it



Draw pictures to represent each of the key pieces of information you need to remember.





Homework

Homework should be set in line with department frequency. For all Key Stages, the relevant Knowledge Organiser for a particular topic should regularly form part of homework, to support students in revisiting, remembering and applying knowledge and skills

Subject	KS3	KS4	KS5
English	1-2 per week	1-2 per week	Literature 1-2 per week Language 1-2 per week
Maths	1 per week	1 per week	1 per week
Science	1 per fortnight	2 per fortnight (per teacher)	2 per week (per teacher)
Modern Foreign Languages	1 per fortnight	1 per week	After every lesson
Geography	1 per fortnight	1 per week	1 per week (per teacher)
History	1 per fortnight	1 per week	1 per week (per teacher)
Computing	Twice a topic (every half term)	1 per fortnight	1 per week
Philosophy	1 per half term	1 per fortnight	2 per week
Technology	1 per fortnight	1 per week	1-2 per week
Art	1 per fortnight	1 per week	1 per week
PE	Half termly	1 per fortnight	1 per fortnight
Drama	N/A	Dependent on time of the year – when doing written pieces	Dependent on time of the year – when doing written pieces
Music	2-3 times per term	1 per fortnight	N/A
Economics	N/A	1 per week	1per week
Sociology	N/A	1per week	2 per week
Psychology	N/A	1 per week	2 per week
Government and Politics	N/A	N/A	1 per week
Business Studies	N/A	1 per week	1 per week
Salon Studies	N/A	Depends on the time of year – twice a topic	N/A
Ready for Work	N/A	1 per fortnight	N/A





CPD Commitment – Continuing Professional Development

Introduction

Chellaston Academy is committed to promoting, supporting and providing continued professional learning for staff in order to meet our core value of 'Excellence.' We are developing a programme that aims to fulfil the DFE Standards for Professional Development.

The DFE Standards:

- 1. Professional development should have a focus on improving and evaluating pupil outcomes.**
- 2. Professional development should be underpinned by robust evidence and expertise.**
- 3. Professional development should include collaboration and expert challenge.**
- 4. Professional development programmes should be sustained over time.**
- 5. Professional development must be prioritised by school leadership.**

Teachers have a responsibility to reflect on their practice, enhance and update their professional knowledge and skills. This is to ensure that consistently high standards of teaching and learning are maintained and national Teacher Standards are met. Chellaston Academy's CPD programme will provide opportunities for staff to participate in a variety of activities in order to support the individual professional needs of staff and build whole school capacity. These CPD activities include strategies such as sharing best practice, presentations by current staff and outside trainers, peer observation, professional discussions, coaching and mentoring.

CPD for teachers at Chellaston Academy is about providing continual bespoke training that can be accessed whenever they like at the click of a button and in the comfort of their own phone, table or laptop. So we can provide the best learning experiences for all our students.

Staff can self-evaluate their practice through BlueSky so we can support any area of development or need they have.



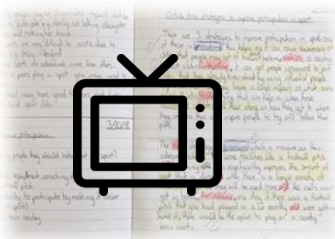


CPD Commitment – Continuing Professional Development

Staff have the opportunity to contribute to the teaching and learning firefly page, present a Worth a Look session or help populate the interactive teaching and learning newsletter. Also, optional enrichment sessions on a range of aspects of pedagogy will be in place to offer a diverse and self-tailored CPD programme. This will be placed on the firefly and bluesky platform for staff convenience. If Subject Leaders or individual members of staff would like further bespoke input, we would be happy to oblige.



Please click one of the TV buttons below to see some examples of our worth a look and tailor-made CPD sessions



Peer marking



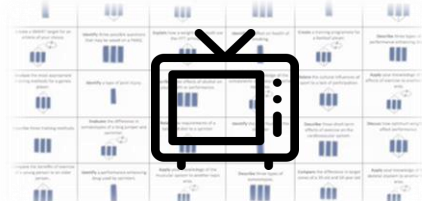
Seneca



Feedback



H.O.T question



Roll a SOLO

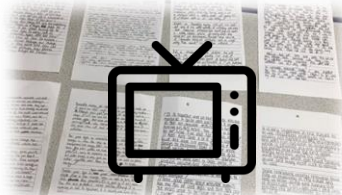


Using Blooms

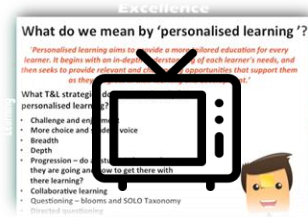
Examples of our tailor-made CPD sessions



SOLO taxonomy



Comparative Judgments



Personalised learning

Please note **ECTs** will have their own bespoke professional programme click the TV opposite to learn more about it.



