

Curriculum Policy

Curriculum

SMS Changing Lives School



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Curriculum Policy



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This policy is disseminated to staff at relevant meetings and through line management and staff appraisal. The policy is referred to regularly in line with SEND training and is listed on the school website.

Our vision at SMS is to create a vibrant learning community and be an exemplar school of best practice for young people with social, emotional and mental health needs by enabling our students to access an exciting, hands-on curriculum that is built around their own personal interests and aspirations.

We aim to achieve this vision by creating an environment where students and staff are happy to come to school every day and are proud of what they achieve.

The following protocol is designed with our school vision in mind along with the following principles of teaching and learning which guide the work in the school:

- To Promote Learning and Raise Progress

'The most important role of teaching is to promote learning and to raise pupils' achievement.'

- To Develop Young People

'It is also important in promoting students' spiritual, moral, social and cultural development.' OFSTED

The aims of this document are to set out a clear set of high expectations and a common approach to teaching and learning at SMS Coaching so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education. It is designed in such a way that whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place to ensure that high standards are always met and therefore, the best outcomes for the students.

This protocol document is structured into four sections which are based on the three key areas which teaching should be understood to include:

- Planning and implementation of learning activities (part 1);
- Marking, assessment and feedback (part 2);
- Impact of teaching on the spiritual, moral, social and cultural development of students (part 3).

Section 1 - Planning and implementation of learning activities

Rationale

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching but it is imperative that the agreed criteria are followed to ensure the best outcomes for all students in all lessons. The ultimate aim is to ensure that thorough planning and focused lesson implementation aids students in their quest to make progress over time.

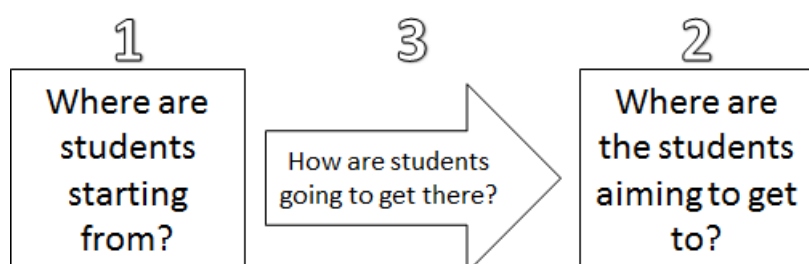
Schemes of Work

This template available [\(see appendix 7\)](#) is the preferred format at SMS. However, medium and long term plans can be presented in a way that best suits the subject to which they belong but it is expected that the scheme of work will meet all of the criteria set out below.

- Clarify objectives, including success criteria based on assessment outcomes from Entry level qualifications, thus ensuring sustained and relevant progress over time;
- Identify prior learning to ensure clear progression.
- Identify clearly the subject knowledge to be taught;
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their student;
- Include references to differentiated work to ensure all students are challenged in line with their ability;
- Provide opportunities for developing independent and collaborative learning;
- Detail literacy, numeracy and communication opportunities and how they will be taught;
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies throughout;
- Include SMSC considerations and opportunities to develop student aspiration;
- Identify relevant and challenging opportunities for home learning.

Lessons

When initially devising a new lesson, teachers are reminded to keep the lesson focused on the learning objectives and intended outcomes so that students move forward and make progress in their learning every lesson relative to their starting points. The following diagram is intended as a tool to



ensure that initial planning remains clearly focused.

Teachers at SMS should strive to ensure that their planning allows for the following criteria to be met each lesson:

- **Use of assessment in planning** - Information from assessments should be used to set tasks that are perfectly matched to students' prior attainment.
- **Level of challenge** - Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual students work hard and try their very best. All individuals should find the tasks demanding at their own level.

