

## LANGDON PARK

### QET POLICY 2023-24

#### Vision:

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

#### Table of Contents

<b>1. Introduction</b>	<b>2</b>
<b>2. QET cycle (summary)</b>	<b>3</b>
1. Appraisal	5
2. Assessment	6
3. CPD	8
CPD (whole-school)	8
CPD (bespoke)	9
4. Data	10
5. Learning Visits	10
6. Learning Walks	10
7. QET summary	11
8. T&L Tips	12
9. Work Look	12
10. Work Scrutiny	12
<b>3. Appendices:</b>	<b>13</b>
A. Learning Visit – proforma	13
B. QET summary – sheet	16
C. Work Scrutiny – proforma	17
D. LPS Lesson Expectations – outlined	19
E. LPS Lesson Expectations – detailed	20
F. LPS Homelearning Expectations	23
G. Key Stage 5 Folder Expectations	24
<b>4. Bibliography</b>	<b>25</b>

## 1. Introduction

The QET is the crux of LPS. The 'crux' concept is about narrowing attention to the critical issue in which policy and action are designed to overcome a significant challenge.<sup>1</sup> For LPS, the QET focus is adjusted to 'ensure it's not form filling but truly developmental' and there being a 'bespoke CPD so standards and practice continually improve across the school'. This will ensure we achieve the vision, priority and the how of the School Improvement Plan.<sup>2</sup>

This policy details how the QET: has been adjusted<sup>3</sup> beginning below with the 'You said, We did' response to feedback; links to our other key policies<sup>4</sup>; and adheres to the evidence-informed best practice<sup>5</sup>. The goal of the QET is best summed up by the key ideas from these books:

*In order for teachers to be 'good enough' we need to create environments where trust, accountability and fairness are held in balance. All are individually important, but each runs the risk of dominating the others<sup>6</sup>*

*Your quality-assurance process needs to efficiently determine the quality of education provided by your team...a mixed approach that uses lesson visit and book scrutiny might be the best option [and] we should also make use of line managers<sup>7</sup>*

*If high quality teaching is the only thing that really matters when it comes to improving students' outcomes, it follows, then, that we expect teachers to accept the professional obligation to improve their practice...one of the most important aspects of being a teacher<sup>8</sup>*

Our aim is that all staff at LPS play a part in helping improve the quality of education over time through their commitment to the 4BEs and being actively involved in the development of pedagogical practice. A greater distribution of leadership of the QET so that middle-leaders, post-holders, and staff are all part of the process; each QET cycle progresses in this manner.<sup>9</sup> This avoids a top-down approach, ensures teachers are upskilled, and respects the fact that subjects and curriculum areas are different to each other.

---

<sup>1</sup> Richard Rumelt, *The Crux: How Leaders Become Strategists* (2022)

<sup>2</sup> LPS School Improvement Plan 2023-24, p.1

<sup>3</sup> *Ibid*, p.4

<sup>4</sup> See LPS Appraisal Policy 2023-24, LPS Line Management policy 2023-24, LPS Staff Code of Conduct 2023-24, LPS Leadership Framework 2023-24

<sup>5</sup> Primarily David Didau, *Intelligent Accountability* (2020), Adam Robbins, *Middle Leadership Mastery* (2021) and John Tomsett and Jonny Uttley, *Putting Staff First* (2020)

<sup>6</sup> *Intelligent Accountability*, p.11

<sup>7</sup> The term line managers can be seen as both HoFs/HoDs and SLT. *Middle Leadership Mastery*, p.79

<sup>8</sup> *Putting Staff First*, p.22

<sup>9</sup> See this document, p.4

## 'You said, We did'

You said	We did
1. The intent of the QET is correct so it need not be abandoned	1. The QET remains but with improvements based on feedback
2. The QET involved too much form filling and monitoring	2. We've reduced and simplified the forms to support workload
3. The QET lacked enough accountability and rigour	3. It's now linked to other policies with clearer quality assurance
4. There was a lack of focus in the QET on practical pedagogy	4. The CPD programme is better linked and timed with regard to the QET
5. The Lesson Visit cycle was too short meaning it was hard to implement	5. <i>Learning</i> <sup>10</sup> Visits take place over 4 weeks to support completion
6. The QET taking place in Term 5 (2021-22) clashed with our priority on outcomes and wellbeing	6. QET-3 takes place in Term 6 in order to allow the staff and school to keep our focus on exams
7. Having non-HoF/HoD/SLT involved in the Lesson Visits improved the QET	7. This aspects of the QET has been retained and further improved
8. The timing and nature of Curriculum Reviews were not always clear and often led to duplication of work	8. Reviews have for now been removed and so there is more of a focus on the ongoing QET
9. Data was not always available to support the process of the QET	9. Data collection is secure with an AHT and data manager now in place,
10. The feedback and assessment policy added to confusion about the QET	10. This has been cleaned up, simplified to support teacher workload and impact
11. There was not the opportunity for regular feedback on the QET	11. Learning Visits—in addition to line-management meetings—will give teachers more regular feedback

## 2. QET cycle (summary)

Triangulation of different evidence that inform the QET includes: staff are clear and evidence their own CPD; line-management meetings; department meetings and appraisals. The range of qualitative and quantitative information will better ensure validity and reliability.

