



Report to Local Advisory Board (LAB)

6TH March 2017

Teaching Learning and Assessment Report to the LAB

	Meeting	
	Date	06/03/17
	Item Number	TBAP(17)
Title:	Head of School Report to the LAB – Quality of Teaching , Learning and Assessment	
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1. Introduction

As we enter Term 4 of the academic year 2016-17, I am pleased to report on the quality of teaching, learning and assessment at The Octagon AP Academy.

2. Quality of Teaching

2.1 Summary data

In September 2016 the TBAP Trust removed the grading of lessons from observations. A new lesson observation form has been created where observers base comments on six different areas and then place a mark on the continuum that best fits what they see. The different ends of the spectrum focus on areas needing development and “beyond great”. Table 1a highlights the strengths and weaknesses across the school based on the lesson observations on Bluewave Swift. Table 1a also summarises the data from the observations in November and highlights the strengths and areas to develop in relation to teaching and learning across the school.

Strengths	Areas to develop
Teacher subject knowledge	Questioning
Engagement in lessons	Differentiation and challenge
Resources	Pace
	Learning support

Table 1a

Table 1b breaks down each observations position on the continuum for each of the six areas to gain a clearer perspective of teaching and learning across the curriculum.

Criteria	Needs development (lower end)	Middle of continuum	Beyond great (upper end)
Learner progression	20%	30%	50%
Challenge and personalisation	30%	20%	50%
How does the teaching enable progression	20%	10%	70%
Questioning and feedback	20%	40%	40%
Use of resources	20%	20%	60%
Behaviour for learning	0%	20%	80%

Table 1b

All teaching staff have had one lesson observation in Term 2 and many were observed in the recent Challenge Partners Review in December 2016.

In the Challenge Partners Review four out of the eight observations were deemed Outstanding, one was on the cusp of outstanding and the other three were Good. This highlights that teaching and learning at OAPA is of a high standard. In comparison to the data analysed in Term 6, which can be seen in Table 1c the standard of teaching and learning has improved over the past two terms.

Term 6 (07/2016)			Challenge Partners Review (December 2016)	
Ofsted Grading	No of lessons	%	No of lessons	%
Outstanding	4	36	4	50
Good with Outstanding features	0	0	1	12.5
Good	6	55	3	37.5
Requires improvement	0	0	0	
Inadequate	1	9	0	0

Table 1c

Alongside the lesson observations completed weekly Learner Checkpoints of Classrooms take place to improve the quality of teaching and learning. The data from these checkpoints is recorded in a spreadsheet in the form of What Went Well (WWW) and Even Better Ifs (EBIs), and shared with staff in Monday morning briefing. The data is also discussed in line management meetings with middle leaders, who then breakdown the information in their staff line management meetings to ensure staff are aware of the areas in which they need to improve. Alongside this, we provide CPD sessions where middle leaders share good practice in order to develop teaching and learning.

A new Learner Checkpoint of Classrooms (LCC) was created based on the recommendations from the Challenge Partners Review in November 2015. The LCC takes place twice weekly on a rota of teaching staff and SLT. All teaching staff are involved in observing the lessons as a way of creating a culture of shared understanding of teaching and learning.

A summary of the results, from the Learner Checkpoint of Classroom, comparing Term 1 data to Term 2 data can be seen in Table 1d. The table represents the areas that need to be addressed with the percentage of lessons the areas was not seen in Term 1. As can be seen from the data, the percentage of lessons the area was not seen in has reduced.

Term 1 (baseline)		Term 2 findings in comparison to T1			
Even better if (start of t1)	%	New percentage of EBI at end of T2	%	New focus for T3	%
Learning objectives and s/c displayed and understood	40	Learning objectives and s/c displayed and understood	80	Opportunities for peer and self assessment	
Seating plans in use	0	Seating plans in use	100	Scaffolding and modelling	
Keywords displayed relating to the lesson	60	Keywords displayed relating to the lesson	100	Differentiation of work	

Table 1d

2.2 Support in place to raise quality of Teaching, Learning & Assessment

Based on the Teaching, Learning & Assessment judgments by Challenge Partners in November 2015 a teaching and learning action plan was created to ensure the areas they identified as weaknesses were addressed. The areas highlighted in the CP in November 2015 alongside the actions to improve these areas can be seen in Table 1e.

