TEACHING & LEARNING POLICY

NAMED PERSON:	Mr Richard Peel

Last Review Date:	September 2023
Review Cycle:	1 Year
Next Review Date:	September 2024

Mr Keith Harvey **Co Chairman of Governing Body**	**Mr Andy Crossey** **Co Chairman of Governing Body**
Signed:	**Signed:**
Date: September 2023	**Date: September 2023**

Introduction – Out Intention

Our vision underlies everything at The Buckingham School. We do things "The Buckingham Way". We want children to achieve the highest possible standards, be challenged and enjoy their school experience. This underpins all that we do, whether in the classroom, on the sports field, in concert, on stage, or in the extensive range of other opportunities we offer our students at all stages of their education.

As a school, we aim to develop our students to be successful in all that life in the 21st Century offers. Our curriculum is designed to achieve this by being broad and balanced, as well as offering students deep and rich learning and enrichment experiences that are all underpinned by our school Virtues.

This policy aims to reflect the teaching standards experienced by students in all classrooms and learning experiences at The Buckingham School. It also reflects the learning behaviours expected of them.

Aims of This Policy

- To share our vision for teaching and learning, including a common understanding of Quality First Teaching and Learning
- To recognise that it is the responsibility of all teaching staff to provide the highest quality teaching and learning experiences for our pupils, thus raising pupils' achievement.
- To provide personalised CPD opportunities for all staff involved in teaching and learning based upon their individual needs, requirements, career stage and future development.
- To ensure learning activities are planned to meet the specific needs of individuals and groups of students as identified by regular feedback and assessment.
- To ensure that high quality of teaching over time will raise the quality of learning and progress over time. Progress is actively planned for and reviewed in every lesson. Effective feedback strategies should be considered as per the guidance in the feedback section of the policy.
- To monitor the quality of teaching and learning through a thorough, robust and transparent model of quality assurance.
- To promote opportunities for pupils to widen their spiritual, moral, social and cultural development.

Teaching & Learning Vision

We strive for success for all. Our students are empowered to learn and achieve through inspirational and high quality teaching within the best environments for learning. Our students display our virtues, so they learn The Buckingham Way:

- ***Personal Responsibility*** meets with, but extends our Behaviour for Learning Vision. We already talk about the student making choices, but we recognise that personal responsibility extends this and empowers the student
- ***Self-improvement*** requires the student to strive to be the best version of themselves that they can be. It requires the adults to be honest and constructive in their feedback to students and to each other, and to avoid celebrating mediocrity
- ***Teachers hold the authority*** this is about more than managing behaviour. This recognises teachers as graduate subject specialists, with academic authority. It recognises them as trained professionals, with the authority that accompanies that. Society does not value teachers enough. This school does.

Curriculum Principles

Excellent teaching and learning is underpinned by a strong curriculum. For this reason, our curriculum principles sit at the heart of our teaching and learning model. It is the culture that we expect across our school from all of our curriculum areas. When considering our intent, our implementation and our impact, we have the highest expectations across 9 areas:

CURRICULUM PRINCIPLES								
The best environments for learning			**Inspirational and High Quality Teaching**				**Community Engagement in Learning**	
High Expectations	Supportive Learning Environment	Student Empowerment	Curriculum for Engagement & Challenge	Deep learning challenges students with new knowledge and applies current knowledge	Assessment & Feedback	Evidence based strategies	Development of the whole individual	Partnership with parents and carers

The Teaching of Literacy:

All staff are teachers of literacy. We have a shared responsibility to ensure students become strong, independent and capable readers, as well as writers.

The School has based its specific literacy plan around the recommendations made through the Education Endowment Funds research into secondary school literacy. The prime recommendation is to promote multidisciplinary literacy. This is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.
The School will promote the teaching of literacy through all departments, with the expectation that all leaders and teachers convey the importance of ensuring reading and writing skills are evident in lessons and across curriculum maps and schemes of learning.

