



Blessed Robert Sutton
Catholic Voluntary Academy

Teaching and Learning Guide 2023 - 2024



'Academic excellence, spiritual development
and social awareness through Christ.'



St Ralph
Sherwin
Catholic Multi Academy Trust

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Curriculum Intent

Mission

Go therefore and make disciples of all nations, baptizing them in the name of the Father and of the Son and of the Holy Spirit, teaching them to observe all that I have commanded you. And behold, I am with you always, to the end of the age.

Matthew 28:19-20

Mission Statement of the School

Statement of Curriculum Intent

Our curriculum is designed to ensure students have excellent knowledge and understanding of their respective areas of study; that students can apply this subject knowledge with accuracy, consistency and discernment. At Blessed Robert Sutton; we want all of our students to be confident and fluent communicators, who can interpret, analyse and evaluate varied and complex ideas with precision.

Strategic Intent

- To ensure that students develop spiritually and morally, understanding the school's mission to serve each other through the teachings of Christ.
- To develop a knowledge curriculum, where content and skills are explicitly outlined at every stage of a learner's journey to ensure students are meeting the domain specific measures of progress.
- To emphasise the importance of knowledge retrieval, embedding a culture of quizzing and assessing prior content so that course content is stored within long term memory.
- To provide opportunities within the timetabled curriculum and through extra-curricular provision creating an all-round Sutton Experience to enable students to demonstrate The Sutton Way including key Character skills (Leadership, Organisation, Resilience, Initiative and Communication).

Curriculum Principles

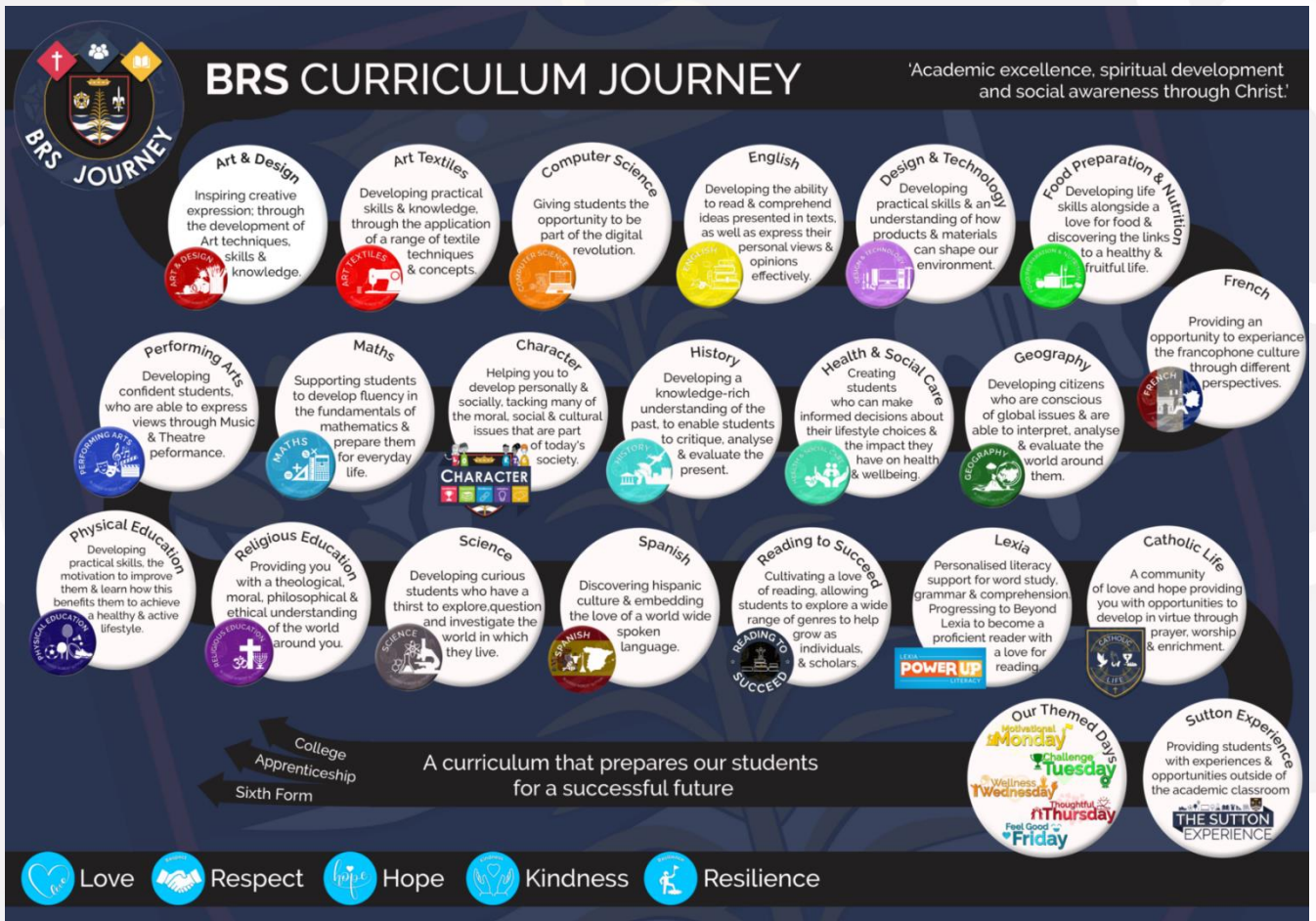
- Clear progress over 5 years accelerating student progress, outlined on each subject departmental statement of curriculum intent.
- Religious Education at Key Stage 3 and 4 is offered through 5 lessons per fortnight with subject specific teachers.
- Additional time is given to English and Mathematics to ensure that students have the essential skills needed for life and to access the full curriculum.
- Targeted support and additional challenge to ensure all students make good progress in relation to their academic starting points.
- A Key Stage Three curriculum which challenges and builds on the progress made at Key Stage Two.
- A curriculum adapted to support those who need different provision to meet their learning needs.
- Use of the Character Curriculum which supports whole school character development through the pastoral system.
- A wide extra-curricular menu which offers sports, arts (visual and performing), and academic intervention.
- A broad and dynamic PHSCE curriculum through our Character programme which encourages student aspiration.





Curriculum Intent

Curriculum Offer





Curriculum Intent

Curriculum Offer

KS3 Curriculum (Year 7, 8 and 9)

The KS3 curriculum is taught over 25 hours per week. It covers the following subjects:

- Religious Education
- English
- Maths
- Science
- Geography
- History
- Modern Foreign Languages (French and Spanish)
- Performing Arts
- Art
- Technology: Food, Textiles and Product Design
- Computer Science
- PE
- Character

For students who are not secondary ready in terms of their English and Maths, group support is offered through our Form Time boost sessions.

Key Stage Four

Students in Year 10 will begin their KS4 course and begin to specialise in a number of subjects in preparation for their GCSEs in Year 11.

All students must study the following:

- English – Literature and Language
- Mathematics
- Science – Trilogy Science or Biology, Physics and Chemistry (At the discretion of the school)
- Religious Education
- Humanities – Geography and/or History
- Language – Spanish and/or French
- Physical Education (3 hours per fortnight) – No external examination

Optional Subjects

- Geography GCSE
- History GCSE
- French GCSE
- Spanish GCSE
- Drama GCSE
- Art GCSE
- Textiles GCSE
- Computing GCSE
- Health and Social Care GCSE
- Physical Education GCSE
- Design and Technology GCSE
- Food and Nutrition GCSE





Curriculum Intent

Curriculum Offer

PHSCE Periods

PHSCE periods take place during 1 hour sessions each fortnight. These are known as **Character lessons**.

Students are encouraged through the curriculum to develop their self-esteem, self-knowledge, self-confidence and how these relate to the democratic process within our society.

Students are encouraged to appreciate the range of different faiths and beliefs and why tolerance of these are part of a democratic society.

Pupils have 1 Character lesson per fortnight.

Equal Opportunities

Entry to all programmes of study is based on academic suitability and appropriateness, regardless of sex, race, disability, religion or belief.

Disability

In accordance with the statutory requirements, the school aims to make the curriculum accessible to all students as far as is reasonably practicable. The school has an Equality Policy which is available to parents/carers on request.

