



Ormiston Maritime Academy

Teaching and learning at OMA



Name and Image	Function	How is it adapted?
Red blood cells 	carry oxygen to cells	Mitochondria to carry more oxygen
Heart muscle	send round oxygen	long streams (mus) send the oxygen round the body
Red blood cells (spelled)	transport blood	

“Every teacher needs to improve, not because they are not good enough but because they can be even better”

Dylan William

Developing great teaching is at the centre of our work as teachers and leaders at OMA.

Great teachers make the greatest difference to the lives of all our students and the community we serve. Great teachers will promote our Vision, Mission and values in every lesson, every day. Developing great teaching is always a core priority and we know that expertise in teaching is a continuum, and that we are always seeking to develop and improve.

“We believe that how well you do at school shouldn’t be determined by your family’s income. That’s why we work to transform education outcomes for the children and young people who need it most.

By the time a child born into a low-income family starts school, they are already less likely to meet expected levels of language, communication, and physical development. These attainment gaps then widen throughout primary and secondary school.

These damaging gaps influence vital education and employment outcomes later in life.

This doesn’t need to be the case. Giving every child – whatever their socio-economic background or where they go to school – access to great teaching is one of the most powerful levers we have to change this.”
Education Endowment Fund

‘Expert teachers are made, not born’ - Schempp, Tan and McCullick

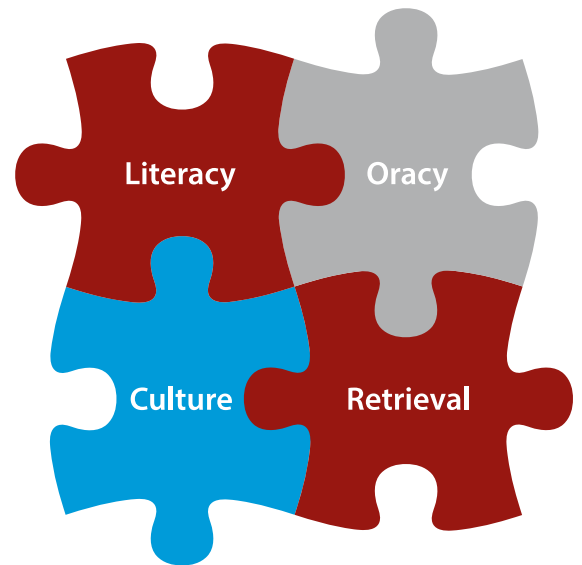


Our vision

All OMA students, irrespective of their backgrounds, will be exceptional learners, so they are equipped with the necessary knowledge, skills, qualifications and mind-set to contribute in society.

Our mission

At OMA we believe that students will aspire to excellence through literacy, with a specific focus on Oracy at key stage 3. Students will learn to become masters of retrieval and experience a curriculum which develops students' cultural capital. These are our core curriculum pillars and embedded into everything we do.



Our values

At Ormiston Maritime Academy, the vision and mission are the overarching umbrella of our ASPIRE values.

Aspire values



A = Achieve ■ Know your targets and understand how to meet them ■ Challenge yourself to exceed your targets Respond to feedback and make improvements in red pen ■ Give effective peer and self-feedback in red pen	I = Independence ■ Try it yourself before asking for help ■ Solve problems on your own ■ Take responsibility for achieving your targets ■ Complete homework
S = Support ■ Be willing to share your knowledge with peers ■ Show and tell great work ■ Work together in a group setting ■ Support and help peers/staff in, and outside of, lessons	R = Respect ■ Respect yourself by making the right choices ■ Listen to everyone and respect other's opinions ■ Show good manners and be respectful to all ■ Respect work, equipment and the environment
P = Persevere ■ Be prepared to make mistakes and try again ■ Never give up, even when things get tough Challenge yourself to achieve more than your expectations ■ Go the extra mile for yourself and others	E = Engage ■ Show a positive attitude in the lesson ■ Stay on task and don't be distracted by others ■ Contribute to the lesson in a positive way ■ Ask relevant questions of teachers and peers

At OMA we acknowledge that teaching is complex, expertise is continuum, having shared mental models underpins great teaching and consistently applying strong habits are vital to developing and maintaining great teaching.

