



Professionalism - Inclusion - Pedagogy - Curriculum

LANGDON PARK QET POLICY

Vision:

Every student will graduate with the best qualifications, purpose, self-confidence, self-belief and a readiness to play a positive role within their local and the global community.

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Updated July 2022

To be reviewed July 2023

LANGDON PARK

QET POLICY

“Education is the most empowering force in the world. It creates knowledge, builds confidence, and breaks down barriers to opportunity.” Helle Thorning-Schmidt

At the heart of all we do at Langdon Park is the commitment to improving the life chances of our learners by providing them with a life changing education and experience. It is thus, with professionalism and the spirit of inclusion, we intend to empower learners to achieve the best possible qualifications and positively influence their communities.

To achieve our ambitions, we intend to continually improve the quality of learning and teaching to ensure that the education provided over time is aspirational, effectively planned and implemented.

This document must be used as a guide for middle leaders on when and how to evaluate the quality of education over time (QET) in their areas. Support and training will occur through ELT (extended leadership team meetings) and CPD programme.

Rationale:

According to all measures internally and by external agencies, our quality of education is not systematically and effectively checked and adapted to improve our students' outcomes.

Intent:

Our QET schedule will implement a systematic monitoring and development system that is robust, followed through, can withstand external scrutiny and improve student outcomes.

In a commitment to our learners, our QET policy is designed to:

- Ensure all teachers and leaders are supported and held accountable for the quality of education provided
- Ensure high standards for the quality of education over time are set, communicated, understood and achieved
- Ensure that senior leaders and curriculum leaders / middle leaders have an accurate view of the quality of education and how they intend to improve it

Implementation:

Through the QET schedule (page 6-8) of internal evaluation – and the training on how to effectively implement these processes – all leaders will monitor and act upon the quality of education present in their areas.

Step 1: leaders will follow the directed evaluative method for that term e.g Learning Walk, Work Scrutiny etc

Step 2: leaders will review their findings with their faculties or colleagues and devise actions and review-dates for these actions. *What did we see? Where is the evidence of this? How are we going to share best practice? How are we going to address areas for improvement?* Actions will be agreed and saved.

Step 3: leaders will follow up by checking how effectively best practices and actions for improvement have been embedded

Desired impact:

- Regular and triangulated monitoring of the impact of QET will result in the highest possible standards of attainment Key Stage 5, 4 and the end of Key Stage 3.
- Strengths and areas for development whole school, departmental and individual level are acted upon and improved through increased accountability, strategic line management, faculty meetings, curriculum and lesson planning, CPD and leadership development.
- Greater ownership and accountability for student outcomes leads to the minimisation of variation across and within departments.

The evidence base for QET:

To strengthen accountability, evidence of our work to improve the QET will be centrally stored and consist of the following areas:

- Learning walks
- Lesson visits
- Work Scrutiny
- Curriculum Reviews

Glossary of terms and applications:

Below is a glossary of LPS terms and their applications. These are here to inform our understanding what these terms mean and how they will be reviewed and applied, where appropriate, during the QET schedule.

