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# **SPORTING STARS ACADEMY**

## **TEACHING & LEARNING**

### **ASSESSMENT POLICY**

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### 1. Teaching & Learning Principles

The principles for high quality teaching and learning at Sporting Stars Academy can be identified in the following 8 areas:

1. Planning
2. High expectations
3. Retrieval
4. Expositions
5. Modelling
6. Questioning
7. Independent practice
8. Feedback/Review

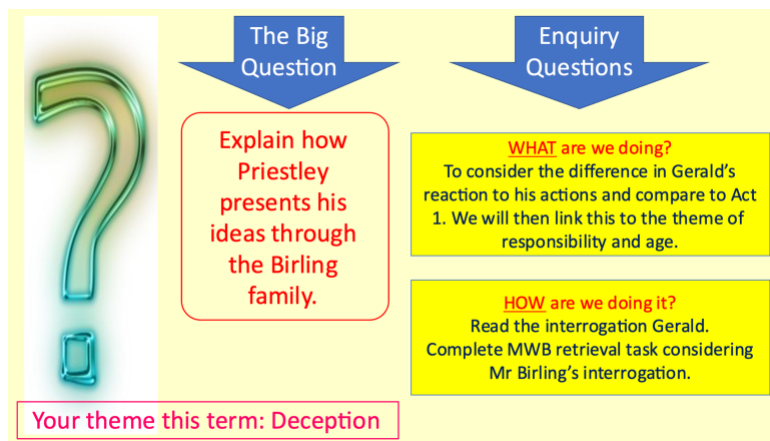
Memory underpins learning. We do not aim to develop rote memorisation or memory ‘tricks’. Instead, the principles aim to build deep and lasting understanding for our students, allowing our students to truly master the content that will empower them to be successful in their year 11 exams and beyond.

### 1.1 Principle 1 – Planning

- All lessons at Sporting Stars Academy are planned with the end in sight. All staff are clear that their intent is to secure new, powerful knowledge in the long-term memory of each student.
- All lessons follow the correct sequence as identified in the Curriculum Map and Rationale. Staff are aware of the end goals and the journey which the students will take. Staff are aware of the rationale for teaching each topic. They impart this knowledge to the students via the emphasis on powerful knowledge.
- Teachers follow the three steps below when planning each lesson, always beginning with the end in sight:
  - Powerful knowledge: what do we want the students to learn?
  - What activities will we use to ensure that the students acquire this powerful knowledge?
  - How will we know that the students have learnt the powerful knowledge?

### 1.2 Principle 2 – High Expectations

- **Learning Objectives & Outcomes** – All lessons are driven towards achieving an overall learning objective which is shared with the students. Beneath the surface of this objective sits the learning outcomes, and the success criteria against which the students' success will be measured.
  - The objective is what I want the students to learn by the end of the lesson
  - The outcomes are what the students will complete to demonstrate their learning towards the objective
  - The success criteria is how the teacher will measure the students' success



- **High Leverage Activities** – We ensure that the activities that take place during a given lesson are linked to enabling students to succeed in reaching the objective of the lesson. Tasks which allow students to do this, but at the same time ensure students are thinking well, are of particular importance:
  - Think-Pair-Share/Turn & Talk opportunities that are well supported by clearly framed questions and supported by prior explanation of the knowledge available
  - Whole class discussion
  - Crafting model answers and exploring these with students

- Peer or self-marking to set success criteria
- Use of visualisers to deconstruct responses and demonstrate exemplar responses
- **Academic Language** – We encourage through our speech, and from students, the use of academically accurate language and full sentence responses.
- **Positive Framing** – We positively frame all the language we use with our students. This spans from not only how we greet the students upon entry into our classroom or how we sanction poor behaviour, instead it encompasses the language with which we use to frame the positives about the subject or the topic we are teaching – our language stresses the importance of our subject, helping to orientate the student’s attention to the subject, and thus aiding the memory formation process.

