



Quality of Education

Saint Philip Howard Catholic Voluntary Academy

Staff Reference Guide 2021-22

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Section 1: QUALITY OF EDUCATION



Our curriculum sits at the centre of everything we do and offer as a school. All of our decisions are centred around what we believe is best for the individual Student. We believe our Curriculum will have a positive impact on Students' learning and progress, therefore, support them on their 'Success Journey' into further education or employment.

In order for our Curriculum to have its intended impact, we must:

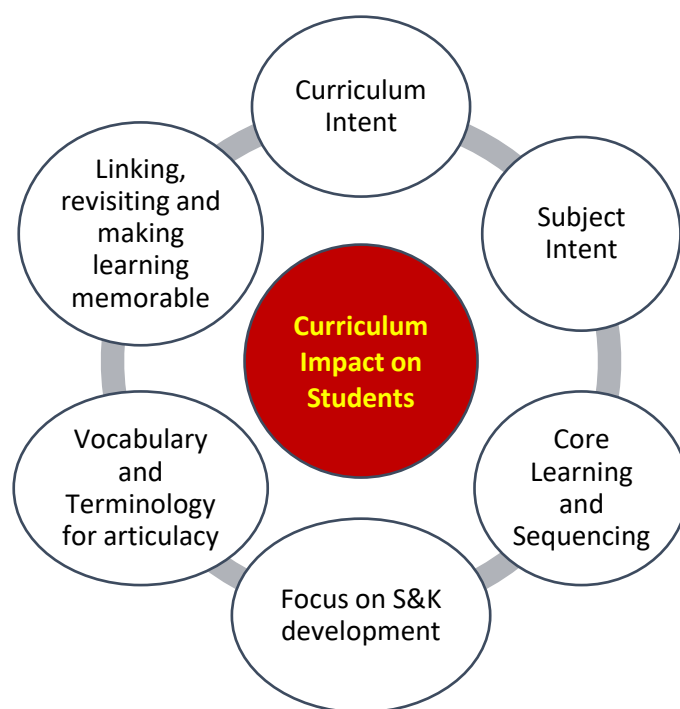
1. Ensure that our school is meeting the standards it has set itself by supporting staff in all forms of CPD and QA. Staff professional development is rooted in the needs of the school and, these are aligned with the curriculum which results in better teaching for our students.
2. Ensure that the curriculum and provision is carefully mapped for all - this encompasses those students that have an EHCP or SEND needs, as well as Students who are PP/ receive FSM. It includes all of the specific academic intervention that may be required to support the achievement of all.
3. Ensure that what happens in the classroom reflects the highest standards of Teaching and Learning and Students are provided with quality-first teaching. We must strive to improve the quality of teaching, learning and assessment so that it is consistently good throughout the school by ensuring that teachers:
 - Have consistently high expectations and set work that meets the needs of all students so that they become resilient, independent and metacognitive learners.
 - Encourage Students to learn more and remember so that they can make connections between their learning and deepen their understanding.
 - Encourage students to better articulate their understanding in lessons through discussion.
 - Ensure Students fully engage in Homework to consolidate their learning.
 - Enhance Students' literacy skills and vocabulary retention to aid comprehension.
 - Provide feedback to students' that is consistently in line with the school's policy so that students know how to refine and improve their work.

4. Finally, some students will require greater pastoral support than others but all will benefit from effective leadership at all levels: SLT Mentoring, Pastoral Managers, Heads of Year/Heads of Department, Form Tutors, as well as different forms of Peer Mentoring.

Section 2 - Curriculum Expectations

Key Stage 3 and KS4

The three year curriculum timeline was developed to ensure that all stakeholders played an integral part in the vision, planning and implementation of its successful delivery. In order for all stakeholders to have collective ownership, our Curriculum was planned in a stepped progression as shown below:



SLT – provided the strategic overview and plan for the Whole-school Curriculum Intent, along with a timetable of planning and QA, offering support and challenge where required.

Middle Leaders – implemented the strategic plan, following the QA timetable and offering support and challenge with their teaching teams, overseeing and reviewing the development of the curriculum in its implementation and impact.

Our balanced and dynamic curriculum encourages constant reflection and refinement and this is continually reviewed with the focus on:

Intent – What we will teach and when/ how it links to prior/ future/ cross-curricular learning.

Implementation – How we will teach/ deliver and ensure learning is memorable and sticks.

Impact – How successful the learning has been; what needs to be revisited/ when and how.

Core Curriculum Expectations:

- The knowledge rich KS3 curriculum will have a positive impact on Students' progress. It will demonstrate progression in structure, setting out what we want our students to learn and therefore the progress we expect them to make in developing and refining their knowledge and skills.
- Focus will be placed on 'knowing more, remembering more' and being able to develop our skills across all areas of the curriculum. It will help Students and Parents to understand their child's progress and, more specifically, what they need to do to improve, without overburdening Staff with data.
- Assessment in KS3 effectively supports the teaching of the curriculum, both in Formative and Summative assessment. It will utilise the SRSCMAT KS3 Progress Indicators which are bespoke to the curriculum. It places emphasis on the individual progress a student is making (as applicable but not limiting) to their personalised curriculum. (It is not standardised attainment data- it cannot be benchmarked and should not be treated in the same way). Under the new Assessment Framework and Progress Indicators mapped for each Curriculum area, Students will become familiar with the knowledge and skills that they need to develop in order to successfully make progress across the curriculum.
- The whole school Curriculum develops Students for the next phase of education, training or employment and leads Students towards their 'Success Journey'.
- The Curriculum also develops and deepens the Social, Moral, Spiritual and Cultural focuses, as well as the British Values and Cultural Capital already established within the reviewed curriculum.
- There is a clear focus on developing reading the reading culture and metacognitive strategies across all year groups so that Students can develop transferable skills which will support them to become life-long learners.

KS3 Curriculum Planning – all subjects have:

- Subject Intent and Curriculum mapping which shows carefully considered sequencing and spaced learning and is at least in line with National Curriculum Framework if not more ambitious.
- Key Skills and Knowledge mapped for development.
- The Key Terms which should be learnt/ are applicable to the Core Knowledge/ topic being learnt.
- Planned opportunities for revisiting.
- Departmental Assessment Plans/ Progress Indicators.
- Planned Mid-term Formative checkpoints and end of term Summative Assessments that focus on demonstrating how well knowledge has been learnt/ skills have been developed throughout the term/ throughout the year as a whole.

KS3 Subject Planning will:

- Directly relate to the overall Subject Intent.
- Will explicitly provide opportunities for interleaving/ revisiting.
- Clearly state formative and summative assessment points.
- Demonstrate where retrieval/ revisiting is evident – across topics/year/ key stages.
- Show explicit links to Literacy/Reading or Cross Curricular links where appropriate.
- Show explicit links to SMSC/ BV.

KS4 Curriculum Planning – all subjects have:

- Curriculum mapping which builds progression from KS3.
- A clear plan for spaced repetition/knowledge retrieval practice.

