



Ark Acton
Academy

Department Evaluation

Aide memoire – November 2021

DE aide memoire distributed: 16/11/21
DE Deadline: 5/1/22

Notes on completing the DE.

The fundamental purpose of our bi-annual Department Evaluation is to answer this question:

Why have some students gone through schooling and yet not acquired the necessary schemata that others, equally capable, do acquire?

This should be at the forefront of your answers to each question in the table below. Our curriculum should shape pupil readiness to encounter more complex material and ideas and as we review where we are; we need to think about how we are shaping that readiness through the building of schemata. Where pupils struggle it tends to be because they have a poorer schema (they know less) rather than because they cannot execute the skill.

Guide to completing the table:

1. The questions are designed to be prompts to help you and your team reflect on how far you are implementing the academy strategic priorities and what needs to happen next to strengthen the implementation.
2. For each question you should write a pithy review of current practice in your department and then detail the concrete action steps you will take between January and April 2022 to improve things.
3. Don't get bogged down in descriptive or discursive answers; I want clear and concise analysis.

DE template to complete (Only use this table. Do not amend)

Key question to address	Reflections on current practice	Concrete action steps
<p>Are students remembering the core content and can they deploy it effectively?</p> <p>Look at where students (KS3-5) have typically struggled in their performances and NDAs. Is this because the component content (core foundational knowledge and/or subject skill identified in the MTP):</p> <ul style="list-style-type: none">• was not identified and taught clearly enough through the MTPs?• did not receive necessary emphasis and so was lost?• was not delivered in a coherent sequence and so pupils are confused?• was not taught using effective approaches and so pupils focussed on the act of being in the lesson rather than the content being delivered?• was not practised till deeply embedded and readily recalled?		

Key question to address	Reflections on current practice	Concrete action steps
<p>Planning forwards</p> <ul style="list-style-type: none"> • How will you address this component content issue over the next 4 months? • What ideas need to be re-visited and re-taught to ensure students are ready to move on through your long-term plan? 		
<p>Planning backwards</p> <ul style="list-style-type: none"> • How will you use this analysis to refine the MTPs, so this does not happen again next year? <p>For example, if through the Year 9 curriculum to date, pupils have not grasped and remembered the core content, how will you revise the MTPs to ensure the current Year 8 do not experience this when they are in Year 9?</p>		
<p>Curriculum refinement</p> <ul style="list-style-type: none"> • Which MTPs or areas of content need to be re-ordered to better shape pupil readiness? <p>For example, do you need to bring forward content to earlier in the year or a previous year group to ensure students have the requisite knowledge to be successful?</p>		

Key question to address	Reflections on current practice	Concrete action steps
<p>Intellectual Preparation</p> <ul style="list-style-type: none"> • How successfully have you used IP to address gaps in teacher subject knowledge? • How successfully have you used IP to ensure teachers are orientated within the MTP and LTP? • What are your plans to enhance the impact of IP over the next 4 months? 		
<p>Curriculum mechanics</p> <ul style="list-style-type: none"> • How effectively do your booklets develop the academy priority of reading? • How effectively do your booklets develop the academy priority of disciplinary literacy? • How effectively do you use quizzing to inform teaching decisions across an MTP? 		

Key question to address	Reflections on current practice	Concrete action steps
<p>Homework</p> <ul style="list-style-type: none"> • How effective is homework in ensuring all students learn and remember the core content? • How do you know? 		
<p>SEND</p> <ul style="list-style-type: none"> • How are you using your team's SEND learning enquiries to improve outcomes for SEND students? • What has been the impact? How do you know? 		
<p>Classroom climate</p> <ul style="list-style-type: none"> • Which of the Signature Strategies are members of the team less confident in consistently applying to ensure a secure climate? Is it a pattern across the team or does this only apply to specific members of the team? • How will you support the team to improve over the next 4 months? 		

Key question to address	Reflections on current practice	Concrete action steps
<p>Feedback</p> <ul style="list-style-type: none"> To what extent does your QA illustrate that the team all adopt our modes of feedback? <p>For example, do all books have routine evidence of explicitly labelled whole-class feedback sheets?</p>		
<p>Teacher development</p> <ul style="list-style-type: none"> What evidence is there from learning walks that teachers are using the CFU cycle and mini whiteboard hinge questions before independent practice? What evidence is there that students in all key stages are engaging in independent practice in each learning sequence and is the quality of their practice improving? 		