

WMSF: Quality of Education Policies

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Introduction

WMSF aims to provide a high quality education focusing on academic and vocational excellence. This is underpinned by the principle that learning empowers young people. Our approach to teaching and learning is led by our core values of learn, achieve and empower and our guiding principles.

Our Core Values:

Learn – to foster a drive to learn

Achieve – to enable our students to achieve beyond what they think possible

Empower – to ensure our students have the confidence and self-belief to make ambitious choices, to step into the world as emboldened young people with a strong sense of place, purpose and their own value.

Our Guiding Principles

- To have high expectations of all our young people
- To develop strong and trusting relationships between students and staff
- To deliver a pathways curriculum that meets the ambitions of our students and the needs of the local community
- To provide exceptional wrap around support which enables students to safely focus on learning and progression
- To be comprehensive and inclusive, striving for equity in all we do.

The following policies set out the principles and expectations behind our approach, which is led by the Teachers Standards, and in doing so provides new and existing staff with a clear vision of the school's expectations, providing an agreed focus for monitoring.

Our teaching and learning policy is informed by Rosenshine's Principles of Instruction (2012) which is evidence based pedagogy based on research from cognitive science, the classroom practice of master teachers, and cognitive scaffolds to help teach complex concepts, this is an evidence-informed approach to teaching. Professional development in terms of pedagogy is focused on Rosenshine and all staff teaching staff are given a copy of Rosenshine's Principles in Action (2019) and the accompanying workbook.

Teaching and Learning Policy

1) Rationale

- 1.1 To set expectations for teaching and learning at WMSF.
- 1.2 To communicate a coherent, consistent and transparent approach to teaching and learning to all stakeholders.
- 1.3 To ensure the ethos of inclusion, collaboration and inspiration is evident throughout our teaching and learning.
- 1.4 To provide a framework for the planning and delivery of all teaching and learning at WMSF to ensure a consistent approach across the institution to ensure equal opportunity of learning for all our students and ensure they make rapid progress.
- 1.5 To ensure that all students receive quality teaching and learning which supports them to acquire and apply knowledge to prepare them for success in their qualifications and which develops the necessary skills for University, an apprenticeship or full-time employment.
- 1.6 To set out the procedures for quality assurance of teaching and learning

2) Definition of Teaching and Learning

- 2.1 Teaching is the creation of structure of activities and conditions by the teacher, in cooperation with other relevant staff, in order to facilitate the process of learning with the aim of the realisation of educational goals.
- 2.2 Learning is the shared process of actively constructing knowledge, making connections and developing skills in which students play an active role in the learning process.

3) Key Expectations

3.1 Teachers are expected to use google classrooms to organise teaching and learning resources and deliver their lessons. We expect that every teacher follows the expectations set out in our google vision and expectations document.

3.2 All teachers should have access to their digital teacher's portfolio with them in every lesson so that teaching and learning can be targeted to meet individual student's needs supporting rapid progress. This should be created in google classrooms.

This should contain the following:

- The context and progress of the group
- Intervention planning
- Seating Plan

The specific content and how this is presented may vary between areas as this is down to the CAL but it should be uniform across the area.

3.3 All teachers have the below roles and responsibilities to ensure high quality teaching and learning which is appropriate and meets students' needs allowing them to acquire and apply relevant knowledge and make excellent progress.

- i) Ensure they implement the teaching standards throughout their practice and fulfill the key expectations in their lessons.
- ii) Have high expectations of students and ensure teaching and learning provides the opportunity to acquire depth of knowledge and knowledge application through sequencing concepts and modeling, questioning that checks for student understanding,

reviewing material regularly and guiding student practice so they become independent in their practice.

iii) Keep up to date with the requirements of specifications and assessment objectives in each subject and make informed decisions regarding the choice of course, units and topics based on the needs of students

iv) To plan a knowledge rich curriculum effectively for the subjects that they deliver which is sequenced appropriately so that students develop a depth of understanding (see Appendix Two).

iv) Ensure students are familiar with course content, assessment objectives, mark schemes and have access to modelled work and scaffolds to help them be successful.

v) Ensure that there are regular opportunities for sequenced formative and summative assessment through in class questioning and retrieval practice, regular independent learning, key assignments and assessments which reflect the final assessment of qualification in line with our assessment policy.

vi) Provide regular feedback (both oral and written) and DIRT in line with our assessment policy.

vii) Communicate effectively with students and carers on students' progress in line with our assessment policy and where needed give appropriate support and advice.

viii) Enable access to a variety of appropriate resources and make information accessible.

ix) Plan for learning based on effective use of data from class profiles, Edulink, SIMs, the data dashboard, key assignments and the results of external and internal assessments so that learning is differentiated and supports the needs of students.

x) Create a positive environment learning through enforcing our Behaviour Policy, the use of motivational strategies and maintaining an engaging classroom which is organised to enable learning through layout, resources and display.

xi) Work collaboratively with and communicate effectively, value and utilise other staff including other teachers, HLTAs, LSAs and other support staff and where necessary plan jointly in order to support students' needs and progress.

xii) Be a reflective practitioner who seeks to improve their practice through professional dialogue.