Term	LPS Definition	LPS Application
QET (the curriculum)	Quality of education over time.	QET will be evaluated through students' work, feedback and grades (in KS4/5) being used to gauge how effectively subject curriculum intents have been implemented through teaching so that all students meet and/or exceed national standards of best practice (KS3) and national expectations (KS4/5).
Curriculum review	Leaders across the school evaluate their own leadership through, reflective conversations, evaluation of leadership strategy and evidence to demonstrate impact on standards (whole-school project, curriculum, year group).	Across the evidence base areas for QET - and where applicable pastoral responsibilities including assemblies, tutor time, safeguarding duty and extra-curricular time - leaders will share their reflections on their leadership before exploring the impact of their leadership with an SLT lead. For HoF, this may include a faculty meeting observation; lesson visits/walks feedback observations; joint learning walks; student and work scrutinies. For HoY, this may include student voice; assembly visits; tutor-time visits; study centre use; and safeguarding and Lens Group evaluations. Senior line managers will be part of the process and required to evaluate the overall leadership strategy, impact and areas for improvement.
Lesson Visit	A lesson visit is where a HoD/HoF will visit a class within their subject for 30 minutes to observe the curriculum implementation through quality of learning and teaching.	To evaluate the QET, calendared lesson visits will take place to gauge the quality of learning, teaching and curriculum implementation. Each lesson visit will be for 30 minutes. Where possible, all lesson visits will consist of two observers. Within 48 hours of the observation, each lesson visit will be followed by a coaching conversation: the observed teacher first shares their reflections on the quality of the lesson and curriculum implementation before the observer shares their feedback on the students' learning in the lesson and over time through - evidence from the students' books and student voice. Succinct targets moving forward should be agreed; teachers are expected to act upon these targets following this observation so they benefit all students in the long term. Subject leaders are expected to model and support these actions through sharing best practice, CPD and informal lesson visits
Learning Walk	A learning walk is where department member visits a class in their subject for 10 -15 minutes to observe the quality of learning and teaching.	To evaluate the QET, calendared learning walks will take place to gauge the quality of learning and teaching. Each learning walk will last for 10-15 minutes per lesson. Feedback on all learning walks will be shared within department meetings so that: best practice is discussed to minimize variation in QET across the department; actions are put in place to make this happen; areas identified for development are collectively discussed and actions are put in place to address them. By the end of the department meeting, all members of staff should leave with an awareness of their collective strengths, areas for development and an action plan to address it within the department.
Work Scrutiny	A work scrutiny is where a HoY or HoD/HoF leads the review of exercise/work books in their year group or department. Reviews are conducted using the LPS work scrutiny form.	To evaluate the QET, calendared work scrutinies will take place by Heads of Year and Faculty teachers. In HoY work scrutinies, at least four books from targeted Lens Group students will be assessed using our 4BEs work scrutiny document. HoY will identify, share and track targets set to these students and parents over time – as directed by the QET schedule. In faculty work scrutinies, all faculty members will evaluate curriculum implementation and students' work using their 4BEs work scrutiny document.

		Based on the Key Stage focus, each teacher would bring six exercise books from each class they teach in that year group. All books reviewed should cover LPA, MPA, HPA and SEND. Following discussions on strengths and areas for development, HoD/HoF will share and track targets set to teachers over time - as directed by the QET schedule.
Data Analysis	Data analysis in Y9-Y13 are windows where summative grades are inputted into SIMS and then evaluated using the Data Analysis form	To ensure we are adapting our teaching to address areas of underachievement, the Data Analysis form will be completed after summative grades are input into SIMs in Y9-Y13. As specified in the document, HoF/HoD will identify: actual vs target percentages; priorities; classroom-based strategies to implement and curriculum revisions in response to current data.
In line with national standards of best practice (KS3)	In line with national standards of best practice in KS3 means to have expectations that meet the optimal standard of students' work in year 7-9 in all subjects.	To evaluate the QET, and in light of assessment without levels, we will have optimal expectations and standards for all students' work and knowledge and skills acquisition in line with best practice nationally in KS3. All subject leaders are expected to identify/research, know and share the optimal expectations for LPA, MPA and HPA students (irrespective of SEND status) in each year group in KS3 and clearly show these expectations through their curriculum design, teaching, students' work and model examples. To achieve this, summative assessments and formative assessments points should be clearly signposted and reflected upon to enhance curriculum intentions, implementation and enquiry questions.
In line with national expectations (KS4/5)	To be in line with national expectations in KS4/5, learners will make positive progress from their KS2 starting point. In the old system, three levels of progress were expected from KS2 to KS4.	To evaluate the QET, we will have optimal expectations and standards for students evidenced in students of all prior attainment groups being on track to meet and/or exceed their KS4/5 national target grades.
Substantive knowledge	Substantive knowledge is acknowledged facts within subjects. This is also commonly referred to as declarative knowledge.	To achieve optimal standards in QET, our curriculum and lessons will explicitly teach and build upon substantive knowledge acquired in KS1&2 and expected for success in KS4/5.
Disciplinary knowledge	Disciplinary knowledge is how substantive knowledge is developed and interpreted. This is also commonly known as procedural knowledge.	Students will be taught how facts and truths in their subject are interpreted, justified, argued, critiqued and developed over time and by different audiences.
Responsive teaching	Evolving from formative assessment, responsive teaching is live teaching adaptations to student responses in the aim of developing students' knowledge and skills application. It marks a shift from focusing on general skills and techniques to focusing on why the student is thinking the way they are and how this can be developed.	Supported by our CPD schedule and culture of sharing best practice, we will widely embed responsive teaching so that all staff build on learners' responses and misconceptions, foster flexibility, set clear goals for instruction/progress, and develop teacher-student-teacher exchange of ideas so that all students do better.
HPA	High Prior Attaining students produced the highest scores in their KS2 SATs and achieved KS3 CATs tests scores of 107 and above. Nationally, they are expected to achieve grades 7-9 at GCSE.	In our commitment to continuing the positive work started by our primary colleagues, we will be 'teaching to the top' (planning and teaching with HPAs in mind) and differentiating down so that HPA students meet and/or exceed national standards and expectations.
MPA	Middle Prior Attaining students met national expectations in their KS2 SATs and achieved KS3 CATs tests from 97-106.	In our commitment to all students meeting and exceeding national expectations and standards, we will ensure that MPAs are provided with a rich quality of education over time and opportunities to excel.

