Manchester Academy Teaching & Learning Handbook

2023-24 v1

For office use: -		Review Period:	1 Academic Year
		Owner:	Rachael Green – Vice Principal (Teaching)
Last review:	October 2023		
Date of next Academy review:	October 2024		
Type of policy:	United Learning Policy	Local Governing Body	
		Group Board:	

"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve."

Dylan Wiliam, University of London

Excellent Teaching Handbook

Manchester Academy
The best in everyone™
Part of United Learning

The MA 'Excellent Teaching' Model

Excellent Classroom Culture – Positive relationships underpinned by effective routines

We believe that, at MA, a classroom culture that sets the highest expectations will ensure that students can deliver excellent work and progress. Classrooms are organised in rows to allow all students to face and clearly see the Teacher Wall.

To ensure that excellent learning takes place, teachers draw on a range of strategies, including those in Lemov's Teach Like A Champion.

Specifically, we have 7 Key Routines for Consistency that are used across all curriculum areas:

1. **Entry to lessons:**
   Teachers meet and greet students on their door and welcome them to the lesson.
   Students settle down to a Silent Do Now activity which links to relevant prior learning or activates learning for the current learning objective.
   Students respond formally to the register according to the Oracy Benchmarks.

2. **Reading in every classroom lesson:**
   Students are expected to **read in every lesson** at Manchester Academy. Students read a variety of subject specific non-fiction in lessons and there is acknowledged opt in from all learners, regardless of reading ability. Teachers hear students read aloud where possible and fluency and intonation are modelled by confident practitioners.

3. **Asking and answering questions:**
   Teachers ask lots of questions. These questions are most often open-ended, designed to support, stretch and challenge students' thinking. Opportunities for questions are planned and Targeted Questioning is used to hear responses from samples of students.
   Wait-Time and Cold-Call are used so that all students prepare an answer and expect to give a response.

4. **Checking for Understanding**:
   Students' understanding is checked regularly throughout the lesson so that misconceptions can be addressed and progress towards the learning objective can be monitored.
   A range of strategies are employed to question and observe students so that teaching is responsive and well-paced, for example, live-marking whilst circulating or MWB for whole-class feedback. As a key area for improvement this academic year, CFU will be a focus area in Teaching Reviews.

5. **High Behavioural Expectations:**
   Teachers use a narrated count-down to prepare students for transitions within lessons or when establishing quiet after a paired or group task.
   Active listening is encouraged and teachers explain to students how to demonstrate this. Students understand what excellent behaviour for learning looks like and teachers role model these high expectations for students. Teachers have confidence when applying the Academy's behaviour policy rewarding students with ATL Award points, using 'The MA Way' when additional support for their own strategies is needed.

6. **Independent Practice:**
   Opportunities for independent practice are planned into every lesson. By increasing the proportion of the cognitive work students do (Ratio) – the writing, thinking, discussing and analysing – the more they know and remember.
   Independent work can be planned in a range of formats and should be seen in different phases of the lesson. Where possible, students should be given regular opportunities to complete extended independent responses. As the second key area for improvement, independent practice will also be a focus area in Teaching Reviews.

7. **Exit from lessons:**
   At the end of the lesson students stand behind their chairs with their bags on backs, coats over arms. Books and equipment are collected in a routinised way.
   Students are dismissed by the teacher row by row.

Lesson Structure

A typical lesson at Manchester Academy should be based around the Rosenshine Instructional Core. Below highlights how the instructional core incorporates the different elements of the Rosenshine Principles:

- Prior review (**R1**)
- Instructional core (Using I>we>you):
  - **Demonstration** (explanation and modelling) of new material in small steps (**R2, R4**)
  - **Guided practice** with prompts and scaffolds (**R5**, **R8**)
  - **Independent practice** with monitoring and feedback from teacher (**R7, R9**)
- Review and Feedback

Teachers check the understanding of all pupils throughout the process, ensuring a high success rate (**R7**), by asking **lots** of probing questions (**R3**) and providing correction and feedback. (**R6**)

Students are given feedback in multiple forms. Verbal feedback is given in every lesson through questioning and other CFU strategies such as the use of mini-whiteboards. Mini-tests are planned into schemes of learning to provide opportunities for formative feedback in the form of Class Feedback Sheets (CFS). Students respond to the actions from CFS. Live-marking is encouraged during the independent practice session.

Wherever possible, by structuring lessons around the Rosenshine Instructional Core, teachers at Manchester Academy will enable students to make excellent progress by retaining knowledge and skills in long term memory.

All teachers adhere to the **5 Oracy Benchmarks** to encourage excellent speaking and listening skills. All students contribute verbally in every lesson so their ideas are heard. Students are encouraged to respond formally and in full, developed sentences. Subject specific vocabulary is taught in lessons as per curriculum unit plans. On first teaching, key words are recorded and defined (where appropriate) in books. Students are encouraged to use the new vocabulary in oral responses and then in their independent work.

THE PRINCIPLES OF INSTRUCTION

01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS

Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS

The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS

Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE

Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING

Less successful teachers merely ask "Are there any questions?" No questions are are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE

A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS

Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE

Independent practice produces 'over learning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

Lemov's Teach Like a Champion

First created as a set of field notes from observations of great teachers in the classroom, Doug Lemov created Teach Like A Champion.[1] These notes have now been edited to form 63 teaching and learning strategies that create strategic routines in the classrooms of teachers with all levels of experience. At Manchester Academy we are using Teach Like A Champion strategies to complement the Rosenshine Principles.

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[1] Doug Lemov, Teach Like a Champion 2.0 (Jossey – Bass, 2015)

Rosenshine vs TLaC

Rosenshine's Principles are 10 research-based principles of instruction linked to the classroom. These principles come from three sources: (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports. Here, they have been set against a selection of techniques from Lemov's *Teach Like A Champion* which the author Doug Lemov describes as "a set of field notes from observations of the work of masters".

1 — Daily Review
Daily review is an important component of instruction. It helps cement the connections between learned material. Automatic recall of words, concepts and procedures frees working memory for problem solving and creativity.
- Technique 20: Do Now
- Technique 5: Show Me
- Technique 46: Strong Start
- Technique 26: Exit Ticket

2 — New material in small steps
Our working memory is small, only handling a few bits of information at once. Avoid overload: take time to present new material in small steps and proceed only when first steps are mastered.
- Technique 21: Name the Steps
- Technique 57: What to Do (EX)
- Technique 16: Begin with the end
- Technique 25: At Bats

3 — Ask Questions
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned and how then to proceed with next steps.
- Technique 33: Cold Call
- Technique 11: No Opt Out
- Technique 32: Wait Time
- Technique 36: Pepper

4 — Provide models
Pupils need cognitive support to help them to learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved and reduce the load on working memory.
- Technique 39: Show Call
- Technique 22: Board = Paper
- Technique 38: The Art of the Sentence
- Technique 15: Without Apology

5 — Guide student practice
Pupils need more time to rephrase, elaborate and summarise new material. Successful teachers built in time for this as it supports greater understanding as well as more successful retention in long term memory.
- Technique 37: Everybody Writes
- Technique 42: Habits of Discussion
- Technique 43: Turn and Talk
- Technique 8: Culture of Error

Rosenshine — Teach Like a Champion

"The best way to become an expert is through practice—1000s of hours of practice. The more practice, the better the performance."

"research works best when it is a tool not a mandate—adapted and applied by professionals to meet a specific goal."

6 — Check student understanding
More CFU means more processing, greater long-term retention and better teacher understanding in terms of gaps. Very effective teachers avoid seeking nods from pupils and use targeted questioning to find misconceptions.
- Technique 1: Reject Self Report
- Technique 7: Plan for Error
- Technique 2: Targeted Questioning
- Technique 4: Tracking, Not Watching

7 — Obtain high success rate
Obtaining a high success rate at each stage of delivery will build solid foundations and avoid entrenching misconceptions. Moving on too quickly will reduce effectiveness and affect those pupils reaching clarity more recently.
- Technique 10: Own and Track
- Technique 6: Affirmative Checking
- Technique 12: Right is Right
- Technique 15: Without Apology

8 — Scaffolds for difficult tasks
Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of a "cognitive apprenticeship" leading to competence and independence.
- Technique 35: Break it Down
- Technique 21: Name the Steps
- Technique 57: What to Do (AC)
- Technique 9: Excavate Error

9 — Independent practice
Rigorously monitored practice or overlearning secures success and competence which will automatize recall and reduce load on working memory. Facts, concepts, and discriminations will be clear for subsequent learning.
- Technique 37: Everybody Writes
- Technique 41: Front the Writing
- Technique 43: Turn and Talk
- Technique 40: Build Stamina

10 — Daily, weekly & monthly review
The effort involved in recalling recently-learned material embeds it in long-term memory to develop extensive and available background knowledge. The more this happens, the easier it is to connect new material.
- Technique 20: Do Now
- Technique 6: Affirmative Checking
- Technique 13: Stretch It
- Technique 16: Begin With The End

@doug_lemov TLaC Placemat wording inspired by Jillian Robinson jrobi184@eq.edu.au Nanango State School, QLD, Australia borrowed and edited with permission and thanks by @juStindelap

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During the course of this academic year, we will be focusing on the following strategies to continue to strengthen our excellent teaching model:

Classroom Culture

8: Culture of Error – create an environment where your students feel safe making and discussing mistakes.

