



The
COURT MOOR STANDARDS

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INTRODUCTION

The Court Moor Standards are a bespoke set of expectations which Court Moor aims all teachers to meet over time. The standards have been drawn up and agreed by individual departments to ensure there is an equality of provision across all teachers in a given department.

The standards break down into four key areas: climate, intervention, challenge and feedback. Within these categories each department has outlined the practice which should be seen in any lesson within the department, regardless of teacher.

The Court Moor Standard provides a measuring tool for monitoring purposes and where a teacher is found to be failing to meet the Court Moor Standard internal support processes will be used in order to address the issue.

The exceptions to the CMS are newly qualified teachers who have an induction year, trainee teachers and those who are experienced but new to the school. Experienced teachers are given a two term grace period to understand the school culture and expectations before being judged against the Court Moor Standard.

The aim with the Court Moor Standard is to be as open and transparent as possible with parents about our expectations. Whilst occasionally staff may fail to meet these standards, it is a sign of confidence that we share these with our parents and it is extremely rare to find a school that will be so bold in laying out their 'offer' to parents.

The categories for the standards are defined as follows:

Climate : the atmosphere in the classroom, between students, with teachers and the learning environment.

Intervention: how teachers check understanding and intervene when students have additional needs or need extra support in maintaining their progress.

Challenge: how the work will keep students on the 'edge of their known knowledge' and ensure that lessons allow all students to extend their learning.

Feedback: how students will receive feedback on their work. This incorporates a range of different ways that the teacher tracks and comments upon the learning of individuals.



Climate

Teachers generate high levels of commitment to learning

Teachers will create an atmosphere in which students feel supported and valued.

Teachers will plan to inspire students with excellent visual stimuli through display/resources and exemplars.

Lessons will create a climate in which students feel able to take creative risks, refine ideas and skills further than they thought possible.

Students will be encouraged to demonstrate a strong commitment to the subject and collaborate with their teachers to become highly skilled in visual communication.

Intervention

Interventions are sharply focused and timely

Where students experience difficulties, teachers will make and maintain contact with the student and their parents to support their learning needs and encourage them to realise their full potential.

Teachers will work in collaboration with other colleagues to understand the learning needs of individual students and take these into consideration when directing and encouraging students to make sustained progress.

Projects will be differentiated in the use of different processes, techniques and outcomes, appropriate in supporting students to making clear and measurable improvements in relation to expectations.

Teachers will use homework as an intervention tool to adapt tasks to the needs of the students, as a project develops.

Challenge

Tasks are challenging for students of all abilities

Teachers will be consistent in setting high expectations, asking students to re-do and finish any work that is below a student's potential.

Teachers plan projects and lessons that encourage students to be more resilient in the face of challenges and will support them as they overcome initial failures.

Lessons will explore ideas and themes in a wide variety of media, using experimentation and reflection to make students' investigations more diverse.

Teachers will design projects that offer stretch and challenge to all students.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

Students will receive regular feedback using a variety of methods either as a whole class or on an individual basis.

Students will have time in lessons to reflect on the feedback, given by their teachers, to improve their work in both their books and final pieces.

Written feedback will be provided on each of the two or three formally assessed projects.

Yellow 'Next Steps' stickers will be issued every term for KS3 students identifying one of four subject specific areas to focus on. An additional skill based statement will complement the Next Step sticker and students will comment thoughtfully on these.

At KS4 Students have Area Objective specific feedback with personalised comments from both teachers and students.



Climate

Teachers generate high levels of commitment to learning

Department uses a professional standard for presentation of work to students at all times (e.g uses department template for Powerpoint and Word documents, display boards are designed to be current and engaging).

Majority of lessons run without interruption

Teachers create an atmosphere in which students feel supported and valued.

Students will be encouraged to do their best and their success recognised and celebrated.

Lessons will use a mix of exciting and current resources and activities.

Poor behaviour will be challenged and school behaviour policy will be followed

Intervention

Interventions are sharply focused and timely

Students will be supported to improve in the subject

Differentiation will be evident in majority of lessons, with individual students' learning needs understood by the teacher and lessons adapted accordingly.