We will continue to develop our **RQT** offer this year please click the TV opposite to hear feedback from one of the courses we provided for staff.





Quality Assurance

Introduction

The role of Quality Assurance is to ensure **all** students receive the highest quality education throughout their time in the academy.

“

Quality assurance at Chellaston Academy is not about scrutiny it is an appreciative inquiry into the learning experience through the lens of our students.

We seek good practice and develop a supportive collaborative and coaching culture within our academy and across our trust.

”

Aims

- The academy will ensure that its pupils receive a high standard of education that meets or exceeds the needs and expectations of interested parties.
- The standard of education provided and the methods of its deployment will be consistent and effective throughout the academy and have at their core, the values of integrity, care and excellence.
- The academy will provide a coherent structure for monitoring, evaluating and reviewing standards across the academy.

Responsibilities

All members of staff have a responsibility for ensuring students receive an education of the highest quality. However, some staff have specific responsibilities for aspects of quality assurance as set out below.

Governors

- The governing body is expected to hold the school to account for both its statutory and non- statutory obligations.
- One purpose of quality assurance is to inform the governing body about the performance of the school and its strengths and weaknesses.
- This enables Governors to participate fully in the strategic thinking and planning of the school.
- Governors are informed of the outcomes of quality assurance through regular reports to the full governing body and its various sub-committees.

Headteacher

- The headteacher is accountable to the governors for ensuring that all areas of the school are engaged in systematic and rigorous quality assurance and self-evaluation.
- The headteacher will use the outcomes of school and team self-evaluation together with external evaluations to identify areas of strength and weakness and plan for future academy improvement.

SLT

- The deputy headteacher responsible for quality assurance is accountable to the headteacher for setting up and maintaining systems for quality assurance.
- Each member of SLT is accountable to the headteacher for QA in the areas for which they have strategic responsibility.
- SLT will support the QA process for Learning Conversations, marking and Feedback QA within departments that they line manage.



Quality Assurance

Subject Leaders

- Subject Leaders are accountable to their line manager for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.
- Subject Leaders will utilise BlueSky to keep records of this monitoring for QA purposes and to support the appraisal cycle.
- Subject Leaders will undertake and facilitate learning conversations, reviews of students' work and teachers' marking and feedback by sampling sets of books from each member of their team as required by the QA cycle. Evidence from this monitoring should be available to support both departmental and school self-review and evaluation.
- Subject Leaders will undertake a review of the outcomes of progress monitoring for each year group. This review should be used to plan and implement interventions with teachers and/or pupils.
- Subject Leaders have a role in identifying inconsistencies in practice between different groups of pupils within their subjects.

We have an Annual Quality Assurance Calendar to support the process. The deputy headteacher with responsibility for QA will oversee this calendar and its implementation. Bespoke support will run throughout the year to support individuals as and when necessary.