- **Use of teaching assistants** - Teaching assistants should be highly effective in promoting rapid learning for groups of students regardless of their aptitudes and needs.
 - **Opportunities to develop literacy, numeracy, and communication skills** – Teaching should include opportunities to develop reading, writing, communication and numeracy skills that are highly effectively taught and cohesively planned as part of the lesson.
 - **Use of strategies and tasks to engage students** - Strategies and tasks should motivate students so that they persevere when faced with difficult problems and are keen to succeed and to learn more.
 - **Pace and depth of learning** - The pace of learning should be optimised throughout the lesson as to the best effect to support students at the time they need such support. As a result, almost all pupils make rapid and sustained progress.
 - **Use of questioning** - Questions should be designed to tease out students' understanding so that the teacher is exceptionally aware of the degree to which pupils are secure in their knowledge and understanding.
 - **Assessment of learning during lessons** - The work for each individual student should be adapted in the light of any misconceptions that are brought to light through questioning or checks on students' work.
 - **Marking and feedback** - Marking should be frequent and regular, providing students with very clear guidance on how work can be improved. Students need to be engaged in the process.
 - **Progress** – Ultimately, all students should make at least good progress in their learning relative to their ability and starting points, and demonstrate full understanding of this. For many, this is better than might be expected. Some may demonstrate exceptional achievement.
- The lesson plan (appendix 1) acts as tools o remind teachers to strive to include all the criteria mentioned above.

Planning

It is acceptable for teachers at SMS to use a variety of methods to plan their teaching on a day-to-day basis whilst following the planning prompts sheet (appendix 1). These methods could include use of power point, use of a generic teacher planner or another structured plan of their choice. The reason for this freedom of choice is to allow teachers to develop their own styles and to give them the freedom to be creative in their planning so that they may feel empowered to offer deep learning experiences and un-restricted by a set lesson plan.

However, whilst teaching staff are encouraged to adopt a style of their own and are not expected to teach in any specific way, regular monitoring of teaching and learning takes place at SMS to ensure the highest standards and therefore, outcomes for the students. Teachers are expected to use the agreed lesson plan (appendix 1) for observations along with a set of progress data for their class.

Monitoring

The annual model for monitoring of teaching and learning is as follows:

- Regular learning walks – this may include a variety of formats such as 'drop-ins' with a shared focus, tours of the school or support calls (appendix 3);
- Subject review – triggered by T&L issues or examination results. These are to be used to guide support and direct challenge;
- Full observation – three per year (appendix 2);
- Work scrutiny, 'marking market place' or 'book looks' – up to five per year (appendix 4 and 8);
- There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutiny wherever possible.

The monitoring of quality of teaching also includes a comparison to outcomes so as to give a broader picture of the success of teaching over time.

Support for Teachers

Staff are supported in improving their teaching in the following ways:

- Inter departmental meetings (observing good practice from colleagues)
- Teaching and learning managers (teaching managers working with individuals to enhance their own practice)
- Ongoing teaching and learning teacher development training
- Observing good practice at partner schools
- External courses when necessary

Section 2 - Marking, assessment and feedback

Rationale

It is important to provide constructive feedback to students, focusing on success and improvement needs against learning intentions. This enables students to become reflective learners and helps them to close the gap between what they can currently do and what we would like them to be able to do. The ultimate aim is to ensure that the marking and assessment process aids students in their quest to make progress over time.

What are the principles that guide the school's approach to marking?

Marking and feedback should:

- be manageable for teachers and accessible to students;
- relate to the learning objectives and success criteria;
- give recognition, praise and rewards for achievement, effort and presentation
- offer clear strategies for improvement;
- be regular and returned to students promptly in order for the feedback to be relevant;
- allow specific time for students to read, reflect and respond to marking;
- inform future planning;
- use consistent codes across the school, particularly for literacy and numeracy where appropriate;
- ultimately be seen by students as a positive approach to improving their learning.

Marking Codes

The following abbreviations and codes are used by teachers when marking.

