

# Year 7 Apprenticeship

**Lesson 5 and 6:** Recap on behaviour expectations, consequences. SLANT, Teaching and Learning Techniques, Rewards, Enrichment.

- Learn about Careers and preparing for the future, Reporting and Assessment, Stoicism and Characterr.

What you will find out about;

- Recap on behaviour expectations and consequences
- Recap on, 'How to use your Knowledge Organiser'
- Rewards, SLANT and Enrichment
- Reporting and Assessment
- Careers, Community & Cultural Capital
- Stoicism/self worth/engagement and purpose

# Year 7 Apprenticeship

Do now:

	A collection of knowledge which your teacher has selected as 'essential'.
	We have three 12 week units of work and one 3 week unit of work (39 weeks).
	Regular retrieval, revisiting, self quizzing and chanting.
	Short term - processing and long term - storage.
	Look, write, cover, check. Learning is a process. Green pen is vital. No wasted space.
	Self-quizzing is a skill; the more you practice, the easier you will find it.
	Pre Public Examinations take place during week 11 and 12 of each of the 3 units.
	S = Sit up straight, L = Listen, A = Ask and answer questions, N = Never interrupt, T = Track the teacher.
	State the rule that is being broken, Warn of the consequences, Apply the sanction, Transfer.
	Free activities to do after school.



# Year 7 Apprenticeship

## Do Now Answers:

<b>Knowledge Organiser</b>	A collection of knowledge which your teacher has selected as 'essential'.
<b>Unit of Work</b>	We have three 12 week units of work and one 3 week unit of work (39 weeks).
<b>The best ways to learn information</b>	Regular retrieval, revisiting, self quizzing and chanting.
<b>Memory</b>	Short term - processing and long term - storage.
<b>Self Quizzing technique</b>	Look, write, cover, check. Learning is a process. Green pen is vital. No wasted space.
<b>Self quizzing</b>	Self-quizzing is a skill; the more you practice, the easier you will find it.
<b>PPE</b>	Pre Public Examinations take place during week 11 and 12 of each of the 3 units.
<b>SLANT</b>	S = Sit up straight, L = Listen, A = Ask and answer questions, N = Never interrupt, T = Track the teacher.
<b>SWAT</b>	State the rule that is being broken, Warn of the consequences, Apply the sanction, Transfer.
<b>Enrichment</b>	Free activities to do after school.



# Year 7 Apprenticeship

## Big Picture

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



# Year 7 Apprenticeship

Grade	Assessment Objectives	Outcome	Key Words
...worth the most marks!			
...worth even more marks...			
...worth more marks...			
Worth a few marks			

# Behaviour: SWAT - Classroom Rules

- 1 Arrive on time and in an orderly manner
- 2 On arrival, remove your coat and take out all necessary equipment
- 3 Show respect to everyone
- 4 Speak only with your teacher's permission
- 5 Follow your teacher's instruction 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



# Year 7 Apprenticeship

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
No H/W x 2	60 mins same day det	Text sent to Parents confirming date of detention
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	



