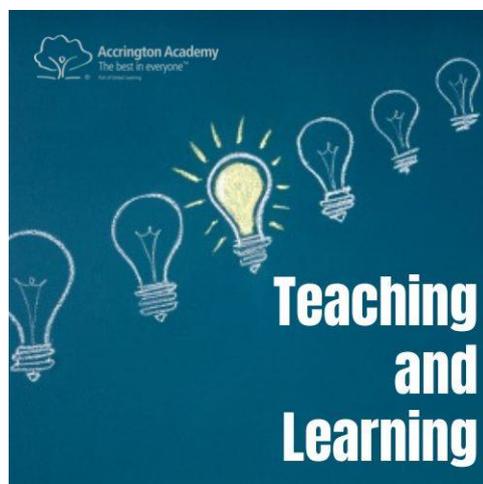


Teaching & Learning Handbook 2024/2025



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Introduction

The quality and rate of student learning is the most important thing to us at Accrington Academy. Of course, learning does not just happen in the classroom, but it is this learning that will open doors for our students and allow them the opportunity to succeed in life.

As teachers, it is our job to facilitate that. We are held accountable for the results our students achieve at the end of each assessment point. As the experts in the room, it is our responsibility to teach every single child so that they achieve the highest possible progress in our subject, regardless of their prior achievement or special educational need.

Our approach to teaching and learning supports this and our lessons are based on the Accrington Academy Teaching and Learning strategies but developed further within departments. We ensure that these are present in every lesson, every day. The fundamentals are built on Rosenshine's *Principles of Effective Instruction* and Teach like a Champion techniques, delivered through the 'I Do – We Do- You Do' model. You can see our Accrington Academy lesson structure on page 4, which each department has then amended to create a structure which shares the same fundamentals and is bespoke to each subject. Every lesson we plan and teach following this structure.

Our school Teaching and Learning priorities this year are to ensure:

- There is absolute consistency within teaching and learning practise in each department
- Strategies for SEND are fully embedded to ensure maximum progress
- Disciplinary Literacy is well embedded within departments
- Every lesson every day should meet our expectations
- Every teacher is passionate about their subject and creating a culture of excellence with teaching and learning at the heart of the Academy.

We have a Behaviour Policy which promotes disruption free learning, along with a positive learning environment where all students feel welcome. Teachers are responsible for ensuring every child is able to thrive in lessons. We look forward to a year of continual improvement and can't wait to pop in and see the great teaching and learning happening in your classrooms.

