

EDUCATION AT DRAYTON MANOR HIGH SCHOOL POLICY

Reviewed by CSWP on 6 March 2024

Ratified by Governing Body on 21 March 2024

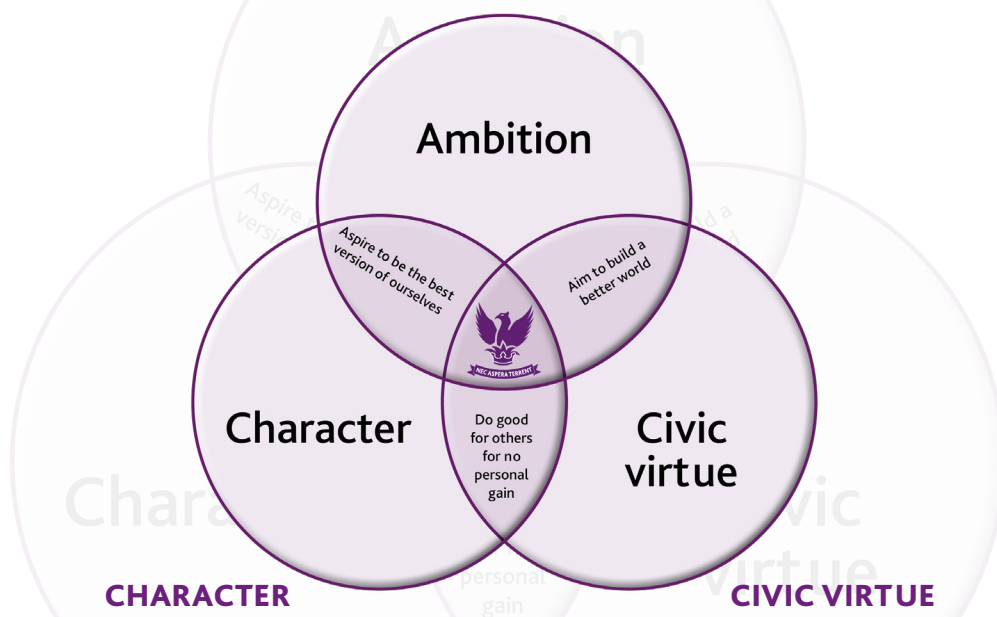
Date of next review: March 2025

'THE DRAYTON MANOR WAY'

We are committed to producing personally rounded and highly knowledgeable students who strive to be exemplary citizens, contributing in all ways, and especially as role models within their communities and on the world stage.

AMBITION

Ambitious learning; instilling in every student the fundamental importance of academic rigour and hard work in all they do, combined with the value of breadth in their studies and the commitment to doing their very best and being the best possible version of themselves.



The character of students; stimulating relish for fresh challenges and personal responsibility alongside the development of the necessary resilience, courage and determination to overcome challenges in a fast-moving world; inspired by the school's motto *Nec Aspera Terrent*.

Acquisition of civic virtue; including integrity, care for others, service and sharing non-academic life experiences. Civic virtues are character traits that are necessary for engaged responsible citizenship, contributing to the common good.



DRAYTON MANOR HIGH SCHOOL

EDUCATION AT DRAYTON MANOR HIGH SCHOOL POLICY

CONTENTS

TEACHING & LEARNING VISION	1
CURRICULUM AND TEACHING AND LEARNING	1
DRAYTON MANOR NON-NEGOTIABLES.....	1
ASSESSMENT	2
Testing	3
Other Exams	3
Moderation	3
Assessment at KS3.....	3
FEEDBACK AND MARKING	4
Philosophy	4
Approaches to Giving Feedback.....	4
Marking Protocol	4
Marking Frequency.....	4
TARGET SETTING	4
REPORTING.....	5
TEACHING AND LEARNING FRAMEWORK OF PRACTICE	5
DRAYTON MANOR LEARNING CYCLE	7
SEATING PLANS	7
BOOK PRIDE	8
HOMEWORK.....	8
Philosophy	8
Homework and the Curriculum	8
Homework Protocol.....	9
TEACHING & LEARNING IN THE SIXTH FORM	9



DRAYTON MANOR HIGH SCHOOL

CONTENTS - continued

LITERACY AND NUMERACY.....	9
Literacy	9
Planning for Literacy	10
Numeracy	11
Planning for Numeracy	12
COVER WORK.....	12
High Quality Cover Work	12
MONITORING STUDENT PROGRESS	13
Learning Walks/Lesson Drop-ins	13
Coaching	13
Student Focus Groups	14
Student Voice	14
Book/Folder Looks	14
DATA ANALYSIS	14
CONTINUING PROFESSIONAL DEVELOPMENT	14
Whole School CPD	14
New Staff Induction.....	15
CURRICULUM, TEACHING AND LEARNING AND PASTORAL CHECKLISTST.....	16
Curriculum Team Checklist	16
Teaching and Learning Development Lead Checklist	17
Pastoral Checklist	18
ROLES AND RESPONSIBILITIES.....	19



DRAYTON MANOR HIGH SCHOOL

EDUCATION AT DRAYTON MANOR HIGH SCHOOL POLICY

TEACHING & LEARNING VISION

High quality teaching leads to better and more sustainable academic and personal outcomes for students. We are ambitious in lessons resulting in students having a greater opportunity to achieve their academic and personal ambitions in life. All teachers adhere to a shared set of 'Non-Negotiables' that provide the cultural bedrock of consistency for our students, but also use their expertise, framework of practice and regular pedagogical feedback to deliver excellent learning for students.