R.E.

All students, from Years 7-11, study R.E. All programmes follow the curriculum directory from the Catholic Church.

Relationships & Sex Education (RSE)

The school provides Relationships & Sex Education for all students. Relationship & Sex Education (RSE) is essential for young people to learn about the nature of marriage, family life and relationships, taught in an age appropriate way. In Catholic schools RSE must be taught in the context of Church teaching and with the full consultation and involvement of parents. See the Relationships & Sex Education policy for further detail.

Physical Education (P.E.)

- a) All students are expected to take part in the school's Physical Education programme.
- b) The school will make a decision about the number of Core PE lessons a student attend within their curriculum and this may change depending on the year group.
- c) Students can only be excused from P.E. lessons for medical reasons, or other reasons agreed with the school – a note from a parent/carer will suffice in such circumstances. A student excused from a P.E. lesson will be asked to assume a role within the lesson.

Extra-Curricular Activities – The Sutton Experience

The school has a wide and varied programme of extra-curricular and sporting activities that take place outside the formal curriculum. All students are encouraged to take part in the programme. The timetable of the extra-curricular provision is published every half term on the school website.





Curriculum Intent

Curriculum Offer

Enrichment

An additional after-school extra-curricular programme includes a range of activities.

Special Educational Needs & Disability

The school has a Special Educational Needs & Disability Policy to support students with special educational needs and/or disabilities through a graduated response. The school will determine the appropriate courses in consultation with the parents/carers. Concerns and Complaints Parents/carers who have concerns about any aspects of the curriculum should discuss these in the first instance with the student's Tutor/Year Leader. If the issue is not resolved, parents/carers should make an official complaint in writing to the Headteacher as per the school's Complaints Policy.

Monitoring and Review

This Policy will be monitored by the Raising Achievement Manager (Curriculum), who will report to the Headteacher on its implementation on a regular basis. The Raising Achievement Manager will report to the Local Governing Body, or the relevant representative, on the effectiveness of the Policy, and will recommend any changes.



Curriculum Implementation

The Sutton Way



As a staff we came together as a community and decided on what regular features should be seen in our pupils' daily learning journeys.

The Blessed Robert Sutton Way

We will make every lesson count by...

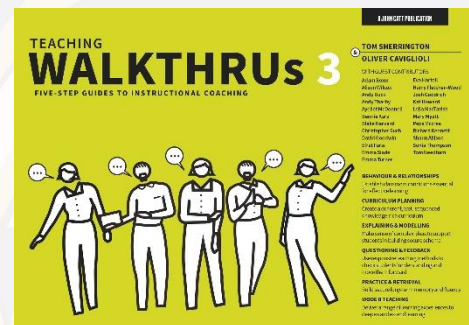
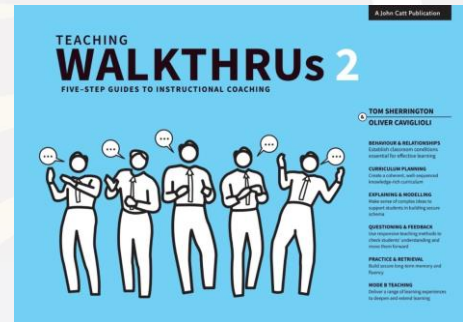
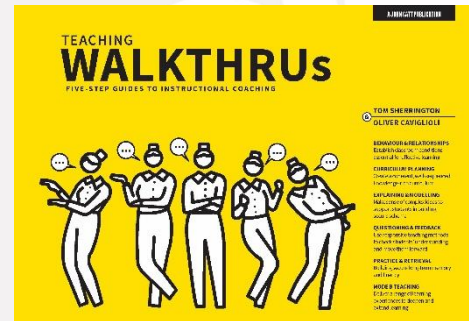


Curriculum Implementation

The Sutton Way



The Sutton Way has been developed further by linking each aspect of the Sutton Way to a Walk Thru strategy from the Teaching WalkThrus by Tom Sherrington and Oliver Caviglioli.



Links to all Walk Thru strategies can be accessed on FireFly.



Curriculum Implementation

Behaviour for Learning



The Sutton Way Classroom Expectations



Academic



Complete all work to the best of your ability, not distracting others. Arrive at lessons on time with the correct equipment, homework and uniform

Spiritual



Respect others peoples views and beliefs. Participate respectfully in religious activities/events.

Social



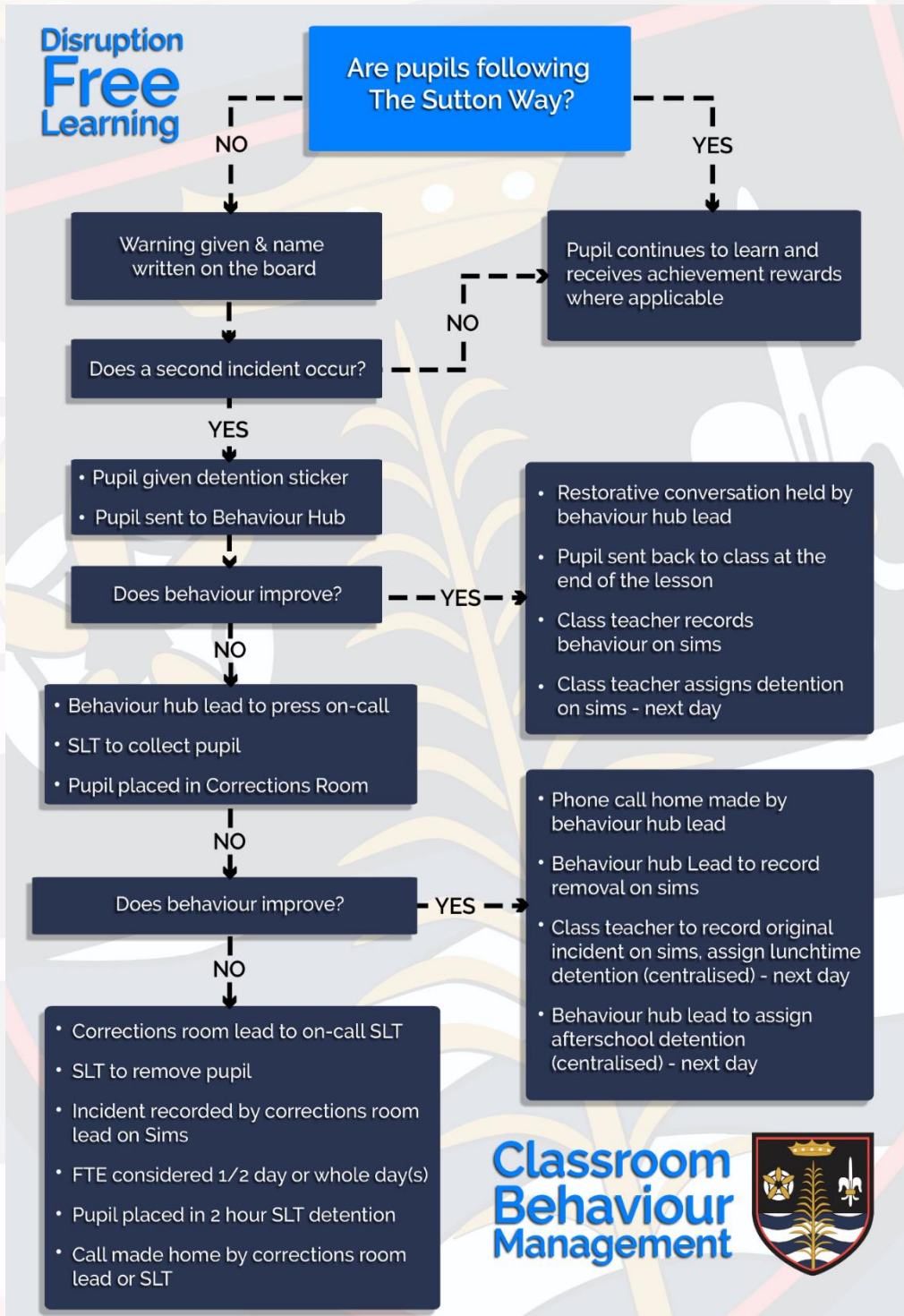
Respect members of staff, other pupils and your environment, following all instructions without question or answering back