Sophie Howell
Vice Principal

Mark Rhodes
Assistant Principal

Rachael Kissock
Assistant Principal

Sarah Lawson
SENDCo

George Bower

Victoria Lane

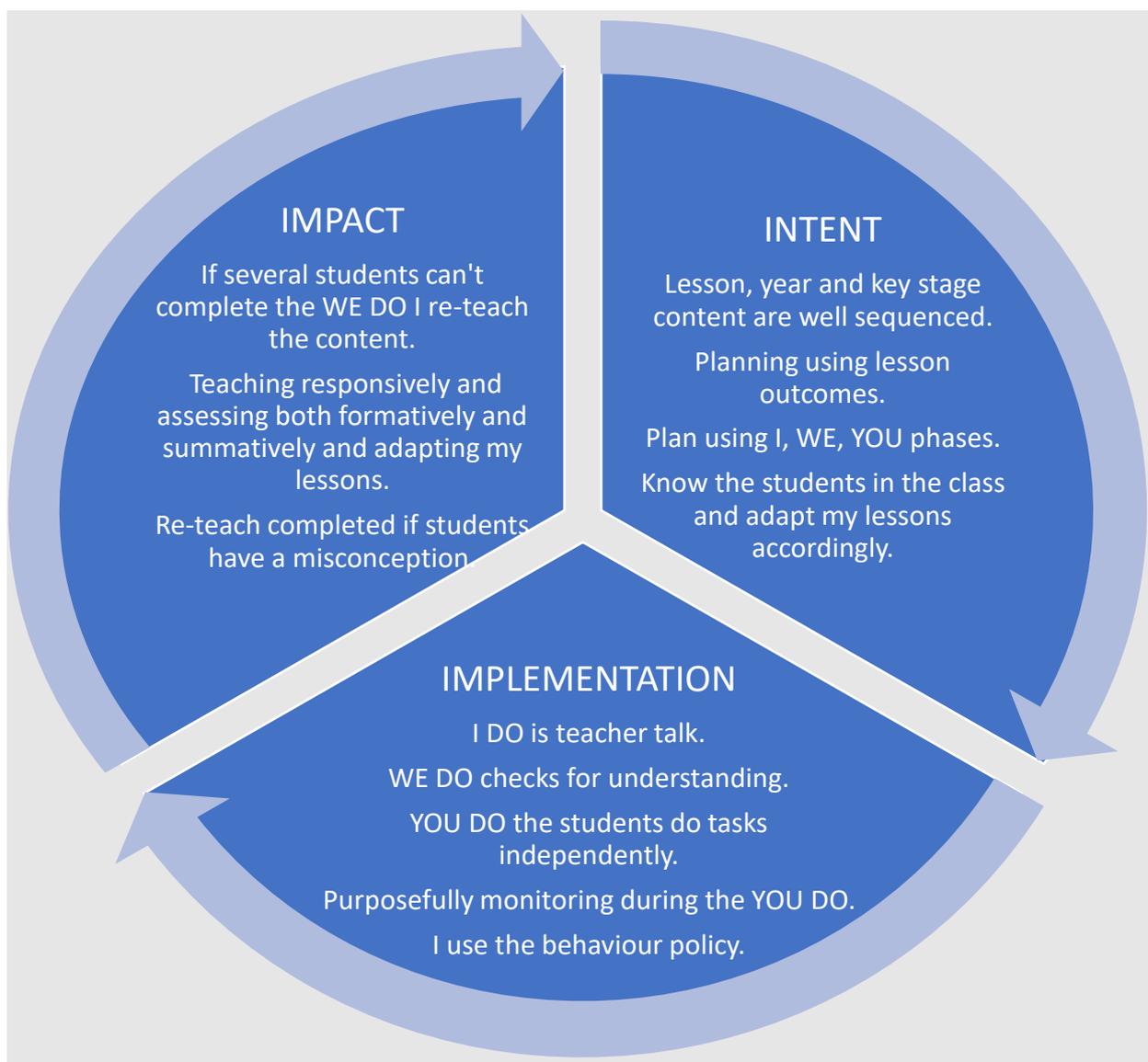
Kimberley Rukin

Maths T&L Lead Practitioner

English T&L Lead Practitioner

Science T&L Lead Practitioner

Expectations of Every Teacher - *every lesson, every day*



Within subject pedagogy meetings, whole Academy CPD and coaching, we aim to thrive and share good practice and our pedagogy is influenced by Rosenshine Principals of Instruction and Teach Like a Champion.

All the Teaching and Learning practices at Accrington Academy are based around our AA Gold Standard Fundamentals:

1. Plan - clear outcomes, work age and ability appropriate, lesson considers SEND, tasks linked to outcomes.
2. Entry- V position, Li5 displayed, instructions, settled
3. Start – appropriate Li5, outcomes shared
4. Key parts - timer, strong voice, explanation of tasks, common language, be seen looking, pace, clear starts and ends of tasks
5. Behaviour – use of purple board (including academy points), waiting if needed
6. I DO- no questions
7. WE DO – checking for understanding, links to I and YOU DO phases, variety
8. YOU DO - independently, purposeful monitoring
9. Exit - consolidates, calm
10. Books – green teacher pen, red corrections, pink highlighter for literacy, WCF

An Example of an Accrington Academy Lesson

Time	Element	Why?
Entrance	<p>Teacher stands in V-position</p> <p>Resources are out ready</p> <p>Live in 5 is displayed</p> <p>Instructions are clear</p>	<ul style="list-style-type: none"> • Teacher can see all students and deal with any issues • Not losing learning time • Welcoming
Live in 5	<p>Task assesses recent and long-term learning relevant to today's learning. Using a timer</p>	<ul style="list-style-type: none"> • The recall task is used to assess students' knowledge of previous learning which will be relevant to today's lesson. • Teacher makes a note of any questions which students have struggled with, to add to future Live in 5s.
Start	<p>Contextualising Learning</p>	<ul style="list-style-type: none"> • The teacher will explain the lesson outcomes, how they fit into the big picture of learning and how it develops previous learning.
<p>The following cycles may vary in frequency and quantity based on the class, content and ability e.g. I, WE, I, WE, YOU.</p>		
Cycle 1	<p>I DO</p>	<ul style="list-style-type: none"> • The teacher will explain new learning or model how to complete a task. • No questions are asked or answer. • Students with questions write on MWB or in the back of their books.
Cycle 1	<p>WE DO</p>	<ul style="list-style-type: none"> • The teacher checks for understanding and makes sure the whole class know the information e.g. Cold call, choral response, turn and talk, MWB, with no opt out. • Any misconceptions are dealt with e.g. re-teach, bounce the question.
Cycle 1	<p>YOU DO</p> <p>Using a timer</p>	<ul style="list-style-type: none"> • The teacher ensures students have an opportunity to work independently to demonstrate learning. • Scaffolding should be used for students who require extra support when working independently. • This task is of the same structure as the I and WE. • The teacher purposefully monitors during this time, helping students, dealing with behaviour, giving praise. • If many students aren't able to do the task then a re-teach is done.
Exit	<p>EXIT TICKET</p>	<ul style="list-style-type: none"> • This task is a collaboration of all the learning from the lesson and will assess if the students have fully achieved the outcomes.
End	<p>END Routine</p>	<ul style="list-style-type: none"> • The class should end the lesson by tidying desks/resources. • Students should stand at the end of the lesson behind their chairs to be dismissed.

