

## Impact North West Schools Quality of Education Policy

September 2024

Date approved:	September 2024
Approved by:	Impact North West Schools Proprietor Board
Frequency of review:	Annual
Next review due:	September 2025

### Aims

The Quality of Education policy details how we operate to achieve ambitious outcomes for all students without exception. It covers the sections from the Ofsted Education Inspection Framework (EIF) under intent, implementation and impact. We frame this by detailing how our well-designed curriculum (intent), delivered through the best pedagogy and supplementary learning strategies (implementation), results in outstanding outcomes for all students.

### Curriculum Coherence

There are key features of a curriculum that will contribute to allowing our students to be able to acquire a rich, comprehensive body of knowledge so that they develop intellectually. Strategically planning for curriculum coherence matters so that the students are able to strengthen their understanding and make connections between what otherwise would be disconnected facts. The curriculum is a narrative that through its design allows for strong interconnectivity within a comprehensive body of knowledge.

The curriculum must be designed so that it is ambitious for all students and carefully sequenced to intelligently make strong links between key concepts. It must be knowledge rich with a clear plan on how to deliver the wider background knowledge that the students will need to make sense of the bigger picture addressing any gaps in their cultural capital. Retrieval practice must be the core driver of embedding knowledge into the students' long-term memory allowing for new knowledge to be acquired more easily. This will be supported by assessment that allows for the curriculum to be adapted to address gaps in knowledge and any misconceptions.

### This policy includes:

- Our curriculum drivers
- Consistent teaching practice underpinned by "Walkthrus"
- Curriculum Adaptations
- SEND
- Feedback and Assessment

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Reading Strategy - Linked to the Reading policy  
 Professional Development  
 Quality Assurance

## Literacy

The core purpose of the curriculum is to provide students with rich opportunities to develop their ability to speak, read and write with confidence and authority on a wide set of subject domains. Each subject has its own set of academic language (Tier 3 Vocab) and conventions and the curriculum must support all students to decode this vocabulary and means of communication to become fluent members of that community. The curriculum should be filled with a range of texts for students to read so that they are able to appreciate the best that has ever been written on that subject. This will inform their speaking and writing. Curriculum developments will be informed by the seven recommendations of the EEF’s Improving Literacy in Secondary Schools.



### IMPROVING LITERACY IN SECONDARY SCHOOLS Summary of recommendations

<p><b>1</b></p> <p><b>Prioritise 'disciplinary literacy' across the curriculum</b></p>	<p><b>2</b></p> <p><b>Provide targeted vocabulary instruction in every subject</b></p>	<p><b>3</b></p> <p><b>Develop students' ability to read complex academic texts</b></p>	<p><b>4</b></p> <p><b>Break down complex writing tasks</b></p>	<p><b>5</b></p> <p><b>Combine writing instruction with reading in every subject</b></p>	<p><b>6</b></p> <p><b>Provide opportunities for structured talk</b></p>	<p><b>7</b></p> <p><b>Provide high quality literacy interventions for struggling students</b></p>
<ul style="list-style-type: none"> <li>Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</li> <li>Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support.</li> <li>All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects.</li> <li>School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language.</li> <li>Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words.</li> <li>Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech.</li> <li>Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning.</li> </ul>	<ul style="list-style-type: none"> <li>Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively.</li> <li>To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge.</li> <li>Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.</li> <li>Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence.</li> </ul>	<ul style="list-style-type: none"> <li>Writing is challenging and students in every subject will benefit from explicit instruction in how to improve.</li> <li>Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step.</li> <li>Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality.</li> <li>Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write.</li> </ul>	<ul style="list-style-type: none"> <li>Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach.</li> <li>Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas.</li> <li>Students should be taught to recognise features, aims and conventions of good writing within each subject.</li> <li>Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Talk matters: both in its own right and because of its impact on other aspects of learning.</li> <li>High quality talk is typically well-structured and guided by teachers.</li> <li>Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific.</li> <li>Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection.</li> </ul>	<ul style="list-style-type: none"> <li>Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7.</li> <li>Developing a model of tiered support, which increases in intensity in line with need is a promising approach.</li> <li>Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions.</li> <li>Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.</li> </ul>

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## Intent Statement

At Impact North West Schools, we believe that every young individual deserves the opportunity to shape their future through education. Our educational approach provides students with a well-rounded blend of customised guidance and dedicated assistance, empowering them to overcome obstacles and realise their full potential.

