Maiden Erlegh Trust

CONTINUOUS IMPROVEMENT STRATEGY

MAIDEN ERLEGH
TRUST

Including local arrangements in annexes for:

Maiden Erlegh School

Initial approval:	June 2021
Review frequency:	Annual
Date(s) reviewed:	June 2021

Contents

STRATEGY OBJECTIVE

The main objectives of the Continuous Improvement Strategy (**Figure 1**) are to:

- develop confident and highly effective leaders, teachers, teaching assistants, cover supervisors, learners and governors;
- ensure the Quality of Education is highly effective for every child whatever their ability or needs – and whatever the subject, the year group or the time of year.

We believe that where there is a "joined up", rigorous and collaborative process linking the evaluation of standards, professional development, support & challenge and school improvement, then both learners and staff benefit.

1. IMPROVEMENT PLANNING

Figure 1: Continuous Improvement Strategy

TRUST STRATEGIC OBJECTIVES (SO)	SCHOOL OBJECTIVES	DEPARTMENT/SUBJECT or KEY STAGE/PHASE OBJECTIVES
• See Trust website • Forms the basis of the TSTRAT and TSEF.	• Each school has school specific objectives based on the Ofsted categories (see below). • Forms the basis of the SIP and SEF.	• Each department/subject or Key Stage/phase have their own specific objectives. • Forms the basis of the department/subject or key stage/phase plan.
TRUST STRATEGIC PLAN (TSTRAT)	**SCHOOL IMPROVEMENT PLAN (SIP)**	**DEPARTMENT/SUBJECT or KEY STAGE/PHASE PLAN**
• Written by the CEO and agreed by the Trustees. • Strategic development over 3 years. • Progress towards success criteria reviewing impact termly. • Trustees hold CEO to account for progress.	• Written by the Headteacher and agreed by the LAB and the Trustees. • Strategic development over 1 year using the TSTRAT and the identified needs of the school. • Progress towards success criteria reviewing impact termly. • LAB and Trust hold Headteacher to account for progress.	• Written by middle leader and agreed by Line Manager. • Strategic development over 1 year using the SIP. • Progress towards success criteria reviewing impact termly. • Headteachers hold middle leaders to account for progress.
TRUST SELF EVALUATION (TSEF)	**SCHOOL SELF EVALUATION (SEF)**	**DEPARTMENT/SUBJECT or KEY STAGE/PHASE REVIEW**
• Written by CEO. • School Improvement Team provide impact evidence for TSEF in line with the Strategic Objectives. • Progress reviewed termly. • Trustees hold CEO to account for impact and evidence-base.	• Written by Headteacher • Senior leaders provide impact evidence and discuss holistic judgements. • Half-termly reviews and evidence published to School Improvement Team and Trustees. • Impact reviewed half-termly and submitted to CEO. • LAB holds Headteacher to account for impact.	• Written by relevant middle leader as part of the Standards Strategy. • Team members provide impact evidence. • Termly reviews take place through Standards Strategy. • Evidence used by Standards leaders/senior leaders to feed into school SEF process.

Ofsted categories

Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management

The latest Ofsted Framework should be used to complete the individual sections of the SEF. However, there are various elements of a school's work that overlap (**Figure 2**)

Figure 2: Where Ofsted categories overlap

It is the responsibility of the Headteacher to ensure the evaluations are accurate, impact and evidence-focused and used to tweak or revise the improvement strategies of the school. Whenever an evaluation is required within an improvement plan or self-evaluation, a consistent impact evaluation key is used as shown below:

Impact evaluation key

HIGHLY EFFECTIVE	EFFECTIVE +	EFFECTIVE	LARGELY EFFECTIVE	INCONSISTENTLY EFFECTIVE	IMPROVING EFFECTIVENESS	LARGELY INEFFECTIVE

2. CURRICULUM

Vision and intent

Each school has a specific Curriculum Statement found on their school website (**Annex 1**). This outlines the school's aims for the curriculum (vision) and the plan for what will be taught when and why (intent). Each subject has a vision and intent statement which can be found on the school website curriculum pages.

Curriculum implementation

There is a shared language of curricular implementation across the Trust, anchored in quality first teaching and assessment for learning.

Quality First Teaching

High quality, inclusive teaching which ensures that the planning and implementation of lessons meet the needs of all learners, including those with SEND and other disadvantaged learners. It is about the day-to-day interactions approaches teachers use to engage and motivate learners, the use of formative assessment to inform teaching and learning, and the positive environment in which they take place.

Quality first teaching aims high for all learners and ensures that every learner:
- is taught in mainstream lessons wherever possible and feels included (in class, group work etc);
- is supported and challenged as necessary;
- develops their embedded knowledge and skills (both subject-specific and cross-curricular);
- is confident that they can use their knowledge, skills and understanding independently, in increasingly complex problems/tasks;
- understands how their learning flows and is connected to other areas as well as their "path" through it towards their own targets;
- understands their strengths and areas for improvement, as well as their progress towards the targets they have set themselves;
- develops learners' resilience and confidence when faced with challenges they have not met YET;
- is engaged and excited by their learning so that they display positive attitudes to learning, their classmates and their teachers/TAs.

The Trust Quality First Teaching Framework (**Annex 2**) underpins Quality First Teaching highly effective practice (**Annex 3**) which are the driving force behind any form of school improvement.

