Curriculum Policy & Teaching and Learning (STATUTORY)

Reviewed by:	**Impact Committee**
Date reviewed:	**November 2019**
Next review:	**July 2024**
Member of staff responsible:	**Dan Gent, Assistant Head Teacher**

1. Introduction

This policy is under continuous review by the Senior Leadership Team and the Governors' Impact Committee. Its purpose is to promote the aims of the curriculum, namely the intellectual, personal, emotional, social and physical development of its students. The curriculum at CNS includes:

- The National Curriculum and provision for religious education and sex education.
- The provision for Special Educational Needs, including those of gifted and talented students.
- The cross curriculum themes and core skills not included within the National Curriculum.
- The school's programme of extra-curricular and extended school activities.
- All those aspects of the school's daily life and work which promote the school's values of excellence, respect, tolerance, enjoyment, enthusiasm and commitment.

The Curriculum Policy reflects the Vision and Values of the School as described in the School Improvement Plan 2018-2021:

- **Motivated and inspired learning at every stage of school life:** We will have a school where learners are motivated and inspired; where curiosity is sparked; and where we strive to be the best that we can be.
- **Vibrant and inspirational teaching:** We will have vibrant and inspirational teaching that raises aspirations, challenges, engages and prepares every member of the school for life.

- **An environment that nurtures the best in everyone:** We will create a shared environment where learners can be the best that they can be, in spaces which are safe, inspiring, welcoming and attractive and fit for purpose. The activity should define the space, not be constrained by it.
- **Consistently positive values and behaviours:** All individuals will take personal responsibility for modelling positive values and behaviours, taking tough decisions when necessary, resulting in outstanding behaviour in all areas of life.
- **Supportive, strong, moral leadership:** Our leaders will be supportive, strong and moral, forging and communicating a clear and purposeful vision. They will hold themselves and others to account, and create an inspirational and empowering environment for all.

The aims of our curriculum policy focus upon seek to achieve our four core priorities:

1. A knowledge-rich KS3 curriculum that enables all students to become deeper and more confident thinkers.
2. Assessment practices in KS3 and KS4 that secure students' meta-cognition and improved memory skills, whilst significantly reducing and redirecting every teacher's workload.
3. Equip all subject leaders with the knowledge and skills to be able to lead outstanding teams of highly effective teachers across Years 7 to 13.
4. Ensure that all students at Chipping Norton School exhibit exemplary character at all times whilst being a distinctive role model to others and in the local community.

2. Our Curriculum Intent

All students will experience a broad and balanced curriculum that fuels their curiosity and nurtures a compassionate, inclusive and hopeful outlook on humanity and the future.

Our curriculum is ambitious for all children. It follows a carefully laid pathway that deliberately sequences, accumulates and revisits core and disciplinary knowledge and skills.

We want all students to be lifelong explorers and creators of undiscovered knowledge. We believe this will happen if they possess the courage and confidence to learn, remember and make connections on their own.

We want students to creatively express their uniqueness through the things they say, write, compose, sing, design, make, perform or solve. This secures the education and qualifications that gives students the freedom to choose their own future and their own destinations.

3. The Principles of Curriculum Planning

Chipping Norton School will strive to provide a curriculum that:

- Is balanced and broadly based, and that promotes the intellectual, physical and personal development of students and prepares them for the next stage of their education, training or employment.
- Meets statutory National Curriculum and SEN requirements.
- Provides equality of access irrespective of gender, ethnicity and ability and gives opportunity to students to learn and to make progress.
- Is enriched by extra-curricular and extended school activities, including provision for study support.
- Promotes principles which distinguish right from wrong.
- Encourages students to take responsibility for their own learning.
- Teaches students to appreciate their own cultural traditions and the diversity and richness of other cultures.

- Actively promotes the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.
- Provides for personal and social education, including health education, sex education, attention to drug misuse and citizenship.
- Provides for careers education & guidance, work experience and enterprise education.
- Draws from and contributes to the community that is served by the school.

4. *The Standards for Teaching and Learning, Tutoring and Pastoral Care and Leadership and Management*

Chipping Norton School will at all times strive to deliver a curriculum that is knowledge-rich, supported by exemplary pastoral care and delivered within the context of inspirational leadership. To this end, all teachers and associate staff are clear about what is expected of the role(s) that they fulfil and these find their fullest expression in 'Our CNS Standards' (Appendix A). Teachers know what knowledge-rich learning looks like in their curriculum and the design and delivery of their lessons; in the provision of our pastoral care we know what makes for exemplary tutoring (and, most importantly, how we might keep our students safe); and leaders of clear about the qualities of excellent leadership that we expect to see embodied by the actions of our leaders. Expectations of Schemes of Learning, the principle means by which a curriculum is planned and delivered, are made to clear to all leaders and are described in the document 'Schemes of Work in a Knowledge-Rich Curriculum' (Appendix B)

5. *Assessment and Monitoring*

Departments are responsible for assessing and reporting the progress of students. Annually, Departments are asked to account for the results achieved by their students in the first of four Raising Standards Leader (RSL) Meetings. Each department provides forensic data analysis in the form of Sections A and B of the Monitoring Progress and Impact (MPI) Document (Appendix C). Results determine actions at both Senior and Middle Leader level and the RSL meetings provide the support and challenge that informs precise action planning. Departments report on the progress of students against target grades four times each year in KS4 and KS5, and against prior ability thresholds four times per year in KS3 (3 for Year 7 and 9). These Data Captures (DCs), comprised of predicted grades, are analysed as we analyse the annual results achieved in each exam series: subsequent RSL meetings (held after each DC) follow a similar pattern of reporting to leaders, support, challenge and action planning/modification. This enables the swift identification of underachievement and governs intervention strategizing. Progress information is reported to parents four times a year for KS4 and KS5 and twice a year for KS3. This also includes annual tutor reports, Meet the Tutor evenings and Parent Teacher Consultation Evenings (PTCs).