- A subject structure for both Summative and Formative assessment.

Section 3 – SPH Whole School Teaching & Learning Foci for 2021-22

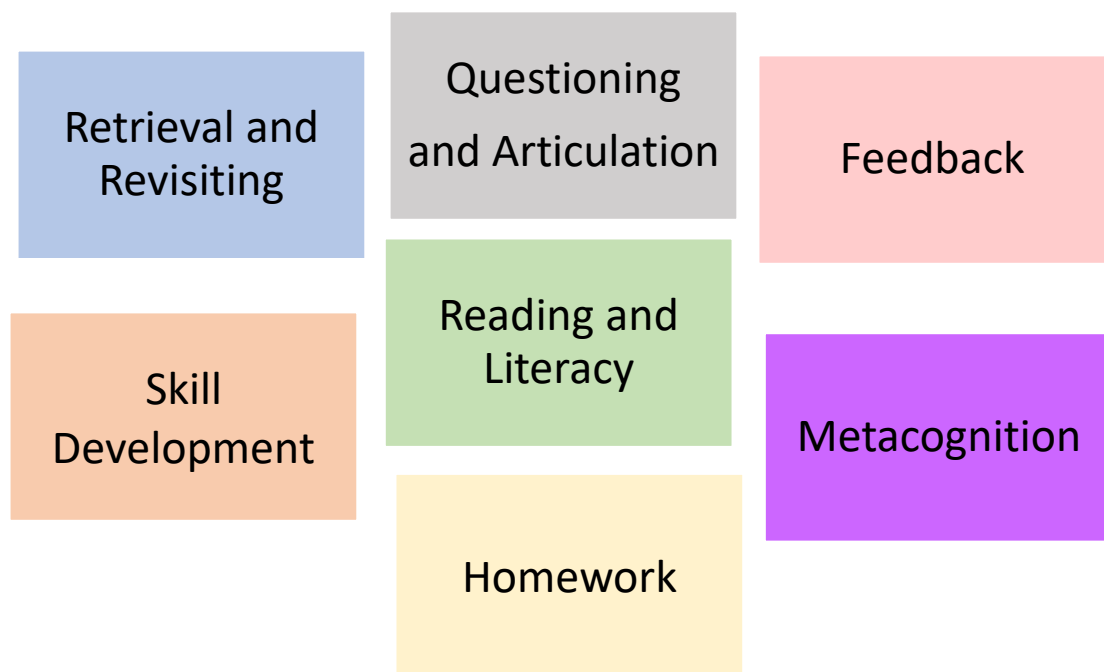
Implementation is the way in which ‘the curriculum is taught at subject and classroom level’. Learning should be stimulated through effective teaching which makes content memorable and enhances the development of Students’ independent and cross-curricular skills.

By ensuring that Students receive quality-first teaching, we can ensure they learn the cognitive and metacognitive processes to enable them to, ‘...acquire, store, retrieve and manipulate their learning’, as well as how to, ‘...plan, monitor and assess their understanding and performance’.

In terms of Implementation, teachers should be asking themselves:

- How can I enable pupils to understand key concepts?
- How can I sequence learning so that new knowledge and skills build on what has been taught before?
- How can I check pupils’ understanding effectively and address misconceptions?
- How can I ensure that pupils embed key concepts in their long-term memory?
- How can I promote discussion and enhance Students’ articulation?
- How can I support Students to apply their learning?
- How can I enhance learning that enables Students to transfer knowledge and apply skills across the curriculum?

Key areas for the academic year 2021- 2022 will focus on:



Knowledge retrieval/Spaced Repetition:

- Aim to reduce the forgetting curve.
- Improve knowledge retention over time.
- Include opportunities for knowledge re-visits across all topics, over the entire academic year/ key stages.
- Embed the RRR tasks into starter/ checkpoints throughout lessons.

- Refer to KS3 Assessment Framework to support students in ‘knowing more and remembering more’.

Questioning and Articulation:

A vital pedagogical tool, as we seek to ensure Students’ progress and provide continuous dynamic feedback is through questioning which prompts deeper thinking. Effective questioning is an entity in its own right and supports the success of embedding our other key Teaching and Learning themes.

You may wish to use the following:

- Direct/ targeted questioning – use the student name AFTER you say the question.
- Question phases where Students are/ are not allowed to put their hands up.
- Phone a friend – allow students to seek support from another to help them in their articulation.
- Questioning which reaches everyone: Ability/ PP/Gender/SEN/ and this can be differentiated as applicable.
- Utilising the question framework/metacognitive questions/CUSP questions to allow all students (not just the more able) to summarise, synthesise, justify and evaluate knowledge.
- A specific task that asks for deeper thinking– not give more questions to be completed.
- Link to Key Concepts, Symbols, Knowledge and Skills.
- Use questioning to enhance Students’ Literacy.

Deliberate Practice/ Skill Development:

- Deliberate practice is providing a planned opportunity for students to work independently completing tasks which ask them to consolidate prior learning, apply their new knowledge, and focus on well-defined specific goals, which ultimately push them beyond their comfort zones.
- In practice it means being very mindful of ‘teacher talk’ and allowing students the learning space to move forward, reduce ‘compliance’ and increase independent completion of work and student stamina and resilience.
- Lessons or short sequences of lessons should be planned so that key knowledge can be embedded.

Reading and Literacy:

- Explicit Instruction/ teaching of vocabulary:
Staff should model the standards they expect in reading, writing, spelling, grammar and punctuation, as well as articulation. Tier 2 and Tier 3 vocabulary must be taught explicitly with baseline tests and regular Key Term tests throughout a scheme of learning.
- Whole school reading strategy:
CUSP should be used to help all Students (of different abilities) to tackle an unseen text in any curriculum area. This should aid Students to find ways of making links to prior learning; comprehending meaning; summarising and synthesising as well as understanding the reasons/ choices for specific texts and how this can help them to decode further.
- Marking for Literacy: please see Feedback (Section 6).

Feedback & Re-visiting:

Feedback to students is about a ‘dialogue’ or conversation between the teacher and the student. This can be through:

1. Verbal Feedback/ Live Marking in class – personalised feedback between teacher and student.
2. Learning Checkpoints – Formative comments in marking cycle which Students should respond to.
3. Re-visiting/ re-teaching lesson phases – ‘have students developed a **secure** knowledge’ of the curriculum? What needs to be re-taught?

These will be reactive and formative but can be guided through Class Feedback Forms, point marking or DIRT activities.

Re-visit/DIRT lessons will form a vital part of the conversation between class teacher and students. The structure of these lessons will fall outside the 'norms' of what a lesson may look like in your subject, but that is to be expected. What is important is that we address areas where student knowledge is insecure/absent or where misconceptions have occurred. These re-teach lessons/ lesson phases should be clearly identified and show how they have addressed misconceptions.