	Nationally, they are expected to achieve at least grades 4-6 at GCSE.	
LPA	Low Prior Attaining students did not meet national expectations of student progress in their KS2 SATs and achieved KS3 CATs tests from 80-96.	In our commitment to all students achieving the best possible qualifications, we will support and challenge LPA students to access our curriculum through adapted and responsive teaching and expectations.
SEND	Special Educational Needs and Disability	As an inclusive school, we aim to support and challenge all SEND students with appropriate adjustments to their learning and expectations so they meet optimal standards. Needs of SEND students vary significantly and through professionalism, we aim to meet these needs. This includes acknowledging that HPA students can be SEND.

QET SCHEDULE 2022-23**Autumn term:**

	T1								T2							
	01/09/22 (Thurs)	5/09/22	12/09/22	19/09/22	26/09/22	03/10/22	10/10/22	17/10/22	31/10/22	7/11/22	14/11/22	21/11/22	28/11/22	5/12/22	12/12/22	19/12/22
Key line management agenda items	2022-23 DIP/YIP		Appraisal process/targets Progress check on 21/22 Curriculum Review		PPE prep & CPD reflection and actions		Learning Walk: follow up actions Appraisals complete		Work Scrutiny: follow up actions CPD reflection and actions		Y11, Y12 & Y13 progress gap analysis and action plan YIP & Lens groups review (HoY) Termly QET Dept SEF review (HoF)				QET WS & LW follow up review: progress on teachers' targets Curriculum Review: follow up actions (where applicable)	
Faculty & Form Time Learning Walks	Learning Walks				Follow up on agreed teachers' QET target areas on classroom practice											
Curriculum Reviews	Faculties: Eng, Maths, Sci, RE, History, IT (lesson visits, student voice, exercise books and other samples of student work / performances) Year groups: Y11, Y9 & KS5 (assemblies, student voice, form time visits)															
Work Scrutiny	Sample of SEND, KS3, KS4 & KS5 from all teachers. At least eight books per Key Stage per teacher				One-to-one follow up on agreed teachers' QET target areas during line management. Students' books/folders should be present in teacher and line manager meeting											
PPEs/Exams	Y11 & Y13 PPE															
Progress Data Analysis	Y11, Y12 & Y13 Y7&Y8 AWOL standardisation & moderation															
CPD	Oracy: equipping students to develop and articulate their ideas effectively								Curriculum: equipping students to be confident and knowledgeable readers							
ELT	TBC								TBC							

Autumn milestone: all middle leaders have developed two key lines of enquiry. Internal CPD has been designed and delivered to address the lines of enquiry. They have been followed up through further learning walks, work scrutinies and student voice. This is positively impacting on standards, progress and outcomes.