Academic excellence, spiritual development
and social awareness through Christ



Curriculum Implementation

Behaviour for Learning



Curriculum Implementation

Lesson Routines



Entry routine	
<p>Meet, Greet, Stand and Seat</p> <ul style="list-style-type: none"> Teacher meets pupils at the door and welcomes them into the classroom / checks uniform on arrival Bags are put under desks and coats on backs of chairs Pupils sit down in silence to complete the Do Now Starter 	<p>So that...</p> <ul style="list-style-type: none"> Students enter the classroom in a calm and focussed manner Students are in the correct uniform ready to start the lesson Students start the lesson in silence and are settled ready to learn
Do Now Starter (10 mins)	
<p>Low Stake Quiz</p> <ul style="list-style-type: none"> Teacher gives students either a multiple choice quiz or short answer test Low stakes tests are 10 questions long Teacher ensures 5 questions interleave subject concerns from previous topics and 5 questions that cover current material Teacher reviews the test by cold call questioning the class 	<p>So that...</p> <ul style="list-style-type: none"> Students can embed learning into their long term memory Students revisit material in a way which promotes long term memory
Teacher instruction (Input)	
<ul style="list-style-type: none"> Teacher explicitly shares clearly defined outcomes for the lesson Teacher uses highly effective explanations to teach key concepts Teacher emphasis key vocabulary 	<ul style="list-style-type: none"> Students have complete clarity around what they are learning and what success looks like Students quickly grasp key ideas
Deliberate Practice (DO)	
<ul style="list-style-type: none"> Teacher designs purposeful tasks which are closely aligned to achieving specific outcomes (this should include a 5 minute reading task at some point in the lesson) Tasks are focused on improving a specific skills or embedding key ideas Tasks encourage pupils just outside their comfort zone 	<ul style="list-style-type: none"> Students can develop fluency and accuracy in key skills Students can clearly articulate improvements they are making Students can apply their learning in a variety of contexts Students have to think hard about what they are learning
Learning check (Review)	
<ul style="list-style-type: none"> Teachers use formative assessment strategies to assess process against clearly defined outcomes Teacher gives timely feedback which is specific, accurate and clear 	<ul style="list-style-type: none"> Teachers know which topics to re-teach that have not been grasped Student actions are reviewed or redirected to achieve goal Students can swiftly unlock further learning
Final Review	
<ul style="list-style-type: none"> Teacher assesses progress of all students against the clearly defined outcomes 	<ul style="list-style-type: none"> Teachers know which topics to re-teach that were not grasped first time Teachers know which students grasped key concepts and which need reteaching
Exit Routine (where required)	
<ul style="list-style-type: none"> Students stand in silence behind their chairs Teachers checks uniform before dismissing them a row a time 	<ul style="list-style-type: none"> Students leave the lesson in a calm and orderly manner
Homework (should be set regularly)	
<p>All homework set and returned on Firefly. If more appropriate to learning staff should set knowledge retrieval practice.</p>	



Curriculum Implementation

Assessment, Marking and Feedback



Assessment and Feedback update

We recognise feedback as being a crucial stage in a child's learning journey and actively encourage a 'corrections culture', providing students with detailed feedback, worked examples and models to ensure that they are able to identify where their work needs to develop and make changes and amendments that will aid their progress and understanding.

BRS Assessment, Marking and Feedback

The impact of marking and feedback – whether written or verbal – on pupil progress is well-documented. Recent findings has identified the follow key ideas:

- The use of targets to make marking as specific and actionable as possible is likely to increase pupil progress
- Pupils are unlikely to benefit from marking unless some time is set aside to enable pupils to consider and respond to marking
- Some forms of marking, including acknowledgement marking, are unlikely to enhance pupil progress

These principles form the basis of the Blessed Robert Sutton Catholic Voluntary Academy whole-school marking and feedback policy.

As a guiding principle, a teacher should only write in a pupil's book if it is going to impact on progress.

How the policy works

The student work book/booklet can be reviewed in a number of ways – whilst students are completing work is particularly effective – and should check for the following:

- Good standards of presentation
- Appropriate levels of effort given to tasks
- Checking for and addressing any misconceptions students may have
- Reviewing use of key vocabulary
- Reviewing Spelling, Punctuation and Grammar

Students work will reviewed by staff as appropriate. Staff will provide detailed feedback on formally assessed work and longer, written pieces of homework are completed, with detailed feedback offered on each piece of work.



Curriculum Implementation

Assessment, Marking and Feedback



Marking

Marking is categorised as the checking of students' class work and homework to ensure that quality and presentations meet expected standards.

Class work marking should:

- Recognise the completion of homework/this may be completed on Firefly
- Read through student work books/folders/booklets and offer whole class feedback as a result
- Check for misconceptions that need to be addressed in future lessons

There is no need to include:

- Written targets / targets, unless as a result of live marking
- Ticks
- 'Verbal feedback' stamps

Feedback

Formal feedback takes place after students complete an assessed task, which should total a **minimum** of approximately one hour per half term. The work assessed might be one task or made up of a number of tasks, totalling an hour's work.

The purpose is to:

- Focus on the development and retention of key knowledge and skills
- Allow students to understand what is required of them in relation to the examination rubric
- Evidence student progress across units of work
- Help students track the development of subject-specific skills and key component and composite knowledge
- Allow students to take ownership of their improvements
- To create a dialogue, that is easily tracked throughout their book /work so that students are able to highlight any issues they would like to address

Good feedback:

Raises questions for students to respond to

Gives students clear targets to help them improve

Highlights what students have done well, so they can see signs of progress

Frequency of feedback: At KS3 and KS4, students will complete assessed tasks totalling at least one hour's work per half term



Curriculum Implementation

Homework



Rationale

Blessed Robert Sutton School places strong emphasis upon the importance of homework throughout all years within the school. We see homework as a vital part of the pupils' learning experience, enhancing attainment and ensuring that strong foundations are laid within early stages of the curriculum to aid progression in school and beyond.

The evidence shows that the impact of homework, on average, is five months' additional progress." (Education Endowment Foundation)

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/feedback/>

It is important that we have consistency across the school to ensure all are aware of what is expected regarding:

- The amount of homework given
- The frequency of homework given
- Guidance on promoting homework
- Monitoring of homework

We view homework as being a vital part of all students progress.

- Homework prepares pupils for the next part of the course
- Is another way to help students to learn
- Ensures that students understand the class work
- Helps all students to develop good study skills
- Gives the opportunity to work independently and try, the type of questions which are asked in examinations. This trains pupils in examination technique
- Reinforces and tests again pupil understanding of work which students have previously studied in the course.
- Most importantly homework helps to instill key skills which will help pupils through their studies and later in life.

Subjects will set most their homework on firefly to be completed in either homework booklets, exercise books, worksheets or online tasks such as quizzes.

An alternative homework task may be to set using one of the apps on the firefly homepage.

If appropriate departments may opt to set revision using knowledge organisers as homework.



Curriculum Implementation

Homework



Examples of types of Homework

Homework tasks will be set to reflect on-going class work across the curriculum. Below you will find some examples but these examples are not exhaustive:

Practice exercises

Providing pupils with the opportunities to apply new knowledge, or review, revise and reinforce newly acquired skills including:

- Consolidation exercise e.g. maths, including memorisation of tables
- Practising for mastery e.g. spelling words
- Revising information about a current topic
- Practising words or phrases learned in a language other than English
- Practising new skills e.g. Physical Education, musical instruments
- Reading for pleasure
- Essay writing

Preparatory homework

Providing opportunities for pupils to gain background information on a unit of study so that they are better prepared for future lessons, including:

- Background reading
- Reading e.g. English text for class discussion
- Researching topics for a class unit of work
- Collecting items e.g. geometric shapes

Extension assignments

Encouraging pupils to pursue knowledge individually and imaginatively, including:

- Writing e.g. a book review
- Making or designing something e.g. a piece of art work
- Investigations e.g. science, social science
- Researching e.g. history, local news
- Information and retrieval skills e.g. using a home computer to find material on the internet

Pupils who do not have access to such technology at home will not be disadvantaged. The school is well equipped with computers which are linked to the internet and our pupils are encouraged to utilise this resource.