6. *Relationship to Other Policies*

This policy links to our policies for:

- PSHCE
- Sex and Relationships
- RE and Collective Worship
- Equality and Diversity
- Special Educational Needs

7. *Responsibilities*

1. The Governing Body has responsibility for monitoring that the school is meeting statutory requirements in relation to the offered curriculum.

2. The Impact Committee of the governing body reviews the school curriculum annually and this policy annually.
3. The Headteacher has responsibility for ensuring that the school is meeting its statutory requirements in relation to the curriculum at all Key Stages and for all students.
4. The Deputy Headteacher (Raising Standards Leader) is responsible for meeting department leaders to monitor, evaluate and develop the curriculum.
5. The Deputy Headteacher (Pastoral Care) is responsible for meeting pastoral leads to monitor, evaluate and develop Pastoral Care.
6. The Assistant Headteacher (Teaching and Learning) is responsible for the quality of teaching and learning, its planning, delivery and impact.
7. All four members of the Leadership Team, through the structure of Link Meetings, meet with Heads of Department and Heads of Year, once a fortnight, in order to support and challenge them in their role.

8. *Further Responsibilities*

Further responsibilities related to the delivery of our curriculum are outlined in the document 'Leadership Team Roles and Responsibilities' (Appendix D). Pertinent to this policy are the following responsibilities:

- The Deputy Headteacher (Raising Standards Leader) has oversight and responsibility for all curriculum areas and is assisted by the Curriculum and Examinations Office.
- The Deputy Headteacher (Pastoral) has responsibility for overseeing Personal, Health and Social Citizenship Education [PHSCE] and Citizenship.

Additionally, the following roles are undertaken through the line-management structure:

- The SENCO has responsibility for determining the nature of Foundation Learning courses where they are appropriate.
- The Careers Advisor has responsibility for and Careers Information, Advice and Guidance (CAIG).
- The Head of Sixth Form has responsibility for the Curriculum post-16 (the post 16 curriculum has a wide range of advanced level courses, complementary studies and a tutorial programme).
- Community Links Liaison Officer works with feeder schools to ensure curriculum & pastoral continuity (and increasing enrolment).
- Heads of Department, Teachers, the SENCO and Learning Support Assistants are responsible for the provision of Programmes of study that use National Curriculum and SEN guidelines.
- Department teams plan, deliver and make adaptations to Tasks, Explanations, Models and Practice in order to cater to the needs of all learners.

Furthermore, student leadership helps to fulfil aspects of the core priority related to character development:

- Student responsibility is developed through the specific areas of student leadership (such as the prefects system, school council and senior student system) and through an extended curriculum that includes sports, drama, theatre, music, concerts, fieldtrips, visits and after hours clubs.
- The whole curriculum encourages students to develop an understanding and awareness of their place in society and equips them with the character to make the right judgements and decisions as they become adults.

High-TEMP Teaching and Learning at CNS *(Appendix A)*

	Typical Features of High TEMP Practice	Adaptations that Might Assist SEN / DA Students
T (Task Design)	Essential knowledge is prioritised. Low-stakes quizzing and high-value tasks are used to help secure essential knowledge. Uncluttered tasks, resources and visuals.	Provide decluttered written information. Reduce the length of tasks to match a lower attention span. Increase gradually and praise on completion. Provide an element of choice when setting tasks but ensure outcomes are similar. Declutter knowledge organisers and highlight essential vocabulary. Provide key vocabulary at the start of every lesson and explicitly teach. Provide key learning via printouts of essential information.
E (Explanation)	Explanations that clearly communicate knowledge. Explanations that make economic use of language and prioritise clarity. Explanations that communicate enthusiasm for the learning.	Check-in to ensure understanding before the 'off you go' moment. Adapt voice tone and pace to signpost key learning points. Give clear, simple instructions - only a couple at a time. Avoid using idioms and non-literal language where possible. Create 'memorable moments' e.g. acronyms, visuals, gestures Use the students name and make eye contact before and during explanations.
M (Modelling)	Before completing a task, students are shown how to do something and how to do it well. The thought processes behind task completion are shared. Secure and excellent versions of outcomes are explored.	Provide scaffolds in the form of named steps for task completion. Clearly 'post' named steps on the board / in the room. Conduct live modelling in small groups to target key learning. Draw attention to the steps followed to create the secure model. Model a range of structured revision strategies including mind-maps, voice recording, visuals and flash cards. Model making mistakes to help normalise this process.
P (Practice)	Interleaving, spaced repetition and revision organise the learning. Sustained independent practice in Strong Silence. Scaffolds and supports are used to lighten the load.	Offer guaranteed opportunities to be successful and make tangible progress. Provide daily / weekly re-caps of key learning with low stakes assessment. Encourage reading written work aloud to check for clarity. Provide a laptop for extended writing. Check-in to ensure SEN / DA students remain on track.