Challenge Partners recommendation	Actions taken place/still to take place/IMPACT
Lesson planning focused on prior learning and precise next steps for individual pupils	<p>09/2016-New LCC created and CPD delivered to staff on how it will be used to evaluate T&L</p> <p>11/2016:CPD session on LO and SC using blooms so learners are aware of next steps in learning</p> <p>On-going: Data from LCC shared with staff on a weekly basis. ML follow up data from LCC with staff they line manage.</p> <p>Evidence from lesson observations in November and CP review in December 2016 highlighted that all lessons focused on prior learning as their starter. Evidence also states that all lessons have an LO and SC displayed so learners are aware of the steps they need to take in their learning to make progress.</p>
Workbooks consistently indicated what level of achievement pupils are starting at and next steps	<p>09/2016-New learner checkpoint of portfolio created and CPD delivered on how to use it.</p> <p>10/2016- First LCP completed. From this next steps were created and ML delivered a marking and feedback session to the subjects they line manage.</p> <p>12/16- LCP indicate that all books have baseline data in the front of them to show learners starting points.</p>
Marking and feedback policy is applied consistently	<p>09/2016-First Marking and feedback CPD delivered to staff.</p> <p>06/2016-DOL delivered standardisation of Marking to ML to ensure all aware of expectations and consistency across school (support for ML)</p> <p>On-going: Standardisation completed every term prior to LCP to ensure standards are maintained (support on delivery)</p> <p>11/2016: ML delivered marking and feedback CPD.</p> <p>12/2016: DOU carried out joint marking session with middle leader after school.</p> <p>1/2017-onwards: DOL to meet termly with DOU to support them with their marking.</p> <p>2/2017: Marking and feedback board created in the staff room to share good marking practice across curriculum.</p> <p>1/2017: DOL shared examples of good marking with primary seen in primary school in MAT.</p> <p>2/2017- Primary staff take part in a training session on marking with DOL to identify current needs and set up action plan to improve.</p>
Lessons consistently modelled answers and provided scaffolding and keyword lists for less abled pupils	<p>09/2016: New LCC created that focuses on modelling and scaffolding and keywords in lessons.</p> <p>09/2016: CPD session on use of LCC.</p> <p>On-going: LCC takes place twice weekly with different teaching staff so all get to observe T&L and develop good teaching practice.</p> <p>10/2016: LCC data highlights that all classrooms now have keywords on the walls and on whiteboards alongside LO and SC.</p> <p>11/2016: CPD session on modelling and scaffolding</p>

	<p>11/2016: Blogs on scaffolding shared with teaching staff</p> <p>02/2017: CPD session on modelling and scaffolding delivered to staff.</p>
Internal based assessment for KS1 and KS2 was introduced.	<p>May 2016: Rising stars is being used for assessment in KS2.</p> <p>July 2016: Learners all are assessed and have a grade of working towards, meeting expectations or excelling in their file.</p> <p>Jan 2017: Chris Quigley used as an additional method of assessing primary.</p> <p>Feb 2017: Introduction of PUMA and PIRA assessment, which will now be used for baselines assessment.</p>
Teachers used skilful questioning to engage all pupils	<p>09/2016:LCC form amended to include questioning as an area to be observed.</p> <p>10/2016: Blogs sent out to staff relating to different strategies to use for questioning</p> <p>11/2016- DOL delivered a CPD session on how to use questioning to highlight progress.</p> <p>Nov 2016: Lesson observations highlight that the majority of staff have improved their use of questioning in their lessons.</p> <p>01/2017-02/2017: peer observation cycle paired up staff who struggle with questioning with perfect models to share good practice (VBR with YGA, DOU with RTH)</p> <p>03/2017: CPD session on questioning delivered by staff to share good practice (Staff to deliver session DOU, PFL and MWI)</p> <p>03/2017: DOL to deliver CPD session on high order questioning.</p>

Table 1e

Marking was identified as a key area for improvement at OAPA. A series of sessions has been led by both the Director of Learning (DOL) and middle leaders to improve the quality of marking in lessons. Comparing the results from the learner checkpoint of portfolios over the past two terms, it is evident that staff are now giving their learners DIRT time (designated improvement and reflection time) in the majority of lessons. We have also provided core subjects with visualizers to enable them to 'live' mark in lessons. Additional support is still in place for 2 members of staff, as they still need to develop their marking and feedback.

3. Learner Progress Update

In the primary setting we have had a regular change of learners in the cohort. The only consistent learner we have had is TOL. Table 1f shows a comparison of the primary data from Term 2 to Term 3. The data below clearly shows that TOL has made progress over the past two terms. The data also highlights that all learners are meeting expectations in Maths and Science. However, Speaking and Listening needs to be improved.

Term 2						Term 3						
	Year	Reading	Writing	S&L	Maths		Yr	Reading	Writing	S&L	Maths	Science
Z	5	WT	ME	WT	WT	Learner A	5	WT	ME	WT	ME	ME
TOL	5	WT	WT	ME	ME	Learner B	5	WT	WT	WT	ME	ME
R	6	WT	WT	WT	WT	Learner C	6	ME	WT	WT	ME	ME
C	6	ME	ME	EX	ME							
L	6	WT	ME	EX	ME							

Table 1f

Pupil Asset (PA) was launched in November 2016. The majority of subjects have created a skills-based tracker that will meet the needs of their learners. The majority of staff have added baseline data to their skills based tracker on PA (some still need time to create it) and also have one data drop. Staff met in subject network meetings in February 2017 to discuss the skills learners have improved on and what still needs to be developed. All subjects are using this data to inform their planning for Term 4 to ensure all learners make progress.

