Teaching and Learning Policy

The Oaks

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The Oaks, Amberleigh Therapeutic School

Teaching and Learning Policy

Contents

Rationale

Teaching is the process that all staff undertake to help the students develop skills, understanding, knowledge and strategies to enable them to learn new information, problem solve and understand the world around them. This document is a statement of the aims, principles and strategies for teaching and learning at The Oaks, Amberleigh School. It lays the foundation for our approach to teaching the curriculum and should be read in conjunction with our curriculum policy.

This policy reflects current practice, which we promote within the school, and identifies areas of work that are being developed.

Aims

This document aims to:

• Promote the development of effective strategies for teaching and learning

• Ensure that we meet the needs of students more effectively by establishing a consistent approach to teaching and learning

• Provide support and guidance to staff on effective teaching and learning strategies

• Provide information to care staff, parents and social workers on our approach to teaching and learning and explain how they can support and contribute to its development

• Ensure resources support effective teaching and learning

• Provide a focus for the monitoring and evaluation of teaching and learning

• Provide a structured and ordered daily schedule within an environment that supports learning and understanding.

What is Effective Teaching and Learning?

Effective teaching and learning is the process we adopt by which we deliver a modified curriculum, which is broad, balanced, relevant and differentiated to meet the needs of the students whilst having regard of the National Curriculum and the Code of Practice for Special Educational Needs.

In our endeavour to meet these wide ranging educational and social needs, we have developed an appropriate curriculum with an integrated approach which encompasses the National Curriculum, meaningful qualifications and preparation to adulthood.

Our whole school curriculum model provides a natural progression with programmes designed for, and implemented at, an appropriate level. The curriculum prepares the students and young people for transition to adult life e.g. college, work and social inclusion through programmes which promote independence, including use of the local community.

Principles of Teaching and Learning

The main responsibility of student's education, rests with the whole therapeutic community, inclusive of care, school and therapy. All education staff are required to facilitate students access to the curriculum to ensure their effective learning, irrespective of their specific role. This approach is fundamental to our work with students. We welcome and actively encourage the involvement of significant others as well as participation in the community as part of this approach to team working.

At The Oaks, Amberleigh School we use principles and practices that are designed to create a structured and timetabled daily schedule within an environment that supports learning and understanding. This includes clear guidance to students on acceptable behaviour, supervision and positive attitudes in and around school. Our staff consider a wide range of teaching and support strategies including 1:1 work, team teaching, time out, alternative activities, intervention sessions and behaviour management systems. Staff utilise methods which are most productive (at the time) and in-keeping with the aims and ethos of the school.

Structured teaching, and an individual approach to the needs of each student helps break through the uncertainties and confusion of daily life. A secure and trusting environment has been created through the use of consistent behaviour strategies and therapeutic approaches. This helps the young people to be receptive and open to learning.

School Community

All members of the school community work towards the school's aims by:

• sharing responsibility for facilitating access to the curriculum and supporting student's learning so that they make progress

•valuing students as individuals and respecting their rights, values and beliefs

•fostering and promoting good relationships and a sense of belonging to the school community

•providing a well-ordered environment in which all are fully aware of behavioural expectations and where self-discipline is actively encouraged

•offering equal opportunities in all aspects of school life and recognising the importance of different cultures

•encouraging, praising and positively reinforcing good relationships, behaviour and work

•working as a team, supporting and encouraging one another

•working collaboratively within a shared philosophy and commonality of practice

• having a positive attitude to change and to the development of their own expertise

•having a positive attitude to the structure and organisation of the school

•take an active part in the performance management and the monitoring and evaluation programmes in order to further their professional development

Students work towards the school's aims by:

• attending regularly, being punctual and ready to learn

•conducting themselves in an orderly manner and showing respect for themselves and others

•taking pride in their work and a growing responsibility for their own learning

•working well with their peers and being tolerant of others

Quality Teaching and Learning

Our aim is to create an environment in which quality teaching and learning can take place so that all students have the opportunity to realise their potential. We believe that:

Quality learning occurs when student's:

•are encouraged to see themselves as being able to be successful

• experience success and are able to feel a sense of achievement

• feel happy and secure and have a feeling of self-worth

• feel accepted and have a sense of pride in belonging to their school/class

•feel a sense of ownership towards their work and increasingly take control of their own learning

•are supported by significant others and feel that their work/effort is valued

•are taught how to think, learn, listen carefully, concentrate and persevere

•are challenged and motivated and see work as having a purpose

•are actively involved in the learning process

•are given the opportunity to communicate their ideas

• are given opportunities to present their work to differing audiences

•are given the opportunity to work collaboratively

•can make informed choices in their learning

• are given opportunities to apply acquired skills and knowledge to new situations

Quality teaching occurs when staff:

•undertake regular training to maintain high standards of teaching and learning

•set a good example by being enthusiastic, committed, flexible and punctual

•create an atmosphere of trust and establish clear classroom routines/systems that encourage self-discipline

•establish a calm working atmosphere and have a firm, yet sympathetic approach

•create a stimulating, well organised and challenging environment in which to work

•take account of student's interests and experience

•have high but realistic expectations that are made clear to the students

•respond consistently and fairly to student's behaviour, accentuating the positive and giving praise where it is due

•ensure that work is rigorously planned, with clear learning outcomes that are understood by the students

• are aware of and sympathetic to, all the factors that affect student's learning (e.g. cultural background, age, special educational needs)

•are concerned with all aspects of a student's development not simply their academic achievement (e.g. social, emotional, moral, physical etc.) and are sympathetic to individual needs

• provide activities that ensure equal opportunities for all

• provide activities that are differentiated to match the abilities of the students and are quick to recognise specific learning needs of individual students

•take time and care to assess and record student's achievements in order to plan future work – either reinforcement or extension, match the pace of learning to the individual's ability

•plan work that ensures continuity and progression so that students have an awareness of what went before and what comes next

•use questioning techniques

• employ a variety and balance of teaching styles (exposition/instruction/direct teaching) and grouping strategies (pairs, groups, etc.) as appropriate to the needs of the students and the subject being taught

•ensure any homework given extends or complements the work done in class and makes effective use of other adults in the home

•have respect for students and value their comments and views

•encourage curiosity and a positive attitude to learning

•have a good knowledge of the subject matter

•give regular feedback to the students about their progress, acknowledging effort and highlighting 'next steps'

•encourage students to assess their own performance and to strive for improvement

•encourage students to question, make decisions, investigate and solve problems

•provide opportunities to consolidate and generalise their learning and

•have a sense of humour

Classroom Management

We believe a teaching environment that promotes learning will have many of the following features:

•a positive ethos which provides a positive classroom atmosphere

•overall organisation that encourages the student to become independent learners

•clearly established systems and routines

•rules governing behaviour that are consistently applied and which students think are fair

•efficient and flexible use of space which facilitates working as individuals, in small groups or as a whole class

• items which give students new experiences encouraging them to ask questions of why and how

•an orderly environment promoting tidiness and organisation

•a wide variety of appropriate and well managed resources including resources for information technology and appropriate software

•relevant tools applicable to the subject that enhances and develops learning

•attractive, stimulating, clearly labelled displays that involve the student, are relevant to the topic/work, changed regularly and are varied (interactive, celebratory, informative, process etc.)

•well lit, ventilated rooms where student work in comfortably warm conditions

Whole School Strategies for Teaching and Learning

Our curriculum is differentiated according to the age and stage of the students. Our planning sets out to ensure that students have access to a modified curriculum which takes account of their preferred learning styles and effective teaching and learning approaches. We aim to ensure that as far as possible all students achieve their potential and functional independence. All staff are required to provide students with opportunities to apply new skills / learning in functional settings. Discussion and collaborative working between students is encouraged wherever appropriate and these skills are modelled and supported by staff from other disciplines within Amberleigh e.g. care staff and therapists as well as external staff who provide additional support.

The structure of lessons is based on Rosenshine's Principles of Instruction:

1. Review (last lesson, homework, prior learning)
2. Share Learning Outcome.
3. Introduce Key Vocabulary.
4. Model Learning (do it for them)
5. Allow practise with feedback.
6. Complete
7. Feedback/Questioning.
8. Review

"Learning involves a lasting change in pupils' capabilities or understanding." (Department for Education 2020). If nothing is remembered, nothing has been learned. Therefore, we believe that reviewing previous learning at the start of every lesson and re-visiting learning across contexts is key to ensure attainment is secure.

See Appendix A – Principles of Instruction (Rosenshine, 2010)

Excellence is celebrated in displays and presentations (in the classroom, daily handovers or celebration events) where:

•each student is given an opportunity to have work of a high standard displayed at some time in the school year

• students are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement

•recognition is provided to students nominated by staff for great effort and achievement

Excellence is celebrated as a whole community in community meetings where:

• individuals are given positive feedback on their attitude, behaviour and achievements in school

•certificates are given for student of the week

•behaviour points result in rewards at the end of each academic term

Strategies for Ensuring Progression and Continuity

Each subject identifies with an individualised curriculum policy with a clearly identified intent, implementation and impact for that subject. Within these subject policies, there is a curriculum map which shows the overview of the learning for that subject based on outcomes, skills and topics across an academic year.

Curriculum Schemes of work for each subject, identify learning objectives related to the relevant subject learning at different levels. Each scheme of work is in four progressive pathways providing a broad and balanced curriculum that covers early learning, accreditation and vocational progression and achievements.

Medium term planning is a rigorous and highly organised process completed at the start of each term where a context for learning is identified and a weekly structured plan of objectives, differentiated outcomes, task-based activities, key vocabulary and concepts, cross curricular involvement of English, maths and ICT, and opportunities for assessment are planned.

The focus for ensuring progression and continuity is on building knowledge and acquiring skills, integrating new knowledge into larger concepts and application of this into different contexts. The curriculum will be coherently planned and sequenced and it will prepare students for future success in education, employment or training.

Consideration will also be given on how we consistently encourage high levels of punctuality and attendance.

Careers' guidance is also a crucial aspect, which is overseen by our internal Careers Adviser, along with additional input from our independent careers' adviser, helping all students to make progress and to move onto the appropriate destinations in terms of education, employment or further training when they leave our school. The eight Gatsby Benchmarks of the Careers guidance framework are considered through our curriculum schemes of work and regular careers interviews and focussed sessions are integrated for the students. We also focus on relevant and meaningful work experience as part of this.