N.B. All adaptations listed above are drawn from our SEN Profiles.

Schemes of Work in a Knowledge-Rich Curriculum *(Appendix B)*

Principles

Organisation, collaboration and efficiency are at the heart of our Knowledge-Rich Key Stage 3 Curriculum. Our Schemes of Work seek to embody these principles whilst the continuum below reflects the differing stages of development evident across subjects. This document seeks to assist leaders in the fulfilling of Priority 1.2 by 2021:

1.2	Core curriculum principles to be applied to every scheme of work; specifically integrating emphasis on knowledge acquisition, memory, recall, extended writing and academic register.	DXG

Defining Practice in SOW Creation

Best Practice Evident in 2018	Typical Practice Evident in 2018	Weakest Practice Evident in 2018
Content		
Knowledge Organisers are an expression of a process: core-knowledge is agreed departmentally; all activities linked to the delivery of this core knowledge are evident in SOWs. Assessment *as* learning in the form of frequent knowledge-based tasks lead to efficient mastery of knowledge and skillful practice. Processes of improvement and renewal are evident in the continual refinement of SOWs.	Schemes of Work make much explicit: lesson objectives, well designed tasks, homework, assessment and resources. Clear thought about all four T&L Standards is evident in lesson plans. Knowledge Organisers serve their primary purpose: all knowledge is taught to all students. Improvement of SOWs happens on an ad hoc basis.	Schemes of Work are generalized, lacking in detail and out of date. Established team members elect to source or create better lessons that are not added to existing SOWs. New team members require a great deal of support in order to understand and access departmental SOWs. A small number of Knowledge Organisers are used, sourced from elsewhere and not connected to activities.
Organisation		
The expectations of a knowledge-rich curriculum are evident in all Schemes of Work. All criteria for excellent SOW creation are met. Organisation of SOWs empowers teachers to focus their own learning on subject knowledge. All SOW might be used to model exemplar practice.	There is a shared understanding of what constitutes an effective Scheme of Work. Most SOWs meet most of the clearly articulated criteria overleaf. SOWs are highly organized and characterized by ease of access and navigation.	Many expectations linked to the creation of Schemes of Work are not met. There is a high degree of variability between SOWs. Many of the best SOWs have been taken from elsewhere with little adaptation and little evidence of teacher ownership. Physical/digital organization hinders rather than empowers teachers.
Collaboration		
Schemes of Work are made by all. Quality is high irrespective of the author because departmental expectations are clear and expertise is shared. SOWs are used as models across the River Learning Trust. Improvements arrive in a timely fashion and are quality assured by leaders prior to teaching. Continual refinement focuses almost entirely upon fulfilling the Knowledge-Rich agenda.	Schemes of Work are made by the more established members of the team. Collaboration on the resourcing of schemes of work enables efficiency. Individuals take ownership for and oversight of scheme creation. SOWs from networks (such as the RLT) are refined and adapted as they are incorporated into the curriculum.	Schemes of Work are made by one member of the team. There are high degrees of reliance on SOWs in order to support teacher subject knowledge *or* disregarding the SOW is often a preferred option. New materials are not quality assured and/or arrive too late to be used. Much effort in the creation of lessons is duplicated. Some excellent SOWs have been sourced from networks (such as the RLT) but their use is limited.

Achieving Best Practice in SOW Creation

Content

- Curriculum and lesson design shows clear evidence of planning for excellence in our four core standards:
    - Task Design
    - Explanation
    - Modelling
    - Practice
- Schemes of Work include:
    - Knowledge organisers.
    - Multiple-choice assessments.
    - Regular low-stakes quizzing.
    - Summative assessments where appropriate.
    - Interleaved practice and regular returns to sections of KOs.
- Lesson planning enables the meeting of the 'givens':
    - Learning objectives.
    - PP First Check.
    - Seating plans.
    - Meeting of Departmental Marking and Feedback policy.
    - Strong Silence/No voice.
- Lesson planning also shows how homework is integral to learning:
    - Homework tasks are incorporated into SOW.
    - Homework is *often* revision.
    - Homework is regular, planned for and timely notice is given.

Organisation

- Schemes of work are highly organised:
    - Schemes are easy to navigate.
    - Resources are easy to locate.
    - Digital storage enables ease of access.
    - Homework resources are stored as pdfs (facilitating access on SMHW).

Collaboration

- All members of the team create schemes of work meeting the criteria above.
- Departmental expectations are clearly communicated and therefore consistently met.
- All SOW are quality assured by leaders in the department.
- Improvements arrive in a timely fashion.
- SOW are continually refined to meet the knowledge-rich agenda.
- Trust-wide collaboration occurs.

CHIPPING NORTON SCHOOL

Monitoring Progress and Impact: 2019-20

Department:

Please Overtype Name Here

Head of Department:

Please Overtype Name Here

Leadership Team Link:

Please Overtype Name Here

Agreed Meetings:

Please Overtype Fortnightly Timing Here

Our Vision and Values

Motivated and inspired learning at every stage of school life
Vibrant and inspirational teaching
An environment that nurtures the best in everyone
Consistently positive values and behaviours
Supportive, strong, moral leadership

Our Four School Improvement Goals 2018-21

A knowledge-rich KS3 curriculum
Assessment practices in KS3 and KS4
Heads of Department
Character

What is the purpose of this document?