The data for the Key Stage 4 learners in years 10 and 11 is looking very promising. The data drop at the end of Term 2 can be seen in Table 1g and 1h. The data drop for term 3 will be completed by Friday 10th February.

Year 11 Term 2 data drop		
Cohort size (10)	OAPA %	TBAP Targets
5 A* to C	20	20
5 A* to G	100	85
5 A* to G with 1 'c'	70	
5 A* to G with 2 'c'	50	
5 A* to G with 3 'c'	40	
5 A* to G with 4 'c'	40	

Table 1g

Year 10 Term 2 data drop		
Cohort size (6)	OAPA %	TBAP Targets
5 9-4	33	20
5 9-1	100	85
5 9-1 with 1 '4'	83	
5 9-1 with 2 '4'	50	
5 9-1 with 3 '4'	50	
5 9-1 with 4 '4'	50	

Table 1h

To meet the needs of the staff and ensure the learners get the relevant support, all core subjects have been provided with a Learning Support Professional (LSP) in Year 11. The same LSP has been allocated for all lessons to ensure consistency between subjects. Science, PE and Maths have started revision classes to ensure all learners are prepared for their exams.

Furthermore, to support the needs of Year 11 learners, subject reports, revision packs and dates of the summer exams have all been sent home to the parents.

The launch of Raising Attainment and Progress (RAP) meetings took place in January 2017. All staff have been provided with data on their key groups and their CATs scores so they can analyse the data for their subjects. All subjects will take part in a RAP meeting from January to March 2017. This will give subject staff the opportunity to request additional support where needed.

4. Curriculum Development and Enrichment

This academic year there have been some changes in the curriculum offer at OAPA. In October 2016 we removed BTEC Performing Arts due to lack of staffing, and introduced the Arts Award in KS4. The Arts Award is offered at both Bronze and Silver level, which enables us to personalise the curriculum to the learners. It is offered in one of the option groups but also as part of enrichment.

We have one learner in Year 11 who arrived at OAPA with a C grade in GCSE Mathematics. As he does not need to attend maths lessons he uses this time to complete the Arts Award. In Year 10 learners are completing the Arts Award after-school as an enrichment activity. Alongside the delivery of the Arts Award, we are also offering the Duke of Edinburgh award as an after-school activity. So far, four learners from year 10 have signed up to complete the D of E. This year D of E will be offered in the option blocks to raise participation rates.

Due to obtaining some additional funding, we have also been able to offer African drumming in the curriculum to Key Stage three learners. In addition, all Year 9 learners take part in the Sports Leadership One qualification, which provides them with the opportunity to lead sports activities in local primary schools. The timetable has been amended in Term 4 to enable learners to attend primary schools and deliver sports coaching as an enrichment activity. This will lead onto year 9 learners leading and delivering a primary sports day to local primary schools in July 2017.

To ensure the curriculum meets the needs of the learners this year, a student option sheet has been created so learners can state in advance the courses they might like to study in year 10. This information is then used to try to source these qualifications outside of OAPA in local colleges.

5. CPD Summary

5.1 Local CPD

The results for the local CPD sessions from September 2016 to the present date can be seen in Table 1i. As evident in the analysis below, all but one of the CPD sessions at a local level were graded at least good.

Completed CPD Events
September 2016 to August 2017 , for Status: Approved

CPD Event	Attendees (Actual/Planned)	Date	Average Impact	Total Cost	Value For Money
Safeguarding and prevent module	24/29	05 Sep 2016 13:30 - 16:00	Green	£0.00	
Assessment and Marking	20/26	06 Sep 2016 09:00 - 10:00	Green	£0.00	
All areas teaching and learning	20/27	06 Sep 2016 10:00 - 11:00	Green	£0.00	
learner progress of checkpoint and classroom portfolios	22/26	06 Sep 2016 11:15 - 12:30	Green	£0.00	
Behaviour Module	20/25	06 Sep 2016 13:30 - 14:15	Green	£0.00	
E Safety	26/34	29 Sep 2016 13:35 - 15:00	Green	£0.00	
LSP Performance Management	5/8	06 Oct 2016 00:00 - 00:00	Blue	£0.00	
How do we KNOW our students?	25/30	06 Oct 2016 14:00 - 16:00	Green	£0.00	
Role of the Reader in Exams	15/19	13 Oct 2016 14:00 - 14:30	Green	£0.00	
LSP training on SIMS	6/9	20 Oct 2016 13:45 - 14:45	Green	£0.00	
Invigilation training	22/24	20 Oct 2016 13:45 - 14:15	Green	£0.00	
What makes a great lesson?	10/10	03 Nov 2016 00:00 - 00:00	Green	£0.00	