Feedback will also be provided in the following ways:

- Knowledge Quizzes- Peer/ Self assessed
- Key Term Quizzes- Peer/ Self assessed
- Homework- Century/ Seneca- Platform assessed
- Live Marking- Teacher assessed
- MLTV Polling/Kahoo
- Multiple choice activities
- Varied Homework set on the VLE (Teacher provides Formative feedback)
- Formative Checkpoint pieces (Written feedback WWW, EBI in books)
- Class Feedback (Teacher verbally, Students- written)
- Practice Papers- application
- Summative assessments- Teacher assessed- Deep marking and DIRT

Homework:

Homework must be set and marked consistently in order for it to be purposeful and have an impact on Students' retention of knowledge or progress.

Core Homework must be set once a week.

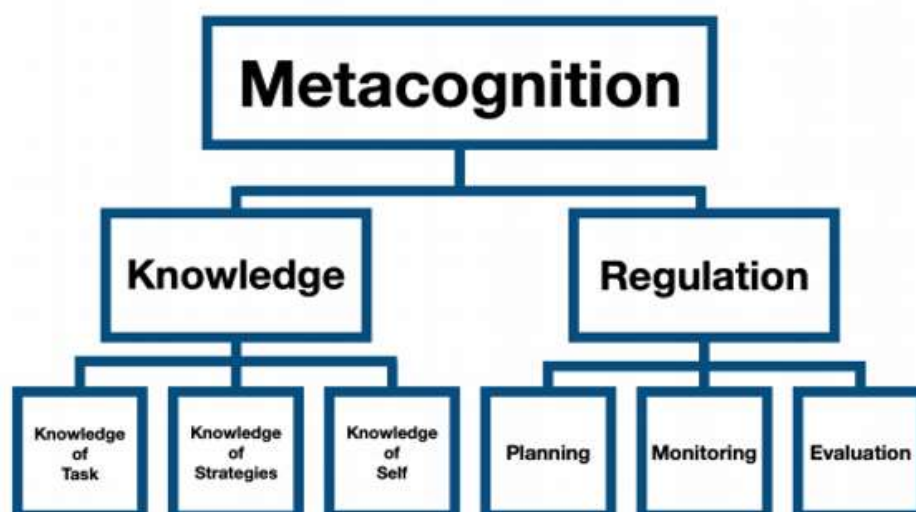
- Weekly Homework will be set and marked on 'Century'. (Two nuggets of full course).
- Longer pieces of written Homework will be set and marked (with formative feedback) on the VLE once every fortnight.

Other subjects must set work once a fortnight.


- This will be set and marked using formative feedback on the VLE.

Metacognition:

Metacognition is about being more aware of our learning and understanding our own thought processes so that we can learn more effectively.



We should use a range of metacognitive strategies throughout lessons to ensure that Students Plan, Monitor and Evaluate their learning. The Metacognitive Mat can be used for this.


S^T PHILIP HOWARD
 CATHOLIC VOLUNTARY ACADEMY

SPH Metacognitive Mat

Link to Prior Learning

PLAN:

SKILLS:
 PLAN, PROBLEM SOLVE, MONITOR,
 GUIDE, JUSTIFY, REGULATE, SELF-ASSESS/
 CORRECT, EVALUATE, IMPROVE, ADAPT,
 APPLY, TRANSFER.


Monitor how you are doing

IMPROVEMENTS:

Reflect on how you did

EVALUATION:

TASKS: Mind mapping, sequencing, word
 web, graphic organiser, dual coding, Venn
 diagrams, concept maps,
 anticipation/reaction charts, highlighting,
 editing, acronyms, organising/
 sequencing, redrafting.



METACOGNITION Thinking about my Learning Journey

Mini plenaries can be used/ at the end of the lesson, Students can discuss/ articulate their 'Learning Journey' by answering the metacognitive questions.

Teachers should provide Students with opportunities to become metacognitive learners who can reflect upon their own learning and learning processes:

- **Tacit learners:** '...who reflect on their learning but are unaware of their cognitive knowledge'
- **Aware learners:** '...who know about some of the kinds of thinking that they do and can generate ideas, find evidence, etc'.
- **Strategic learners:** '...who organise their thinking by using problem solving, classifying or making decisions'.
- **Reflective learners:** '...who are not only strategic about their thinking but also reflect upon their learning, monitoring the success of any strategies for replication or changing them as appropriate'.

Section 4 – SPH Lesson Planning and structure

As per the SPH Teacher Planner, lesson planning must consider all of the aspects shown below:

Intent: Learning Objective/Outcomes			
Class	Knowledge/Skills	Key Terms/Vocab	RRR/ links to Prior Learning
Implementation: Curriculum Content and Tasks/ SEN Support			Cross Curricular Links
Impact: Assessment for Learning	Homework	Assessment/Feedback	

- The Intent of the lesson- so that the Learning Objective and Outcomes support this.
- The Key Skills and Knowledge Students will be learning.
- Key Terms/ vocabulary Students must retain.
- The RRR or opportunities to make links between prior and future learning.
- How the content/ key concepts will be implemented/ delivered effectively.
- How learning may make cross-curricular links/ support Literacy or Numeracy.
- How progress will be assessed in the lesson. (Metacognitive plenaries, self/ peer assessment etc).
- How Homework will support Students to know and remember more.
- How Students will receive timely, impactful feedback to aid further progression. (Live Marking, Class Feedback, Deep Marking).

Lesson Structure:

Lessons at SPH should utilise the different aspects of The Learning Journey.



Some suggested elements for each Lesson are shown below:

Lesson Element	Suggested activities/explanation
RRR Task	As students walk in and settle: <ul style="list-style-type: none"> • Knowledge retrieval questions • Low stake quiz • Label the image/ symbol • Close passage • Define the key terms • Complete a section of a Knowledge Organiser
Learning Objective/	The 'big picture' for the lesson. <ul style="list-style-type: none"> • What is the focus and why is this important? • Explain/outline what knowledge Students be learning.

Skills and Knowledge	<ul style="list-style-type: none"> • Explain/ outline what skills Students will be developing.
Implementation: Modelling/ Instruction	Share the task/s: <ul style="list-style-type: none"> • Soft support :‘what a good one looks like’ • Scaffolding: E.G: sentence starters and/key vocab to be included. • Stating the outcome. • Reading unseen text- use of CUSP to interpret independently.
Implementation: Deliberate Practice	Completion of work: <ul style="list-style-type: none"> • Students independently complete tasks that embed learning. • Can be planned to encompass individual and pair/group work. • Outcomes are clear and the focus is directly related to the overall Learning outcome/ success criteria (Progress Indicators). • Opportunities for mini-plenaries/ metacognition. • Check understanding/correct misconceptions and judge competencies. • Encourage participation in Deeper Thinking tasks.
Plenary	Lesson reflection: <ul style="list-style-type: none"> • Assessing progress against the learning outcome/ progress indicators. • Using skilful questioning to move ideas forward. • Deeper Thinking task reflection. • Skills and Knowledge reflection. • Self/ Peer Metacognition questions. • Link to future learning.