The School will promote reading to ensure students:

- Extend and develop as readers throughout their time at the school
- Read for purpose and pleasure so that they enjoy reading a variety of texts and become enthusiastic readers
- Understand reading strategies (e.g. skimming and scanning) so that they are independent readers and can access exam materials
- Read a range of texts accurately, fluently and with comprehension
- Have opportunity to access higher level academic texts
- Understand and respond to a wide range of books and media texts on paper and on screen
- Understand the variety of written language, and the differences between fiction and non-fiction
- Improve their abilities to read, analyse and evaluate a wide range of texts, including literature from other cultures and traditions
- Develop higher order reading skills, enabling the use of inference and deduction

The School will develop students as effective writers, ensuring they:

- Writing neatly with accurate spelling (THUD) – Title, Handwriting, Underline & Date
- Provide students with opportunities for extended writing when appropriate
- Apply consistently the 6 point method for extended writing across all subject areas
- Express themselves clearly, precisely and accurately
- Use knowledge acquired from their range of reading to model their writing in different styles and forms
- Write for a range of purposes and audiences, incorporating a range of structures and styles
- Communicate meaning to a reader through a wide range of vocabulary and language devices

The School also wants to develop further oracy skills and in particular tier 2 and tier 3 vocabulary

The School will encourage students to:

- Formulate, clarify and express their ideas with increasing sophistication
- Express themselves in a variety of situations using language which is appropriate to audience and purpose
- Listen, understand and respond appropriately to others
- Understand how their developing communication skills will assist them in real life contexts

The Teaching of Numeracy:

All staff are also teachers of numeracy. All staff are responsible for developing numeracy skills in order that students can develop a confidence in the application of numeracy skills across all subject areas. The School has based its specific numeracy plan around the recommendations made through the Education Endowment Funds research in Improving Mathematics in KS2 and KS3. This guidance provides eight evidence based recommendations:

1. Use assessment to build upon pupils' existing knowledge and understanding
2. Use manipulatives and representations
3. Teach strategies for solving problems
4. Enable pupils to develop a rich network of mathematical knowledge
5. Develop pupils' independence and motivations
6. Use tasks and resources to challenge and support pupils' mathematics
7. Use structured interventions to provide additional support
8. Support pupils to make a successful transition between primary and secondary school

The School will promote the teaching of numeracy through all departments, with the expectation that all leaders and teachers convey the importance of ensuring numeracy skills such as problem solving are evident in lessons and across curriculum maps and schemes of learning.

The School will promote activities to ensure students:

- Extend and develop their numeracy confidence throughout their time at the school
- Understand how to apply numeracy skills and knowledge to solve problems and apply numeracy skills to different situations
- Receive a consistent method of applying numeracy techniques in all subjects to complement the core subject
- Develop higher order numeracy skills seen in the application of skills and knowledge in problem solving and subject specific applications.

The School will develop students confidence and competence in numeracy, by:

- Providing students with opportunities for numeracy work when appropriate
- Applying consistently standard numeracy techniques across all subject areas

Teaching & Learning

The school invests heavily in the "Walkthru" structure of developing teaching and learning, and weds itself to the following five key elements:

Walkthrus				
Behaviour and Relationships	Curriculum Planning	Explaining & Modelling	Questioning & Feedback	Practice & Retrieval

These WALKTHRUS areas form the basis of our T&L philosophy. (See Appendix 2)

Subject Specific Practices of Teaching & Learning

Schemes of Learning, and Progress Over Time (Medium and Long Term)
It is the responsibility of curriculum leaders to ensure that appropriate schemes of learning are logically sequenced with a clear rationale for any given unit or topic and have progression over time built in. It is the teacher's responsibility to personalise this to suit the learners in their care. Teaching staff plan for progression and learning effectively with medium and long term strategies.

Planning of schemes of learning include the core basic skills of reading, writing, communication and mathematics, this is also adopted in lesson delivery practises.

Subject Knowledge
Students learn best when teachers are knowledgeable and confident in what they are teaching. The use of curriculum planning, expert Curriculum Leaders, Lead Practitioners, sharing of best practice, observing colleagues and collaborative planning ensures that staff with excellent subject knowledge lead all learning. Effective teachers are devoted to developing curriculum expertise and constant improvement.

