

Quality of Education Bulletin

The Teaching & Learning Team 2022-2023

HPA Focus – JF

Space Missions!

Initially, staff were given a briefing on our HPA students and asked to ensure they are pushed and challenged! At the Developing Pedagogy meeting in March, teachers all contributed subject-specialist challenge tasks so that we could build challenge boxes for all classrooms. *Space Missions* launched in April, giving everyone access to fun and challenging activities within their lessons or as extension tasks! We have not been short of challenges and the students have loved it! Here are some of the things they have said so far:

- My mission was to design a new website for RPCC and I included Policies/conventions/student information etc.! I loved it and took it home to finish it!
- My Mission was 'Would the work that I am doing now be relevant in 30 years?' That was really interesting!
- I have learned lots of new information on Earth's resources this half term and I have challenged myself to revise this over the holidays!
- My Mission was a poem about my work for the day – it was excellent actually!
- My Mission was to design a lesson for a Year 7 student – I loved this!



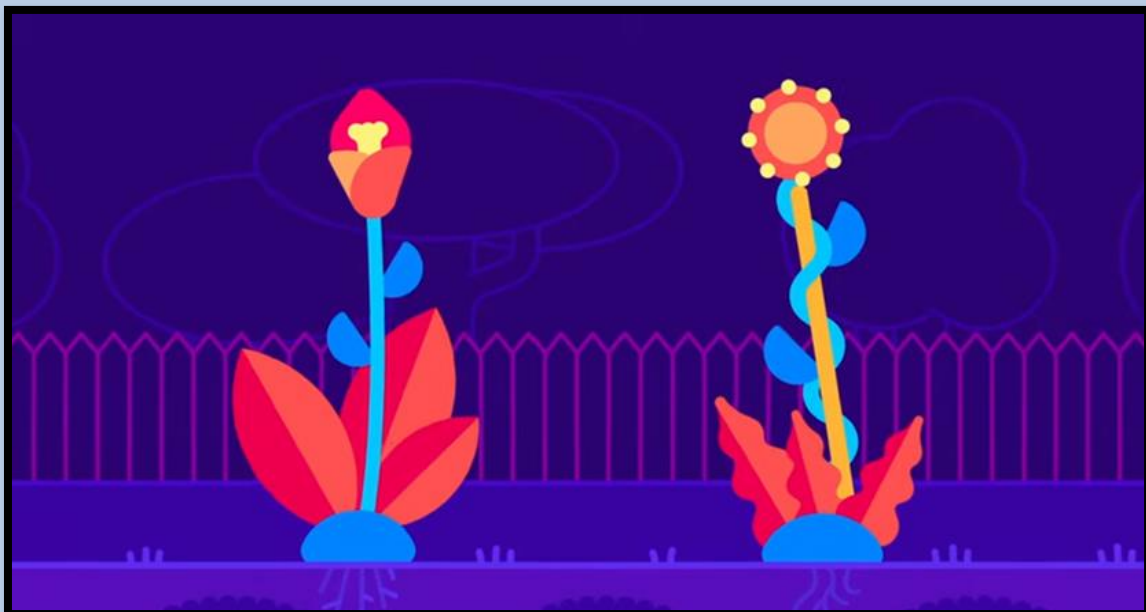
Journalist Visit

In the summer term, we invited a group of HPA students to take part in a workshop and Q+A with a journalist! Rachel Cranshaw is an ex-student of RPCC who is now the Commissioning Editor of Travel at The Telegraph, London. She talked about her career in journalism and the students got to design their own travel guides! Here are some pictures of the students in action!



Adaptive Teaching – EBi

One size DOES NOT fit all.



Over the past year we have been looking at adaptive teaching and how we can support our students' progress

through this strategy. We know that at RPCC that student/ teacher relationships are fundamental in order

to support our students. This has become increasingly more important since covid, sometimes we feel like we are: parents, carers, social workers, police officers all whilst teaching the student and ensuring they meet their progress measure in Year 11.

I spent a long time researching different schools across the world and how they are using adaptive teaching technology to enhance students' learning looking at how we can utilise this within RPCC. The State University of New York at Oswego has taken Adaptive teaching to another level- using a Tassomai type system to ensure students complete the work at their own pace and staff are able to facilitate every child individually using interconnective questioning. Whilst this type of online platform is not where RPCC is at the moment, this was valuable research and we can see elements of this at work within different departments across the school with Google questionnaires and Tassomai/ maths watch supportive programmes.

Tea for Teaching podcast discussed the importance of the students' views and this gave us the idea to create one document that all students can answer honestly and we can use this to build up our teacher planners and our support within the classroom. Every child (Year 8-11) has access to their own pupil passport now! Thank you to everyone who supported this as without you all pushing this forward we wouldn't have such a big student voice.

