Shoeburyness High School

QET Policy

Vision:

We want every child to feel proud of themselves.

Mission:

Our mission is to provide a range of opportunities in and outside of the classroom that allow our students to become fully rounded individuals that demonstrate positive attitudes to their immediate, local and wider communities and who have aspirations for their own futures.

We will support these attitudes and aspirations with excellent practice that enables our students to achieve the best possible individual outcomes that prepare them for engaging and fulfilling destinations.

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"*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 Shoeburyness 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 the CPD programme.

Rationale:

According to current cultural practices and evaluations, our quality of education is not systematically and effectively checked and adapted to improve our students' outcomes and curriculum experiences.

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 and progress in 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 SHS 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	SHS Definition	SHS 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, evaluations on leadership strategies 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.
Learning Walk	A learning walk is where a member of teaching staff visits a class for 10-15 minutes to observe the quality of learning, teaching, standards and expectations. Learning walks will happen more frequently than lesson visits	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.
Lesson Visit	A lesson visit is where a faculty postholder or member of SLT will visit a class for up to 30 minutes to observe the curriculum implementation through quality of learning and teaching. Lesson visits will be used as follow up from learning walks.	To evaluate the QET, lesson visits will take place to review the progress made on targets agreed with teachers on how to improve the quality of learning, teaching and curriculum implementation. Each lesson visit will be up to 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
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 SHS 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 HoY work scrutiny document. HoY will identity, share and track targets set with 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 work scrutiny document. Based on the Key Stage focus, each teacher would bring 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.
Lens Group	A group of students targeted by a HoY, HoF or SLT due to an agreed common denominator e.g underachievement, managed move etc	After each data entry, HoY will review the data to identify students who are underachieving across a range of subjects. HoYs will strategically target a focus group (Lens Group) of those students to meet, contact parents, agree targets and track their attitude to learn. Lens groups will be followed up after an agreed period of time. HoF and SLT will also use Lens Groups to target and track specific students.
Data Analysis	Data analysis in Y9-Y13 are windows where summative grades are inputted into Bromcom 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 Bromcom 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.
Adaptive teaching	Adaptive teaching is a way to teach the whole class while	High quality teaching and expectations is crucial to the progress of SEND students. SHS teachers will (1) assess

	responding to the strengths and needs of all pupils. It involves knowing the pupils' prior levels of attainment, barriers to learning, and providing targeted support. It is an evolution of differentiation that has replaced the term 'differentiation'. We aim to have high expectations and less room for coasting by using scaffolding	students' strengths, knowledge and needs; (2) plan well sequenced learning opportunities to support the students' acquisition of knowledge and skills; (3) implement plans responsively and then (4) review the impact of their teaching to check for learning and next steps.
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.
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. Nationally, they are expected to achieve at least grades 4-6 at GCSE.	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.
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.

QET SCHEDULE 2023-24

Autumn term:

	Autumn 1								Autumn 2							
	01/09/23 (Fri)	4/09/23	11/09/23	18/09/23	25/09/23	02/10/23	9/10/23	16/10/23	30/10/23	6/11/23	13/11/23	20/11/23	27/11/23	4/12/23	11/12/23	18/12/23
Key line management agenda items	2023-24 Faculty, Department, Year Group Improvement Plans (start) Open Evening Prep		Reinforcing routines: silent lesson starts, feedback policy etc Appraisal process/targets		CPD reflection and actions 2023-24 Faculty, Department, Year Group Improvement Plans (complete)		Learning Walk: follow up actions Y11 progress gap analysis and action plan Appraisals complete		Work Scrutiny: follow up actions Mock prep		Y9, Y11 & 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**			
Mocks/Exams															Y11 Mocks	
Progress Data Analysis			New Y11 from Y10 mock										Y9, Y11 & Y13 Y7&Y8 standardisation & moderation			
CPD	TBC								TBC							
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:

