



TBAP 16-19 Academic AP Academy



Local Advisory Board (LAB)

June 2017

Report on the Quality of Teaching, Learning and Assessment

	Meeting
	Date
	Item Number
Title:	Head of School Report to the LAB – Quality of Teaching, Learning and Assessment
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Introduction

This report will provide an update on current Teaching, Learning and Assessment since the November 2016 LAB report. It will focus on new initiatives, progress and provisional plans for next year.

CPD review

To gain International Baccalaureate (IB) accreditation the Academy had to ensure all staff received subject-based IB Category 1 training. This process took place during the 2015/16 academic year; staff were required to attend a three-day residential trip where they received intense, high quality training on assessment, course structures and subject content. The Academy was able to arrange for every teacher to visit an experienced IB practitioner before the start of the year. Some of these relationships have continued throughout the year and has led to external verification of student work. All staff took part in the TBAP-wide conference at the start of the year a three day event covering various aspects including teaching and learning, assessment, funding, safeguarding and leadership and management. The Academy also has full staff meetings: twice per half-term which cover a range of topics including sharing best practice, teaching and learning, student progress and interventions.

Since the last report, the Theory of Knowledge teacher completed their online training course in December. The Art teacher also attended and completed their Category 1 training which meant every member of staff had completed the required IB training.

With respect to externally provided CPD, a specific workshop on attachment theory (provided by the Hammersmith and Fulham Virtual Schools Team and delivered in November) was followed up with two further sessions on trauma and secondary trauma. These two sessions were delivered by Kate Keltie Associates and was opened up to other schools within the trust. All three sessions received positive feedback from staff. Furthermore, staff have just completed a training session on the Prevent agenda, delivered by the borough's Prevent Education Officer.

The Academy submitted a request for additional IB training in 2017/18. The Psychology specification is changing and our Psychology teacher will be required to attend the relevant IB training. The same will be happening in Anthropology. Also, due to a change in the teaching team, the Chemistry teacher will need to attend the Category 1 training for Biology. Training will also be required for an Art teacher and a Maths teacher (in both Maths Studies and Mathematics). This training is a significant cost, but it is essential to provide staff with the required IB training and also to give them access to professional subject networks.

Other CPD opportunities have been identified through local networks. The IB Coordinator attends a Kent-based IBDP Coordinator forum throughout the year. Thanks to The Godolphin and Latymer School, our Extended Essay coordinator attended a whole day CPD run by highly regarded members of the IB community. The Psychology teacher will be attending a CPD day on the new Psychology specification and the Spanish teacher has been invited to the local forum on IB Modern Foreign Languages. These are important networks for staff to join in order to develop their KS5 and IB-specific expertise.

Quality assurance outline

Since the last report the Academy has developed, in discussion with staff, several quality assurance processes regarding Teaching, Learning and Assessment. The focus is to ensure teachers are given support and the opportunity to develop their own teaching practice in both formal and informal contexts.

Teachers are involved in two processes regarding the quality of Teaching and Learning. The Academy adheres to the Trust-wide lesson observation policy which requires each member of staff take part in two formal lessons observations during the academic year. Due to the peripatetic model of staffing for

this academic year, only two teachers are directly line-managed within the Academy and therefore have been formally observed under this process. To date, all observations have been graded Outstanding.

The other process in place is the 'teaching triads' model, which gives teachers the opportunity to support each other in developing their own practice. The process was outlined in Term 1, introduced in Term 2, refined in Term 3 and currently a second phase is in process. Staff feedback has been very positive. Teachers are given the time to meet, discuss an area of pedagogical focus and agree dates. The Director of Learning (DoL) then makes the plan operational by inputting the schedule into the AcAPA calendar, arranging cover and monitoring progress. In Term 6, staff will reflect on the process and provide an overview of progress and impact. The DoL will collate this to produce an impact assessment make recommendations/improvements for next academic year. The model has been used to good effect in other TBAP centres.

The Academy has been working all year to identify suitable institutions to act as external verifiers of our assessment. This has proven to be a difficult process. Asking teachers at other institutions to give up their free time is a challenging task. Through perseverance, the Academy has been able to identify support for all subject areas, with the exception of Music and Art. Work is continuing to secure support for these areas. The verification will take place during in Term 6. Staff will submit internal assessments or substantive pieces of student work, to an experienced IB colleague at a partner school . Our partners will moderate marking and provide feedback, thereby ensuring that we are assessing at the appropriate level. Feedback on this process will be included in the first LAB report in 2017/18.