### 1.3 Principle 3 – Retrieval


- **Retrieval Practice is Built Into Every Lesson** – This is at the start of each lesson but is also during the lesson using activities such as class discussion, MWBs and groupwork activities.
- **DNA** - Every lesson starts with a DNA (Do Now Activity). Teachers plan activities that require students to retrieve and apply previously taught powerful knowledge. Students complete the DNA in silence. DNA activities are then reviewed, with teachers using cold-calling to gauge retrieval, address misconceptions and/or inform future planning where necessary. Students complete all written feedback in **green pen**. Students can use their books as learning resources to find the answers to DNA activities if they cannot recall them initially.

<b>Wednesday, 04 October 2023</b>	<b>DNA - IN SILENCE</b>
<p>1. Identify which continents the Middle East is located in between. The Middle East is in between</p> <p>2. Identify which country has the capital city of Damascus. A. Egypt B. Syria C. Lebanon D. Iran</p> <p>3. Give two human causes of Climate Change. Two human causes of Climate Change are:</p> <p>4. Define Global Warming. Global Warming is</p>	

<b>Wednesday, 04 October 2023</b>	<b>DNA - IN SILENCE</b>
<p>1. Identify the two human activities from those below that release Carbon Dioxide into the Earth's atmosphere? A) Deforestation B) Landfill C) Burning Fossil Fuels D) Cattle Farming</p> <p>2. Explain how darker sunspots cause Climate Change. Sunspots give off h_____ e_____ towards the Earth. Darker sunspots release g_____ amounts off h_____ e_____ towards the Earth's a_____. This causes G_____ W_____.</p>	

DNA: Long Way Down.		
Date: Tuesday 3 <sup>rd</sup> October		
Title: Language P1 revision.		
<b>Near</b>	Recall the quotation "Fair is _____ and _____ is fair"	Which P describes the type of language device used here? What is its effect
<b>Mid</b>	What is the success criteria for Language Paper 1 Question 2?	What connotation does the word "darkness" have generically?
<b>Far</b>	Recall the quotation "Covetous _____"	What device is used to show Scrooge's personality in the beginning of ACC

<b>Wednesday, 04 October 2023</b>	<b>DNA - IN SILENCE</b>
<p>1. Using the map, give the four-figure grid reference of Durlston Country Park.</p> <p>2. Identify the 6 figure grid reference for Peveril Point A) 045771 B) 041787 C) 034784 D) 034785</p> <p>3. Define Physical Geography.</p>	



## Do Now Activity – Complete in silence






Answer the following questions -

1. What is homeostasis?
2. What are some conditions that need to be controlled in the body?
3. What is negative feedback?
4. How does the body cool us down when we are too hot?
5. How does the body warm us up when it is too cold?

### Reflex Arc

DNA - Copy and complete the table into your books.

Sense	Organ(s) involved	Function
	Eyes	
Smell		
Hearing		
	Tongue	
		To inform you what's happening on the surface of your body

### 1.4 Principle 4 – Expositions

- **Front-Load Content** – The exposition is always given first, prior to questioning – we don't try to elucidate the knowledge from the students themselves as the teacher is the expert in the classroom. Key vocabulary is signposted and decoded.
- **Know What They Know** – Prior knowledge is considered beforehand to ensure that the exposition can be linked to this in order to make the content 'stick'.
- **Anticipate Misconceptions** – Misconceptions are planned for so that these can be addressed during the exposition e.g. when teaching about evolution, a common misconception is that organisms *adapt to their environment* to survive, when in actual fact it is the best suited (most suitably adapted) to the environment who survive and pass on their genes.
- **Network Ideas** – Where suitable, opportunities are made to link to real life; using stories and analogies to help support students' understanding of the content being imparted. A particular quirk of the human brain is that we remember stories better than we remember anything else – more interestingly we remember stories that stir an emotion within us, fear, compassion, happiness, empathy. **But** the story doesn't become the centre of attention.
- **Keep the Main Thing, the Main Thing** – No waffle. Placing too much content into our student's working memory will result in it becoming overloaded and they will be unable to process it. New powerful knowledge is appropriately chunked.
- **Regular Checks** – Regular checks for understanding take place to ensure that the students are not experiencing cognitive overload.
- **New Vocabulary** – Explicit vocabulary teaching is evident. Alongside powerful knowledge, key vocabulary is also explicitly identified in each subject curriculum rationale and map.

