QUALITY OF EDUCATION 2022-23

THE SMC APPROACH

ST MARY'S COLLEGE

PER MARIAM AD JESUM

St Cuthbert's
ROMAN CATHOLIC ACADEMY TRUST

World Class Schools

CONTENTS

Distinctively Ambitious

Distinctively Coherent

Distinctively Enriched

St Mary's College

The principles in this document underpin much of our approach to the education provided at St Mary's College; however, this is complemented by the ways in which we embrace creativity and encourage constructive dissent to ensure that individual students, and teachers, are able to flourish.

THE CORE TEACHING AND LEARNING TEAM

Lauren Adams - Vice Principal
Quality of Education

Rebecca Johnston
Associate Assistant Headteacher
Whole-school Literacy

Jennie Simmons
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Harriet Jordan
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Digital Literacy

Our Broad and Balanced Curriculum Offer

ST MARY'S COLLEGE

From Year 7
From Year 9
From Year 12

Geography
Shaping engaged global citizens who will protect the world environmentally and contribute economically.

Design Technology
Developing practical skills and an understanding of how products and materials can shape our environment.

Work Skills
Develops employability and social skills that help learners to obtain and keep employment and achieve their full potential.

MFL
Developing confident communicators in a global market who explore language and love culture.

Music
Music is the fabric of our society; studying it shapes minds, builds character and nurtures ability.

Psychology
Develops young adults who critically analyse evidence, demonstrate compassion for individual differences and question the relevance of general laws.

Economics
Developing students' understanding of how the global economy works through analysing economic issues, problems and institutions that affect everyday life.

English
Literacy is the key that opens doors; students step into the wider world and in turn better understand their own.

Science
Through a love of Science students become engaged global citizens in a world rich with technology.

Food & Hospitality
Equipping students with essential life skills to help them lead happy and healthy lives.

PSHE
Developing the knowledge, skills & attributes students need to keep themselves healthy and safe and to prepare them for life and work in modern Britain.

Health & Social Care
Developing compassion and empathy and the importance of health, personal development and relationships.

Maths
Developing numerically confident young people in a world rich in numbers.

Computer Science
Giving students the opportunity to be part of the digital revolution.

Business & Enterprise
Developing entrepreneurial skills and knowledge to grow learners to compete in the digital and business world.

Employment

Higher Education

Religious Education
Promoting balanced and informed conversations about religion, world views and our global society.

Performing Arts
Nurturing passionate, imaginative and inquisitive learners who see the world through an artistic perspective.

Apprenticeship

History
Shapes futures and diminishes differences by supporting students to learn lessons from the past.

Drama
Shaping creative and confident students who better understand themselves and the world around them.

Media
Developing an understanding of the Media's role in our complex globalised world; shaping informed and engaged digital citizens.

Criminology
Developing the knowledge and skills of students to consider a wide variety of crimes, from all perspectives of the criminal justice system.

Art & Design
Enriching the world in which we live through the human desire to create.

Physical Education
Equipping students with the knowledge, skills and motivation to live active healthy lives.

Law
Developing an understanding of the rule of law and the effect it has on British society.

Sociology
Giving an insight into social behaviour, human identities and the order and structure of modern day society.

World Class Thinking – World Class Achieving – World Class Experience

OUR WHOLE-SCHOOL CURRICULUM INTENT

'A CURRICULUM FOR LIFE '

Underpinned by ambition for all, the intent of the curriculum at St Mary's College extends far beyond academic outcomes, ensuring that all students are provided with the best education possible to move on to their next steps with confidence and live informed and fulfilled lives. As such, our curriculum is designed to be distinctively ambitious, coherent and enriched – immersing students in rich knowledge, language and experiences at every stage.

Our Distinctive Offer:
With a sustained **EBacc entry significantly above the national average,** we place academic rigour at the heart of all we do and place equally high value on the arts, sport and languages to provide all students with a wealth of opportunities within, and beyond, the classroom. The Catholic life of the school permeates all aspects of the curriculum to ensure that students' moral and spiritual development takes precedence, whilst our commitment to personal development and enrichment serves to enhance our curriculum further and address social disadvantage.

Approach to Curriculum Design:
From an academic perspective, our curriculum is **knowledge rich** with all subject areas selecting and sequencing content to ensure that students are able to build on prior knowledge and develop a deep understanding of the concepts that underpin each subject. For example, in History, not only is the curriculum sequenced chronologically to foreground change and continuity over time, but content is also selected to provide the foundations for future learning. For instance, 'The Romans' has been chosen at the outset of Year 7 to re-introduce students to the concept of Empire which students are then able to build on as they journey through the curriculum. However, we also value the development of **disciplinary skills** and see these as intrinsically linked to the development of core knowledge. Given our varied and diverse demographic, we do not leave the development of these vital skills to chance. This includes for example, analysis of graphs and data in Science through to writing persuasively in English.

Language and Reading Rich:
We also recognise the significant link between students' reading ability and their success across the curriculum, and are committed to the development of students' reading and language skillls. As such, all subjects have identified, and explicitly teach, key Tier 2/3 vocabulary linked to the most important content and concepts, and disciplinary reading and literacy skills are developed across the curriculum.

Diversity and Ambition for All:
We are proud that we are the school of choice for many students with SEND and we view it as a privilege to teach these students. The breadth of the curriuclum is available to all students and it is the support individual students are afforded that differs based on need. We are equally proud of the rich cultrural diversity that exists within the school and we see it as our duty to ensure that this richness is represented across the curriuclum.