CIF	12/13	10 Nov 2016 00:00 - 00:00	Green	£0.00	
Marking	5/5	10 Nov 2016 13:30 - 14:30	Green	£0.00	
Marking	2/2	10 Nov 2016 13:30 - 14:30	Green	£0.00	
Lesson objectives and success criteria	9/9	17 Nov 2016 14:00 - 15:00	Green	£0.00	
Therapeutic Services	7/8	24 Nov 2016 00:00 - 00:00	Blue	£0.00	
Leading Behaviour and SEND	3/5	24 Nov 2016 00:00 - 00:00	Green	£0.00	
TBAP Leadership	2/2	24 Nov 2016 00:00 - 00:00	Amber	£0.00	
child and adolescent development	1/1	24 Nov 2016 00:00 - 00:00	Green	£0.00	
Quality Nominee BTEC training	0/1	13 Dec 2016 00:00 - 00:00		£0.00	
sound training	16/17	15 Dec 2016 00:00 - 00:00	Green	£0.00	
Are we ofsted ready?	13/22	05 Jan 2017 13:45 - 15:00	Amber	£0.00	
Pupil Asset Achievement Summary	9/18	12 Jan 2017 13:45 - 14:30	Green	£0.00	
Raising Attainment and Progress: Using your Data	7/13	12 Jan 2017 14:30 - 15:30	Green	£0.00	
Literacy in the Curriculum: Teaching and learning strategies in the classroom	8/22	19 Jan 2017 13:45 - 14:35	Green	£0.00	

Arts award tutor course	0/2	20 Jan 2017 00:00 - 00:00		£0.00	
Pupil Asset subject network meeting	5/8	24 Jan 2017 00:00 - 00:00	Green	£0.00	
Sum 18h:45m			Sum	£0.00	

Table 1i

5.2 Trust Wide CPD

At a TBAP Trust wide level, generally the CPD offered is of a high standard. In Table 1i above (dated 24th November 2016) the evaluations of the TBAP wide CPD can be seen.

5.3 Monitoring and Self Evaluation

Alongside the learner checkpoint of classrooms and learner checkpoint of portfolios, we have set up various additional monitoring procedures for self-evaluation. All teaching staff are now involved in learner checkpoints; this encourages teaching and learning dialogue across the school. At the start of the year termly Learner Voice meetings, that included feedback on teaching and learning, were introduced. A selection of learners across all key stages take part in the Learner Voice. Feedback is shared with all teachers.

In January 2017 Raising Attainment and Progress meetings were introduced to encourage staff to analyse their data and identify the groups that need intervention early.

Alongside the RAP meetings, a peer observation cycle was created to enable all staff to observe another teacher to improve their teaching pedagogy. A peer observation form was created that linked back to the teaching standards and encouraged the staff to really think about what the teaching is doing to enable the student to learn. The feedback received from this peer observation cycle is very positive as staff felt they were able to pick up new ideas by watching others.

Other self-evaluation systems that are being introduced in this academic year include the departmental reviews starting in April and subject SEFs, which will be completed by subject staff in the summer term. The departmental reviews will focus on core, non-core and pastoral areas. The review will include a teaching and learning meeting, staff voice on middle leadership, learner voice, work scrutiny and a data focus. From this each area will be given a report highlighting what went well and areas that must be developed. The information from this will then be put in the school development plan for the next academic year as action points.

5.4 Progress against Ofsted Targets for Improvement

Since the opening of The Octagon AP there has been no Ofsted inspection. However, annual Challenge Partners Quality Assurance Reviews show that the academy is making year improvements in all areas.

5.5 External Reviews / Improvement Partners

Challenge Partners undertook a review at the Octagon during the period of the 5th-7th December 2016. The outcomes were 'Outstanding' in the two areas of School Improvement Strategies and Outcomes for Pupils (this is an improvement on the Challenge Partners Review 2015 where Outcomes for Pupils was judged as 'Good') and 'Good' for Quality of Teaching, Learning and Assessment. The area of excellence put forward for consideration was Reintegration of pupils back into mainstream education. This was confirmed and is valid for three years

5.6 Visitors

The open invite to schools remains and the Harlow Education Consortium visited the Octagon in November 2016. A significant number of secondary headteachers have visited the Octagon since September 2016, and have been highly impressed with the quality of learning and behaviour of learners.

5.7 Partnerships

OAPA continues to work with local schools to reintegrate learners deemed ready to return; we have re-integrated 17.7% of KS3 learners since September 2016.