



Woolton High School Quality of Education Policy 2019-20



Our Curriculum Intent Statement

At Woolton High School, we care.

Woolton High is an environment where every individual is treated with respect and dignity; an environment where all pupils are motivated to achieve their full potential through a stimulating, practical and challenging curriculum. We believe that learning is a continuous process which involves acquiring core knowledge and vocabulary, reasoning and application of core knowledge to complex problems.

We practice to ensure:

- That our assessment should give pupils and teachers feedback.
- That we plan to ensure a high-quality teaching delivery that meets the needs of all students.
- A high-quality teaching delivery that gives all students the necessary academic knowledge, qualifications and personal development characteristics so that they are prepared to succeed.

We translate our belief into every day action through our school maxim and we endeavour to ensure that all children, are and feel:

'Safe, happy, healthy and learning'

Our Values

Our Values are strengthened by our Personal Developmental Curriculum. We use the C.A.R.E.S acronym to help us act through our values each day.

C- Commitment – so that you can **push yourself***, **not give up*** and **improve*** through the ups and down of life and learning.

A - Achievement so that you can learn how to **concentrate*** and **work hard***.

R - Respect – so that you can **understand yourself and others***.

E - Enrichment – so that you can **try new things*** and **use your imagination***.

S- Safety so that you can learn how to keep yourself and others safe.

(*Threshold Concepts in our **Personal Development Curriculum**)

A Curriculum Map of our Intent

These are known as Threshold Concepts (Chris Quigley Essentials). Threshold concepts are the ‘big ideas’ that shape students’ thinking within each subject. An example of one of the threshold concepts in history is “evidence tells us about the past”. This, of course, cannot be taught in isolation: it would be abstract and meaningless to students. The concept must be explored within a breadth of different contexts so that it has tangibility, meaning and contributes to learning schema.

Art and Design	Geography	History	Languages	Music	Maths	English	ICT	Science	Careers	PE
Develop ideas	Investigate places	Investigate and interpret the past	Read fluently	Perform	Know and use numbers	Drafting Writing Present Spell correctly Punctuate accurately	Connect e-safety	Working scientifically	Engage with the idea of a career	Develop practical skills in order to lead a healthy lifestyle
Master techniques	Investigate patterns	Build an overview of world history	Write imaginatively	Compose	Add and subject Multiply and divide Use fractions	Applying Writing Write with purpose Use imaginative description Organise writing appropriately	Communicate and collaborate	Biology Understand plants Understand animals Investigate living things Understand evolution and inheritance	Understand the current labour market Challenge thinking and raise aspirations	Demonstrate confidence through competitive games in order to individually analyse performance
Take inspiration from the greats	Communicate geographically	Understand chronology	Speak confidently	Transcribe	Understand the properties of shapes	Checking Writing Analyse writing Present Writing	Collect Databases	Chemistry Investigate materials	Link your learning to your career choice	Be able to lead and evaluate others performance
Religious Education		Communicate historically	Understand the culture of the countries	Describe	Describe position, direction and movement	Reading Read words accurately Understand texts Understanding Presentation Decipher texts Comment on texts	Code Logic sequences and instructions	Physics Understand movement, forces and magnets Investigate forms of energy Understand electrical circuits	Experience a job role Meet employers	Engage in a healthy activity outside of school
Understand beliefs and teachings of different religions	Understand practices and lifestyles of different religions	Understand how beliefs are conveyed through books, scriptures, and readings	Reflect Through an appreciation of how religion plays an important role in the lives of some people	Understand values Through an understanding of how people live with values	Use measures	Speaking/Listening Listen carefully and understand Develop a wide and interesting vocabulary Speak with clarity Hold conversations and debates	Creative multimedia and web products	Conclude Evaluate the effectiveness of ICT	Link your learning to your next stage	Understand your role in a team
Personal Development Thrive					Use statistics					
Try new things	Work Hard	Concentrate	Push yourself	Imagine	Use algebra					
Improve	Understand others	Don't give up	Commitment	Respect					Work with a careers advisor	

Breadth of study topics

The threshold concepts are taught through Breadth of Study Topics. This is an example of how we map our breadth of study topics at the start of the year. However, this can change each term depending on a formative assessment of what our pupils know, can recall and has a Literacy and Numeracy thematic focus. This is assessed through our improvement code, teaching strategies and curriculum meetings.