---

<sup>10</sup> For consistency with the 'Learning Walks' we've changed 'Lesson Visits' to 'Learning Visits'

**QET leadership progression model**

SLT/HoF/HoD

HoF/HoD/post-holders with SLT

All teachers

QET Component	QET-1 Monday 25 September – Friday 20 October	QET-2 Monday 15 January – Friday 9 February	QET-3 Monday 24 June – Friday 19 July
1. <b>Appraisal</b>	Start/open	Mid-year	End/close
2. <b>CPD</b>	School: Challenge & Retrieval (lesson-starts)	School: Independent work (lesson-main) + previous ones Bespoke: two sessions completed	School: Consolidate learning (lesson-end) + previous ones Bespoke: six sessions completed
3. <b>Assessment</b>	Self, peer and teacher assessed work completed	As with QET-1 + 1 <sup>st</sup> larger summative assessment for AG1	As with QET-1 & QET-2 + 2 <sup>nd</sup> larger summative assessment for AG2
4. <b>Data</b>	Previous year's data and current data (e.g. AtL [1]) to inform	AG1 and PPE2 data, along with AtL[3]/AtL[4]	Final AG, PPEs and AtL [6]
5. <b>Learning Visits</b>	30 minutes, done by SLT LM with HoF/HoD	HoF/HoD/post-holders facilitate with non SLT LM	Facilitated by SLT LM with HoF/HoD and teachers
6. <b>Learning Walks</b>	10 minutes. As before with a focus on Y11, Y13 and tutorial, typically	Will emerge from QET-1	Will emerge from QET-1 & QET-2
7. <b>QET summary</b>	HoF/HoD triangulate information, including support & development	Completed with comments on progress	Completed with comments on progress
8. <b>T&amp;L Tips</b>	<ul style="list-style-type: none"> <li>Challenge &amp; Retrieval</li> <li>Led by HoDs/HoFs/SLT</li> </ul>	<ul style="list-style-type: none"> <li>Independent work</li> <li>More led by teachers</li> </ul>	<ul style="list-style-type: none"> <li>Consolidate learning</li> <li>Primarily led by teachers</li> </ul>
9. <b>Work Look</b>	<ul style="list-style-type: none"> <li>Led by HoF/HoD/post-holders</li> <li>Focusing on first units<sup>11</sup> of work</li> </ul>	<ul style="list-style-type: none"> <li>Led by HoF/HoD/post-holders</li> <li>Focusing on comparing units</li> </ul>	<ul style="list-style-type: none"> <li>Led by HoF/HoD/post-holders</li> <li>Focusing on comparing units</li> </ul>
10. <b>Work Scrutiny</b>	1 <sup>st</sup> one completed	2 <sup>nd</sup> one completed	3 <sup>rd</sup> and final one completed

<sup>11</sup> As in previous QET, by 'unit' we recognise that subjects on carousel or rotation (e.g., Art & Tech or Computing) have both a different length of unit and fewer units

Below is a detailed breakdown of each of the QET components.

## 1. Appraisal

This explains how the Appraisal Policy 2023-24<sup>12</sup> links to the QET. Here the focus will be on the quality assurance by line managers as seen through the SEF-Faculty & Department.<sup>13</sup> Leaders should understand the areas of both development and accountability of the individual(s) they are line managing. Teachers are entitled to 3 hours of appraisal time.<sup>14</sup>

### Appraisal-open

1. The QET-1, DIP/YIP and previous appraisal, should inform the appraisal's targets, action points and comments
2. The *Appraisal-open* should take place *after* the completion of the Lesson Visits (Monday 25 September—Friday 20 October) and Work Scrutiny (Tuesday 26 September and/or Tuesday 10 October)
3. It will also be triangulated with the engagement and implementation of the whole-school CPD focus in term 1

### Appraisal-mid-year

1. This follows the above process but takes place in QET-2; it should be completed and sent to the relevant individuals by Friday 9 February
2. It should be evidenced by: AG and PPE data; engagement and implementation of both the whole-school and bespoke CPD; SEF-Faculty & Department; Learning Visits; Work Scrutiny; Line Management meetings; and any other relevant evidence
3. As detailed in the policy: 'If there are any concerns regarding any of the objectives then the line manager must raise this and agree actions to address the concerns'<sup>15</sup>, as will be evidenced in the termly filled in Faculty & Department SEF.

### Appraisal- close

1. In QET-3, teachers will see their line-manager for their final meeting of the year
2. This involves reviewing the year and all of the relevant information available from the QET
3. If there have been concerns raised in the mid-year appraisal, a judgement will be made as to whether these have been addressed fully.

---

<sup>12</sup> See LPS Appraisal policy 2023-24

<sup>13</sup> See this document Appendix C

<sup>14</sup> See LPS Line Management 2023-24, p.2, Staff Code of Conduct, p.11

<sup>15</sup> LPS Appraisal Policy 2023-24, p.2

## 2. Assessment

Feedback and assessment are two areas that vary greatly depending on individual subjects. Consultation with HoFs and HoDs has demonstrated that they would like further clarity in terms of what is expected on a whole-school level. Whilst departments have made the existing policy work for them, middle leaders expressed a desire for greater consistency across departments. This would support teachers in their efforts both to prepare students for summative assessments and to make teacher feedback more powerful.



### Unit/SoL Feedback and Assessment

*"Feedback should be more work for the recipient than the donor."*



Shared  
unit  
overview



Self  
Assessment



Worked  
examples/model  
answers



Mid assessment  
point. Whole  
class feedback  
(2 weeks – core  
3 weeks – non-core)



Peer  
assessment



Summative  
assessment



Unit overview  
evaluation

Expected  
green pen  
reflection

Essential

Students self assess  
using shared/created  
success criteria

Students analyse  
models for  
knowledge and skills

Students review  
and respond to  
WCF in depth

Students peer assess  
using shared/created  
success criteria

Summative assessments  
completed in exercise  
books

Students complete  
unit overview  
evaluation

### Whole-School expectations across Key Stages

- During lessons
  - o Teachers checking books, especially presentation
  - o Regular self- and peer-assessment in lessons in green pen
  - o Formative assessment should take place, with students receiving verbal feedback from the teacher
- Other suggestions
  - o Live marking by teachers using red pens to whilst students are working independently, can play a role in maintaining high standards of work, presentation in student books, as can using visualisers for modelling

### KS3

- Assessment should—for Terms 1-3—focus on the first 4 icons in the visual above (i.e., from 'Shared unit overview' to Mid assessment point & Whole class feedback).

