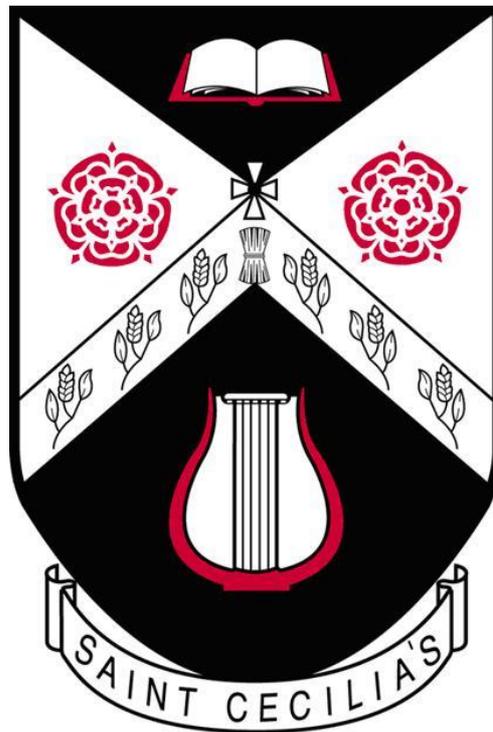


ST CECILIA'S ROMAN CATHOLIC HIGH SCHOOL

*As individuals we all come with God-given talents to **discover, develop and rejoice**. It is our responsibility to make sure we support the growth of our own talents and gifts, along with those of each other. We celebrate God in all we do, say, think and achieve as we strive to succeed.*



Curriculum Delivery 2019-20

“Instead of a national Curriculum for education, what is really needed is an individual, deep, challenging and inspiring curriculum for every child”

Charles Handy CBE

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Discover, Develop, Rejoice
Whole school Curriculum Intent

“When the curriculum lacks coherence, it is both harder to teach and harder for children to locate and place their new knowledge”

V Robinson (Prof of education Auckland University)

The curriculum at St Cecilia's equips children with the skills and knowledge needed for them to understand, interpret and flourish in the world in which they live.

A deep and rich learning curriculum is characterized by the retention, interleaving, spacing and retrieval of knowledge and skills. As we recognise that ability and intelligence develop and are malleable, pupils revisit key concepts to ensure information and skills learnt become deep-seated.

The curriculum is rooted in Gospel Values, principles and key knowledge leading a learning process focused on a deep narrative with all subjects. This provides all children with the opportunity to acquire:

- *personal and social capital,*
- *intellectual richness,*
- *artistic and physical nourishment.*

The curriculum is clutter free, allowing for a depth that focuses on key concepts and knowledge. This equips children with a wealth of knowledge to go beyond exam success and to relate to the bigger picture, ensuring pupils see how their learning relates to a bigger story and the relevance of it. Learning develops critical thought, problem solving and the transfer of skills underpinned by a rich personal anthropology rooted in the knowledge of who we are, why we are here and where we are going.

“The slow philosophy is not about doing everything in tortoise mode. It's less about the speed and more about investing the right amount of time and attention in the problem so you solve it” Carl Honore (Journalist)

RELIGIOUS EDUCATION DEPARTMENT INTENT
Discover, Develop, Rejoice



Dear Lord,

Guide us to greater wisdom through our learning in RE. Enable us to develop a greater appreciation of our own faith, and a better understanding of the faith of others. Give us courage to put our faith into action. Amen.

(RE Department Prayer)

The Religious Education curriculum at St Cecilia's equips pupils with the skills and knowledge needed for them to understand, interpret and flourish in the world in which they live. The curriculum aims to develop our pupils into religiously literate young adults with a wealth of knowledge and understanding of the Christian faith, the faith of other world beliefs, as well as an opportunity to develop and question their own faith, whatever this may be. Fundamental to this is the knowledge of core scripture and practices and the understanding of the variety of ways in which these have been interpreted by followers and the impact on the lives of individuals and on the world.

A deep and rich learning curriculum is characterised by the retention, interleaving, spacing and retrieval of knowledge and skills. Through the Religious Education curriculum this is achieved by regularly revisiting key concepts and building on them. By regular, low-stakes testing pupils are encouraged to regularly retrieve their prior learning for it to become deep-seated and build their confidence.

The Religious Education curriculum equips pupils with a wealth of knowledge and understanding that relates to the bigger picture so that pupils can see the relevance of what they are learning. The curriculum encourages deep thinking and questioning. Pupils will be challenged to reflect on their purpose in the world and the impact they can make on it by their exploration of Christianity and other world beliefs.

Catholic Education Service: Why is Religious Education important in Catholic schools?
Religious Education is the "core of the core curriculum" in a Catholic school (Pope St John Paul II). Placing RE at the core of the curriculum in Catholic schools helps the school to fulfill its mission to educate the whole person in discerning the meaning of their existence..... It is in the mystery of the Word made flesh that the mystery of what it is to be human truly becomes clear. Without religious education, pupils would be deprived of an essential element of their formation and personal development, which helps them attain a vital harmony between faith and culture." (Religious Education curriculum Directory p4).

Furthermore, religiously literate children and young people are able to engage in a fully informed critique of all knowledge, "leading, for example, to an understanding of the relationship between science and religion or history, and between theology, sport and the human body." (Religious Education Curriculum Directory p4).

The outcome of excellent Religious Education is religiously literate and engaged young people who have the knowledge, understanding and skills..... to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life (Religious Education Curriculum Directory p6).

ENGLISH DEPARTMENT INTENT
Discover, Develop, Rejoice



The English Curriculum at St Cecilia's enables pupils, regardless of their starting ability, to discover more about their language, develop their appreciation of texts in performance through a range of enrichment opportunities such as theatre trips and workshops and to rejoice at the growth in their God-given talent to appreciate it and use it themselves. Pupils learn to choose their words with care so that they aim to heal, reassure and inspire.

Reading

Pupils learn to:

- connect with a wide range of inspiring, challenging and diverse texts which develop their cultural capital
- read fluently and with deep understanding,
- read critically, linking texts to real-life experience and context whenever possible,
- make accurate and perceptive comments about character, mood and atmosphere,
- provide detailed analysis of how language and structure are used to achieve effects and influence the reader,
- explore the subtleties of the writer's technique in relation to how the reader is influenced,
- use relevant subject terminology to effectively support their comments.

Texts studied represent a significant demand on learners in terms of content, structure and the quality of language. Texts from across a wide range of genres and types, include literature and extended literary non-fiction, and other writing such as essays, plays, reviews and journalism (both printed and online).

Writing

Pupils are empowered to:

- use the knowledge gained from wide reading to inform and improve their own writing
- develop plot and characterisation with detail, originality and imagination,
- organise their writing clearly and imaginatively,
- use structure and grammatical features ambitiously to give their writing cohesion and coherence
- convey precise meaning using Standard English appropriately,
- use grammar correctly, punctuate and spell accurately,

- acquire and apply a wide academic vocabulary, alongside a knowledge and understanding of grammatical terminology.

A key intent is to encourage pupils to produce a wide range of high-quality written texts and to ensure this happens, culturally-enriching, challenging texts from the 19th, 20th and 21st centuries texts are studied to inspire their own writing.

Speaking and Listening

Pupils are encouraged to:

- express sophisticated ideas, information and feelings using an appropriate and ambitious repertoire of vocabulary,
- organise and structure their speech using an effective range of strategies to engage their audience,
- respond perceptively to questions and feedback,
- become confident and articulate public speakers.

MATHS DEPARTMENT INTENT
Discover, Develop, Rejoice



The curriculum intent of St Cecilia's Mathematics department is for all children to develop into numerate problem solving young adults, to become fluent in the fundamentals of mathematics AND ready to face the challenges that life throws at them. There is a great depth to the curriculum, interleaving skills, through varied and frequent practice with increasingly complex problems overtime from year 7 up to year 11 and beyond.

Children will develop their long term memory and retrieval skills, developing their ability to recall and apply knowledge rapidly and accurately.

A deep, clutter free curriculum that focusses on Mastery empowering children to go beyond their exam success and be ready to use/transfer their skills to everyday life.

'Mathematics is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment'

SCIENCE AND TECHNOLOGY DEPARTMENT INTENT
Discover, Develop, Rejoice



“The scientist is not a person who gives the right answers, he’s one who asks the right questions.”

— **Claude Levi-Strauss**

The Science curriculum at St Cecilia’s moulds our pupils into scientifically literate citizens, with knowledge and conceptual understanding of the specific disciplines of biology, chemistry and physics and how they are interconnected with not only each other but the world around them.

The curriculum is characterised by key themes which are revisited regularly throughout pupils’ learning journey to provide a five-year exploration of essential aspects of the knowledge, methods, processes and uses of science to encourage deep learning and knowledge retention.

Pupils are encouraged to think logically and critical in order to solve problems drawing upon mathematical skills, developed alongside the mathematics curriculum, and a fluency with both subject specific and academic vocabulary which are nurtured through explicit teaching and immersion.

Pupils are provided opportunities to collaborate with others developing not only their investigative skills but also personal qualities such as teamwork, communication, leadership and confidence, recognising how great advances in science evolved over time by members of the scientific community sharing ideas and building on each other’s successes.

Pupils are taught to appreciate the wonder and awe of the world around them and how science can be used to explain how these things happen and predict when they happen, always asking questions and seeking answers. The curriculum encourages pupils never to take ‘facts’ at face value analysing patterns and causes, using reliable data and scientific reasoning to draw their own conclusions.

The pupils learn about ethical decisions, considering whether we *should* do something just because we *can*, recognising the potential implications, positive and negative, of developing technologies. Above all pupils should be excited for the potential future of where science could lead us and how it can be used for the greater good of all.