DEPARTMENTAL LEARNING JOURNEYS

'DISTINCTIVELY AMBITIOUS, COHERENT AND ENRICHED'

What does our intent mean at a departmental level?

We view the curriculum as a 'never-ending story' with departments continuing to refine their learning journeys as we collectively continue to learn and evolve. The curriculum across subject areas has been mapped out through departmental learning journeys to ensure that it is ambitious for all students, is sequenced in a coherent way and is enriched to build cultural capital and to promote representation.

Ambition:
- The learning journeys in all subject areas have been designed to provide challenge from the outset with ambitious goals for what all students can achieve – both academically and beyond.
- Rich Tier 2 and 3 vocabulary – underpinning important concepts – is explicitly identified and taught across all subject areas to ensure that all students build a vocabulary which will allow them to confidently articulate their understanding of their developing knowledge.
- Our core intent remains the same for all students – across subject areas – and it is the support and emphasis that differs dependent on students' needs.

Coherence:
- Departments have selected the most important knowledge in their subject areas and have sequenced this to ensure that students build on foundational knoweldge and deepen this over time.
- Alongside this, the development of disciplinary skills has been carefully sequenced to ensure that these are also built progresssively.
- Many subject areas adopt a spiral approach to curriculum design ensuring core knowledge and skills continue to be revisited and built upon.

Enrichment:
- The rich diversity that exists within our school is celebrated across subject areas and all learning journeys have been refined to ensure representation and inclusivity.
- Opportunities to build cultural capital and further develop students' understanding of British Values are also incorporated into learning journeys.
- To enhance the rich classroom offering, a diverse range of enrichment opportunities are provided across subject areas to ensure that students are able to develop their interests and talents beyond the classroom. Many of these opportunities are further enhanced through the world-class partnerships that many subject areas have forged and maintain.

As a teacher you should:

- Have a deep understanding of why the curriculum in your subject area has been designed and sequenced in a particular way.
- Contribute to the ongoing evolution of learning journeys in your department.
- Ensure that all of your lessons align with the learning journey and with the development of knowledge and skills identified.
- Take regular opportunities to teach, and revisit, the Tier 2 and 3 vocabulary identified by your department .
- Discuss with your students the 'big picture' of their learning and how that fits in with the learning journey.
- Show the passion and enthusiasm that you have for your subject – this is key to fostering curiosity.

HOW WE CAPTURE THE LEARNING JOURNEYS

The key learning journey documents are detailed curriculum maps that set out the precise knowledge and skills that students will learn and develop at each stage. These learning journeys capture how core pillars and concepts are revisited and how skills and knowledge are sequenced to build progressively. Alongside this, the learning journeys detail the key Tier 2 and 3 vocabulary that needs to be explicitly taught at each stage to ensure that students are able to articulate their developing knowledge and understanding.

Skill Development:
*The sequencing of disciplinary skills to develop in each subject is carefully mapped out to ensure that students are able to build on prior learning. There is significant overlap here with both **disciplinary and procedural knowledge.***

Key Vocabulary:
Core Tier 2 and Tier 3 vocabulary to be explicitly taught is identified to ensure that all students have an understanding of these terms and the concepts they represent. Beyond this, we encourage all teachers to explore interesting vocabulary as it arises organically.

|	Skills to develop and master *What are the key skills that students will need to develop and consolidate to apply the knowledge they acquire effectively?*	Knowledge to understand, deepen and retain *What key content/concepts do students need to understand, remember and makes links between as they progress?*	Key Vocabulary	Assessment
The following key themes run throughout the curriculum: Love and Relationships, Power, Conflict, Prejudice, Injustice, Good vs Evil & Identity				
Year 7 – Autumn 1 & 2 **Topic: Novel Study:** *My Sister Lives on the Mantelpiece* **Why:** **Builds on:** Students' inference and comprehension skills. **Prepares for:** Study of creative/modern texts across the English curriculum. **Explores:** Complex themes linked to extremism and grief and allows students to consider a range of viewpoints and perspectives.	READING SKILLS. The ability to: - Read fluently, with expression - Read actively, engaging with the text - Make some links across a text - Form appropriate inferences about characters' thoughts, feelings, motivations with some explanation - Support inferences with relevant evidence - Identify and comment on the writer's choices with a particular focus on powerful words and techniques. - Consider how social context influences a text. **Challenge:** - Form relevant and plausible inferences with clear explanation – starting to consider layers of meaning. - Support inferences with relevant evidence from across a text. WRITING SKILLS. The ability to: - Shape a narrative (with a beginning, middle and end). - Write with accurate punctuation and grammar - Consciously choose vocabulary for impact on reader - Consciously choose sentence structures for impact on reader - Write appropriately for audience and purpose	Key themes: Love & Relationships, Prejudice, Conflict **Key knowledge to retain:** - How writers create characters - The five things you look for to form inferences: Description Voice and speech Interactions with characters The responses of other characters Actions - Key figurative language techniques: simile, metaphor, personification. - The use of first-person narrative and the influence this has on the interpretation of the narrative	Prejudice Extremism Grief Perspective Reconciliation	HT1 – Formal Assessment – Baseline - Knowledge Section & Creative Writing - NGRT Reading Assessment HT2 – Formal Assessment – Interim 1 - Knowledge Section & Reading

Core Knowledge:
*The most important knowledge that students need to understand, retain and develop is carefully mapped to ensure that this is built progressively. This is the **substantive knowledge** that students need in order to have a secure understanding of at each stage as they progress through the learning journey.*

Assessment:
Formal assessments are also clearly mapped out. In line with our approach to assessment, these align with the learning journeys and include discrete sections on prior knowledge, current knowledge and application of knowledge and skills.