In order to achieve this, we adhere to the following principles:

- Performance management identifies areas for development and gaps in subject knowledge amongst individual staff and appropriate CPD is agreed.
- Teachers demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of Standard English.
- Teachers demonstrate an understanding of and take responsibility for promoting high standards of numeracy.
- SLT, curriculum leaders and those with a TLR for academic standards identify areas for development and gaps in subject knowledge through conducting curriculum reviews, learning visits, work scrutiny and data analysis.
- SLT, curriculum leaders and those with a TLR for academic standards ensure that opportunities to develop subject knowledge are created with in-house training, mentoring and coaching and external sources, such as PiXL and support from other schools/educational organisations.
- SLT, curriculum leaders and those with a TLR for academic standards discuss strengths and areas for development in subject knowledge through line management and are proactive in finding solutions and sharing best practice amongst all curriculum teams.
- Curriculum leaders identify gaps in knowledge or areas for development in the delivery of content in topics at a whole department level and ensure that time is allocated in subject meetings and collaborative planning sessions for staff to have the opportunity to address these areas.
- Curriculum leaders provide feedback on key messages and materials to ensure that all members of departments are kept up-to-date with curriculum changes and promote the value of scholarship.

Governors
Please see Appendix 1, which details Governor involvement.

Planning

Planning is based on systematic and accurate assessment of students' prior learning. A range of teaching strategies are employed based on knowledge of the students' needs. Tasks are designed and adapted to ensure that they will challenge all students, whatever the level at which they are working. All lessons must have opportunities for **ALL** students to experience success and demonstrate learning and progress

In order to achieve this, we adhere to the following principles:

- Learning objectives and outcomes are shared with the students – short term (lesson), medium term (topic/unit) and long term (course objectives). In every lesson, students should be able to articulate:
  - What they are learning
  - Why they are learning it
  - How to be successful in meeting the objective
- Seating plans include information regarding all student's current working grades, end of key stage target grade, professional predicted grades, SEN status, CLA, prior attainment band, EAL and PP information and are in place for every lesson.
- Teaching strategies must be adaptive, ensuring all students are capable of demonstrating progress.
- Lesson plans are designed to challenge all groups of students within a class.
- Lesson planning includes stimulating resources, which are adapted to all student's needs, and provide pace and challenge for all.
- Lesson planning is moderated in departments to ensure quality.
- Curriculum mapping demonstrates age related skills that are expected at the end of each key stage to prepare students for the next step in their education.
- Schemes of learning are clear and show the progression of skills and knowledge, including the core basic skills.
- Curriculum areas are familiar with students' prior learning before teaching new tasks.
- Key questions are explicit in the planning, promoting higher order thinking.
- Lesson plans require students to work both independently and collaboratively.
- Lesson planning is informed by the reflection and evaluation of previous lessons and performance data.
- Teaching ensures that all students make good progress.
- Planning allows individual students to excel, be creative and develop a passion for the subject.
- Variety within and across lessons makes use of a wide range of resources and exposes students to a range of activities that support and enhance motivation and engagement.
- Learning objectives and success criteria are planned carefully to ensure that learning is visible to the student and the teacher.

Feedback

Teachers use a range of techniques to systematically check students' understanding throughout lessons and units of study. Whilst teachers may anticipate the most likely areas of misunderstanding and prepare planned interventions and supports to address these, teachers are also ready to adapt approaches when unexpected misconceptions or difficulties arise. Feedback is sharply focused on the learning, skills and understanding that need to be improved. Students address feedback in dedicated response time to close the loop on their learning

In order to achieve this, we adhere to the following principles:

- Teachers assess students' knowledge and understanding regularly throughout the lesson and not just at the end.
- Teachers frequently refer to learning objectives and success criteria at relevant points in the lesson
- Teachers should ensure that they are responsive to emerging student needs, using opportunities to explore misconceptions, encourage students to ask and answer questions, watch and listen to student thinking and form a sense of the progress being made. Learning conversations, one to one feedback and check ins/mini plenaries are used to ensure that learning is visible to the teacher and the student
- Teachers use active questioning techniques to support differentiation and address misconceptions
- Teachers ensure that summative assessments are carried out regularly using departmental standardised mark schemes. The marking of these is moderated regularly through department meetings
- Verbal and written feedback shows excellent subject knowledge

- Teachers give clear feedback regarding which areas of the success criteria and learning objectives have been met, next steps on how to improve and assessment grades are given when marking summative assessments
- Students have opportunities to act on written feedback and improve their work accordingly
- The presentation of student work is monitored to ensure that it shows pride in their work
- All departments follow the School philosophy on assessment and feedback, and where appropriate add more department bespoke strategies:

The Philosophy:

Exam Units (Alevel, BTEC and GCSE): Every student will receive and respond to one piece of written teacher, peer and self-assessment per term. The feedback and response will be clearly evidenced in books/folders

Coursework (Alevel and GCSE): Every student will have their work teacher assessed once per term in line with JCQ guidelines, peer and self-assessment will be used as and when appropriate

BTEC Coursework Units: Units will be marked in line with BTEC assessment plans

KS3 classes will receive and respond to one piece of teacher, peer and self-assessment per term except in Humanities, Technology, Art and Computer Science who will complete a piece of peer, self and teacher assessment every 2 terms. Lessons in PE and PA will receive verbal feedback on an ongoing basis.