Section 5 - Key Stage 3 New Assessment Framework

The new SRSCMAT Key Stage 3 Assessment structure will be fully adopted in September 2021.

Key Stage 3 students will **no longer be assessed using GCSE linked Levels** and associated Level descriptors. They will all be given a Progress statement that is linked directly to the curriculum outcomes expected in an individual subject, across an academic year.

- **Successfully learning all of the curriculum.**
- **Successfully learning most of the curriculum.**
- **Successfully learning some of the curriculum.**
- **Limited success in learning the curriculum**

Rationale:

Learning is defined as knowing more and remembering more. If nothing has been remembered, then nothing has been learnt. Learning is an alteration in long term memory.

The **Curriculum** is the progression model. It sets out what we want our students to learn and therefore the ‘progress’ we wish them to make.

Progress is defined as the extent to which students have learned or are successfully learning the intended curriculum. If they are successfully learning the curriculum, they are making progress.

Progress is something which happens over a sequence. Proper, deep, learning is complex and multi-faceted. Progress is gradual and does not necessarily happen in handy 'lesson sized' chunks.

This assessment model will see students across Years 7 to 9 regularly assess progress through the curriculum; support the re-teaching of curriculum content and skills and reduce the need for unnecessary workload.

Assessments will be meaningful and synoptic and data entry will be limited to allow for teachers to plan and deliver the curriculum in the most effective way.

The anticipated model would be:

Term 1	Nov Progress Point evidences assessment of all knowledge from Sept		
Term 2		March Progress Point evidences assessment of all knowledge from Jan	
Terms 1-3			June/July Progress Point evidences assessment of all knowledge throughout the year.

Substantive Knowledge & Disciplinary Knowledge

A critical understanding of 'knowledge' is needed for the current demands we make on the Curriculum. Leaders need to approach their Intent planning with this knowledge –the report from *Jasper Green* - arkonline.org/newsletter – who is an experienced Science Curriculum Leader and educational writer has been paraphrased below.

There is **substantive knowledge** – this is the knowledge produced by the academic subject. For Example: In science, this involves concepts which form the underpinning structure of the subject, e.g. respiration, evolution and the idea of a force. The list of substantive knowledge for subjects is well, substantial, and must be carefully sequenced over time.

Then there is **disciplinary knowledge**. For example: In science, this is the knowledge needed to collect, understand and evaluate scientific evidence. It's the scientific method, i.e. changing one variable whilst keeping everything else the same – and seeing what happens. We use this knowledge every day. Think back to when your TV remote last stopped working. First you banged it, then you wiped the sensor, finally you changed the battery. Each time you changed one variable (the independent variable) before measuring its effect (the dependent variable) whilst keeping everything else the same (the control variables).

Fortunately, achieving these two goals are not incompatible. However, to ensure that we are equipping our students with all the knowledge they need, our curriculums need careful planning, right from the start. And then we need to make sure that we don't make the biggest of errors – the curriculum is not something on a piece of paper, nor stored on a Google Doc. The curriculum is something that is experienced in the daily lives of our students. In the words of [Dylan Wiliam](#), "curriculum is pedagogy", so once we've considered *what* to teach we must then define *how* to teach it. I feel the best curriculums will work hard to do both.

Jasper Green - arkonline.org/newsletter

This will be a recurrent theme throughout this year – how we plan our sequence of learning, reflecting the full range of knowledge. At SPH, we are at the stage where we are moving to fully implement our curriculums and assess their impact.

Section 5 Cont.

SPH Assessment Process for KS3

“Assessment is fundamentally about evaluating the extent to which pupils have successfully learned the curriculum (or not)” *L Northern Director of curriculum E-ACT Curriculum strategy.*

Frequency	Assessment	Link to curriculum	How it is assessed * Also refer to marking & feedback policy	Intended Impact
<p>Daily/Every Lesson</p> <p>For every subject</p> <p>(DIAGNOSE)</p>	Retrieval questions to assess knowledge and retention	<p>Every unit of work should have set pattern of retrieval questions/ Knowledge quizzes.</p> <p>Low stakes ‘quizzing’ to encourage maximum participation.</p> <p>Making retrieval practice part of every lesson and intrinsically linked to the knowledge rich curriculum that has been developed.</p>	<p>Self/whole class assessment.</p> <p>Could utilise Century/ Seneca results from Homework.</p> <p>Re-teach and re-test gaps until knowledge is secure.</p>	<p>Regular low stakes quizzing is essential for long term retention of knowledge.</p> <p>Class and home based tasks aim to support students to ‘know more’.</p>
<p>Weekly</p> <p>Every 5 -7 lessons</p> <p>(THERAPY/ REVISIT)</p>	<p>Students apply the knowledge and subsequent skills they have developed through lessons and complete a specific Deliberate Practice task.</p> <p>These learning checkpoints should be appropriate (in length) to the knowledge being tested.</p>	<p>Medium term planning in every subject should identify which Deliberate practice Learning checkpoint needs to be completed in the sequence of learning.</p> <p>Completing this task regularly throughout the intended curriculum teachers can assess students’ progression and teach gaps in knowledge and skills.</p>	<p>Teacher to cursory mark ensuring that whole class feedback is given in WWW and EBI format.</p> <p>They then re-teach the gaps.</p>	<p>All evidence indicates that regular formative assessment and the feedback that comes with it has more impact on student progress than summative assessment.</p> <p>Students will be able to ‘to do more’ with their knowledge.</p>
<p>Each Term</p> <p>Two Summative</p>	Students sit at least one knowledge test a fortnight.	The content of curriculum for each year – to date -will be assessed to ensure there	Summative knowledge tests will be recorded as a % and compared to the class % average.	Regular Knowledge Tests throughout the academic year will assess Students’ knowledge from

Assessments per Term. Regular knowledge quizzes every fortnight/ third week. (TESTING/ REVISIT)	These are all multiple choice – knowledge based content questions which are self/ peer marked in class.	is an accurate record of students' progress.		September onwards and will record the progress of students' acquisition of long term knowledge. The use of summative assessments termly, which result in a final summative of the year, will show Students' progression throughout the whole curriculum.
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Section 5 Cont.

Feedback in KS3 - New Assessment Process *(also see marking and feedback section 6)*

Students will receive feedback in a number of ways:

1. Live Marking in lessons
2. Verbal Feedback in lessons
3. Marking of formative, checkpoint activities (These can be focused on Class Feedback or individual)
4. Deep marking of Summative Assessments
5. Re-Teach/ DIRT Lessons

Recording and Reporting student progress

GCSE Levels will no longer be referred to in Key Stage 3 assessment and there will not be a 'flight path' to map progress against. GCSE Levels will only be used once students are following the GCSE exam specification leading to externally sat GCSE exams in Year 11.

In KS3 Teachers will enter one Progress Level for each student three times per year (two if subjects have substantially less contact time).

Parents/Carers will receive three Progress Reviews which will use the statements – not Levels or grades- as this makes a clearer distinction from GCSE Levels and grades. These will also include Attitude to Learning for each student in each subject.