CURRICULUM AND TEACHING AND LEARNING

We deliver an ambitious and broad curriculum for our community. Each subject area has yearly curriculum maps (CM), schemes of work (SoW) and individual lessons that have been developed by subject specialists with a clear oversight of the National Curriculum and exam specifications. Teaching & Learning is about how we deliver the intended curriculum. For this reason, it is vital that all teachers follow the planned curriculum, refining the co-planned resources where needed and remain in constant dialogue with the appropriate Faculty leader about where they are relative to the SoW.

DRAYTON MANOR NON-NEGOTIABLES

We have a collective set of non-negotiables used by all teachers in every lesson. The purpose is to foster a culture of learning amongst our students and ensure consistency of approach. Please see the list below:

Seating plans	Teachers have a planned seating plan that is printed and annotated with key student information including Most Able, SEND, PP, Access Arrangements, Current and Prior Attainment and details of any key strategies that need to be used with specific students.
50:50 Threshold	Teachers are 50:50 at the door to welcome students and insist on a silent entry where students remove their coats, bags and place their knowledge organisers and equipment on desks.
20-Second Challenge	Students enter the room, sit down, get out their exercise book, diary, equipment for the lesson and start the do now within the first 20 seconds. The teacher times this.
Do Now	A Do Now is ready for every student to complete immediately on arrival to a lesson to facilitate the 20-second challenge. The do now is marked in green pen.

House Merits and the 5 in 5	Students are rewarded for their effort with House Merits. There is a minimum 3:1 ratio of House Merits to warnings in each lesson and House Merits are recorded on SIMS. Teachers aim to promote a pacy start to lessons by giving 5 House Merits in the first 5 minutes.
Homework	One piece of homework is set per week/fortnight according to the homework frequency table. Students write this in their diary and the teacher uploads the homework to Show My Homework that day. While students write their homework in their diary, the teacher checks the previous homework as per the homework policy.
What, how, how long	Setting students off on a learning activity involves teachers providing clear instructions that summarise what students will do, how they will do it and how long students must complete the task. Teachers check students understand the task before initiating.
Book Pride	Students write the title, date and underline both, writing C/W in the top left corner of their work. All sheets are attached in books and errors are crossed out with a single line. Students mark work in green pen.
Questioning and checking for understanding	We reject hands up questioning and self reporting strategies of checking understanding. Cold calling, think-pair-share, mini white boards and other strategies ensure that when questions are asked, and understanding is checked, all students are engaged, thinking about the answer and ready to respond.
SLANT 3-2-1	SLANT-3-2-1 is used to get the class to order. Compliance from every student is insisted on.
Behaviour Policy	The Behaviour Policy is implemented consistently, fairly and correctly. The script is used in each instant a warning is given. Written warnings are recorded on the white board and all warnings are logged on SIMS.
Exit Routine	At the end of lessons, all students stand behind their desks, clear the area of litter and are silently dismissed one row/table at a time. The teacher remains 50:50 at the door, checks uniform standards and ensures high standards in the corridor.
	For Period 6 lessons, students that have a detention are asked to sit back down at the end of the lesson and once all other students have exited, are escorted to their detention in silence.

ASSESSMENT

Effective assessment within the school enables

- school leaders to monitor the performance of student cohorts, identify where interventions may be required, and work with teachers to ensure students are supported to achieve sufficient progress and attainment
- teachers to evaluate learning and the impact of their own teaching
- students to understand how well they have learned and understood a topic or course of work taught over a period of time. It should be used to provide feedback on how they can improve
- parents to stay informed about the achievement, progress and wider outcomes of their child across a period

Testing

Tests will take place at least once per half term and will test the knowledge, skills and understanding of content taught within that Topic. The teacher will award a mark or grade, enter it on SIMS and provide a Feedback Sheet to the student.

Assessment Windows

Students in Years 7 to 10 and Year 12 will sit assessments during termly assessment weeks which assess the knowledge, skills and understanding of content taught over the entire academic year to that point.

Other Exams

- Students in Year 11 will sit Mock Exams in the Autumn and Spring Term
- Students in Year 12 will sit UCAS Exams in June
- Students in Year 13 will sit Mock Exams in the Spring Term

Please see the Assessment Calendar for more information.

Moderation

Faculties should use Faculty time to ensure

- Tests/Exams are moderated to ensure they are robust, relevant and in the instance of Year 10 - 13 Exams and Mocks, reflective of external exams where appropriate.
- All assessment marking is moderated to ensure that data is a true reflection of student outcomes, thereby allowing for appropriately targeted interventions to take place

Assessment at KS3

At KS3, students are assessed on their progress across subject-relevant assessment areas.

'Assessment areas'

In order to produce rich data that will enable students, parents, teachers and departments to determine areas of strength, weakness and development priorities, students are assessed across three or four 'assessment areas' for each subject. These areas relate directly to the faculty intent and curriculum design to ensure that assessments are assessing the extent to which students are learning what we are intending them to learn and should incorporate knowledge, understanding and skills as appropriate for the subject.

Measuring/recording progress

Student progress will be judged in relation to their prior attainment, i.e. whether or not the student is making expected progress for a student of that ability at that point in the Key Stage. The spreadsheet compares the scores of students with the same target grade for each assessment focus. The progress score is based on where the student's score lies within the range of scores for that target grade based on a normal distribution curve.

FEEDBACK AND MARKING

Philosophy

- Feedback takes place in every lesson and takes many different forms. All feedback is directed towards improving student understanding or motivation
- The quality of marking and feedback is more important than quantity
- Any praise should be specific rather than general and reward effort rather than ability
- Instructional feedback is most effective. Students should use their feedback to progress their knowledge and skill and be able to demonstrate that in future work
- Marking should inform future planning and enable teachers to decide what needs to be taught again or better

Approaches To Giving Feedback

- Teacher written feedback
- Teacher verbal feedback
- Peer to peer written feedback
- Peer to peer verbal feedback
- Self-written feedback
- Self-reflection

Marking Protocol

Assessment/Feedback Task → Deep Mark → Feedback Sheet → Reteach and student response

Marking Frequency

The table below summarises the frequency of marking that should be undertaken for each Key Stage and by how many lessons are taught. This has been devised to ensure the amount of teacher feedback students receive is relative to the number of teaching hours students have received in each area.

