Curriculum Policy & Teaching and Learning (STATUTORY)

Reviewed by:	Impact Committee
Date reviewed:	September 2024
Next review:	September 2025
Member of staff responsible:	Dan Gent, Deputy 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 and Development Plan (SIDP) 2018 - 2025:

"By 2025 we seek to be an outstanding school that enjoys above and significantly above average performance and attendance amongst all groups of students, particularly students with SEND, and those who are disadvantaged. These outcomes will be rooted in all students encountering qualify first teaching, learning and assessment experiences in every classroom, every day - in addition to experiencing and acknowledging a strong sense of belonging to a school that celebrates community and individual identity. In all things, attention will be given to thinking about and then articulating the best ways for us to provide a first-class educational experience. This includes how we teach, how they learn, how we all learn from assessment, how we build rapport and the sense of belonging. At

all times, the adults will become more skilful and confident as a result of open, frank and continuous dialogue that both challenges and supports. We shall all hold one another to account because we know that our own endeavours are limited or magnified by the simultaneous effectiveness of our colleagues." SIDP 2018-2025

Our Curriculum Policy seeks to support our Good to Great Priorities:

1. Everyone Achieving
   a. Improve outcomes and experiences for children with SEND.
   b. Strengthen and embed High-TEMPO classrooms.
   c. Remove departmental variation of standards.
2. Everyone Belonging
   a. Remove all barriers to engagement and learning.
   b. Securing greater connectedness.
   c. Establishing exemplary behaviours and attitudes amongst all students.

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.

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 are clear about our ambition for delivering the highest quality lessons as articulated by our Teaching and Learning framework (Appendix A). Teachers know what knowledge-rich learning looks like in their curriculum and the design and delivery of their lessons; similarly, in the provision of our pastoral care we know what makes for exemplary tutoring (and, most importantly, how we might keep our students safe). Processes and structures to support exemplary pastoral care can be found in the guide *Our Compassionate Culture* (available upon request) whilst individual Department Guides (Appendix C) facilitate the adoption of school-wide principles at the local level.

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, guided by the document *Why Do Students Underachieve – Getting the Most out of RSLs* (Appendix B). These conversations determine actions at both Senior and Middle Leader level, providing 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*

- The Governing Body has responsibility for monitoring that the school is meeting statutory requirements in relation to the offered curriculum.
- The Impact Committee of the governing body reviews the school curriculum annually and this policy annually.
- 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.
- The Deputy Headteacher (Raising Standards Leader) is responsible for meeting department leaders to monitor, evaluate and develop the curriculum.

- The Deputy Headteacher (Pastoral Care) is responsible for meeting pastoral leads to monitor, evaluate and develop Pastoral Care.
- The Deputy Headteacher (Quality of Education) is responsible for the quality of teaching and learning, its planning, delivery and impact; and of assessment.
- 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 by our Leadership Team structure and job descriptions. 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, our Co-SENDCOs 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.

Appendix A

High-Tempo Teaching and Learning at CNS

CHIPPING NORTON SCHOOL

EVERYONE ACHIEVING EVERYONE BELONGING

	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 takes place 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.

O
(Oracy)
	Student talk is structured to assist participation and processing.
	
	An academic register is modelled, rehearsed and refined.
	
	Periods of questioning, debate and performance are purposeful, deliberate and low threat.
		• Use Think, Pair, Share activities to ensure high participation:
		  ○ Sit students next to peers who support how and when to talk.
		  ○ Provide sentence stems to support academic register and rehearsal.
		  ○ Check and correct answers via guided support during 'pair' phase.
		• Include SEN / DA students during no hands questioning:
		  ○ Accept "I don't know" answers (revisit for "I know" later in the lesson).
		  ○ Agree signals that allow you to overlook or promptly move on.
		• Work with students to identify and move beyond their participation 'edge'.
		• Use games to create competition, collaboration and lower the stakes.

Getting the Most out of RSLs: *(Appendix B)*

Outcomes, Diagnoses and Therapies

Every RSL is a chance to see where we are and compare that to where we all need to be. Every RSL and every year gives us all a chance to get better at them - and get more from them to raise standards. Below is an attempt to capture where we have been in the past and where we wish to go to next:

Excellent RSLs *that raise the grades*	Average RSLs *that hold the grades*	Weakest RSLs *that lose the grades*
• Precise therapies designed to rescue underachievement are reached as a result of accurate diagnoses based on studying students' work. • Therapies are agreed, implemented, tracked, finessed and reviewed. • Emphasis is on how the teaching can affect the learning. • Sense of free will and self-determination.	• Valuable therapies designed to rescue underachievement are agreed based on likely diagnoses. • Too many therapies are agreed but are then not relentlessly implemented. • Emphasis is on what the students need to do differently. • A mixture of earnest determination but also growing defeatism.	• Inaccurate or fuzzy diagnoses of underachievement are reached. • Imprecise remedies that are not follow through or followed up are agreed. • Emphasis is on the shortcomings of the students' attitudes. • Sense of fatalism or even powerlessness.

There's a tendency to overcomplicate things and with that in mind RSL meetings repeatedly show that there are several basic explanations for students' underachievement in our lessons:

MOST LIKELY REASONS WHY INDIVIDUAL STUDENTS UNDERACHIEVE

1) **Knowledge acquisition is weak.**
   a) Students' knowledge of core facts, concepts or ideas is insecure.
   b) Students' knowledge exists in isolated pockets so that they can't see 'the bigger picture' or link ideas together.
2) **Knowledge application is weak.**
   a) Students do not write enough in the time permitted.
   b) Students do not answer questions precisely.
   c) Students miss out high tariff questions entirely.
3) **An unhelpful attitude / low motivation**
   a) Students' motivation is thought to be low – they aren't working hard enough in and / or out of lessons.
   b) Students have not revised effectively or in depth.
   c) Attendance remains a concern.