Our curriculum enables students to enhance their self-confidence, acquire fresh skills, and progress towards a joyful and satisfying future. Our goal is to create positive transformations in the lives of all our students.

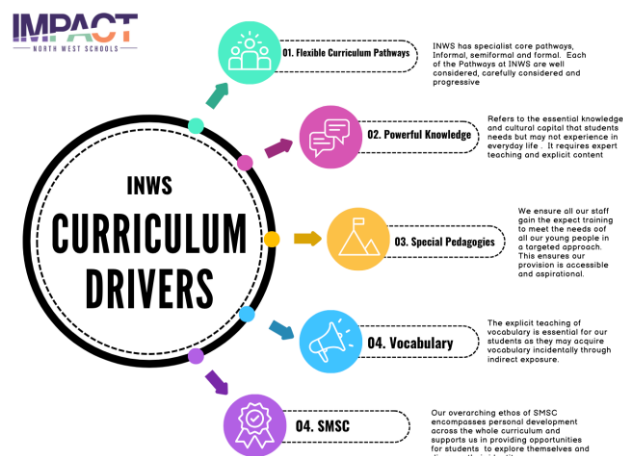
## Curriculum Pillars and Drivers

The Education Inspection Framework, research reviews, the EEF and other sources of education research clearly define the parameters of outstanding curriculum intent and we have translated this into the pillars of our world class curriculum. Subject leaders consider how each of these pillars lead to excellent student outcomes and ensure they form a key part in their curriculum design. Subject leaders review their curriculum intent through the review of each of these pillars at regular Curriculum Review meetings with SLT, the PB and the Governing Body.

### Curriculum Pillars

National Curriculum	
End points	Sequencing
Knowledge	Retrieval
Scaffolding	Reading
Vocabulary and literacy	Assessment
Cultural Capital	Adaptations (Nurture, Curriculum Plus, Most Able)

### Curriculum Drivers



## Tailored learning

Our students might have faced difficulties adapting to conventional educational settings because of their complex social, emotional, and mental health needs. We provide expert support and tailored teaching to facilitate their growth and success.

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In order to assist students, whether they are on short-term or long-term placements, we offer a full academic year curriculum and a subject-specific scheme of work. Students enrolled for an extended period benefit from a comprehensive and diverse range of learning opportunities, while those on short-term placements can acquire valuable knowledge and skills, regardless of where they start their journey at INWS.

### **Cultural capital, British values, and SMSC**

In addition to the growth of knowledge and skills, both short-term and long-term students will benefit from increased cultural capital, British values, and SMSC development. These aspects will be consistently featured in planning documentation, including Individual Learning Plans, ensuring students have ready access to understand their areas of focus for each half term.

Throughout the curriculum, students will build cultural capital via the inclusion of multicultural literature, engaging guest speakers, and discussions that promote diverse viewpoints. This integrated approach spans across all subjects. Additionally, students will be able to engage in trips and creative curriculum-based cultural projects, further enriching their cultural understanding.

In our curriculum, British Values are integrated throughout the educational experience by actively involving students in decision-making processes and emphasising the significance of rules and laws. We aim to promote a balance of freedom and responsibility among students. This occurs via student representatives. Additionally, within our PSHE (Personal, Social, Health, and Economic) curriculum, we adhere to the 2020 government guidance, which centres on three core themes: Health and Wellbeing, Relationships, and Life in the Broader Society. During these PSHE lessons, students will actively participate in discussions, engage in practical activities, and explore various scenarios aimed at deepening their appreciation for the relevance of British values in their daily lives. This approach encourages not just responsible citizenship but also a more comprehensive understanding of their roles within a diverse society.