Verbal feedback will be used across every department at every given opportunity, it is optional whether this is recorded in books/folders

The Practice:
To ensure consistency all teacher assessment needs to be done in green, peer and self in purple, and all responses in purple pen, but must be titled as Response to Teacher/Peer or Self-Assessment

THE BUCKINGHAM SCHOOL NON-NEGOTIABLES OF CLASSROOM PRACTICE

There are TBS core WALKTHRUS that are organisational priorities and all staff must strive to embed at a high standard. These are:

To foster Positive Relationships (Walkthru's Page 36) : Communicate norms around clear roles and boundaries, communicate kindness, learn names and use them, combine assertiveness with warmth and always be the adults
To Establish School Expectations (Walkthru's Page 39): Share the school expectations, talk through these expectations, reinforce the expectations, redirect, correct or challenge and sustain your expectations
To Rehearse Routines (Walkthru's Page 45): Share the school routines and design departmental routines, walk through each routine, teach the signals, make routines routine and refresh or reboot

In the classroom, before teaching and learning can begin, there are key basic expectations that allow successful lessons to take place. To embed the School Expectations and Rehearsed Routines these standards need to be met by staff and students:

Classroom Routines

Start & Entry
- You will be greeted by the teacher and enter the room in silence when the teacher is ready
- You will be equipped to learn
- You will complete a 'Do Now' task whilst register is taken
- 'Big Picture' and Lesson Goals are shared

Setting and Completing Tasks
- Tasks will be clearly explained to you
- Your understanding will be checked
- You will work in silence for individual tasks, only speak to you partner for paired tasks and only group members in group tasks
- Outcomes and Timings are shared and reminders given
- You will complete tasks to the best of your ability

End and Exit
- Your learning will be reviewed and celebrated
- Your learning is connected back to a 'Big Picture'
- You will leave the learning space immaculate
- You will wait behind chairs in silence
- You will be dismissed one row/table at a time when the corridor is clear of other student

