



DEVONPORT HIGH SCHOOL FOR GIRLS

EDUCATION POLICY

Covering: Curriculum, Teaching, Learning, Reading and Literacy, Assessment and Feedback

Named person: L Sargeant

Category: Statutory

Date to be reviewed: Summer 2024

This policy has been reviewed with regard to the work/life balance of staff.

Adopted by the Trustees on: 03/07/2023

Purpose

The purpose of this policy is to ensure that:

- High standards in learning, progress and attainment are reached;
- The curriculum is well planned and sequenced, to ensure the best possible learning experiences for all pupils;
- The implementation of the curriculum is delivered in the classroom using the highest leverage teaching strategies and 'Principles of Excellence';
- The purpose of assessment; formative and summative is clear and informs future planning allowing teachers to accurately and regularly assess learning, provide clear direction for pupils to accelerate their progress and address misconceptions;
- Feedback to pupils is relevant, helpful and manageable;
- All teachers and support staff make the most of opportunities to develop disciplinary literacy in every subject.

Curriculum

The Curriculum at Devonport High School for Girls

Our Curriculum Vision: Students at DHSG have access to a challenging and inspiring curriculum that meets the needs of all students including the most able, fosters intellectual curiosity and prepares them for 'scholarship' in a global society.

Overview

The curriculum at Devonport High School for Girls relates directly to the school's mission and ethos statements. The curriculum displays breadth, balance, relevance, differentiation, progression and continuity. We ensure we provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of later life. In addition to students studying the traditional academic subjects, we ensure that students have access to independent, impartial careers advice at all key stages and to relationship and sex education. The specialist language status of the school also ensures students have excellent access to foreign languages and extra-curricular activities, that prepares them for life in a global society. Our aim is to produce 'scholars' at the end of the curriculum journey at DHSG, who are skilled in learning and experts in their subjects. At DHSG, our students are constantly **'in pursuit of scholarship'**.

Each subject is unique and includes its own substantive and disciplinary knowledge. Substantive knowledge relates to the core facts, ideas and concepts which are central to a subject (for example how nations make treaties, such as the Treaty of Versailles). Disciplinary knowledge, on the other hand, relates to how scholars and academics within each subject (or discipline) arrive at this knowledge – for example, how physicists use the scientific method to arrive at general principles through observation and systematic experimentation. Our curriculum ensures that all students carefully build a comprehensive understanding of both.

At DHSG, all staff think about curriculum on three levels. The first is the intended curriculum – what we intend students to learn. Subject specialists at DHSG set out this detail meticulously, drawing on their academic knowledge, the National Curriculum and specifications and experience of what is necessary to flourish in their discipline (including extra-curricular opportunities beyond the National Curriculum or exam specification). The second level is the implemented curriculum; the resources teachers use to deliver the curriculum. E.g. Schemes of Work and lesson resources. Finally, we emphasise the importance of the enacted curriculum, where our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the students that they know so well.

Alongside the academic curriculum, we also highly value the personal development of the 'whole person'. Through our fantastic and comprehensive enrichment programme, students have the opportunity to flourish outside of the classroom.

We are confident that this approach offers a truly broad and balanced curriculum to all students. It offers the chance for all students to encounter and understand the very best that has been thought, said, sung, danced, made and played. We believe that this will inspire students to go on and excel in their chosen field, with the widest range of opportunities available to them.

Further details on this can be found DHSG Curriculum document, included as Appendix 1.

Teaching and Learning

Overview

Devonport High School for Girls recognises the importance of meeting the needs of individual learners and helping them to reach their potential and that a willingness to adapt a lesson in accordance with the latest pedagogy will result in a noticeable impact on learning. This policy is intended to ensure consistency across the school in terms of Teaching and Learning to promote the outstanding progress of all students.

Purpose:

- ensure that students continue to have a desire to learn throughout their school life and beyond
- ensure that the Teachers' Standards are being met by all
- provide challenge to ensure all learners experience success and enjoy their learning experience
- ensure that learners are actively engaged in the learning process both individually and co-operatively
- identify and support learners with additional educational needs - see Most Able and Talented Policy and Special Educational Needs and Disabilities Policy
- identify underperforming students and plan interventions to support their progress
- ensure the expert delivery of the requirements of the National Curriculum where appropriate and other entitlements.

The development of skills such as reflectiveness and resilience through a challenging and rigorous curriculum and established routines for excellence are crucial to ensuring we encourage lifelong learners able to deal with anticipated future changes.

We also recognise successful learners must be provided with the right balance of challenge and support. To achieve their potential, our students need to be exposed to challenges which require them to think critically and with curiosity within an established environment of consistently high expectations. Our students are explicitly taught metacognitive strategies enabling students, over time, to learn with confidence and independence; the ability to evaluate their own learning.

All staff are expected to work at a level that matches the DfE Teachers' Standards. This represents a minimum level that all entrants to the profession must achieve during training. In addition, staff are expected to agree realistic and significant targets for their professional development, appraisal and subsequent UPS progression.

'The Schools White Paper 2010 – The importance of teaching' 'We know that teachers learn best from other professionals and that an 'open classroom' culture is vital'.

We believe that coaching, positive and supportive professional relationships are essential to equip staff to deliver effective learning experiences. We wish to engender a culture where teachers have opportunities to learn from each other and are motivated to continually reflect improve their own practice.

As a school we continue to take a research based and evidence led approach to the continual development of our teaching pedagogy to ensure our teaching and learning approaches are robust, ambitious and

successful. There have been significant changes to both examination structures and content in recent years, and also to the Ofsted framework. These changes have led to the following challenges:

Challenge 1:

- Increased synoptic approach of GCSE and A level
- More challenging concepts and questions
- Knowledge and application of knowledge

Challenge 2: “There’s more to remember”

- Increased content
- Embedding teaching strategies that that supports the development of long term memory

Challenge 3: New Ofsted framework

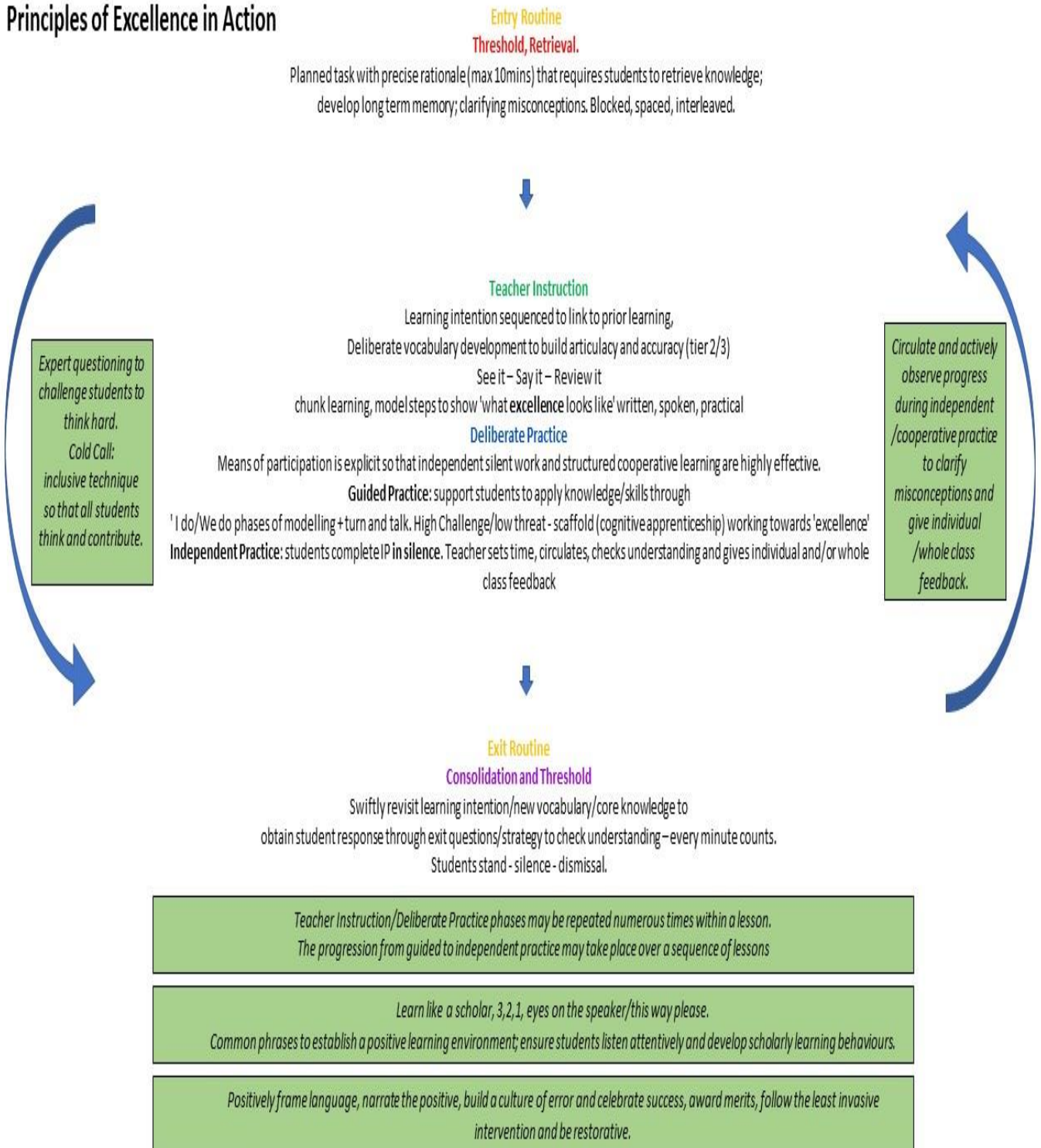
- Intent - Implementation – Impact
- Excellent teaching in every classroom to successfully enact our knowledge rich curriculum, sequenced and underpinned by the acquisition of skills

To address these challenges, we have implemented the Principles of Excellence framework to facilitate outstanding pedagogy across all subjects. The goal is to make our skilled teachers even better; learning from existing strengths in their departments and focussing on an extensive body of research supported by targeted CPD to build an expert understanding of metacognition and the route from interdependence ‘cognitive apprenticeships’ to thriving independent learners. The outcome of our school focus on these principles will, over time, be consistently exemplary teaching in all lessons that result in maximised learning opportunities, student confidence and motivated and happy classrooms.