HOW WE CAPTURE THE LEARNING JOURNEYS

The visual learning journeys capture some of the core components, concepts or 'big questions' in each subject area. Students have copies of these and they are displayed on classroom walls to ensure that all students have a clear understanding of the bigger picture of how learning builds in each subject area. These also support parents' understanding of what students will be studying across each year.
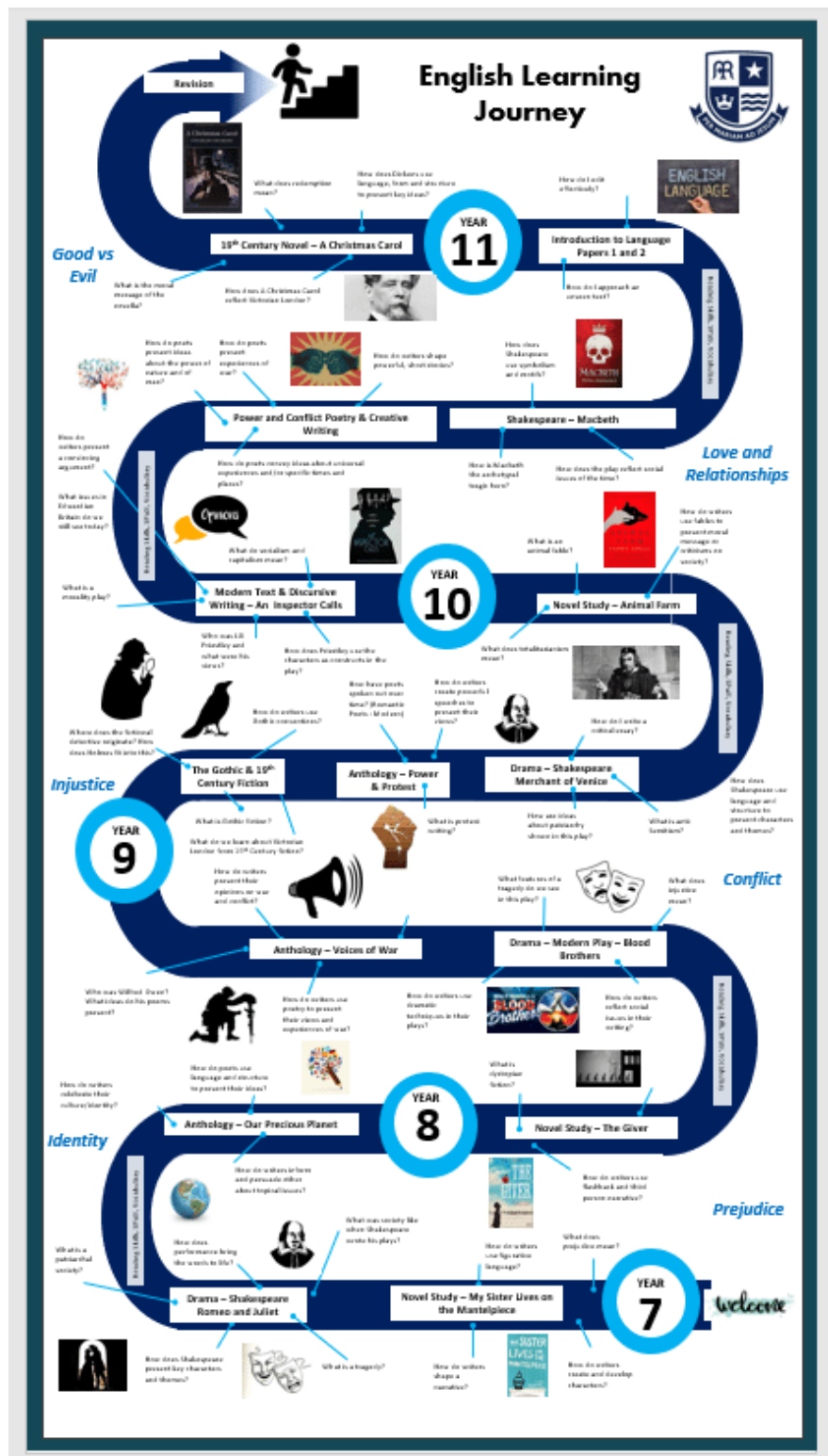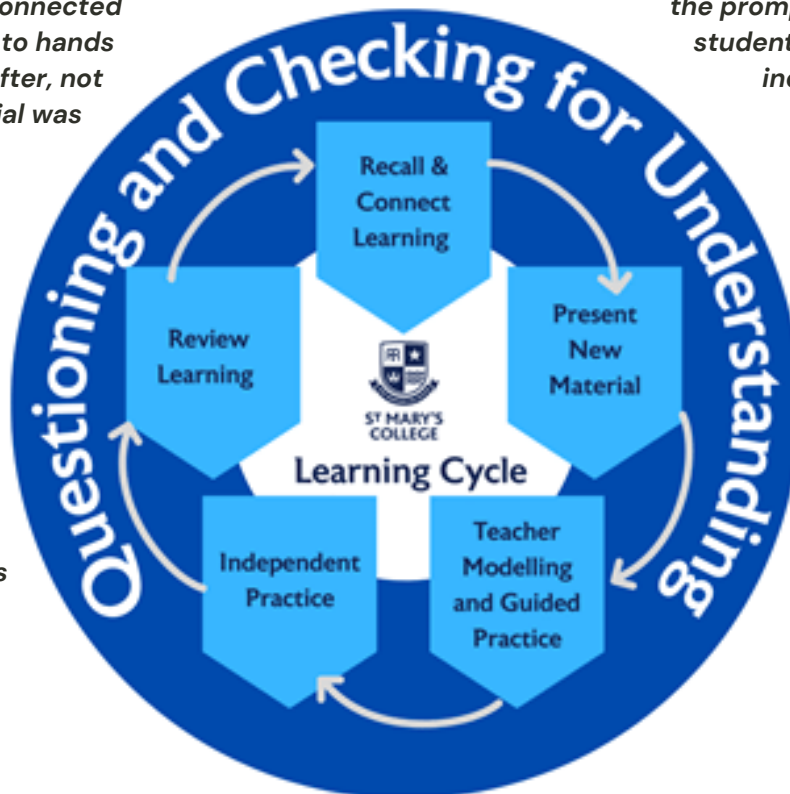
OUR APPROACH TO IMPLEMENTATION