Yr 9 Long Term Topic Plan 2019-2020						
	Term 1:1	Term 1:2	Term 2:1	Term 2:2	Term 3:1	Term 3:2
	7 weeks	7 weeks	6 weeks	6 weeks	4 weeks	7 weeks
English	Unit 1 – Creative Writing Science Fiction	Unit 2 – 19th Century Literature Sherlock Holmes	Unit 6 – Poetry War Poetry	Unit 3 – World Literature Of Mice and Men	Unit 5 – Seminal World Literature /Modern Prose 1984	Unit 4 – English Language Literary Non-Fiction Reading and Discursive Writing.
Maths	Integers and place value Decimals Indices, powers and roots Factors, multiples and primes	Fractions, decimals and percentages Percentages Assessment	Algebra: the basics Expressions and substitution into formulae	Equations and inequalities Pie charts	Probability	Fractions and reciprocals Indices and standard form
Science	Biology 3.2.1: What are the feeding relationships between living organisms	Chemistry 3.3.4: Metals and Alloys	Physics 3.5.1: Energy transfer and energy resources	Chemistry 3.4.4: Fuels and human impact on the atmosphere	Chemistry 3.4.4: Fuels and human impact on the atmosphere	Chemistry 3.3.5: Polymers
Humanities	Geography - Climate Change- The greenhouse effect, causes, effects and solutions	History—Causes of WWI	Maps and Direction	History—The Second World War	Geography - World and Country study	History—The Vietnam War
	Art Paul Klee	Music Perform	Art -Picasso Art project for creating a world map	Music Create	Art Toulouse Lautrec	Music Transcribe
Careers	Explore how businesses operate	How Businesses Operate Summative assessment	Business and Marketing	Business and Marketing Summative assessment	Marketing Mix	Marketing Mix Summative assessment
PE	Football	Basketball	Short Tennis	HRF	Athletics	Rounders
	Handball	Badminton	Trampolining			Cricket
Literacy	Spell correctly and punctuate accurately Organise writing appropriately Read words accurately	Punctuate accurately Use sentences appropriately Find and locate information	Present writing clearly Analyse writing and explain the effect of some words Decipher the deeper meaning behind the text	Organise Writing appropriately Present and explain your writing to others Comment presentational features	Write with Purpose Use paragraphs Understand texts the literal meaning of texts	Use imaginative description Spell and punctuate accurately Comment on how a writer has used structure and other techniques
ICT	Technology	Technology continued	Spreadsheets	Functional Skills revision	Artwork and imaging	Web Development
	Hardware components	(Binary, networks, File types, Laws)	Emails		Flash animation	
	Software		Leaflets			
Thrive	Upstairs/down stairs brain.	The ALERT program	Countries	Counries	The Environment	Thrive Project
PSHE	Mental Health and Well being	Health and Well being Drug misuse and addiction	Managing Conflicts Missing Transphobia, Homophobia and Sexism	Health and Well being Dieting and Lifestyle Balance	RSE Sexting, STI's and Pornography	Utilities and Applying for jobs
EHCP	Communication and Interaction	Communication and Interaction	Cognition and Learning	Cognition and Learning	Socio-emotional Mental Health	Socio-emotional Mental Health
Form	Dealing with arguments	Religious Festivals	Politics and Law	Trust, honesty and fairness	Form Project	Form Project
Literacy	Spell correctly and punctuate accurately Organise writing appropriately Read words accurately	Punctuate accurately Use sentences appropriately Find and locate information	Present writing clearly Analyse writing and explain the effect of some words Decipher the deeper meaning behind the text	Organise Writing appropriately Present and explain your writing to others Comment presentational features	Write with Purpose Use paragraphs Understand texts the literal meaning of texts	Use imaginative description Spell and punctuate accurately Comment on how a writing has used structure and other techniques

Medium Term Plan

We organise learning in 3 stages and these are linked to lower and higher order thinking skills.

Stage One – in this stage pupils acquiring key terminology, definitions and a basic understanding of key concepts. There are only basic connections between learning.

Stage Two – pupils use mental processing beyond recall that are characterised by learning verbs such as explain. They can also spot pattern identification, interpret, summarise and can make simple observations. There are secure connections between key terminology, meaning and key processing.

Stage Three – pupils have demonstrated an ability to use the knowledge from stage 1 and 2 in mental their processing. This reasoning is characterised by complex thought, solving complex problems, investigating solutions, and using evidence to support their answers.

We use this approach to assess what pupils remember, know and can do with their knowledge,

An example of a Medium Term plan

Threshold Concepts	Breadth of Study	Stage One	Stage Two	Stage Three
Investigate Places	The Solar System and Planets	Shown some knowledge of how the solar system formed.	Has demonstrated an ability to use mental processing beyond recall that are characterised by learning verbs such as explain, pattern identification, interpret, summarise and make observations.	Has demonstrated an ability to use mental processing beyond reason that are characterised by complex process, solving complex problems, investigating solutions, and using evidence to support their answers
Communicate Geographically		Can recall the sequence that led to the formation of the solar system		
Key Vocabulary		Can recall the all the planets in		
Day		Can answer geographical questions about some planets		
Gas		Can answer geographical questions about Earth		
Gravity		Can recall how many hours in a day		
Helium		Can recall how days in a year		
Hydrogen		Can recall which way the world rotates and orbit the sun		
Moon		Can recall the 4 seasons		
Nuclear Fusion		Can answer questions about why we have seasons		
Orbit				
Planet				
Radiation				
Solar Radiation				
Sun				
Year				
Week One	Solar System - what is it and where do we come from?			
Week Two	How was the solar system formed?			
Week Three	What planets are in our solar system?			
Week Four	What is Earth like?			
Week Five	What is a day, a year and how do we know?			
Week Six	What is the relationship between Earth and the Sun?			
Week Seven	Why do we have seasons?			