At OMA we have two shared mental models. These help us all build greater expertise and strong habits that makes us even stronger as teachers.

These mental models enable us to shape stronger habits and for all of us to share and improve practice. This in turn will improve, our expertise and develop further great teaching.

OAT's mental model of teaching is a shared model across all OAT schools and all teachers.

All teachers, regardless of context or experience, seek to address the same persistent problems*

Persistent problems such as:

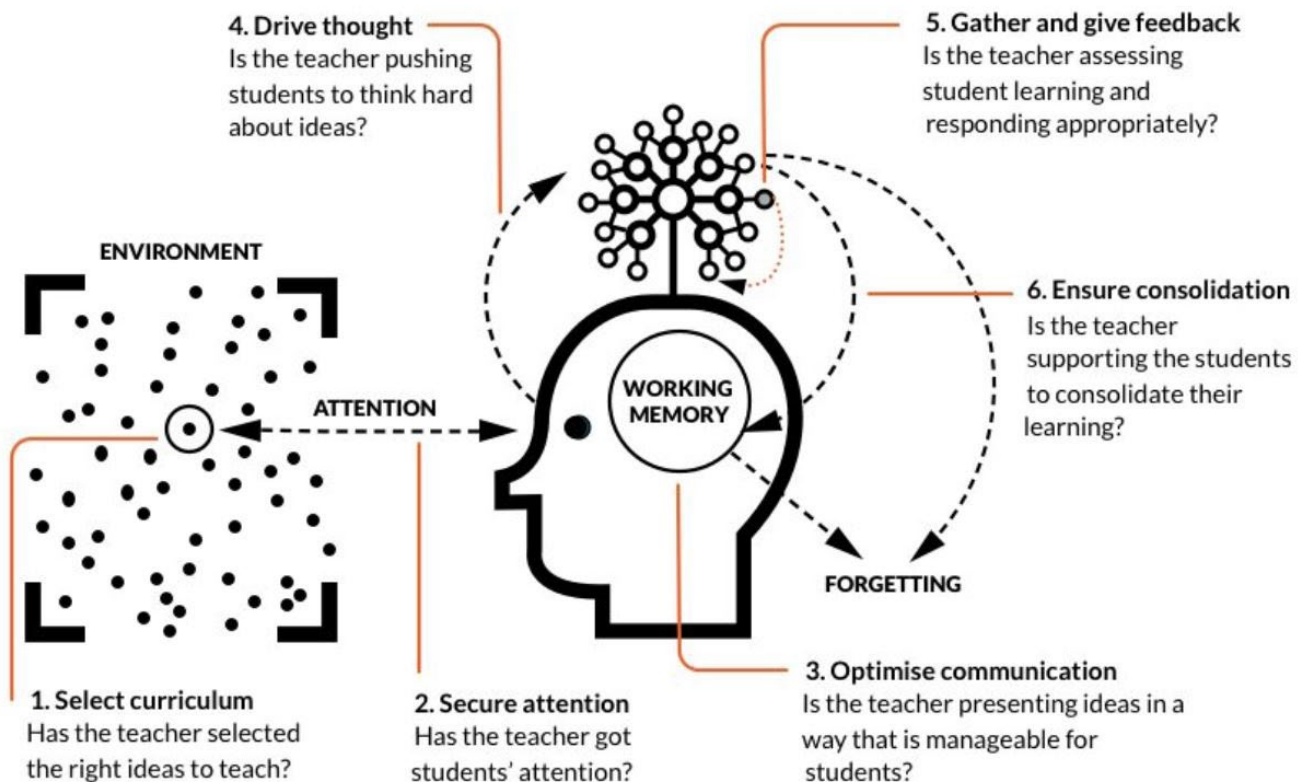
- Managing student behaviour and attention
- Portraying the curriculum
- Getting children to think hard about the learning
- Assessing learning to inform next steps in teaching

The ways that we choose to address these problems are shaped by our mental model of teaching

A strong mental model, informed by what we know about how children learn, enables us to make better decisions and take stronger actions

A shared mental model enables us to share and improve practice

**Mary Kennedy Parsing the Practice of Teaching 2016*





OMA teaching model- S.T.A.R model

1. Strong start

- Smooth, swift and silent entry into the classroom every lesson.
- Do Now focused on retrieval of foundational knowledge for the lesson
- Swift review of learning which is **checked** and last for no more than 10 minutes in total.
- **Checking for understanding must occur at every phase of the 4-part lesson**

2. Teach

Exposition

- Direct instructional teaching" should always be at the front of the classroom and the member of staff should be standing.
- Clear instructions and explanations required.
- This provides students with the consistency they need to acquire knowledge
- **Check** they understand your explanation

Model and scaffold

- You should model worked examples, guide student practice allowing time to rephrase, elaborate and summarise new material. Scaffold for difficult tasks and use
- Use the visualiser to model worked examples or on the screens. Use the I/We/Do model.
- **Check learning before you move to Apply.**

3. Apply

Students need extensive successful independent practice for skills and knowledge to become automatic. This takes place during the apply phase of the lesson and this is to be conducted in SIP.

The most effective independent practice occurs where the Teacher circulates around the room to monitor, **check** and support where required.

Have they got it, do I need to adapt? – you may need to stop the class and reteach if a proportion of students don't understand. Take a green pen and live mark and correct literacy errors.

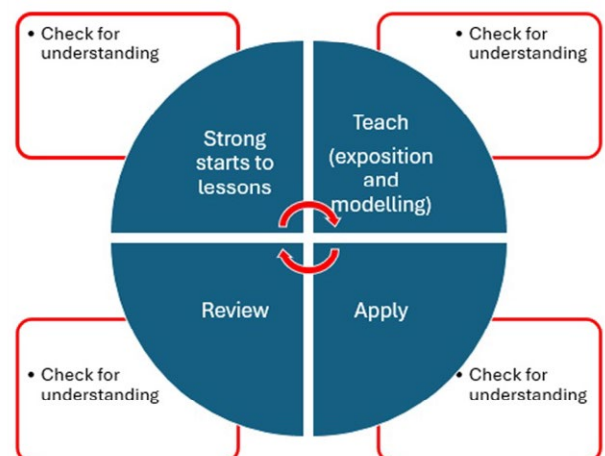
4. Review – the final check

Comes at the end and must be undertaken to review learning

To check for understanding use:

- **Cold calling**, so all students are thinking, and correct learning if required.
- **Write -pair -share** so learning and thinking is made visible.
- **Mini white boards** check the students' have it. This strategy gives you whole class feedback.

How does this review inform your next lesson?



Seven teaching & learning principles

At OMA we have developed seven teaching and learning principles which we believe help us further strengthen our expertise as teachers, make our students' effective learners and develop great teaching. Here is our rationale for each of the seven fundamental principles which are proven and evidence based.

Rationale for the seven T&L principles

1. Strong start to lessons

Having a strong start to a lesson sets the tone for the learning ahead. A strong start creates the most effective learning environment in which our students can be successful. Having a retrieval Do Now will ensure that students have the correct foundations for the intended learning.

2. Securing attention at every transition

Securing attention at every transition in a lesson is the gate keeper for all learning. It is crucial all our students are paying full attention, eyes on the board, hands free and in silence before any teaching can take place.

3. SIP for DO now and independent practice

For our students to process or apply new learning the correct environment needs to be created. This is done through silent independent practice – all students must be in silence and staff talk kept to a minimum. This will allow for all our students to think harder and work harder with no distractions.

4. Check for understanding

This is vital to ensure students have grasped the main concepts, ideas or problems. This is a necessity before learning is moved on, we need to know if any adaptations are required. All students must be given the opportunity to participate at certain points of the lesson in order to demonstrate their learning. Learning must be visible.

5. Driving thought in all lessons

To further make all students' thinking and learning visible write pair share needs to take place in all lessons.

Use Hinge questions and questions which probe for further extending thinking.

This strategy also provides excellent opportunities for feedback to enhance both literacy and oracy skills. This drives thought for all our students. More they are thinking the more they will be learning and knowing more.

6. Circulate with purpose

A fundamental principle for all staff in every lesson is to be circulating while students are applying their knowledge and understanding. Circulating with purpose means actively live marking, by looking for literacy errors and misconceptions.

This intel is vital as adapting teaching at these points will ensure learning is correct. You may have to adapt by dispelling misconceptions, re teaching and modelling using the visualiser and checking again.

7. High quality direct instructional teaching

This approach is based on Rosenshines Principles of instruction. Direct instructional teaching" should always be at the front of the classroom and the member of staff should be standing.

This provides students with the consistency they need to acquire knowledge.

Exposition – Exposition refers to the presentation of information or explanation of concepts by the teacher to students. These explanations are delivered using the clearest possible language and only include essential information - any extraneous details are left out to protect children's cognitive load.

Modelling – Alongside clear exposition, structured delivery of content through modelling is required. This can include visual aids, worked examples aiming to make the material understandable and relevant to the learners. The students understanding of both the exposition and modelling need to be checked.

Principle 1: Strong starts to lessons

- 1.1. Be on the corridor to greet your class with a smile and welcoming tone. Ensure they line up (double lines) in an orderly way.
- 1.2. When you are ready raise your hand and count down 3, 2, 1.
- 1.3. Scan down your line to make sure all are quiet and give reminders using positive reinforcements like 'Nearly 100% well done to those who are silent. Just waiting for a couple of you'.
- 1.4. Ask the class to enter silently and stand behind chairs placing all equipment (PPRP) on the desk.
- 1.5. Have the DO NOW on the screen on entry or hand out a paper copy as they enter the classroom. Have a clear routine of how the exercise books, glue, MWBs are given out – using class monitors is the most efficient way.
- 1.6. When you are happy invite your class to sit down and have a “DO NOW” activity for the class to complete. Ensure the Do Now retrieves key knowledge which checks the foundations for the learning ahead.
- 1.7. The DO NOW activity should be completed in silence (SIP) and should only last for a maximum 10 minutes in total.
- 1.8. At this point take the register and then circulate your class, taking a green pen with you and check:
 - That all are on task, use the least intrusive strategies if students need a reminder
 - The presentation policy is being followed as shown on the sticker below
 - Address literacy errors and misconceptions through live marking
 - Stop the class if multiple misconceptions are evident.
- 1.9. After the allocated time stop the class using a raised arm and the countdown of 3:2:1 and ensure all students have their eyes on you, hands free and silent before class feedback on the DO NOW is taken and students to tick and fix their answers in red pen. This should be no longer than 10 minutes in total.

These stickers must be stuck inside the front cover of **every** exercise book or folder.

✓ All equipment (pen, pencil and ruler) are place on the desk.
 ✓ Date in full underlined and on the right hand side.
 ✓ Miss a line
 ✓ Learning intention underlined on the left hand side
 ✓ Miss a line
 ✓ All work completed in blue or black ink
 ✓ Draw ALL diagrams in pencil
 ✓ Mistakes indicated by a single straight line
 ✓ **Use red pen for peer and self assessment and WCF.**

Capital Letter	CL
Full Stop	FS
Comma, Question Mark, Exclamation Mark	P
Colon	C
Semi-Colon	SC
Apostrophe	A

Principle 2: Securing attention at every transition in a lesson

- 2.1. Be clear on what you want students to do before you signal for the whole classes' attention during the lesson.
- 2.2. To secure attention and wanting student to be silent and pay attention raise your arm and slowly and deliberately count down from 3:2:1
- 2.3. Remain at the front of the classroom with arm in the air and scan the whole room to see who isn't being silent
- 2.4. Do not start talking until complete silence is gained. If a student is still talking then you need to say the following, 'Claire, you are talking after my clear instruction so that it is a warning'
- 2.5. Use non-verbal prompts to individual students for example - looking towards a student who is still talking or use Verbal prompts for example. 'I have 90% of the classes attention, just waiting for all' or 'This side of the room is silent, excellent, waiting for this side'
- 2.6. Then ensure all students' eyes are on the Teacher and their hands are free of items and all are silent.
- 2.7. Do not start talking until complete silence is gained and all students are paying attention to you
- 2.8. Challenge students who are not focusing on learning, use the consequence system to support you. Students should know that your hand being raised and a countdown of "3-2-1" means silence.
- 2.9. When the end of lesson screen appears, the following must happen.
 - Ensure students to tidy up their areas.
 - Allocate collection of books / equipment to a small number of students in the class.
 - Ask students to stand behind their desks silently.
 - Circulate and check areas/ uniform.
 - Dismiss small groups of students at a time.
 - Stand at the door checking as students leave.



Principle 3: SIP for DO NOWs and independent practice

- 3.1. When the task has been set, make it very clear to your students when they are in SIP.
- 3.2. Especially required when they are completing the DO NOW task and during all independent practice.
- 3.3. Ensure the SIP graphic is displayed on your screen or use the laminated copy.
- 3.4. Scan the room once the SIP has started to ensure all students are on task by standing at the front of the class.
- 3.5. Give a sanction in line with the Academy behaviour system where SIP is not being followed.
- 3.6. Make sure you also follow the silent rule, not filling the silence with your own voice.
- 3.7. Circulate and check SEND students first to support students learning (great opportunity for live marking).

Silent Independent Pactice



Principle 4: Check for understanding

Ensure checks for understanding are regular and at key phases of the lesson to see what learning has taken place. Use misconceptions and common errors as the basis of your checks for understanding.

4.1. Hinge Questions - Check whether students are ready for silent independent practise using Hinge questions. These must elicit from the students that they can demonstrate competence with the content just taught.

4.2. Insist that students answer in full sentences and use academic language.

4.3. Check student responses systematically so you get an accurate impression of the whole class understanding

4.4. Cold Call- Key ingredients of Cold Calling

- Insist on NO HANDS up
- Ask the question –PAUSE and then say the student's name
- All students must be thinking and engaging with



the question

4.5. Choral Response - Check understanding using choral response and to be used to expose misconceptions

- Plan questions for this strategy and have students respond collectively
- This checks all students' understanding and prevents them from copying each other answers.
- Pre plan the key knowledge, key terms or ideas you are going to check using choral response.
- Make it clear by modelling how you want students to respond by using this script – 'Answer like this; say true or false in 3:2:1'

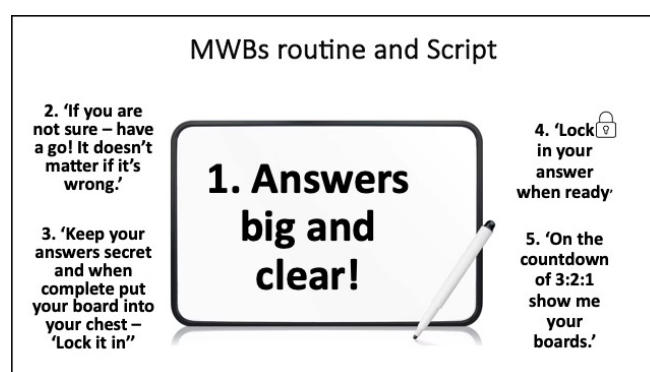
- Keep it pacy and ensure response is quick and insist 100% participation

4.6. MWBs

A quick and efficient way to collect whole class feedback on understanding in response to key hinge questions is by using MWBs. These must be used in every lesson.

The following routine for using MWBs and script is to be used to ensure we have consistent language and routine for our students:

- 'When I say the count down 3:2:1 individually write your answers to the above questions on your mini white board, in silence.'
- 'Don't write small, I need to be able to see your answer.'
- 'If you are not sure – have a go! It doesn't matter if it's wrong.'
- 'Keep your answers secret and when complete put your board into your chest – 'Lock it in''



- 'On the countdown of 3:2:1 show me your boards.'
- Respond and adapt by taking away or adding modelling scaffolds depending on what checks for understanding show. Choral response to be used to emphasis certain key terms or concepts to reinforce.

Principle 5: Driving thought before and during SIP

5.1. Write pair share

- Thinking hard is necessary for learning
- Write pair share makes the thinking visible and enables us as teachers to extend this thinking.

5.1.a Write – structure thinking (scaffold and focus)

- Select appropriate question for paired talk
- Provide response templates
- Provide strategic clues and prompts

5.1.b Pair – externalise thinking

- Direct this by stating which one of the pair speaks first – ‘The person sitting closest to the door goes first’
- Give a very short time target – ‘The first person speaks for 30 seconds, I will tell you when to swap’
- Circulate while the students are talking and actively listen

5.1.c Share – extend thinking

- Invite multiple contributions
- Avoid rounding up
- Prompt to extent
- Insist on full sentences and academic language
- Push for how and why and ask for evidence

5.2. Follow paired talk with summary writing

- Allocate structured writing time following paired discussions.
- Improve rigour by giving students strict parameters for what they write ‘summarise your discussion in one sentence starting with the word Despite... and including the word____’

5.3. Increase the challenge

- Design practise tasks to gradually increase in difficulty.
- Begin with an initial task of low difficulty and ensure that tasks increase in difficulty as they progress.