### KS4

- Adapted GCSE grade descriptors and exemplar work are likely to be used at here, with a similar approach at KS5.
- At KS4 and KS5 there should be greater use of Faculty/Department tracker as well as Question Level Analysis (QLA) post-PPE.
- With regard to summative assessment, as with KS5, this is likely to be more frequent and at the discretion of the curriculum area

## **KS5**

- Y12: There will be two assessment points. These exams will take place in their usual classroom however, under exam conditions. AG2 exam material should also take in to account all materials since the start of the academic year. PPE1 should be a past exam paper, one or more in accordance with departments curriculum map.
- Y13. There will be two PPE points. PPEs should be assessed on past exam papers taking into consideration contents delivered in Y12.
- A-Level grade descriptors to be used.
- There should be greater use of trackers to identify gaps in learning. Question Level Analysis (QLA) post-PPE should be taking place.
- All exam material should be standardised, and students' scripts should be moderated before grades are populated on your Sims.

## **Curriculum area assessment and marking autonomy**

Whilst this is the school policy, we recognise that curriculum areas should retain autonomy. Therefore, they should have their own internal policy with regard to assessment and marking that details how these two areas work in their subject. This should explain:

- How the work in books is marked at each Key Stage (both teacher and peer/self-marking)
- Presentation expectations
- The frequency of this marking
- Any marking codes that are utilised
- The department's summative assessments and how these are marked
- How assessment is set up on a practical level in lessons and how it is supported by a cycle of revision and review
- How assessment results and areas for improvement are shared with students so that they can make sense of how they are doing in each subject. For year 7 and 8, this does *not* mean that students should be given a GCSE grade target or informed that they are LPA, MPA or HPA. Instead, students should be given feedback after each assessment point and piece of teacher-marked work that clearly outlines the ways in which they have succeeded and how they can improve next time. *For example, a student "progress tracker", an adapted version of the teacher mark scheme or success criteria. For marked classwork, this could simply be a comment of praise and a target to which the student should respond.*
- For Years 7 and 8, the department needs to detail how it interprets the "exceeding, meeting, below, well below" criteria that are the basis for the AG points and what this looks like for LPA, MPA, HPA. By interpret it could mean—but is not limited to—for example:
  - Grade descriptors and model answers/examples to showcase this and support with marking and moderation.
  - A percentage range for each category.



Year 7	Well below	Below	Meeting	Exceeding
<i>Art (grade descriptors)</i>	<i>Can make basic paintbrush strokes</i>	<i>Can attempt to paint a picture</i>	<i>Can paint a recognisable picture</i>	<i>Can paint a clear picture, using a variety of techniques</i>
<i>MFL (percentage range)</i>	<i>&lt;40% across the four skills</i>	<i>40-60% across the four skills</i>	<i>60-80% across the four skills</i>	<i>80%&gt; across the four skills</i>

SLT will produce a one-page explainer of the year 7 and 8 AG levels and the AtL levels to be shared with parents alongside the reports so that assessments are more meaningful. It is worth noting that the AtL is a powerful tool that is more regular, works as a better predictor of how a student will do over time, and negates the bluntness of lower prior attaining students potentially obtaining weaker scores in assessments.

### 3. CPD

#### CPD (whole-school)

This focuses on the LPS Lesson Expectations, and does so in a linear way:

Term 1: Challenge and Retrieval	(lesson-starts)
Term 2: Modelling	(lesson-main)
Term 3: Independent work	(lesson-main)
Term 4: Assessment	(lesson-main)
Term 5: Talk Partners	(lesson-main)
Term 6: Consolidation	(lesson-ends)

The structure used in Term 6 of 2022-23 will be followed with each term there being:

1. CPD-Explained (whole-school)
  - a. In the first or second week of each term
  - b. Explains the whole school pedagogy focus for the term
  - c. Teachers can immediately start implementing this in their lessons
  - d. *For example, in the Term 5: Talk Partners, teachers will learn about the research on the importance of student oracy prior to student writing.*
2. CPD-Explored (faculties)
  - a. In the following week after the 1<sup>st</sup> CPD
  - b. Faculties explore the CPD focus from a subject specific point of view, discussing techniques and how they will apply them in their subject
  - c. In Terms 1, 3 and 6, the QET cycle will take place later and therefore during the exploration phase of the CPD
  - d. *For example, Drama and Music will focus on building time into their pre-assessment to ensure the subject specific thought stems are used.*



3. CPD-Evaluated (whole-school)
  - a. Towards the end of each term
  - b. Faculties and Departments share and showcase how they have gone about implementing the CPD
  - c. As a school we evaluate how this focus on the LPS Lesson Expectations have gone, with a view to the following term's CPD focus
  - d. *For example, while the students' reflection showed that the use of thought stems led to greater use of Key Terms, most essays still lacked a clear structure so we will try Talk Partners with technique too next time*

Critical to the above is that teachers are applying and practising what they have learnt in the CPD in their classroom pedagogy and as part of their curriculum and lesson planning. *For example, making their lesson question more enquiry-based so it is more challenging or ensuring students are developing in their ability to complete independent work in silence.*

Attendance of these sessions is mandatory as it forms parts of directed time. If staff are absent there will be in place catch-up work in order to evidence engagement with the CPD programme.

### **CPD (bespoke)**

The aim of these sessions is to provide tailored CPD sessions for smaller groups of teachers based on the areas for improvement that arise from the QET cycles and appraisals. These will be led by teachers who have expertise, have shown strong practice and are part of the leadership team or a UPS teacher.<sup>16</sup> Teachers can select which session to attend or they may be guided to one by their line manager.