Qualifications that we cover

Qualifications

Year Group	Unit Award	ASDAN	ELC 1	ELC 2	ELC 3	FS 1	BTEC L1	FS 2	GCSE	BTEC L 2
7	Y	Y	Y	Y	Y	N	N	N	N	N
8	Y	Y	Y	Y	Y	N	N	N	N	N
9	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
10	Y	N	Y	Y	Y	Y	Y	Y	Y	Y
11	Y	N	Y	Y	Y	Y	Y	Y	Y	Y

Challenge and Support Calendar

During each term we set out the schedule of support, development and challenge. This is a general guide and the schedule may vary depending on the implementation of key initiatives or the length of the term.

Term A	Support	Development	Challenge
Week 1	Meeting for information sharing	Statutory training updates	Planning for Subject, PDP and SDP areas
Week 2	Meeting for Continual professional and curriculum development	Notice Boards. classroom and key rooms updated	Website information updated
Week 3	Meeting for information sharing	Introduce Policy Updates	Learning Walk – focus on feedback, environment and planning
Week 4	Meeting for Continual professional and curriculum development	SMT meeting	Share and support learning walk outcomes
Week 5	Meeting for information sharing	Safeguarding and attendance meeting	Appraisal and PDP process completed
Week 6	Meeting for Continual professional and curriculum development	SDP progress meeting with all staff	Key information and specific foci for next term
Term B	Support	Development	Challenge
Week 1	Meeting for information sharing	Statutory training updates	Planning for PDP and observation date setting
Week 2	Meeting for Continual professional and curriculum development	Notice Boards. classroom and key rooms updated	Coaching observations completed
Week 3	Meeting for information sharing	Pupil Council meeting	Lesson observations formal HT/Governors
Week 4	Meeting for Continual professional and curriculum development	SMT meeting	Peer obs and key learning sharing
Week 5	Meeting for PROGRESS	Progress meetings and letters with Parents	Share and support learning walk outcomes
Week 6	Meeting for Continual professional and curriculum development	SDP progress meeting with all staff	Key information and specific foci for next term

Our Curriculum Implementation

The Implementation of our curriculum revolves around teachers ability to ensure that children know and remember more. Below are our expectations of Teachers at Woolton High School.

Assessment

- **A secure overview** of the pupils in your care. Overview updates will be shared in termly progress meetings that will review the previous term.
- **Feedback (Marking)** must be regular, formative motivating and follow the school Improvement code.
- Be accountable for pupils' attainment and qualifications in each subject/year group by using the stages of learning approach to guide your assessment of progress (what pupils know, remember and what level of reasoning they can employ)

Planning

- Teachers will produce a long term plan shows the breadth of study and the core threshold concepts for each subject for the teaching year.
- A medium term plan should be in place for each class group and the core learning and assessment principles, for your subject, for that term should be clearly evident.
- Individual lesson plans and lesson plans for observations are not expected. What is expected is evidence of planning overtime in teacher planners.
- Differentiation should be planned to meet the needs of pupils' overtime. This practice should also maximise all available adults in the room.
- Each class is to have a seating plan.
- There should be no loss of learning and teacher should plan for learning to happen quickly as pupils enter the classroom.

Teaching

- All teachers are teachers of literacy and numeracy because these skills underpin the whole curriculum.
- Teachers should also be able to evidence a regard for other whole school initiatives in their teaching.
- Teachers must be explicit about learning outcomes and key words that are related to the learning AIMS.
- Teachers are free to follow a 'go with the learning approach'; the 'flow' of great progress is more important than following a lesson plan.
- Pupils should be working harder than the teacher overtime and will be improving their abilities to use the key strategies and practices with less support.
- All teachers must make every effort to ensure that learning has changed long term memory (stuck), through creative practise that is incisive, systematic and effective.