46: Strong Start – design and establish an efficient routine for students to enter the classroom and begin class.

48: Engineer Efficiency – teach students the simplest and fastest procedure for executing key classroom tasks.

49: Procedure to Routine- turn procedures into routine by rehearsing and reinforcing until excellence becomes habitual.

Classroom Practice – linking to Rosenshine

5: Show Me/ 39: Show Call – students actively show evidence of their understanding

13: Stretch It – reward 'right' answers with harder questions

21: Name the Steps – break down complete tasks into steps that form a path for student mastery.

22: Board = Paper – model and shape how students take notes in order to capture information you present.

Checking for Understanding

1: Replace Self Report – replaces functionally rhetorical questions with more objective forms of impromptu assessment.

2: Targeted Questioning – ask a quick series of carefully chosen, open-ended questions directed at a strategic sample of the class and execute in a short time period.

4: Tracking, Not Watching – decide specifically what you're looking for and remain disciplined about it in the face of distractions.

33: Cold Call – expect answers from all students, regardless of whether they've raised their hand.

Raising Expectations

11: No Opt Out – ensure students who won't try practice getting the answer right.

12: Right is Right – hold out for answers that are completely correct to meet your rigorous standards.

15: Without Apology – embrace – rather than apologise for – rigorous content and academic challenge

40: Build Stamina – gradually increase writing time to develop in your students the habit of writing productively for sustained periods of time.

Academic Language and Literacy

14: Format Matters – help students to practise responding in a format that communicates the worthiness of their ideas.

23: Control the Game – ask students to read aloud frequently, whilst managing the process to ensure engagement and accountability.

37: Everybody Writes – prepare your students to engage by giving them the chance to reflect in writing before you ask them to discuss.

41: Front the Writing – arrange lessons so that writing comes earlier in the process to ensure that students think rigorously in their writing.

When used to complement Rosenshine's Instructional Core these strategies can build robust systems that maximise learning time in the classroom.

MA Approach to Feedback and Marking

Feedback matters. Teachers need to show students what they need to aim for, set them off and then keep their learning on track through precise and timely feedback.

Feedback, at its best, is a reciprocal process.

Teaching is adapted based on student responses.

Teaching is responsive

Teacher

Feedback

Student

Regular and specific improvement points are used to close the learning gap.

Learning is informed
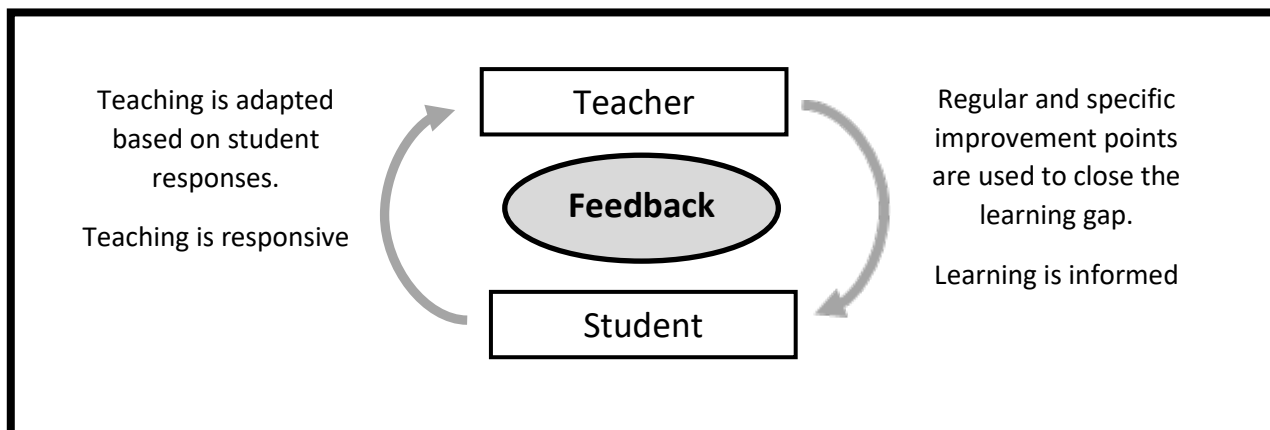
Following the identification of a 'learning gap' (something a student cannot yet do or does not yet know), the resulting feedback should be aimed at closing this gap. It could be written or verbal, from the teacher, peers or self-generated.

Feedback from the performance of students should inform future teaching. It might happen in a number of ways:

- **In the lesson**. The feedback the teacher constantly receives from students allows for swift and timely interventions. Stopping, reframing and adapting lessons is an essential feature of excellent teaching.
- **In-between lessons**. Using student work, teachers identify inconsistencies, misconceptions and sticking points; using the whole class feedback, teachers plan to 'reteach' these areas again. Teachers also identify students that are 'on-watch' (underperforming), so that timely classroom intervention strategies, such as changing the seating plan or checking work completion rates every lesson, can be employed immediately.
- **In-between units of work**. After a summative assessment (Big Test), using question level analysis (QLAs) teachers should identify common weaknesses and knowledge gaps. Teachers highlight topics that need to be addressed in their Big Test Whole Class Feedback Sheets.
- **When reviewing the curriculum.** Leaders look at the performance of classes across highlighted topics. Where there has been underachievement or unsecure understanding, leaders review how these topics have been taught and plan how learning gaps will be addressed.

When planning lessons teachers should reflect upon their own practice and ask the following questions:

- Is feedback from marked/assessed work timely, specific and helpful?
- How is marked/assessed work used to inform planning and 'close the gap'?
- Are strategies in place for those students identified as being 'on-watch'?
- Is teaching flexible, based on feedback from the performance of students?
- Within lessons is feedback timed right i.e. are students given enough 'struggle time'?
- Are self-assessment strategies such as proofreading, editing and redrafting employed to aid metacognition?

Whole Class Feedback Sheets

In 2016, a key finding of the EEF's report 'A Marked Improvement? A review of the evidence on written marking'[9] was the significant disparity between the large amount of effort teachers invest in marking and the research available to inform them which marking approaches are the most effective.

Marking is a vital element of teaching and has two purposes – to inform future planning and for students to act upon feedback and make progress over time. At MA, we recognise the difference between marking and feedback[10].

At MA, classroom teachers use feedback to inform planning using 'whole class feedback sheets'. The classroom feedback sheets have been slightly modified for different curriculum areas but are all underpinned by the identical principles that; for students to make good progress they need frequent, timely feedback about what it is they need to do to improve.

How the process works:

1. Teachers scan and lightly mark students' books (using a green pen) and make notes on the whole class feedback sheets focusing upon identifying common mistakes and misconceptions from the whole class. During this time mistakes should be highlighted in books, as well as recurring literacy errors. CFS can alternatively be completed from Mini-Tests and Big-Tests

2. The feedback sheets are then used to inform planning of the 'feedforward lesson' where learning gaps in knowledge and skills are addressed. During this lesson, students respond to the feedback in their books using a purple pen.

3. Feedback also includes sharing of excellence and celebrating outstanding effort to further embed a classroom culture of excellence. Presentation should evidence that students take pride in their work.

4. A copy of the whole Class Feedback Sheet is stuck neatly in students' books. Students should be aware of what specific areas of improvement are relevant to them.

5. Where students are not making good progress or the quality of work is not in line with expectations, class teachers identify these students as 'on-watch' and plan timely interventions as part of their quality first teaching. These students' books should also be marked more regularly to keep a closer eye on the work they are producing.