'ORDINARY THINGS DONE EXTRAORDINARILY WELL'

'The most effective teachers ensured that students efficiently acquired, rehearsed, and connected knowledge. Many went on to hands on activities but always after, not before, the basic material was learned.'

'Many of the skills taught in classrooms can be conveyed by providing prompts, modelling use of the prompt, and then guiding students as they develop independence'

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

'The most successful teacher spent more time asking questions, more time checking for understanding, and more time correcting errors'

*All quotations from Barak Rosenshine, Principles of Instruction

To implement our curriculum most effectively, all lessons/sequences of lessons are planned in line with the **SMC Learning Cycle.** Underpinned by a range of research – including elements from TEEP and Rosenshine's principles – this approach prioritises the following: knowledge retention & connecting learning, effective modelling and explanations, time for independent application, regular high-quality questioning and assessment.

Whilst this cycle is not meant as a rigid format for every lesson, all lessons will feature the knowledge retention/connecting learning element and include regular checking of students' understanding to ensure that learning is continually being built upon.

FURTHER GUIDANCE

Review Learning:
- Progress/understanding must be checked throughout the lesson
- Final progress review can include peer/self assessment etc.
- Must be meaningful.

Recall & Connect Learning:
- Knowledge retention starter
- Recalling knowledge to be developed further/interleaving
- Re-capping key vocabulary/skills

Independent Practice:
- A feature of the vast majority of lessons
- Students should work in silence

Present New Material:
- Sharing of big picture, objectives or Big Question for the lesson.
- Activating prior knowledge
- Clear explanations
- Use of visuals/audio-visuals

Questioning & Checking:
- This must permeate all sections of the lesson.
- Hinge questions should be incorporated to assess depth of learning.

Teacher Modelling/guided practice:
- Clear modelling and deconstruction of skills and content
- Opportunities for students to apply with support
- Can be live or prepared modelling
- Used to promote challenge/ambition

Central diagram: Questioning and Checking for Understanding — Learning Cycle (ST MARY'S COLLEGE): Recall & Connect Learning, Present New Material, Teacher Modelling and Guided Practice, Independent Practice, Review Learning

As a teacher you should:

- Have access to high quality lesson resources which are based on these underlying principles.
- Contribute to the planning of these central resources.
- Continuously respond to the needs of your class to refine and adapt the lessons.
- Ensure that all lessons begin with a knowledge recall task – ensuring that there is a balance, as appropriate, between recall of the facilitating knowledge needed for the current unit, and also key residual knowledge that students will need to retain and deepen in the longer term.
- Use a range of questioning and checking strategies throughout your lessons – ensuring that hinge questions and 'no hands up' approaches are common features.

Suggested Further Reading:

- Rosenshine's Principles in Action, Tom Sherrrington
- The Evolution of Rosenshine Principles (1982-2012) – TeacherToolkit

A JOHN CATT PUBLICATION

Tom Sherrington

ROSENSHINE'S PRINCIPLES IN ACTION
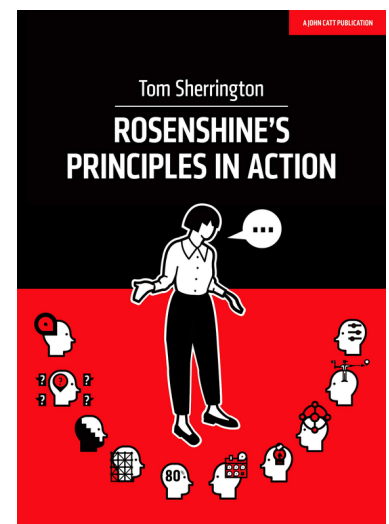
OUR APPROACH TO ASSESSMENT & FEEDBACK

> Our students do not learn what we teach. It is this simple and profound reality that means that assessment is perhaps the central process in effective instruction. If our students learned what we taught, we would never need to assess. We could simply catalog all the learning experiences we had organized for them, certain in the knowledge that this is what they had learned. But of course, anyone who has spent more than a few hours in a classroom knows this hardly ever happens. No matter how carefully we design and implement the instruction, what our students learn cannot be predicted with any certainty. It is only through assessment that we can discover whether the instructional activities in which we engaged our students resulted in the intended learning. **Assessment really is the bridge between teaching and learning**. (Dylan William)

Principles Underpinning our Approaches:

Aligned with the ideas above, we view ongoing, effective assessment and feedback as pivotal to the learning process and, whilst formal assessments fulfil an important role in this process, we believe that the daily process of checking understanding and responding to this can be the ultimate driver in pupil progress.