Underperforming students will be identified quickly from assessment data and class/homework. Measures will put in place to provide the student with high quality feedback to help them improve.

Any student experiencing significant difficulties will be referred to Curriculum Leader and then to the SENCO/ Exams Officer.

Additional adults in the classroom will be fully briefed before the lesson and given access to the programme of study on a term by term basis.

Challenge

Tasks are challenging for students of all abilities

Students will be encouraged to work at a level that is challenging (just beyond their current attainment) in order to secure progress.

Teachers' expectations will be high. Students will be given clear expectations as to the standard of work expected and work will be returned if it not at an acceptable standard.

Teachers will regularly review and refine planning and teaching in order to ensure that challenge and rigor is maintained.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

A variety of feedback methods will be used in everyday teaching including peer feedback, verbal feedback and self-assessment.

RAG and DIRT will be used to inform students of areas for development and will allow them to improve work.

All students will be set a formal assessment at the end of each unit or at least once a term.

Next Steps stickers for KS3 will provide clear and actionable feedback/targets at least once a term and students will comment purposefully on their content



Climate

Teachers generate high levels of commitment to learning

Lessons will start on time, students will be greeted at the door and lessons will be delivered with enthusiasm and passion for the subject.

Lessons will regularly include a range of practical, individual, group and performance work.

Poor behaviour will be challenged and teachers will be aware of and consistently use the schools policy on behaviour management.

Teachers will demonstrate a consistent approach to positive relationships: Students will be encouraged to do their best and their successes will be recognised and celebrated within lessons: positive behaviour will be reinforced and poor attitudes will not be ignored.

Intervention

Interventions are sharply focused and timely

Students will be supported to improve in the subject through differentiated activities delivered in everyday planning and teaching.

Individual students' learning needs will be understood by the teacher and lessons will be adapted to take into consideration their needs when necessary.

Where students are experiencing difficulties, a dialogue with the student will take place and clear goals set, with the teacher providing additional intervention/feedback to support student.

Challenge

Tasks are challenging for students of all abilities

Teachers will have a secure grasp of assessment within subject area and are able to plan and set tasks for students that reflect their ability but also offer challenge.

Students will find some work difficult and written work that is not considered to be the best of their ability will be returned to them to be improved/re-done

Teachers will regularly review and refine their planning in order to increase the levels of challenge, pace and engagement in their lessons and schemes.

Planning and delivery of lessons will reflect students differing learning behaviours.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

Students will regularly receive individual and class verbal feedback during lessons and after performances. This feedback will incorporate praise as well as feedback for progress.

DIRT will be incorporated into lessons, at least twice a term, in order to allow students the chance to improve work before final assessment.

There will be a minimum of 3 formal assessments a year – a mixture of practical, performance and written work.

A variety of feedback methods will be used within everyday teaching including: peer, group, one to one and written feedback – RAG marking will be used on both practical and written work.

Through the use of purposeful, regular and actionable feedback- students will be aware of what skills they need to develop and how to do so.

Next Steps stickers will provide clear and actionable feedback/targets and students will comment purposefully on their content.



Climate

Teachers generate high levels of commitment to learning

Classes are calm and students are focussed on the lesson.

Students show a strong sense of purpose towards their studies.

There is a positive atmosphere within the room.

The teacher has a presence and is respected by the students.

There is a sense of co-operation and collaboration between staff and students.

The physical climate of the room is maintained to a high order.

Students' work should be neat and well-organised.

Intervention

Interventions are sharply focused and timely

Staff are aware of students who are falling behind, during individual lessons and over longer periods, in the bigger picture.

Staff understand and use a range of intervention strategies.

Intervention strategies are used appropriately and their effect is closely monitored; further support is actioned quickly, where required.

Work is differentiated appropriately to support students.

Staff pass on their concerns to the appropriate body if classroom intervention is not successful so that further support may be provided.

Challenge

Tasks are challenging for students of all abilities

Tasks are matched to the students' individual level of expected progress.