SMSC is interwoven into the curriculum, ensuring that our students receive a well-rounded education that includes not only academic knowledge but also the values, skills and awareness needed to become a responsible and compassionate member of society. Furthermore, SMSC values are embedded into subject-specific content and discussions across the curriculum subjects. Allowing for students to connect their learning to real-life contexts. Activities including debates, scenarios, and moments of self-reflection further enrich their educational experience.

### **Beyond a curriculum**

Each student arrives with their own distinct hopes and aspirations. This is precisely why a diverse and well-rounded curriculum is of paramount significance. Our students have the opportunity to explore a variety of subjects that align with their individual interests. Our comprehensive and balanced curriculum

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guarantees that when they depart from our school, they will have not only enhanced their literacy and numeracy skills but also cultivated the abilities necessary to pursue their chosen paths.

We promote a trauma informed approach with all our students - this ensures staff are trained and view students through the trauma lens. Working with the whole family ensures students have the opportunity to thrive on a social as well as academic level.

All curriculum teams keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools.

As part of our responsibility to keep abreast of the national agenda, our Curriculum Team Leaders (CTL) are committed to reviewing the government's revised National Curriculum and should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content. TL take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the aims and ethos of the school.

The school will take all reasonably practicable measures to fulfil the requirements of any pupil's SEND or support guidelines, including pupils with a statement or EHC plan and in line with its obligations in regard to the SEND Code of Practice 2015.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being.

It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy. Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes.

At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education and their adult lives. The school is committed, through its curriculum and extracurricular pursuits, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect, as well as the welfare and safeguarding of children at all times.

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### Aims of the INWS curriculum:

We believe that a successful curriculum should be broad and balanced and delivered in innovative ways to provide appropriate stretch and challenge to all our pupils, exciting and engaging them and giving them ownership in their learning. We believe that exceptional results should be a by-product of the education that we offer, not the exclusive focus.

Pupils are encouraged to aim high and we aim to provide them with everything they need to succeed. It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for life in British society.

It offers a robust understanding of safeguarding through the comprehensive PSHE, RSE and e-safety programmes.

### Objectives of the curriculum:

We are committed to providing an educational environment that challenges, nurtures, excites and involves every single pupil in the school through a curriculum which:

- At each level prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives.
- Challenges the individual academically and allows them to discover their own intellectual strengths in the pursuit of academic excellence and encourages a love of learning.
- Encourages independent learning and critical thinking skills and provides opportunities for pupils to express their learning and understanding in different ways.
- Is balanced and broadly based and encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests.
- Is responsive, providing inclusivity and diversity and reflects our responsibility to ensure our pupils are equipped to understand the integral part that world and British history plays in shaping society today and the role that our pupils have in helping to continue this path of reform.
- Is flexible enough to respond to change and incorporates innovation as appropriate.
- Enables pupils to acquire skills in speaking and listening, literacy and numeracy.
- Uses technology effectively in supporting teaching and learning and gives pupils opportunity to present work in personalised ways.

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- Provides opportunities for collaboration with other schools in the group to enhance learning.
- Ensures pupils have an understanding of their own personal safety and that of others, including awareness of safeguarding.
- Enables our pupils to work collaboratively and successfully develop the 'soft skills' needed to equip them for life.
- Encourages respect for other people, paying particular regard to the protected characteristics stated in the 2010 Equality Act (i.e. age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation).
- Careers information enables pupils to know themselves better and begin to understand how their strengths, weaknesses and interests relate to the world of work, providing impartial and non-stereotyped guidance and support to help pupils make informed choices in the selection of future subject choices and begin to consider their options for higher education, training and careers.
- To ensure that pupils develop an understanding of fundamental British Values and uphold these throughout the curriculum and PSHE programme.

## Curriculum

### Key Stage Three

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively.

Pupils learn the following subjects:

Scientific- Mathematics, Science

Linguistic – English, Literacy

Human and Social - History, Geography

Aesthetic and Creative Education - Art and Drama

Life Skills-Personal Development, PSHE, Princes Trust, ASDAN

Physical – Individual and Team Sports, PE and Games

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Technological –Digital skills

**Key Stage Four**

English, Mathematics, Science

Linguistic – English

Human and Social - Humanities, Health and Social Care

Aesthetic and Creative Education - Art and Drama

Life Skills- Personal Development, PSHCE, Princes Trust

Physical – Individual and Team Sports, PE, BTEC Sport

Technological – Digital skills

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## Teacher Standards

Standards form the basis of all that teachers do to achieve the highest possible standards for all students. They should be the bedrock of discussions around teaching practice for teachers at all levels.