“The Science of today is the technology of tomorrow” – Edward Teller

DESIGN AND TECHNOLOGY INTENT

Discover, Develop, Rejoice

"Everything is designed. Few things are designed well." — **Brian Reed**

The Design & Technology curriculum at St Cecilia's furnishes pupils with the knowledge and skills to design and make a wide range of products, encouraging the use of imagination, creativity and ingenuity to develop solutions for real-world problems for real people taking into account the different needs, wants and values of individuals. They are taught technical and practical skills that enable them to complete everyday tasks with confidence and competence enabling them to engage successfully with modern technology.

Pupils are taught to recognise the overlap with other disciplines such as mathematics, science, computing and art and through coherence with these curricula, pupils further develop and transfer knowledge and skills across subjects

Pupils are provided the opportunity to design and make prototypes and products, they are taught to understand and apply principles of nutrition and the skills to cook balanced meals. Pupils are also encouraged to critique, evaluate and test their ideas and products and the work of others through peer and self-assessment.

"Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world." – **D&T NC 2013**

GEOGRAPHY DEPARTMENT INTENT
Discover, Develop, Rejoice



Geography is not only up-to-date and relevant, it is one of the most **exciting, adventurous** and **valuable** subjects to study today. So many of the world's current problems boil down to geography, and need the geographers of the future to help us understand them. Global warming, sustainable food production, natural disasters such as earthquakes and tsunamis, the spread of disease, the reasons for migration and the future of energy resources are just some of the great challenges facing the next generation of geographers.

Sir Michael Palin

In Geography, our pupils gain an understanding of the world around them. There is a balance between human and physical geography, which ensures that pupils appreciate the interaction between natural processes and human activity. We capitalise on opportunities to promote our Gospel values and Catholic ethos and strive to ensure that our pupils receive an outstanding learning experience.

We aim to enthuse students in an appreciation of the world that they live in. We all live on 'the same Earth' no matter what our race, religion, gender or political views are. Sharing an understanding of how other people live is vital to understanding the Geography of the world. Our world was shaped originally by fantastic physical processes but humans have had their impact as the population grew from the 1800s. Humans will continue to have an impact on their planet and students will learn how to do this in a sustainable way. We aim to give students an understanding of the past, the present and the future, of which they will be a part.

The geography curriculum lets students learn about people and their societies, economies, cultures and the environment. They will develop a deeper understanding of places both on a local and global scale and appreciate the need to live in balance with a fragile environment. They will also learn and develop a wide range of skills including numeracy, literacy, communication, and fieldwork. The fieldwork allows for students to analyse data they collect and present findings using a range of mathematical skills. Opportunities to write at length are included in the curriculum for each year group.

Geography contributes to the learning by:

Providing opportunities for all pupils to learn and achieve with a focus on developing pupils' core geographical knowledge.

Promoting pupils' spiritual, moral, social and cultural (SMSC) development and prepares pupils for the opportunities, responsibilities and experiences of life.

Providing pupils with the opportunity to explore local, national and international issues, often by contributing to our Erasmus projects.

Providing literacy and numeracy opportunities.

Enabling pupils to recognise their role in contributing to improving local and global environments.

We are the first generation to feel the impacts of climate change, and the last generation that can do something about it.

Barack Obama

Empower ourselves with a good education, then get out there and use that education to build a country worthy of your boundless promise.

Michelle Obama

HISTORY DEPARTMENT INTENT
Discover, Develop, Rejoice



The history curriculum is designed to help pupils gain a coherent knowledge and understanding of Britain's past and history of the wider world. It is designed as a chronological narrative to create an intellectual curiosity about the past. Pupils should understand the significance of events in Britain and the wider world and how these events influenced life at that time and how they resonate through history and shape events today. Pupils should be exposed to the history of different countries so that they appreciate the similarities and differences between cultures.

Pupils should understand a range of abstract first order concepts, such as parliament, monarchy, peasantry and civilisation, as well as deploy second order concepts, such as cause, consequence, significance, change, continuity, similarities and differences, to explain events in the past. There should be the explicit teaching of relevant academic vocabulary that enables pupils to understand and access complex historical debates. The acquired knowledge and skills should be used to make connections, draw contrasts, analyse trends, frame historical enquiries and write narrative accounts of past events. Pupils should work as historians and use appropriately selected evidence to construct their own interpretations of the past. Pupils should also be able to critically analyse and evaluate a range of historical sources and interpretations, for example academic, educational, popular, fictional and musical, as well as understand how it is possible to arrive at different interpretations of the same events.

History at St Cecilia's should be meaningful to pupils. The inclusion of the Ribchester topic for the GCSE examination is designed so that pupils gain an understanding and respect for the history around them in their local area. Past events should be linked to current events so that pupils understand how societies have attempted to solve similar problems over time and that many of these problems remain unresolved today. There is a diversity of content so pupils understand the lives of different people in different areas over time. Pupils should engage in historical enquiries throughout their time at St Cecilia's.

The history curriculum aims to create independent learners and thinkers who enjoy and are inspired by the challenge and debate of their history lessons.

MFL DEPARTMENT INTENT ***Discover, Develop, Rejoice***



The MFL Curriculum at St Cecilia's enables pupils, **regardless of their starting ability**, to **discover** more about a foreign language, **developing** their desire and ability to communicate with and understand speakers of the assessed language in a variety of contexts and for a variety of purposes. The study of a modern foreign language will broaden horizons, develop cultural knowledge and understanding and foster transferable skills such as confidence, communication, problem solving and creativity.

Reading

Pupils learn to:

- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts
- develop awareness and understanding of the culture and identity of the countries and communities where the language is spoken
- be encouraged to make appropriate links to other areas of the curriculum to enable bilingual and deeper learning, where the language may become a medium for constructing and applying knowledge
- develop language learning skills both for immediate use and to prepare them for further language study and use in school, higher education or in employment
- develop language strategies, including repair strategies

Writing

Pupils are empowered to:

- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic written material, adapted and abridged, as appropriate, including literary texts
- use structure and grammatical features ambitiously to give their writing cohesion and coherence
- convey precise meaning using the target language appropriately,
- use grammar correctly, punctuate and spell accurately,
- acquire and apply a wide **academic and subject specific** vocabulary, alongside a knowledge and understanding of grammatical terminology in their own language and the target language.

Speaking and Listening

Pupils are encouraged to:

- develop their ability to communicate confidently and coherently with native speakers in speech, conveying what they want to say with increasing accuracy
- express and develop thoughts and ideas spontaneously and fluently
- listen to and understand clearly articulated, standard speech at near normal speed
- deepen their knowledge about how language works and enrich their vocabulary in order for them to increase their independent use and understanding of extended language in a wide range of contexts

- acquire new knowledge, skills and ways of thinking through the ability to understand and respond to a rich range of authentic spoken material, adapted and abridged, as appropriate.
- respond perceptively to questions and feedback,

A key intent is to encourage pupils to have a thirst for learning a foreign language as it is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

COMPUTING DEPARTMENT INTENT

Discover, Develop, Rejoice



A Computing education equips pupils to use computational thinking and creativity to understand and change the world. The core of Computing is Computer Science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content and ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through technology.

The Computing curriculum at St Cecilia's gives pupils the opportunity to study the 3 main strands of Computing – Computer Science, Digital Literacy and E-Safety.

Computer Science gives pupils the opportunity to use their problem solving skills and to use computational thinking to create solutions to given real world problems. They are able to design and write computer programs to solve given real world scenarios. Pupils will investigate the technology that they use every day and wonder at the marvellous invention that we all use and not know too much about.

Digital Literacy aims to equip pupils with the skills, knowledge and understanding that will help them to become responsible, competent, confident and creative users of information and communication technology. Pupils will look at how they can combine programs together to produce a solution that fits the needs of the tasks they are undertaking. Being digitally literate is essential in the world beyond school. Pupils will use the skills they gain from our curriculum in life after year 11 whether that is at college or university or employment. Businesses are looking for digitally literate employees and our curriculum will help pupils to feel confident and secure in their knowledge, understanding and skills of information technology so that they can show colleges, universities or businesses they are an asset to their institution.

E-Safety aims to help pupils to understand a range of ways to use technology safely, respectfully, responsibly and securely. This includes looking at protecting their online identity and privacy; recognising inappropriate content, contact and conduct, and knowing how to report concerns they have. Our curriculum aims to give pupils skills to make them responsible cyber citizens and happy cyber citizens. Pupils will understand the role they play in making their community (home and school) safe for everyone and how to support each other if they feel unhappy or afraid. Pupils will investigate moral and ethical issues relating to technology. They will look at the impact that technology and the internet are having on society both positive and negative elements. Pupils will study how the law applies to computers and to pupils so that they are informed of how they should conduct themselves when using technology.

The Computing curriculum at Key Stage 3 allows for a gradual progression of Computing knowledge, understanding and skills. All 3 strands of Computing will be visited over the 3 years with the depth of projects that pupils study developing over time. Even though there are 3 strands there is overlap in all the projects that pupils will complete. For example, in a project about creating apps for a device the main focus maybe about designing and writing code in a program language (Computer Science); however, pupils will look at what apps are, the positive use of apps, the dangerous use of apps and how apps have to follow laws such as copyright and GDPR to keep data safe (e-safety). Pupils will also look at image editing for the images they will include in the app (digital literacy).

The curriculum allows for pupils to work independently but also collaboratively. Pupils will work on tasks by themselves using the knowledge they have gained from teacher demonstrations and activities aimed at deepening their learning through retention and retrieval activities through regular knowledge checking

quizzes and problem solving tasks. These activities could be unplugged or done on computer. They could be practical tasks or they could be discussion tasks. Pupils are encouraged to use whiteboards and as a department we follow the school policy of a no hands up approach to questioning. The curriculum gives pupils plenty of opportunities for working together. This could be in pairs or small groups or as a class. Pupils give peer feedback on a regular basis so that pupils can see how they can improve but most of all see all the positive comments that others have made about their work. Peer assessment can help to boost a pupil's confidence in their abilities and their pride and enjoyment in their work. It helps to support the growth of a pupil's talents but it also helps them to recognise the talents shown by others. The Computing curriculum encourages pupils to work together through the use of the pilot and navigator technique. This is used a lot during our Computer Science tasks. One pupil will be the pilot and follow the commands of the navigator and then they will swap roles and this helps pupils to be able to spot errors in each other's code and it boosts their confidence and understanding because they are able to pick out any errors or suggest ways of improving the code.