Curriculum Implementation

Homework



Guideline on Duration of Homework

The times given below provide general guidelines for staff, pupils and parents/carers. There will, of course, be variations in the time required for homework depending on the aptitudes of individual pupils and the level of courses attempted.

The amount of homework issued from departments should be related to the number of periods the pupil is timetabled for in that subject. For example, core subjects such as Maths and English will issue more homework than subjects such as Art, Food Technology and P.E. This flexibility reinforces the school's rationale.

On average a pupil should expect to receive the following which is in line with National expectations:

Yrs 7 & 8: anywhere between 45 – 90 minutes per day

Yr 9: anywhere between 60 – 120 minutes per day.

Yrs 10 & 11: anywhere between 90 – 120 minutes per day.

(The suggested times are a guidance for minimum – maximum)

Consequences of not completing homework on time

It is the responsibility of all our students to complete homework and hand it to their subject teachers on time. Failure to do this will result in behaviour points and also class teacher detentions in order to complete homework.

If this becomes persistent then there will be further consequences resulting in head of year/SLT sanctions

Following the Sutton Way and completing all homework to the best of your ability.	First Offence	Failed Extension from First Offence	Second Offence or More
Achievement Points	Warning and extension provided by teacher.	Lunchtime Detention	After-school Detention



Curriculum Implementation

Reading to Succeed



We are committed to providing high quality reading opportunities for all pupils.

We follow the synthesis of research provided by Doug Lemov's book, 'Reading Reconsidered' which surmises that there are four key reading priorities when it comes to learning.

Our approach to Literacy –


- All pupils will read for five minutes in each lesson
- Pupils will complete the form time reading programme.
- Reading ages determined and intervention put in place where applicable.

"The more you read, the more you know. The more that you learn, the places you'll go."

Dr Seuss could have been talking about the students at Robert Sutton with this quote as reading has become a core part of everyday life.





By the end of Year 11, our students will have read a huge number of books with challenging themes and vocabulary. When you walk around the building in the morning there is a sense of calm and focus as students enjoy their latest book.

Our reading programmes have really helped to increase literacy levels but also to develop a love for reading in our students.



Blessed Robert Sutton Catholic Voluntary Academy
'Academic excellence, spiritual development and social awareness through Christ.'

LITERACY

-  Always bring a reading book to school.
-  You will read for five minutes or more in every lesson.
-  Enhance your vocabulary through reading.
-  Track the text to show you are listening.

'Literacy is the key to learning across all subjects and a strong predictor of outcomes in later life.'
- Education Endowment Foundation



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Curriculum Implementation

Gatsby Benchmark 4



The Gatsby Benchmarks

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
- 4. Linking curriculum learning to careers**
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance



The Gatsby Benchmarks have a key role in:

- ensuring young people can benefit from and contribute to the success of the proposed new industrial strategy for the UK
- underpinning the Department for Education guidance to schools and colleges on meeting their statutory responsibility for careers guidance
- raising young people's aspirations and promoting access to all career pathways
- enabling all young people to develop the skills and outlook they need to achieve career wellbeing, including adaptability and resilience.

STEM subjects – science, technology, engineering and maths – have received the most support in this area. We can learn a lot from the initiatives to promote careers in STEM through career-relevant subject teaching.

The demand for individuals with STEM qualifications is well-known but the future health of the UK economy also depends on a supply of workers who are well-qualified in:

- the creative and performing arts
- computing
- business and enterprise
- humanities
- languages.

We also need workers who are **physically** and **mentally** healthy.




Curriculum Implementation

Gatsby Benchmark 4




All departments have mapped their KS3 and KS4 Curriculum to show how links to careers are explicitly taught.

Subject – Curriculum Links
Key Stage 3
(Gatsby Benchmark 4 – Linking Curriculum Learning to Careers)
Overview of Careers Skills In Subject Area



	HT1	HT2	HT3	HT4	HT5	HT6
Year 7						
Year 8						
Year 9						

Subject – Curriculum Links
Key Stage 4
(Gatsby Benchmark 4 – Linking Curriculum Learning to Careers)
Overview of Careers Skills In Subject Area



	HT1	HT2	HT3	HT4	HT5	HT6
Year 10						
Year 11						



Curriculum Implementation

WalkThrus - CPD



At the heart of our professional development for teaching staff are the **Teaching WalkThrus** materials. They have been designed to provide a central set of connected resources to build on our internal CPD Boost programme. At the heart of WalkThrus is a selection of evidence-informed teaching strategies curated in six series.

1. **Behaviour and Relationships**
2. **Curriculum Planning**
3. **Explaining and Modelling**
4. **Questioning and Feedback**
5. **Practice and Retrieval: Building secure long-term memory and fluency**
6. **Mode B Teaching: Delivering a range of learning experiences to deepen and extend learning.**

Each series of strategies has been connected to the Sutton Way.



Dylan William

'Teaching is such a complex endeavour that the idea of a complete guide to teaching excellence is surely impossible, but this comes closer than anything I have seen to date. Anyone seriously interested in improving education needs this at their side.'



Mary Myatt

'The WalkThrus meet a real need because they bridge the gaps between, on the one hand, what we currently have strong evidence for in terms of developing pupils' learning and, on the other hand, precise guidance on how this might be brought to life in daily practice.'



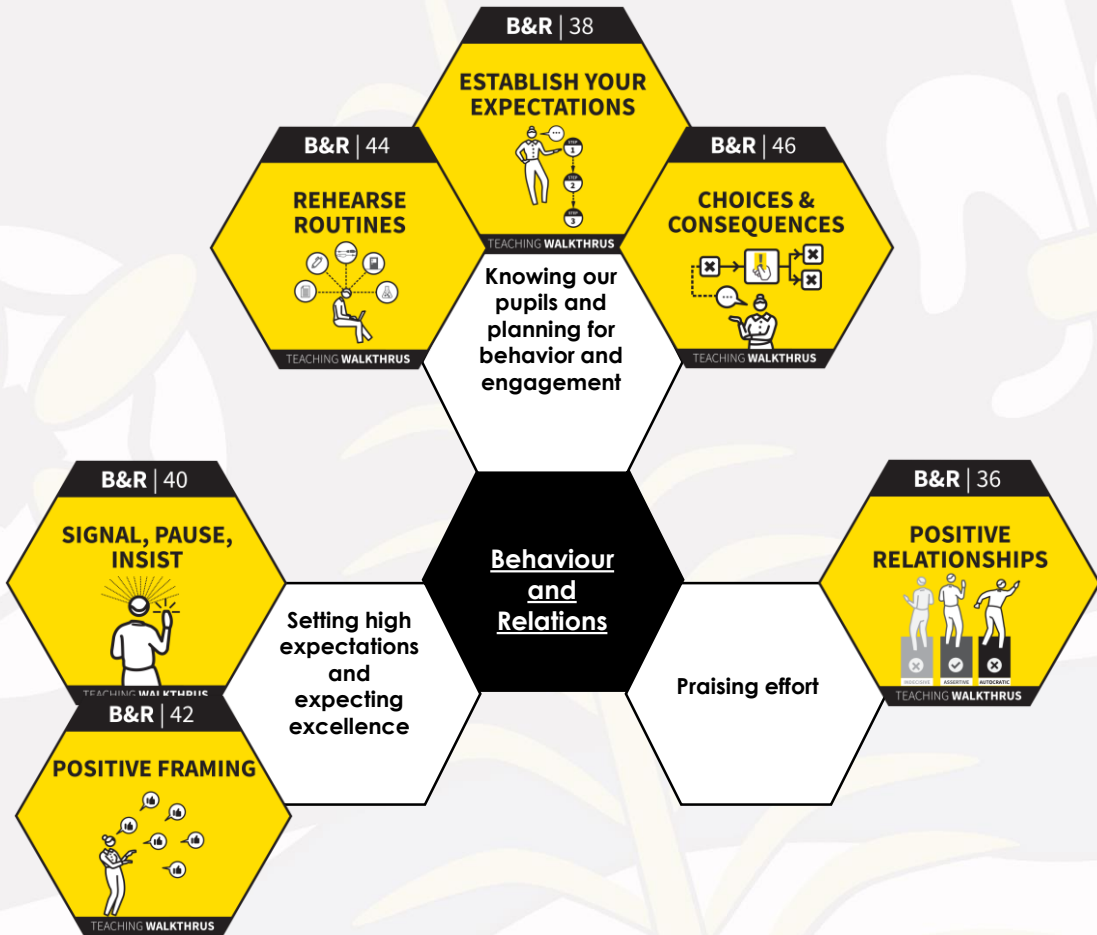
Rob Coe

'I love the WalkThrus. If you want a practical and straight-out-of-the-box usable guide to specific classroom practices that are grounded in evidence, you'll love it too.'