Detailed plan of Teacher policy routines and practises

Implementation of the Curriculum at Woolton High School	Assessment– Planning- Teaching			
Assessment of and for learning				
Principles of our assessment				
<p>Assessment should give pupils and teachers feedback that they can interact with in a way that helps pupils to improve and teachers to plan for improvement.</p>				
Expectations our assessment	How	When	Where	What do I need to do?
<p>A secure overview of the pupils in your care. Overview updates will be shared in termly progress meetings that will review the previous term. These will take place after assessment data has been gathered.</p>	<ul style="list-style-type: none"> - Prior attainment including previous schools - Reading ages - Behaviour/attitude and personal development info - Progress in other subjects - Standardised and Formative assessment (including mocks, end of term/topic class tests) - EHCP information - Class dynamics - Triggers - Strengths and Weakness - Talents and Interests - On-going welfare concerns 	<p>Information relating directly to progress of each child will be inputted 3 times a year.</p> <ul style="list-style-type: none"> -End of the Autumn Term -End of Spring Term -End of the Summer Term 	<p>The information will be added to SIMS assessment module using the school’s internal assessment criteria. Using the School Grade Sets.</p>	<ul style="list-style-type: none"> - Create/re-use an Assessment grid / test for your subject so that you can ascertain the starting point. - Read EHCP’s - Make notes of class dynamics and respond appropriately - Respond to welfare updates appropriately - Plan for mock/subject/topic tests/quizzes
<p>Be accountable for pupils’ attainment and qualifications in each subject/year group</p>	<ul style="list-style-type: none"> - Develop a qualification pathway for all pupils. The central aim is to develop pupil confidence and ‘qualification routines. It should not be used as a structured learning approach that narrows the curriculum. 	<ul style="list-style-type: none"> - Unit awards - ELC - FS1/2 - Level ½ equivalencies - Competitions - Mock/End of unit test or exams at key assessment times 		<p>-</p>
<p>Feedback must be regular, formative motivating and follow the school code. It should also be selective and proportionate where appropriate.</p>	<p>School Improvement code Pupils must interact with the marking Differentiated feedback that can be read</p>	<p>REGULARLY - There should not be a significant break in marking. Clear evidence of pupil interaction Consistency across all formats</p>	<p>Marking displayed in classrooms and used to guide pupil assessment.</p>	<ul style="list-style-type: none"> - Explain to pupils how and why we will put marks on their work. - Mark regularly using the codes - -Utilise Verbal feedback wherever this is appropriate.

Implementation of the Curriculum at Woolton High School		Assessment– Planning- Teaching 2019-20		
Planning for Learning				
Principles of our Planning				
We plan to ensure a high-quality teaching delivery that meets the needs of all students.				
Expectations of our Planning	How	When	Where	What do I need to do ?
Long term plan shows the breadth of study and the core threshold concepts for each subject for the teaching year.	This is agreed by the end of the Summer term in preparation for the next term and is dependent upon a secure overview of all pupils.	Planned by end of Summer 2 and in place in Autumn 1	In classroom and on the school website	Complete breadth of study for whole year and threshold concepts.
There should be a SoW in place for each class group and the core concepts for your subject should be clearly evident. This will be in the form of medium term planning.	<ul style="list-style-type: none"> • Look at the AO's for any qualification. • Link these to a breadth of study • Then be clear and precise about what you want the pupils to LEARN – not what they are DOING. • This is the AIM of the lesson • Then break this learning down into WHS Core learning steps; if the context of the lesson or learning is applicable. 	Planned by end of Summer 2 and in place in Autumn 1 This is reviewed on half-termly basis	In place in and clearly available in the classroom and on the school website.	Plan collaboratively with relevant colleagues. Using the following questions may help- 1.Where are the students starting from? 2.Where do you want them to get to and WHY? 3.How will you know when they are there? 4.How can you best help them get there?
Individual lesson plans and lesson plans for observations are not expected. What is expected is evidence of planning overtime.	Lesson reviews and plans should be entered in a planner that can be digital or a book. There is no such thing as the perfect planner. However there should be clear evidence that you are formatively planning to improve learning overtime and evidence of an intended AIM.	Planners should be completed before the lesson.	Be available in every lesson. This should take no more than 10 minutes per lesson	Get a planner and start planning. Refer to the following questions below and above <ul style="list-style-type: none"> • What does assessment from the previous lesson tell you? • What is the AIM of this

				lesson? • What is the activity?
Differentiation should be planned to meet the needs of pupils' overtime. This practice should also maximise all available adults in the room.	This is done in three stages. <ul style="list-style-type: none"> • Wave 1 - High quality planning and teaching as described in this document • Wave 2 – Catch up provision/lessons that help put pupils back on track. • Wave 3 – Deeper personalised intervention is 2/3 have not worked. 	As when formative assessment/ planning indicate a clear need.	This should be evident in lessons over time and through planned opportunities at a subject and whole school level	See Teaching strategies.
Each class is to have a seating plan	Using your secure overview and formative planning, create a seating plan that directly uses this information to position pupils in a place that they can learn best.	This should be done in each lesson. Consider/explain to pupils how the plan will differ if doing group work etc.	The plan should be evident and known by pastoral and teaching staff alike	Create carefully planned (academic/pastoral) seating plans for your classes.
There should be no loss of learning or dead time in any lessons	Ensure that the classroom environment is organised in a way that creates an efficient and positive learning experience. If you require cover or are covering make every effort to ensure that learning continues. Start briskly and 'get students into learning early.'	Should be clear at the start and end of each lesson/day	In each room that you teach in	Will be a focus of learning walks