The framework (appendix 2) which details the core principles, underpins the flexible 4 phase lesson structure of Retrieval – Teacher Instruction - Deliberate Practice – Consolidation. The focus on retrieval as part of Entry Routine supports students to remember more and build schema a spart of a well-structured curriculum. The phases of instruction and deliberate practice are flexible in terms of how they are implemented by the class teacher, for example, multiple cycles of instruction/practice in a lesson or a high-quality teacher instruction phase followed by a set time for a practice task (time is set by teacher as what is most effective for the needs of the class; the exit routine includes questions or other methods to check for understanding of key concepts/knowledge learned. Within our lesson structure, subject leads/class teachers have autonomy to ensure that the best pedagogical decisions are made to ensure that all students are knowing more and remembering more over time; and that the successful enactment of the curriculum enables students to articulate what and how they are learning, and why; building an understanding of metacognitive processes to support them to become curious and independent learners.

Reading is highly valued by all teachers in every subject; our pursuit of scholarly excellence incorporates the persistent focus on wider reading across both fiction and non-fiction; high quality texts are woven through the curriculum from lower to upper years and students are supported and encouraged to read for pleasure as an essential part of lifelong scholarship (appendix 3).

Principles of Excellence in Action



Reading and Literacy

Disciplinary Literacy

Literacy skills are both general and subject specific; every teacher plays a valuable role in teaching students to read, write and talk effectively in their subject. The emphasis on disciplinary literacy clarifies that every teacher communicates their subject through academic language; the mastery of which is core to the success of the **DHSG scholar**.

Prioritise 'disciplinary literacy' across the curriculum

- Every teacher understands that literacy is key to successful learning of their subject and a strong predictor of outcomes in later life.
- Every subject leader prioritises the teaching of disciplinary literacy and this is evident in both curriculum design and pedagogy.
- Every subject's curriculum sequences the skills and knowledge required for successful disciplinary literacy.

Provide targeted vocabulary instruction in every subject

- Every teacher provides explicit vocabulary instruction to ensure students understand and use academic language: 'see it, say it, review it'
- Teachers support students to remember new words and make connections (etymology/morphology)
- Teachers prioritise teaching of tier 2 and tier 3 vocabulary not encountered in everyday speech and implement teaching strategies to effectively integrate into classroom 'talk': choral response, up level, scaffolded talk
- Subject leads carefully sequence the teaching of vocabulary in their curriculum.

Develop students' ability to read complex academic texts

- Subject leads sequence the curriculum to ensure students cumulatively build knowledge to support the understanding of texts studied.
- Every teacher ensures that students have the necessary subject knowledge and vocabulary to comprehend complex texts.
- Teachers use reading strategies such as activating prior knowledge, questioning and prediction to improve comprehension.
- Teachers build comprehension of complex texts through modelling, shared reading, 'I do, we do, you do' – this gradual approach promotes successful independence.

Break down complex writing tasks

- High quality instruction using both modelling and scaffolding supports students to write confidently and fluently.
- Effective teaching of writing recognises that the explicit teaching of subject specific vocabulary is the first step.

Combine writing instruction with reading in every subject

- All teachers understand that subject specific reading helps students to gain knowledge which leads to better writing and understanding of ideas/concepts.
- Subject leads include the explicit teaching of the conventions of good writing in their subject, in the curriculum

- In every, subject teachers recognise that the teaching of spelling and punctuation improves writing when focused on meaning.

Provide opportunities for structured talk

- Talk matters: both in its own right and because of its impact on other aspects of learning.
- High quality talk in lessons is well structured and guided by teachers.
- Accountable talk supports high quality talk and subject specific focus/outcomes.
- Teachers model high quality talk and include tier 2 and 3 vocabulary and also metacognitive reflection.

Adaptive teaching ensures high quality literacy interventions for students as needed

- All teachers proactively plan to support students identified as having the weakest levels of literacy (using whole school baseline data NGRT/subject specific assessments/SEND guidance)
- Teachers monitor understanding of vocabulary and reading comprehension of the weakest students every lesson and support as needed.
- Teachers use scaffolds for extended written tasks and gradually remove to support students to build independence.

Assessment

“A successful assessment system will enable the teacher to understand thoroughly what is expected to be mastered by pupils at any given stage of education and assess their progress towards doing so in a meaningful and fair way.”

Ref - Education Endowment Foundation (2018)

Aims

- Set and maintain high expectations by ensuring school, subject and student targets are challenging and relate to prior attainment information and comparisons with top performing students/schools nationally.
- Knowledge, skills and understanding that are being assessed are clearly defined (curriculum).
- Gaps in knowledge, skills and understanding are identified leading to appropriate support and intervention (classroom focused).
- Student progress and behaviour for learning is clearly communicated to parents/carers on a regular basis.
- Assessment and reporting is fair and proportionate.
- Assessment and reporting is trauma informed.

Target Setting

Whole School Target Setting or Key Performance Indicators (KPIs)

Targets are set based on Fisher Family Trust (FFT) estimates for GCSE, Alps (+1) estimates for A Level and national comparisons with top performing schools by the member of the Senior Leadership Team (SLT) with responsibility for assessment in consultation with the Head Teacher and Governors.

Target setting – Lower Years (7 to 8)

Based upon the DHSG Lower Years Assessment Framework – see appendix 4. Students will be assessed in their subjects via a 3-staged assessment framework – **D**eveloping, **S**ecure and **M**astering. The target for Lower Year students is to be GCSE ready or at the Secure stage by the end of their Lower Years curriculum.

The Secure stage will provide students with the knowledge, understanding and skills required to access the higher end of the GCSE curriculum and go on to achieve top grades at GCSE – grades 7 to 9.

Target setting – Middle Years (9 to 11) and Upper Years (12 to 13)

Subject and student GCSE and A Level target grades are set based on FFT top 20% and ALPs+1 respectively and are continually reviewed throughout the academic year. Individual student subject targets are set using target bands based on FFT top 20% and ALPs+1 - see appendix 4. In Year 7 baseline testing is used to enhance the target setting process e.g. where there is not full coverage of Key Stage 2 prior attainment data (non-matched pupils).

Students and parents/carers are informed of GCSE and A Level target bands via Edulink. Target bands are also displayed on progress reviews which are generated three times per year.

Target bands are reviewed on a regular basis i.e. after internal assessments or modular examinations and moved up where appropriate. Target bands can be lowered in exceptional circumstances following consultation with relevant link member of the Senior Leadership Team (SLT).

Staff are able to access www.fft.org, and www.sisraanalytics.co.uk to assist in target setting and result analysis by using their login and password available from the SIMS Assessment Officer.

Reporting academic progress

Student progress data is collected (Progress Reviews) on three occasions during the academic year at the latter end of each main term – autumn, spring and summer. The exception to this is an early data entry for Year 11 & 13 at the end of the first autumn half term. Progress Reviews give an indication of both academic progress and behaviour for learning. In the Lower Years academic progress is reported using the DHSG Lower Years Assessment Framework - appendix 4. In the Middle and Upper Years academic progress is reported using GCSE and A Level grading criteria – see appendix 4. Progress Reviews are distributed to both students and parents/carers via Edulink. Academic progress is also reported via Parent/Carers evenings which take place once a year per year group.