Ongoing Questioning and Checking for Understanding

Some effective approaches include:
- 'No hands up' questioning as the default approach in lessons. This helps ascertain whether students have understood the content being delivered and can also be used to deepen understanding through probing questions.
- 'Hinge questions' planned at transitional stages of lessons to ensure that knowledge needed to access next steps is secure.
- Low-stakes quizzing, recall and 'checking' tasks – at the starts of lessons as per the SMC Learning Cycle – and at other pertinent points.
- Recall based homework tasks that allow for granular assessment of where gaps in skills and knowledge exist.

Approach to Formal Assessment

All students in Years 7-9, sit 4 formal assessments in each subject area each year – two in Term 1 – to allow for early identification of gaps and areas for development, and one at the end of the spring and summer terms. These assessments are categorised as:

- *Baseline Assessment (HT1)*
- *Interim Assessment 1 (HT2)*
- *Interim Assessment 2 (HT4)*
- *Mastery Assessment (HT6)*

The assessments across all subject areas are designed to closely ascertain students' progress in relation to the core skills and knowledge set out in the learning journeys and include three distinct elements: prior knowledge, knowledge from current unit and application of knowledge and skills.
All students in Years 10-11 to sit one formal assessment each half-term in each subject area. These follow the principles outlined above but adopt a format most appropriate to the subject area concerned and using materials from the specification.

Feedback Guidance

Meaningful
- We value written feedback and ensure that this is provided regularly – **in line with departmental policies**. However, we recognise that this is only one form of feedback used and teachers employ a range of strategies including: peer/self assessment, verbal feedback and whole-class approaches.
- Written comments should make it clear where students have achieved success and how they can improve. The '**What went well**' and '**Even better if**' approach is used to frame this.
- Tasks to be given written feedback are chosen carefully to ensure that students have effective, personalised feedback prior to formal assessment points.
- Literacy errors (particularly misconceptions) should be highlighted by the teacher in the specific piece of work being marked. However, we also expect that as part of teachers' continuous checking, other literacy errors are identified with time given for students to correct these.
- Dedicated time should be provided in class for students to complete 'red for reflection' tasks. The response to feedback may involve students redrafting, responding to a modelling activity or applying feedback in a new scenario but the work must be completed in red pen.
- The initial response to feedback should not be the end point. Where relevant, students should return to the targets set/improvements made when completing subsequent pieces of work.

Manageable:
- The ways in which written feedback is given in each department are based on the principles above; however, departments have their own policies to ensure that feedback is both meaningful and manageable.
- There is no requirement for acknowledgement marking ('tick and flick') that does not further students' learning. However, students' work must be checked regularly – within and after lessons. This regular checking should include circulating during guided and independent practice in lessons to identify and address misconceptions – including those linked to literacy.
- Sampling books regularly to ascertain the progress of individuals and of the group as a whole in relation to the core content being taught.
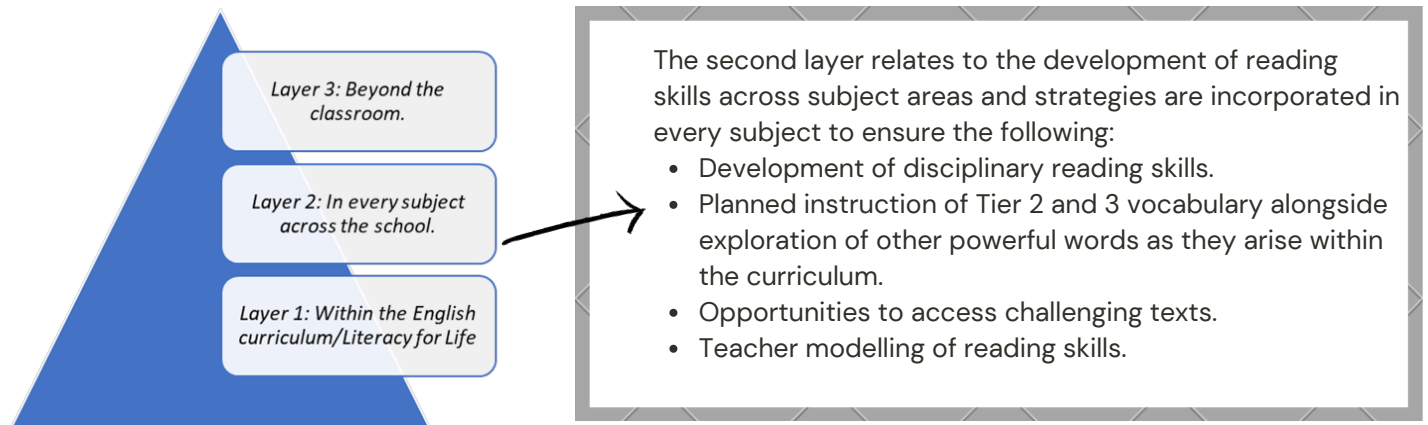
As a teacher you should:
- Ensure that effective questioning/checking for understanding is prioritised in your classroom.
- Provide effective written feedback in line with the principles set out and your department's feedback policy.
- Prioritise addressing students' literacy misconceptions and providing guidance and support to address these.
- Ensure that written feedback is timely to ensure the greatest impact on students' learning.

HOW WE PRIORITISE READING AND VOCABULARY

'WORDS HAVE POWER'

Being able to read 'well' can transform a student's ability to learn and therefore to succeed. As such, it is our aim that all students become skilled readers at St Mary's College – developing the fluency, knowledge and inference skills needed to access texts across the curriculum and beyond.