	Spring 1							Spring 2				
	4/1/24 (Thurs)	**8/1/24**	**15/1/24**	**22/1/24**	**29/01/24**	**05/2/24**	**12/2/24**	**26/2/24**	**4/3/24**	**11/3/24**	**18/3/24**	**25/3/24**
Key line management agenda items	Reinforcing routines: silent lesson starts, feedback policy etc		CPD reflection and actions SEND progress and provision review		Y11 &Y12 progress check analysis Y11 & Y13 mock prep Learning Walk: follow up actions		Whole-school work scrutiny findings and actions Mid-year appraisals KS4 IE prep		CPD reflection and actions		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**					
Mocks/Exams								Y11 & Y13 Mocks				
Progress Data Analysis						Y11 & Y12						
CPD dates	**TBC**							**TBC**				
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:

Key line management agenda items	Summer 1						Summer 2						
	15/4/24 (Mon)	22/4/24	29/4/24	6/5/24	13/5/24 (Public exams start?)	20/5/24	3/6/24	10/6/24	17/6/24 (Public exams end?)	24/6/24	1/7/24	8/7/24	15/7/24
Key line management agenda items	Curriculum Review: follow up actions (where applicable); Y11 & Y13 marginal gains plan		Y11 & Y13 marginal gains plan continued; Y12 mock prep		Y9 & Y10 progress gap analysis and action plan		ELT follow up actions		QET Dept SEF review (HoF); YIP & Lens groups review (HoY)		T&L reflection and actions for 2024-25; 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				
Mocks/Exams					Y12 Mocks					Year 10 Mocks			
Progress Data Analysis									Y7 &Y8 standardisation & moderation	Y12			
CPD	TBC						TBC						
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. Learning Walk Form (Faculty)
2. Learning Walk Form (Tutorial Programme)
3. Learning Walk Follow Up form (Individual)
4. Work Scrutiny Forms
5. Work Scrutiny Follow Up form (Individual)
6. Data Analysis Form
7. QET Self Evaluation Criteria

These forms will be saved on SISRA 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.

Intent: all forms are 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.

Learning Walk Form (Faculty/Department)

Focus (general or targeted):   **Faculty/Department:**   **Date:**

(EXPECTED IN EVERY LESSON)	Whole faculty/department feedback	Number of classes visited:
Are learners…	WWW:	
greeted at the door		
starting their learning promptly		
following teaching and instructions		
recalling/using prior knowledge making links from past learning to present learning and to future learning		
experiencing good modelling techniques		
able to explain what they need to do		
engaging with questioning		
using appropriately challenging model examples	**Bright spots:**	
being independent in their learning		
able to work independently for prolonged periods of time (over 10 min)		
reflective thinkers		
directed to new vocabulary and terminology		
given regular feedback (throughout lesson and through 1 in 3 in books)	**Follow up actions to be discussed as a faculty:**	**When will this feedback be discussed?**
given feedback that closes the learning gap		
showing engagement in their responses to feedback.		**When will the follow up review be?**
understanding their steps for improvement		

Learning Walk Form (Tutorial programme)

Focus (general):   **Year group:**   **Date:**

(EXPECTED IN EVERY LESSON)	Whole faculty/department feedback	Number of classes visited:
Are learners…	WWW:	
greeted at the door		
following teaching and instructions		
presenting perfect uniform		
presenting complete equipment		
showcasing "expect excellence"		
able to explain what they need to do		
engaging with questioning		
following the tutorial programme	**Bright spots:**	
being independent in their learning		
linking to wider ideas and subject terms		
articulating well developed ideas clearly		
directed to new vocabulary and terminology		
capturing their learning in their books/folders	**Follow up actions to be discussed as a faculty:**	**When will this feedback be discussed:**
given feedback that closes the learning gap		
showing engagement in their responses to feedback.		**When will the follow up review be?**
understanding their steps for improvement		

Learning Walk Form (Individual – to be used to identify standards and follow up on targets agreed)