Teaching for impact

Principles of our Teaching

We practice to ensure a high-quality teaching delivery that meets the needs of all students the necessary academic knowledge, qualifications and personal development characteristics so that they are prepared to succeed.

Practices of our Teaching	How	When	Where	What do I need to do?
We are all teachers of literacy and numeracy because these skills underpin the whole curriculum	Delivered explicitly and in line with the school literacy development plan	In each lesson where appropriate over-time and necessary to improve learning	In all timetabled lessons and intervention	Implement the practices outlined in the school literacy development plan.
Teachers must be explicit about learning outcomes and key words that are related to the learning AIMS.	Students must know the knowledge and skills you want them to learn and the language they are expected to understand and use. Learning AIMS and key words should be visible at the start of the lesson and referred to when appropriate throughout the lesson, particularly at the end. Using copying the AIM is to be used rarely and only initially as a control measure.	Frequently used throughout the lesson to review and enhance learning.	Using all resources available throughout the lesson.	Plan for learning AIMS and use to impact on learning. Create Stage 1, Stage 2 and Stage 3 Learning outcomes.
Go with the learning	If you as a professional recognise that a lesson is going somewhere that you didn't intend it to BUT is even better and clearly improving their understanding, GO WITH IT.	Whenever you are teaching.	In the class. You may also like to record any observations in your planner.	Record/ Share your observations with a friend and with the pupils in your class

<p>Pupils should be working harder than the teacher overtime and will be improving their abilities to use the key strategies and practices.</p>	<p>Pupils in your class must understand that they are there to learn and as such will be asked to work as hard as they can at trying to meet the AIM of the lesson through whatever task or activity is available This should not be read as a contradiction to the key strategies or require you to be a facilitator. The key strategies and practices will form the basis of our observations and teacher development interventions. See Key Strategies</p>	<p>Overtime in each lesson and CPD in opportunities</p>	<p>All teaching staff to agree strategies for current year groups.</p>
<p>Ensure that learning has changed long term memory (stuck), through checking that is incisive, systematic and effective.</p>	<p>Use every aspect of formative assessment strategies to ascertain what and how much learning has taken place. You should also plan activities in such a way that you are able to check individual learning too.</p>	<p>Overtime in each lesson and in CPD opportunities</p>	<p>Revise your formative assessment strategies and meet expectations.</p>

Teaching Strategies at WHS.

“We define effective teaching as that which leads to improved student achievement using outcomes that matter to their future success. Defining effective teaching is not easy. **The research keeps coming back to this critical point: student progress is the yardstick by which teacher quality should be assessed. Ultimately, for any judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students.**” *What makes great teaching? Review of the underpinning research Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major October 2014*

The following strategies are supported by strong to moderate evidence of impact on student outcomes. It is our expectations that teachers will choose a strategy, be observed using a mentor/coaching approach and develop their own CPD in their chosen strategy. This will provide a learning hub for teaching pedagogy, practice and context specific research,

The Teaching Strategies are:

Quality of instruction/explanation

This Includes elements such as effective questioning and use of assessment by teachers. Specific practices, like reviewing previous learning, providing model responses for students, giving adequate time for practice to embed skills securely and progressively introducing new learning (scaffolding) are also elements of high-quality instruction.

(Pedagogical) content knowledge

As well as a strong understanding of the material being taught, teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and identify students' common misconceptions. Then find creative method to address those misconceptions.

Classroom climate

Covers quality of interactions between teachers and students, and teacher expectations: the need to create a classroom that is constantly demanding more, but still recognising students' self-worth. It also involves attributing student success to effort rather than ability and valuing resilience to failure (grit).

Classroom management

A teacher's abilities to make efficient use of lesson time, to coordinate classroom resources and space, and to manage students' behaviour with clear rules that are consistently enforced, are all relevant to maximising the learning that can take place. These environmental factors are necessary for good learning rather than its direct components.