# In Class: Swat Removals

you  
deserve  
disruption-free  
learning  
every minute  
of  
every lesson

Do Now

Big Picture

What you remember

New Knowledge

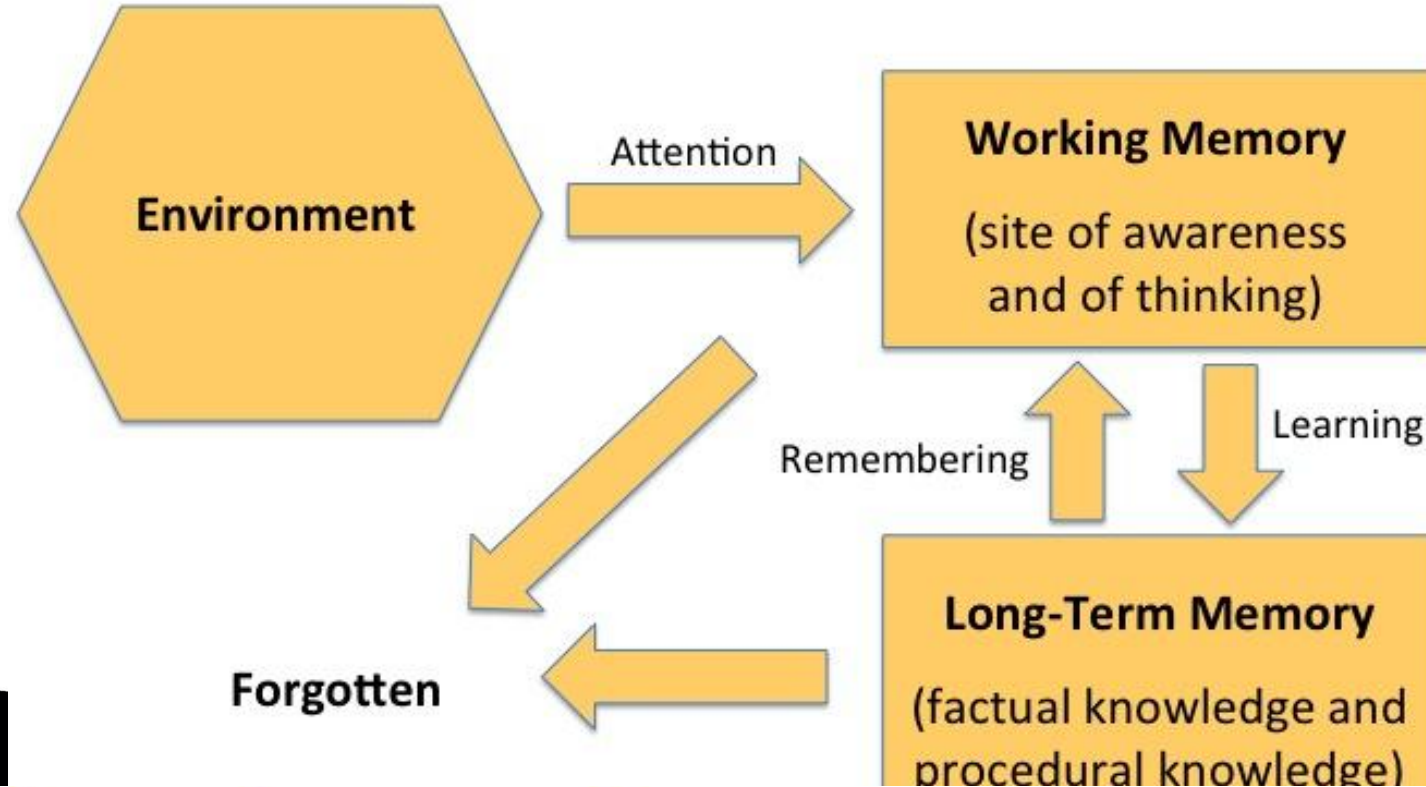
Silent Writing

Assess

Exit Ticket



# Memory



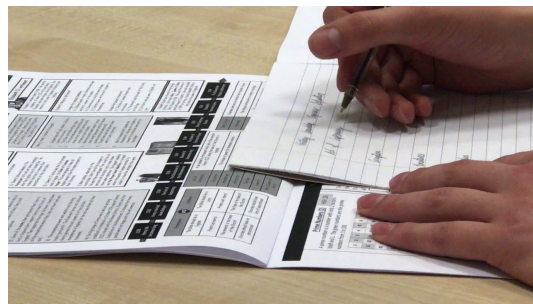
# Knowledge Organisers at Atlantic

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



# Ready for Learning

# SLANT

**Sit up straight**  
**Listen**  
**Ask and answer questions**  
**Never interrupt**  
**Track the speaker**

Do Now

Big Picture

What you remember

New Knowledge

Silent Writing

Assess

Exit Ticket



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Simple STEPS to future success

- ✓ Saying **SIR** or **MISS**
- ✓ Saying **THANK YOU**
- ✓ Saying **EXCUSE ME**
- ✓ Saying **PLEASE**
- ✓ **SMILING**