The curriculum provides opportunities for pupils to not only solve practical tasks but to also to have discussions about Computing. Pupils will have opportunities to discuss the social, cultural, ethical and moral arguments linked to Computing. They will prepare for the discussion and then have a whole class debate or small group discussions that allow pupils the chance to express their opinions and share their thoughts on important and current issues. These activities help pupils to gain confidence in speaking in front of others, helps to develop their listening skills and it helps them to increase and deepen their academic vocabulary, especially the tier 2 and 3 words. Being able to have a discussion with other people and listen to other views even if it is not their own are skills that they will be able to use in life after school.

The Computing allows pupils to discover, develop and rejoice. The subject encourages pupils to never give up even if everything is going wrong. This can be seen in our department prayer. The curriculum develops pupils SMSC learning and this is taught in all projects that pupils complete. This cements the understanding that everything we do should have Christ at the centre and keeps the Gospel values we strongly at St Cecilia's at the front of students' minds.

MUSIC DEPARTMENT INTENT ***Discover, Develop, Rejoice***



Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

The Music curriculum at St Cecilia's allows for a deep understanding of the different genres of Music, from the Baroque period to Modern day popular music, including the composers and artists of the time.

It allows for a gradual progression of musical skills to enable all pupils have the opportunity to learn a musical instrument and learn to read traditional notation including rhythm, pitch and chords and to develop creativity and confidence through a series of performance, compositional and improvisational tasks. It also provides opportunities for collaborative work to develop transferable skills such as leadership, communication and confidence especially through the work in performing as part of an ensemble and group composition work, which inspires creativity.

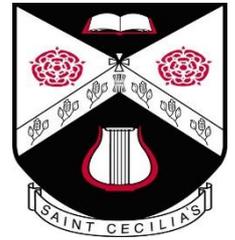
The pupils learn how to sing in unison as part of a group with the development and progression to 2 and 3 part harmony, to help develop their confidence, self-worth, pride and wellbeing, enabling pupils to have the opportunity to progress to the next level of musical excellence beyond year 11, whether that being college or university or within work place environment.

The pupils will learn how music is created and communicated through the musical elements. The curriculum allows for opportunities to work independently to support their deep learning of knowledge supported through retention and retrieval activities that will exercise the long term memory through regular, interleaved spaced low stake quizzing.

The curriculum provides opportunities for pupils to listen, analyse and evaluate different genres of music to bring inspiration and joy and learn about the many different cultures of music which crosses economic cultural and social boundaries. This will improve their ability to critically evaluate and express their opinion through a variety of aural and written activities, developing their academic vocabulary through tier 2 and 3 words, which will support their learning after they leave school.

The skills and knowledge that are taught will also provide opportunities to develop the pupils SMSC learning as well as ensuring everything they do has Christ at the centre and demonstrated through the Gospel values we strongly adhere to at St Cecilia's.

ART DEPARTMENT INTENT
Discover, Develop, Rejoice



Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with their knowledge and skills to experiment, invent and create their works of art, craft and design.

- Pupils will produce creative work, exploring their ideas and recoding their experiences
- Become proficient in drawing, painting, sculpture and other art techniques
- Evaluate and analyse creative works using the language of art
- Know about great artists, craft makers and designers and understand the historical and cultural development of their forms
- Explore the academic vocabulary used within art
- Develop their skills over time to equipment them beyond school life

PE DEPARTMENT INTENT
Discover, Develop, Rejoice



The PE Curriculum at St Cecilia's is inclusive and centred around educating the whole child, through a broad, yet focused range of activities, for sustained periods of time, offering competitive opportunities for all.

The curriculum will develop deep seated knowledge and understanding, linking different activities through skills, fitness and aesthetic appreciation. It will develop social skills, empathy, emotional intelligence and sportsmanship enabling pupils to grow into confident, valued members of the community, who live active healthy lifestyles in both mind and body, leading to a healthy state of well-being.

Pupils will be gracious in defeat, show humility in victory and determination to succeed.

Aims

The PE department aim to deliver a high-quality physical education curriculum to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health, fitness and well-being. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The PE curriculum will support pupils to develop their knowledge and understanding of academic vocabulary, both general and subject specific, will provide opportunities and rely upon pupils ability to retrieve knowledge and understand that interleaving, especially in relation to common skills and health and fitness are common place in the curriculum.

The PE curriculum is designed to ensure that all pupils;

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives and establish habits and routines that stay with them into adult life and understand and apply the long-term health benefits of physical activity.
- to build on prior learning and to become a confident expert in their knowledge, apply and understand the skills, tactics and processes embedded in the sports and activities covered.
- should understand what makes a performance effective and how to apply these principles to their own and others' work.

Areas of Activity Covered

The sports and activities covered in PE will;

- use and develop a range of tactics and strategies to overcome opponents in direct competition through team and individual games.
- develop their technique and improve their performance in other competitive sports.
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group.
- analyse and evaluate their performances compared to previous ones and demonstrate improvement to achieve their personal best.
- take part in competitive sports and activities outside school through community links or sports clubs.

Teaching and Learning Policy

Teachers' learning

All teachers are leaders of deep knowledgeable learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.

Professional development is essential for supporting all adults to develop their own learning.

Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this through tailored ECPD sessions led for staff by staff, collaboration within the Teaching Alliances, the use of How2's as a learning resource and reading a variety of books to develop pedagogy, T&L strategies and professional development as part for the T&L library.

Teaching and learning with pupils

We believe that pupils learn best when they:

- are interested and motivated
- welcome appropriate struggle with the aim of being in the learning zone
- are given tasks which match and extend their ability
- clearly understand the task
- are confident, feel safe and secure
- are challenged and stretched to master new skills and knowledge
- know the bigger picture and how to get there
- understand the relevance and context of what they are learning

The learning experience

This should be organised to ensure that pupils have the opportunity to develop a range of personal learning and thinking skills:

- work individually, in groups and as a class
- work in a non-punitive silent scholarly atmosphere for various tasks for certain amounts of class time work co-operatively
- solve problems and think critically
- be creative
- work co-operatively and respect others views and opinions
- discuss their ideas
- develop social, spiritual and moral skills
- develop independence

- request support if required
- have the Gospel values in mind in all they do and say

The learning environment

Learning takes place in an environment which:

- demonstrates high challenge low threat
- is peaceful and calm
- is welcoming and caring
- is organised
- Stimulates resilience
- makes learning accessible
- is encouraging and positive
- has up to date and interesting wall displays including development of academic vocabulary
- provides equal opportunities

Responsibilities for teaching and learning

Classroom teachers

- Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development. This is achieved by:
- Self-evaluation of their subject knowledge and understanding of educational initiatives-Departmental reviews and snapshot fortnights
- Self-evaluation of the quality and effectiveness of their own teaching and their classroom management
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally-Use of SISRA
- Be flexible and skilled to be able to veer 'off-piste' to collect up confused students as and when required
- Classroom teachers are responsible for their own professional development through the continued reading of subject specific and books of up to date pedagogy and T&L research
- Classroom teachers are responsible for the explicit development of the pupils academic vocabulary, in particularly tier 2 words

Form tutors

Form tutors are responsible for contributing to and monitoring the progression and wellbeing of individual pupils in their tutor group, and for providing support and advice to those pupils, both social, morally, spiritually and academically as well as supporting pupils with additional learning activities such as reading, mathematical puzzles and the development of academic vocabulary. This is achieved by:

- form inspections in snapshot fortnights, alongside HoY and SLT
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning
- monitoring of behaviour, homework in line with the school policy and use of Show my Homework and behaviour for learning grades, use of planners, rewards, stars, sanctions, uniform, punctuality and attendance

Curriculum leaders

- Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. This is achieved by:
- evaluating the teaching of their subject and the planning of lessons, and using this analysis to identify and share effective practice and to lead action for improvement
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement in line with whole school policies
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils
- monitoring pupils' work through work scrutiny as part of snapshot fortnights; regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality and consistency and to implement strategies for improvement
- ensuring curriculum coverage, continuity and progress for all, and is sequenced to allow for interleaving and retrieval of deeper knowledge

Senior leadership team

The SLT sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the school improvement plan through:

- Formal lesson observations if required (ISSP/capability)
- Departmental Reviews-DSEF framework
- Pupil interviews
- Snapshot fortnights

- Regular drop ins and work scrutiny
- Whole school work scrutiny
- Planning and preparation
- Curriculum discussions
- SLT link meetings

Teachers should plan lessons:

- which allow pupils to progress in their learning
- which have the bigger picture in mind ensuring careful thought is given to the sequenced lessons in an overall scheme of learning
- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem-solving, decision-making and application
- which are scaffolded for varying needs of ALL groups of pupils
- which use stimulating resources, including use of ICT
- model excellent practice, thought process and skills, through pupil or teacher led demonstrations including the use of a visualiser if appropriate
- which provide pace and challenge for all pupils
- which use effective open ended questioning with emphasis on a no hands up approach and responsive teaching techniques to direct and challenge pupils
- which incorporate the use of whiteboards as a tool for questioning and checking progress
- which explicitly develop the pupils academic vocabulary with a focus on Avril Coxhead's tier 2 and 3 words where appropriate
- use the SEEC model to develop inference and comprehension of specific vocabulary within texts for both tier 2 and 3 words
- which practice the long term memory through recall and retrieval strategies
- which allow opportunities for low stake testing and retrieval practice to exercise the long term memory
- which are enjoyable and interesting

Teaching styles

Teachers should:

- teach to the top
- allow pupils to work both independently and collaboratively, which contribute to one another's learning
- use appropriate praise to encourage and develop pupils resilience and mindset
- include the use of the behaviour for learning grades, especially with pupils on report

