



Woolton High School Quality of Education Policy 2020-21



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.

Our Goal

To ensure that pupils our school community is **'Safe, happy, healthy and learning'**

Our Principles

Service – we aim provide the best service to the people (parents and pupils who need it the most.

Structure – we aim to provide a structured, high-quality academic and emotional learning experience

Skill – we aim to ensure that our pupils knowledge and skills they need that will allow them to go on to destinations that meet their interests and aspirations

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**)

Our Curriculum Organisation

Qualifications, Personal Development
and Cultural Capital

Maths

A specific set
of skills for
each area of
Maths for each
year group

English

A specific set
of skills for
each area of
English for
each year
group

Humanities

A specific set
of skills across 6
areas for each
year group

Personal

A specific set
of 8 skills
matched to
key emotional
development
outcomes

Every 3 weeks each subject will tailor their curriculum to focus on a specific set of skills

Subject Assessment Objectives

Each subject uses the Assessment Objective for qualifications and teaches 'big ideas' linked to those outcomes to help you to get the grades you need. Our subjects are:

Maths , English , Science, PE, Business studies, Careers, PSHE, Humanities, ICT,

All learning starts around a theme. There are three themes and they are a termly focus. They are:

People, Places and Things

What skills will pupils learn ?

Maths Foci

Term Year	1	2	3	1	2	3
7	Maths Aim <ul style="list-style-type: none"> To Confidently use Number in a variety of situations to solve problems. To use the appropriate measurement accurately. 	Maths Aim: <ul style="list-style-type: none"> To collect, simplify and substitute like terms. To draw an accurate graph 	Maths Aim; <ul style="list-style-type: none"> To read pictorial representations of data. To recognise 2D and 3D shapes 	Maths Aim <ul style="list-style-type: none"> To Confidently use Number in a variety of situations to solve problems. To use the appropriate measurement accurately. 	Maths Aim: <ul style="list-style-type: none"> To collect, simplify and substitute like terms. To draw an accurate graph 	Maths Aim; <ul style="list-style-type: none"> To read pictorial representations of data. To recognise 2D and 3D shapes
8	<ul style="list-style-type: none"> To understand fractions, decimals and percentages To be measure in Imperial and Metric and convert measurements 	<ul style="list-style-type: none"> To solve problems using Algebra To draw a straight -line graph from an equation. 	<ul style="list-style-type: none"> To collect data and represent it using a range of different tables/ charts/ graphs To Construct accurate triangles, bisects and perpendiculars. 	<ul style="list-style-type: none"> To understand fractions, decimals and percentages To be measure in Imperial and Metric and convert measurements 	<ul style="list-style-type: none"> To solve problems using Algebra To draw a straight -line graph from an equation. 	<ul style="list-style-type: none"> To collect data and represent it using a range of different tables/ charts/ graphs To Construct accurate triangles, bisects and perpendiculars.
9	<ul style="list-style-type: none"> To use Powers of 10, rounding, factors, multiples, and primes. To accurately measure the area and perimeter of 2D shapes. 	<ul style="list-style-type: none"> To use factors, fractions and formulae I Algebra. To find the Gradient and mid- point on a straight-line graph 	<ul style="list-style-type: none"> To plan a statistical project using data collection and frequency tables. To transform and enlarge 2D shapes. 	<ul style="list-style-type: none"> To use Powers of 10, rounding, factors, multiples, and primes. To accurately measure the area and perimeter of 2D shapes. 	<ul style="list-style-type: none"> To use factors, fractions and formulae I Algebra. To find the Gradient and mid- point on a straight-line graph 	<ul style="list-style-type: none"> To plan a statistical project using data collection and frequency tables. To transform and enlarge 2D shapes.
Focus Area	Number Important historical figures in Maths (Alan Turing, Stephen Hawking)	Graphs Population of the world	Shapes Mondrian (artistit)	Number Katherine Johnson (NASA)	Graphs Population of the world	Shapes Greek geometry