The implementation of the curriculum is driven through the:
- quality and validity of planned sequences of learning in all academic curriculum areas and personal development curriculum areas such as PSMSC;
- ambition staff have for all learners;
- impact of teaching over time on the progress of all learners;
- quality and "stickiness" of learning and thinking over time;
- balance of mastery and fluency over time so that learners increasingly become experts and scholars;
- thoroughness with which teaching adapts over time and within lessons to learner starting points, needs, misconceptions and aspirations;
- management over time of the learning environment and books/folders by staff and learners;
- reliability and impact of formative assessment and feedback over time;
- attitudes to learning and independence/resilience of learners over time;
- consistency with which student facing staff apply school routines and policy.

In addition, subjects and schools develop specialist pedagogical approaches based on research and evidence from experience.

Assessment for Learning (AfL)

AfL is a continuous and formative process and takes place in every lesson, and following any in-school assessments/tests/examinations. As a result of AfL, learners gain an understanding of their knowledge, skills, thinking, understanding and behaviours for learning. Specifically, they:

- understand their strengths;
- understand their areas for improvement;
- act on this understanding with demonstrable impact on their learning over time.
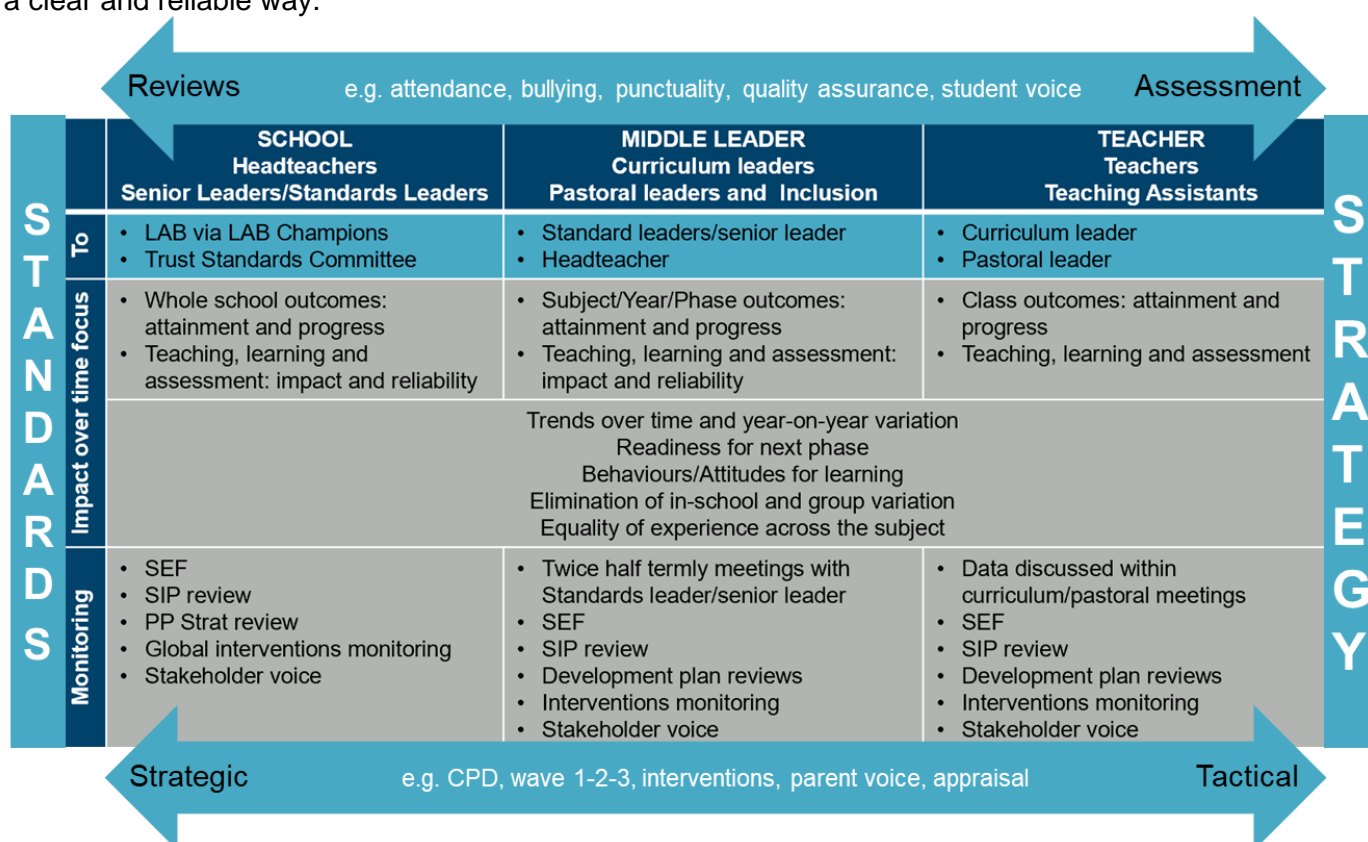
3. CPD & RESEARCH

Each school has its own training and professional development priorities which support the SIP for the year. Each staff member is committed to complete the Core Staff Training and teaching staff with additional responsibilities will also complete training specific to their role.