Termly PCP targets ensure focussed work for English, Maths, Behaviour & Social development (KS3/KS4) or Preparing for Adulthood (KS5), and SEN progress (if applicable). SLT monitor planning and teaching so that they can provide support and guidance as applicable and generally disseminate good practice to ensure these are incorporated into teaching & learning.

Intervention is weekly for English and Maths for all students based on diagnostic assessments, PCP targets or next steps of current learning and this is individualised for each pupil. All students also have 15 minutes of daily 'reading for pleasure'.

Daily tutorial time is a part of the weekly timetable with a focus on mindfulness, SMSC and British Values activities and targeted therapeutic intervention to ensure progress is made academically, socially and emotionally – this progress is captured and monitored by Tutors.

Weekly staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards.

Feedback to students about their own progress is achieved through discussion with the student and the marking of work. We have a very clear 'Feedback and Marking' Policy to ensure a consistent and thorough approach to marking.

Formative assessment is mostly carried out by staff in the course of their teaching but formal opportunities for assessment are identified, where appropriate.

The statutory annual review of any student's Education, Health & Care Plan (EHCP) is supported by detailed feedback from teaching staff. This feedback includes the Person Centred Plan (PCP) for each student, which sets out clear targets.

Detailed educational reports are provided for each student's LAC review – which occurs twice each year. These reports are circulated to the social worker, independent reviewing officer, parents (if appropriate) and other Amberleigh staff prior to the LAC review taking place. The education report is also discussed with the young person prior to the LAC review.

Progress is reported and discussed termly at each students PEP meeting (Effective Personal Education Plans). This meeting includes, education, care, therapy, the virtual school and parents (if appropriate) to review academic achievements and review progress towards targets. Pupil premium funding may be requested or offered during this process to support individual students with progression and continuity.

At the end of each academic year each young person receives a school report, written at a level appropriate for each young person. This includes: attendance, qualifications gained, tutor comments against the behaviour points system, overview of PCP targets, subject comments for achievements and next steps, picture collage and student and Head Teacher comments. The report details the progress made academically, socially and emotionally during the year.

Strategies for Recording and Reporting

• There are four main types of assessment carried out at point of entry at The Oaks: WRAT5, Solar, PASS and Renaissance Reader. These are then administered either termly or annually to assess attainment and measure progress.

• Formative assessment takes the form of class work, observations, discussions, teacher marking, self/peer marking, skill checks, diagnostics, online games etc. It is daily assessment which teachers use to capture student's attainment in lessons against a planned learning objective. Evidence gained is recorded on solar and used to track progress and amend planning and teaching accordingly.

• Summative (formal) assessment takes the form of end of term tests, knowledge checks, coursework and more formal testing e.g. Functional skills, BTEC and GCSE past papers and exams. This is carried out as required, to inform planning, to set PCP and PEP targets, to measure progress and to achieve relevant qualifications.

• Reporting of progress for each student is communicated to parents, social workers and carers through various formal events such as integrated meetings, the statutory annual review process, LAC reviews, PCP reviews and PEP meetings. In addition, informal discussions take place daily between care staff, therapists and teaching staff.

See Appendix B – Assessment Procedures

Strategies for the Use of Resources

• All staff have access to school resources. Each subject has a curriculum budget to develop areas of work as set out in the school development plan.

• Classroom Resources are the responsibility of all teaching staff who must ensure that: there is a range of resources appropriate to the age, ability and curriculum taught, which are well organised, clearly labelled and, where appropriate, accessible to the students

• Students are taught to value resources, treat them with respect and understand the importance of proper storage

• Students are encouraged to act independently in selecting materials suitable for the task and for returning resources to their correct place

• Due regard is given to Health and Safety, e.g. storage and use of tools. A risk assessment is carried out for the use of specific activities in school

• Information Technology is a major resource that is used to support quality teaching and learning across the whole curriculum. All staff are responsible for facilitating access to ICT for students when required and helping them to develop and apply their ICT skills.

Health and Safety

Health and Safety issues are the responsibility of all who work in the school. However, the Head Teacher has overall responsibility for Health and Safety and all problems should be reported to them immediately.

All classrooms, specific resources and activities are risk assessed, as required.

Quality Assurance

Amberleigh Therapeutic School is committed to improving the quality of its provision as stated in the SDP/SEF through:

- Embedding, monitoring, measuring and maintaining effective policies and procedures
- Measuring and analysing performance against benchmark targets and ensuring student progress is tracked and monitored to inform PEP and PCP outcomes.
- Ensuring all teaching and school-based staff are aware of their joint responsibility in improving the quality of the education provision.

The quality process involves a cycle of activities and review of which the SDP/SEF, the student and all stakeholders are major parts including:

- Consultation with strategic stakeholders and the use of feedback to inform progress and developments
- Consultation with students and the use of feedback to inform progress and developments and respond to need
- Collaboration with placing authorities and previous education providers
- Planned schedules and termly checks to ensure that systems are accurate and effective
- Observations of teaching and learning to assure its quality and development requirements
- Collection of data relating to attendance, retention, progress and achievement of students and the monitoring and evaluation of courses/programmes to inform developments
- Production of a Quality Calendar to inform all interested parties of the key strategies during the year ahead
- Implementing and monitoring action and school improvement plans
- Issuing reports on quality issues for the Proprietor

See Appendix C – Quality Calendar

The School Development Plan, School Evaluation Form and School Improvement process is supported by a series of activities, procedures and practices. It is the responsibility of the Head teacher and Proprietor to identify the Strategic Priorities for the school in response to internal and external demands, ratings, judgments and initiatives.

The Head Teacher and Deputy Head Teacher will:

- Review school policies, associated procedures, guidelines and strategies

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- Establish mentoring arrangements for all new staff or for staff with new responsibilities
- Carry out a programme of lesson observations in line with curriculum delivery requirements
- Manage the annual quality cycle/quality calendar
- Monitor the Ofsted Action Plan implementation
- Monitor and report on the complaints procedure
- Manage and report on the staff & student perception questionnaire
- Manage and report on the lesson observation system in line with Quality Assurance requirements
- Draw up the annual staff development plan, and manage and report on staff development
- Ensure, through audit, that all staff comply with quality policies and procedures
- Provide effective & appropriate teaching, training and support for learning
- Undertake appropriate development and training
- Validate all decisions on quality issues.

All staff are responsible for the quality of their work and for ensuring the quality of the education provided.

Appendix A – Principles of Instruction (Rosenshine, 2010)

Principles of Instruction
Research-Based Strategies That All Teachers Should Know
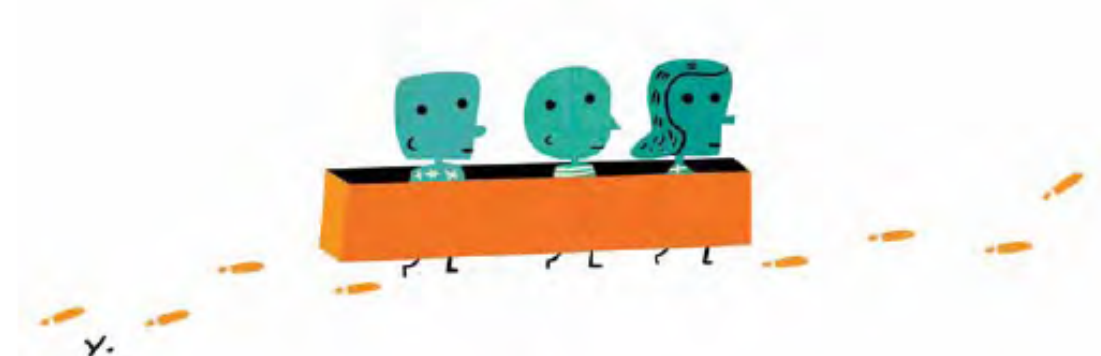
BY BARAK ROSENSHINE

This article presents 10 research-based principles of instruction, along with suggestions for classroom practice. These principles come from three sources: (a) research in cognitive science, (b) research on master teachers, and (c) research on cognitive supports. Each is briefly explained below.

A: Research in cognitive science: This research focuses on how our brains acquire and use information. This cognitive research also provides suggestions on how we might overcome the limitations of our working memory (i.e., the mental "space" in which thinking occurs) when learning new material.

B: Research on the classroom practices of master teachers: Master teachers are those teachers whose classrooms made the highest gains on achievement tests. In a series of studies, a wide range of teachers were observed as they taught, and the investigators coded how they presented new material, how and whether they checked for student understanding, the types of support they provided to their students, and a number of other instructional activities. By also gathering student achievement data, researchers were able to identify the ways in which the more and less effective teachers differed.

C: Research on cognitive supports to help students learn complex tasks: Effective instructional procedures—such as thinking aloud, providing students with scaffolds, and providing students with models—come from this research.

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Even though these are three very different bodies of research, there is *no conflict at all* between the instructional suggestions that come from each of these three sources. In other words, these three sources supplement and complement each other. The fact that the instructional ideas from three different sources supplement and complement each other gives us faith in the validity of these findings.

Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modeling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review. Many of these teachers also went on to experiential, hands-on activities, but they always did the experiential activities *after*, not before, the basic material was learned.

The following is a list of some of the instructional principles that have come from these three sources. These ideas will be described and discussed in this article:

- Begin a lesson with a short review of previous learning.[1]
- Present new material in small steps with student practice after each step.[2]
- Ask a large number of questions and check the responses of all students.[3]
- Provide models.[4]
- Guide student practice.[5]
- Check for student understanding.[6]
- Obtain a high success rate.[7]
- Provide scaffolds for difficult tasks.[8]
- Require and monitor independent practice.[9]
- Engage students in weekly and monthly review.[10]

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1. Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall.

Research findings

Daily review is an important component of instruction. Review can help us strengthen the connections among the material we have learned. The review of previous learning can help us recall words, concepts, and procedures effortlessly and automatically when we need this material to solve problems or to understand new material. The development of expertise requires thousands of hours of practice, and daily review is one component of this practice.

For example, daily review was part of a successful experiment in elementary school mathematics. Teachers in the experiment were taught to spend eight minutes every day on review. Teachers used this time to check the homework, go over problems where there were errors, and practice the concepts and skills that needed to become automatic. As a result, students in these classrooms had higher achievement scores than did students in other classrooms.

Daily practice of vocabulary can lead to seeing each practiced word as a unit (i.e., seeing the whole word automatically rather than as individual letters that have to be sounded out and blended). When students see words as units, they have more space available in their working memory, and this space can now be used for comprehension. Mathematical problem solving is also improved when the basic skills (addition, multiplication, etc.) are overlearned and become automatic, thus freeing working-memory capacity.