MOST LIKELY REASONS WHY SUB GROUPS UNDERACHIEVE

1) **HPA Students – Aiming for Grade 7-9**
   a) Students' understanding of what constitutes Grade 8 and 9 responses is insecure.
   b) Students' knowledge is strong but their application is weak.

2) **Boys**
   a) Revision is too invitational and high standards are not relentlessly enforced.
   b) Insufficient practice.
   c) Lessons remain dominated by social / off task environment where high standards are not demanded.
   d) Have yet to experience success.
3) **SEN and Disadvantaged Students**
   a) Revision is not adapted to meet need and individual student's tier of entry.
   b) Ineffective and or inaccessible modelling
   c) Have yet to experience success.

The following pages use this knowledge to help diagnose the right remedies to increase the likelihood of us recovering grades. Page 2 is designed to be used by all Year 11 teachers with their class and the subsequent pages are a wider exploration of what causes these problems, the therapies and also the risks when we try so hard to make those changes.

Post Y11 Mock Exam Diagnoses & Therapies	Subject / Class:		Teacher:	

Diagnoses		Therapies (Key: 📖 = Resource Development. 🔦 = Adapted Teacher Routine)	Name	Name	Name	Name	Name
1. Knowledge acquisition is weak.	1a. Students' **knowledge** of core facts, concepts or ideas is insecure. 1b. Students' **knowledge** exists in isolated pockets so that they don't link ideas together.	📖 The GAP focusses on the topics that are known to be insecure or most likely to appear on the examination.					
		📖 Intertwined with the GAP, constant interleaving based on a carefully designed plan to revisit key knowledge.					
		📖 Specify the essential / core knowledge (e.g. via a KO) and very regularly test via efficient low stakes quizzes.					
		📖 Provide the student with completed revision materials from which to revise. E.g. sets of completed flashcards.					
		📖 Emphasis of revision moves from making revision materials to using it to practice and be successful.					
2. Knowledge application is weak.	2a. Students do not **write enough** in the time permitted.	🔦 Explicitly clarify the relationship between the number of marks and the time to be spent.					
		📖 Model and practice what needs to be written to gain full mark answers to the low mark questions.					
		🔦 When practising, provide regular updates on how far into the paper they ought to have reached.					
		🔦 Setting minimum expectations of output in terms of word counts.					
		🔦 Require students to complete the questions they missed or skimmed to illustrate impact on their overall grade.					
		📖 Sharing examples of similar ability students' 'outputs' in the same class or the past.					
	2b. Students do not **answer questions precisely**.	📖 Write the sentence stems that link to particular types of questions.					
		📖 Provide comparative models: imprecise contrasted against secure and excellent examples.					
		📖 Carefully annotate the features of comparative models and then design tasks that are linked to these models.					
		📖 Scaffold responses on their practice papers to force them to become more precise.					
		📖 Identify the academic phrases / expressions that are most valuable in your subject.					
		🔦 Methodically teach how to read a question by zooming in command words, key terms and the marks available.					
		🔦 Only provide the grade after the DIRT work and then give a before and after grade.					

	2c. Students **miss out high tariff questions** entirely.	📢 Require students to complete the questions they missed or skimmed to illustrate impact on their overall grade.					
		📢 Instruct students to begin with the higher mark questions (can be a high risk strategy).					
3. An unhelpful attitude / low motivation.	3a. **Students' motivation** is thought to be low – they aren't working hard enough in and / or out of lessons.	📖 Using the above, engineer success in the short term (because it breeds motivation in the long term).					
		📢 Require students to complete the questions they missed or skimmed to illustrate impact on their overall grade.					
		📢 Insist that classwork / GAP is completed to a high standard and be relentless when it'not. E.g. Catch-Up Clinics.					
	3b. Students have **not revised effectively** or in depth.	📢 Provide extremely specific instructions on what to revise and exactly how to revise it.					
		📖 Provide the student with completed revision materials from which to revise. E.g. sets of completed flashcards.					
		📢 Model and show how to revise (not just what to revise and how to make flashcards and notes).					
	3c. **Attendance** remains a concern.	📢 Photocopy of all missed lessons using best work seen in class.					
		📢 Work very closely with the HoKS and PLs to provide work and have it returned for checking or marking.					

MOST LIKELY REASONS WHY INDIVIDUAL STUDENTS ARE UNDERACHIEVING

Diagnosis	Possible Explanations	Therapy	Risks
1a. Students' knowledge of core facts, concepts or ideas is insecure. **1b. Students' knowledge exists in isolated pockets so that they can't see 'the bigger picture' or link ideas together.**	Parts of the course have not been taught or the student has been absent. The students' notes fail to provide a clear and coherent summary of the content. Initial teaching and learning was ineffective with a focus on passive doing rather than active thinking. There has been too much copying in the past and therefore information has not been processed. The student tends to complete little outside the classroom.	The GAP focusses on the topics that are known to be insecure or most likely to appear on the examination. Intertwined with the GAP, constant interleaving based on a carefully designed plan to revisit key knowledge. Specify the essential / core knowledge (e.g. via a KO) and very regularly test via efficient low stakes quizzes. Provide the student with completed revision materials from which to revise. E.g. sets of completed flashcards.	Departments don't work as a team and fail to produce the KOs or low stakes quizzes. Teachers do not check that revision is taking place or take action when quiz scores are low. Low stakes quizzes are ineffectively designed or badly administered. Revision materials are completed passively and so the students do not really think about what they are doing. Some have called it "Sweatshop Workshops." Teacher relies heavily on low stakes quizzing that reinforces notion of isolated pockets of knowledge.