# Routines in the Classroom

Simple steps for success

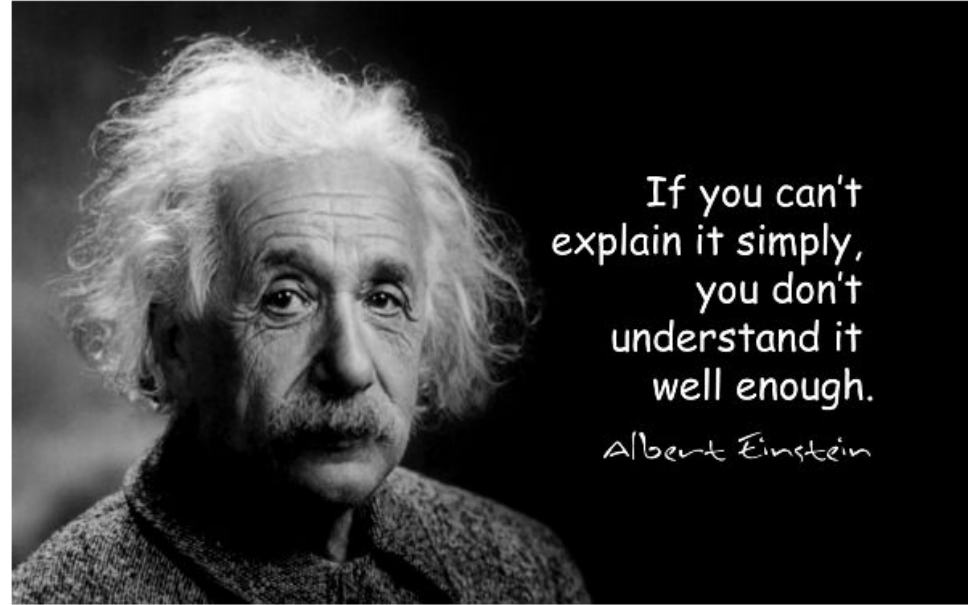
No wasted time - Do now (testing)

1,2,3.....Tracking me

Questioning

No opt outs

Stretch it



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# Rewards

## Students can earn rewards by working hard

- Being awarded a Golden Ticket in each lesson
- Gaining a signature on their 'Ready for Learning Card'
- Being awarded Faculty points
- Being sent a Faculty postcard
- Making significant progress in the Accelerated Reading Scheme
- Having outstanding performance in Times Tables tests
- Representing the Academy in a sporting activity and gaining Sports Colours
- Receiving an end of Unit 'Top Student Certificate' and prize
- Gaining no negative points and being a 'Zero Hero'
- Being recommended for a Faculty Director's Award
- Achieving a 100% Attendance Award
- Being awarded a Principal's Commendation Award
- Achieving a Bronze, Silver, or Gold positive point badge and certificate



Do Now

Big Picture

What you remember

New Knowledge

Silent Writing

Assess

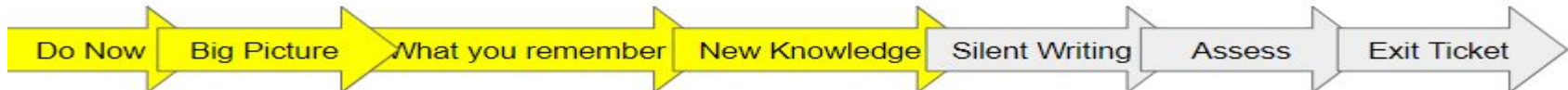
Exit Ticket



## Enrichment Opportunities



EMPOWERING  
ENRICHMENT





# Wipe board activities



- List 5 small steps every student can take to help them be successful in class.
- How will teachers help you stop forgetting the knowledge you have gained?
- What should you do when you hear, '1,2,3...tracking me'?
- What is enrichment? When is it? How do you choose an activity?
- When should students put their hands up in class?
- List 10 different ways you can be rewarded at the Academy.



# ***JOBS OF THE FUTURE***

By 2025 we'll lose over five million jobs to automation. That means that future jobs will look vastly different to the jobs of today. Knowledge creation and innovation will be key to success in the jobs market of the near future.



One in five existing jobs in Britain will be threatened by 2030 as a result of automation. This amounts to 3.6m jobs in total, according to a new report from think tank Centre for Cities.






Workers of the future will spend more time on activities that machines are less capable of, such as managing people, applying expertise, and communicating with others. The skills and capabilities required will require more social and emotional skills and more advanced cognitive capabilities, such as logical reasoning and creativity.