3.4

Formal lesson plans are not required for every lesson but there is an expectation that planning is of a high quality and meets all the requirements of the teaching standards. To ensure these expectations are met staff are encouraged to use the WMSF lesson planning materials provided. (See Appendix Two and Three).

4) Pedagogy

4.1

Teaching Practice at WMSF is based on Rosenshine Principles of Instruction. The principles are made up of 10 types of instruction which suggest that effective classroom practice is based on:

- Research on how the brain requires new information.
- Research on the classroom practice of those whose learners show the highest gains.
- Findings from studies that taught learning strategies to learners.

These 10 principles have been condensed into 4 strands by Tom Sherrington:

<p>1. Sequencing concepts and modelling</p> <ul style="list-style-type: none"> ● Present new material using small steps ● Provide models ● Provide scaffolds for difficult tasks 	<p>2. Questioning</p> <ul style="list-style-type: none"> ● Ask questions ● Check for understanding
<p>3. Reviewing Material</p> <ul style="list-style-type: none"> ● Daily review ● Weekly & Monthly Review 	<p>4. Stages of Practice</p> <ul style="list-style-type: none"> ● Guided learner practice ● Obtain a high success rate ● Independent practice

4. 2 Sequencing concepts and modelling

The most effective teachers ensure that learners efficiently acquired, rehearsed and connected background knowledge by providing a sequential approach to learning and a good deal of support.

i) Present new material using small steps

Cognitive load theory identifies that working memory can only deal with limited new information otherwise it becomes overloaded. Therefore, we need to break down new material, concepts and procedures into small steps ensuring there is practice time for each step. This can be achieved through breaking down a task into a set of instructions or moving from the big picture of a subject down to a detailed area of focus and back again.

Providing models

Providing models is a central feature of giving good explanations. Models can be:

- Physical representations of completed tasks
- Conceptual models
- Explicit narration of thought processes

Providing scaffolds for difficult tasks

It is important for learners to undergo a form of 'cognitive apprenticeship' whereby they learn cognitive strategies from a master teacher who models, coaches and supports them as they develop a level of independence. Writing frames to scaffold writing is a useful tool which might be used to start an opening sentence for literary analysis or be useful as a start point to answering subject specific questions. The whole point of scaffolding is that, eventually, it has to be taken down for the learners to become independent.

4.3 Questioning

Effective questioning lies at the heart of great instructional teaching.

Instructional procedures include:

- Ask a large number of questions and check for understanding.
- Ask learners to explain what they have learned.
- Check the response of all learners.
- Provide systemic feedback and correction

Some effective questioning strategies include:

- Cold calling or no hands up questioning to check for understanding and create a culture of engaged accountability in the classroom.
- No opt-out turning 'I don't know' into success by ensuring that learners who won't try or can't answer practice getting it right by either providing them with the answer and getting them to repeat it or provide them with cues and hints.
- Say it again better giving the learner the opportunity to think about their answer and rephrase their answer using the correct terminology.
- Think, pair, share learners start a task working independently thinking about how they will approach a task, they then share their ideas with a peer before you facilitate a whole class discussion.
- Whole class response (whiteboards) a great way to check for whole class understanding in an instant is to get the whole class to answer the question on a mini whiteboard and show their answer.
- Probing following up a question with more questions to draw out the correct response. All closed questions which demand a simple yes or no should be followed up with an additional question

4.4 Reviewing Material

To ensure learned material is not forgotten learners need to routinely engage in a variety of forms of retrieval practice, recalling and applying previously learned material. Retrieval practice supports building our long term-memory and our level of fluency in recall.

Relevant instructional procedures from Rosenshine include:

- Begin a lesson with a short review of previous learning
- Re-teach material when necessary

A **daily review** allows learners to re-activate recently acquired knowledge, reducing cognitive load at the beginning of a lesson that's designed to build on this knowledge. This also activates prior learning to be active in the learners working memory so that they can add layers and build connections too that learning. This might simply be the use of new terminology or vocabulary. You could also start the lesson with a multiple choice question in which every learner has to justify their response.

Weekly and **monthly** review should be used so that previously learned material is not forgotten. This form of practice helps learners to learn more information and makes it easier to be successful with problem solving as less space in short term memory is needed. It is important to realise that retrieval practice is more than just simple recall tests. For example, narrative structures can be used to build memory power, this is where you ask learners to tell a story about recent subject knowledge using the correct terminology. Learners then engage in elaborative interrogative questioning 'how does this happen?' why did that happen?'