Department  
for Education

# Teachers' Standards

### PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

### PART ONE: TEACHING

A teacher must:

#### 1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

#### 2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

#### 3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

#### 4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

#### 5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

#### 6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

#### 7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

#### 8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

### PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
  - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
  - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
  - showing tolerance of and respect for the rights of others
  - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
  - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

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## Professional Development

Continuous Professional Development Principles, CPD, is important because it helps all staff to develop their skills and knowledge enabling them to carry out their work more effectively, resulting in higher standards. All CPD delivered in school is research informed and evidenced based so that staff are well trained on effective teaching practices.

CPD is the main driver of developing a culture of engaging in educational research at our school. Our vision for professional development is that we address the skills and knowledge needs of all teachers and support staff in the school through looking at how expertise is achieved. For teachers specifically, three overlapping bodies of knowledge: subject specific, curriculum and pedagogical. This allows for staff to be reflective and have bespoke CPD to allow them to progress as a professional improving their impact.

All decisions about the provision of CPD will consider:

- The needs of the school.
- The professional needs, interests, and aspirations of the member of staff.
- The school's resources for the professional development of its staff.

We offer many opportunities for CPD, including:

- A staff induction programme.
- Inset days covering a range of professional development needs.
- Weekly, 1-hour development sessions built into the timetable for the school.
- A regular focus on sharing good practice in departmental meetings and curriculum meetings using INWS subscription to The National College and bodies such as Nasen.
- Moderation meeting time.
- Coaching Drop-ins.
- Attending external conferences and courses like National Professional Qualifications.
- Professional dialogue as part of the performance management process and quality assurance programme Involvement in networks, development groups or projects (local, regional, or national) which provide opportunities for professional development.
- Support for exam board marking and moderation.
- Opportunities to join subject association.

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## Equal Opportunities and Safeguarding:

The curriculum at Impact North West School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability.

## Safeguarding:

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationship, health, mental well-being and resilience is adopted by all subject leads within the school when considering adaptations to schemes of work and by practitioners in their day-to-day practice as part of our broad and balanced curriculum offer. (See Safeguarding Policy)

**DSL:** Jayne Jones- Headteacher

**DDSL:** Suzanne Wright- Pastoral Manager

Additionally, our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the Computing and IT curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020.

The principles underpinning our PSHE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

Central to this is our pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives. This is complemented by development of personal attributes including kindness, respect, integrity, generosity, and honesty.

Further details can be found in the Relationships and Sex and Relationship Education (RSE) Policy. RSE, are a mandatory part of the school curriculum from September 2020 and the school has consulted with parents during the devising of its curriculum in these areas ensuring that this programme complements, but does not duplicate content covered in other subjects in the curriculum (e.g., science, computing and PE).

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## Pupil Progress, Feedback and Assessment:

At IMPACT North West Schools, we see assessment as an integral part of teaching and learning, and it is inextricably linked to our curriculum. We use 3 broad overarching forms of assessment: day-to-day in-school formative assessment, in-school summative assessment and nationally standardised summative assessment.

Regular formative assessment and discussion with pupils enables our pupils to have visibility over their learning and progress and colleagues work closely with each other to ensure that learning is triangulated and moderated throughout the year. Targets are set according to CAT4 baseline data and NGRT tests.

## Feedback Principles

All forms of feedback and assessment should be used to inform teacher planning for future learning in lessons. In addition, we also place the highest priority on efficient working and staff workload. Our goal is to ensure high quality feedback that can be delivered efficiently, without onerous repetitive work for staff, to allow staff to dedicate themselves to responsive planning, informed by the feedback and assessment.