4. TEACHER DEVELOPMENT AND PROFESSIONAL PRACTICE SCHEME

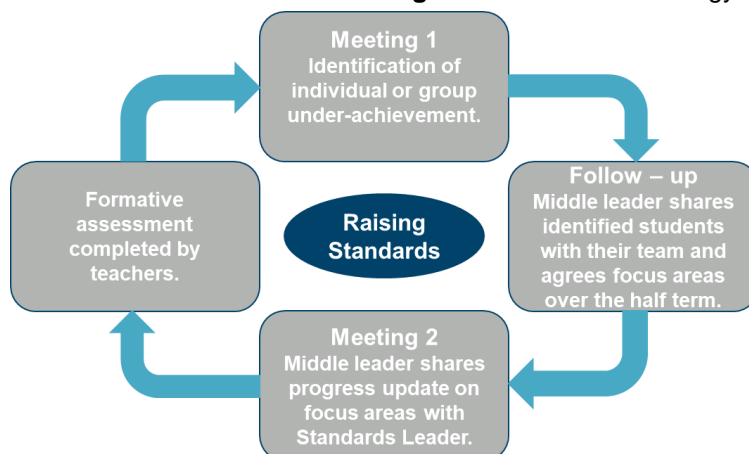Each school follows the Maiden Erlegh Trust Teacher Development and Professional Practice Scheme.

5. STANDARDS STRATEGY

The Standards Strategy is a half termly cycle which ensures impact and quality evaluation involving all levels of implementation (**Figure 3**). It is based on a detailed analysis of a matrix of information collated in a clear and reliable way.

Reviews — e.g. attendance, bullying, punctuality, quality assurance, student voice — Assessment

		SCHOOL Headteachers Senior Leaders/Standards Leaders	MIDDLE LEADER Curriculum leaders Pastoral leaders and Inclusion	TEACHER Teachers Teaching Assistants
S T A N D A R D S	To	• LAB via LAB Champions • Trust Standards Committee	• Standard leaders/senior leader • Headteacher	• Curriculum leader • Pastoral leader
	Impact over time focus	• Whole school outcomes: attainment and progress • Teaching, learning and assessment: impact and reliability	• Subject/Year/Phase outcomes: attainment and progress • Teaching, learning and assessment: impact and reliability	• Class outcomes: attainment and progress • Teaching, learning and assessment
		Trends over time and year-on-year variation Readiness for next phase Behaviours/Attitudes for learning Elimination of in-school and group variation Equality of experience across the subject		
	Monitoring	• SEF • SIP review • PP Strat review • Global interventions monitoring • Stakeholder voice	• Twice half termly meetings with Standards leader/senior leader • SEF • SIP review • Development plan reviews • Interventions monitoring • Stakeholder voice	• Data discussed within curriculum/pastoral meetings • SEF • SIP review • Development plan reviews • Interventions monitoring • Stakeholder voice

(Left vertical band: STANDARDS; Right vertical band: STRATEGY)

Strategic — e.g. CPD, wave 1-2-3, interventions, parent voice, appraisal — Tactical

Figure 3: Standards Strategy

The underlying principle is ensuring that all students are able to maximise their potential and the school tries to remove as many obstacles that might hinder their progress or attainment. Depending on the size of the school there will be a Standards Leader or a team of Standards Leaders. This is usually a Senior Leader within the school but ideally should not be the middle leader's own line manager as line management meetings have a different purpose and should be kept separate from Standards meetings. The Standards Leader will have calendared minuted meetings with the Middle leader twice a half term (**Figure 4**).

Meeting 1
Identification of individual or group under-achievement.

Follow – up
Middle leader shares identified students with their team and agrees focus areas over the half term.

Meeting 2
Middle leader shares progress update on focus areas with Standards Leader.

Formative assessment completed by teachers.

Raising Standards

Figure 4: Standards meeting cycle

6. QUALITY ASSURANCE

Rationale

There are several reasons why evaluating and quality assuring the implementation of the curriculum is important to:

- develop, support and encourage staff in classroom practice;
- share experience and best practice for the benefit of other colleagues;
- encourage innovation through modelling and developing different techniques and methodologies;
- ensure that the school and Trust provides the most appropriate CPD for individuals, teams and schools;
- ensure there is consistency and equity of practice across the school or a subject/phase, and over time;
- provide additional information regarding individual learner and group progress over time, and thus target interventions appropriately;
- provide staff with evidence that they can use to target their development goals.

Consistently, fairly and accurately evaluating the strengths and areas for improvement of classroom practice (**Annex 4**) is crucial to being able to provide the best development opportunities for staff and the best learning opportunities for learners.

Learners only get one chance at gaining an education and they deserve the best provision on offer.

Staff are expected to meet the basic Teacher Standards and the UPR standards where relevant (see Teacher Development and Professional Practice Scheme). They are also required to demonstrate that they understand their responsibility to contribute positively to the standards within their team and their school as a whole.

