Oriel Academy West London

Aspirations Academy Trust

Dream * Believe * Achieve









Where the story starts...

<u>Vision Statement</u>: To be the kind of school that our community deserves.

At Oriel Academy, we encourage our children to identify and set goals for the future whilst being inspired in the present to work toward those goals; we work in partnership with our community so that our children believe they can achieve. We are at the heart of a diverse community: our children arrive here every day and bring a variety of traits, attitudes and ideas.

This diversity is our strength.

We believe that each of us needs a sense of dignity, pride and satisfaction in what we do. Because tending to our children depends on the united efforts of many, we are most effective when we work together co-operatively, respecting each other's contribution and importance.



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...

AIMS:

- -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:

<u>The Three Guiding Principles</u>: •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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DUR VALUES

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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

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.

<u>Driving Question</u>=Engagement <u>Assignment</u>=Purpose <u>Self-reflection/feedback</u>=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 fundaments 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.

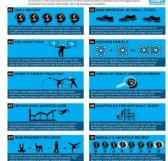
"Knowledge belongs to the many, not the few." Angela Rayner

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 and spaced 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 overloaded, aided by 'sticky knowledge', chunking and visual Instruction (Rosenshine); Clare Sealy 3D Curriculum; Christingort; Long-term Memory-**Counsell- Curriculum Design; Mary Myatt- Augmenting** Change

THE PRINCIPLES OF INSTRUCTION AREN FROM THE INTERNATIONAL ACADEMS OF EDUCATION



1) Sensory Memory- stored for a few seconds, come from the five senses (hearing, vision, touch, smell, and taste): Working Memory- easily alterations are proof of learning

- 2) New learning happens by reference to prior learning
- 3) Not all practice is equivalent- testing and spaced practice rank highly



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Our Curriculum- Intent:

- Inclusion is our ultimate goal: the creation of shared knowledge; we must ensure all learners remember more, understand more and can apply more;
- We must foster the ambition of all and nurture their ability and desire to develop themselves;
- We must empower learners with the knowledge, skills and vocabulary to be successful;
- We must 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?



- Concept maps- what we already know, what we need to find out (AR)
- 2) Retrieval quizzes (low stakes)- 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)

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 CURIOUSITY to then sustain EPISTEMIC CURIOUSITY

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3) We have a 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.

AfL Approach (John Hattie endorsed)

- 1) What are you trying to do? What is your purpose? / Where am I going with this?
 - 2) How is it going so far? Highs and lows? / How am I doing?
- 3) What do you need to do differently to progress? What is next for you? / What do I need to do next?

AfL always works best when it is a planned exercise:

- -about the task
- -that centres on thinking through processes
- -that helps children regulate their work mode

IMPLENTATION-PLANNING

1) WHOLE-SCHOOL OVERVIEW

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

2) NO LIMITS ASSIGNMENTS

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

3) SUBJECT CURRICULUMS: progressive arrangements of skills and knowledge-based objectives; key vocabulary: coverage

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	Oriel Academy	West London	Whole	School HIS	TORY Curric	ulum
TERM (WEEKS)	Autumn 1	Actume 2	Spring 1	Spring 3	Summer 1	Summer 2
ASPIRATIONS FOCUS	131GHaina	CREIGHA F. CRIVANIA	HHICEL	SPERIOR ACVENTIONS	CHARGEST E SEASONDRY	FUR AND RECITIONS
EYFS Nursery						
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The New Expectation-7 Measures Of Success

- 1. Subject Curriculum
- 2. Curriculum Statement
- 3. Teaching & Learning Expectation
- 4. Progression Narrative
- 5. Monitoring Diagnostics
- 6. Strategic Plan
- 7. Knowledge Banks

Curriculum Matrix

Diagnortics	Maths	English (Read, W(), Phonics)	Science	Geography	History	Design and Technology	Art and Design	MEL	Music	Computing	PE	Wellness (RHE)	World Views (RE)
Loads	Street, and	SANW	SHLL SH	445	.00	WW.III	118	MUIL	TA /	MINTOR	16		2011
Time allocation KS2	thr 30 daily	1hr 30 daily	1hr weekly	*1hr weekly (designated terms)	*1hr wooldy (designated torms)	*1hr wooldy (designated terms)	*1hr weekly (designated tarms)	Lhr fortnightly	Shr fortnightly	thr fortnightly	2hrs weekly	30 mins weekly	30 min weekly
Time allocation KS1													
1) Subject Curriculum													
2) Curriculum Statement													
3) T & L Learning Expertation													
4) Pregression Narrative Sequestry (Activation Territy About and Seyond													
5 Monitoring Diagnosties													
6) Stratagic Plan													
7) Knowledge Banks													





Curriculum Implementation: T&L



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

DIVERGENCE STARTS WITH THE DATE...

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

BOOKS - WHITEBOARDS - THINKING POINTS

DUAL ASPECT:

- I) 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?

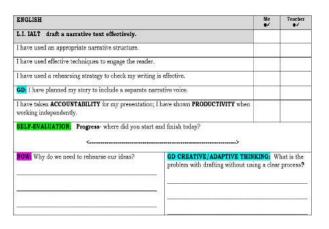
Greater Depth

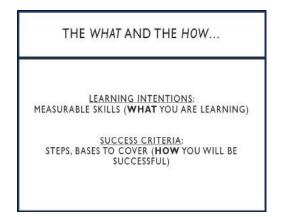
Create your own 2a question based on the text.

Curriculum Implementation: T&L



Introduction to the learning/LI and SC; 'Know more, remember...'