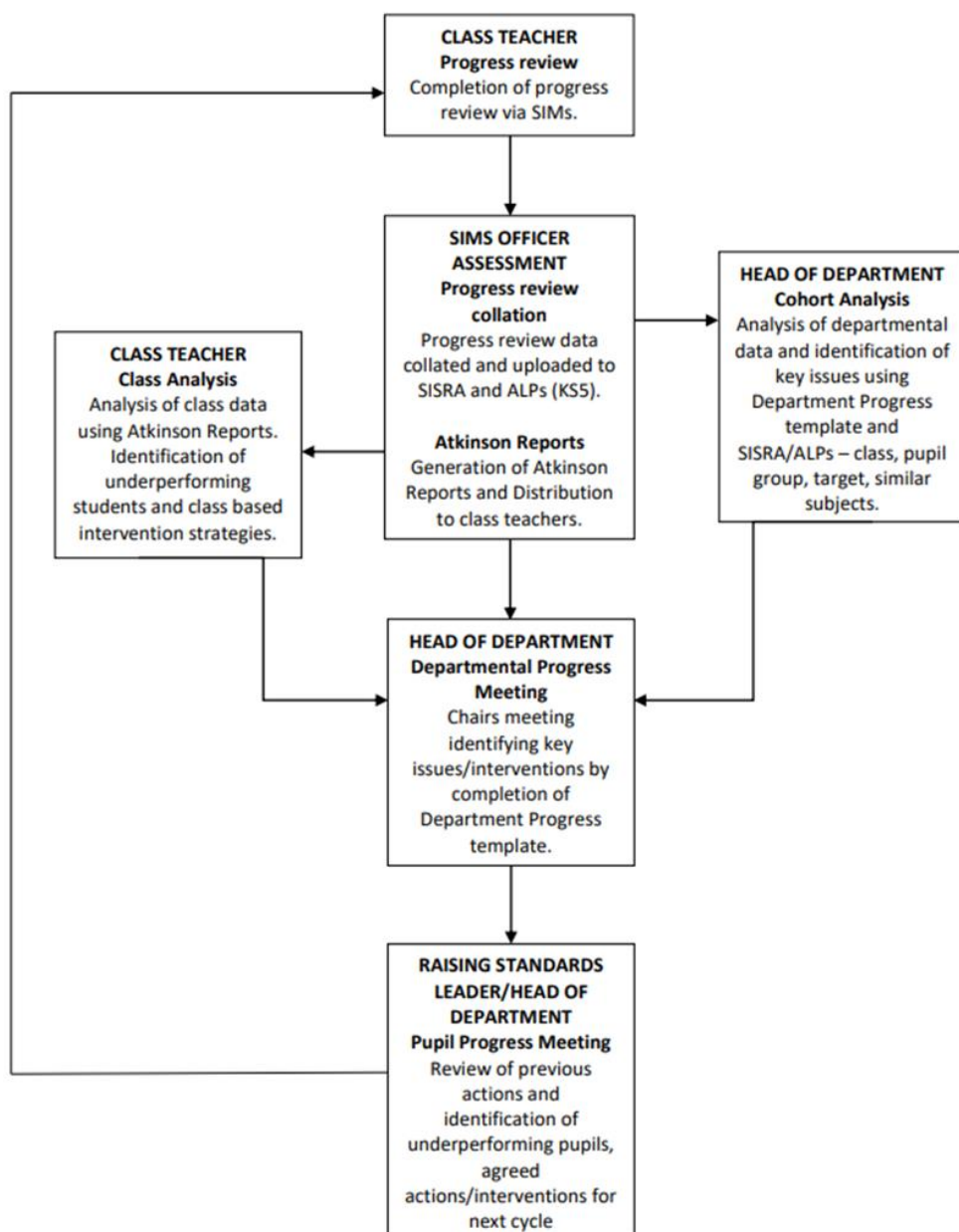
UCAS references

Staff write UCAS subject statements using Unifrog . This information is collated to form the UCAS reference.

Student Progress and Support

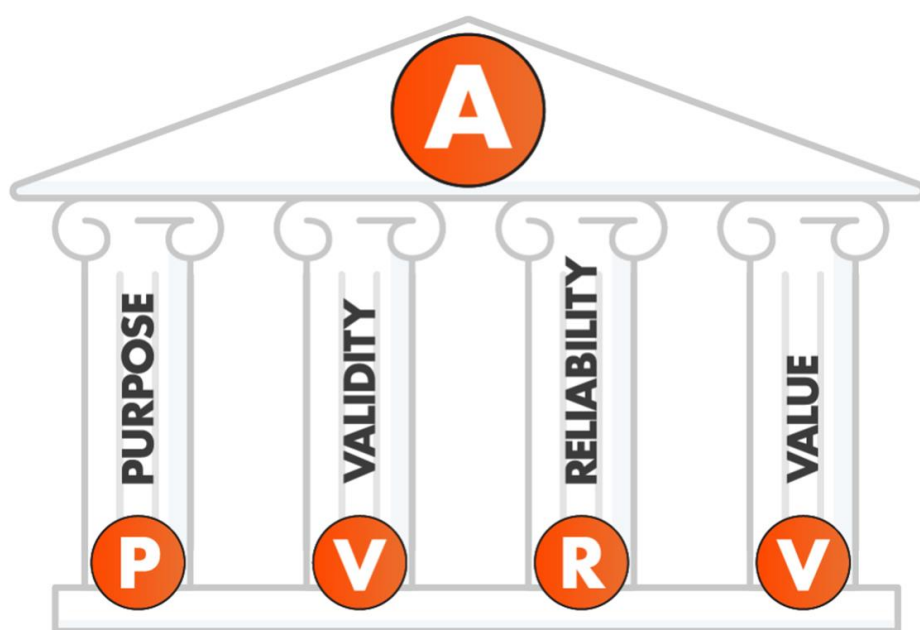
A continuous termly cycle of subject and student progress analysis, identification, support and intervention follows every progress review which helps inform teaching/learning for the following term – see below:

DHSG – Termly Assessment Cycle



Internal subject assessments

Subject assessments at DHSG reflect the concept of the 4 pillars of assessment (Ref Evidence Based Education):



Purpose - What is being assessed? Why is it being assessed? What method and when?

Validity - Does it test what it intends to measure? Does it provide valuable information?

Reliability - Are test conditions fair? Are interpretations accurate and consistent?

Value - What value does it add to the learning process?

Heads of department are responsible for the planning, administration, quality assurance and analysis of internal assessments and the coordination of subsequent interventions. Throughout this process Heads of Department are guided and led by the above questions.

Subject assessments take place twice per big term as part of the termly Teaching, Learning and Assessment Cycle – see appendix 5. Outcomes from subject assessments help inform judgements on student academic progress for progress review reports.

Non-Examination Assessment (NEA)

Aims

- Encourage teams to think through the issues concerning non-examination assessment and be proactive in their planning.
- Clarify roles, responsibilities and procedures in relation to non-examination assessment.
- Ensure parity.
- Provide candidates with the opportunity to achieve their potential.
- Conform to awarding body regulations

Non-Examination Assessment (NEA) is part of the assessment framework for GCE and GCSE specifications. An NEA is classified as any type of assessment that is not 'externally set and taken by candidates at the same time under controlled conditions'. NEA therefore includes, but is not limited to, internal assessment. Externally marked and/or externally set practical examinations taken at different times across centres are also classified as NEA. The exact details and requirements vary from board to board and subject to subject with procedures laid down by respective examination boards. The NEA Roles and Responsibilities document clearly defines staff accountability including subject designated 'Examinations Champions' - see appendix 4.

For further guidance and a more detailed overview of assessment and reporting procedures, including NEA, please refer to the “Assessment Handbook” issued to all staff in September.

Feedback

Feedback and Marking Policy

As part of our renewed approach to teaching and learning through the DHSG model, we are ensuring that our teachers spend their time developing subject knowledge, planning a challenging curriculum and ensuring that all pupils are stretched to scholastic excellence in their seven-year journey with us. As such we have developed a feedback and marking policy that allows for a qualitative approach, rather than just quantitative, so that learners are inspired, challenged and become subject masters in a knowledge-rich curriculum.

Feedback and marking should further pupils’ progress by:

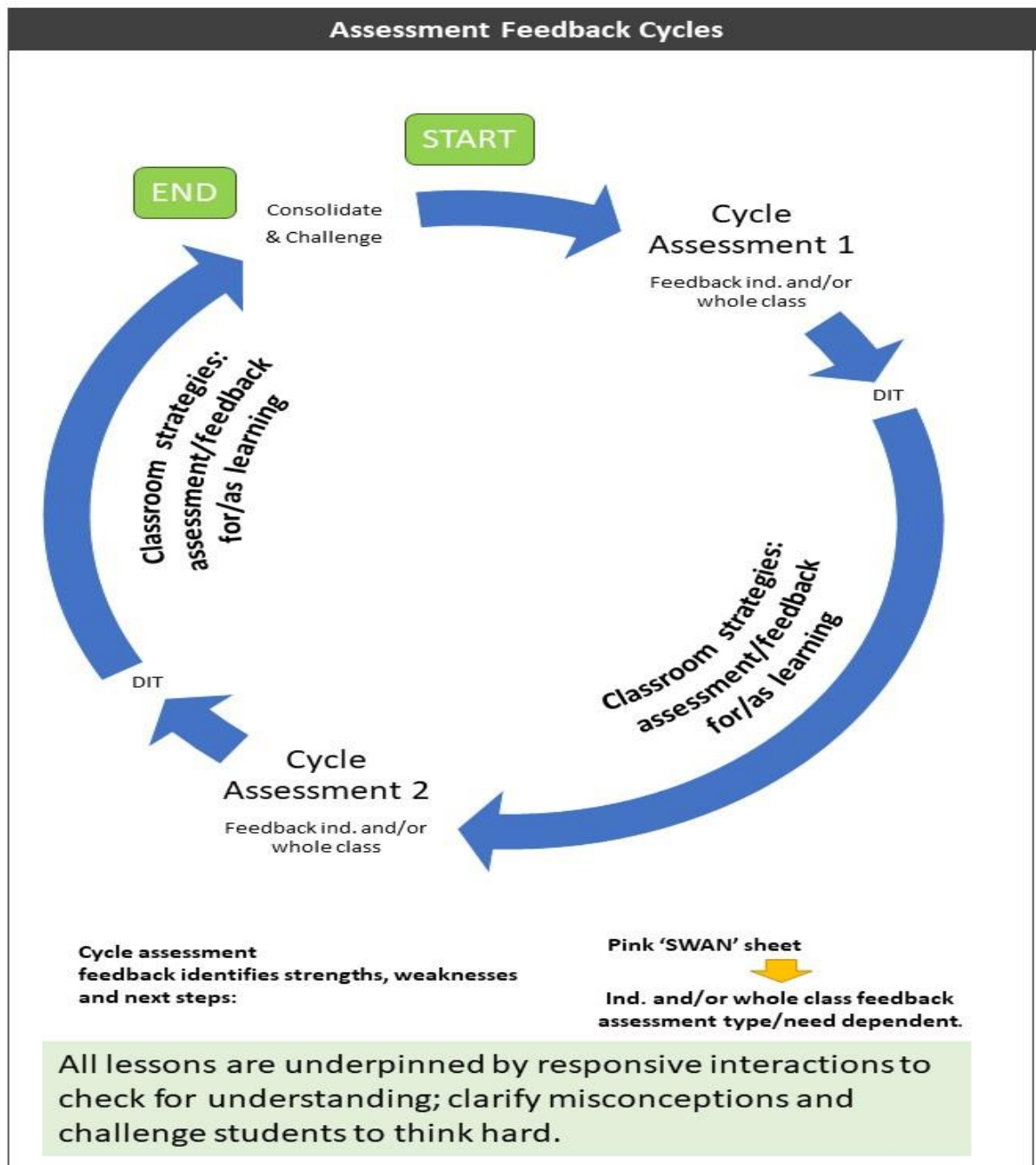
- a. Challenging misconceptions in learning
- b. Developing disciplinary language within pupils
- c. Being a tool in the future planning of lessons and sequences of lessons
- d. Engendering pupils to reflect on their work and for them to develop academic dialogue with their teachers.

Feedback and marking are different, and we believe that both should support and underpin our teaching and learning model and its Principles of Excellence in Action, using a combination of both formative and summative assessment to assess the learning of our pupils. Feedback and marking should be all of the below in respect of supporting our approach to teaching and learning in the classroom.

- Meaningful
- Manageable
- Motivating

It should also include a range of different marking and feedback techniques such as

- Formative Assessment
- Whole class feedback and marking
- Designated Improvement Time (DIT)
- Summative marking



“Effective feedback must answer three major questions asked by a teacher and/or by a student: Where am I going? (What are the goals?), How am I going? (What progress is being made towards the goal?), and Where to next? (What activities need to be undertaken to make better progress?)” - Hattie & Timperley (2007)

The types of feedback and marking that we employ as a school varies in terms of the context of the lessons being taught. There are many types of feedback which research has shown is very effective in developing a pupil's learning. All of the below are effective examples of feedback and marking and are used as well as regular formal department assessments to assess pupil's learning.

Verbal Feedback

Done in class which the student acts upon in real time.

Peer Feedback

Likewise carried out in class, acted upon by the student, but also helps other peers reflect on their work in a collaborative way

Individual Written Feedback

Relating to a specific piece of work, this can be formative or summative in nature, such as class notes, or an end of unit test.

Book Analysis

The teacher looks at a set of class books and identifies common areas for development or of good learning. This is then written up and students reflect on this by looking at their work to see what they have done well and where they could address gaps in their learning (appendix 6).

Live Marking

Marking of books during the lesson as part of individual feedback

Student Self-Assessment

Where students' assessment their own work based on exam board criteria

Assessment Sheets or Frameworks

A student is assessed against pre-ordained assessment criteria. Can be used in a formative or summative way.

Procedure

The expected feedback and marking procedure is that teachers will use one or more of the above techniques to check students' work at least twice per half term. This will be in conjunction with formal, summative end of unit assessments, carried out as per the School Cycle Documents (Appendix 5).

Feedback and marking are carried out in support of the core principles of our teaching and learning model (shown above). This allows teachers to explicitly highlight to students where progress is being made, and where gaps in learning are occurring.

Our feedback is about engendering scholarship in our students. As such marked work will focus on next steps, which we follow up on so that students are acting on comments. This creates a dialogue between student and teacher and helps scaffold the students' progress through the curriculum towards critical scholarship.

To facilitate the process of acting on comments in marking, students will undertake DIT

Marking is only one part of feedback and is not the exclusive practice of feedback. This will help reduce the unnecessary workload on teaching staff.

Feedback will also be used as a tool to develop disciplinary literacy within subjects, so as to develop scholarship within our students.

How will we know this approach is working?

Work Scrutiny exercise where books are regularly checked as part of our Collaborative Quality Assurance process. (See Appendix 7) What lies at the heart of our feedback and marking policy is student progress. By seeing this both explicitly and implicitly in students' work this will allow students to build their knowledge and skills towards mastery and scholarship in our curriculum. We will also know that our approach is working due to regular successful practice of retrieval exercises in class, where students are reactive to the dialogue that is developed in their books with their teachers, and that this in turn informs teachers' planning of lessons in a responsive way.

As part of our Collaborative Quality Assurance framework all teachers, department leaders and senior leaders are striving to achieve the below rational, agreed by all staff at the start of the year as exemplary practice.

“Leaders ensure all data throughout the year is used effectively in the follow-up period for intervention. There are no missing gaps and all data is fully understood and quality-assured by senior and middle leaders. The assessment mechanism is fully understood by all teachers, parents and students in every key stage across the department and is a real motivator to improve. Students talk openly about how they wish to improve in their assessments and can clearly describe what they must do in each subject to achieve more. Within lessons feedback and assessment takes a wide variety of highly effective forms and allows for teachers to respond and reshape the lesson in order to respond to students’ knowledge and understanding. All of the above leads to significant extra progress as a result, without being onerous for teaching staff.”

Appendices

Appendix 1 – The Curriculum at DHSG

Devonport High School for Girls

The Curriculum

The Curriculum at Devonport High School for Girls

Our Curriculum Vision: Students at DHSG have access to a challenging and inspiring curriculum that meets the needs of all students including the most able, fosters intellectual curiosity and prepares them for ‘scholarship’ in a global society.

Overview

The curriculum at Devonport High School for Girls relates directly to the school’s mission and ethos statements. The curriculum displays breadth, balance, relevance, differentiation, progression and continuity. We ensure we provide a broad and balanced curriculum that promotes the spiritual, moral, cultural, mental and physical development of our students and prepares them for the opportunities, responsibilities and experiences of later life. In addition to students studying the traditional academic subjects, we ensure that students have access to independent, impartial careers advice at all key stages and to relationship and sex education. The specialist language status of the school also ensures students have excellent access to foreign languages and extra-curricular activities, that prepares them for life in a global society. Our aim is to produce ‘scholars’ at the end of the curriculum journey at DHSG, who are skilled in learning and experts in their subjects. At DHSG, our students are constantly **‘in pursuit of scholarship’**.

Each subject is unique and includes its own substantive and disciplinary knowledge. Substantive knowledge relates to the core facts, ideas and concepts which are central to a subject (for example how nations make treaties, such as the Treaty of Versailles). Disciplinary knowledge, on the other hand, relates to how scholars and academics within each subject (or discipline) arrive at this knowledge – for example, how physicists use the scientific method to arrive at general principles through observation and systematic experimentation. Our curriculum ensures that all students carefully build a comprehensive understanding of both.

At DHSG, all staff think about curriculum on three levels. The first is the intended curriculum – what we intend students to learn. Subject specialists at DHSG set out this detail meticulously, drawing on their academic knowledge, the National Curriculum and specifications and experience of what is necessary to flourish in their discipline (including extra-curricular opportunities beyond the National Curriculum or exam specification). The second level is the implemented curriculum; the resources teachers use to deliver the curriculum. E.g. Schemes of Work and lesson resources. Finally, we emphasise the importance of the enacted curriculum, where our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the students that they know so well.

Alongside the academic curriculum, we also highly value the personal development of the ‘whole person’. Through our fantastic and comprehensive enrichment programme, students have the opportunity to flourish outside of the classroom.

We are confident that this approach offers a truly broad and balanced curriculum to all students. It offers the chance for all students to encounter and understand the very best that has been thought, said, sung, danced, made and played. We believe that this will inspire students to go on and excel in their chosen field, with the widest range of opportunities available to them.