- use topics which are relevant and within pupils' experience and have relevance and context behind them
- plan topics beyond exams and school life
- mark and give feedback at least once a half term using the formal stickers ensuring pupils respond in detail to allow for progress over time
- give a variety of methods of feedback e.g. verbal, whole class and responsive feedback as part of the lesson
- assess pupils' work according to the school assessment policy, giving pupils clear guidance and feedback that informs them how to make progress
- use data to ensure pupils are working at their full potential and set targets to achieve this
- inform parents and appropriate staff within school of pupils' progress or underachievement

ASL Support

Teachers should:

- be aware of the specific learning needs of their pupils
- consult with SENCO about the needs of individual pupils when appropriate
- work with teaching assistants and other adults to ensure pupils are best supported in their learning

Learning

Pupils should:

- aim for a resilient and determined attitude in their learning
- be prepared for lessons with the correct equipment
- complete homework to enhance their learning
- take pride in their work through consistent expectations across the curriculum
- aim for neat and accurate presentation of their work with the aim of achieving HP+2 in their work
- back books and write in black pen
- make positive contributions to class discussions
- take responsibility for improving their own learning
- ask for help if required
- Follow instructions at all times
- Speak politely to everyone
- Respect others

Continuous professional development

Teachers should:

- continuously update their subject knowledge including non-specialist teachers in line with current developments, research and initiatives, through the books provided to all staff, books available in the T&L library, How2 resources and the courses available as part of the teaching alliance, for example, TSST (teacher subject specialism training) for Maths and Science
- read at least 3 books over the academic year as part of appraisal process and partake in the book review as part of Friday Focus
- aim to participate in the delivery of the choice ECPD groups
- deliver a 2 minute inset as part of Friday Focus for either T&L inset or T&L book review
- discuss teaching and learning at curriculum area meetings in order to share good practice
- be part of the T&L research groups as part of ECPD programme, for example long term memory/recall and retrieval
- attend the twilight sessions as part of the Red Rose and Preston teaching Alliance where appropriate

Curriculum departmental review meetings

- Every year, the Headteacher and link SLT member meet each curriculum leader (see DSEF framework document) with the aim of:
- monitoring the effectiveness of leadership and management of their curriculum area
- analysing performance data and setting targets for improvement
- giving support and arranging training for development
- ensuring quality of standards and verifying judgements of middle leaders ensuring the quality of teaching and learning
- work scrutiny
- Pupils questionnaire to use a tool for improvement
- Useful guidance on practice

Questions to ask about your lessons

Planning

- What are the learning objectives/focus/question for the lesson/s
- How do the learning objectives for the lesson develop from previous work?
- What strategies are there for scaffolding
- What strategies are used to ensure high challenge
- Have you planned for SMSC/citizenship in your lessons?

- What questions are to be asked in the lesson?
- What questioning strategies are to be used in the lesson, e.g. no hands up, think pair share, open ended, probing, pose, pause, pounce, bounce etc?
- How are you explicitly developing vocabulary in the lesson-tier 2 and 3 words?
- What opportunities will be used to develop the long term memory, opportunities for low stake questioning, recall and retrieval practice?

ICT

- What impact on learning did the use of ICT make in the lesson?
- How did the use of ICT extend pupils' learning in the lesson?
- How might ICT have made greater impact on learning in the lesson?
- In what ways did the use of ICT extend the learning in the lesson?

Assessment

- What opportunities for informal and formal assessment were built into the lesson?
- What assessment information did you derive from the lesson?
- What does the assessment information tell you about the pupils' learning and future needs?

Pupil independence and ownership of learning

- What was the balance between teacher-directed learning and independent pupil learning in the lesson?
- How might this be extended?
- Were there opportunities for paired/group work as well as teacher led independent work?
- Was silence used to promote learning in a non-punitive manner?

In summary, to underpin everything that we do at St Cecilia's the guiding principle that every learner must fulfil their academic and spiritual potential, with all learners, both pupil and adult, aiming at excellence in everything they do

Quality assurance will be ensured through:

- **Monitoring of teaching and learning** – through regular drop ins, informal lesson observations, (formal if needed), appraisal/performance management, snapshot fortnights and information monitoring by line managers.
- Target setting and data tracking (with intervention in place).
- Regular ongoing and rigorous departmental review.
- CPD that enhances, develops and shares best practice (see current programme).

Homework Policy-An extension of the pupils learning. To develop independent mature learners

“The capacity to learn is a gift; the ability to learn is a skill; the willingness to learn is a choice” Brian Herbett

Introduction

St Cecilia’s aim is to create an environment in which learning is valued to such an extent that homework is seen as a natural and important part of the learning process.

In providing homework:

- Teachers are supporting pupils’ learning beyond the classroom
- Pupils are given the opportunity to consolidate what they have learnt and begin to explore new learning opportunities
- Parents have the opportunity to become more involved in their child’s learning through the use of ‘Show my Homework’ Virtual Learning Platform

The Purpose of Homework

- Allowing practise and consolidation of work done in class - repetition is vital for both short and long term memory to enhance the learning process, especially regarding the increased content at GCSE
- Develop explicitly academic vocabulary
- Allowing preparation for future class work
- Offering access to resources not available in the classroom
- Developing skills in using libraries and other learning resources, for example the internet
- Providing opportunities for individualised work
- Allowing assessment of pupils’ progress and mastery of work
- Providing evidence for the evaluation of teaching
- Training for pupils in planning and organising time
- Developing good habits and self-discipline
- Encouraging ownership and responsibility for learning
- Providing opportunities for parental co-operation and support.

Teachers should:

- Set work using ‘Show my homework’ VLP
- Ensure the homework is set before 3.05pm of the same day in order to support pupils’ use of homework club and typically aim to set the homework with the pupils present for further explanation if required

- Record on SMHW whether the homework has been completed via the assess section of the VPL
- Provide varying types of homework set within a pupil's capabilities, for example, project based work, research, revision, exam questions and re-drafting of work
- Provide homework tasks which parallel or feed into schemes of learning
- Support pupils who experience difficulty in completion of homework tasks to ensure a sense of achievement and to allow their self-esteem to grow. Departments are encouraged to seek assistance and advice from the ASL Department wherever appropriate
- Be sensitive to the social environment in which each child lives
- Make available any resources required to complete the homework task on 'Show my Homework' VLP.
- Ensure feedback is positive with constructive criticism where necessary and marked using St Cecilia's marking and feedback policy, including the use of HP grades.
- Ensure that pupil commitment to homework should be recognised in the same way that they recognise other successful aspects of the pupils work.

Pupils should:

- Have a personal log in and password to access SMHW
- If absent, find out what work they have missed through 'Show my homework' VLP. Being absent on the day it is set is not an excuse for not completing homework as it is available on the VLP
- See the member of staff concerned if there are any problems with completing the homework before the deadline
- Complete all homework to the best of their ability and have pride in its presentation considering the HP grades.
- Accept that it is their responsibility to complete homework, including the consequences if it is not completed on time or to a good standard.
- Use SMHW as a method of communication between pupil and the teacher if required

Parents should:

- Support their child by regularly monitoring 'Show my homework' VLP to ensure homework is being completed and what is expected of their child
- Use their child's planner to communicate with school if major problems arise regarding homework
- Encourage their child to seek help in school before the completion date if they are struggling to do the homework
- Remind their child of the resources available to them, such as homework club (lunchtimes and after school), especially for IT based or group work homework
- Seek to take on an active interest in their child's homework.

Amount and frequency of Homework guidelines:

- A progression from 20 minutes per subject per week in Year 7, building up to upper school of 45 minutes per subject per week (as a guide)
- Core subjects may deem it applicable to set more frequently but still within the guidelines above, taking into account pupil wellbeing and school life balance
- Within exam times it may be necessary for pupils to spend more than the allocated time on revision for assessments and exams
- For practical subjects, particularly at lower school the opportunity for home study may be less frequent.

Sanctions for failure to complete homework or to a poor standard:

- Star removed and red note in planner. A detention may be given at the discretion of the subject teacher
- If still no homework on the next day, departmental detention either in school time or after school at the discretion of the teacher and at this point it should be logged in SIMs
- If still no homework a Head of Department detention leading to head teacher detention if deemed necessary
- 3 missed homeworks over a one week period will trigger being put on Homework report.

Marking and Feedback Policy

“The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor” Dylan Wiliam

Improving learning through assessment relies upon the provision of effective and responsive feedback to students. Effective marking and feedback improves learning, develops confidence, raises self-esteem and promotes resilience and provides opportunities for self-assessment

Purposes

PUPILS

Feedback should:

- Provide students with next steps advice allowing them to close gaps in knowledge and understanding
- Encourage and praise students so that they gain self-confidence and sense of pride
- Allow students to take control of their learning and act to improve the quality of their work
- Inform students of their current attainment and progress over time
- Recognise the importance of errors as part of the learning process and become resilient.
- To encourage students to become reflective learners

TEACHERS

Feedback should:

- Include next steps advice as questions and prompts to provoke an active response from pupils
- Allow the teacher to evaluate the quality of teaching over time and inform the teacher of gaps individual or whole class knowledge and understanding
- Allow the teacher to gauge patterns of skills and knowledge and the use this information to evaluate and inform future planning
- Inform the teacher of the current attainment and progress of individuals and feed into whole school tracking systems

Formal marking does not have to be of every single piece of work but of written work that allows substantial feedback to be made, for example, students will receive feedback explaining what they have done well, with reasons, and where and how they can improve, with the steps required to do so, clearly stated. Students will understand how they can show success.

This is expected at least once a half term

A whole school template for formal marking and MRI must be used by all staff in all departments (see template A)

Through routine written feedback, students will:

- Develop a sense of pride in their work.
- Know where they are at, and the steps by which to improve.
- Take increased responsibility for their own learning.
- Enjoy their learning and feel they have the confidence to progress.

When correcting **literacy** errors, common conventions (see template C) should be used:

As a school we use the following in our marking as do pupils' in their peer and self-assessment.