Our Whole-School Approach

Layer 3: Beyond the classroom.

Layer 2: In every subject across the school.

Layer 1: Within the English curriculum/Literacy for Life

The second layer relates to the development of reading skills across subject areas and strategies are incorporated in every subject to ensure the following:
- Development of disciplinary reading skills.
- Planned instruction of Tier 2 and 3 vocabulary alongside exploration of other powerful words as they arise within the curriculum.
- Opportunities to access challenging texts.
- Teacher modelling of reading skills.

As a teacher you should:

- Ensure that you are confident on the disciplinary reading approaches set out in your subject area. (Many of these are captured in the 'Read like a…'posters.)
- Explicitly teach the Tier 2 and 3 vocabulary outlined on your learning journeys and revisit these so students have regular exposure.
- Take organic opportunities to model and discuss rich and powerful language choices as they arise.
- Use a range of approaches to frame reading tasks such as: activating prior knowledge, predicting, questioning and summarising.
- Be aware of the weaker readers in your group and target questioning and support to ensure engagement and comprehension.
- Provide access to wider reading in your subject area to promote a love of reading and to foster a wider undertstanding of your subject.

Read like a... SCIENTIST

Look for key scientific vocabulary — Do you know what all the key terms and concepts mean? How can you improve your understanding?

Interpret data, illustrations and charts carefully — What is the data showing? What can you infer from the data? Is it what you would expect based on your scientific knowledge? Is it reliable?

Look for the key command words — What are you being asked to do? What order should you do things in? How should you present your answer?

Look for links with things you already know — Where have you heard these words or concepts before? What prior knowledge do you need to fully understand this?

"Nothing in life is to be feared, it is only to be understood. Now is the time to understand so that we can fear less."
-Marie Curie

ST MARY'S COLLEGE

Original design credit: @FunkyPedagogy / Trinity Academy Cathedral school

Example Slide (Social Studies)

DEFINITION
v. to refuse to buy, use, or go to, in order to make a protest or bring about a change.
n. a decision not to buy or use products or services in order to support a cause.

FACTS
There have been many boycotts throughout history.
Boycotts can be effective in making change happen.

boycott

EXAMPLES
Boycotting a paper towel company because it cuts down trees
Boycotting a clothing company because they don't treat workers fairly

NON-EXAMPLES

HOW WE PROMOTE TALK

> " Talk is a powerful tool for learning and literacy. It can improve reading and writing outcomes enhance communication skills, and increase students' understanding across the curriculum. In many subject areas—not only English—developing students' skills of communication and argument is also a curricular end in itself. While all students benefit from classroom discussion activities, talk also appears to be particularly beneficial for low attaining students and those from disadvantaged backgrounds. (EEF) "
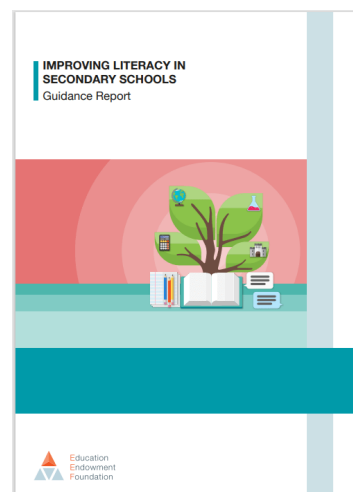
Strategies across the curriculum:

- Teachers should not only model effective Standard English, but should also model what effective talk sounds like in their subject area – including the vocabulary and patterns of language used. This includes taking all opportunities to model a broad vocabulary and to discuss powerful language choices with students.
- Opportunities for talk and discussion should be planned alongside reading and writing tasks to ensure that students build confidence with the application of language. When accessing a reading text/task in particular, discussion should include: predicting, questioning, clarifying and summarising.
- Talk roles and sentence stems should be provided for group discussion to help students articulate their ideas and navigate discussion/debate effectively. Talk roles are particularly effective for small group tasks. However, sentence stems are equally effective for class discussions.
- Opportunities should be planned for students to take part in creating and delivering formal presentations across subject areas. They should be given explicit guidance around the conventions of formal presentations.
- Open-ended questions should be used to encourage discussion and debate.

As a teacher you should:

- Always model effective spoken language and promote the importance of this with students. Focus on using the patterns of language in your discipline and explain these language choices to students.
- Plan opportunities to employ the strategies and approaches outlined above – including opportunities for formal presentations.
- Praise and reward students for using effective spoken language.
- Provide students with precise targets in relation to their use of spoken language so that they are able to develop these skills across the curriculum.
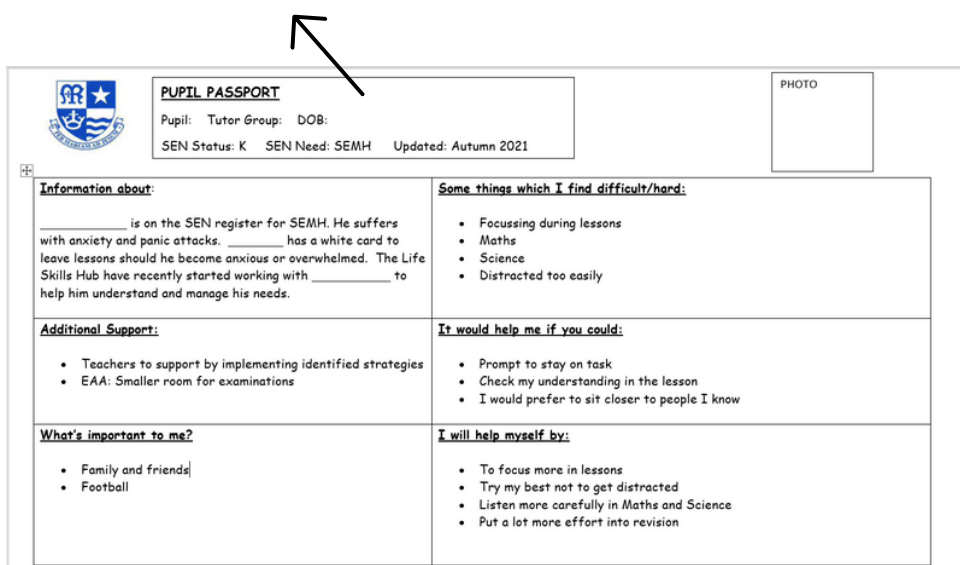
OUR CLASSROOM APPROACH TO SUPPORTING STUDENTS WITH SEND