		Emphasis of revision moves from making revision materials to using it to practice and be successful.	
2a. Students do not write enough in the time permitted.	They have run out of ideas / knowledge. They feel overwhelmed or defeated because of the above. They assume what they have written will suffice. Strong silence is not insisted upon when practising / being assessed. There has been an overemphasis on acquiring knowledge and not enough on applying it to a range of questions.	Explicitly clarify the relationship between the number of marks and the time to be spent. Model and practice what needs to be written to gain full mark answers to the low mark questions. When practising, provide regular updates on how far into the paper they ought to have reached. Setting minimum expectations of output in terms of word counts. Require students to complete the questions they missed or skimmed to illustrate impact on their overall grade. Sharing examples of similar ability students' 'outputs' in the same class or the past.	We must assume that if they attend school they are motivated to succeed.
2b. Students do not answer questions precisely.	Students fail to respond to the command or topic words in the question. Modelling steps to success: They have not been given explicit and memorable instructions on how to tackle questions in your subject. They assume that the guidance given by their other teachers applies to your subject as well.	Write the sentence stems that link to particular types of questions. Provide comparative models: imprecise contrasted against secure and excellent examples. Carefully annotate the features of comparative models and then design tasks that are linked to these models.	Only practice makes perfect; we often believe that if we tell them, show them or even give them a help sheet then our job is done. Some models are in fact unhelpful and add unnecessary complexity and confusion. Seek help to write models – they are harder to create than we think. Departments or individual teachers assume that spelling, punctuation,

	Pragmatic / practical strategies are not insisted upon (e.g. playing to a student's strengths) They are unclear what constitutes excellence and have naïve expectations as a result.	Scaffold responses on their practice papers to force them to become more precise. Identify the academic phrases / expressions that are most valuable in your subject. Methodically teach how to read a question by zooming in command words, key terms and the marks available.	grammar and expression is as assumed skill set and neglect its application in your subject.
2c. Students miss out high tariff answers entirely.	They do not realise the mathematical impact of such basic errors unless it's demonstrated to them. They may not feel inclined to put in the extra effort.	Only provide the grade after the DIRT work and then give a before and after grade. Require students to complete the questions they missed or skimmed to illustrate impact on their overall grade. Instruct students to begin with the higher mark questions (can be a high risk strategy).	Demanding that students repeat questions cannot be communicated as punitive but must be shown to be all about their learning.
3a. Students' motivation is thought to be low – they aren't working hard enough.	High or increasing levels of motivation hinge on feeling successful and possessing self-belief and faith in the teacher. The student feels overwhelmed by gaps in their learning, knowledge or the scale of revision ahead of them. Low level of motivation are a student's unconscious means to communicate something.	Using the above, engineer success in the short term (because it breeds motivation in the long term). Require students to complete the questions they missed or skimmed to illustrate impact on their overall grade. Insist that classwork and GAP is completed to a high standard and be relentless when it is not. E.g. Catch-Up Clinics.	Praise is insincere or meaningless to the student. Be mindful of your own (and challenge others') easy stigmatism of such students as lazy buggers. Such students are not the blocks on our job, they are our job. Avoid Scooby Dooism: "It'd be alright if it wasn't for those pesky kids".

3b. Students have not revised effectively or in depth.	Students did not know or underestimated what needed to be revised. Students' revision skills are assumed to be more secure than they really are. But also… Parts of the course have not been taught or the student has been absent. The students' notes fail to provide a clear and coherent summary of the content. Initial teaching and learning was ineffective with a focus on passive doing rather than active thinking.	Provide extremely specific instructions on what to revise and exactly how to revise it. Provide the student with completed revision materials from which to revise. E.g. sets of completed flashcards. Model and show how to revise (not just what to revise and how to make flashcards and notes).	We can easily blame these students for the lack of revision instead of asking if we have removed all unnecessary challenge. We tend to give up on these students first. When we give up we risk reinforcing a core belief that we don't really care or believe they are incapable.
3c. Attendance remains a concern.	Assuming there isn't a major physical health or SEMH problem, student and family may underestimate the impact of absence or the effort required to get back on track.	Photocopy of all missed lessons using best work seen in class. Work very closely with the HoY and PSA to provide work and have it returned for checking or marking.	Students with low attendance are particularly sensitive to suggestions that they don't care, are lazy or a hassle. Teachers that remain optimistic and constructive in the face of the facts of attendance will draw those students' commitment more than others.

MOST LIKELY REASONS WHY PARTICULAR SUB GROUPS ARE UNDERACHIEVING

Diagnosis	Possible Explanations	Therapy	Risks
1. HPA Students: "SHOW THEM" **1a.** Students' understanding of what constitutes Grade 8 and 9 responses is insecure.	The teachers' own understanding is also incomplete or insecure and this results in weaker exposure to / use of models. Students' knowledge and broader understanding is either too shallow or is not successfully connected to other parts of the course. Students' writing / academic register is undeveloped and leads to weak or unspecific expression. Literacy Family: Students have not been exposed to enough examples of such writing in their lives. Non Literacy Family: The cumulative effect of missing out marks on the short answer questions chips away at their final mark.	Very regular exposure to excellent comparative models that accurately deconstruct flawless responses to longer and short answer questions. Identify the academic phrases / expressions that are most valuable in your subject. Always challenge weak verbal expression so that students may rehearse formality.	Exposure is too infrequent or the ideas / language modelled dis inaccessible or unconnected to the next practice question. Some models are in fact unhelpful and add unnecessary complexity and confusion. Seek help to write models – they are harder to create than we think.
1. HPA Students: "SHOW THEM" **1b.** Students' knowledge is strong but their application is weak.	There has been too much emphasis on fact testing and not enough on practice: too much focus on acquiring and not enough on applying. Teacher has not pre-empted the common misconceptions or made other presumptions about their preparation, examination skills or grasp of what constitutes a flawless response.	Regular practice that follows comparative modelling and precedes diagnostic feedback and copies of flawless examples from other students in the same class. Follow the timings of the almost perfect revision lesson. Methodically teach how to read a question by zooming in command words, key terms and the marks available.	Practice fails to lead to breakthroughs in grades or in students' awareness of how to improve because the emphasis is on doing and not thinking. Opportunities to 'try again' are not similar enough to past practice and therefore students cannot apply any breakthroughs in their understanding of how to gain higher marks.