FAQ's

Does it limit weaker students to always achieving a P4 Level?

The Progress grades are about students' progress through the curriculum that has been taught. Students who receive alternative pathways are assessed on how well they have learnt the curriculum they have received e.g. Nurture Group curriculum. Therefore, if the curriculum is appropriate and well scaffolded, students can still be successful. Progress must be judged on the core "sticky knowledge" for all but the appropriate pathway for them as an individual in relation to ability and needs.

How does the Progress grade link to GCSE grading?

Progress grades from KS3 do not align with KS4 attainment data. The KS3 curriculum fully prepares students for the transition to GCSE study but it is an entity in itself.

How is it benchmarked and standardised?

Progress data is bespoke to the curriculum that has been delivered. It is holistic about how students remember and learn the curriculum. It cannot be benchmarked as it is not standardised attainment data and cannot be treated in the same way. A "Progress Indicator Matrix" for each subject area should be used to help support the holistic grading process. (Certain aspects such as the 'Classwork' indicators should be consistent across all subject areas of the curriculum.

How is it standardised and moderated?

Subject areas standardise what a student who has successfully learnt the curriculum would be producing and how they would be performing at the start of each unit of work. Therefore, it is essential that:

- Retrieval practice (the format of Knowledge quizzes) and Learning checkpoint activities (Formative assessments) are standardised across subject areas.
- Student work is moderated before data submission in the Progress Reviews.
- After each Assessment Point Curriculum Leaders moderate results and progress grades awarded. Are all students working at the same level? Are all students accessing the curriculum to the same standard? Are there data anomalies between teaching groups in the same subject?

Triangulation of data and curriculum refinement

- Using the Progress Point Data, complete a work scrutiny that covers a sample form each teacher.
- Look at curriculum coverage
- Consider depth and challenge of the curriculum delivery
- Look at the relationship between student Attitude to Learning and Student progress through the curriculum.
- Is the 're-teach' work happening? How successful is this?
- What does this tell you about refinements to the curriculum?
- Curriculum Leader to present at Line Manager meetings

Section 6

Marking and feedback: Core Principles

Why do we feedback?

1. To help students make progress
2. To provide strategies for students to improve
3. To give students dedicated time to reflect upon their learning and put effort in to make improvements
4. To correct misconceptions
5. To inform planning and structure the next phase of learning
6. To facilitate effective and realistic target setting for students and/or the teacher
7. To encourage a dialogue to develop between pupil and teacher
8. To encourage students to have a sense of pride in their work

Feedback - Core expectations

Verbal feedback is the most frequent form of feedback; it has immediacy and relevance as it leads to direct pupil action. Verbal feedback may be directed at groups of students; it may be planned based on intervention strategies or unplanned based on immediate need. One of the most important ways we help students to progress is during a discussion of their work.

Written feedback should be as follows:

- Books must be marked in accordance with the Marking Policy (Within the two week cycle. There should be 2 summative assessments with detailed feedback per term. This should include a mark, grade, WWW and EBI).
- Live Marking and Maintenance Marking should be present at regular points throughout.
- Students should be responding to feedback following an assessment in DIRT activities.

- Students should respond to other marking (Live, Maintenance or other EBIs in which they have been directed by the teacher).

Re-visit/ DIRT lessons – are an integral part of providing feedback at both KS3 and 4. These should be planned and come after any Learning Checkpoint. They should be on yellow DIRT sheets/ clearly signposted in Students' books.

For both KS3 and KS4 this is an ongoing cycle of feedback for all students however, prioritising PP and SEN books in each class.

Self-Assessment KS3 and KS4

This type of feedback should form a regular contribution to your lessons. Feedback should be clearly identifiable as self-assessment by the student e.g. using a red pen. Students need to be well trained over time to effectively self and peer assess skills. This process will be clearly led by the subject teacher using success criteria.

KS3 & KS4 Learning checkpoints

This is a type of formative assessment. We are looking for the retention of knowledge and its stick-ability. This should be used to inform future lessons. These will be used to inform the holistic progress grade given to students in the Assessment Points. Feedback can be individual to the student or whole class.

Summative Termly Assessments KS3

Subjects will conduct a detailed assessment three/six times per year (including end of year assessments). Summative assessments are to be standardised and moderated within departments where possible- **evidence of moderation and standardisation should be found in the departmental Curriculum file.**

Summative Assessments KS4

GCSE mark schemes will be applied and detailed feedback given – **WWW** and **EBI**. Students are expected to reflect, correct and improve their work. This could be at an individual or group level, directed by the subject teacher. Question level analysis is expected in formal examinations and student Levels to be recorded on trackers.

Literacy Feedback

The literacy standard of pupils is a school wide responsibility. Spelling, punctuation and grammar are not just important in English lessons but are essential for successful communication across the whole curriculum and in everyday life. Corrections should be made on Tier 3 words and some Tier 1/2. (No more than 4/5 mistakes per double page so as not to overwhelm students. Please be aware of students with literacy issues.)

Tier 1 words	<ul style="list-style-type: none"> • Basic words that rarely require any direct instruction • E.G. book, run, number, line, animal, table, walk.
Tier 2 words	<ul style="list-style-type: none"> • High frequency words used across a variety of subjects; may have multiple meanings • e.g. equation, govern, nutrition, impulse, liberal.
Tier 3 words	<ul style="list-style-type: none"> • Low frequency technical and subject specific terms. • e.g. isotope, peninsula, metaphor, probability, lathe.

The Key for correcting Students' Literacy across all areas of the curriculum is as follows:

Marks on Work	Description
Gr	Grammar
Sp	Spelling
Cp	Capital letter
P	Punctuation
^	Missing words
//	New paragraph
(between the words)	Two words, not one
Circle around word e.g. should of	Wrong choice of work (ask students why it is incorrect)
N	Numeracy error
Un	State units clearly
LA	Label axis with units
WO	Show working out
T	Missing Title
U	Underline
R	Use a ruler

An overview - Student Classwork

Through the academic year, an observer should be able to see how each student has progressed through the subject curriculum.

- The exercise book/ folder etc should 'tell the story' of that subject's curriculum progression.
- Written work should demonstrate the acquisition of knowledge.
- Written work should demonstrate the application of skills.
- There should be a clear evidence of a conversation between you and the student(s) – over time.
- Any subject Ofsted 'Deep drive' will place a great emphasis on the Students' books – in order to evidence progress through the curriculum and that the consistency of this is achieved across each subject area.
- Work Scrutiny will be used to primarily analyse curriculum **progress – consistency – conversation and anomalies**.

Section 7 Work Scrutiny



SPH Work Scrutiny 2021-2022

Teacher		Subject	
Year/Class		Date	
Audited by		Overall grade	

Outstanding	The marking informs the Student how to make progress and the feedback supports the Student to progress fully in the curriculum. This is consistently responded to/acted upon.
Good	There are comments showing the Student how to improve and feedback supports the Student to progress throughout the curriculum. The Student responds regularly to this feedback.
Requires Improvement	There are comments showing the Student how to improve but they only offer some support to make progress in the curriculum. Comments are not acted upon by the Student.
Inadequate	There are no comments on how the Student can make progress. Marking focuses on presentation or is tick and flick. As a result, the Student is not making progress.