Examples of possible interventions (at classroom level) include:

- Changing the seating plan – Move students 'on watch' to the front of the class so that the teacher can check the quality of work and work completion rates.
- In the student's book, make a note of the time when students start their work – Explain to the student that routine checks will be made throughout the lesson to check the quality of work and work completion rates.
- Incorporate a wide range of questioning techniques including 'no hands up' so all students are involved in classroom discussions.
- Mark students identified students' books at the end of every lesson.
- Telephone parents/carers to discuss concerns regarding quality of classwork.
- Discuss with Curriculum Area Leader about concerns - is the quality of work improving through intervention?

See Appendix B - Whole Class Feedback Sheet

[9] Victoria Elliot et al., A Marked Improvement? A review of the evidence on written marking. (EEF: London, 2016)
https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Marking_Review_April_2016.pdf

[10] EEF Teaching and Learning Toolkit – Feedback, A Printable Summary (EEF: London, 2018)
https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=131&t=Teaching%20and%20Learning%20Toolkit&e=131&s

How often should students receive feedback from marked work?

Alongside continual feedback during lessons, students should receive formal planned feedback in core and option subjects **every 2 weeks** from either classwork in books, a Mini test or Big Test. The quality of feedback following marked work and completed assessments will be subject to regular monitoring by the Curriculum Leader/Assistant Curriculum Leader and Senior Leadership Team in accordance with the Academy's Quality Assurance processes.

What	Comment
Student work in books	A set of class books is collected and reviewed by the teacher. Books are being reviewed and marked for literacy and to highlight errors or misconceptions.
Mini Tests	Mini Tests are assessments designed at class level to inform the teacher of progress being made and misconceptions or gaps in learning that students currently have. There is no need for Mini Tests to be the same across all sets within a year, although this may be the case at times. Mini Tests most usefully provide information for the 'Misconceptions' part of the Class Feedback Sheet. Some departments design their Mini Tests to be completed in exercise books, others on paper. Either approach is acceptable as long as the student has their score recorded and the information is used to inform feedback. If done on paper, the tests should be stored in a folder or stuck into books.
Big Test (Biannually)	Big Tests are designed at department level or utilise United Learning assessments where available/appropriate. They perform the same function as Mini Tests – that of identifying individual strengths and weaknesses – but also form a key component in identifying where a student is currently 'at', as they feed into the Teacher Assessment National GCSE Grade. After a Big Test, classroom teachers complete a Big Test Feedback Sheet. Question Level Analyses enable misconceptions and learning gaps to be identified and are addressed swiftly during 'Feedforward lessons'.

See Appendix C – Big Test Class Feedback Sheet

Typical Frequency of Assessment

For most subjects, including Ebacc subjects, we have a curriculum which is assessed in a cycle of two or three Mini Tests a half term; these feed into the Big tests in the Spring and Summer term. The cycle of assessment for Y7, 8 and 9 in most subjects will look something like the example below, although this will depend of the amount of lessons per fortnight students have in that subject. KS4 should follow a similar pattern but additional/alternative assessments will be added as required by exam specifications.

Week	Assessment	Model A – Teacher Review / Check
1		
2	Mini Test	**Class Feedback Sheet incorporating feedback on the Mini Test/classwork**
3		
4	Mini Test	**Class Feedback Sheet incorporating feedback on the Mini Test/classwork**
5		
6	Big Test	**Big Test Report and Question Level Analysis**
7	Review Week	

Note: Subjects who teach one lesson a week will only complete one or two mini tests in the cycle.

Presentation of Work and Developing Students' Communication Skills

Presentation Standards

Students should take pride in their work and this will evidence that they share the Academy's vision of 'the best in everyone'.

The Academy's expectations for the presentation of work are:

- Writing should be upon lines and well presented.
- Titles and the date should be underlined with a ruler.
- Key words and subject specific language is underlined when first taught and when used in student work.
- Where a diagram is drawn a pencil and ruler should be used so that the diagram is well presented and legible.
- Graffiti and doodles are not acceptable on exercise book covers or in student work. Student work will be used for assessments and checked/read by adults and must therefore demonstrate a business-like approach.
- Writing should be completed in blue/black ink and if a mistake is made it should be neatly crossed out with a single ruled line.
- Large gaps must not be left between pieces of work in exercise books and both sides of the paper should be used. Work that is completed on paper should be stuck into the exercise book or stored safely in an appropriate folder.

Developing Students' Communication Skills

All subjects should contribute to the teaching of Numeracy, Literacy and Communication skills so that students can make good progress across the curriculum.

- Subject specific vocabulary should be supported in classrooms and the use of key words should be considered in lesson planning. In addition, expectations from examination boards should be applied at KS4 and post 16 in terms of spelling, presentation and grammar.
- When key words or terminology are taught for the first time these should be clearly recorded and demarcated in books by students so that they can be easily referred back to for future use.
- Formal English and appropriate grammar must be used in all written work and assessed as such. The use of different types of writing should be encouraged and common forms and conventions used.
- The use of word walls, writing frames, spelling mats etc. should be encouraged and departments should provide support materials for literacy in their subject area as appropriate.
- Individual approaches, support for EAL students and those with SEND should be used where applicable.
- Where graphs/diagrams are drawn a pencil and a ruler should be used and labelling should be tidy and clear.
- Where mathematical calculations are part of a piece of work the member of staff should check the accuracy of the numeracy. Number work should be laid out in an orderly manner so that units, tens etc. are clearly aligned if necessary for the completion of a calculation.

Manchester Academy Oracy Benchmarks

The improvement of students' oracy skills is a School Improvement Priority at Manchester Academy this year. As part of our work towards the 5 benchmarks listed below staff and students make a commitment to the development of confident speech in lessons.

Oracy Benchmarks

Initial focus 1, 2 and 5.
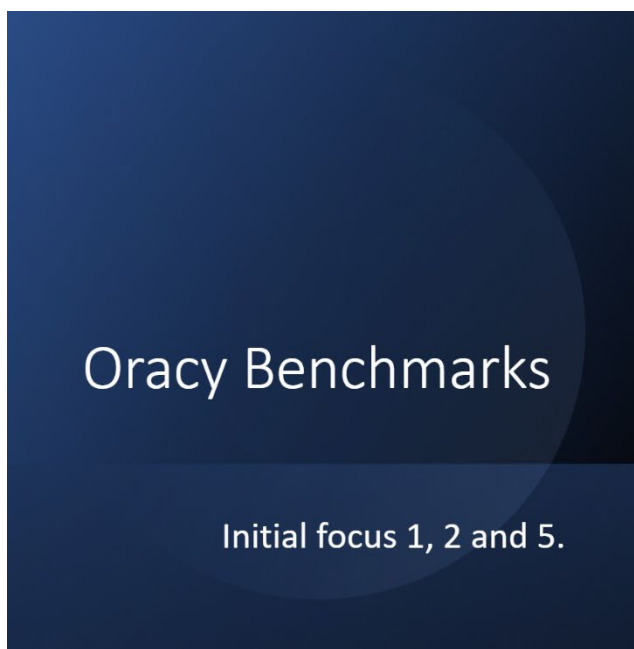
1. Sets high expectations
2. Values every voice
3. Teaches oracy explicitly
4. Harnesses oracy to elevate learning
5. Appraises progress in oracy

STUDENTS -	STAFF -
1. Every student will contribute verbally and have their idea heard in every lesson.	1. Staff model high-expectations for speaking in all interactions with students.
2. Students will respond to others' ideas as well as offer their own perspective.	2. Staff will encourage, praise and insist on good speaking and listening.
3. Students will respond to questions in full sentences.	

MA Behaviour for Learning

We believe at MA, that a classroom culture that sets the highest of expectations will ensure that students deliver excellent work and results. Excellent relationship dynamics coupled with excellent teaching are key components for creating a purposeful climate for learning. The MA 'Excellent Teaching' model supports the Academy Learning Values which are visible in every classroom:

The MA Learning Standards

1. Students access disruption free learning and aspire at all times to become ATL 1 learners.
2. Students follow staff instructions.
3. We speak respectfully to each other, avoiding name calling or language which causes upset.
4. Students follow our 'hands off' culture to ensure safety and wellbeing.

We believe that positive reinforcement of good behaviour and rewarding success are tools of managing behaviour in the academy. Praise is used much more than warnings. Opportunities for praise are actively sought by all staff, both teaching and non-teaching, to ensure positive messages and meaningful rewards dominate student culture.

At times, some students will fail to meet our high expectations and will need to be sanctioned. We believe that most negative behaviour can be addressed by effective lesson planning, exciting learning opportunities, considered seating plans and teacher impact, however some of our students may still display negative behaviours. In such cases staff should use the academy consequence system to manage negative behaviour as outlined in the MA Behaviour for Learning Policy.