	Teachers have assumed that 'bright kids' just know how to tackle short answer questions (they don't).		
2. Boys: "BE RELENTLESS"

2a. Revision is too invitational and high standards are not relentlessly enforced. | Teacher fears a 'kick-back' from the student if high expectations are demanded.
We have failed to make it cool to be clever.
Teachers doubts the support of their department, pastoral team or parents in the event of making higher demands.
Teachers and departmental ethos is still in the mind-set that revision is largely the students' responsibility.
Revision tasks are vague and either fail to identify the topics or fail to prescribe how to complete the task (e.g. make a flashcard). | A high quality GAP programme that is precise, explicit and relentlessly / routinely checked and sanctions follow when it is not.
Adaptations made to the GAP programme that avoid students revising unnecessary topics, bearing in mind their tier of entry. | Again…
Teacher fears 'kick-back' from the student if high expectations are demanded.
Teachers and departmental ethos is still in the mind-set that revision is largely the students' responsibility. |
| 2. Boys: "BE RELENTLESS"

2b. Insufficient practice. | We have failed to make it cool to be clever.
There has been too much emphasis on fact testing and not enough on practice: too much focus on acquiring and not enough on applying.
Teacher has not pre-empted the common misconceptions or made other presumptions about their preparation, examination skills or grasp of what constitutes a flawless response. | Regular practice that follows comparative modelling and precedes diagnostic feedback and copies of flawless examples from other students in the same class. | Practice fails to lead to breakthroughs in grades or in students' awareness of how to improve because the emphasis is on doing and not thinking.
Opportunities to 'try again' are not similar enough to past practice and therefore students cannot apply any breakthroughs in their understanding of how to gain higher marks. |

	Teachers have assumed that the boys would know how to tackle short answer questions.		

2. Boys: "BE RELENTLESS"
 	
2c. Lessons remain dominated by social / off task environment where high standards are not demanded.
	We have failed to make it cool to be clever.
	Lessons are dry / boring where there is too much passivity allowed and not enough thinking.
	Teacher fears 'kick-back' from the student if high expectations are demanded.
	Teachers doubts the support of their department, pastoral team or parents in the event of making higher demands.
	Teachers' expectations around behaviour, work rate and strong silence are too low and the students are fully aware of this.
		Routines are embedded and relentlessly enforced. Students sense the driven purposefulness of the teacher at all times.
		Lessons have very high levels of structure. For example: (i) low takes quiz on GAP revision, (ii) re-teaching of identified weaknesses, including focus on common misconceptions, (iii) comparative modelling of insecure / secure / excellent, (iv) practice (leading to) (v) diagnostic feedback (via self, per or teacher assessment).
			Again…
			    Teacher fears 'kick-back' from the student if high expectations are demanded.
			
			And…
			    Quality of teaching and learning is weak because the teacher is struggling to design tasks that facilitate high levels of engagement through learning.

2. Boys: **2d.** Have yet to experience success.	We have failed to make it cool to be clever. It may be a while since some boys felt clever or experienced academic success. A teacher can change all of that with a bit of imagination. Students are unaware, in very precise terms, why their work is weak and exactly how to make improvements.	Engineer success. Don't fabricate it but do provide incremental steps to success every single lesson. Regular practice that follows comparative modelling and precedes diagnostic feedback and copies of flawless examples from other students in the same class. Boys will copy!	Be careful to ensure that praise is sincere and is valued by the boys. Ensure praise is delivered in the right way dependent on how public they wish it to be. Don't assume that boys don't want prise. They do and they also want to be smart a well.
3. SEN & Disadvantaged:	Teachers and departmental ethos is still in the mind-set that revision is largely the students' responsibility.	A high quality GAP programme that is precise, explicit and relentlessly / routinely checked	We can easily blame these students for the lack of revision instead of asking if we have removed all unnecessary challenge.

3a. Revision is not adapted to meet need and individual student's tier of entry.	Revision tasks are vague and either fail to identify the topics or fail to prescribe how to complete the task (e.g. make a flashcard).	and sanctions follow when it is not. Adaptations made to the GAP programme that avoid students revising unnecessary topics, bearing in kind their target grades.	We tend to give up on these students first. When we give up we risk reinforcing a core belief that we don't really care or believe they are incapable.
3. SEN & Disadvantaged: Ineffective and or inaccessible modelling.	Students are unaware, in very precise terms, why their work is weak and exactly how to make improvements. Students gradually assume that they cannot be successful	Provision of insecure and secure models that engage students in thinking about how to recognise and then replicate into new contexts.	Models are poor and confuse the students, rather than inspire them to tackle new challenges.
3. SEN & Disadvantaged: Have yet to experience success.	Repeated disappointments, sanctions and low grades feed a negative mind-set that become harder to reverse each day without the experience of success. Students do not experience breakthroughs or success on a regular basis. Students wrongly believe that it does not matter what grade they get in your subject.	Engineer success. Don't fabricate it but do provide incremental steps to success every single lesson. Regular practice that follows comparative modelling and precedes diagnostic feedback and copies of flawless examples from other students in the same class. Speak directly with Josie Evans or Simon Parker about the student's P16 goals and challenge any assumptions about the unimportance of low grades.	Be careful to ensure that praise is sincere and is valued by the SEN and disadvantaged students. They are used to a fair degree of 'come on you can do it' and many see it as teacher guff that is insincere.

Latin

Department Handbook

EVERYONE Achieving

We want to improve outcomes and experiences for children with SEND.

Student voice to drive teaching, learning and assessment goals.

We want to ensure that all students in all subjects are exposed to high quality activities that promote reading.

We want to adapt our curriculum offer so that it engages and excites the hardest to reach.

EVERYONE Achieving

We want to ensure that all students in all subjects are exposed to high quality activities that promote writing.

We want every subject to provide all students with an equally strong quality of education.

We want to reform assessment at KS3 to incorporate all of the approaches from KS4 and 5.

We want all students to think more deeply and talk with greater confidence for longer.