All staff should be mindful of the fact that their professional practice has a direct and indirect impact on the quality of work, job satisfaction and workload of others, and work together accordingly.
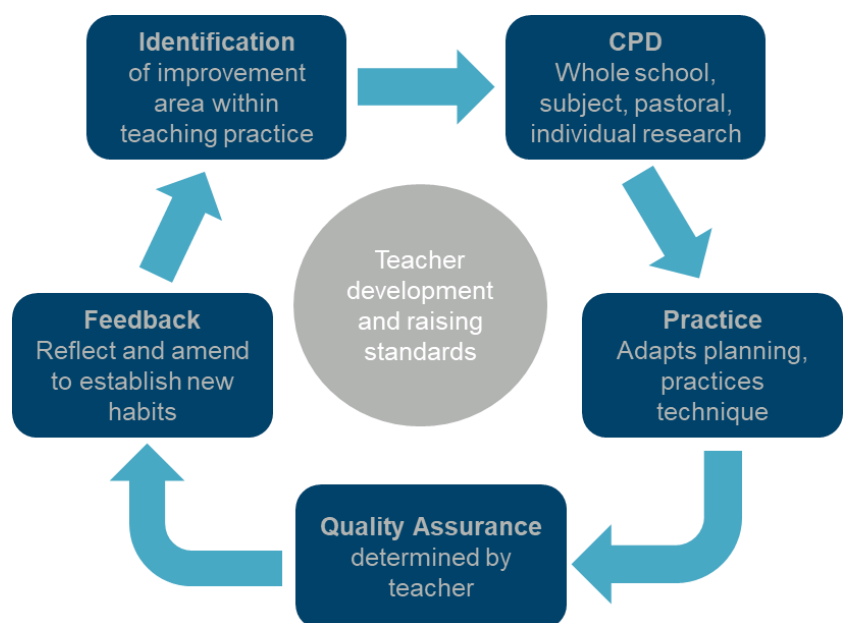
Explicit in the Teacher Standards is the expectation that teachers be reflective and evaluative of their own practice and take responsibility for their professional development commensurate with their experience and role (Paragraph 14 and Standard 8).

At Maiden Erlegh Trust, we expect all staff to keep up to date with relevant research and thinking and to move their professional learning beyond the training room. We will support them to do so, and want to see staff developing and embedding the best practice possible (**Figure 5**).

Suggested Practice

Quality assurance can take a number of different forms throughout an entire year.

Figure 5: Teacher development principles

This will be specific to each school (**Annex 5**) but could (this list is not exhaustive) include:

Quality Assurance	Description	Duration (mins)	Frequency
Longer observations	• These are typically only used with trainees or early career teachers with an agreed focus prior to the observation. • They can also be used as part of action or support plans where appropriate. • There is NO requirement to provide lesson plans, data or detailed provision maps. •	Full lesson	Annual
Development Observations (DOs)	This is part of school and department quality assurance. The purpose of a development observation is to: • Provide colleagues with feedback to inform their professional development • Evaluate the quality of education over time across subjects and key stages through a sampling approach • and/or • Capture areas of strengths which can be shared across the school, and areas which need to be developed (thereby informing whole school and departmental CPD) The procedure for Development Observations is that Senior or Middle leader observers (or small groups of leaders) will: • Observe each colleague for approximately 20 minutes in the classroom, 3 times during the course of the year. (2 of the development observations are no notice, and one is booked with the line manager) • Be as unobtrusive as possible but may look at students' work or speak to students if appropriate. • Record the key stage, course and staff involved in the activity. • Following a development observation, the observer will complete a 'Quality of Education' form which will then be discussed with the classroom teacher before being finalised. This feedback will focus on the key areas of strength and areas for improvement. • This finalised and agreed form is then sent electronically to the classroom teacher, Curriculum Leader and line manager (where this is not the Curriculum Leader) and SLT lead for Quality of Teaching.	20mins	3 times per year
Drop ins	• Staff to feel supported and to be able to showcase the work they are doing in lessons. • Classroom teachers may request feedback, however, there is no formally kept record of the observation seen, *unless a cause for concern is raised.*	5	4 times a year
Coaching observations	• These are agreed by the coach and coachee as part of a confidential coaching programme. • Coaching pairs are arranged through the Trust or School Coaching Coordinator.		
Learning walks	The purpose of learning walks is to: • evaluate the quality of education over time across subjects and key stages through a sampling approach	15-20	3 times a year

		Duration	Frequency
	- capture areas of strengths which can be shared across the school, identify experts, and areas which need to be developed (thereby informing whole school and departmental CPD) The procedure is: - stay approximately 15 minutes in the classroom but can arrive at any point during the lesson. - be as unobtrusive as possible but may look at learners' work or speak to learners if appropriate. - record the key stage, course and staff involved in the activity. - following a learning walk, the observer will complete a 'Quality of Education' form which will then be discussed with the classroom teacher before being finalised. - this finalised and agreed form is sent electronically to the classroom teacher, Curriculum Leader and line manager (where this is not the Curriculum Leader), school lead for Quality of Education. - in addition, the classroom teacher will receive the hard copy. - if a colleague feels they have been too often, they should speak to their line manager in the first instance. - feedback is collated at team and school level, but individuals also receive summary verbal and written feedback on strengths and areas for improvement.		
Developing Best Practice (DBP)	- These review periods allow the whole school to focus on particular themes linked directly to the School Improvement Plan. - A team of staff (mixed) undertake a range of activities to evaluate the effectiveness and impact of practice in the round and over time. - Feedback is collated at team and school level, but individuals also receive summary verbal and/or written feedback on strengths and areas for improvement.	1 week	4 times a year

Quality Assurance	Description	Duration (mins)	Frequency
Out-and-about	- These are peer mini-observations, usually outside their own subject area so that staff get a wider perspective about the work of the school. This could be as part of the expert/novice teacher development. - The aim is to "capture" highly effective practice on an identified whole school theme, or on an area that a teacher is particularly interested in developing further (could be linked to appraisal or prior QA feedback). - The observer records/pledges to trial one "strong" idea that they saw as a strength on a centralised spreadsheet. - This data is used for whole school evaluations of strengths and trends in practice and thus support CPD planning. - Individuals can use evidence for their development goals.	15	3 times a year
Moderation	Assessment questions should be moderated prior to being used within the classroom to ensure that they are fit for purpose.		As necessary

	• A sample of assessment answers should be moderated to ensure that marking and feedback is consistent.			
Pupil/Student voice	• Learners should be able to give feedback to teachers, middle and senior leaders. • Learners should be able to give feedback via annual surveys.			As necessary
Staff voice	• Staff should be able to give feedback to middle and senior leaders. • Staff should be able to give feedback via annual surveys.			As necessary
DCP	• Holistic assessment judgements are centrally collated and analysed (see Assessment and Reporting Policy).			3 times a year
Learner outcomes	• Analysed at a variety of different levels (see Standards Strategy)			Annual
External validation	• Peer reviews within the Trust. • Focused reviews by invitation from visitors e.g. NLEs, SLEs. • Ofsted. • Kite marks.			All schools, once graded as good must aim to secure one kite mark per year.