Curriculum

The curriculum structure for next year will remain the same as this year. The Academy will continue to offer the same subjects, with the exception being the option of studying Sports Science to Higher Level, an option which has become available for the first time this year. The only minor changes are within the staffing arrangements and the timetable.

Due to several factors there are staffing changes for Mathematics, Maths Studies, Biology and Art. Currently two teachers share the delivery of Maths. One teacher has requested not to teach at the Academy next year due to concerns over workload and the other is leaving the Trust. This provides the opportunity to recruit a full time, permanent member of staff which will enhance the continuity of learner experience at the Academy. The Biology teacher is a senior leader at another site and has also requested to leave the Academy to manage their work-load more effectively. As a result, we will support our Chemistry teacher to deliver Biology, both with external training and in-house coaching, providing another full time member of staff. In Art, the current teacher is an agency worker and will be replaced by a permanent member of staff from another School within the Trust. However, the new teacher is known to the Academy and we are confident about their ability to deliver the course. Staff changes are never welcome, however, the above changes provide the opportunity to have more full-time, permanent members of staff which, in turn, will greatly benefit the students.

The Academy is currently discussing the possible of re-arranging the current timetable. Punctuality has been a serious concern all year and the Academy has tried several different initiatives to address this including imposing cut-off times whereby students are sent home after a designated time. However, despite best efforts, punctuality remains an ongoing concern. The senior team is considering the option of starting the day with a 45 minute study session, whereby the teaching day will start at 10.15, reducing the impact of poor punctuality on learner progress. The TBAP Executive Leadership Team is broadly in support of the proposed change. A final decision regarding the timetable will be taken in Term 6.

The IB does not require end of Year 12 exams, however this is common practice in the majority of IB schools. Year 12 exams can be used as an effective method of assessing students' progress. The Academy will use the grades to inform predicted grades for UCAS and implement additional interventions for those students who are underperforming. The final weeks will be used to ensure

students have completed all their final assessments. The Academy is currently investigating the use of an assessment tool which will enable accurate baseline predictions for students. This will enable staff to have meaningful conversations with students about realistic grade expectations and assess progress/value added at the end of Year 13. The Academy is currently in the process of procuring the tool and its implementation and usage should be in place during Term 6.

26th June	Exam week	Formal end of year exams in dining hall
3rd July	Core (Arts week)	Students work on completing all outstanding tasks for core subjects
10th July	Subject IA completion	Students work on completing all outstanding coursework for optional subjects
17th July	End of year celebrations	For students who have completed, there will be trips, activities etc. Otherwise final submission of work or exam catch-up

In the build up to the exam period students will receive a formal letter outlining the process for the exams. They will be given an exam timetable and will only come into school for their exams. The exams will replicate the IB process complete with invigilation, strict timings and enforcing all the rules and regulations of the IB exams. This should help the students, and the Academy, become familiar with the process. A number of students have not sat formal exams for almost two years and will need support in preparing for and sitting exams.

Interventions

The Academy continues to run intensive literacy and numeracy interventions. The impact of the literacy interventions has received positive feedback from students and staff. However the numeracy interventions, for a range of reasons, have not yet had the same level of impact. This is currently being reviewed and the Academy will have the foundations of a support plan in place for Term 6. The Student Services Manager will be producing an impact assessment of the interventions in Term 6 which will be included in the first LAB report of the next academic year.

The Academy has also been keen to implement interventions designed to improve attendance. Several initiatives have been launched. Weekly attendance to Study Sessions (which is one of the lowest attended sessions in the week) is now linked to an end of term trip. A minimum of 80% attendance to study is required and the students are able to plan the trip for themselves. The TBAP Foundation has generously provided funding for a trip to Spain in Term 6. The Academy has used this as an incentive to attend Spanish *ab initio* classes and improve attendance in general. Both initiatives have received positive feedback from the students, although it is too early to assess impact.

Reports have continued to be sent home every half-term. There have been two sets of report cards focused on attendance, behaviour and performance and two sets of longer reports containing written feedback, grades, attendance and behaviour. They have proven to be very useful when discussing progress with parents or external agencies.

Impact assessment

One of the biggest pieces of work the Academy has undertaken since the last report is the tracking and monitoring of student progress. Thus far, it has focused on academic progress but plans are currently underway to include behaviour.