EVERYONE Achieving

- SEND outcomes
- Reading
- Writing
- Thinking and oracy
- KS3 assessment
- High-TEMPO consistency
- Curriculum innovations
- Student voice

EVERYONE Belonging

Improve whole school attendance.

Adapt our school so that our least engaged students feel part of a more equal, diverse and inclusive community.

Revised Social Emotional mental health (SEMH) strategy.

EVERYONE Belonging

Extend student voice to promote universal belonging, including the revival of the house council.

Reduce the negative impact of social media.

EVERYONE Belonging

- Attendance
- SEMH
- Social media influence
- Student voice
- Equality, diversity and inclusion

Guide for the <INSERT> Department

Document owned by <INSERT>, Head of Department

EVERYONE ACHIEVING EVERYONE BELONGING

The purpose of this working document*:*

1. The means by which each head of department can explicitly communicate the intentions of their curriculum.
2. To define and then refine expectations of lesson delivery and so facilitate high quality professional conversations amongst members of the team.
3. To communicate the explicit expectations and aspirations of each subject leader. Therefore replacing department improvement plans and linking directly to appraisal and CPDL.
4. Secure tightly focussed and recurring support and challenge conversations with members of the leadership team.

Contents:

Section A - Subject Leader Deep Dive Preparation Document

1. Curriculum Intent		
Question (and alternatives) *These are the kinds of things you are most likely to be asked and variations on the same theme.*	**Helpful prompts** *Some of the ways that you might approach a response…*	**Your answer** *Be clear on what is secure and what you are working on right now.*
1.1 What is the <u>rationale</u> for what is taught, in the order that it is taught across KS3, KS4 & KS5? ● What principles underpin how your curriculum is organised? ● How have you taken into account the previous and next key stage? ● How have you selected the most useful/important knowledge and language within your subject to prepare students for specific endpoints? ● What is your curriculum intent? ● To what extent is your curriculum ambitious? ● How does your curriculum follow the national curriculum? ● How does the department directly contribute towards the Gatsby Benchmarks?	● Our curriculum is designed in a very deliberate way… ● Our curriculum is structured around… because ● … is a crucial threshold concept that must be thoroughly understood if students are to successfully learn about… ● We save… for Year 8 because students first need a well developed schema about… ● A significant number of CNS students arrive with a weak knowledge of… so we… ● By the end of Key Stage 2 all students are supposed to be able to… but year on year our baseline assessment shows… so we… ● Having more curriculum time in Year 9 allows us to go into greater depth than the National Curriculum by covering…	

1.2 How is your curriculum <u>sequenced</u> for long term retention and understanding? ● Over time, how are curriculum concepts revisited, expanded & mastered? ● What are the key concepts in your subject? ● How does the sequencing support those vulnerable to underachievement (SEND, DA) ● How does the sequencing ensure content is taught in a logical progression, systematically and explicitly enough for all students to acquire the intended knowledge and skills?	● We order our curriculum carefully to ensure we build upon and revisit key concepts over time. For example… ● We use a spiral model to ensure students regularly revisit the key areas of the curriculum and build upon these. ● Long term sequencing allows us to revisit key concepts and build on them regularly, for example...	
1.3 How does your approach to <u>formative assessment*</u> ensure teachers regularly check students' understanding in order to inform teaching? ● How do you identify students who are falling behind early in a learning sequence rather than at the end? ● How do you identify and rectify misconceptions? *Reminder - the central purpose of formative assessment is to inform teaching.*	● Regular Recall (MCQ, Low stakes) opportunities for feedback and checking knowledge/retention built into schemes of work. ● In lesson formative assessment strategies, including hands down or mini whiteboards etc.). ● Wandering a classroom and looking at their emerging work. ● Between-lesson & whole-class feedback strategies.	
1.4 How does your approach to <u>summative assessment</u> help you know that students know and remember more?	● Infrequent summative assessment. They are ambitious / challenging. ● Includes (interleaves) content from the current year and previous years where appropriate.	

	- Assessments include different styles of questions including knowledge recall, short answer and extended answer questions requiring connecting different ideas together. - At KS3, how do your assessment and markschemes map onto the assessments completed at KS4? - How are assessment results shared with students, how do they know how well they are doing and how will the team respond to this information? - How do your units of work (including hwk tasks) prepare students for their assessments especially at KS3?	
1.5 How does your approach to curriculum and assessment support <u>staff wellbeing*</u>? *Teachers are most likely to feel overwhelmed by (i) excessive /unnecessary marking and assessment, and (ii) excessive / uncoordinated lesson planning and resource design that is replicated and inefficient.* *Ofsted will be interested in the quality of non specialist teaching and the level of support these teachers receive.*	- Detailed / comprehensive schemes of work that are easily accessible (e.g. the Google Drive) - Schemes and individual lessons linked to high quality resources that are adapted and updated / revised over time. - Common homework activities. - Pre-unit briefings ensure all team members know what, where and how. - All members of the team share responsibility for curriculum development. - Simple and reasonable departmental marking and feedback policy. - Emphasis on very frequent high quality / formative assessment in lessons, alongside less frequent but robust summative assessments.	Note: Ofsted will be interested in non specialist teaching.