Woolton High School

Teaching Staff professional development plan

Every teacher needs to improve not because they are not good enough but because they can be even better, (Dylan Williams, Standard for Teachers' Professional Development for all schools in England, July 2016)

Name		Date	
Reflect	What are my skills and strengths? <i>Identified from self-reflection, observation/video and dialogue with colleagues</i>		
Identify	What are my development needs? <i>Identified from self-reflection, observation/video and dialogue with colleagues</i>		
Intentions	What do I intend to achieve? <i>Be SMART and focus on student learning outcomes not just your actions as a teacher</i>		
Actions	How do I intend to achieve this? <i>What research will you undertake? This should be sustained for a specific period and will involve trialling of ideas, reflecting and adjusting.</i>		
Timings	When do I intend to achieve this by? <i>Challenge yourself but be SMART and focus on student learning outcomes not just your actions as a teacher</i>		
Success	How will you know that you have been successful? <i>Identify clear outcomes and success criteria that will impact on student outcomes.</i>		
Support	Who might support me with this development? <i>The development process should be collaborative, with other teachers supporting, challenging, observing and coaching you.</i>		
Share	How am I going to share my development with others? <i>Team meetings, staff meetings, coaching conversation, twilights, group.</i>		
Impact	What has the impact been? <i>Identify what has gone well with evidence and examples?</i>		

Professional Development time-line

Term A

Reflection, planning, action and review

- At the start of this term all planning will be completed and policy actions will be completed. This will be in response to the previous review of learning outcomes from the previous term.
- Autumn 1 will be a time of reflection and action. At some point during September, every teacher will be required to video one of their lessons – these videos are the property of the teacher and used solely as just one way to inform their decisions about the priorities for their own professional development. In September all teaching staff are issued with a Professional Portfolio; a file in which they are encouraged to document and evidence their successes.
- All staff are required to compose their own Personal Development Plan (PDP). This is an evidence based document that forms the focus of all subsequent personalised professional development. This important document is evidence based in three ways. Firstly, any knowledge that our teachers have already about their teaching through previous observations and their own professional judgement should inform the completion of their Personal Development Plan. Secondly, the insights you glean from your video will inform its construction and thirdly that research evidence suggests that the focus of the PDP is worth pursuing in the first place. The PDP will then be agreed and written in negotiation with your line manager. The focus of this 'PDP' is also established within the parameters of our 'Teaching strategies.'
- All staff will have also completed their Appraisal & Capability process and have established 2-3 targets: a data driven target based on their class or key group, a teaching and learning target (this is simply the PDP target to avoid any additional and superfluous extras) and if you have an SDP responsibility you will also have a leadership target.

Term B

Action, practice, analyse and review

- Autumn 2 will be a time of action and practice. The newly established focus for professional development is broken down into manageable time phased chunks and sustained, deliberate practice is encouraged. The focus for all teachers' professional development is displayed in every classroom so that anyone visiting a classroom may be able to provide some feedback on the desired focus. This display also has the added advantage of conveying to our children that teachers are also learners.
- The first of three lesson observations will take place at some in this term. One will be done by your coach/mentor, one by a peer and one by HT/Governors/SIP.

The purpose of lesson observation at WHS is to:

- Accurately portray what is happening typically in the classrooms across our school.
- Stimulate professional reflection and dialogue.
- Inform the coaching process and future developments both as an individual and at whole school level.
- Help us to deepen our understanding of learning and how we can, and do, make an impact upon it.
- Make us even better teachers.

Lesson observations

Any lesson notes will be recorded on a blank lesson observation sheet – It is all about evidence of the PDP focus in action and questions composed by the observer with the intention of encouraging the teacher to reflect on reality. There are no evaluative comments, just information on which to reflect – a story of the lesson focus. After the lesson there will be a meeting to discuss the lesson and at the end of this professional dialogue the teacher and observer. At the end of any professional dialogue at our academy each person must go away knowing exactly what their next steps are to be. Please see proforma overleaf.

Woolton High School

Professional Learning Reflection Proforma

Teacher _____ Observer/coach _____ Date _____

GOAL - What is your current improvement priority for this group?

REALITIES What is currently working well/not so well for you?

OPTIONS What things could/would you like to do differently?

WHAT – What do you want the focus for your observation to be?

Woolton High School

Professional Learning Reflection Proforma

Teacher _____ Observer/coach _____ Date _____

This document is completed after our professional learning conversation. Please take the time to reflect on the feedback, discuss your reflections with your colleagues and update your development plan.

Goal – What do you want to do next?

Realities – what is helping or hindering?

Options – what could you do that would be easy to do, efficient and effective?

Who, what by when? What will you do next?

Success Criteria – How will you know that you have been successful?

Support – who is going to support you with this and how?

Share - How will you share your successes with others?

