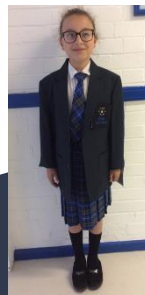


# Oriel Academy West London

Aspirations Academy Trust

**Dream \* Believe \* Achieve**



# Where the story starts...

At Oriel Academy, we encourage our children to dream; we work in partnership with our community so that our children believe they can achieve. Our school is a hub within a diverse community; our children arrive here every day and bring a variety of traits, attitudes and ideas.

**This diversity is our strength.**

We are working hard to be the kind of school that our community deserves at its heart.



**Oriel Academy**  
West London  
an Aspirations Academy

**DREAM.  
BELIEVE.  
ACHIEVE.**

Oriel Academy West London, Hounslow Road,  
Hanworth, Middlesex, TW13 6QQ

(P) 0208 894 9395  
(E) office@oriel-aspirations.org

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## OUR PURPOSE

How do we best prepare our children for their futures and equip them to be global citizens?

We provide children with appropriate knowledge, skills and attitudes in order to empower them to live expressive, fulfilling and productive lives

## OUR VISION

- Provide a caring, secure and stimulating learning environment where every child can develop as an individual-intellectually, socially, morally, emotionally, and physically

- Provide access to a broad, balanced and engaging curriculum for each child that is relevant and challenging

- Nurture aspirations, confidence, curiosity, imagination, self-respect and responsibility to others

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- Encourage the self-determination and inclination to work towards challenging goals that require our best efforts

- Impart the knowledge, skills and attitudes that empower children to embrace learning as a life-long process.

## OUR VALUES

At Oriel Academy, we believe in **The Three Guiding Principles:**

**SELF-WORTH • ENGAGEMENT • PURPOSE**

We use a values-based approach to build character, resilience, engagement and leadership through the Aspirations 8 Conditions for Success:

**BELONGING • HEROES • SENSE OF ACCOMPLISHMENT • FUN AND EXCITEMENT •  
CURIOSITY AND CREATIVITY • SPIRIT OF ADVENTURE • LEADERSHIP AND  
RESPONSIBILITY • CONFIDENCE TO TAKE ACTION**

# Where the story starts...

We have a **DRIVING QUESTION** we must answer:

*How do we best prepare our children for their futures and equip them to be global citizens?*

In answering this question, every stakeholder has a clear **PURPOSE**.

We must provide children with the appropriate knowledge, skills and attitudes in order to empower them to live expressive, fulfilling and productive lives.



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# Our driving force...

## ● VISION:

- Provide a caring, secure and stimulating learning environment where every child can develop as an individual- intellectually, socially, morally, emotionally and physically;
- Provide access to a broad, balanced, engaging and nationally-and-locally-relevant curriculum for each child;
- Nurture aspirations, confidence, curiosity, imagination, self-respect and responsibility to others;
- Help all children to possess the self-determination and inclination to work towards challenging goals that require our best efforts;
- Help all children to acquire the knowledge, skills and attitudes that empower them to embrace learning as a life-long process.

## ● VALUES:

The Three Guiding Principles:    •Self-worth •Engagement •Purpose

We use a values-based approach to build character, resilience, engagement and leadership through the Aspirations 8 Conditions for Success:

**-Belonging –Heroes -Sense of Accomplishment -Fun and Excitement -Curiosity and Creativity -Spirit of Adventure -Leadership and Responsibility -Confidence to Take Action**



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# An approach shaped by research...

## What does the latest research/cognitive science tell us?

- We recognise that there is little point in purveying a fantastic curriculum if the children don't learn it or remember it; we seek to create alterations in long-term memory by building retrieval practise into our curriculum design. It is important to provide opportunities for children to strengthen learned knowledge by developing a curricular experience that makes links within and across subjects and year-groups.
- Cognitive Load Theory (Sweller); Working Memory Theory (Baddeley); Why Knowledge Matters (Hirsch); Principles of Instruction (Rosenshine); Clare Sealy 4D Curriculum; Christine Counsell- Curriculum Design; Mary Myatt- Augmenting Change

## THE PRINCIPLES OF INSTRUCTION

**TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION**

This poster is for the benefit of those who have not heard these ten principles of instruction and suggested classroom practices and are interested in how to put them into practice and make them work.