1.6 How do you ensure your curriculum and assessments are informed by the latest and best thinking in the field?	• National curriculum reference • RLT Subject leader conferences (shared assessment) • LT Cycle meeting structure in 21-22 • Benchmarking with RLT where appropriate • Peer Reviews • Other organisations or	
2. Curriculum Implementation		
Question (and alternatives) *These are the kinds of things you are most likely to be asked and variations on the same theme.*	**Helpful prompts** *Some of the ways that you might approach a response…*	**Your answer** *Be clear on what is secure and what you are working on right now.*
2.1 How is your curriculum delivered to enable all students, including vulnerable students and those with SEND make strong progress. • What are the main teaching & learning strategies/approaches you take to ensure all students make strong progress?	• We have high Aspirations for all in that we… • Our core approach is very much the quality-first teaching strategies of the High-TEMPO framework which we interpret in our setting as… • We are confident that High-TEMPO lessons, combined with the adaptations outlined by our SEN profiles, have a disproportionately beneficial impact on disadvantaged learners. • We have High quality curriculum resources and teaching approaches which support SEND students, including decluttered visuals, chunking, scaffolding, modelling, step by step, sentence stems… • In SUBJECT X we know that students with SEND may find Y challenging and so we use the following adaptations to ensure they	

	make strong progress (e.g. Step by Step instructions, Sentence Stems) ● Lesson structure/routine is carefully designed with SEND/Vulnerable students in mind. For example,…	
2.2 We are planning to visit some year X lessons. **What do you expect me to see and what will I see when I look in exercise books, sketchbooks or at practical work?**	When you visit lessons: ● **All** students will be impeccably behaved. This is because (i) we all have consistently high expectations, (ii) they all value the curriculum you have designed and adapted, and (iii) they expect to be successful. ● **All** students will be absorbed in reading / meaningful activities at the start of lessons until the teacher is ready to begin. ● **All** students will be working hard on appropriately challenging activities. ● Some teachers using MCQs and other low stakes assessments to interleave / boost memory and recall. OR ● *Some* teachers using formative assessment to inform their delivery and planning. *OR*	

- ***Some*** teachers in explanation mode (either explaining a new concept / idea, or explaining how they want a task to be completed) ***OR***
- ***Some*** teachers in modelling mode (providing comparative models that illustrate or deconstruct how to make progress or complete an activity with great success) ***OR***
- ***Some*** teachers overseeing strongly silent extended practice. If this applies then it is

an ideal opportunity to talk about the class and your lessons / curriculum.

- When you look at folders and books
  - We identify excellent features in our department guides…
  - And we also flag up concerning features as well..

2.3 How do you quality assure the delivery of the curriculum?
 	
● How do you ensure teachers explain information clearly?
● How do you ensure teachers prioritise effective retrieval practice?
● How do you ensure teachers check understanding systematically and identify and correct misconceptions through feedback?
● How do you ensure teachers embed key concepts in students' long-term memory and apply them fluently and unconsciously as skills?
	● How are department meetings used:
	  ○ Work sampling of students' work to compare standards across class / teachers and across different groups of students (e.g. SEND, PP, HPA)
	  ○ Revisiting high value tasks and routines
	  ○ Pre-unit briefings (to ensure consistent delivery)	

3. Curriculum Impact

Question (and alternatives)	Helpful prompts	Your answer
These are the kinds of things you are most likely to be asked and variations on the same theme.	*Some of the ways that you might approach a response…*	*Be clear on what is secure and what you are working on right now.*
3.1 How do you know whether students are learning what is intended in the curriculum? ● How do you measure the impact of the curriculum? ● Do they know more? ● Can they remember more?	**Teachers** ● Regular in class formative assessment (regular recall, then and there misconceptions, started next lesson) ● Between lesson formative assessment and	Don't forget IMPACT is a measure of Intent and Implementation

● Can they do/apply more?	whole class feedback ●Infrequent summative assessment (standardised and analysed within department) **Leaders** ● Evidence from learning walks, work scrutinies and students voice, cross trust work **Outcomes** ● Achievement in summative assessments, including public exams (2023 and 2022, including improvements from 2019 and accuracy of forecasting which confirms department assessment is very strong)	

Section B: High Value Tasks and Associated Routines

Every subject regularly draws upon a series of high value tasks and routines that are essential for the successful delivery of that subject. Getting those tasks and routines clearly defined and then executed successfully is very important. This is why we invest time in establishing and then refining a shared understanding of the best ways for them to be designed or delivered; drawing on the team's wisdom and experience.

The identification, deconstruction and refinement of high value tasks and their associated routines, provides an ongoing opportunity for very precise and high quality professional dialogue between members of the same team.

In our subject, we have [X] high value tasks. Some high value tasks and routines are secured through sequential processes, others are secured through the inclusion of specific features. Each appears below alongside the associated features or routines. All team members are expected to adopt these routines into their daily practice.

<ADD PRE-EXISTING ROUTINES FROM OLD GUIDE HERE - please wait until you have had your LT feedback before completing this section - please see the feedback document below (we will notify you once this is completed>

Department Guide Quality Assurance: Section B (HVTs and Associated Routines)

Insufficient	Secure	Excellent
From the contents page: ● The HVTs appear to be lacking in specificity and may not lead to student success (key HVTs present in schemes of work are absent here). ● Bookmarks are not used. Cultural: ● The guide appears to be infrequently visited or updated (meeting minutes suggest the guide is not being used as intended). ● The guide provides no evidence of a culture of collaboration and reflection. Routines: ● Routines are unwritten or incomplete. ● Inconsistent practice might emerge due to an absence of clarity and detail.	From the contents page: ● The HVTs selected appear to be those that are most likely to ensure student success (and these occur with some regularity in schemes of work). ● Bookmarks allow for ease of navigation. Cultural: ● The guide is frequently visited and updated by the head of department who uses this to inform dept. CPDL (as evidenced by meeting minutes). ● The guide provides some evidence of a culture of collaboration and reflection. Routines: ● The routines are clear and concise, highly detailed and specific. ● They capture what to say as well as what to do. ● Occasionally, routines might be better suited to a different format (i.e. a step-by-step routine might be more	From the contents page: ● The HVTs are clearly the activities that are undertaken with regularity in lessons (as evidenced by schemes of work). ● Bookmarks allow for ease of navigation. Cultural: ● The guide is frequently visited and updated by all members of the department who use the resource for their own professional development. ● The guide provides ample evidence of a culture of collaboration and reflection. Routines: ● Modelling plays an integral part in communicating how a routine might best be delivered. ● Routines signpost the modelling (e.g. links to videos or resources). ● The 'things to say' section provides a concise micro-script.