Principle 6: Circulate with purpose

- 6.1. This must occur every time students are working in SIP.
- 6.2. Take a green pen with you and systemically check students work starting with the SEND students first or those that you know may be struggling.
- 6.3. Ensure Literacy errors are identified, and students correct them especially capital letters, full stops and spellings mistakes. Sticker below shows the symbols to use when checking work.
- 6.4. Systematically check that students are following the presentation policy – shown below.
- 6.5. This routine allows you to see there and then what has and has not been understood.
- 6.6. This enables you to respond in the moment when students have got things wrong.
- 6.7. You might then work with a student individually, or if you spot a misconception or mistake that is happening for several students you must stop the SIP and address it. In this situation you might have to reteach.
- 6.8. Circulating with purpose, means intentionally gathering student feedback and acting on it.
- 6.9. When not circulating – standing at the front corners of the room is required so you can see all students. When in this location stand there and scan the room, to check all students are on task.

- ✓ All equipment (pen, pencil and ruler) are place on the desk.
- ✓ Date in full underlined and on the right hand side.
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Principle 7: High quality direct instructional teaching

7.1. Effective planning before delivery

Delivery high quality direct instructional teaching requires planning, and the following checklist must have happened before the Teaching takes place:

- 7.1.a. Have you adapted to meet the needs of all students in that class based on prior learning
- 7.1.b. Has key vocabulary been identified and will it be included in the Do Now? Does pre teaching of the Key vocabulary need to take place before they use it.
- 7.1.c. Have key hinge questions been pre planned which are to be used in the checking points in the lesson. How are these checks going to take place – using MWBs

7.2. Follow paired talk with summary writing

- 7.2.a. Give clear expositions (Explanations) by doing the following:
 - 7.2.b. Script explanations and models especially the trickiest ones and don't leave them to chance.
 - 7.2.c. Keep teacher talk lean, to reduce unnecessary cognitive load.
 - 7.2.d. Take out any redundant words or examples to make it easier for students to pay attention to the core ideas being conveyed.
 - 7.2.e. Limit new content to around 3 or 4 within a single teaching episode.

- 7.2.f. Repeat important subject specific vocabulary at least three times in your expositions.

- 7.2.g. Have students echo these core words in choral response to practice their pronunciation and to begin to build these terms into long term memory.

7.3. Modelling

- 7.3.a. Create a teacher model or identify a piece of students work that sets the standard for other students to meet or highlights common mistakes to discuss.
- 7.3.b. Ensure the model you're discussing is clearly visible for all students to read.
- 7.3.c. Explain the purpose of the model and now it will allow the students to see what a good example looks like e.g. 'We are looking at a model of X so you learn to Y in your own work' or 'In this live model I will be...Pay attention to how I...'
- 7.3.d. Narrate the model, explaining the thought process and pointing out how it exemplifies the success criteria. Live model the steps you would take to answer the question. (I DO)
- 7.3.e. Then collaborate with students in producing a model together asking them questions like 'What should the next sentence be ...' or 'what word should I use here...' (WE DO)
- 7.3.f. Check then again students understand before setting them onto an independent task (YOU DO)

7.4. Resources

- 7.4.a. Cut out excess content from the task, question or resource that isn't related to the core learning and that is likely to overwhelm students.
- 7.4.b. Make text clear and visible.
- 7.4.c. Swap lengthy text for visuals and support with teacher talk to improve the capacity of working memory. Obviously, there are times when lengthy text is relevant for the learning and copies of this must be given to the students.
- 7.4.d. Remove distractions from slides – keep it simple.
- 7.4.e. Make sure students can see the task instructions and resource/worksheet side by side – remove the need to look for information in different places.
- 7.4.f. Add and remove memory aids such as vocabulary banks, sentence starters nor models to match prior knowledge or ability.





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Ormiston Academies Trust
AN OAT ACADEMY