To ensure the daily, weekly and monthly review process is effective Sherrington recommends the following principles:

- Involve everyone: checking the knowledge and understanding of all learners.
- Make checking accurate and easy: so that learners test their knowledge and then check their work for accuracy and completion.
- Specify the knowledge: so that learners know the set of knowledge the retrieval will be based on, so they can study, prepare and self-check.
- Keep it generative: learners need to explore their memory to check what they know and understand. This means removing cue-cards, prompts, scaffolds and cheat-sheets. It means closing the books and making the learners think for themselves.

- Vary the diet: mix up the use of teacher-led, self-quizzing, written and verbal quizzing, self-explanation, 'telling the story', multiple choice and open response tests, rehearsing explanations, summarising, creating knowledge maps etc.
- Make it time efficient: A good technique can be used repeatedly in an efficient manner without dominating the whole lesson.
- Make it workload efficient: Do not create an unsustainable workload. Learners should be checking their answers themselves so that they can see where they have gone wrong and make corrections. You should sample tests as appropriate.

4.5 Stages of Practice

Nobody ever excels at anything without practice. Time should be given to students in lessons to practice their application of knowledge.

Relevant instructional procedures include:

- Provide a high level of practice for all learners
- Guide learners as they begin to practice
- Prepare learners for independent practice.
- Monitor learners when they begin independent practice

Guide learner practice –More effective teaching occurs when you give more time for guided practice, this is directly linked to them spending more time asking questions, more time checking for understanding and using more worked examples. The idea is that if learners are going to be successful in becoming confident and independent within a certain knowledge area, the teacher needs to make sure they are forming strong schema early on. Learners need to spend additional time rephrasing, elaborating and summarizing new material in order to store material in the long term memory. All learners need to practice, however, practice must be guided so that the chance of forming misconceptions is minimised.

Obtain a high success rate – more effective teaching occurs when you set questions and tasks with sufficient practice to engineer a high success rate with an optimal level around 80%. The idea is that at 80% most of what learners are doing is reinforcing error-free, secure

learning, improving fluency and confidence. This then provides a stronger platform for subsequent learning. If their success rate is too low, you may need to go back: re-teach, reexplain, re-model. You then need to give learners more guided practice that allows them to reach the 80% threshold. To achieve an 80% success rate in every lesson may be unrealistic. This goal might be more appropriate over a series of lessons supporting more here, challenging more there, nudging, stretching, pushing, giving clues, adding support, taking support away. It's a combination of classroom interactions with planning of tasks and resources that allow for success at different rates or degrees of depth depending on where the learner is in their learning.

Independent practice – in its simplest form this can be put as I do it, we do it, you do it. However we put it, it is vital that learners are given ample opportunities to perform tasks by themselves. An essential feature of independent practice is that learners draw on their own resources. This is where they have to rely on recall from memory. Building fluency through repeatedly engaging in processes that reinforce connections and retrieval pathways, generating their own feedback and setting their own goals for improvement.

5) Curriculum

5.1 Intent

Our curriculum is designed to match our core values of **learn, achieve** and **empower**. We believe **empowerment through learning** is achieved through a **knowledge-rich curriculum** which inspires the drive to learn, provides students with the practical, critical and analytic skills for achievement with us and as they progress through life. The breadth of our curriculum in terms of level of programme and range of qualifications allows for students to access Post-16 education at a level which matches their ability so they are empowered to aim high and participate positively in society. Our curriculum is underpinned by the ambition to prepare students for the next steps in their education whether that be through progressing to the next level of qualification, advantageous university choices or quality apprenticeship progression routes.

Our curriculum is underpinned by the following principles:

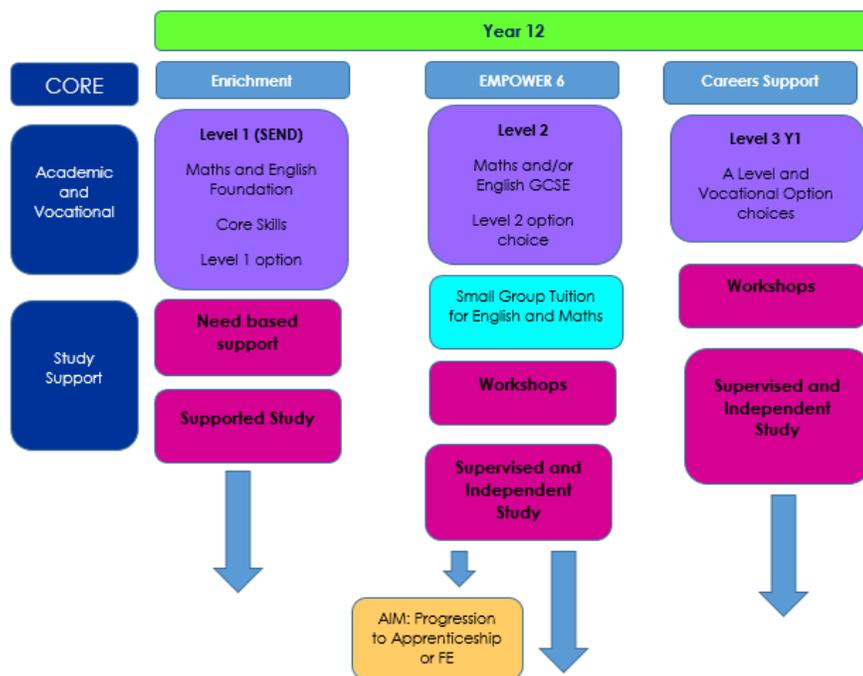
- Knowledge-rich
- Thoughtfully sequenced; lesson by lesson and topic by topic
- Increasing in depth and complexity as student become more confident and independent