All feedback must:

- Be meaningful in order to lead to students progressing further.
- Give students clear guidance on how to improve.
- Be manageable and not create unnecessary workload.
- Support the improvement of literacy skills.
- Provide diagnostic information regarding the strengths and weaknesses of individual students and groups to inform planning.
- Create and encourage student response to improve on what they have achieved.
- Allow teachers assessing KS4 coursework to follow the formative and summative guidelines as set out by the examining board. (Where any curriculum requirements for marking and assessment exist e.g. BTEC courses; these must supersede directions set out in this policy.)

Under no circumstances should an exercise book have significant sections of work left without feedback of any kind. Praise comments, stickers, stamps, tabs, etc. can all be used at teachers' own professional judgement in individual books.

## Responsive Feedback

Responsive feedback must happen in every lesson and give students clear direction on how to improve. It will make use of a range of different strategies including, but not limited to;

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- Structured self and peer-assessment.
- Live marking.
- Whole class feedback through hinge questions.

Assessment for learning strategies Responsive feedback will inform teachers' future planning (either in lesson or in future lessons e.g. to adapt the current lesson plan to respond to whole-class misconceptions)

### Diagnostic Feedback

Diagnostic feedback must take place at least once per unit of work and: Must have any written comments or feedback from teachers Must give a diagnostic of strengths (STR) and Even Better If (EBI). Must be based on success criteria, which must be provided to the students and be in their books where possible. Feedback from end of unit assessments is exempt from this.

### Links to other policies:

Assessment Policy

Marking and Feedback Policy

### Data Collection:

The purpose of collecting any data about a pupil/cohort in the school is to understand and use it to make informed and evidence-based decisions about next steps and interventions that will lead to the best outcomes for those pupils and to then compare data sets to ensure these have had the desired impact, supporting in signposting what further action is needed.

At INWS we complete this half termly so that teachers create actions from their analysis to maximise pupil learning and outcomes; this is quality assured internally by SLT and external quality assurance is provided by our central education committee through governance.

### Assessment:

Individual pupils' assessment data is part of pupils' personal information. Care should be taken with the collation, storage and analysis of data. Pupil progress meetings, held weekly to determine if pupils are reaching the required milestones in relation to their own ability and national and school indicators.

Where pupils are not making adequate progress, they will be identified for close monitoring/ small group intervention or 1:1 intervention as appropriate. If it is determined that the children are still not making adequate progress they may be referred to the school's SENCO for further investigation into their needs.

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Where specific needs are identified and can be met with 'reasonable adjustment' by the school, there will be no additional costs for support. Where it is deemed most appropriate for there to be intervention from an outside resource, the cost for these services will be the responsibility of the parent.

### English as an Additional Language (EAL):

We maintain an EAL register, which is updated as appropriate. Across the school, there is a percentage of children for whom English is classed as an additional language, as defined by the DfE, though the majority would be considered to be fluent in English.

Our annual cohort composition determines what extra facilities and activities we will incorporate into our classrooms and environments. We aim to provide opportunities for children to share their home language in learning as appropriate and ensure they have opportunity to share their heritage. We work to ensure that children have sufficient opportunities to learn and reach a good standard in English from Year 7 through Year 11.

Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide. Where needed we will also provide an interpreter to facilitate parent meetings and any opportunity that affords communication regarding a child's progress.

### links to other policies:

EAL Policy

### Careers Information Provision

Careers information provision is compulsory in schools which provide secondary education. At INWS we meet this by:-

- Offering careers carousels and events with local, national and international businesses to inform students of career opportunities and inform them about entry requirements.
- Organising trips and visits to organisations and businesses to educate students about career opportunities.
- Running ED Talks which allow business and education leaders to come into school and deliver a presentation about pathways of opportunity designed to lead to career success.
- Visiting local universities to show students what it is like to go to university and study at that level.

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- Providing lessons designed to improve cv and letter writing skills and opportunities to learn the theory and then practise interview techniques that include full and detailed feedback.
- Providing opportunities to apply job application skills by applying for positions of responsibility within the school through completing a formal job interview process as part of the A.
- New apprenticeship fair attendance.
- Work experience opportunities
- College and sixth form open events and information.

