



Roding Valley
HIGH SCHOOL

ACED

Mastery booklet



Our expectations ARE high. All lessons will encourage **ASPIRATION**, instil **RESPECT** and help all pupils **ENDEAVOUR** to realise their full potential, through developing a life-long love of learning.

This booklet outlines the expectations of Teaching and Learning at Roding Valley High School. It provides practical examples of in class strategies that we expect teachers to use in their planning and delivery of lessons. If all lessons are 'ACED,' we will be a great school with great outcomes.

Assessment (AfL) – *Green pen marking/ Closing The Gap (CtG), Questioning, Feedback & Success criteria*

Teaching and learning is an interactive process. To be effective, teachers need to know about their pupils' progress and any difficulties a child has with learning, so that work/ tasks can be adapted to the needs of their pupils. In order to make sure that assessment is effective, we believe it is important for our teachers at Roding Valley to:

- Ensure that assessment serves learning and the curriculum
- Use a variety of techniques
- Measure what matters
- Ensure effective CtG tasks are being set and used to inform future learning

Some effective examples of AfL that we would like embedded into lessons include:

1. The strategic use of questioning
2. Detailed and specific teacher feedback in CtG tasks
3. Mini white-boards and Traffic light cards (RVHS Teacher packs)
4. Personalised learning checklists (PLCs)
5. Use of green pen e.g. peer feedback and student self-assessment
6. Teacher live marking and RAG rating of work
7. The use of visualisers

Creativity (CfL) – *Curiosity, Inspiration, SCAMPER, Choice, Independent tasks & Ingenuity*

At around the age of five, we use about 80% of our creative potential and we invent daily. At Roding Valley we believe it is the job of teachers to encourage creativity at all ages as it helps build the higher order skills necessary for external exams and life outside of school. In order to encourage creativity within the classroom we require teachers to:

- Teach creative problem solving over rote memorisation
- Teach students to challenge assumptions instead of accepting things “as is”
- Teach that mistakes should not be feared
- Drive diversity of thought over conformity
- Foster imagination and curiosity

Some practical activities which foster creativity include:

1. Providing students with exam questions/ tasks that they have not seen before
2. Celebrating answers which are correct but different from the norm
3. Getting students to generate models/ theories for themselves
4. Getting students to create their own sample exam questions/ create an exam question from a mark scheme
5. Getting students to carry out any task contained in SCAMPER which then requires them to:

S – Substitute **C** – Combine **A** – Adapt **M** – Modify **P** - Put to another use **E** – Eliminate **R** - Rearrange

Engagement (EfL) – *Do it now, Aspiration, Purpose, Intrinsic motivation, Expectation & Fun*

Active engagement for learning encourages students to take more responsibility for, and have ownership of, their learning, thus enhancing their academic experience and progress over time. A list of strategies/ actions that may help increase engagement are shared below:

- Enhance students' self-belief
- Praises and rewards students using the RVHS reward system
- Enable students to work independently and enjoy learning relationships with others
- Create learning opportunities that are active and collaborative
- Create educational experiences for students that are challenging, enriching and that extend their academic abilities
- Enable students to develop their social and cultural capital
- Be a consistent, calm and dependable teacher
- Consistently use the RVHS PAL system
- Have consistently high aspirations for all students

Deliberate actions that we would like to observe in all lessons includes:

1. Have a 'Do it now' task which gets students thinking as soon as they walk into your room
2. Praise students for their effort; rewarding positive behaviour and attitudes with progress points
3. Challenge all negative attitudes and fixed mindset approaches
4. Plan and embed exciting/fun games and tasks
5. Use real life/ practical examples
6. Create cognitive conflicts/ discussions
7. Consistently embed tasks which require students of all abilities to use higher order skills
8. Creating challenging/ thought provoking extensions to ensure all students are still engaged during transitions
9. Include a task which is memorable; it can be weird, shocking, or inspirational!

Differentiation (DfL) – *Teach To The Top (challenge), Scaffolding, Pitch, Higher order skills & Pace*

Differentiation is a teaching concept in which the classroom teacher plans for the diverse needs of students. As a starting point, the teacher must consider the differences in students, some are detailed below:

- Language proficiency and comprehension
- Background, experiences and prior knowledge
- Motivation and confidence
- Attendance
- Social and emotional development
- Previous level of performance (data)
- Physical needs

At Roding Valley, we would expect to see some of the following practical examples of differentiation in lessons:

1. Use of SEN passport (on SIMS) to inform teaching ([Link to additional strategies from Essex Provision Guidance Toolkit](#))
2. Seating plan and arrangement of class
3. Deliberate grouping
4. Bespoke resources
5. Outcome
6. Pace
7. Dialogue and support
8. Assessment

Lesson planning - At Roding Valley we use the template below to plan our lessons:

A ssessment	Title:	Date:									
	Year:										
	Learning objective(s):										
	Resources:										
Do it now:	Main activities:	Plenary:									
E ngagement	Literacy (key words):										
	ACED										
	RVHS 5 Min. Lesson Plan										
											
		D ifferentiation									
		<table border="1"><tr><td>SEND</td><td></td><td></td></tr><tr><td>PP</td><td></td><td></td></tr><tr><td>High ability</td><td></td><td></td></tr></table>	SEND			PP			High ability		
SEND											
PP											
High ability											
		C reativity									



RVHS Lesson Observation Form

RVHS lesson plan Seating plan Context sheet

Name of teacher:						Duration:
Observer:						Class:
Subject:			Period:			Date:
No. of students:	Boys:	Girls:	Disadv.:	Middle:	Higher:	Total Roll:

Quality of Learning and Teaching

<u>Assessment for Learning (AFL)</u>		Evaluative commentary
	✓ / X (tick/cross)	<input type="checkbox"/> Able to offer coaching/ CPD <input type="checkbox"/> Expectations met <input type="checkbox"/> Expectations not met
• Formative assessment		
• Green pen marking		
• Questioning		
• Specific feedback/ CtG		
• Success criteria/ Objectives		
• PLCs		
<u>Creativity for learning (CfL)</u>		Evaluative commentary
	✓ / X (tick/cross)	<input type="checkbox"/> Able to offer coaching/ CPD <input type="checkbox"/> Expectations met <input type="checkbox"/> Expectations not met
• Application task		
• SCAMPER		
• Problem solving		
• Choice		
• Independence		
• Creative tasks		
<u>Engagement for learning (EfL)</u>		Evaluative commentary
	✓ / X (tick/cross)	<input type="checkbox"/> Able to offer coaching/ CPD <input type="checkbox"/> Expectations met <input type="checkbox"/> Expectations not met
• Do it now		
• Active learning		
• Student attitudes		
• Teacher expectation		
• Use of the PAL system		

<u>Differentiation for learning (DfL)</u>		Evaluative commentary
	✓ / X (tick/cross)	
• Use of SEN passport		
• Seating plan/ layout of room		
• Literacy/ Numeracy skills		
• TTTT (Challenge)		
• Scaffolding		
• Pitch		
• Key groups EAL/ PP/ G&T		

- Able to offer coaching/ CPD
- Expectations met
- Expectations not met

	Able to offer coaching/ CPD	Expectations met	Expectations not met
Progress			
Homework			
Presentation of books			

Strengths:	Areas for Development:
Training need(s):	

Summative comment:	
Feedback given (please sign and date):	
Observer name:	Observed teacher name:
Signature:	Signature:
Date: ___/___/___	

Level Descriptors – to aid understanding about judgements on lesson quality

Assessment

Meeting expectations	Not meeting expectations
<ul style="list-style-type: none"> -Very aware of pupils’ capabilities and their prior knowledge, and plans teaching to build on these - Effectively guides pupils to reflect on the progress they have made and their emerging needs - Deep knowledge and understanding of how pupils learn and how this impacts on teaching -Reflects systematically on the effectiveness of lessons and approaches to teaching - Deep understanding and knowledge of how to assess the relevant subject and curriculum areas, including statutory assessment requirements - Very effective use of formative and summative assessment to secure pupils’ progress -Very effective use of relevant data to monitor progress, set targets, and plan subsequent lessons - Regular, high quality feedback given, both orally and through accurate marking; students actively encouraged to respond to the feedback. 	<ul style="list-style-type: none"> Is not yet meeting expectations. - Assessment is present, but lacks the rigour and challenge needed. -Weak knowledge of the curriculum results in inappropriate assessment -Weak knowledge of assessment means that teaching fails to meet pupils’ needs - Feedback is sporadic and not in line with school policy

Creativity

Meeting expectations	Not meeting expectations
<ul style="list-style-type: none"> -Sets challenging goals and tasks that stretch and challenge pupils of all backgrounds, abilities and dispositions to use higher order skills. -Has a deep knowledge of the relevant subject(s) and curriculum areas, which is used to foster and maintain pupils’ interest in the subject, and address misunderstandings. -Imparts knowledge and develops deep understanding through effective use of lesson time - Effectively promotes a love of learning and children’s intellectual curiosity. -Effectively contribute to the design and provision of an engaging and creative curriculum within the relevant subject area(s). 	<ul style="list-style-type: none"> Is not yet meeting expectations. -The use of higher order skills are barely present, learning lacks bravery and students have very little opportunity to apply their knowledge. -Lesson results in students becoming disengaged and fails to include any application of knowledge. -Tasks selected do not employ any higher order skills.

Engagement

Meeting expectations	Not meeting expectations
<ul style="list-style-type: none"> -Consistently set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions. - Have a deep understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these. -Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour. - Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly. -Maintain excellent relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<p>Is not yet meeting expectations.</p> <ul style="list-style-type: none"> -Pupils' lack of engagement and persistent low disruption contributes more than occasionally to reduced learning and/or a disorderly classroom environment. <p>This can also include:</p> <ul style="list-style-type: none"> -<i>Lack of student compliance</i> -<i>Low level disruption impacts learning negatively</i> -<i>Most pupils are not engaged</i>

Differentiation

Meeting expectations	Not meeting expectations
<ul style="list-style-type: none"> - Demonstrate a clear awareness of pupils' capabilities and their prior knowledge, and plan teaching to build on these - Have an in-depth knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings -Set challenging homework and other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired - Excellent knowledge of when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively -Have a deep understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these -Deep understanding of how to adapt teaching to support pupils' education at different stages of development -Have a strong understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. -Effectively use relevant data to monitor progress, set targets, and plan subsequent lessons 	<p>Is not yet meeting expectations</p> <ul style="list-style-type: none"> - Ineffective seating plan and classroom layout hinders student progress -Planning is ineffective - SEN needs are not considered or planned for -Teacher fails to identify and support effectively those pupils who start to fall behind, leaving them to fail to make progress <p>This can also include:</p> <ul style="list-style-type: none"> -<i>Failure to meet individual pupil needs and a lack of challenge</i> -<i>TAs are not well deployed in all aspects of the lesson</i> -<i>Teaching of literacy, numeracy and other skills may be inconsistent</i> -<i>Key groups are not considered and as a result fail to make good progress</i>