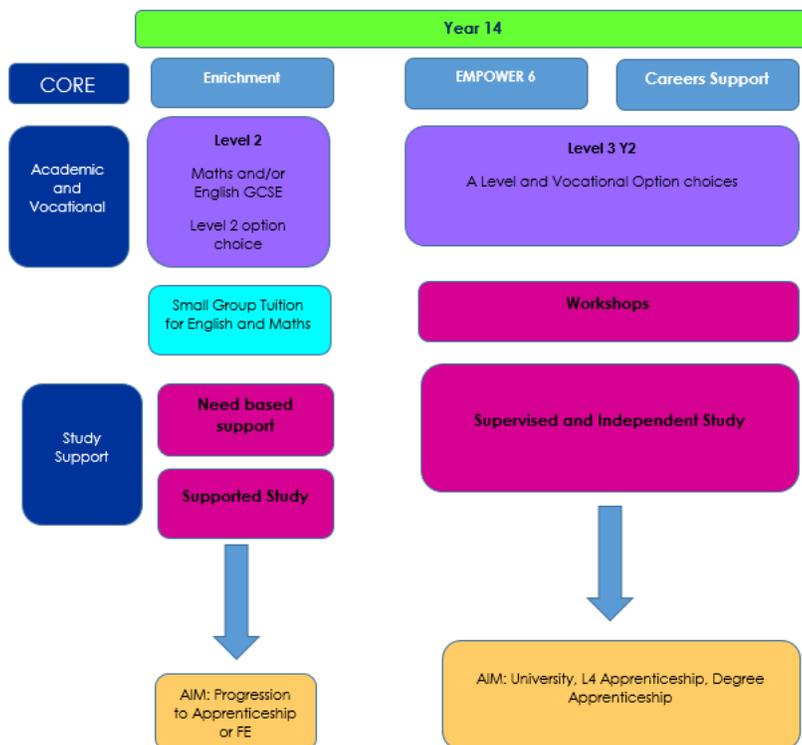
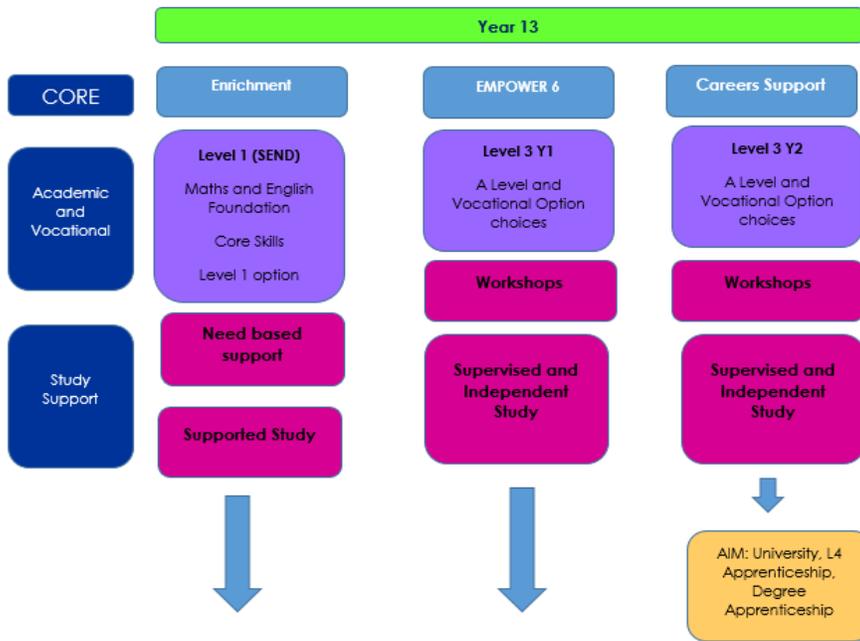
learners

- Consolidation through frequent and systematic review

These principles link directly with Rosenshine's Principles of Instruction which is the pedagogy which guides our teaching and learning.