Regular meetings between Heads of Department and members of the Leadership Team form the basis of our united approach to raising standards at our school and securing our school improvement goals. Those meetings must be (a) carefully planned, (b) draw upon robust data and (c) lead to actions that consolidate existing strengths and (d) secure improvements in less secure areas. If these meetings do not improve outcomes for all groups of learners then they are not achieving their core goal.

These regular (fortnightly) meetings are expensive; they draw busy people together and therefore both middle and senior leaders cannot afford to waste the other's time or their own. This is why we think carefully about themes or agendas for each meeting and it is why this document exists.

The MPI is a working document that must be maintained by the Head of Department. It provides a focus for conversations, secures accountability and enables us all to remain focused on our core responsibilities to raise standards in both the short and longer term. Middle and seniors leaders have a dual responsibility to have one eye on the next set of results, whilst thinking about the long term health of their subject.

The document is therefore split into five parts:

Part A helps each Head of Department and their Leadership Team link to scrutinise the available data from confirmed GCSE and A-level results in 2019 and then write an action plan to consolidate prior successes and raise standards elsewhere. *This ought to be completed as soon as possible in September each year.*

Part B summarises the key performance indicators for both the 2020 GCSE and A-level targets. They draw upon centrally agreed targets that are driven by Fischer Family Trust and Alps data sets. These targets help us understand how well our students ought to be achieving in order to describe ourselves as a good or better school. *This ought to be confirmed and then transferred as soon as possible in September each year.*

Part C is the Departmental Improvement Plan and is very closely linked to the current School Improvement Plan and its identified priorities. This part of the MPI document is designed to ensure the long term growth and development of the team and avoid an over-emphasis on quick-fix or tactical approaches that are not sustainable or pedagogically sound. *This ought to be completed by the end of September each year.*

Part D includes the familiar responses to the four data captures. Part E captures the four quality assurance exercises carried out each year by each department.

Therefore, the MPI document provides both a framework and a record of those conversations and strategies that are put in place to secure short and long term achievements in every department.

What are our core school improvement goals?

In the short term we seek to consolidate all aspects of high performance in both GCSEs and A-levels, whilst ensuring that those subjects or groups of subjects who have not yet secured good or better outcomes do so rapidly. In the longer term, we have identified four key areas for improvement that we believe will secure additional and lasting improvements for both pupils' outcomes and their wellbeing at this school. These four priorities include:

1. A **knowledge-rich KS3 curriculum** that enables all pupils to become deeper and more confident thinkers.
2. **Assessment practices in KS3 and KS4** that secure pupils' meta-cognition and improved memory skills, whilst significantly reducing and redirecting each teacher's workload.
3. **Equip all subject leaders with the knowledge and skills** to be able to lead outstanding teams of highly effective teachers across Years 7 to 13.
4. Ensure that **all students at Chipping Norton School exhibit exemplary character** at all times whilst being a distinctive role model to others and in the local community.

Part C of this document breaks those four school-wide improvement goals into specific targets for each department. This MPI document ensures that all teachers in all departments remain focused on both these short and long term goals.

How does this document relate to appraisal?

Appraisal is a cyclical process that runs October to October each year. Agreed objectives must comparable across all teaching staff and reflective of individual's particular responsibilities, for example if they hold a TLR allowance. Nevertheless, each teacher's performance management objectives will fall into three sections as shown below:

Section	All Teachers:	Heads of Department / TLR post-holders:
A	This will continue to be centrally driven by FFT 20 and Alps (top 25%) targets. They will focus on examination Year 11 / 13 classes - therefore short term in nature.	Additionally, centrally driven targets will also appear for departmental outcomes to secure all leaders' accountability for the performance of all pupils in their subject.
B	Since October 2018, all teachers' contribution to their subject's department improvement plan is fully recognised and rewarded. Their precise contribution ought to reflect their experience and capability, with UPS colleagues required to demonstrate significant and meaningful impact beyond their own classroom.	Naturally, the Head of Department (supported by their LT link) will be responsible for both the writing of the Department Improvement Plan and the assignment of their team members to specific responsibilities within that plan – commensurate with each member's experience and capability.
C	In 2018/19 we worked on the creation of a CNS self-evaluation framework for (i) teaching and learning, (ii) tutoring and pastoral care and (iii) leadership and management. This has now been written and distributed and sets out the roadmap of what and how we can improve. Teaching staff will be expected to demonstrate a deep commitment to their own continued professional development and learning (CPDL), using the CNS Standards to pinpoint those aspects of the teaching, tutoring and or leadership that are to be the focus of their personal improvement goals for the 2019/20 appraisal cycle.	

Part A: Action Plan for the GCSE and A-level Classes of 2020

(Please copy and paste this page if there more than one subject in your department)

Subject: Overtype Name of Subject Here

GCSE Class of 2019 Analysis (Progress)							
Group	No.	Progress 8	% who achieved the FFT 20 target	Very High Performance (>60%)	High Performance (50-59%)	Average Performance (40-49%)	Low Performance (<40%)
All				✓	✓	✓	✓
PP				✓	✓	✓	✓
NPP				✓	✓	✓	✓
Male				✓	✓	✓	✓
Female				✓	✓	✓	✓
HPA				✓	✓	✓	✓
MPA				✓	✓	✓	✓
LPA				✓	✓	✓	✓
SEN E/K*				✓	✓	✓	✓

A-level Class of 2019 Analysis (Progress)						
Group	No.	Alps Score / Band	Very High Performance (Alps 1 to 2)	High Performance (Alps 3-4)	Average Performance (Alps 5)	Low Performance (Alps 6 to 9)
All			✓	✓	✓	✓
Male			✓	✓	✓	✓
Female			✓	✓	✓	✓

* SEN codes. E stands for those on an EHCP and K for those receiving additional in-school support.

