

Teaching and Learning Handbook Y7-13



DETERMINATION, INTEGRITY, CURIOSITY, EMPATHY



A: Classroom Routines

Teacher Charter: I will be a role model for the students behaving and communicating in a way that reflects the values of the Academy and will create a happy and confidence building atmosphere in my classroom.

1. Meet and Greet

Students are welcomed to the lesson at the door with planners and pencil cases out, uniform checked and the teacher's ownership of the lesson established. The teacher enthuses students and gauges their emotional state as they arrive.

2. Planning

Students arrive at the lesson and know where they are sitting. A seating plan is in place with a clear rationale for this (e.g. differentiation or behaviour management). The purple teacher folder will contain the class data sheets, seating plans, current scheme of learning and curriculum and assessment maps and should be available at any time. Students must know their current grade and their target grade. These grades must be recorded on the front of their books/folders where they can be easily referenced by the student. The teacher's planner will contain the plan for each lesson using the four part lesson (see section B) and also be available and visible in each lesson.

3. Lesson start

A routine is in place to get students settled and ready to learn – planners and pencil case are placed on the desk and bags and coats are off. The 'Do Now' task engages the students on entry. Staff will provide missing equipment (whilst sanctioning the student with an S3) so that learning can get started. LAs will aim to ensure that students are fully equipped. Practical subjects such as PE or Dance have other established routines.

4. Praise and Sanction System

Praise is used in a structured way and provides support to all students. Students understand what they have to do to receive P3. Praise and sanctions are recorded accurately on the board and on SIMS. The Academy behaviour policy is followed.

5. Literacy

Ensure that: green pen check; speaking in full sentences; and talk – model – write, are embedded in every lesson. Reading strategies: Before and after; Root word; and Break it down.

6. Questioning

- Questioning targets all students using a range of strategies
- Students should be given wait time and paired discussion time to respond to questions in lessons
- Questions should be planned for in order to engage students in thinking for themselves
- Teachers should model the types of questions they may want students to ask
- Questions should be staged and sequenced with increasing levels of challenge

7. Assessment (see Section E)

- Plan peer and self-assessment opportunities within lessons
- Link outcomes to learning objectives
- Students use green pen to mark and correct classwork and to redraft GEM tasks (DIRT)
- Provide clear success criteria for students to work with
- Train students to develop an appropriate assessment language

8. Homework (see Section F)

Homework is set in accordance with the Academy homework policy and timetable. The homework is communicated in a routine way – students record homework in planners at an appropriate point in the lesson, with clear instructions and deadlines.

9. Dismissal

Students pack away equipment, hold bag and coat. The teacher creates moment of silence and checks the learning environment and uniform. Students are dismissed in an orderly fashion at the scheduled lesson end time (On the upper corridors teachers ensure that students exit to the right unless in certain specified rooms).

B: The Four Part Lesson

Teacher Charter: I will help students reach their potential by planning and delivering interesting and challenging lessons, sharing learning objectives, checking understanding throughout and at the end of the lesson.

Phase 1: The Connection – Starter - ‘Do Now’ Activity

- Connect current learning back to the previous learning experiences: Students are engaged in their learning as soon as they enter and have a task to do as soon as they arrive. This task has an impact on the progression of learning by connecting back to what has gone before. This is completed while the register is taken.
- Project forward to the end of the lesson and discover and explore current student misconceptions: Introduce the focus of the lesson (concept and target knowledge) and the lesson objectives.
- A title is written in books and underlined. The date is also written and underlined. Black pen is used.

Phase 2: Main Body of the Lesson - Activation Phase - input and accessing new information

- Activate new learning and provide all students with the information they need to solve the problem posed at the start (the lesson question).
- Ensure students are aware of the conceptual framework and understand the role the new learning will play.
- Equip students with the language to explore the topic.
- Teachers ensure assessment for learning (question and listen to students) is paramount in case they need to deviate from the lesson plan to ensure knowledge is accessed.

Phase 3: Main body of the lesson - Demonstration Phase - students demonstrate understanding

- Teachers will provide multiple opportunities for all students to practice working with and on the knowledge they have been processing.
- This phase will regularly include a GEM (Get Excellent Marks) activity which will provide a formative assessment opportunity.
- Teachers will create opportunities for self, peer and teacher monitoring in order for students to reflect on their work and improve it and adapt the lesson as needed.
- Teachers will use a variety of performance opportunities to demonstrate understanding. Writing is encouraged at every opportunity in order to develop literacy of students.