Number of lessons taught in subject per week	Key stage 3	Key stage 4	Key stage 5
1 – 2	x 1 per term	x 1 per term	x 1 per term
3 – 4	x 2 per term	x 2 per term	x 2 per term

TARGET SETTING

Targets at Key Stage 5 and 4 are generated using Fischer Family Trust 5, which takes into account student's prior attainment, month of birth and gender. The student's CAT results which are tests they sit in Year 7 are also taken into consideration when generating these targets at Key Stage 4.

REPORTING

All students will receive a Termly Report. At Key Stage 3, the report contains progress information as 'Excellent', 'Good', 'Satisfactory' or 'a concern' for each assessment area for each subject, as well as an overall progress level. At Key Stage 4, reports contain target grades, working grades and predicted grades, as well as any recent exam grade.

All reports also include an Attitude to Learning level for each subject.

TEACHING AND LEARNING FRAMEWORK OF PRACTICE

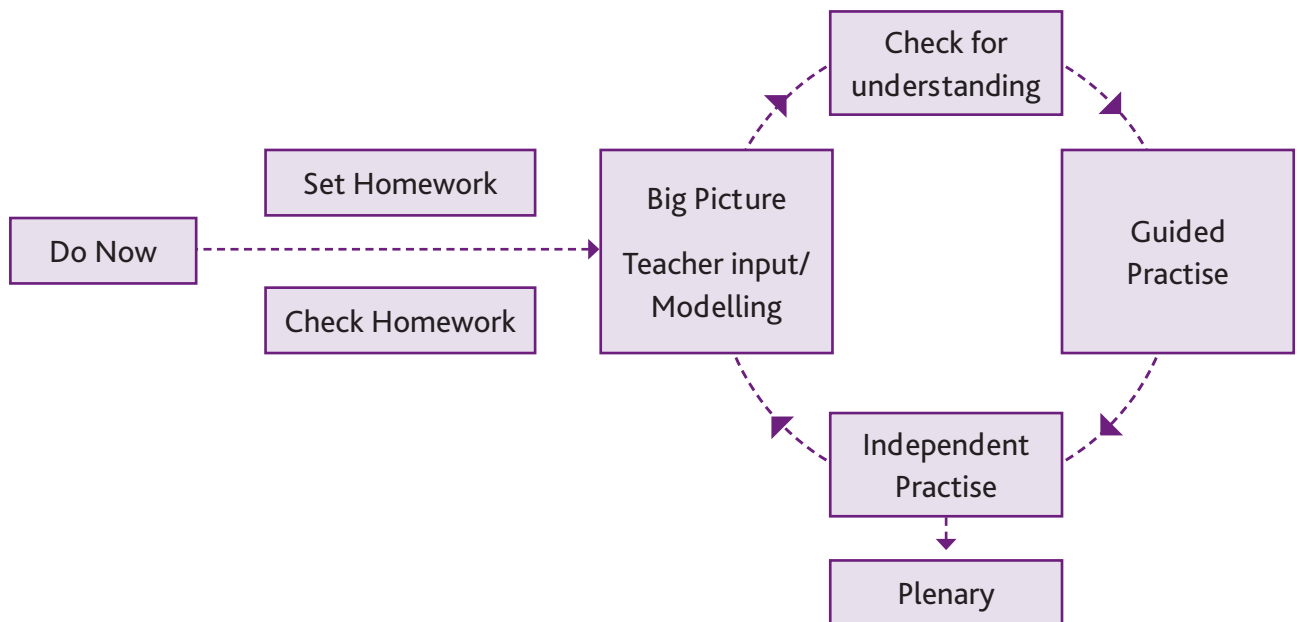
At Drayton Manor we have an agreed Framework of practice that we work towards in every CPD session known as the Teaching and Learning Framework or the 'Drayton 9' (appendix item 1). The Framework combines the collective teaching experience of the school with current research into learning theory so that all staff are clear of 'what good looks like'. The table below summarises the key strands of the Framework and why this is critical to student learning.

	Framework Strand	Description
1	Welcome and Do Now	The beginning of a lesson sets the tone for how that lesson, and possibly the rest of the day will go for students. Students enter silently and respectfully and should be welcomed at the door by teachers that are 50:50. Learning should start immediately after a student enters the room. The Do Now will be available for them to complete as soon as they sit down and should consist of retrieval practice of prior knowledge.
2	Classroom routines and student behaviour	As a school, we all implement common routines to ensure consistency for our students. This is non-negotiable. Clear and slick routines from teachers build habits in students that allow for maximum time to be focussed on learning. Praise and positive narration are our first tool to promote compliance and where students do not meet our expectations, they are sanctioned according to the Behaviour Policy. We are warm, but strict.
3	Maintaining high expectations	The first value of the school is Ambition. We have extremely high expectations for how students act and what they do in lessons. We believe that through excellent pedagogy and practice, teachers can make life changing impact on students.
4	Linking to the big picture	What are the learning objectives for this lesson? Where does this lesson sit in the curriculum and what has been learned so far? How does it link to student's wider world knowledge or their 'schema'? How does it link to future careers they may be interested in or not yet aware of?
5	Explanations and modelling	Learning is the residue of thought. Direct instruction and modelling <i>how</i> and <i>what</i> students need to learn allows them to witness mastery before attempting it themselves. Teachers who make explanations 'sticky' for students and chunk them across a lesson to build up understanding yield greater and more sustainable learning for students.

