



Roding Valley
HIGH SCHOOL

MASTERY BOOKLET 2023

ACED



Our expectations **ARE** high. All lessons will encourage **ASPIRATION**, instil **RESPECT** and help all pupils **ENDEAVOUR** to realise their full potential, through developing a life-long love of learning.



Rationale

This **ACED** Mastery booklet outlines the **expectations** of **Teaching & Learning** at our school, providing practical examples of **classroom strategies** we expect teachers to use in their planning and delivery of **great lessons**.

ACED is a simple yet powerful **framework** for all teachers, which **facilitates** high quality Teaching & Learning and supports students to make **excellent progress** in their learning journey. The framework is designed to be **flexible** to suit each subject, each teacher, and the needs of each group of students.

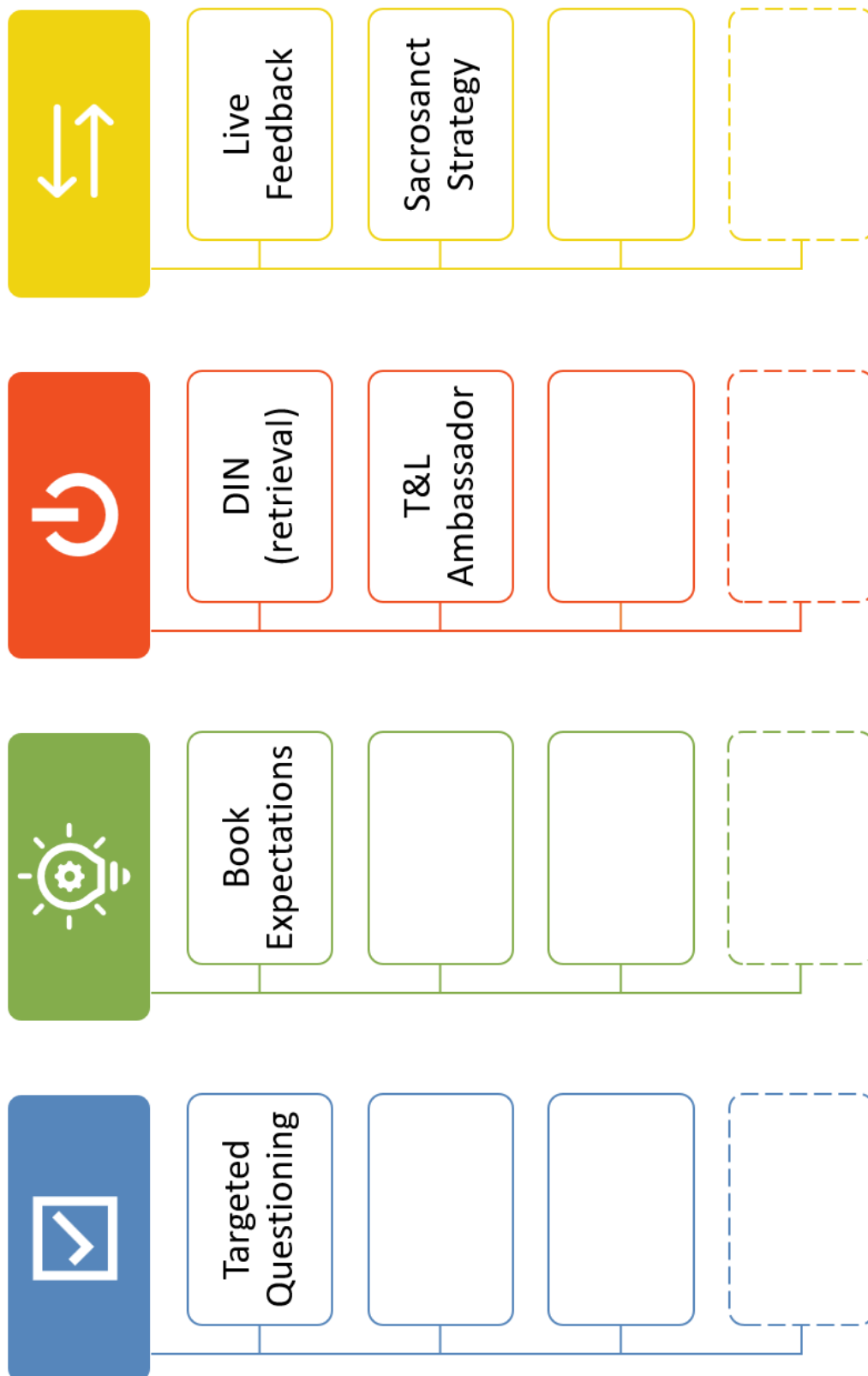
Each of the four strands is **evidence-based** and reflects established pedagogical research. Each strand includes a non-exhaustive list of T&L strategies proven to be effective and celebrates **best practice at RVHS**. On the '**ACED Lesson Structure**' diagram, **core strategies** have been pre-filled.