Phase 4: Consolidation - Plenary

- Teachers will ensure that the new learning that has taken place is related back to the big picture (Fertile Question).
- Teachers will ensure that students are aware of how the lesson connects to the next one and builds upon what they have already done.
- Teachers will ensure students reflect on where they are currently and what they need to do next.
- Teachers will use feedback from the students as a planning tool for the next lesson in the form of RAG123.





C: Using Data to Inform Planning

Teacher Charter: I will treat the students with respect recognising every person as an individual and appreciate their abilities, contributions and circumstances.

At Capital City Academy we recognise that learning can only be truly differentiated if we have a clear picture of the learning needs and prior attainment of our students. All Teachers and Learning Support Assistants will use data when planning lessons and a series of lessons. This will ensure that all students have access to learning and are able to make good or better progress.

Student Data Sheets

Teachers will use data sheets to inform planning in relation to factors such as:

- Disadvantage (Pupil Premium)
- Prior Attainment
- Literacy

When planning learning for our students, teachers will use data to ensure that each student is working at an appropriate level of pace and challenge and that personalisation of learning has had a key focus.

In addition to the above teachers will also consider:

- AfL strategies within the lesson;
- Liaising with colleagues to fully understand other factors (for example SENDCO IEPs, YTL PSPs) and
- Taking opportunities to discuss progress with other staff in other subject areas, to look for strategies that are working with specific students or groups of students.

Data Analysis

Student data is reviewed and analysed by teachers before planning and evaluating lessons and schemes of learning. Curriculum Area Leaders will analyse progress of students and groups of students following each assessment point. The purple teacher folder will contain the most recent data analysis and is a working document.

Assessment

At the end of each Scheme of Learning (see Section D) there will be a summative assessment. A pre-written and standardised assessment will be used to assess progress. Three times a year formalised summative assessments will take place following which teachers will enter an appropriate 'working towards' grade. In addition to this teachers will input into SIMS Wave 1 teaching strategies to support three underperforming students per class to help ensure those students meet their targets. Teachers will attend a Student Progress Meeting (SPM) following each assessment point to discuss the progress of their students with their Line Manager.

Formative assessment is used regularly by the teacher to adapt teaching to meet the learning needs. Teachers at Capital should ensure students do not leave their classrooms without evidence about the progress made by students in their class in order to make adjustments to teaching as necessary. This is often done in the form of RAG123.

D: Common Framework

Teacher Charter: I will help students reach their potential by planning and delivering interesting and challenging lessons.

Capital City Academy will focus on providing progression to the next educational stage in every subject. The 'End Game' refers to the knowledge that is needed for this. Teachers will use enquiry based learning as a platform to educate students not to the test but to develop exciting and engaging programmes of learning, using variation in contexts and learning approaches to ensure that deep conceptual learning is possible for all students.