Subject: Overtype Name of Subject Here

GCSE Class of 2019 Analysis (Attainment)						
Criterion	Number of Pupils	Percentage	Very High FFT 5 Benchmark	High FFT 20 Benchmark	Average FFT 50 Benchmark	Below Average FFT Benchmark
Grades 9 to 7 (A* to A)			✓	✓	✓	✓
Grades 9 to 5			✓	✓	✓	✓
Grades 9 to 4 (A* - C)			✓	✓	✓	✓

A-level Class of 2019 Analysis (Attainment)						
Group	Number of Pupils	Percentage	National Average	Sig Above Nat Average (> 10%)	In line with Nat Average (within 5%)	Sig Below Nat Average (> 10%)
Grades A* to A				✓	✓	✓
Grades A* to B				✓	✓	✓
Grades A* to C				✓	✓	✓
Grades A* to E				✓	✓	✓

Evaluation of GCSE and A-level performance:

Using the two tables, consider those pupils most and least likely to be successful in your subject - this part is quite easy. The more challenging part is work out why those patterns emerged so that you can tweak, refine, amend, change or reverse your preparations of our current Year 11 and Year 13 students for the summer 2020 examinations.

Evaluation of the GCSE Class of 2019

Performance:	Profile	Evaluation
The pupils most likely to achieve very high outcomes ☞	Please delete as necessary: ✓ All pupils ✓ Pupil Premium ✓ Non Pupil Premium ✓ Boys ✓ Girls ✓ High Prior Attainers ✓ Middle Prior Attainers ✓ Low Prior Attainers ✓ SEN E or K codes	In this space summarise the reasons why you think students within this profile were so successful in your subject. Please treat their attitudes to learning as a symptom and not a cause. Be mindful of a range of factors, including the outcomes of individual teachers or from particular modules. Your conclusions will help you write your GCSE Outcomes Action Plan, below.
The pupils most likely to achieve high outcomes ☞	Please delete as necessary: ✓ All pupils ✓ Pupil Premium ✓ Non Pupil Premium ✓ Boys ✓ Girls ✓ High Prior Attainers ✓ Middle Prior Attainers ✓ Low Prior Attainers ✓ SEN E or K codes	In this space summarise the reasons why you think students within this profile were successful in your subject and what stopped them from achieving even better outcomes. Please treat their attitudes to learning as a symptom and not a cause. Be mindful of a range of factors, including the outcomes of individual teachers or from particular modules. Your conclusions will help you write your GCSE Outcomes Action Plan, below.
The pupils most likely to achieve average outcomes ☞	Please delete as necessary: ✓ All pupils ✓ Pupil Premium ✓ Non Pupil Premium ✓ Boys ✓ Girls ✓ High Prior Attainers ✓ Middle Prior Attainers ✓ Low Prior Attainers ✓ SEN E or K codes	In this space summarise the reasons why you think students within this profile were relatively unsuccessful in your subject. Please treat their attitudes to learning as a symptom and not a cause. Be mindful of a range of factors, including the outcomes of individual teachers or from particular modules. Your conclusions will help you write your GCSE Outcomes Action Plan, below.

	Please delete as necessary:	In this space summarise the reasons why you think students within this profile were unsuccessful in your subject. Please treat their attitudes to learning as a symptom and not a cause. Be mindful of a range of factors, including the outcomes of individual teachers or from particular modules.
The pupils most likely to achieve low outcomes ☞	✓ All pupils ✓ Pupil Premium ✓ Non Pupil Premium ✓ Boys ✓ Girls ✓ Middle Prior Attainers ✓ Low Prior Attainers ✓ SEN E or K codes	Your conclusions will help you write your GCSE Outcomes Action Plan, below.

2020 GCSE Outcomes Action Plan (max. of three actions)

	What is the problem we are going to try and solve?	**Intervention Description**	**Implementation Activities**	**Implementation Outcomes**	**Student Outcomes**
1.	Choose the first of three problems that your analysis (above) leads you to focus upon.	• Name two or three 'active ingredients' that will need to happen differently (be very specific).	• What will each member of the team need to receive to make this happen - and by what date? E.g. training, reading, monitoring, coaching.	• By DC1: • By DC2: • By DC3: What actions are expected to have been completed from that list of two or three active ingredients?	• By DC1: • By DC2: • By DC3: What will be the impact on staff or student performance? Can be a blend of qualitative and quantitative data.
2.	Choose the second of three problems that your analysis (above) leads you to focus upon.	• Name two or three 'active ingredients' that will need to happen differently (be very specific).	• What will each member of the team need to receive to make this happen - and by what date? E.g. training, reading, monitoring, coaching.	• By DC1: • By DC2: • By DC3: What actions are expected to have been completed from that list of two or three active ingredients?	• By DC1: • By DC2: • By DC3: What will be the impact on staff or student performance? Can be a blend of qualitative and quantitative data.
3.	Choose the third of three problems that your analysis (above) leads you to focus upon.	• Name two or three 'active ingredients' that will need to happen differently (be very specific).	• What will each member of the team need to receive to make this happen - and by what date? E.g. training, reading, monitoring, coaching.	• By DC1: • By DC2: • By DC3: What actions are expected to have been completed from that list of two or three active ingredients?	• By DC1: • By DC2: • By DC3: What will be the impact on staff or student performance? Can be a blend of qualitative and quantitative data.