Those involved in monitoring and quality assurance will receive formal training. This training has been designed by the Trust to ensure consistency and fairness. This is open to all staff, not just middle or senior leaders. Please contact the Headteacher to be part of the school's process.

Feedback and follow-up with staff

> We do not grade lessons.
> We do not "judge" the quality of teachers'/tutors' impact based single observations.

When we evaluate the quality of education, we are primarily looking at that provision at subject, key stage, group and/or school level. In our experience substantial and sustainable improvements happen when quality assurance is a collaborative and developmental process. We will, therefore, work with colleagues as reflective and driven professionals, to evaluate the impact of their provision in the round (**Figure 6**).

Staff are entitled to professional and developmental feedback. For feedback to be meaningful it should be timely (ideally within 5 working days) and a two-way process, with the evaluator leading a discussion. Feedback should clearly outline the strengths of the lesson and any development areas should only be finalised after the discussion.

Strengths and areas of development for each teacher and subject will be tracked to aid the whole school provision of CPD.
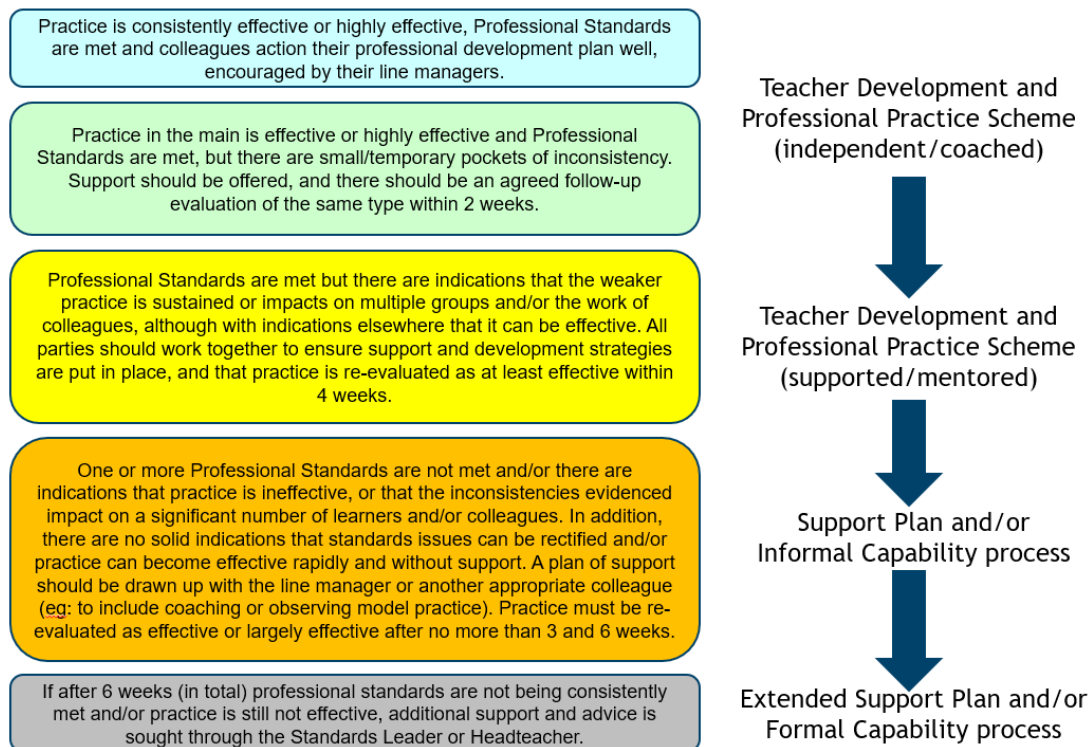
Effective to highly effective practice
In the overwhelming majority of cases, quality of education will be at least effective and individuals will be contributing clear strengths. Areas for development will most frequently be in order to transform already effective practice, to firm up consistency and/or to move to the next level of expertise/professional mastery.

Practice which is not yet effective
If there are indications that practice overall is not consistently effective over time, then line managers in the first instance and senior leaders have *a moral and professional duty to put in place supportive action in a timely manner.*

1. There must be a documented meeting led by the evaluator/line manager to provide feedback (strengths and the areas of inconsistency or ineffectiveness). This meeting should ideally take place within 5 working days.

2. It is important to determine how typical it was of the colleague's overall practice and/or for particular groups so that the response is proportionate. **It is important, however, to act swiftly if the quality of education is not effective for the learners' sakes and to ensure that any support or intervention is as light touch as possible.**

Practice is consistently effective or highly effective, Professional Standards are met and colleagues action their professional development plan well, encouraged by their line managers.

Practice in the main is effective or highly effective and Professional Standards are met, but there are small/temporary pockets of inconsistency. Support should be offered, and there should be an agreed follow-up evaluation of the same type within 2 weeks.