See 'MA Behaviour for Learning Policy 2022-23'

Developing Excellent Teaching

To secure excellent teaching and learning the academy is committed to the continuing professional development of all teachers and support staff. We believe that focusing on the professional development of staff not only improves staff morale and engagement but also brings greater improvement in student outcomes.

As part of our commitment to striving for excellence in teaching and learning, we ensure that all teachers have regular opportunities to meet with their line manager/mentor. These are weekly for developing teachers (United Teachers, Teach First) and fortnightly for ECTs.

These scheduled meetings enable colleagues to:

- Discuss teaching, learning and assessment strategies and developments.
- Plan peer observations or discuss feedback.
- Discuss progress of specific groups e.g. SEND, PP, EAL, More able.
- Identify students performing below expectation and ensure they are identified on subsequent planning.
- Refer to progress made towards CPD targets, appraisal targets and Teachers' Standards.

Academy CPD Programme

At MA we regularly review our CPD to ensure that our provision remains high quality, and to ensure that planning is aligned to the DfE Standard for Teachers' Professional Development[11]. Teachers attend monthly teaching and learning workshops, differentiated to department need and levels of experience. In addition, all teachers are welcome to attend the weekly Developing Teacher sessions that form part of the ECT offer at the Academy.

Please see each academy calendar for timetabled workshops.

Sharing of Best Practice

There is an 'open door' culture at MA, where all teachers welcome colleagues into their classrooms to observe teaching. To support teachers at the beginning of their careers to develop their practice, all ECTs and Teach First Participants should conduct regular – at least fortnightly - 'Peer Observations' where teachers are encouraged to observe colleagues within and outside their own departments.

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[11] Department for Education. Standard for teachers' professional development Implementation guidance for school leaders, teachers, and organisations that offer professional development for teachers. (DfE: London, 2016) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf

MA Approach to Lesson Observations and QA of Quality of Education

Teaching and learning information from formal observations is used to share effective practice, inform personalised targets and shape academy CPD training. Time is precious and the academy is a 'busy building', but we firmly believe that coaching and offering personalised support for teachers through discussion about their practice is essential so that teachers can flourish and develop at MA.

We do not formally grade the quality of teaching of individual lessons. Our 'Excellent Teaching' model (page 3) is used to inform coaching conversations, where we focus on elements of the lesson that should be shared as good practice and areas that need more development, which inform individualised targets.

To support teachers to make progress with their teaching practice and performance management targets, all teaching staff are observed as part of their Teaching Review and following Support and Intervention Window..

	Teaching Review	Intervention Learning Walks
All teachers in curriculum area	Up to 2 hrs of observed teaching across Key Stages during the year	15-20 minute Drop Ins
	One per term	1 per term

In addition to the formal QA process of Curriculum Review and Mini Dive, learning walks will conducted at half-termly intervals throughout the year. The focus for these learning walks will be decided according to the Big Test Reports and the interventions identified by CALs in their Big Test Actions report.

See Appendix F – Curriculum Review and Mini Dive Overview

Minimum Expectations - Good Student Progress and Behaviour for Learning

The academy believes that the main engine of academy improvement is providing excellence in the classroom. This will always be our key strategic priority and the academy expects all teachers to aspire to the highest standards of classroom practice at all times. In line with our teaching model, we understand that for high quality learning to take place, there must be a positive classroom culture where all students feel safe to take risks when answering probing questions and attempting challenging work.

As a supportive measure, we make a judgement about behaviour for learning for individual lessons. This is not only to support teachers to reflect on their own practice, highlighting relationship dynamics and culture as key, but is also used to inform the Quality of Education Team about where additional coaching and support is needed.

We understand that for new staff joining the academy that developing excellent teacher-student relationships may prove challenging in the first few weeks within the first term. During this time, new colleagues benefit from additional informal coaching observations alongside the academy formal observation process. The Developing Teacher Programme for Term 1 also focuses upon different aspects of behaviour for learning which all staff are invited to attend and the first strand of modules on the Early Career Framework for NQTs covers behaviour for learning in detail.

It is important to note that if behaviour and attitudes are judged as 'good', this does not necessarily equate to students making 'good' progress. Challenge is the driving force of our model, so for students to retain information, teaching strategies should ensure that they are working just outside their comfort zone, causing them to 'think hard' about the content and engage in healthy struggle. If lessons do not include appropriate challenge and support, then students cannot make good progress.

Where observations/drop ins show that students are not making 'good' or better progress, additional observations will occur:
- Follow up observation to take place within 2 weeks of initial observation. This should demonstrate learning from feedback given after the initial observation where students did not make good progress.
- A member of the Q of E team will carry out the 2nd observation and, where possible, this will be jointly conducted with the original observer.
- If, during the 2nd observation, students do not make good progress, the AVP for Teaching will review to ensure ongoing support is put in place. Depending on the needs of the teacher, this may be more targeted coaching or, if required, an additional monitoring and support plan. This will be managed by the AVP for Teaching, as part of this informal stage.
- If an additional monitoring and support plan is in place and the required improvement is not shown, a formal Capability process will take place. This will be led by AVP for Teaching and reviewed by the SVP and Principal.

Observations for Early Career Teachers, Teach First and United Teaching Participants

To ensure that Early Career Teachers, Teach First and United Teaching Trainees make good progress towards the Teachers' Standards, typically the observations for such colleagues will be:

Career Stage	Minimum Number of Observations	Who

Early Career Teachers	Once per half term if making 'good' progress towards the Teachers' Standards	6 observations by the Subject Mentor 3 observations by Professional Mentor
Teach First Participant (Working towards gaining QTS)	15 formal per academic year if making 'good' progress towards the Teachers' Standards	6 observations by the Subject Mentor 6 observations by the PDL 3 observations by the University Tutor
United Teaching Participants (Working towards QTS)	Weekly, fortnightly and termly observations take place, ensuring 'good' progress is made towards the Teachers' Standards.	Weekly observations by the Subject Mentor Fortnightly observations by the Professional Mentor Termly by the Visiting Professional Mentor

If observations highlight that the teacher is not making good progress towards the Teachers' Standards then additional coaching and support plans may be introduced in accordance with statutory guidance for ECTs, Teach First and United Learning Participants.

See Appendix D – MA Lesson Observation Pro-forma

Learning Walks

MA is committed to being a leading institution; the academy of choice for learners, their parents and employers locally, regionally and beyond. We look to be acknowledged nationally for excellence in teaching and learning and for the quality of students' outcomes. We recognise that our learners are at the heart of all we do and are committed to fully understanding every aspect of their 'MA' experience.

As part of this commitment, members of the Senior Leadership Team and Curriculum Area Leaders (or deputies) regularly undertake Learning Walks. During a Learning Walk observers watch and talk to students, in a range of classes and other learning or social spaces in order to better understand the everyday experience of students. As such, observers will identify whether the following aspects of practice are clearly present and effective in each lesson:

- Student motivation and engagement supporting a good classroom culture
- Modelling and regular questioning to check for understanding
- Compliance with the Academy's 7 Routines for Consistency
- Correct application of the behaviour for learning policy
- Quality feedback in line with the academy policy

Observers or 'walkers' may also record any aspects of practice that can be shared or any follow up questions that they may have.

- If there are aspects of practice that need refining, there will be a follow up meeting to discuss.
- If practice is not present or is highlighted as cause for concern, the teacher involved will be informed and the observer will return to visit that teacher to repeat the process.
- If during the 2nd visit, practice is not present or is highlighted as cause for concern, the teacher involved will be informed and the Teaching and Learning Lead will review to ensure ongoing support is put in place. Depending on the needs of the teacher, this may be more targeted coaching or, if required, an additional monitoring and support plan. This will be managed by the AVP for Teaching, as part of this informal stage.

Guidance for Learning Walks

- If a teacher goes into classes as part of a Learning Walk they will normally spend no more than 10 minutes in any one lesson.
- Walkers will behave unobtrusively during Learning Walks although they may talk to students where this is not disruptive to the lesson.
- Walkers will take notes in relation to the theme of the Learning Walk, but will never grade the quality of teaching.
- If a Learning Walk highlights concerns about health and safety, safeguarding, equality, professional conduct or capability these will be addressed without delay and normal academy procedures followed.
- Outcomes and actions from Learning Walks will be shared with the Curriculum Area Leader, SLT Line Manager and Q of E Team.