Evaluation of the A-level Class of 2019

Performance :	Profile	Evaluation
The pupils most likely to achieve very high outcomes ☞	Please delete as necessary: ✓ All pupils ✓ Boys ✓ Girls ✓ Disadvantaged ✓ SEN	In this space, summarise the reasons why you think students within this profile were so successful in your subject. Please treat their attitudes to learning as a symptom and not a cause. Be mindful of a range of factors, including the outcomes of individual teachers or from particular modules. Your conclusions will help you write your A-level Outcomes Action Plan, below.
The pupils most likely to achieve high outcomes ☞	Please delete as necessary: ✓ All pupils ✓ Boys ✓ Girls ✓ Disadvantaged ✓ SEN	In this space, summarise the reasons why you think students within this profile were successful in your subject and what stopped them from achieving even better outcomes. Be mindful of a range of factors, including the outcomes of individual teachers or from particular modules. Your conclusions will help you write your A-level Outcomes Action Plan, below.
The pupils most likely to achieve average outcomes ☞	Please delete as necessary: ✓ All pupils ✓ Boys ✓ Girls ✓ Disadvantaged ✓ SEN	In this space, summarise the reasons why you think students within this profile were relatively unsuccessful in your subject. Please treat their attitudes to learning as a symptom and not a cause. Be mindful of a range of factors, including the outcomes of individual teachers or from particular modules. Your conclusions will help you write your A-level Outcomes Action Plan, below.
The pupils most likely to achieve low outcomes ☞	Please delete as necessary: ✓ All pupils ✓ Boys ✓ Girls ✓ Disadvantaged ✓ SEN	In this space, summarise the reasons why you think students within this profile were unsuccessful in your subject. Please treat their attitudes to learning as a symptom and not a cause. Be mindful of a range of factors, including the outcomes of individual teachers or from particular modules. Your conclusions will help you write your A-level Outcomes Action Plan, below.

2020 A-level Outcomes Action Plan (max. of three actions)

	What is the problem we are going to try and solve?	Intervention Description	Implementation Activities	Implementation Outcomes	Student Outcomes
1.	Choose the first of three problems that your analysis (above) leads you to focus upon.	• Name two or three 'active ingredients' that will need to happen differently (be very specific).	• What will each member of the team need to receive to make this happen - and by what date? E.g. training, reading, monitoring, coaching.	• By DC1: • By DC2: • By DC3: What actions are expected to have been completed from that list of two or three active ingredients?	• By DC1: • By DC2: • By DC3: What will be the impact on staff or student performance? Can be a blend of qualitative and quantitative data.
2.	Choose the second of three problems that your analysis (above) leads you to focus upon.	• Name two or three 'active ingredients' that will need to happen differently (be very specific).	• What will each member of the team need to receive to make this happen - and by what date? E.g. training, reading, monitoring, coaching.	• By DC1: • By DC2: • By DC3: What actions are expected to have been completed from that list of two or three active ingredients?	• By DC1: • By DC2: • By DC3: What will be the impact on staff or student performance? Can be a blend of qualitative and quantitative data.
3.	Choose the third of three problems that your analysis (above) leads you to focus upon.	• Name two or three 'active ingredients' that will need to happen differently (be very specific).	• What will each member of the team need to receive to make this happen - and by what date? E.g. training, reading, monitoring, coaching.	• By DC1: • By DC2: • By DC3: What actions are expected to have been completed from that list of two or three active ingredients?	• By DC1: • By DC2: • By DC3: What will be the impact on staff or student performance? Can be a blend of qualitative and quantitative data.

Part B: Key Performance Indicators for the Classes of 2020

(Please copy and paste this page if there more than one subject in your department)

Subject: Overtype Name of Subject Here

Year 11 Expected Outcomes	Attainment Benchmarks						Progress		
	Level 9 to 7			Level 9 to 4			Progress 8		
	Very High (FFT5)	High (FFT20)	Average (FFT50)	Very High (FFT5)	High (FFT20)	Average (FFT50)	Very High (v. National)	High (v. National)	Average (v. National)
All							0.5+	0.2 to 0.5	-0.1 to 0.2

Year 10 Expected Outcomes	Attainment Benchmarks						Progress		
	Level 9 to 7			Level 9 to 4			Progress 8		
	Very High (FFT5)	High (FFT20)	Average (FFT50)	Very High (FFT5)	High (FFT20)	Average (FFT50)	Very High (v. National)	High (v. National)	Average (v. National)
All							0.5+	0.2 to 0.5	-0.1 to 0.2

Sixth Form:

Year 13 Expected Outcomes	Progress			Attainment		
	Alps Score			A*/A Grades %	A* - B Grades %	A* - C Grades %
	Very High	High	Average			
All						
Male	1-2	3-4	5			
Female						