6	<p>Checking <i>what</i> students understand</p>	<p>Assessment strategies that check <i>what</i> students have learned are more impactful than those that check <i>if</i>. Teachers are curious to know if what they have taught has been understood and do not move onto the next phase of learning unless they are clear that all students have a good grasp of prior learning. Teachers actively re-teach content where they identify misconceptions from their assessment strategies. Self and peer-assessment strategies are built into lessons and support the development of student self-regulation</p>
7	<p>Helping all students achieve success</p>	<p>Not all students progress at the same rate. Some need additional support to achieve the challenging objectives teachers set them in their lessons. As a school, we see it as part of our Civic Virtue to help all students make excellent progress, regardless of the prior attainment or learning challenges they may have. Differentiation strategies that support those learners, but do not create a burdensome planning load are a key component of this, along with the support strategies that the Inclusion Faculty produce.</p>
8	<p>Deliberate practice</p>	<p>In order to improve anything, you need to practice. Teachers may guide practice of students through me, we, your strategies and students may be given independent practice to consolidate their learning once understanding has been checked. Teachers use this time to circulate and 'live mark' student work to pull out any further misconceptions that can be re-taught to students in the lesson.</p>
9	<p>Responding to feedback and reflecting on learning</p>	<p>We believe in supporting a 'culture of error' in students. Student mistakes are an opportunity to learn – this is where teachers are a point of difference for students. Teachers that provide structured time and opportunities for students to respond to all types of feedback help students be their best. Whether correcting a verbal response from a student or providing feedback on an assessment, students are always allowed time to reflect on their mistakes and given help to correct them.</p>

DRAYTON MANOR LEARNING CYCLE

When planning and delivering lessons, we all follow a clear cycle for learning. Every lesson should start with a retrieval based do now and end with a plenary that summarises the learning in relation to the objectives. The cycle that takes place between these points is outlined below and is where the main learning, checking for understanding and student practice takes place. There may be one or more cycles that a teacher would go through each lesson, depending on the objectives of that lesson. The purpose of the learning cycle is to ensure that teacher explanations and models are chunked in a way to prevent cognitive overload of students and ensure there is a good ratio of teacher to student work in each lesson.



SEATING PLANS

Fostering positive learning focussed relationships with students is important to unlocking their potential. Teachers that know their students, hold them to high standards and do not let them off the hook have greater trust and enable students to achieve better life outcomes. The first step in building such relationships is using the data available to you to plan where students sit. Each teacher is expected to use the seating plan section of Satchel One for each of the classes. There is a video here that will help you follow the process. When naming your seating plan, you should use the structure Class_Teacher Code_Room, for example 11X/C1_RJH_A210.

All teachers are expected to print their plans and annotate them with the key information and strategies provided by the Inclusion Faculty and the School Data team. The information that should be on seating plans include

- Any Physical Disabilities and what strategies you will use to support them
- SEND status and key strategies from SEND register
- EAL students and what strategies you will use to support them
- Pupil Premium students and what strategies you will use to support them
- Most Able students and how you intend to stretch them
- Exam Access Arrangements

It is important that the printed seating plan is a used document. Teachers should refer to their seating plan when planning lessons and during lessons to ensure they are using the strategies they have intended to.

BOOK PRIDE

Ambition and Character are two of our core values. One area where students are able to demonstrate Ambition and Character is through their exercise books. We have extremely high expectations of what students do and how they do it in their exercise books. For this reason, teachers at our school set clear expectations for how students should present their work. This includes

1. Exercise books having a plastic cover and a literacy sticker on the front of the cover
2. Lesson title written at the top and underlined in every lesson
3. A date written along with C/W to signify classwork in every lesson
4. Students' responses to feedback are in green pen (written or verbal)
5. Errors in work are crossed out with a single line (not scribbled out)
6. Books are clear of graffiti and doodling. Where this occurs, students are sanctioned promptly
7. All sheets are attached with glue or treasury tags

To support students, teachers

1. Plan time into lessons for students to complete administration tasks, such as attaching sheets
2. Provide clear instructions for how students must present their work

An exemplar of book pride is shown in Appendix 2.

HOMEWORK

Philosophy

Homework is most impactful when it has been planned as part of the curriculum. Additionally, well planned homework allows students to develop their subject knowledge and skills, improves organisation and improves student independence.

Homework is work that is set by teachers and is completed by students outside of their normal timetabled curriculum. It is usually completed at home, in the school library or in one of the homework clubs that the school operates to support students. Online platforms, as well as hard copy homework provide opportunities for teachers and students to undertake homework tasks.

Homework is used to:

1. Consolidate prior learning through retrieval practice
2. Stretch student understanding
3. Apply knowledge and skills to new contexts or exam questions

In the Sixth Form, students are also set homework via Show My Homework and in addition to this the use of their Personal Learning Checklist (PLC) allows students and teachers to track progress and identify areas for development.

Homework And The Curriculum

As outlined, homework is a critical part of the implementation of the curriculum. As such, it should be treated with the same careful planning that a lesson would with teachers designing homework activities that take sufficient time and focus on progressing student knowledge and skill in line with curriculum goals.

Homework Protocol

The school provides students with a diary and uses Satchel One (Show My Homework) for teachers to set homework. All staff, students and parents are given a log in for Satchel One when they join the school. Homework is set and checked in lesson through the following process

1. Set homework at the start the same lesson each week/fortnight (see example frequency table in appendix 3) and check that students are writing it in their diary.
2. Ensure the homework is also set on Show My Homework that day.
3. Acknowledge the completion of a prior homework at the same point in the lesson. If a teacher has used an online platform, they may share the completion data. If the homework was paper based, this should be acknowledged with a tick in red pen at the start of the lesson.
4. Where students have not completed their homework, a teacher detention is set on SIMS as per the Behaviour Policy. Students are informed of this in the lesson.
5. Teachers provide a minimum of one week between homework tasks in all instances.
6. Sixth Form students are expected to complete homework and study work as per the Sixth Form Policy.

