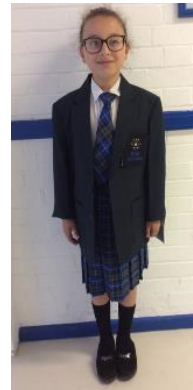
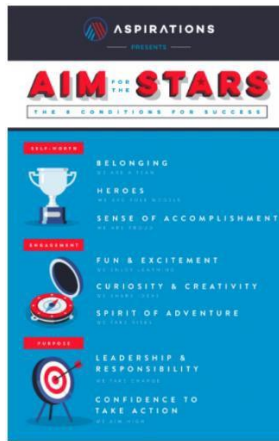


Oriel Academy West London

Aspirations Academy Trust

Dream * Believe * Achieve



Oriel Academy
West London
an Aspirations Academy

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.



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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 from the work of Bank Rosenhine who looked at the principles of instruction and suggested classroom practices on the basis of research on how the brain works and how new information is processed in the classroom practices of those teachers whose students show the highest gains. Findings from studies that taught learning strategies to students.

HOW3

<p>01 DAILY REVIEW</p> <p>Regular review is an essential component of instruction. It helps strengthen the connections of the material learned. Automatic recall times, including memory for problem solving and reasoning.</p>	<p>02 NEW MATERIAL IN SMALL STEPS</p> <p>Use working memory in small, easy-to-handle chunks. Avoid large chunks of information at once. Avoid too much new material. Instead, learn one concept at a time and then build on it.</p>
<p>03 ASK QUESTIONS</p> <p>The most successful teachers spend more time asking questions. They ask questions to check for understanding and to help students learn. They also ask questions to help students learn to solve problems.</p>	<p>04 PROVIDE MODELS</p> <p>Students need cognitive support to help them learn to solve problems. Modeling, worked examples and teacher think-alouds can help students learn to solve problems.</p>
<p>05 GUIDE STUDENT PRACTICE</p> <p>Students need additional time to practice what they have learned. They need time to practice what they have learned. They need time to practice what they have learned.</p>	<p>06 CHECK STUDENT UNDERSTANDING</p> <p>Check student understanding frequently. Use formative assessment to check for understanding. Use formative assessment to check for understanding. Use formative assessment to check for understanding.</p>
<p>07 OBTAIN HIGH SUCCESS RATE</p> <p>A success rate of around 80% has been found to be optimal. Showing students they are successful and also being challenged. Before teachers begin, it is best to ensure they are successful.</p>	<p>08 SCAFFOLDS FOR DIFFICULT TASKS</p> <p>Scaffolds are temporary supports to assist learning. They can include modeling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of effective instruction.</p>
<p>09 INDEPENDENT PRACTICE</p> <p>Independent practice provides "learning" — a necessary element for long-term learning to be solidly grounded. This practice is essential for students' working memory.</p>	<p>10 WEEKLY & MONTHLY REVIEW</p> <p>The effort involved in recalling recent learned material is reduced if the long-term memory is also used to learn. The more the material is reviewed, the more it is learned.</p>

- 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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