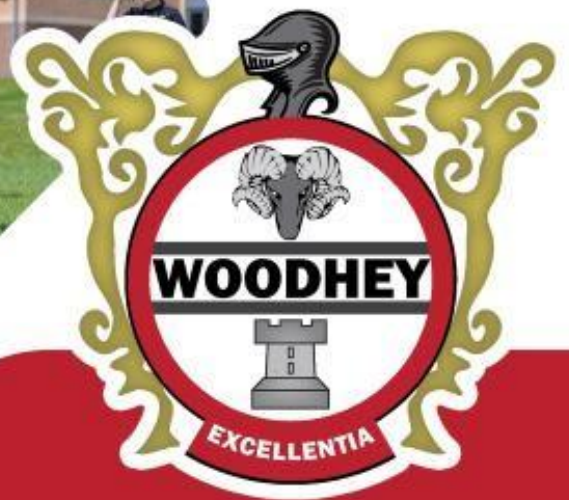




Quality of Education Policy

Document Owner:

Deputy Headteacher (Quality of Education)

Approval Date:

19th June 2024

Approved by:

Academy Council

Review Date:

1st September 2027

Version:

1



Shaw
Education
Trust

Contents

At Woodhey High School our vision is:.....	3
Quality of Education Policy.....	4
Introduction.....	4
Curriculum Rationale.....	4
Curriculum Structure	4
Options	5
Lesson Routines (Starts and Ends).....	6
Lesson Structures (Woodhey Teaching Model)	7
Seating Plans	8
Students' Presentation of Learning	8
iPads and Books across the Curriculum.....	9
Reading across the Curriculum.....	9
Assessment and Feedback.....	10
Target Setting, Baselining and Student Groups.....	12
Careers across the Curriculum.....	12
Homework.....	12
Curriculum Documentation and their Purpose	13
Remote (Online) Learning	13
Continuing Professional Development (for Staff).....	14
Supporting Students with Special Educational Needs and Disabilities (SEND).....	14
Sharing Information about Learning with Parents and Carers	15
Quality Assuring the Quality of our Quality of Education.....	15
Appendix 1: Teaching Cycle Application	15
Appendix 2: iPad use across Faculties	18
Appendix 3: Reading across Faculties.....	Error! Bookmark not defined.
Appendix 4: Homework across Faculties.....	23
Appendix 5: Formative Assessment across Faculties.....	26
Appendix 6: Feedback across Faculties	27



At Woodhey High School our vision is:

To be a centre of excellence, where students, staff and the community are proud to work together to broaden our horizons, exceed our aspirations and where everyone achieves their full potential.

#TeamWoodhey

At Woodhey High School, we have two key values that drive our actions, our choices, and our decisions.

These are:

Respect

We treat everyone as we wish to be treated ourselves; we are all part of the same team

Excellence

We strive to be the best we can be at all times; nothing but the best is good enough for us

Underpinning our values are two clear expectations.

These are:

Respect every member of staff and student in our community, following all instructions without answering back

Being excellent by being prepared for, and completing all work to the best of our ability without distracting others

We are a team made up of our staff, our students, our parents and carers, and our wider community. Our vision, values and expectations apply to all of our community.

Teamwork is the secret that makes common people achieve uncommon results (Ifeyanyi Enoch Onuoha)

#TeamWoodhey



Quality of Education Policy

Introduction

Quality of Education is the building blocks of success across all areas of school. It relates to the curriculum that students study, the quality of the lessons they experience, how learning is embedded through high quality teaching, homework and assessment, and how we ensure learning is taking place and identify knowledge gaps in students to ensure all students make excellent progress. Our Quality of Education policy is designed to ensure:

- Equality of opportunity with regards to learning and progress for all students, regardless of background;
- Promote consistency across all faculties, subjects, classes and teachers throughout the school;
- Prepare students for academic success and personal development in all areas of school life and in readiness for life after school;
- To prepare students to an excellent standard, for their next phases of learning across all year groups in school;
- Ensure that all students have access to a broad and balanced curriculum that is appropriate to their needs throughout their time at Woodhey.

Curriculum Rationale

Our curriculum at Woodhey is a curriculum that:

- Is personalised to Woodhey High School, underpinned by our values of **Respect** and **Excellence** which ensures every child can broaden their horizons and achieve their full potential;
- Builds upon students' previous knowledge, skills and experiences;
- Is appropriately sequenced so that it fully prepares students with the knowledge and skills required to successfully access their next phase of learning.

Our curriculum is ambitious for all students, particularly for those with Special Educational Needs and Disabilities (SEND), and support is provided to ensure that all students can access a challenging curriculum that appropriately supports them for their next stages of learning.

Curriculum Structure

From September 2024 onwards, the curriculum is structured in the following ways:

Key Stage 3 (Years 7, 8 and 9)

Subject	Hours per week
English	4*
Maths	4
Science	3
Geography	2
History	2
Spanish	2
Physical Education	2
Design Technology	1
Food Preparation and Nutrition	1
Computing	1
Art	1
Music	1
Religious Education	1

*In Years 8 and 9, students will study Drama for 19hrs over the academic year



Key Stage 4 (Years 10 and 11)

Subject	Hours per week
English (Language and Literature)	5
Maths	4
Science	5
Option A	3
Option B	3
Option C	3
Physical Education	1
Religious Education	1

The curriculum is structured in this way to ensure that it remains broad for as long as possible before students specialise through the options process. This allows them to learn the fundamental knowledge across the entirety of Key Stage 3 in a variety of areas, including: core subjects, EBACC subjects, and creative/arts subjects to ensure all students receive a broad and balanced education.

Our curriculum is structured around our school's two key values of Respect and Excellence. Through the curriculum, we explicitly teach students about Respect and Excellence. The definitions of these values can be found on Page 3. Respect and Excellence knowledge permeates through the curriculum in the following ways:

- Respect: teaching students about their own personal development, for example: careers, Fundamental British Values (FBV), Spiritual, Moral, Social and Cultural development (SMSC), Relationships and Sex Education (RSE), Personal, Social and Health Education (PSHE);
- Excellence: teaching students to be the best they can be through the academic knowledge relevant to each subject.

Options

During Year 9, students will start to consider their options choices for Key Stage 4, starting in the September of Year 10. To support students in picking options that are appropriate, they will be provided with the following support:

- Personal Development lessons focusing on careers, aspirations and post-16 choices;
- Engagement with local colleges who will share information specifically about A Level, T Level and vocational courses, and apprenticeship routes, and courses in school that they may wish to consider in order to access these routes;
- Parents' and Carers' Evening where parents and carers will have the opportunity to discuss their child's progress and future progression with their class teachers;
- Options Evening, where students, parents and carers are invited into school to see all of the courses on offer at Key Stage 4 and speak to staff who deliver the courses to ensure they can make informed choices;
- Students with SEND will have options discussed in their Education, Health and Care Plan (EHCP) annual reviews (where applicable), and will be offered additional, bespoke support by the Curriculum Support team where required. For students who are identified as SEND K, they will be provided with bespoke support as required.

Prior to students starting their options choices, the school will review the subjects that are offered to students. This means that options choices may differ slightly from year to year. We determine what subjects to offer students based on the following criteria:

- Subjects that will lead to appropriate post-16 progression, seeking advice from the following, as appropriate: Local Labour Market Index, Greater Manchester Combined Authority Careers Hub, local colleges and sixth forms and local universities;



- Subjects that will provide students with a broad offer so that all areas of study are represented, allowing students to select subjects from a range of areas;
- Historic uptake of students studying each subjects to ensure that courses offered are viable;
- Subjects are likely to have appropriately skilled, knowledgeable and qualified teachers to ensure that students are well taught throughout the entire duration of the course.

You can find more information about options on our website by clicking here: [Year 9 Options | Woodhey High School](#) Please note that this information on the website is updated annually to ensure it is reflective of each Year 9 cohort.

Lesson Routines (Starts and Ends)

At Woodhey, we have clear routines to the start and end of lessons throughout the school. This ensures consistency for students and helps students to anticipate and expect what is coming, reducing cognitive load and stress and anxiety. These also help teachers to maximise learning time in every lesson across school.

You can see the routines for the **starts of lessons** below:

Remember, you must:

- Put your coat on the back of your chair
- Put your bag on the floor
- Place equipment on your desk
- Start your Do Now activity immediately



Remember, when anyone is talking to the class, you must:

- Place all equipment on the desk, with nothing in your hands
- Sit up straight in silence
- Look directly at the speaker



#TeamWoodhey

You can see the routines for the **ends of lessons** below:

Remember, you must:

- Stand behind your chair
- Ensure your uniform is perfect (shirts tucked in, top buttons fastened, coats/hoodies/jumpers off)
- Leave when dismissed by your teacher, one row at a time
- Walk sensibly, without contact on the lefthand side of the corridor



#TeamWoodhey

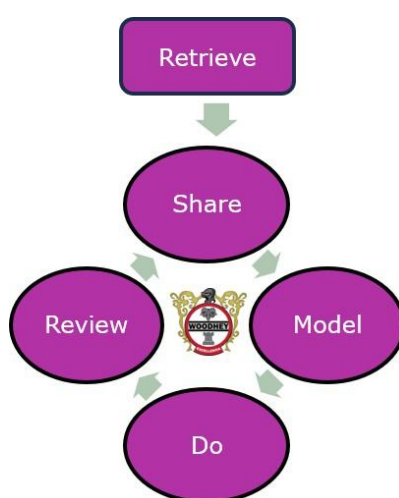


All staff and students across school **must** follow these routines in every lesson. Where there is a SEND need, reasonable adjustments may be provided, for example, allowing a student to have a fidget toy during a period of time when someone is talking to the class, rather than having empty hands, to support with concentration. Students are taught these routines through the behaviour curriculum, which is revisited every half term.

Lesson Structures (Woodhey Teaching Model)

At Woodhey, we have developed a research-informed teaching model to support the consistency of delivery across every classroom in every subject. Not only will this lead to stronger outcomes for students, but it will also support students with SEND in knowing, understanding and being able to prepare for learning as they will have a consistent approach across all subjects.

The model is split into five stages that can be seen below:



You can see in Appendix 1 how each stage of the model is applied in each of the five different faculties. Generically, the approach and rationale for each stage is detailed below.

Retrieve:

This stage of the teaching cycle is demonstrated as the 'Do Now' in a lesson. It is focused on supporting students to retrieve their prior learning to embed this into their long-term memories. During this stage of the lesson, students will participate in low-stakes activities to promote their retrieval of this learning. This may take the form of multiple-choice questions, short answer questions or quizzes. Learning will be recalled from the current year, as well as previous years to ensure that all learning is embedded. It will also incorporate common misconceptions from classes to ensure that knowledge gaps are filled, as appropriate.

Share:

This stage of the teaching cycle is where the teacher will perform direct instruction. They will share the knowledge to the students that they are expected to learn. This knowledge will be broken down into manageable chunks for students to understand their learning. It is expected that, where necessary, scaffolding is provided to support students in accessing this knowledge, but that this scaffolding is reduced over time. There must be regular opportunities to Check for Understanding at this stage to ensure the knowledge is embedded. Where knowledge is not embedded, teachers must be responsive and adapt their teaching to re-teach the learning for all or some of the students as applicable. This may include delivering the knowledge in a different way,



Model:

This stage is designed to prepare students for the 'Do' phase of the teaching cycle. In this stage, teachers are expected to model the independent practice that will follow next. This could be using the visualisers, iPads or other form of technology, such as videos to demonstrate the application of learning. Often, teachers will use the 'I do – We do – You do' method of modelling. During this modelling, the teacher will be checking students' understanding (Checking for Understanding) to ensure they are confident that they have understood the concepts and are ready to apply them. If concepts are not secure, teachers should revisit the 'Share' stage of the cycle.

Do:

This stage of the teaching cycle is where students complete independent practice. It is where they apply their learning. At this stage, scaffolding may be appropriate for students to allow them to access and be successful with their independent practice. Over time, scaffolding must be reduced to allow the students to become completely independent. It is important to note that scaffolding is used and not differentiation. Differentiation is where students are provided with different activities, for example, Bronze, Silver and Gold activities where students' learning is dictated by academic ability. At Woodhey, we do not use differentiation. We use scaffolding where all students are expected to learn the same but will be provided with different levels of support to allow them to access the same, challenging learning. This support is reduced over time to promote full independence.

Review:

This stage of the teaching cycle is where a formal review takes place to ensure that learning is secure. Again, this will take the form of Checking for Understanding. Regardless of the outcome of this review, the cycle will be repeated, with teachers moving back to the 'Share' stage of the model. If knowledge is not secure, knowledge will be revisited and retaught to address misconceptions. If knowledge is secure, teachers will move onto the next phase of learning.

Seating Plans

All teachers **must** ensure there is a seating plan in place for every lesson that takes place in the classroom. There are four non-negotiables surrounding seating plans that are detailed below. Aside from the non-negotiables, teachers are free to set their seating plans as they see fit.

Non-negotiables:

1. Seating plans must be devised so that the atmosphere in the classroom is conducive to excellent learning;
2. Students are not permitted to choose their seats or deliberately sit in friendship groups – the teacher arranges the seating plan in a manner that they see fit to promote excellent learning;
3. No 'extra' students must be seated at desks, and all students must be sat facing the way of the desk (i.e. if the desk is for four people, a maximum of four people are to be sat at the desk; and if desks are facing forwards, all students must be sat facing forwards, unless the infrastructure of the classroom necessitates additional students at a desk);
4. All seating plans must be uploaded onto the appropriate school system at the start of the year and following any changes so that they can be accessed by any colleagues covering a lesson to ensure continuity for students.

Students' Presentation of Learning

It is expected that students take pride in their learning and the work that they produce. Therefore, presentation must be of the highest of standards. There are four clear expectations that must be adhered to across all subjects:

- Each new piece of work has a date and title, **underlined with a ruler**.



- Work is presented neatly, **without any graffiti**.
- Any corrections and response to feedback is completed in **green pen** so you know where you have improved.
- All drawings (e.g. images, graphs, etc.) are **completed in pencil**.

This is displayed in students' books, files or folders. Where students fail to present their learning as we expect, the school's Behaviour for Learning Policy must be applied. For example, whilst circulating the classroom, when a teacher notices that a student is drawing in pencil, they will issue a C1. If this continues, a C2 will be issued, and so on. For some students with SEND, doodling may be appropriate to support concentration. However, this doodling must not take place in the student's book, and they will instead be provided with a separate doodle book.

iPads and Books across the Curriculum

iPads are an exceptional tool to enhance teaching and learning across the curriculum. However, it is important to note the common principles that are utilised across the school to ensure that there is consistency of principled approach. It is also important to note that students will continue to use books alongside their iPads as ensuring students can retain the skill of writing and develop their writing stamina is vitally important in preparing students for assessments and examinations, and for further education, training or study.

At Woodhey, **iPads** can be used for the following:

- Knowledge retrieval
- 'Rough' work
- Independent practice
- Formative assessment/checking for understanding
- Research-based activities
- Sketching/drawing-type activities

At Woodhey, **books** can be used for the following:

- Independent practice
- Knowledge retrieval
- Exam or assessment practice
- 'Rough' work

Students will complete 'Best Work' at times specified in each subject's book sheet. Best Work is the culmination of students' learning and allows students to demonstrate what they have worked. Faculties will stipulate where this work will be collated for students to maintain a record of their learning and share with teachers, parents and carers. Best Work will always receive feedback from staff. See 'Assessment and Feedback' within this policy for further information.

Reading across the Curriculum

Reading is a vital life skill and one which must be taught across the curriculum, and not solely in Personal Development time, or in English lessons. All students are entitled to receive numerous opportunities to read, being exposed to a range of texts from a range of authors of different backgrounds and eras, and to be provided with appropriate support to read where required.

We have a clear reading intent at Woodhey. This is as follows:

- A culture where all teachers are teachers of reading
- Closing reading gaps, particularly for those students in the early stages of reading
- Foster a love of reading for pleasure for all students



To support this, there is a tiered approach to reading across the school. This is:

Tier 1:

- Quality first teaching; for example whole-class reading strategies
- Sparx reader both in form time and set for homework

Tier 2:

- Lexia support programme
- 1:1 reading with Curriculum Support staff
- Paired reading club with Higher Level Teaching Assistants (HLTAs)

Tier 3:

- Phonics programme (Fresh Start)

To ensure students are tiered appropriately, students will have complete reading tests every term which will allow staff to monitor progress, identify students who require additional support to place on the correct tier. Tiers are not fixed and students will move between tiers as appropriate to ensure that they receive the most appropriate support possible to help them develop into and continue to be fluent readers.

What does Tier 1 quality first teaching look like?

Tier 1 reading can take the form of the strategies below. You can read in Appendix 3 how reading is delivered specifically in each faculty.

Examples of how to teach reading during quality first teaching:

- Modelled reading (teacher reading to the class)
- Guided reading (teacher sets the focus of the reading; children read independently; teacher listens to some students read; then we revisit the text through independent follow up activities)
- Students reading written instructions
- Comprehension activities (e.g. questioning) to check understanding

Some students may require scaffolding to support their reading. This may include:

- Vocabulary list to allow students to understand the definitions of key terms that they will read in the text
- Contextual teaching/understanding so that students have the broader knowledge and understanding to comprehend the context of the text

Assessment and Feedback

Assessment is a vital part of the learning process for our students and is used in various forms to enable all students to achieve the very best outcomes throughout their time in school.

Learning involves a lasting change in students' capabilities or understanding, as defined by the Department for Education. Assessment is our tool for checking that this has happened, and supports us in avoiding poor proxies for learning, for example, how 'busy' students are, and whether the curriculum has been simply 'covered'.

There are two types of assessment: formative and summative. Formative assessments are used on a regular basis to identify gaps in students' knowledge and facilitate a new learning process, identifying knowledge gaps and allowing opportunities for student to overcome the weaknesses in their own



knowledge. Summative assessments are used much less regularly but are utilised to assess a student's ability to retain knowledge over a prolonged period of time, for a sample of the taught curriculum. Following assessments, both formative and summative, students will receive feedback to help them to understand their strengths and to support them in filling their knowledge gaps.

Formative Assessment (FA) at Woodhey

FA takes place during the 'Retrieve' and the 'Review' stages of the Woodhey teaching model. The cycle can be repeated multiple times during each lesson as appropriate for the stage of students' learning in the classroom. FA will **always** have a no opt out approach, and all students will always be expected to participate to allow teachers to accurately understand what students have learned and where their gaps are. These activities are planned into each lesson so that they can accurately assess the key components of learning. Some examples of FA that we use at Woodhey include:

- Multiple Choice Questions (either using an online platform or paper-based)
- Use of iPads/wipeboards
- Hinge questions
- Quizzes and low-stakes tests
- Other all student response systems, such as ABCD cards

Following FA, teachers will adapt their teaching to be responsive to students' needs. In practice, this means that teachers will deviate away from any planned content or delivery to either re-teach areas where students have gaps in learning, or accelerate more quickly through content if students have understood the current areas of learning more quickly than anticipated. It is accepted that students will not always fully comprehend at the first time of teaching and therefore re-teaching is to be accepted and celebrated so that students gain a concrete understanding of their learning. You can see how formative assessment is utilised in each faculty in Appendix 5.

Summative Assessment (SA) at Woodhey

SA takes place at least twice per year during the pre-determined assessment windows in the school calendar. Some subjects who have more curriculum time and an increased amount of content to teach may increase their number of SAs, in agreement with the Assistant Headteacher (Raising Standards). SA will always be synoptic, to support students in retrieving prior learning. SA will always include content from the current term, all previous terms in the academic year, and all previous years within that Key Stage.

Following SA, the curriculum will be reviewed by subject teams to ascertain which areas have been understood well and which have been understood less well. Faculty areas will then adapt the curriculum to ensure that the additional time is dedicated to ensuring knowledge gaps are filled for the current year group and adapt the curriculum so that any subsequent year groups do not develop the same knowledge gaps in the future.

Feedback at Woodhey

Following all forms of assessment, students will receive feedback. This feedback will serve two simple purposes:

- Ensuring students know what they have done well at
- Ensuring students know what they need to improve and how to do this.

It is important to note that feedback will not always be written. Feedback will be purposeful and impactful, and not merely to 'tick a box'. At Woodhey, we follow evidence-based approaches to feedback, and therefore, below states some examples of feedback that students will receive at Woodhey. You can see more detail as to how each faculty utilises feedback in Appendix 6.

- Whole-class feedback



- 'Repair' activities or lessons
- Re-teaching following formative assessment
- Verbal feedback at the point of learning (this will not be evidenced in students' books).

It is important to note that research demonstrates that written teacher marking is the least effective form of feedback, therefore for most occasions where feedback is provided, it will not be by individual, written feedback (although there will be pieces of work that may be marked by teachers).

Target Setting, Baselining and Student Groups

Prior to students starting at Woodhey, normally, we will receive their Key Stage 2 Standard Assessment Tests (SATs) scores for English and Maths. Alongside this, students will sit a baseline assessment in these subjects to baseline students' knowledge and understanding. These will serve two purposes:

- Set aspirational targets to students to strive towards
- Identify knowledge gaps to support responsive teaching

Based on the outcomes, in some subjects where students are taught in half year group or full year group blocks, students will be placed into sets. Depending on the nature of the subject, these sets may be based on ability, knowledge gaps or any other dynamic that is determined relevant by the Director of Faculty to ensure that groupings are conducive to excellent learning. Throughout students' time at Woodhey, they will complete regular summative assessments, following which groupings may be adjusted if appropriate. Alongside this, other assessments such as National Group Reading Tests will be utilised to support the accurate identification of knowledge gaps to support groupings to ensure that students receive the best support. Where students are not taught in half year group or full year group blocks, their class sets will usually be determined by form groups, which will be mixed ability.

Students' targets are designed to be aspirational and motivate and inspire them to achieve the very best that they can be. Therefore, students' targets are set using the Fisher Family Trust top 5%. This allows staff to plan and deliver an ambitious curriculum, ensuring that students receive the support necessary to at least achieve their target grades.

Careers across the Curriculum

Explicitly teaching careers across the curriculum is vitally important in ensuring that students are exposed to a range of careers to support their progress to post-16 and ultimately into meaningful and sustained employment. Careers education at Woodhey aims to:

- Expose students to a broad range of careers outside of those students would traditionally consider, in order to broaden their horizons
- Challenge career-based stereotypes in order to demonstrate that careers are accessible to all students, regardless of background or protected characteristic

Careers is explicitly taught in all subjects as part of the school's 'Respect' knowledge where the careers knowledge compliments the 'Excellence' knowledge that is being taught. This detail can be found in each faculty's schemes of learning.

Homework

At Woodhey, homework is only ever set for one purpose. That is to support embedding learning into students' long-term memories. To ensure this occurs, homework will be set to promote students recalling prior learning and, in some situations, applying this learning. Therefore, homework may take the form of the examples below, although you can find further information about how homework is set in each faculty in Appendix 4. Homework will always be purposeful and accessible to all.



Examples of homework:

- Low stakes knowledge recall questions
- Practice exam questions
- Memory maps
- Essay applications

Curriculum Documentation and their Purpose

At Woodhey, we use a number of different documents to support the planning, implementation and quality assurance of our curriculum. Each of these documents are summarised below, including their audience and purpose.

Document	Audience	Purpose
Learning Journey (LJ)	Parents/Carers Students Staff	Demonstrates a brief summary of the overarching units of study that students will learn during their time at Woodhey. It provides a brief overview of the sequence of learning and a very brief introduction to each topic of learning to give an overview to stakeholders
Schemes of Learning (SoL)	Parents/Carers Staff	Documents the explicit Respect and Excellence knowledge that students will learn in each subject, year group, and topic. Ensures teachers are fully aware of the knowledge students must learn so that they can plan accordingly, and will support parents and carers in understanding the explicit knowledge that students will learn. The SoL also explains why students are learning this topic and how it fits into the 'bigger picture' of students' learning to support staff in articulating the relevance of learning to students. The document explains the key vocabulary, any assessments that students will undertake and homework that will be set so that teachers can plan accordingly and ensure consistency across all classes
National Curriculum Overviews	Staff	This provides an overview of all of the required topics to be taught in each subject, as detailed in the National Curriculum. It states when topics will be taught within a Key Stage and when they will be revisited to ensure that students get both a broad and balanced curriculum, and opportunities to embed the learning into their long-term memories

Remote (Online) Learning

Our approach to online learning is based around the following principles:

- Ensuring students who are absent from lessons are able to access the learning they have missed
- Ensuring that in the event of an unforeseen school closure (only ever taken as a last resort), students can continue their learning from home

To support students in accessing remote learning, all students at Woodhey are provided with an iPad. This will allow students to access their learning away from school. If families need additional support with internet access, they can contact their child's Director of Progress who will work to identify what additional support can be provided (for example, WiFi dongles). Students will access their remote



learning through the platforms that we use in school, namely Microsoft Teams or Showbie. Here, students will find the learning that has been missed and any activities completed in lessons that will help them to consolidate their learning.

If the school is forced to enter a prolonged period of remote learning, online lessons will be delivered to students. Timetables will be created and distributed to students, parents and carers, along with invites and details regarding how to access online lessons. These lessons will incorporate both live and pre-recorded content.

Where students require additional support with their online learning, they should speak with their class teacher, or email them directly using their Woodhey email address. You can see more about our remote learning provision by visiting this page on our website: [Remote Learning | Woodhey High School](#)

Continuing Professional Development (for Staff)

Continuing Professional Development (CPD) is our way to ensure that all of our colleagues receive the appropriate training and development to ensure that they are able to excel in their roles. Plans for CPD are overseen by both the relevant Director and the Deputy Headteacher (Quality of Education). CPD will be responsive to the needs of colleagues and will be based around identified areas for improvement identified during Temperature Checks.

There will also be opportunities for colleagues to share best practice with others through in school CPD-bite briefings, one focusing on curriculum (with examples including: curriculum delivery, the Woodhey Teaching Model, reading, SEND strategies and assessment for learning) and culture (with examples including: relationship building, establishing expectations and personalised student strategies). There will be opportunities for colleagues to share best practice outside of school through the Shaw Education Trust Hubs networks.

Supporting Students with Special Educational Needs and Disabilities (SEND)

Our curriculum is inclusive and ambitious for all students, regardless of background or need. Therefore, students with SEND will have access to the same curriculum as their peers. Teachers are supported through CPD to be able to scaffold learning to enable all students to access their lessons appropriately. We do not, however, differentiate work for students; we always and only scaffold (see Lesson Structures for more details).

Teachers are provided, through the SEND register, information about students that will support their ability to meet their needs in the classroom. Some students will also be eligible for Access Arrangements (EAAs) for examinations and assessments. Teachers are expected to implement both the classroom reasonable adjustments and any stated EAAs. Where teachers need additional support, they can access this through the Special Educational Needs and Disabilities Coordinator (SENDCo), their Assistants, or the dedicated team of Curriculum Support colleagues who work across each individual year group.

On occasion, a student may have such complex needs that require their curriculum to be adapted. This will only be done on a rare occasion where the needs of the students dictate that they require additional intervention to allow them to access the curriculum and/or be fully prepared for adulthood and progression from Woodhey. Each of these situations will be taken on a case by case basis to ensure that the curriculum a student receives remains as broad and balanced as possible, ambitious, but also meets their individual needs. You can find more information about how we support students with SEND across the curriculum in our Special Educational Needs and Disabilities Policy (Woodhey), which can be found on the policies page of our website here: [Our Policies | Woodhey High School](#)



Sharing Information about Learning with Parents and Carers

Parents and carers can find information about their child's learning by visiting our website and visiting the Curriculum page of our website: [Curriculum Rationale and Structure | Woodhey High School](#)

Throughout the year, parents and carers will receive reports from school that will detail their child's current progress in school and their Attitude to Learning (AtL) grade in each subject. AtL and progress descriptors are explained on each child's report. Any queries around progress should be directed to each student's relevant Director of Progress.

Quality Assuring the Quality of our Quality of Education

Each term, a Temperature Check will take place across each faculty and progress team. The Temperature Check quality assures the provision in each faculty and progress team in relation to the quality of education provided, behaviour and attitudes and personal development opportunities. This quality assurance is achieved through:

- Curriculum conversations
- Short lesson visits
- Student voice
- Work scrutiny
- Reviewing other relevant data, for example, progress and assessment data, behaviour records and personal development trackers

Following this, strengths and areas for development will be identified, and this will then inform team sprints and CPD plans for the next term. At the next Temperature Check, progress towards identified areas for development from the previous check will be measured. Any areas requiring further support is sourced from the Shaw Education Trust (SET), for example, using SET Subject Directors or other specialists, for example in SEND, behaviour or attendance.

Appendix 1: Teaching Cycle Application

Faculty	Teaching Cycle Stage	How it is applied in the faculty
Calculation	Retrieve	Do now activity is comprised of questions which have been identified by assessment as areas of further development. Do Now activities link back to prior learning from previous lessons and topics Homework regularly reviews previous learning, and this is used to inform weekly homework feedback. The Scheme of learning has been designed so that students regularly revisit and use knowledge from previous units in new learning.
	Share	Teachers will clearly explain the new knowledge of each lesson highlighting which skills the new knowledge is built upon and where this can be useful in the real world.
	Model	Teachers will model new knowledge on the board at the front of the room. Pupils will complete annotated examples either in their books or on their iPad depending on what is most appropriate and then their understanding will be checked by several formative assessment techniques including mini



		whiteboards, cold calling, class discussions on Showbie, or using diagnostic software such as Socrative or Eedi.
	Do	Students will spend a substantial portion of the lesson completing independent tasks. These will be either on iPads in books or on classroom PCs. Teachers will circulate the room during these tasks to check for understanding. Instructional videos will be used by students when appropriate to support learning
	Review	In the final phase of the lesson students will mark the work they have completed to check for their understanding. Teachers will use Showbie to live mark a small selection of students' work and then the rest of the class will mark their work independently. At the end of the lesson review task will take place which could take the form of a quiz, questioning or written task.
Communication	Retrieve	Do Now starter activity. This might be in the form of Socrative quizzes, comprehension questions, translations. Recall questions throughout the lesson based on previous lessons' knowledge, term's knowledge.
	Share	New literary, grammatical, vocabulary concepts shared with students and how these fit into the ongoing learning and future learning.
	Model	Modelling of tasks – annotations of texts, grammatical knowledge, listening, reading, speaking activities. These will be explained clearly to students following the process of 'I do, we do, you do'
	Do	Independent practice will allow students to apply knowledge and skills to a variety of tasks, such as answering questions about a text, analysing poems or other literary works, speaking pair work, completing grammatical exercises, reading comprehensions.
	Review	Review of knowledge will occur throughout the lesson and there may be a review activity at the end of the lesson which could take the form of a quiz, questioning or written task.
Global Learning	Retrieve	Do now starter activity- Recall questions from previous lessons and topics such as multiple-choice questions, short answer questions or quizzes. These will either be written in workbooks or will be completed on Socrative.
	Share	Teacher presentation of new content or knowledge will be delivered in manageable chunks. Low-stakes questioning will be employed to confirm students' understanding, known as the 'check for understanding' phase. These frequent knowledge checks will be incorporated to promptly identify and correct any misconceptions. The sharing phase may be revisited throughout the lesson to progressively deepen students' knowledge.
	Model	Staff will consistently provide a demonstration before the independent practice portion of a lesson, typically following the 'I do, we do, you do' approach. They will model the skills



		students need to develop, as well as how to successfully complete an independent practice task.
	Do	Independent practice will form a major part of the lesson, giving students plenty of time to reinforce their learning. This practice may be broken into segments and integrated with new instruction. Activities could involve working on worksheets, answering exam questions, engaging in comprehension exercises, or completing extended writing tasks. During these tasks, teachers will circulate the room to monitor and assess student understanding, providing support where needed.
	Review	Reviews will take place throughout the lesson and there will be a review activity at the end of the lesson which could take the form of a quiz, questioning or written task. This review task will be based on the lesson's enquiry question and feedback will be given to the class by the teacher.
Innovation	Retrieve	Do now starter activity- Recall questions from previous lessons and topics. This may be written or verbal. Verbal recall will only be used in practical Food/ Technology lessons where time may be tight.
	Share	100% of students, demonstrating 100% focus for 100% of the share section. This will always be teacher led. Key points will be delivered in a clear and concise manner, using demonstrations and giving examples where useful. This will be chunked to small sections of knowledge, broken up with very regular checking for understanding using whiteboards, or alternative 100% opt in methods.
	Model	Staff will always model in a lesson before the independent practice element, this will usually follow a version of 'I do, we do, you do'. Staff will model skills for students to develop, but also how to complete an independent practice task.
	Do	Independent practice will take up a significant proportion of the lesson, so that students get time to practice their learning. This may be chunked and therefore interspersed with new learning. Independent practice could take the form of conducting practical work, completing worksheets, completing exam questions, comprehension based activities or extended writing.
	Review	Before packing away all students will get feedback on how they have performed in that lesson. This may be feedback on their independent practice in a theory lesson. In practical lessons students will review their own work by photographing their progress, they will also get verbal feedback from their teacher. In NEA lessons students will review where they are up to with their NEA work at the end of each lesson.
Performance	Retrieve	Recall questions at the start of lessons, which may be verbal or written. Research based activities may also be used to build towards an end point. Socratic quizzes are also used to ensure prior knowledge can be recalled.



	Share	Teacher exposition to share new knowledge or content. This will be presented in bitesize chunks, with low stakes questioning used to ensure students understand. Regular knowledge checks are also included in the share section so that misconceptions can be quickly addressed. The share section may be revisited throughout the lesson to build knowledge over time.
	Model	Demonstrations are a regular feature of the model section in lessons. These may be teacher or student demonstrations with key points being highlighted for practical techniques. Worked examples for exam questions will also be used in the model section. Where a new practical technique is being introduced, the model section may be revisited throughout the lesson to add complexity to techniques.
	Do	Students work independently in the 'do' section, aiming to show how they can apply their new knowledge. This may be through group work or individual tasks. The 'do' section will form a large part of the lesson to ensure students have enough time for deliberate practise and developing the motor competence needed.
	Review	The review section will be revisited throughout lessons and will not always be at the end of a lesson. Teacher feedback, peer feedback and questioning will all form part of a review section to provide information on what has been learned and how it has been applied.

Appendix 2: iPad use across Faculties

Faculty	How iPads are used in this faculty
Calculation	iPads are used in all lessons for the Do Now activity which are on Showbie. Share and Modelling activities are either shared as editable documents for student annotation or pictures of worked examples from books are captured with a photo and uploaded to the Showbie lesson. Independent work is uploaded to Showbie (or teams) either by with editable PDF documents or by a picture of the work from pupils' books. Work is reviewed by the class teacher and live marked to review learning at the end of the lesson for a selection of pupils. At all times in the lesson teachers will monitor the progress of pupils work on iPads with the apple classroom app.
Communication	English: iPads are used to annotate texts, share information and new learning, for comprehension tasks, to research information about a text, context and author, to search for the definition of key vocabulary, enabling students to become independent learners. iPads are used throughout lessons to check for understanding, quizzing and to review learning. iPads are used to cast students' work onto the whiteboard so that teacher can model how to assess learning and students are then



	equipped with the tools to self/peer assess their own work against success criteria. Spanish: iPads are used for reading and listening comprehensions, vocabulary learning using Languagenut, wordwall, socrative quizzes for vocabulary recall, research on cultural aspects of the Spanish speaking world, accessing lesson materials and revision resources.
Global Learning	iPads are employed in every lesson to enhance and assess learning. They are regularly used to gauge student understanding during the check for understanding phase and for other formative assessments on Socrative. iPads also serve as a tool for students to access lesson materials and revision materials.
Innovation	Science: iPads are used to aid and assess learning in lessons. iPads are used every lesson to check for understanding regularly. iPads are also used to complete quizzes to formatively assess students' learning every 6-8 lessons. iPads will also be used a means of students' accessing lesson materials and revision resources. Technology/ Food: iPads will be used for students to record their learning and support with lesson activities.
Performance	Art At key stage 3 iPads are used for all 'do now' activities with the research, presentation and submission of work. They are also used to access homework and project targets in the class discussion. iPads are also used to record and submit 3D work, complete worksheets, for homework and for online resources, as well as a tool for drawing via myriad apps. At key stage 4 iPads are used extensively for in-depth research and written analysis. They are also used to photograph and record work as well as a tool for drawing via myriad apps. Drama KS3: iPads are used to aid and assess learning and knowledge retention. iPads are used to review and retrieve prior information and assist with the introduction of new materials, for example, scripts and stimulus pieces for devising. Students will receive feedback via Showbie. KS4: iPads are utilised to allow for scaffolding of work, written analysis and recording and evaluating work. They are also used as a tool for low stakes formative assessment and to support learning activities. Revision materials, texts, exemplars and homework will be completed on iPads. Music KS3: Students do not have books in Music so the iPads are used extensively at KS3. Examples of how they are used includes Socrative quizzes during the Do Now part of the lesson to ensure students are able to retrieve key information. Showbie is also used extensively with all lesson resources and copies of handouts/sheet music included in each class. This ensures that all students can access the resources and particularly benefits students with SEND as they are able to adapt the resources to suit their needs. The iPads are used to collate and store key assessments, with the teacher recording performances and compositions



	directly into the Showbie class. Students also complete assessment documentation on Showbie in the form of self, peer and teacher assessment sheets for each topic in. Software on the iPads is now also included in the KS3 curriculum, including the Sibelius software for traditional notation and GarageBand for practical and musical sequencing activities. KS4: In GCSE Music are used exclusively, all course content, PowerPoints, revision guides and additional resources are stored on Showbie and are accessed in every GCSE lesson. The iPads are used by students to complete their Composition coursework which is 30% of the course. They use the Sibelius software with Bluetooth keyboards and MIDI keyboards attached. Performances and Compositions are recorded directly into Showbie where the teacher can then respond with feedback. Students are also expected to submit homework tasks regularly on Showbie. PE At key stage 4 iPads are used for a range of lesson tasks including do no activities, research based tasks, answering past paper questions and completing interactive quizzes. Homework tasks will also be completed on iPads and submitted on Teams.
--	--

Appendix 3: Reading across Faculties

Faculty	How Tier 1 Reading is taught in this faculty
Calculation	In Calculation students are encouraged to read and understand the context before attempting to solve problems. This helps in comprehending word problems and the underlying concepts. Emphasize the importance of carefully reading word problems to extract necessary information and understand what is being asked. Create lists of key terms and their definitions. Regularly review these terms and ensure students understand and can use them correctly. Have students read and explain their problem-solving processes in writing, emphasizing clear and precise communication. Model the reading and problem-solving process by thinking aloud while reading a problem or text.
Communication	In Spanish oracy is key, so pupils are constantly encouraged to read aloud, which can take the form of choral repetition of new vocabulary, read aloud for pronunciation practice, read aloud games in class such as rhubarb and running dictations, or passages to read aloud and record on Microsoft Teams Reading progress to assess pronunciation and intonation. Reading comprehension activities will take place as part of the lesson cycle with students encouraged to pick out cognates and draw upon knowledge of English vocabulary and reading and translating texts to and from target language. Suggested reading lists feature on the faculty's schemes of learning, and are also displayed on the Languages corridor, and students are



	encouraged to read these. Students will also often engage with reading on Languagenut as part of their weekly homework. In English, students study and read a variety of texts in different styles and from different periods. Regular opportunities are created to read aloud in class. A fortnightly lesson takes place in the library where students can choose their own books and spend time reading for pleasure. Strategies such as the teaching of predicting, summarising, activating prior learning/knowledge of texts, annotating, questioning of texts, clarifying and evaluating texts take place in lessons. New vocabulary is taught through the use of Frayer models, enabling students to understand the definition of vocabulary, its etymology and how to use this in context.
Global Learning	In Global Learning, various strategies are used with a focus on breaking down and explicitly teaching the texts required for lessons and assessments. The texts used in Global Learning align with the KS3 National Curriculum and the GCSE curriculum for each subject. New vocabulary is broken down using the Frayer Model in each lesson. During lessons, whole class reading of all extended texts will take place, as part of a 'no opt out' policy. Alongside reading, students will engage with comprehension questions, text annotation and create summaries of paragraphs or sections. Suggested reading lists feature on the faculty's schemes of learning and students are encouraged to read these. The schemes of learning also include key terms with their definitions. Students will also engage with reading on Seneca Learning as part of their weekly homework. The reading strategies in Global Learning are designed to enhance students' vocabulary and minimise obstacles to accessing independent practice and assessment questions. Global Learning also lead on whole school events such as Black History Month, Remembrance Day and Holocaust Memorial Day. In these events, students are made aware of key literature, and they are encouraged to engage with these texts to enhance their understanding of key events in the calendar.
Innovation	Reading will be taught through a number of strategies in innovation. The focus on reading development in Innovation is the breakdown of and explicit teaching of texts that students need to use for lessons and examination material. The following will be evident in every lesson: • Explicit teaching of new vocabulary • Whole class reading of all long texts (where appropriate), regardless of ability, which will include annotation of the texts and summaries of paragraphs/sections. • Whole class reading of exam questions which will include annotation and a summary of the question in simple language. Reading strategies in Innovation aim to develop students' vocabulary, but also reduce barriers to students accessing independent practice and exam questions.



Performance	Art At the beginning of each KS3 lesson, students actively research specific starting points during their 'Do Now Activities'. In Year 7 the focus is Theoretical knowledge, for example, students may have to research an artist like J.M.W Turner. In Year 8 the focus is Practical knowledge, for example, students may have to research a technique like screen printing. In Year 9 the focus is Disciplinary knowledge, for example, students may have to research about 'provenance' and why it is important. The research involves students reading to gather the correct information. They must select key points and key words, together with visuals, for their on-going presentations. This involves tier 2 and tier 3 vocabulary. All KS3 projects are underpinned with subject specific tier 3 vocabulary, mainly around the Formal Elements like composition and tone, but also vocabulary specific to the individual project's skills and techniques. At Key Stage 4, reading and researching is completed in more depth through an analytical, critical and cultural thought process of source material and starting points that are used for inspiration. Students work independently and have access to the extensive specialist Art library located within the department, in addition to being sign posted to a range of websites for research. Students consistently use tier 2 and tier 3 vocabulary. All 'Best Work tasks' across both key stages, include whole class discussion and evaluation of work. Students use all tiers of vocabulary as they are encouraged to articulate their understanding of visual literacy. Drama Reading is an imperative skill in Drama, as an extension of the English curriculum. Reading is taught via script work, reading texts aloud and the explicit teaching of subject specific vocabulary. At Key Stage 3 students are encouraged to interact with text; considering how it can be read aloud, brought from page to stage and how an audience can be hooked via different conventions. Texts studied include comedy and tragedies by Shakespeare and Verbatim Theatre including The Stones and Too Much Punch for Judy. Students are encouraged to use subject specific vocabulary in their feedback both in self and peer assessment. Each lesson students are introduced to bespoke definitions for each piece of vocabulary and are encouraged to use this terminology to encourage the use of deep processing. At Key Stage 4 students study a myriad of texts from different moral, social and cultural areas including Slow Time by Roy Williams and The Wardrobe by Sam Holcroft. Students are encouraged to utilise subject specific language. The use of key terminology is studied through the exploration of performance design, specifically through lighting, sound and costume and is supported with the use of knowledge organisers and repetition. Students are inspired to apply their understanding of texts through practically displaying their understanding of the artistic intentions and also through analysing J B Priestley's An Inspector Calls. Music Reading is developed in several ways throughout the KS3 and KS4 curriculum. Beginning in Year 7 there is an emphasis on explicit teaching of key vocabulary associated with each topic, this is then tested through a Socrative quiz. Reading is



	also developed through speaking and listening, particularly in the form of self and peer assessment where students encouraged to use subject specific vocabulary in their feedback to each other. PE At key stage 3, a range of literacy and oracy tasks are used in PE lessons to develop students' vocabulary, comprehension and communication skills. Key terminology is introduced in each topic and students are encouraged to use the correct vocabulary when speaking in tasks. A list of keywords for each year group is displayed in PE changing rooms and is referred to during retrieval practice to develop students' vocabulary and ability to 'talk like a (performer / analyst). A range of sport specific texts is also displayed in the PE department to foster a love of reading. Books such as <i>Courage to Soar</i> by Simone Biles have been included to inspire and raise aspirations. Other texts, such as <i>Legacy</i> by James Kerr, encourage students to consider culture and ethos involved in sport and how sport links to the wider world. At key stage 4, students are required to read as part of GCSE lessons. Reading may include short extracts from Internet based searches or textbooks, which will require students to understand subject specific vocabulary and then apply understanding to practical examples. Reading and peer assessing an extended writing answer will also form part of the GCSE curriculum, developing the ability to analyse and evaluate, or reading a piece of information that then needs to be summarised, developing comprehension skills. Dance Reading is developed through a number of strategies in Dance. In KS3, there is an emphasis on explicit teaching of key vocabulary, which is further developed and embedded in KS4. The AQA subject specific terminology booklet is referred to throughout the GCSE Dance course and students are tested on their knowledge through regular quizzing on Socrative. Reading is also developed through the use of self and peer assessment, where students are encouraged to use subject specific vocab in their verbal feedback. In choreography, students are required to research a given stimulus to produce a creative and unique dance idea. Reading around different methods of choreography, for example Merce Cunningham's 'Dance for Chance', or Isadora Duncan's method of 'improvisation' is encouraged to inspire creativity.
--	--

Appendix 4: Homework across Faculties

Faculty	Homework Frequency	Homework Activities
Calculation	Maths: Homework is set on a weekly basis on Sparx and is set and due every Wednesday. Business: Homework is set weekly on Educake. Computer Science: Homework is set weekly on Educake.	Maths: For all year groups 1 hour of Sparx homework is assigned each week. Homework activities are mapped to the curriculum and are set at a difficulty that is appropriate for independent home learning. Teachers will feedback on key misconceptions identified with the class once a week.



		Business: For Year 10 and Year 11 Students homework is assigned each week. This will build on the learning which has taken place in the lesson and allow the class teacher to address any misconceptions. Computer Science: For Year 10 and Year 11 Students homework is assigned each week. This will build on the learning which has taken place in the lesson and allow the class teacher to address any misconceptions.
Communication	KS3 Spanish: Homework is set once a week KS4 Spanish: Homework is set once a week KS3 English: Homework is set once a week KS4 English: Homework is set once a week	KS3 Spanish: written paragraphs, online homework such as Languagenut and Seneca. Read aloud tasks on Microsoft TEAMS. Completing grammatical exercises and reading comprehensions. Revision for speaking and writing tests. KS4 Spanish: written paragraphs, online homework such as Languagenut and Seneca. Read aloud tasks on Microsoft TEAMS. Completing grammatical exercises and reading comprehensions. Practising exam-style questions. Revision for speaking and writing tests Homework is set on Seneca learning and in homework booklets that consolidates learning in lessons, based on texts studied. Homework is based on the texts taught in lessons to enable students to consolidate learning. Past exam paper questions are set to enable students to continuously practise responding to questions and to receive regular feedback.
Global Learning	Homework is set weekly for all students in Global Learning.	Homework in Global Learning is to be completed on Seneca Learning, though other platforms or homework may be used on occasion.



		The homework for each week is written on the relevant subject's schemes of learning.
Innovation	KS3 Science: Homework is set weekly KS4 Science: Homework is set weekly from each teacher. KS3 Technology/ Food: Homework is set based on the needs of curriculum, decided by the class teacher. But will be set multiple times per half term. KS4 Technology/ Food: Homework is set weekly.	KS3 Science: Sparx Science plus any additional activities as required from the class teacher. KS4 Science: A mixture of Sparx Science, Seneca learning or exam questions. KS3 Technology/ Food: Homework may involve sourcing materials/ ingredients for lessons. It may also involve evaluation of practical work or design preparation for practical work. KS4 Technology/ Food: A mixture of Seneca learning or exam questions.
Performance	KS3 Art: 1 task set in Autumn term 1 task set in Spring term KS4 Art: Homework is set weekly KS4 PE: Homework is set weekly KS3 Drama: Once per topic KS4 Drama: Homework is set weekly KS3 Music: Homework is set once per topic	KS3 Art: 2 extensive homework tasks per year (2-4 week completion) KS4 Art: Range of tasks including research, written tasks, work towards assessment objectives and completion of classwork. KS4 PE: Knowledge checks on Microsoft Teams, past paper practise and creating revision notes or summaries. KS3 Drama: Knowledge checks focussing on vocabulary for each topic. KS4 Drama: Homework is scaffolded via a range of tasks including research of practitioners and/or topics, planning, storyboarding, learning lines, examination preparation and the completion of classwork. KS3 Music: The emphasis of this homework is ensuring that student's knowledge of



	KS4 Music: Homework is set weekly at KS4.	the key vocabulary is each topic is solidified. KS4 Music: Making revision guides and resources to demonstrate their contextual understanding, completing performance and composition tasks both practically and using the software on the iPads and revision of key concepts in preparation for assessment.
--	--	--

Appendix 5: Formative Assessment across Faculties

Faculty	How Formative Assessment is used in this faculty
Calculation	Formative assessment is central to our teaching approach in the Faculty of Calculation. We utilize techniques such as cold calling and mini white board questioning during lessons to ensure active student participation and to gauge understanding in real-time. Additionally, we incorporate diagnostic software such as Showbie discussions, Socrative quizzes, and Eedi to provide immediate insights into student comprehension. Teachers also circulate the classroom during independent tasks, providing immediate support and monitoring student progress to ensure confidence and accuracy in their work. Additionally, we regularly review homework to assess performance and provide class-wide feedback on areas needing further development. End-of-topic reviews, focusing on recent problem-solving elements, are marked and returned with detailed feedback to help students reflect on their learning and identify areas for improvement. These formative assessment methods allow us to continuously evaluate and enhance both teaching and learning outcomes.
Communication	Spanish: Students will do a retrieval activity at the start of the lesson. This might take the form of a Socrative quiz, translation, grammatical exercise. During the lesson techniques such as questioning, cold-calling, use of whiteboards and independent grammatical practice, use of Languagenut and quizzes. Key pieces of work will be set at the end of mini-topics and feedback given individually or whole-class. English: Every lesson begins with a recall task so that teachers can identify gaps in students' knowledge, address misconceptions and adapt the learning to ensure all students are able to access the learning and achieve their potential. Within the share part of lessons, learning is chunked and regularly checked for understanding through questioning, use of mini whiteboards and quizzing. Teachers model written work using success criteria and I Do/We Do and students then practise independently the You Do using success criteria and then reviewing own learning against it. All lessons include an enquiry question that students respond to throughout/at the end of the lesson.



Global Learning	At the beginning of each lesson, students will answer recall questions to allow staff to assess their understanding of previous material before proceeding with new content. During the share section, students will be formally assessed during the check for understanding phase to ensure they have understood the new knowledge taught. After the independent practice section, students will engage with the lesson's enquiry question. This will enable the teacher to evaluate their understanding of the content taught.
Innovation	<u>During lessons:</u> • Students will answer recall questions at the start of the lesson for staff to check students' knowledge of previous work before moving learning on further. • During the share section of the lesson students will be formatively assessed through chunked checking for understanding before moving on to the next section of learning. • Following the independent practice section of the lesson students will review their work so that the teacher can assess students understanding of their learning for that lesson. <u>During a unit of work:</u> Students will complete progress checks every 6-8 lessons, these will involve multiple choice quizzes using Forms. Staff will then feedback and re- teach knowledge based on students' responses to the questions.
Performance	Formative assessment takes place through teacher observation during tasks, questioning of student knowledge / understanding, recall questions in 'Do now' activities, low stakes questioning and knowledge checks throughout lessons. During independent practice / the 'do' phase of our teaching model, teachers conduct formative assessment that is personal, instant, addressing misconceptions early, and is delivered in a motivating way. Teacher assessment may be individual or whole class, with feedback given as appropriate.

Appendix 6: Feedback across Faculties

Faculty	How Feedback is Issued	Feedback Frequency
Calculation	Maths: Students will complete end of unit topic reviews and receive feedback on this. Students will complete Sparx homework and then be given whole class feedback in the form of Sparx Insights.	Maths: Every 6-10 lessons Once a week Once a term



	QLAs at the end of each term this will link to fluency fix-up on Sparx. Teachers will circulate the classroom and give you verbal feedback as you are learning. Business and Computer Science: Students will complete end of unit topic assessments and receive feedback on this. Students will complete Educake homework and be given whole class feedback Teachers will circulate the classroom and give you verbal feedback as you are learning	Every lesson Every 6-10 lessons Every week Every lesson
Communication	Students will get feedback on their Do Now and independent practice. In Spanish students will get feedback on pronunciation. Whole class feedback will be given on written work (either preparation for speaking and writing tests/ exam style questions/ creative writing pieces) Summative assessments	Every lesson Every lesson and following summative speaking assessments Every 6- 8 lessons 3 times per year
Global Learning	Students will receive feedback after completing their 'Do now' activity. Teachers will circulate the classroom and give verbal feedback. Students will get whole class feedback, following an extended piece of writing task.	Every lesson Every lesson. Once per half-term 3 times per year



	Following summative assessments students will get whole class feedback.	
Innovation	Students will get feedback on their Do Now and their independent practice. Students will get individual and whole class feedback on their progress checks. Following summative assessments students will get whole class feedback.	Every lesson 6-8 lessons 3 times per year
Performance	Feedback is given as students are completing tasks in lessons. This may be personalised, 1:1 help or whole class feedback as appropriate. Students are given whole class feedback on best work tasks. Following summative assessments students receive feedback.	Every lesson Once per half term / per topic End of unit / topic / project