- **WWW-What Went Well**-This should include a curriculum and if possible a literacy comment and reinforce and affirm work which demonstrates a secure understanding. Where possible, the feedback should reference the outcomes and skills developed. Comments may relate to content, format, knowledge and skills.
- **EBI (even better if)**-This should inform students as to how to close the gaps in knowledge and understanding. Where possible, this should be linked to learning outcomes and to previous comments from the teacher. EBI comments should encourage independent learning skills. The feedback should be generous, focused and specific and must include some form of action. Examples of feedback could include:
- **Questions to deepen understanding:**
e.g. Did you consider? Why not expand on? Which is the most important? Is there an alternative?
- **A task to complete independently like further research and analysis:**

e.g. “You can find additional information at”; “Now try the extension task”. Pupils like challenge: CHALLENGE THEM!

- **Advice on developing particular skills**

- **Advice on how to redraft work:**

e.g. This could be pre-prepared and stuck in to books for a larger number of your group; it may include an extract from a paragraph that you have improved as a model.

- **Advice on how to improve SPAG:**

e.g. Select a couple of misspelt key words or common errors in punctuation and focus on them. “What is the etymology of this word”?

- **Advice on additions needed to a piece of work in order to improve attainment:**

e.g. “The quality and detail of your description would be improved by the addition of more adjectives and adverbs”.

- **Teacher’s should model great work. Show them what you expect:**

e.g. Make regular use of model answers and exemplars. A visualizer is a great tool for this and should be in regular use in your classroom if appropriate.

- **Ensure EBI/Action comments are linked to the assessment criteria and relevant to the individual (i.e. differentiated)**

e.g. “You would reach the next level if you referred specifically to the source material”

MRI-My Response is-This will be in green pen and be the pupils response as well as the action required. Staff will if appropriate also comment on the pupils’ response as a form of communication to aid planning and further progression.

This will be written in the set template to be used by all staff and all departments

Feedback leads to action; it is imperative that time for feedback is built into lesson planning.

DEDICATED IMPROVEMENT AND REFLECTION TIME=DIRT

This is a vital component in lessons which helps pupils make progress.

Students will routinely act upon written feedback when prompted with a green pen.

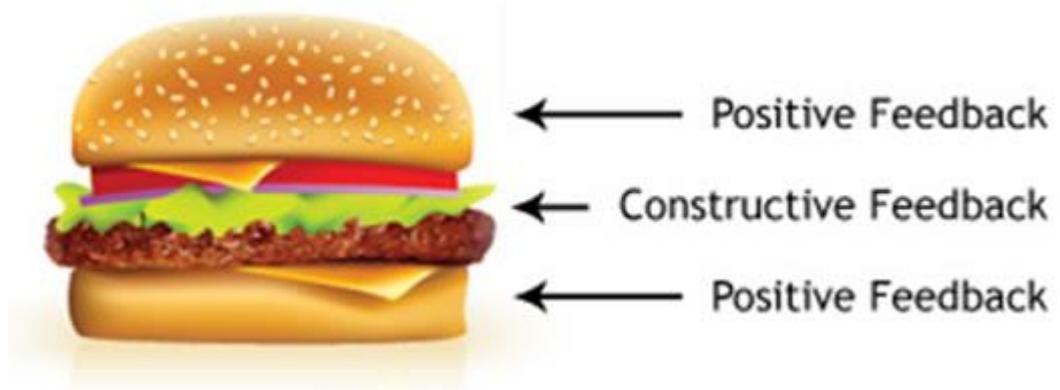
EBI should develop into a dialogue between teacher and individual pupils. This is because it is a necessity that pupils respond to feedback. It should be made explicitly clear where pupils have been given feedback from the teacher AND where they have acted upon this

feedback. Teachers should plan individual reflection time into the lesson when feedback has been given, thus allowing students to respond to feedback and close gaps in knowledge and understanding.

It is therefore essential that the progress made by a pupil during their responses is acknowledged by the teacher and any errors are corrected.

Verbal Feedback

Verbal feedback is the most valuable of all feedback- and the most frequently acted upon. Pre planned one to one conversations are very powerful. Verbal feedback should allow students to reflect on their learning and then develop into an open dialogue between teacher and student. The feedback should be informative where possible given during as well as at the end of a piece of work/learning and, wherever possible, should inform T&L in this way, which may be possible to reshape future learning episodes. The following format for verbal feedback is recommended:



The praise burger

Good verbal feedback and positive learning dialogue is most likely to happen in a classroom:

- With a positive climate for learning
- Which is calm and safe; and in which mistakes are allowed-**even encouraged**- as part of the road to success and means of **building resilience**.
- In which learning is organised to facilitate verbal feedback e.g. individual and group work and through **well planned question and answer sessions**, using the various strategies developed as a school.

To ensure literacy is fully developed the teacher should draw students' attention to spelling errors, especially in tier 2 and 3 academic vocabulary and use the SEEC model to develop further vocabulary development.

Peer and Self-Assessment/feedback

“The best person to mark the test is the person who took the test” Dylan Wiliam

- Teachers should plan opportunities for student and self/peer assessment
- Peer assessments should be conducted in purple pen and self assessment in green pen.
- Pupils should be encouraged to assess each other’s work in relation to the objective and against clear success criteria relevant to the current topic
- Consider using post-it notes to create more opportunities for class critique; give pupils opportunities to showcase their work
- Self and peer feedback may include praise comments but all peer assessment should justify why the EBI action has been given. This will ensure that students giving feedback are also consolidating their own understanding.
- Pupils can find it difficult to formulate feedback using appropriate language for learning. Providing questions stems and feedback sentence starters will help to make peer assessment more meaningful. Students will be trained over time to assess their own work and the work of others.

Monitoring and evaluation

- Whole school work scrutiny-Once a term -IC/HH
- As part of ECPD and MLT sessions throughout the year-HH/IC
- As part of departmental review-Once a year-SLT link/CL
- As part of snapshot fortnight-every term-SLT/CL
- As part of link meeting-once a fortnight-SLT link
- As part of drop ins-every 2-3 weeks-HH
- HH-spot checks after departmental reviews
- Spot check after departmental reviews for moderation-HH

Template A

Grade: 1 2 3 4 5 6 7 8 9 - = + HP+2 HPO HP-2
WWW: <ul style="list-style-type: none">••
EBI: (Action): <ul style="list-style-type: none">••
MRI
Key: Teacher Pupil Peer

Using Formative Assessment in the Classroom

There are a large range of formative assessment methods available. These include:

- Question and Answer in the Lesson
- Use of whiteboards
- Low stake testing and quizzing-multiple choice
- Homework Exercises
- Assignments
- Projects
- Written Questions / Exercises with Short, Extended or Multiple-choice Answers

St Cecilia's RC Presentation and Handwriting Policy

"Great teachers have high expectations for their pupils but higher expectations for themselves" Todd Whittaker

Pupils must:

- Use only a BLACK pen unless otherwise directed
- Diagrams and drawings in pencil
- Write Homework appropriately
- All pieces of work must have a title and date
- Write the date, including year [January 26th, 2017]
- Underline all headings using a ruler in the pen being used for the main work (not in a different colour)
- When you make a mistake cross work out with a single line drawn with a ruler
- No tipex allowed
- Use a green pen for MRIs and self-assessment
- Use a purple pen for peer marking
- All books must be backed with clear plastic backing
- Do not graffiti your work book in any way
- Start ALL paragraphs with an indentation
- When starting new work, leave two lines and rule off previous work using a ruler

The new handwriting and presentation grades will be used for ALL marked pieces of work. HP+2 HP0 HP-2 in line with the behaviour for learning policy grades.

School Wide Marking Code Marking for Literacy

Symbol	Meaning	Mark in the writing
NP	New paragraph needed	[around the first word where paragraph should start
^	Something is missing	^ where missing word(s)/apostrophes should go ^^ - can be used to show missing quotation marks
C/P	Look at punctuation – capital letter is either missing or used inappropriately	C in the margin and circle letters that need to be changed. P to indicate punctuation is missing or incorrectly used.
Sp	Spelling mistake	Underline or circle word. <i>Unless English</i> , maximum of 4 corrections on each occasion
?	Doesn't make sense	? in margin and wavy line underneath the text
X	Wrong!	
✓	Good point	
✓✓	Very good point	

ECPD sessions and Professional Development

“Who dares to learn must never cease to learn” J. Cotton

In the ‘Report of the independent teacher Workload Review’ it clearly recommends that senior leaders should consider the cost benefit of creating blocks of time for collaborative planning of schemes of learning, making the planning activity as productive as possible and reduce the amount of time spent by individual teachers on individual planning.