The Intended, Implemented and Enacted Curriculum

Intended Curriculum	Implemented Curriculum	Enacted Curriculum
The curriculum as prescribed by the national curriculum or equivalent. The broad topics and content that students should learn.	The textbooks, schemes of learning, lesson plans used to translate the topics into the classroom.	How the content is translated into learning in the classroom between the teacher and student.
Translated to: What we need to cover.	Translated to: How we plan.	Translated to: How we teach.
What we do: As well as ensuring that we are subjecting our children to the very best things that have ever been thought, said, written or created we ensure that subjects like PSHE have been bespoke designed for our children. Geographical and	What we do: Ensure our planning is highly challenging and sequenced through robust quality assurance mechanisms and the development of leadership at all levels. We seek out the best practice both internally and in other schools, ensuring assessments are of	What we do: Every teacher receives 1-2-1 fortnightly coaching sessions designed to incrementally improve aspects of their practice. Our CPD is based on the ‘Principles of Excellence’ in teaching and strategies reinforces the key skills and consistencies we strive for in aspects such as

cultural factors are entwined within our topic coverage.	national standard and are fully standardised and moderated.	questioning, circulating, feedback and teacher delivery.
We need to ensure we are both meeting statutory provision and also meeting the needs of our children in the context that they live.	This area remains the most important lever in the academic success of a school. We need to continually review and incrementally improve our planning but increasingly move away from this being a great burden of our time. In no way should this be a day to day or even a week to week issue.	We need to ensure that through long term and excellent planning we spend the majority of our time focussed in improving this area.

How we organise our curriculum, including personal development

“Knowledge, indeed, when thus exalted into a scientific form, is also power; not only is it excellent in itself, but whatever such excellence may be, it is something more, it has a result beyond itself.” St John Henry Newman

Our curriculum model is not based on Key Stages but on a 7-year plan based on the acquisition of skills, concepts, knowledge and understanding. This is broken down into 3 phases:

- Lower Years: Knowledge Seekers (Years 7 & 8)
- Middle Years: Subject Masters (Years 9-11)
- Upper Years: Critical Scholars (Years 12 & 13)

Progress is gauged on the student’s breadth and depth of understanding in this subject knowledge and by their creativity in communicating their analysis and evaluation of that knowledge. High expectations of our students enable us to assess progress as they move through the building blocks of the curriculum. Challenge and our well-planned curriculum aid the development of creativity as, “extensive research provides evidence that creativity and innovation are the result of disciplined thinking.” (Top 20 Principles from Psychology – American Psychology Association). Furthermore, TS Eliot said that “anxiety is the handmaiden of creativity,”; nothing of worth comes to pass without self-doubt and struggle. Instead of trying to remove obstacles and prop up self-esteem, we have created a learning environment that it is OK to find things hard and that the making mistakes is an essential part of the process. Our plan is to develop exceptional learners in each subject discipline and to fully equip our students to be happy and successful in their next steps.

1. Challenge through subject based knowledge

Students are taught discrete subjects by specialists from Year 7. However, DHSG teachers are more than individuals with knowledge specialisms; they are all curriculum designers. Their professional focus is to design learning programmes that nurture enquiry, spark imagination, push creativity, create well-rounded caring

citizens and produce high attaining learners. Above all, academic challenge and rigour are ensured by subject leaders giving careful consideration to the knowledge to be delivered enabling the strongest possible progress.

2. Challenge through breadth

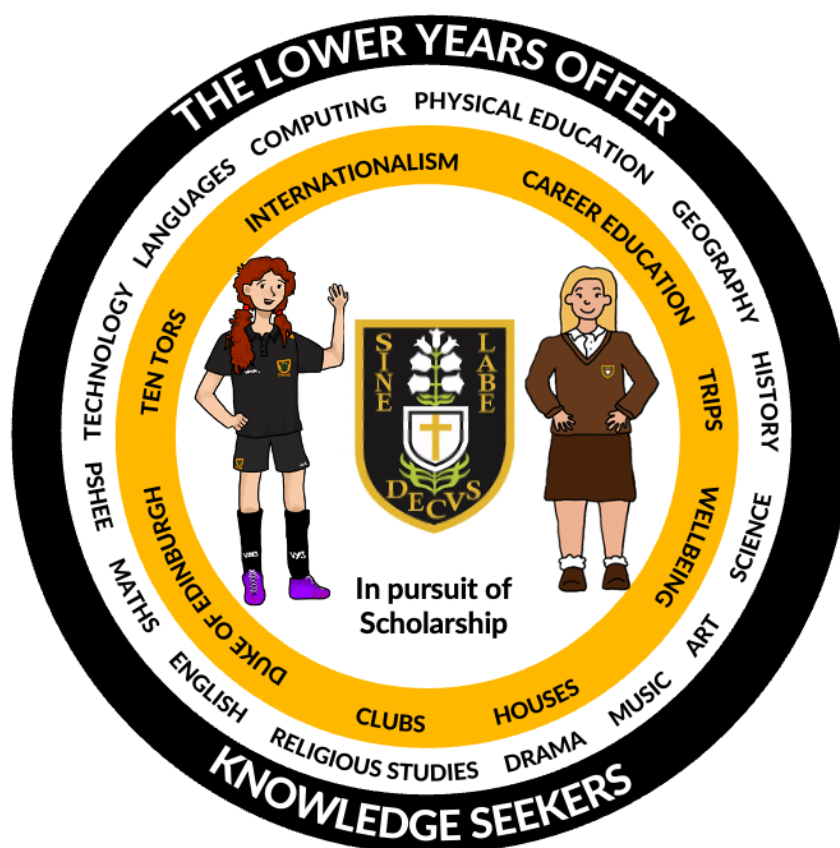
Students are taught a broad curriculum throughout Years 7-13 (see Curriculum Structure below). Challenge is ensured by students' experience of a wide range of disciplines and their associated progression models, alongside our aim for 100% participation beyond academic study.

3. Challenge through depth

Students are taught linear specialist courses (not blended disciplines) in all academic areas of the curriculum. Challenge is enabled by specialist planning which aims to deepen core knowledge across Years 7-13.

Curriculum Structure

Lower Years: Knowledge Seekers (Years 7 & 8)



The first two years of our curriculum programme is predicated around the fact that, as our learners are in the top 5% of the ability range, they are able to deal with the founding knowledge, skills and concepts required within the National Curriculum at a more challenging pace. This has helped DHSG avoid the well-documented

phenomenon of a dip in achievement in Year 8/9 as evidenced by the Ofsted report, 'Key Stage 3: The wasted years?', that is often attributed to a lack of student engagement and sense of purpose. In addition, we provide opportunities for challenging and stretching our exceptionally gifted and talented students in all the subject areas. Participation in high profile national competitions and awards enrich the learning in subjects including Mathematics, English, Sciences and Languages. As a school with specialist language status, all students have access to either French, Spanish, German or Chinese in the lower years, along with an extra-curricular offer in Latin. This is integral to our curriculum vision of preparing students for a global society. At the end of year 8, students have the opportunity to opt to learn a second language in the middle years curriculum, at GCSE level. It also adds rigour and challenge, beyond what is found in most secondary schools, to cater for our high ability students.

The curriculum promotes firm academic foundations, personal enquiry, independent study, internationalism, social responsibility and a love of learning. By focussing on learning how to learn, students are therefore equipped with the tools to navigate successfully through their education in the subsequent years. At the core is a knowledge rich curriculum based on, as Martin Robinson argues, 'making meaning and how values enable us to respond to the world. Knowledge'. It is a curriculum that demonstrates the importance of great controversies that allow us to argue about how we live and how we might live. The Lower Years offers our students the opportunity to become 'Knowledge Seekers', through the wide breath of study.

Middle Years: Subject Masters (Years 9-11)



In Years 9-11, the curriculum is designed that allows for stretch and challenge during the delivery of the GCSE programmes of study and allows students to become masters in their subjects. However, impressive as such attainment is, our ambitions for our students go much further. We seek not only to ensure that DHSG students gain a thorough mastery of the requirements of the subjects within their curriculum, but also to cultivate in effective habits of independent learning and of deep academic curiosity. In short, we are committed to free-thinking scholarship.