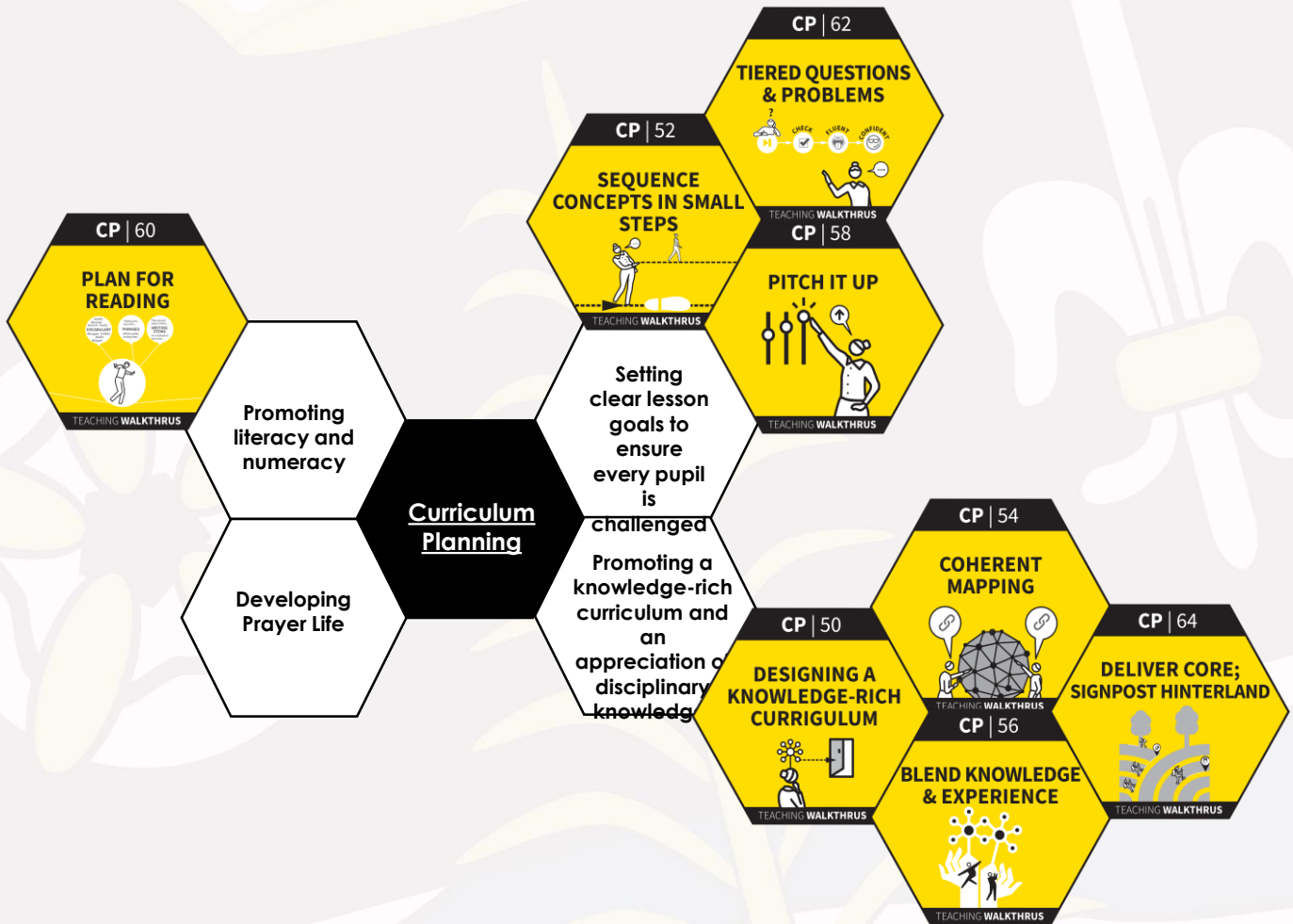
Curriculum Implementation

WalkThrus – CPD Behaviour and Relations



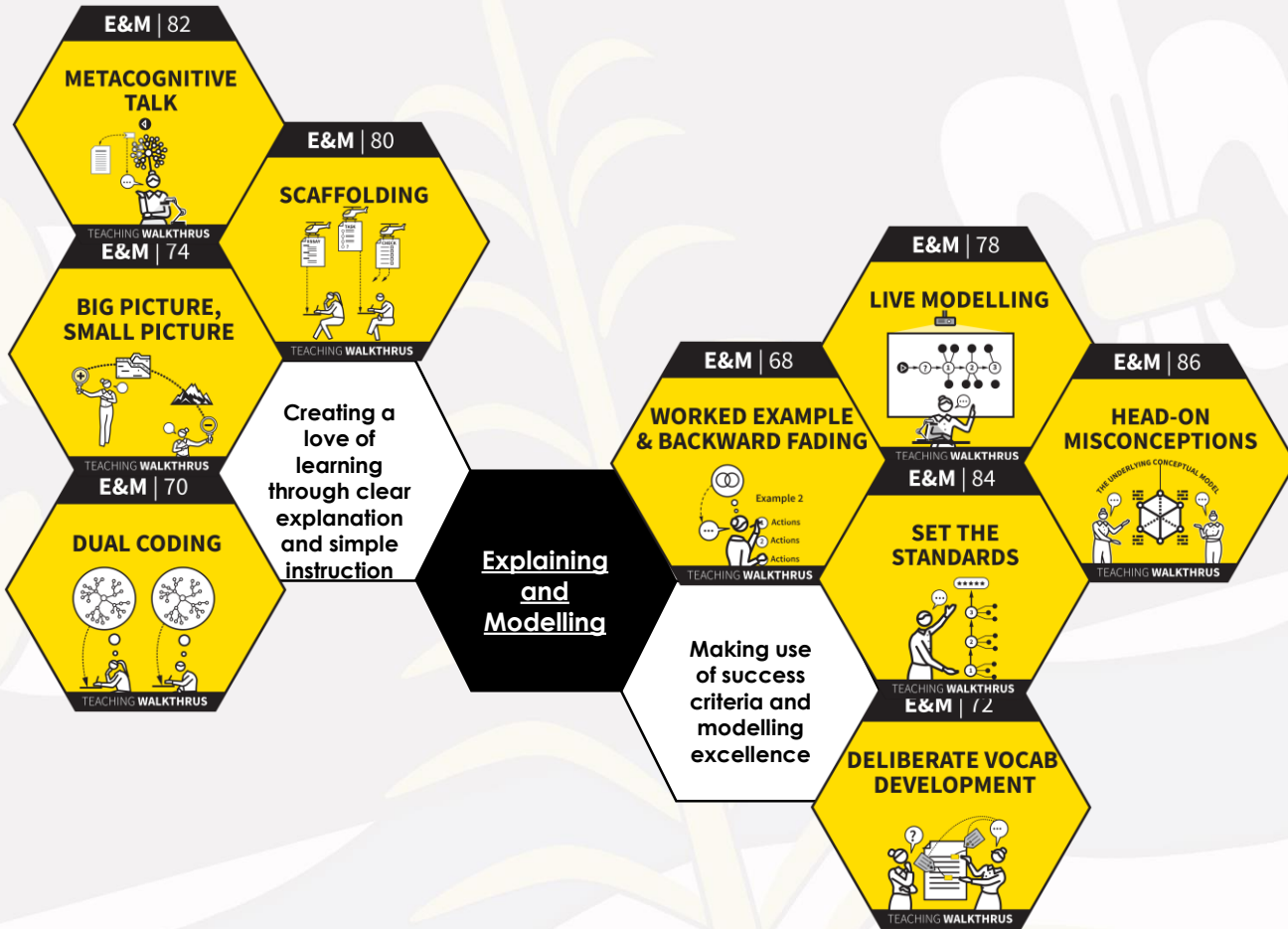
Curriculum Implementation

WalkThrus – CPD Curriculum Planning



Curriculum Implementation

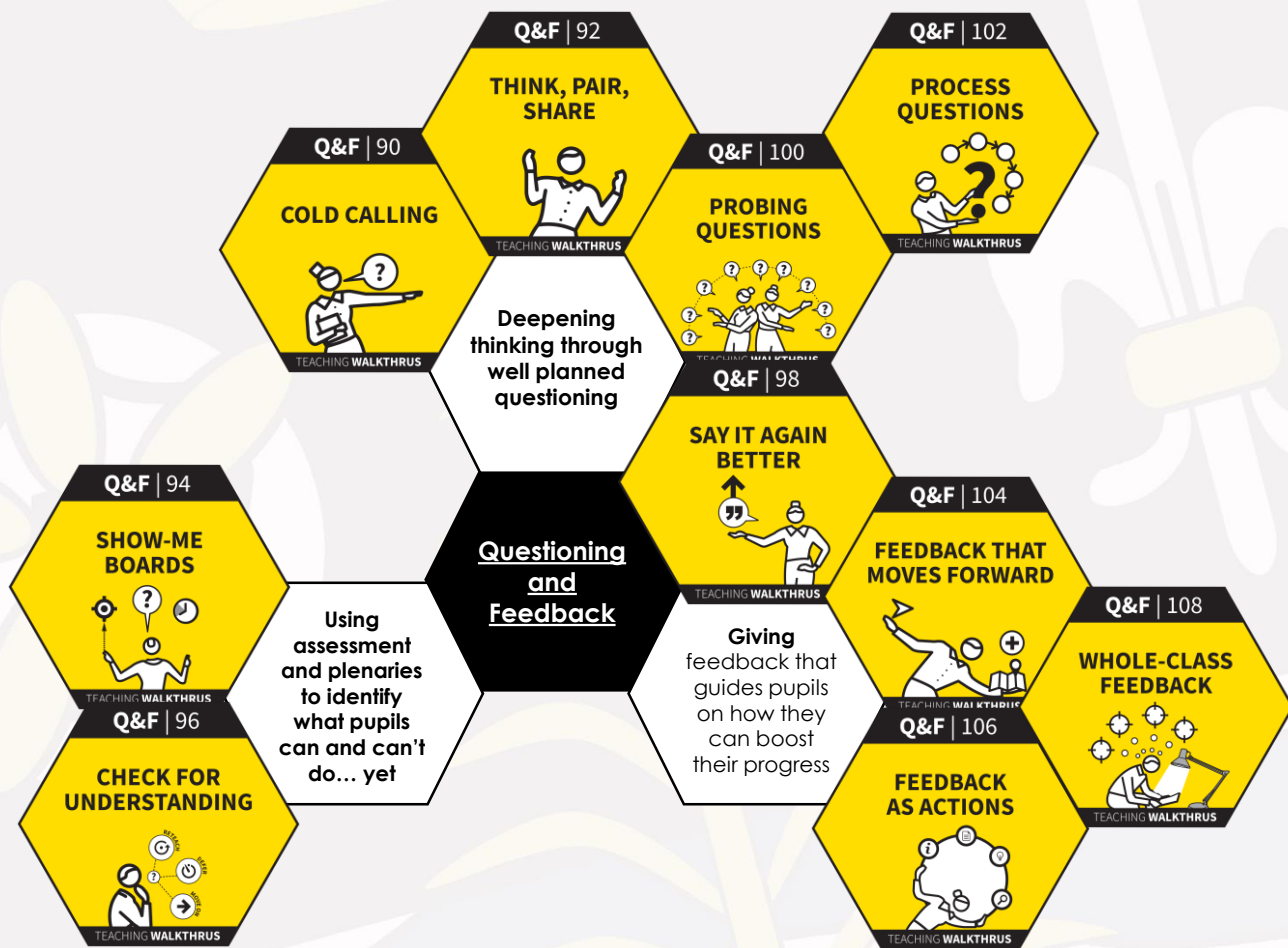
WalkThrus – CPD Explaining and Modelling