In the classroom

The most effective teachers in the studies of classroom instruction understood the importance of practice, and they began their lessons with a five- to eight-minute review of previously covered material. Some teachers reviewed vocabulary, formulae, events, or previously learned concepts. These teachers provided additional practice on facts and skills that were needed for recall to become automatic.

Effective teacher activities also included reviewing the concepts and skills that were necessary to do the homework, having students correct each others' papers, and asking about points on which the students had difficulty or made errors. These reviews

ensured that the students had a firm grasp of the skills and concepts that would be needed for the day's lesson.

Effective teachers also reviewed the knowledge and concepts that were relevant for that day's lesson. It is important for a teacher to help students recall the concepts and vocabulary that will be relevant for the day's lesson because our working memory is very limited. If we do not review previous learning, then we will have to make a special effort to recall old material while learning new material, and this makes it difficult for us to learn the new material.

Daily review is particularly important for teaching material that will be used in subsequent learning. Examples include reading sight words (i.e., any word that is known by a reader automatically), grammar, math facts, math computation, math factoring, and chemical equations.

When planning for review, teachers might want to consider which words, math facts, procedures, and concepts need to

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become automatic, and which words, vocabulary, or ideas need to be reviewed before the lesson begins.

In addition, teachers might consider doing the following during their daily review:

- Correct homework.
- Review the concepts and skills that were practiced as part of the homework.
- Ask students about points where they had difficulties or made errors.
- Review material where errors were made.
- Review material that needs overlearning (i.e., newly acquired skills should be practiced well beyond the point of initial mastery, leading to automaticity).

2. Present new material in small steps with student practice after each step: Only present small amounts of new material at any time, and then assist students as they practice this material.

Research findings

Our working memory, the place where we process information, is small. It can only handle a few bits of information at once—too much information swamps our working memory. Presenting too much material at once may confuse students because their working memory will be unable to process it.

Therefore, the more effective teachers do not overwhelm their students by presenting too much new material at once. Rather,

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these teachers only present small amounts of new material at any time, and then assist the students as they practice this material. Only after the students have mastered the first step do teachers proceed to the next step.

The procedure of first teaching in small steps and then guiding student practice represents an appropriate way of dealing with the limitation of our working memory.

In the classroom
The more successful teachers did not overwhelm their students by presenting too much new material at once. Rather, they presented only small amounts of new material at one time, and they
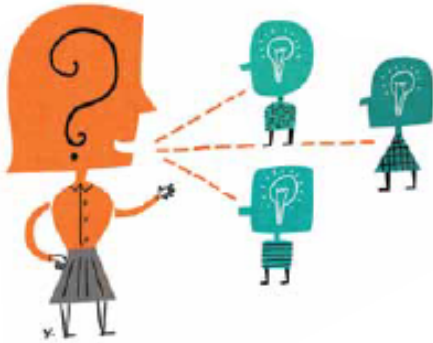
taught in such a way that each point was mastered before the next point was introduced. They checked their students' understanding on each point and retaught material when necessary.

Some successful teachers taught by giving a series of short presentations using many examples. The examples provided concrete learning and elaboration that were useful for processing new material.

Teaching in small steps requires time, and the more effective teachers spent more time presenting new material and guiding student practice than did the less effective teachers. In a study of mathematics instruction, for instance, the most effective mathematics teachers spent about 23 minutes of a 40-minute period in lecture, demonstration, questioning, and working examples. In contrast, the least effective teachers spent only 11 minutes presenting new material. The more effective teachers used this extra time to provide additional explanations, give many examples, check for student understanding, and provide sufficient instruction so that the students could learn to work independently without difficulty. In one study, the least effective teachers asked only nine questions in a 40-minute period. Compared with the successful teachers, the less effective teachers gave much shorter presentations and explanations, and then passed out worksheets and told students to solve the problems. The less successful teachers were then observed going from student to student and having to explain the material again.

Similarly, when students were taught a strategy for summarizing a paragraph, an effective teacher taught the strategy using small steps. First, the teacher modeled and thought aloud as she identified the topic of a paragraph. Then, she led practice on iden-

tifying the topics of new paragraphs. Then, she taught students to identify the main idea of a paragraph. The teacher modeled this step and then supervised the students as they practiced both finding the topic and locating the main idea. Following this, the teacher taught the students to identify the supporting details in a paragraph. The teacher modeled and thought aloud, and then the students practiced. Finally, the students practiced carrying out all three steps of this strategy. Thus, the strategy of summarizing a paragraph was divided into smaller steps, and there was modeling and practice at each step.

3. Ask a large number of questions and check the responses of all students: Questions help students practice new information and connect new material to their prior learning.

Research findings
Students need to practice new material. The teacher's questions and student discussion are a major way of providing this necessary practice. The most successful teachers in these studies spent more than half of the class time lecturing, demonstrating, and asking questions.

Questions allow a teacher to determine how well the material has been learned and whether there is a need for additional instruction. The most effective teachers also ask students to explain the process they used to answer the question, to explain how the answer was found. Less successful teachers ask fewer questions and almost no process questions.

In the classroom
In one classroom-based experimental study, one group of teachers was taught to follow the presentation of new material with lots of questions.[11] They were taught to increase the number of factual questions and process questions they asked during this guided practice. Test results showed that their students achieved higher scores than did students whose teachers did not receive the training.

Imaginative teachers have found ways to involve all students in answering questions. Examples include having all students:

- Tell the answer to a neighbor.
- Summarize the main idea in one or two sentences, writing the summary on a piece of paper and sharing this with a neighbor, or repeating the procedures to a neighbor.
- Write the answer on a card and then hold it up.
- Raise their hands if they know the answer (thereby allowing the teacher to check the entire class).
- Raise their hands if they agree with the answer that someone else has given.

Across the classrooms that researchers observed, the purpose of all these procedures was to provide active participation for the students and also to allow the teacher to see how many students were correct and confident. The teacher may then reteach some material when it was considered necessary. An alternative was for students to write their answers and then trade papers with each other.

Other teachers used choral responses to provide sufficient practice when teaching new vocabulary or lists of items. This made the practice seem more like a game. To be effective, how-

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ever, all students needed to start together, on a signal. When students did not start together, only the faster students answered.

In addition to asking questions, the more effective teachers facilitated their students' rehearsal by providing explanations, giving more examples, and supervising students as they practiced the new material.

The following is a series of stems[12] for questions that teachers might ask when teaching literature, social science content, or science content to their students. Sometimes, students may also develop questions from these stems to ask questions of each other.

How are _____ and _____ alike?
What is the main idea of _____?
What are the strengths and weaknesses of _____?
In what way is _____ related to _____?
Compare _____ and _____ with regard to _____.
What do you think causes _____?
How does _____ tie in with what we have learned before?
Which one is the best _____, and why?
What are some possible solutions for the problem of _____?
Do you agree or disagree with this statement: _____?
What do you still not understand about _____?

4. Provide models: Providing students with models and worked examples can help them learn to solve problems faster.

Research findings
Students need cognitive support to help them learn to solve problems. The teacher modeling and thinking aloud while demonstrating how to solve a problem are examples of effective cognitive support. Worked examples (such as a math problem for which the teacher not only has provided the solution but has clearly laid out each step) are another form of modeling that has been developed by researchers. Worked examples allow students to focus on the specific steps to solve problems and thus reduce the cognitive load on their working memory. Modeling and worked examples have been used successfully in mathematics, science, writing, and reading comprehension.

In the classroom
Many of the skills that are taught in classrooms can be conveyed by providing prompts, modeling use of the prompt, and then guid-

ing students as they develop independence. When teaching reading comprehension strategies, for example, effective teachers provided students with prompts that the students could use to ask themselves questions about a short passage. In one class, students were given words such as "who," "where," "why," and "how" to help them begin a question. Then, everyone read a passage and the teacher modeled how to use these words to ask questions. Many examples were given.

Next, during guided practice, the teacher helped the students practice asking questions by helping them select a prompt and

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develop a question that began with that prompt. The students practiced this step many times with lots of support from the teacher.

Then, the students read new passages and practiced asking questions on their own, with support from the teacher when needed. Finally, students were given short passages followed by questions, and the teacher expressed an opinion about the quality of the students' questions.

This same procedure—providing a prompt, modeling, guiding practice, and supervising independent practice—can be used for many tasks. When teaching students to write an essay, for example, an effective teacher first modeled how to write each paragraph, then the students and teacher worked together on two or more new essays, and finally students worked on their own with supervision from the teacher.

Worked examples are another form of modeling that has been used to help students learn how to solve problems in mathematics and science. A worked example is a step-by-step demonstration of how to perform a task or how to solve a problem. The presentation of worked examples begins with the teacher modeling and explaining the steps that can be taken to solve a specific problem. The teacher also identifies and explains the underlying principles for these steps.

Usually, students are then given a series of problems to complete at their desks as independent practice. But, in research carried out in Australia, students were given a mixture of problems to solve and worked examples. So, during independent practice, students first studied a worked example, then they solved a problem; then they studied another worked example and solved another problem. In this way, the worked examples showed students how to focus on the essential parts of the problems. Of course, not all students studied the worked examples. To correct

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this problem, the Australian researchers also presented partially completed problems in which students had to complete the missing steps and thus pay more attention to the worked example.

5. Guide student practice: Successful teachers spend more time guiding students' practice of new material.

Research findings

It is not enough simply to present students with new material, because the material will be forgotten unless there is sufficient rehearsal. An important finding from information-processing research is that students need to spend additional time rephrasing, elaborating, and summarizing new material in order to store this material in their long-term memory. When there has been sufficient rehearsal, the students are able to retrieve this material

easily and thus are able to make use of this material to foster new learning and aid in problem solving. But when the rehearsal time is too short, students are less able to store, remember, or use the material. As we know, it is relatively easy to place something in a filing cabinet, but it can be very difficult to recall where exactly we filed it. Rehearsal helps us remember where we filed it so we can access it with ease when needed.

A teacher can facilitate this rehearsal process by asking questions; good questions require students to process and rehearse the material. Rehearsal is also enhanced when students are asked to summarize the main points, and when they are supervised as they practice new steps in a skill. The quality of storage in long-term memory will be weak if students only skim the material and do not engage in it. It is also important that all students process the new material and receive feedback, so they do not inadvertently store partial information or a misconception in long-term memory.

