Quality Assurance Policy

2021-2022

“The school of choice.”

“To provide ALL with the opportunity to succeed, to instil confidence and pride in our community.”

DOCUMENT	
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Review:	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
Purpose of Document:	To give guidance on attendance marking to insure high standards are maintained.
Implementation:	The procedures will be accessed via the Staff Share on the V Drive
Dissemination:	The procedures will be available to all staff, teaching and non-teaching

Introduction: Purpose and Context

Teaching and learning is the cornerstone of everything we do and as such it is at the heart of the School Improvement Plan. The role of excellent teaching, enabled by effective leadership, including SLT and middle leaders, is crucial to achieving our objective of moving the school out of Requires Improvement and rapidly progressing towards being a good and then outstanding school. A school in which all teaching is at least good and that all teaching leads to students making at least good progress. At the heart of the role of all leaders lies robust self-evaluation and quality-assurance processes, designed to monitor and evaluate the school's performance and to inform effective improvement planning.

This document outlines and explains the whole-school systems for monitoring and evaluation. The key strands are:

- Curriculum Review
- Learning walks
- Work scrutiny
- Data analysis
- Pupil voice
- Self-Evaluation

This document also explains how and when the evidence collected during these activities will be used. This cycle of improvement will be the focus of line management meetings with Curriculum Leaders as well as SLT meetings. In addition, this document outlines the process for improving teacher performance where there are concerns about the quality of teaching.

All self-evaluation and quality assurance activities aim to answer the following questions:

1. What are we doing well that we can celebrate and share?
2. What do we need to do better?
3. How can we do it better?
4. What evidence is there of our students making progress?

It is important that our analysis and judgement of the quality of teaching is robust, rigorous, fair and useful; this is why it is important to reach judgements based upon evidence from multiple sources of information, as described in this document, and to provide useful feedback that can be acted upon.

Evidence collected will keep leaders at all levels better informed and will help with the improvement process. It will therefore help the development of all staff and will continue to improve Pupil achievement as a result.

Self-Evaluation and Quality-Assurance: (see QA calendar for subject dates, 3 per year)

	Faculty Leadership Meeting	**Lesson Visit (25 minutes)**	**Work Scrutiny**	**Data Analysis**	**Pupils Voice**
What is the focus of this activity?	Individual leadership effectiveness, identification of curriculum threads review of SEF and Improvement plans	Individual teacher effectiveness, professional development	Teaching teams, year groups, student cohorts, aspects of T&L	Subject, year group, student cohort, disadvantaged students	Representative of Pupils served by subject
How often will this take place?	One per term	One per term	One per term	One per term	One per term
Who will lead on this process?**	SLT/CL's	SLT/CL's/ Staff	SLT/CL's/ Staff	SLT/CL's/ Staff	SLT/CL's/ Staff
Who will be involved in this activity?	SLT/CL's & TLR holders	All staff	All staff	All staff	All staff
What will be the outcome?	Written report identifying strengths and clear target(s). Inform CPD	Written report identifying strengths and clear target(s). Inform CPD	Written report identifying strengths and clear target(s). Inform CPD	Written report identifying strengths and clear target(s). Inform CPD	Written report identifying strengths and clear target(s). Inform CPD

Ongoing Quality Assurance

	Learning Walks	Work Scrutiny	Data analysis	Pupil voice
What is the focus of this activity?	Teachers successfully delivery of the planned curriculum/ improvements made to their teaching where appropriate.	Teaching teams, year groups, student cohorts, aspects of T&L	Subject, year group, student cohort, disadvantaged students	Views of pupils on the quality of education provided by the curriculum area
How often will this take place?	These will occur throughout the year looking at different cohorts/priorities as outlined on the QA calendar.	These will occur throughout the year looking at different cohorts/priorities as outlined on the QA calendar.	As stated in school calendar and in relation to assessment milestones and examination	1-2 per year per group of learner
Who will lead on this process?	SLT/CL's TLR Holders	SLT/CL's TLR Holders	SLT/CL's TLR Holders	SLT/CL's
Who will be involved in this activity?	All staff	All staff	All staff	All staff
What will be the outcome?	Verbal feedback and discussion. Identify strengths and clear target(s). Informs CPD	Written summary and evaluation. Support and CPD	Written summary and/or department meeting agenda item. Support and CPD. Actions built in to subject improvement plan	Written summary and evaluation. Update subject improvement plan

Self-Evaluation and Quality-Assurance Activities What is the nature and purpose of these activities? How will they be used?

Curriculum Leaders must spend one hour per week on QA in their faculty / subject area and each term have carried out a minimum of:

- 2x analysis of student work (book look)
- 2x learning walks
- Student voice
- Data analysis

This information must be analysed for patterns of consistency and inconsistency and shared with SLT link and the department. Where possible team book looks must be carried out and joint learning walks with second in department so that the middle leader brings the team with them.

Progress Leaders must spend one hour per week on QA of their year groups and each term have carried out a minimum of:

- 2x learning walk focusing on behaviour and attitudes in lessons
- 2 x student observations for vulnerable / under-performing pupils
- 2x learning walks in tutorial time
- 2 x uniform checks
- Student Voice

Senior Leaders will carry out the following each term:

- Joint Learning walks with middle leader
- Analysis of student work – sample MLs are involved in the team book look
- Student Voice

Learning Walks

Learning walks are designed to evaluate the learning of a particular cohort (such as disadvantaged, gifted & talented, SEND) or to examine a specific issue (such as literacy across the curriculum, learning in an aspect of the curriculum, or assessment). A clear focus for these activities will be defined for observers and observees and the timing and focus will be communicated to staff prior to commencement via the QA calendar and CL memo. The core purpose of learning walks is to review practice and its impact on pupil learning and provide a snap-shot; these will form part of the overall picture of the quality of teaching and learning. Learning walks are also a vehicle to review consistency of implementing policy into practice to ensure all students have a consistent experience and quality of education. Where QA is policy focused, the criteria will appear as a set of questions which are pupil focused. Learning walks will also be used to evaluate the pupils' engagement in, and attitude towards, learning across subject areas and during tutor time and will therefore help to evaluate the progress the academy is making in relation to behaviour and ethos.

Learning walks are conducted individually by middle and senior leaders and also pairs, as far as possible. For example, they might involve a member of SLT accompanying a CL/PL or subject leader/CL with another member of staff, though this will depend on the purpose of the learning walk. The frequency of the walks will be determined by the level of evaluation, support and intervention deemed

necessary. Brief written feedback will be given to the relevant team and used to inform analysis of areas of strengths and issues for improvement and used to promote discussion amongst teaching teams. Targets for improvement will be reviewed subsequently to analyse progress. Personalised feedback *should* be given to an individual teacher, where it is appropriate, to celebrate success or identify an area of improvement. All completed learning walk feedback should be recorded on the 2021-22 Learning walk form held on Microsoft Teams.

Work scrutiny

Work scrutiny is designed to help analyse the learning of the students and evaluate the quality of teaching. It can be used to evaluate the learning of a particular cohort (e.g. a year group, SEN, Pupil Premium), a specific teaching and 5 learning issue (e.g. student response to formative feedback), the progress of individual students or progress with raising the attainment of our students. A clear focus, if appropriate, for work scrutiny will be defined by those carrying out the scrutiny and the focus and timing will be shared with all staff involved in a pre-published calendar.

Curriculum Leaders, as well as SLT, will conduct work scrutiny as per the QA calendar, and samples will be requested across the year from a variety of subjects, year groups and student cohorts. The focus and frequency will vary depending on the purpose of the scrutiny and the level of support and intervention required. The focus of the work scrutiny will be agreed between the HOF and the SLT line manager for that subject area. Faculty work scrutiny should focus on sharing best practice within the faculty and addressing areas that fall short of the Alsop standards.

Written feedback will be given to colleagues and used to inform analysis of areas of strengths and areas for improvement whilst also being used to promote discussion amongst teams. Targets for improvement will be reviewed subsequently to analyse progress. Results of all work scrutiny should be logged on the Work Scrutiny form on Microsoft Teams

Data analysis

Data analysis enables us to monitor and track students' progress and the progress of groups within subject areas. It can be used to celebrate good progress as well as to identify those who are not making expected progress, which is the first step in making decisions about possible intervention strategies. It also helps to monitor students' response to intervention.

In addition, data analysis helps to inform judgments about the quality of teaching. It helps teachers and middle leaders to identify areas or topics with which students are struggling or areas where they are making better than expected progress. This data will therefore be used to update improvement planning objectives for the school, for faculties or for student cohorts. It is part of the appraisal process and helps identify CPD needs.

Data Analysis should be regular and continuous throughout the year, in line with the Assessment/Quality Assurance Calendars. Data analysis will be used in line management, departmental and Head of Year meetings, with an expectation that progress will be rigorously tracked from an individual, department, cohort and group level, as appropriate.

Pupil voice

Pupil voice will be used by both middle and senior leaders as part of the quality assurance process. Samples of stakeholders' voice will be collected during each curriculum review and as part of the ongoing Quality Assurance process as per the Quality Assurance calendar. The views of all stakeholders will be used to inform the evaluation and development of teaching and learning. The questions asked in stakeholder surveys should link clearly to an area of the school/department development plans, to ensure the data collected provides clear evidence to monitor progress against the objectives set and also identify areas for further development.

Pupil voice data can be collected via questionnaire surveys, interviews and focus groups, amongst others. The data will be collated and analysed and used by both middle and senior leaders. Individual teachers will not receive personalised written feedback from this process but will be able to discuss the findings with their line manager if 6 appropriate. However, middle and/or senior leaders will provide a written report of the analysis, identifying the key strengths and areas for improvement, to be discussed and used in teaching teams.

Pupil voice activities may need to take place more than once during an academic year in order to obtain data to show a change in practice. When designing stakeholder surveys, middle/senior leaders should consider the most appropriate timing for the process (conducting, analysing, sharing and evaluating the data) to ensure the data is useful for informing the self-evaluation and improvement process, so that action, where necessary, can be taken.

Departmental Self-Evaluation Form and Department Improvement Plan (DSEF/DIP)

Departmental self-evaluation is an essential part of any Subject Leader's toolkit. The process enables you to understand your department and it aids decision making and planning about the next steps to take to develop teaching and learning. A formal system of self-evaluation helps to ensure that our understanding is a result of a comprehensive review rather than being anecdotal and establishing a systemic approach to analysis limits the possibility of taking ineffective action.

Subject Leaders, members of the department, SLT need to be involved in order to develop common understanding. Involving members of the department and others who work with the department has clear advantages; it ensures that you view the department through different lenses, providing a more balanced and rounded picture and helps to ensure that there is a common understanding of the key issues which face the department, creating coherence. It helps staff gain a fuller picture of the contexts in which they are working and involving the members of the department in making judgements is part of an effective continuing professional development (CPD) strategy.

The self-evaluation process is an important contribution to the school's overall analysis and development plan as well as contributing directly to the department's plans to raise achievement. The initial SEF Report should be first tackled at the end of the summer term and then completed 4 weeks into the Autumn term once exam analysis has been completed however, it is expected the SEF is updated on a half termly bases following completion of whole school and curriculum area quality assurance. The curriculum area self-evaluation form directly informs the curriculum improvement plan in conjunction with the whole school SEF and SIP. All teachers should be aware of the information contained in both documents, so that every colleague has an understanding of the role they play in helping the department to secure the plans and ambitions outlined within it.

Line Management Purposes

- To support and challenge leaders to ensure all our students and staff thrive.
- To be confident about our self-evaluation of professional practice.
- To recognise and celebrate achievements and good practice.
- To clarify and action plan for areas of underperformance.

Schedule

The meetings will take place on a minimum of a two week basis (these could be moved to weekly depending on curriculum area position) and will be a mixture of formal meetings and joint lesson visits. Each meeting will last for approximately 1 teaching period as required. If a meeting is postponed, it should be rescheduled rather than cancelled.

The predetermined agenda item on the QA calendar must be discussed in the meeting. Meetings will include:

- Self-evaluation of examination data and other evidence focusing on student outcomes and progress (this may be across the whole cohort or specific groups)
- Analysis of plans to raise achievement through effective teaching and strong positive relationships
- Appraisal i.e. analysis of progress towards professional objectives and the setting of new professional objectives
- Monitoring and evaluation activities e.g. developmental drop ins, lesson visits, work scrutiny and curriculum reviews

The outcomes from the line management meetings will be shared at SLT meetings and will inform our self-evaluation and improvement planning. The minutes of the meetings stored on Microsoft Teams.

Appraisal

Please read the Appraisal Policy in conjunction with these notes.

Appraisal is in place to help secure the best outcomes for students, ensure colleagues receive appropriate support and CPD and to help support the development of teaching and learning at Neale-Wade Academy through an intelligent, fair and consistent approach to accountability.

Appraisal will be conducted by a nominated lead from within the faculty or SLT line management. There are several stages to the Appraisal process:

1) During September/October, the reviewer will meet with the reviewee to:

    a) Review of the objectives from the previous year and the individual's progress towards them – reviewing the evidence collated by the reviewee in relation to each objective.

    b) Agree the objectives for the coming academic year

2) **Lesson observations**. The allocated three hours of observations will be covered through the curriculum reviews/learning walk processes and no separate appraisal observation will take place.

3) **Interim review meetings**: During the spring and summer term, the reviewer meets with the reviewee to discuss progress towards the appraisal objectives.

4) If concerns/ issues are raised as a result of the interim review meeting or any data/feedback, other meetings and support must be arranged. The Co-Head of School responsible for the quality of education must be informed.

5) Review meetings for staff who are leaving take place in the last half-term of the academic year. Records of all meetings must be recorded on the appraisal form.

If the reviewer is unable to conduct a meeting or observation within the set time frame, they must explain the reasons in writing to the Headteacher in advance of the planned activity.

The Objectives

There will be 3 objectives for each member of teaching staff.

The objectives must be agreed but if either the reviewer or the reviewee believes that the objectives are too challenging or not sufficiently challenging, they must meet to discuss this with the Co-Head of School for Q of E or the Principal. The target must be relevant to the experience and context of the individual staff member. Objectives must relate to the Academy Improvement Plan as that all of our work must help drive the academy forward.

Appraisal target 1: Quality of Education

To demonstrate good subject knowledge, promoting discussion, checking of students understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Respond and adapt teaching as necessary without unnecessary elaborate or individualised approaches.

Appraisal target 2: Student progress

All students develop detailed knowledge and skills across the curriculum area and, as a result, achieve progress grades in-line with academy targets. Students are ready for the next stage of their education, employment or training.

Appraisal target 3: Vision & Values

Teachers are effective in all aspects of their work; as classroom teachers, form tutors and other associated duties. They recognise the importance of an consistent approach to all behaviour and attitudes, personal development and promote the vision and values of the school throughout their work.

Appraisal target 4: Upper Pay Range (UPR) (Leading learning and developing others)

To demonstrate; high expectations, behaviour for learning, accurate monitoring which lead to demonstrable impact on student attainment, progress and engagement, both within your own classroom and through a whole Academy initiative**.**

Improving the Quality of Learning and Teaching

Learning is the core purpose of Neale-Wade academy and effective teaching is central to ensuring that all students succeed. Teachers should, therefore, provide accessible, knowledge rich lessons that engage and challenge students and which enable students of all abilities to make good progress. Expectations for teachers are set out in the DfE's Teachers' Standards in England.

Teacher performance is managed through a professional dialogue, as described in the Appraisal and Capability policies and in this document. The key purpose of the appraisal processes is to recognise and celebrate good and outstanding teaching, whilst to also provide support and challenge to enable all of us to develop our professional practice. There may be occasions when a teacher's performance is below the expected standard. In such cases, support will be given to try to ensure rapid improvement The flow chart on the following page outlines the stages of support and challenge designed to help bring about improvement in teacher performance in such cases.

The primary responsibility for knowing the quality of a teacher's performance and for leading any improvement process lies with the immediate line manager (the appraiser). The DfE's School Teachers' Pay and Conditions Document 2012 shows that any TLR holder or SLT member is expected to know the quality of teaching of any member of their team(s).

Teacher performance, including underperformance, is characterised below and is informed by a body of evidence gathered by appraisers, subject leaders and SLT; this evidence includes student progress data, observations, work scrutiny and parent and pupil voice.

Teachers expected performance

Teachers are expected to:

- Set high expectations which inspire, motivate and challenge students.
- Promote good progress and outcomes by all students
- Demonstrate good subject and curriculum knowledge
- Plan and teach well-structured lessons
- Adapt teaching to respond to the strengths and needs of all students
- Make accurate and productive use of assessment
- Manage behaviour effectively to ensure a good and safe learning environment.
- Fulfil wider professional responsibilities

Teacher's Standards in England 2012

Underperformance

Might be characterised by:

- Progress of pupils over time is weak
- Teachers do not have sufficiently high expectations
- Students are not able to demonstrate learning independently
- Subject and curriculum knowledge is weak
- Teaching does not engage or interest pupils
- Behaviour of pupils disrupts learning
- Planning does not cater for the range of pupil's needs
- Appraisal Targets are not met
- There are parental concerns/complaints

Improving Teaching at Neale-Wade Academy- Support Process

Support through Section 5 of the Appraisal Policy

Step One
Concerns identified via QA process and raised

Step Two
Meeting between appraiser/line manager and staff member to complete teaching improvement plan

Step Thee
Monitoring of progress over a six week period including two lesson observations, bi-weekly meetings at this point

Step Four
Meeting between staff member and appraiser to review progress

If the concerns have been addressed, then normal appraisal resumes, if not, then the process continues as below, moving to Section 8 of the Appraisal Policy

Step Four
Meeting between staff member, SLT link and line manager to plan improvement plan for further support

Step Five
Monitoring of progress over a four week period including two lesson observations and weekly meetings

Step Six
Meeting with staff member, SLT link and line manager to review progress.

If the concerns have been addressed, then normal appraisal resumes. If not then the process continues as below.

Step Seven
Formal Capability meeting between staff member, supported by their professional association and/or colleague and Co-Head of School/Principal

Step Eight
Neale-Wade Academy capability policy followed.

Overview of QA activities for 2021/22

QA Calendar 2021/22

Month	Su	Mo	Tu	We	Th	Fr	Sa	Term	Wk	School QA Focus	SLT\CL QA Focus	LM Focus	Department Meetings Thursday Agenda 3.30pm-5.00pm	Curriculum Development Meeting	Whole School Events
Jan 2022	2	3	4	5	6	7	8	Spring 1	15	Professional day	KS3 Book Review/Student voice	Curriculum Development / improvement plan	Curriculum Development TB		
	9	10	11	12	13	14	15	Spring 1	16		KS3 Book Review/Student voice	Curriculum Development / improvement plan	Behaviour JC	6th Form meeting	
	16	17	18	19	20	21	22	Spring 1	17		KS3 Learning walk	QA Prep	Curriculum JR		
	23	24	25	26	27	28	29	Spring 1	18		KS3 Learning walk	QA Prep	Curriculum Development TB	Curriculum population design	Yr 12/!3 Parents evening
	30	31	1	2	3	4	5	Spring 1	19		Year 10\12 Book Review/Student Voice	Year 11\13 Coursework / intervention plan	Curriculum JR		Yr 9 Options evening
Feb	6	7	8	9	10	11	12	Spring 1	20	EBACC QA 2	Year 10/12 Book Review/Student Voice	Year 11\13 Coursework / intervention plan	Curriculum Development TB		
	13	14	15	16	17	18	19								
	20	21	22	23	24	25	26	Spring 2	21	English & Maths Element QA 2		Summer term curriculum plan/SOL check	Curriculum JR	Curriculum Leaders meeting	Yr 11 Parents evening
	27	28	1	2	3	4	5	Spring 2	22	Open Element QA2		Summer term curriculum plan/SOL check	Curriculum Development TB		
Mar	6	7	8	9	10	11	12	Spring 2	23		Year 10/12 Learning walk	QA review/SEF & improvement plan update	Behaviour JC	6th Form meeting	
	13	14	15	16	17	18	19	Spring 2	24		Year 10/12 Learning walk	QA review/SEF & improvement plan update	**Appraisal review 1**		
	20	21	22	23	24	25	26	Spring 2	25		KS3 Book Review/Student voice	KS4 Attainment review/Revision plan	Curriculum non year 7 teachers		Yr 7 Parents evening
	27	28	29	30	31	1	2	Spring 2	26		KS3 Book Review/Student voice	KS4 Attainment review/Revision plan	Behaviour	Curriculum Leaders meeting	
Apr	3	4	5	6	7	8	9								
	10	11	12	13	14	15	16								
	17	18	19	20	21	22	23	Summer 1	27		KS3 Learning walk	KS3 Attainment review, intervention	Curriculum non year 8 teachers		Yr 8 Paretns evening
	24	25	26	27	28	29	30	Summer 1	28	QA 2 Review	KS3 Learning walk	KS3 Attainment review, intervention	Curriculum Development TB	6th Form meeting	
May	1	2	3	4	5	6	7	Summer 1	29		Year 10\12 Book Review/Student Voice	Curriculum Development / improvement plan	Behaviour		
	8	9	10	11	12	13	14	Summer 1	30		Year 10\12 Book Review/Student Voice	Curriculum Development / improvement plan	Curriculum JR	Curriculum Leaders meeting	
	15	16	17	18	19	20	21	Summer 1	31		Year 10/12 Learning walk	QA Prep	Curriculum Development TB		
	22	23	24	25	26	27	28	Summer 1	32		Year 10/12 Learning walk	QA Prep	Safeguarding JC		
	29	30	31	1	2	3	4								
Jun	5	6	7	8	9	10	11	Summer 2	33		SEND Book review/Student voice	Year 10 Current position, data review	behaviour	Curriculum Leaders meeting	
	12	13	14	15	16	17	18	Summer 2	34	EBACC QA 3		Year 10 Current position, data review	**Appraisal review 2**		
	19	20	21	22	23	24	25	Summer 2	35	English & Maths Element QA 3		Autumn Term 2022 Curriculum plan/SOL check	Curriculum Development TB		
	26	27	28	29	30	1	2	Summer 2	36	Open Element QA 3		Autumn Term 2022 Curriculum plan/SOL check	Curriculum JR	6th Form meeting	
Jul	3	4	5	6	7	8	9	Summer 2	37			QA review/SEF update	Curriculum Development TB		
	10	11	12	13	14	15	16	Summer 2	39			QA review/SEF update	Curriculum JR	Curriculum Leaders meeting	
	17	18	19	20	21	22	23	Summer 2	39						
	24	25	26	27	28	29	30								
	31	1	2	3	4	5	6								

Student Interview Questions

Questions for students linked to Ofsted Framework

What do you enjoy the most about xxx?

How do you know you are improving/ making the progress in xxxx subject?

How does your teacher help you to, learn the knowledge in xxx? What is the most helpful?

Do you feel safe during your XXX lessons and on the corridors around the xxx department, would you know who to go to if you had any concerns?

Do you ever get the chance to go over topics and recap older topics and knowledge?

Does the recapping help you retain knowledge? How do you know it works?

What assessments do you have in this subject?

Do you get homeworks and what do they look like?

Do you know what standard your knowledge is? How well you are performing in xxx?

If you are stuck in a lesson, what do you do? How does your teacher help you?

What knowledge did you need to before studying xxx topic in xxx?

What is behaviour like in your lessons?

If you could give one improvement to your lessons to help you learn, what is it and why?

Do you feel challenged in this subject? Can you show me an example?

Look in your book and find a piece of work you've improved your knowledge / understanding of because of the feedback from your teacher. How did this feedback help you?

Example questions (general)

1. Do you know why we are here? (Give a brief explanation).
2. Let's start by telling me the sorts of things you do in xxx. What do you do in your xxx lessons? (check how it changes at different stages of the year)
3. What is it that you like the most about xx at xxx?
4. Do you all know how well you are doing in xx? What you are good at / not so good at?
5. Do you know what you must do to improve?
6. In xx do you have opportunities to reflect on what you have achieved and also to work on improve aspects of your work/knowledge?
7. In your lessons do you know what you must achieve and then get to assess your own or other students work?
8. Do you feel that your teachers expect a lot of you and really challenge you to do well?
9. Do you feel that the marking of your work tells you what you did well and what you need to improve on?
10. In your xx lessons do you have opportunities to improve your literacy skills e.g. writing, or understanding vocabulary?

11. In your xx lessons do you feel safe and secure? Is there someone you can talk to if needed?

12. What is behaviour like in your xxx lessons? Would you say it is excellent, good, satisfactory or unsatisfactory?

13. In your lessons how are you told about your main assessments? What does the main assessment mean to you?

14. We've talked about lots of things and you've been very positive in many ways. If you could change three things in xxx, what would they be?

Student behaviour questions

What is school like for you?

What do you face on a daily basis?

Have you been in detention or seclusion?

Why is that?

What motivates you / helps you to do well?

Are you aware of how poor behaviour impacts on your teacher and other pupils?

Do you understand the academy's expectations? Are these fair and reasonable?

We have the culture here at xxxx of 'xxxx' .

What does this mean to you? How do you contribute to it?

What do you think you can do to help you?

What do you think can be done by the academy to help you?