As if this wasn't enough, we created a directory of supportive Adaptive teaching techniques (22 pages worth) so that teachers can find supportive techniques easily and implement them into their classroom practice.

Over the past year we have shown that Regents Park is adaptive and staff look to support students in many different ways, showing, just like the flower in the first video shown, sometimes students need a little support when they least expect it in order to achieve their full potential.

- Live marking
- Break down tasks
- Pre teaching
- Positive praise for work completed
- Build relationships
- EAL Resources
- Charge in pace
- Command words
- Forward learning '(front loading) - cheat
- Mini whiteboards are back out
- Post-it notes for non-verbal instructions
- Sit with front load praise

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- Law stakes testing
- Individual support in class
- Sentence builders writing frames
- Dictionary independence
- Circulation
- Reading
- Translate PowerPoint and resources
- Adaptive homework: Nanos style choices
- Multiple choice task for HPA
- Feedback // verbal feedback to students to push their ability
- Printing written work for students with SEN/ poor hand writing
- KS4 booklets
- Modelling & exploring expectations

Feedback- PWE

Our mission was to improve the quality of feedback, student response, and consistency of feedback across all year groups in RPCC. Upon analysing the initial book-look, marking was fairly inconsistent and student responses were very limited. We wanted to give teachers the autonomy within their own subjects to refine student responses by looking at a variety of recipes for this, following Daisy Christodoulou's research, EEF guidance, and our favourite, Austin's

Butterfly model. We looked at a range of feedback strategies and how to implement these, and staff have come up with some wonderful ideas within their departments and shared some amazing practice!

I delivered various teaching and learning briefings throughout the year, and the amazing RPCC teachers have taken the challenge of refining feedback in their stride, and this is really evident in recent book-looks. Every department piloted a redrafting scheme in the Summer term, and each department is

now developing this across every module for each year group. Our feedback to students is now much better, with fewer vague comments, and much more specific actions for students to work on. Our feedback is now much more rooted in current research, and students feel that they are able to make more progress because of your fabulous work on this! Feedback from teaching staff was overwhelmingly positive- thank you all for your lovely comments!

Our aims for the pilot scheme based on our research:

Piloting redrafting feedback

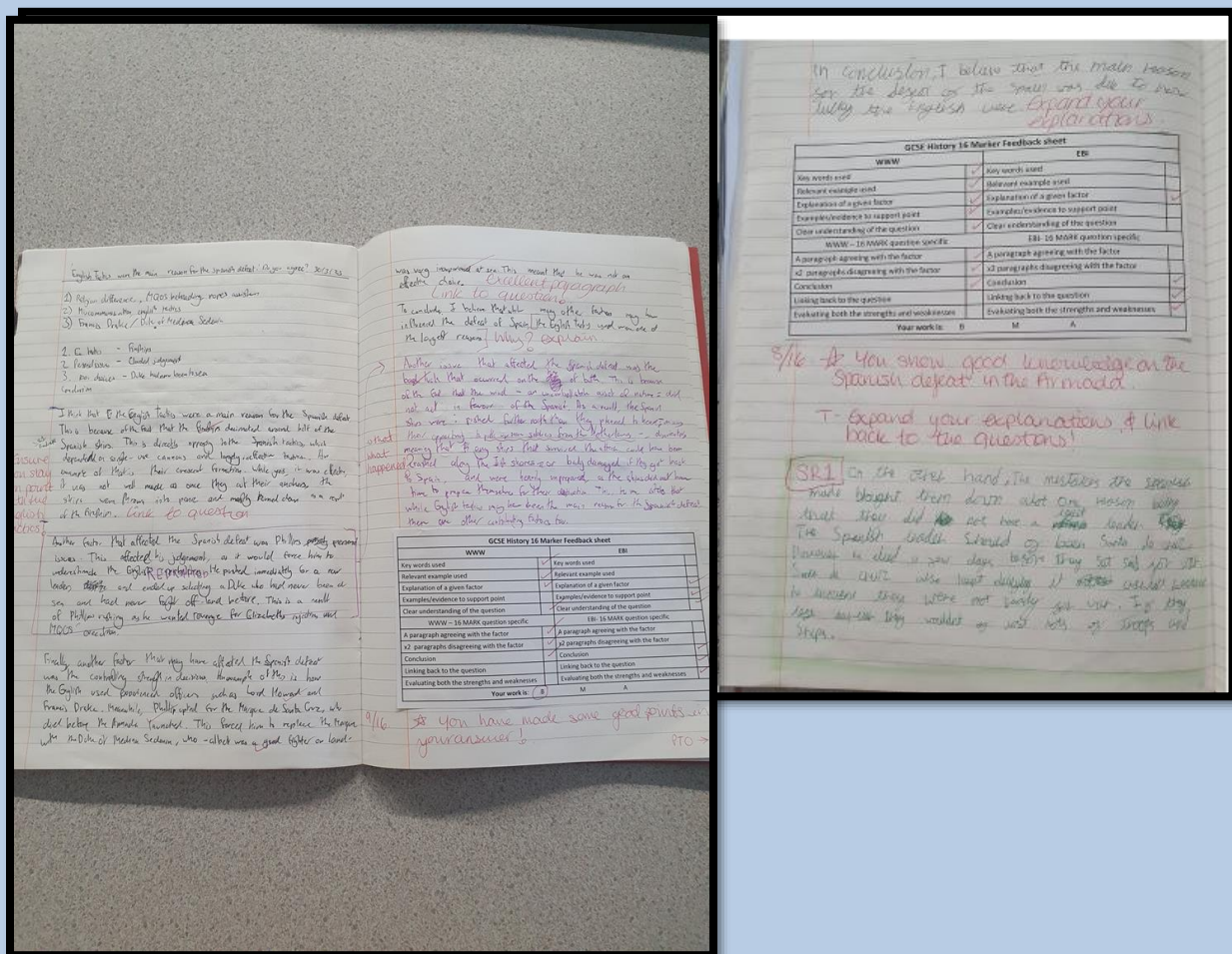
What we want you to do from this is:

- Sit down with your department and look at one scheme of work for one year group.
- Highlight the pieces of work you are all going to mark consistently, to avoid random pieces being marked with little impact to avoid feedback being a time-waster.
- Create success criteria- what do you want to see in these pieces of work?
- Put time for feedback lessons in your schemes of work for students to have time to successfully redraft work, including timings. These need to be more than just 5 mins at the start of a lesson and include activities on how to improve.
- Create the feedback lessons in your teams.
- You may want to create feedback sheets so students have a guide amount to write.
- When you mark, highlight or bracket around the area you want them to redraft so it is clear to the pupil.
- Plan for modelling and scaffolding- example work from students, sentence starters, live modelling of work on board then independent time for them to complete their own

RPCC feedback tracker:

Subject	ENG	MATH	SCI	RE	PE	ICT	MFL	CART	SOCI	GEOG	HIST	Film &	Media	B&E	Media
Which year group(s) are you piloting this style of feedback with?	All	All	All	Year 9/10	Year 10/11 (when sequencing comes)	Year 8	Year 8	Year 7 Art	Year 9		YEAR 10	Year 9	Year 9/10	Year 10	10
What are the 2 pieces of work you're going to mark and do WCF with?	End of unit formative assessments for Summer 1 and 2	We do this weekly for all year groups	We have summative and formative assessment every 2 weeks in KS3 and at the end of each topic in KS4 (approx 3 weeks)	Year 9 End of C Year 10 12 mark questions	Component 3 - 9 and 12 mark questions	Trends Units, ethical, social and legal impacts of technology	La Ropa - ideal uniform writing	War Resist & African Pattern Drawings. Whole class feedback given post half term	Year 9: Nuclear family 12 marker Research methods 4 marker	Ongoing across lessons in all units	Asia assessment and Germany assessments	Subverting Disneyfication Essay	Coursework involving continuous drafting of pieces for submission	Coursework involving continuous drafting of pieces for submission	Year 10 mock exam. We're revising until that point and completing coursework, so there are limited opportunities until then
Have you marked in time for them to independently redraft work in their WCF lesson?	Specific feedback weekly	Yes, we do this weekly	Yes	Yes		Yes, will be planned as part of the scheme	Yes	Yes, Students marked their own work using WW EBI before half term. The redrafted their drawing based on their EBI comments	Yes - will use tick sheets and example essay with visualiser and remodel a paragraph to support, linking to adaptive teaching	Yes	Yes	Yes	Yes	Yes	Yes
Do you need any support with your feedback offer here	No	no thank you	No	No		No	No	No	No		Not at this time	Not presently I'll send you photos when done!	No	No	

The amazing work RPCC teachers have produced and the amazing progress of students they have supported:



Monday 12th
May 2021

Wash Red 11

Monday 13th
May 2021

② better design chosen - great improvement
fine details

2023

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is trying to act in Rome
that Caesar won't
he is controlling
his friend
make

Shakespeare - Julius Caesar
Survived based on the quotation
Academic response
Short, one-sided response
Personal response
Multi-layered analysis - several ideas
Making links (synthesis)
Use of terminology

Overall : 11

5

1 2 3 4

ATI for this Task

1. Ensure you are using evidence which gives you plenty to say
2. Ensure that you are embedding quotations so that they flow within the analysis
3. Use quotations from different points in the text to show good overall understanding
4. Ensure that analysis is thorough and detailed
5. Ensure that you are using layered references by using phrases such as: 'this could also suggest...'
Furthermore... 'on the other hand' this could mean...
6. Ensure that you are using key words within the quotations you use
7. Ensure that you are exploring key words, devices and word classes within your quotes
8. Ensure that you are exploring key words with your quote. Is there more you could say?
9. Ensure that you are identifying linguistic devices and word classes within your quotation
10. Try and explore more than one key word with your quote. Is there more you could say?
11. Consider what the reader would be thinking/feeling based on the quotation
12. Anything else

Self Review: Go back over your work and act on the targets that you have been given. Ensure you work in given pen so that your peer and the teacher can track your changes and improvements.
Once you have done this, you will be able to complete this section.