The quality of written feedback	Yes	No	Further details
Are there high standards of presentation including graffiti free, titles, dates, CW/HW, appropriate equipment being used for technical drawings?			
Are books / files / projects marked as per the exercise book policy; for example: WWW / EBI?			
Do the books contain formative comments focused on progress? What impact has this had?			
Have students responded to/acted upon the feedback regularly? Has work improved as a result?			
Is there evidence of peer/self- assessment using clear assessment criteria? What impact has this had?			
Has the literacy marking policy been used regularly? Has literacy improved as a result?			
Is there evidence of numeracy in work? Has numeracy improved as a result?			
Is there evidence of Live Marking to support Students' achievement of the Objective?			
Is the work challenging? Does the work meet the needs of all children?			
Is there evidence of knowledge sticking/ revisiting where necessary?			
Is there evidence of the Student progressing in line with the curriculum intent?			
WWW			
EBI			

Section 8 – Homework 2021-2022

Core Principles

To facilitate a successful knowledge-based curriculum Intent, implementation and impact across all subjects; homework will be based on knowledge and the retention of knowledge. Therefore, all homework all Years 7 to 11 should:

- Be clearly related to the curriculum being taught.
- Be manageable within the time frame given.
- Be challenging but achievable (differentiated where appropriate).
- Build self-confidence and success – remembering more and knowing more.
- Recognise the work and effort of the student.

Homework should be set and recorded in the following way:

- For Core Subjects, weekly Homework on Century must be set on the VLE. (This should include two or more nuggets of a full course per week). A longer piece of written Homework alternative piece every fortnight may be set in addition and / marked on the VLE.
- Other subjects must set work once a fortnight. Homework can contribute towards a longer project for completion at end of the half term but again, Homework must be set and marked on the VLE with regular feedback provided throughout.

Homework pieces for Year 7 and 8 Students should be between 20-40 minutes.

Homework pieces for Year 9 should be between 30- 50 minutes.

Homework pieces for KS4 Students should be between 40-60 minutes.

(Weekly or fortnightly as applicable to curriculum time).

Homework can be varied and include:

- Knowledge-based tasks which can be assessed through self/peer marking.
- Memory retention tasks such as the learning of key terms/ vocabulary for low stake quizzes/ testing.
- Comprehension and retrieval tasks to develop a deeper understanding of a topic.
- Independent reading to encourage students to read for pleasure and develop literacy skills.
- Preparation or planning tasks prior to a lesson so that heightened learning can take place in the classroom.
- Research-based projects, in order to develop students' collaboration and/ or independence; stimulate new thinking and enhance skills over time.
- Real world tasks which prompt students to experience a topic in context.
- Examination questions to support students' ability to apply and master skills independently.

Practicalities

All homework tasks (regardless of submission requirements) are set by teachers using the VLE. All students have individual logins and parents also have access to student homework accounts. MLTV may also be used for additional revision or intervention sessions during P6 for KS4 Students.

Monitoring and Feedback on Homework:

Homework Completed/ Incomplete	Outcome
Homework set weekly	Record kept in Teacher Planner and Marked on VLE Work set on Century marked on Century.
Completed Homework pieces	Positive Point/s SIMS
Follow behaviour warnings x3	Warning, lunch detention, after school detention and Parents informed (Class teacher)
Repeatedly misses/ does not complete Homework throughout the half-term	HoD send In Touch

Section 9 – Student intervention

Teaching Standard 5 - Adapt teaching to respond to the strengths and needs of all pupils

All teaching Staff must:

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- Have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

All teaching staff have an obligation to meet Teaching Standard 5 and provide **Quality First Teaching**. Supporting students with their learning is everyone's responsibility.

Types of Intervention in the classroom include:

- Differentiated Skills and Knowledge/ Outcomes
- Differentiated questioning
- Explicit/ direct instruction
- DTTR
- Class Feedback
- Re-teaching
- Modelling/ scaffolding
- Differentiated DIRT activities
- Deeper thinking activities
- Focused nuggets on Century

Section 10 – Reading in the Curriculum/ Literacy across the Curriculum

The New Ofsted Framework makes explicit reference to reading in the overall curriculum and not just in English. In any subject Deep Dive there will be reference to reading in individual subject areas. Areas for questioning include:

- How the curriculum has been designed and taught so that pupils read at an age-appropriate level.
(Ofsted Handbook 2019)
- How a culture/ love of reading is promoted in school.
- How reading/ literacy was supported in remote learning.

Reading should be of a challenging enough level to match the age of students and curriculum plan at that point.

Prompting Students to read texts and consider the context, as well as infer meaning is essential in their understanding of any text/topic.

In all lessons, Students should be using their CUSP bookmarks whenever they read an unseen text. All Staff are responsible for promoting and celebrating the message that reading can support Students to become 'enlightened' in a number of different ways.

Being able to summarise key points enables Students to demonstrate their understanding and consider how each text delivers its purpose, not only helps with their grammar for reading and writing, but, also enabling them to learn how to apply transferable skills across all areas of the curriculum.

Teachers are prompted to use 'Closing the reading gap' strategies such as:

- Skimming (reading rapidly for a general overview of the text)
- Scanning (reading rapidly to find specific information)
- Slowing down
- Emphasis/ intonation
- Re-reading
- Tracking back through the text
- Checking the index, glossary or scaffolds (students might need this skill modelling)
- Asking questions- active reading
- Summarising (a very powerful tool for teachers to check for understanding)
- Noticing patterns and text structures
- Reading related texts (context/knowledge – might be a good idea to set wider reading as homework)

Reading Approach	Description	Advantages
Teacher-led whole class reading	Teacher reads with students following along.	Models intonation, fluency etc and aids comprehension.
Round-robin	Teacher selects various students who read aloud whilst the rest of the class follows along.	Engages those reading and gives a number the opportunity to develop/ varies voice, tone, register etc.
Choral reading	The teacher and pupils read aloud in unison.	Helps with pronunciation, prosody, engagement and retention.
Paired Reading	Pupils are arranged in pairs and read to one another. This can be done paragraph by paragraph or page by page.	Differentiation, modelling, scaffolding, equal opportunities, confidence, discussion.
Repeated Reading	Pupils re-read a text independently that has just been read out aloud.	Helps comprehension, allows for practise of other skills. More they read the same text, greater fluency. Skill over time is improved.
Individual, Silent Reading	Pupils read in silence and individually.	Opportunity for independence, check comprehension, application of learnt skills.

Literacy at SPH:

Whole class/ year group interventions

- Accelerated Reader (Baseline Star Reading test, followed by termly Star Reader and regular quizzing).
- GL Assessment-(previously National Education Foundation for Education Research- the body that administers 11+).
- Form Reading/ modelling reading fluency in lessons. ('One of us is Lying')
- Vocabulary/ Key Term tests.
- CUSP'- for unseen texts.