• Research on the classroom practices of those teachers whose students show the highest gains  
• Insights from studies that highlight learning strategies to students.

**HOW**

<b>01 DAILY REVIEW</b> Daily review is an important component of instruction. It helps students learn the material and retain it for a long time. It also helps them learn to study and to learn to learn.	<b>02 NEW MATERIAL IN SMALL STEPS</b> Our working memory is small, only handling a few bits of information at one time. If we try to learn too much at once, we will forget it. So we should learn in small steps and build on what we have learned.
<b>03 ASK QUESTIONS</b> The most successful teachers spend more time asking the class questions than they do lecturing. Asking questions helps students learn to think and to learn to learn.	<b>04 PROVIDE MODELS</b> Students need expert support to help them learn how to do a task. Modeling the process of learning and doing a task helps students learn to do the task on their own.
<b>05 GUIDE STUDENT PRACTICE</b> Students need additional time to practice, guided by the teacher. The teacher should provide feedback and encouragement to help students learn to do the task on their own.	<b>06 CHECK STUDENT UNDERSTANDING</b> Learners understand more when they are asked to explain what they have learned. The teacher should ask questions to check for understanding.
<b>07 OBTAIN HIGH SUCCESS RATE</b> A success rate of around 80% has been found to be optimal. If the success rate is lower, students will lose confidence and motivation. If the success rate is higher, students will become bored.	<b>08 SCAFFOLDS FOR DIFFICULT TASKS</b> Scaffolds are temporary supports to assist learning. They can be used to help students learn to do a task on their own. They should be removed when the student is able to do the task on their own.
<b>09 INDEPENDENT PRACTICE</b> Independent practice produces "learning" - a necessary step in the process of learning. It should be provided for all students. It should be provided for all students. It should be provided for all students.	<b>10 WEEKLY &amp; MONTHLY REVIEW</b> The effort involved in learning is directly related to the amount of time spent reviewing. The more time spent reviewing, the more the student will learn. The student will learn more if they review more often.

- 1) Learning never makes it to the working memory unless retrieval practise is provided
- 2) Learning is easily forgotten if the working memory is overwhelmed
- 3) Learning is difficult to recall from memory- for everyone!

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# Our Curriculum– Vision



Our curriculum is a **knowledge-based, progressive** learning experience that reflects the **cultural experience** and **interests** of our children, but also opens the doors to new **ideas** and ways of **thinking**.

We deliver a curriculum experience which **challenges** and **supports** each learner to **progress** their **abilities** and **understanding** through a **purposeful, engaging** and **authentic** learning experience; this prepares our young people to be **resilient learners** who have the **knowledge, skills** and **attitudes** to embrace an ever-changing world.

Our values of **Engagement, Purpose** and **Self-worth** are woven into our *No Limits* curriculum design; we have also placed **curiosity**, one of the most important non-cognitive skills, at the heart of our learning journeys.

**Driving Question=Engagement**

**Assignment=Purpose**

**Self-reflection/feedback=Self-worth**

We use the National Curriculum and Early Years Foundation Stage as a starting point for our curriculum, but have chosen to adopt a **theme-based approach** personalised to the children of Oriel Academy. This enables our children to **deepen** and **master** their **knowledge** and **skills** in all subjects and make **meaningful links** across the curriculum. To engage learners and prepare them for their next step, our offer goes beyond the National Curriculum, and specific links and units have been designed on the basis that they are **relevant, interesting** and **helpful** to our children in their educational journeys; to complement this, we have designed an **enrichment offer** which complements the learning and ensures our children have the **cultural capital** they need to succeed in life.

We build links in a **systematic** and **structural** way; the fundamentals of our curriculum across the years and across subjects link up in a well-thought out way, so that **knowledge** taught – including **key concepts** and **vocabulary** - is explicitly reinforced and encountered repeatedly in meaningful contexts.

**“Knowledge belongs to the many, not the few.”** Angela Rayner

# Our Curriculum– Intent:



- To ensure all learners remember more, understand more and can apply more;
- **To foster the drive and ambition of all learners and nurture their ability and desire to develop themselves;**
- To empower learners with the knowledge, skills and vocabulary to be successful in the future;
- **To develop the whole child.**

# Our Curriculum– Implementation

***“Memory is the residue of thought.” Daniel T. Willingham***

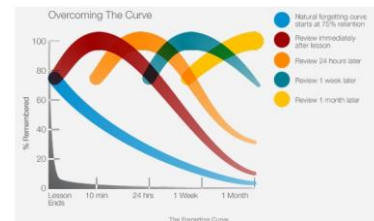
How do we go about ensuring that key information and concepts are thought about regularly and in a quality way?

Here are our approaches to retrieval practice, based on three efficiencies favoured by Jordan Mac:

**Active Recall; Spaced Practice; Mixed Learning**

How much do we forget?

Hermann Ebbinghaus was a German psychologist in the 1880's who pioneered work in memory. Through his experiments he had many insights into learning, forgetting and remembering which in a simple form were translated into two curves, the Forgetting and Learning curves. The Forgetting curve is the most shocking. In his experiments he found that without any extra effort, more than 50% of what we learn is forgotten within an hour; 2/3rd's by the end of the day and 80% by the end of the month. This is the sad fact when we attend a conference or read an article.



- 1) **Concept maps-** what we already know, what we need to find out (**AR**)
- 2) **Regular, low-stakes quizzes-** on what has been learned (**SP**)
- 3) **Flash cards-** to prompt recall of, for example, phonics/SPaG misconceptions (**SP**)
- 4) **‘Know more, remember more’ slides-** on all flipcharts for each lesson (**SP**)
- 5) **Knowledge Banks-** used by the following years for Reading lessons (**ML**)



# Curriculum Implementation– 4 Cornerstones

The implementation of our curriculum offer enables our pupils to achieve the aims and ambition of set out within our curriculum. The curriculum itself is a progressive arrangement of skills and knowledge-based objectives, taught through both single and transdisciplinary means, using a range of pedagogical approaches.

**1) We firmly believe that every child must be challenged in a supportive way; as such, we adopt an adaptive teaching approach that utilises the following:**

- Targeted/tailored support**
- Additional practice**
- Breaking down content into smaller components**
- AfL**
- Teaching carefully selected groups**
- Well-chosen resources**

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**2) We have developed a range of 'Curriculum Promises' which we commit to and action within our learning journeys- we must:**

- Acknowledge how the nature of WORKING MEMORY and LONG-TERM MEMORY need to shape how we deliver our teaching and learning**
- Balance SUBSTANTIVE KNOWLEDGE and DISCIPLINARY KNOWLEDGE: key learning and context**
  - Ensure EXPLICIT INSTRUCTION creates a platform for DISCOVERY LEARNING**
- Separate PERFORMANCE from LEARNING: inhibit performance for 'struggle' to boost learning**
  - Value both the CORE KNOWLEDGE and the HINTERLAND that brings it to life**
  - Respect that FLEXIBLE KNOWLEDGE is built on INFLEXIBLE KNOWLEDGE**
  - Create DIVERSIVE CURIOSITY to then sustain EPISTEMIC CURIOSITY**

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**3) We have developed a 'Teaching and Learning Expectation' for all subjects: What is a great lesson at Oriel Academy?**

- A starter, or 'While You Wait' activity
  - Introduction to the learning/LI and SC; 'Know more, remember more' recap
    - Star Words
    - AfL activity to decipher existing knowledge
  - Input that includes effective explanation/modelling/discussion
    - Independent work (AfL strategies used to monitor progress)
      - Live feedback given
    - AoL activity and revisit of LI and SC
- (Effective questioning present throughout.)

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**4) Formative and summative assessments are crucial in order to shape, monitor and adjust learning; our Assessment and Feedback Policy has been designed to ensure that 'live' marking, verbal feedback and self/peer/teacher-reflection on learning success is supported and carried out in the classroom. All subject areas have a marking grid to make clear the learning, understand the steps to success and record valuable information for assessment.**

# IMPLEMENTATION- PLANNING

## 1) NATIONAL CURRICULUM OBJECTIVES AND BEYOND

(The skills/knowledge-based intentions put forward by the National Curriculum and built on by Oriel Academy.)

2) **SUBJECT CURRICULUMS:** PROGRESSIVE  
ARRANGEMENTS OF SKILLS AND KNOWLEDGE-BASED  
OBJECTIVES; KEY VOCABULARY: COVERAGE

### 3) SUBJECT KNOWLEDGE BANKS


(Defined substantive and disciplinary knowledge in curriculum areas.)



#### 4) NO LIMITS ASSIGNMENTS

(Planned transdisciplinary learning journeys culminating in the completion of an assignment.)

## 5) WHOLE-SCHOOL OVERVIEW

(The complete picture of topics taught across the year.)

 <b>Oriol Academy West London</b> <i>an Aspirations Academy</i>		<h1>Whole School HISTORY Curriculum</h1>				
TERM (WEEKS)	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATIONS FOCUS	<b>BEHOLDING</b>	<b>CURIOSITY &amp; CREATIVITY</b>	<b>IMAGINE</b>	<b>PRIDE OF ACHIEVEMENT</b>	<b>LEADERSHIP &amp; RESPONSIBILITY</b>	<b>PRIDE AND EXCELLENCE</b>
EYF5 Nursery		<p>I can talk about past and present events in my own life and in the lives of family members.</p> <p>I can develop an understanding of growth, decay and changes over time.</p> <p>I can comment and ask questions about aspects of my familiar world such as the place where I live or the natural world.</p>				

 Oak Hill Academy West London <small>an independent school for girls</small>		 Oriol Academy West London <small>an independent school for girls</small>		<h1>NO LIMITS ASSIGNMENTS</h1>		
TERM:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ASPIRATION FOCUS	BELONGING	CURIOSITY & CREATIVITY	HEROES	SPRINT OF ADVENTURE	LEADERSHIP & RESPONSIBILITY	FUN AND EXCITEMENT
<b>EYES Nursery</b>  <b>DQ:</b> How can we make you feel happier and older, creating it Nursery/ Reception? <b>Subjects:</b> PSED/CLP/UTW/EAD/I/LM <b>Future skills:</b> sharing and turn taking/ Communicating with the adult and peers/ Following instructions and creating activities <b>Entry event:</b> Starting Nursery and Reception <b>Mini products:</b> Drawing/ Painting a picture <b>End Product:</b> display of childrens pictures <b>Presentation:</b> childrens ability to say what their picture is about	<b>DQ:</b> How can I work together with others to perform the Christmas play? <b>Subjects:</b> PSED/CLP/UTW/EAD/I/LM <b>Future skills:</b> to become more confident in front of others/ teamwork/ have a responsibility <b>Entry event:</b> talking about Christmas <b>Mini products:</b> singing and acting rehearsal <b>End Product:</b> Christmas dress rehearsal performance <b>Presentation:</b> Christmas performance	<b>DQ:</b> What can you find under the sea? <b>Subjects:</b> PSED/CLP/UTW/EAD/I/LM <b>Future skills:</b> to develop curiosity, develop language <b>Entry event:</b> under the sea puppet <b>Mini products:</b> Drawing and painting fish <b>End Product:</b> Making collage different types of fish display <b>Presentation:</b> Under the sea display	<b>DQ:</b> Where can you find mini beasts? <b>Subjects:</b> PSED/CLP/UTW/EAD/I/LM <b>Future skills:</b> to develop their understanding of life and nature <b>Entry event:</b> Reading mad about minibeasts <b>Mini products:</b> minibeasts <b>End Product:</b> Creating a minibeast with different materials <b>Presentation:</b> Displaying the minibeast creations	<b>DQ:</b> What do plants need to grow? <b>Subjects:</b> PSED/CLP/UTW/EAD/I/LM <b>Future skills:</b> understanding how to care for the plant <b>Entry event:</b> Joppers beanstalk <b>Mini products:</b> measuring the beanstalk <b>End Product:</b> drawing a picture of the bean <b>Presentation:</b> Joppers beanstalk display	<b>DQ:</b> What can you see in the picture? <b>Subjects:</b> PSED/CLP/UTW/EAD/I/LM <b>Future skills:</b> to be able to use different media and materials to create <b>Entry event:</b> a presentation of the 'Take one picture' <b>Mini products:</b> junk modelling <b>End Product:</b> a product for the presentation <b>Presentation:</b> exhibition to the parents and the children	

# Curriculum Implementation: T&L

- **A starter, or 'While You Wait' activity on the IWB**

DIVERGENCE STARTS WITH THE DATE...

A 'WHILE YOU WAIT' STYLE TASK SHOULD BE READIED  
FOR THOSE WHO FLY THROUGH THE DATE AND GRID  
PREP!

BOOKS - WHITEBOARDS – THINKING POINTS

DUAL ASPECT:

- 1) ACCESS FOR ALL
- 2) GREATER DEPTH

LINKED TO LEARNING, LESSON PREPAREDNESS... THE  
CHILDREN SHOULD NEVER BE IDLE!

Wednesday 16th September 2020

SKILL: 2a- Give/explain the meaning of words in context

SOURCE: Audio, Visual, Textual

What you need to know...

2a questions focus on **vocabulary**- what words mean, synonyms, and the meaning behind figurative or complex language.

While You Wait...

Alex looked accusingly at his feet.

"Why do you ALWAYS let me down?" he puffed,  
knowing full well who was in charge of them. The young boy looked  
over his shoulder at the imposing staircase he had just plummeted  
down; he didn't look it, but he should have considered himself lucky to  
have two left feet that still worked!

- a) What could have been written instead of 'lucky'?
- b) What does having 'two left feet' mean?

Greater Depth

Create your own 2a question based on the text.



# Curriculum Implementation: T&L

## ● Introduction to the learning/LI and SC

ENGLISH	Me ●✓	Teacher ●✓
<b>L.I. IALT</b> draft a narrative text effectively.		
I have used an appropriate narrative structure.		
I have used effective techniques to engage the reader.		
I have used a rehearsing strategy to check my writing is effective.		
<b>GD:</b> I have planned my story to include a separate narrative voice.		
I have taken <b>ACCOUNTABILITY</b> for my presentation; I have shown <b>PRODUCTIVITY</b> when working independently.		
<b>SELF-EVALUATION:</b> Progress- where did you start and finish today? <----->		
<b>NOW:</b> Why do we need to rehearse our ideas? _____ _____ _____	<b>GD CREATIVE/ADAPTIVE THINKING:</b> What is the problem with drafting without using a clear process? _____ _____ _____	

THE *WHAT* AND THE *HOW*...

LEARNING INTENTIONS:  
MEASURABLE SKILLS (**WHAT** YOU ARE LEARNING)

SUCCESS CRITERIA:  
STEPS, BASES TO COVER (**HOW** YOU WILL BE SUCCESSFUL)

# Curriculum Implementation: T&L

- **Star Words**

**STAR WORDS:**

WARDROBE OF VOICES-  
WHISPER, SAY IT LIKE IT'S FRIGHTENING/HILARIOUS...

integer	place value	numeral
ten thousand	hundred thousand	million
ten million	digit	place holder

**STAR Words**

True, False and ...Lost???

-  
**Adjective-** words that modify a noun (e.g. expensive watch)

**Determiner-** another word for article

**Adverb-** \_\_\_\_\_

**Greater Depth-** is there a word off of our grid today that you think should be a STAR Word? Why?

# Curriculum Implementation: T&L

- **Assessment for Learning (AfL)**

AFL- CHECK THE PROGRESS  
(AS OFTEN AS YOU NEED TO!)

THREE KEYS:  
1) MUST BE PLANNED;  
2) SUFFICIENT TIME GIVEN  
3) CHILDREN DO THE WORK

QUIZZES, MINI-TESTS, MISCONCEPTIONS

WHAT'S YOUR RUBRIC? FACES, FINGERS, ROCK, PAPER,  
SCISSORS..?

SUMMATIVE CHECK NEAR END

# Curriculum Implementation: T&L



## **TEACHING INPUT: Effective explanation, modelling, discussion and questioning**

- Informing the children of the learning, steps to success and specific language to be used;
- Teacher modelling the process and task which is expected of the children;
- Appropriately differentiated questioning;
- Pace- ensuring that it is not too quick that children are not understanding their work and are being left behind, but pacy enough that children remain engaged;
- Secure subject knowledge demonstrated by the class teacher;
- All children actively involved and engaged in their learning;
- High expectations of children both in terms of their work and their behaviour for learning;
- Praise for the children when they do the right thing, achieve well and make progress;
- A wide range of assessment strategies which are used by both the children and the teacher;
- Evidence of positive relationships between children, their teacher and the other adults in the room.

# Curriculum Implementation: T&L



## Independent work; Live feedback

- **Differentiated activities through prescribed outcome, support, resources, etc. which match the learning and steps to success;**
- **Opportunities provided for the children to talk about learning, experimenting with concepts and asking questions;**
- **The teacher providing 'Live Feedback', moving children's learning forward and maximising all opportunities for learning;**
- **Effective use of other adults in order to support learning and move it forward;**
- **Mini-plenaries, where appropriate, to either move learning on, consolidate learning or address misconceptions;**
- **Children receiving positive and diagnostic feedback about their effort and their learning;**
- **Time reminders to indicate to the children how long they have left to complete activities;**
- **A purposeful learning atmosphere complimenting the task the children are completing.**

# Curriculum Implementation: T&L



## Summative Assessment; revisiting LI and SC

- **Reference to the learning that has taken place and steps to success;**
- **Teachers and children making assessments which will inform future learning;**
- **The use of a range of assessment strategies: quizzes, fixing mistakes, same learning new context...;**
- **Children receiving positive and diagnostic feedback about their effort and work;**
- **Consolidation on the lesson's learning, reflecting on whether the steps to success have been achieved, moving learning forward, addressing misconceptions, further peer or teacher modelling of work, making links to future learning.**






# IMPLEMENTATION FEEDBACK


-All work is ticked with basic skills errors (dates, titles etc) addressed as a minimum

-Extended pieces are marked using the relevant marking code;


-VF is used when a child or group of children are supported; worked examples may be present where live marking is indicated; a word or phrase will accompany the VF symbol, describing the nature of the support

-Teachers are expected to respond to responses with a comment or VF

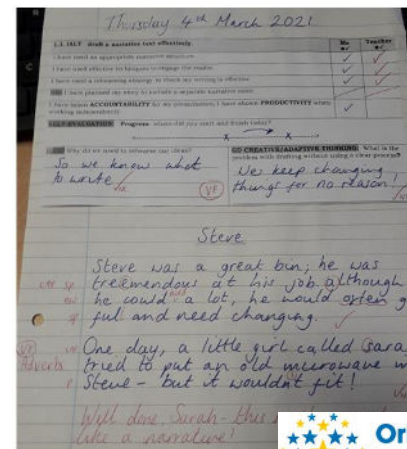
 <b>Marking Code- EYFS</b>			
CAP		Capital Letters	
		Finger Spaces	
VF		Verbal Feedback	
		Great work!	
TS	TAS	Teacher Support	Teaching Assistant Support

 <b>Marking Code- KS1</b>			
CAP		Capital Letters	
P		Punctuation	
SP		Spelling error	
HW		Handwriting improvement needed	
A		Word omission	
//		New paragraph	
VF		Verbal Feedback	
TS	TAS	Teacher Support	Teaching Assistant Support

(A maximum of three spellings to be written per piece for the child to copy out three times.)

 <b>Marking Code- KS2</b>			
CAP		Capital Letters	
P		Punctuation	
SP		Spelling error	
HW		Handwriting improvement needed	
A		Word omission	
//		New paragraph	
Imp		Improve word choice/phrasing	
Grammar		Grammar error	
T		Tense error	
VF		Verbal Feedback	
TS	TAS	Teacher Support	Teaching Assistant Support

(A maximum of three spellings to be written per piece for the child to copy out three times.)