Professional Standards are met but there are indications that the weaker practice is sustained or impacts on multiple groups and/or the work of colleagues, although with indications elsewhere that it can be effective. All parties should work together to ensure support and development strategies are put in place, and that practice is re-evaluated as at least effective within 4 weeks.

One or more Professional Standards are not met and/or there are indications that practice is ineffective, or that the inconsistencies evidenced impact on a significant number of learners and/or colleagues. In addition, there are no solid indications that standards issues can be rectified and/or practice can become effective rapidly and without support. A plan of support should be drawn up with the line manager or another appropriate colleague (eg: to include coaching or observing model practice). Practice must be re-evaluated as effective or largely effective after no more than 3 and 6 weeks.

If after 6 weeks (in total) professional standards are not being consistently met and/or practice is still not effective, additional support and advice is sought through the Standards Leader or Headteacher.

Teacher Development and Professional Practice Scheme (independent/coached)

Teacher Development and Professional Practice Scheme (supported/mentored)

Support Plan and/or Informal Capability process

Extended Support Plan and/or Formal Capability process

The term "practice" means in the classroom but also meeting the relevant professional standards and requirements of job description and implementing any agreed professional development plan.

Figure 6: Teacher Performance Process

Notes
- Evaluation and quality assurance observations will be reasonable in frequency so that individual staff are not observed disproportionately (for monitoring purposes we would anticipate a maximum of 2 hours equivalent over a year – in most cases it will be less).
- All members of staff should expect to have their practice evaluated at least once in the first term – new staff, trainees or those on support/action plans before October half term.
- Longer lesson observations will not be used routinely unless for staff new to the school (within their first term), trainees, Early Careers or teachers on support/action plans (or if individual request a longer observation)

Annex 1 – Curriculum Statement 21/22

At Maiden Erlegh School we aim to deliver a broad and balanced curriculum with a range of pathways that provide a stimulating and demanding education for students of all abilities.

Curriculum Intent
- Rigour, high standards, coherence
- A core of essential knowledge and skills in the key subject disciplines
- Freedom for teachers to use professionalism and expertise
- Carefully planned sequences of learning
- Memorable experiences which put learning in a wider context
- A wide range of opportunities for personalised stretch, challenge and support
- A range of rigorous assessment opportunities which support high quality of information advice and guidance for students and parents
- A rigorous programme for personal development and character education (including RSE and preparation for life in modern Britain)
- Varied option choices for all groups of students including the most able and SEND
- Varied progression routes for all students' post-16 and post-18.

Personal, Spiritual, Moral, Social and Cultural Education (PSMSC)

PSMSC is taught to all year groups and covers a range of personal, social, health, careers/employability and British Values themes, as well as relationships and sex education (RSE) and health education. PSMSC is primarily taught during tutor periods and in Religion and Philosophy, but elements are covered across the curriculum, in assemblies and during theme days.

Withdrawal from RE or Relationship and Sex Education (RSE)

Parents have the right to choose whether or not to withdraw their child from RE or RSE without influence from the school, although a school should ensure parents or carers are informed of this right and are aware of the educational objectives and content of the RE and RSE syllabus. In this way, parents can make an informed decision. Where parents have requested that their child is withdrawn, their right must be respected, and where RE or RSE is integrated in the curriculum, the school will need to discuss the arrangements with the parents or carers to explore how the child's withdrawal can be best accommodated. If students are withdrawn from RE or RSE, schools have a duty to supervise them, though not to provide additional teaching or to incur extra cost. Students will usually remain on the school premises.

Foundation Stage (Years 7 and 8) All
students follow a common curriculum.

Subject	Time Allocation (hrs/week)
English (combined Language and Literature)	4
Mathematics	3
Science	3
RS	1
PE	2
Modern Foreign Languages: French or Spanish or German	2
Humanities: Geography	1.5
Humanities: History	1.5
Humanities: Religion and Philosophy	1
Art and Design	1
Computing	1
Drama	1
Music	1
Technology: Design and Food	1
TOTAL	**24**
PSMSC	**40 mins**

Purple Pathway: a bespoke pathway for students entering Year 7 with below 100 scaled score in Reading and mathematics. Students use humanities and MFL lessons in Years 7 and 8 to create blocks of time in order to follow a bespoke curriculum focusing on literacy and numeracy (through using humanities topics as vehicles for project based learning). As part of the literacy element of the purple pathway Rapid Reading, Reading Plus, Letters and sounds or Read, Write Inc resources are used as appropriate. A key aim of the Purple Pathway is to ensure students make at least expected progress and more wherever possible, and to enable the students to access mainstream KS4 pathways in Year 9.

Key Stage 4 (Years 9, 10 and 11)

The curriculum after Year 8 is designed to provide continuity, balance and breadth, but at the same time enable students to specialise in courses which meet their needs, aptitudes and career intentions.

Subject	Time Allocation (hrs/week)		
	Year 9	Year 10	Year 11
English	4	4	4
Mathematics	3	4	4
Combined Science	4	4.5	4.5
Timetabled Intervention OR	0	0	1.5
Single Sciences	-	6	6
RS	3	2	0
PE	2	1.5	2
Option A	2	2	2
Option B	2	2	2
Option C	2	2	2
Option D	2	2	2
TOTAL	24	24	24
PSMSC	40 mins	40 mins	40 mins

All students starting Year 9 take a core of compulsory examination subjects alongside Physical Education and PSMSC. They also take a GCSE in Religious Studies in Year 10. We expect students who are capable of doing so, to take the full range of EBACC subjects e.g. in addition to the Core subjects studied, the students should study either GCSE Geography or History and a GCSE in a Modern Foreign Language. There are four option pathways adapted to the needs and interests of different ability groups with 2 hours a week.