Lessons are planned to make effective use of the lesson time, including a prompt start and an assessment of learning in the plenary.

Students are taught with a high level of challenge, just outside of their comfort zone, and all students are expected to contribute.

Work is modelled with examples of the level/grade that students should be attaining.

Students are encouraged to extend their learning and knowledge independently.

Students' assessed work will be returned to them to be redone if it is not considered to have been completed to the best of their ability.

Feedback

Marking and feedback are frequent and consistently high quality, leading to impact

Key Stage 3: two pieces are formally assessed in each module/term – one for reading skills, one for writing skills.

Key stage 4: in Year 10, students complete a literature assessment at the end of each module; in Year 11, students complete a full mock paper at the end of each half-term.

Key assessment pieces are marked using yellow marksheets, complete with targets and an effort grade.

All assessments are completed in exercise books and are marked a minimum of twice per half-term in order to show progress over time.

A variety of techniques may be used e.g. peer marking, verbal feedback, RAG.

Students are given the opportunity to reflect on their work and make improvements.



Climate

Teachers generate high levels of commitment to learning

All teachers set high expectations in order to achieve a calm, purposeful learning environment.

Lessons will start on time and will be delivered with enthusiasm and passion for the subject.

All students are encouraged to achieve their best and their success will be recognised and celebrated.

All members of the department will challenge poor behaviour and set the appropriate sanctions according to the department/school policy.

Intervention

Interventions are sharply focused and timely

There will be a variety of strategies in place to cater for individual learning needs, ensuring students make progress. Individuals' SEN records will be used to help plan for their needs.

Differentiation strategies, including scaffolding, will be used. If further support is needed, the learning support team will be contacted and advice sought.

1:1 conversations with students' will enable individual issues to be resolved and measures put in place, with correspondence with parents.

Underperforming students will be identified from assessment data and class/homework and provision will be made to support them.

Additional adults working in the classroom will be briefed before the lesson and provided with appropriate resources and instructions.

Challenge

Tasks are challenging for students of all abilities

Teachers will provide challenge and rigour to students of all abilities; by ensuring that tasks and work is questioning is differentiated.

Students' work that is not considered to be to the best of their ability will be returned to be improved/re-done.

Teachers will regularly review and refine their planning/teaching in order to increase the level of challenge and rigour in lessons and schemes.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

A variety of feedback methods will be used in everyday teaching including: peer feedback, verbal feedback, self-assessment and RAG marking.

Books will be marked on a monthly basis (every 8 lessons).

A summative assessment will be set after each unit of work and feedback will be provided. Homework may be assessed on SMHW or in exercise books.

DIRT will be used at least once a half term, in order to allow students the opportunity to improve their work.

Key Stage 4 will be assessed using GCSE exam questions and grades given after every unit of work.



Climate

Teachers generate high levels of commitment to learning

Teachers create a positive atmosphere.

Students are encouraged to believe that there is no fixed ceiling on what they can achieve.

Nearly all lessons will proceed with a constructive learning atmosphere.

Lessons will use a range of structures and activities.

The teacher is clearly in charge of their space.

Teachers communicate enthusiasm, demonstrating to students a love of learning and collaboration with others.

Positive behaviour is reinforced through verbal acknowledgement and the schools rewards system and poor behaviour is challenged and dealt with appropriately.

Intervention

Interventions are sharply focused and timely

Students will be supported to improve in the subject and encouraged to seek support when they require it.

Teachers regularly discuss with colleagues students who are experiencing difficulties, in order to support progress.

Additional adults working within the classroom will understand their role in the lesson and their role in supporting progress for individual students.

The teacher is aware of students in their classes who may need additional support and utilises strategies appropriately to support them.

Staff are aware of the prior performance of students and endeavour to provide students with opportunities to build on this.

Staff frequently engage in professional dialogue and seek support to help ensure student progress.

Challenge

Tasks are challenging for students of all abilities

Teachers will regularly review and refine their teaching in order to increase the level of challenge and rigour in their lessons and schemes.

Staff actively seek opportunities to challenge students within and across lessons.