Name of Teacher	Name of Observer	Date	
Planning for Learning	The observer should see evidence of or may ask questions relating to:	Effective	Not yet effective
Planning	<ul style="list-style-type: none"> - Long Term - Medium Term - Teacher Planner - Website 		
Differentiation <i>over time</i>	<ul style="list-style-type: none"> - High quality planning and teaching - Catch up provision/lessons - Deeper personalised intervention 		
Classroom Management	<ul style="list-style-type: none"> - Environment is stimulating and displays celebrate and reinforce learning - Pupils are positioned on the seating plan in a place that they can learn best - Pupils are in the lesson, have a positive attitude and are committed to learning 		
No Loss of learning	<ul style="list-style-type: none"> - Clear evidence that time is being used effectively to promote learning - 		
Teaching	The observer should see evidence of or may ask questions relating to:		
Literacy	<ul style="list-style-type: none"> - Delivered explicitly and in line with the school literacy development plan 		
Learning outcomes	<ul style="list-style-type: none"> - Teachers must be explicit about learning outcomes and key words that are related to the learning AIMS 		
Go with the Learning	<ul style="list-style-type: none"> - Lesson is not as planned BUT is even better and clearly improving their understanding 		
Pupils should be working harder than the teacher <i>overtime</i>	<ul style="list-style-type: none"> - Clear evidence of how the Teacher's development strategy is improving over time 		
Learning should <i>stick</i>	<ul style="list-style-type: none"> - Clear evidence that teachers are reinforcing long term memory through a variety of activities/planning 		
Assessment	The observer should see evidence of or may ask questions relating to:		
A secure overview of the pupils in your care	<ul style="list-style-type: none"> - Prior attainment including previous schools - Reading ages-Behaviour/attitude and personal development info-Progress in other subjects - Standardised and Formative assessment (including mocks, end of term/topic class tests) - EHCP information - Class dynamics – Triggers- Strengths and Weakness-Talents and Interests -On-going welfare concerns 		
Pupils' attainment and qualifications	<ul style="list-style-type: none"> - Qualification pathway for all pupils - Progress in line with expectations 		
Feedback	<ul style="list-style-type: none"> - Regular, formative motivating and follow the school code. - It should also be selective and proportionate where appropriate - Pupils must interact with the marking and receive differentiated feedback that is legible 		

Planning for Learning	Feedback notes (Plus/Minus/Interesting/Next)	Immediate action by	Improve by
Planning			
Differentiation <i>over time</i>			
Classroom Management			
No Loss of learning			
Teaching		Immediate action by	Improve by
Literacy			
Learning outcomes			
<i>Go with the Learning</i>			
Pupils should be working harder than the teacher <i>overtime</i>			
Learning should <i>stick</i>			
Assessment	The observer should see evidence of or may ask questions relating to:	Immediate action by	Improve by
A secure overview of the pupils in your care			
Pupils' attainment and qualifications in each subject/year group			
Feedback			

(Please complete and forward a copy to HT/DHT)

Assessment Index

Grade Set example

	Grade	Numerical Sub-grade	Support indicator	Stage indicator	Teaching approach
Approaching GCSE	Bronze	B1	Intense	Stage 1 Knowledge Building	Telling Explaining
		B2	Moderate		
		B3	Limited		
	Silver	S1	Intense	Stage 2 Decision Making	Reminding Guiding
		S2	Moderate		
		S3	Limited		
	Gold	G1	Intense	Stage 3 Inventive application	Discover Coach
		G2	Moderate		
		G3	Limited		
GCSE	1	1.1	Intense	Stage 1 Knowledge Building	Telling Explaining
		1.2	Moderate		
		1.3	Limited		
		1.4	Intense	Stage 2 Decision Making	Reminding Guiding
		1.5	Moderate		
		1.6	Limited		
		1.7	Intense	Stage 3 Inventive application	Discover Coach
		1.8	Moderate		
		1.9	Limited		

SUBJECT ASSESSMENT PROGRESS EXPECTATIONS

Expected progress and qualification
Better than expected and qualification

Subject																	
Remember			Understand						Apply			Analyse					
Entry Level 123			FS1 BTEC 1						FSL2			BTEC L2					
Old GCSE Grade		G			F			E			D			C			
New GCSE		1			2			3			4 and 5						
NC Level 1		NC Level 2			NC Level 3			NC Level 4			NC Level 5			NC Level 6			
1c	1b	1a	2c	2b	2a	3c	3b	3a	4c	4b	4a	5c	5b	5a	6c	6b	6a
	Y7	Y8	Y9	Y10	Y10	Y11	Y11	Y11									