TEACHING & LEARNING IN THE SIXTH FORM

The principles outlined in the Framework of Good Practice (section 4) apply equally to the teaching of Sixth Form classes. However, with the additional time that teachers have with these classes, we ask that more time is allocated to the following activities

1. Building links to careers in lessons and advising students on prospects with their subject choices
2. Linking lessons to the wider world to grow the cultural capital of students
3. Using subject expertise to build stretch and challenge opportunities into lessons that push students beyond the boundaries of the specification
4. The intentional teaching of study skills, including the use of Cornell Notes
5. The intentional teaching of organisational skills to prepare students for university, apprenticeship schemes or the world of work
6. Weekly modelling of exam technique and opportunities to implement exam skills within independent practise

LITERACY AND NUMERACY

Literacy

Our approach to literacy is underpinned by the principles below

- To ensure that all students have the opportunity to become effective readers, writers and communicators
- To integrate the development of listening, speaking, reading, writing and critical thinking skills across the curriculum
- To raise literacy attainment at every level of ability in all subject areas to ensure that we maximise the potential of every student

At Drayton Manor teachers are expected to promote literacy according to the following:

LITERACY MARKING CODE

- Should be visible in all classrooms
- Should be used to mark written work at least twice per Scheme of Work or topic
- Students must action any literacy errors highlighted by their teachers or staff. This could take place as a homework activity or at the beginning of the lesson after work is returned
- When numerous errors have been made, only the first five errors should be highlighted

SUBJECT SPECIFIC VOCABULARY

- Students should have access to subject specific vocabulary (this could take the form of a list at the back of their exercise books or a vocabulary booklet)
- Classwork and homework tasks should promote the use of subject specific vocabulary

READING MATERIAL

- Students should have access to wider reading about certain topics. These could be referenced in homework tasks set or be promoted in lessons
- Reading focused homework tasks should be set at least once per half term

At Drayton Manor teachers should expect all students to

- use capital letters and punctuation appropriately and effectively
- use paragraphs appropriately
- proof-read their work carefully and add in missing words/letters
- select and sustain an appropriate tense (past/present/future)
- make appropriate and effective vocabulary choices
- spell words accurately, especially basic vocabulary
- engage with the Literacy Marking Code to improve their work based on self, peer and teacher assessment

LITERACY MARKING CODE	
Sp	Correct a spelling mistake
Gr	Check your grammar and rewrite the sentence
//	Start a new paragraph
C	Capital Letter needed

Planning For Literacy

When planning for literacy teachers are expected to promote the following three skills

Speaking and Listening

- developing strategies to teach pupils how to participate in whole class and peer discussion to develop and clarify ideas fluently

- encourage active listening skills to identify the main points to arise from discussion, such as listening for a specific purpose
- ensure language is used accurately and coherently so that students respond to and build on their ideas constructively

Reading

- promote reading skills to give students greater access to learning and to develop students increasing confidence and competence in reading different types of texts
- use strategies which encourage students to; locate and use information, follow a process or argument, summarise; synthesise and adapt what they learn from their reading

Writing

- promote writing to enable students to express their ideas and thoughts
- develop student's ability to organise their writing to suit different purposes e.g. to interpret, evaluate, explain, analyse and explore

Numeracy

Our approach to numeracy is underpinned by the principles below

- To ensure that all students have the opportunity to develop high levels of numeracy in all areas of the curriculum
- To integrate the development of problem solving, data handling and calculations across the curriculum
- To ensure students develop numeracy skills which will help them with the demands of further education, employment and adult life

At Drayton Manor teachers are expected to promote numeracy according to the following:

IDENTIFYING NUMERACY

- Display examples of numeracy within curriculum based contexts
- Identify when numeracy skills are being used in a lesson or homework task

SOLVING MATHS PROBLEMS

- Encourage students to show how they worked out numeracy related questions e.g. working out how much time they have for an exam question
- Promote and develop students' mental arithmetic skills by providing regular oral and mental work
- Encourage students to use a range of methods for working out answers

USING DATA

- Refer to relevant subject data e.g. graphs, charts and diagrams
- Promote students' practical understanding of the ways in which information is gathered and presented in graphs, diagrams, charts and tables

At Drayton Manor teachers should expect all students to

- use a variety of methods for solving mathematic problems
- be able to interpret, explain and make predictions from information given in graphs, charts and tables
- explain their methods and reasoning using correct mathematical terms

Planning for Numeracy

When planning for numeracy teachers are expected to promote the following three skills

Mental arithmetic

- Provide opportunities for students to solve problems using mental arithmetic

Data handling and measurement

- Promote the use of data to help students develop increasing confidence and competence when looking at data
- Use strategies which encourage students to demonstrate their practical understanding of the ways in which information is gathered by counting and measuring, and is presented in graphs, diagrams, charts and tables.

Forming and solving problems

- Encourage students to use a range of methods for solving numeracy problems

COVER WORK

If a member of teaching staff is absent

Phone the absence line and contact your Line Manager between 7:30am and 8.00am on every day of your absence
(as outlined in the Absence Procedures guidance)

*Write up Cover Work for each class on the Cover Work Pro Forma
(accessed via the Intranet within the Education at Drayton Manor Policy)

Email Pro Forma for each lesson to HOF or HOD by 8.30am, with any relevant presentation slides, resources and the seating plan

*Sixth Form Cover Work can be set on Show My Homework

Heads of Faculty are responsible for ensuring the Cover Work Pro Forma is either handed to the member of staff covering the lesson or placed on the Teacher's Desk of the classroom where the lesson is taking place

If a member of staff is unable to set Cover Work due to exceptional circumstances, the Head of Faculty is responsible for ensuring adequate Cover Work is set.