Staff challenge under performance and expect students to take responsibility for their learning.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

Feedback will be evident in books and lessons and will have an impact on students' work.

At KS4 students will receive feedback at least 2 times over a half term, with at least one written comment and one actioned comment.

KS3 as above but one per half term written and actioned comment.

The type of feedback in books will vary but may include combinations of the following – self-marking/annotation, acknowledgement, peer feedback with actioned response, dot marking, slip tests, verbal feedback.

At KS3 'Next Steps' stickers will provide clear and actionable feedback/targets and students will respond purposefully on their content by writing how they intend to achieve this, or through a related piece of work



Climate

Teachers generate high levels of commitment to learning

Teachers have an enthusiastic, positive attitude towards students and will promote an active interest in their subject, thus working on the assumptions that all students are able to achieve their very best.

Teachers will act as role model and will challenge poor behaviour consistently, in line with departmental and whole-school policy.

Lessons will have an organised start, middle and end.

Learning intentions and outcomes are shared at the beginning of the lesson.

Lessons will include a variety of teaching methods and activities, designed to allow different learning styles to develop and succeed.

Teachers will plan for active participation of all students within a lesson sequence.

Intervention

Interventions are sharply focused and timely

Teachers are aware of students' individual needs and adapt their planning to allow access for all.

Professional reflective practice will take account of non-linear learning (stuck students) and respond through appropriate planning and teaching on a daily basis.

Lesson resources will be adapted in line with individual's needs.

Teachers will maintain a professional dialogue with support, non-teaching and specialist staff in order to jointly achieve intended learning outcomes.

Challenge

Tasks are challenging for students of all abilities

Teachers will have a secure and current knowledge of their subject and its assessment procedures and specifications.

Teachers will have a secure and current knowledge of their teaching groups (attainment and ability) and are able to plan and teach with a view to challenge students beyond their current attainment.

Teachers will regularly plan for cognitive conflict in order to develop resilience and resourcefulness in students.

Teachers will regularly consider outcomes of written verbal feedback in their planning and teaching.

Teachers will maintain a professional dialogue with colleagues in order to review and refine teaching approaches and schemes of work.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

Students will regularly complete exit tickets which assess understanding and, on return, are responded to by improving or deepening the topic (DIRT).

During the first part of each term, students will complete a rich task which will be deep-marked using an assessment grid focusing on problem solving and reasoning skills. Students will plan on how to cover remaining skills in the next termly rich task. This grid remains with the class teacher.

The second half of each term will focus on diagnostic feedback of summative assessment and will inform next steps stickers with clear and actionable feedback/targets. Students will comment purposefully on their content at least once per term.

Appropriate reflection time is given in lesson and sub-standard work will be improved.



Climate

Teachers generate high levels of commitment to learning

Nearly all lessons will proceed without interruption.

Each individual will feel safe and confident enough to take risks with the target language, particularly in oral participation.

Students will be encouraged by teachers and by their peers to do their best. Their successes will be recognised and celebrated.

Lesson sequences will use a range of structures and activities, incorporating all four skill areas.

All members of the department will be familiar with, and follow, department policy for behaviour.

Intervention

Interventions are sharply focused and timely

Students will be supported to improve in the subject and, where appropriate, parents will also be informed of additional opportunities available to support students.

Individual students' learning needs will be understood by the teacher and the lessons will be adapted to take into consideration their needs.

Where students are experiencing significant and sustained difficulties, a dialogue with the student will take place, with the teacher providing additional feedback and monitoring to support the student.

Teachers will refer to the Curriculum Leader and/or SENCO if a student appears to be experiencing significant difficulties.

Additional adults working within the classroom will be briefed before the lesson and provided with appropriate resources and instructions.

Challenge

Tasks are challenging for students of all abilities

All students will have access to work that is just beyond their current ability in order to secure progress.

Work that is not considered to be to the best of their ability will be returned to them to be improved/re-done.

Through sharing good practice, teachers will regularly review and refine their planning and teaching in order to increase the level of challenge and rigour in their lessons and schemes.