# What jobs will exist in 2030?

## ***Didn't Exist in 2006***


IPHONE 

IPAD 


KINDLE 

4G 

LYFT 


ANDROID 

WHATSAPP 

AIRBNB 

OCULUS 

SPOTIFY 

NEST 

BITCOIN 

BLOCKCHAIN 

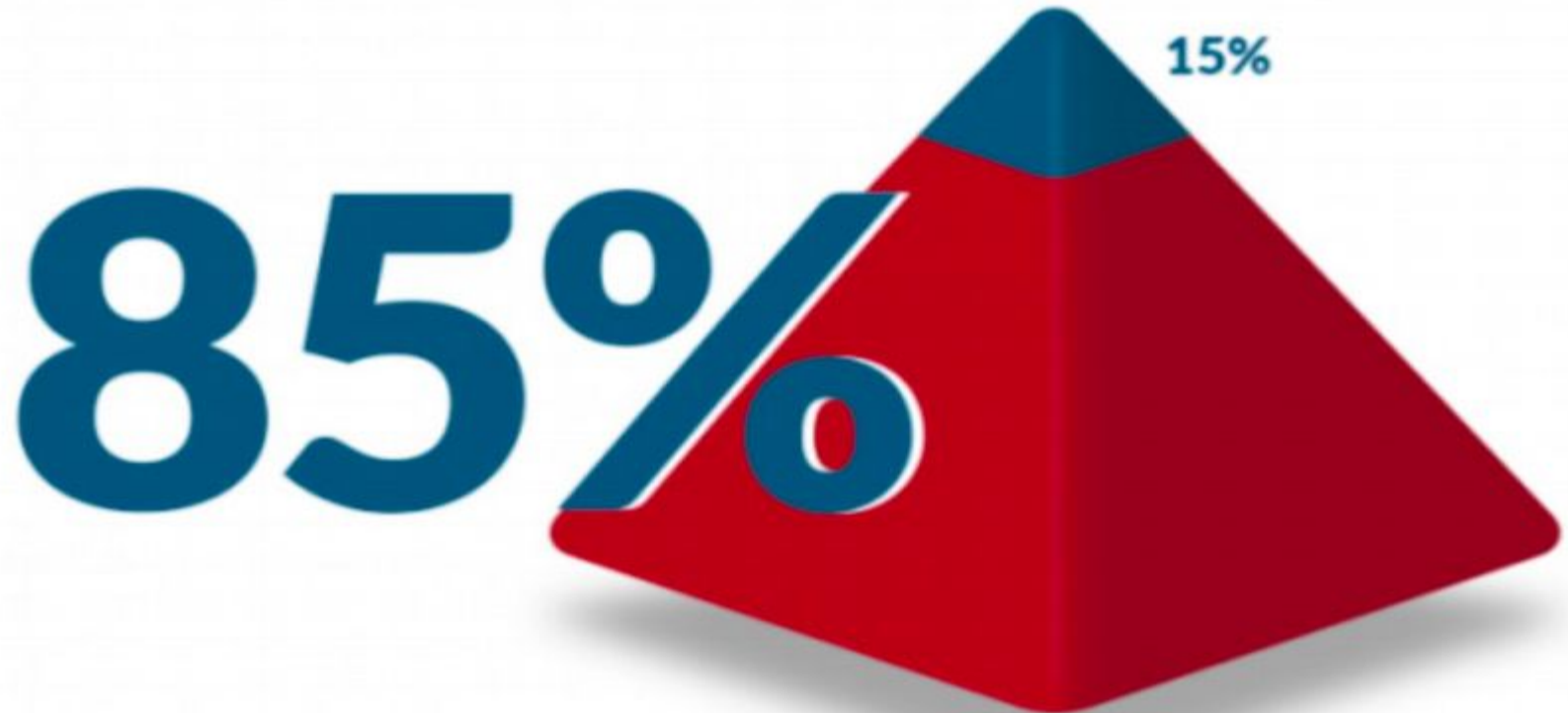
SQUARE 

INSTAGRAM 

SNAPCHAT 

- A recent report claims that 85 per cent of the jobs that will be available in 2030 have not even been invented yet.
- Flexibility, skills that can be transferable to other roles and a willingness to change career will be important in the future job market.

Research conducted by Harvard University,  
the Carnegie Foundation and Stanford Research Center, has all concluded that  
**85% of job success comes from having well-developed soft skills and people skills,**  
and only 15% of job success comes from technical skills and knowledge (hard skills).