Year 12 Expected Outcomes	Progress			Attainment		
	Alps Score			A*/A Grades %	A* - B Grades %	A* - C Grades %
	Very High	High	Average			
All						
Male	1-2	3-4	5			
Female						

Part C: Departmental Improvement Plans for 2019-20

Part 1: A knowledge-rich KS3 curriculum that enables all students to become deeper and more confident thinkers. (Led by Dan Gent)

SIP Ref.	What are we trying to achieve?	Intervention Description: *What will need to be done to make this happen?*	Implementation Description: *What will each member of the team need to do?*	Implementation Outcomes: *What will the outcomes of these activities be?*	Pupil Outcomes: *What will be the impact on staff or student performance?*
1.1	No teaching in the department fits into the description in the third column of the CNS Standards for Teaching & Learning. A greater proportion of teaching fits into the first column of the CNS Standards for Teaching & Learning.	•	•	•	•
1.2	Next batch of KS3 schemes of work reviewed to meet core curriculum principles of a knowledge-rich curriculum.	•	•	•	•
1.3	Next batch of KS3 knowledge organisers created, evaluated and refined to support a knowledge-rich curriculum and promote improved memorisation and recall skills.	•	•	•	•
1.4	A school wide and individual departmental approaches to the promotion of higher quality writing and greater exposure to valuable reading activities.	•	•	•	•

(2) Assessment practices in KS3 and KS4 that secure students' meta-cognition and improved memory skills, whilst significantly reducing and redirecting every teacher's workload.

SIP Ref.	What are we trying to achieve?	Intervention Description: *What will need to be done to make this happen?*	Implementation Description: *What will each member of the team need to do?*	Implementation Outcomes: *What will the outcomes of these activities be?*	Pupil Outcomes: *What will be the impact on staff or student performance?*
2.1	Via book checks establish if all members of the department are adhering to the agreed departmental marking and feedback policy.	•	•	•	•
2.2	Low stakes assessments are a regular feature of learning across KS3 and contribute to improved memorisation and recall.	•	•	•	•
2.3	Teachers' use of assessment subsequently leads to improvements in the way that students are taught and learn.	•	•	•	•
2.4	Students in all year groups (Y7-13) are fully prepared for all key assessments and rehearsal so that their confidence in revision methods are enhanced.	•	•	•	•

(3) Equip all subject leaders with the knowledge and skills to be able to lead outstanding teams of highly effective teachers across Years 7 to 13.

SIP Ref.	Intervention Description: *What will need to be done to make this happen?*	Implementation Description: *What will each member of the team need to do?*	Implementation Outcomes: *What will the outcomes of these activities be?*	Pupil Outcomes: *What will be the impact on staff or student performance?*	Intervention Description: *What will need to be done to make this happen?*
3.1 3.4	No leadership in the department fits into the description in the third column of the CNS Standards for Leadership & Management. A greater proportion of leadership fits into the first column of the CNS Standards for Leadership & Management.	•	•	•	•
3.2	Careful and meaningful completion of the MPI so that all middle leaders think and lead tactically (i.e. in the short term) and strategically (i.e. in long term).	•	•	•	•
3.3	TLR post holders in each department being connected to a like-minded community of peers who share resources and ideas that lead to breakthroughs here at CNS.	•	•	•	•

(4) Ensure that all pupils at Chipping Norton School exhibit exemplary character at all times whilst being a distinctive role model to others and in the local community.

SIP Ref.	Intervention Description: *What will need to be done to make this happen?*	Implementation Description: *What will each member of the team need to do?*	Implementation Outcomes: *What will the outcomes of these activities be?*	Pupil Outcomes: *What will be the impact on staff or student performance?*	Intervention Description: *What will need to be done to make this happen?*
4.3	Each department designs one of the monthly House competitions across all year groups through lessons or tutor time.	•	•	•	•
4.4	Extend the extra-curricular opportunities for all students: clubs, trips, events.	•	•	•	•

Part D: Responding to Data Capture 1 – Autumn Season (Insert Name of Department)

Focus	Areas of Confidence *Please consider particular classes, groups of pupils, individual pupils or specific topics, for example.* *Completed in advance of link meetings.*	Areas of Concern *Please consider particular classes, groups of pupils, individual pupils or specific topics, for example.* *Completed in advance of link meetings.*	Immediate actions / interventions *Be SMART with your solutions.* *Completed during link meetings.*	Expected Impact *With dates.*
Year 10				
Year 11				
Year 12				
Year 13				

Part D: Responding to Data Capture 2 – Winter Season (Insert Name of Department)

Focus	Areas of Confidence *Please consider particular classes, groups of pupils, individual pupils or specific topics, for example.* *Completed in advance of link meetings.*	Areas of Concern *Please consider particular classes, groups of pupils, individual pupils or specific topics, for example.* *Completed in advance of link meetings.*	Immediate actions / interventions *Be SMART with your solutions.* *Completed during link meetings.*	Expected Impact *With dates.*
Year 10				
Year 11				
Year 12				
Year 13				

Part D: Responding to Data Capture 3 – Spring Season (Insert Name of Department)

Focus	**Areas of Confidence** *Please consider particular classes, groups of pupils, individual pupils or specific topics, for example.* *Completed in advance of link meetings.*	**Areas of Concern** *Please consider particular classes, groups of pupils, individual pupils or specific topics, for example.* *Completed in advance of link meetings.*	**Immediate actions / interventions** *Be SMART with your solutions.* *Completed during link meetings.*	**Expected Impact** *With dates.*
Year 10				
Year 11				
Year 12				
Year 13				