Spring Term:

	T3						T4						
	3/1/23 (Tues)	9/1/23	16/1/23	23/1/23	30/01/23	06/2/23	20/2/23	27/2/23	6/3/23	13/3/23	20/3/23	27/3/23	
Key line management agenda items	Autumn KS3 & Y10 data analysis and action plan		CPD reflection and actions SEND progress and provision review		Y9 / Y12 progress check analysis Y11 & Y13 PPE prep Learning Walk: follow up actions		Whole school work scrutiny findings and actions		CPD reflection and actions Y9 & Y10 PPE prep (T5)		Y11 & 13 progress gap analysis Termly QET Dept SEF review (HoF) YIP & Lens groups review (HoY)		
Faculty and Form Time Learning Walks	Learning Walks									Follow up on agreed teachers' QET targets on classroom practice			
Curriculum Reviews								Faculties: Geo, PE, MFL, Citizenship, Business, Drama (lesson visits, student voice, exercise books and other samples of student work / performances) Year groups: Y11, Y10, Y7 (assemblies, student voice, form time visits)					
Work Scrutiny						CPD- Whole school work scrutiny	One-to-one follow up on agreed teachers' QET target areas during line management. Students' books/folders should be present in teacher and line manager meeting						
PPEs/Exams							Y11 & Y13 Exams						
Progress Data Analysis	Y9					Y12						Y11 & Y13	
CPD dates	Responsive teaching: revisiting best practice in responding to misconceptions and adapting teaching to support students do better						Oracy: equipping students to develop and articulate their ideas effectively						
ELT	TBC						TBC						

Spring milestone: all middle leaders have reinforced and embedded (HoF) whole-school teaching and learning expectations within their area. CPD is designed and delivered around subject/year group specific areas of development. Students' work books show good quality of education over time for all and withstand external scrutiny.

Summer Term:

	T5						T6						
	17/4/23 (Mon)	24/4/23	1/5/23	8/5/23	15/5/23 (Public exams start)	22/5/23	5/6/23	12/6/23	19/6/23 (Public exams end)	26/6/23	3/7/23	10/7/23	17/7/23
Key line management agenda items	Curriculum Review: follow up actions (where applicable) Y11 & Y13 marginal gains plan		Y11 & Y13 marginal gains plan continued Y12 PPE prep (T6)		Y9 & Y10 progress gap analysis and action plan		Responsive curriculum planning review		QET Dept SEF review (HoF) YIP & Lens groups review (HoY)		CPD reflection and actions Y12 progress gap analysis and action plan		
Faculty and Form Time Learning Walks									Follow up on agreed teachers' QET targets on classroom practice				
Curriculum Reviews								Faculties: Eng, Maths, Sci, EAL, Food, Art, Learning Support (lesson visits, student voice, exercise books and other samples of student work / performances) Year group: Y8 & KS5 (assemblies, student voice, form time visits)					
Work Scrutiny								Faculty meeting follow up on teachers' targets. Sample of SEND, KS3, KS4 & KS5 from all teachers. At least eight books per Key Stage per teacher					
PPEs/Exams		Y9 & Y10 EoY exams					Y12 exams						
Progress Data Analysis					Y9 & Y10				Y7 & Y8 AWOL standardisation & moderation	Y12			
CPD	Curriculum: equipping students to be confident and knowledgeable readers						Responsive teaching: revisiting best practice in responding to misconceptions and adapting teaching to support students do better						
ELT	TBC												

Summer milestone: during Curriculum Reviews and by the end of the summer term, all middle leaders can confidently evidence progress made in whole-school and department priorities. Building upon 2022-23 targets and lines of enquiry, improvements and priorities for 2023-24 are agreed and shared.

Appendices:

1. Lesson Visit Form
2. Learning Walk Form (Faculty)
3. Learning Walk Follow Up form
4. Learning Walk Form (Tutorial Programme)
5. Work Scrutiny Forms
6. Work Scrutiny Follow Up form
7. Data Analysis Form
8. QET Self Evaluation Criteria
9. CPD Overview

These forms will be saved in subject Google Drive folders and used to report to school governors to minimise the duplication of work and evidence on-going work to improve the QET and student outcomes