“The most powerful way of planning is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress and work together to evaluate the impact of their planning on student outcomes” J. Hattie

ECPD 1 Tuesday 24th September 2019

Session 1-Full group session-60 mins-Exercising the long term memory-starter session-CC

Session 2-60 mins

Introduction to T&L Research groups-Aims and objectives/reading-All staff

- Introduce groups and leaders
- Rationale
- Planning time

Groups

- Knowledge retrieval-interleaving, spacing, low stake quizzing, generative learning, exercising long term memory-Group 1
- Metacognition and strategies to support this including the use of visualisers-Group 2
- Relationships with pupil/behaviour for learning-Group 3
- New technologies to support T&L-Group 4-led by SC plus 1 other
- A further response to assessment without levels-Group 5

CLT 1-1st October 2019

ECPD 2 15th Tuesday October 2019

Session 1

- Vocabulary refresher and use of SEEC model-HH
- Raising boys attainment-RD/BM
- Visualisers/Modelling-RB
- Well being-Walk and Talk

Session 2- Departmental groups

- SOL curriculum planning time-All staff
- Vocabulary-Planning of key words to explicitly develop using SEEC model-All staff

CLT 2-5th November 2019

ECPD 3 Tuesday 12th November 2019

Session 1-Market Place-RE/Computing/Art

Session 2-T&L research groups planning time

Staff Meeting-3rd December 2019

T&L Research groups planning time-60 mins

ECPD 4 Tuesday 7th January 2020

Session 1-Whole staff inset-Behaviour and relationships with pupils-SB

Session 2-Choice Groups

- Exercising the long term memory sessions including elaboration and chunking 2-CC
- Working Memory-MS
- Strategies for effective group work-SB
- How 2's-HH

CLT 3-14th January 2020

ECPD 5 Tuesday 21st January 2020

T&L Research Groups-Preparation and planning time

ECPD 6 Tuesday 11th February 2020

- Curriculum planning and discussions-key words/ sequencing/interleaving/elaboration
- Planning for low stake testing and knowledge retrieval
- Academic vocabulary

ECPD 7 Tuesday 3rd March 2020

Session 1-Choice groups

- Questioning and challenge-HH
- Bereavement counselling-AB
- Flipped Learning-JB
- Well being-Yoga

Session 2-T&L research groups planning time-60 mins

CLT 4-10th March 2020

CLT 5-31st March 2020

ECPD 8 Tuesday 28th April 2020

Session 1-Catholic Ethos-IC/HH/RH/AB

Session 2-IC/HH-Work scrutiny

- Work scrutiny whole school (sharing ideas regarding marking and feedback)
- A guide to work scrutiny-different approaches and methods
- Sharing of books and good practice
- Examples of excellent marking and feedback

ECPD 9 Tuesday 2nd June 2020

Update and presentations T&L research groups

- Knowledge retrieval-interleaving, low stake testing, spacing, generative learning, exercising long term memory -T&L research Group 1
- Metacognition and strategies to support this - T&L research-Group 2
- Relationships with pupils/behaviour for learning - T&L research-Group 3
- New technologies to support T&L- led by SCL plus 1 other-Group 4
- A further response to assessment without levels-Group 5

CLT 6-16th June 2020

Staff Meeting 23rd June 2020

ECPD 10 Tuesday 2nd July 2020

- Evaluation and feedback
- Update and new documents

CPD Provision

- T&L Library
- T&L books to all staff
- Friday Focus inset
- HOW 2's
- TSST non specialist training as part of the Teaching Alliance
- Teaching Alliance twilight sessions
- ECPD calendar-tailor made inset by staff for staff
- Full staff training-behaviour/safeguarding/prevent/SEND

Research Groups

Rationale

To create an evidence-based research led culture across school that drives school improvement. To substantively improve the schools CPD offer for all staff by creating research led opportunities and opportunities for staff to lead teams.

Structure

5 T&L Research groups (5 staff in each group) that meet 5 times throughout the year as part of ECPD time).

5 T&L group leaders (A4 side of application by 1st July – HH) Meet with HH 3 times over the year.

Groups

Group leaders chosen based on strength of applications showing a vision for research led practice.

Team members made up by HH

Times

- September – Team leaders meet with HH - TBA
- 24th September – 45 Mins – groups defined and initial discussion of terms of reference. Action plan by group leader completed.
- 12th November – 60 mins – planning time review reading to date
- 3rd December – 60 Mins – review progress on Action plan and define future work
- January – Team leaders meet with HH – W/C 6th January
- 21st January – 120 mins – review Progress, Planning for delivery on the 02nd June
- 03rd March – 60 – mins – conclusions of research and Key findings and Recommendations formulated
- March – Team leaders meet with HH – W/C 09th March
- 02nd June – Presentations by groups to whole staff.

“There is so much more to a book than just reading” M Sendak

Book reading sessions-every 2 weeks

Staff to read a section of their choice on any T&L book that they feel relevant and useful for their and others teaching.

Suggested Reading

- The learning rainforest by Tom Sherrington
- This much I know about Love Over fear: Creating a culture of truly great teaching by John Tomsett
- Making kids cleverer D Didau
- Dual coding with teachers by Oliver Caviglioli
- Battle Hymn of the Tiger Teachers by K Birbalsingh
- What if you knew everything about education was wrong by D Didau
- High Challenge low threat by Mary Myatt
- Hopeful Schools by Mary Myatt
- The Curriculum-Gallimaufry to coherence Mary Myatt
- Ethic of excellence by Ron Berger
- Making good progress by Daisy Christodoulou
- Trivium preparing young people for the future with lessons from the past by M Robinson
- Closing the vocabulary gap by Alex Quigley
- The Hidden Lives of learners by G Nuthall
- Make it stick by Peter Brown
- Understanding how we learn by Weinstein and Sumeracki
- Small Teaching by James Lang
- Memorable Teaching peps Mccrea
- Practice Perfect by Doug Lemov
- Clever Lands by Lucy Crehan
- Leadership Matters by Andy Buck
- Better behaviour , a guide for teachers by Jarlath O Brien
- Rosenshine’s principles in action by Tom Sherrington
- Reading development and teaching by R Stainthorp
- The expert learner challenging the myth of ability by Gordon Stobart

Every week staff to provide 2 min inset on the T&L focus or a book review including where possible a teaching resource for all staff and to put on the staff area under T&L-Friday focus resources

Please ensure the resources or explanation of the focus is put in pigeon holes of staff who are on duty.

- Science and Tec-13/09
- PE-20/09
- English-27/09
- Maths-4/10
- Geography-11/10
- MFL-18/10
- SLT-1/11
- Safeguarding-SB-8/11
- Science and Tech-15/11
- Art-22/11
- Computing-29/11
- ASL-6/12
- English-13/12
- PE-10/01
- History-17/01
- Maths-24/01
- Science and Tech-31/01
- Safeguarding-SB-7/02
- RE-14/02
- Music-28/02
- Art-6/03
- SLT-13/03
- MFL-20-/03
- Maths-27/03
- PE-3/04
- English- 24/04
- RE-1/05
- Safeguarding-8/05
- History-15/05
- Computing-22/05
- Science and Tech-5/06
- SLT-12/06
- Geograpghy-19/06
- ASL-26/06
- Safeguarding-26/06
- Music-3/07
- MFL-10/07

Literacy and Numeracy Developmental days

“Vocabulary is a matter of word building as well as word-using” David Crystal

“Mathematics has beauty and romance. It’s not a boring place to be, the mathematical world. It’s an extraordinary place; it’s worth spending time there” Marcus du Sautoy

ERIC (everyone reading in class). This will be for 1 period only and will involve either whole class individual reading or individuals reading out loud using the loud and proud strategy using the recommended reading books as part of their equipment.

The focus of ERIC **will alternate** between reading for pleasure and the whole class reading of a set section of a curriculum nonfiction text set by the class teacher for 35 mins. Thereafter staff will use the **SEEC model** (see below) to explicitly develop/investigate 5 key tier 2 and 3 words used in the text.

For reading for pleasure activities could be done to support the reading e.g. reviews on their books, quizzes, wall displays etc, especially for lower ability if the full hour is too much.

NIL-Numeracy hour-Nil (numeracy in lessons)-All day-Incorporate as many aspects of numeracy as possible in your lessons to promote numeracy

See CC/RL/EB for ideas and strategies

It is expected year 11 and 10 will participate in the nonfiction reading of ERIC, however the reading for pleasure period is down to the discretion of the classroom teacher.

Autumn Term

- Monday 30th September ERIC period 1-including year 11-non fiction
- Tuesday 5th November ERIC period 2-including year 11-reading for pleasure
- Friday 13th December ERIC period 3-including year 11-non fiction
- Thursday 12th December-NIL all day

Spring Term

- Wednesday 15th January ERIC period 4-reading for pleasure
- Tuesday 25th February ERIC period 5-including year 11-non fiction
- Friday 6th March-NIL all day
- Thursday 19th March ERIC period 4-including year 11-non fiction

Summer Term

- Friday 8th May ERIC period 5-reading for pleasure (year 11 at teachers discretion)
- Wednesday 24th June ERIC period 1-non fiction (year 11 at teachers discretion)
- Tuesday 7th July ERIC period 2-reading for pleasure (year 11 at teachers discretion)
- Monday 13th July-NIL all day

SEEC Model for explicit vocabulary development within written texts

Select

- How difficult is this reading material to understand?
- What words are most important to understand the text or topic?
- What words are unlikely to part of a child prior knowledge?
- What words appear repeatedly in a text and a topic?
- What words are frequently encountered in many subject disciplines (Tier 2 words)

Explain

- Say the word carefully (phonic awareness)
- Write the word (this offers opportunities to reference common sounds or letters in the word)
- Give a student a friendly definition
- Give multiple meaningful examples in a sentence
- Ask for student examples and clarify multiple meanings or any misconceptions

Explore

- Explore the etymology
- Explore any common word families, interesting synonyms and antonyms for the words
- Explore how the word may be used differently in different disciplines
- Explore multiple-choice questions that offer examples of the word in use
- Explore understanding with children restating the meaning of the words in their own words
- Explore further questions prompted by the word
- Explore more examples of the word in use
- Explore related images or ideas evoked by the word
- Explore strategies to remember the word or concept, e.g. mnemonics

Consolidate

- Test and learn
- Using the word in the world-context beyond the classroom.
- Research and record

Behaviour for Learning - Grade Descriptors

Grade	Descriptors
+2	<ul style="list-style-type: none"> • Displays enthusiasm and excitement for learning. • Contributes fully to class discussion and fully participates in all activities in the classroom. • Explores issues, events or problems from different perspectives. • Enjoys being creative and can develop alternative approaches. • Is prepared to take risks with his/her learning. • Displays an exceptional level of effort and commitment. • Consistently follows the school behaviour code. • Homework is consistently completed to a high standard and on time. • Punctuality and attendance is excellent – 98% and above.
+1	<ul style="list-style-type: none"> • Is motivated to learn and make the most of every opportunity. • Contributes to class discussion and participates in all activities in the classroom. • Asks questions to extend his/her learning. • Learns from his/her mistakes. • Punctuality and attendance is very good – 96 – 97% • Often shows the ability to work independently. • Manages his/her time effectively including homework. • Shows a high level of commitment. • Follows the school behaviour code.
0	<ul style="list-style-type: none"> • Participates when required in lessons. • Shows some interest in improving his/her learning. • There is some enthusiasm for learning. • Sometimes seeks assistance from the teacher or other learners. • Generally, stays within his/her comfort zone. • Homework is completed to an acceptable standard and mainly on time. • Follows the school behaviour code. • Attendance and punctuality is good – 95 – 96% • Has the required equipment/kit/books for every lesson.
-1	<ul style="list-style-type: none"> • Sometimes lacks the motivation to learn. • Can be reluctant to participate in all activities. • Is sometimes put off by failure. • Can easily go off task but does respond to teacher intervention. • Inconsistently follows the school behaviour code. • There is little interest in participation or enthusiasm for learning. • Is sometimes without appropriate equipment/kit/books. • Punctuality and attendance is inconsistent – 90 – 94% • Homework is sometimes incomplete or not submitted.