High Quality Cover Work

Cover Work must be

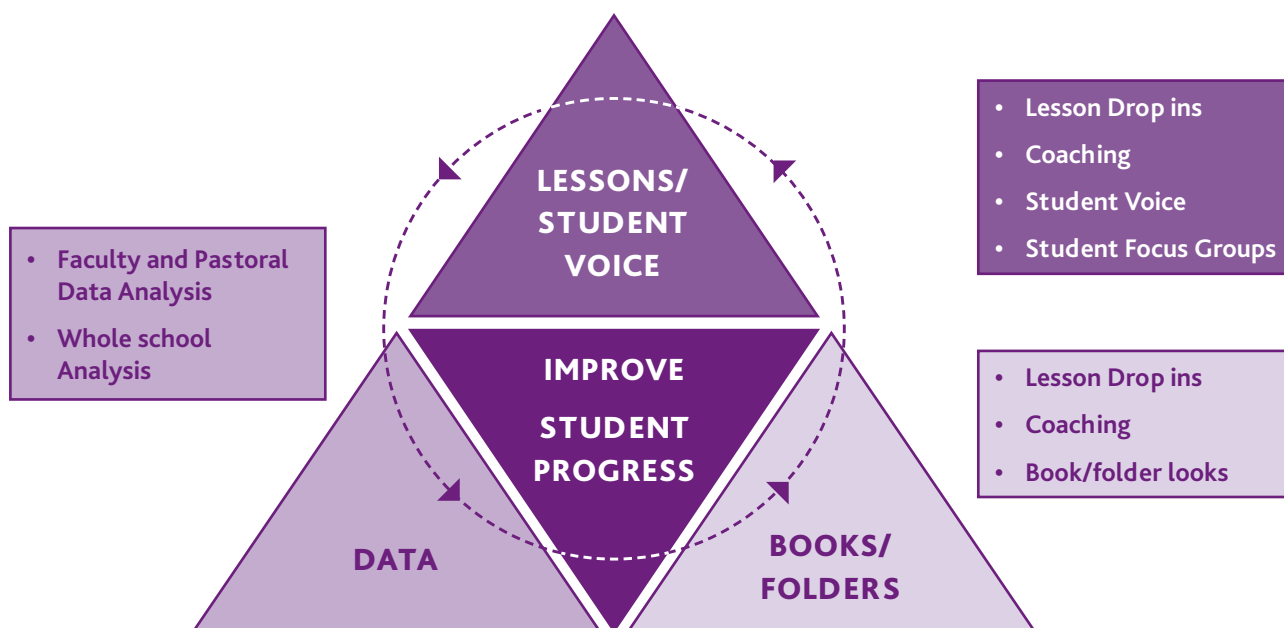
- in line with the current scheme of work

- engaging
- contain an appropriate level of challenge
- accessible to all students with differing needs

Appendix J – Advanced Cover Request Form, Appendix K – Cover Work Pro Forma

MONITORING STUDENT PROGRESS

As part of the triangulation process, information will be collated regularly from the following sources to improve student progress and drive whole school improvement.



This information will be gathered and collated continually by a combination of SLT, HoF, HoY, HoD, TLDLs and Key Stage Coordinators. This is to allow for a quicker response time to any issues or inconsistencies and allow follow up action to be taken in a timely manner. Teachers may be directed towards specific CPD as part of this.

For example, if a teacher was not allowing sufficient time and opportunity for a student to respond to feedback this could be picked up in either a lesson drop in, learning walk, student focus group or book/folder look. This would then be raised with the staff member and support would be given to ensure that this happens in the future.

Learning Walks/Lesson Drop ins

HoFs, HoDs, Key Stage Coordinators and TLDLs will undertake these regularly throughout the school year, as per the Curriculum checklist in section 19.

Coaching

Coaches will drop into agreed lessons/review lesson recording undertaken and agreed by the teacher. Feedback will be given in person to the teacher and Coaches will confirm action steps in writing to the teacher and Head of Faculty.

Student Focus Groups

Student focus groups will take place on a half termly basis and will typically have different areas of focus.

Student Voice

As part of lesson drop-ins and learning walks, HoFs, HoDs, Key Stage Coordinators and TLDLs will talk to students about their learning

Book/Folder Looks

As part of lesson drop-ins and learning walks, HoFs, HoDs, Key Stage Coordinators and TLDLs will look through a sample of students books to review their learning, quality of work and book pride

DATA ANALYSIS

- After each Test, Faculties will analyse outcomes through SISRA and identify areas for development
- After each Exam, Faculties will use SISRA and External Reports (where applicable) to analyse performance in their areas. During this analysis stage, Exam Debriefs will be completed and these will include Action Plans once areas of strengths and development have been identified.

The above information will typically be used

- to inform individual, department, faculty and whole school CPD
- as evidence for meeting the Teaching Standards as part of staff appraisal
- support individual students and groups of students to improve progress

CONTINUING PROFESSIONAL DEVELOPMENT

Whole School CPD

Deliberate practice is at the centre of professional development. Our CPD offer is made up of three levels that comprise of different activities to support the development of staff and quality assure practices. These are summarised in the table below.

At the start of every academic year, the school will focus on ensuring that all teachers are undertaking our Drayton Manor Non-Negotiables (Section 4 and reflection document appendix 4). Once these are developed as part of all teachers practice, the school will shift its focus to the whole school priorities as outlined in the School Development Plan.