LPS Learner Lens Lesson Visits Form

Teacher		Observer		Subject		Date	
Class			Previous target				
Area of focus: (following previous visit)							
Learner Lens: (NOT EXPECTED IN EVERY LESSON) Are learners...			Evidence of learning and progress: what are the students doing?		Suggestions to improve quality of learning and progress		
Prepared for learning at the beginning of lessons Engaging with stretch and challenge questions Linking to wider ideas and subject terms Asking questions							
Using previous knowledge Making links Using academic vocabulary							
Following teaching and instructions Using appropriately challenging model examples Keen to know more and do more Work being used for modelling and explanations							
Succeeding, vocal and proactive Interacting Learning from and supporting peers Thinking, reasoning, justifying and explaining							
Directed to new vocabulary and terminology Using new learning accurately Considering SPaG Articulating links between learning and the wider world and other subjects							
Responding to feedback in detail showcasing improved knowledge/skills application Drawing on past feedback and applying to new contexts Articulating well developed ideas clearly Seeking clarification when facing challenges							
Student voice. Consider students of different PA. Questions to consider include: <i>What is your new learning? How could you improve your work? How helpful is feedback? How does your new learning link to previous ...? How are you being challenged and supported? Do you have enough time to improve work?</i>							
Student 1:			Student 2:		Student 3:		
Prior Attainment:			Prior Attainment:		Prior Attainment:		
Overall feedback on learning:							
Agreed actions moving forward:							

Learning Walk Form (Faculty)

Focus (general or targeted):.....

Faculty:.....

Date:.....

(NOT EXPECTED IN EVERY LESSON) Are learners...	Feedback on the whole faculty/department	Number of classes visited:
Prepared for learning at the beginning of lessons	<u>WWW:</u>	
Engaging with stretching and challenge questions		
Linking to wider ideas and subject terms		
Asking questions		
Using previous knowledge		
Making links		
Using academic vocabulary		
Following teaching and instructions		
Using appropriately challenging model examples		
Keen to know more and do more		
Work being used for modelling and explanations		
Succeeding, vocal and proactive		
Interacting		
Learning from and supporting peers		
Thinking, reasoning, justifying and explaining		
Directed to new vocabulary and terminology		
Using new learning accurately		
Considering SPaG		
Articulating links between learning and the wider world and other subjects	<u>Follow up actions to be discussed as a faculty:</u>	<u>When will this feedback be discussed?</u>
Responding to feedback in detail showcasing improved knowledge/skills application		
Drawing on past feedback and applying to new contexts		
Articulating well developed ideas clearly		
Learning from and supporting peers		
		<u>When will the follow up review be?</u>

Learning Walk Follow Up Form

Intent: to be used as a development and responsive leadership tool to form professional learning communities within faculties where teachers support one another. We intend to normalise continual improvement in a culture of high expectations and high support through regular low-stakes feedback on teachers' practice.

QET Learning Walk Follow Up			
Teacher	Learning walk agreed area for development (informed by learning walk & agreed within 72hrs of whole faculty feedback)	Agreed challenge/support for continual improvement	Follow up date and observations
A	<i>Questioning: students should be probed further for more developed responses</i>	<i>A to use 'wait time' and to use probing questions to stretch all students</i>	
B	<i>SEND adjustments: students required additional material/support to engage in the learning</i>	<i>B to observe teacher 'A' in the creation of SEND resources; 'B' to create their own and share this with their line manager</i>	
C	<i>Lesson starts: students were not silently engaged with the Do Now retrieval activity</i>	<i>'C' to ensure resources/PowerPoints are ready for the start of lessons; 'C' to be at the door at the start of all lessons</i>	
D	<i>Students' professionalism: students repeatedly spoke over one another</i>	<i>'D' to reinforce faculty and school ethos and achievement & behaviour policy daily.</i>	
E	<i>Some misconceptions were not addressed</i>	<i>'E' to refer back to responsive teaching CPD; to seek support from teacher 'C' and to allow for responsive moments in lessons</i>	
F	<i>More able students could have been challenged further</i>	<i>'F' to work alongside HoF in the creation of appropriately challenging lessons</i>	
G	...		
H	...		
I	...		
HoD/HoF & SLT line manager reflection			
Reflections on progress made, opportunities for sharing best practice and where additional support might be needed			
QET targets to be reviewed in the next half term.		Next QET Learning Walk follow up date:	

Learning Walk Form (Tutorial Programme)

Focus (general or targeted):.....

Year Group.....

Date.....