At St Mary's College, we view it as an absolute privilege to teach students with additional needs and/or disabilities and our provision is firmly rooted in our belief that our school is a place where everyone is treated with dignity, with respect and is of equal worth. We provide a highly effective learning community for students with SEND – where **all staff understand the responsibility they hold to meet the needs of these students**, and where inclusivity is fundamental to the academic and social development of the students in our care. Our vision is driven by our relentless encouragement of all students with SEND to recognise their unique value within our learning community and to understand how their individual talents enhance our school.

Pupil Passports:
For teaching staff, pupil passports are the key source of information for students with additional needs. These documents are updated annually and have input from all parties – including, most importantly, the child. These provide a wealth of information on our students' core needs and strategies to use in the classroom to support them. For students with an EHCP, further updates on strategies are provided following annual reviews.

Information:
All Pupil Passports are linked to the students' profiles on Edulink and are easily accessible. Further information can be sought from the SEND department.

As a teacher you should:

- Use the pupil passports consistently to support the needs of students within your groups.
- Ensure that you seat students with SEND appropriately within the classroom.
- Liaise with the SEND department should you have any queries at all on how best to support these students.
- Ensure that you promote equality and inclusivity by maintaining the same high expectations for all students.
- Ensure that students' access needs are met within lessons and particularly during assessments.
- Engage in CPD opportunities around developing our approaches to supporting learners with SEND.
- Ensure that you use any effective departmental approaches for students with specific types of need.
- Respond to information requests for Annual Reviews in a timely manner.

OUR APPROACH TO CPD

'A LEARNING COMMUNITY'

'Teachers make a difference. No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children's learning and to their ultimate success in school. What's more, the quality of teaching is not fixed: teachers can be improved, and they can be improved via effective professional development. Ensuring that teachers are provided with high quality PD is therefore crucial in improving pupil outcomes.'
(EEF, Effective Professional Development)

Core PD Offer

Session	Format	Overview
Thursday 16th June	Twilight	✓ Summer Showcase (Strategies across departments from SMC Learning Cycle and Mini-Workshops)
Thursday 7th July	Twilight	✓ Curriculum Planning/Learning Journeys 2022-23
Every Wednesday Morning from 8.30am (P3)	Drive Through	✓ Drop-in sessions led by Distinctive Teacher Team to talk through and share strategies for the classroom.

Core Offer:
Our core offer consists of at least one whole-school session each half term – focused around school priorities, alongside the more informal 'drive through' and regular sharing of research blogs on the T & L bulletin. For 2022/23, these sessions will align with the PIQ process (outlined below).

Directed PD Offer
(Compulsory for Year 1 ECTs, Instructors, PGCE colleagues
Open to all & Colleagues directed following QA)

Date	Overview	Delivered By
Thursday 5th May	No Session Due to ECF Seminars this week (Developing Students' Language Comprehension & Writing)	
Thursday 12th May	✓ Developing Students' Writing Skills across the Curriculum	LAD
Thursday 19th May	✓ Explicit Vocabulary Instruction across the Curriculum	RJO
Thursday 26th May	No Session Due to ECF Seminars this week (Adaptive teaching and the graduated approach)	
Half Term		
Thursday 9th June	✓ Supporting all students in the classroom	AHO
Thursday 16th June	No Session Due to Twilight & ECF Seminar (Identifying and Sequencing Concepts and Skills)	
Thursday 23rd June	✓ Planning for Progress	ASC
Thursday 30th June	✓ Reflections	HJO
Thursday 7th July	No Session Due to Twilight	
Thursday 14th July	No Session Due to ECF Seminar (Supporting Students to Think Critically)	

Directed PD Offer
This offer is open to all colleagues but aimed predominantly at ECTs/ITT colleagues/Instructors. These sessions are built around the ECF seminars so as not to duplicate work but to focus on the SMC approach to aspects of pedagogy.

SMC Middle Leadership Programme

Date	Overview	Delivered By
HT5 Wednesday 11th May 2022	Curriculum Leaders - Using assessment as a tool to drive learning forwards. Pastoral Leaders - Implementing strategies to drive improvements in attendance.	DFL MST
HT6 Wednesday 8th June	Designing, contributing to and delivering effective CPD.	JBO

SMC Middle Leadership Offer:
This offer is aimed at all middle leaders – aside from those undertaking NPQ study – and focuses on all aspects of curriculum and/or pastoral leadership.

