



TBAP 16-19 Academic AP Academy

Local Advisory Board (LAB)

November 2016

Report on the Quality of Teaching, Learning and Assessment

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

This report provides an overview of the current quality of teaching, learning and assessment. The report will also outline plans for the upcoming year. The Academy believes teaching is consistently good.

CPD review

In order to gain International Baccalaureate (IB) accreditation the Academy had to ensure staff received 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 IB is renowned for the quality of their training and staff were universally positive about their experience. As a result staff produced course outlines, medium and long term planning documents which were in place before the end of the 2015/16 academic year.

In addition to the mandatory training the Academy organised two additional development days for all teaching staff. IB employed consultants delivered one-day sessions on key elements of the IB approach; 'Embedding Theory of Knowledge' and 'IB Approaches to Teaching and Learning'. These two workshops were attended by all teaching staff and the feedback received was overwhelmingly positive with every member of staff rating its effectiveness as Green or Blue.

Towards the end of the 2015/16 academic year the IB authorisation process culminated in a two-day visit where IB representatives observed our teachers (albeit in a secondary context) and reviewed all planning documentation including assessment schedules, course outlines and the medium term plans. The subsequent report praised the quality of our planning documentation, assessment and teaching; 'Lessons were topical and dynamic'.

The Academy draws its staff from across the Trust; most of whom deliver their lessons over one or two days, therefore a weekly CPD meeting is not possible. Two full staff meetings have taken place, one at the end of the last academic year and one in Term 1 of this year. The staff worked through key elements of the programme finalising the assessment schedule for the year and developing the approach to termly reporting. This year's meeting focused on a full review of every student and included sharing best practice.

At the start of the 2016/17 academic year staff also took part in the TBAP annual conference. This event included a wide range of CPD activities, including an overview of the post-16 provision, safeguarding, mental health support and teaching, learning and assessment. In addition several staff also took part in further IB training. Shanice Burke took part in the Category 1 Librarian training over the half term and the Theory of Knowledge teacher began their online training course which is due to finish in December. Also the Academy organised attachment training for all staff on Thursday 3rd November. This is a result of the increasingly complex issues the students are facing. Staff have incredibly close relationships with the students and a basic understanding of attachment is required. Moreover, the Academy has decided to follow this up with further training on secondary trauma and the implications for staff, as the risk of this is high considering our context.

Student feedback

During the first week of Term 1 all students took part in an induction week which gave them an opportunity to sample classes in each of the subjects we offer. At the end of the week students were given an anonymous questionnaire to provide feedback. 100% of students agreed or strongly agreed with the statement 'I have enjoyed most of my classes', 100% also agreed or strongly agreed that they understood the structure of their course and the work involved in each of the subjects. Furthermore, when asked to write down one thing they had enjoyed during their first week all students made reference to a class or subject. At the end of the first term students were asked to write down three things they have enjoyed during term 1. Again every student made reference to a subject, class or teacher with one learner concluding the 'Teachers are great'. The Academy is planning to repeat these student feedback sessions through a variety of methods such as formal questionnaires, discussion

groups and the establishment of a student's representative group who will be tasked with gathering feedback and reporting to Senior Leadership.

Quality assurance outline

In order to quality assure Teaching, Learning and Assessment the Academy will employ three separate strategies. The first will be based on external validation of assessment. The Academy recognises that staff are new to the delivery and assessment of the IB Diploma Programme. Therefore in addition to the mandatory training, in-house training and staff trips to IB Schools, the Academy has sought external validation of assessments from experienced IB Sixth Forms. Contacts have been made at a variety of local (and not so local) IB Schools, such as Hockrill. The goal is to ensure every subject has its initial round of formal assessments verified by an experienced external IB teacher to ensure accuracy of assessment.

The second strategy will revolve around teaching. The Academy believes the process of formal observations, whilst useful from a data collecting perspective, is not proven to raise the quality of teaching. In fact it can raise stress levels of staff and have the reverse effect. Therefore the Academy will employ a technique similar to Leverage Leadership Process (used at several other sites within the trust) but focused more on peer coaching. The process will involve Teaching Triads (groups of 2/3 staff) who will meet on a regular cycle, agree a focus and area for development. The Academy will cover staff to enable peer observations to take place, staff will reflect as a group and feedback to management. This will be an on-going programme throughout the year which will see staff rotate groups and share best practice. This type of approach is proven to be more effective at raising the quality of teaching.

Finally, the Academy will look to employ a range of approaches to judge the ongoing quality of learning in the classroom. Each term the leadership team (including the Well-Being representative) will agree the two or three mechanisms to be employed during the term. This may involve student lead learning walks, work scrutiny, student voice activities or student progress meetings. The focus of all activities is not to discuss 'Teaching' but focus on the 'Learning' which has taken place during the term.

The Academy will triangulate these approaches at the end of each term in order to provide a statement on the quality of teaching and learning focused on strengths and areas for development.

Curriculum

The Academy is delivering the IB Diploma Programme to each student. This is a two year course and students will only achieve the full qualification if they complete the course and pass all elements of the curriculum.