Start point

List of examinations for 2019-20

EXAM PREPARATION AND EXAM DATES FOR 2019/20		
Date	Task	Subjects
Oct 4th	Entries for FSKills and GCSE Nov 2019	Maths English
	Access Arrangements to be completed for Nov 19 exams	SENCO EHCP
Oct 10th	June estimated entries for GCSE/FS/ELC	Maths English
Oct 21st	Entries for FSKills Jan 2020 Last entries for FS Nov 19 Access arrangements for Jan FS	Maths English
Oct 31st	Scripts from June 19 series available	Maths English
Nov 7th	Exam for Functional Skills Mathematics Level 1/2 (4367;4368) November 2019 series	Maths
Nov 7th	Start time: am	Maths English
Nov 8th	Duration: 1h 30m	English
	Exam for Functional Skills English Level 1/2 Writing - paper based (47202/47252) November 2019 series PM 60m	English
Nov	Access Arrangements to be completed for March 2020 FS exams	All exam subjects
Dec 16th	Last date for Jan 2020 FS series entries	Maths English
Jan 13th	Exam for Functional Skills Mathematics Level 1/2 (8361/1; 8632/1) January 2020 series AM 30m	Maths
	Exam for Functional Skills Mathematics Level 1/2 (8361/2; 8632/2) January 2020 series PM 90m	Maths
Jan 14th	Exam for Functional Skills English Level 1/2 Reading (8720R; 8725R) January 2020 series AM 60m	English
Jan 21st	Last date for March FS/GCSE Entries	English
Jan 31st	Access arrangements and modified papers for all June 2020 series submitted	All exam subjects
Feb 21st	Last date for June 2020 FS/GCSE/ELC Entries	All exam subjects
May 7th	Coursework deadline for GCSE English Language (8700/C) June 2020 series	English
May 12th	Exam for Functional Skills English Level 1/2 Reading (8720R; 8725R) January 2020 series AM 60m	English
May 13th	Exam for Functional Skills Mathematics Level 1/2 (8361/1; 8632/1) January 2020 series AM 30m	Maths
	Exam for Functional Skills Mathematics Level 1/2 (8361/2; 8632/2) January 2020 series PM 90m	Maths
May 14th	Exam for Functional Skills English Level 1/2 Writing (8720W; 8725W) January 2020 series AM 60m	English
May 15th	Coursework deadline for Entry Level Certificate Mathematics (5930) June 2020 series	All ELC subjects
May 19th	Exam for GCSE Mathematics Paper 1 (non - calculator) (both tiers) (8300/1F and 1H) June 2020 series AM 90m	Maths
June 2nd	Exam for GCSE English Language Paper 1 (8700/1) June 2020 series AM 105m	English
June 4th	Exam for GCSE Mathematics Paper 2 (calculator) (both tiers) (8300/2F and 2H) June 2020 series AM 90m	Maths
June 5th	Exam for GCSE English Language Paper 2 (8700/2) June 2020 series AM 105m	English
June 8th	Exam for GCSE Mathematics Paper 3 (calculator) (both tiers) (8300/3F and 3H) June 2020 series AM 90m	Maths

SIMS Marksheet example (to be updated)

Students	Gender	Admission Date	Ethnicity	SEN Status	Looked After	EAL	% Attendance	Pupil Premium Indicator	Medical Conditions	WHS Maths EOY Target TP Year 7 Summer Term	Maths Attainment Aut TP Year 7 Autumn Term	Maths Attainment Spr TP Year 7 Spring Term	Prog Steps Spr	Maths Attainment Sum TP Year 7 Summer Term	Prog Steps Sum	Target on Track Maths TP Year 7 Summer Term
ARKELL, Isis	F	01/11/2012	White - English				50.5			1.6	1.1	1.3	2.00	1.5	4.00	Below
BARKER, Bob	M	20/06/2011					50.5			1.5	P12	1.3	3.00	1.5	5.00	On Track
CHING, Susie	F	01/11/2012	Chinese + any other ethnic grou			Y	50.5			1.4	P11	1.3	4.00	1.4	5.00	On Track
CLARKE, Anabel	F	01/11/2012	White - English				50.5			1.3	P10	1.2	4.00	1.4	6.00	Above
CURTIS, Leon	M	01/11/2012	White - English				50.5			1.2	P9	1.1	4.00	1.3	6.00	Above
DAVIES, Ben	M	01/11/2012	White - Cornish				50.5			1.1	P8	P12	4.00	P12	4.00	Below
KHAN, Jahed	M	01/11/2012	Bangladeshi			Y	50.5			P12	P7	P11	4.00	1.1	6.00	Above
MEAD, Andrew	M	01/11/2012	White - English				50.5			P11	P6	P10	4.00	1.2	8.00	Above
Total										143	76	114	29	131	44	21
Number of Results										11	8	9	8	9	8	9
Number of Results with value										11	8	9	8	9	8	9
Mean										13.00	9.50	12.67	3.62	14.56	5.50	2.33
Median										13.00	9.50	13.00	4.00	15.00	5.50	3.00
Mean Grade										1.1	P10	1.1		1.3		On Track
Median Grade										1.1	P9	1.1		1.3		Above

This policy was ratified by governors in October 2019

This policy will be reviewed by governors in June 2020