• Too many assumptions are made. • It is unclear what to say and what to do in order to deliver a routine well.	appropriate than a core-features routine or vice versa).	

Section C: Our Internal Policies

Our department is responsible for writing and monitoring the following policies:

- Marking and feedback
- The use of LSAs in lessons
- Homework
- Recognition, rewards and praise
- Quality assurance (lesson visits, work scrutiny and student voice)
- Oracy
- Assessment

All policies adopt the following principles:

- Informed by school-wide principles;
- Adapted to fit individual department contexts;
- Clearly communicated across the department;
- Regularly monitored, evaluated and reviewed;
- Provide an opportunity to draw attention to best practice and promote high quality conversations between members of the department.

Our Departmental Marking and Feedback Policy

Our departmental policy adopts these five common principles:

- Feedback must not be late, scarce or ignored.
- Marking and feedback should motivate students and teachers to mark.
- The frequency, depth and detail of written feedback is specific to the context in which the work is produced.
- This policy acknowledges the cost and time-effectiveness of types of marking in relation to the overall workload of teachers.
- Directed Improvement and Reflection Time (DIRT) must be incorporated into all departmental marking policies. This ensures students work harder than teachers on all feedback given.

<INSERT MARKING AND FEEDBACK POLICY TABLE HERE>

Department marking and feedback policy approved by Dan Gent: Yes / No

Our Departmental Policy on the Use of LSAs in Lessons

Our departmental policy adopts these six common principles, (based on the EEF Research summary):

- LSAs must add value to what teachers are doing, not replace them or be used separate or marginalise vulnerable learners.
- LSAs are there to help students with SEN access the learning, rather than supervise them undertaking separate activities.
- LSAs seek to nurture students' independence, rather than cause students to rely entirely on their teachers or LSAs.
- LSAs must be fully prepared before they enter a lesson. What is to be taught? What is to be learned? How will the lesson be adapted?
- LSAs have a comprehensive knowledge of how individual students are being supported across all subjects and therefore possess valuable insights and ideas to adapt lessons for specific students.
- LSAs and teachers are equals within the profession and share a common goal to create an inclusive classroom.

<INSERT USE OF LSAs TABLE HERE>

Department policy on the use of LSAs approved by Wendy Smart: Yes / No

Our Departmental Homework Policy

Our departmental policy adopts these four common principles:

- Only **T**asks that encourage students to think.
- We must **E**xplain how a task should be completed by providing clear (step-by-step) instructions.
- Whenever possible, provide **M**odels of what outcomes should look like or name the steps for success.
- An opportunity to create time for **P**ractice and 'lighten the load' by providing scaffolds and supports where necessary.

School wide expectations are as follows:

- In **KS3**, we expect students to complete approximately **60 minutes of homework for five nights per week during term time**. This broadly translates into 15 minutes of homework being set per lesson each fortnight. Departments are free to choose whether to aggregate the homework into a single, longer, activity each week / fortnight, or to set a 15-minute homework in every lesson.
- In **KS4**, we expect students to complete approximately **90 minutes of homework for five nights per week during term time**. This broadly translates into 20-25 minutes of homework being set per lesson each fortnight. Again, departments are free to write a policy that suits their needs.

<INSERT HWK BY KEY STAGE TABLE HERE>

Department policy on homework approved by Dan Gent: Yes / No

Our Departmental Policy on Recognition, Rewards and Praise

Our departmental policy adopts these three common principles:

- Students that feel known by their teacher are more likely to feel they belong. Children who feel they belong are more likely to attend, behave and commit.
- Teachers can make a student feel recognised through the most minor interaction (a warm nod of approval), routine actions (e.g. house points and written feedback), or through a more formal response to success (phone calls home, praise postcards, celebration assembly referral).
- Teachers (and departments) should take an active interest in issuing rewards and praise in ways and means that are most effective in engaging the most vulnerable learners.

House Points should be consistently awarded by all staff as follows for key stage 3 and GCSE groups:

<INSERT POINTS AND ACHIEVEMENTS TABLE HERE>

Department recognition, rewards and praise policy approved by Lisa De Bruyn: Yes/No

Our Departmental Policy on Quality Assurance

Part A: Lesson Visits

Our departmental policy on lesson visits adopts these four common principles:

- Lesson visits should always lead to conversations that improve teachers' practice.
- Where a visit to a lesson raises questions about a colleague's practice, this must not be ignored, but should also be handled sensitively and proportionately.
- Brief lesson drop-ins do not require prior notice.
- Formal lesson observations should be agreed in advance and involve both pre and post lesson coaching style conversations between the teacher and the observer.

<INSERT BEFORE / DURING / AFTER LESSON VISIT TABLE HERE - when reviewing this, please ensure you include references to our Lesson Visit Feedback Form - this should be used for all observations>

Department lesson visits policy approved by Dan Gent: Yes / No

Part B: Work scrutiny

Our departmental policy on lesson visits adopts these six common principles:

- There should be a significant emphasis on the books and work of students with SEN or eligible for the PP.
- Feedback from work scrutinies should not be treated as definitive judgments of teacher's practice.
- Where work scrutinies raise concerns around a teacher's practice or their routine adoption of school and departmental polices, this should not be ignored and separate monitoring arrangements put in place by the head of department.
- Work scrutinies work best on the 'little and often' approach and therefore departmental meetings should be scheduled to include some work scrutiny on a regular basis.
- Before a work scrutiny begins, it should be clear what are the 3-5 features of what we expect or hope to see (see table below).
- Feedback from a work scrutiny ought to be as immediate as possible and provide constructive feedback and a feedback loop to monitor standards over time.

We have agreed that the following excellent features should be seen in all exercise books and folders:

<INSERT EXCELLENT FEATURES OF BOOKS TABLE + BOOK SAMPLING TABLE + ROUTINE FOR RUNNING A BOOK SAMPLING + TABLE SUMMARY OF BOOK SAMPLING HERE>

Department work scrutiny policy approved by Alan Trainer: Yes / No

Part C: Student Voice

(i) Background and rationale:

Listening and responding to the views of students forms a key part of our current school improvement and development plan (SIDP). We believe that a full range of student voice activities promotes a sense of belonging and that each learner benefits from knowing that they have some agency in the kind of school they attend.

