

# Life at Atlantic



in association with AUI and QISA

Atlantic Academies Trust

# No Limits: Applied Transdisciplinary Learning.



- **SKILLS GAP:**  
How do we ensure that adults meet the demands of the 21st century workplace?



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# Welcome - This is the beginning of a new journey in the way you learn.

- All learning in Year 7 will be structured around two approaches:
  - a) **APPLIED** (Trans-discipline): Learning across multiple subject disciplines.
  - b) **CORE** (Single-discipline): Learning in a single subject discipline.

**Applied Trans-discipline Learning** means: Learning between, across and beyond different subject areas, that is relevant to the real world and applied to real practical situations. The goal is to access, analyse and synthesise information and knowledge over several subject areas in order to understand the operation and issues facing the world today and in the future.



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# A time for softer skills

Dan Pink - A Whole New Mind



18<sup>th</sup> century



19<sup>th</sup> century



20<sup>th</sup> century



21<sup>st</sup> century

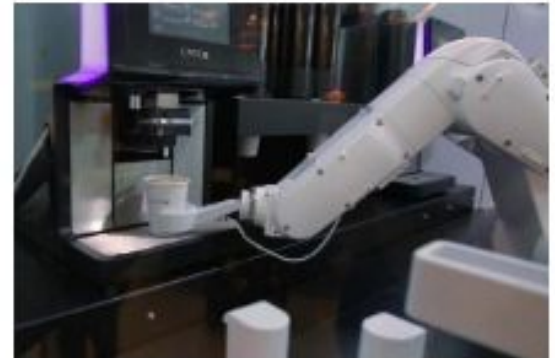
- Skills of '**high touch**' - empathy, understanding subtleties of human interaction, finding joy in one's purpose
- Skills of '**high concept**' - capacity to detect patterns and opportunities, combine different - maybe unconnected ideas together



Financial Advising: Investment advisors will be replaced by "robo-advisors" using big data to understand markets and advise.



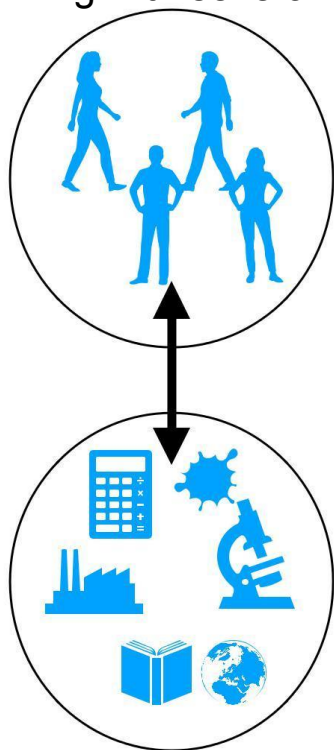
Medicine: There were only 1,000 robot-assisted surgeries performed in 2000. By 2014, that number was 570,000 — and it will continue to grow.



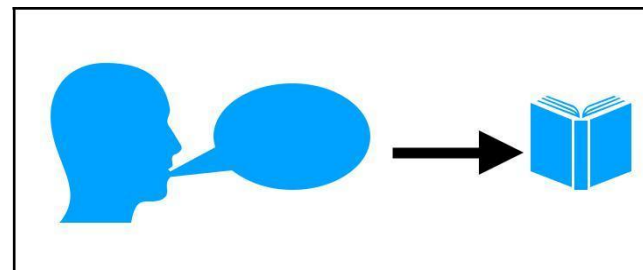
Service Industries: Robots currently can clean floors (Roomba) and serve drinks (the Robot above, Carl, is bartender in Germany). Many high-repetition tasks are on the docket.