Rosenshine the Accrington Way

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



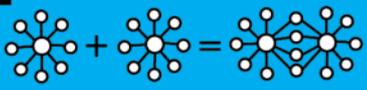
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

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 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



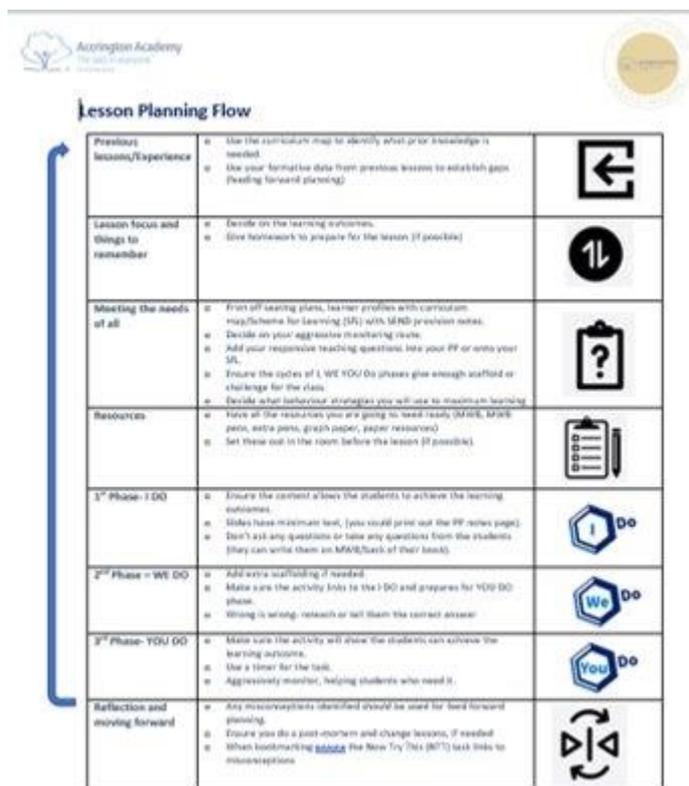
Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

1. **Live in 5 activities** open every lesson and allow students to recall and review prior learning.
2. Teachers chunk new learning into bite-sized parts and from these form mini '**I do , We do, You do**' cycles.
3. Questioning will always form part of a teacher's practice in terms of recalling previously learnt information on which to hook new learning, as well as a means of checking and developing understanding.
4. During the '**I do**' segment of a lesson, providing models is one way of presenting new knowledge and making it memorable.
5. After the '**I do**' segment, Accrington Academy teacher's guide student practice in the '**We do**' segment. This can take many forms.
6. During the '**We do**' segment, teachers are monitoring levels of student understanding, looking out for any misconceptions that may exist or errors that have been made so they can be addressed. Strategies such as 'cold calling' and use of white boards can be used to check understanding.
7. A teacher will reteach (go back to 'I do or We do' segment) or continue to guide practice until students are ready for independent practice.
8. Scaffolds are provided during the '**We**' phase and removed if possible so that students can be truly independent during independent practice.
9. Following the guided practice ('**We**'), students begin a period of independent practice we call the '**You**' segment of a lesson. Here, students must work in silence and alone.
10. **Live in 5 activities, responsive teaching** and **feedback** all ensure that previously learnt material is reviewed and retaught if necessary.

Planning a Lesson at Accrington Academy

Every single lesson needs to be planned with your individual students in mind. We advocate shared planning and believe that it leads to shared expertise in subject knowledge and pedagogy, but every lesson should be adapted to suit the needs of your own students so that they can achieve excellent progress.

At Accrington Academy, we use the Lesson planning flow to make sure our lessons ensure outstanding progress for all students.



Lesson Planning Flow		
Previous lessons/experience	<ul style="list-style-type: none"> Use the curriculum map to identify what prior knowledge is needed Use your formative data from previous lessons to establish gaps (feeding forward planning) 	
Lesson focus and things to remember	<ul style="list-style-type: none"> Decide on the learning outcomes Give homework to prepare for the lesson (if possible) 	
Meeting the needs of all	<ul style="list-style-type: none"> From all learning plans, teacher profiles with curriculum suggestions for learning (SL) with SEND provision notes Decide on your aggressive monitoring route Add your responsive teaching questions into your PP or onto your SL Ensure the cycles of I, WE YOU Do phases give enough scaffold or challenge for the class Decide what behavioural strategies you will use to maximise learning 	
Resources	<ul style="list-style-type: none"> Have all the resources you are going to need ready (MWB, MWE, pens, extra pens, graph paper, paper resources) Set these out in the room before the lesson (if possible) 	
1 st Phase - I DO	<ul style="list-style-type: none"> Ensure the content allows the students to achieve the learning outcomes Slides have minimum text, (you could print out the PP notes page) Don't ask any questions or take any questions from the students (they can write them on MWB/Back of their book) 	
2 nd Phase - WE DO	<ul style="list-style-type: none"> Add extra scaffolding if needed Make sure the activity links to the I DO and prepares for YOU DO phase Wrong is wrong, research or tell them the correct answer 	
3 rd Phase - YOU DO	<ul style="list-style-type: none"> Make sure the activity will show the students can achieve the learning outcomes Use a timer for the task Aggressively monitor, helping students who need it 	
Reflection and moving forward	<ul style="list-style-type: none"> Any misconceptions identified should be used for feed forward planning Ensure you do a post-mortem and change lessons, if needed When bookmarking add the New Try This (NTT) task links to misconceptions 	