### 1.5 Principle 5 – Modelling

- **Model the Process** – Clear step-by-step live modelling is shared with the students to demonstrate the successful application of the powerful knowledge delivered in the exposition phase. Modelling the construction of an essay, a response to a question, or a mathematical process in advance of independent practice enables students to visualise the pathway to

excellence. Ambitious vocabulary, sentence starters and academic language are used within modelling.

- **Think Out Loud** – By narrating the thinking process step-by-step, we are able to address the pitfalls that students may come up against and model how to overcome them, enabling the cognitive load to be pushed onto the students. Regular checks for understanding take place during the modelling process.
- **Share the Expectation** – Model excellence! Success criteria is shared explicitly with students when expecting any form of independent practice. If students know what success looks like, they are able to achieve this.
- **'I Do, We Do, You Do'** – This process is followed to ensure that all students are clear on the expectations of what mastery looks like.

### 1.6 Principle 6 – Questioning

- **Pre-Load the Questions** – Attention is the gatekeeper to our memories. Questions are pre-loaded by explicitly showing or telling students the questions in advance of the exposition.
- **Question for Retrieval** – Questions are focused on checking the factual retrieval – these are questions that expect the students to recall and retrieve factual information. These low stakes type of questions strengthen the neural connections in our brain, making the items more memorable.
- **Shift the Load** – After the exposition, students are given the opportunity to 'think' purposefully about that information. This may be through a *'think-pair-share'*, or a *'turn & talk'*. The questions that students are asked to think, and to talk about are anchored to the exposition but also push students to take the burden of the cognitive load – here questions allow students to gain a deeper understanding of the concept. These questions are probing- *'Tell me why? How does that cause...? What effect might that have?'*
- **Include and Push Everyone** – Cold-calling is used to question the students; this builds accountability, ensuring all students are engaged with thinking about the questions that have been posed. Resilience is built by not accepting *'I don't know'* - participation is encouraged by all by *'bouncing around the room'*.

### 1.7 Principle 7 – Independent Practice

- **Break Down the Task** – Tasks are presented with clear and concise instructions to ensure all learners understand the expectations. The role of independent practice within lessons is to break down complex skills into their component parts and teach these instead. For example, if students are learning to read – they do not start by learning whole words – they begin with Phonics (sounding out the letter sounds), while when teaching students to solve mathematical problems we start by memorising the times tables.
- **Challenge** – Teachers provide appropriately challenging practice tasks to allow students to apply new knowledge.

- **Success Criteria** – This is shared with students when expecting any form of independent practice. If students know what success looks like, they are able to achieve this.
- **Circulation** – Teachers circulate the class throughout this phase, providing close supervision, and live formative feedback.
- **Misconceptions** – Are addressed throughout this phase through 1:1, small group or even whole class feedback. Appropriate scaffolding is provided where necessary.