General Codes			
H L	Home learning (in top left hand border)	W W W	What went well
S A o r P A	Self-assessed or Peer-assessed	E B I	Even better if...
D I R T	Dedicated improvement and reflection time	V F	Verbal Feedback
L I	Learning intention	S C	Success criteria
S	Work completed with adult support	I	Work that has been completed independently
C T A	Check this answer	→	Next step
✓ ✓ ✓	Excellent work	✓ ✓ ✓	Something that has been done really well
H i g h l i	Work that meets the success criteria	✓	The work is finished and completed correctly

g h t			
W a l t	We are learning to	W i l f	What I am looking for
Literacy Codes			
S p .	Spelling	/	New paragraph
P	Punctuation	?	Not clear
C L	Misuse of capital letter	^	Something is missing.
T e n s e	Change tense	G r .	Grammar
S S	Sentence structure		
Numeracy Codes			
A c c .	Accuracy (e.g. rounding numbers)	M M	Method marks
P r e s .	Presentation (is it in a logical order?)		
S W	Show working	U n i t s	When units are not shown

How do we mark students' work?

Students' work needs to be marked in a colour that can be clearly seen. The school makes use of three forms of marking/feedback:

1. Formative feedback / marking – Not all work needs to be graded. Formative marking is marking that helps students to improve. Assessment for learning best practice recommends comment only marking as one of the best ways to encourage students to engage with the assessment dialogue between teacher and student. When 'quality marking' teachers should: highlight examples of where the student has met the learning intention; highlight areas of the work which could be improved; provide a focused comment which should help the student to 'close the gap' between what they have achieved and what they could have achieved. In order for the marking to be formative, the information must be used and acted on by the students. When work has been 'quality marked', time should be given during the following lesson for students to read and then make focused improvement based on the improvement suggestion.

2. Summative feedback / marking – is associated with work where grades, levels or scores can be

given. This can also be marked by the students, as a class or in groups. Students should be given information on their progress compared to their targets at least once per half term.

What other styles of marking do teachers use?

- a. **Self-assessment (code SA)** - students are sometimes encouraged to self-evaluate by identifying their own successes and looking for an improvement point based on the objectives and success criteria.
- b. **Peer-assessment (code = PA)** - once a marking process has been modelled with the class students sometimes mark the work of their peers. This allows them to develop their own critical capacity.
- c. **Verbal feedback (code – VF)** - It is important for students to have verbal feedback from the teacher working with them. The member of staff might initially talk to the student about how they have met the learning intention and then question the student about a specific part of the work. This may be to correct a student's understanding, or to extend the student's learning.

Literacy and numeracy issues

Numeracy and literacy should be corrected in a way which is appropriate to the needs of the student. However, where a student's work is littered with errors it might be best to focus only on a limited amount of mistakes so as to maintain a focused and positive marking process. Students may be given time to complete corrections. The **codes** are designed to standardize our approach to highlighting literacy and numeracy issues. The code is designed that it might be used in a variety of curriculum areas.

Presentation of work

It is important that students are encouraged to present their work in an acceptable and professional manner. The following are minimum expectations for written work:

- a. Title and date at the start of each new piece of work underlined;
- b. Black (preferably) or blue ink to be used by students; purple pen should be used to indicate where students have been involved in the marking or assessment process with the SA or PA codes if necessary;
- c. Mistakes that occur during a piece of work should be crossed out using one single line with a ruler; correction fluid should not be used in school;
- d. Work that fails below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate.

Marking frequency

Formative – Teachers are expected to use their own professional judgment when deciding on the regularity of their marking, depending on the number of lessons and nature of subject. However, the following guidance will be insisted on when marking is identified as an issue for a particular teacher or department.

- e. Subjects where students have three or more lessons per week: at least one example of formative assessment every two weeks.
- f. Subjects where students have less than three lessons per week: at least one example of formative assessment every three weeks.

Summative – For each year group, there are two (or three for year 11 only) agreed examination windows where student work will be assessed using summative methods.

Monitoring

Up to five monitoring sessions will take place each school year. These sessions may take the form of formal work scrutiny using the agreed formats (appendix 2 & 4) which highlights how judgments were arrived at. Alternatively, monitoring may take the form of a 'marking market place' or 'book looks', both of which are designed to be more collaborative strategies which promote self and peer reflection.

Section 3 –Spiritual, moral, social and cultural development of students

Rationale

School is about far more than learning the curriculum. Spiritual, Moral, Social and Cultural development is the term used to embrace this broader dimension. It ranges from teaching in religious studies and citizenship through to sex and relationship education and a wide range of extra-curricular and out-of-school activities. Importantly these vital dimensions of life and growth should be present across the entire curriculum.