Violet College (Key Stage 4): At Key Stage 4 there are sometimes students who are unable to access the GCSE curriculum, when this occurs then we seek additional funding from the local authority for them to follow a bespoke curriculum, which is our Violet Pathway.   Currently we are offering a mixture of AQA Unit Awards, Entry Level certificates and ASDAN qualifications through this pathway. The pathway can be tailored to the needs of the students involved and is delivered by a specialist SEN teacher.

Indigo Resource Hub: Starting in September, five students will be joining us in Year 7 to be part of our ASD/SEMH Resource Hub. The students will join the main school curriculum that is appropriate to them, be it the Purple Pathway or a normal Foundation Stage curriculum alongside having the benefit of a trained SEN teacher to support their development both academically and personally.

Courses on offer are:

GCSE Geography
GCSE History
GCSE French
GCSE German
GCSE Spanish

GCSE Computer Science
GCSE Economics
GCSE 3D Art
GCSE Art and Design
GCSE Music
GCSE Drama

GCSE Business Studies
GCSE Physical Education
Cambridge National Level 2 Creative iMedia
BTEC Level 2 Health & Social Care

ASDAN CoPE
GCSE Food, Preparation
& Nutrition
AQA Step up to English/
Unit awards
GCSE Design &
Technology
Entry Level Certificates

Key Stage 5 (Years 12 and 13)

Students starting in Year 12 start three Level 3 qualifications (some may be eligible to study four). Most take A Level courses but some take a mixture of A Level and Technical options. In Years 12 and 13 students typically have 4 hours a week per subject in addition to supervised directed independent study. Where numbers studying a subject are small, experience shows us that they cover the course content in the same depth more quickly than in larger groups. They are therefore allocated less taught time but retain the same number of hours for the subject on their timetable, with more supervised study. In some subjects with small numbers, Year 12 and Year 13, students may be taught together. All students have directed supervised study for a minimum of 4 hours a week.

Courses that are available are:

GCE Art	GCE Further Mathematics	GCE Physics
GCE Biology	GCE Geography	GCE Psychology
GCE Business Studies	GCE German	GCE Sociology
GCE Chemistry	GCE History	GCE Technology
GCE Computer Science	GCE Law	GCE Theatre Studies
GCE Economics	GCE Mathematics	Cambridge Technical L3 ICT
GCE English Language	GCE Media Studies	BTEC Level 3 Business Studies
GCE English Literature	GCE Music	BTEC Level 3 Sport
GCE Film Studies	GCE Photography	L3 Maths (Using and Applying)
GCE Fine Art	GCE Philosophy and Ethics	(Y12 only)
GCE French	GCE Physical Education	

Annex 2 – Quality First Teaching Framework

TEACHING, LEARNING AND ASSESSMENT

PLANNING

- Lessons are planned in line with the sequenced scheme of learning and scheme of assessment.
- In designing lessons to meet the needs of all learners, teachers:
  a) plan ambitiously for all learners and ensure there is not a ceiling on their learning or progress,
  b) plan learning success criteria which are clear and ensure progress over time,
  c) plan clear outcomes that the learners must demonstrate to show that they have met their personal success criteria for each activity and over the course of a sequence of learning,
  d) plan questioning opportunities and assessment activities to check that learners are developing knowledge, skills and fluency to make sustained progress,
  e) use information about the strengths, aspirations and needs of individual learners to inform lessons/activities,
  f) use information from assessments and learners' own targets to inform lessons/activities,
  g) ensure that there are opportunities for stretch and challenge within the lesson/activities.

ACTIVE FEEDBACK

- Teachers provide written active feedback in line with guidance found in the *school's handbook.*
- Active feedback confirms:
  a) what the learner is doing well;
  b) where they are in relation to their personal target;
  c) some specific activities the learner must do to improve;
  d) activities to improve literacy and/or numeracy as appropriate.
- Active feedback can take a range of forms including verbal, coded and written feedback, self- and peer-assessment and whole class feedback.
- Active feedback is always followed by a formal DIRT (Directed Independent Reflection Time) session with clear routines.
- Teachers will do regular book/folder check in class to ensure that learners are organising and presenting their work appropriately.

PEDAGOGY

- Teach to the top and scaffold up.
- Provide opportunities for all learners including SEND/DA etc.
- Place lessons in context of prior and future learning and assessment.
- Present new material in small steps using clear and detailed instructions and explanations.
- Provide opportunities for high level practice after each step.
- Guide learners as they practise by "thinking out loud" and modelling steps.
- Provide examples and models of worked-out problems and exemplar examination work (and the steps to them).
- Learners will receive home learning that is age appropriate. School specific details can be found in the relevant school's *Home Learning/Work guidance* document.

QUESTIONING

- Provide learners structures to help them ask questions and debate to stretch or deepen their understanding.
- Use questioning to:
  a) check for understanding of processes and instructions,
  b) push learners to think more deeply, develop their ideas and make more complex connections (e.g. using a Blooms model),
  c) confirm what learners have learned,
  d) assess the learning and responses of all learners within the lesson,
  e) adapt the lesson and/or instructions and re-teach elements if necessary,
  f) provide regular feedback and corrections.