# Soft skills are:

*In the UK, the 'Backing Soft Skills Campaign' summarised that the UK is not investing enough in soft-skills and by 2020, more than half a million UK workers will be significantly held back by a lack of soft-skills.*

Communication and interpersonal skills



Time- and self-management



Teamwork



Taking responsibility



Decision-making and initiative-taking



REFLECTIVE

INDEPENDENT

TEAM

CREATIVE

Skills you need *now* to get  
the Jobs of the *future*

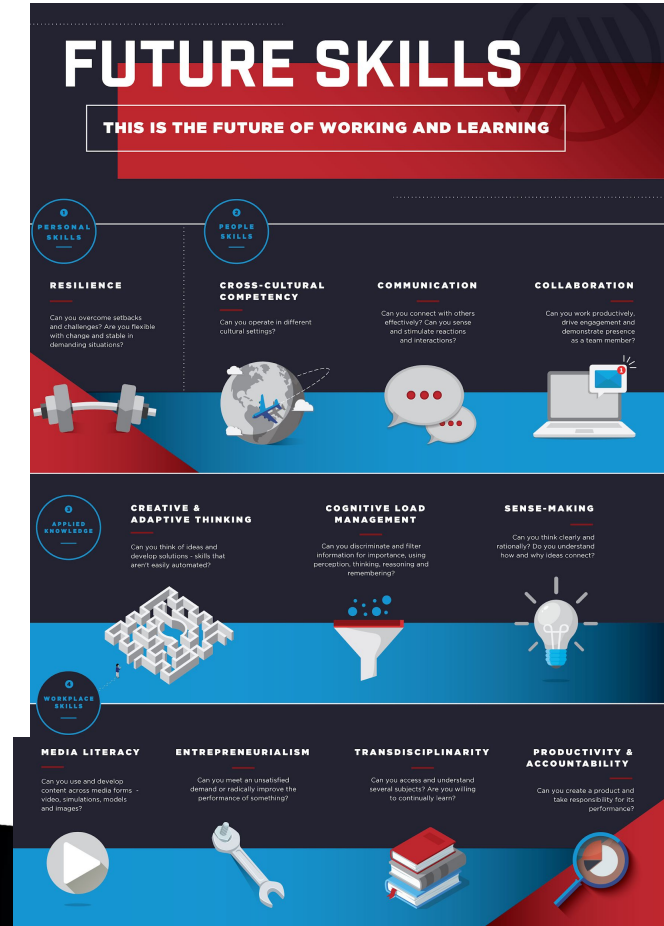


# Vision

Preparing every child to confidently navigate the rapidly changing landscape and equip them with the skills needed.



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# No Limits: Applied Transdisciplinary Learning.

Now you can see why ATL is so important.



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

Do Now

Big Picture

What you remember

New Knowledge

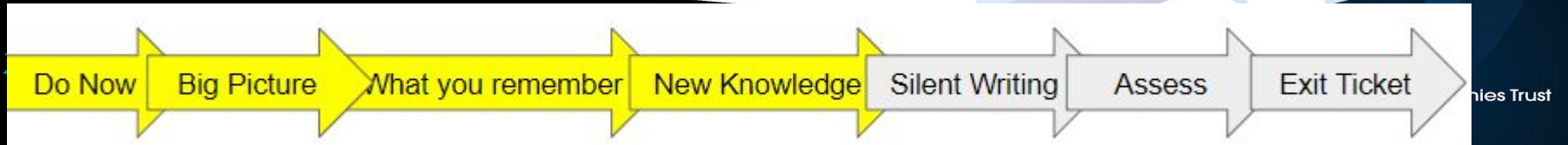
Silent Writing

Assess

Exit Ticket

es Trust

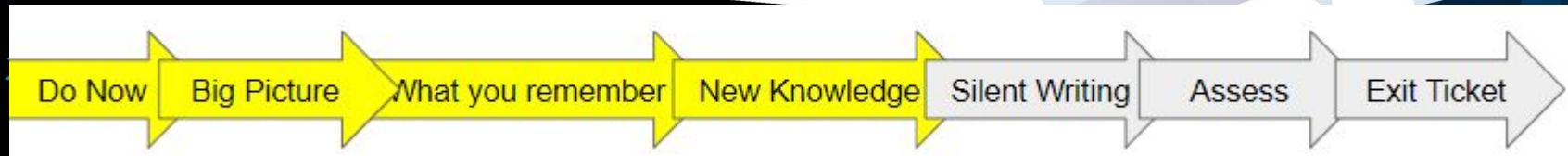
# Assessment and Reporting



# Units of Work

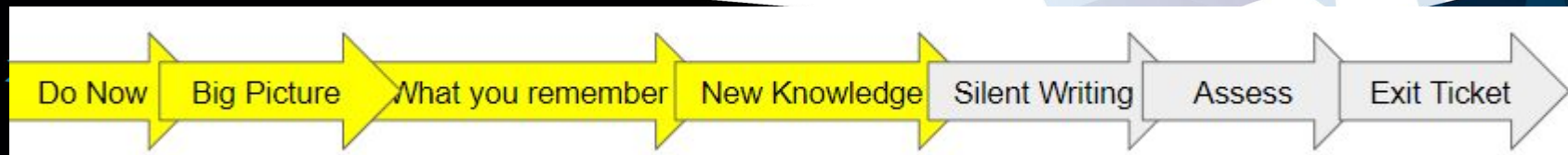
We have three 12 week units of work and one 3 week unit of work (39 weeks).