Observer: **Teacher:** **Date:**

Subject: **Year group/class:**

The Shoebury Way learning cycle	Key indicators - Are learners….		*Additional comments/explanations*
Silent Start	o greeted at the door o starting their learning promptly o following teaching and instructions o recalling/using prior knowledge making links from past learning to present learning and to future learning	Embedded ☐ Evident ☐ Not evident ☐	
I do, We do	o experiencing good modelling techniques o able to explain what they need to do o engaging with questioning o using appropriately challenging model examples	Embedded ☐ Evident ☐ Not evident ☐	
You do	o being independent in their learning o able to work independently for prolonged periods of time (over 10 min) o reflective thinkers o directed to new vocabulary and terminology	Embedded ☐ Evident ☐ Not evident ☐	
Feedback Loop	o given regular feedback (throughout lesson and through 1 in 3 in books) o given feedback that closes the learning gap o showing engagement in their responses to feedback o understanding their steps for improvement	Embedded ☐ Evident ☐ Not evident ☐	

Work Scrutiny Form – Faculty Summary

Faculty:	Date:	Sample of books should include all key stages and students with SEND
Criteria: (expected in every book)	**Focus: (general or targeted)**	**Number of books seen:**
Professionalism	*1 in 3 pieces of work receive feedback that is responded to*	Bright spots: (best practice)
	Presentation of books is good	
Adaptive teaching	*Sampled work shows visible, consistent, and significant challenge and high expectations (HPA)*	General good practice included: (www)
	Sampled work shows appropriate support, scaffolding, and challenge (SEND)	
Responsive teaching	*There is frequent, clear, and consistent evidence of detailed responses to feedback*	Follow up actions and targets to be discussed as a faculty/agreed as a faculty: When will the follow up review be?
	Highly effective sequencing of activities and modelling is present in all sampled books	
Volume and Quality of work	*The volume of work produced shows high expectations and in line with curriculum intentions*	
	Quality of work shows high expectations and in line with curriculum intentions	

Note: In the "Responsive teaching" row, an additional cell reads "When will the follow up review be?"

Work Scrutiny Form – Faculty

(HoF/HoD report to be used to identify standards and follow up on targets agreed)

Faculty:	Date:																				

Reviewer(s):		Class/ KS/Subject:																			

Teachers: (insert in columns above criteria)

Focus (if any):		Embedded	Evident	Not-Evident	Embedded	Evident	Not-Evident	Embedded	Evident	Not-Evident	Embedded	Evident	Not-Evident	Embedded	Evident	Not-Evident	Embedded	Evident	Not-Evident	Embedded	Evident	Not-Evident
Professionalism	1 in 3 pieces of work receive feedback that is responded to																					
	Presentation of books is good																					
Adaptive teaching	Sampled work shows visible, consistent, and significant challenge and high expectations (HPA)																					
	Sampled work shows appropriate support, scaffolding, and challenge (SEND)																					
Responsive teaching	There is frequent, clear, and consistent evidence of detailed responses to feedback																					
	Highly effective sequencing of activities and modelling is present in all sampled books																					
Volume and Quality of work	The volume of work produced shows high expectations and in line with curriculum intentions																					
	Quality of work shows high expectations and in line with curriculum intentions																					

Strengths	

Areas for Development		Follow up date:

Data Analysis Form (after data collection – see QET schedule)

Subject: **Year group:**   **Date:**

1. Headline Figures		3. What intervention will happen in class?	

	% of cohort targeted	% prediction to reach target
Grade 9-7 or A*-A (KS5)		
Grade 9-5 or A*-B (KS5)		
Grade 9-4 or A*-C (KS5)		

Currently one grade below target grade prediction: ……….%

Currently two grades below target grade prediction: ………%

2. Priorities	4. How will this data, intervention and issues be communicated to your team?	5. Curriculum implications and revisions