Curriculum Implementation

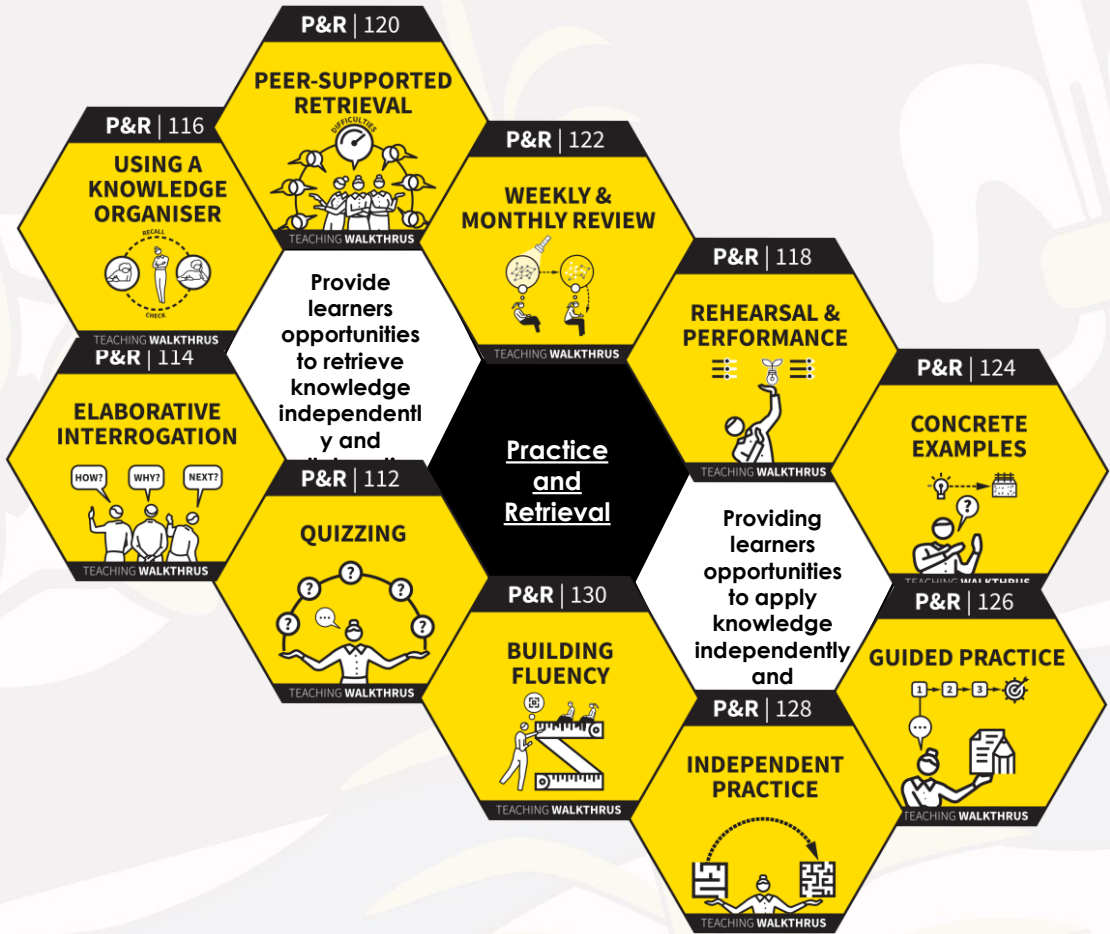
WalkThrus – CPD

Questioning and Feedback



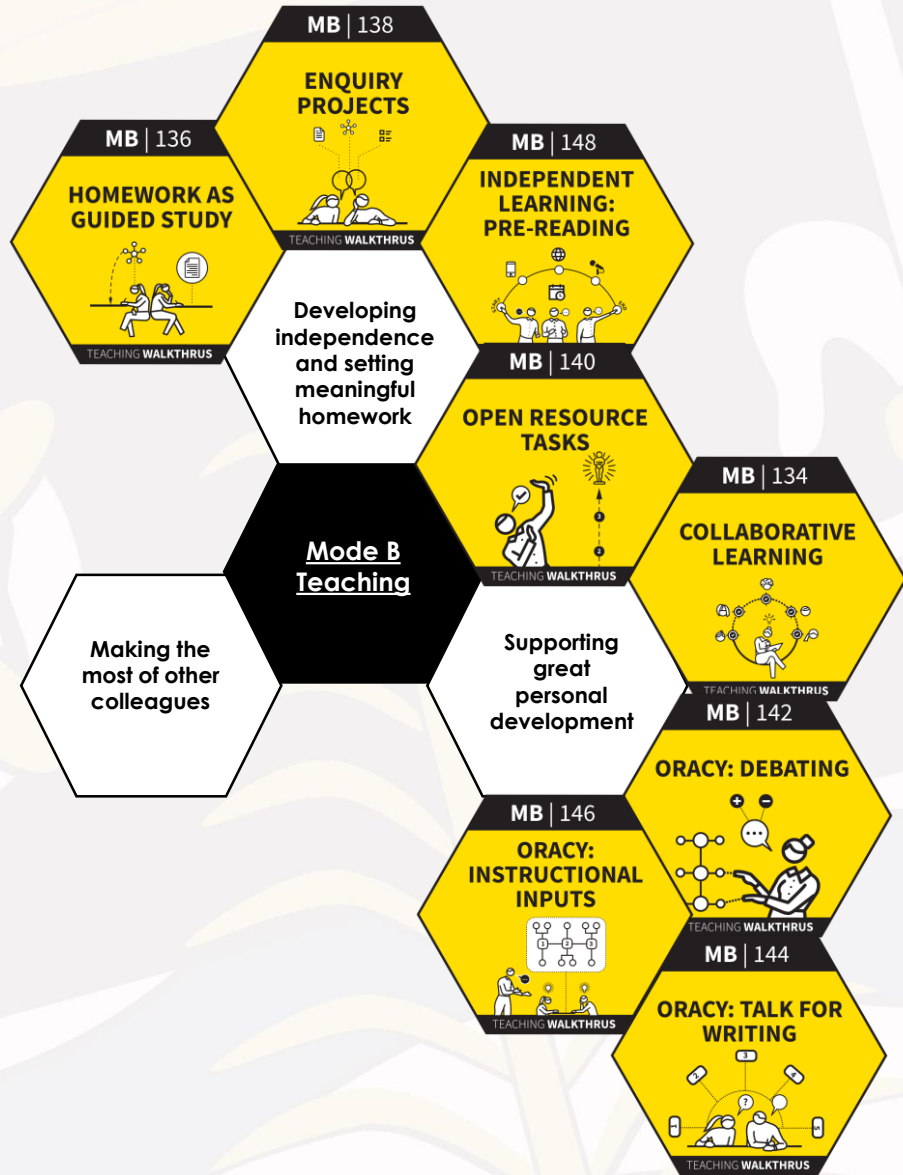
Curriculum Implementation

WalkThrus – CPD Practice and Retrieval



Curriculum Implementation

WalkThrus – CPD Mode B Teaching



Curriculum Implementation

Subject Specific CPD



Subject Specific CPD is an important part of ongoing professional development. Every week on a Monday afterschool we take part in Department Dedicated Time in which a common agenda item for discussion will be the latest developments and pedagogy in their subject area.



Curriculum Implementation

Subject Specific CPD



Exam Board moderation days to share and learn from best practice.

Art and Design/ Art Textiles



Exam Board CPD to support training in specialist areas.



Sharing knowledge of teacher specialism and upskilling within the department.

Attending the SRSCMAT Art Cluster Meetings; sharing good practice, resources and discussing curriculum updates.



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Curriculum Implementation

Subject Specific CPD



DT and Food & Nutrition



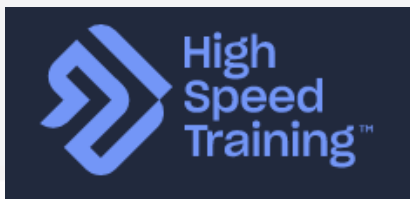
Subject specific CPD from the exam board.



Subject specific resources and CPD.



Attending the SRSCMAT DT Cluster Meetings; sharing good practice, resources and discussing curriculum updates.



Food hygiene CPD.



Leadership coaching from Teach First, Andy Bygrave.



Curriculum Implementation

Subject Specific CPD



English

Opportunities to attend AQA English Hub meetings and employment as examiners by AQA.



Using comparative judgement to support exam marking.

Attending the SRSCMAT English Cluster Meetings; sharing good practice, resources and discussing curriculum updates.



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Attending the NFTS English Hub meetings; with opportunities to discuss and share resources and pedagogical ideas.

Tailored coaching from Katie Poole Coaching.



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Curriculum Implementation

Subject Specific CPD



Geography



**Geographical
Association**