Part D: Responding to Data Capture 4 – Summer Season (Insert Name of Department)

Focus	Areas of Confidence *Please consider particular classes, groups of pupils, individual pupils or specific topics, for example.* *Completed in advance of link meetings.*	Areas of Concern *Please consider particular classes, groups of pupils, individual pupils or specific topics, for example.* *Completed in advance of link meetings.*	Immediate actions / interventions *Be SMART with your solutions.* *Completed during link meetings.*	Expected Impact *With dates.*
Year 10				
Year 11				
Year 12				
Year 13				

Part E: Quality Assurance Data Capture 1 to Data Capture 2

Key Assertion	Hypothesis	Enquiry	
Key Assertion *What key assertion might be made about your department?*	**Hypothesis** *What might explain the assertion that you have made?*	**Method and Detail** *What method will you use to test the hypothesis? (lesson observation/book scrutiny/student voice) How will you focus the method in an efficient manner? (classes/profile of student/yr gp)*	**Findings/Actions** *What has the quality assurance revealed? What action will now take place (who/what/by when)?*

Part E: Quality Assurance Data Capture 2 to Data Capture 3

Key Assertion *What key assertion might be made about your department?*	Hypothesis *What might explain the assertion that you have made?*	Enquiry	
		Method and Detail *What method will you use to test the hypothesis?* *(lesson observation/book scrutiny/student voice)* *How will you focus the method in an efficient manner?* *(classes/profile of student/yr gp)*	**Findings/Actions** *What has the quality assurance revealed?* *What action will now take place (who/what/by when)?*

Part E: Quality Assurance Data Capture 3 to Data Capture 4

Key Assertion What key assertion might be made about your department?	Hypothesis What might explain the assertion that you have made?	Enquiry	
		Method and Detail What method will you use to test the hypothesis? (lesson observation/book scrutiny/student voice) How will you focus the method in an efficient manner? (classes/profile of student/yr gp)	Findings/Actions What has the quality assurance revealed? What action will now take place (who/what/by when)?

Part E: Quality Assurance Following Data Capture 4

Key Assertion	Hypothesis	Enquiry	
		Method and Detail	Findings/Actions
What key assertion might be made about your department?	*What might explain the assertion that you have made?*	*What method will you use to test the hypothesis? (lesson observation/book scrutiny/student voice) How will you focus the method in an efficient manner? (classes/profile of student/yr gp)*	*What has the quality assurance revealed? What action will now take place (who/what/by when)?*

Changing Trajectories

The following tables are designed to help Heads of Department and their team members select the most valuable interventions to increase the likelihood of all groups of pupils being successful in their examinations. Departments are strongly encouraged to unpick how different groups of pupils in their subject can be supported.

Groups	Generic Advice / Activities (based on current best practice at CNS)
All pupils	☐ Quality first teaching: See the CNS Standards for Teaching & Learning: Task design, explanations, modelling and practice. ☐ Use of PLCs to pinpoint hot and cold spots for re-teaching and revision. ☐ Constant emphasis on high expectations coupled with teacher's belief in their potential. ☐ Tests and rehearsals for success: enable all pupils to be and feel successful – seeing the link between effort and success. ☐ Curriculum timing: leaving time to interleave, revise and practice. ☐ Use of rehearsal exams, including walking-talking mocks ☐ Keep parents and carers very, very closely and regularly informed and engaged. ☐ Create an earlier sense of urgency and buy-in. ☐ Additional voluntary booster sessions, including sixth form mentors. ☐ Truly formative verbal and written feedback. ☐ Ensure the pupil always knows if and when he or she is underachieving.
Pupil Premium	☐ Prioritisation: planning, marking, assessment, praise, communication and rapport. ☐ Piecemeal revision programme that is personally checked and overseen if necessary. ☐ In many cases (c.30%), PP = SEN. ☐ Highly incentivised or compulsory attendance at booster sessions.
Boys	☐ Piecemeal revision programme that is checked. ☐ Very regular sense of progress and completion.
-High Prior Attainers	☐ Provision of exemplar responses at Grades 8 and 9. Related activities centred on evaluating other pupils' responses. ☐ Provision of additional material to deepen and widen subject knowledge.
Middle Prior Attainers	☐ Provision of exemplar responses at Grades 6 and 7. Related activities centred on evaluating other pupils' responses. ☐ Work booklets that contain all lesson and homework activities, glossary of key words, fact texts, examination practice and space for revision activities.
Low Prior Attainers **and** **SEN E or K codes**	☐ Work booklets for each unit of work that contain all lesson and homework activities, glossary of key words, fact texts, examination practice and space for revision activities. ☐ Highly bespoke revision programmes that strips out all unnecessary or avoidable content and concepts. ☐ Revision programmes that minimise handwriting and emphasis visual and kinaesthetic learning. ☐ Regular fact-testing to build confidence and lessen cognitive load. ☐ Provision of exemplar responses at Grades 3 and 4. Related activities centred on evaluating other pupils' responses. ☐ Exam craft: how to read and respond to examination questions, for example using super sentence starters.

Leadership Team and Responsibilities 2019-2020 (Appendix D)