Academic surveys (see below) are complemented by more general social and emotional surveys; carried out on a weekly basis by pastoral leaders, and through the annual RLT survey of all students in all RLT schools.

(ii) Conducting the surveys:

Each department is now required to issue a standardised end of unit / topic survey (via Satchel One) following an assessment.

All teachers should use the same survey so that students get used to the process and the department can more easily compare responses. [The template survey can be found here](#). Once opened, it should be copied, renamed, and amended to suit the year group / class (a process that ought to take not longer than a few seconds). Once ready, the survey should be issued as a homework activity via Satchell One.

Each department will need to decide if the survey is issued by individual teachers or by the head of department (the latter will enable easier comparison across classes).

Senior links to each department will not ask to see data from each class or teacher. Nevertheless, they will periodically ask for evidence that the surveys are taking place and that the department, and individual teachers, are acting on the responses.

(iii) The Survey Content:

At the start of each survey, students will be asked to identify their teacher and most recent topic, and also indicate if they have a special educational need or disability.

Students will then be presented with a series of statements and asked to indicate if they strongly agree, agree, are unsure, disagree or strongly disagree. There are thirteen statements as follows:

1. I have **enjoyed** my most recent unit of work
2. Class and homework tasks are **clear** and I know what I am supposed to be doing.
3. My teacher **encourages** me to improve my recall and memory of key facts and information.
4. My teacher **explains** things clearly in my lessons.
5. My teacher uses **models** to show me the steps I need to follow in order to be successful.
6. My teacher uses **models** to compare what good and excellent examples look like.
7. My teacher encourages us all to **talk** with purpose in our lessons.
8. When writing or completing written **assessments**, my teacher gives me guidance on how to structure my work or how to begin sentences or paragraphs.
9. I know how well I am doing in this subject and what I need to do to **improve**.
10. I feel **known and valued** in my lessons.
11. I am able to work without distractions in my lessons.
12. I feel that my **teacher** knows how to help me be successful.
13. My teacher **expects** me to work hard in this lesson.

Students are then offered the opportunity to enter free text, following this statement: "In this final part of the survey you can choose to add any other comments. This could be advice, or thanks and praise. Or anything that you think the teacher might benefit from knowing."

(iv) Responding to the results:

We must not ignore the feedback given by students, even if it can feel uncomfortable or even unfair. Looking at patterns over time, or across members of the same department, are more important than over-responding / reacting to a single comment or result. Teachers should treat student voice data as another form of feedback and use it to inform the planning and delivery of the next unit of work.

Our Departmental Oracy Policy

Our department policy for oracy adopts these three common principles:

- Student talk is structured to ensure high participation.
- An academic register is modelled, rehearsed and refined.
- Periods of questioning, debate and performance are purposeful, deliberate and low threat.

How students talk is intimately connected with how they think, how they write and how they perform. In ***<insert dept. name>***, talk helps students see themselves as ***<insert expert role(s)>***.

When students talk, they…	Facilitated by T&L routines for…	Assisted by supports for talk:
<List the purposes that talk serves in your subject e.g. achieve clarity when interpreting text.>	***<List the associated T&L Routines that encourage different types of talk in your lessons, bookmark these>***	***<List the house-style resources that your department use with regularity to support talk, hyperlink these>***
Examples from English:	You may wish to adopt the following routine (shared here as an example):	The following History resource is shared here as an example):
Share opinions, seeking to influence and be influenced by others.	Think > Pair > Share Activities	The ABCs of Class Discussion
Achieve clarity when interpreting texts.		
Express thoughts and feelings through increasingly specific, varied and academic language.		
Examples from History:		
Express a reasoned personal opinion.		
Listen to the views and reasoning of others		
Deepen one another's interest, curiosity and understanding of the past.		

We know that some students are more reticent or shy than others. Nevertheless, all students should benefit from safe verbal exchanges and/or performances with other students. The following strategies are used to encourage participation, enjoyment and success in talk: ==(when completing this section, please consider the adaptations to the Oracy strand of our [High-TEMPO T&L Framework](#))==

1.

Department reading and oracy policies approved by Dan Gent: Yes / No

Our Departmental Assessment Policy

Our department policy for assessment adopts the following key principles:

- Teachers seek 'valid evidence of true learning' (Coe, 2013) through **formative** and **summative** assessment.
- We achieve **effective** formative assessment through our routines for teaching and learning and through our marking and feedback policy.
- We achieve **effective** summative assessment through the design of our curriculum and by engineering high levels of student success. This is achieved through:
  - A carefully planned curriculum that uses interleaving to ensure that threshold concepts and skills are mastered.
  - Organising student revision to promote engagement.
  - High-accountability for non-engagement.
  - The explicit teaching of revision strategies.
  - The sensitive reporting of performance.
- We achieve **accurate** summative assessment through:
  - Well-designed 'end-of...' (e.g topic, year, course) tests.
  - Only testing the knowledge and skills that students have been taught and have had the opportunity to master.
  - Routine standardisation and moderation.

In addition, at KS3, the following key principles apply:

- Assessments and markschemes at KS3 are designed with KS4 assessments in mind.
- All assessments have been approved by SLT. This is to ensure assessments are comparable in terms of access, challenge and rigour.
- All assessment data is stored centrally in a departmental markbook and this is quality assured by SLT. This is to ensure assessments are comparable in terms of difficulty.

Key Stage 3	Please see below for our KS3 Assessment Map. Please see here for a narrative of how students are summatively assessed at KS3.
Key Stage 4	DO NOT COMPLETE YET
Key Stage 5	DO NOT COMPLETE YET

Department Assessment Policy approved by Dan Gent: Yes / No