Where do I start?

Overview Road Maps and mid-term planning in the Curriculum Maps are the very first port of call for your lesson. They will set out a sequence of lessons which follow the curriculum set out by Faculty Leaders and often adapted from United Learning curriculum. They have been designed with progression of student skills and knowledge in mind, so it is important you stick to the plan set out in the Curriculum Maps.

What next?

The Curriculum Map will outline things that need to be taught and inform lesson planning. Most important of all are the Lesson Outcomes for the lesson.

We do this because it shows we have high aspirations for everyone. At the end of every lesson, we expect *all* students to have achieved the Lesson Outcome(s).

How you get the students there may be different, but the destination for each is the same.

Is there a best way to plan?

Research shows teachers who **plan backwards** with the **most able students in mind first** often have the highest success rate in terms of progress made in lessons. These teachers visualise what they expect their highest achieving students to be able to know/do at the end of the lesson and work out how they will get all students there by chunking the learning into bite-size steps using as many 'I do, We do, You do' phases as required. Use your bespoke departmental lesson sequence to plan the structure of your lesson.

Adaptability through a range of strategies can be included to ensure all students meet the lesson outcome. Using your **annotated seating plan** also helps target your teaching. Finally, noting success, students' understanding or weaknesses from previous lessons informs future opportunities to reteach or address any misconceptions you have noticed. This works very well to ensure student progress is high in every lesson.

Planning –Gold standard fundamentals

Adaptability

The need to *adapt our lessons* to suit the needs of our individual classes acknowledges that:

- there is always a range of abilities and needs in every class; one size does not fit all
- our goal is to find a way for every student to make progress, regardless of starting point
- students make progress when the amount of support and challenge fits their individual needs
- we need to support students so that they can achieve and succeed (Rosenshine)

We must adapt lessons to suit the needs of our class through:

- Scaffolding for lower ability and SEND students
- Stretch and challenge for higher ability students

EHCPs, Individual Learning Plans and Strategies

Students with SEND have a learner profile, which gives the member of staff a variety of pieces of information, including strengths, what they find hard and support provision. We have a dedicated team of learning support assistants (LSAs) located in The Base who can help teachers plan for and best support our SEND students.

Example of an individual learner profile:

	Category of Need	Aspirations, Strengths and Interests
	Social, Emotional and Communication Needs	
Teachers should (academic)	Teachers should (engagement)	Triggers
Seat at single desk if possible Provide checklist of instructions Use of purposeful monitoring to prompt to stay on task Vary tone and pace to maintain focus Mnemonics can help memory Connect information/concepts Find a way to allow movement	Use their name and look at them before an instruction/addressing them Praise the smallest steps Ask 'what should you be doing?' rather than 'why haven't you..' Allow use of a fidget toy Use whole class expectations rather than individual reprimands	Confrontational tone
Agency Involvement	Exam Access Arrangements	Interventions
CLA student	Laptop Small room	Social Emotional Literacy intervention Key person check-in communications Co-regulation Pass

Planning Gold standard fundamentals

Seating Plans

In teacher planning file, there should be annotated seating plans, for each of your classes, which can be created on Classcharts.

Students with SEND should be identified and their personal strategies applied, to ensure maximum learning at all times.

