



SEAHAM STANDARDS

STUDENT PROGRESS

All students make progress towards their targets that is at least good or better (at KS3: being at least 'secure' in their age-appropriate subject skills; at KS4: achieving or exceeding their target grades)

- Teachers planning is fit for purpose in order to provide an appropriate level of challenge for all students
- Interventions are planned and monitored within faculties, e.g. following KS3 data captures, and their impact is subsequently evaluated

Gaps in attainment for specific groups of learners are identified and addressed in teachers' planning

- Staff contribute their knowledge and expertise of students' needs / barriers to learning in faculty meetings / RMGs / CIEP / Forum as appropriate
- Teachers take into account the contribution of support staff when planning their lessons in order to ensure the highest possible impact upon student progress

The progress made by students is celebrated and used to inform future planning so that this progress is sustained

- Teachers seek opportunities to acknowledge and reward students for their positive contributions both within and beyond the classroom, building a culture in which it is "cool to achieve"
- "Progress" is interpreted in its widest sense by teachers and other adults. Demonstrating grit, resilience, confidence, regular attendance and ambassadorial qualities are to be celebrated

The reporting of students' attainment and progress is informed by quality evidence and is regularly monitored to ensure accuracy

- Faculty time is used to standardise students' work in both key stages, to ensure that intervention takes place with the right students on the right skills at the right time
- Communication with parents is encouraged, in order to foster positive partnerships between home and school. A phone call from school is not necessarily "bad news!"

Students acquire a deeper understanding in their subject areas and become fluent in the use of subject-specific vocabulary

- Teachers make connections between topics and across subjects where possible, supporting the accumulation and retention of knowledge and skills in preparation for linear exams
- A variety of revision techniques and memory skills are used by teachers, and reflect the need to retain and apply knowledge for assessment at both key stages

EXPECTATIONS / PLANNING

Teachers' planning is based on individual student need to ensure personalisation, and is informed by previous learning / outcomes e.g. use of CIEPs

- Teachers plan bespoke lessons that take into account students' abilities, differences and preferred learning styles
- Assessment opportunities permeate lessons and are not merely a test / "bolt-on" at the end of a topic

Planning allows for high student outcomes – there is no ceiling to what students can achieve

- Throughout the entirety of every school day, teachers and other adults promote high aspirations for all students
- Opportunities to link learning to careers / the world of work are exploited wherever possible and promoted within faculties

Planning enables students to acquire a deeper understanding of what they are being taught

- Teaching promotes intellectual curiosity and a love of learning, including the use of appropriate and varied homework to develop independence
- Opportunities to transfer and apply skills in different contexts are highlighted in lessons to make their relevance explicit to students

Teachers have, and model high expectations of students in terms of behaviour for learning

- Staff greet students at the door and have a bell activity planned, in order to ensure a calm and orderly start to all lessons
- Staff are proactive rather than reactive in promoting a positive culture both within lessons and around the school, dealing with situations calmly and making use of school systems, e.g. Class Charts

Planning aspires to the school ethos of 'Engaging minds, Broadening horizons'

- Innovation is to be encouraged and celebrated, making learning experiences memorable where possible and not merely "teaching to the exam"
- Enrichment opportunities within faculties are identified, promoted and subsequently delivered with the support of the school ambassadors

ASSESSMENT THROUGHOUT THE LESSON – AFL, QUESTIONING

When progress is assessed, this information is used to inform subsequent planning

- Appropriate data (AAA spreadsheets, Class Charts and SIMS data) is always a primary consideration in planning future learning
- Groupings are fluid and are based on current attainment and needs relating to AAA skills

The assessment criteria being used are made clear to students using language that they can understand

- Teachers ensure that students know where they are in terms of AAA skills / exam board criteria, where they need to get to and what they need to do to get there
- Exposing students to exam criteria is good practice, e.g. self / peer assessment of work, but must be done in a way that makes the criteria accessible and develops independence

A range of assessment strategies are used e.g. self / peer / teacher to provide variety and engage learners

- Faculty Leaders incorporate CPD on AFL into faculty time, sharing good practice and contributing exemplar resources to whole-school CPD
- Variety and engagement is planned for in order to instil a 'love of learning' in each subject

Within a lesson, assessment is used to re-shape tasks or re-group students to improve outcomes based on the needs that are identified

- Lesson plans are flexible and teachers adapt where necessary based on assessment outcomes throughout the lesson
- The primary form of intervention will always take place within the classroom to provide prompt and personalised support that promotes progress

Questioning is used for a variety of purposes e.g. to deepen students' understanding or address misconceptions

- Questioning is a key consideration in teachers' planning and exploits opportunities to probe students further and draw others into the discussion
- Questioning is also used as a tool for formative assessment to ensure individual needs are met

LITERACY AND NUMERACY ACROSS THE CURRICULUM

The teaching of literacy and numeracy is integral to the planning of all teachers, and not a bolt-on for its own sake

- Developing students' literacy and numeracy is the responsibility of all staff
- Opportunities to develop students' literacy and numeracy are identified in faculty schemes of work

Where students / groups of students have specific needs relating to literacy and numeracy, these are carefully considered to ensure that they are met

- Appropriate strategies / scaffolds to support students with literacy and numeracy are incorporated into teachers' planning and shared in faculties
- All staff are aware of, and refer to, students' CIEPs in their planning and share successes and concerns with the school's SENDCO and relevant support staff

Students are encouraged to use subject-specific vocabulary in both their written and oral communication, as modelled by the teacher