Helpful resources linked to the ACED framework:

- [Resources & Ideas/ CPD Sessions](#)
- [Coaching Cards \(made by RVHS teaching staff\)](#)
- [T&L Policy Updates for Sept 2023](#)
- [Feedback Policy](#)
- [Home Learning Policy](#)
- [Ed-tech guide](#)
- [Top tech tools for the class](#)
- [T&L Microsite](#)
- [SEND Info/ Strategies that support ACED](#)



ACED Lesson Structure





Assessment – checking for understanding.

Creating opportunities to assess pupils' knowledge/understanding, using questions/dialogue that promote deep learning, and using assessment to inform future actions. ([National Foundation for Educational Research: Assessment for Learning](#))

Purpose

- Measures **learning gaps/misconceptions** to **inform** adaptive teaching and metacognition.
- Encourages deeper **thinking** about content.
- Supports **memory/recall**, since “memory is the residue of thought.”

T&L strategies

Questioning: a mixture of **open & closed questioning** checks for **understanding**.

Targeted Questioning, Think-Pair-Share, Pause-Pounce-Bounce, Cold Calling, Tell Me, and Say It Again Better.

Production Tasks: are **practical tasks** assessed during or after classroom **circulation**.

Active Observation, use of **Visualiser**, and **Live Google Docs/Drawings**.

Low-Stakes Quizzes: are pacy and support **memory** and identifying **misconceptions**.

Mini-Whiteboards (Show Me), RAG Cards and Bedrock.

Retrieval Tasks: are more extensive quizzing, which reveal **gaps in memory**.

Retrieval Grids, Learning Checks, Retrieval Mats, Interleaved Topics, and Digital Quizzes (Google Forms, Quizlet, Seneca).

Digital: **apps/features** used as **formative assessment**.

Comment Banks on GC, Google Forms, Rubrics, and Mote.



Creativity – applying skills.

Making connections to other concepts, generating and playing with unusual and radical ideas, producing/performing/envisioning a meaningful output that is personally novel, and reflecting on the novelty of the solution and of its possible consequences. ([Educational Research & Innovation: Fostering Student's Creativity and Critical Thinking](#))

Purpose

- Encourages **problem-solving**, making **links** and/or developing **practical skills**.
- Supports the learner with **self-regulation** and **metacognition**.
- Inspires **curiosity**, **wonder** and **exploration**.

T&L strategies

Imagination: facilitates “**outside the box thinking**”.

Challenging Assumptions, Varied Tasks, Choice, Application To Novel Contexts, Forming Links between ideas/topics, **Taking on Different Perspectives, Students Generating Models** for themselves, **Practical Skills, and Problem-Solving**.

Discipline: supports students with **self-regulation - managing their own work**.

Book Expectations, Personalised Learning Checklists (PLCs), Progress Trackers, and Folder Organisers.

Persistence: supports students with **metacognition - independent revision/study**.

Home Learning, Digital Quizzes, Buzan Mindmap, Tell-Me-5, Flip-&-Fold, Revision Clock, Making Flashcards, Transformation, and Practising Exam Questions.

Inquisitive & Collaborative: supports students with **exploring** the subject further.