Professional Inquiry Questions:
- At the start of the year, as part of the performance management process, all colleagues construct a professional inquiry question based around the school priorities and colleagues' own areas of interest.
- Over the course of the year, colleagues trial strategies linked to their inquiry and share these approaches in their professional learning communities. Their lead facilitator will also share relevant reading and research with their community.
- The process culminates in a Summer Showcase marketplace event.

Other PD Opportunities:
- As a Teaching School Hub, we have direct access to the full suite of NPQs and encourage colleagues at all stages of their careers to consider undertaking these routes.
- As part of a MAT, we are able to share practice across schools and work in collaboration with other colleagues.
- We promote an open door culture where colleagues can readily 'drop in' and observe the practice of others.

SELF EVALUATION AND QUALITY ASSURANCE

As a school, we are committed to continuous advancement in the pursuit of enabling our staff to provide the best education possible for our young people. The processes of self-evaluation and quality assurance play a vital role in supporting us to this effect and also ensure that staff development is at the forefront of all we do. All processes linked to self-evaluation are planned, robust and coherent – whilst ensuring that they add to a culture of support, development and staff well-being.

School Leadership:
- **Self Evaluation** of the school is an ongoing process taking account of the strengths and areas for continued development across all aspects of the school. A diverse range of processes/factors are taken into account at all stages of this process – many of which are outlined in this document. The Summary SEF captures the key judgements for each aspect of the school alongside the evidence underpinning these.
- The self-evaluation process and summary SEF feed directly in the **School Improvement Plan** – which drives continual development across the school. Each academic year, there are a number of whole-school key priorities, emerging from our self-evaluation, that drive our work. Feeding into these key priorities, are further focus areas across each aspect of the school which are supported by regular milestone reviews and refinements.

Departmental:
- The School Improvement Plan feeds directly into **Department Improvement Plans** for the upcoming year to ensure that whole-school priorities are driven effectively at departmental level. However, departments also have the scope to include key focus areas most relevant to the nuances of their subject and the curriculum review following the end of the previous academic year.
- Core Curriculum Meetings at the start of the academic year ensure that learning journeys have been refined in line with school priorities and departmental actions, and these are revisited at the end of each data cycle.
- Following scheduled learning walks and work scrutiny weeks, all HODs complete an **Implementation Review Summary** for their department outlining key strengths and next steps in relation to classroom practice and assessment.
- Following each internal data collection point, all HODs complete an **Impact Analysis Summary** looking in forensic detail at the strengths and areas for development in relation to student outcomes; but, most importantly, diagnosing the specific skills and knowledge deficits that students display. Learning journeys/their implementation are adapted based on this diagnosis.
- In addition to the core curriculum meetings at the start and end of each academic year, HODs meet at least once each half term with their Senior Link for their SSA Meeting (Support, Supervision and Accountability). These meetings are heavily focused on the quality of education within the department but all include a discrete focus on staff well-being.
- **Departmental Deep Dives** take place across the year to ensure that curriculum intent is implemented effectively across all subjects and that the curriculum continues to be refined.

SELF EVALUATION AND QUALITY ASSURANCE

Individual Teacher – Performance Management:

All quality assurance processes for appraisal purposes are developmental and supportive in approach and allow for a focus on both whole-school priorities and individual teacher development. These processes include the following:

- **Three formal learning walk 'drop ins'** over the course of the year – approximately 15-20 minutes in length. These 'drop in' weeks are published at the outset of the year and are each linked to a broad theme (linked to the Teacher Standards) in terms of feedback and development. Mechanisms are built into these to ensure that, if it is not possible to observe an aspect linked to the theme, the practice seen can still be captured. This approach ensures that 'drop ins' add to a culture of support and development and allow for an ongoing dialogue around professional development. If the practice seen is deemed to be 'developing' in relation to the broad area, the appraiser will complete a further drop in following initial feedback. If no improvement is seen, the colleague will receive a period of bespoke, supportive coaching around this area. If a colleague's practice is seen on informal learning walks outside of the scheduled week, this can be used for performance management purposes and the colleague would be exempt from the next drop in. However, if practice were to be seen that was not viewed as effective or highly skilled, this would not be used for performance management purposes or recorded in any manner.
- **Three formal work scrutinies** over the course of the year. A selection of books will be requested and colleagues invited to supplement these with any of their own they wish to share. All work scrutinies will be completed with the colleagues to ensure there is an opportunity for them to talk through the learning evidenced. (Both 'drop-ins' and work scrutinies will be completed by the colleague's appraiser for the purposes of performance management.)
- **Engagement with Professional Inquiry Process**. All colleagues will undertake a professional inquiry study over the course of the year – based around the whole-school priorities. All colleagues will be expected to engage in professional learning community discussions and to share examples of the strategies that they have adopted/trialled.
- **Teacher Triangles** are produced at the end of each academic year to capture teachers' progress against appraisal targets. These take account of work scrutinies, learning walk 'drop ins' and outcomes to provide a more holistic overview of a teacher's practice over the course of the year. These are supported by ongoing professional discussion. In terms of outcomes, only robust data – such as external examinations – will be used.

Schedule 2022-23	Broad Learning Walk Theme/Focus (Where Relevant)
Term 1 Learning Walk – Week 4 Work Scrutiny – Week 11	Questioning and Checking for Understanding as part of the SMC Learning Cycle
Term 2 Learning Walk – Week 18 Work Scrutiny – Week 24	Development of students' oracy and vocabulary skills.
Term 3 Learning Walk – Week 30 Work Scrutiny – Week 36	Supporting Individuals