Weeks 11 and 12, of each of the three units will incorporate assessments, presentation, celebrations, performances, exhibitions, PSHE etc.



Week 1-4	10 Question Knowledge organiser quiz in most lessons
Week 5	50 Question Knowledge organiser quiz in most lessons
Week 6-9	10 Question Knowledge organiser quiz in most lessons
Week 10	10 Question Knowledge organiser quiz in most lessons, revision homework only.
Week 11	Assessment week: 100 Question KO test in most lessons, PPEs (Pre Public Exam), revision homework only, performances, exhibitions, celebrations
Week 12	Assessment week: 100 Question KO test in most lessons, PPEs (Pre Public Exam), revision homework only, performances, exhibitions, celebrations

- \* There will also be class tests periodically during weeks 1-10
- \* Ranking assemblies and new sets will be 2 weeks after the PPEs



# No More Grades

## Grading the New GCSEs in 2017

Ofqual

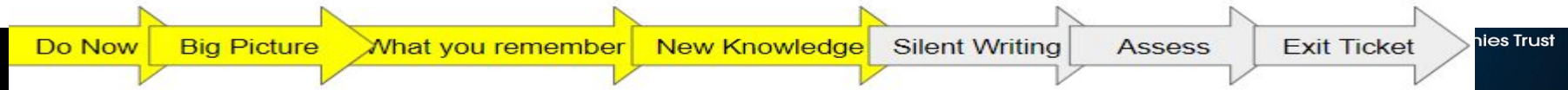
NEW GCSE GRADING STRUCTURE									
9	8	7	6	5	4	3	2	1	U
<div><div>4 = C and above and above</div><div><ul style="list-style-type: none"><li>■ Broadly the same proportion of students will achieve a grade 4 and above as currently achieve a grade C and above.</li><li>■ Broadly the same proportion of students will achieve a grade 7 and above as achieve an A and above.</li><li>■ The bottom of grade 1 will be aligned with the bottom of grade G.</li></ul></div></div>									
CURRENT GCSE GRADING STRUCTURE									
A*	A	B	C	D	E	F	G	U	



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# PPE Assessments

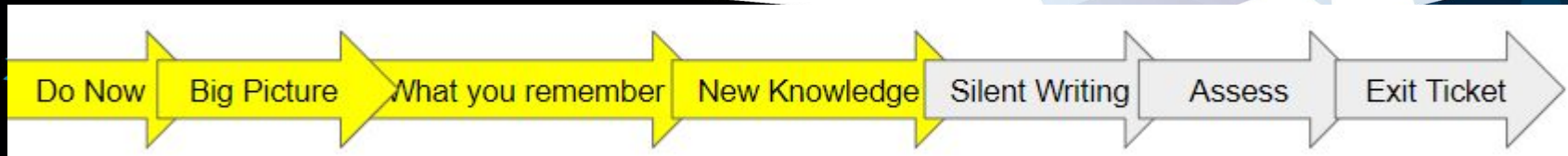
- Pre Public Examinations (PPE) take place during week 11 and 12 of each of the 3 units
- ALL subjects are assessed
- Year 11 (all) and some Year 9 and 10 are examined in the Main Exams Area
- Students will receive a PPE timetable for the week
- Cumulative: Unit 2 exams contain content from Unit 1 and 2, Unit 3 exams contain content from Units 1, 2 and 3
- Results, all subjects marks included, used to set students, taught in same group for all subjects A,S,P, I etc



# Knowledge Organiser

## Assessments

- Weekly 10 question knowledge organiser quizzes
- Week 5 there is a 50 question knowledge organiser test
- During assessment week there are knowledge organiser assessments - 100 question tests for each subject - Eng, Maths, Sci, Geo, Hist and MFL





# Reports

Reports will be sent home after each set of PPE exams. These will include:

- PPE grade
- Current grade
- Knowledge Organiser score
- Average Knowledge Organiser score for the entire year group.
- Presentation score
- Year group 'rank' for attainment and progress

# Setting and Ranking

- Students are put into sets based on their attainment.
  - 7A = Highest Attainment
  - 7S
  - 7P
- After PPEs students are ranked based on their attainment from all of their PPEs and their set is based on their ranking.
- All students are taught the same curriculum, some lessons have more scaffolding provided to help students achieve
- Students are praised for the progress they've made, no matter their starting position

# Wipe board activities



Explain what will affect the types of jobs there are in the future.