Small Group Interventions:

- Reading Fluency Programme- baseline testing of very weakest Students in Years 7 and 8 and regular small group intervention practising prosody, choral reading etc
- Reading Intervention- Cross curricular Reading Mentors.

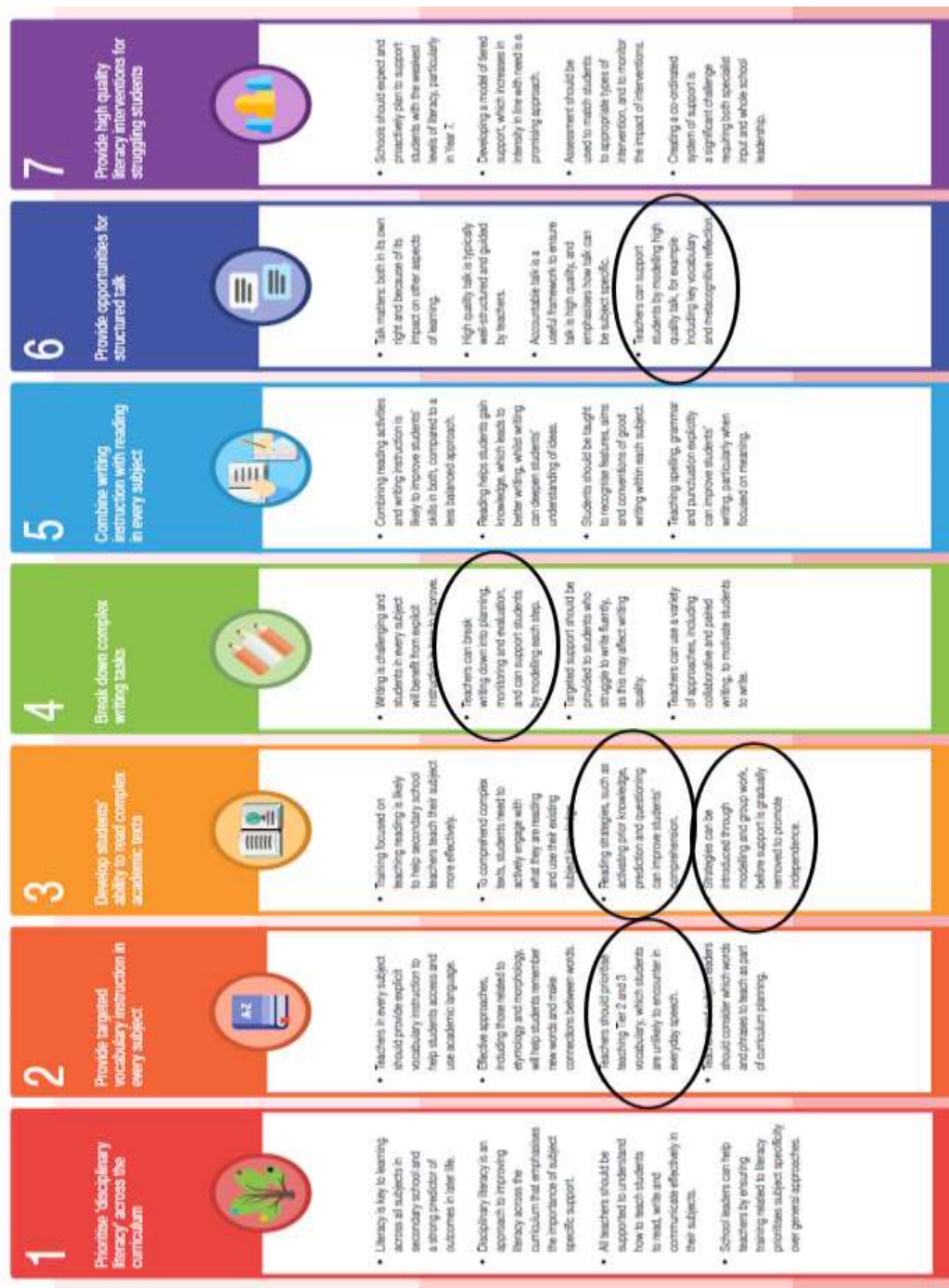
Culture of Reading for Pleasure:

- Modelled reading in Form.
- Promote effective use of the Library- 'The Reading Nook', 'The Revision Alcove'.
- Join The Book Club/ use the Staff Library/ promote the school Library.
- Attend 'For the Love of Reading' Sessions.

Please also see EEF guidance: <https://educationendowmentfoundation.org.uk/tools/guidance-reports/>

IMPROVING LITERACY IN SECONDARY SCHOOLS

Summary of recommendations



Section 11

Teaching Staff Support & Challenge

Teaching staff at SPH can expect to have a programme of support and challenge that focusses around a set calendared events across the year. Key activities will include:

- **Learning walks** across all year groups and subject areas. These will be conducted by HoDs, T&L Coaches and SLT. They will have a pre-identified focus and learning will be typically observed for 10 to 20 mins. More peer on peer observation will be encouraged and an 'open door' policy around learning is something we would like to foster amongst all staff.
- **Work Scrutiny** across all year groups and subjects. This will be conducted at a Subject and Faculty level with staff and Curriculum leaders involved in the process. SLT will also QA this process and look at student work as part of learning walks.
- **SLT Line Manager Meetings** with HoDs. These will take place fortnightly or as required. There will also be Progress meetings after Assessment Points with Class Teachers to focus on KS3 Curriculum progression and KS4 outcomes.
- **SRSCMAT Performance Management** process. This will cover all staff (with the exception of ECF staff) and is implemented in Advent 1 with interim review in Lent 2.

Full Lesson observations are not a fixed part of the academy's QA. They may be required to meet a particular aspect of Performance Management and they may be part of a Curriculum Leaders/SLT plan for monitoring and subject development. A full lesson observation may be requested after a learning walk to allow Teachers to demonstrate certain aspects of pedagogy and/or delivery. This may in turn lead to coaching or mentoring to support teaching staff.

The CPD on offer to Staff includes:

- Planned CPD courses available to all staff through the CPD Menu.
(E.G: Those based on Career Stage Expectations such as: ITT provision- Teach First, ECT, MDLP, NPQSL, NPQH).
- Planned and suggested online CPD courses in line with school priorities.
- CPD as planned in the CPD Calendar. (CPD directed sessions; CPD based on QA needs, as well as opportunities for cross-curricular collaboration).
- Departmental meetings/ Curriculum planning sessions.
- Focused Working Parties.
- Involvement in networks/ Collaborative groups (MAT training sessions/ Pixa meetings etc).
- Personalised support- Mentoring/ Coaching.
- Individual action research projects which provide opportunities for individuals or small groups to lead on key areas for development and share with the academy.
- External conferences and internal guest speakers.
- Professional dialogue and ongoing Line Management Meetings, as well as continued support in the Performance Management process.
- Shared Implementation strategies and planned partnerships/ discussions with colleagues to reflect on classroom practice.