(NOT EXPECTED IN EVERY VISIT)	Feedback on the whole year group	Number of forms visited:	
Are learners...	WWW:		
Linking to wider ideas and subject terms			
Asking questions			
Using previous knowledge			
Making links			
Using academic vocabulary			
Following teaching and instructions			
Using appropriately challenging model examples (where applicable)			
Keen to know more and do more			
Learning from and supporting peers			
Thinking, reasoning, justifying and explaining			
Directed to new vocabulary and terminology			
Using new learning accurately	Bright spots:		
Linking to wider ideas and subject terms			
Asking questions			
Articulating links between learning and the wider world and other subjects			
Articulating well developed ideas clearly			
TO BE EXPECTED IN EVERY FORM CLASS	Follow up actions to be discussed as a form:	When will this feedback be discussed?	
Are learners...			
Showcasing their complete LP3			
Showcasing the 4BEs			
Presenting perfect uniform			
Following the tutorial programme as planned			
Capturing their learning in their folders			
		When will the follow up review be?	

Work Scrutiny Form – Faculty Summary

(HoF/HoD report after whole department’s collaborative reflection)

Date:

Leads:

Number of books reviewed (at least 20 randomly selected advised):

Focus (General or targeted):								Subject:																			
Professionalism				Inclusion				Pedagogy				Curriculum															
Student: Presentation consistently shows high standards throughout		Teacher: There is consistency in standards and expectations between classes		HPA sampled work shows visible, consistent and significant challenge and high expectations to ensure learners are meeting curriculum intents		SEND sampled work shows appropriate support, scaffolding and challenge to ensure learners are meeting curriculum intents		There is clear and consistent evidence of detailed responses to teacher and peer feedback. This is effectively captured and responded to		Highly effective sequencing of activities and modelling is present in all learners’ books		The volume of work produced by students shows high expectations and curriculum intentions being realised		The quality of work produced by students shows high expectations and curriculum intentions being realised													
R	A	G	P	R	A	G	P	R	A	G	P	R	A	G	P	R	A	G	P	R	A	G	P	R	A	G	P
WWW:								Bright spots:																			
Areas for development:																											
Follow up actions:																		When will these actions be reviewed?									

Work Scrutiny Follow Up Form

Intent: to be used as a development and responsive leadership tool to form professional learning communities within faculties where teachers support one another. We intend to normalise continual improvement in a culture of high expectations and high support through regular low-stakes feedback on teachers' practice.

QET Work Scrutiny Follow Up			
Teacher	Work scrutiny agreed area for development (informed by work scrutiny & agreed within 72hrs of whole faculty feedback)	Agreed challenge/support for continual improvement	Follow up date and observations
A	<i>Greater volume of work in LPA and SEND books</i>	<i>Greater expectations need to be placed on these students and more independent working time set</i>	
B	<i>Greater frequency and quality of students' green pen responses to feedback and misconceptions</i>	<i>The feedback and assessment cycle should be followed so students are responding to your feedback. Also plan for verbal and peer/self-assessment opportunities</i>	
C	<i>Greater use of task plans and adjusted material for SEND</i>	<i>'C' to speak to SEND faculty rep about the creation of SEND task plans and resources</i>	
D	<i>Greater evidence of HPA challenge</i>	<i>'D' to work alongside HoF in the creation of appropriately challenging lessons</i>	
E	<i>Students' folders and work need to be presented professionally</i>	<i>Model the expectations you have of students' folders and books. Use the achievement and behaviour policy to support these expectations</i>	
F	<i>Students work would benefit from more evidence of modelling</i>	<i>Allow students to have copies of models. These could be glued in their books or be handouts in their folders</i>	
G	<i>There is not enough extended writing in students' books/folders</i>	<i>Greater expectations need to be communicated and placed on these students. More independent working time set</i>	
H	...		
I	...		
HoD/HoF & SLT line manager reflection			
Reflections on progress made, opportunities for sharing best practice and where additional support might be needed			
QET targets to be reviewed in the next half term.		<u>Next QET Work Scrutiny follow up date:</u>	