# The NEW Year 7 Curriculum

**1. Trans-disciplinary learning** (Working across several disciplines, in teams, applying learning to the real world. Learning with several teachers planning together)



**2. Single-discipline learning** (Students learning about a single subject with one teacher.)



**Wednesday, Thursday and Friday,  
lessons 3 and 4, every week.**

**Drop down days during the PPE weeks**

## Self-Worth

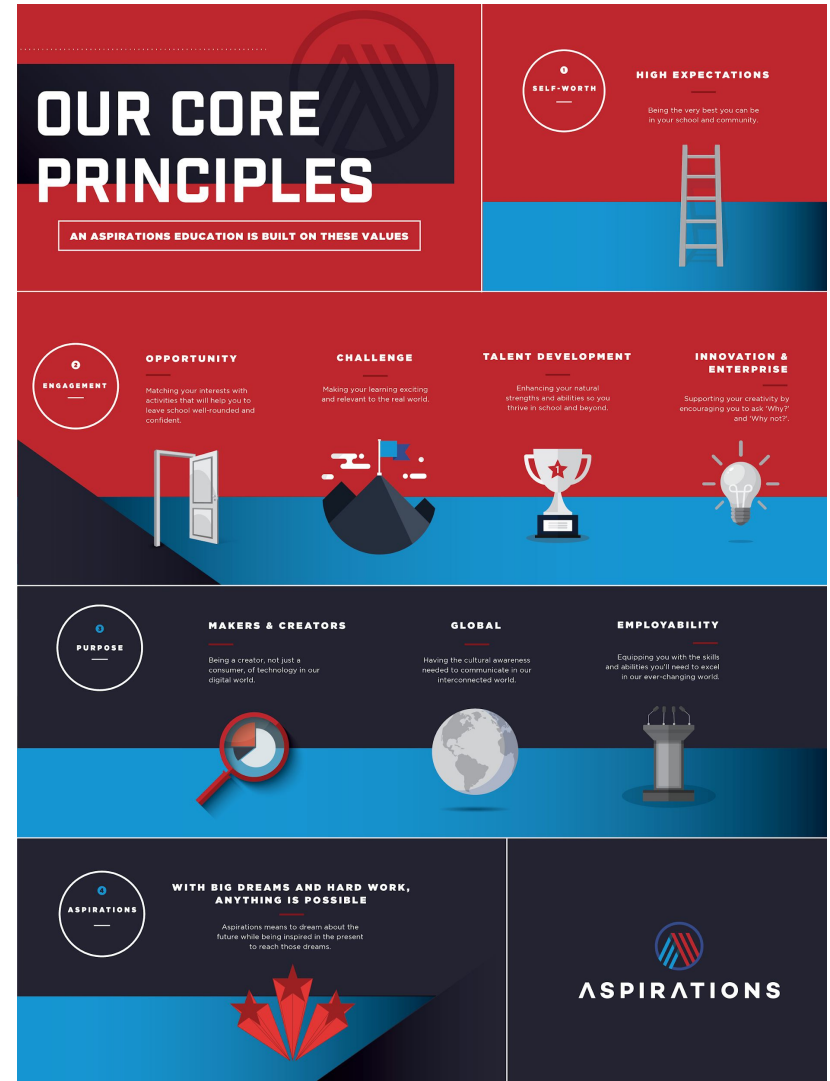
- High Expectations - Being the very best you can be in your school and community