Target Number 5
How have you now acted on this target? Good

Target Number
How have you now acted on this target?

5th and 23

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makes him honourable because
his decision is thought to
is trying to act in Rome
that Caesar won't
he is controlling
his friend
make

100% Tutorial
Understanding

	1	2	3	4	5
Quotations - Julius Caesar					
Sustained focus on the question					
Academic register					
Short embedded quotations					
Personal responses					
Multi-layered analysis - several ideas					
Making links (synthesis)					
Use of terminology					
Overall:					M

ATL for this Task

EBL (Your targets are those that are highlighted):

1. Ensure you are using evidence which gives you plenty to say
2. Ensure that you are embedding quotations so that they flow within the analysis
3. Use quotations from different points in the text to show good overall understanding
4. Ensure that analysis is thorough and detailed
5. Ensure that you are using layered inferences by using phrases such as: 'this could also suggest...'
6. Furthermore - on the other hand, this could mean...
7. Ensure that you are embedding key words within the quotations you use
8. Ensure that you are identifying linguistic devices and word classes within your quotes
9. Ensure that you are linking your quote with your quote. Is there more you could say?
10. Try and explore more than one key word with your quote. Is there more you could say?
11. Consider what the reader would be thinking/feeling based on the quotation
12. Anything else...

Self Review: Go back over your work and act on the targets that you have been given. Ensure you work in given pairs so that your peer and the teacher can track your changes and improvements.
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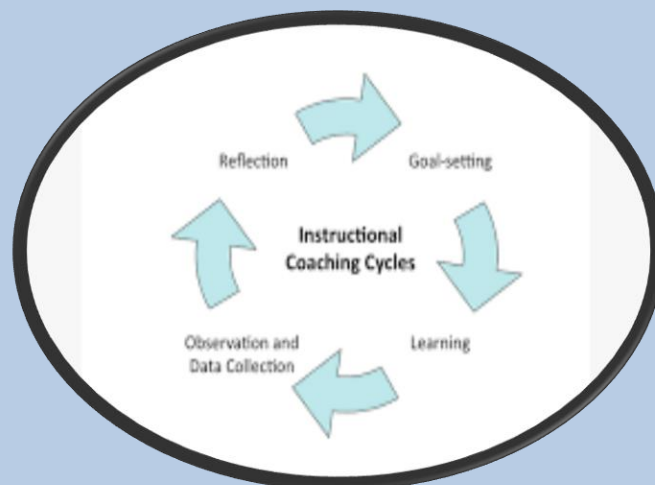
Staff Voice:

"I have really enjoyed this style of feedback. It has been more direct and specific, focused for the students as well as massively reducing my workload. Also, there's the bonus that the mark schemes are in their books so they can easily look back at them. Linked with WCF it is a winner. We can also add to them to make them question specific (detail-wise) yet they still know the basics of what the question is looking for. Will be continuing this moving forward!"

"I found it a very useful tool with my year 11 revision and past papers. Students can now concentrate on topics they didn't do well with as well as being confident in answering exam questions. I will now try to adapt it to my other year groups and will start with my year 10 CS class next week after their end of unit assessment".

"I have found the feedback sheets very helpful and straightforward to use - the students have responded well to the new way of redrafting. It's still a work in progress but there is an improvement in engagement with student response etc."

Instructional Coaching - MB



Building on the T&L monitoring by identifying areas of underperformance the Instructional Coaches seek to embed the coaching model and strategic plan in order to improve consistency across the school.

The Instructional Coaching model has been implemented in the following ways:

- Utilising the half term T & L dashboards to identify and approach curriculum/subject leads where instructional coaching can support teacher development
- 2 teachers engaged in a 6-week informal and supportive programme. The 6-week programme includes:
 - initial meeting;
 - observation;
 - reflection;
 - observation;
 - reflection;
 - next steps...
- Informal professional development supported by the coach (no LT or CL lesson drop-in for the coaching period)
- The T & L dashboards are used to identify the focus/vision of each instructional coaching cycle.

The impact this year:

- Improvement in consistent high-quality T & L evidenced in the CLEAR PLAN RAG data
- Teachers have reported feeling supported in their professional development.