Spiritual development

To help students in their positive spiritual development, all lessons and additional learning activities should be designed, wherever possible to:

- g. promote students' self-esteem by valuing and rewarding their achievements;
- h. encourage students to reflect on their learning and allow them to question and explore;
- i. provide opportunities in and out of lessons for them to discuss and exchange views;
- j. be supportive of those who seek faith or wish to strengthen it.

Moral development

In order for teaching and learning to be effective, students at SMS must adopt a shared moral code of respect. This moral code is taught through form time activities, assemblies and through the Personal, Social, Health, Citizenship Education (PSHCE) days.

- k. The necessity of and the importance of following appropriate rules is seen as vitally important in setting an orderly learning environment.
- l. Students are encouraged to take on responsibility for their own learning and for that of others through peer support. An example is the role of the prefects in assisting the younger students with the organisation of their learning journals and home learning booklets.

Social development

As part of engaging lessons and activities, students are expected to interact with their peers and

other members of the community. Consequently, their social development is of great importance. When planning teaching and learning activities, staff should always try to promote an environment where there is:

- m. a willingness to co-operate with other pupils by balancing individual and collective needs;
- n. a readiness to celebrate others' achievements;
- o. a feeling of mutual respect and tolerance;
- p. a culture where students aspire to achieve!

Cultural development

As well as developing an awareness of their own cultural roots, students should also be able to appreciate the diversity and evolution of cultural traditions. In comparison to other local schools, SMS has a limited cultural mix of students. Therefore, it is particularly important that the following should occur as part of their learning journey:

- q. In lessons, assemblies and tutorials pupils should be helped to understand, respect and appreciate other beliefs, social circumstances and cultures and their impact;
- r. Further opportunities for the above should take place in extra-curricular activities and school trips, many of which are arranged through the Culture and Creativity faculties.

Monitoring of spiritual, moral, social and cultural development of students (SMSC)

In addition to the above considerations that take place when planning teaching and learning experiences at SMS, some aspects of the SMSC agenda are explicitly taught in lessons. This is audited annually (appendix 6) to ensure that students are given the appropriate information and guidance on essential topics that may help students to be successful learners, confident individuals, responsible citizens and effective contributors.

APPENDIX 1 Lesson plan

[Enter Post Title Here]

Weekly lesson plan	Subject / year group:	Recap? Key words starter? Plenary? Solar?	Student names: Current stage				
Date:	Teacher:						
Overview of learning:							
Day	Objective	Teacher input/ independent tasks	√	Teaching points	√	Differentiation	Success criteria/ Solar update
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Recap Each lesson should start with a recap of the previous lesson to remind students about the content of the previous lesson and to show how it contributed to the current lesson							
Key words: Recap should be followed by a key word starter; students should write the key words and their meanings at the back of their books and staff should check if students can recall the meanings and the spellings at the end of the lesson							
Plenary/Review of learning: did students achieve the learning objective and targets? Have students been told how many points they earned?							
Health and safety considerations: Cross curricular opportunities/ SMSC							