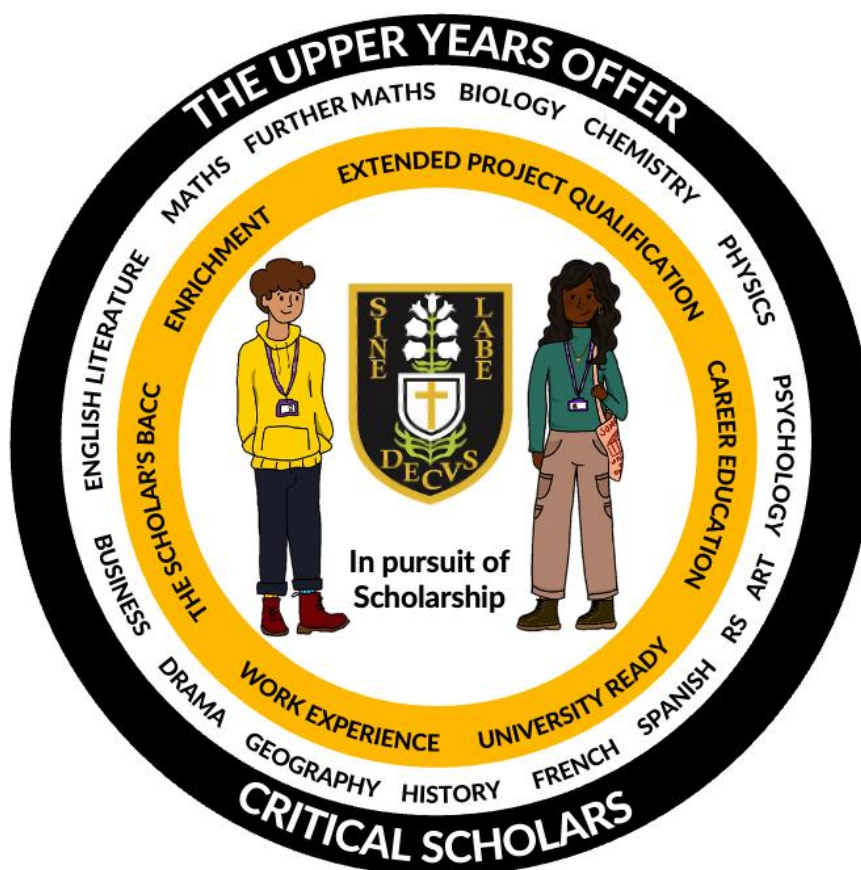
Devonport High School for Girls offers an intellectually rigorous academic programme that includes traditional approaches and 'hard' subjects, yet is also exciting and embraces worthwhile innovation. Our students take 10 GCSEs, across a broad range of academic subjects, with 100% entered for the EBACC.

The EBACC curriculum alongside our Tutorial Programme of lessons provides opportunities for service and leadership and enables our students to grow both academically and holistically.

All of this is achieved in the first place through excellent teaching by staff who are themselves highly accomplished in academic terms and are well trained in the best pedagogic practice. DHSG's culture of excellence has been built on the bedrock of very many years of experience in educating students. Our staff are dedicated and thoroughly committed to the success and welfare of the students in their charge. Moreover, many also contribute at a national level, acting as examiners, moderators, teacher trainers and university undergraduate interviewers.

Furthermore, our programme of academic enrichment activities, extend through all year groups of the school and continue to develop the 'whole person' at DHSG. These are tailored to further students' understanding beyond the confines of the day-to-day curriculum, inspiring them to stretch themselves, to collaborate in exploring new areas, and to dig deeper into topics that interest and stimulate them intellectually. This emphasis on freethinking scholarship at this time better enables our students to make informed decisions regarding A Level choice and career aspirations. An ambitious work experience programme in both Year 10 and Year 12 seamlessly tie together the academic and career pathways.

Upper Years: Critical Scholars (Years 12 & 13)



Our aim is that, by the time they leave the school, DHSG students will have acquired a substantial measure of intellectual poise and have become those students that are intellectually and emotionally prepared for higher education and the world of work. Moreover, we hope that they will then be equipped to flourish at the best universities, to excel in interesting and rewarding careers, and to thrive in life generally. The upper years develops students into 'Critical Scholars', drawing on the work completed previously in the lower and middle years, and allowing students to think independently.

At DHSG we strive to challenge every student every day, both inside and outside of the classroom. In order to achieve this inclusive approach, we also seek to blend a culture of high challenge with high support. The long-term goal of our challenge policy is to develop students that are inquisitive, intellectually flexible, resilient and knowledgeable and that are all capable of thriving independently in any post-18 context.

In becoming a sixth former at DHSG, students benefit from the school's long-standing, national reputation for excellence. This reputation has been created by generations of students whose personal qualities have impressed employers and universities alike. Our students leave us having fostered an extremely constructive set of skills around the way they approach learning. They show initiative, self-motivation and community spirit. As a way of formally recognising the wealth of talent and character our students show we have developed our own programmes of study, beyond the A-Level specifications. A typical upper year's student experience is as follows:

- The Extended Project Qualification;
- Sporting activities, Duke of Edinburgh Award, Ten Tors etc;

- Enrichment study activities such as Chinese or Anthropology;
- Careers education and work experience;
- At least three A-Levels.

This programme of study is the DHSG upper years' offer, which we call the Scholars Baccalaureate 'Schol-Bacc'.

The upper years is the culmination of a 7 year curriculum intent providing our students with academic rigour and detailed subject knowledge. At the end, we aim to produce scholars for life.

Furthermore, the curriculum provides our students with the knowledge to become better human beings who will have the courage and integrity to uphold moral values, serve and inspire others and be leaders in their families, communities and internationally. As such, they leave DHSG with much more than simply high academic attainment; they leave with an embedded cultural capital that makes them articulate, well-rounded, interesting young people, who are 'scholars'.

Finally, our curriculum will enable our students through a love of learning, to acquire knowledge:

"Knowledge, which is desirable, though nothing come of it, as being of itself a treasure, and a sufficient remuneration of years of labour." St John Henry Newman

Our curriculum is far more than key stages or examination specifications. Knowledge as being of itself a treasure. Knowledge of its own end, and precious.

Lee Sargeant

Head Teacher

Appendix 2

DHSG Principles of Excellence	So that.....
1. Routines and Expectations	
Teachers threshold at the door, to greet and dismiss students to set high expectations with a strong relational focus	Students enter/leave the classroom in a calm manner. Student's transitions are trauma aware. Lesson time is maximised – every second counts Students can be focused on learning in a positive classroom environment with known expectations Students understand the connection between positive learning habits and achievement
Teachers build positive relationships and demonstrate effective classroom management with a warm strict approach	
Teachers celebrate success and provide recognition	Students revisit material in a way which promotes the skill of independent retrieval

Teacher starts each lesson with a retrieval task	
2. Quality of Instruction	
<p>Teachers give highly effective explanations and instructions</p> <p>Teachers establish what is going to be taught by sharing clear, well-designed learning intentions</p> <p>Teacher presents new material in small steps</p> <p>Teachers model excellence to guide student practice</p> <p>Teachers streamline verbal and visual communication to support working memory</p>	<p>Students quickly understand key ideas</p> <p>Students have complete clarity around what they are learning and what success looks like</p> <p>Each step can be mastered before students move on</p> <p>Students know what excellence looks like and how to achieve it</p> <p>Students are working hard 100% of lesson time producing work of the highest standard</p>
3. Subject Mastery	
<p>Teachers demonstrate expertise in high quality curriculum planning and delivery</p> <p>Teachers sequence and interleave content</p> <p>Teachers promote and uphold the highest standards of literacy and oracy</p> <p>Teachers ask questions which are precise and accurate</p> <p>Teachers stretch and challenge all learners</p>	<p>Students build upon prior knowledge and are successful in applying this</p> <p>Students revisit material in a way which promotes long term memory</p> <p>Students respond in a format that is clear, complete and accurate</p> <p>Students can provide high quality answers</p> <p>Students have the opportunity to master their subjects and achieve at the highest levels</p>
4. Making it Stick	
Teachers use lesson strategies to enhance long term retention of knowledge	<p>Students quickly recognise what they are expected to do</p> <p>Students can embed learning into their long term memory</p>

<p>Teachers use accountable questioning to check understanding; stretch and challenge students</p> <p>Teachers optimise memory through low stakes testing</p> <p>Teachers give pupils opportunities to independently practice</p>	<p>Skills and knowledge become automatic for students</p> <p>Students are encouraged to draw on prior knowledge</p>
5. Adaptive Teaching	
<p>Teachers provide scaffolds for demanding tasks</p> <p>Teachers have high aspirations of learning for all learners</p> <p>Teachers adapt teaching using high quality teaching strategies</p> <p>Teachers have developed understanding of pupils with diverse needs</p> <p>Teachers ask precise questions to secure knowledge and challenge students</p>	<p>Students are able to succeed in challenging tasks</p> <p>Students are challenged to exceed expectation</p> <p>All students make exceptional progress</p> <p>All students with a range of learning needs make exceptional progress</p> <p>Students are challenged to answer appropriate questions</p>
6. Assessment and Feedback	
<p>Teachers give students high quality feedback</p> <p>Teachers provide students with opportunities to act upon feedback</p> <p>Teachers plan and ask questions that provide a picture of student learning</p> <p>Teacher use whole-class feedback to build a positive culture in which students celebrate success and see value in making mistakes and taking risks</p> <p>Teachers accurately gather information on student learning by using strategies to check for understanding</p>	<p>Students actions are refocused or redirected to achieve a goal</p> <p>Teachers know which topics to re-teach that were not fully understood/applied first time</p> <p>Students can develop further knowledge and skills</p> <p>Teachers can identify gaps in student learning</p>

Devonport High School for Girls Reading Strategy

Nurturing a lifelong love of literature and appreciating the power of language is vital to education. As a school, DHSG recognises the happiness that can be had from reading and how it benefits students' social and moral development. As a result, DHSG seeks to ensure that all students build the habit of reading for pleasure, have a high level of reading proficiency, use reading to direct and develop their sense of scholarship and that students gain a love of learning for its own sake.