Work Scrutiny Form – HoY & Lens Group

Focus (General or targeted):				Date:				Leads:				Number of books reviewed:																
<i>A sample of books are reviewed from each child (at least four)</i>	Professionalism				Inclusion				Pedagogy				Curriculum															
	Presentation consistently shows high standards throughout	There is consistency in standards and expectations between classes			HPA sampled work shows visible, consistent and significant challenge and high expectations to ensure learners are meeting curriculum intents		SEND sampled work shows appropriate support, scaffolding and challenge to ensure learners are meeting curriculum intents		There is clear and consistent evidence of detailed responses to teacher and peer feedback. This is effectively captured and responded to		Highly effective sequencing of activities and modelling is present in all learners' books		The volume of work produced by students shows high expectations and curriculum intentions being realised		The quality of work produced by students shows high expectations and curriculum intentions being realised													
Student name:	R	A	G	P	R	A	G	P	R	A	G	P	R	A	G	P	R	A	G	P	R	A	G	P	R	A	G	P
Bright spots:																												
Areas for development:																												
Follow up actions:																						When will these actions be reviewed?						

Data Analysis Form

Subject:

Year group:

Date:

<p>1. Headline Figures</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">% of cohort</th> <th style="width: 15%;">Working at grade %</th> <th style="width: 15%;">Prediction %</th> </tr> </thead> <tbody> <tr> <td>Grade 9-7 or A*-A (KS5)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 9-5 or A*-B (KS5)</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Grade 9-4 or A*-C (KS5)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Currently one grade below target grade prediction:%</p> <p>Currently two grades below target grade prediction:%</p>		% of cohort	Working at grade %	Prediction %	Grade 9-7 or A*-A (KS5)				Grade 9-5 or A*-B (KS5)				Grade 9-4 or A*-C (KS5)				<p>2. Priorities</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-bottom: 5px;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 15%;">% of students</th> <th style="width: 15%;">% on target (predication)</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td></td> <td></td> </tr> <tr> <td>HPA</td> <td></td> <td></td> </tr> <tr> <td>Boys</td> <td></td> <td></td> </tr> <tr> <td>SEND</td> <td></td> <td></td> </tr> <tr> <td>White British</td> <td></td> <td></td> </tr> </tbody> </table> <p>In which classes are there gaps between PP/NPP, HPA/NHPA, Boys/Girls most present?</p>		% of students	% on target (predication)	PP			HPA			Boys			SEND			White British			<p>3. What intervention will happen in class?</p>
	% of cohort	Working at grade %	Prediction %																																	
Grade 9-7 or A*-A (KS5)																																				
Grade 9-5 or A*-B (KS5)																																				
Grade 9-4 or A*-C (KS5)																																				
	% of students	% on target (predication)																																		
PP																																				
HPA																																				
Boys																																				
SEND																																				
White British																																				
<p>4. Strategies to implement now</p>	<p>5. How will this data, intervention and issues be communicated to your team? <i>(Guide faculty members to identify 3 pupils to target in their classes)</i></p>	<p>6. Curriculum implications and revisions <i>(Reflect on what needs to change/improve within the curriculum to meet/exceed expectations/standards)</i></p>																																		

LPS QET Self Evaluation Criteria:

an overall evaluation is made by HoD/HoF in all five areas each full term: term 2, 4 & 6

Be professional: learning Walks	High levels of challenge and curiosity are visible, all students are making rapid progress.	Most of the criteria is met and all groups of learners are engaged and challenged; all students are making good progress.	A range of criteria is seen, students are working and progress is made but some groups of students are not fully challenged and supported.	Only a few areas of the criteria are met and some groups of students are not fully challenged or making slow progress.
Be inclusive: <u>data campaigns</u> for all key groups	<p>All groups of learners are achieving the ambitious curricular goals, exemplified in their books and due to high quality teaching and learning. Disadvantaged pupils are learning the curriculum equally well. Highly effective support for pupils with SEND helps them overcome barriers to learning so that they achieve well. HPA learners are meeting / on track to meet their targets/expectations.</p> <p>KS4/5: 80% of students are scoring the marks in their work and in assessments that indicate they are on track to meet their targets. This include 80% of key priority groups (SEND and HPA students)</p> <p>KS3: 80% of students in each year group are consistently demonstrating that they are</p>	<p>Most groups of learners are achieving the ambitious curricular goals, exemplified in their books and due to high quality teaching and learning. Disadvantaged pupils are learning the curriculum almost as well. Effective support for pupils with SEND helps them overcome barriers to learning so that they achieve well. HPA learners are close to meeting / on track to meet their targets/expectations. There is less than 10% variance between the progress of disadvantaged and non-disadvantaged. Most SEND and HPA are on track to meet their targets.</p> <p>Based upon the KS4&5 targets and KS3 evidence of curriculum absorption, in this band, 70% of students should be on track or exceeding their target. This includes 70% of key priority groups (SEND and HPA students)</p>	<p>Some learners are achieving the ambitious curricular goals, exemplified in their books and due to high quality teaching and learning. However, there is more than a 15% variance between the progress of disadvantaged and non-disadvantaged but there are signs that the gap is diminishing. Some SEND and HPA are on track to meet their targets however there are gaps in expected progress/</p> <p>Based upon the KS4&5 targets and KS3 evidence of curriculum absorption, in this band, 60% of students should be on track to meet or exceed their target. This includes 60% of key priority groups (SEND and HPA students)</p>	<p>Learners are not achieving the curricular goals or making good progress. There are significant differences between the progress of disadvantaged and non-disadvantaged. Most students are not on track to make good progress.</p> <p>Based upon the KS4&5 targets and KS3 evidence of curriculum absorption, in this band, fewer than 50% of students are on track to meet or exceed their target. This includes 50% of key priority groups (SEND and HPA students)</p>