APPENDIX 2 Lesson observations

QUALITY OF TEACHING, LEARNING AND PROGRESS				
NAME:	ROLE:	DATE:	PERIOD/TIME:	
NAME:	ROLE:	LESSON PLAN:	CLASS year	
NAME:	ROLE:	VISIT BY:	FEEDBACK GIVEN: yes/no	
Students present/absent:			EVIDENCE	
Lesson aim:			4. Strong	3.Some
			2. Limited	1. none
1. Enable pupil learning				
1.1 The staff affect and improve the wellbeing, motivation and behaviour of pupils				
1.2 The teacher has high expectations and sets goals that stretch pupils				
1.3 The staff have clear expectations and communicate shared values that improve the classroom and school culture				
1.4 There is a culture of mutual trust and respect that supports effective relationships				
1.5 The staff create an effective learning environment by establishing routines through positive reinforcement				
1.6 All students and benefit from a predictable and secure environment				
1.7 Staff are key role models who influence the attitudes values and behaviour of their students				
			EVIDENCE	
			4. Strong	3.Some
			2. Limited	1. none
2. Engage pupil learning				
2.1 There is evidence of lasting change in pupils capabilities or understanding				
2.2 Staff explicitly teach pupils the knowledge and skills they need to succeed in the subject				
2.3 Teaching is organised to support students to process information in their working memory and store it in the long term memory				
2.4 Identify possible misconceptions and plan how to prevent them from forming				
2.5 Link what pupils already know to what they are being taught				
2.6 Sequence lessons so pupils secure foundation knowledge before moving to more complex ideas				
2.7 Encourage students to share emerging understanding and points of confusion so that misconceptions can be addressed				
2.8 Be aware of common misconceptions taking previous knowledge into account when planning how much new information to introduce				
2.9 Break down complex material into smaller steps				
			EVIDENCE	
			4. Strong	3.Some
			2. Limited	1. none
3 Develop quality pedagogy				

3.1 Staff transform pupils knowledge, capabilities and beliefs about learning				
3.2 Modelling helps student understand new processes and ideas by making abstract ideas concrete and accessible				
3.3 Guides, scaffolding and worked examples that help pupils apply new ideas are gradually removed as student develop secure knowledge				
3.4 Staff improve literacy by explicitly teaching reading writing and oral skills specific to the subject				
3.5 Staff teach different forms of writing by modelling planning, drafting and editing				
3.6 Staff use multiple choice questions to identify gaps and misconceptions				
3.7 Staff encourage student to elaborate when answering to check the answer comes from a secure understanding				
3.8 Staff allow pupils thinking time and use hands down thinking when posing a question to the whole class before choosing a specific student to answer				
3.9 The teacher uses a rich resource to meet the needs of all				
EVIDENCE				
	4. Strong	3.Some	2. Limited	1. none
4 Make productive use of assessment				
4.1 Pupils have access to their targets which they know and understand				
4.2 Pupils know at what level they are working in relation to these targets				
4.3 The teacher has effective student success criteria/ checklist and models what Good looks like for the students				
4.4 The teacher shows the skill of asking the students the type of questions, both individually and to the whole class that enables them to understand how they can progress.				
4.5 The teacher engineers effective classroom discussion to assess student understanding				
4.6 The teacher shows the skill of asking the students the type of questions, both individually and to the whole class that enables them to understand how they can progress.				
4.7 The teacher engineers effective classroom discussion to assess student understanding				
4.8 The students know how to use peer and/or self-assessment effectively				
4.9 Teacher feedback make explicit progress comments.				
EVIDENCE				
	4. Strong	3.Some	2. Limited	1. none
5 Fulfil professional responsibilities				
5.1 The teacher shares the learning intention with the TA				
5.2 The TA support the group and not just the low ability student				
5.3 The staff contact the parent care on a weekly basis for an update				
5.4 Parents are aware of the progress their pupils have made				
5.5 Parents are aware of any concerns the staff have about their pupils				
5.6 Staff have consulted with the parent about how best to manage their pupils				
5.7 Risk assessments have been shared with LA and parents				

QUALITY OF TEACHING, LEARNING AND PROGRESS	
1. Enable pupil learning	
WWW:	EBI:
ACTION STEP:	
2. Engage pupil learning	
WWW:	EBI:
ACTION STEP:	
3. Develop quality pedagogy	
WWW:	EBI:
ACTION STEP:	
4. Make effective use of assessment	
WWW:	EBI:
ACTION STEP:	
5. Full professional responsibilities	
WWW:	EBI:
ACTION STEP:	

APPENDIX 3 Learning walks

Learning walk to obtain evidence to support judgements about – conditions for learning, variety of teaching methods, pupils' work/comments

Subject –

Date –

Team:

Focus –

The learning walk aims to

Inadequate	Requires improvement	Good	Outstanding
Comments:			

