

The Boswells School

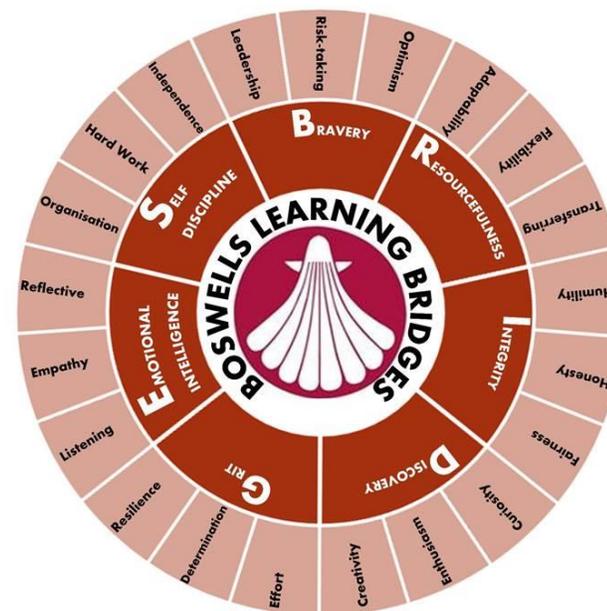


T&L ACED Mastery

Our [ACED Mastery guide](#) helps outline the ACED framework in the context of our school. It provides thought provoking questions and practical examples that teachers can use in their planning and delivery of lessons.

The guide is a growing and ever-changing collection of resources; more is added as ideas are shared. Teachers have access to the resources that sit behind the ACED guide.

This [ACED Mastery guide](#) supports the implementation of our curriculum and schemes of work.



Assessment

Creativity

Engagement

Differentiation



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Assessment at The Boswells School means providing **effective** and **meaningful feedback** to students that enables them to make strong progress in their learning. This is emphasised in our feedback policy. We make it clear that assessment and feedback is not flick/tick marking, marking every lesson or writing endless comments. We expect teachers to use a **range of feedback** strategies to support learning. This will include things such as live marking, whole class feedback, use of mini whiteboards and model responses. We also ensure that following planned assessment data points, every student receives a **Make a Difference** task with the principle of **ACT** (Attainment, Comment & Target) embedded into the feedback. Through effective, and varied, assessment and feedback, we ensure that progress is monitored and gaps in knowledge or skills are addressed in a timely manner.



Examples of effective Assessment at The Boswells School include:

Live Marking

When can **peer or self assessment** be used in the curriculum? How can it be used to support **meta-cognition**? Is time given for students to respond to any feedback?

How is the **pink for think** and **green for go** highlighter approach being used in my lessons? How am I supporting and targeting specific students when **live marking**?

Personalised Learning Checklists

When do I **model** a good response to your classes? Do I use a **visualiser** to support their understanding? Have I considered getting students to improve a response?

Green Pen Feedback (self and peer)

Do my classes understand the learning that they have undertaken and where it leads them? Have my examination classes got access to their **PLC's**?

Whole Class Feedback

How do I ensure enough time for **MAD tasks**? Do I ensure that there is the element of **ACT** involved in the feedback following planned assessments?

WAGOLL and WABOLL

Have I tried giving whole class feedback? Can I spot the **common misconceptions** and address them quickly? Have I got a suitable **whole class feedback** sheet?

Strategic Questioning Strategies

How are **mini-whiteboards** being used to support quick and snappy **feedback**? How could they be used to support progress checks?

MAD Time Tasks

What questions do I ask, and to which student? Are they **planned**? Is there a **big question**? Do I **cold call**? Do I avoid accepting the **rounding up habit**? Do I get **precise** responses?

Use of Mini Whiteboards

Assessment





Creativity at The Boswells School does not mean that every lesson is “all singing, all dancing” but rather than **opportunities** for creativity is built into ours lessons. This might well be opportunities for the students to show their style of creativity, or it could be a teacher planning a lesson that involves creative tasks or elements. Therefore, creativity can be expressed as either **teachers being creative** through our planning or **students being creative** through their learning.

Creativity at The Boswells School comes in a variety of forms and guises. It enables some element of freedom in a lesson, or optionality, whereby not every student is having to do the same thing, in the same way. Creativity can also be used to support our **Teaching to the Top** framework.



Examples of effective Creativity at The Boswells School include:

Do It Now Tasks

*Does every one of my lessons start with a **Do It Now**? Does it last no more than **5 minutes**? Does it **inspire** or **recap** learning?*

*Have I tried out any of the **thinking hard strategies**? Things like reduce it, transform it or prioritise it...Do my lessons make the students **really think hard**?*

Thinking Hard Strategies

Open Ended Tasks

*Are there opportunities for **open ended tasks** in my curriculum area? Could a lesson be made to have an open ended product?*

*Are there opportunities for **creative writing** whereby students have a chance to show some **flair and passion** in their writing? Do I share any creative **reading extracts**?*

Creative Writing & Reading

Project Work or Group Work

*Is there a space for a piece of **project work**? Are there opportunities for students to work in **pairs or groups**? Do I give **talk time** to students to think about key questions?*

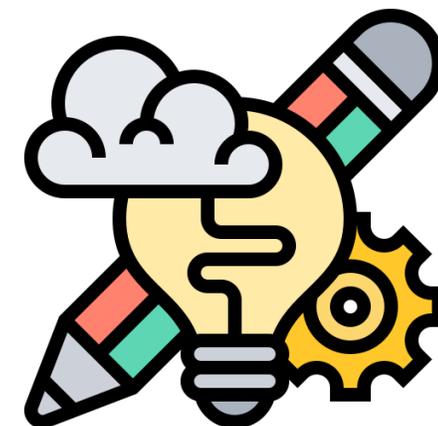
*Do I ever tell the students that they can present their work in **their own way**? Or do I ever provide students with an **element of choice** over how to direct their own learning?*

Optionality

Creative Planning

*Have I tried **mixing up** a lesson? Have I tried out **something new** with a class? Perhaps a new resource or new interactive idea? Give something new a go!*

Creativity



E

Engagement at The Boswells School is not about having a silent classroom all the time with students completing independent work all the time. There are times when a silent classroom is needed, but engagement is more about creating a **calm, purposeful learning environment** where students are **actively engaged** and aiming to **deepen their knowledge**, skills and understanding. Engagement also ensures that lessons are **pitched** correctly and have a **good pace** to the learning. We plan our lessons to ensure that **Teaching to the Top** is a key focus, and that students take responsibility for their learning and progress over time. Engagement can be achieved through many methods that aim to support deep learning and **high student involvement** in the learning process.



Examples of effective Engagement at The Boswells School include:

Do It Now Tasks

*Does every one of my lessons start with a **Do It Now**? Does it last no more than **5 minutes**? Does it **inspire** or **recap** learning?*

*How are **visualisers** used in my classroom? Can they be used to support **engagement**? Can I use them to help celebrate **excellence** and create a **purposeful learning** environment?*

Use of Visualisers

Positive Behaviour Management (PAL)

*Do I use the **PAL system** to support learning inside the classroom? Am I **consistently** applying it, when needed, to support learning and progress?*

*Do I **enrich** the learning experience with subject knowledge **expertise and anecdotes**? You are the expert in the classroom – so use that knowledge!*

Subject Knowledge / Study Skills

Achievement Points

*Am I awarding **achievement points** using the **Boswell Bridges**? Am I **narrating the positive**? Do I tell students why they have been awarded achievement points?*

*How is **technology** being used in my classroom? Do I use a random name generator, interactive timers, embedded videos, online platforms, animated quizzes....?*

Innovative use of Technology

Games and Quizzes

*What role does **games and quizzes** play in my subject area? How can things like Kahoot, Seneca, Wordwall, Blooket and other sites be used within my lessons?*

Engagement



D

Differentiation at The Boswells School is not providing different tasks, or bespoke resources, to different students, or expecting students to do more of the same as an extension. We follow the principle of Teaching to the Top and Scaffolding To Support. We do not differentiated objectives by flight path or must/should/could. We plan every lesson for the highest achieving student and consider the range of needs in classes. We then ensure that students have the opportunity to reach their full potential and beyond, through effective scaffolding and modelling. We consider the language, background, prior knowledge, reading fluency, attendance, SEND need, flight path and other specific needs within our planning.



Examples of effective Differentiation at The Boswells School include:

Teaching to the Top

*Which learners need to have their work **live marked** first?
Who are the priority students based on needs and data?*

*What does **excellence** and **precision** look like? What will my highest achieving student need to learn today? How can I “**lift the lid**” for all my learners?*

Live Marking

Literacy Fluency Vocabulary & Tasks

How can I support all learners to reach above and beyond? If they cannot do something, what can I do to support to get to the next step in their learning?