In the classroom

In one study, the more successful teachers of mathematics spent more time presenting new material and guiding practice. The more successful teachers used this extra time to provide additional explanations, give many examples, check for student understanding, and provide sufficient instruction so that the students could learn to work independently without difficulty. In contrast, the less successful teachers gave much shorter presentations and explanations, and then they passed out worksheets and told stu-

dents to work on the problems. Under these conditions, the students made too many errors and had to be retaught the lesson.

The most successful teachers presented only small amounts of material at a time. After this short presentation, these teachers then guided student practice. This guidance often consisted of the teacher working the first problems at the blackboard and explaining the reason for each step, which served as a model for the students. The guidance also included asking students to come to the blackboard to work out problems and discuss their procedures. Through this process, the students seated in the classroom saw additional models.

Although most teachers provided some guided practice, the most successful teachers spent more time in guided practice, more time asking questions, more time checking for understanding, more time correcting errors, and more time having students work out problems with teacher guidance.

Teachers who spent more time in guided practice and had higher success rates also had students who were more engaged during individual work at their desks. This finding suggests that, when teachers provided sufficient instruction during guided practice, the students were better prepared for the independent practice (e.g., seatwork and homework activities), but when the guided practice was too short, the students were not prepared for the seatwork and made more errors during independent practice.

6. Check for student understanding: Checking for student understanding at each point can help students learn the material with fewer errors.

Research findings

The more effective teachers frequently checked to see if all the students were learning the new material. These checks provided some of the processing needed to move new learning into long-term memory. These checks also let teachers know if students were developing misconceptions.

In the classroom

Effective teachers also stopped to check for student understanding. They checked for understanding by asking questions, by asking students to summarize the presentation up to that point or to repeat directions or procedures, or by asking students whether they agreed or disagreed with other students' answers. This checking has two purposes: (a) answering the questions might cause the students to elaborate on the material they have learned and augment connections to other learning in their long-term memory, and (b) alerting the teacher to when parts of the material need to be retaught.

In contrast, the less effective teachers simply asked, "Are there any questions?" and, if there were no questions, they assumed the students had learned the material and proceeded to pass out worksheets for students to complete on their own.

Another way to check for understanding is to ask students to think aloud as they work to solve mathematical problems, plan an essay, or identify the main idea in a paragraph. Yet another check is to ask students to explain or defend their position to others. Having to explain a position may help students integrate and elaborate their knowledge in new ways, or may help identify gaps in their understanding.

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Another reason for the importance of teaching in small steps, guiding practice, and checking for understanding (as well as obtaining a high success rate, which we'll explore in principle 7) comes from the fact that we all construct and reconstruct knowledge as we learn and use what we have learned. We cannot simply repeat what we hear word for word. Rather, we connect our understanding of the new information to our existing concepts or "schema," and we then construct a mental summary (i.e., the gist of what we have heard). However, when left on their own, many students make errors in the process of constructing this mental summary. These errors occur, particularly, when the information is new and the student does not have adequate or well-formed background knowledge. These constructions are not errors so much as attempts by the students to be logical in an area where their background knowledge is weak. These errors are so common that there is a research literature on the development and correc-

vised student practice), and by giving sufficient practice on each part before proceeding to the next step. These teachers frequently checked for understanding and required responses from all students.

It is important that students achieve a high success rate during instruction and on their practice activities. Practice, we are told, makes perfect, but practice can be a disaster if students are practicing errors! If the practice does not have a high success level, there is a chance that students are practicing and learning errors. Once errors have been learned, they are very difficult to overcome.

As discussed in the previous section, when we learn new material, we construct a gist of this material in our long-term memory. However, many students make errors in the process of constructing this mental summary. These errors can occur when the information is new and the student did not have adequate or

The most successful teachers spent more time in guided practice, more time asking questions, more time checking for understanding, and more time correcting errors.

tion of student misconceptions in science. Providing guided practice after teaching small amounts of new material, and checking for student understanding, can help limit the development of misconceptions.

7. Obtain a high success rate: It is important for students to achieve a high success rate during classroom instruction.

Research findings

In two of the major studies on the impact of teachers, the investigators found that students in classrooms with more effective teachers had a higher success rate, as judged by the quality of their oral responses during guided practice and their individual work. In a study of fourth-grade mathematics, it was found that 82 percent of students' answers were correct in the classrooms of the most successful teachers, but the least successful teachers had a success rate of only 73 percent. A high success rate during guided practice also leads to a higher success rate when students are working on problems on their own.

The research also suggests that the optimal success rate for fostering student achievement appears to be about 80 percent. A success rate of 80 percent shows that students are learning the material, and it also shows that the students are challenged.

In the classroom

The most effective teachers obtained this success level by teaching in small steps (i.e., by combining short presentations with super-

well-formed background knowledge. These constructions are not errors so much as attempts by the students to be logical in an area where their background knowledge is weak. But students are more likely to develop misconceptions if too much material is presented at once, and if teachers do not check for student understanding. Providing guided practice after teaching small amounts of new material, and checking for student understanding, can help limit the development of misconceptions.

I once observed a class where an effective teacher was going from desk to desk during independent practice and suddenly realized that the students were having difficulty. She stopped the work, told the students not to do the problems for homework, and said she would reteach this material the next day. She stopped the work because she did not want the students to practice errors.

Unless all students have mastered the first set of lessons, there is a danger that the slower students will fall further behind when the next set of lessons is taught. So there is a need for a high success rate for *all* students. "Mastery learning" is a form of instruction where lessons are organized into short units and all students are required to master one set of lessons before they proceed to the next set. In mastery learning, tutoring by other students or by teachers is provided to help students master each unit. Variations of this approach, particularly the tutoring, might be useful in many classroom settings.

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8. Provide scaffolds for difficult tasks: The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.

Research findings

Investigators have successfully provided students with scaffolds, or instructional supports, to help them learn difficult tasks. A scaffold is a temporary support that is used to assist a learner. These scaffolds are gradually withdrawn as learners become more competent, although students may continue to rely on scaffolds when they encounter particularly difficult problems. Providing scaffolds is a form of guided practice.

Scaffolds include modeling the steps by the teacher, or thinking aloud by the teacher as he or she solves the problem. Scaffolds also may be tools, such as cue cards or checklists, that complete part of the task for the students, or a model of the completed task against which students can compare their own work.

> # One characteristic of effective teachers is their ability to anticipate students' errors and warn them about possible errors some of them are likely to make.

The process of helping students solve difficult problems by modeling and providing scaffolds has been called "cognitive apprenticeship." Students learn strategies and content during this apprenticeship that enable them to become competent readers, writers, and problem solvers. They are aided by a master who models, coaches, provides supports, and scaffolds them as they become independent.

In the classroom

One form of scaffolding is to give students prompts for steps they might use. Prompts such as "who," "why," and "how" have helped students learn to ask questions while they read. Teaching students to ask questions has been shown to help students' reading comprehension.

Similarly, one researcher developed the following prompt to help students organize material.[13]

1. Draw a central box and write the title of the article in it.
2. Skim the article to find four to six main ideas.
3. Write each main idea in a box below the central box.
4. Find and write two to four important details to list under each main idea.

Another form of scaffolding is thinking aloud by the teacher. For example, teachers might think aloud as they try to summarize a paragraph. They would show the thought processes they go through as they determine the topic of the paragraph and then use the topic to generate a summary sentence. Teachers might think aloud while solving a scientific equation or writing an essay,

and at the same time provide labels for their mental processes. Such thinking aloud provides novice learners with a way to observe "expert thinking" that is usually hidden from the student. Teachers also can study their students' thought processes by asking them to think aloud during problem solving.

One characteristic of effective teachers is their ability to anticipate students' errors and warn them about possible errors some of them are likely to make. For example, a teacher might have students read a passage and then give them a poorly written topic sentence to correct. In teaching division or subtraction, the teacher may show and discuss with students the mistakes other students have frequently made.

In some of the studies, students were given a checklist to evaluate their work. Checklist items included "Have I found the most important information that tells me more about the main idea?" and "Does every sentence start with a capital letter?" The teacher then modeled use of the checklist.

In some studies, students were provided with expert models with which they could compare their work. For example, when students were taught to generate questions, they could compare their questions with those generated by the teacher. Similarly, when learning to write summaries, students could compare their summaries on a passage with those generated by an expert.

9. Require and monitor independent practice: Students need extensive, successful, independent practice in order for skills and knowledge to become automatic.

Research findings

In a typical teacher-led classroom, guided practice is followed by independent practice—by students working alone and practicing the new material. This independent practice is necessary because a good deal of practice (overlearning) is needed in order to become fluent and automatic in a skill. When material is overlearned, it can be recalled automatically and doesn't take up any space in working memory. When students become automatic in an area, they can then devote more of their attention to comprehension and application.

Independent practice provides students with the additional review and elaboration they need to become fluent. This need for fluency applies to facts, concepts, and discriminations that must be used in subsequent learning. Fluency is also needed in operations, such as dividing decimals, conjugating a regular verb in a foreign language, or completing and balancing a chemical equation.

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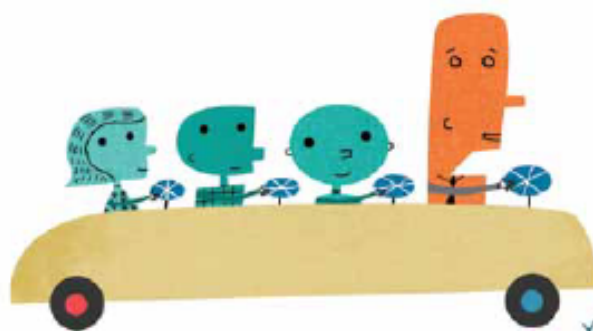
In the classroom

The more successful teachers provided for extensive and successful practice, both in the classroom and after class. Independent practice should involve the same material as the guided practice. If guided practice deals with identifying types of sentences, for example, then independent practice should deal with the same topic or, perhaps, with a slight variation, like creating individual compound and complex sentences. It would be inappropriate if the independent practice asked the students to do an activity such as "Write a paragraph using two compound and two complex sentences," however, because the students have not been adequately prepared for such an activity.

Students need to be fully prepared for their independent practice. Sometimes, it may be appropriate for a teacher to practice some of the seatwork problems with the entire class before students begin independent practice.