	learning and absorbing the intended curriculum (as seen in their books, student voice and in any assessments that they do).			
SEND & HPA	SEND & HPA pupil progress and provision, evidenced in QET frameworks, is in line with non-SEND pupils	SEND & HPA pupil progress and provision, evidenced in QET frameworks, is in line with non-SEND pupils	SEND & HPA pupil progress and provision, evidenced in QET frameworks, is below that of non-SEND and non-HPA pupils	SEND & HPA pupil progress and provision, evidenced in QET frameworks, is significantly below that of non-SEND and non-HPA pupils
Be a learner: lesson visits	Teaching is rigorous and purposeful with high quality questioning, challenging tasks and differentiation that supports rapid gains for students. Students confidently demonstrate their understanding through independent work and know how to improve. Advice is acted upon and progress is made in a positive learning environment, where high standards of academic rigor and a commitment to learning is the norm. Literacy and numeracy skills are weaved seamlessly into lessons.	Teaching is purposeful and high-quality questioning targets different needs and contributes to good learning gains. AfL strategies challenge and engage students who are clear about how to move their work forward. Subject specific terminology is used by staff and students with confidence and independent work is completed in a timely manner. Intervention ensures all students make good progress and there is a positive climate for learning based on high expectations. Literacy and numeracy skills are clearly embedded into teaching and learning routines.	Students start the lesson in line with school expectations and complete most of the work but their progress may be slow due to a lack of challenge in questioning or task setting or lack of constructive feedback. Differentiation is visible but does not support all groups of learners and opportunities may be missed to maximise learning opportunities. The teacher manages the learning environment but may lack consistency. Students are cooperative but some groups of learners are not fully challenged. Routines with literacy and numeracy are not embedded.	The pace of learning is too slow due to planning, poor timings, low level disruptions, insecure subject knowledge of lack of challenge. Students do not know how to improve their work and some groups of learners do not make expected progress. Poor attitude to learning, lack of routines or low expectations mean that the new gains knowledge, skills or understanding are too small. Attitude to learning may be a concern and students' morale may be low.
Be knowledgeable: <u>Work Scrutiny</u> on knowledge and skills progression	All expectations for feedback and assessment are met with excellence; all groups of learners are challenged and making good and, in some cases, accelerated progress as a result of the feedback they are given.	All expectations for feedback and assessment are met and there is visible evidence, across groups of learners that students are challenged and making good progress as a result of the feedback they are given.	Expectations for feedback and assessment are met but some groups of students are not fully challenged by teacher comments or closing the gap tasks.	Feedback and knowledge/skills acquisition is an area of concern.

CPD Schedule 2022-24

Intent:

Working in conjunction with the QET and Feedback and Assessment policy, the CPD Schedule for 2022-24 is designed to build upon previous CPD on the LPS Lesson Expectations and responsive teaching. Our theme for 2022-24 is 'Be Ambitious': we intend to be ambitious in our expectations and provision for our students' speaking, reading and writing so they are equipped to succeed.



CPD Overview 2022-24