Long Term Planning – Curriculum and Assessment Maps & Curriculum Guides

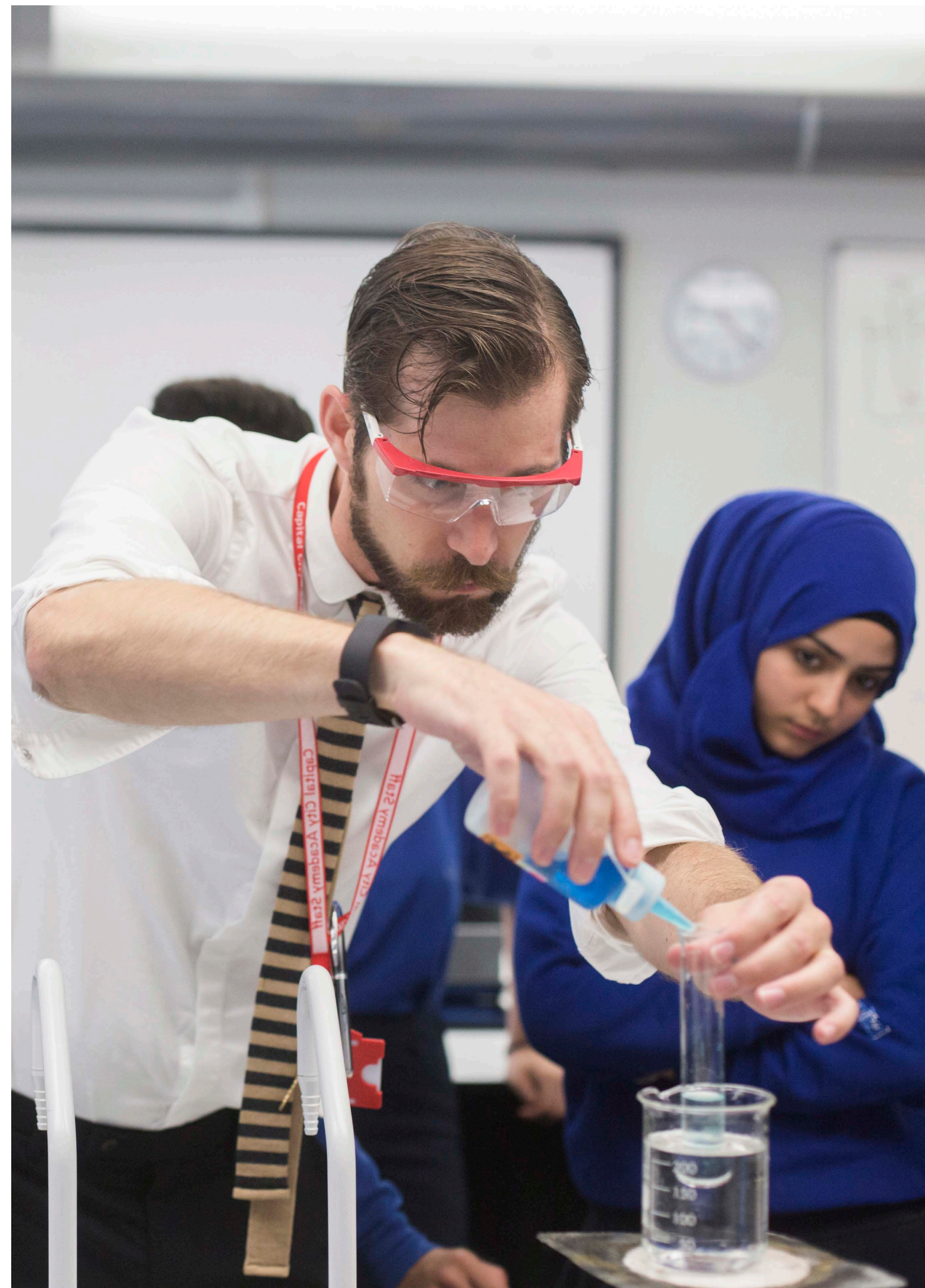
Subjects will update Curriculum and Assessment Maps on a yearly basis and more frequently if required due to students' needs. The rationale for these maps will be to chart the progression from Year 7 to the University in each subject. The maps will reference the main areas of learning for the term and the summative task to be used to assess the learning. These will be published on the school website. Curriculum Guides will also be published on the website for all examination courses.

Medium term Planning - Schemes of Learning

CALs (Curriculum Area Leaders) will ensure that Schemes of Learning are in place for all year groups that provide lesson by lesson detail to support the long term plan. The current SoL for each class should be held by each member of staff in the purple folder and reviewed / adapted as necessary. These Schemes of Learning should be available to all teachers to adapt for their classes as necessary. These should be reviewed regularly by the department.

Short Term Planning - Daily Lesson Planning

Teachers are required to plan lessons in advance and record these in their teacher planner. These should be on the teacher's desk to be viewed at any time.





E: Marking and Feedback

Teacher Charter: I will help students reach their potential by giving regular feedback on what students are doing well and how they can improve.

Capital Expectations of Marking

- Teachers will provide written formative feedback in accordance with their department marking policy. This should be least once every three weeks or five lessons for subjects that have two or fewer lessons per week. This will require a student to respond and identify actions for raising achievement, narrowing the gap.
- Students spelling, punctuation and grammar should be corrected using the Capital Literacy codes.
- Students must use green pen to check their work before it is submitted.
- At the end of every lesson students will RAG against the understanding of the concepts/ knowledge they have been learning. Students will also give a 123 rating for effort. They will justify these with a sentence. Teachers will look through the RAGs at least weekly, acknowledge and give feedback if necessary.
- Teachers will give verbal feedback to students during the course of lessons and when evaluating class performance of assessments.
- AP Assessments will be marked in a timely manner and data inputted to SIMS by the published deadline.

What Should Happen After Work is Marked?

- Work should be returned promptly to students.
- Students should be given time in lessons to respond to teacher marking / feedback at least once every three weeks or five lessons for subjects that have two or less lessons a week. This could include doing corrections, redrafting parts of work or using knowledge organisers to narrow gaps. Teachers are not expected to provide written feedback on any DIRT tasks (triple marking).

How Will This Be Monitored?

- Through the Department Evaluation and Feedback Tool
- Work scrutiny in departments and by Curriculum Area Leaders and CLT
- During Learning Walks

F: Homework

Teacher Charter: I will help students reach their potential by setting appropriate homework that extends students’ learning according to the timetable.

How much homework will be set?

As a guide the recommended homework for a student at Capital City Academy is as follows:

Year	Per Week	Total
7-8	2.5 hours reading (English set text/ accelerated reading book) Approx. 30 minutes per subject per week	Approx 6 hrs per week
9	2.5 hours reading (English set text/ accelerated reading book) Approx. 45 minutes per subject per week	Approx 8-9 hrs per week
10-11	At least 2.5 hours reading (English set text) Approx. 1 hour per subject per week	Approx 10 hrs per week
Capital 6	‘A’ Level subjects: 5 hours per subject per week. It is recommended that courses that are equivalent to an ‘A’ Level also set at least 5 hours per week. Students studying a BTEC or VTCT Extended Diploma should be completing approximately 15 hours of independent study.	Approx 15 hrs per week (for three ‘A’ Levels or equivalent)

What homework will be set?

Homework will be purposefully and deliberately constructed to enable students to select, organise and deploy a wide range of knowledge effectively. It will foster independent study and prepare students for the new, more demanding GCSE, BTEC and ‘A’ Level qualifications.

Homework may be set in conjunction with knowledge organisers, revision guides, exam-style questions or a list of key words. Arts subjects may set practical instead of written tasks where appropriate. Students could be asked to submit homework using Google Classroom. Students should record all homework in planners.

Years 7-8

Students will be set approx. 30 minutes of homework per subject per week.
In Mathematics, home learning will be set using Hegarty Maths. Students will be expected to do a minimum of 1 hour per week.

Years 9

Students will be set approx. 45 minutes of homework per subject per week.
In Mathematics, home learning will be set using MathsWatch. Students will be expected to do a minimum of 1 hour per week.

Years 10-11

Students will be set a minimum of 1 hour of homework per subject per week.
In Performing Arts, this homework may also take the form of a practical rehearsal.
In MFL, the homework will additionally involve a listening and reading task each week.
In Mathematics, home learning will be set using MathsWatch. Students will be expected to do a minimum of 1.5 hours per week.

Capital 6

Students will be set 5 hours of independent study work per A Level subject, or equivalent to A Level. This may involve pre-reading, exam style questions or answers, note-making, wider reading, essay planning, essay writing or assignment drafting. Students working towards Level 3 study will also be expected to complete assignments for their chosen courses, and work towards improving their GCSE English or Maths grades.

Reading

- In addition to the homework set by each subject, Year 7 to Year 9 students at Capital City Academy are expected to read their English set text or accelerated reading book at home, for a minimum of 30 minutes every day, recording their reflections in their reading log. This will be checked every day by their Learning Advisor.
- Year 10 and Year 11 students do not need to record their reading. Instead they should be encouraged to diversify their reading by reading novels, academic journals or broadsheet newspapers, alongside their set texts.

How Will This Be Monitored?

Homework will be checked by teachers and the Academy Behaviour policy followed if not completed or not completed to an acceptable standard. CALs will monitor homework through termly work scrutiny, DEFT walks, Learning walks and reviews of the schemes of learning. YTLs will monitor homework through LAs and planner checks. GCSE English or Maths grades.





G: Presentation of Student Work

Teacher Charter: I will help students reach their potential by helping them make the best of themselves.

What Should Students Write With?

- Students should write using a black pen
- Pencils should be sharp
- All drawings and diagrams should be done in pencil
- Felt tips should not be used in exercise books, only on loose paper which can then be stuck in; colouring pencils should be used in exercise books.

How Should Students Set Their Work Out?

- Work should be labelled classwork CW or homework HW
- The date should be clearly written above the title on the right hand side and underlined
- All work should have a clear title which is underlined
- A line should be left between paragraphs
- All work should be neatly written or carefully typed in an appropriate font such as Arial, Calibri or Times New Roman at 10, 11 or 12 size. Lines should be spaced 1.5 unless specified otherwise
- All worksheets need to be stuck into exercise books with a title and a date (unless students have a folder for storing worksheets)
- Rulers are always used for drawing lines and margins

Correcting Mistakes

- Students should put a single line through incorrect work
- Tippex or other correction fluids are not allowed
- Students may be asked to copy out untidy and careless work again

How Will This Be Monitored?

- Through Department Evaluation and Feedback Tool
- Work scrutiny in departments and by Curriculum Area Leaders and CLT
- During Learning Walks

Capital City Academy

Doyle Gardens, London NW10 3ST

Tel: 020 8838 8700 / Email: admin@capitalcityacademy.org

Website: www.capitalcityacademy.org

Follow us on Twitter [@capital__city](https://twitter.com/capital__city)