

# **Policy for Teaching, Learning and Assessment**

October 2014

This policy will be amended as required and re-submitted to Governors in October 2017

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## **Rationale**

Teaching and learning of the highest quality is the first priority of the College. It is through this that our vision of being inclusive, inspirational and international is realised; it assures the well-being and development of every student.

Our philosophy and approach is rooted in a commitment and belief in continual professional and personal development. We provide a consistent experience and believe in fostering a climate that is challenging but inclusive, where high expectations are matched by a desire to stimulate deep engagement and enjoyment in learning.

This policy document sets out our protocols and expectations around teaching, learning and essential expectations around assessment. Separate policies exist outlining our approach to specific areas such as Behaviour and Rewards, Appraisal and Capability, Bullying, Gifted and Talented students, Special Educational Needs etc. and should be referred to alongside this policy.

## **The Impington Experience**

In 2013 a working party set out to define a distinct and agreed approach to teaching and learning at the College. The resulting framework is known as 'The Impington Experience' and sets out our expectations of everyone involved in teaching and learning at the College.

The Impington Experience identifies and defines seven key elements that should be the core of lessons:

- **Enjoy and Engage**
- **Challenging**
- **High Expectations**
- **Excellent Progress**
- **Inclusive**
- **Differentiated**
- **Clear Direction**

We require all teaching to be planned to reflect these elements and evaluate the quality of teaching and learning against the criteria framed in this document (See Appendix 1)

## **The Curriculum**

Our curriculum is reviewed and amended regularly to reflect the changing needs of our students, the expertise of our staff and the changing requirements of national qualifications and accountability measures. It is also flexible to the needs of individuals, with amended and modified curricular routes to suit those with particular needs.

Details of our standard curriculum will be published on our website each year for the reference of stakeholders.

As an Academy we are not bound by the National Curriculum, although we pay close attention to it and many of our programmes of study reflect its content closely.

In 2014 we developed and introduced an innovative new curriculum for Year 7 called the 'ICE' Programme (Impington Curriculum Experience). In 2015 this will be introduced to Year 8.

We operate a three year Key Stage 4 at IVC, with students making some 'option' choices at the end of Year 8 and others at the end of Year 9.

Our International Sixth Form offers a broad curriculum covering a range of subjects including 'A' Levels, the International Baccalaureate (IB) Diploma Programme, and the International Baccalaureate Career related Certificate (IBCC).

Social, Moral, Spiritual and Cultural learning (SMSC) takes place in many different ways, both discrete and integral, across the curriculum. We monitor this through the 'Impington Experience' framework for lesson observations and through periodic audits and reviews of the impact and presence of such elements within our timetabled curriculum and through our enrichment programme. All teachers are expected to identify and teach these elements within their subject areas.

All teachers are responsible for the effective teaching of good practice and skills in literacy and numeracy. We monitor the quality of the delivery of these elements through the 'Impington Experience' framework for lesson observations and through other Quality Assurance methods (see Quality Assurance).

Teachers are expected to follow and deliver the programmes of study and planned assessments for each subject as directed by the Subject Leaders or Assistant/ Vice Principals in their areas.

The standard curriculum model for 2014-15 can be viewed in Appendix 2 to this policy.

## **Setting and grouping**

Our approach to setting and grouping is flexible to the emerging needs of a cohort and can vary year to year. We do not 'stream' students into fixed curriculum bands for all their subjects at IVC. We do, however, place students into appropriate ability based sets in some subjects at different times.

Teachers, students and parents are able to make suggestions around these arrangements, although the final decisions around setting and groupings are made by Subject Leaders and Assistant Principals in consultation with the Vice Principal responsible for planning and timetabling.

We expect all teaching and learning, regardless of the ability profile of the class, to be properly differentiated and personalised to meet the particular needs of the students.

## **Programmes of Study and Planning**

Each Faculty and subject area is expected to keep written programmes of study (schemes of work) and share common resources. They should also follow common and agreed assessments. An outline of the programmes of study should be published on our website and MOODLE for all stakeholders, with more detailed guidance and resources made available to teachers.

It is the responsibility of all teachers to contribute to the development of the programmes of study and to share resources and teaching strategies with other colleagues.

All teachers are provided with a personal planner. Ordinarily we do not prescribe a particular or 'set' method or pro-forma for personal day to day lesson planning (we view this as a matter for individual teachers) although lesson planning pro-formas are available for teachers to use.

We expect every teacher to keep and be able to produce the following:

- A seating plan for each class identifying essential individual needs and vulnerable groups.
- Clear records of student assessments, targets and interventions
- A copy of relevant SEND or Gifted and Talented profiles, strategies or targets.

## **Homework**

We believe that regular and meaningful homework is essential to both the establishment of good learning habits and to achieving successful outcomes. All students should expect to receive homework regularly. All homework should be relevant, differentiated and marked in line with our marking policy.

Homework deadlines should be set clearly and considerately and should not usually be 'next day'.

We operate a homework 'pledge' system, outlining the approximate amount of homework a student can expect to receive each week, fortnight or half term in each subject.

In Year 7 all homework should be set on the College MOODLE and referenced in student planners. In other years homework can be set either on the MOODLE or on paper but teachers should ensure that clear instructions are given and that details are recorded by the student in their homework planners.

It is the teacher's responsibility to monitor completion of homework, contacting home and sanctioning as appropriate if students fail to complete. A standard letter will be sent home through our administrative team once a teacher informs them of missing homework.

### Key Stage 3 - Year 7 and 8

<b>Faculty/Department</b>	<b>Home Learning Pledge</b>
English	1 task per week maximum of 1 hour
Maths	1 task per week maximum of 1 hour
Science	1 task per week maximum of 1 hour
Languages	1 task per fortnight maximum of 1 hour per language
Humanities	1 task per fortnight (may including an extended learning or project task over a number of weeks)
Performance	No homework at KS3 (we encourage all students to engage in one extra-curricular club or activity)
PE	No homework at KS3 (we encourage all students to engage in one extra-curricular club or activity)
Art and Design	1 task per fortnight maximum of 1 hour
Technologies	Two homework tasks per half term maximum of 1 hour

### Key Stage 4 - Years 9, 10 and 11

<b>Faculty/Department</b>	<b>Home Learning Pledge</b>
English	1 task per week maximum 90 minutes
Maths	1 task per week maximum 90 minutes
Science	1 task per fortnight per science subject (Biology, Chemistry, Physics) maximum 90 per subject
Languages	1 task per fortnight maximum 90 minutes
Humanities	1 task per week maximum 90 minutes
Performance	1 task per fortnight maximum 2 hours
GCSE PE	1 task per fortnight maximum 90 minutes (plus we encourage all students to engage in one extra-curricular club or activity)
Core PE	No Homework (we encourage all students to engage in one extra-curricular club or activity)
Art and Design	1 task per fortnight maximum 2 hours
Technologies	1 task per week maximum 90 minutes

In the sixth form, students should expect around 2-3 hours of additional study per day: approximately 3-5 hours of independent study per week for each 'A' level subject and 2-3 hours per week for each element of the IB Diploma.

## Marking and Assessment

The College has a separate marking and written feedback policy but the key elements are summarised below:

- Marking must be formative and regular; it should identify clearly where students have done well and what they need to do to improve. Summative marking should take place alongside formative marking when required at the end of a unit or when deemed appropriate by individual faculties/subjects. This will ensure we are accurately assessing progress whilst providing students with clear guidance on how to improve.
- Opportunities for students to engage with formative marking must be provided; students need to respond to the feedback from teachers by either planning future action or re-visiting a piece of work to make the required improvements. Time to reflect and respond to teacher feedback needs to be provided within lessons and needs to be valued by both teachers and students
- Faculties will determine the precise expectations regarding the frequency of marking to support teaching and learning in their particular curricula but we would recommend that formative marking should be provided approximately every 6 to 8 learning hours. In practice this means in Maths, English and Science (7 - 10 lessons per fortnight) teachers should provide formative written feedback every two weeks/ three times per half term. PE, Technologies, Humanities and Languages (4 - 6 lessons per fortnight) should provide formative written feedback every three weeks/twice per half term. Music, Drama, Dance (less than 3 lessons per fortnight) should provide formative written feedback once per half term. In the sixth form this means formative marking should be taking place at least every two weeks per subject.
- Not *all* work is required to be marked, but regular evidence of quality feedback and formative assessment must be present over a period of time as detailed above. 'Tick and Flick' marking does not provide quality feedback and should not be present in exercise books.
- All staff will be provided with the 'IMP Stamp' this will be the method by which all colleagues will deliver formative feedback to students (see Appendix 3 for example). Staff will also be provided with a class set of green 'progress pens'; these are to be used by students to respond to formative feedback whenever it is given by teachers. These should also be used for any peer or self-assessment activities.

Assessment forms an integral part of teaching and learning practice. Students should be provided with clear information about their strengths, areas for development and current levels of attainment. Teachers should have excellent knowledge of the strengths and areas for development of each of their students. Examinations are an important part of this process but by no means the only method we expect to be used.

## Reporting and target setting

Learners will be set ambitious but realistic targets at IVC. Students and parents should also receive regular and useful information on their progress through the year.

### Key Stage 3 Target Setting

We use following data for each student to help set an accurate and appropriately challenging targets for the end of Key Stage 3:

- Key Stage 2 Levels for English, Maths and Science
- The Mean CATs score (as a rough guide 100 is average; in excess of 120 indicates significantly high levels of intelligence and ability)
- The subject specific CATs predictor for Key Stage 3
- Teacher's professional judgement

The target is for the end of Key Stage 3/End of Year 8, the target is then stepped back termly to provide a measure of progression throughout Key Stage 3, for example:

Year 7 Autumn 2	4b
Year 7 Spring 1	4a
Year 7 Spring 2	4a
Year 7 Summer 1	5c
Year 7 Summer 2	5c
Year 8 Autumn 1	5c
Year 8 Autumn 2	5c
Year 8 Spring 1	5b
Year 8 Spring 2	5b
Year 8 Summer 1	5a
Year 8 Summer 2	5a
Key Stage 3 Target	5a

Where it is not appropriate to step back targets due to the structure of the curriculum in PE, Performance and Technology we report once a year on progress, for example:

Year 7 Summer 2	5c
Year 8 Summer 2	5a
Key Stage 3 Target	5a

In MFL where students starting point is significantly lower than other subject areas but progress is potentially more rapid we have stepped progress back using a different method to indicate the progress we expect students to be making to reach their Key Stage 3/End of Year 8 target, for example.

Year 7 Autumn 2	3c
Year 7 Spring 1	3a
Year 7 Spring 2	3a
Year 7 Summer 1	4b
Year 7 Summer 2	4b
Year 8 Autumn 1	4b
Year 8 Autumn 2	4b
Year 8 Spring 1	5c
Year 8 Spring 2	5c
Year 8 Summer 1	5a
Year 8 Summer 2	5a
Key Stage 3 Target	5a

The Year 7 'ICE' Programme applies a different 1-7 scale of assessment and target setting using the same principles and data sources to arrive at targets. Full details of this are published on our website but the same data sources are used to formulate targets.

#### Key Stage 3 Reporting

Throughout Key Stage 3 (Years 7 and 8) we report and monitor student progress against the targets set at the beginning of Year 7.

Teachers will be asked to provide a current level of attainment for each student at regular intervals. This will indicate the level that the student is currently working at in the specific subject. This will be compared with their target level for that particular term to see if they are making sufficient progress to reach their end of Key Stage 3/Year 8 target.

This information will be communicated to parents in one of three ways throughout the academic year, as indicated in the **Reporting Calendar (see Appendix 4)** available via the school website:

- **Progress Checks** including; Minimum Target Grades for each subject studied, Current level of attainment for each subject studied and an indication as to whether or not the student is 'on target' for each specific subject.
- **Full Reports** including; Minimum Target Grades for each subject studied, Current level of attainment for each subject studied, Indication as to whether or not the student is 'on target' in that specific subject and an effort grade. As well as summative comments to explain areas of strength and areas for future development.
- **Parents Evenings;** An opportunity to meet with subject teachers to discuss student progress. Appointments are managed centrally and organised directly with parents to ensure a more consistent approach.

## Key Stage 4 Target Setting

We use following data for each student to help set accurate and appropriately challenging targets for the end of Key Stage 4/End of Year 11:

- Key Stage 2 Levels for English, Maths and Science
- Key Stage 3 Subject Specific Levels
- The Mean CATs score (as a rough guide 100 is average in excess of 120 indicates significantly high levels of intelligence and ability)
- The subject specific CATs predictor for Key Stage 4
- FFT D Predictions (an estimate of what a student with this level of prior attainment should achieve in a specific subject at a school in the top 20% in England and Wales)
- Teacher's Professional Judgement.

The target set is a **Minimum Target Grade (MTG)**; this is the minimum we expect students to achieve and hope that in many cases students will exceed this.

For GCSE subjects a Minimum Target grade A\*- G is set.

For Vocational Subjects, a Minimum Target Grade of either:

D – Distinction

M – Merit

P – Pass

Targets at IVC are aspirational and in the vast majority of cases are not lower than the FFT D prediction.

For students who join us mid-programme Faculty Leaders in conjunction with class teachers will set a suitably aspirational MTG.

## Key Stage 4 Reporting

Throughout Key Stage 4 (Years 9, 10 and 11) we report and monitor student progress against the targets set at the beginning of the programme of study.

Teachers will be asked to provide a **Forecast Grade** for each student at regular intervals; a **Forecast Grade** indicates the grade they expect the student to achieve at the end of their programme of study based on current attainment and progress.

NB. This is not a current level of attainment it is a forecast of what they are likely to achieve at the end of the programme of study.

This information will be communicated to parents in one of three ways throughout the academic year, as indicated in the **Reporting Calendar (see Appendix)** available via the school website:

- **Progress Checks** including; Minimum Target Grades for each subject studied, Forecast Grade for each subject studied and an indication as to whether or not the student is 'on target' for each specific subject.
- **Full Reports** including; Minimum Target Grades for each subject studied, Forecast Grade for each subject studied and Indication as to whether or not the student is 'on target' in that

specific subject. As well as summative comments to explain areas of strength and areas for future development.

- **Parents Evenings;** An opportunity to meet with subject teachers to discuss student progress. Appointments are managed centrally and organised directly with parents to ensure a more consistent approach.

## **Quality Assurance**

There are a number of ways in which the College monitors and evaluates quality in provision of teaching and learning. We have a separate policy outlining the Appraisal process for teachers but the standard cycle of Quality Assurance is typically as follows.

### Lesson Observations

Formal lesson observations will take place three times a year for every full time teacher (or equivalent). These will be scheduled and will be evaluated against the criteria set out in the Impington Experience framework. We do not use 'Ofsted-style' grades to judge individual lessons but we do identify whether or not lessons are judged to be meeting the expectations of the Impington Experience.

Face to face feedback should be given as soon as possible after a lesson observation. It is good practice to schedule this at the same time as the observation. A copy of the written observation form will be attached the teacher's 'BlueSky' profile within one week of feedback being given (see 'BlueSky')

While there is no 'required' planning format teachers are expected to follow, evidence of planning and a seating plan with appropriate class data should always be provided for a formal observation.

Additional observations may be scheduled within the Appraisal cycle if particular need is identified (See 'Informal Support Programmes').

Teachers often engage in informal observations of each other's practice; while highly encouraged, these do not count as one of the three formal observations and are treated as optional.

The College has a lesson recording system called 'Star Lesson' that is used for lesson study, the recording of best practice, analysis of teacher-behaviours and for self-evaluation of teaching.

### Climate Walks

Senior Leaders, Subject Leaders or Heads of House will from time to time 'drop in' to lessons to monitor the learning of students, or to gain a sense of the working 'climate' and learning behaviours. Such 'drop-ins' usually last for between five and twenty minutes. These are not observations, are not formally recorded and do not contribute formally to the Appraisal cycle. However, concerning practice may trigger an observation or further scrutiny at the discretion of the Principal.

Feedback is not usually given to teachers based upon Climate Walks because formal judgements and records are not made. However, requests for informal feedback should be met.

### Work Samples

Throughout the year, various opportunities are taken to sample and evaluate the quality of student work and the quality/frequency of written feedback. This process can happen through Faculty meetings, as part of Climate walks or as part of a wider sample undertaken by the College Executive Team.

### Faculty Reviews or wider inspections

In response to identified need, full reviews of Faculties or the College as a whole are sometimes undertaken. These comprise an intensive period of observations, work sampling, staff interviews and student/stakeholder consultation leading to a summative report. These can be used to identify areas of strength and areas that require development. Where observations happen as part of this process they would ordinarily count within the Appraisal cycle.

### Student/Stakeholder Voice

At least once a year we seek feedback from students on the quality of their experience in each Faculty. This is sometimes done by online survey and sometimes through focus groups. Students are not asked to comment on individual teachers but they are asked to evaluate their perception of their experiences in lessons.

### Data analysis/ Progress checks

Progress and assessment information submitted by teachers is subject to analysis using our '4 Matrix' Data management system and informs planning and interventions for individuals and groups of students. Where a pattern of under-performance in a class or group is identified a meeting will be held with the teacher to establish context and plan interventions or strategies for improvement.

### Informal support programmes

Where aspects of teaching are identified to be in need of significant improvement, an informal programme of support and mentoring may be put in place to address the identified areas for improvement. This would typically involve the setting of success criteria within a defined timescale, with a colleague working alongside a mentor and engaging in a series of activities to help them improve in the specified areas. Such programmes exist within the appraisal cycle (see Appraisal and Capability Policy) but do usually entail further observations and scrutiny.

### Link Governor visits and expert consultancy

Each Faculty has a 'link' member of the Governing body who will typically visit the team once a year and may feed-back on aspects of practice and leadership observed.

Occasionally a visiting consultant or expert will be engaged to review particular elements of the curriculum or of teaching and will report back on their findings to inform quality assurance.

## Continuing Professional Development

We believe that all teachers are learners and that every teacher, regardless of career stage, experience or position, should be investing in their own professional development. The College is committed to supporting and enabling that as much as our resources allow.

Each year a programme of CPD will be published and shared with staff. This will comprise a range of core (directed time) activities and optional activities that will reflect the needs of a wide range of different career stages and subject areas. We have also invested in a lesson recording and self-analysis tool 'Star Lesson' for all staff to aid research and development.

The College may also plan, fund and support training and accreditation in the various exam board specifications followed by students according to identified need.

In addition to planned whole College CPD, individual teachers may identify specific, personal areas of training and development (examiner training for example) through the Appraisal process for which they may apply for funding. These will be funded and supported based upon budget and identified College priorities.

The College recognises the value and importance of Research and Development. Opportunities for R&D will be supported and encouraged through a working party and the research of teachers engaged in further study will be also be supported.

Some illustrative examples of the range of CPD teachers might expect to be able to access is below:

	<i><b>'Core' or common whole College CPD</b></i>	<i><b>'Bespoke' or personal CPD</b></i>	<i><b>Research and Development</b></i>
<b>Aspiring teacher</b>		Three day release to partner primary school	
<b>Trainee teacher</b>			Student shadow day to support final essay
<b>Newly Qualified teacher</b>	New staff behaviour management training		
<b>Recently Qualified teacher</b>		Release for examiner training	
<b>Main Scale teacher</b>	Faculty level standardisation and collaborative planning		Part funding and release for M.Ed programme
<b>Upper Pay Spine teacher</b>			Lesson study to support research on questioning styles
<b>Aspiring leader</b>		Aspiring leaders programme through teaching school partnership	
<b>Middle leader</b>	Training in timetabling and data systems		
<b>Senior leader</b>		NPQH	Part funding and release for M.Ed programme

## **Blue Sky**

Teachers are expected to utilise the online professional development system the College has invested in, Blue Sky ([www.blueskyeducation.co.uk](http://www.blueskyeducation.co.uk)).

Every teacher has a personal account and area to which the following details will be added by their line manager:

- Appraisal objectives
- Appraisal reviews
- Lesson observations

Every teacher should add to their personal account the following:

- Approval of objectives once agreed
- Actions and updates associated with progress towards Appraisal objectives
- Records of CPD activities engaged in

Blue Sky also enables reflections, notes on activities and other relevant documents to be added through the year. Many teachers find this a useful tool for professional reflection and interaction with their line manager as well as a useful means of evidencing successful completion of Appraisal objectives.

Training in the use of Blue Sky is available upon request and will be built into the CPD programme when required.

## **Governance and Accountability**

The policy has been written by the Vice Principal for Teaching and Learning with input from a number of staff working parties. The procedures have evolved, developed and been informed through consultation with a range of stakeholders including College staff, Parents, Governors, Students and professional associations. The quality of leadership and management within this area falls under the responsibility of the College Governing Body and the final policy will be ratified by the Governors sub-committee for Teaching and Learning. It will be re-submitted for update every three years and amended as required.

**The Impington Experience**  
What should be the core elements of lessons at IVC?

**Enjoy & engage**  
Teaching and learning should be a pleasure for all. Excellent relationships, warmth and kindness underpin our practice. Classrooms are bright, tidy, cheerful and orderly.

**High expectations**  
As teachers, we model our expectations of students through our own punctuality, preparation and focus. We set ambitious targets and do not allow students to 'coast'. Behaviour is based on mutual respect and unconditional care, underpinned by our behaviour policy.

**Excellent progress**  
Assessment is used to stimulate progress and to support learning in a variety of ways. Students receive regular, excellent written and verbal feedback and can confidently demonstrate knowledge of their areas of strength and weakness.

**Challenging**  
Students of all abilities find their work difficult but rewarding. Inquiry, endeavour and creativity are encouraged and expected. The pace and direction of lessons does not allow underperformance or laziness.

**Inclusive**  
Every student should be comfortable and safe in the learning environment. This means that differences are celebrated and supported. There should be no fear of expression, excellence or failure. Individual needs are recognised, understood and met.

**Differentiated**  
Knowledge of the student's individual needs informs planning and enables every child to make excellent progress. Different techniques or routes will be used within a lesson to enable all to succeed. One size does not fit all.

**Clear direction**  
Every lesson will have intended outcomes. These will always be shared and communicated clearly. Students will know what is expected of them and what is required to succeed.

Impington village college

	Meets the 'Impington Experience' criteria		Not yet fully meeting 'Impington Experience' criteria	
<b>INCLUSIVE</b>  (Leading factor)	The teaching actively and explicitly supports excellent inclusive practice. Students' individual needs are met extensively. All students contribute to a sense of free expression, tolerance and excellence. <input type="checkbox"/>	The teaching supports, promotes and reflects an inclusive approach. This means all students are included in the activities and able to access the work safely. There is a clear sense that students feel safe/comfortable to contribute freely. <input type="checkbox"/>	The classroom is safe. The lesson is generally inclusive in that basic individual needs are met. <input type="checkbox"/>	The classroom is not inclusive. Individual needs are not met or recognised. Safety or physical access may be an issue. Behaviour may compromise free expression or the right of others to learn. <input type="checkbox"/>
<b>CHALLENGING</b>  (Leading factor)	A real sense of students engaging deeply with challenging work emerges in the lesson. All students demonstrate real interest and enthusiasm in their learning. The lesson is well paced and extremely purposeful. <input type="checkbox"/>	Work is challenging, but accessible, for all students. Students are engaged in their learning throughout. The pace of the learning is considered and purposeful. <input type="checkbox"/>	Work is generally completed but without particular difficulty or noticeable effort. Interest in the learning is basic or minimal. Pace may be pedestrian or uneven. <input type="checkbox"/>	Work is completed with ease. Some work may be left incomplete through lack of interest or as a result of poor behaviour. Little or no interest is shown in learning. Pace may be slow or inappropriate. <input type="checkbox"/>
<b>ENJOY &amp; ENGAGE</b>	A real sense of pleasure or willing engagement in the learning emerges as a result of excellent relations and interactions. The environment is bright, tidy and displays reflect the best work of students. <input type="checkbox"/>	Good relationships are in evidence between the teacher and students. The teacher knows the students well and the atmosphere is friendly and warm. The environment is tidy and well ordered. <input type="checkbox"/>	Interactions are appropriate. Learning takes place but is conducted without a sense of widely good relationships underpinning. The environment is adequate. <input type="checkbox"/>	Poor relationships are in evidence through negative or inappropriate interactions. An untidy or chaotic environment contributes to a disorderly learning atmosphere. <input type="checkbox"/>
<b>CLEAR DIRECTION</b>	Understanding of purpose and direction of the learning is integral to the lesson. Teaching and assessment combine to support students making excellent progress towards clear success criteria. <input type="checkbox"/>	The intended learning outcomes of the lesson are made very clear. Students understand how to do well and how the lesson links to progress over time or other lessons. <input type="checkbox"/>	Objectives or intentions for the learning may be shared but might be vague. Desired outcomes may be unclear. Students complete tasks but lack clarity when describing the purpose of the lesson. <input type="checkbox"/>	The lesson lacks obvious direction or clear intended outcomes. Students seem unsure of expectations or how to do well beyond simply completing a task. <input type="checkbox"/>
<b>HIGH EXPECTATIONS</b>	Students and the teacher collaborate in an environment of very high mutual respect and expectations. Students try very hard and the teacher puts a great deal of effort into ensuring the best possible experience. <input type="checkbox"/>	Students meet our high expectations by working hard and showing respect for each other and their learning. The teaching supports this well and ensures focus and engagement throughout. <input type="checkbox"/>	Basic expectations are met and any behaviour issues are addressed. Students may sometimes exhibit low level disruptive/off-task behaviour which detract somewhat from the overall success of the lesson. <input type="checkbox"/>	The teacher does not model high expectations. Behaviour may fall short of expectations, without being challenged or sanctioned. Students may perform below our expectations in terms of their effort and focus. <input type="checkbox"/>
<b>DIFFERENTIATED</b>	Learning occurs in a variety of ways and a clear sense of personalised approaches to teaching and learning is evident. The questioning, task setting and pedagogy is extremely effective and allows all students to make good progress throughout. <input type="checkbox"/>	The teaching allows for students to access the lesson on different levels. Skilful task setting or reshaping, resourcing, grouping or questioning contributes to enabling good levels of progress to be made by most or all students. <input type="checkbox"/>	The lesson may be largely 'one size fits all' with perhaps some modifications or re-shaping of tasks/questions. Not enough or pedestrian progress is made because ability to access the lesson varies too much. <input type="checkbox"/>	There is little or no evidence that the lesson has been planned to consider different needs or abilities. The same techniques, approaches or tasks are used for all with little or no modification/re-shaping. Questioning is too open and/or inappropriate. <input type="checkbox"/>
<b>EXCELLENT PROGRESS</b>  (Leading factor)	Progress in the lesson is rapid and impressive for most or all. Regular feed-forward is clear and students are obviously engaging with and responding to assessment. They understand the progress they are making in detail and are clearly making sustained progress over time. <input type="checkbox"/>	Most or all students make good and obvious progress in the lesson as evidenced by regular use of assessment or evaluation. Marking is regular and formative. Students understand the progress they are making and can articulate their strengths and areas for development. <input type="checkbox"/>	Students make progress in the lesson but this may be patchy and/or difficult to measure or evaluate. Marking will be present but may be irregular or of limited impact or clarity. Understanding of assessment and progress over time may be confused or limited. <input type="checkbox"/>	Assessment forms little or no part of the lesson. Books may either not be marked at all or very briefly/irregularly and to no real effect or purpose. Students have no real awareness of progress over time and make little or no measurable progress in the lesson. <input type="checkbox"/>
<b>Also consider...</b>	<b>Is homework used effectively? Is good literacy/numeracy practice in evidence? Are other adults well deployed? Are SMSC elements explored?</b>			

Teacher name:

Subject & Class:



Lesson  
Observation

Observer and date:

Objective/Topic:

Commentary on practice observed (Please use a separate sheet if required):

Was a seating plan provided?	Was punctuality and attendance managed according to policy?	
Were class data/details of interventions provided?	Were objectives/outcomes shared?	
Was this an evidently planned lesson?	Were SEND/LAC targets followed?	
Were books/folder marked in accordance with policy?	Were health and safety / safeguarding protocols observed?	
Did the lesson begin and end on time?	Were other adults effectively deployed?	

Key areas of strength:

1.

2.

Key areas for improvement or development:

1.

2.

To what extent were potential SMSC (Social, Moral, Spiritual and Cultural) and Literacy/Numeracy elements or opportunities taught effectively within the lesson?

Signed (Teacher):

Signed (Observer):

Is further support required outside the usual appraisal cycle?

**IVC Standard Curriculum Model 2014-15**

Periods	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
50 hour-lessons on two-week cycle																																																			
7	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Com	En	Sc	ML1	ML1	ML1	ML1	ML2	ML2	ML2	PE	PE	PE	Hu	Hu	Hu	Hu	Hu	Hu	Hu	Hu	ICE	Dr	Da	DT	DT	DT	Ar	Ar	Ar	Mu	Mu												
8	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	Sc	ML1	ML1	ML1	ML1	ML2	ML2	ML2	ML2	PE	PE	PE	Hu	Hu	Hu	Hu	Hu	Hu	Dr	Dr	Da	DT	DT	IT	Ar	Ar	Ar	Mu	Mu													
9	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	Ph	Ph	Ph	Ch	Ch	Ch	Ch	Bi	Bi	Bi	Bi	EPS	EPS	PE	PE	PE	PE	Gg	Gg	Gg	Hi	Hi	Hi	Option 1 MFL			Option 1			Option 2												
10	Ma	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	Ph	Ph	Ph	Ch	Ch	Ch	Bi	Bi	Bi	Bi	EPS	EPS	EPS	PE	PE	PE	PE	Option 1			Option 2			Option 3			Option 4															
11	Ma	Ma	Ma	Ma	Ma	Ma	Ma	En	En	En	En	En	En	En	Ph	Ph	Ph	Ph	Ch	Ch	Ch	Bi	Bi	Bi	PE	PE	PE	PE	PD	Option 1			Option 2			Option 3			Option 4												
<b>IBDP</b>	Group 1 Language A							Group 2 Language B							Group 3 Individuals & Societies							Group 4 Experimental Sciences							Group 5 Mathematics							Group 6 The Arts							TOK	Men	Ind Study/ CAS						
<b>IBCC</b>	BTEC Sport														IB Certificate							IB Certificate							ATL	Lang	Ind Study / Work related learning							GCSE English/Maths resit													
<b>AS/A2</b>	A Level 1							A Level 2							A Level 3							A Level 4 (AS)							Supported Study							Independent study															

**Please note:** This is the ‘standard’ curriculum experienced by the majority of students. Some students will have an adjusted curriculum to meet their particular needs. The allocations of hours may change from time to time based upon staffing, curriculum/examination changes or to meet the particular needs of a cohort.

**Code**

**Ma** – Maths    **Com** – Computing    **En** - English    **Sc** – Science    **ML1** – Modern Languages (French)    **ML2** – Modern Languages (Spanish or German)

**Hu** – Humanities    **ICE** – ICE programme Core    **Dr**- Drama    **Da** – Dance    **DT** – Design Technology    **Ar** – Art    **Mu** – Music

**IT** – Information Technology    **Ph** – Physics    **Ch** – Chemistry    **Bi** – Biology    **EPS** – Ethics/Philosophy (Religion)    **PE** – Physical Education

**Gg** – Geography    **Hi** – History    **PD** – Personal Development    **TOK** – Theory of Knowledge    **Men** – Mentoring    **CAS** – Community/Action/Service

**IBDP – International Baccalaureate Diploma Programme.** Subjects studied at ‘Standard’ level are usually taught for five hours a fortnight, ‘Higher’ level for seven.

**IBCC – International Baccalaureate Career related Certificate**

**AS/A2 – ‘A’ Levels.** AS level subjects are taught for between 8 and 10 hours per fortnight, with A2 subjects usually receiving 10 hours teaching.

bright glowers and vivid colours. Clusters of children swarmed all over the playground, bouncing footballs and screeching loudly. I shoved my way through the dispersing crowds and headed for my first lesson.

By the end of the day, a huge grin was plastered all over my face. Science was amazing!  
~~Maths was interesting~~

TO BE CONTINUED...

impressive...

Rachel, you write fluently and use some lovely description, as well as some impressive vocabulary!

improve...

Could you add some alliteration and a simile to your writing?

imp (i make progress)...

My fun-filled first day was a ~~lot~~ lot better than I ever expected it to be! At Primary school, I always shot out of the gates like a bullet at the end of the day, but today was different...

Appendix 4 - Data Collection and Reporting Calendar 2014/15

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Autumn Term 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Autumn Term 2	Academic Focus and Target Setting (ICE 1) 5/11/14 Tutor/Parents Evening 18/11/14	Academic Focus Report and Target Setting 5/11/14 Tutor/Parents Evening 18/11/14 Progress Check 15/12/14	Academic Focus Report and Target Setting 5/11/14 Tutor/Parents Evening 18/11/14 Progress Check 15/12/14	Academic Focus Report and Target Setting 5/11/14 Tutor/Parents Evening 18/11/14 Progress Check 15/12/14	Academic Focus Report and Target Setting 5/11/14 Tutor/Parents Evening 18/11/14	Academic Focus Report and Target Setting 5/11/14 Tutor/Parents Evening 18/11/14 Progress Check 15/12/14	Academic Focus Report and Target Setting 5/11/14 Tutor/Parents Evening 18/11/14 Progress Check 15/12/14
Spring Term 1	Progress Check (ICE 2) 16/01/15	Full Report 04/02/15	N/A	N/A	Full Report 07/01/15  Parents Evening 20/01/15	Progress Check 11/02/15	Progress Check 11/02/15
Spring Term 2	Progress Check (ICE 3) 13/03/15  Parents Evening 24/03/15	N/A  Year 8 Parents/Options Evening 10/03/15	Progress Check 23/03/15	Full Report 05/03/15	Progress Check 23/03/15	Progress Check 23/03/15	Progress Check 23/03/15
Summer Term 1	N/A	Progress Check 18/05/15	Parents/Options Evening 21/04/14 Progress Check 18/05/15	Progress Check 18/05/15	N/A	Progress Check 18/05/15	N/A
Summer Term 2	Full Report (ICE 4) 03/06/15 Progress Check (ICE 5) 17/07/15	Progress Check 17/07/15	Full Reports 15/07/15	Parents Evening 23/06/15 Progress Check 17/07/15	N/A	Parents Evening 14/07/14  Progress Check 17/07/15	N/A

Dates above are for staff completion of Full Reports and Progress Checks.

Parents will receive Full Reports and Progress Checks within 10 schools days of staff completion to allow for processing and quality assurance.