Tier of training	Activities
Whole school professional development	Training Days Twilight INSET training after school Teaching & Learning Development Time
Faculty specific professional development	Faculty led Curriculum Masterclasses External training providers (including SSAT)
Individual development	Instructional Coaching/Mentoring External training services (including through Teach First and the Central London Teaching School Hub for the Early Career Framework)

The following support will be provided to teachers that require it to meet the school's expectations. This is for teachers that are not in training or part of the Early Career Framework, who will follow a separate bespoke process in line with their relevant provider. This is a supportive process that has been shown to help teachers improve their practice and improve student learning.

Level of support	Description
Level 1	Weekly coaching sessions, including lesson drop ins/recording & coaching meetings
Level 2	The weekly coaching will continue, but a 6-week individual development plan will be provided to focus drop ins and feedback on specific targets
Level 3	Coaching drop ins may take place 2 x drop ins per week and the coach will use non-verbal cues to support the teacher in implementing agreed targets

New Staff Induction

All New Staff are thoroughly inducted into the school to support them in developing 'the Drayton Manor Way'. When a new member of staff joins the school (who isn't training), they are allocated a Coach who works with them initially on a weekly basis focussing on the school's non-negotiable routines will undergo three observations in their first term with the school. These will last 30 minutes and will be undertaken as follows

1. Week 3 by the Head of Faculty focussed on the Drayton Manor non-negotiables
2. Week 6 by a member of the Senior Leadership team focussed on the Drayton Manor non-negotiables
3. Week 12 by a member of the Teaching and Learning Team focussing on the Teaching and Learning Framework

If a new teacher requires additional help to master the non-negotiables, this will be undertaken as per the process highlighted in 11.1.

New Staff are also inducted into the culture of the school. All new staff therefore receive

1. An induction meeting with the Head of Faculty focussing on standards and expectations for their role
2. Weekly meetings with the Head of Faculty to review their progress and to provide support where necessary
3. Half termly training focussed on different sections of the school life

Where new staff are taking leadership positions, they will also receive

1. A Learning Walk with a member of the Senior Leadership Team
2. Leadership training led by the Assistant Head for Teaching and Learning
3. Opportunity to take part in Shadowing Experiences or National Professional Qualifications

CURRICULUM, TEACHING AND LEARNING AND PASTORAL CHECKLISTS

Curriculum Team Checklist

When?	What?	
Daily	Check DO NOWs meet requirements and 50:50 in place	
	Follow-up on patterns of on-call and warning logs in the Faculty	
	Ensure cover is set according to school expectation, including with seating plan and someone is allocated to attend the start of each lesson to support the guest teacher	
	Drop into lessons, check books and talk to students	
	Ensure all non-negotiables are in action, including the Warning script and use of Behaviour Policy	
	Support colleagues with restorative conversations following any On Calls	
Weekly	Hold a faculty briefing	
	Spot check books for presentation, marking and content	
	Check ratio of rewards is 3:1 across department	
	Check patterns of on-calls and arrange support for staff and follow-up with Year team (where necessary)	
	Ensure teachers respond to communications to parents in good time and resolve queries	
	Check attendance figures	
	Check Persistent Absentees and Attendance contracts	
Fortnightly	Speak to SEND students during learning walks to check on lesson experience and progress	
	Check attendance to enrichment	
	Have departmental or post-holder meetings/check-ins	
	Drop into lessons	
	Check SMHW to ensure homework for the department is set	
	Check use of TAs	
Half termly	Send letters home to parents congratulating students	
	Use of Faculty time	
	Plan curriculum masterclasses and empower other team members to participate and lead	
	Do learning walks around other departments to see good practice	
	Check-in with ECT mentors on their progress	
	Review the area of practice each teacher in your area is working on and their progress	
	Evaluate progress of Subject Development Plan	
Termly	Visit all members of the department to see them teach	
	Undertake analysis of Progress, ATL, QLA and other headlines	
	Decide on T&L focus for the next term	
	Review any other department strengths not being used	
	Review the curriculum and update maps and schemes of work	
	Check Government/subject association updates and ensure statutory and subject compliance	
	Check SMHW per year group against timetable	
Yearly	Evaluate departmental performance	
	Review Examiners' Reports	
	Review the curriculum	
	Update schemes of work	
	Gather information on student progress and future targets	
	Set the vision for the coming year	
	Write the departmental SEF	
	Visit another school for best practice	

Teaching And Learning Development Lead Checklist

When?	What?	
Daily	Lesson drop-ins for coaching or in Faculty link according to agreed timetable (1-3 per week)	
	Spot check books in lesson drop ins	
	Talk to students in lesson drop ins about their learning	
	Complete lesson-drops in proforma and give copy to HoF	
	Complete coaching logs	
Weekly	Feedback to teachers following drop ins	
	Flag any behaviour concerns/non-use of Non-Negotiables to the HoF following drop ins	
	Monitor trends or patterns in Teaching & learning across school and in drop ins	
	Monitor implementation of whole school priorities and Faculty priorities	
Fortnightly	Meet with HoF to review Faculty T&L against priorities	
	Agree next fortnight actions to improve T&L in Faculty	
	T&L Team meeting – share feedback and agree actions	
	Feedback on progress in areas during LM and agree actions	
Half termly	Plan and lead Curriculum Masterclass/Faculty Time training on areas of need in your faculty/link Faculty	
	Support the planning and leading of TLDL/Twilight/Training Days with LP in charge of CPD	
Termly	Review impact of Curriculum Masterclass work with Head of Faculty	