	% of students	% on target (prediction)
HPA/More Able		
Boys		
SEND		
PP		

In which classes are there gaps between most present? e.g Boys/Girls

(Guide faculty members to identify 3 pupils to target in their classes)

(Reflect on what needs to change/improve within the curriculum to meet/exceed expectations/standards)

Data Analysis Form (after mocks – see QET schedule)

Subject: **Year group:**   **Date:**

3.   Headline Figures

	% of cohort targeted	Actual grade %	% prediction to reach target
Grade 9-7 or A*-A (KS5)			
Grade 9-5 or A*-B (KS5)			
Grade 9-4 or A*-C (KS5)			

Currently one grade below target grade prediction: ……….%

Currently two grades below target grade prediction: ………%

3. What intervention will happen in class?

4.   Priorities

	% of students	% on target (prediction)
HPA/More Able		
Boys		
SEND		
PP		

In which classes are there gaps between most present? e.g Boys/Girls

6.   How will this data, intervention and issues be communicated to your team?

(Guide faculty members to identify 3 pupils to target in their classes)

7.   Curriculum implications and revisions

(Reflect on what needs to change/improve within the curriculum to meet/exceed expectations/standards)

SHS QET Self Evaluation Criteria:

an overall evaluation is made by HoD/HoF

	Criteria	Summary	Term 1a RAG	Term 2a RAG	Term 3a RAG	Term 4a RAG	Term 5a RAG	Term 6a RAG
Curriculum intent	Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge and cultural capital they need to succeed in life	Ambitious intentions for all						
	The work given enables pupils to achieve the aims and ambition of the curriculum, which is coherently planned and sequenced towards cumulatively sufficient knowledge	Ambitious intentions for all						
	Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work that pupils produce	Students' work/books evidences volume and quality of work						
	Teachers have good knowledge of the subject(s) and courses they teach	Teacher subject knowledge						
	Reading is prioritised to allow pupils to access the full curriculum offer	Reading is promoted and new vocabulary is taught and deconstructed regularly						
Sequencing and retrieval	The curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	Effective sequencing of knowledge and skills						
	Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas	Effective sequencing and knowledge retrieval						

Responsive teaching	Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches	Responsive teaching – students frequently responding to misconceptions identified by teachers						
Adaptive teaching	The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence	Adaptive teaching is present and leads to increased SEND progress and independence						
Summative assessment	Teachers and leaders use assessment well. For example, they use it to help pupils embed and use knowledge fluently, or to check understanding and inform teaching, or to understand different starting points	Summative assessment is used responsively to inform lesson and curriculum planning						
Classroom environment and learning resources	Teachers ensure that their own speaking, listening, writing, and reading of English support pupils in developing their language and vocabulary well	Teachers model standard English						
	Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school's ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment	The classrooms' (displays, tidiness, layout, and students' behaviour) support learning.

Where textbooks are used, they are not solely used, and are carefully chosen and used responsively | | | | | | |

Evidence base: to minimise variation and improve standards, the same evidence base will be used for all the strategic priorities. Staff should collate and review these as directed.

Evidence	Evidence explanation
Line management meeting notes	These need to be securely stored as they will be intermittently reviewed to assess levels of support, challenge and professional development offered to staff
Curriculum reviews	Reports produced by SLT in line with the QET policy and schedule
Learning walks and lesson visits/observations	Completed in line with the QET policy and schedule
Work scrutinies	Completed in line with the QET policy and schedule
Students' exercise books/work (where they are used)	All SHS students, including students with SEND, are expected to have exercise books/work which evidences their progress over time. This includes: ▪ Volume and quality of work ▪ Frequent student responses to identified misconceptions ▪ Visible and appropriate support for SEND ▪ Visible challenge for the more able
Summative data	Internal and public examination data
Student voice and surveys	Half termly surveys will be given specifically to focus groups identified who may have had a negative experience of school life. Information gathered will be used to evidence follow up actions and track changing perceptions.
Parent voice and surveys	