- Staff share and model subject-specific vocabulary and the use of standard English in all verbal and written communication, e.g. "Speaking like a mathematician"
- When providing feedback to students, the use of subject-specific vocabulary is assessed and used as a vehicle for DIRT

Teaching in all faculties conforms to the specific requirements of the core faculties, e.g. how students multiply numbers

- Literacy Suitcases are provided and used within lessons to ensure consistency across the curriculum
- Feedback to students uses the correct literacy marking codes and numeracy checklists, e.g. graph work stickers

Students are exposed to more challenging material in order to ensure that there is no ceiling on their achievement, e.g. longer texts

- Lessons are planned in such a way that students' attainment is not capped, eg additional opportunities for students who are already exceeding in a particular AAA skill
- Staff take into account students' "stations" on their literacy journey in order to provide appropriate levels of challenge

STUDENT ENGAGEMENT AND INDEPENDENCE

Students are encouraged to develop a 'love for learning' through the use of teaching strategies that promote independence and personal responsibility

- The level of challenge for students takes them out of their comfort zone, building a climate where they can enjoy success with challenging material and in less familiar learning styles
- Differentiation provides the support and structure that then enables weaker students to work independently, rather than easier work that merely widens the achievement gap

The relevance of what is being learned is made clear to students, in order to promote further study post-16

- The functionality of the content and skills being taught is put into contextual, real-life situations that students can relate to
- A careful balance is struck between the delivery of skills and content, in order to prepare students for further education and the world of work, and not merely to pass GCSE exams

Teaching methods encourage students to be active rather than passive in lessons

- Where possible, opportunities are found and exploited for students to lead learning within lessons, with the support of the teacher and other adults
- Students become familiar with specific group roles, and are rewarded for their participation in active learning styles

The setting of regular, appropriate homework builds upon the learning that is done in lessons, and develops personal study skills

- Homework is varied and incorporates an element of student choice. It can consolidate prior learning, extend current learning or prepare students for forthcoming learning.
- As well as the immediate academic benefits in terms of subject content, homework should help to develop students' research skills, their capacity to meet deadlines and their ability to work independently

Students are motivated to achieve their full potential, and resilience is promoted in an environment where mistakes are used as a vehicle for improvement

- Diagnosing and addressing mistakes / teaching through misconceptions is a routine feature of lessons and reinforces the idea that making mistakes is part of the learning process
- The use of questioning techniques, e.g. "no hands up" develops a culture in which students expect to be actively involved in lessons, and do not fear being asked to offer answers / share their ideas

MARKING AND FEEDBACK

Students receive regular, quality written feedback that is consistent with whole-school and individual faculty policies

- Expectations in terms of style and frequency of feedback are shared with staff to promote consistency so that students know what to expect
- Key pieces of work, e.g. summative assessments are moderated and discussed to ensure that data is robust and intervention can be planned

Students are encouraged to respond to the feedback they receive in order to demonstrate improvement (DIRT). This response is then re-assessed by the teacher to 'close the loop'

- Prompts from teachers encourage higher order responses from students in order to signpost their progress
- Opportunities to respond to teacher feedback (DIRT) are incorporated into teachers' planning, and dedicated time is set aside to enable this to happen

Marking and feedback is seen as a 'quality' exercise and used to drive improvement, rather than being done for its own sake

- Faculty Leaders incorporate CPD on marking and feedback into faculty time, sharing good practice and contributing exemplar resources to whole-school CPD
- Quality Assurance exercises, e.g. work scrutinies focus on the quality and richness of students' learning experiences and the impact of teacher marking, not merely on the frequency of teacher marking

The feedback that students receive is appropriate and accessible, taking into account their ability and needs

- Feedback from staff acknowledges that there may not be a "correct" response and is designed to challenge students' thinking
- Teacher prompts for the less-able may be shorter and more explicit, allowing students to respond independently

Teachers will signpost to students how to improve their work, e.g. use of modelling

- Where misunderstanding is identified, teacher modelling and examples are re-shaped in order to make the learning more accessible
- Verbal feedback is used routinely within lessons to help students improve their work and facilitate progress

TEACHING STRATEGIES

A variety of well-judged teaching strategies are used and matched effectively to students' needs

- Lessons are varied, not formulaic. The use of imagery, props and creative approaches to learning are to be welcomed.
- Collaborative planning is a key feature of faculty CPD to ensure consistency and to develop subject-specific pedagogy

Teaching promotes high-quality behaviour for learning through the use of engaging strategies that motivate students

- The pace of lessons is appropriate and allows students to consolidate their learning without feeling bored or rushed
- A positive classroom culture is instilled by building relationships with students and taking account of their individuality

Support for students is sharply focused and delivered in a timely fashion, in order to ensure that all students make at least good progress

- Prior learning and understanding is diagnosed and findings used to inform planning to enable more effective use of curriculum time and prevent unnecessary repetition
- Where students have missed work, this is signposted and provision is made to enable them to catch up independently and prevent this from hindering their progress

The strategies used in lessons are informed by high-quality assessment that feeds into teachers' planning

- Assessments are fit for purpose and teaching strategies promote successful outcomes by developing and reinforcing study skills, e.g. memory, resilience and perseverance
- Time is set aside to evaluate the outcomes of assessments, and consider how these should shape the planning of subsequent lessons

The use of successful strategies and resources is shared to foster and build collaboration both within and across faculties

- As well as sharing good practice in faculty time, staff welcome opportunities to be involved in joint lesson observations and work scrutinies in order to broaden their experiences
- Supported by staff, school ambassadors take the lead on capturing and showcasing the innovative practice within faculties and sharing / celebrating via print and online media, e.g. school website