Connecting teachers, inspiring
quality geography.

Subject
Specialist CPD,
teaching
resources and
networking.

The Royal Geographical Society (with IBG)

Subject specific CPD from the
exam board.



**St Ralph
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Attending the SRSCMAT
Geography Cluster
Meetings; sharing good
practice, resources and
discussing curriculum
updates.



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Curriculum Implementation

Subject Specific CPD



History

Subject Specialist CPD, teaching resources and networking.



Historical Association
The voice for history

Subject specific CPD from the exam board.



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Attending the SRSCMAT History Cluster Meetings; sharing good practice, resources and discussing curriculum updates.



John Taylor
Teaching School Hub

North Warwickshire Nuneaton & Bedworth Cannock Tamworth Lichfield East Staffordshire

Mentoring
History SCITTs.



National Forest Teaching School
at JOHN TAYLOR HIGH SCHOOL

learn teach grow share

Attending the NFTS History Hub meetings; with opportunities to discuss and share resources and pedagogical ideas.



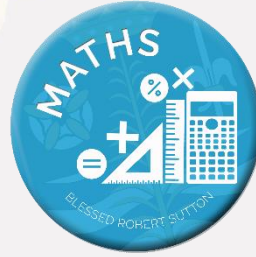
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Curriculum Implementation

Subject Specific CPD



Maths



OCR

OCR - Exam Board CPD, moderations, networking and resources.

UK Mathematics Trust –
Junior Maths Challenge, past papers and solutions.



ATM

 Association of Teachers of Mathematics

Association of Teachers of Mathematics – CPD, networking and classroom resources.

NRICH – Curriculum resources and CPD.



STEM - Curriculum resources, enrichment and CPD.

White Rose Maths –
Curriculum resources and CPD.



Attending the SRSCMAT Maths Cluster Meetings; sharing good practice, resources and discussing curriculum updates.



Curriculum Implementation

Subject Specific CPD

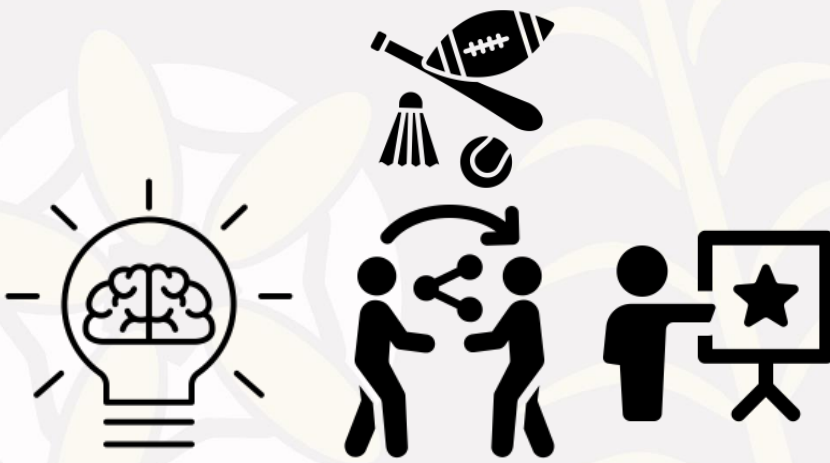


PE



Exam Board CPD, moderation days and coursework support.

edexcel
advancing learning, changing lives



Sharing knowledge of teacher specialism and upskilling within the department.