Cognitive science

Oliver Caviglioli - Memory And Meaning - researchED Haninge 2019

Cognitive Science Approaches in the Classroom: Protocol for a systematic review

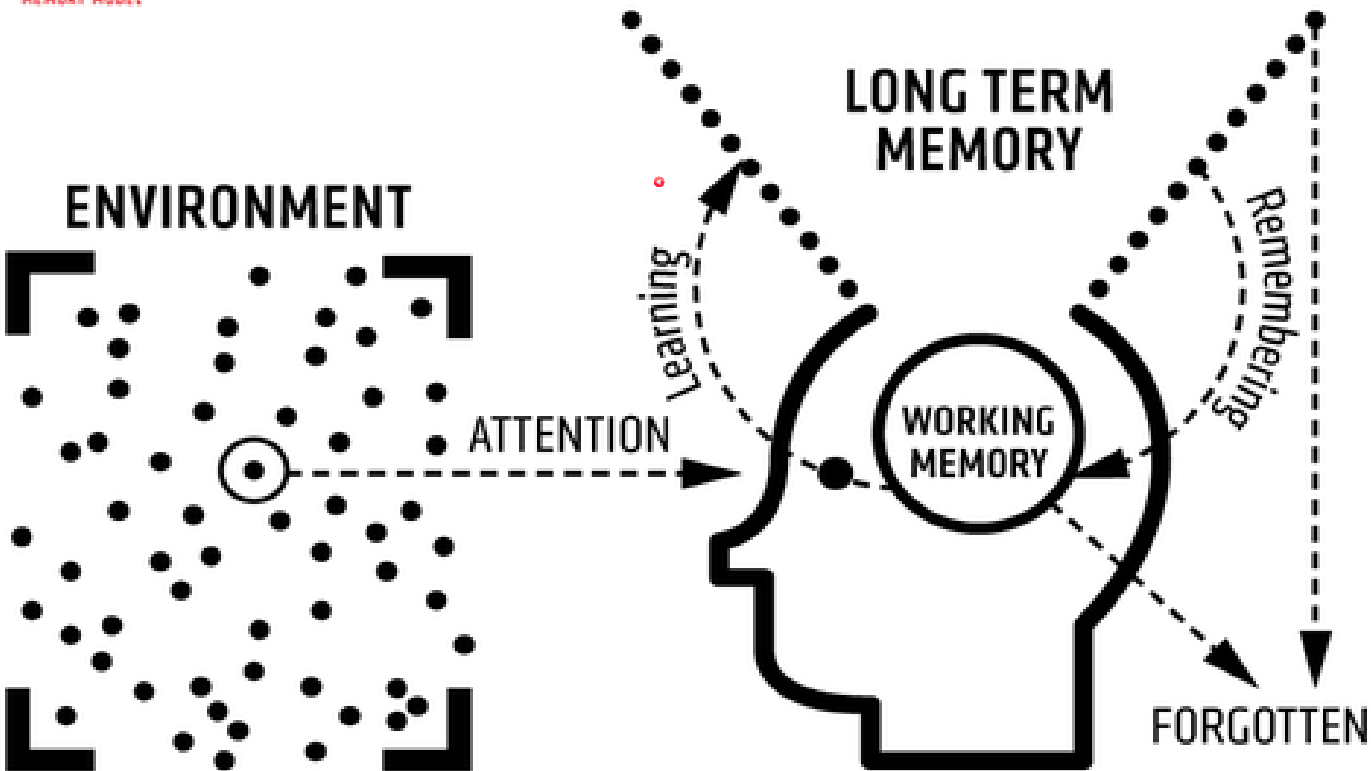
John Vervaeke - What is Cognitive Science?

EEF Blog: What does research say about the application of cognitive science approaches in the classroom?

Cognitive Science 3 proven classroom techniques

Top 15 Cognitive Science Podcasts You Must Follow in 2021

OLI CAV
OLIVER CAVIGLIOLI
@ollicav
ollicav.com
WILLINGHAM'S SIMPLE
MEMORY MODEL





Our Curriculum Map

Becoming a curriculum tour guide

“ Our curriculum design is centralised around our three core values of integrity, care and excellence which breaths life into the purpose of our academy's belief of what education is all about and why we educate. ”



Providing subject leads with a template to help articulate their curriculum design





Retrieval Practice

Kitchen Pedagogy 2:2
Retrieval Practice
- Tom Sherrington



ScotEd - My 15 minute
presentation about retrieval
practice as shown
at [#ScotED](#) – Kate Jones



Guest Blog: Retrieval practice -
A common good or just
commonplace?



Effective Retrieval Practice:
What should we consider?




10 Techniques for
Retrieval Practice
- Tom Sherrington



Retrieval Practice: The basics

Kate Jones






LEARN TO STUDY USING... Retrieval Practice

PRACTICE BRINGING INFORMATION TO MIND


LEARNINGSIENTISTS.ORG

HOW TO DO IT


Put away your class materials, and write or sketch everything you know. Be as thorough as possible. Then, check your class materials for accuracy and important points you missed.



Take as many practice tests as you can get your hands on. If you don't have ready-made tests, try making your own and trading with a friend who has done the same.



You can also make flashcards. Just make sure you practice recalling the information on them, and go beyond definitions by thinking of links between ideas.



HOLD ON!

Retrieval practice works best when you go back to check your class materials for accuracy afterward.

Retrieval is hard! If you're struggling, identify the things you've missed from your class materials, and work your way up to recalling it on your own with the class materials closed.

Don't only recall words and definitions. Make sure to recall main ideas, how things are related or different from one another, and new examples.

RESEARCH

Read more about retrieval practice as a study strategy

Roediger, H. L., Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. In J. Mestre & B. Ross (Eds.), *Psychology of learning and motivation: Cognition in education*, (pp. 1-36). Oxford: Elsevier.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)

Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science



Concrete examples

What are concrete examples?



Learn to study using ... concrete examples




Help students learn better by using concrete examples in your lessons



The Learning Scientists podcast – Concrete Examples






LEARN TO STUDY USING...