List 9 future skills that you will develop at the Academy.

How many 12 week units of work are there?

What does PPE stand for?

What weeks do students sit exams in during the 12 week units?

What are the three different types of Knowledge Organiser test?

List 10 different ways you can be rewarded at the Academy.



# Behaviour for Character

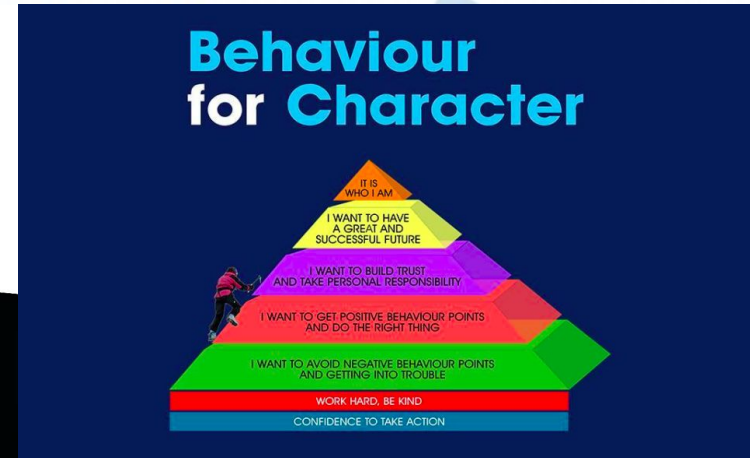


# It should be simply who we are

- At Atlantic we create an environment where all of our students can excel and advance themselves in every way. The goal is that all students reach the top of the pyramid where excellent learning and excellent behaviour are second nature, not something that one has to work at constantly, **it should be simply who we are.**
- This is a state of mind that we want all our students to aspire to, attain and sustain, not just at school, but for the rest of their lives.

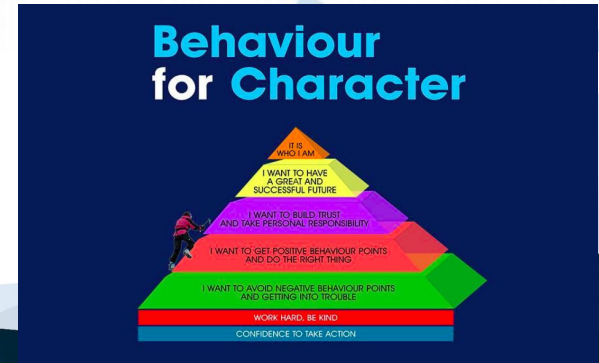


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# The basic expectation...

- ...is that all students will be at base camp at least, and most of you will be well underway on the journey to the top of the pyramid.
- Our job is to create the environment where students have the confidence to take action and climb, through working hard and being kind, through the stages, to the top of the pyramid. The top is the ultimate goal for all.
- **'It is who we are, a state of mind, a characteristic, which prevails throughout our very being, now and for the rest of our lives'.**





# Character...

The particular combination of qualities in a person that makes them different from others

Are you kind?  
Are you loyal?  
Are you determined?  
Are you hard working?  
Are you able to follow instructions?  
Are you outgoing?  
Are you funny?  
Are you adventurous?  
Are you patient?

“**Ability** may get you  
to the top,  
but it takes **character**  
to keep you there.”

– John Wooden



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# Good character . . .

- Attracts the trust and respect of other people.
- Allows you to influence others.
- Changes your perspective about failure.
- Sustains you through difficult times or opposition.
- Improves your self-esteem, self-respect, and confidence.
- Creates a foundation for happy, healthy relationships.
- Helps you stay committed to your values and goals.
- Improves your chances of success in work and other endeavors.





# Stoicism

Stoicism is a way to approach life and was founded by a Greek thinker named Zeno of Citium in the early 3rd century BC.

People who practice stoicism, known as stoics, believe that many things, both good and bad, that happen in our lives are out of our control. Stoics believe that we should not worry about these events outside of our control, and instead we should focus on how we respond to them.