-2

- Shows little interest in improving his/her understanding of the subject.
- Is quickly put off by failure.
- Often displays disruptive behaviour which impacts on learning.
- Learning is severely affected by persistent absences – below 90%
- Is often without appropriate equipment/kit/books.
- Punctuality is poor.
- Homework is quite often not completed or submitted.
- There is no interest in participation or enthusiasm for learning.

This is used for monitoring 3 times a year per year group, internal reports for pupils who are underperforming or displaying poor attitude to learning and/or homework.

The information is analysed through data drops by the Head of Year and SLT to identify poor attitude to learning for year groups and individuals and allows for interventions to be put into place if required.

DSEF Framework

“Accountability is the glue that bonds commitment to results” Will Craig

Half Term	Departments	SLT
1	Drop ins and work scrutiny J Doyle Lancashire Advisor drop ins	HH & IC JD & HH
2	Drop ins and work scrutiny	HH & IC
3	English (HH) Science & Technology (GC) Mathematics (IC) Computing (HH) Rest of the departments snapshot time, open door policy-paper work to HH J Doyle Lancashire Advisor drop ins	SLT & CL JD & HH
4	PE (IC) MFL (SB) Art (SB) RE (IC) Rest of the departments snapshot time, open door policy- paper work to HH	SLT & CL
5	Peer review drop ins	SLT Peer review SLT
6	Music (IC) Geography (GC) History (HH) Rest of the departments snapshot time, open door policy- paper work to HH	SLT & CL

Subjects Departmental Reviews

Drop ins and work scrutiny

Snapshot time-see criteria

External drop ins and reviews

Self-evaluating schedule

Subject	Sept	Oct W/C 8/10	Nov	Dec	Jan W/C 7/01 (1)	Feb W/C 11/02	Mar W/C 4/03 (2)	Apr	May W/C 13/05	June W/C 3/06 (3)	Jul
RE											
Maths											
Sci & Tech											
Eng											
MFL											
Geog											
PE											
Art											
Music											
Comp											
Hist											

KEY

Department Review

Snapshot Time

Pastoral Snapshot Time

No notice drop ins by SLT including work scrutiny

Snapshot 1/Departmental review 1

1 Week-W/C-Monday 6th January-Department review planning meeting

2 Weeks-W/C-Monday 13th January-Snapshot **fortnight for departments not involved in the reviews**

Departmental reviews-non graded lesson observations, work scrutiny, drop ins, curriculum intent and plans, pupil interview with SLT link

1 Week-W/C-Monday 27th January Meetings for departmental review and paper work to HH

Snapshot 2/Departmental review 2

1Weeks-W/C-Monday 2nd March-Department review planning meeting

2 Weeks-W/C-Monday 9th March-Snapshot **fortnight for departments not involved in reviews**

Departmental reviews-non graded lesson observations, work scrutiny, drop ins, curriculum intent and plans, pupil interview with SLT link

1 Week-W/C-Monday 8th April-Meetings for departmental review and paperwork to HH

Snapshot 2 and departmental review 3

1 Week-W/C-Monday 1st June-Department review planning meeting

2 Weeks-W/C-Monday 8th June-**Snapshot fortnight for departments not involved in reviews.**

Departmental reviews-non graded lesson observations, work scrutiny, drop ins, curriculum intent and plans pupil interview with SLT link

1 Week-W/C-Monday 29th June-Meetings for departmental review and paper work to HH

- English hh
- Maths IC
- RE IC
- Science and Technology GC
- MFL SB
- History HH
- Art SB
- PE IC
- Geography GC
- Music IC
- Computing HH

The **half hour (approx.) non graded** lesson observation will take place in departmental review time by SLT link and or CL and will be an opportunity for staff to try new ideas and strategies in a non-threatening way. Feedback must be within 24 hours with clear targets and strategies to improve.

HH will part of the process for moderation purposes as T&L Lead.

The observer must complete the forms in the framework document for non-graded lesson observations and give copies to SLT link, CL and HH commenting on WWW, EBI and action.

Departmental Reviews-include a non-graded lesson observation, work scrutiny, pupil questionnaire/survey at the CL discretion and pupil interview with SLT link, no notice drop ins, targets and formal meetings and curriculum intent/SOL discussions

It is vital that all documents are collated and put together in a formal document. This then should be handed into HH. Please ensure as CL you discuss all findings with your department, including lesson observation feedback with clear strategies to improve and targets, work scrutiny with individual targets and overall departmental targets and review meetings.

Snapshot time will include work scrutiny, no notice drop ins by SLT and CL, focuses from CPD, opportunities to discuss intervention strategies, pupil progress, staff wellbeing and sharing good practice including an open door policy-Please use the evidence sheet

Departmental Reviews

The process will take up to 4 weeks, the CL and SLT will meet to plan the process.

The process involves;

- Non graded lesson observations
- Work scrutiny by SLT link and CI (HH to moderate)
- No notice drop ins
- Pupil survey conducted by SLT link and written up by SLT link
- Pupil interview with SLT link
- Department Handbook
- Schemes of Learning
- Review meeting to write the final report
- A meeting with CL, SLT and Link Governor
- Meeting with the rest of the department where targets are shared and discussed

External drop ins and review

- Once a year we will be part of the Teaching Alliance peer review which will consist of drop ins, work scrutiny, student council interviews and CL interviews by members of SLT from 2 other schools
- J Doyle-Lancashire Advisor will visit the school once a term, which may involve drop ins, work scrutiny, pupil voice/PP/SEND/SLT/CL meetings

Process	Staff	Date	Notes
Planning Meeting (1 hour - cover)	CL, SLT	Week 1	Timetable of non graded lesson observations. Email the Link Governor to notify the process is starting.
Non graded lesson Observations	All staff	Week 2/3	Using new non graded lesson observation recording sheet
Work scrutiny-SOL	CL, SLT	Week 2/3	Use revised work scrutiny sheets T&L pack All key stages and qualifications.
Drop ins	SLT	Week 2/3	
Pupil interview	CL	Week 2/3	Sample from all Key stages. (see protocol) Interview conducted by SLT link
Meeting 1/2	CL, SLT, Link Governor	Week 4	Look at evidence; start to make conclusions with the aim for final report to be completed and RAGed. See template. Copy sent to HH, line manager and Link Governor
Departmental Meeting	All department		Report and action plan shared with department
Progress meeting	SLT, CL	Approximately term later	Progress discussed and recorded.

Criteria for Work scrutiny-Ragged

Work in books show that almost all pupils are making excellent progress. The work in the books show that there is teaching of reading, writing, communication. The school's marking policy is followed accurately. Appropriate and regular homework contributes well to pupils' learning and is a progression from the lesson and follows the schools homework policy. Feedback from teachers and pupils are frequent and consistently of a high standard. There is an action point from the teacher to enhance progress over time. Pupils respond with detail to the action point/s and take ownership of their own learning with excellent success.

Presentation of pupils work is excellent at all times

Most pupils and groups of pupils are achieving well over time. This implies better than average progress. Teaching consistently deepens pupil's knowledge and understanding and allows them to develop a range of skills, including communication writing, communication. Appropriate regular homework contributes well to the pupils' learning and is a progression from the lesson and follows the schools homework policy. Teachers assess the pupils' progress regularly and pupils know how well they have done and how to improve. Pupils respond quite well with some detail to the action points.

Most pupils and groups of pupils, currently in the school are making progress that is broadly in line with what is expected for their starting point. Teachers set appropriate homework and these contribute reasonably well to the quality of learning for all groups of pupils. Pupils are informed about the progress they are making and how to improve further through marking. Pupils respond but lack detail and understanding of the action point.

As a result of teaching over a period of time pupils or groups of pupils are making inadequate progress. Their work is not marked taking literacy or numeracy into account. Learning activities are not sufficiently well matched to the needs of pupils so they make inadequate progress. Pupils do not respond to the action points.

- Whole school work scrutiny-Once a term -IC/HH
- As part of ECPD and MLT sessions throughout the year-HH/IC
- As part of departmental review-Once a year-SLT link/CL
- As part of snapshot fortnight-every term-SLT/CL
- As part of link meeting-once a fortnight-SLT link
- As part of drop ins-every 2-3 weeks-HH
- HH-spot checks after departmental reviews

Informal lesson observation feedback template

	WWW (what went well)	EBI (even better if..)
Progress		
Opportunities to exercise the long term memory		
Responsive Teaching		
Activities/teaching strategies/subject knowledge Group work		
Behaviour for learning- engagement, debate, enthusiasm		
Challenge and Pace		
Explicit development of academic vocabulary-reading (SEEC model)		

Questioning strategies		
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Snapshot Time

Aim

Snapshots will be used to ensure St. Cecilia’s policies are being used effectively. They will involve curriculum, pastoral and SLT. This is also an opportunity to visit other lessons and share good practice

Curriculum Snapshot Time

Drop ins requiring no notice are focused on classroom routines and teaching strategies. The drop ins will last 10 - 15 minutes. There may be a focus to these drop ins i.e. Differentiation, AFL, questioning depending on CPD.

New for this year is the idea of an open door policy.

Any teacher **not involved** in departmental reviews will have the opportunity to visit any other lessons/teachers who are also not involved in the departmental views.