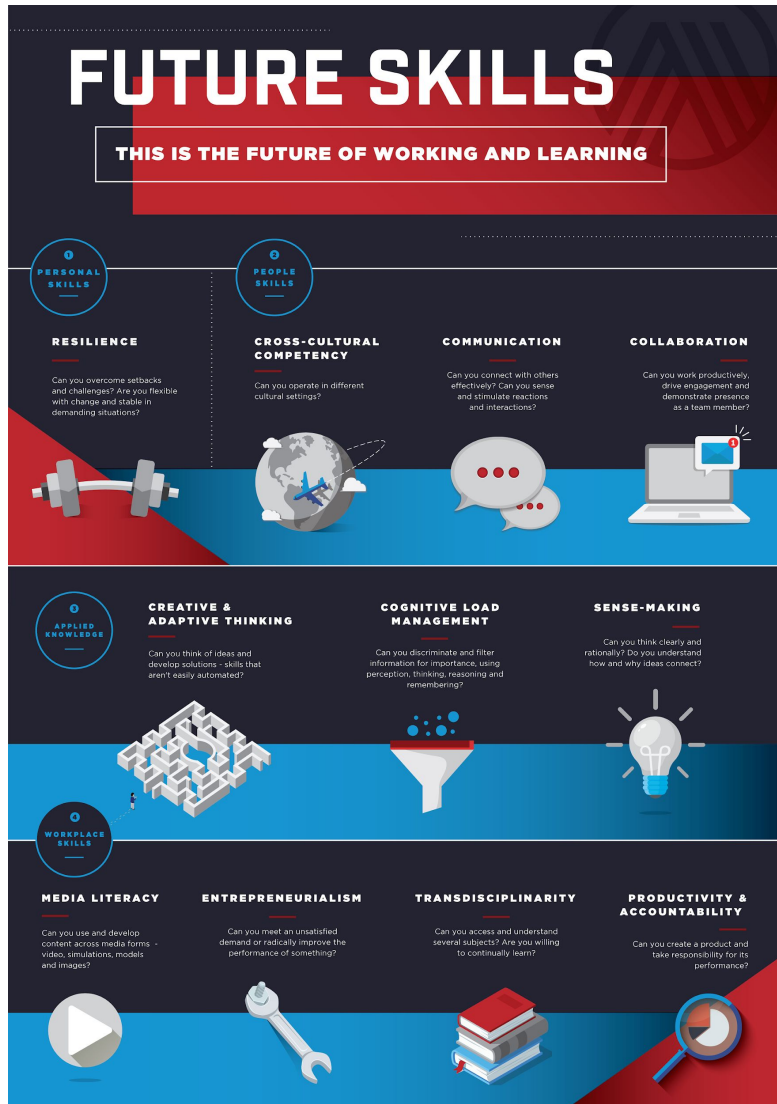
## Engagement

- Opportunity - Matching your interests with activities that will help you to leave school well-rounded and confident
- Challenge - Making your learning exciting and relevant to the real world
- Talent Development - Enhancing your natural strengths and abilities so you thrive in school and beyond
- Innovation and Enterprise - Supporting your creativity by encouraging you to ask 'Why?' and 'Why not?'

## Purpose

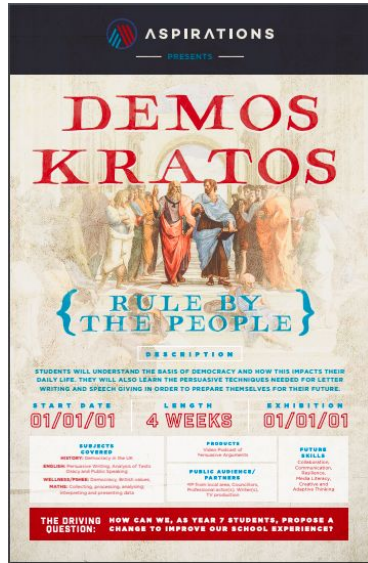
- Makers and Creators - Being a creator, not just a consumer, of technology in our digital world
- Global - Having the cultural awareness needed to communicate in our interconnected world
- Employability - Equipping you with the skills and abilities you'll need to excel in our ever-changing world