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# Staying stoical at Atlantic Academy

Sometimes we are not aware of our behaviour and how we are perceived and often think we have been wronged for no reason . The situation feels out of our control. HOw we respond to this is within in our control and can either escalate or diffuse a situation :

- Asked for you R4L card for talking in line up...stay stoical!
- Given a SWAT warning ...stay stoical!
- In detention ... stay stoical!
- Before, in and after exams ... stay stoical!
- When ill or struggling... stay stoical!
- At sport ... stay stoical!
- Even at home... stay stoical!

“We are what we repeatedly do.  
Excellence, therefore,  
is not an act but a habit.”

-Aristotle

The best way to control most situations is to be prepared, have good habits and routines; accept what you can not control and try to make sure it does not happen again.



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# Grit and perseverance at Atlantic

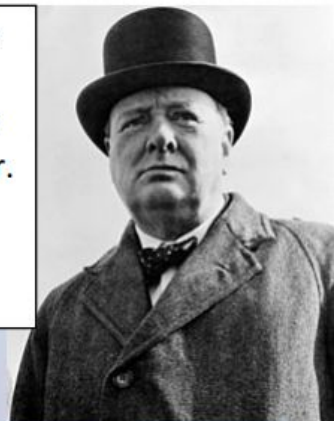
At Atlantic Academy, we believe that talent is only a very small part of what makes you succeed. What's much more important is your **GRIT**. You will need to practice your work over and over again to make it stick. We use knowledge organisers and self-testing to help you to do this.

There will be times when you will be tempted to stop, not bother and try something easier. However, by practicing your *stoicism* and *resilience* you will be able to overpower these feelings and **persevere** to achieve.

Mozart started playing the piano at the age of 1. His father Leopold was a world-class and pioneering world piano teacher. By the age of 6 he had practiced 3,500 hours. Which is an astronomical amount of practice. If you were to look at the development of young Mozart's piano playing - it didn't rapidly escalate. It was a slow, steady, gradual learning of excellence. Lots of baby steps and practice.



Winston Churchill, who has made some of the most famous speeches of all time to thousands of people, was born with a stutter. He used to practice every speech he made for hours on end even when he was very experienced.



Do you think these men always wanted to practice? What made them continue?



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# "If" by Rudyard Kipling

If you can dream - and not make dreams your master;  
If you can think - and not make thoughts your aim;  
If you can meet with Triumph and Disaster  
And treat those two impostors just the same;  
If you can bear to hear the truth you've spoken  
Twisted by knaves to make a trap for fools,  
Or watch the things you gave your life to, broken,  
And stoop and build 'em up with worn-out tools:

If you can make one heap of all your winnings  
And risk it on one turn of pitch-and-toss,  
And lose, and start again at your beginnings  
And never breathe a word about your loss;  
If you can force your heart and nerve and sinew  
To serve your turn long after they are gone,  
And so hold on when there is nothing in you  
Except the Will which says to them: 'Hold on!'

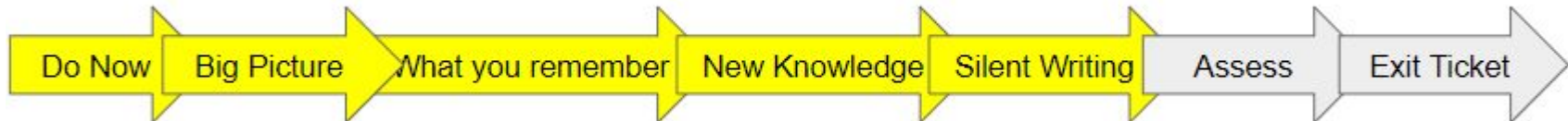


**Atlas**  
an Aspiration

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# Year 7 Apprenticeship

**20:00**





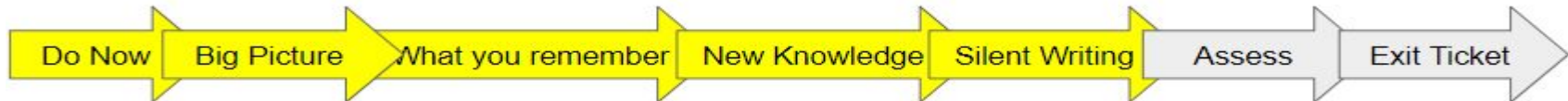




# Year 7 Apprenticeship

15:00

1/40



# Year 7 Apprenticeship

## Exit Ticket