Instructional Coaching

As an Academy we recognise that there are times when teachers may find a particular class/classes more challenging than others. To help support teachers to improve in this instance, we may use an Instructional Coaching strategy. This strategy can be put in place following referral by the teacher themselves or by their CAL or an SLT member. The process will work as follows:

- Teacher is identified as needing support with a particular class
- Teacher is referred to the teaching team – either by themselves or by their CAL or an SLT member
- The AVP for Teaching, in discussion with the CAL or the Principal, assigns an instructional coach
- Discussion takes place with the teacher to outline the support that will be offered and agree the timeframe

Instructional Coaching works by identifying small improvements that can be made quickly and then rapidly evaluating the impact of these interventions. Once an intervention starts to work, the next is implemented and the review process begins again. The teacher and reviewer review these interventions, and once embedded, other improvements can be implemented. Over a period of weeks, the small, incremental changes build and large improvements can be seen.

The process can run in isolation or as part of a wider support plan.

Work Sampling

At MA we believe that work sampling (rather than 'work scrutiny') is not just a tool to find out whether teachers are following academy policy regarding providing students with the quantity and quality of feedback that is requested but furthermore is a vehicle to find out how students are progressing within classes, across departments and across the academy. Work sampling will take place at during of the Curriculum Review Process. The Q of E team will request a sample of books that will be reviewed for each teacher. Written feedback will be provided at the end of the Curriculum Review process.

Work sampling can also serve as an opportunity for teams to come together to share best practice and to discuss teaching strategies which support students to make progress against specific learning objectives/topics.

If a work sampling exercise, or a Learning Walk, raises concerns about the quality of work that students are producing or the quality of feedback that is being given to students, the following process will take place:

- There will be a follow up meeting to between the Curriculum Leader/SLT and the teacher to discuss aspects of practice that need refining and offer guidance and support regarding this.
- A follow up work sampling exercise will then take place within the next week. This will be carried out by SLT or a member of the teaching team.
- If during the 2nd work sampling, there has been no progress made, the Teaching and Learning Lead will review to ensure ongoing support is put in place. Depending on the needs of the teacher, this may be more targeted coaching or, if required, an additional monitoring and support plan. This will be managed by the AVP for Teaching, as part of this informal stage.

- If an additional monitoring and support plan is in place and no improvement is shown, a formal Capability process will take place. This will be led by AVP for Teaching, monitored by the SVP and Principal.

Type of Work Sampling	How often?	
Within department: Led by Curriculum/Assistant Curriculum Leads	At least one work sampling exercise per term.	Curriculum Area Leader/ KS3-4 Coordinators / Second in Departments or Subject Leader leads to inform teams when sampling will be taking place. Work sampling can be done as a team exercise and serve as a professional development opportunity.
Across the academy: Led by the Senior Leadership Team	Termly as part of the Curriculum Review and Mini Dive process.	Work scrutiny feedback is provided as part of Curriculum Review feedback, for Mini Dives, feedback is provided on use of Class Feedback Sheets as part of overall Mini Dive report.

See Appendix D for work sample in Curriculum Review and see Appendix G for departmental scrutiny

APPENDICES

Appendix A	**Teaching and Learning Ideas**
Appendix B	**Whole Class Feedback Sheet**
Appendix C	**Big Test Class Feedback Sheet**
Appendix D	**Lesson Observation Pro-forma and Work Scrutiny Pro-forma for Curriculum Review**
Appendix E	**Drop In Pro-forma**
Appendix F	**Teaching Review overview**

Appendix A

Teaching and Learning Ideas

At Manchester Academy, we value research. Research shows there are six core pedagogical principles which can unleash excellence: challenge, explanation, modelling, deliberate practice, questioning and feedback. These principles, coupled with strong content pedagogical knowledge and high teacher engagement with their own professional development have been evidenced to improve student progress. This research comes from a report from the Sutton Trust, What Makes Great Teaching?[1] and the work and research of Shaun Allison and Andy Tharby[2]. Below are explanations, and examples, of how each principle works to help you consider them for your teaching.
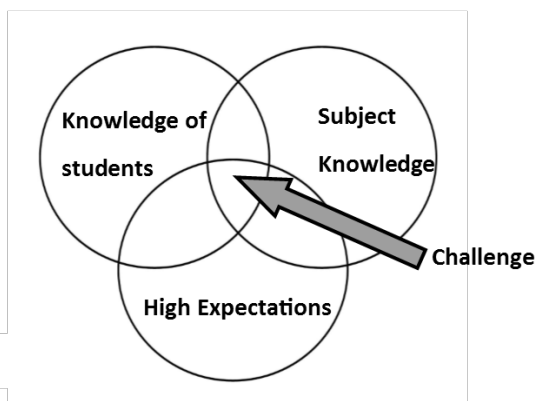
1. Challenge

Challenge is the driving force of teaching. It is the provision of difficult work that causes students to think deeply and engage in healthy struggle. Some overarching principles are needed when considering challenge in the classroom:

- It is not just about the 'most able'.
- We should have high expectations of all students, all of the time
- It is good for students to struggle just outside their comfort zone, **as that it when they are most likely to learn the most.**

Comfort zone	Struggle zone	Panic zone
Low challenge.	High challenge.	Very high challenge.
Low stress.	Low stress.	High stress.
Limited thinking.	Thinking required.	Cognitive overload.
Limited learning	Effective learning.	Limited learning

To ensure that students are working at their optimal place, teachers need to have a clear knowledge of their students, good subject knowledge and high expectations.

When planning lessons teachers should reflect upon their own practice and ask the following questions:
- Is the learning objective challenging for all?
- Are all students expected to developed their knowledge and skills during the lesson?
- Is formal, subject specific language modelled by teachers and encouraged from students?
- Is the bar of expectation high for all students?
- Is appropriate support and scaffolding in place to enable all students to achieve this level of expectation?
- Are examples of excellence shared, discussed, constructed/deconstructed with the class?
- Is subject content relevant and challenging?

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[1]Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major. What makes great Teaching? Review of underpinning research (London: Sutton Trust, 2014). https://www.suttontrust.com/wp-content/uploads/2014/10/What-makes-great-teaching-FINAL-4.11.14-1.pdf
[2]Shaun Allison and Andy Tharby. Making every lesson count: Six principles to support great teaching and learning. (Cornwall: TJ International, 2015)

2. Explanation

Explanation is one of the master arts of the classroom. In line with an ever-growing body of evidence[3] that supports the claim that teacher-led instruction is more effective than asking students to discover new knowledge and skills for themselves, at MA we believe that the best teacher explanations or 'direct instruction' can transform complicated and abstract material into something clear and Meaningful for students.

Central to any explanation must be a teacher's subject knowledge; pre-empting misconceptions and explanations of key knowledge (including technical vocabulary) should be carefully planned. Explanations go hand in hand with modelling, are enhanced by regular and targeted questioning and are informed by the feedback we get from students.

When planning lessons teachers should reflect upon their own practice and ask the following questions:
- Is prior knowledge established and used to 'hook into' new knowledge?
- Does the explanation focus on the key learning points and success criteria?
- Are there opportunities to make the explanation more concrete and credible e.g. demonstration, visual, practical etc.?
- Does the explanation generate curiosity and so 'open up' the learning gaps'?
- Is the explanation clear and concise, especially when subject matter is challenging?
- Is teacher talk and gesture enthusiastic, kind and inclusive?

3. Modelling

Modelling is a vital element to teaching. To learn how to do something, students need to watch and listen to experts as they guide them through the process, step by step, before they make an attempt themselves. This can also work in reverse through deconstruction. Students start by seeing an example of an end product and work backwards from there, carefully identifying and dissecting the stages and parts that together, contribute to its overall quality and accuracy.

Good modelling, often aided by strong questioning and timely feedback, can support students on a journey towards independence. Talking through the thinking process, whilst modelling at the board or using the visualiser will help students develop their metacognitive and cognitive skills, which has been shown to have high levels of impact.[4]

Within the recent (2018) guidance report on metacognition and self-regulated learning, recommendations from the Education Endowment Foundation included:
- Modelling by the teacher is a cornerstone of effective teaching; revealing the thought processes of an expert learner helps to develop pupils' metacognitive skills.
- Teachers should verbalise their metacognitive thinking ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.
- Scaffolded tasks, like worked examples, allow pupils to develop their metacognitive and cognitive skills without placing too many demands on their mental resources.