# IMPLEMENTATION FEEDBACK

-A comprehensive marking grid (with a prepared NOW on) is used once per week; teachers give a handwritten NOW weekly as well

-Future/Power Skills are used to help shape next steps and reflections

-'Big Assessment Questions' help to decipher learning

ENGLISH	Me ●✓	Teacher ●✓
<b>L.I. IALT</b> draft a narrative text effectively.		
I have used an appropriate narrative structure.		
I have used effective techniques to engage the reader.		
I have used a rehearsing strategy to check my writing is effective.		
<b>GD:</b> I have planned my story to include a separate narrative voice.		
I have taken <b>ACCOUNTABILITY</b> for my presentation; I have shown <b>PRODUCTIVITY</b> when working independently.		
<b>SELF-EVALUATION:</b> Progress- where did you start and finish today? <----->		
<b>NOW:</b> Why do we need to rehearse our ideas? _____ _____ _____	<b>GD CREATIVE/ADAPTIVE THINKING:</b> What is the problem with drafting without using a clear process? _____ _____ _____	



**Oriel Academy**  
West London  
an Aspirations Academy

# No Limits Curriculum– ATL



- Our No Limits curriculum is a teaching model in which our pupils gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.
- Each learning journey has a driving question to begin it; our children then carry out their assignments and produce a breadth of work across many curriculum areas.
- As a result, our pupils develop deep content knowledge, as well as Future Skills, such as critical thinking, collaboration, creativity, and communication.



# Curriculum– Impact



- In developing the whole child, each child will...

**-Be engaged and immersed in their learning.**

**-Be healthy in all aspects (mental, social, physical and emotional). Understand and be respectful of differences in cultures, beliefs and society**

**-Understand and be respectful of differences in cultures, beliefs and society**

- In empowering learners with the knowledge, skills and vocabulary to be successful in the future, each child will...

**-Understand and confidently use a range of vocabulary to communicate their understanding**

**-Make connections between learning across subjects and year groups and be able to retrieve this to deepen their understanding and create meaning**

- In fostering the drive and ambition of all learners and nurture their ability and desire to develop themselves, each child will...

**-Be resilient, persistent and willing to take risks when learning**

**-Have the desire to maintain their efforts in challenging circumstances**


- In ensuring all learners remember more, understand more and can apply more, each child will...



**-Be able to use their embedded knowledge to confidently explain their understanding**


**-Be able to manipulate their understanding of the topic to work creatively and apply their knowledge to evaluate, present to others or solve problems.**

**“The curriculum is the progression model” Christine Counsell**

# Our School Code...




**BEHAVIOUR**




**Aim for the Stars:**  
*helping each other to get there*



- ✓ Whilst we all need help from time-to-time, we are also capable of providing help too, for ourselves and our community, to reach for our goals.

**Our three key questions:**


- ✓ Are you helping yourself?
- ✓ Are you helping others?
- ✓ Are you helping your school?



**Aim for the Stars: help to...**


- ✓ Show courtesy, good manners and mutual respect;
- ✓ Make everyone feel safe;
- ✓ Show care for equipment and resources;
- ✓ Maintain a hygienic, healthy environment;
- ✓ Reduce anti-social behaviour.

We are open to  
*helping, and being helped.* Are you helping yourself, others, and your school? Our approach is based on Bill Rogers 'Restorative Justice' model.




**LIKEABLE LINES**




**Are you helping YOURSELF?**


- ✓ Walk to the position in the line requested by your teacher


**Are you helping OTHERS?**



- ✓ Stand still quietly, keeping your hands to yourself


**Are you helping YOUR SCHOOL?**

- ✓ Look to your teacher and be ready to listen






**CALM CORRIDORS**




**Are you helping YOURSELF?**



- ✓ Keep to the left when walking calmly in the corridors

**Are you helping OTHERS?**

- ✓ Hold doors open for others and show good manners by giving thanks

**Are you helping YOUR SCHOOL?**


- ✓ Move around the school quietly, being mindful of others and respectful of school property







**-First Reflection:**  
**Positive reminder**

**-Second Reflection:**  
**Talk at break/lunch**

**-Third Reflection:** Time at Reflection Table




**CLEVER CLASSROOMS**




**Are you helping YOURSELF?**


- ✓ When asked for your attention, stop and empty your hands, fingers on lips

**Are you helping OTHERS?**

- ✓ Set an example by sitting quietly and looking at your teacher

**Are you helping YOUR SCHOOL?**

- ✓ Listen carefully for what happens next and be ready to learn



# The CULTURE at Oriel



## *"Caring personally and challenging directly"*

*Radical Candour, Kim Scott*

-Too much **care**? Ruinous empathy

-Too much **challenge**? Fear, disengagement, conflict.