Teachers will actively build in group talk opportunities in lessons, thus encouraging students to take ownership of their progress.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

All students will receive frequent verbal feedback in lessons.

All written feedback using the 'Next Steps' or department feedback sticker will provide a target/point for improvement and this feedback should be evident in their books at least once per half term, as per MFL marking policy. Students will respond appropriately to these comments.

DIRT will be incorporated in lessons, following either formal written feedback or RAG from the teacher.

At KS3, students will be formally assessed in all four skills over the course of the year.



Climate

Teachers generate high levels of commitment to learning

Lessons will start on time and will also finish on time. Teacher will have a passion and enthusiasm for the subject and demonstrate this through their positive attitudes towards the pupils.

Lessons will regularly include a range of listening, singing, composing and performing. Teachers will build the confidence of students through positive interaction and encouragement.

Poor behaviour will be challenged and teachers will be aware of and consistently use the schools policy on behaviour management.

Teachers will demonstrate a consistent approach to positive relationships: Students will be encouraged to do their best and their successes will be recognised and celebrated within lessons: positive behaviour will be reinforced and poor attitudes will not be ignored.

Intervention

Interventions are sharply focused and timely

Students will be supported to improve in the subject through differentiated activities delivered in everyday planning and teaching.

Individual students' learning needs will be understood by the teacher and lessons will be adapted to take into consideration their needs when necessary.

Where students are experiencing difficulties, a dialogue with the student will take place and clear goals set, with the teacher providing additional intervention/feedback to support student.

Challenge

Tasks are challenging for students of all abilities

Teachers will have a secure grasp of subject knowledge and will be able to plan and set tasks for students that reflect the student's ability but also offer challenge.

Students will find some work difficult. The teacher must use their knowledge to help improve the student's abilities and awareness regarding the tasks at hand. The teacher must stretch the students regardless of ability level

Teachers will regularly review and refine their planning in order to increase the levels of challenge, pace and engagement in their lessons and schemes.

Planning and delivery of lessons will reflect students differing learning behaviours.

Teachers will identify students that will benefit from ensembles after school and will encourage all to join in.

Extra-curricular ensembles will be offered to the students and suggested during lesson time.

Teachers will identify students that will benefit from ensembles after school and will encourage all to join in.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

Students will regularly receive individual/group verbal feedback during lessons.

Practical DIRT will be incorporated into lessons, at least once a term and midway through 1 formal project, in order to allow students the chance to improve work before final assessment.

There will be a minimum of 3 formal assessments a year. These assessments will be based on singing, composing, listening and performing.

A variety of feedback methods will be used within everyday teaching including: peer, group, individual and written.

Yellow 'Next Step' stickers will be completed at the end of every formal project each term and students will comment purposefully on their content.

Through the use of purposeful, regular and actionable feedback- students will be aware of their current attainment and what skills they need to develop to improve their musical abilities. Subject specific spellings will be corrected, as appropriate.



Climate

Teachers generate high levels of commitment to learning

Promote and model an enthusiastic and positive approach to all aspects of learning, in order to motivate students to do their best.

Nearly all lessons will proceed without interruption.

Students will be encouraged to share their views and experiences with others and respect others views and experiences.

Teachers challenge poor behaviour, in line with the school behaviour policy.

Intervention

Interventions are sharply focused and timely

Students will be supported and given opportunities to improve their work

Individual learning needs will be understood and activities will be adapted where necessary

A significant (or recurring) difficulty will be dealt with by means of dialogue with the student, setting goals for the student to overcome the difficulty. The PDC line manager will be informed of any formal intervention.

Challenge

Tasks are challenging for students of all abilities

Teachers will challenge under performance and expect students to take responsibility for their learning.

Teacher work hard to ensure active participation from all students – no passengers!

A range of questioning techniques will be used to challenge student's views as well as their academic capacity, students will be asked to justify their responses in a number of ways.

Teachers will include opportunities for personal development within lessons, to develop students reasoning and communication skills.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

Feedback will be evident in all student's books, at least once every half term – this may be a written comment/target, a verbal feedback stamp, peer assessment or RAG marking.