Open-Ended Investigations, Making/Testing Predictions, Practical Skills, Guided Research, DEAR, DEAW, Discussion/Debate/Oracy, and Group Work.



Engagement – motivating learners.

Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology are the basis of high quality teaching for all pupils, including those with SEND. ([Education Endowment Foundation: 5-a-day principle](#))

Purpose

- **Connects** prior knowledge to new learning for **meaningful learning** and **schema**.
- **Motivates** all students who then **behave well** and learn more because the lesson is **well-structured, interactive** and builds **cultural capital**.

T&L strategies

Involvement: connects students to the **Learning Outcomes**.

Do-It-Now, active roles for the **T&L Ambassador**, sharing **Learning Outcomes/Enquiry Question/Key Skills, Gamification, Brain Dumps, Think-Pair-Share**, class **Discussion/Debate/Oracy, Jamboard**, and **Padlet**.

Aspirations & Expectations: encourages **high quality work** and **builds relationships**.

Effective use of **ARE/PAL, Count Down** to **One Voice, Consistency, Seating Plans, Modelling Positive Relationships**, liberal use of **Praise, Caring Language, Positive Language, Disadvantaged Strategy**, and use of **Digital Tools for Enrichment**.

Lesson Structure: maintains **urgency of learning**.

Sharing **Learning Outcomes/Key Skills/Enquiry Question, Explicit Instruction, Pace**, use of **Modelling, Worked Examples, I-Do We-Do You-Do**, meaningful **Student Practice, Varied Tasks**, and **Classroom Screen**.



^a**D**aptive teaching – responding to learners.

*Adapting teaching in a responsive way, including by providing targeted support to pupils... increases pupil success.
([Understanding Adaptive Teaching, Kingsbridge Research School](#))*

Purpose

- **Targeted feedback** supports further progress towards the **Learning Outcomes**.
- **Meets the needs** of all pupils by **tackling barriers** and **adapting the lesson**.

T&L strategies

Feedback: guides students towards their **next steps**.

Live Feedback which is timely and meaningful (**Verbal Feedback, Red Pen Marking, SPAG Marking, Self/Peer Marking, Digital Tools for Personalised Feedback**), **Close The Gap** tasks, student response to feedback in **Green Pen**, further **Examples & Non-Examples**, and use of **Visualisers**.

Planning: makes lessons more **challenging/scaffolded** for all learners.

Sacrosanct Strategy, Teaching-To-The-Top, Scaffolding, Chunked Explanations, Low Cognitive Load resources, , student-specific **SEND Strategies, Seating Plans, Writing Frames, Guided Reading, Dual-Coding, Word Etymology, Pre-teaching Vocabulary, Flexible Streaming** within/between classes, **Question-Level-Analysis, Examiners Reports, Challenge, Application to Novel Contexts, Flipped Learning, targeted Home Learning, Planning** future lessons, and use of **Digital Tools to Scaffold/Stretch**.

Within Lessons: supports further progress with **in-class adaptations**.

Re-Teach, Hinge Questions, Worked Examples, Modelling, use of **Visualiser, Prompts**, use of **TAs, Transformation, Bloom's Taxonomy during Questioning, Sentence Starters, Keywords Bank, Dual Coding, WAGOLL**, and **Classroom Screen**.



RVHS ACED Lesson Observation and Coaching Observation Form

Name of Teacher:					Duration:	
Observer:					Class:	
Subject:				Lesson:		Date:
No. of students	Boys	Girls	Lower	Middle	Higher	Total on roll