Appendix 4 Book scrutiny

Appendix 5 Book Scrutiny

Teacher:				
Reviewed by:				
Subject:				
Date:				
Please ensure that different groups of students are represented in the sample e.g. boys, girls, KS3/4, SEN, G&T, Pupil Premium, EAL, different ethnicities etc.				
The Basics	A l w a y s	O f t e n	R a r e l y	N e v e r
1. Is there evidence of praise and rewards?				
2. Literacy and numeracy mistakes addressed where appropriate using the agreed codes?				
3. Is the regularity of marking in line with school policy?			Y e s	N o

M a r k i n g f o r p r o g r e s s	Outstanding Through their frequently marked work, it is possible to see that there is a consistently high level of challenge and that students make progress at least in line with their ability over a period of time.	Good Through their frequently marked work, it is possible to see that there is usually a high level of challenge and that students make progress in line with their ability over a period of time.	Requires improvement Work is marked frequently. It is usually possible to see high levels of challenge in line with students' ability.	Inadequate Through their infrequently marked work it is clear to see that students are insufficiently challenged on a regular basis and that they have not progressed in line with their ability of a period of time.
	Evidence and Comments:			
2 F o c u s e d M a r k i n g	Outstanding Systematic and effective checking of students' work identifies misconceptions and leads to personalised targets that are clearly linked to the assessment focus.	Good Checking of students' work identifies some misconceptions and leads to personalised targets that are linked to the assessment focus.	Requires improvement Students work is checked on a regular basis but a lack of focus results in limited progress.	Inadequate As a result of poor practices, particular groups make inadequate progress.
	Evidence and Comments:			
3 Q u a l i t y o f W o	Outstanding Consistently high expectations of all students can be evidenced in the quality of their work.	Good High expectations of most students can be evidenced in the quality of their work most of the time.	Requires improvement Expectations are generally in line with students' ability.	Inadequate Expectations are low, especially for particular groups.
	Evidence and Comments:			

rk					
Evidence and Comments:					
4 Student Engagement	Outstanding Students are engaged in their learning through the marking process, demonstrating high levels of commitment to their own learning.	Good Students are engaged in their learning through the marking process.	Requires improvement There is some evidence that students engage in the marking process.	Inadequate Particular groups of students are not engaged.	
Evidence and Comments:					
5 Home Learning	Outstanding There is regular evidence of imaginative and appropriate home-learning that supports learning.	Good There is regular evidence of appropriate home-learning that supports learning.	Requires improvement There is some evidence of home learning.	Inadequate There is no evidence of home learning.	
Evidence and Comments:					
6 Presentation of work	Is presentation of work by students acceptable?	A l w a y s	O f t e n	S o m e t i m e s	N e v e r
Please comment on the presentation of work seen in sample. How are students encouraged to complete their work in a neatly presented manner? Please give suggestions of strategies that could be used to encourage students to focus on their presentation skills.					

Overall grade	Outstanding / Good / Not Good / Inadequate (highlight appropriately)
Strengths	Areas for development
Is there an immediate action required? Yes / No If so, please specify and provide a timescale for review.	
Reviewer signature:	Teacher signature:

ubject:

Appendix 5 Subject review

Staff name:

Subject:

Questions	Thoughts	Steps to improve
Curriculum • What do you teach at the school? – Subjects, types of qualifications, levels of qualifications, skills, values? • Does your answer to the previous question match what's on the timetable, in pupils' books? • Do your planning documents outline the knowledge, understanding and skills that pupils should gain at each stage? • Is reading prioritised in order to help pupils access the rest of the curriculum? How? •		
Rationale • Explain the rationale behind what is taught at the school? • What is the school ethos/aim/mission? • How well is this communicated to stakeholders? • How does what is taught reflect this ethos/aim/mission? • What pupil characteristics are present at the school? • Is the curriculum suitable for the pupils at the school? • What are the expected outcomes for pupils at the school? • Does the curriculum prepare pupils for these outcomes?		

Ambition • How ambitious is the school curriculum? • As a minimum, does it meet the requirements of standard 2(2)(a)? • Does the school's curriculum surpass what is expected and reach for more challenging outcomes? • How effectively is the curriculum reviewed/evaluated? • Does this process lead to measurable improvements?		
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Questions	Thoughts	Steps to improve
Concepts • Do all school leaders understand curriculum design? • Can they demonstrate how they ensure knowledge progression and sequencing of concepts?		
Subject Leadership • Does your school have subject leaders? • If not, who is responsible for curriculum design? • Are responsibilities shared? • Do those who share this responsibility have the knowledge, expertise and practical skill to design the curriculum? • If not, how will this be addressed?		