5.2 Sixth Form Curriculum Map





5.3 Curriculum Area and Subject Mapping

Curriculum Area Leaders in conjunction with subject teams should ensure that their subject curriculum mapping is thoughtfully sequenced and knowledge rich so that students' understanding develops across their course in terms of depth and complexity and that students become more confident and independent in their application of knowledge.

i) Curriculum Area 'Snake'

All Curriculum Areas should have an overview snake showing how their curriculum develops over the levels (Appendix __)

ii) Subject Curriculum Map

All subjects should have a curriculum map completed which forms the long term planning document and makes clear the rationale, selection and sequencing of knowledge and learning. (Appendix_)

iii) Knowledge Map

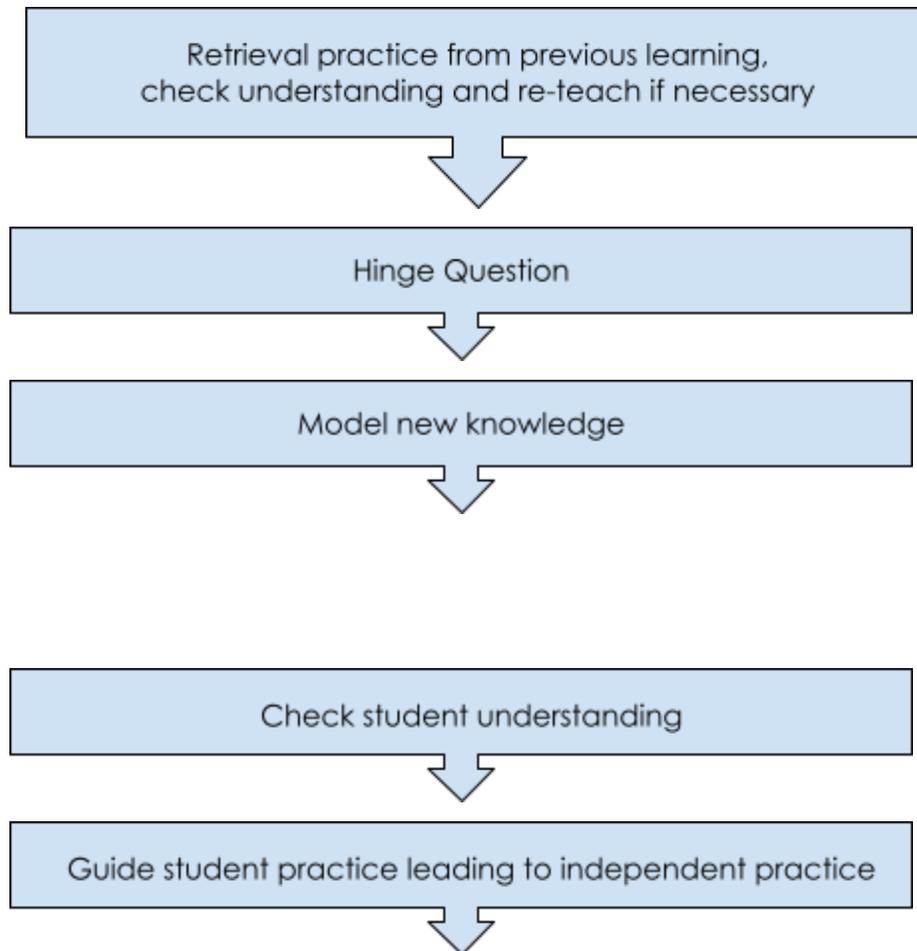
All subjects should have a knowledge map completed which forms the medium term planning document which break down the knowledge and knowledge application for delivery and practice in sequence week by week. (Appendix_)

5.4 Lesson planning and delivery

i) **Lesson planning:** Formal lesson plans are not required for every lesson but there is an expectation that planning is of a high quality and meets all the requirements of the teaching standards. Lesson materials need to be visible on google classroom. To ensure these expectations are met staff are encouraged to use the WMSF lesson planning materials provided. (Appendix _).

ii) **Lesson delivery:** Lessons should be delivered so that the subject mapping and curriculum mapping is implemented following Rosenshine's pedagogy. Rosenshine makes clear that

there is no set lesson structure for implementing the principles of instruction and that all of the principles do not need to be present in one lesson but rather over a series. However it is expected that Rosenshine's principles should inform the activities planned for lessons. A starting point for structuring learning in lessons is given below.



6) Development of Teaching and Learning

6.1 At WMSF teachers are encouraged to be reflective, assessing their own performance and development needs and engage with the opportunities provided by the institution to develop their practice.