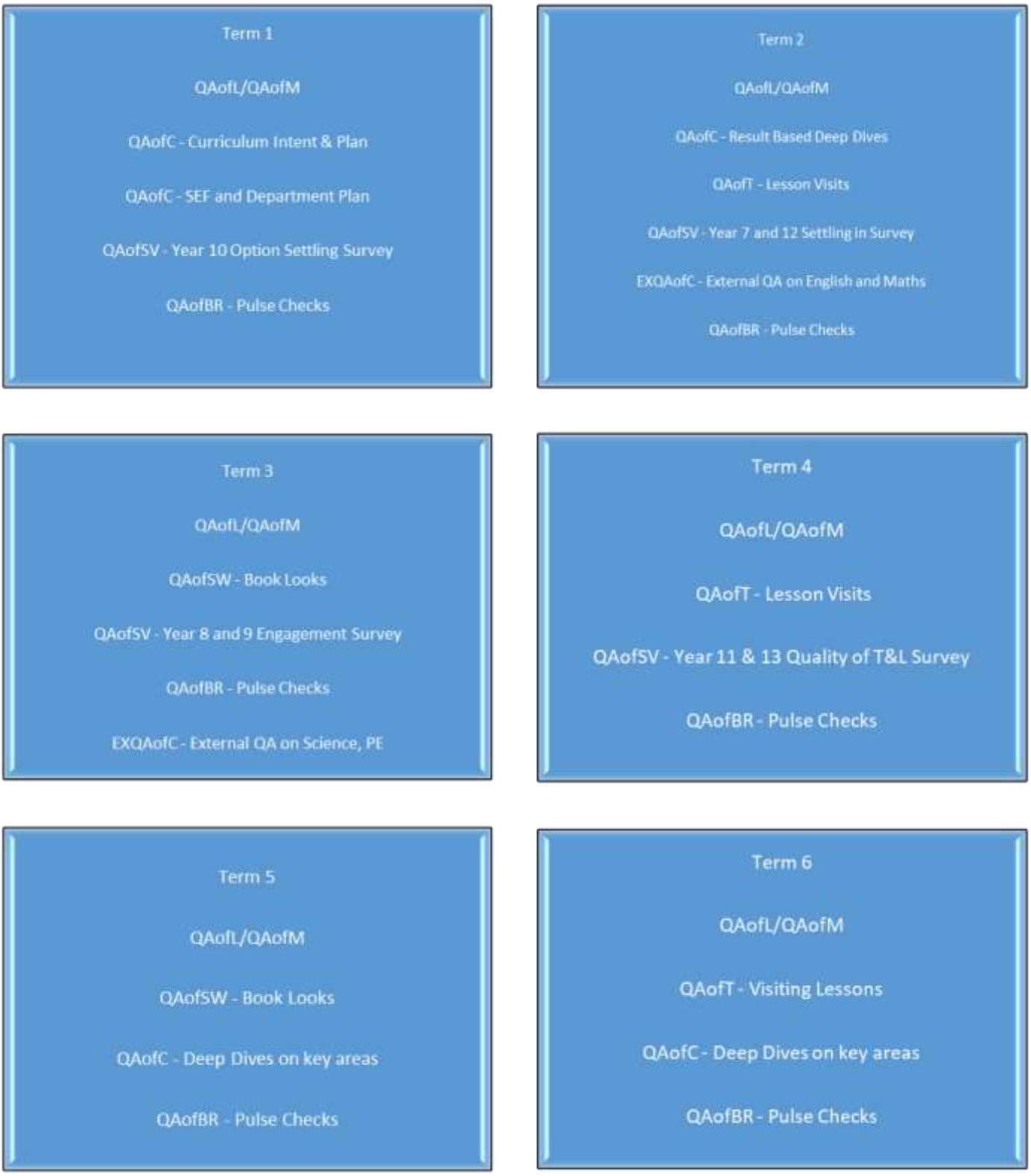
Solving The Learning Problem:
In addition to these all staff need to identify their 'learning problems' and use appropriate 'clusters' of WALKTHRUS to develop their practice and solve these problems. Staff will complete a learning problem to identify areas of learning that need to be developed.

These School wide approaches and individual 'clusters' are explicitly found in Department Improvement Plans, Performance Management, Meeting Agendas and throughout the QA system.

In order to upskill our staff, high-quality CPD is provided to ensure all staff meet or exceed their career-stage expectations in teaching and learning. To achieve this, we have designed a CPD programme around Walkthrus, evidence-based pedagogy that is fundamental to effective teaching and learning. This will form the basis of our whole-school CPD model that seeks to improve the effectiveness of our teachers in the classroom.

Appendix 1

Quality Assurance @ TBS



Key:

QAofL = Quality Assurance of Leadership – Ensuring that leaders are effectively **influencing** teams to reach our **vision**

QAofM = Quality Assurance of Management – Ensuring that all **Line Management** has clear **Agendas** and timely **Minutes**

QAofC = Quality Assurance of Curriculum – Ensuring that the **Curriculum** is effectively **designed** and **planned,** including external input

QAofT = Quality Assurance of Teaching – Ensuring that effective **Teaching** occurs due to effective **Explaining, Modelling, Questioning**

QAofSW = Quality Assurance of Student Work – Ensuring that effective **Learning** occurs due to effective **Feedback, Practice and Retrieval**

QAofBR = Quality Assurance of Behaviour/Relationships – Ensuring Students have excellent **Behaviour** and **Relationships**

QAofSV = Quality Assurance of Student Voice – Ensuring **Students** evaluate and develop their **learning experience**

Assuring Quality

QAofL = **Quality Assurance of Leadership** – Ensuring that leaders are effectively **influencing** teams to reach our **vision**

Senior Leaders assure the quality of agendas, minutes and materials for:

- Curriculum Leaders
- Heads of Year
- Tutor Teams
- Whole staff meetings

Coaching ensues as and when necessary.

QAofM = **Quality Assurance of Management** – Ensuring that all **Line Management meetings** have clear **Agendas** and timely **Minutes**

Steering group review Agendas and Minutes of Curriculum Leader line management meetings every 2 weeks to ensure a professional and thorough approach is applied throughout. Evidence of progress against action points and Agenda items are verified and recorded.

School leaders observe 3 Line Management meetings per year and provide coaching for the Line Management

QAofC = **Quality Assurance of Curriculum** – Ensuring that the **Curriculum** is effectively **designed**, **planned and implemented,** including external input from external agencies and local schools working collaboratively to improve the quality of curriculum delivery.

In Line Management Senior Links quality assure all documents below to ensure they meet the success criteria:

- Curriculum Intent
- Department Scheme of Learning, (and progress throughout)
- Department Improvement Plan & SEF guidance document

Ongoing:

QAofT - Quality Assurance of Teaching: Is this lesson in line with the Curriculum Intent and Curriculum Plan?

QAofSW - Quality Assurance of Student Work: Do the books clearly align with Curriculum Intent and Curriculum Plan? Is the assessment provided align with the departmental assessment and feedback policy? (Appendix 1)

QAofM - Quality Assurance of Management: Standing agenda items include intent and timeline monitored and discussed in each meeting.

QAofT - **Quality Assurance of Teaching** – Ensuring that effective **Teaching** occurs due to effective **Explaining, Modelling, Questioning**

Every other term a Curriculum Leader or Lead Practitioner visits a colleague within their department. This is to gain an understanding of pedagogy around the three strands of **explaining, modelling and questioning**. The lesson will be reviewed based on the evidence of these 3 QAofT strands seen in the lesson, reported by students and seen in students' records of learning. IABACUS software is used to record the lesson in terms of the 3 WALKTHRUS and a coaching conversation ensues and is recorded. This is referred to next QAofL, development of points are discussed, and evidence of development in books is photographed and added to the system.

In order to ascertain the extent of explaining, modelling and questioning, students are asked the following questions during lesson visits:

- When (teacher's name) explains subject content to you, do you understand it?
- When (teacher's name) explains tasks to you, do you understand what to do?
- Can you show me some examples of modelling that you used last term?
- How were these presented?
- How did they help you?
- When questions are asked to the class is there a no hands up policy?
- Do you get a variety of open/closed/what/when/where/who/how and why questions?

QAofSW = **Quality Assurance of Student Work** – Ensuring that effective **Learning** occurs due to effective **Feedback, Practice and Retrieval**

Every other term CLs, ACLs and LPs will work one to one with their team to ascertain the degree to which Feedback, Practice tasks and retrieval tasks are evident in student records of learning and how the quantity and/or quality of these is affecting progress. IABACUS is used to record the QAofSW in terms of the 3 WALKTHRUS and a coaching conversation ensues and is recorded. This is referred to next QAofSW, development of points are discussed, and evidence of development in books is photographed and added to system.

QAofBR = **Quality Assurance of Behaviour/Relationships** – Ensuring Students have excellent **Behaviour** and **Relationships**

SLT, HOY and Non-core LPs have 2 Pulse Checks timetabled per week.

The philosophy is one of preventing negative events as opposed to responding to them. Pulse Checks and Rainbow are combined.

The colleague on Pulse Check Duty's primary role is to check on the classroom culture around the school. Their secondary role is to respond to Rainbows that are urgent and need additional support that cannot be dealt with at department level. This consists of them going into classrooms and asking, "Is everyone working hard in here?" They then address any concerns if necessary.

They are always provided all information at the beginning of their pulse checks on class Hotspots, individual behaviour concerns whereabouts and Cover lessons during that period, and prioritise these. They can remove students from these as a preventative measure if they judge this necessary and there is a suitable place to put them or they can keep the student with them.

In addition, each member SLT, HOY and Non-core LPs have a coaching buddy that is developing their Behaviour and Relationships. This may be holistically or year/class specific. The pairings will reflect this need. This is completely non-judgemental and purely supportive. Colleagues can volunteer or by identifying a hotspot(s) agree they will be part of a coaching pair. All new staff will also have a coach.

QAofSV = **Quality Assurance of Student Voice** – Ensuring **Students** evaluate and develop their **learning experience**

LP of QA and Heads of Year will co-ordinate a targeted survey per year (as detailed in the Implementation section) will happen for all year groups across the year.