Pastoral Checklist

When?	What?	
Daily	Visit Tutor rooms and look at the impact of the pastoral programme	
	Communicate list for CR reception	
	Check detention attendance	
	Visit Consequence Room and follow up on call	
	Ensure follow-up for every On-Call	
	Communicate in good time to parents	
	Resolve parent and staff queries within two to five days	
	Communicate with external agencies	
	Ensure tutors check uniform standards	
	Check Year Group attendance	
Weekly	Plan tutor and assembly programme at least two weeks ahead	
	Check detention attendance patterns	
	Check lates and sanction repeat recidivists	
	Behaviour points – check thresholds for rewards and negative points and track actions/arrange meetings (PSW support)	
	Analyse H/W set and action follow-up	
	Tutors make two-three weekly positive or follow-up telephone calls which are added to log – check log for progress	
	Weekly attendance reports, analysis and follow-up	
	Schedule meetings for at least three attendance cause for concerns per week (PSW support)	
	Check SMHW per year group against timetable	
	Liaise with admissions and check off/on rolls	
	Check pupil progress and follow-up/refer (Attitudinal and progress)	
	Run VI and ensure action for every student	
	Check CPOMS/Check EAP/Referrals to Social Services (CP/CIN)/Check LAC	
Fortnightly	Send names of students to admin for attendance with a copy of relevant letter (check for delicate cases before sending)	
	Check PSPs in place	
	Refer CfC students to Inclusion and MPM (or as required)	
	Half termly attendance letters	
Half termly	Analyse Year group ATL and progress data and arrange intervention and support for individuals	
	Plan and deliver Year group focused House Activities	
	Tutor walks to review delivery of the Tutor Programme	
	Deliver rewards/standards assembly	
	Deliver Anti-bullying messages	
Speak with students who have reported bullying and their parents in order to see how things are going		
Termly	Visit all members of the Year Team	
	Decide on Year Group focus for the next term	
	Check SMHW per year group against timetable	
Yearly	Set the vision for the coming year	
	Evaluate end of Year data and identify Year group priorities and focus groups	

ROLES AND RESPONSIBILITIES

The table below summarises the behaviours and actions that are expected by members of staff at all levels to support themselves and the school in developing teaching practice and the learning of students.

Teachers	<ol style="list-style-type: none"> 1. To actively reflect on teaching practice and take ownership of your development, focussing initially on the Drayton Manor Non-Negotiables and then on the Teaching & Learning Framework 2. To strive for mastery in all areas of teaching practice 3. To seek support and guidance from Faculty leaders where necessary 4. To observe colleagues in and out of the Faculty/Department to see 'what good looks like' where necessary 5. To action feedback from Faculty Leaders and the Teaching & Learning team constructively and at pace 6. To engage fully in the Coaching programme where necessary, taking action from the feedback constructively and at pace
Coaches	<ol style="list-style-type: none"> 1. To role model good teaching practice consistently and be available for any teacher to come and observe 2. To explain the coaching process to teachers they will work with and contract expectations before a coaching programme is initiated 3. To support teachers identified for coaching and help them develop rapidly towards agreed targets 4. To take responsibility for the progress and development of members of staff 5. To ensure coaching sessions are supportive and non-judgmental
Mentors	<ol style="list-style-type: none"> 1. To engage fully with all forms of supportive training, including external training 2. Ensure there is weekly protected time to undertake mentor meetings 3. Undertake a daily check in with their mentee 4. Undertaking regular scheduled and unscheduled supportive drop ins with your mentee 5. Mentor meetings are focussed on development, including the identification of strengths, target areas and deliberate practice 6. Mentor meetings last no longer than 30 minutes with remaining time allocated to observing others or to further drop ins of the mentee 7. To keep regular and timely record keeping of mentee progress, including through the use of relevant platforms
Heads of Department/ Key Stage Coordinators	<ol style="list-style-type: none"> 1. To role model the implementation of the planned curriculum at all times 2. To ensure consistent delivery of the planned curriculum within area of responsibility 3. To quality assure the teaching and learning within area of responsibility, including the implementation of the Drayton Manor Non-Negotiables 4. To provide feedback to teachers in relation to the curriculum design and the quality of teaching and learning 5. To support colleagues to improve the standard of teaching and learning within the area of responsibility
Heads of Faculty	<ol style="list-style-type: none"> 1. To role model the implementation of the planned curriculum at all times 2. To ensure consistent delivery of the planned curriculum or to quality assure the work of Heads of Department/ Key Stage Coordinators where necessary 3. To have oversight of the teaching and learning across the Faculty including having an understanding of the team's strengths and weaknesses 4. To identify areas of support against the Drayton Manor Non-Negotiables and implement supportive strategies at pace 5. To plan and implement effective CPD for teachers against their strengths and weaknesses, including through the effective use of Curriculum Masterclasses 6. To undertake daily walks of the Faculty to quality assure the standards of teaching and learning and identify areas for feedback/training
Teaching & Learning Development Leads	<ol style="list-style-type: none"> 1. To role model best practice in all areas of T&L and maintain an open door policy for all staff to see their practice 2. To lead whole school CPD sessions and evaluate their impact 3. To lead whole school Teaching & Learning initiatives and evaluate their impact 4. To support Faculty leaders and Coaches 5. To support individual teachers and role model best practice in this area
SLT	<ol style="list-style-type: none"> 1. To set clear whole school direction for Teaching & Learning priorities 2. To support Middle Leaders in the quality assurance of Teaching & Learning and uphold the highest standards of learning for students 3. To undertake regular Learning Rounds and provide feedback to Middle Leaders on the Teaching & Learning practices of staff 4. To provide high quality CPD for teaching staff that enables them to develop their practice 5. To exemplify expectations from the Drayton Manor Normal Practices and support all teachers to implement them 6. To use teacher, student and middle leader feedback to adapt whole school T&L priorities where necessary 7. To respond quickly and supportively where teachers require support with T&L practices