The process has involved every subject teacher submitting an academic grade for each student on a half-termly basis. This has been centrally recorded and analysed against the student's starting point. The Academy has recorded this and analysed the performance to give an indication of progress, or lack thereof, over the course of the year. Here is the latest performance of students, by subject, for Term 5 against the Term 1 grade:

Student 1				Student 2			
Subject	T1 Grade	T4 Grade	Progress	Subject	T1 Grade	T4 Grade	Progress
English Language and literature	1	3	2	English Language and literature	1	3	2
Spanish ab initio	1	2	1	Spanish	1	3	2
Biology	1	1	0	Visual Arts	2	2	0
Psychology	1	1	0	Social and Cultural Anthropology	1	2	1
Mathematical Studies	1	1	0	Mathematical Studies	1	1	0
Visual Arts	1	2	1	Sports, Health & Exercise Science	1	2	1
Student 3				Student 4			
Subject	T1 Grade	T4 Grade	Progress	Subject	T1 Grade	T4 Grade	Progress
English Language and literature	1	2	1	English Language and literature	1	1	0
Spanish ab initio	1	2	1	Spanish ab initio	1	2	1
Chemistry	1	2	1	Chemistry	3	3	0
Biology	1	1	0	Biology	1	1	0
Mathematics	1	2	1	Mathematics	1	1	0
Psychology	2	3	1	Psychology	2	2	0
Student 5				Student 7			
Subject	T1 Grade	T4 Grade	Progress	Subject	T1 Grade	T4 Grade	Progress
English Language and literature	1	3	2	English Language and literature	1	2	1
Spanish ab initio	1	2	1	Spanish ab initio	1	1	0
Social and Cultural Anthropology	3	2	-1	Biology	1	2	1
Sports, Health & Exercise Science	2	2	0	Psychology	1	1	0
Mathematics	1	2	1	Mathematics	1	1	0
Music	2	2	0	Visual Arts	1	1	0
Student 8				Student 9			
Subject	T1 Grade	T4 Grade	Progress	Subject	T1 Grade	T4 Grade	Progress
English Language and literature	1	2	1	English Language and literature	1	3	2
Spanish ab initio	1	2	1	Spanish ab initio	1	2	1
Business Management	1	2	1	Biology	1	1	0
Sports, Health & Exercise Science	1	3	2	Psychology	1	1	0
Mathematical Studies	1	1	0	Mathematical Studies	1	1	0
Music	1	1	0	Music	1	1	0
Student 10				Student 11			
Subject	T1 Grade	T4 Grade	Progress	Subject	T1 Grade	T4 Grade	Progress
English Language and literature	1	3	2	English Language and literature	1	3	2
Spanish ab initio	1	1	0	Spanish ab initio	1	3	2
Visual Arts	1	3	2	Visual Arts	3	3	0
Psychology	1	1	0	Social and Cultural Anthropology	3	3	0
Mathematical Studies	1	1	0	Mathematical Studies	2	1	-1
Biology	1	1	0	Sports, Health & Exercise Science	3	3	0

Students have made progress. Although non-linear, we have a clear measure of progress which reflects positively on the students, staff and the curriculum. However it is also interesting to assess the progress made on a subject-by-subject basis. This has helped identify areas of concern and good practice. Below is a table of the average grade improvement by subject:

English language and literature	Spanish <i>ab initio</i>	Spanish SL	Business management	Psychology	Social and cultural anthropology	Biology
1.5	0.8	2	1	0.1	0	0.1
Chemistry	Sports science	Mathematics	Mathematical studies		Visual arts	Music
0.5	0.7	0.6	0		0.6	0

The table highlights some concerns. Music may not have shown a great deal of progress but initial grades were higher than most. The teacher knew most students from Year 11 and had a clear idea and prior knowledge of their attainment potential. Anthropology and Chemistry have very small numbers which distorts the results and there are no serious concerns in those areas. There is real concern in Maths Studies and Psychology. We have made several changes to the Friday timetables in order to ensure the students complete their first formal Initial Assessment in Psychology. This has been a key issue, and by Term 6 we expect improvement. In Maths Studies there has been an ongoing concern regarding the level of students and the lack of stretch and challenge within delivery. The Academy will continue to push forward with minimising the impact of this however the upcoming change in teaching staff should show a positive impact for 2017/18. In contrast, English has seen an average of a 1.5 grade improvement across the whole cohort. This is even more impressive given that all students study this subject. Spanish *ab initio* (and SL), Sports Science, Mathematics, Business Management and Visual Arts also reflect positive improvements across the cohort.

With the lack of external verification, we are not able to make final predications on likely outcomes for the students. Once the end of year exams have taken place and the verification process is complete, the Academy will be in a stronger position to make definitive recommendations on the likely achievement of this cohort.