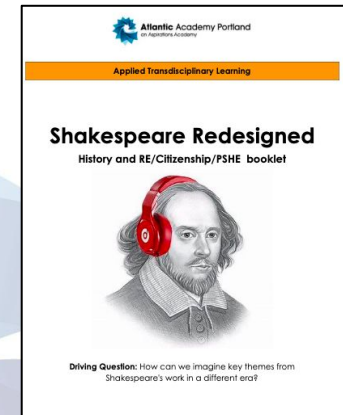
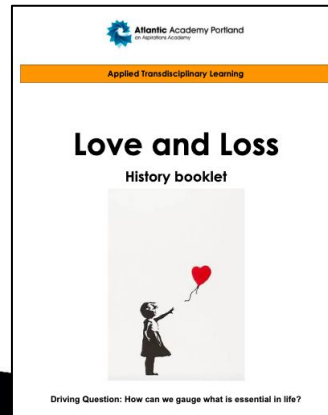
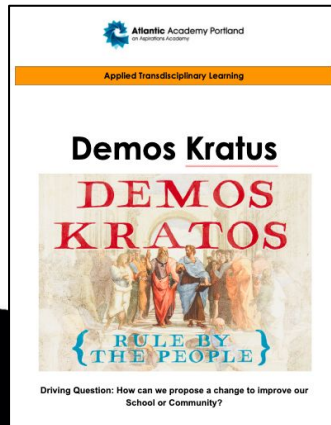
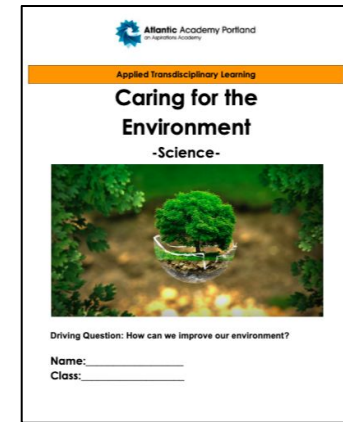
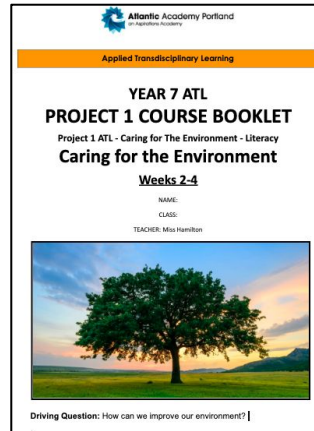
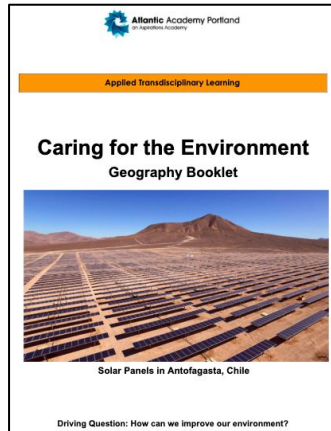
- Resilience
- Cross-cultural competency
- Communication
- Collaboration
- Creative and adaptive thinking
- Cognitive load management
- Sense-making
- Media literacy
- Entrepreneurialism
- Transdisciplinarity
- Productivity and accountability

# ATL - Assignment Overview for Year 7



Title	Driving Question for Assignment	Unit
<b>Year 7 Apprenticeship</b>		1
<b>“Caring for the Environment”</b> Geography/Science/English	How can we improve our Environment?	1
<b>“Demos Kratos (Rule By The People)”</b> History, English, PSHCE	How can we propose a change to improve our school or community?	1
<b>“Love &amp; Loss”</b> Biology, History, English	How can we gauge what is essential to life?	1
<b>“ShakespeaRe-Designed”</b> English, Design Technology/Art, History, Drama	How can we imagine key themes of Shakespeare’s work in a different era?	2
<b>“Tomorrow’s World (And The Next Day...)”</b> Physics, Computer Science, Art & Design, Maths	How have technological advances changed the life of a Year 7 student in the UK and what does the future hold?	2/3
<b>“Sporting Innovation”</b> Biology, Physical Education, Geography & History	How can students, create and design a new sport that is accepted and enjoyed throughout the world?	3

# Knowledge Rich Transdisciplinary Learning



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# High Quality Transdisciplinary Learning

- Intellectual Challenge and Accomplishment
- Authenticity
- Public Product
- Collaboration
- Project Management
- Reflection



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# The Year Apprenticeship Scheme

## What you will find out about;

- Behaviour expectations and consequences
- How to use your Knowledge Organiser
- Reporting and Assessment
- Rewards, Enrichment
- SLANT and Presentation expectations
- Maths Mastery' and expectations
- Reading, Literacy, Library and Accelerated Reader Scheme
- Vocabulary
- Careers, Community & Cultural Capital
- Stoicism/self worth/engagement and purpose