Lets make a culture where everyone cares personally and isn't afraid to challenge directly.

WE must normalise it- reach a shared understanding of what radical candour is, why it's important and how we all use it. It's essential that we receive performance-related feedback for the sake of the other person's growth and success. You care about our school and our children- we identify what needs to change so that **we can achieve more, can be more, can do more.**

- *I've noticed a few things that might help you get this done more effectively, may I share them?*
- *There's a difference between what we were expecting to see and what we're actually seeing. Let's talk about what might account for the difference.*
- *I'm going to share a couple of ideas here that I need you take on board right now. Tell me what the positive impact might be for you...*



# The CULTURE at Oriel



## WE must COLLABORATE

When we compete...

...it is assertive but uncooperative.

When we accommodate...

...it is unassertive but cooperative.

When we avoid...

...it is unassertive and uncooperative.

But when we COLLABORATE...

...it is assertive and cooperative.

**Do you compete, wanting your position to be the outcome?**

**Are you overly-accommodating, putting your own needs aside?**

**Maybe you tend to be avoiding– you'd rather just not get involved?**

**Then try collaborating, which is both assertive and cooperative: you want to work with others for a solution that's meaningful to everyone.**

# ENVIRONMENTS at ORIEL



## 10 components of a thinking environment (Nancy Kline)

The quality of everything we do depends on the quality of the thinking we do; the quality of our thinking depends on the way we treat each other while we are thinking. The ten behaviours that generate the finest thinking are: **Attention, Equality, Ease, Appreciation, Encouragement, Feelings, Information, Diversity, Incisive Questions, Place.**

1. **Attention:** listening with palpable respect and genuine interest, and without interruption
2. **Equality:** treating each other as thinking peers; giving equal turns and attention; keeping boundaries and agreements
3. **Ease:** offering freedom from internal rush or urgency
4. **Appreciation:** practising a 5:1 ratio of appreciation to challenge
5. **Encouragement:** giving courage to go to the cutting edge of ideas by moving beyond internal competition

6. **Feelings:** allowing sufficient emotional release to restore thinking
7. **Information:** supplying the facts; recognising social context; dismantling denial
8. **Difference:** welcoming diverse group identities and diversity of thinking
9. **Incisive Questions:** removing untrue assumptions that limit our ability to think for ourselves well
10. **Place:** creating a physical environment that says back to people, 'You matter'.

# Learning at Oriel– CPD and beyond



## **KEY QUESTION:** **Are we a learning organisation?**

*Learning is our business...but are we learners?*

*What do we do? How are we learning?*

**We MUST position ourselves as learners!**

**TES \* podcasts \* books \* Twitter \* Youtube \*friends!**

**\* Professional courses**

The Harvard Business Review cites learning organisations as having the edge- consistently looking for micro and macro gains.

## **Our ongoing training during the year includes:**

***Current and up-to-date safeguarding practices and procedures; Medical training as appropriate; Support from subject leads with weekly planning as appropriate; Team teaching from subject leads as appropriate; Teachers working collaboratively to improve their practice through peer coaching; Weekly staff training sessions which, across the year, focus on a broad range of curriculum disciplines; Use of IRIS to reflect on individual practice; Participation in the Aspirations Trust learning days; Joint training sessions across the Trust with a focus on subject development and moderation; Subject leader mentorship and support; ECT mentorship; Support system with assigned mentors for teachers who are new to Oriel.***

# COACHING at Oriel Academy



## 1) Colleague-to-Colleague Model

Each teacher makes a 20 minute lesson visit each half-term to their year group partner; the visiting teacher will then feedback to their partner using the QCI approach:

**Questions**- 1)... 2)...

**Comments**-1)... 2)...

**Ideas**-1)... 2)...

Half-termly focus:

Aut 1 **English**

Aut 2 **Maths**

Spr 1 **No Limits**

Spr 2 **Reading session/Phonics**

Sum 1 **Choice**

Sum 2 **Choice**

## 2) Collaborative Professionalism Model

Each teacher has the opportunity to create a coaching relationship with a designated colleague; that relationship is designed to be bespoke for the coachee and provide a platform for improved performance.