When planning lessons teachers should reflect upon their own practice and ask the following questions:
- Is practical work and other activities carefully modelled?
- Are examples of excellent work shared and compared? This is excellent because…
- Are exemplary examples of subject-specific products including writing, deconstructed with students?
- Is 'thinking' modelled by verbalising implicit thought processes?
- Is the explanation clear and concise, especially when subject matter is challenging?
- Is modelling scaffolded to maximise the learning for all students?

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[3]John Hattie, Visible Learning: A synthesis of over 800 meta-analyses relating to achievement. (New York: Routledge, 2009)
[4]Education Endowment Foundation. Metacognition and self-regulated learning (London: EEF, 2018)
https://educationendowmentfoundation.org.uk/public/files/Publications/Campaigns/Metacognition/EEF_Metacognition_and_self-regulated_learning.pdf

4. Deliberate Practice

The basic premise of this principle is that teachers should provide students with the time they need to practise new material, and the practice should be careful, deliberate and just outside the student's comfort zone.
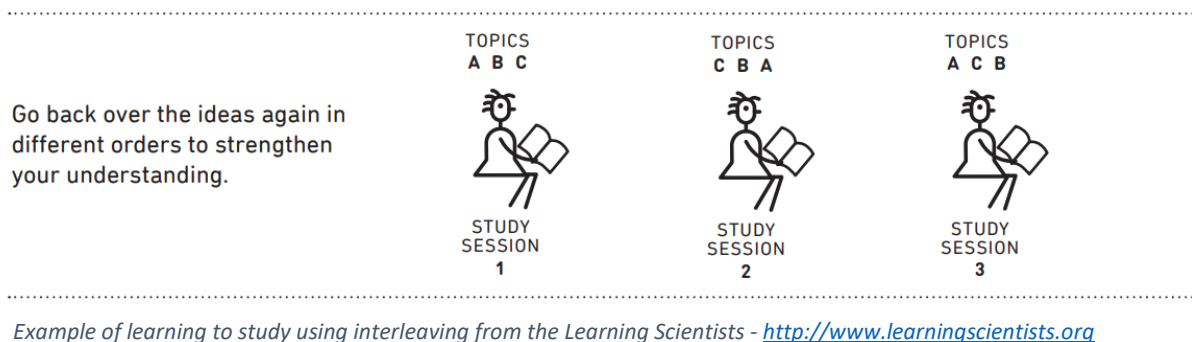
Practice for Fluency - By fluency, it is referring to knowledge and procedures so well-consolidated in the student's long term memory that they can be effortlessly recalled or performed once mastered. They do not place any pressure on the 'thinking space' in the student's mind – the working memory – and so can be brought to mind swiftly and easily.[5] Knowledge that forms the bedrock of your subject should be practised to fluency. Once known, students can move onto using this knowledge to think about something more challenging, however, without this fluency, lack of knowledge will hamper future progression.

Deliberate Practice - This is when practice is hard, when students struggle at the outer reaches of their ability to learn something intrinsically difficult and stretching. The amount of help the teacher provides during practice and the amount of independent thinking the teacher expects during practice will shift along a spectrum from dependency to independence as students become more confident and fluent in new material.

Evidence from cognitive science has evidenced that the best conditions for students to take in new knowledge includes **retrieval practice.** Retrieval practice involves recreating (retrieving) something students have learnt in the past from memory.

Spaced practice, this is where a considerable amount of time lapses between practising material.

The third is **interleaving**, if students interleave between different problems/topics the material is more likely to be retained.

Example of learning to study using interleaving from the Learning Scientists - http://www.learningscientists.org

When planning lessons teachers should reflect upon their own practice and ask the following questions:
- Once students have had input from the teacher, are they given enough time to practise the new knowledge and skills?
- Are mistakes observed, leading to intervention when necessary to ensure that practice is perfect?
- Are mistakes utilised as a key aspect of learning?
- Are there any inconsistencies with student outcomes, are all students producing enough work?
- Is practice supported by scaffolds and support when necessary?
- Are scaffolds and support removed at the right time to allow for independence?
- Is there evidence that threshold concepts (key subject-specific knowledge and skills) are practised regularly to improve retention?
- Within planning are strategies such as spaced practice and interleaving practice embedded throughout?
- Do independent study tasks support effective learning strategies[6]?

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[5]Daniel T. Willingham, Why Don't Students like School? A Cognitive Scientist Answers Questions About How the Mind Works and What it MAns for the Classroom (San Francisco, CA: Jossey-Bass, 2009)
[6]Yana Weinstein, Megan Smith and Oliver Caviglioli. Six Strategies for Effective Learning- Materials for Teachers and Students. http://www.learningscientists.org/downloadable-materials/

5. Questioning

Questioning enables teachers to deepen and develop understanding; Questioning should provoke students to think.

The interaction between teacher and student is an important feature of the classroom. Whether helping students to acquire basic skills or a better understanding to solve problems, or to engage in higher-order thinking such as evaluation, questions are crucial. Of course, questions may be asked by students as well as teachers: they are essential tools for both teaching and learning.

For teachers, questioning is a key skill that anyone can learn to use well. Similarly, ways of helping students develop their own ability to raise and formulate questions can also be learned. Raising questions and knowing the right question to ask is an important learning skill that students need to be taught.

Research into questioning has given some clear pointers as to what works. These can provide the basis of improving classroom practice. A very common problem identified by the research is that pupils are frequently not provided with enough 'wait time' to consider an answer; another is that teachers tend to ask too many of the same type of questions.

The kind of question asked will depend on the reason for asking it. Questions are often referred to as 'open' or 'closed'. Closed questions, which have one clear answer, are useful to check understanding during explanations and in recap sessions. If you want to check recall, then you are likely to ask a fairly closed question, for example 'What is the grid reference for Great Malvern?' or 'What do we call this type of text?'

To support students to develop higher-order thinking skills, teachers need to ask more open questions that allow students to give a variety of acceptable responses. During class discussions and debriefings, it is useful to ask open questions, for example 'Which of these four sources were most useful in helping with this enquiry?', 'Given all the conflicting arguments, where would you build the new superstore?', 'What do you think might affect the size of the current in this circuit?'

'Basketball Questioning'
One strategy to try in your lessons is 'Basketball questioning' where you bounce answers around the room to build on understanding and develop stronger reasoning out of student misconceptions. For example "Emma, do you agree with Charlotte's answer?" "Kate, how could you develop Emma's answer to include more detail?" "Dave, how might you combine all of what we've heard into a single answer using full sentences and technical vocabulary?"

Hinge Questions
Using questioning to determine how a lesson will progress is something that good teachers do instinctively. So what is different about a hinge question?

A hinge question is **planned** within a lesson to gauge the level of understanding, the depth of thinking and hence to determine the next stage of the lesson. We call this a "hinge point" in the lesson because the lesson can go in different directions, depending on student responses. By explicitly integrating these hinge points into instruction, teachers can make their teaching more responsive to their students' needs in real time.

Hinge questions are often multiple choice questions (or at least these are easier to design) but can be more open ended in nature. But, either way the purpose of the question is to elicit what the learner understands.

- The planning of the question **prior to the lesson** is essential
- The question should be asked about midway in the lesson to allow time to address the issues
- All students in the class must respond to the question within two minutes
- The teacher must be able to assess the results within 30 seconds.

The use of mini-whiteboards (students must have an answer…you hear everyone) is especially powerful when assessing student understanding.

Below is an example of a Hinge Question taken from Dylan Wiliam's presentation at the National Conference of the School Network 2011.[7]

> Which of the following is the correct translation for "I gave the book to him"?
>
> A. **Yo lo doy el libro.**
> B. **Yo doy le el libro.**
> C. **Yo le doy el libro.**
> D. **Yo doy lo el libro.**
> E. **Yo doy el libro le.**
> F. **Yo doy el libro lo.**

This item is diagnostic because it has been designed so that if students answer incorrectly, it is easy to work out why. Response A indicates a pronoun error, responses B and E indicate placement errors, and responses D and F indicate both pronoun and placement errors

6. Classroom Culture

For effective questioning to take place, the classroom needs to be a 'safe environment', where all students, even those who lack confidence feel safe to enough to take risks and answer challenging questions. The ethos and relationship dynamics in the classroom will have a significant impact on the quality of answers that students will be willing to share. Ensuring that teachers at MA maintain the same high expectations when students are answering questions verbally as when they are answering written questions, is a constant focus. When students are responding to questions, teachers should insist upon the use of full sentences and should support students to use technical vocabulary/subject specific key words.

Common pitfalls and possible solutions

Although questions are the most common form of interaction between teachers and students, questioning techniques are not always well judged or productive for learning. This section identifies some common pitfalls of questioning and suggests some ways to avoid them.