# Behaviour expectations and Consequences



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# Behaviour System

## Disruption Free Learning

**‘Order liberates, structure allows freedom and creativity’**

- The Rewards and Sanctions system is based on a accumulation of points
- This involves what happens inside and outside of the classroom
- Very clear and transparent - parents get texted.
- ‘Warm and strict’ - work hard be kind
- The system produces exceptionally high standards as we care about the long term happiness of students
- Peaceful and calm lessons and corridors
- Students work to achieve without negative peer pressure



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# Empowerment and Engagement

It is the expectation of the Academy that the behaviour of all of our students will be of a very high standard at all times. We expect students to behave in a sensible and reasonable manner both on and off the Academy site, showing respect for property, staff and each other. In practice, this means:



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- avoiding aggressive confrontations
- not indulging in bullying or harassment of any kind
- treating all people with respect
- moving around the Academy site in a sensible manner and respecting the environment
- using items of Academy equipment as intended, minimising the risk of damage or unnecessary replacement



- not eating, chewing or drinking in lesson time nor anywhere outside the Dining Hall/Agoras (unless water from a clear bottle)
- working to the best of their ability at all times
- not endangering the lives of others by interfering with Fire Prevention devices and alarms
- not bringing the Academy into disrepute by unacceptable behaviour off-site, whether in the locality, to and from home the Academy, or further afield e.g. on Academy visits



# Negative Events

Entered on Progresso as a negative student event

Minor events:



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# S.W.A.T.

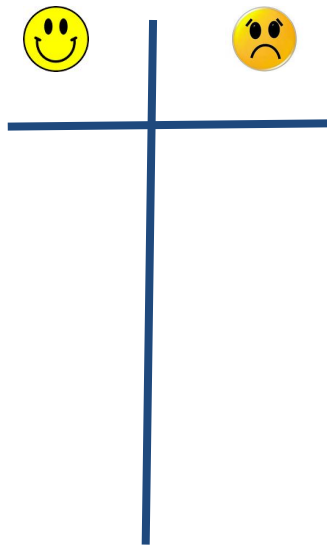
## CLASSROOM RULES

- 1 Arrive on time and in an orderly manner
- 2 On arrival, remove your coat and take out all necessary equipment, including your planner
- 3 Show respect to everybody
- 4 Speak only with your teacher's permission
- 5 Follow your teacher's instructions the first time they are given
- 6 Keep your hands, feet and other objects to yourself
- 7 Behave in a safe manner
- 8 Respect the Academy's resources and environment
- 9 Do not chew, eat or drink, unless it is water from a clear bottle
- 10 Stay in your seat



# Minor - inside classroom

Tally up on a board



## S.W.A.T.

- 1 **S**tate the rule that is being broken
- 2 **W**arn of the consequences if the rule continues to be broken
- 3 **A**pply the sanction  
Move seats  
15-minute detention & ePortal negative
- 4 **T**ransfer  
ePortal negative  
Classroom teacher contacts parent  
Subject Area Detention set



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# Minor - outside the classroom

**Teachers take action themselves** and indicate on the ready for learning card – resulting in the tutor entering a negative point on Progresso at the end of each week.

Report data will be generated each week and circulated to the Pastoral Leaders for weekly Year Team Meetings.