6.2 WSMF provides several CPD opportunities for staff to meet their individual needs and develop their classroom practice internally through collaboratively working with colleagues (also see CPD Policy). These include:

i) **Peer Observation**

The aim of peer observation at the WSMF is to improve teaching practice, students learning experience and the progress of students. By staff observing high impact teaching strategies and good practice, they may transfer ideas/practice or refine existing practice to improve their own teaching practice and learning experience for students. Any improvements to teaching and learning experiences, through peer observation, should lead to improved students results and outcomes.

Peer observation provides teaching staff with an opportunity to share, observe and disseminate practical pedagogy amongst colleagues. As reflective practitioners, teachers are expected to observe each other's practice and learn from one another, supporting each other's development of teaching skills through sharing good practice. To facilitate this teaching staff are provided with opportunities throughout the academic year to engage in a reciprocal observation with peers.

ii) **Coaching**

The aim of coaching at WSMF is to support identified teaching staff develop into consistently good teachers who ensure students make rapid progress through working with a member of the coaching team led by the Assistant Principal: Teaching and Learning. Coaching is 'unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them'. It is a process which allows the teacher to learn, develop and improve. It helps form a reflective culture that empowers the coachee to take ownership of their own development. Coaches act as facilitators to enable the coachee to reach their own conclusions and outcomes.

Coaching at WSMF is either self-selected or recommended by a line manager. Time is allocated within the CPD programme for coaching to take place. Coaches are formally

trained by the Institute of Education. Coaches keep a reflective diary and the coachee provides an impact statement on how coaching has helped develop their practice.

iii) **Mentoring**

The aim of mentoring at WMSF is to provide a structured but supportive relationship between a more experienced or proficient teacher to a less experienced, less proficient or new member of staff. It is a supportive process in which the mentor teaches the mentee, offering advice, support and guidance.

Mentoring maybe part of a formal process of gaining teaching qualifications such as P.G.C.E, School's Direct, Newly Qualified Teacher Programmes with the aim of achieving QTS or QTLS. Mentors for these programmes will receive training from the training partner and are expected to complete CPD and a folder of evidence to show they have met national mentoring standards.

Mentoring maybe also be used to support a member of WMSF teaching staff identified as needing support through line management, performance management, formal lesson observation or through self-identification. Mentors maybe a member of the coaching team or a more experienced colleague in the curriculum area. Time is allocated within the CPD programme for coaching to take place. Mentors would keep a reflection tracker and the mentee would reflect upon their next steps. This may be linked to PM objectives as a method of improving outcomes.

iv) **Learning Walks and Deep Dives**

The aim of learning walks or focused deep dives throughout the academic year is to offer opportunities to identify, refine and review teaching practice and how different teaching areas are working towards developing greater consistency in whole-school teaching and learning experiences.

These take place in order to collect evidence about teaching and learning, progress and areas for school development. They are intended to be developmental and constructive rather than judgemental and are a whole-school improvement activity. These should be undertaken in a supportive framework and conducted in a professional manner.

Typically, they are undertaken by members of Leadership Group and middle leaders with the aim of gauging how school-wide policies are being implemented consistently to improve the outcomes and progress of students. They are designed to gain an understanding of the day-to-day experiences in classrooms for students and staff across different teaching areas and/or provide an idea of how school-wide policies are being disseminated in different classrooms and identify areas for improvement or further development.

These are calendared with a specific focus or conducted as part of 'no notice' sampling with the purpose of providing developmental feedback linked to school improvement priorities or developmental opportunities within the institution, as well as, to develop an understanding of what is occurring in each teaching area.

Learning walks may be conducted individually or in conjunction with another member of Leadership Group, a Curriculum Area Leader or a Local Authority Inspector. Learning walks observations should last no more than 15 minutes to gauge an understanding of the teaching and learning, do not require a lesson plan and should not contribute to any performance management judgments.

7) **Quality Assurance, Observation and Monitoring**

7.1 All teachers are subject to formal performance management review in regard to the quality of teaching and learning they provide through the teaching standards and formal observation (see Pay Policy, Performance Management and Capability Policy). Formal quality assurance also takes place in the form of work scrutiny of students' work, key assignments and formal assessments and the monitoring of the quality of observations. Each aspect of this is outlined below:

i) Evidence of Meeting the Teaching Standards

Teachers are expected to submit evidence that they have met the teaching standards as part of performance management annually. This will be reviewed and discussed with their line manager.

ii) Formal Observations

Teachers will have a minimum of two formal observations during the year. These take place within the observation and monitoring cycles which fall in a designated week and take place during the curriculum area review. Teachers are typically observed by their line manager, the CAL of the area or a member of the leadership group. The lesson observation's purpose is to identify strengths and weaknesses in terms of the delivery of the curriculum and identify teaching standards for development or further development. The areas of focus are quality of education in terms of intent, implementation and impact and the teaching standards. In addition to this the views of learners are reviewed either through interview or questionnaire.