Students will be given effective peer feedback on specific pieces of work throughout the year.

'Next Steps' stickers will be used to guide student's development, in line with school policy.



Climate

Teachers generate high levels of commitment to learning

Lessons will start on time, students will be supervised in the changing rooms and lessons will be delivered with enthusiasm and passion for the subject.

Lessons will be high in pace, with minimal time wasted during transitions from one activity to the next.

Poor behaviour and low-level disruption will be challenged and teachers will be aware of, and consistently use, the school's policy on behaviour management. Positive behaviour will be reinforced with praise.

Teachers will demonstrate a consistent approach to positive relationships: Students will be encouraged to do their best and their successes will be recognised and celebrated within lessons.

Intervention

Interventions are sharply focused and timely

Pupils will be supported to improve in all areas of learning. A variety of intervention strategies will be used as appropriate.

Lessons will be planned with the needs of all pupils taken into consideration. A variety of differentiation techniques will be explored and used when appropriate.

The deployment of TLCs should be planned prior to the lesson and teachers will direct TLCs throughout the lesson, to maximise impact.

More able pupils will be given opportunities to perform at a higher level by being nominated for district/county trials where possible.

Pupils will be encouraged to attend extra-curricular clubs, both inside and outside of school.

Challenge

Tasks are challenging for students of all abilities

High expectations will be set for both pupils and staff alike.

Lessons are not always predictable and teachers challenge themselves to vary their teaching styles and approach.

Pupils will be encouraged to take on different roles, including performer, coach and official.

Pupils' understanding of rules, tactics and strategies is seen as important as skill acquisition and these are specifically addressed in any SoW.

Non-participants are fully involved in lessons, in the role of coach, teaching assistant, leader or official.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

In core PE, all pupils will receive regular individual verbal feedback.

Opportunities will be created for peer assessment on a regular basis.

Whole class/group feedback will be given every lesson.

At KS4 (GCSE and Sport Studies) a variety of feedback methods will be used (including RAG, DIRT and verbal feedback).

GCSE books will be marked on a regular basis; written feedback will inform students of their current attainment and will include an actionable point for improvement.



Climate

Teachers generate high levels of commitment to learning

Nearly all lessons will proceed without interruption.

Teachers will create an atmosphere in which students feel safe, supported and valued and where they can develop themselves and their ability work together or independently.

Students will be encouraged to try their best and to encourage others to do the same.

These successes will be recognised and celebrated in a number of ways. Teachers will form the basis of this encouragement.

All members of the department will challenge poor behaviour and set the appropriate sanctions.

Intervention

Interventions are sharply focused and timely

Students will be supported to improve in the subject and opportunities to improve (some of which will be advertised to parents), should be offered.

Individual students' learning needs will be understood by the teacher and lessons or activities will be adapted when needed.

When a student is experiencing a significant or recurring difficulty, a specific dialogue will be opened with the student, during which goals will be set to allow the student to overcome their difficulties; the teacher will then provide additional feedback and support. The Curriculum Leader will be informed of any formal intervention.

Teachers will refer to the Curriculum Leader and /or SENCO if a student requires additional support for significant difficulties.

Intervention strategies will be recorded within the department to allow for consistency. This includes both academic and behavioural intervention.

Challenge

Tasks are challenging for students of all abilities

Students in all key stages will be given work that allows them to progress and challenge themselves.

Work that is not considered to be of the requisite standard will be returned to the student to be improved.

A range of questioning techniques will be used to challenge student's views, as well as their academic capacity. Students will also be asked to justify their responses in a number of ways.

Teachers will include opportunities for philosophical elements within lessons to develop students' reasoning and argument. This will encourage them to challenge other students and help develop their communication skills.

There is evidence of challenge within lesson planning or classroom observation

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

A variety of feedback methods will be used across the department. This may also include feedback on SHMHW.

RAG marking and DIRT will be incorporated into lessons and students will receive specific feedback after every formal assessment.

At KS3, 'Next Step' stickers will provide a target or area on which the student needs to improve. Each key stage will be marked depending on how often the class is taught. This will be agreed between the Curriculum Leader/Line Management and teaching staff.

Students will be given effective peer and verbal feedback throughout the academic year.

Key Stage 4 will be assessed using GCSE exam questions and marks given after every unit of work.



Climate

Teachers generate high levels of commitment to learning

Teachers will use the department resources to plan exciting and interesting lessons which help students to learn.

Students will learn in a safe and supportive environment

Students successes will be celebrated and rewarded using the established school rewards system.

Teachers will challenge poor behaviour and consistently apply school behaviour policies.

Intervention

Interventions are sharply focused and timely

Teachers know how well students are progressing, relative to their expected level of progress.

Teachers have a clear understanding of their students learning needs and routinely plan to meet their needs.

Teachers will work closely with students in need of intervention and will ensure that agreed strategies are clearly communicated.

Assessment for Learning is common feature of all lessons

Challenge

Tasks are challenging for students of all abilities

Teachers routinely plan to include a high level of challenge in their lessons.

Teachers will plan to encourage student's intellectual thinking through independent study and help them to develop the literacy/ mathematical skills necessary to communicate their thoughts and ideas.

Sub-standard work will not be accepted. Assessed work that is not considered to be at the level expected will be returned to the student to be redrafted and resubmitted.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

Students will receive regular feedback, by a variety of methods; this may be given verbally, written in exercise books or online via SHMW. Feedback can be given individually or as a class.

There will be a formal assessment twice a year, the results of which will be used to plan interventions and set targets.

Students will be given time in lessons to reflect on the feedback which has been given by their teachers and improve their work. (DIRT)

Teachers will plan feedback that is purposeful, regular and actionable and allows the students to understand what they need to do to advance their learning.

Next steps stickers will give students' advice on what they need to do to improve their work. Students will be encouraged to use these comments to develop their skills.



Climate

Teachers generate high levels of commitment to learning

A positive welcoming atmosphere is fostered with well-motivated teachers, a culture of praise and mutual respect.

Poor behaviour or attainment will be challenged. Students are fully briefed on all health and safety issues relevant to the room. The teacher will make sure that the room environment is safe and all repairs are notified to the relevant authorities.

Lessons utilise a range of structures, activities, and methods of teaching.

Teachers will ensure that the environment is stimulating and relevant to learning, that the room is organised with appropriate equipment.

Intervention

Interventions are sharply focused and timely

KS3

The students' needs are identified and class rotations are supported; information on individual students is communicated to support the intervention process.

Individual students' learning needs are understood by teachers and addressed appropriately.

SENCO and TLC intervention read by and acted upon by all staff.

TLCs are briefed at the start of each unit and asked to plan to help meet students' needs.

KS4

Deadline and letters sent home from the CL to address issues, phone calls, and emails home from individual teachers to communicate with parents.

Class teaching

Staff will support student's progression during lessons, by intervening and perhaps providing alternative tasks, where appropriate.

Challenge

Tasks are challenging for students of all abilities

Work is differentiated by intervention and use of resources to challenge all levels of ability, with a focus on producing high quality products.

Extension work is included for all topics, and practical opportunities are provided to stretch individuals.

Verbal feedback is given to ensure a better quality finish.

Staff are to review their methods of teaching and material to update and modernise projects.

Feedback

Marking and feedback are frequent and consistently high quality leading to impact

KS3

Each student will have a written target at the beginning of every project. This will be reviewed at the end and then at the start of the next topic.

Work will be marked halfway through a rotation with written teacher feedback. RAG/ DIRT /AFL marking will be provided for improvement of work, as appropriate.

At the end of a project, students will receive written feedback and be provided with areas for development, in the form of 'Next Steps' stickers that will be responded to by students.

KS4

GCSE work will be marked in accordance with exam board guidelines.

Written feedback will be given at the end of each project indicating developmental direction supported by personalised comments and areas for development.

Whole class verbal feedback as appropriate will be provided for GCSE controlled assessment.

Class teaching

Students will regularly receive individual and whole class verbal feedback during lessons, as appropriate