## **Action may also be:**

- a verbal warning
- phone call/letter home
- following day detention
- 30/60 minute detention
- Academy Leadership Team (ESLT) detention: 90 minutes (can only be issued by ESLT) - FRIDAY



READY FOR LEARNING. Name: \_\_\_\_\_

ISSUE	Monday		Tuesday		Wednesday		Thursday		Friday	
Uniform										
Jewellery/nail varnish										
Anti-social inc shouting, pushing, running etc										
Eating/drinking in a corridor										
Leaving litter in the restaurant										
Dropping litter										

READY FOR LEARNING. Name: \_\_\_\_\_

PRAISE	Monday		Tuesday		Wednesday		Thursday		Friday	
Helping out when asked										
Helping out without being asked										
Being polite										
Showing empathy with others										
Picking up litter										
Other act of respect										



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# Major Offences

A major incident would be classed as being:

- An unprovoked assault on a student and/or member of staff
- Criminal damage to personal and/or school property
- Intimidation of a member of staff or student
- Defiant or continued refusal to follow a reasonable instruction
- Any criminal act, including drug abuse, extortion, malicious use of social media to cause hurt, harass or threaten an individual, sending or receiving pornographic images or bringing a knife or any other object with the intention to cause harm into the academy.
- Persistent disruptive behaviour and noncompliance of academy expectations
- Persistent bullying

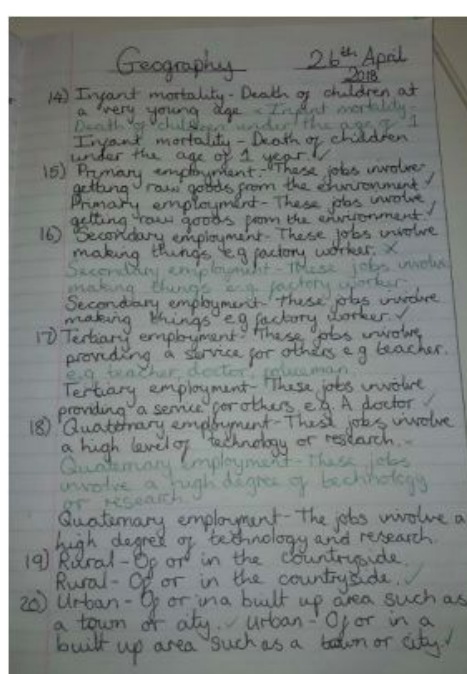


Neutral on Progresso	Secondary Sanction	Action
Late	15 min same day detention	
No H/W x 1	30 mins same day det	Enter on Progresso as Neutral by 9.00am  Text sent to Parents confirming date of detention
No H/W x 2	60 mins same day det	
SWAT Removal	1 <sup>st</sup> 30 mins detention 2 <sup>nd</sup> 60 mins 5 <sup>th</sup> 90 mins (SLT Friday detention) 10 <sup>th</sup> Faculty x 1 day in ABE 15 <sup>th</sup> SRC 2 days 20 <sup>th</sup> Fixed Term Exclusion. SWAT count reset on return to Academy NB: If more than 2 SWAT removals in a day then 90 mins (SLT Friday detention)	
Knowledge Quiz underperformance	Neutral entry on Progresso for reference	Parental support to performance in end of unit quiz.
Phone out in school	Phone confiscated and reception calls parent to collect	Parental support to collect phone
Non attendance to Detention	Detention reset and moved to next level Continued non attendance will be treated as persistent defiance and will lead to referral to ABE or exclusion	

Negative on Progresso	Secondary Sanction	Action
RFL Card	1 point per negative signature on RFL card, entered each Friday	Entered as RFL negative on Progresso
SWAT 1st Warning	1 negative SWAT Warning, entered on Progresso, not if moved to SWAT removal	
<b>Thresholds: Accumulation of Negative Points and/or SWAT Removals during the 12 week Unit</b>		
<b>10</b>	30 minutes detention each Tuesday, cut off 9.00am Monday	Entered as a neutral on Progresso and text sent home Green monitoring report to tutor x 2 weeks
<b>20</b>	60 minute detention Thursdays, cut off 9.00am Wednesday	Parents to contact Pastoral Lead to make appointment to see Tutor.  Amber monitoring report to Subject Co-ordinator x 2 weeks Entered as a neutral on Progresso and text sent home
<b>30</b>	90 minute SLT Friday, cut off 9.00am Thursday	Parents to contact Pastoral Lead to make appointment to see Subject Co-ordinator.  Red monitoring report to FD x 2 weeks Entered as a neutral on Progresso and text sent home
<b>40</b>	1 day Faculty Based Isolation	Parent meeting  IIP– Individual Intervention Programme 4/8weeks Entered as a neutral on Progresso and parent phoned