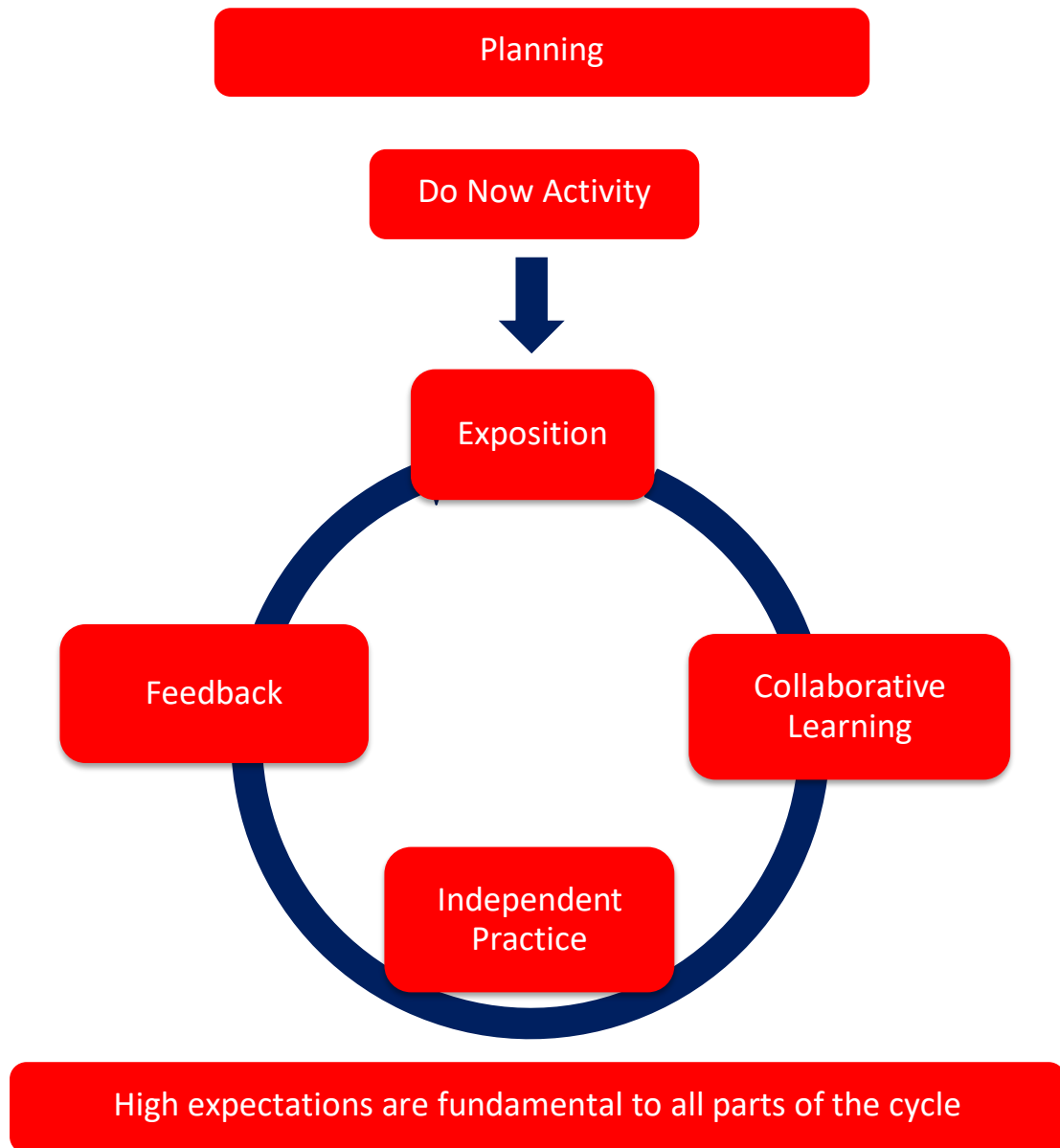
### 1.8 Principle 8 – Feedback

- **Make it Regular** – Students receive feedback often; this enables misconceptions to be addressed before they become a problem. Extended formal marking is conducted via **STEP** every TWO weeks. Informal marking and feedback is conducted weekly.
- **Share the Product** – When giving feedback to students on a piece of work, visualisers are used to bring student work/model answers up on the board for all to see.
- **Celebrate Success** – Strengths are identified when giving whole class feedback on a piece of work, be it the method they have followed in Mathematics, how they have used sentence structure in English, or the key terminology that they have successfully handled in science. When strengths are highlighted, narrating why these are strengths, students pay attention to them, making them more likely to remember them.
- **Facilitate Improvement** – The same can be said for errors and misconceptions - errors and misconceptions are narrated so as to share areas where the students can improve.
- **Expect Students to Annotate** – When delivering any feedback, students annotate their own work in **GREEN** pen – identifying strengths within their own work, and correcting errors.
- **STEP** – Feedback is given every two weeks as per the expectations below, teachers provide students with detailed **quality** written feedback, written in purple pen, in the form of STEP which informs them about:
  - **Strength**
  - **Target**
  - **Effort (1-4)**
  - **Student response**

The target is centered around developing the student's acquisition of powerful knowledge, and not based on presentation. Targets are phrased as a question in order to stretch and challenge students.

### 1.9 The Cycle of Learning

We make use of these Teaching and Learning Principles by ensuring our lessons, and the learning that takes place within these lessons, follows a simple framework:



A multiple and inter-changeable number of this sequence is acceptable.

## 2. Assessment

### 2.1 Principles of Assessment

Formative assessment or assessment for learning is a range of formal and informal assessment procedures conducted by teachers during the learning process, in order to modify teaching and learning activities, to improve student attainment. Formative assessment provides ongoing feedback, offering us as teachers the ability to make adjustments in our practice and provide students with the knowledge of their strengths and weaknesses so that they can make progress towards their learning goals.



Summative assessment tests students' acquisition of powerful knowledge over a period of time; the model of assessment being used will be in accordance with GCSE requirements.

### *2.2 Formative Assessment*

There are a variety of ways in which formative assessment is conducted at Sporting Stars Academy:

- Low stakes quizzing (short overview of common errors or misconceptions)
- DNAs
- Cold-calling, no-opt out
- Extended pieces of writing, either self/peer or teacher marked
- Live feedback
- Visualiser
- Group/paired presentation
- Teacher STEP marked work
- Think-pair-share
- 'I do, We do, You do'

### *2.3 Questioning*

Whole class and individual questions are considered in advance of the lesson as a tool for formative assessment. Bloom's taxonomy is a useful basis for framing questions and ensuring the complete range of questions are asked, including high-order questions such as evaluating and synthesising.

Thinking time is essential to give all students the opportunity to think and respond. This enables more students to contribute to discussion and misconceptions can be dealt with more effectively.

### *2.4 STEP Written Feedback*

Please see Principle 8.

Designated formative assessment opportunities are clear on the department rationale and curriculum map to ensure actionable feedback is being given on these specific learning opportunities. This STEP follows the protocols for written feedback and ensures that the time spent on giving feedback has maximum impact on student learning and progress. The outcomes of formative assessment and its feedback are integral to future lesson planning and intervention.

Each STEP assessment has the same underlying principles:

- Samples a section of the powerful knowledge taught so far in the subject rationale and curriculum map
- Offers the students the opportunity to attempt the skills taught so far within the curriculum

### *2.5 Summative Assessment*

At the end of every term, all students will be assessed in all subject areas. These will be formal GCSE style tests which will be used to provide guidance for teaching staff on target setting. Test results will also be used by the leadership team to generate predicted grades which in turn will be used to inform intervention.

### *2.6 Re-Teach*

Following all STEP and summative assessment, a re-teach activity is taught by teachers. This addresses whole class misconceptions and sets students new learning targets to work towards.

### *2.7 Marking for Literacy*

- Alongside STEP, highlighting for literacy takes place. This involves the teacher and support staff identifying weaknesses in literacy with a yellow highlighter pen
- The student then corrects all identified spelling mistakes, punctuation and grammatical errors using a green pen
- When marking for literacy, the ability of the student is taken into account. Teachers and support staff differentiate marking using their own judgement; this may mean that for lower ability students, a maximum of 5 spelling corrections are made per page

### *2.8 Marking for Numeracy*

- Alongside STEP, highlighting for numeracy takes place. This involves the teacher and support staff identifying errors with a pink highlighter pen
- The student then corrects all identified errors using a green pen