Asking a question then answering it yourself: What's the point? This pitfall is often linked to another problem: not giving students' time to think before they answer. Build in 'wait time' to give students a chance to respond.

Asking bogus 'guess what's in my head' questions: Sometimes teachers ask an open question but expect a closed response. If you have a very clear idea of the response you want, it is probably better to tell students by explaining it to them rather than trying to get there through this kind of questioning. Remember, if you ask open questions you must expect to get a range of answers. Acknowledge all responses. This can easily be done by saying 'thank you'.

Dealing ineffectively with wrong answers or misconceptions: Teachers sometimes worry that they risk damaging students' self-esteem by correcting them. There are ways of handling this positively, such as providing prompts and scaffolds to help students correct their mistakes.

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[7]Dylan Wiliam. Embedded formative assessment: Still more rhetoric then reality. National Conference of the School Network 2011. http://www.dylanwiliam.org/Dylan_Wiliams_website/Presentations.html

Focusing on a small number of students and not involving the whole class: One way of avoiding this is to get the whole class to write their answers to closed questions and then show them to you together. Some teachers use mini whiteboards for this. Another possibility, which may be more effective for more open questions, is to use the 'no-hands' strategy, such as 'cold call'[8] where you pick the respondent rather than having them volunteer.

Not treating students' answers seriously: Sometimes teachers simply ignore answers that are a bit off-beam. They can also fail to see the implications of these answers and miss opportunities to build on them. Teachers should use this as an opportunity find out why students have given that answer or if there is anything they would like to add. It is important not to cut students off and move on too quickly if they have given a wrong answer.

Questioning is central to the development of thinking and students' capacity to learn, it is essential that key questions are planned in advance and questioning techniques are practised. Most research indicates that as much as 80% of classroom questioning is based on low order, factual recall questions. Teacher should formulate questions with precision, as well as targeting the right questions with the right students.

When planning lessons teachers should reflect upon their own practice and ask the following questions:
- Does questioning involve a wide range of students?
- Are student responses developed by further questioning?
- Are reluctant respondents encourage to respond by careful scaffolding?
- Are students encouraged to ask questions?
- Are students expected to answer questions using full sentences and technical vocabulary?
- Do I leave enough wait-time to encourage students to think?
- Do I use a range of strategies such as no-hands up, whole class student response systems etc.?

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[8] Doug Lemov, Teach like a Champion 2.0. 62 Techniques that Put Students on the Path to College (San Francisco, CA: Jossey-Bass, 2015)

Appendix B – Whole Class Feedback Sheet

SUBJECT: Science: Changes Of State TEACHER: J Velasco   CLASS: 11A/Ss2   DATE:

Manchester Academy
The best in everyone™

The best learning included:

When students knew how to define SPECIFIC HEAT CAPACITY and SPECIFIC LATENT HEAT.
When students were able to interpret Changes of state graphs and explain the Energy changes.
When students could calculate the energy Needed to produce a certain change in Temperature.
When calculating change specific heat Capacity and specific latent heat.

Where the learning needs to improve:

Students needed to explain how to reduce Unwanted energy transfers by using insulation Materials such as foam.

Misconceptions/Errors:

Remember that substances will remain at the SAME temperature, when they are being heated.

This is because the energy is being used to to break the intermolecular forces holing the particle together.

This means that the temperature of the substance plateaus (levels off) – so the substance does not increase in temperature.

This happens when the substance is changing state. Plateaus in temperature are seen when the substance is changing state – melting, evaporation or condensing, freezing.

Remember the latent heat of evaporation is ALWAYS higher than the heat of melting. This is because it takes more energy to break apart more of the particles to form a gas.

Do the Self-assessment questions on next side:

BASIC Definitions

Deposition: change of state from a gas straight to a solid.

Sublimation: Change of state from a solid straight to a gas.

Melting point: temperature that a substance changes from a solid to a liquid.

Boiling point: temperature that a substance changes from a liquid to a gas.

Specific heat capacity: is the amount of energy needed to raise the temperature of 1kg of a substance by one degree Celsius.

Specific Latent Heat: the amount of energy it takes to change the state of 1Kg of a substance.

Specific Latent Heat of vaporisation = the amount of energy needed to change 1Kg of a substance from a liquid to a gas.

SUBJECT: Science: Changes Of State TEACHER: J Velasco   CLASS: 11A/Ss2   DATE:

Self-Assessment: core

1. What is process were a gas changes to a sold?
   (1 mark)

2. What does the specific heat capacity of a substance depend on?
   (1 mark)

3. Why does the temperature of a substance level off when it is being heated?
   (2 marks)

Challenge

1. Explain why the specific latent heat of evaporation for butanol is greater that the specific latent heat of melting?
   (2 marks)

2. Explain why when boiling potatoes, you should lower the heat once the water starts to boil.
   (3 marks)

Killer:

1. How much energy does it take to change 500g of water? The specific latent heat of water is 2257kJ/Kg. (2marks)

2. What mass of water will evaporate when 40KJ of energy is supplied? (2 marks)

3. Calculate the density of a 1Kg object with a volume of 100 cm³
   (2 marks)

/13
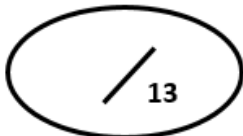
Science Teacher (SLA) Classwork Feedback

Name:

ATL ranking: 3 2 1 ⭐

Celebrate:
1. X
2. X
3. X
4. X
5. X
6. X

👍

Even better if:

Class: X	Date: X

ACTION #1:

ACTION #2:

ACTION #3:

Keywords test: 💭
1. _____
Definition: _____
2. _____
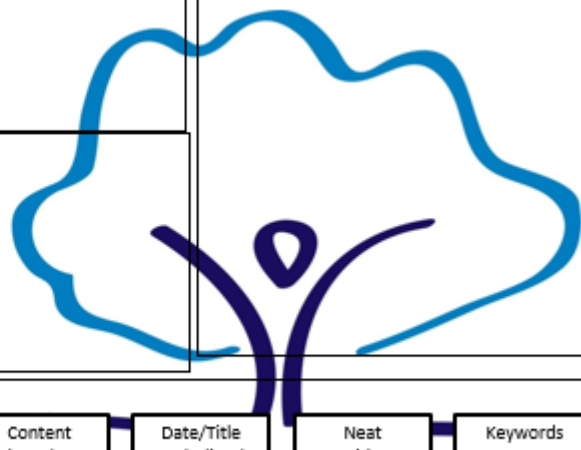Definition: _____
3. _____
Definition: _____
4. _____
Definition: _____
5. _____
Definition: _____

Misconceptions:

Presentation:

Black pen for writing	Pencil for diagrams	Reviewed in red	SA and PA written	Content in order	Date/Title underlined	Neat writing	Keywords

Appendix C – Big Test Class Feedback Sheet

Science Teacher (SLA) Topic X Test Feedback

Name:

ATL ranking: 3 2 1 ⭐

Celebrate:
1. X
2. X
3. X
4. X
5. X
6. X

👍

Q1	Q2	Q3	Q4	Q5
x	x	x	x	x
xxxxxxxx	xxxxxxxx	xxxxxxxx	xxxxxxxxx	xxxxxxxx
xx	xx	xx	xx	xx

Even better if:

Class: X	Date: X

ACTION #1: relating to question X

ACTION #2: relating to question X

ACTION #3: relating to question X

Misconceptions: these statements need 0, 1, 2 or 3 alterations to make them true 💭

Presentation:

Black pen for writing	Pencil for diagrams	Attempted all questions	Clear writing	Clear Calculations	Keywords underlined	Reviewed in purple	Total marks , % and grade on cover

Intervention Questions

1. a. What type of cell is this? _____

b. Why? _____

c. Label all parts of this cell and the function of the organelles

d. What organelle can't be seen? _____

e. Why can't it be seen under a light microscope? _____

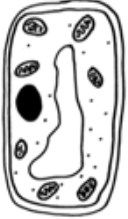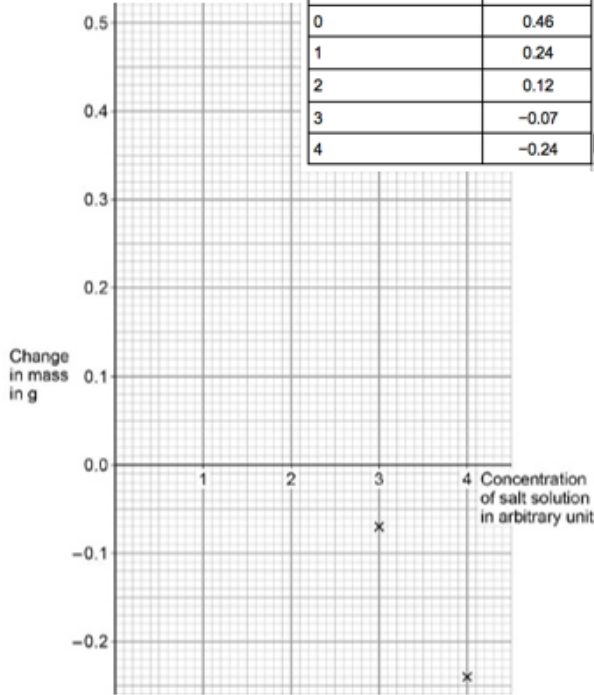2. Describe where adult stem cells are from and what they can form?