Week 1:		RAG
1. Knowledge Organiser	A collection of knowledge which your teacher has selected as 'essential'.	
2. Unit of Work	We have three 12 week units of work and one 3 week unit of work (39 weeks).	
3. The best ways to learn information	Regular retrieval, revisiting, self quizzing and charting.	
4. Memory	Short term - processing and long term - storage.	
5. Self Quizzing technique	Look, write, cover, check. Learning is a process. Green pen is vital. No wasted space.	
6. Self quizzing	Self-quizzing is a skill; the more you practice, the easier you will find it.	
7. PPE	Pre Public Examinations take place during week 11 and 12 of each of the 3 units.	
8. SLANT	S = Sit up straight, L = Listen, A = Ask and answer questions, N = Never interrupt, T = Track the teacher.	
9. SWAT	State the rule that is being broken, Warn of the consequences, Apply the sanction, Transfer.	
10. Enrichment	Free activities to do after school.	
Week 2:		
11. Fossil Fuel	Sources of energy obtained by burning organic matter that is millions of years old.	
12. Climate change	The change in the planet's weather due to the human use of fossil fuels, which releases carbon dioxide and other greenhouse gases into the air.	
13. Map	A diagrammatic representation of an area of land.	
14. Cells	The building blocks of life – the smallest unit.	
15. Map Scale	The relationship between the distance on a map and the corresponding distance in real life.	
16. Grid square	Ordnance survey maps are made up of squares of blue lines, each representing 1 square kilometre.	
17. Four and six figure grid reference	Shows a place on a map to the nearest square kilometre, and the nearest 100 square metres.	
18. Ecosystem	Interaction of a community of living organisms with non-living parts of their environment.	
19. Map symbol and key	Using a symbol to represent something on a map, and shows the meaning of map symbols.	
20. Habitat	The area in which an organism lives.	
Week 3:		
21. Population	The total number of organisms of one species in an ecosystem.	
22. Waste management	The collection, removal, processing, and disposal of materials considered waste.	
23. Quadrat	A rectangular plot of land used for sampling.	
24. Food chain	The food chain is a series of living things which are linked to each other because each thing feeds on the one next to it in the series.	
25. Macro habitat	A large habitat, that contains multiple environments and multiple types of organism.	



# Homework

1 x 30 minute KO Practice

1 x 30 mins reading/maths

KO - weekly quiz in lesson

X 6 per week (6 hrs total)

**We believe this is critical for learning,  
mastery approach - deliberate practice.**

Homework is checked each morning by tutors. If homework is not completed or is not up to the required standard then students are set a same day 30 minute detention.



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# Knowledge Organisers and your practise book.



# What is a Knowledge Organiser?

- A collection of knowledge which your teacher has selected as 'essential'.
- This knowledge has been broken down into small, manageable 'segments'.
- The foundations.