They will be at key times for key year groups:

- Year 10 Settling in Survey
- Years 7 and 12 Settling in Survey
- Years 8 and 9 Engagement Survey
- Years 11 and 13 Quality of T&L Survey

Fundamentally, they focus on:

QAofT - Explaining, Modelling and Questioning

QAofSW - Feedback, Practice and Retrieval

QAofBR - Behaviour and Relationships

Attitude to Learning

The minimum we expect of students is **compliance**, shown below as grade 3 in our ATL scores, however, our expectation is that all students are generally committed or dedicated towards their studies. Our ATL grades for dedicated, committed, compliant and reluctant are outlined below:

ATL	Description
Dedicated	The student is passionate about learning, goes beyond expectations as a matter of course. The student uses lessons as a springboard to explore content further. The student is highly self-motivated, is determined to master any areas of insecurity
Committed	The student always meets or exceeds expectations in lessons, completing tasks enthusiastically and to their very best standard. Instructions are followed straightaway and appropriate, interested questions are raised. The student is eager to learn
Compliant	The student meets expectations in lessons and does as required. Tasks are completed well and the teacher does not need to intervene to ensure compliance and co-operation.
Reluctant	The student fails to meet minimum expectations, rarely gets involved with learning, avoids completion of tasks and requires too much teacher time. Students who act to the detriment of others will automatically receive this grade.

Links with other Policies

This policy links to the following policies and procedures:

- Curriculum Policy
- Assessment and Feedback Policy and departmental marking procedures
- Behaviour for Learning Policy
- SEND Policy and information report
- Equality and Community Cohesion Policy

Appendix 1

Quality Assurance – Governor Involvement.

Please find below the schedule of QA activities to be conducted this academic year. I would like to propose that a Governor be appointed to work directly with each subject area, and to conduct two meetings per academic year with the Curriculum Leader to discuss the following:

- Department Improvement plan. To discuss the rationale, progress towards it, success and limiting factors
- Departmental QA findings. The CL to discuss with their allocated Governor their QA findings, and steps taken to develop further or address concerns.
- An opportunity for the CL to raise any concerns or positive feedback directly to the Governing Body.

In addition to this, highlighted yellow are additional QA activities that we would welcome Governors to observe and support with. Predominantly these include our planned External QA visits. Experts from local schools, and where appropriate, external parties such as our School Improvement Advisor, will be visiting allocated subjects to QA our own judgements, and provide additional support and recommendations. The first External QA is planned for the 6th October, and will be focusing on English and Maths. (Allocated Governor observing and supporting)

There are a number of ongoing QA activities where a Governor visit is not required, or in many cases appropriate, these are highlighted green, (To be reported to Governors). Findings from these activities will be reported back to Governors in the appropriate meeting following the QA activity. It would be welcomed if a Governor could be allocated directly to QA, however, and meet with Joe Ryan and Richard Peel, to observe first-hand the ongoing QA processes, for example Pulse checks.

Proposed Timetable for visits – Specific dates to be agreed with the Curriculum Leader:

Term 1	English & Maths
	Science, Computing & PE
Term 2	Geography, History and Philosophy & Ethics
	Art and Performing Arts
Term 3	MFL and Technology
	Personal Development, Business & Social Sciences
Term 4	English & Maths
	Science, Computing & PE
Term 5	Geography, History and Philosophy & Ethics
	Art and Performing Arts
Term 6	MFL and Technology
	Personal Development, Business & Social Sciences

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Term 1

QAofLearning/QAofManagement

QAofCurriculum - Result Based Deep Dives

QAofTeaching - Lesson Visits

QAofStuderntVoice - Year 7 and 12 Settling in Survey

EXQAofCurriculum - External QA on English and Maths

QAofBehaviour&Relationships - Pulse Checks

Term 2

QAofLearning/QAofManagement

QAofStudentWork - Book Looks

QAofStudentVoice - Year 8 and 9 Engagement Survey

QAofBehaviour&Relationships - Pulse Checks

EXQAofCurriculum - External QA on Science, PE

Term 3

QAofLearning/QAofManagement

QAofTeaching - Lesson Visits

QAofStudentVoic - Year 11 & 13 Quality of T&L Survey

QAofBehaviour&Relationships - Pulse Checks

Term 4

QAofLearning/QAofManagement

QAofStudentWork - Book Looks

QAofCurriculm - Deep Dives on key areas

QAofBehaviour&Relationships - Pulse Checks

Term 5

QAofLearning/QAofManagement

QAofTeaching - Visiting Lessons

QAofCurriculum - Deep Dives on key areas

QAofBehaviour&Relationships - Pulse Checks

Term 6

QAofLearning/QAofManagement

QAofCurriculum - Curriculum Intent

QAofCurriculum - Department Evaluation & Plan

QAofStuderntVoice - Year 10 Option Settling Survey