As a selective school, our emphasis is on ensuring our students are introduced to challenging texts which broaden their knowledge and expose them to new ideas and vocabulary whilst acknowledging that our students have differing levels of reading ability and need adaptive guidance to best support their reading.

	Promote the importance of reading to students and directing them towards inspiring and challenging reading material.	Ensure students read texts that develop reading ability and broaden scholarship; accelerating academic progress.	Carefully chosen texts within the English curriculum ensure students read texts which stretch and challenge.
Whole school	<p>Library: well stocked, open full time, themed displays to texts studied in English, 6th form Student Librarians, competitions, specific reading lists bespoke to year groups.</p> <p>World Book Day: whole school reading related enrichment day through wider reading, literary quizzes, literary costume competition, celebration of the literary canon to foster a love of literature.</p> <p>The pastoral curriculum increases breadth of knowledge, and enriches cultural capital through exposure to high quality reading materials supporting diverse topics.</p> <p>Homework for all years/subjects promotes reading for pleasure across a range of topics and genres, supporting the correlation between reading and academic progress.</p>	<p>Teachers across subjects promote reading for pleasure and share text choices through a range of mediums.</p> <p>NGRT assessments completed at the beginning of lower years to support teaching of reading across all subjects; monitor progress and ensure appropriately challenging text choices from lower years upwards.</p> <p>Strategies for the explicit teaching of vocabulary in texts across all subjects is an expectation in lessons.</p>	<p>The English curriculum is ambitious, knowledge rich and carefully sequenced to maximise enjoyment, engagement and understanding of texts studied from lower years through to upper years.</p>

Lower years	<p>Sparx Reader homework set weekly for all lower years. Monitored by English department and completion rewarded through merits.</p> <p>Fortnightly dedicated reading time in English lessons – book choices guided through English department and library reading recommendations of scholarly and literary challenging texts.</p> <p>Scheduled class library lessons to introduce stretch and challenge wider reading – Reading Game, Reading Trail.</p> <p>Library run lower school book club with range of texts from the 19th century to the present day (<i>A Christmas Carol, Fly by Night, Jessica's Ghost, The Bone Sparrow, The House with Chicken Legs, Running on the Roof of the World, The Nest</i>)</p>	<p>Students offered guided support by Librarians/teachers with an emphasis on challenging and diverse texts that extend curriculum knowledge (e.g. Sherlock Holmes and Agatha Christie when studying Detective genre)</p>	<p>Carefully chosen texts ensure students read texts consolidate and build on prior knowledge and skills to ensure a successful and changing transition from primary to Lower Years.</p> <p><i>Jane Eyre, Animal Farm, A Midsummer Night's Dream, Macbeth</i> <i>Of Mice and Men, Much Ado About Nothing, Detective genre (An Inspector Calls, A Study in Scarlet, Lamb to the Slaughter)</i></p>
Middle years	<p>Middle years (Y9) Dystopia wider reading project – guided choice of reading from the Dystopian genre read independently and project presented.</p> <p>Chapter by chapter reading tracker for <i>Great Expectations</i> and <i>Pride and Prejudice</i> allows teachers to track progress and monitor engagement.</p> <p>Weekly dedicated reading time in English lessons for <i>Great Expectations</i> to support explicit vocabulary development</p> <p>Recommended reading list in Middle Years booklet of scholarly and literary challenging texts.</p> <p>Year 9 scheduled library lessons to up-level challenge of reading into higher level text choices – Reading Game and Reading Trail</p>	<p>Students offered guided support by Librarians and English teacher on reading suggestions for stretch and challenge.</p> <p>Introduction to the critical lens through alternative interpretations of texts.</p> <p>English curriculum: emphasis on challenging and diverse texts, and direction towards linked texts (e.g. <i>David Copperfield</i> when studying <i>Great Expectations</i>, and <i>Sense and Sensibility</i> when studying <i>Pride and Prejudice</i>)</p>	<p>Carefully chosen texts ensure students read texts that challenge and enrich through Middle Years with a focus on building breadth of vocabulary and appreciation of diverse range of historical/societal/cultural contexts and genres :</p> <p><i>Great Expectations, Blood Brothers</i> <i>Pride and Prejudice, Romeo and Juliet, Telling Tales Anthology (range of cultures/traditions)</i></p>

Upper Years	Recommended reading list in Upper Years A Level booklet, supported by the pastoral curriculum.	Students offered guided support by Librarians and English teacher on reading suggestions for stretch and challenge.	Carefully chosen texts broaden students' breadth of literary knowledge with both traditional and experimental texts and significant focus of independent reading
	Sixth form Student Librarian role		
	All teachers make links/recommendations to texts during teaching to promote discipline-specific reading .	A level NEA (multiple subjects) choice of texts/sources/research texts supported by subject teachers.	<i>The Handmaid's Tale, The Great Gatsby, Top Girls, Othello; final stage of sequenced curriculum of texts across time/genre.</i>
	Reading is continually presented as an essential element of the DHSG 'scholar' .		

Appendix 4

Assessment and reporting documents

DHSG Lower Years Assessment Framework Overview

LOWER YEARS (Years 7 to 8)

	Developing (D)	Secure (S)	Mastering (M)
Knowledge	Building upon the primary curriculum by developing the building blocks of knowledge, understanding and skills needed to access the GCSE curriculum.	Securing and embedding base knowledge, understanding and skills by applying them to a broad range of more complex situations.	Mastering the curriculum by consistently and independently applying knowledge, understanding and skills to a wide range of contexts.
Understanding			
Skills			

MIDDLE YEARS (Years 9 to 11)

GCSE READY

DHSG Middle Years (GCSE) Target Setting Bands



GRADES	BAND				
9					
8					
7					
6					
5					
4	No target band below grade 5				
3					
2					
1					

Target setting based on FFT20.

DHSG Upper Years (A Level) Target Setting Bands



GRADES	BAND			
A*				
A				
B				
C				
D	No target band below grade D			
E				

Target setting based on ALPS+1

DHSG Middle Years Assessment Framework




UPPER YEARS (Years 12 & 13)

POST 16 READY	GRADES	KNOWLEDGE & UNDERSTANDING	SKILLS
	9	Based upon GCSE subject specifications and grading criteria.	
	8		
	7		
	6		
	5		
	4		
	3		
	2		
	1		

MIDDLE YEARS (Years 9 and 11)

DHSG Upper Years Assessment Framework



Higher Education & Employment			
 LIFE READY	GRADES	KNOWLEDGE & UNDERSTANDING	SKILLS
	A*	Based upon A Level subject specifications and grading criteria.	
	A		
	B		
	C		
	D		
	E		
MIDDLE YEARS (Years 9 and 11)			

NEA Roles and Responsibilities

Non-Examination Assessments - Roles and Responsibilities

Senior Leadership Team will:

- Establish a centre approach to non-examination assessments.
- Assign responsibilities to specific members of staff.
- Ensure that all staff understand their roles and responsibilities.
- Deal with issues arising.
- Monitor the operation of non-examination assessments.
- Consult with subject departments (with support from the Examinations Officer and Senior Head of House).
- Draw up policy and plans for the senior leadership team to consider (with support from the Examinations Officer and Senior Head of House).

Heads of Department will:

- Nominate a departmental 'Examinations Champion' to be responsible for keeping up to date with examination/non-examination assessment regulations and have this as a standing agenda item at departmental meetings.
- Store samples of candidates' work securely where appropriate.
- Select (in consultation with their departments) awarding organisations and specifications.
- Ensure schemes of work incorporate non-examination assessments appropriately.
- Decide on timings of non-examination assessments within scheduled lesson time to meet the requirements of terminal assessment.
- Arrange internal standardisation of marking by all teachers involved.
- Arrange for candidates to be informed of their centre assessed marks in accordance with the staff guidance on review of centre assessed marks, which allows sufficient time so that candidates may request a review of the centre's marking before marks are submitted to the awarding body (see review of marking – centre assessed marks guidance below).
- Ensure that all teachers understand their roles and responsibilities in non-examination assessment and are familiar with the requirements of the specification and non-examination assessment element rules.
- Inform the Examinations Officer when external invigilation is required.
- Consult with the Special Educational Needs Co-ordinator (SENCo) on additional arrangements, which might be needed for particular candidates.
- Inform students and parents/carers in good time by standard letter (see annex 'B') of the requirements of the assessments, the lessons affected and the marks available.
- Make contingency arrangements for the event of absences by candidates or teacher, for example a second, alternative date for the non-examination assessment.
- Arrange for secure storage of candidates' work.

Teachers will:

- Contribute to decisions about the selection of the awarding organisation and specification.
- Provide information as necessary to the subject department (on planning of teaching) and to the examinations office (individual unit codes, planned dates of assessment).
- Ensure they understand their roles and responsibilities in non-examination assessment and are familiar with the requirements of the specification and non-examination assessment element rules.
- Book facilities, resources and any specialist requirements needed for the non-examination assessment and cover or remove from the classroom any relevant materials that would advantage a student during non-examination assessment.
- Obtain confidential materials and tasks set by the awarding organisation.
- Supervise assessments as appropriate, ensuring authentication forms are signed by candidates and the supervising teacher.
- Maintain attendance records for all non-examination assessment sessions.
- Store candidates' work securely according to the examination board requirements.