Concrete Examples

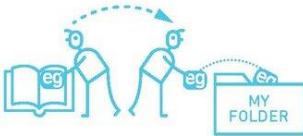
USE SPECIFIC EXAMPLES TO UNDERSTAND ABSTRACT IDEAS

LEARNINGSOCIETIES.ORG




HOW TO DO IT


Collect examples your teacher has used, and look in your class materials for as many examples as you can find.



Make the link between the idea you are studying and each example, so that you understand how the example applies to the idea.




Share examples with friends, and explain them to each other for added benefits.




HOLD ON!

You may find examples on the internet that are not used appropriately. Make sure your examples are correct - check with your teacher.



Ultimately, creating your own relevant examples will be the most helpful for learning.



RESEARCH

Read more about concrete examples as a study strategy

Rawson, K. A., Thomas, R. C., & Jacoby, L. L. [2014]. The power of examples: Illustrative examples enhance conceptual learning of declarative concepts. *Educational Psychology Review*, 27, 483-504.

Content by Yana Weinstein [University of Massachusetts Lowell] & Megan Smith [Rhode Island College] | Illustrations by Oliver Caviglioli [teachinghow2s.com/cogsci]

Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science



Elaboration

Elaboration | How Expanding
On Ideas Increase Outcomes
| Science of Learning Series



Study Strategies: Elaboration




Elaboration: an effective
strategy for learning



USING ELABORATION IN THE
CLASSROOM






LEARN TO STUDY USING... Elaboration


EXPLAIN AND DESCRIBE IDEAS WITH MANY DETAILS

LEARNINGSOCIETISTS.ORG

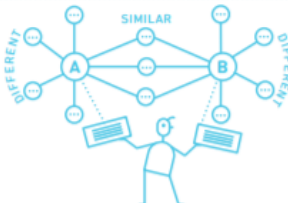


HOW TO DO IT


Ask yourself questions while you are studying about how things work and why, and then find the answers in your class materials and discuss them with your classmates.



As you elaborate, make connections between different ideas to explain how they work together. Take two ideas and think of ways they are similar and different.




Describe how the ideas you are studying apply to your own experiences or memories. As you go through your day, make connections to the ideas you are learning in class.




HOLD ON!

Make sure the way you are explaining and describing an idea is accurate. Don't overextend the elaborations, and always check your class materials or ask your teacher.



Work your way up so that you can describe and explain without looking at your class materials.



RESEARCH

Read more about elaboration as a study strategy

McDaniel, M. A., & Donnelly, C. M. (1996). Learning with analogy and elaborative interrogation. *Journal of Educational Psychology*, 88, 508-519.

Wong, B. Y. L. (1985). Self-questioning instructional research: A review. *Review of Educational Research*, 55, 227-268.

Content by Yana Weinstein (University of Massachusetts Lowell) & Megan Smith (Rhode Island College) | Illustrations by Oliver Caviglioli (teachinghow2s.com/cogsci)

Funding provided by the APS Fund for Teaching and Public Understanding of Psychological Science



Establishing a positive climate for learning

Dr. Jason Conway - Classroom Environment: It's not about YOU, It's about THEM



EEF Blog: Five-a-day - achieving effective learning behaviours within our classrooms



Culture Before Curriculum | Andrew Hammond



Creating the Right Climate for Learning by Andy McHugh



Creating the right climate in the classroom – Carpool4school



How to create an Effective Classroom Learning Environment





Assessment, feedback and questioning

Assessment for Learning
Strategies - Key classroom
strategies



Assessing and Monitoring
Pupil Progress



What is effective feedback,
how can it be used, and the
potential impact on student
learning.



TEACHER FEEDBACK TO
IMPROVE PUPIL LEARNING
Guidance Report



10 Questioning Techniques by
@TeacherToolkit



QUESTIONING – TOP TEN
STRATEGIES Alex Quigley



Assessment and Personalized
Learning In Project-Based
Learning



EEF podcast looks at
Embedding Formative
Assessment





How pupils learn: making it stick

How learning works -
By Matt Hood Principal of
Oak National Academy



What teachers actually need
to know about cognitive load
theory (with David Didau)



Cognitive Load Theory and what
it means for classroom teachers
What simple steps can you take
to avoid overloading your
students?



How To Make Learning
Stick: Top Tips From
Learning Psychology



Making Learning Stick
by @TeachertoolKit



What You Need to Know
About Cognitive Load
A Conversation with John
Sweller





Behaviour management strategies

Behaviour Management
Strategies Every Teacher
Should Know



School Matters -
Challenging Behaviour



Dr Bill Rogers - Managing the
Difficult Class



Improving behaviour in
schools



10 Easy Behaviour
Management Tips For
Lesson Success



Behaviour management by
Paul Dix and Dr. Bill Rogers