_____

3. Complete the gap: The special thing about embryonic stem cells is that they can

_____ into _____ type of cell

4. Define osmosis: _____

_____

5. a. Plot the points
b. Draw a line of best fit
c. Find the concentration of the potato

Concentration of salt solution in arbitrary units	Change in mass in g
0	0.46
1	0.24
2	0.12
3	−0.07
4	−0.24

Appendix D – Lesson Observation Pro-forma 2021-22

Manchester Academy Lesson Observation Pro-forma 2021-22

Teacher:	Date:	Year :	Subject:
Observer:	Period:	Class code:	Length of observation (mins):
Support staff:	F: M: No of EAL:	D/SEN:	
No. of Pupil Premium:		Girls: Boys:	

Lesson Notes – based on Rosenshine's Instructional Core (please make notes in the relevant sections)	
Effective review of prior learning This can be from the previous lesson or from a previous topic.	*TLAC 20, 46, 8, 5, 26*
I – We – You cycles. **I – Teacher presents new material to students** New material is taught and the application of this is modelled by working through examples. Thinking out loud and chunking into small steps helps guide student practice.	*TLAC 21, 22, 25, 16*
We – Teacher provides a high level of guided practice Teacher uses questioning and prompts to check understanding and prepare students on how to complete independent practice.	*TLAC 39, 22, 38, 15*
You - Independent practice Sufficient time and practice are given to allow students to apply their knowledge. Overlearning occurs through practice. Teacher circulates and live-marks to help quickly address misconceptions.	*TLAC 37, 41, 40, 43, 50*
Learning review A final consolidation of the learning from the lesson, that allows the teacher to quickly assess how much the students have understood. This allows the teacher to any outstanding misconceptions and feeds into the planning for next lesson.	*TLAC 33, 43, 20, 26*
Checking for Understanding (AFL) The teacher uses effective assessment for learning throughout the lesson to check student understanding. If checks reveal misconceptions, these are addressed before moving on.	*TLAC 1, 2, 4, 5, 6*
Literacy and use of language The teaching of literacy and language enables students to access the tiers of vocabulary needed to achieve the aims of the lesson.	*TLAC 23, 14, 37, 41, 44, 42*

Students make good or better progress (as defined below) as evidenced by students' workbooks and folders.	YES	NO
Progress over time: The work produced by pupils in their workbooks demonstrates that consistent progress is being made across units of work from curriculum map.		
Quality of teacher feedback and student response: Class feedback sheets are used in accordance with the Academy policy. In depth marking is timely and specific. Opportunities to reteach and address misconceptions can be seen in evidence from feed forward lessons. Pupils response to feedback is evident and progress/improvements can be seen.		
Quality of written communication: High levels of literacy are promoted through marking. Presentation and consistency of work completion is good. Opportunities for extended independent work are maximised and relevant scaffolding is evident for pupils needing support in this area.		
Diversity and Inclusion - How/in what ways have individual student needs been addressed in this lesson or within the curriculum planning?		

Behaviour and Attitudes:

We seek to record aspects of teaching that are effective and identify how teaching and learning can be improved. In line with the academy expectations around students making excellent progress, there is an understanding that Attitude to Learning must be at least good.

Outstanding ATL 1: Excellent Learners	Good ATL 1 and ATL 2 Learners	Requires Improvement ATL2: Learners needing Improvement	Inadequate ATL 3: Inadequate Learners
Overall, learners take full responsibility for their learning and take pride in producing high quality work. Behaviour and attitudes are exceptional. Pupils behave with consistently high levels of respect and are highly motivated. Pupils demonstrate high levels of self-control in their behaviour. The teacher takes fair and effective action to support any pupil that struggles with this. Excellent practice seen from teacher and pupils.	Expectations for behaviour and conduct are high. These expectations are understood and applied consistently: pupil behaviour reflects this. Low level disruption is not tolerated; the teacher follows appropriate routines. Pupils are committed to their learning and take pride in their achievements.	Overall, learners usually complete all tasks but do not display maximum effort. There is evidence of pride in their work, but it is not consistent. Some learners can be passive or do not engage fully in independent or extended tasks. There may be low level disruption, but the teacher uses the school's behaviour routines when support is needed.	Overall, learners do not complete enough work to make good progress. Learning time may be lost due to distractions or lack of engagement. Learning opportunities are not valued highly enough. Negative attitudes towards manners and behaviour are seen. Teacher does not use behaviour systems effectively. Intervention/support is needed.

Continual Professional Development

Excellent practice identified: *Please identify elements of teaching within the observation that could be shared excellent practice. Would the teacher be happy for these elements to be recorded and shared?*	
1)	
2)	
CPD Targets for the next observation: *To enable colleagues to develop their practice, please identify one or two elements that will inform targets for development.*	
1)	
2)	
CPD Action: *How will this observation be followed up? Collaborative planning? Observe another colleague? Training/coaching/mentoring?* • • •	

Signed: (Observer)	Date:	Signed: (Observed)	Date:

Appendix E – Drop In Pro-forma for Mini-Dive

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Manchester Academy Drop In Feedback _____ **Carried out by:** _____ **Focus of Drop In:** _____

Date: _____ **Teacher:** _____ Please use a tick (√) to indicate whether practice was clearly present or not in the lesson

	What Went Well	Even Better If
TLAC 1: **Classroom Culture** *(routines and behaviours)*		
TLAC 2: **Classroom Practice** *(Rosenshine Instuctional Core)*		
TLAC 3: **Checking for Under-standing** *(questioning and AFL)*		
TLAC 4: **Language and Literacy** *(Inc extended written & oral responses)*		

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Behaviour for Learning at least Good or Better?		Progress at least Good or Better?	

Notes or Actions:

Signed Teacher:		Signed Observer:	

Appendix F – Teaching Review Overview

<u>Manchester Academy Quality Assurance Process 2023-2024</u>

Following on from last year's Ofsted inspection the focus of MA quality assurance will move from Curriculum to Implementation to take into consideration the solidity of curriculum intent across the Academy and the need to support the significant numbers of new staff in delivering excellent teaching and learning.

The quality of teaching is monitored through a termly Teaching Review, which consists of 20-minute observations across all curriculum areas targeted on a specific year group or key stage.

Teaching Reviews last a fortnight and staff prepare to be seen teaching the chosen year group at any stage during the window. The windows are published for the year ahead on the School Calendar.

Prior to each Teaching Review, all classroom-based staff partake in CPD related to the focus of the Review in line with the Excellent Teaching Model. This CPD gives teachers the opportunity to practise and hone skills that relate to the School Improvement priorities of the Academy.

Data from each observation is recorded and stored centrally for each teacher to contribute to their PDR evidence at the end of the Academic year. Excellent Practice is identified, and best practice is shared. Where an Area for Concern is identified, the teacher is informed and a second visit to the same group is arranged to ensure feedback has been actioned promptly to remedy the issue.

In the half-term following the Teaching Review a fortnight is identified on the Calendar for Support and Intervention. During this window, learning walks will be conducted to look specifically at Areas for Development that have been identified. Teachers undertake CPD related to their Areas for Development and observe good practice around the Academy. CPD in this window will vary according to individual teacher need – for example, small coaching groups may work with the Teaching Team, CALs may be offered support to establish consistent departmental approaches to T&L strategies and entry level staff may be offered specific coaching related to the instructional core or behaviour for learning. Each teacher will have CPD most appropriate to their level of experience and TR feedback.

Following a Teaching Review, each teacher will have had a brief one to one feedback session to discuss their observed lesson. All lesson feedback is centrally stored as a record for PDR. Every CAL has an action plan for improvement related to Teaching and Learning priorities in their subject- these are included in this report.