This part of the QET is new and is both a response to staff feedback<sup>17</sup> and a school priority.<sup>18</sup> Through this part of the CPD programme we will be able to better support and develop teachers according to their level of skill in specific areas. *For example, a highly skilled teacher will be less likely to attend a behaviour for learning session and more likely to attend one on advanced techniques from the Writing Revolution.*<sup>19</sup>

While the bespoke CPD in Term 2 (i.e. it won't run in Term 1) is likely to be mainly focused on LPS Lesson Expectations, the bespoke CPD in Terms 4 and 6 should move towards more innovative and wide-ranging sessions. *For example, for an ECT2 who is aspiring towards middle leadership that will be sessions supporting this progression.*

---

<sup>16</sup> LPS Leadership Framework 2023-24, p.6

<sup>17</sup> Mainly drawn from Term 6 of 2023-24 in ELT and CPD surveys

<sup>18</sup> LPS School Improvement Plan 2023-24, pgs.1, 3, 5

<sup>19</sup> Judith C Hochman and Natalie Wexler, *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subject and Grades* (2017)

## **4. Data**

As with other components, Data is key but must be used carefully when measuring the QET. While we are interested in what data tells us about individual and groups of students, we must make sure to remember that learning is liminal and the 'why' of the data is as critical as the 'what'. This is why it is triangulated with the other components so that when we look at books and students' performance, other contextual factors are considered. *For example, student X's folder is of low quality in Year 12 Geography with lots of SPaG errors and little extended writing. Yet this is the case in their other subject with consistently low AtL scores, while the Geography teacher's Learning Walks and their engagement with the CPD foci has shown to be strong.*

At the same time, we cannot avoid the fact schools are outcomes-driven and we are in the business of delivering our school vision of making sure LPS students 'graduate with the best qualifications'. Therefore, we need to be ambitious with our curriculum, pedagogy and attention to what the data is telling us when we plan, teach and assess our students. *For example, 7L History has a large number of students with very high reading ages so it is critical that the LPS Lesson Expectation of 'Teaching to the top' is realized with greater use of academic reading, with appropriate scaffolds.*

## **5. Learning Visits**

These will be facilitated by SLT, following consultation with HoFs/HoDs, in conjunction with Jane Stewart and Tom Woudhuysen in their roles in the Cover Team. Learning Visits are part of the appraisal process and focus on teacher standards and progress in relation to objectives. A single learning visit does not solely determine a teacher's appraisal but supports dialogue at line management and mid-year appraisal meetings. Staff conducting the learning visits should also look generally at best practice and areas for improvement. Teachers should provide a simple seating plan (i.e. no need for annotation) and a data sheet with just the key information (name, gender, prior attainment band, SEND, PP, AtL and AG/PPE data).

Teachers will be informed about which lessons will be visited 10 days in advance. The Learning Visit will last approximately 30 minutes and may take place in two parts. Books will be looked at but not taken away. SLT attached to the Department/Faculty will usually lead on these.<sup>20</sup> Crucial is that the document is co-constructed. The observer(s) makes notes; the strengths and areas of improvement are done by the observer(s) and observed; and the observed complete the two areas to focus on. See Appendix A for the proforma.

## **6. Learning Walks**

As mentioned in page 4, these will continue like last year in terms of informal drop ins to Year 11, Year 13, and tutorial, in addition to HoFs/HoDs conducting their own ones. Over the course of the term and year, a fuller policy will emerge.

---

<sup>20</sup> The exception here is the core Faculties—English, Maths and Science—which due to their size and having the SLT line-manager means there is needs to be other SLT involved in the process

## 7. QET summary

In the line-management meeting between SLT and HoF/HoD at the end of each term, the QET summary (see Appendix B on p.16) takes place.

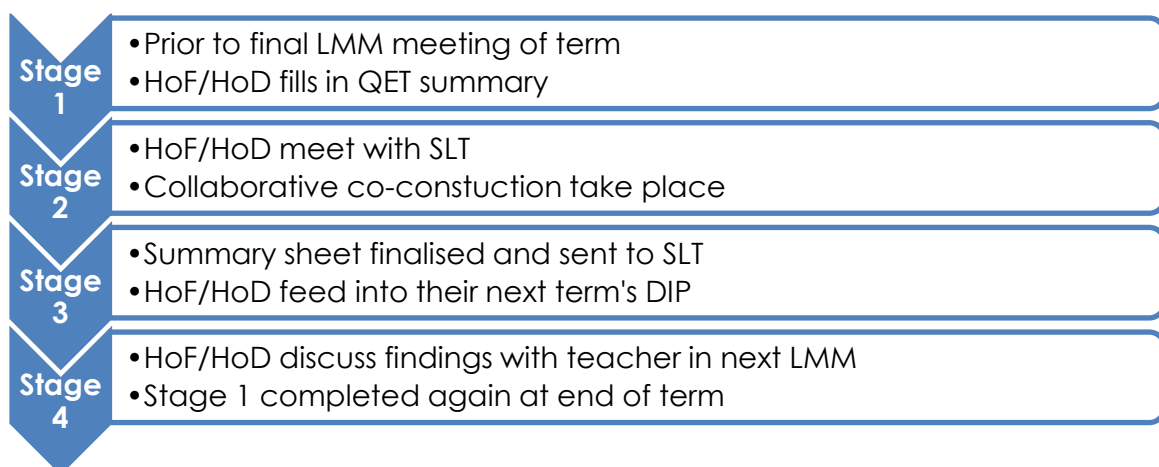
This is co-constructed collaboratively with commentary provided on the strengths and areas of development for each teacher in terms of the Teaching Standards, and using RAG in terms of how consistently each standard is met (Red = concerns; Amber = mainly; Green = consistent). By using similar terminology as in other QET components, there's a common language, clarity of purpose and 4BEs alignment. All of which should help the QET cohere and progress as we go through each term and QET cycle.