Examinations Officer will:

- Liaise as necessary with the SLT, subject departments and individual teachers.
- Store samples of candidates' work securely where appropriate.
- Enter students for individual units, including non-examination assessment units and externally examined units.
- Be responsible, as necessary, for storage and transmission of information e.g. The JCQ 'Instructions for conducting non-examination assessments' booklet, data and confidential materials between awarding organisations and teachers.
- Create a central point of administration, dealing on behalf of the SLT.
- Make periodic reports to the SLT to enable them to monitor arrangements for non-examination assessments.
- Liaise with the SENCo regarding access arrangements as appropriate.

SENCo will:

- Inform Examinations Officer and Heads of Department of any student requiring additional arrangements at the start of the academic year and also provide in year updates of any changes.
- Liaise as necessary with the SLT, subject departments and individual teachers.

Site staff and ICT staff will:

- Ensure all necessary booked and agreed accommodation (rooms, workshops, studios, ICT suites) and facilities (equipment, laptops, apparatus, desks and chairs) are available and in place for controlled assessment tasks.
- Provide access to secure ICT facilities where necessary.

Appendix 5

Example of School Cycle Documents

	What happens <i>inside</i> the Classroom? (Mapped by HOD)	What happens <i>outside</i> the classroom		
		Middle Leader focus	Suggested CQA tasks	Meetings/Parents Evenings/Twilight Training: Mondays Meetings/Training for TLR holders: Thursdays

				3.40 start
1 5/9	Seating plan/Expectations Curriculum focus for cycle Assessments Year 7 – Historical Skills, sources and writing Year 8 – Georgian overview and summary of Victoria Year 9 – Introduction to GCSE, success criteria and Medicine overview Year 10 – America in the 1920s Year 11 – League of Nations in the 1920s Year 12 – A level success criteria and course overview <i>Tudors: Wars of the Roses</i> background and HVII consolidation of power <i>Germany:</i> Year 13 - <i>Britain: Tories in</i> <i>Opposition, Role of Peel</i> <i>Germany: Re-cap Terror</i> <i>State and introduce the</i> <i>Nazi economy</i>	Line Manager Meeting 1 Review Dep SEF + DIP		Progress Review Meeting Review PR data of previous cycle: WWW/EBI Student progress/teaching and learning strategies in lessons. Update Atkinson Reports.
2 12/9		Progress update for RSL meetings	CQA Drop Ins Y11 (L20)	Leadership Meeting (all TLR holders) Curriculum
3 19/9	Year 7 – Prep for baseline assessment Year 8 - The industrial revolution Year 9 – Medieval Medicine Year 10 – American in the 1920s and assessment 1 Year 11 – Decline of the League in the 1930s Year 12 – <i>Tudors:</i> Challenges to the throne <i>Germany:</i> Year 13 - <i>Britain:</i> <i>Economic Developments</i> <i>1832-46</i> <i>Germany: Nazi economy</i> <i>Schacht and Goering.</i> Assessment 1	RSL Meetings	Work Scrutiny 1 Y7/8 SEND	Open Evening (all staff)
4 26/9		RSL Meetings		Curriculum Development Meeting SEF Dept priority + Work Scrutiny 1 feedback of WWW/EBI

5 03/10	Year 7 – Baseline assessment and begin Medieval England Year 8 – Crime in Victorian Britain Year 9 – Medieval Medicine Year 10 – assessment feedback and America in the 1930s Year 11 – assessment 1 , end of the League Year 12 – <i>Tudors: Challenges to the throne Germany:</i> Year 13: <i>Britain: Assessment 1 Germany: Review The Nazi Economy class test. Nazi Social policies.</i>	Progress Review Window (Y11/13 only)	Walk the floor	Twilight Training Y7 Meet the Tutor afternoon
6 10/10		Line Manager Meeting 2 Mid cycle review of SEF	CQA Work Scrutiny 2 Y11 L20 + Y13	
7 17/10	Year 7 – Baseline feedback and Battle of Hastings Year 8 – Jack the Ripper case study – source skills in practice Year 9 – Medieval Medicine Year 10 – America in the 1930s Year 11 – Rise of Hitler and assessment feedback Year 12 – <i>Tudors: HVII's government and assessment 1: extract AO3</i> <i>Germany:</i> Year 13 - <i>Britain: Social Developments 1832-46 Germany: Social Policies. Assessment 2</i>	SEF/DIP actions	CQA Drop Ins KS4	Y11 Parents Evening Progress Review Meeting (Friday 21 st as part of training day) Y11/Y13 WWW/EBI Student progress/teaching and learning strategies in lessons. Update Atkinson Reports
8 31/10	Year 7 – Norman England and Assessment 1 Year 8 – The wider world in the 19 th century Year 9 – Assessment 1 and start Renaissance Medicine Year 10 – America in the 1930s Year 11 - Assessment 2 window (mocks) Year 12 – Henry VII Foreign policy and assessment feedback <i>Germany:</i>	SEF/DIP actions		Leadership Development Programme

	Year 13 - <i>Britain: Government and Organisation 1846-85</i> Germany: assessment Feedback <i>Volksgemeinschaft. Racial Ideology and policies.</i>			
9 7/11		Line Manager Meeting 3 Review SEF priorities	CQA Drop Ins KS5	Leadership Meeting (all TLR holders)
10 14/11	Year 7 – Plantagenet England and assessment feedback Year 8 – Changing government and Assessment 1 Year 9 – Renaissance Medicine and assessment feedback Year 10 – America in the 1930s Year 11 – Germany on the road to war and mock feedback Year 12 – <i>Tudors</i> : English Society and economy in the 15 th century Germany: Year 13 – <i>Britain: Government and Democracy 1846-85</i> Germany: <i>Anti-Semitism: policies 1933-37</i>		Y11 Moderation L20 FIRST/FEEDBACK	6 th form Open Evening
11 21/11			HOD: PR guidance to department	House Meeting
12 28/11	Year 7 – Challenges to the monarchy Year 8 – Assessment feedback and Women's suffrage Year 9 – Renaissance Medicine Year 10 – Assessment 2 and America at War Year 11 – Germany on the road to war Year 12 – <i>Tudors</i> : Religion, humanism, arts and learning (Finish HVII) Germany: Year 13 - <i>Britain: Pressure for Change 1846-85</i> Germany: <i>Anschluss; Reichkristallnacht, War in Poland.</i>	PROGRESS REVIEW WINDOW	Review DIT focus	Curriculum Development Meeting Data driven response – Planning key priorities for DIT week
13 5/12		PROGRESS REVIEW WINDOW	Walk the floor	Twilight Training
14 12/12	Consolidation and Challenge		Work Scrutiny 3 Y12 MID ATTAINERS FIRST SISRA Review	Curriculum Development Meeting Review of cycle WWW/EBI Update DSEF/DIP

Appendix 6

Example of whole class feedback sheet from Book Analysis

Class Feedback – 9C	
Topics – Great Plague and the Royal Society	Date – 29/11/22
Examples of quality learning	Next steps for improvement
Some excellent comparisons and contrasts with the Black Death. Some excellent HW on government action during the Great Plague.	Emphasise the issue of government action a bit more in terms of how this was different in the time of the Plague. Need some more ideas on Causes and Treatments of the Plague. Some people simply don't have enough info. Some need to develop the role of Government Action during the Plague a bit more. Make sure you are comparing the Black Death (1348) with the Plague (1665) as a future revision task.
Good range of ideas on the positives that the Royal Society contributed.	Think about why the Royal Society was a development in terms of medical knowledge. How was it a step forward. Scientific approach, sharing knowledge etc. <u>STICK ALL LOSE SHEETS IN BOOK.</u>

Appendix 7

CQA

Work Scrutiny

Work scrutiny takes place during CQA, in departments and in SLT sampling. The work scrutiny process enables us to ensure that the knowledge and skills students have learned is well sequenced, developed incrementally and reflective of our shared goal of excellence for all in every lesson.

Purpose:

- Does the work in books reflect the intended curriculum?
- Is it evident that students are taught using strategies to support progression and memory?
- **Does student work show that, over time, they are knowing and remembering more?**
- Does student work show progression over time of knowledge/skills?
- Is there evidence that the mapping of assessment points has robust rationale, and that feedback is purposeful and actionable?

- Do students who are SEND/Disadvantaged show progression over time of knowledge/skills, in line with their peers?

Feedback for teacher

Strength:
Areas for development:

What does the work say about the overarching quality of education across a subject, year group or groups of pupils?

Name: Students should be pre-determined to support the diagnostic process of the scrutiny	Student group SEND/LAC/FSM/L20/ MidAtt	1 Work reflects curriculum knowledge/skills	2 Evidence of strategies to support student understanding (scaffold/model/ vocab etc)	3 Student's work shows progress across time	4 Assessments: Student assessed on what they have learned - precise knowledge/skill focus	5 Feedback clear, precise, actioned. (DIT)

CODE				
	Beginning	Developing	Proficient	Exemplary