Formal lesson observations must be formally written up and added to blue sky. It is the responsibility of the Vice Principal (Quality of Education) to check formal write up are complete and on blue sky.

In some cases, the teacher or the line manager may feel that a second observation in the cycle is beneficial. This is completed this in the last three weeks of the cycle at a time convenient with the line manager. Mentoring support may be put in place after this if the judgment from the observation indicates it will support the teacher improve their practice.

Supporting documents for formal lesson observations are located in Appendix _.

iii) Triangulation

Prior to observation the most current data will be analysed by the observer to assess progress over time. The teacher is to send any relevant lesson planning to the observer.

During the observation the observer will review the teacher's data, conduct a work scrutiny to assess progress over time, observe the quality of teaching and learning in the lesson and conduct conversations with targeted members of the class identified from data and/or ask students to complete a questionnaire. This is to triangulate between sources of data on teaching and learning.

After the observation the observer will arrange a feedback meeting to fall within 3 working days of the observation. The teacher will reflect on their lesson prior to this meeting. At the

end of the meeting the observer and the teacher should agree on areas for development. The observer should then provide written feedback via blue sky.

This is to triangulate between both quantitative and qualitative sources of data so that a fair and accurate picture is formed.

iv) Quality Assurance of Formal Observation

The Principal and Vice Principals are responsible for the quality assurance of formal observations. This involves sampling through an 'observing of the observer' model. This process involves the observer being observed by the Principal or a Vice Principal observe, judge and give feedback to teachers. Feedback is then given to the observer on how to improve the quality of their practice. Where necessary the observer may be given formal support through conducting joint observations and feedback with the Principal or a Vice Principal until their judgment is deemed secure.

v) Work Scrutiny

Students work is collectively monitored by Leadership Group and CALs in work scrutiny meetings. Teachers in these meetings are asked to bring the workbooks, vocational folders or formal assessments from each of their classes to the meeting. These are then reviewed by the CAL quality assured by Leadership Group on the relevant pro-forma (See Appendix _). As a result of these meetings examples of good practice will be shared with the staff and agreed targets for improvement identified.

Assessment Policy

1) Rationale

- 1.1 To set expectations for the assessment of student progress at WMSF.
- 1.2 To create a dialogue between student and teacher/other adults which supports their progress
- 1.3 To ensure continuity and progression for the learner as they move through their courses

- 1.4 To acknowledge areas of deep knowledge or excellent application of knowledge to the student, there by motivating them to make progress
- 1.5 To identify gaps in knowledge and ability to apply knowledge effectively so that knowledge can be retaught or students targeted for workshops or other interventions
- 1.6 To raise the achievement and self-esteem of students by providing them with regular, high quality diagnostic feedback about their work
- 1.7 To give students opportunities to practice knowledge application so they can develop their independent practice

2) Types of Assessment at WMSF

- 2.1 In school formative assessment which is used by teachers to evaluate students depth of knowledge and application of knowledge as part of daily, weekly and monthly review in lesson and through key assignments
- 2.2 In-school summative assessment which is used by teachers to evaluate the depth of knowledge and ability to apply knowledge as the end of a period of teaching
- 2.3 Nationally standardised summative assessment - which form qualifications and ensure students are achieving outcomes, at least in line with or above the national benchmarks and average

3) Key Assignments

3.1 Students will complete seven key assignments a year which are made up of the above types of assessment.

Our key assignment schedule (Appendix _) is based on the following principles:

- That there should be sequenced and regular practice of knowledge and knowledge application which can be used to create a picture of individual student and class progress so that teaching and support can be effectively targeted. These assignments

should be based on students' progress through the curriculum.

- That students should have regular practice of knowledge and knowledge application after key steps in learning which should focus on how well they have understood the key step and how well that has been linked to prior learning. In class questioning and checking for understanding needs to be supported with the opportunity for independent practice.
- Students should be guided through independent practice which is monitored by their teacher
- All students should have the opportunity to have their responses regularly checked and be given systematic feedback and DIRT
- Teachers should reteach material where necessary if key assignments do not demonstrate a high success rate

Key assignments are sequence and mapped as part of curriculum mapping documents.

4) Independent Learning

4.1 Students should be set regular independent learning to the equivalent time they spend in the class (1 hour for every hour spent in class) which:

- Pre-teaches or deepens knowledge being delivered
- Focuses on retrieval practice
- Allows students the opportunity to practice knowledge application
- Builds up to a key assignment
- Forms part of a summative assessment such as BTEC coursework

4.2 Independent learning should be included on curriculum planning on the knowledge map (Appendix _)

5) Feedback and DIRT

5.1 There are many different types of feedback. All types of feedback aim to enhance student progress. These are used in a variety of ways by teachers and can include day to day checking for understanding, oral feedback in class or in the google classroom, feedback using google classroom tools, formal written feedback as given to substantive pieces of independent learning, key assignments or internal summative assessment.