The QET summary is first completed by the HoF/HoD who are in the best position to do so. It should be evidence based using the QET's different components (e.g. Learning Visits, Learning Walks, Book Scrutiny, Book Look) and other information (e.g. Line Management Meetings, CPD engagement, feedback from other relevant staff). By doing this and using the HoFs/HoDs expertise we ensure that 'the more metrics you have, the more inclusive and broader your judgement can be'.<sup>21</sup>

It is then discussed in Line Management between the HoF/HoD and SLT. This ensures that professional dialogue is taking place; leaders have time for coaching and consideration of the celebration, development and intelligent accountability that is taking place. It also aligns with each of the 4BEs.

Following this and in the upcoming term, HoFs/HoDs are able to discuss the findings with their team members. Over time—and as with the rest of the QET—leadership will be distributed with teachers having greater confidence in identifying their strengths and areas of development. This will be helped by greater involvement of teachers in learning visits, as well as going through the repeated collaborative processes of the Book Looks and whole-school CPD in addition to bespoke CPD.

The QET summary being done consistently across the school and termly should lead to an improvement in the QET which should itself lead to improved outcomes.



<sup>21</sup> Robbins, *Middle Leader Mastery*, 'Learning quality assurance', p. 76

## 8. T&L Tips

T&L tips will be focused on the termly CPD LPS Lesson Expectations and will be practical pedagogy. Tips following the initial CPD-explained are likely to be led by SLT and those leading the sessions in order to provide staff with a technique they can implement in the classroom right away. As each term progresses, teachers will be encouraged to lead on these too, especially as the year goes on and if any tips come out of the CPD-explored and CPD-evaluated sessions. *For example, while a member of SLT did the first two T&L tips, the rest of the term's tips were done by a range of teachers from ECTs to HoFs.*

## 9. Work Look

This is a less formal process than the Work Scrutiny (see next section). It is done by Faculties and Departments towards the end of each term and part of the QET cycle. HoFs & HoDs lead on this in terms of how it is facilitated. But the main focus is: reviewing how the curriculum is being covered and delivered; discussing common gaps and misconceptions of the students with a view to addressing in the next unit and term; and reflecting and celebrating on how teachers have implemented CPD. *For example, the teacher modelled how to use subordinate clauses when writing an essay in Food; but most students did not use them consistently in their end of unit assessment. In the next unit the technique needs to be revisited and honed.*

The previous Book Look proforma had a lot of categories and criteria in the matrix, some of which were confusing. Instead, it'll be the same proforma for the Work Scrutiny making it more clear, concise, and concrete when it comes to evaluating the books, always with a view of improving the teaching and learning.

## 10. Work Scrutiny

Work scrutiny will follow a similar pattern to that established in previous QET but will have more rigour and will be less convoluted in terms of form and responsibility.

It will be conducted by SLT alongside the HoD/HoF to ensure that the marking and assessment policy is being followed.

1. SLT will also have a copy of the departmental marking and assessment policy when looking at the work.
2. At mid-point of the QET cycle, after mid-unit assessment point, SLT will send a list of students from two year groups from different Key Stages to all staff in the morning.
3. Staff will have to bring their books/folders to an agreed location by a set time.
4. An equal number of students will be taken from each year group and will cover a range of LPA, MPA, HPA, SEND, EAL and LAC to showcase a broad spectrum of student work.
5. SLT will look at the work making notes on the form.
6. SLT should refer to the school assessment and marking policy and the departmental policy when making notes and to inform the language used for giving the feedback.
7. General feedback will be given to faculties for each year group within 24 hours.

### 3. Appendices:

#### A. Learning Visit – proforma

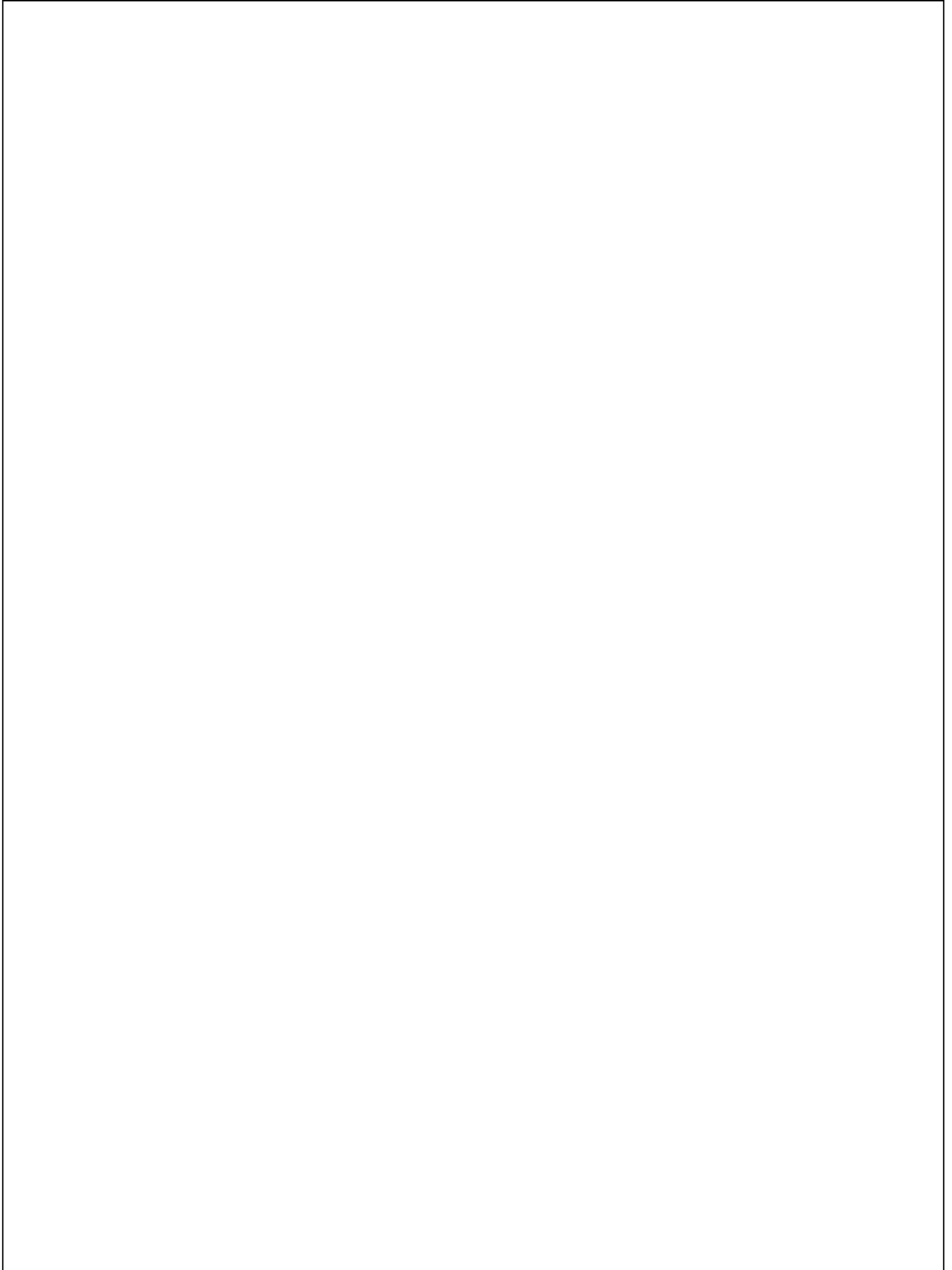
CLASS:	LESSON QUESTION:				
SEND:	EAL:	LPA:	MPA:	HPA:	LAC:

#### 1. Completed by observer(s)

Checklist

Area	R	A	G
Displays			
Seating plan			
Stickers in books			
Unit overviews			
Learning journey			
Date & titles			
Presentation			
SPaG correction			
Planners on desks			
Bags & coats on chair/floor			

Notes on the learning



## 2. Completed by observer(s) and observee

Strengths?	Areas of improvement?

## 3. Completed by observee

**Two areas to focus on:**

- 1.
- 2.



## B. QET summary – sheet

Term 1 – Staff member ABC

Teaching Standard	Detail	RAG	Strengths	Areas of Development
1) Set high expectations which inspire, motivate and challenge pupils	<ul style="list-style-type: none"> <li>Engagement with CPD-Challenge &amp; Retrieval</li> <li>Use of Achievement Points and Behaviour Points</li> <li>Checking of presentation and SPaG in work</li> </ul>			
2) Promote good progress and outcomes by pupils	<ul style="list-style-type: none"> <li>Accurate use of AtL[1]</li> <li>Seen in Work Look and Work Scrutiny (QET-1)</li> <li>Engagement with CPD-Challenge &amp; Retrieval</li> </ul>			
3) Demonstrate good subject and curriculum knowledge	<ul style="list-style-type: none"> <li>In Learning Visit (QET-1)</li> <li>Engagement with CPD-Challenge &amp; Retrieval</li> <li>Understanding of literacy, numeracy and oracy</li> </ul>			
4) Plan and teach well-structured lessons	<ul style="list-style-type: none"> <li>In Learning Visit (QET-1)</li> <li>Engagement with CPD-Challenge &amp; Retrieval</li> <li>Contribution to curriculum planning</li> </ul>			
5) Adapt teaching to respond to the strengths and needs of all pupils	<ul style="list-style-type: none"> <li>Use of task plans</li> <li>In Learning Visit (QET-1), including seating plan</li> <li>Engagement with CPD-Challenge &amp; Retrieval</li> </ul>			
6) Make accurate and productive use of assessment	<ul style="list-style-type: none"> <li>Seen in Work Look and Work Scrutiny (QET-1)</li> <li>Use of formative assessment</li> <li>Accurate use of AtL[1]</li> </ul>			
7) Manage behaviour effectively to ensure a good and safe learning environment	<ul style="list-style-type: none"> <li>Application of LPS behaviour policy (esp. corridor routines)</li> <li>WSD attendance</li> <li>Form tutors—making phone calls/placing students on report in line with Behaviour Points</li> </ul>			
8) Fulfil wider professional responsibilities	<ul style="list-style-type: none"> <li>(If a TLR holder) Completion of DIP/YIP</li> <li>Engagement with CPD-Challenge &amp; Retrieval</li> <li>(If applicable) UCAS references</li> </ul>			
PART TWO: PERSONAL AND PROFESSIONAL CONDUCT	<ul style="list-style-type: none"> <li>Upholding staff code of conduct</li> <li>RSHE Learning Walks</li> <li>Use of Safeguard</li> </ul>			

## C. Work Scrutiny – proforma

QET-1

Faculty/Department:

### Checklist

Area	R	A	G
Quantity of work (in line with Department expectations)			
Marking & Assessment (in line with Department expectations)			
Stickers in books			
Unit overviews			
Learning journey			
Date & titles			
Presentation / Folders are professional			
SPaG correction			
Examples of modelling			
Evidence of independent (home) learning			

Notes on student work:

Notes on feedback (teacher marking and peer/self-assessment):

Strengths?

Areas for improvement?

Two areas for faculty to focus on:

- 1.
- 2.

D. LPS Lesson Expectations – outlined



LPS Lesson Expectations - Teachers



**Challenge**

‘Teach to the top’: ambitious expectations for all students



**Retrieval - Think Hard**

Starter questions: last lesson; week/fortnight; term; year



**Why Now?**

Link present to past and future learning



**Self/Peer Assessment**

Reflection & feedback on past or current learning



**Modelling**

Models/modelling of new knowledge or skills



**Talk Partners**

Think (wait), Pair, Prepare (write\*), Share

\*In applicable subjects



**Independent Work**

Expect, direct & manage independent application



**Consolidate learning**

Review learning; discuss next steps; celebrate good work & the 4BEs\*

\*Award achievement points

## E. LPS Lesson Expectations – detailed

These are advised guidance and they may depend on the subject, Key Stage and group. That said, they form the basis of our T&L and CPD here so should all be carefully considered and calibrated with the planning and delivery of lessons. Both Teacher explanation and exposition<sup>22</sup>—as well as LPS Behaviour for Learning—should be present throughout all these expectations to ensure they are effective.

### 1. Challenge

- a. This begins in the Lesson Planning – the aim, lesson question/title and (high) expectations all need to be challenging
- b. 'Teach to the top' means there must be suitable and expert scaffolding done throughout the lesson, so all learners are appropriately supported
- c. Task plans and appropriate differentiation need to be deployed too
- d. Challenge needs to pervade all parts of the lesson
- e. It also encompasses implementing various policies from behaviour to safeguarding to homelearning
- f. To ensure appropriate challenge, it is critical that teachers both know the profile of the group and individuals, while also deploying different types of assessment to be appropriately responsive in their planning and teaching

### 2. Retrieval – Think Hard

- a. Should take the form of a range of questions from prior learning
- b. They should ensure students 'Think Hard' and are exposed to necessary Challenge in order to set the expectations and deepen their learning
- c. As with the other LPS Lesson Expectations, retrieval is more effective when *responsive* following assessment rather than rigid
- d. Similarly, retrieval should help not just with activating prior knowledge but also activating *pre-requisite* knowledge (i.e., information they will be applying in the rest of the lesson)
- e. Critical here is the teacher checking the answers here by using a range of strategies—ensuring Rosenshine's principle of how you must 'obtain a high success rate'<sup>23</sup> of 80% is reached, or there's a need to re-teach
- f. Students should use green pen to redraft, answer or amend
- g. Time spent: likely between 5-15 minutes depending on the diagnosis by the teacher with regard to obtaining a high success rate

---

<sup>22</sup> The difference between the two: 'An explanation is a statement or set of statements that describe something and make it clear. It is used to clarify a concept or idea. On the other hand, exposition is a comprehensive explanation or description of an idea or theory. It is used to provide a detailed analysis of a subject'. <https://thecontentauthority.com/blog/explanation-vs-exposition>

<sup>23</sup> Barak Rosenshine, *Principles of Instruction*, [https://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/Educational\\_Practices/EdPractices\\_2\\_1.pdf](https://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_2_1.pdf), p.20

### 3. Why Now?

- a. This builds on the previous LPS Lesson Expectations by setting the scene for the current lesson and future one(s), as well as a recap of the last lesson
- b. It should be used to help students situate themselves within the unit of work/learning, and ensure they're ready for the rest of the lesson
- c. This may be an appropriate time to also collect and/or set the homework too, to not run out of time later as well as promote students thinking about their learning in the unit
- d. Time spent: likely between 1-5 minutes

### 4. Self/Peer Assessment

- a. Teacher formative assessment is central to any lesson and should be deployed throughout, from the 'Retrieval – Think Hard' to the 'Consolidate Learning'
- b. At the same time, self-assessment should take place in the 'Retrieval – Think Hard' and can also be used throughout the lesson
- c. Peer assessment should similarly be used during the lesson in order to help student's metacognition and socialisation
- d. Key here—as with assessment as a whole—is for the recipient to learn from the assessment and that a range of types of assessment is used during and between lessons (e.g., Whole Class Feedback and Summative Assessment used too)
- e. Time spent: in addition to the 'Retrieval – Think Hard', a suggested 5-15 minutes depending on the lesson and activity

### 5. Modelling

- a. An integral part of every lesson and activities
- b. Teachers should use a range of tools here to support students in their learning from 'I do, We do, You do'<sup>24</sup> to model answers being explored
- c. The quality of teacher explanation and exposition here is crucial in students understanding the content and what is being asked of them in terms of the knowledge and skills used and gained in their learning
- d. Students should be exposed to a range of models, comparing them, and deconstructing the characteristics or criteria of success and high quality
- e. Time spent: 10-20 minutes. Modelling takes place throughout but it's a best bet to devote more time than one usually thinks too

### 6. Talk Partners

- a. As with modelling, this should be used throughout lessons and—in addition to good for socialisation—improves students oracy and therefore learning, especially when deployed prior to producing work

---

<sup>24</sup> See <https://atomlearning.com/blog/gradual-release-of-responsibility>

- b. None of this is reduce the importance of teacher exposition and explanation, merely to ensure that students are given time and space to think about, discuss and debate their learning
- c. Key techniques here are those such as 'Think-Pair-Share',<sup>25</sup> with take-up time and sufficient lesson time given over to
- d. It provides a great opportunity for 'Challenge – Think Hard'
- e. Time spent: 5-15 minutes. Again, it should be used throughout the lesson from beginning to middle to end

## 7. Independent Work

- a. In terms of students' achievement, attainment and progress, this is one of the most important of the LPS Lesson Expectations and dovetails with LPS Homework Expectations too
- b. If students are to succeed in their public exams and beyond, they need to be able to work autonomously and for sustained periods of time
- c. By 'Independent Work' we mean just that: there is the expectation that students should be working by themselves and doing so in silence in order to help them work with intensity in producing quality
- d. There can—when appropriate—be independent group work provided similar principles are applied in terms of rigour towards their learning and achievement in their task
- e. The length of independent work will vary between year groups
- f. Time spent:
  - i. KS3: a minimum of 15 minutes
  - ii. KS4: a minimum of 30 minutes
  - iii. KS5: a minimum of 45 minutes

## 8. Consolidate learning

- a. Known as a 'plenary', this needs to not just be an add on or be rushed; it's central to ensuring the learning is secure before the lesson is over
- b. Therefore, sufficient time should be given over too in both the planning and implementation
- c. It can take the form of an extended piece of work that can then be assessed so students and the teacher are clear on what learning has taken place.
- d. Exit Tickets<sup>26</sup> are an excellent resource here, especially if the class you teacher is only seen once a week.
- e. Key here is also the celebration of success with a postcard and other 4BEs awarded, in addition to some time spent on upcoming learning
- f. Time spent: 5-15 minutes, depending on the activity and how much time needs to be given over to exploring the outcomes

---

<sup>25</sup> See <https://www.structural-learning.com/post/think-pair-share-a-teachers-guide>

<sup>26</sup> See <https://improvingteaching.co.uk/2019/06/16/exit-tickets-responsive-teaching-2019-update-encapsulating-tasks-and-retention/>



## F. LPS Homelearning Expectations

### **Principles**<sup>27</sup>

Homelearning is out-of-lesson time learning activities completed without a teacher that aims to raise attainment and improve life chances. Study on homework shows that the most common forms are to:

1. practise what you've learn in school (i.e., *prior-learning*)
2. prepare for the next lesson (i.e., *pre-learning*)
3. extend what has been learn (i.e., *project-learning*)

If homelearning is not set, then students are unlikely to do learning outside of lesson and won't do as well. Crucially, the *completion* of homelearning is more important than the *time* given over to it. It also needs to be achievable since the larger amount of homelearning students are set mean a greater likelihood they won't (fully) complete it and the impact will be limited. Student feedback on homelearning demonstrates that students are more inclined to complete practice homelearning than other forms since it links to exams/grades, and usually has the most meaningful marking.

### **Policy**

1. There should be homelearning given on a regular basis to students and this be communicated to parents clearly
2. It should be done in a progressive way through the Key Stages—as with independent learning—and manageable enough to maximise the likelihood of completion and therefore impact.
3. As much as possible, there should be interleaving<sup>28</sup> of topics to support long-term memory, especially at KS4 and KS5 where the total knowledge and skills required for success is larger and more diverse.
4. There should also be consideration of the learning environment at home in that the number of devices—especially computers—may be minimal and/or shared between multiple siblings. Therefore, teacher should try to make it as easy as possible to complete.
5. Students should always write down homelearning in their planners even if the homelearning is online as it raises the profile of planners
6. It is sensible—and students also raise this—to separate homelearning from revision as much as possible so students are not overwhelmed with doing too many tasks at one
7. We are in the process of exploring catch-up provision and parent's clinics to make students more accountable

---

<sup>27</sup> It draws heavily from the session on 'Homework with impact' by Andrew Jones, delivered at ResearchEd London on September 5, 2022

<sup>28</sup> <https://www.structural-learning.com/post/interleaving-a-teachers-guide>

## Time

	<b>Core</b>	<b>Non-core</b>	<b>Reading<sup>29</sup></b>	<b>Total</b>
<b>Years 7 &amp; 8</b>	2 per subject per week	1 per subject per week	100 mins per week	1 hour per evening)
<b>Year 9</b>	2 per subject per week	1 per subject per week	150 mins per week	1.5 hours per evening)
<b>Years 10 &amp; 11</b>	2 per subject per week	2 per subject per week + 1 in Re/Ct	200 mins per week	2.0 hours per evening)
<b>Years 12 &amp; 13</b>	60 minutes per subject per evening or during day (i.e., in a study period)			3 hours per day

## G. Key Stage 5 Folder Expectations

All key stage folders should have the following information:

- Course overview – Breakdown of the themes and literature to read to promote outcome.
- Student self-tracker with their end of key stage 5 target grade.
- Grade descriptors – this can be found on the JCQ website.
- Learning journeys and unit overviews.
- Learning notes. If the class is split between multiple teachers, dividers should be used.
- Evidence of assessments taking place.
- Evidence of H/W and independent learning.

This approach ensures the folders are uniformed across each subject making it easier for both the students and teachers to locate and access materials quickly. In addition to this it allows the students develop good organisational skills valuable not only during their journey here at LPS but also in their future careers.

---

<sup>29</sup> The 'Big Read' done during form counts towards this.

## 4. Bibliography

### Langdon Park School policies

- *School Improvement Plan 2023-24*
- *Appraisal Policy 2023-24*
- *Line Management policy 2023-24*
- *Staff Code of Conduct 2023-24*
- *Leadership Framework 2023-24*

### Books

- David Didau, *Intelligent Accountability* (2020)
- Judith C Hochman and Natalie Wexler, *The Writing Revolution: A Guide to Advancing Thinking Through Writing in All Subject and Grades* (2017)
- Adam Robbins, *Middle Leadership Mastery* (2021)
- Richard Rumelt, *The Crux: How Leaders Become Strategists* (2022)
- John Tomsett and Jonny Uttley, *Putting Staff First* (2020)

### Articles

- Exit tickets <https://improvingteaching.co.uk/2019/06/16/exit-tickets-responsive-teaching-2019-update-encapsulating-tasks-and-retention/>
- Explanation v Exposition <https://thecontentauthority.com/blog/explanation-vs-exposition>
- 'I do, We do, You do' <https://atomlearning.com/blog/gradual-release-of-responsibility>
- Interleaving <https://www.structural-learning.com/post/interleaving-a-teachers-guide>
- Rosenshine [https://www.ibe.unesco.org/fileadmin/user\\_upload/Publications/Educational\\_Practices/EdPractices\\_21.pdf](https://www.ibe.unesco.org/fileadmin/user_upload/Publications/Educational_Practices/EdPractices_21.pdf)
- Think-pair-share <https://www.structural-learning.com/post/think-pair-share-a-teachers-guide>

### Training sessions

- Andrew Jones, 'Homework with impact', ResearchEd, London, September 5 2022