Curriculum Implementation: T&L 🦄



Star Words

	STAR WORDS:								
	whisper, say if Like it's frightening/Hilarious integer place value numeral								
A.	integer place value numeral								
	ten thousand	hundred thou	sand	million					
	ten million	digit	place	holder					
		STAR W	/ords						
		True, False an	activity benefit in	222					
	Adjective- w	ords that modify o	ı noun (e	.g. <u>expens</u> i	<u>ve</u> watch)				
	De	eterminer- anothe	er word j	for article					
	Adverb								
Greater Depth- is	there a word off of ou	r grid today that	you thin	k should b	e 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 West London an Aspirations Academ



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 pacey 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 West London an Aspirations Academ



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

Marking Code- EYFS

	AP	Capital Letters				
9	b	Finger Spaces				
	VF	Verbal Feedback				
ě	9	Great work!				
TS	TAS	Teacher Support Teaching Assis				

Marking Code- KS1

c	AP	Capital Letters Punctuation				
ā	P					
5	;P	Spelling error Handwriting improvement needed Word omission New paragraph				
	w					
81	A.					
ı	1					
3	/F	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.)

Marking Code- KS2

CA		Capita	Letters			
,		Punct	nuetion			
s	•	Spelling error Handwriting improvement needed Word amission New paragraph				
н	N					
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٧	r.	Vertial	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
L.I. IALT draft a narrative text effectively.			
I have used an appropriate narrative structure.	31		
I have used effective techniques to engage the reade	er.		
I have used a rehearsing strategy to check my writing	ng is effective.		35
GD: I have planned my story to include a separate r	narrative voice.		
I have taken ACCOUNTABILITY for my presentation working independently.	n; I have shown PRODUCTIVITY when		
SELF-EVALUATION: Progress- where did you star	rt and finish today?		29,
NOW: Why do we need to rehearse our ideas?	GD CREATIVE/ADAPTIVE THINK problem with drafting without usin	Harrison and the second	
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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/Power Skills such as critical thinking, collaboration, creativity, and communication.

Curriculum- Impact

- **Oriel** Academy West London
- an Aspirations Academy

- 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...







We are open to helping, n 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



West London CALM CORRIDORS West London 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

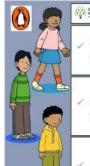


-Second Reflection: Talk at break/lunch

-First Reflection:

Positive reminder

-Third Reflection: Time at Reflection Table



West London CLEVER CLASSROOMS West London

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 <u>collaborating</u>, which is both assertive and cooperative: you want to work with others for a solution that's meaningful to everyone.





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**.

- 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
- 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'.





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; Curriculum Lead mentorship and support; ECT mentorship; Support system with assigned mentors for teachers who are new to Oriel.





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)...

<u>Half-termly focus:</u>

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.





TWO KEY DOCUMENTS: STRATEGIC PLAN

PE Lead-Strategic Plan



Checklist:

Is your subject curriculum correct and up to date?

Is your curriculum statement complete?

Have you created a T&L expectation?

Is the Progression Narrative in place?

Are you completing your Monitoring Diagnostics each release time?

What CULTURAL CAPITAL opportunities are there?

Key Actions:

- 1) Arrange and oversee sports fixtures (half-termly)
- 2) Sports Premium statement updated for the website (Dec & Apr)
- 3) Sports Day date agreed and added to the calendar, plan circulated to teachers and parents (end of Spr 2)

WHEN?	Curriculum Lead Focus	Actions/Notes	·
Aut 1	-Introduce yourself as Curriculum Lead to staff (email). Communicate expectations concerning Teaching and Learning and classroom/corridor displays in your subject area		
Every release time	-Meet with SLT to discuss Checklist and Key Actions -Monitor a phase during each release time (EYFS, KS1, KS2); use the template saved in the curriculum folder, save it in your curriculum folder, and email relevant year group/phase (and copy SLT in)		
Aut 1	-Audit staff on subject knowledge confidence and any need for resources (initial email)		
Half-termly	-Make yourself available to team teach, support with planning and discuss assessment arrangements where necessary (half-termly email)		
When needed	-Prepare and deliver INSET (expectations, workshop based on need etc); further audit of staff needs and requirements if needed		





Curriculum Leader- Monitoring Log

TWO KEY DOCUMENTS:
MONITORING DIAGNOSTICS

Curriculum Leader: Helen Owden

Date: 08/10/23

Time out: 9-12:15

Monitoring carried out: RE

Diagnostic tools: -Lesson visits -Pupil Voice -Book Looks

-Lesson Visits

Term Class	Date	Diagnostic Tool	Essential Indicators			Explicit Instruction				Cogn	Adaptive teaching	
Aut 1	10/ 10/ 23	Lesson Visit	High Standards	Behaviou r for Learning	Feedback	Teacher Input	Modelling	Questioning	AfL	Cognitive Load- support to remember more	Self- reflection points	Scaffolds and resources
Oak		Lesson visit				t t						
	riour wa	s excellent- all leveloped stro						e for pupils to re s during shared			next steps	
Syca more		Lesson visit										1
	riour wa	s excellent- all leveloped stro		0.0				re for pupils to r			l next steps	

Where the story ends...?

Leaders should ensure that teachers continue to have further training and support so that they can deliver all aspects of the curriculum confidently.

What does our target inform? Everything!

- -Our SEF states where we think we are in relation to the Ofsted framework
 - -Our AIP has targets under all the Ofsted headings
- -Our RAPs detail the specific things we can do in year groups and subjects to make gains



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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.

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

DUR 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