METACOGNITION

- Use the Brain, Book, Buddy, Boss model (or similar) to encourage learners to solve problems themselves or collaboratively before asking the teacher.
- Where appropriate, teach learners how to learn and revise in their subject areas e.g.:
  a. over-learning techniques,
  b. learning off by heart,
  c. effective internet research,
  d. planning and checking written work,
  e. using mark schemes,
  f. working collaboratively or independently,
  g. revising or note taking as appropriate

CROSS-CURRICULAR LEARNING

- Use guided reading and/or oracy for writing strategies to develop academic literacy.
- Provide frequent opportunities for high level extended writing, discussion and problem solving.
- Use every opportunity to teach, model and/or promote literacy and numeracy.
- Use every opportunity to promote and develop personal, social, moral, spiritual and cultural education (PSMSC).

BEHAVIOURS FOR LEARNING

ROUTINES & BEHAVIOUR MANAGEMENT

- There are established routines for regularly used activities.
- Where appropriate, there will be school specific routines in place for the start and end of a lesson.
- Learners are praised personally and specifically.
- Half termly reviews of their progress data (linked to reports) and/or PLCs where appropriate.
- Disruption of learning is not tolerated and the school's Behaviour Policy is followed consistently.

ATTITUDES TO LEARNING

- Arrive on time and equipped for lessons (where appropriate).
- Have pride in their work and their achievements.
- Move through routines smoothly, with no time wasted.
- Work respectfully and productively with others.
- Have highly effective independent learning skills.
- Can model excellent learning behaviours to others.

Annex 3 - Quality First Teaching: highly effective practice

	CURRICULUM
1. SEQUENCING	a) Curriculum planning and delivery is ambitious for all learners. b) The development of knowledge, skills and fluency are embedded in sequences of learning and assessment. c) Learners are successful in increasingly complex activities which draw on a range of knowledge and skills, aligned to challenging personal targets. d) Learners understand how lessons/tasks contribute to their path toward their own targets. e) Learners understand the plan for their learning (and examination specifications where necessary). f) Carefully planned and transparent assessment is used formatively by teachers and learners so that knowledge and skills build up over time.
2. PEDAGOGY	a) Pedagogical choices evidence/experience-based. Teachers/TAs are confident in using chosen strategies. b) Teachers skilfully adapt, teaching and learning activities include all learners over time. c) Misconceptions are anticipated and addressed before tasks are set: learners are set up to succeed. d) Carefully planned deliberate practice and recall activities build and embed knowledge and skills. e) Modelling and guided examples are used to develop proficiency and accuracy. f) Questioning is inclusive and personalised (using hands-down or graduated questions approach). g) Questioning prompts developed responses from learners at levels appropriate for each one. h) Transparent formative assessment is used by teachers and learners to consolidate strengths, close gaps and improve work/performance wherever possible. i) Homework tasks are accessible and appropriately challenging for all learners, in line with school policy.

	ASSESSMENT
3. FEEDBACK AND PROGRES	a) Assessment and feedback are consistent across subject groups (in quality and frequency). b) A range of valid assessment activities are used formatively. c) Formative assessment is used to inform teaching and planning. d) Learners understand their personal target, current attainment, strengths and development areas. e) Assessment is transparent to learners. f) Learners show evidence of extended and/or academic writing, grappling with complex issues/problems/texts g) Learners are making progress in line with their starting points and their cognitive peers. h) Learners experience success in internal and external assessments. i) Learners' work is increasingly accurate and precise; showing depth of knowledge and understanding. j) Learners understand how to use agreed criteria to plan and improve their work. k) Learners value feedback and DIRT and are motivated to improve their work (regularly making substantial improvements). l) Feedback helps learners understand strengths, how and what to improve AND how to learn and manage learning better.

	BEHAVIOURS FOR LEARNING
4. ROUTINES	a) Learners clearly understand routines and what is expected of them. b) Learners arrive to lessons on time and ready to learn. c) TAs are deployed effectively to support learning. d) Poor behaviour is managed effectively and fairly in line with policy. e) Priority seating is used where needed. f) Brain-Book-Buddy-Boss is used consistently to develop and validate independence and fluency. g) Teachers praise and validate positive learning and practice habits in learners. h) Relentlessly high expectations of <u>all</u> learners all of the time.
5. ATTITUDES TO LEARNING	a) Learners are inspired and enthused – by individual tasks and/or over time. b) Learners engage willingly in positive and respectful discussion and debate. c) Learners show pride in work (especially written work). d) Learners show a willingness to rise to challenges and solve problems. e) Learners show ability to work both independently and collaboratively. f) Learners are focused and display active listening skills.
6. IMPACT	a) Learners of all abilities think hard. b) Learners demonstrate that they know more, can remember more (recall), and can apply independently what they have previously learnt and across the curriculum (within subject and using connected knowledge and skills). c) Where learners have gaps in learning, these are closed or closing. d) Learners can apply mathematical knowledge and reasoning to other subjects. e) Learners are confident and competent readers – they can increasingly cope with more mature and academic texts, a broad range of vocabulary and cross-curricular references. f) Learners understand and use an increasingly sophisticated vocabulary (verbally and in writing). g) Cultural capital developed proactively.

Annex 4 – Quality of Education Feedback Form

Staff Name		Obs No:	Observer:	Dept:	DCP Reviews Completed Y/N	Positive Learning Environment Y/N	TA Employed Efficiently Y/N	Evidence of PSMSC Y/N
Date: **Day:** **Period:**	**Strengths**							
	Areas for Development	**Actions for Development**						
Class:	**Focus** ____ **Focus** ____							