English Foci

Literacy Across the Curriculum Map									
Year Group	Autumn			Winter			Spring		
Skill Type	Writing	Reading	Speaking and listening	Writing	Reading	Speaking and listening	Writing	Reading	Speaking and listening
Year 7	EW.7.1 Use full stops at the end and capital letters at the beginning of many sentences.	ER.7.1 Understand simple texts and get relevant information from specified parts of a text.	SL.7.1 Listen and respond to others.	EW.7.2 Begin to use conjunctions in sentences	ER.7.2 Understand basic features of layout in non-fiction	SL.7.2 Talk in purposeful ways to explore ideas.	EW.7.3 Show some consistency in the use of first person and third person narratives	ER.7.3 Show some understanding of why a text has been written.	SL.7.3 Deliver ideas and views in a confident way.
Year 8	EW.8.1 Begin to use different length of sentence including complex sentences	ER.8.1 To be able to show an understanding of the basic meaning of a text.	SL.8.1 Respond to other opinions with reasoning against.	EW.8.2 Establish a viewpoint in their writing expressing likes and dislikes	ER.8.2 Show limited understanding of ideas, themes, events and characters	SL.8.2 To be able to explore ideas and provide reasoning for those ideas	EW.8.3 Group similar ideas together with some detail.	ER.8.3 To be able to pick out and describe basic ways that texts are organised.	SL.8.3 To begin to be persuasive when presenting ideas.
Year 9	EW.9.1 Vary sentence length structure and connectives for effect	ER.9.1 Begin to show some understanding below the surface of texts	SL.9.1 Ask questions about other opinions.	EW.9.2 Maintain a viewpoint throughout the task with some detail to reinforce this.	ER.9.2 To explain the effects on the reader of particular words and styles of sentences	SL.9.2 To think of reasons against an idea.	EW.9.3 Organise ideas usefully with connectives to link	ER.9.3 To describe how paragraphs or sections are linked	SL.9.3 Vary vocab to suit the audience.
Year 10	EW.10.1 Vary sentence length, structure and connectives for effect.	ER.10.1 Some attempt to interpret texts and use some supporting quotations	SL.10.1 Adopt tone and language to suit the audience and topic.	EW.10.2 Adopt their own viewpoint and attempt to persuade the reader.	ER.10.2 Some attempts to explain the effects on the reader of particular words and styles of sentences.	SL.10.2 To be able to combine reasons for and against an idea.	EW.10.3 Use adverbials or connectives to link ideas in and between paragraphs	ER.10.3 Explain how texts develop ideas. comment on bias and opinion.	SL.10.3 Begin to engage the listener by using 'emotive' vocab
Year 11	EW.11.1 Use a range of punctuation to show the structure of sentences	ER.11.1 Explain how texts influence readers	SL.11.1 Express and explain ideas, whilst using persuasive devices.	EW.11.2 Use a range of styles to suit the intended effect of the task. Take account of other viewpoints if necessary	ER.11.2 Look at the purpose of a text with the choice of language used.	SL.11.2 To be able to organise the reasons for and against so they link together.	EW.11.3 Sequence ideas in paragraphs to give impact.	ER.11.3 Describe how paragraphs are linked to develop ideas and think of the likely effect on the reader.	SL.11.3 Maintain generally controlled and effective of talk to guide the listener.

Humanities Foci

ART		Art				
		Y7	Y8	Y9	Y10	Y11
Inspired by Artist	A.1.7 Describe the work of notable artists, artisans and designers	A.1.8 Use some of the ideas of artists studied to create pieces	A.1.9 Replicate some of the techniques used by notable artists and designers	A.1.10 Create original pieces that are influenced by the studies of others	A.1.11 Create original pieces that show a range of influences and styles	A.1.12 Create original pieces that show a range of influences and styles
Develop Ideas	A.D.7 Explore ideas and collect visual information.	A.D.8 Explore ideas in a variety of ways.	A.D.9 Collect information, sketches and resources.	A.D.10 Collect information, sketches and resources and record ideas	A.D.11 Collect information, sketches and resources and record ideas to a sketch book	A.D.12 Collect information, sketches and resources and record ideas to a sketch book
Improve Technique	A.T.7 Painting - Colour Theory - Primary, Secondary,Tint and Colour Wheel	A.T.8 Drawing - Line, colour, texture and tone	A.T.9 Collage - Collect, combine, sort a range of materials and mix for texture	A.T.10 Print - Use objects to create repeating, overlapping shapes	A.T.11 Pottery - Inspiration from an artist use you're a technique of your choice	A.T.12 Pottery - Inspiration from an artist use you're a technique of your choice
Geography		Y7	Y8	Y9	Y10	Y11
Places	G.P.7 Places - Using Maps of the world N-E-S-W	G.P.8 Human and Physical geography	G.P.9 Use atlas Maps to identify key geographical features	G.P.10 Use a 6x6 Figure Grid	G.P.11 Understand Lat/Long of a basic level	G.P.12 Understand Lat/Long of a basic level
Patterns	G.P.8 Patterns - Compare locations in the UK	G.P.9 Patterns - Compare locations in the UK to other European Countries	G.P.10 Patterns - Compare locations in the UK to other African Countries	G.P.11 Patterns - Compare locations in the UK to other Asian Countries	G.P.12 Patterns - Compare locations in the UK to North/South America	G.P.13 Patterns - Compare locations in the UK to North/South America
Geographical terminology	G.T.7 Basic Map Drawing with basic Human and Physical Features	G.T.8 Map Drawing with a key and description of Human and Physical Features	G.T.9 Map Drawing with a key and description of Human and Physical Features	G.T.10 Map Drawing with a grid reference and description of Human and Physical Features	G.T.11 Map Drawing with a grid reference and description of more complex Human and Physical Features	G.T.12 Map Drawing with a grid reference and description of more complex Human and Physical Features
History		Y7	Y8	Y9	Y10	Y11
Investigate and interpret the past	H.I.7 Ask questions about pictures, stories and artefacts	H.I.8 Use evidence to ask questions and find answers to questions about the past	H.I.9 Compare different accounts of the past and suggest why they differ	H.I.10 Select a range of evidence to support a view about a past event	H.I.11 Show an awareness of propaganda	H.I.12 Show an awareness of propaganda
Build an overview of history	H.O.7 Describe historical events and significant people in the Church, state and society in Medieval Britain, 1066-1509	H.O.8 Describe historical events and significant people in the development of Church, state and society in Britain, 1502-1745	H.O.9 Describe historical events and significant people in the development of ideas, political thought, industry and empire, Britain, 1745-1901	H.O.10 Describe historical events and significant people in the development of ideas, political thought, industry and empire, Britain, 1745-1901	H.O.11 Describe historical events and significant people in a local history study	H.O.12 Describe historical events and significant people in a local history study
Understand Chronology	H.C.7 Place events and artefacts in order on a time line.Recount changes in their own life time.	H.C.8 Place events, artefacts and historical figures on a time line using dates	H.C.9 Use chronology to reflect on change and continuity	H.C.10 Use chronology to reflect on change and continuity	H.C.11 Use chronology to reflect on change and continuity	H.C.12 Use chronology to reflect on change and continuity
Languages		Y7	Y8	Y9	Y10	Y11
Read	L.R.7 Sound out words phonetically showing and understanding of the sounds of the alphabet in a language	L.R.8 Read and understand short written phrases using correct pronunciation	L.R.9 Use a translation dictionary to look up words and phrases	L.R.10 Read a sentence and try to work out the meaning using a translation dictionary	L.R.11 Read a paragraph and try to work out the meaning using a translation dictionary	L.R.12 Read a paragraph and try to work out the meaning using a translation dictionary
Write	L.W.7 Write or copy words correctly	L.W.8 Write short phrases correctly	L.W.9 Write short phrases from memory	L.W.10 Express a personal view in a response	L.W.11 Express a personal view in a response using past, present or future tense	L.W.12 Express a personal view in a response using past, present or future tense
Speak	L.S.7 Understand and say the key 14 phrases in each language Respond to a question and ask to speak more slowly.	L.S.8 Understand and say the key 14 phrases in each language Respond to a question and ask to speak more slowly.	L.S.9 Understand and say the key 14 phrases in each language Respond to a question and ask to speak more slowly.	L.S.10 Understand and say the key 14 phrases in each language Respond to a question and ask to speak more slowly.	L.S.11 Understand and say the key 14 phrases in each language Respond to a question and ask to speak more slowly.	L.S.12 Understand and say the key 14 phrases in each language Respond to a question and ask to speak more slowly.
Culture	L.C.7 Identify countries where the language is spoken using Social, Technological, environmental, economical and political themes to guide learning	L.C.8 Identify countries where the language is spoken using Social, Technological, environmental, economical and political themes to guide learning	L.C.9 Identify countries where the language is spoken using Social, Technological, environmental, economical and political themes to guide learning	L.C.10 Identify countries where the language is spoken using Social, Technological, environmental, economical and political themes to guide learning	L.C.11 Identify countries where the language is spoken using Social, Technological, environmental, economical and political themes to guide learning	L.C.12 Identify countries where the language is spoken using Social, Technological, environmental, economical and political themes to guide learning
Music		Y7	Y8	Y9	Y10	Y11
Perform	M.P.7 Follow instructions on how to play an instrument showing an understanding of long short and high and low sounds	M.P.8 Play an instrument from memory showing an understanding of long short and high and low sounds using a beat to guide them	M.P.9 Play an instrument from memory showing an understanding of elements of music	M.P.10 Play an instrument from memory exploring other elements of music	M.P.11 Play an instrument from memory and demonstrating other elements of music	M.P.12 Play an instrument from memory and demonstrating other elements of music
Compose	M.C.7 Create a sequence of long and short sounds	M.C.8 Create a sequence of long and short using a range of instruments or media	M.C.9 Choose order and control sounds to create an effect	M.C.10 Use digital technologies to compose, edit and refine pieces of music.	M.C.11 Convey the relationship between the lyrics and the melody.	M.C.12 Convey the relationship between the lyrics and the melody.
Transcribe	M.T.7 Use symbols to represent a composition including rests	M.T.8 Recognise the notes GBOF and FACE on the musical stave.	M.T.9 Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.	M.T.10 Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play	M.T.11 Read and create notes on the musical stave showing an understanding of bass/treble clef	M.T.12 Read and create notes on the musical stave showing an understanding of bass/treble clef
Describe	M.D.7 Identify the beat of a tune Say what they like and dislike about the music	M.D.8 Understand some elements of music and recognise them	M.D.9 Understand some elements of music explain their understanding	M.D.10 Understand a wide range elements of music explain their understanding	M.D.11 Describe how lyrics often reflect the cultural context of music and have social meaning.	M.D.12 Describe how lyrics often reflect the cultural context of music and have social meaning.
Religion		Y7	Y8	Y9	Y10	Y11
Understand beliefs and teachings	R.T.7 Describe some teaching of a religion	R.T.8 Describe some teachings of a range of religions	R.T.9 Describe some teachings of a range of religions referring to key figures and books	R.T.10 Describe how some beliefs are shared between religions	R.T.11 Explain how religious beliefs shape communities	R.T.12 Explain how religious beliefs shape communities
Understand practices and life styles	R.P.L.7 Recognise artefacts, places and practices	R.P.L.8 Explain how and why artefacts, places and practices are used	R.P.L.9 Describe how religious buildings are used	R.P.L.10 Compare the practices and lifestyles of two different religions	R.P.L.11 Show an understanding of the role of a spiritual leader	R.P.L.12 Show an understanding of the role of a spiritual leader
To reflect	R.V.7 Ask questions about dilemmas	R.V.8 Reflect on how one religion would respond to that dilemma	R.V.9 Compare how two religions would respond to that dilemma	R.V.10 How do these responses compare with what their personal responses	R.V.11 Which religion identifies the closest to your beliefs	R.V.12 Which religion identifies the closest to your beliefs
To understand values	R.V.7 Identify choices that they make in their life	R.V.8 Explain how actions affect others	R.V.9 Explain how beliefs affect behaviour	R.V.10 Discuss and give opinions on stories about moral dilemmas	R.V.11 Express their own views and remain respectful of differing views.	R.V.12 Express their own views and remain respectful of differing views.

Personal Development

Developing		Promoting/Enabling/Supporting		Providing		Gatsby Benchmarks	
Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. D.1	Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. D.1	Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. D.1	Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. D.1	Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. D.1	Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. D.1	Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. D.1	Responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. D.1
Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. PES.1	Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. PES.1	Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. PES.1	Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. PES.1	Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. PES.1	Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. PES.1	Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. PES.1	Equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. PES.1
An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. PES.2	An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. PES.2	An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. PES.2	An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. PES.2	An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. PES.2	An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. PES.2	An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. PES.2	An inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation. PES.2
Pupils to recognise the dangers of inappropriate use of mobile technology and social media. PES.3	Pupils to recognise the dangers of inappropriate use of mobile technology and social media. PES.3	Pupils to recognise the dangers of inappropriate use of mobile technology and social media. PES.3	Pupils to recognise the dangers of inappropriate use of mobile technology and social media. PES.3	Pupils to recognise the dangers of inappropriate use of mobile technology and social media. PES.3	Pupils to recognise the dangers of inappropriate use of mobile technology and social media. PES.3	Pupils to recognise the dangers of inappropriate use of mobile technology and social media. PES.3	Pupils to recognise the dangers of inappropriate use of mobile technology and social media. PES.3
Explore careers paths looking at current information (location, college university jobs, financial) in your subject area. GB.1	Explore careers paths looking at current information (location, college university jobs, financial) in your subject area. GB.1	Explore careers paths looking at current information (location, college university jobs, financial) in your subject area. GB.1	Explore careers paths looking at current information (location, college university jobs, financial) in your subject area. GB.1	Explore careers paths looking at current information (location, college university jobs, financial) in your subject area. GB.1	Explore careers paths looking at current information (location, college university jobs, financial) in your subject area. GB.1	Explore careers paths looking at current information (location, college university jobs, financial) in your subject area. GB.1	Explore careers paths looking at current information (location, college university jobs, financial) in your subject area. GB.1
Sign up to fast forward and complete online questionnaire to understand personalised career, educational and training suggestions which are individually tailored to each student. GB.2	Sign up to fast forward and complete online questionnaire to understand personalised career, educational and training suggestions which are individually tailored to each student. GB.2	Sign up to fast forward and complete online questionnaire to understand personalised career, educational and training suggestions which are individually tailored to each student. GB.2	Sign up to fast forward and complete online questionnaire to understand personalised career, educational and training suggestions which are individually tailored to each student. GB.2	Sign up to fast forward and complete online questionnaire to understand personalised career, educational and training suggestions which are individually tailored to each student. GB.2	Sign up to fast forward and complete online questionnaire to understand personalised career, educational and training suggestions which are individually tailored to each student. GB.2	Sign up to fast forward and complete online questionnaire to understand personalised career, educational and training suggestions which are individually tailored to each student. GB.2	Sign up to fast forward and complete online questionnaire to understand personalised career, educational and training suggestions which are individually tailored to each student. GB.2
Research equality and diversity in career education and training (challenging stereotypes). GB.4	Research equality and diversity in career education and training (challenging stereotypes). GB.4	Research equality and diversity in career education and training (challenging stereotypes). GB.4	Research equality and diversity in career education and training (challenging stereotypes). GB.4	Research equality and diversity in career education and training (challenging stereotypes). GB.4	Research equality and diversity in career education and training (challenging stereotypes). GB.4	Research equality and diversity in career education and training (challenging stereotypes). GB.4	Research equality and diversity in career education and training (challenging stereotypes). GB.4
Research specific jobs in your area of interest. E.g. how many jobs available, how much you earn, location, progression opportunities within the roll. GB.5	Research specific jobs in your area of interest. E.g. how many jobs available, how much you earn, location, progression opportunities within the roll. GB.5	Research specific jobs in your area of interest. E.g. how many jobs available, how much you earn, location, progression opportunities within the roll. GB.5	Research specific jobs in your area of interest. E.g. how many jobs available, how much you earn, location, progression opportunities within the roll. GB.5	Research specific jobs in your area of interest. E.g. how many jobs available, how much you earn, location, progression opportunities within the roll. GB.5	Research specific jobs in your area of interest. E.g. how many jobs available, how much you earn, location, progression opportunities within the roll. GB.5	Research specific jobs in your area of interest. E.g. how many jobs available, how much you earn, location, progression opportunities within the roll. GB.5	Research specific jobs in your area of interest. E.g. how many jobs available, how much you earn, location, progression opportunities within the roll. GB.5
Encounter with employers and employees, (monthly) including video clips of employee talking about job roles, job sites. Talks. GB.6	Encounter with employers and employees, (monthly) including video clips of employee talking about job roles, job sites. Talks. GB.6	Encounter with employers and employees, (monthly) including video clips of employee talking about job roles, job sites. Talks. GB.6	Encounter with employers and employees, (monthly) including video clips of employee talking about job roles, job sites. Talks. GB.6	Encounter with employers and employees, (monthly) including video clips of employee talking about job roles, job sites. Talks. GB.6	Encounter with employers and employees, (monthly) including video clips of employee talking about job roles, job sites. Talks. GB.6	Encounter with employers and employees, (monthly) including video clips of employee talking about job roles, job sites. Talks. GB.6	Encounter with employers and employees, (monthly) including video clips of employee talking about job roles, job sites. Talks. GB.6
Encounter with further and higher education. GB.8							
Spiritual Development		Moral Development		Social Development		Cultural Development	
Willingness to reflect on their experiences. S.1							
Ability to recognise the difference between right and wrong and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. MD.1	Ability to recognise the difference between right and wrong and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. MD.1	Ability to recognise the difference between right and wrong and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. MD.1	Ability to recognise the difference between right and wrong and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. MD.1	Ability to recognise the difference between right and wrong and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. MD.1	Ability to recognise the difference between right and wrong and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. MD.1	Ability to recognise the difference between right and wrong and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. MD.1	Ability to recognise the difference between right and wrong and to recognise legal boundaries and, in doing so, respect the civil and criminal law of England. MD.1
Understanding of the consequences of their behaviour and actions. MD.3	Understanding of the consequences of their behaviour and actions. MD.3	Understanding of the consequences of their behaviour and actions. MD.3	Understanding of the consequences of their behaviour and actions. MD.3	Understanding of the consequences of their behaviour and actions. MD.3	Understanding of the consequences of their behaviour and actions. MD.3	Understanding of the consequences of their behaviour and actions. MD.3	Understanding of the consequences of their behaviour and actions. MD.3
Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. SD.1	Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. SD.1	Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. SD.1	Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. SD.1	Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. SD.1	Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. SD.1	Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. SD.1	Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain. SD.1
Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. SD.3	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. SD.3	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. SD.3	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. SD.3	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. SD.3	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. SD.3	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. SD.3	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. SD.3
Understanding and appreciation of the wide range of different cultures that have shaped their own heritage and that of others. CD.1	Understanding and appreciation of the wide range of different cultures that have shaped their own heritage and that of others. CD.1	Understanding and appreciation of the wide range of different cultures that have shaped their own heritage and that of others. CD.1	Understanding and appreciation of the wide range of different cultures that have shaped their own heritage and that of others. CD.1	Understanding and appreciation of the wide range of different cultures that have shaped their own heritage and that of others. CD.1	Understanding and appreciation of the wide range of different cultures that have shaped their own heritage and that of others. CD.1	Understanding and appreciation of the wide range of different cultures that have shaped their own heritage and that of others. CD.1	Understanding and appreciation of the wide range of different cultures that have shaped their own heritage and that of others. CD.1
Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. CD.2	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. CD.2	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. CD.2	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. CD.2	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. CD.2	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. CD.2	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. CD.2	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities. CD.2
Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. CD.5	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. CD.5	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. CD.5	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. CD.5	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. CD.5	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. CD.5	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. CD.5	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. CD.5

Our Curriculum Implementation

The Implementation of our curriculum revolves around our 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 that 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 practice that is incisive, systematic and effective.

Challenge and Support Calendar (**please see school website for Remote Learning Policy)

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
Please note these weeks are subject to change when the term is longer than 6 weeks			
Week 1	Meeting for information sharing	Statutory training updates	-Planning for Subject areas to include school and curriculum themes
Week 2	Meeting for Continual professional and curriculum development	Notice Boards. classroom and key rooms updated	-Website information updated -Baselines for Eng/Maths -Formative assessment
Week 3	Meeting for information and good practice share	Introduce Policy Updates	-Website information updated -Baselines for Eng/Maths -Formative assessment
Week 4	Meeting for Continual professional and curriculum development	SMT meeting	-Maths Theme (*Wk3) -SDP areas and PDP focus discussed
Week 5	Meeting for information and good practice share	Safeguarding and attendance meeting	-PDP focus observations and agreed through appraisal process
Week 6	Meeting for Continual professional and curriculum development	SDP progress meeting with all staff	Progress Data information and specific foci for next term * This will be in term 2 in Spring and Summer English Theme
Term B	Support	Development	Challenge
Week 1	Meeting for information sharing	Statutory training updates	Planning adjustments based on data
Week 2	Meeting for Continual professional and curriculum development	Notice Boards. classroom and key rooms updated	-Coaching observation on request. -Lesson observation TT completed
Week 3	Meeting for information sharing and good practice share	Pupil Council meeting	Lesson observations formal HT/Governors Humanities Theme
Week 4	Meeting for Continual professional and curriculum development	SMT meeting	Lesson observations formal HT/Governors
Week 5	Mock exams Meeting for PROGRESS	Progress meetings and reports to parents with Parents	Share and support learning walk outcomes
Week 6	Meeting for Continual professional and curriculum development	SDP progress meeting with all staff	Key Data information and specific foci for next term Personal Development Theme

Qualifications that we offer (Exam Entry form in Appendix)

Year Group	ELC 1	ELC 2	ELC 3	FS 1	BTEC L1	FS 2	GCSE	BTEC L 2
9	y	y	Y	Y	Y	Y	Y	Y
10	Y	Y	Y	Y	Y	Y	Y	Y
11	Y	Y	Y	Y	Y	Y	Y	Y

How we assess

GCSE	NC	GL Standard Score	Reading age	Grade	Numerical Sub-grade	Support indicator	How we learn indicator	Teaching Approach
WT1	P -1 (c, b,a)		< 8	Bronze	B1	Intense	Collect (Subject Verb)	Telling Explaining
1	2-3				B2	Moderate		
	(a,b,c)				B3	Limited		
2 (FS)	3-4 (a,b,c)		8 ≥ 12	Silver	S1	Intense	Connect (Subject Verb)	Reminding Guiding
					S2	Moderate		
					S3	Limited		
3 (FSL2 +)	4-5 (a,b,c)		12+	Gold	G1	Intense	Create (Subject Verb)	Discover Coach
					G2	Moderate		
					G3	Limited		

Entering Data on SIMS

Group Membership Date Refresh Summary Narrow Zoom Reveal Freeze Additional Student Columns

Gender	Ethnicity	SEN Status	SEN Need	Looked After	EAL	% Attendance	Pupil Premium Indicator	Medical Conditions	WHS Humanities EOY Target **Year 07 Summer Term	Humanities Attainment Aut **Year 07 Autumn Term	Humanities Attainment Spr **Year 07 Spring Term	Prog Steps Spr	Humanities Attainment Sum **Year 07 Summer Term	Prog Steps Sum	Target on Track Humanitie **Year 07 Summer Term
M	White - British	E	Social, Emotio	N		82.4			B3	B2					
M	White - British	E	Social, Emotio			96.3			B3	B2					
M	White - British	E	Social, Emotio	Y	N	96.1			S2	S1					
M	Other mixed backgroun	E	Social, Emotio		N	90.6			S3	S2					
M	White - British	E	Social, Emotio		N	98			G1	S3					
M	White - British	E	Autistic Spectr		N	95.5	Y		S2	S1					

A Curriculum Map of our Intent

These are the overarching assessment objectives for each subject. They are a condensed from the GCSE assessment objectives (first column) and coded for simplicity (last column).

GCSE	Curriculum Map	WHS
Art		
A01	Develop ideas through understanding a work of Art	A1
A02	Refine work by exploring ideas, selecting and experimenting with a range of techniques and materials	A2
Business		
A01	Demonstrate knowledge and understanding of business concepts and issues	B1
A02	Apply knowledge and understanding of a variety business concepts and issues	B2
Citizenship/PSHE		
AO3/1	Demonstrate knowledge of, analyse and evaluate a range of evidence relating to citizenship issues to develop reasoned, coherent points of view	C1
Design and technology		
A01	Identify, investigate and outline design possibilities to address needs and wants	D1
A02	Design and make prototypes that are fit for purpose	D2
A04	Demonstrate and apply knowledge and understanding of techniques and design principles	D3
English		
A01	Identify and interpret explicit and implicit information and ideas	E1
A04	Evaluate texts critically and support this with appropriate textual references	E2
A05	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences	E3
Food preparation and nutrition		
A03	Plan, prepare, cook and present dishes, combining appropriate knowledge and techniques	F1
Geography		
AO2/1	Demonstrate knowledge of locations, places, processes, environments and the data relationships between them	G1
History		
AO1/2	Describe, Explain and analyse historical events and periods studied using second-order historical concepts.	H1

ICT		
AO1	Use ICT to select and find information	I1
AO2	Use ICT when developing, presenting and communicating information	I2
Maths		
AO1	Develop knowledge, skills and understanding of mathematical methods and concepts	M1
AO2	Reason, interpret and communicate Mathematically to solve problems	M2
MFL		
AO1	Listening: Understand and respond to different types of spoken language.	MF1
AO2	Speaking: Communicate and interact in speech.	MF2
Music		
AO1/2/3	Compose, perform, appriase and develop musical ideas with technical control, knowledge and coherence	MU1
PE		
AO4	Demonstrate and apply relevant skills and techniques in physical activity and sport	P1
AO1	Demonstrate knowledge and understanding of the factors that underpin performance	P2
RE		
	Demonstrate an understanding of different religions, beliefs and their influences	R1
Science		
A01/2	Demonstrate and apply knowledge and understanding of Scientific ideas, techniques and procedures	S1
Thrive		
	Development confident, curious, creative and capable children that are emotionally resilient.	T1

Long Term Plan Themes, Study topics, assessment objectives and cross curricular foci

Using a Theme the subject specific assessment objectives are taught first. Then with careful collaborative planning, the subject specific outcomes use Maths, English, Humanities and Personal Development focus linked to the topic, outcome or theme. This is assessed through our improvement code and how we learn document. (Foci for Maths, Eng, Humanities and Personal Development see appendix)

Long term plan 2020-2021

	Year 7	Year 8	Year 9	Year 10	Year 11
Term 1 People	History of technology Inputs and outputs	Technology Hardware and Software	Technology Hardware components	Impacts of ICT on Society Desktop publishing	Impacts of ICT on Society Desktop publishing#
	MF: maths algorithm 7.N.1 EF: Innovation of ICT EW.7.1 ER.7.1	MF: Software costs— 8.D.1 EF :To promote technology— ErR.8.1	MF—Costs of building a computer 9.D.1 EF— Definitions of hardware EW.9.1	MF: analyse statistics of ICT effects 10.D.1A EF: Persuasive writing EW.10.1	MF: EF: Persuasive writing For/ againstSL.11.2
Term 1.1 People	Desktop publishing	Desktop publishing	Emails/ Leaflets	Searching For information E-mails	Searching For information E-mails
	HF: Historical poster H.1.7 PDF: different faiths/beliefs SD.1	HF: Historical powerpoint1509 H1.8 PDF: different faiths/beliefs SD.1	HF: People in power 1745 H.O.8 PDF: Enjoyment learning about others and the world around them. S.3	HF: Research challenges from 1901-present day H.O.10 PDF: investigate moral and ethi- cal issues MD.2	HF: chronology to reflect on change and continuity H.I.11 PDF: investigate moral and ethi- cal issues MD.2

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?			

Daily Planner

It is an expectation that teachers have a daily planner completed in advance of each lesson and make notes for improvement. This is the best possible way to demonstrate that we are planning for differentiation over time.

Some Key Principles

- Plan ahead
- What do you want the pupils to be able to do at the end of the lesson ?
- Note down key things to remember, progress concerns etc
- There is no such thing as a perfect planner

DATE		Week:
Focus for the week: _____		
Period/ Group	Lesson	Homework / Date Due
	1	
	2	
	3	
	4a	
	4b	
	5	
REMEMBERS		
Tutor Group	After School	Others

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				
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.				
Expectations our assessment	How	When	Where	What do I need to do?
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.	<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 	The information will be added to SIMS assessment module using the school's internal assessment criteria. Using the School Grade Sets.	<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
Be accountable for pupils' attainment and qualifications in each subject/year group	- 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 		-
Feedback must be regular, formative motivating and follow the school code. It should also be selective and proportionate where appropriate.	<u>School Improvement code</u> Pupils must interact with the marking And receive differentiated feedback that is legible	REGULARLY - There should not be a significant break in marking. Clear evidence of pupil interaction.	Marking displayed in classrooms and used to guide pupil assessment.	<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.	<p>This is done in three stages.</p> <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.

Content knowledge and Classroom climate

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.

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.

Lesson observations

There are two types –

Coaching 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.

HT/Observations

The HT will use the Teacher Agreements form to focus their observation along three parameters

- OFSTED targets for development
- An area that is deemed to be effective
- An area that is chosen by the HT

The observation will last for a minimum of 15 minutes and there will be a formal feedback session with the HT thereafter.

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?

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

Learning Observation Proforma

Planning for Learning	Feedback notes (Plus/Minus/Interesting/Next)	Immediate action by	Improve by
Planning			
Differentiation <i>over time</i>			
Seating Plan			
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			

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

Exam Entry Form

Subject			
Qualification (Spec No)			
Exam date (s)			
Qualification Cost per candidate			
Candidates you intend to enter (Yr Group)			
Teacher Name (PRINT)			
Given to		Date	
Signed		Date	
Received by		Date	
Signed		Date Entered Candidates on	