Subject knowledge • Are those who teach specialists in their subjects? • If not, how are they supported to ensure that pupils make progress? • Do teachers demonstrate good subject knowledge and use it effectively to promote learning?		
Curriculum Equity Do pupils access the curriculum as well as their peers if: - • They have had huge gaps in their education before joining the school. • Their needs make it challenging for them to stay in class for significant periods of time. • They join the school less than a year before GCSE exams with significant gaps in their knowledge. • Their attendance is extremely poor?		

Questions	Thoughts	Steps to improve
Planning • Do you demonstrate an understanding of progression within your subjects? • Do you sequence topics in a way that ensures that when each topic is covered pupils have already gained the pre-requisite knowledge and skill required to understand the new content? • How do you know this? • Do teachers take advantage of the tools available on the websites of awarding bodies to sequence topics in their subjects? • Do teachers' planning documents show that they prepare opportunities for pupils to revisit topics and deepen their understanding?		
Breadth and depth • To what extent is the content covered dictated by what is assessed during examinations? • Does teaching reach enough depth within topics/subject? • How do you know? • How do you check? • What are the challenges faced within the school's context?		

Assessment

- Does assessment focus on what pupils know and understand?
- When assessing progress do teachers focus on what progression in specific subjects looks like?
- Are assessments reliable – both teacher and tool based?
- How do we know?
- How effectively are the results of assessment used?

APPENDIX 5

Questions	Thoughts	Steps to improve
• How often do you look at pupils' progress data? • Are there any pupils who are not progressing as well as expected? • Do you know why? • Do you have a strategy for improving this progress?		
• Looking at last year's attainment data, how do your subjects compare with others? • Do you know why? • Do you have a strategy for improving attainment? • If you have pupils with complex needs, what other outcomes do you analyse? • Are there any pupils with SEN and other needs whose attainment is at the same level as other pupils?		
• Overall, what do you think is working well? • What needs to improve? • How will you go about it?		

APPENDIX 6

SMSC Review	Review completed by:		Review date:
Impact			
Summary			
Subcriterion	Key phrases from the	Grade	Summary of main strengths and areas for development
Personal insight and spiritual development	Students: - think deeply. - Have clear personal values. - Are open to new ideas.		
Moral understanding and relationships	Show a keen interest in ethical issues. Reassess values in the light of experiences. Principled.		
Social development and skills	Resolve conflicts intelligently and seek consensus. Accept others' rights to hold different views/beliefs. Aspire to achieve to the best of their ability.		
Understanding and respect for different cultures	Have very good insight into their own and others' cultures, from first-hand experience. Appreciate cultural diversity. Challenge racism.		
The school's promotion of SMSC and community cohesion	SMSC development underpins all the school's curriculum and teaching. Impact is evident in all Classrooms and		

	nearly all students' attitudes.		
To be outstanding we need to:			

Scheme of work appendix 7

	TERM ONE	TERM 1 2 ND HALF	TERM TWO	TERM 2 2 ND HALF	TERM THREE	TERM 3 2 ND HALF
U N I T						
OBJECTI VES						
TASKS						
AS SE SS M EN T						

Appendix 8 – Book looks

- The ‘book looks’ will be undertaken in the same style as an unscheduled ‘learning walk’.
- Observers will stay in a lesson for only a short time (approximately 10 minutes).
- Verbal feedback will not be given, nor will a grade. However, a copy of this completed form must be given to the teacher.

Teacher/Year Group/Classes:	
Reviewed by:	
Subject/Faculty:	
Date:	

Presentation of Work	A l l	S o m e	N o n e
Title and date at the start of each new piece of work underlined (or challenged by teacher if not).			
Black (preferably) or blue ink to be used by students (or challenged by teacher if not).			
Purple pen should be used to indicate student involvement in marking.			
Mistakes should be crossed out using one single line with a ruler (or challenged by teacher if not).			
Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary.			
Rewards/praise for excellent presentation should be given where appropriate.			
Yr 7 only: literacy target stickers are evident in books and teachers are commenting on student progress with these.			