*How can I embed literacy strategies? How can I use word **etymology**, **guided reading** and **DEAR** time to support all the learners in my classroom?*

Scaffolding

Modelling

Do I inform the LSA about the journey of the lesson and specific areas that they can support with? Do I keep an ongoing dialogue with the LSA about student progress?

*How can I use a visualiser to aid the learning process? How can I use “**I do, you do, we do**” approach? Can I use a **WAGOLL** or a **WABOLL** to support learning?*

Effective use of LSA Support

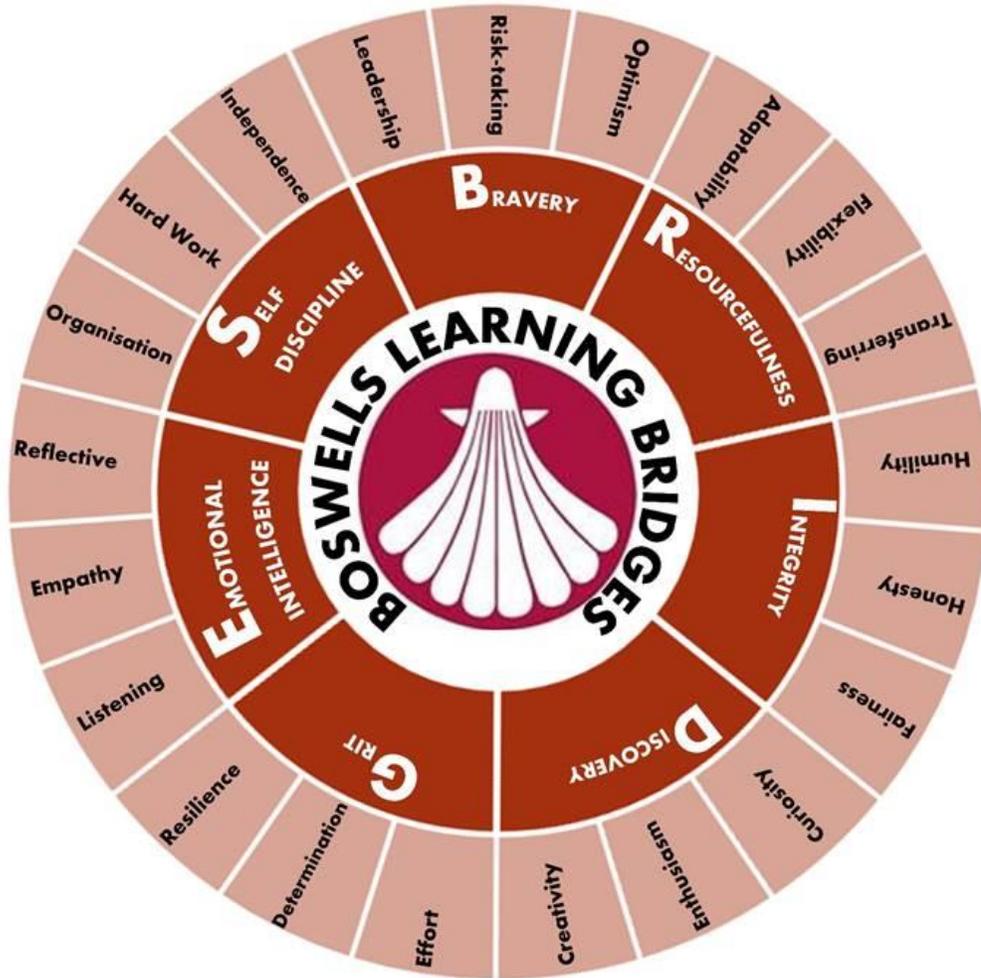
Seating Plans & Student Passports

Have I got an up to date seating plan that supports positive behaviour and meets the student needs? Do I know the key needs of my students?

Differentiation



Boswells Learning Bridges



We award students achievement points for displaying aspects of our Boswells Learning Bridges.

These are:

- Bravery
- Resourcefulness
- Integrity
- Discovery
- Grit
- Emotional Intelligent
- Self Discipline

We aim to award at least 5 in every lesson that we teach. We also aim to share with the students the reason that they have been awarded an achievement point.