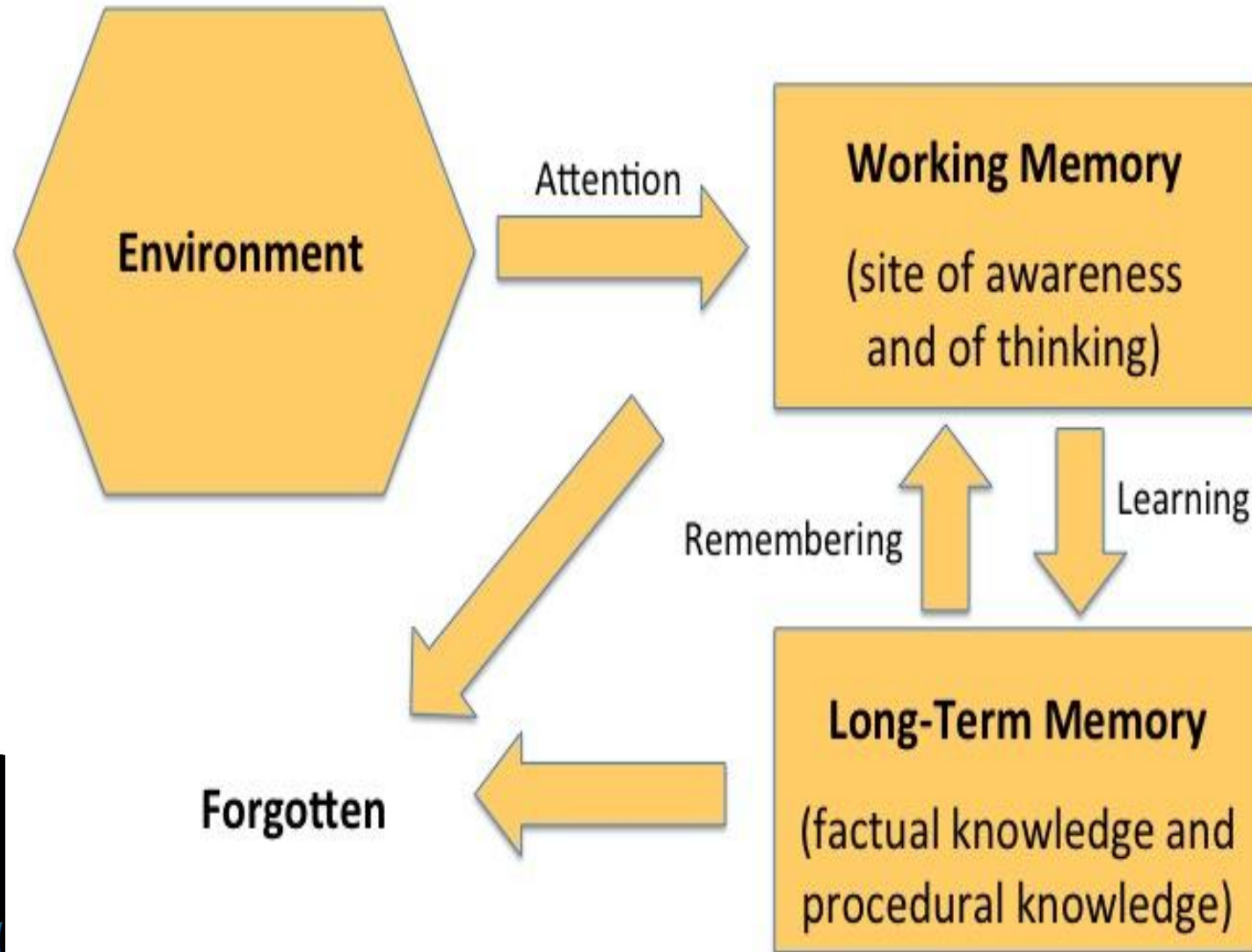


# Why is the KO important?

- Gives you clarity.
- Once the pieces of information on the KO have been learnt, classwork will become easier as you will be able to understand and access more knowledge.
- Informs homework tasks.
- Because of the way our memory works.



# Memory



# The best ways to learn information...

- Involve regularly using your memory to 'retrieve' information (self-quizzing, testing).
- Involve focusing on meaning when learning new information.
- Involve frequently revisiting the same information over a period of time.
- Involve saying information out loud (self-quizzing, peer-quizzing, chanting).

# Knowledge Organisers at Atlantic

- Are divided into weekly sections.
- Each week, students spend 30 mins learning the section of information (homework). In addition to this, they spend dedicated time in class frequently revisiting the same information (Do Now activities, for example). Combined, this helps students to learn the information. **Learning is a process, do not worry if you feel like you do not know the information off by heart after one 30 min homework slot!**

# Self-Quizzing at Atlantic

- Look, say, write, cover, check - Unit 1.
- Purple pen is vital!
- No wasted space - 1 full page.
- Presentation is important.