Focus	Strengths/Progress	Areas for development/questions to ask
Regularity and quality of teacher marking		
Opportunities for students to respond to marking and make progress as a result		
Home learning		
Use of agreed general codes to address literacy or numeracy issues		

Use of progress sticker on front of book/folder		
Other areas identified / general comments		

APPENDIX 9 – Form Tutor Checklist

At the start of tutor time • Meet and greet your form group promptly at the door in the morning.
Form time activities • Notices from the form PowerPoint should be read out on a daily basis: they will be displayed on the big screen in the hall on assembly days so that students do not miss any important notices. • Students should be engaged in the form time PowerPoint activity of the day. • The learning that has taken place in form time should be recorded in the student planner.
Prohibited items • Mobile phoned • Cigarettes, e-cigarettes, lighters, drugs. • Weapons • Large sums of money • Alcohol
Planners • All students should have a planner which should be kept out on desks for the duration of form time. • Form tutors and parents must sign planners on a weekly basis. • A break time detention should be allocated to students who fail to bring in their planners and/or if the planner is not kept up to date. This should also be recorded on SIMS.
Achievement and Behaviour • Form tutors must keep track of the achievement and behaviour incidents recorded for their tutor group. • Students should be positively praised for their achievements whilst any negative points should be challenged and discussed appropriately.
Support • The support system is fully operational during form time.

Advice for new form tutors

- A good form tutor makes a huge difference to a student's school experience. Be caring and professional. Aim to create a positive, cooperative and assertive relationship with your form.
- If a student wants to confide in you, never promise a student total confidentiality – follow all safeguarding procedures. Put all safeguarding incidents in writing on SLEUTH. This evidence could be crucial at a later date.
- Follow incidents up - do not ignore/turn a 'blind eye' to issues or this will merely store up problems in the future.
- Reply to parental concerns ASAP or pass to Behaviour team /SLT as appropriate.
- Reward and recognise good behaviour, extra effort, success and achievement from all students.
- Do not use student nicknames - it can either be patronising or give out the wrong message - you are a role model and not a friend to your students.
- Be consistent in your use of the form tutor checklist.

APPENDIX 10 – Class Teacher Checklist

Please note, this is a brief check list. Further detail is available in the body of the Teaching and Learning Protocol, and the behaviour for learning policy, both of which are available on the school website.

At the start of lessons • Meet and greet your group at the classroom door. • Have a starter task ready for students that they can be getting on with when they enter the room.
Uniform • Behaviour points should be recorded for students not dressed in the correct uniform, as described in the planner. • Any student dressed incorrectly should be challenged. • If it is not possible to resolve a uniform issue in class, the student should be referred to the pastoral staff.
Presentation of work • Title and date at the start of each new piece of work. • Black ink to be used by students; another colour ink or pencil may be used to indicate where students have been involved in the marking or assessment process with the SA or PA codes if necessary. Pencil should be used for drawings and graph work. • Mistakes that occur during a piece of work should be crossed out using one single line with a ruler: correction fluid should not be used in school. • Work that falls below the agreed standard of presentation should be challenged by the teacher and re-done if it is deemed necessary. Equally, rewards for excellent presentation should be given where appropriate.
Progress description • All students should have an up-to-date progress description in their current workbook or file.
Sanctions and rewards • Support is available when student behaviour falls below the expected standard. Use the system of name and two ticks on the board so that students realise that they are not behaving as they should be and have the chance to change their ways. Record negative behaviours on SIMS/SLEUTH • Equally, when a student has contributed particularly well, recognise and reward by giving achievement points on SIMS/SLEUTH.
Respects • Keep in mind the school respect agenda and display in your classroom.
Marking and assessment • Agreed marking and assessment guidelines can be found in the teaching and learning protocol. • Please use the agreed marking codes from the T&L protocol.