Appendix 1: Questioning

Socratic Questioning

1. Questions for clarification:

- Why do you say that?
- How does this relate to our discussion?
- "Are you going to include diffusion in your mole balance equations?"

2. Questions that probe assumptions:

- What could we assume instead?
- How can you verify or disapprove that assumption?
- "Why are neglecting radial diffusion and including only axial diffusion?"

3. Questions that probe reasons and evidence:

- What would be an example?
- What is....analogous to?
- What do you think causes to happen...? Why:?
- "Do you think that diffusion is responsible for the lower conversion?"

4. Questions about Viewpoints and Perspectives:

- What would be an alternative?
- What is another way to look at it?
- Would you explain why it is necessary or beneficial, and who benefits?
- Why is the best?
- What are the strengths and weaknesses of...?
- How are...and ...similar?
- What is a counterargument for...?
- "With all the bends in the pipe, from an industrial/practical standpoint, do you think diffusion will affect the conversion?"

5. Questions that probe implications and consequences:

- What generalisations can you make?
- What are the consequences of that assumption?
- What are you implying?
- How does...affect...?
- How does...tie in with what we learned before?
- "How would our results be affected if neglected diffusion?"

6. Questions about the question:

- What was the point of this question?
- Why do you think I asked this question?
- What does...mean?
- How does...apply to everyday life?
- "Why do you think diffusion is important?"

Appendix 2 Key Stage 3 Synoptic Quizzes/ Checkpoints:

Guiding Principles

- The knowledge being tested should only be on the Knowledge map for that topic.
- Only test knowledge that students have covered securely in school – this may reduce the number of topic areas that will be assessed but it creates a level playing field for all students, irrespective of their personal home learning environments.
- Students will mark the tests in class and add up the total.

Creating an effective multiple choice Assessment:

There is a quite a lot of research that supports the idea multiple choice is an effective and time efficient way to test knowledge. However, some thought needs to be given to the structure of questions. It is tricky to design a good multiple-choice question and there are some common traps to avoid. I have included some guidance below, including ideas from Professor Stuart Kime of Evidence Based Education, Durlington, 4.04.20, who has completed some recent work on the “good and the bad” of multiple-choice questions.

1. Use Plausible Distractors (wrong-response options)

Only list plausible distractors, even if the number of options per question changes. The distractors (wrong answers) should be similar to the key (the correct answer). Ideally, these should tap into common misconceptions and errors that are associated with the topic in hand. Where possible, they should provide some information into why the child got the answer wrong.

Good example:

Which sentence includes an apostrophe mistake?

- a. The boy’s hair was blonde.
- b. The wind blow’s through the forest.
- c. My garden’s beautiful in the spring.

2. Use a Question Format

Encourage multiple-choice items to be prepared as questions (rather than incomplete statements)

Incomplete Statement Format: The capital of California is in?

Direct Question Format: In which of the following cities is the capital of California?

3. Emphasise Higher-Level Thinking

- Use memory-plus application questions. These questions require students to recall principles, rules or facts in a real life context.
- The key to preparing memory-plus application questions is to place the concept in a life situation or context that requires the student to first recall the facts and then apply or transfer the application of those facts into a situation.
- Seek support from others who have experience writing higher-level thinking multiple-choice questions.

EXAMPLES: Memory Only Example

Which description best characterises whole foods?

- a. orange juice
 - b. toast
 - c. bran cereal
 - d. grapefruit
- ← Less effective

Memory-Plus Application Example:

Sally’s breakfast this morning included one glass of orange juice (from concentrate), one slice of toast, a small bowl of bran cereal and a grapefruit. What “whole food” did Sally eat for breakfast?

- a. orange juice
- b. toast
- c. bran cereal
- d. grapefruit



More effective

4. Keep Option Lengths Similar

- Avoid making your correct answer the long or short answer

5. Balance the Placement of the Correct Answer

- Correct answers are usually the second and third option

6. Be Grammatically Correct

- Use simple, precise and unambiguous wording, students will be more likely to select the correct answer by finding the grammatically correct option.

7. Avoid Clues to the Correct Answer

- Avoid answering one question in the test by giving the answer somewhere else in the test
- Have the test reviewed by someone who can find mistakes, clues, grammar and punctuation problems before you administer the exam to students
- Avoid extremes – never, always, only

8. Avoid Negative Questions

- Students may be able to find an incorrect answer without knowing the correct answer

Key advice to putting together multiple-choice questions is that there should only be one clearly right answer for those who truly know it. For any others who do not know it, the question should provide three possible alternatives. If multiple choice questions are to be used effectively as a form of retrieval practice then they must cause children to think hard about subject content. By using this assessment method with Year 7 as a trial hopefully we learn and refine plans for next year.

Appendix 3 – Ofsted Judgements

Taken from “School inspection handbook for September 2021 - Updated 28 June 2021”

Quality of Education

Reaching a single quality of education judgement, drawing together intent, implementation and impact, Inspectors will not grade intent, implementation and impact separately. Instead, inspectors will reach a single graded judgement for the quality of education, drawing on all the evidence they have gathered and using their professional judgement.

Sources of evidence specific to curriculum impact

Evidence of impact should be drawn together from a combination of inspection activities. None of these on their own is sufficient to make an assessment of the impact. Inspectors will gather evidence of the impact of the quality of education offered by the school from the following sources:

- the progress that pupils are making in terms of knowing more, remembering more and being able to do more
- the nationally generated performance information about pupils’ progress and attainment, where it is available in published national data. This information is available in the IDSR, which is available to schools and inspectors, and will be analysed for its statistical significance in advance by Ofsted’s data and insight team. Inspectors will only use performance information published since the previous section 5 report or the previous monitoring inspection

- first-hand evidence of how pupils are doing, drawing together evidence from the interviews, lesson visits, work scrutinies and documentary review described above (see 'Implementation – sources of evidence')
- nationally published information about the destinations to which its pupils progress when they leave the school (see destinations of key stage 4)
- discussions with pupils about what they have remembered about the content they have studied
- how well pupils with SEND are prepared for the next stage of education and their adult lives.

Good (2) Grading

Intent

Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic.]

The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about and are making any necessary amendments in response to the pandemic.]

The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]

Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition where this applies, and good progress has been made towards this ambition.

Implementation

Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise.

Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.

Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.

Any remote education is well integrated within course(s) of study and is well designed to support the wider implementation of the school's curriculum.

Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points and gaps as a result of the pandemic. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.

Reading is prioritised to allow pupils to access the full curriculum offer.

A rigorous and sequential approach to the reading curriculum develops pupils' fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.

The sharp focus on ensuring that younger children and those at the early stages of reading gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.

Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce.

Where available, impact is reflected in results from national tests and examinations that meet government expectations or in the qualifications obtained. Teacher assessed grades from 2020 and 2021 will not be used to assess impact.

Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.

Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.