Research has found that students were more engaged when their teacher circulated around the room, and monitored and

> The best way to become an expert is through practice—thousands of hours of practice. The more the practice, the better the performance.

supervised their seatwork. The optimal time for these contacts was 30 seconds or less. Classrooms where the teachers had to stop at students' desks and provide a great deal of explanation during seatwork were the classrooms where students were making errors. These errors occurred because the guided practice was not sufficient for students to engage productively in independent practice. This reiterates the importance of adequately preparing students before they begin their independent practice.

Some investigators[14] have developed procedures, such as cooperative learning, during which students help each other as they study. Research has shown that all students tend to achieve more in these settings than do students in regular settings. Presumably, some of the advantage comes from having to explain the material to someone else and/or having someone else (other than the teacher) explain the material to the student. Cooperative learning offers an opportunity for students to get feedback from their peers about correct as well as incorrect responses, which promotes both engagement and learning. These cooperative/competitive settings are also valuable for helping slower students in a class by providing extra instruction for them.

10. Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

Research findings

Students need extensive and broad reading, and extensive practice in order to develop well-connected networks of ideas (schemas) in their long-term memory. When one's knowledge on a

particular topic is large and well connected, it is easier to learn new information and prior knowledge is more readily available for use. The more one rehearses and reviews information, the stronger these interconnections become. It is also easier to solve new problems when one has a rich, well-connected body of knowledge and strong ties among the connections. One of the goals of education is to help students develop extensive and available background knowledge.

Knowledge (even very extensive knowledge) stored in long-term memory that is organized into patterns only occupies a tiny amount of space in our limited working memory. So having larger and better-connected patterns of knowledge frees up space in our working memory. This available space can be used for reflecting on new information and for problem solving. The development of well-connected patterns (also called "unitization" and "chunking") and the freeing of space in the working memory is one of the hallmarks of an expert in a field.

Thus, research on cognitive processing supports the need for a teacher to assist students by providing for extensive reading of a variety of materials, frequent review, and discussion and application activities. The research on cognitive processing suggests that these classroom activities help students increase the number of pieces of information in their long-term memory and organize this information into patterns and chunks.

The more one rehearses and reviews information, the stronger the interconnections between the materials become. Review also helps students develop their new knowledge into patterns, and it

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helps them acquire the ability to recall past learning automatically.

The best way to become an expert is through practice—thousands of hours of practice. The more the practice, the better the performance.

In the classroom

Many successful programs, especially in the elementary grades, provided for extensive review. One way of achieving this goal is to review the previous week's work every Monday and the previous month's work every fourth Monday. Some effective teachers also gave tests after their reviews. Research has found that even at the secondary level, classes that had weekly quizzes scored better on final exams than did classes with only one or two quizzes during the term. These reviews and tests provided the additional practice students needed to become skilled, successful performers who could apply their knowledge and skills in new areas.

Teachers face a difficult problem when they need to cover a lot of material and don't feel they have the time for sufficient review. But the research states (and we all know from personal experience) that material that is not adequately practiced and reviewed is easily forgotten.

The 10 principles in this article come from three different sources: research on how the mind acquires and uses information, the instructional procedures that are used by the most successful teachers, and the procedures invented by researchers to help students learn difficult tasks. The research from each of these three sources has implications for classroom instruction, and these implications are described in each of these 10 principles.

Even though these principles come from three different sources, the instructional procedures that are taken from one source do not conflict with the instructional procedures that are taken from another source. Instead, the ideas from each of the sources overlap and add to each other. This overlap gives us faith that we are developing a valid and research-based understanding of the art of teaching. ☐

Endnotes

1. *Suggested readings:* George A. Miller, "The Magical Number Seven, Plus or Minus Two: Some Limits on Our Capacity for Processing Information," *Psychological Review* 63, no. 2 (1956): 81–97; and David LaBerge and S. Jay Samuels, "Toward a Theory of Automatic Information Processing in Reading," *Cognitive Psychology* 6, no. 2 (1974): 293–323.

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4. *Suggested readings:* John Sweller, "Cognitive Load Theory, Learning Difficulty, and Instructional Design," *Learning and Instruction* 4, no. 4 (1994): 295–312; Barak Rosenshine, Carla Meister, and Saul Chapman, "Teaching Students to Generate Questions: A Review of the Intervention Studies," *Review of Educational Research* 66, no. 2 (1996): 181–221; and Alan H. Schoenfeld, *Mathematical Problem Solving* (New York: Academic Press, 1985).

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6. *Suggested readings:* Douglas Fisher and Nancy Frey, *Checking for Understanding: Formative Assessment Techniques for Your Classroom* (Alexandria, VA: Association for Supervision and Curriculum Development, 2007); and Michael J. Dunkin, "Student Characteristics, Classroom Processes, and Student Achievement," *Journal of Educational Psychology* 70, no. 6 (1978): 998–1009.

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9. *Suggested readings:* Barak Rosenshine, "The Empirical Support for Direct Instruction," in *Constructivist Instruction: Success or Failure?* ed. Sigmund Tobias and Thomas M. Duffy (New York: Routledge, 2009), 201–220; and Robert E. Slavin, *Education for All* (Exton, PA: Swets and Zeitlinger, 1996).

10. *Suggested readings:* Good and Grouws, "The Missouri Mathematics Effectiveness Project"; and James A. Kulik and Chen-Lin C. Kulik, "College Teaching," in *Research on Teaching: Concepts, Findings, and Implications*, ed. Penelope L. Peterson and Herbert J. Walberg (Berkeley, CA: McCutchan, 1979).

11. Good and Grouws, "The Missouri Mathematics Effectiveness Project."

12. These stems were developed by King, "Guiding Knowledge Construction in the Classroom."

13. Sandra J. Berkowitz, "Effects of Instruction in Text Organization on Sixth-Grade Students' Memory for Expository Reading," *Reading Research Quarterly* 21, no. 2 (1986): 161–178. For additional strategies to help students organize material, see Wisconsin Department of Public Instruction, *Strategic Learning in the Content Areas* (Madison, WI: Wisconsin Department of Public Instruction, 2005).

14. Slavin, *Education for All*.

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Assessment Procedures

WRAT5

The WRAT5 assesses student's reading, spelling, and maths skills and helps identify possible learning disabilities. It is administered when student's join Amberleigh and then annually on the anniversary of each student's start date. The data enables the Education Team to place new students on the correct curriculum pathway and track their progress throughout their time at Amberleigh. It also provides us with national comparison data as required at student's LACs, PEPs and other professional meetings.

It is divided into five main areas:

Word Reading provides a measure of letter and word recognition accuracy with items that include uppercase and lowercase letters and words with regular and irregular letter patterns.

Spelling provides a measure of written spelling from dictation with items that include letters and words with regular and irregular letter patterns.

Math Computation provides a measure of oral math computation skills with items that require counting, identifying numbers, and solving spoken problems as well as solving written computation problems that range from basic arithmetic to advanced operations.

Sentence Comprehension provides a measure of sentence comprehension skills and linguistic knowledge to supply a word that fills a blank in a series of items containing one or two sentences that progress in difficulty.

The Reading Composite Score is based on the Word Reading and Sentence Comprehension subtests and provides a broad measure of reading ability involving both words and sentences.

Interpreting Scores

The standard score relates to a student's performance compared to the performance of individuals of the same age. Scores range from 55 to 145 and are categorised from extremely low to extremely high.

Descriptive Category	Standard Score
Extremely High	131-145
Very High	121-130
High Average	111-120
Average	91-110
Low Average	81-90
Very Low	71-80
Extremely Low	55-70

Many of our students have refused education and missed large gaps of their learning. This score highlights how far away students are from the average and enables us to plan and track learning in order to close the gaps.

Student Initials	Year	Word reading	Spelling	Math Computation	Sentence Comprehension	Reading Composite
		62	58	73	71	66
		108	110	91	106	107
		55	59	82	78	66
		117	98	103	120	120
		86	86	76	79	81
		105	80	92	106	106
		55	57	57	73	64
		81	78	75	97	88
		123	140	99	118	122

Attention is paid to individual scores, which are used to inform English and Maths PCP targets. Any student found to be below average in any area is given targeted intervention once a week in English and Maths. We may also introduce other interventions such as additional lessons, targeted homework or daily practise of key skills.
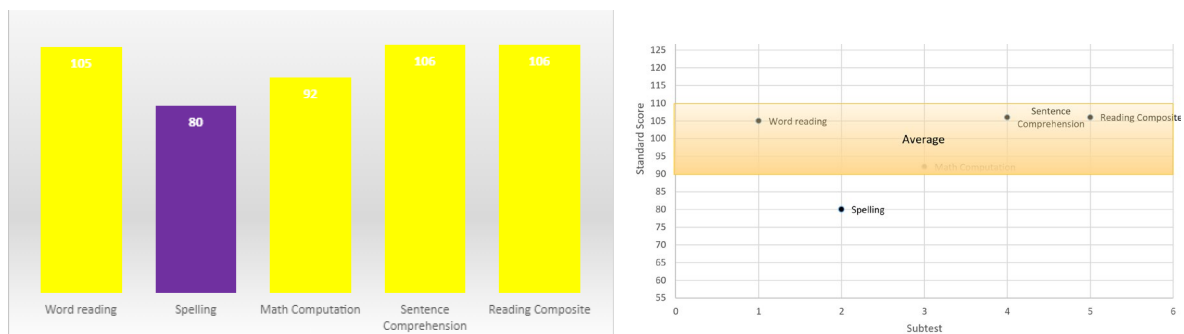
The data also shows us areas in which our students are excelling, which helps us to provide more challenging educational experiences to enhance this area of strength.

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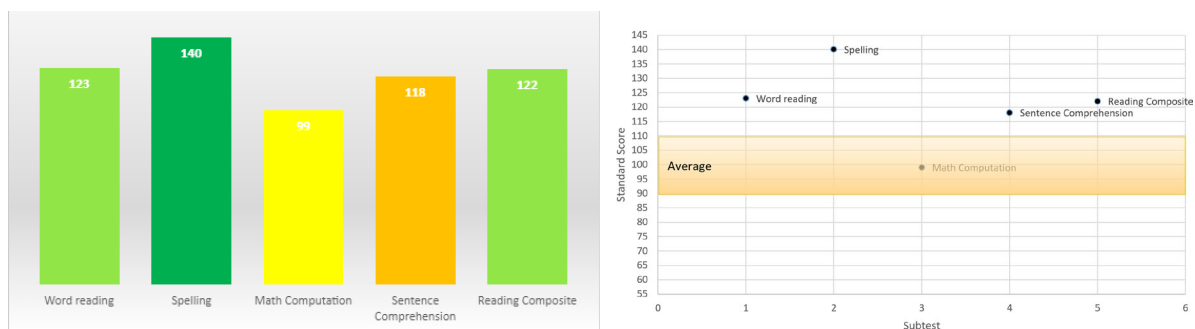
SOLAR

Solar is an online tracking tool containing our Scheme of Work Curriculum Pathways for every subject. Students are baselined on the correct Pathway based on information gained from previous schools, baseline assessments and their WRAT5 scores. From initial baseline, teachers use Solar to record student's attainment in lessons. There are three stars for each learning objective: emerging, developing and secure which teachers complete as and when required based on their formative and summative assessments.