Quality of Teaching & Learning			
Assessment – checking for understanding		Evaluative commentary	
<i>This list is not exhaustive. Staff are not expected to have every bullet point in their lesson.</i>	✓/ X		
• Questioning (targeted questioning, think-pair-share, pause-pounce-bounce, cold calling, say it again better)			
• Production tasks (using visualiser, active observation, live Google Docs/Drawing)			
• Low stakes quizzes (miniWBs, RAG cards, Bedrock)		Tick as Appropriate	
• Retrieval tasks (retrieval grids/mats, learning checks, interleaved topics, digital quizzes GForms/Quizlet/Seneca)		Expectations Met	
		Expectations Not Met	
• Digital (comment banks on GC, GForms, Rubric, Mote)		Able to offer coaching	
Creativity – applying skills		Evaluative commentary	
<i>This list is not exhaustive. Staff are not expected to have every bullet point in their lesson.</i>	✓/ X		
• Imagination (challenging assumptions, varied tasks, choice, application to novel contexts, forming links, taking on different perspectives, students generating models, practical skills, problem-solving)			
• Discipline (book expectations, PLCs, progress trackers, folder organisers)		Tick as Appropriate	
• Persistence (Home Learning, RVHS revision strategies, transformation, practising exam questions)		Expectations Met	
• Inquisitive & Collaborative (investigations, practical skills, guided research, DEAR, DEAW, debate/oracy, group work)		Expectations Not Met	
		Able to offer coaching	



Engagement – motivating learners		Evaluative commentary	
<i>This list is not exhaustive. Staff are not expected to have every bullet point in their lesson.</i>	✓/ X		
● Involvement (DIN, T&L ambassador, learning outcomes/skills/enquiry question shared, gamification, brain dumps, think-pair-share, oracy, Jamboard, Padlet)			
● Aspirations & Expectations (ARE/PAL, countdowns, one voice, consistency, seating plans, modelling positive relationships, praise, caring/positive language, disadvantaged strategy, digital tools for enrichment)		Tick as Appropriate	
		Expectations Met	
● Lesson structure (learning outcomes/skills/enquiry question shared, explicit instruction, pace, modelling, worked examples, I-Do We-Do You-Do, meaningful student practice, variety of tasks, Classroom Screen)		Expectations Not Met	
		Able to offer coaching	
aDaptive teaching – responding to learners		Evaluative commentary	
<i>This list is not exhaustive. Staff are not expected to have every bullet point in their lesson.</i>	✓/ X		
● Feedback (live verbal feedback, live written feedback in red inc. coded marking/SPAG and self/peer-marking, CTG tasks, digital feedback, student response in green, use of examples & non-examples, use of visualisers)			
● Planning (sacrosanct strategy, TTTT, scaffolding, chunking, low cognitive load resources, dual-coding, seating plans, writing frames, guided reading, word etymology, pre-teach vocab, flexible streaming, QLA, flipped learning, application to novel contexts, HL, use of digital tools for challenge/scaffold)		Tick as Appropriate	
		Expectations Met	
● Within lesson adaptations (Re-teach, hinge questions, worked examples, modelling, using visualiser, prompts, using TAs, transformation, Bloom’s taxonomy, sentence starters, keywords bank, dual coding, WAGOLL)		Expectations Not Met	
		Able to offer coaching	



Please complete the table below based on the lesson observed -must include details

	Able to offer coaching / CPD	Expectations met	Expectations not met- Coaching or mentoring to be offered
Overall Progress of students (including feedback given to students)			
Teacher subject knowledge			
Teaching of the skills curriculum			
Presentation of student work			
Home learning (if applicable)			

Overall strengths of T&L	Overall areas for development and <u>next steps</u> :
Was this lesson successful in achieving the learning outcomes? Did students make progress?	Can informal coaching continue/ be offered?
Was the ACED framework evident in this lesson?	Are there any specific CPD recommendations?

Observer Signature:		Date:	
Observed Teachers Signature:		Date:	