5.2 Formal written feedback should be given to students every three weeks on substantive pieces of work which include, but is not limited to, our key assignments and assessments. Substantive pieces of work which are not key assignments should be practice for a key assignment. These form part of our three week DIRT cycle.

5.3 DIRT Cycle: Formal written feedback is given in our DIRT cycle. In this cycle students complete a substantive task, receive feedback and complete DIRT (directed improvement and reflection task) set by the teacher to correct misconception and aid progress. DIRT should be completed in lesson time so that the teacher can guide practice. This is a three week cycle.

Week 1	Set substantive task
Week 2	Mark the task ensuring students: <ol style="list-style-type: none"> 1. Have access to the mark scheme 2. Receive feedback that corresponds with assessment objectives of levels of response 3. Addresses literacy issues through our literacy codes where necessary 4. Have formal written feedback in the form of WWW and EBI 5. Are set DIRT which will lead to further progress being made
Week 3	Student complete DIRT in designated lesson time

6) Collection of Key Assignment Data and Reporting

6.1 Data will be collected using Key assignment cycles as shown in the table below:

KA Cycle	Type of assessment	Cycle dates (2022-23)	Data entry deadline
1	Induction Task (1st year students) / Year 1 review task (2nd year students)	05/09/22 - 30/09/22	30/09/22 at 12pm

2	Formal Assignment	03/10/22 - 11/11/22	11/11/22 at 12pm
3	Mock exam	14/11/22 - 09/01/23	09/01/23 at 12pm
4	Formal Assignment	16/01/23 - 24/02/23	24/02/23 at 12pm
5	Formal Assignment / A2 at risk second mock	27/02/23 - 30/03/23	30/03/23 at 12pm
6	Formal Assignment	17/04/23 - 11/05/23	11/05/23 at 12pm
7	Progression Assessment (A1/V1) / BTEC / GCE / GCSE	15/05/23 - 29/06/23	29/06/23 at 12pm

Data will be collected using marksheets setup on Edulink that will require the following data:

- Aspirational target grades - To be inputted once the ATG's are confirmed at the beginning of the year
- Working at grade - To be inputted by the subject teacher. Where this is a vocational subject and the student is studying more than one unit at a time, teachers should input the grade for the unit that they are teaching.
- Attendance for the cycle - Automatically generated from Sims
- Number of lates for the cycle - Automatically generated from Sims

6.2 Data will be reported through the assessment function on Edulink this will show the data above. The data will be shown by column, each data cycle cumulatively. This data will be accessible externally, by students and parents.

The data will also be exported from Sims into **(the new data dashboard)** in order to be used internally by staff at different levels (see 6.3).

6.3 Data will be used internally by staff in order to inform their practice. This will be done by Curriculum Area Leaders, who will be able to track student progress and use this progress data in order to have an overview of the students within their curriculum area as well as a better understanding of the teaching and learning that is taking place within their curriculum areas.

The CAL's should use this to setup interventions for students or groups of students where particular areas of need are identified. They should also be able to use this to identify where there may be potential for training/coaching for staff where groups of students are not meeting their ATG's.

This should also be used by CAL's and their staff as a basis for communication home to parents and guardians.

Within CA meetings, CAL's should inform staff of where things are going well and where improvements may be needed based on the data.

This data should also be used by teachers in order to gain a better understanding of the individual needs of their students in order to inform them of student progress over time in each of their classes. CALs will need to ensure that staff within their curriculum areas are putting together the correct interventions for the students being identified through the use of this data. This should be done through the use of the underachievement action plan in order to identify students who require intervention and what that intervention should be. This will be monitored and tracked by the class teacher as well as the CAL.

6.4 Data should be available to parents at the end of every data cycle through the use of Edulink. The use of Edulink should become a compulsory element of being a parent of a student at the sixth form. Those who are not able to access this technology need paper based communication, but this will need to be communicated to the sixth form at the beginning of the year.

Data should be shared with parents as a paper based report at the following times:

- in advance of the at risk students parents evening (w/c 23/01/23) to inform the discussions that will be taking place with the parents. Where possible, parents should have this data well in advance of these meetings in order to ensure improved engagement from the parents of these students.
- In advance of the Parents evening in March (6th March for A1/V1/L2 students) to inform the discussions that will be taking place with the parents. Where possible, parents should have this data well in advance of these meetings in order to ensure improved engagement from the parents of these students.
- At the end of the academic year for A1/V1 and L2 to give parents an understanding of how the student has performed during that year

Appendix

1. Link to Curriculum Planning Documents:
2. Link to Work Scrutiny Documents:
3. Link to Key Assignments Overview: