**Chellaston Academy Strategic Plan 2023-26**

**(Updated September 2023)**

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3. **Introduction and School Context**

**School:** Chellaston Academy

**Address:** Swarkestone Road, Chellaston, Derby DE73 5UB

**School type:** Academy sponsor led (Opened 2021) **Gender of entry**: Mixed **Headteacher:** Phil Smith

**Ofsted Judgement:** Inadequate

**Age range**: 11-18 **Number of pupils**: 1808 **School capacity:** 1850

**English as an Additional Language:** 26 **Pupil Premium**: 272

**Free School Meals**: 208 **SEN Support**: 126 K code

**Education and Health Care Plan:**  34

Chellaston Academy is a large comprehensive school on the border of Derby City and South Derbyshire. Its catchment area serves the villages of Chellaston, Aston- on- Trent, Weston- on- Trent, Barrow upon Trent, Ticknall and Melbourne. Opened in 1977 as a 450-place secondary school, it has grown rapidly and substantially. It now has more than 1800 pupils on roll which includes a large sixth form. The school became an Academy in 2010 and formed its own Academy Trust in 2017. Following an inadequate Ofsted judgement in 2019 and notice that insufficient progress had been made to improve in a monitoring visit in 2020, it was re-brokered into QEGSMAT in 2021. The school is a very popular choice and is heavily over-subscribed. Pupil attainment at Key Stage 4 is well above average and attainment in the sixth form is also above average. The Academy provides a wide range of curriculum enrichment opportunities for students and the DofE programme is particularly successful. The school prides itself on consistently having the lowest number of NEETs in the local area. There has been a recent increase in the number of students identified with additional needs attending the academy, particularly those with SEMH needs.

Strengths

* Outcomes and Attainment at Post 16

In 2023 we surpassed our performance in 2019 and in 2022 the school achieved its best ever set of Post 16 results. This included an APS of 41 which would demonstrate that the average grade achieved is a strong B. In addition, 43% of grades were at A\* - A grade, 67% were at A\* - B and the pass rate was very close to 100% (99.7%).

Ofsted also graded the sixth form provision as ‘Good’ in the latest inspection.

* Outcomes and Attainment at Level 2/GCSE

Although overall national progress data has not been published, G4S 2023 progress dashboard has our progress above 0 at +0.3. In 2022, both the validated ‘value added’ scores and the IDSR [Inspection Dashboard Summary Report] evidence that outcomes across the academy are in the top 20% nationally and the school has positive progress/value added and is significantly above the national average/expectations.

* Attendance
* Exciting, expansive and successful ‘wider curriculum’. This includes sports success; active and effective academy council; performing arts; Duke of Edinburgh
* Personal Development curriculum

Ofsted recognised that ‘Leaders have planned a curriculum to promote pupils’ personal development. They have developed a well-thought-through personal, social, health and economic (PSHE) education curriculum. This includes age-appropriate relationships, sex and health education (RSHE), and a well-structured approach to careers guidance.’ In addition, to this a Personal Development Curriculum and plan has been written and is being embedded. The next steps are to include a review of whole school personal development curriculum time and plan to increase this in 2024 – 25.

Next steps and careers guidance and outcomes. This includes 0 NEETS and all students reaching Level 4 destinations of their choice

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**Areas for Development**

* Providing and effective SEND provision
* Reducing the performance gaps for SEND(k), PP and LPA

2. **Vision and Culture**

Our culture is to inspire each other to realise our potential through Integrity, Care and Excellence. This vision has been developed since September 2022 and is now embedded across the academy.

The vision at the Chellaston Academy is fully develop and embed our values of Integrity, Care and Excellence. We passionately believe that this will happen when students are on the curriculum pathway that suits their individual strengths, potential and aspirations.

In addition, we are passionate about preparing all students for life in modern day Britain by supporting their academic curriculum with learning opportunities that will develop their personal character. Therefore, as a school, invest in developing the personal development of all students through our Personal Development curriculum.

Personal Development and school culture is underpinned by: -

* Integrity
* Care
* Excellence

All of the curriculum pathways are broad, balanced and deep, whilst providing students with the knowledge, understanding and skills to support a successful transition to their next stages of life. This success will be supported by well thought out schemes of learning that have ‘learning’, ‘pedagogy’ and ‘improving life chances’ at their heart whilst taking into account the context of the diverse school community we welcome.

At Chellaston Academy, we believe that academic outcomes are important, and our expectation is that we will achieve national progress standards. However, we do not measure the success of our students by their examination results alone. We believe that developing the whole person to be vitally important as well. Students access a balanced curriculum, and we continually strive to develop characteristics such as self-confidence, self-belief and self-esteem and where individual talent is recognised and nurtured.

**3. Things we are proud of at Chellaston Academy**

* Happy and successful students.
* Significant progress has been made towards the AIP. [Attached Document]
* Many positives which have been captured in the latest Autumn Term, Spring Term and Summer Term SEFs. Here the school grades itself **good** in many areas. [Attached Document]
* We believe the school is good. Our internal and external QA/Deep Dives are very positive and evidence this. In addition, significant progress has been made since the last monitoring visit.
* Attainment and progress for ALL students – At Level 2, outcomes improved from 2022 and from 2022. Our G4S national progress comparator shows the school to be making positive progress in all buckets. Overall 0.3. Eng and maths 0.3, EBacc 0.5, Open 0.0. In 2022, all but one area of school performance sat within the top 20% nationally This included positive progress for High, Middle and Low Prior Attainers. In 2022, at Level 3 we also achieved a positive value-added score. In 2023, the school performed above the level of 2019. In both Level 2 and Level 3 our 2023 performance buked the national trend. These evidence that students perform well at Chellaston Academy.
* FFT has our sixth from as making positive progress in all areas. Some areas are close to significantly positive value added.
* Attendance at Chellaston is good and significantly above national averages. Our FFT dashboard has us significantly above in ALL areas. Our attendance procedures are support attendance increasing as we go through the year. This is a fabulous achievement. In our Trust data all areas of attendance, including PA are improving.
  + In 2022-23 we were awarded 2 FFT attendance awards for being in the top 25% of schools nationally compared to similar schools and across all schools.
* Our academy is a safe place where there are high expectations. This is evidenced through numerous Quality Assurance and community voice. This is a seismic shift since the last inspection.
* Our academy is a productive place where students thrive and learn. 2 members of the senior team visit classrooms every lesson. This feedback is very positive as is the feedback from our internal Quality Assurance and external Deep Dives.
* The school culture if Integrity Care and Excellence is growing on a daily basis and you can ‘feel’ these values as you walk around the school.
* Community surveys and voices, both within and outside of the community, are positive and evidence that our progress is rapid.
* New relationships protocols have been embedded and behaviour across the academy is good. Students are active and engaged with the rewards protocols. So far 99% of our students have a greater than 95% ratio. This evidences that Chellaston is a safe place where the vast majority of students meet our expectations regularly. Appendix 3
* We are proud of our rewards days, in particular our end of year festival.
* Students with SEND now have access to a new provision called Extended Learning. Extended Learning provides a large part of the schools Inclusion Graduated Response and includes areas such as a sensory room, nurture room, ‘reset’. The SEND education and provision across the school has also been improved. Our EL learning provision has been expanded since the December 2022.
* Reading is a priority and the reading strategy is further embedded. [Attached Document]
* Connect [Internal Alternative Provision] is effective and supporting 11 young people. The recent Trust QA is very positive.
* Safeguarding is effective and both internal and external reviews support this.
* We offer an ambitious, broad and balanced curriculum for ALL students.
* Inclusion Graduated Response for wellbeing, emotional and learning need has been established and embedded. The IGR process also links to the school culture and our relationships protocols, including suspensions. IGR ensures that we meet the wide needs of our young people. Our IGR is also expanding and includes links with many multi agency teams.
* Extensive and bespoke staff training program – staff feedback.
* Subject expertise in all classrooms and departments – QA evidence supports this.
* 0 NEET and diverse destinations for our students.
* Extensive and well attended wider curriculum – including at KS5.
* Pastoral provision and support for students has developed extensively. This includes 5 additional Deputy Heads of Year and a student services area.
* We are proud to be part of the MHST Centre of Excellence for Mental Health.
* Chellaston leads on ‘inclusion’ and the inclusion strategy that is embedded across the city.
* Teaching and Learning has been developed significantly. This includes the launch of the Chellaston Classroom Code and the expectations for supporting our students identified as Pupil Premium, SEND and Low Prior Attainment. This has been evidenced in the Quality Assurance taken place this year, both internal and external. Appendix 2
* Unconditional Positive Regard and trauma informed learning is part of the school culture and embedded into our processes and procedures.
* Students are happy at Chellaston Academy. Appendix 1
* Infrastructural Leadership Development embedded. This enables all members of staff to be actively involved in the development and progress of the academy policies and practices.
* Middle Leaders have developed their practice. Self-Evaluation Forms [SEF] have been completed as well as Department Improvement Plans [DIP]. These reflect upon the outcomes from last year and set up a framework for improving practice, schema development and learning experiences. The Headteacher and Deputy headteacher have met with every department to review their SEF and DIPs. The analysis, understanding and curriculum developments evidenced in these meetings is of a high level.
* Aesthetically the school site has improved. Starting at the school gate, the school values of Integrity, Care and Excellence are visible. New directional signage has also been embedded.
* Commentary from Dominic Hudson – Director of Education QEGSMAT
* Our recent ECT QA is phenomenal and demonstrates the quality and commitment to effective staff development.
* Staff voice, through the Trust and our internal voice, is very positive and demonstrate that staff are happy at Chellaston Academy.
* Very successful Academy Review from the Trust – [Attached Document]

**4. Main Key Performance Indicators**

**KPI Targets for 2023**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key Stage 4 Outcomes** | **2019 Actual** | **2020 CAG** | **2021 TAG** | **2022**  **Actual** | **2023 Actual**  **(FFT 20)** | **2024 Target**  **(FFT 20)** |
| Attainment 8 | 5.4 | 5.6 | 5.6 | 5.4 | 5.5 (5.8) | 5.3 |
| Progress 8 | 0.2 |  |  | 0.2 | 0.3 (G4S) |  |
| % 4+ English & Maths | 80 | 83 | 84.2 | 78 | 80 (92) | 87.8 |
| % 5+ English & Maths | 63 | 65 | 65.0 | 58 | 66 (70.4) | 62.9 |
| % Ebacc Entry | 71 | 77 | 63.5 | 71 | 21 (19.5) | 23.1 |
| Ebacc APS |  |  | 5.19 | 5.1 | 4.7 (4.89) | 4.6 |
| **Key Stage 5 Outcomes** |  |  |  |  |  |  |
| A Level APS per entry | 31.95 | 36.23 | 40.67 | 41.2 | 34.9 (38) | 42.83 |
| A Level Average Grade | C+ | B- | B | B | C+ (B-) | B+ |
| Applied APS Per Entry | 50 |  | 46.5 | TBC | 30.9 (32) | 38.29 |
| Average Grade | Dist\* | Dist- | Dist\*- | Dist\*- | Dist- (Dist-) | Dist+ |
| Technical Level APS |  |  |  |  | 41.4 (42) |  |
| Average Grade |  |  |  |  | Dist+(Dist+) |  |
| **Absence** |  |  |  |  |  |  |
| Whole School Absence | 3.9 | 4.9 |  | 9.6%  (nat 12%) | 7%  Nat 9.2% | 6% |
| Whole School PA | 7.5 |  |  | 27%  (nat 29%) | 16.5%  Nat 27.8 | 15% |
| Pupil Premium Abs | 6.1 | 6.7 |  | 16% | 13% | 10% |
| Pupil Premium PA | 18.6 |  |  | 47.5% | 35% | 25% |

**KPI Targets for 2023/24**

* Maintain our Progress 8 and VA score exceeding 0 (when progress measures published)
* Attainment scores, including A8 and %E&M, exceeding national expectations (for similar schools)
* Attendance consistently above 93%
* Persistent Absence lower than 7%
* FTE’s are below national averages (for similar schools)
* 0 NEETs
* Small variance in gaps between DLG (below accepted thresholds) – In particular SEND(k), PP and LPA

**5. Chellaston Academy Teaching, Learning, Assessment and Relationships**

**INTENT**

At Chellaston Academy, the effective teaching of a broad, balanced, ambitious, appropriate and accessible curriculum enables students to gain the knowledge, skills and the qualifications they need for their next stages of their education, employment and training. This will also enable them to become successful and responsible citizens in modern Britain.

At Chellaston Academy we expect all members of the community to show ‘unconditional positive regard’ to each other. This is part of the Chellaston culture and we believe that if this happens in all area of the school community, students will learn effectively and becomes successful and responsible citizens in modern Britain.

The academy’s behaviour protocols and processes are outlined in our relationships protocols.

**IMPLEMENTATION**

Chellaston Academy’s expectations underpinned by the Teachers’ Standards and are clarified by the Chellaston Codes (see appendices):

* **Chellaston Classroom Code** [Appendix 1]
* **Chellaston Relationships Code** [Appendix 2]
* **Chellaston Assessment and Feedback Code** [Appendix 3]
* **Teaching, Learning and Assessment is also supported by a T&L Handbook.** [Appendix 4]

Our Performance Management processes assume that staff are consistently meeting these expectations, and we monitor this through our Quality Assurance (QA) processes [Appendix 5]. Our QA processes allow leaders to review the quality of education and to focus on developing practice where necessary.

Performance Management also helps to improve the quality of teaching by requiring staff to be proactive in developing their own pedagogical content knowledge and teaching practice. All staff attend regular ‘directed time’ twilight INSET sessions, and may attend optional sessions throughout the year.

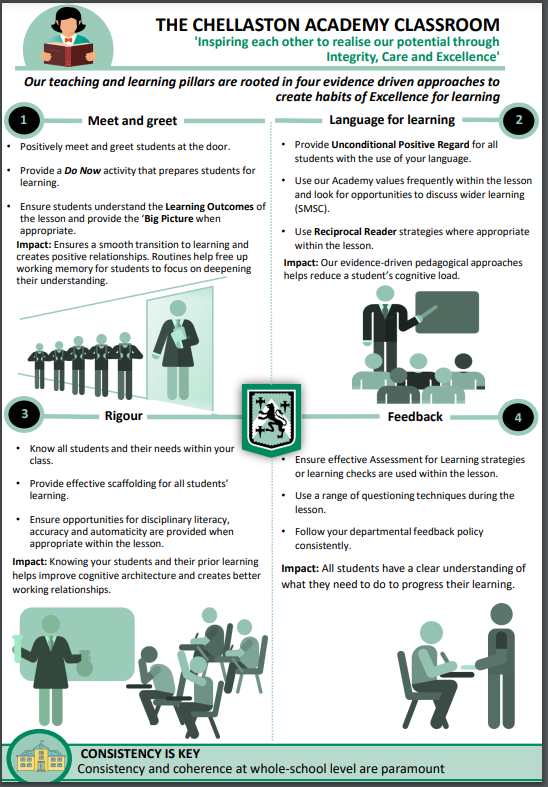
**IMPACT**

* The quality of teaching is consistently effective
* Students’ attitudes to learning are positive
* Students’ work is of good quality
* Students make progress in terms of knowing more, being able to do more and remembering more
* Students gain the knowledge, skills and qualifications that prepare them for future education, employment or training

**6. Academy Improvement Objectives 2023-26**

|  |
| --- |
| **Culture** |
| * Continue to promote ICE in all aspects of academy life. * Write and develop a ‘wellbeing charter’ for all staff. * Review, adapt, rewrite and embed the student wellbeing strategy at CA. * Conduct regular wellbeing surveys at a universal level – including WEMWBS * Develop capacity of wellbeing ambassadors so they are trained and accessible to peers on 1-1 and group level interventions. * Continue to develop the wellbeing element of our IGR so student interventions are appropriate and graduated. * Continue to embed Unconditional Positive Regard in all areas of our academy. * Quality Assure our safeguarding practice and procedures. * Continue to develop and embed restorative practice. |
| **Education Actions** |
| * Lead and manage the refurbishment plans at Chellaston Academy so that the school remains safe and effective. * Write and embed stage 1 of our recycling plan/commitment. * Cost and replace the fencing at the front of our academy. * Cost and replace the toileting facilities. * Plans for developing and extending our Connect provision written. * Writing and embedding our ASPIRE curriculum. * Ensure our curriculum is broad, ambitious and compliant. Ensure that this effectively resourced through CLFP. * Ensure that the wider curriculum offer is broad, balanced and accessible by all. * Review and embed an updated Chellaston Classroom Code which ensures QFT in all lessons. * Publish and review the QA data termly to ensure that T&L is developed effectively. * Ensure that CA priority groups [SEND(k), PP and LPA 2023] are supported with training and development and a focus within QA. * Review and further embed the ‘reading strategy’ at CA. [See separate plan] * Embed disciplinary literacy and reading. Appoint a new AHT to oversee this. * Ensuring the revised assessment, marking and feedback protocols are embedded consistently and effectively. * Write, launch and embed an updated home learning protocol. * Review and ensure that the SEND provision at CA is effective. * PD curriculum overview document written and embedded. * Review and develop our Inclusion Graduated Response strategy. * Improve attendance for all students. |
| People Actions |
| * Continue to develop and train our governors. * All staff and governors are trained and up to date with current policy and practice. This includes KCSIE, CP, Prevent, etc. Some using Flick training. * Create and embed a staff T&L handbook so that all staff access the best training to ensure they have the best pedagogical and practical knowledge. Including The Chellaston Classroom, RR and DL, SEND, PP, LPA, mixed ability teaching, relationships, safeguarding, PD, trauma etc. * Write, launch and embed effective reflection following staff development. * Encourage colleagues to participate in the LDP and other developmental opportunities. * Further enhance the role of Development Communities at CA. * Develop and embed a Chellaston Leadership opportunities/program inc. secondments. * Write, consult and embed an improved parent evening model. * Develop other opportunities for improving communication – inc. coffee mornings, workshops, drop-in sessions, relaunch G4S. |

**Appendix 1 -**

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**Appendix 2 –**

**Chart, diagram

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**Appendix 3 –**

|  |
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| **QEGSMAT Assessment and Reporting Calendar 2023-24** |

**Assessment Calendar Rational**

* Alignment of the assessment and protocols across secondaries will increase the dividend schools receive from being part of QEGSMAT. Through (at least the potential of) shared assessment (tests and exams), shared revision materials, shared resources, shared post-mock analysis\results service and timelines.
* The information received from assessments will be more robust and better decisions at a local and trust level can be made about the best ways to support our students.
* The year long process is transparent and clear, yet allows schools the flexibility to plan within the framework to meet the needs of their setting – there are windows of assessment, not straight jacketed dates (we are not exam boards!).
* A consistent approach means teachers, leaders, students and parents will know exactly what is expected of them - there will be no surprises.
* For years 7-10 it gives teachers more clarity. They know that for a “half-term” there is the input of a book check, at the end of a “full-term” there is the need assessment grading and 3R input (years 11-13 are quite rightly treated a bit differently). This makes the process cleaner and more digestible for teachers to understand.
* The changes keep parents more informed with their child’s learning – this is something they have asked for.
* Allows more time to focus on teaching and learning in between assessments and data entries but places a greater emphasis on the importance and robustness assessment.
* It prioritises the most urgent\important groups of learners: y11 and 13.

**Implications for schools, leaders, and teachers**

With the attached documentation, there is the trust wide reporting calendar, followed by an assessment calendar key. School leaders need to:

* ensure that they tailor their assessment calendar to fit in with other aspects of school life. Once this is agreed, the calendar should be shared with all staff, with elements also being shared with students and parents as soon as possible.
* Assessment windows will become an increasingly important aspect of teaching and learning cycle. This is not to put additional pressure on students, it is to do the opposite. It is to ensure they are well rehearsed and prepared for final exams in year 11 and beyond.
* In the weeks leading up to the assessment weeks, the pastoral teams can also help by providing revision and stress management advice through assemblies and tutor programmes. Curriculum teams need to provide absolute clarity on what is going to be assessed and where students and their families are able to find the supporting materials.
* In the week(s) following an assessment period marking\moderation week can be put in place by schools if this is beneficial for the school. This could mean a no meeting week, or it could mean that meetings during this period are solely dedicated to teachers working collaboratively on assessment, grading and follow up lessons.
* The calendar does not suggest nor intend that assessment only occurs during this period of time. Teachers will be constantly assessing students through AfL during lessons, marking books, both live and after a piece(s) of work. It does mean though that these points are more formal and should be treated so.
* During the formal assessment window planning, time and considerable thought needs to be given to students who have additional needs. Schools and departments within them need to ensure students who have qualified or are likely to qualify for access arrangements in the future at least have the option of that access. This includes the option of additional time.
* Careful consideration needs to be given to where parents evenings are most effectively placed. Ideally, these will be placed shortly after reports are sent home although this might not always be possible.
* There can be no deadlines missed. The calendar and then subsequent reporting to all stakeholders has been carefully planned. More time has been given to schools, meaning Trust deadlines are much tighter and meetings have been “pushed back” to create this – it is imperative that curriculum teams understand this and plan meticulously the weeks leading up to such data collection points.

Below is a table that summarises what is required from schools and when – this is fully reflected in the attached calendar.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Year group | 7,8,9 | 10 | 11 | 12 | 13 |
| **Assessment window (mock or class based assessment)** | 3  (Nov\Dec)  (Feb\Mar)  (Jun) | 3  (Nov\Dec)  (Feb\Mar)  (Jun)\* | 2  (Nov)\*  (Jan)\*\* | 2  (Feb)  (Jun) | 2  (Oct)  (Jan) |
| **External Assessment** |  |  | May\Jun |  | May\Jun |
| **Assessment data entry and 3Rs** | 3  (Dec)  (Mar)  (Jul) | 3  (Dec)  (Mar)  (Jul) | 2  (Dec)  (Feb) | 2  (Feb)  (Jun) | 2  (Oct)  (Feb) |
| **BRAG data entry** | 3  (Oct)  (Feb)  (May) | 3  (Oct)  (Feb)  (May) | 2  (Oct)  (Dec) | 3  (Oct)  (Feb)  (May) | 1  (Oct) |

\*During the three highlighted sections core subjects will have centrally set assessments. The assessment calendar key attempts to explain this further.

**From September 2023**

* The central team will work with senior leaders within each school to provide staff with training around what assessment data is required to be entered and how to do this accurately and with purpose.
* Protocols around the January mock data collection for year 11 and 13 will be shared closer to the November formal assessment window (this will form part of the QA process and be better for schools, leaders, teachers, students and parents). Further detail will be shared at a later date.

**Appendix 4**



**Appendix 5 – Quality Assurance**

**Overview and Purpose**

The QA framework allows leaders at all levels to become confident in:

1. knowing the current situation in their school, area, department and/or work: the strengths and areas of development.
2. assessing the extent current practices contribute to achieving the strategic and operational aims of the school.
3. identifying areas where alternative approaches or improvements will further enhance student experiences and outcomes, improve workflows, and staff expertise.
4. Sharing good practice and collaborating with others across the school and/or trust.

**Rationale**

Over the academic year a holistic picture will be built of a typical student experience and robust evidence will be collated allowing for accurate judgments to be made but most importantly action plans to further improve each student experience.

The model builds upon the guiding principles in place since September 2022 of effective QA being:

1. Subject-focused – done ***with*** and ***for*** middle leaders via professional dialogue
2. Adapts the best elements of Ofsted’s research-based methodology
3. Fully aligned with agreed standards and departmental/school priorities
4. Collects and triangulates a range of quantitative and qualitative evidence
5. Evaluative and *developmental*:
   * Focused on developing leadership capacity
   * Focused on developing teachers’ pedagogical content knowledge
   * Focused on improved behaviour and outcomes
   * Focused on ensuring access to the curriculum for all
   * Focused on “real” learning i.e. what students can remember and do
   * Focused on highlighting and disseminating best practice

**Implementation**

The diagram below represents a typical QA structure for the academic year:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Half Term 1 & 2** | | **Half Term 3 & 4** | | **Half Term 5 & 6** | |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Spotlight

Floodlight

|  |
| --- |
| Subject level QA completed with line manager – each half term – culture checks, learning walks, work scrutiny, student voice |
| Line management meeting discussion takes place and simple documents are completed – either by hand or electronically, but ACTIONS are the key component. |
| SLT (supported by Central Team) complete spot-light QA. |

Over an academic year, leaders will build a holistic picture of student experiences. The robust approach provides evidence typicality where accurate evaluation can be achieved but most importantly action plans to further improve each student experience.

**Floodlight** - Every TERM a subject leader will be responsible for ensuring that the following forms of QA are completed:

* Climate Checks – light touch within the department
* Learning Walks – light touch within the department

And then at least one of the following too, either:

* Student Voice
* Work scrutiny

With the one not focused on this half term, being done so the following half term.

For each QA element the Chellaston Academy MS Form should be completed.

**Spotlight –** Every TERM a subject leader/SLT Link and Central team will be responsible for ensuring that the following forms of QA are completed:

* Climate Checks –
* Learning Walks –

And then at least one of the following too, either:

* Student Voice
* Work scrutiny

With the one not focused on this half term, being done so the following half term.

For each QA element the Chellaston Academy MS Form should be completed.

In addition to this, during their scheduled fortnightly line management meeting a subject leader will periodically have conversations regarding:

* Outcomes
* Curriculum plans and aims
* Assessment
* Department improvement plans

The aim of this is to ensure subject leaders know a typical experience each individual is receiving within their department and that these standards are consistently raised. The approach aims for non-onerous, regular QA giving an honest view of reality, whilst providing hard evidence for improvement.

|  |  |
| --- | --- |
| **Subject Level QA** | |
| Below are the elements that will be collected each half-term by curriculum leaders (including TLR holders). This will also include input from members of SLT and the Central QEGSMAT team. | |
| **Element** | **Explanatory Notes** |
| **Climate Checks** | A successful climate walk will occur when both teachers and students are meeting high expectations in and out of lessons. Climate checks should be completed regularly focussing on how well teachers are consistently following school and subject wide routines. When members of staff are all following the same routines, it becomes much easier for staff to support each other and for students to make the right decisions as they know what the rules are and how they will be subsequently applied. |
| **Learning Walks** | These will be short visits to lessons with a focus on how well students are learning. The emphasis surrounds the extent the learning environment created is conducive to helping students learn. No summative judgements regarding teachers will be made, but strengths and areas of further development for curriculum areas will be reported on, celebrated and then form an action plan moving forward. |
| **Student Voice** | Student voice encompasses any aspect of gathering information from students. This could be from surveys completed online, focus groups on a particular topic or informal student conversation. All types of student voice are important in helping to gather a holistic view of a curriculum area. |
| **Work Scrutiny** | A formal work scrutiny is required at least once per term where a subject leader collects a range of books and looks at how impactful learning has been. However, work scrutiny and book checks can also take place during learning walks or as part of student voice too. |
| The elements below will be conducted through structured line management meeting time between the subject leader and the SLT line manager. The outcomes of such conversations will be shared with the rest of SLT and the rest of the curriculum team by the head of subject. | |
| **Element** | **Explanatory Notes** |
| **Outcomes** | Student outcomes will be reviewed during September of the new academic year, focussing on the published outcomes from August results. This analysis is important in highlighting areas that are a strength and other areas that need further improvement. In addition to looking backwards, there will also be times throughout the year where current students’ outcomes need to be discussed. The aim of these conversations is to see what, if anything needs to change in approaches to curriculum and if any further interventions that are required to be put in place. |
| **Curriculum plans and aims** | Conversations regarding the aims and intentions of the curriculum are crucial. Subject leaders need to be able to articulate clearly what they are trying to achieve and then share their plans as to how they aim to achieve their goals. Curriculum leaders need to be effective in communicating the aims and plans with all teachers within their teams, but also all students who learn their subject too. |
| **Assessment** | Conversations regarding the assessment elements of their courses. These conversations need to encompass all aspects of assessment, namely formative and summative. But underneath these two umbrella terms there is a wealth of sub-headings and topics, such as, what is your approach to assessment for learning? What mock exams are you planning on using? How do you plan to use the formal assessment week? What is the purpose of the type of assessment. |
| **Department Improvement Plans** | Senior leaders will ensure that progress is being to the DiP for the academic year. Plans can be regularly evaluated. Senior leaders need to ensure that the DiP is contributing to the school’s AiP and that all plans are aligned benefiting all learners. |