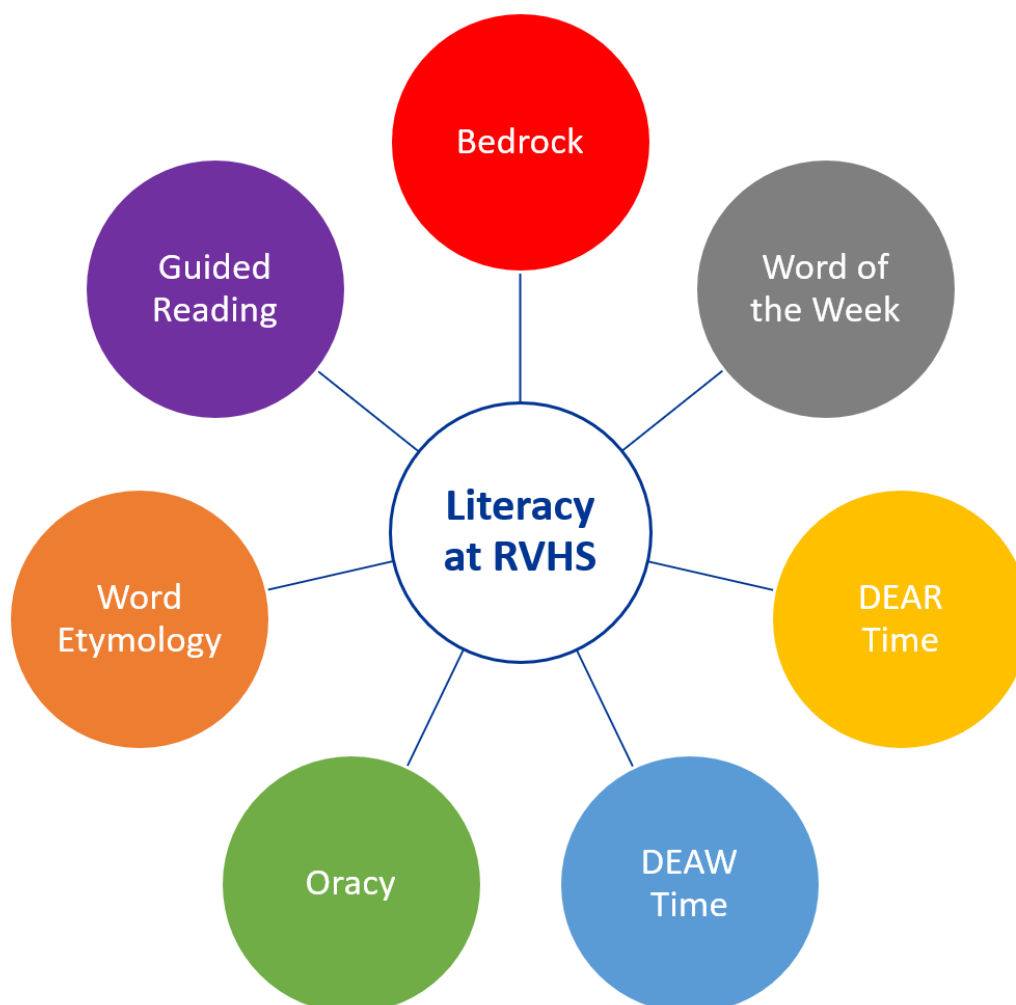


RVHS Literacy Strategy

Our Literacy Strategy aims to develop students' **reading and writing skills** as well as foster an engagement with the written word. This is the **collective responsibility** of the whole staff in all curriculum areas. It is delivered through a daily 20 minute **DEAR** time and a weekly **DEAW** time (Drop Everything and Read/Write). These sessions are based on cross curricular themes and address text types & writing skills required in all subject areas.

Our students will:

- **Read regularly** for pleasure and wider research across the curriculum
- Demonstrate accuracy and appropriacy in **written and spoken language**
- Know the specific **literacy demands and expectations of each subject**



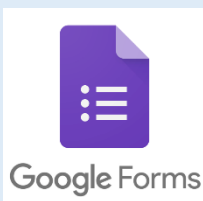
Assessment



Google Classroom

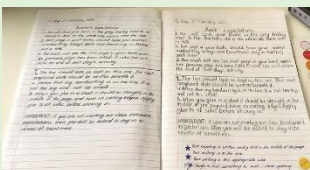


Bedrock Learning

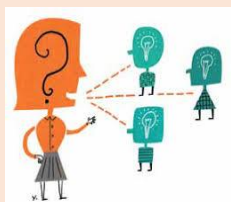


Google Forms

Creativity



Engagement



Adaptive teaching



Scaffolding



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