They do not need to give any notice and are free to drop in on lessons for 10-15 mins, with the aim of sharing of good practice amongst staff of different subject areas. This process is completely non-judgemental and is not recorded with the main focus being on picking up ideas and strategies to use in your own lessons. Where possible this must be done in your non-contact time but SLT will provide cover if needed and **if possible**.

Work Scrutiny-Collection of books from all abilities, groups and key Stages (see updated work scrutiny form)

SOL curriculum intent discussions and feedback

One non graded 30 minute lesson Observation for departmental review subjects SLT link and or CL and completion of the new non graded lesson observation form.

HH will be part of the process for moderation purposes.

Please record on the snapshot fortnight record sheet and hand into HH after each snapshot fortnight

Pastoral Snapshots

HoY will visit registration sessions to see that routines are being followed including prayer, planner signing, uniform, equipment, notices and attendance.

HoY will decide the exact 2 weeks for pastoral snapshots in that particular month-GC to coordinate and collate findings

Pastoral Snapshot No

Form Tutor		Observer	
Form		Date	
Number of pupils			

	R	A	G	Comments
1. Pupils and form tutor punctual to form				
2. Register taken promptly				
3. Uniform and appearance checked thoroughly				
4. Equipment check carried out including personal reading book				
5. Pupils are encouraged to take part in pupil led collective worship				
6. Planners signed and up to date by Parent				
7. Planners regularly signed by form tutors				
8. Positive relationships between Form Tutor and pupils				
9. Notices given out by Form Tutor				
10. Form notice board up to date				
11. Planners used appropriately as a form of communication				
12. Additional learning challenges completed e.g. academic vocabulary				
13. Reading in form time provided KS3 and 4 SEEC model –fiction and non fiction				

SLT/HOY	X	Summary Comment
[Red Cell]		
[Yellow Cell]		
[Green Cell]		

Pupils Voice/Survey

Here are the questions that will be asked from the SLT link

Pupil Survey

Subject

Date

Key Questions	RAG	Comments	Areas for development
Year group and pupils			
What is your favourite topic/Least favourite and why?			
Which lessons this term have you enjoyed and why?			
What types of activities in this subject do find most useful in helping you learn?			
What do you least helpful and why			
What does the teacher expect you to do on arrival to lessons? Is this the same in other subjects?			

Is this a subject you feel you perform well in? How do you know?			
Does marking and feedback from the teacher help you make progress?			
How often do you get feedback and does it help you improve your work?			
What happens when you don't understand or are struggling to make progress?			
Is the classroom a good environment for you to learn in?			
How would you improve your experience in this subject			
Are prayers said at the appropriate times? Departmental payers?			

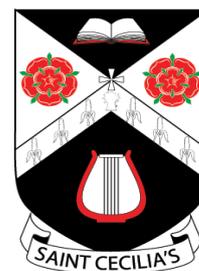
Pupil Survey/Voice- Main observations

Overview of response

Overview of areas to develop

AOVP

St Cecilia's RC High School Work Scrutiny



Name: _____

Curriculum leader:

Department: _____ Date:

Work scrutinised:

Name	Year	Set	Group: (e.g. agt, send, fsm, ethnicity)

Scrutiny	R	A	G	Comments/Action
Are books marked smartly and in line with schools policy including literacy code and are books backed?				
Is marking formative using the sticker template? (Once a half term)				
Marking is subject specific, offering specific advice to improve, WWW, EBI and action ?				
Have pupils acted upon the teacher's action in detail and showing progress over time, including corrections and				

spellings in green pen using the template?				
Attention is given to improving subject related literacy and this can be seen to improve over time.				
Is the quality of handwriting and presentation work good adhering to the new HP policy and marked using the HP descriptors?				
Is there evidence of peer and self-assessment?				
Is there evidence of challenge and/or differentiation where appropriate for different groups of pupils?				
Is there evidence of follow up from pupils improved work in future pieces of work?				
Has homework been set appropriately in line with the new homework policy?				
Are target sheets in student's books displaying up to date current and target grades with work being relevant to these targets?				
Do pupils know what they need to do to make further progress?				

Have pupils reviewed and reflected on their work and set or revised future targets?				

Curriculum Leader/SLT Judgement	X	Summary Comment
Progress is rapid and supported by smart marking with accurate feedback. Pupils improve their work in detail showing clear progress over time. There is clear evidence of challenge and differentiation in the books. Presentation and handwriting is excellent		
Progress is good, although work is marked smartly it could further support learning and pupils could respond with more detail demonstrating good progress over time. Challenge is evident as is differentiation. Presentation and handwriting is good.		
Progress is insufficiently evidenced. Work is not marked in line with the marking policy and pupils responses are poor. There is little or no evidence of challenge or differentiation in the books. Presentation and handwriting is poor.		

Lesson observations and every day good practice check list

Check	Evidence
Clear starter/welcome activity	
Clear challenging objective/focus/question for the lesson- either on the board, on worksheet. Pupils need to know what the aim/s of the lesson is/are.	
Knowledge Are there opportunities for the teaching of deep knowledge?	
Long term memory Are there opportunities to exercise the long term memory, e.e. recall, and retrieval practice.	
Sequence of lessons/SOL Is this topic in the order of the long term plan? Is it relevant? Does it allow for recall of deep knowledge?	
Pace- pupils move along at a pace that keeps them engaged and learning-Timed activities, but don't let the teacher or groups of pupils dictate the pace.	

<p>Scaffolding to help pupils reach the high expectations of the learning objective</p> <p>Support-groupings, TA, seating plan KAGAN</p> <p>Questioning</p>	
<p>Challenge-Ensure challenge is in all aspects of the lesson from the starter to the plenary and for levels of pupils-High expectations for all!</p> <p>Different starting points</p> <p>More challenging questions</p> <p>Less time filling activities, more thought provoking activities</p>	
<p>Responsive teaching-variety of ideas and methods e.g. traffic lights, peer assessment/self-assessment etc</p> <p>Evidence in books-purple pen</p>	
<p>Progress-Needs to be evidence that pupils have made actual progress.</p> <p>Through the of whiteboards and questioning and low stake testing</p>	
<p>Variety of activities-E.g. group work, paired, individual and whole group work.</p>	
<p>Literacy-Key words, spellings-use word of the week if applicable including definitions and origins of key words</p> <p>Explicit development of key teir2 and 3 vocabulary e.g SEEc model, etymology, morphology etc.</p> <p>Mathematics-if applicable and not forced</p>	

<p>Displays in classrooms</p> <p>Target sheets</p>	
<p>Questioning-Effective and varied questions, including high order/differentiated.</p> <p>Different ways to question-no hands up, hot seat, pupils, PPPB to choose the person to answer</p> <p>Progress through questioning</p> <p>Use questions to teach the lesson.</p>	
<p>Assessment-Formative, summative and on-going</p>	
<p>Behaviour for learning</p> <p>Non punitive silent work</p> <p>Teachers spotting challenging behaviour and dealing with them accordingly.</p> <p>Evidence of debate if appropriate, enthusiasm, discussion, thirst for learning, contribution etc.</p>	
<p>Passion. Enthusiasm to teach and the subject, enjoyment from teacher and pupils.</p> <p>Off piste..</p>	
<p>Plenary-whole group activities and individual, make them fun-sum up the lesson.</p>	
<p>Targets-Specific, up to date and challenging targets evident in all books.</p> <p>Does work reflect their targets?</p>	

<p>Subject knowledge-Ensure you teach the lesson, you are the expert and have the knowledge!</p> <p>Don't be afraid for some teacher led activities</p>	
<p>Modelling-Ensure you provide opportunities to model excellent practice-teacher or pupil led-visualisers</p>	
<p>Homework-Relevant and appropriate to enhance learning, extension of the lesson</p> <p>Is homework inputted on SMHW?</p>	
<p>SOL/Curriculum intent</p> <p>Does this mirror the whole school intent?</p>	



St Cecilia's R. C. High School

Department Overview-Completed by CL & Link Governor

Area of Review	X	X	X	Action points/Comments
Level of Achievement & progress KS3				
Gov comment				
Level of Achievement & progress KS4				
Gov comment				
Standard of Work including Homework and presentation				
Gov comment				
Teaching and Learning, lesson planning, SOL, vocabulary				
Gov comment				

Marking, assessment and feedback, work scrutiny				
Gov comment				
Pupil voice findings/targets				
Gov comment				
SOL/Curriculum intent/long term plan				
Gov comment				
Main Targets for department				
Gov comment				

Agreed by CL	Agreed by Subject Governor
Agreed by attached SLT	Date for Progress Meeting

ISSP (Individual school support plan)

If teaching becomes a concern identified through drop ins, informal lesson observations, work scrutiny and pupil voice and appraisal targets become at risk an in school support plan may be provided.

This offers detailed support from SLT and CL (if appropriate) and targeted CPD with the aim to support the member of staff get back on track within a set time frame. This would also be highlighted if 3 consecutive red drop ins or 2 consecutive red drop ins and 1 amber with other areas of concerns, e.g. pupil voice, work scrutiny are observed.

If this plan is unsuccessful performance will be managed outside of the appraisal structure.

Staff wellbeing

“It is exhausting to fight a war inside your head every single day” Mickie Ann

- Wellbeing activities as part of ECPD calendar e.g. yoga, walk and talk, cooking, badminton, run, bike ride
- Friday filter coffee
- Fruit Wednesday
- Surprise Christmas party
- Random act of kindness
- Counselling opportunities for staff
- Staff prayer group
- Planning days for Curriculum leaders
- Meeting schedule is light
- Directed time
- Staff time to talk
- Planning as part of ECPD and inset time
- No weekend emails
- Refurbished staff room with no more notice boards to reflect the calm space staff need
- Marking policy only 1 formal assessment required per half term
- Staff phased returns from long term illness
- School calendar stays fixed when agreed, no surprise events or meetings.
- Written reports
- Christmas dinner
- Tea and coffee provided