### Links to other policies:

Assessment Policy  
Safeguarding Policy  
EAL policy  
RSE Policy

### SEND

The needs of the majority of students can be met through well-planned and effectively adapted Quality First Teaching (QFT). This is aligned with the guidance contained in the SEND Code of Practice: High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and bespoke adaptations for all students.

### SEND & Quality First Teaching

The School's SEND Register has 3 categories of SEND:

N: No Special Educational Need

K: SEND Support

E: Education, Health & Care Plan

Staff should ensure that they are familiar with the sources of information for students' SEND: the 'Educational Needs' tab on Arbor, assessment data and reading age assessment information. Often

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these strategies will be part of your typical teaching style, and therefore incur no additional workload, but the QFT Handbook offers a range of support strategies to supplement existing good practice. Through quality assurance activities, there is an expectation that QFT strategies will be evidenced and embedded within your teaching practice. There is no expectation that all QFT strategies will be incorporated within every lesson but rather you have selected the most appropriate strategies and approaches to adapt your teaching. These strategies should be recorded within your Classroom Management Plan, which functions as a 'live' record of ongoing adaptation in the classroom.

### TES EduKey Provision Map MIS

Provision Map is a 'working' MIS document which outlines the needs of students in your class and the QFT strategies / interventions you are employing to adapt teaching in order to meet needs; it is intended to complement your strategic seating plan. Provision map Student profile should reflect that there are subject-specific implications for how some students' SEND may manifest and impact on learning, therefore requiring subject-specific adaptations. As a 'live' document, this is likely to be updated on an ongoing basis. Provision map shows all staff the one page profile and all the targets set within an EHCP. Provision map also facilitates the collection of data for EHCP annual reviews and PEP meetings.

#### Links to other Policies:

SEND Policy

### Teaching Assistant Deployment Framework

Teachers hold the primary responsibility of all students and particularly those with SEND. High-quality teacher-led provision is our first approach to improving outcomes for all students without exception. Teaching assistants' key purpose is to enhance the teaching provision by working effectively with the class teacher. The deployment of teaching assistants and how they work effectively in classrooms to support outcomes for students varies differently between schools.

The Teaching Assistant Deployment Framework brings clarity to how this is achieved by detailing its three strands: effective preparation, the scaffolding framework and classroom partnerships.

#### Effective Preparation

Teaching assistants should have access to a range of curriculum materials to support their preparation for supporting students in lessons. SL/CTL will provide the teaching assistants with the following:

- Learning Overviews

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- Learning Programmes
- Memory Mastery
- Examples of subject-specific scaffolding
- Common misconceptions

Alongside this, teaching assistants will receive training on subject specific scaffolding during CPD time. Teaching Assistants have dedicated preparation time in their weekly timetable to facilitate liaison with class teachers and to provide opportunity to familiarise themselves with curriculum content ahead of delivery.

### Scaffolding Framework

At the start of dedicated practice time the first assumption should be that the learning has been scaffolded so well that all students are ready to practise independently through questions. However, we know that students will need support at times. The scaffolding framework outlines a hierarchy of support that teaching assistants can work through in order to support students but also ensure they do not become over reliant on additional adult support.

**Self-scaffolding:** The first stage is to create opportunities for students to problem-solve by themselves. This is an important diagnostic time in which teaching assistants can assess whether further support is needed. It is important to allow students this time and to not cut it short too quickly.

**Prompting:** The next stage is to provide positive support with virtually no information about the learning activity itself. Effective use of wait-time and open questioning (I.e. 'What do you think you need to do first?') provides positive encouragement and ensures students remain in control of the task.

**Clueing:** Clueing provides a small piece of information relating to the area of the activity that the student is struggling with. It may be a nudge to help recall a piece of information or a successful strategy to move forward. Clues slowly reveal information.

**Modelling:** After moving through the layers above the teaching assistant might assess that the student might need some further remodelling. This could be done through alerting the teacher of a struggling student or a short and simple remodelling of the teacher whole-class model. It comes with the expectation that the student immediately performs the same step to check understanding.

**Correcting:** Correcting should be avoided whenever possible. It is likely that if teaching assistants are correcting plenty of work that the teacher needs to reteach a concept to the student or a small group of the class.

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