"Learning involves a lasting change in pupils' capabilities or understanding." (Department for Education 2020) If nothing is remembered, nothing has been learned. Therefore, re-visiting learning across contexts is key to ensure attainment is secure.

Formative Assessment

This takes the form of class work, observations, discussions, teacher marking, self/peer marking, skill checks, diagnostics, online games etc. It is daily assessment which teachers use to capture student's attainment in lessons against a planned learning objective. Evidence gained is recorded on solar and used to track progress and amend planning and teaching accordingly.

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Summative Assessment

This takes the form of end of term tests, knowledge checks, coursework and more formal testing e.g. Functional skills, BTEC and GCSE past papers and exams. This is carried out as required, to inform planning, to set PCP and PEP targets, to measure progress and to achieve relevant qualifications.

Expected Progress

Our individual pathways are designed to be covered over a two-year period but this is flexible depending on previous attainment, time spent out of education and an individual's learning needs. At the start of the academic year, a flightpath of expected progress is created for each subject for each student. The flightpath sets a percentage target of pathway coverage for the year to ensure sufficient and expected progress is made. For example, a student may start the academic year on Pathway 2 + 25% so by the end of the Summer Term they will be expected to have completed Pathway 2 +75%. This enables 100% coverage of a pathway across two years: 50% each year. This is further broken down to provide termly targets. SEN is taken into consideration when planning targets but expectations remain high for progress.

Subject: Maths

	Autumn Term		Spring Term		Summer Term		End of Year Target (+50%)	End of Year Level
Student	Start	End (+15%)	Start	End (+20%)	Start	End (+15%)		
	P2+25%	P2+40%					P2+75%	
	P1+90%	P2+8%					P2+43%	
	P1+93%	P2+11%					P2+46%	
	P1+74%	P1+89%					P2+24%	
	P1+57%	P1+72%					P2+7%	

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Mid-Term Assessment Meetings

Each subject teacher meets with the Deputy Head Teacher mid-term, to discuss attainment recorded on Solar and to highlight individual progress and areas for development. Subject teachers then put strategies in place to ensure students make expected progress and meet end of term targets.

Mid-term Progress check

Subject	Staff	Student	Issue	Discussion/Action
Maths	JA	GW	Lack of progress – not retaining knowledge/skills in all areas. Not on track to make end of year target or pass Level 1 exam.	Make work less abstract - lots of modelling, scaffolding, visuals, practical work. After exam – focus on life skills as leaving – preparation for adulthood – money and real life problems, PCP target – solve one step word problems.
PSHE	PV	KD, JSB, CCK	Not met end of year target for Health and Wellbeing.	SOLAR not updated as not topic focus – update SOLAR and check Los to see if link to any covered this term through Living in the wider world or covered within the community.
English - Reading	FC	GW/CJH/VP/KD	Lack of progress, not on track to reach end of year target for reading. CJH – reading age decreased.	Had a big focus on writing for exam. Exams completed – now focus on reading LOs from SOLAR. KD – aim to secure Pathway 1 Concentrate on reading for these students LOs – edit planning.

End of Term Assessment Meetings

Each subject teacher meets with the Deputy Head Teacher at the end of each term to discuss individual progress and whether students have met (yellow), not met (red) or exceeded (green) their target. This information informs teaching practice, medium term planning, PCP and PEP targets, and any intervention required for the following term.

Subject: Maths

Student	Autumn Term Start	End (+15%)	Spring Term Start	End (+20%)	Summer Term Start	End (+15%)	End of Year Target (+50%)	End of Year Level
	P2+25%	P2+40%	P2+38%				P2+75%	
	P1+90%	P2+8%	P2+8%				P2+43%	
	P1+93%	P2+11%	P2+15%				P2+46%	
	P1+74%	P1+89%	P1+92%				P2+24%	
	P1+57%	P1+72%	P1+72%				P2+7%	

Reading Assessment

New Group Reading Test (NGRT)

The New Group Reading Test (NGRT) is a standardised assessment to measure reading skills of students against the national average. Through a variety of exercises, NGRT can assess students' knowledge of phonics, comprehension, decoding ability, vocabulary, grammatical knowledge, deduction and inference skills, authorial intent, and ability to deal with figurative and idiomatic language (depending on the age of the student and test selected). Tasks include sentence completion, passage comprehension and phonic exercises. NGRT tests not just the ability of students to decode what they read, but also to comprehend and apply meaning.

Interpreting NGRT Data

We use NGRT to indicate where a student's reading ability sits as compared to the national average, to identify where intervention may be needed, or where further development can be pushed. It is used termly to monitor the impact of any interventions and assess a student's progress.

The **Standard Age Score (SAS)** is the most important piece of information derived from *NGRT Digital*. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

The **Stanine** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

The **Reading Ability Scale** is a development scale and can be used to monitor a student's reading ability or development over time. The values on the scale are 0 to 560 – a higher scale score represents a higher reading ability level. The reading ability of a student aged 6 years is around 200; for age 9 years it is around 300; and for age 16 it is around 400.

SAS	NPR	ST	GR (/9)	SAS (with 90% confidence bands)									Reading Ability Scale	Reading age	Stanine	
				60	70	80	90	100	110	120	130	140			SC	PC
109	72	6	2										356	13:02	7	9

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percenage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the sample; NPR of 95 means that the student's score is within the highest 5% of the sample.

A student's score is only an estimate of their ability on any one occasion as performance can be affected by a number of factors. The dot represents the student's SAS and the horizontal line represents the **confidence bands**. The yellow shaded area shows the average score range.

The **reading age** (or age equivalent score) is the age at which a score is most likely to be achieved based on the national sample.

To allow for an easy comparison between a student's ability in **Sentence Completion and Passage Comprehension**, a Stanine score is given for both parts of *NGRT Digital*.

Description	Very Low	Below Average		Average			Above Average		Very High
Stanine (ST)	1	2	3	4	5	6	7	8	9
Standard Age Score (SAS)	70	80		90	100	110	120		130
National Percentile Rank (NPR)	1	5	10	20	30	40	50	60	70	80	90	95	99

The **Stanine** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of their performance.

The **Standard Age Score (SAS)** is based on the number of questions a student has answered correctly: the score has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the sample; NPR of 95 means that the student's score is within the highest 5% of the sample.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

The data is also used to help students to select books that they can read independently during reading for pleasure. Students and staff are encouraged to read for at least fifteen minutes a day and time is allocated on the timetable for this. Reading for pleasure can take on many forms such as being read to, group reading, an audio book or silent reading. During lessons, texts will be chosen slightly above this range, to provide challenge during guided reading.

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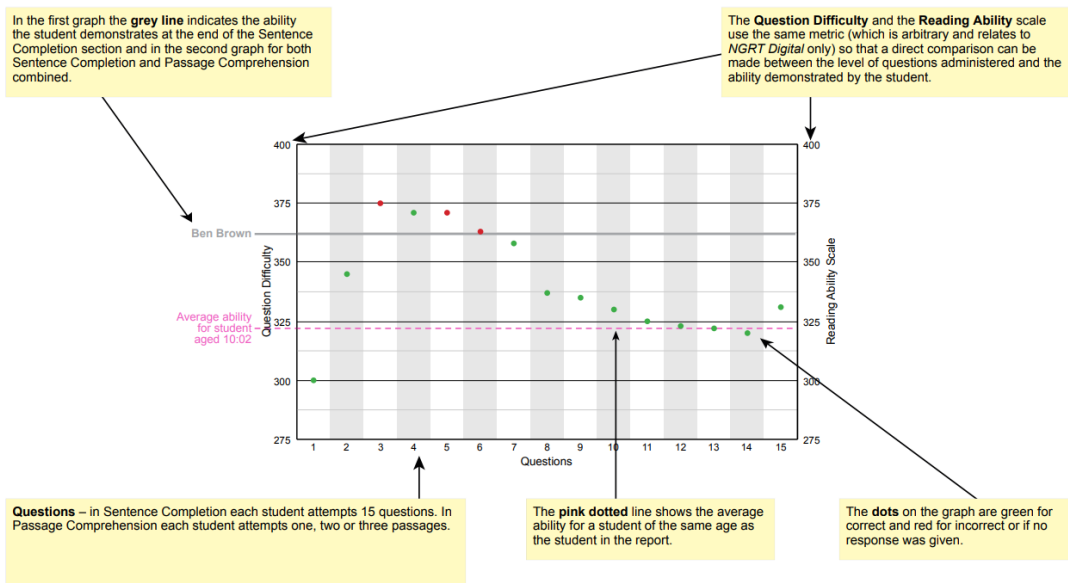
Detailed reports generated from the NGRT are used to inform teaching and learning and enables the English teacher to target specific reading skills through intervention.

Analysis of Passage Comprehension responses by question type

Question type	Retrieval	Simple inference	Context comprehension	Inference and deduction	Writer's purposes and viewpoints	Writer's use of language	Organisation of texts	Social, cultural and historical traditions
Number of questions in test	2/27	0/27	11/27	9/27	2/27	2/27	0/27	1/27
Number of questions answered correctly	2		7	4	0	1		1
% of questions answered correctly	100%		64%	44%	0%	50%		100%

Profile summary

_____ score for both sentence completion and passage comprehension is average.

A sentence completion score that is average suggests that _____ is reading and understanding at an age-appropriate word level. However, he may still have areas of weakness such as gaps in his phonics knowledge or a limited oral vocabulary, which prevents him from achieving a higher score.

An average passage comprehension score suggests that _____ is able to read a text at a level that is age appropriate and compatible with his word-reading capabilities. _____ shows a largely accurate understanding of the text. _____ may still, however, have gaps in his level of oral vocabulary, which currently prevents him from achieving a higher score.

Implications for teaching and learning

The recommendations below are intended as practical and useful classroom suggestions, based on scoring less than 60% on the inference and deduction questions in the passage comprehension section. They are not intended to be exhaustive.

_____ inference and deduction of information within texts may be improved by using some of the following strategies:

- Encourage _____ to read texts closely, and more than once, to allow time for inferences and deductions to build in the mind.
- Provide opportunities for _____ to revisit earlier sections of text to check whether predictions and inferences were reasonable.
- Provide collaborative reading contexts, where _____ is encouraged to share his ideas with the whole class, so that they can challenge each other, stimulating deeper responses.
- Drama techniques, e.g. hot seating, thought tracking and conscience alley, will allow _____ to develop empathy and understanding. This in turn will support deeper inferential reading.
- Writing in role will provide time for inference and deduction to develop as _____ composes and forms ideas, e.g. letter writing from one character to another.
- Use rich texts that promote inference and deduction through their language choices and illustrations. Poetry and picture stories with literary language are great resources.
- Use 'book talk' questions (based on the work of Aidan Chambers - see https://fluencycdn.fluencycms.co.uk/FileCluster/ChristChurchCofE/MainFolder/tell-me-questions.pdf) to challenge _____ with specific questions to scaffold inference and deduction.
- Use a combination of planned and unplanned questioning when engaging with _____ during 1:1 or guided reading sessions.

Spelling Assessment

New Group Spelling Test (NGST)
New Group Spelling Test (NGST) is an adaptive assessment which we use termly to monitor students' spelling skills.

Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on student's responses, so more able students can be challenged while weaker students are kept engaged. The reports provide the Standard Age Score (SAS), which is used to compare each student's performance with other students of the same age, and track progress. Reports also provide customised implications for teaching and learning as well as offer practical help with next steps in the classroom.

NGST has two sections:
Single word section – tests five or six spelling rules in line with the new curricula.
Spelling in context section – tests a variety of different spelling rules using sentence completion tasks.

NGST reports include:
Group report for teachers – a summary of the age-standardised scores for the chosen group of pupils, presented in rank order and compared to the national population (national percentile rank).
Individual report for teachers – offers a detailed analysis of responses to the two sections of NGST, a profile summary and tailored implications for teaching and learning.
Group progress report for teachers – provides a summary of the progress made over time for the chosen group of pupils with two points of progress.

A student's score is only an estimate of their ability on any one occasion as performance can be affected by a number of factors. The dot represents the student's SAS and the horizontal line represents the **confidence bands**. The yellow shaded area shows the average score range.

The **Stanine** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of his or her performance.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

The **spelling age** (or age equivalent score) is the age at which a score is most likely to be achieved based on the national sample.

SAS	SAS (with 90% confidence bands)									NPR	Stanine	GR (/9)	Spelling ability scale	Spelling age
	60	70	80	90	100	110	120	130	140					
95										37	4	15	399	10:00

The **Standard Age Score (SAS)** is the most important piece of information derived from *NGST*. The SAS is based on the student's raw score which has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of same age across the UK. The average score is 100. The SAS is key to benchmarking and tracking progress and is the fairest way to compare the performance of different students within a year group or across year groups.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any particular score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the sample; NPR of 95 means that the student's score is within the highest 5% of the sample.

The **Spelling ability scale** is a development scale and can be used to monitor a student's spelling ability or development over time. The values on the scale are from 0 to 600, A higher scale score represents a higher spelling ability level. The spelling ability of a student age 6 is around 200; for 9 years it is around 350 and for age 16 it is around 500.

Description	Very Low	Below Average		Average			Above Average		Very High
Stanine (ST)	1	2	3	4	5	6	7	8	9
Standard Age Score (SAS)	70	80		90	100	110	120		130
National Percentile Rank (NPR)	1	5	10	20	30	40 50 60 70		80	90 95	99

The **Stanine** places the student's score on a scale of 1 (low) to 9 (high) and offers a broad overview of their performance.

The **Standard Age Score (SAS)** is based on the number of questions a student has answered correctly: the score has been adjusted for age and placed on a scale that makes a comparison with a nationally representative sample of students of the same age across the UK. The average score is 100.

The **National Percentile Rank (NPR)** relates to the SAS and indicates the percentage of students obtaining any score. NPR of 50 is average. NPR of 5 means that the student's score is within the lowest 5% of the sample; NPR of 95 means that the student's score is within the highest 5% of the sample.

The **Group Rank (GR)** shows how each student has performed in comparison to those in the defined group. The symbol = represents joint ranking with one or more other students.

Detailed reports generated from the NGST are used to inform teaching and learning and enables the English teacher to target specific spelling skills through intervention.

The **grey line** in both graphs demonstrates the ability of the student in *NGST*.

The **Question Difficulty** and the **Spelling Ability** scale use the same metric (which is arbitrary and relates to *NGST* only) so that a direct comparison can be made between the level of questions administered and the ability demonstrated by the student.

Questions – in Single Word spelling each student attempts 20 questions. In Spelling Context students younger than 108 months will answer 20 questions whilst older students will answer 30 questions. If a student achieves a very low score in the Single Word section then they will not be taken to the Spelling Context section and the test will finish early.

The **pink dotted** line shows the average ability for a student of the same age as the student in the report.

The **dots** on the graph are green for correct and red for incorrect or if no response was given.

Single word responses

Question number	Target word	Rule	Score	Actual response
1	scheme	Words spelt with the /k/ sound spelt ch	(0/1)	skiing
2	Autumn	Words with silent letters	(1/1)	autumn
3	ingredient	ie	(0/1)	ingrediant
4	generous	The suffix -ous	(1/1)	generous
5	impatient	Prefixes	(1/1)	impatient
6	controversy	Common exception words	(1/1)	controversy
7	predator	or	(1/1)	predator
8	outrageous	The suffix -ous	(1/1)	outrageous
9	percussion	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(1/1)	percussion
10	necessary	Common exception words	(1/1)	necessary
11	deceive	Words with the /ee/ sound spelt ei after c	(0/1)	decieve
12	business	Common exception words	(1/1)	business
13	perceive	Words with the /ee/ sound spelt ei after c	(0/1)	percieve
14	unfortunately	The suffixes -ment, -ness, -ful, -less and -ly	(0/1)	unfortunatly
15	criticise	Common exception words	(0/1)	critisize
16	conceive	Words with the /ee/ sound spelt ei after c	(0/1)	concieve
17	suspense	No rule	(1/1)	suspense
18	analysis	The /s/ sound spelt y elsewhere than at the end of words	(0/1)	analaysis
19	fascinate	Words with the /s/ sound spelt sc	(1/1)	fascinate
20	foreign	Common exception words	(1/1)	foreign

Spelling in Context

Question number	Target word	Sentence	Rule	Score	Actual response
1	restaurant	On Saturday we dined in a restaurant.	Common exception words	(0/1)	resturant
2	successful	Our team was successful in the games.	The suffixes -ment, -ness, -ful, -less and -ly	(0/1)	succesful
3	temperature	My temperature was rapidly rising.	Common exception words	(1/1)	temperature
4	aggressive	The snake was particularly aggressive.	Common exception words	(1/1)	aggressive
5	recommend	I recommend those study guides.	Common exception words	(1/1)	recommend
6	disastrous	The school trip was disastrous.	Common exception words	(0/1)	disatrous
7	disappointed	Ted was disappointed when he lost the race.	Prefixes	(1/1)	disappointed
8	malicious	The computer virus was malicious.	Endings which sound like /shus/ spelt -cious or -tious	(1/1)	malicious
9	medieval	We loved our visit to the medieval castle.	ie	(1/1)	medieval
10	immediately	We must immediately leave the area.	Common exception words	(0/1)	immediantly
11	exhibition	Sonia lost her pen at the exhibition.	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	exhbition
12	especially	At dinner my sister was especially quiet.	The suffixes -ment, -ness, -ful, -less and -ly	(0/1)	especally
13	continuous	There was a continuous flow of people at the hotdog stand.	The suffix -ous	(0/1)	continous
14	opportunity	The workshop was a great opportunity for me.	Common exception words	(0/1)	oppotunity
15	chronological	The information was organised into chronological order.	The /dʒ/ sound spelt as ge and dge and g	(0/1)	chronalogical
16	mischief	Her brother was known to cause mischief at school.	ie	(1/1)	mischief
17	interrupt	Jim didn't want to interrupt the conversation.	Common exception words	(0/1)	interupt
18	February	The second month of the year is called February.	words ending -y	(0/1)	feburary
19	stereotype	I try not to stereotype others.	The /r/ sound spelt y elsewhere than at the end of words	(0/1)	sterotype
20	interfere	We mustn't interfere with her business.	Common exception words	(1/1)	interfere
21	surprise	It was no surprise when I lost my trainers.	ur	(0/1)	suprise
22	electrician	The electrician fixed the lights.	Endings which sound like /ʃən/ spelt -tion, -sion, -ssion, -cian	(0/1)	electrian
23	linen	The students cut up pieces of linen.	Common exception words	(1/1)	linen
24	piercing	They heard a piercing scream in the night.	ie	(1/1)	piercing
25	queue	We waited in an almighty queue.	Common exception words	(1/1)	queue
26	parallel	I used a ruler to draw parallel lines in maths.	Common exception words	(1/1)	parallel

Profile summary

█████ score is in the high average range.

An average spelling score suggests that ████ uses age appropriate spelling rules, understands how to add common suffixes and prefixes to root words and writes from memory common exception words, homophones and some commonly misspelt words.

Implications for teaching and learning

█████ ability to spell words accurately may be improved by using some of the following strategies:

- Teach words for spelling grouped into those with the same patterns/rules.
- Introduce/revise a set amount (e.g. three) of common exception word spellings each day/week.
- Allocate a set time in the day (e.g. early morning pre-registration) as a spelling warm up/quick task time. Keep this routine sustained daily.
- Support ████ to practise applying spellings in context, e.g. put the words into sentences or write a short story using the list of words.
- Investigate the meaning and origins of word parts – root words, prefixes and suffixes.
- When looking at spellings, point out specifically which part of the word is difficult to spell.
- Teach strategies for words that do not follow a rule; for example, using mnemonics, syllables, and exploring prefixes and suffixes. Ask ████ to create his own mnemonics, which could be recorded in ██████ planner or notebook for reference during lessons.
- Ask subject teachers to display topic vocabulary on classroom walls for access by students during lessons.
- Ask subject teachers to spend lesson time at the beginning of each topic introducing and teaching the spellings of new vocabulary.
- Ask ████ to find, investigate and write down other words spelled using the same pattern or rule.
- Encourage ████ to use a dictionary to reference new or unknown spellings.

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PASS – Pupil Attitudes to Self and School

The success of young people's educational experience is heavily determined by the attitudes that they bring to their learning, their sense of aspiration and the feelings they have about their place in the broader social context of the school. The PASS diagnostic is a powerful, multi-factorial measure of student attitudes to school, learning and success.

The PASS factors are:

Factor 1 – Feelings about school
Measuring students' sense of well-being, safety and comfort in school.

Factor 2 – Perceived learning capability Measures students' views of how positive and successful they feel in their specific capabilities as learners.

Factor 3 – Self-regard as a learner
Measures the impact of their learning on their concept of self more generally.

Factor 4 – Preparedness for learning
Measures students' perceptions of their behaviour and attitude in learning situations (including metacognitive skills).

Factor 5 – Attitudes to teachers
Measures students' perceptions of their relationships with teachers.

Factor 6 – General work ethic
Measures students' attitudes and responses to work in general.

Factor 7 – Confidence in learning
Measures students' confidence in approaching and dealing with learning and perseverance when presented with challenging tasks and includes associated feelings such as a 'high' anxiety element.

Factor 8 – Attitudes to attendance
Measures students' attitudes to attendance at school.

Factor 9 – Response to curriculum demands
Measures students' perceptions of the appropriateness of the level of difficulty of work they are asked to complete.

PASS is administered at the point of entry and thereafter at the start of every term to establish student's attitudes towards school, learning and success.

The data gained is used to:
• Establish students' perceptions of school and their learning experience;
• Help the Education team to challenge their own assumptions about the school and its students;
• Respond to improvement needs as identified by the students;
• Inform teaching and learning strategies and intervention programmes to help raise standards of attainment and student well-being;
• Address challenging behaviour and attendance issues.

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Mean percentages	51.6%	74.4%	61.1%	82.1%	84.0%	77.6%	70.6%	72.6%	62.2%

Overall percentiles

PASS Factor	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Percentile score	71.9	51.5	47.3	89.1	73.7	51.0	74.5	65.9	29.2

Interpreting Scores

Based on the answers students give, an online report is produced colour coding the level of satisfaction that cohorts or individuals have with their school experience:

High satisfaction with their school experience	Students/Cohorts in the 31st-100th percentile
Moderate satisfaction with their school experience	Students/Cohorts in the 21st-30th percentile
Low Moderate satisfaction with their school experience	Students/Cohorts in the 6th -20th percentile
Low satisfaction with their school experience	Students/Cohorts in the lowest 5% of responses

Attention is paid to the exact percentiles shown in the standardised score tables and students are given targeted intervention in their lowest scoring PASS factor. This target is added to the student's PCP and PEP and reviewed on a termly basis. Pupil Premium Plus funding may be requested in a PEP to support with PASS interventions.

ar	1 Feelings about school	2 Perceived learning capability	3 Self-regard as a learner	4 Preparedness for learning	5 Attitudes to teachers	6 General work ethic	7 Confidence in learning	8 Attitudes to attendance	9 Response to curriculum demands
Y11	73.0	86.0	7.8	84.2	100.0	96.7	95.2	90.6	9.1
Y11	64.0	53.9	49.4	68.7	42.8	99.3	77.8	54.5	47.9
Y8	100.0	60.4	47.2	95.6	100.0	92.6	65.5	100.0	1.0
Y8	54.4	7.2	22.9	59.8	56.0	33.7	8.2	36.7	18.2
Y7	71.3	44.5	44.6	35.4	89.4	50.3	87.0	18.9	58.3
Y10	25.6	19.6	34.5	19.2	44.8	42.9	71.9	5.3	47.1
Y11	85.4	42.1	49.4	77.1	90.6	88.1	59.6	83.1	67.7
Y11	49.9	31.7	22.9	48.1	42.8	1.0	50.0	19.8	47.9
Y11	100.0	95.6	98.0	97.1	96.3	99.9	98.0	100.0	96.7

It is important to assess pupil's attitudes to self and school (PASS) to ensure we maintain a suitable level of engagement for progress and attainment.

Opportunities, Aspirations, Knowledge, Success

Quality Calendar

Academic Year 2023-2024

Quality Calendar

Monday / Thursdays – Extended Community Meetings

Thursdays – Staff meeting

Friday – Student of the week

Monthly – Education Dynamics

Month	Area for Review	By Whom	Deadline Date
August	Initial Assessments – WRAT/PASS	Natalie Dixon / Fiona Conde	29/09/2023
	Reading Assessment	English Teacher	11/09/2023
	Initial Baseline Assessments	Subject Teachers	15/09/2023
September	Autumn MTP	Subject Teachers	11/09/2023
	BTEC Assessment Plan <u>for academic year</u>. Autumn Assignment Briefs	Subject Teachers	11/09/2023
	IV Assessment Plan & Autumn Assignment Briefs	Subject Teachers / IV	15/09/2023
	New PCP's. PCP Key worker meeting	Tutors & Key worker	22/09/2023
	Baseline for SOLAR Assessment	Subject Teachers	18/09/2023
	Policy Review overview	Head Teacher	
October	School Council	Deputy Head Teacher	
	Careers one to one interview / Update Action Plans.	Careers Advisor	
	Standardised assessments Application for Access arrangements	SENCo	
	Update Assessment – SOLAR for each subject area. Mini-term meeting with Deputy Head.	Subject Teachers / Fiona Conde	WB: 30/10/2023
November	Teaching & Learning; Whole school-book scrutiny Learning Walks	Deputy Head Teacher Deputy Head Teacher	
	Supervision with Line Manager	Teachers/Head Teacher	
December	Teaching & Learning; Lesson Observations	Head Teacher	

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	Autumn Assessment update & IV marked assignments	Subject Teachers / IV / Lead IV	15/12/2023
	Reading Assessment	English Teacher	15/12/2023
	Update Assessment - SOLAR for each subject area. End of term meeting with Deputy Head.	Subject Teachers / Fiona Conde	WB: 18/12/2023

January	Spring MTP	Subject Teachers	15/01/2024
	BTEC Spring Assignment Briefs	Subject Teachers	15/01/2024
	Spring IV Assignment Briefs	Subject Teachers / IV	19/01/2024
	Initial Baseline Assessments - Review & Update SOLAR Assessment	Subject Teachers	19/01/2024
	Autumn PCP Review. New PCP's. PCP Key worker meeting	Tutors & Key worker	WB: 22/01/2024
	Policy Review overview	Head Teacher	
February	Teaching & Learning; Whole school-book scrutiny	Deputy Head Teacher	
	Learning Walks	Deputy Head Teacher	
	Supervision with Line Manager	Teachers/Head Teacher	
	School Council	Deputy Head Teacher	
	College Applications	Students/Tutors	
	Update Assessment – SOLAR for each subject area. Mini-term meeting with Deputy Head.	Subject Teachers / Deputy Head Teacher	WB: 19/02/2024
March	Careers one to one interview to track progress through action plans, also where relevant application to colleges	Careers Advisor	
	Teaching & Learning; Lesson Observations	Head Teacher	
	Assessment update & IV marked assignments	Subject Teachers / IV / Lead IV	22/03/2024

	Reading Assessment	English Teacher	25/03/2023
	Update Assessment - SOLAR for each subject area. End of term meeting with Deputy Head.	Subject Teachers / Deputy Head Teacher	WB: 18/03/2024
April	Summer MTP	Subject Teachers	22/04/2024
	BTEC Summer Assignment Briefs	Subject Teachers / IV	22/04/2024
	Summer IV Assignment Briefs	Subject Teachers / IV / Lead IV	26/04/2024
	Initial Baseline Assessments - Review & Update SOLAR Assessment	Subject Teachers	26/04/2024
	Spring PCP Review. New PCP's. PCP Key worker meeting	Tutors/Key workers	WB: 29/04/2024
May	Exam Boards – Standards Verification Process	Subject Teachers / IV / Lead IV / Exams Officer	TBC
	School Council	Deputy Head Teacher	
	Policy Review overview	Head Teacher	
	Teaching & Learning; Whole school-book scrutiny Learning Walk	Deputy Head Teacher Deputy Head Teacher	
	Summer Assessment update & IV marked assignments	Subject Teachers / IV / Lead IV	24/05/2024
	WJEC / AQA Deadline		
June	Teaching & Learning; Lesson Observations	Head Teacher	
	Update Assessment – SOLAR for each subject area. Mini-term meeting with Deputy Head.	Subject Teachers / Fiona Conde	WB: 24/06/2024
July	Pearson BTEC Deadline		
	Parents/Carers Evening	All education staff and pupils	
	Summer PCP Review	Tutors & Key Workers	WB: 08/07/2024

	Update Assessment - SOLAR for each subject area. End of term meeting with Deputy Head.	Subject Teachers / Fiona Conde	WB: 15/07/2024
	Reading Assessment	English Teacher	22/07/2024
	End of Academic Year Reports to be sent.	Subject Teachers/Tutors/ SLT/Admin	26/07/2024
	Duke of Edinburgh Residential		
	Celebration Day		
	Fun Day Out		

Curriculum Calendar 2023-2024

Month	Activity	Subject
September	Organic September 26th – National Alpaca Day	Humanities Outdoor Learning
October	10th-16th Sexual Health Week 6th – National Poetry Day Black History Month	PSHE English History
November	13th-17th – Anti Bullying Week 19th- 25th – Road Safety Week 18th - Children In Need 13th-17th – Maths Week	PSHE Maths
December	7th - Christmas Jumper Day Christmas Dinner 15th - School Panto	 Drama / English
January	27th - National Holocaust Memorial Day	History
February	6th - Internet Safety Day LGBT History Month Special Olympics: World Games	ICT PSHE PE
March	7th – World Book Day 4th-9th – National Careers Week 8th-17th - British Science Week	English Careers Science
April	22nd – Earth Day	Science
May	13th – 20th Mental Health Awareness Week	PSHE
June	My Money Week	Maths
July		

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In addition to the above:

- Staff Annual Appraisals set as per anniversary of employment.
- Annual Reviews of EHCP.
- LAC/PEP meetings
- 3-Monthly Board Reviews
- Monthly Management Reports
- Weekly MDT diary meeting with Care/Therapy
- Exam/Accreditation Timeline
- Policy Review
- Mandatory training refresh / CPD
- Work Experience