There are two main areas of the Diploma Programme; Core and Subject Groups. The Core is comprised of three different areas:

- **Extended Essay** – a 4,000 word essay written with the guidance of an extended essay advisor. Students are required to complete this essay outside of formal teaching hours.
- **Theory of Knowledge** – a timetabled class which every student attends on a weekly basis. Students are required to produce a presentation and 1,600 word essay.
- **Community, Action, Service** – which involves all students taking part in 150 hours of activity based in the local community. These activities take part every Thursday afternoon and students are currently involved in a number of projects including working with a local old people's home and growing fruit and vegetables to make chutney.

IB organise their subjects into six Subject Groups. Students have to select a subject from each group. In Group 1 the Academy only offers English Literature and Language and every student is required to this. In Group 2 every student is taking Spanish ab initio. In Group 3 students will chose from Psychology, Social and Cultural Anthropology or Business Management. In Group 4 the choice is Biology or Sports, Health and Exercise Science. Group 5 students select either Maths Studies or Mathematics. In Group 6 students choose from Visual Arts, Music or Chemistry.

Each subject is assessed in a variety of ways ranging from formal exams, in-class tests, presentations or essay writing. Once students made their subject choices they had to decide which ones are taken at Standard Level and which ones at Higher Level – they are required to do three of each.

Here is each individual student’s programme of study:

Student	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
Nathan Barton	English HL	Spanish ab initio	Psychology HL	Sports, Health & Exercise Science	Mathematics	Chemistry HL
Jordan Brightman-Charles	English HL	Spanish ab initio	Social and Cultural Anthropology HL	Sports, Health & Exercise Science	Mathematical Studies	Visual Arts HL
Job Bullard	English HL	Spanish ab initio	Business Management HL	Sports, Health & Exercise Science	Mathematical Studies	Music HL
Laila Cheeseman	English HL	Spanish ab initio	Psychology HL	Biology	Mathematical Studies	Visual Arts HL
Jody Frost-White	English HL	Spanish ab initio	Psychology HL	Biology	Mathematical Studies	Music HL
Meyah Hayness-Haskett	English HL	Spanish ab initio	Psychology	Biology HL	Mathematical Studies	Visual Arts HL
Janshah Khan	English HL	Spanish ab initio	Psychology HL	Biology HL	Mathematical Studies	Music
Imane L Hayani	English HL	Spanish ab initio	Psychology HL	Sports, Health & Exercise Science	Mathematical Studies	Visual Arts HL
Jeremiah Lartey-Jackson	English HL	Spanish ab initio	Business Management HL	Sports, Health & Exercise Science	Mathematical Studies	Music HL
Shannon McNulty	English HL	Spanish ab initio	Psychology HL	Psychology HL	Mathematics	Visual Arts HL
Elias Rais El Fenmi	English HL	Spanish ab initio	Social and Cultural Anthropology HL	Sports, Health & Exercise Science	Mathematics	Music HL
Youssef Razak	English	Spanish ab initio	Psychology HL	Biology HL	Mathematics	Chemistry HL
Annabel Richardson	English	Spanish ab initio	Psychology HL	Biology HL	Mathematics	Chemistry HL
Aaron Stewart-Williams	English	Spanish ab initio	Psychology HL	Biology HL	Mathematics	Chemistry HL
Zakariya Taibi	English HL	Spanish ab initio	Psychology HL	Biology HL	Mathematical Studies	Music
Saskia Torres-Albanes	English HL	Spanish ab initio	Social and Cultural Anthropology HL	Sports, Health & Exercise Science	Mathematics	Visual Arts HL

Interventions

The Academy has implemented several interventions strategies to support students. Several students have been referred for therapeutic support (demand for this has been so high that the Trust has recently appointed a member of staff specifically to deal with the post-16 students). Furthermore the Academy has given the LSP role a more academic support role than in seen in other areas of the Trust. For example our LSP Ekim Bireoglu has been trained as our literacy champion and is delivering a specific literacy support programme for those students with particularly low reading ages. Our other LSP, Yassin Duale will be delivering a similar programme in numeracy by the end of this term. Finally, the LSP team will be delivering a series of study skills sessions on a weekly basis, to support the development of Level 3 appropriate independent study skills. Topic will include note-taking, academic honesty and basis research skills.

The Academy has also implemented two additional support programmes; formal supported study sessions for every student and daily reflective practice. The supported study session take part at the end of each teaching day and all students are required to attend. The sessions are supported by the LSP and Librarian. The sessions are timetabled and the work is provided by teaching staff. However, before this each student is required to attend afternoon registration where students are required to reflect on their progress that day and plan their supported study.

Impact assessment

The Academy has set itself some challenging targets for outcomes from its first cohort; 80% of all students to complete the full diploma, 20% to achieve 28 points or more and 100% to have a clear progression route into higher education or employment by the end of the course. In order to measure progress the Academy will review impact regularly.

The Academy will be subject to regular visits from the DfE to assess progress against their requirements. This will not be a formal Ofsted inspection but more akin to a monitoring visit. Furthermore the Academy will take part in the TBAP-wide progress of Challenge Partners. The Trust is currently identifying an experienced IB school which will conduct a full review of the Academy's progress. These two external validation processes will form the basis of the internal review system to ensure we meet our overall target of achieving an Ofsted Good or better in our third year of operation.

The Academy is confident the quality of teaching is good and learning is taking place. However the key focus for 2016/17 is ensuring assessment is high quality, accurate and that feedback provides clear guidance for improvement.