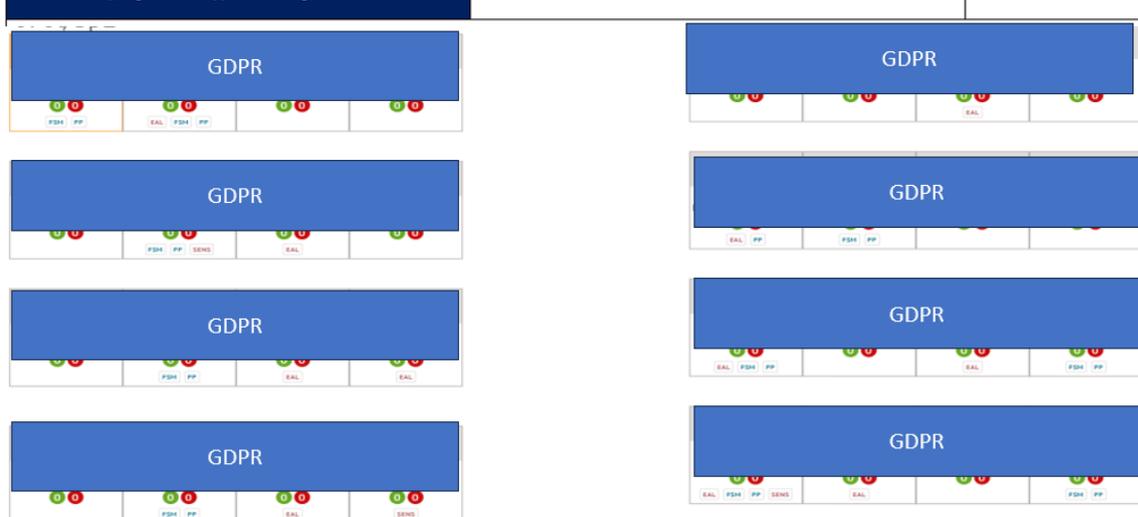
Pupil Premium students should be identified to ensure they are supported or stretched and challenged as appropriate e.g. making sure they are 'cold called' every lesson and ensuring any barriers to learning are addressed.

Class Profiles

All teachers will have a class profile sheet in their teacher folders. This contains information about the number of PP students, SEND, EHCP and the gender breakdown. The class data sheet and seating plan also have space to annotate additional information such as low attainment in reading and an area that can be populated to suggest what adaptations are required for that class. Class adaptations should consider prior knowledge and may use End of Year Assessments/QLAs/Discussions with previous teacher to highlight any gaps/misconceptions and adapt SFL to add scaffolding and challenge relevant to the class. Teachers will use Individual Learner profiles for students with SEND, accessed through class charts, to inform lesson adaptations.

Here is an example of a class data sheet with an attached seating plan (full names and photos have been blanked out). The KS4 class profile includes Minimum Expected Grades, however the KS3 does not:

Class	BISp2		Subject	Spanish		Students (#)	32
Demographics	Males (#/%)	11 (34.4%)	Female (#/%)	21 (65.6%)	PP (#/%)	11 (34.4%)	EHCP Medical
Students with additional needs	SEND K	MD/IJ/SLD/IJ/LS/FH/AO'M/TM/CR				SLD (ADHD)	
	3 (9.4%)	NB/SLD/YA					
Adaptations- how will you adapt this unit to fit your local context; number of lessons available, length of lessons, prior knowledge of students and SEND						Key	



Good Practice – Live in 5

The 'Live in 5' activity encourages students to answer and then self-assess their responses to questions based on previously learned topics. We know that daily review strengthens previous learning and can lead to fluent recall of 'fingertip knowledge'.

Top Tips

1. Choose a topic you have covered in class and that you have given time for students to potentially forget (around two weeks or older). The 'forgetting' is important as each time students recall the content, they are more likely to remember it next time.
2. Think of approximately five questions which are indicative of the scope of prior learning you want to test. Keep them relatively straight-forward and content-based.
3. Put answers underneath the questions in red ink on the next slide. Students self-assess their work. Any incorrect answers must be written out correctly in full, in most departments, this will be done using red pen.
4. The 'Live in 5' can also be based on revision set for homework.
5. The 'Live in 5' could also be an independent task where students analyse a source using techniques and skills previously learned.

The 'Live in 5' should be available for students to complete as soon as they are greeted into the room and sat down in their seating plan. The 'Live in 5' should be completed whilst the register is being taken. If the register is completed the teacher should circle the room to ensure every child is engaged in the activity. The 'Live in 5' should be swiftly self-assessed before the teacher contextualises learning.

Good Practice – Contextualising Learning

A brief discussion about the Lesson Outcomes is useful for introducing new learning or connecting the current lesson outcomes to previously learned material. The latter means that students can hinge the new learning onto something in their long-term memory, and as a result, they are more likely to remember the new learning. By sharing the Lesson Outcomes during this segment of the lesson it gives students complete clarity on what they will know, understand and be able to do by the end of the lesson. It is good practice to refer back to lesson outcomes all the way through to show how much progress students are making in their lessons.

Good Practice - I Do

This is where teachers present new material.

The 'I do' phase is so much more than 'chalk-and-talk'. It is about presenting new material to students in a way that is:

- Manageable
- Clear
- Memorable

Remember that we can only hold 4-7 things in our short-term memory at one time. Any new material presented therefore may need to be chunked into mini 'I do, We do, You do' phases.

Every I do part of the lesson should be verbally referred to as such, presentation slides should be clearly labelled I do, with the icon to the right also visible.

Students should not be writing the I DO phases into books.



Top Tips

1. Present new material in small steps with student practice do') after each of the steps to lodge the new material into long-term memory.
2. Script what you need to say, at least in bullet point form, so that your instruction is clear and uses good economy of language.
3. Use visual aids to support understanding, like pictures on the board or models of processes you can talk through. Often linking words with pictures can help maximise capacity in our working memory.
4. Work through examples out loud, modelling to the students what it is they need to do. Ask yourself questions as you go. Provide a succinct stream of consciousness if it will help, as you work through the models. Provide as many of them as it takes.
5. Make the instruction memorable for example, number the steps of a process, turn it into a story, create an acronym.

('We do, You students')

Good Practice – We Do

At this stage, teachers need to know whether students have understood the learning, or whether anything needs to be retaught or readdressed. A good way of mitigating against any misconceptions or erroneous learning is by guiding the student through their own practice of the new learning.

This can be rethought of as:

- I do, you help
- You do, I help

This breakdown helps us to work out the level of guidance required as well as the kind of activities that should be included.

*Every **We do** part of the lesson should be verbally referred to as such, presentation slides should be clearly labelled **We do**, with the icon to the right also visible.*

Students should not be writing the WE DO phases into books.



Top Tips

1. Check the response of all learners in this section of the lesson, otherwise you may move on to the 'You do' segment of the phase with deep misunderstandings prevailing in your classroom. Obtain a high success rate before moving on to the 'You do' segment.
2. Mini-whiteboards are a great way to check students understand something. We have a procedure around their use, so please check the gold standard. A key rule of thumb, however, is to set a MWB activity that doesn't require too much writing so that you can quickly scan for misconceptions and errors.
3. A 'We' activity might be 'think, turn, talk' asking the students to explain to their partner or vice versa. Circulate in a targeted way as they do this, checking any students you know may need additional guidance. Then use targeted questioning to elicit answers to share with the class.
4. A great way to build student confidence is to pretend you have forgotten how to do something and have the students guide you through the process.
5. You might want to model an example and make a deliberate error, with the students then correcting your error on a MWB.
6. Targeted questioning here is essential to gain an understanding of how much students have learned.

Good Practice – You Do

Ultimately, this segment of the phase allows students to move from dependence on you for the information to complete independence. The key here is to have students repeatedly practice what you have taught them.

The Rosenshine research shows that a good deal of ‘overlearning’ is required for students to become fluent and automatic in a skill. When material is automatic it can be recalled immediately, and we call this ‘fingertip’ knowledge. They can then devote more of their time to application or comprehension.

The independent practice in this part of the lesson supports with this automation.

*Every **You do** part of the lesson should be verbally referred to as such, presentation slides should be clearly labeled **You do**, with the icon to the right also visible.*

*Student will be writing their **You Dos** in books or on sheets and sticking into their books.*



Top Tips

1. Expect silence for the ‘You do’ segment.
2. Students need to be prepared for the independent practice, so ensure that during modelling of the ‘I’ and ‘We’ segments you have covered all eventualities and difficulty levels.
3. Order your ‘You do’ tasks so that students move from the easier questions or tasks to the harder, more complex ones.
4. Circulate the room to ensure highest engagement. That way you can be truly responsive, looking out for the clues and hints that students may still carry misconceptions. If it is appropriate, reteach it there and then to the students who require this. If not, support students to correct their errors and plan when to reteach the content into the curriculum.
5. Allow students to struggle. It is important for their resilience and self-belief that they are not helped immediately with a problem but that they work at it. This is different to giving students an impossible task to do with no structure or scaffolding. You will judge the right time to help after the student has attempted to resolve the problem themselves.

Lesson Routines

Entering the Class

We all know that an orderly, calm start to the lesson reduces any chances of disruption for the rest of the lesson. It means students walk into your classroom understanding that it is a place where learning comes first. It is also important to make the students feel welcome.

- Stand in the V-position to welcome the student into your learning environment.
- The classroom must be clean and tidy for students, and ready for them to work in.
- The 'Live in 5' task must either be on the whiteboard for students to complete as they enter, or on sheets already on tables or handed out at the door.
- Students enter your classroom, greeted by you. A good idea here is to remind them as they come in about your initial expectations and instructions.
- Students should also get their equipment out.
- Take the register – students reply with an appropriate formal greeting.
- Circulate and encourage them to continue their work quietly.

Exiting the Class

At the end of the lesson students should pack away quietly and quickly. Once the teacher can see all equipment and materials have been put away teachers should:

- Ask students to stand behind their chairs.
- Check uniform is correct, and any blazers taken off in class are back on.
- When the bell rings, move to the doorway of the classroom and dismiss students in an orderly fashion, such as row by row, or table by table.
- Thank the students for their hard work, tell them to have a good day.
- Remind them to move sensibly and quietly in the corridors.

Language for Learning

It is extremely important to share language for learning across the Academy, whilst departments are free to explore pedagogy and strategies within their area, we have some shared strategies that should be commonly used across the academy to ensure students are confident about what is expected of them.



Cold calling	Where the teacher tells the students they will be cold calling, then asks a question, gives everyone a chance to think, then selects a student by name to answer the question.	
Think, turn, talk	Where the teacher gives questions or statements and puts students in pairs. They are given thinking time, then the teacher will tell students who will speak first, then they will turn and talk to their partner and vice versa.	
I do	Where a teacher models or explains new material or learning.	
We do	Where the teacher checks the students know the information shared in the I Do, using a range of responsive teaching strategies.	
You do	Where the students work independently on a task whilst the teacher monitors.	
3, 2, 1 show me	Where the teacher asks students to show their answers all at the same time when completing mini whiteboard activities.	

Homework at Accrington Academy

At KS3 homework is based around boosting the student's literacy and numeracy skills and so the minimum expectation is that students complete Sparx and Bedrock work set by their class teacher. Some faculties may also set other homework through the year e.g. projects which may take several weeks to create.

Homework policies for KS4 are devised at **faculty level**, as faculty leaders know what works best in different areas. However, there are some gold standard fundamentals and some advice on good practice below.

Content

Homework is used as a tool to improve knowledge retention and fluency, therefore, works well as an extension of, or consolidation of their learning for that day.

Setting homework on online platforms such as Sparx, GCSE Pod and Seneca works well as it can re-teach or stretch the students depending on their performance. As such programmes are self-marking, with students receiving immediate feedback.

Our Pupil Premium students who do not have access to a device will be loaned a Chromebook for their time in school.

Our Knowledge Organisers are bespoke to our curriculum, so self-quizzing and learning from such can also be set for homework, then fed into in '**Live in 5**' activities. Again, this promotes long term memory and knowledge retrieval.

Timescale

Teachers are to set homework on a chosen day when they teach the class. The homework has a minimum expectation on 1 hour per fortnight, but many subjects, such as Maths, English and Science may set more. Faculty leaders will ensure homework set is appropriate.

Marking and Feedback at Accrington Academy

At Accrington Academy there are five guiding principles as to the purpose of feedback. Feedback is used:

- To inform teaching and planning
- To enable students to know more
- To enable students to understand things better
- To enable students to produce better quality work
- To make explicit links between outcomes and effort

To achieve this, our feedback is appropriately timed, aims to move learning on and is specific. Our students are routinely given the opportunity to act on the feedback they receive to move their learning forward. Learning outcomes and student attainment are linked to effort at every step to underline to our students that there is a causal link between hard work and academic success.

Typically, before any feedback is given, our teachers provide high quality initial instruction in the 'I Do' phase of lessons. Responsive teaching techniques are used in the 'We Do' phase of a lesson to assess our students' understanding of the work at hand. The teacher will then use this information to decide whether to move to a 'You Do' task or take learning back to the 'I' phase for a reteach, or continue with the 'We' phase to further embed practice.

Types of feedback

The type of feedback given to a student may vary and can include both verbal and written. Written feedback could be in the form of book marking or live marking.

Marking

Our books have coloured spines; red, blue, green and yellow. Books are marked on a three-week cycle. Each cycle a colour is designated for marking, during these three weeks the class teacher will mark a significant piece of work, the work produced in that lesson, or the work produced over a series of lessons. Based on this the teacher will complete a WCF (Whole Class Feedback) sheet for all members of the class and link NTT (Now Try This) task(s) to what has been seen in the books in order to help students improve in line with our five principles of feedback, set out at the beginning of this section. An exemplar WCF is attached overleaf. In the subject specific section, departments can tailor this to support their needs.

MFL Whole Class Marking		Mr Rhodes	Class: 101Sp1	Date: 01/09/24
<p><u>WWW:</u></p>  <p>Things that are good about the sampled work.</p>	<p><u>Gold Standard Books</u></p> <ul style="list-style-type: none"> • Ensure all dates and titles are underlined • Ensure spelling is checked and corrected • Ensure loose sheets are stuck into books 	<p><u>Subject Specific</u></p> <p>Use this area however you see fit. The title can be changed/images/diagrams examples inserted here.</p>		
<p><u>Areas for Development:</u></p> <p>Things that can be improved/Misconceptions etc.</p>	<p><u>NTT:</u></p>  <p>1. <input type="checkbox"/></p> <p>2. <input type="checkbox"/></p> <p>3. <input type="checkbox"/></p> <p>4. <input type="checkbox"/></p> <p>NTT tasks (doesn't necessarily have to be 4). Students tick when they have done the task</p>	<p><u>Common SPaG Errors:</u></p> <p>5 most common spelling errors in books. Grammar errors also.</p> 		

What should be marked?

Faculty and subject leaders should decide within their departments what should be marked and why.

Laptop Students

Students working on a laptop will have one document as their online book saved in a shared folder that can be accessed through the following link: [Laptop Students 2024-2025.docx](#)

Online books will be marked during the blue book cycle. Spelling mistakes will be marked with a comment in the document correcting the spelling and the student will respond three times with the correct spelling, leaving the comment on the document. (They do not resolve the comment) Any worksheets or whole class feedback sheets can be emailed or shared via Teams to the student who will copy and paste into their online book.

Live marking

Live marking could be done in two ways. It could be when the teacher purposefully monitors and uses pink highlighter and green pen to correct errors and look for themes and misconceptions in student work. Or when the teacher uses a visualiser to live mark and discuss a student's work with the class. As well as teaching students to think like an examiner and verbalise what makes a great piece of work, students are given clear instructions of how to move learning forward.

Literacy	
	Spelling error Your teacher will highlight spelling errors in pink and write the correction for you to write in the margin, three times, in red pen.
	Punctuation error Your teacher will circle punctuation errors, such as capital letters and missing full stops. You will correct these in red pen.
	New paragraph required Your teacher will write 2 lines (see picture) where a new paragraph should start.

Disciplinary Literacy Policy

Aim of Policy:

Our approach to literacy is built on these fundamental ideas:

- Students must be taught to understand the key vocabulary for the subject effectively, especially during first teaching and this key vocabulary must be revisited frequently to ensure long term understanding.
- Students must be taught how to plan effective longer pieces of writing and have multiple attempts to practise longer independent pieces to build resilience and sustained discipline.
- Oracy: Students are taught to speak using formal English to suit the requirements of the subject. Teachers model and use high quality tier 2 and tier 3 subject specific language and teachers insist on full sentence responses when students answer questions. Think, Turn, Talk and sentence stems are used to ensure students can practise their speaking skills.
- Reading: Students are exposed to quality subject specific literature which can then be used to inform their writing. Reading is modelled and practised using reciprocal reading “Active Reading” strategies.

Our Approach:

Introducing Key Vocabulary:

- New vocabulary is always introduced by the teacher during the ‘I do’ section of a lesson. Students will be given the vocabulary on a handout or write down new key vocabulary with concise definitions in their books. The teacher will then explicitly use the new vocabulary during the ‘We do’ phase and include a piece of formative assessment to ensure that this new vocabulary is understood by the class. There will then be prompts during the ‘You do’ phase to ensure that vocabulary is used by students. This new vocabulary will be explored in subsequent ‘Live in 5’ tasks to ensure long term understanding.

Excellent Models of Literacy:

- Students will always have access to excellent models of literacy within departmental resources and example responses to ensure good understanding of SPAG and how to present their own work.

Planning Effective Extended Writing:

- The Subject Leader and Department have an agreed method for the planning of longer written tasks and students are given time to plan accordingly. Structures for essays as a written developed argument are built on throughout KS3. Teachers provide clear models and scaffolds for extended writing and model the process from thought to written word for students during the ‘we do’ phase when appropriate.

Monitoring:

Our approach to literacy is monitored through positive learning walks, book looks and discussed in department time and in CPD sessions. We look at:

- Presentation of work
- SPaG
- Extended writing opportunities
- Use of key vocabulary

Continued Professional Development Accrington Academy

Coaching

At Accrington we use a coaching model to support experienced and recently qualified teachers to develop themselves further. This ensures each practitioner has the confidence, skills and self-awareness needed for a long and successful teaching career.

Initial Teacher Trainees (ITTs) and Early Career Teachers (ECTs) have a coach who will watch part of their lesson each week and have a feedback meeting. ECT +1 have the same process as the ECTs but their observations and meeting are on a two-week cycle.

Learning Walks

Key members of the T&L and SL teams carry out learning walks each lesson. Whilst in lessons they will be looking for the AA fundamentals:

1. Plan - clear outcomes, work age and ability appropriate, lesson considers SEND, tasks linked to outcomes.
2. Entry- V position, Li5 displayed, instructions, settled
3. Start – appropriate Li5, outcomes shared.
4. Key parts - timer, strong voice, explanation of tasks, common language, be seen looking, pace, clear starts and ends of tasks.
5. Behaviour – use of purple board (including merits), waiting if needed
6. I DO- no questions
7. WE DO – checking for understanding, links to I and YOU DO phases, variety
8. YOU DO - independently, purposeful monitoring
9. Exit - consolidates, calm
10. Books – green teacher pen, red corrections, pink highlighter for literacy, WCF (Whole Class Feedback)

This information is then used to determine the focus of the next CPD and staff shout outs are shared during the weekly staff meeting and area for development are shared with faculty leaders.

CPD Cycle

From September 2024 the CPD cycle will be:

- Extended Leadership Team (ELT) – the teaching staff not in ELT will be directed by their faculty leader.
- Faculty time- with standing agenda items and subject specific CPD
- Teaching staff CPD- staff will be split depending on experience and the sessions will include deliberate practice.
- Faculties (as above)
- Extended Leadership Team (as above)

[AOD Calendar 2024-25.xlsx](#)