Attendance at local heads of PE meetings discussing curricular updates, resources and best practice.

East Staffordshire
Borough Council

South Derbyshire
District Council



St Ralph Sherwin
Catholic Multi Academy Trust

Attending the SRSCMAT PE Cluster Meetings; sharing good practice, resources and discussing curriculum updates.



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Catholic Multi Academy Trust

Curriculum Implementation

Subject Specific CPD



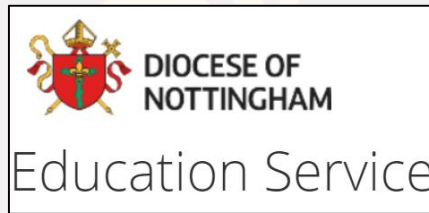
RE



Eduqas – Exam board CPD



Opportunities to take part and participate with a wide range of local and national Catholic and Christian organisations to develop Catholic Life and teacher subject specific knowledge.



Attending the SRSCMAT RE Cluster Meetings; sharing good practice, resources and discussing curriculum updates.

Tailored coaching from Katie Poole Coaching and Jacqui Frost.

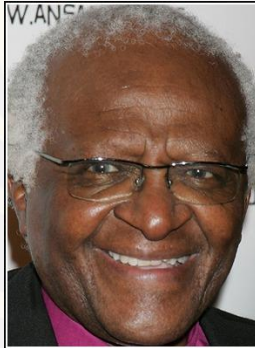


Curriculum Implementation

Power Up Coaching



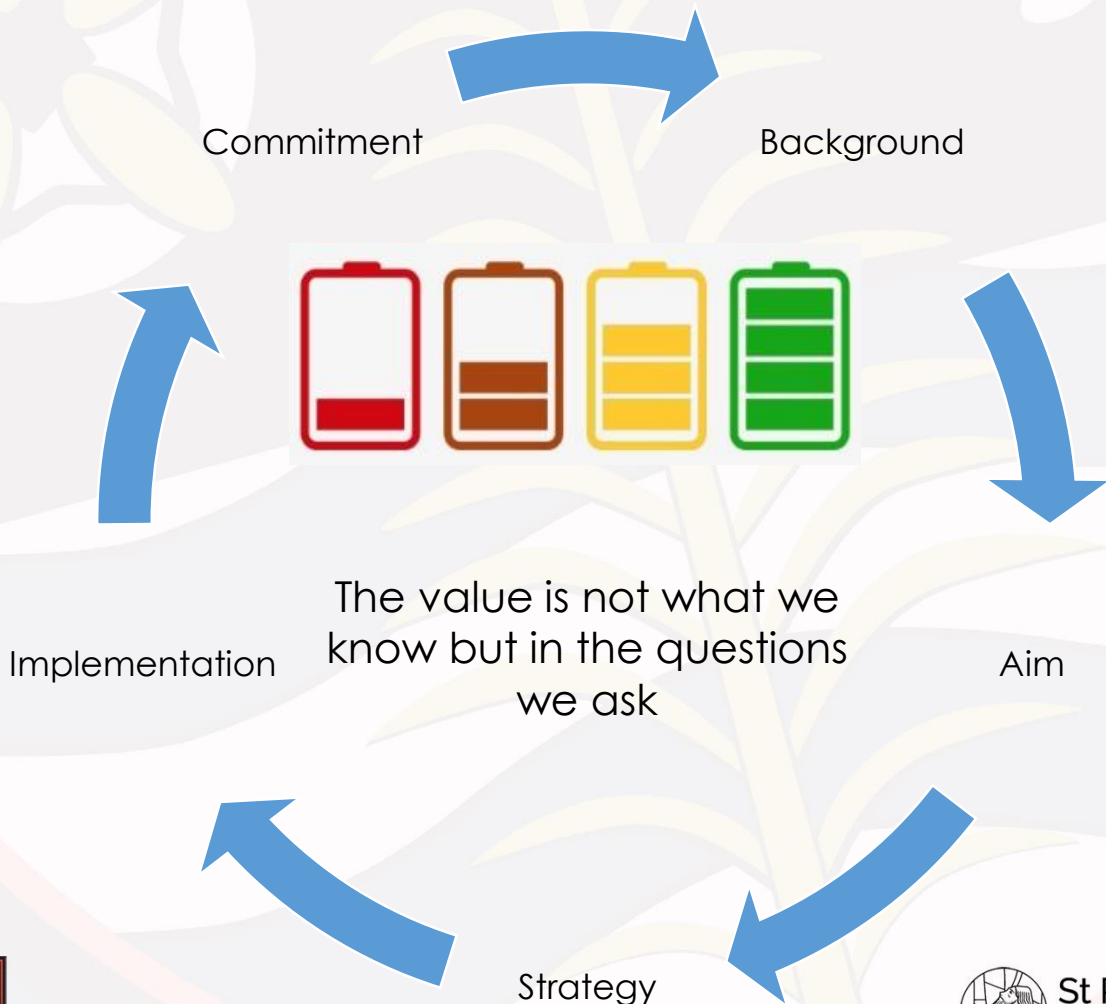
The facilitation to empower others to find solutions to drive their own teaching practice forward.



There comes a point where we need to stop just pulling people out of the river. We need to go upstream and find out why they're falling in.

— Desmond Tutu —

AZ QUOTES



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CPD – website links / passwords

Weekly CPD boosts
Power Up Coaching CPD and Sessions
Personal Coaching with Katie Poole
Train to be a coach with Andy Buck
Access to the Curriculum Groups through We Are Beta (Password – RobertSutton)
Access to CMAT Subject Network Groups
Access to CMAT pre-recorded sessions
Access to Subject Associations (see subject specific pages)
Access to Walk Thru Programme (via Firefly)
Access to T&L library and short reads
Training through National College and EEF courses
Access to training through Spongey Elephant

Access to NPQ programmes through Teaching School -

Specialist NPQs

Area: Specialist NPQ in Leading Behaviour & Culture

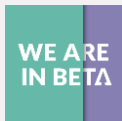
Aspect: This is for teachers who may have responsibilities for leading behaviour and/or supporting pupil welfare in their school.

Area: Specialist NPQ in Leading Teacher Development

Aspect: This is for teachers who may have responsibilities for leading the development of other teachers in their school. They may have responsibilities for the development of all teachers across a school or specifically teachers who are early in their career.

Area: Specialist NPQ in Leading Teaching (& Curriculum)

Aspect: This is for teachers who may have responsibilities in leading teaching in a subject, year group, key stage or phase.



Access to PiXL

Username: RS6032 Password: 854intelligent#UCAS



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Curriculum Implementation

Key Groups – Able, Gifted and Talented



@TeacherTweaks

10

APPROACHES TO DEVELOP STRETCH AND CHALLENGE

1

LEARNING INTENTIONS

Sharing challenging learning intentions with students so they have a clear understanding of their learning journey and how they will progress through it.

2

INDEPENDENCE AND RESILIENCE

Increasing students' ability to work for increasingly extended periods of time without support from the teacher.

3

QUESTIONING AND DISCUSSION

Developing students' questioning and participating in group discussion to improve the quality of their thinking.

4

CHOICE OF TASK

Offering a range of tasks with different levels of challenge so all students, regardless of their starting point, can accelerate their learning.

5

RESOURCES

Creating a range of resources to support students in accessing a challenging task but deciding when it is most appropriate to allow students to use them.

6

GROUPINGS

Identifying how students should be grouped together and to ensure they are appropriately challenged and can make an effective contribution.

7

FEEDBACK

Framing feedback so that students have to take responsibility for improving their own learning and closing their learning gaps.

8

ACADEMIC VOCABULARY

Increasing the language demands you place on the students by explicitly teaching them academic vocabulary that they can use verbally and in writing.

9

HOMEWORK

Creating a bank of homework challenge tasks that enable students to extend their learning outside of class time.

10

TEACHING ASSISTANTS

Collaborating with TAs to ensure all students can access the learning and support students to challenge themselves further.

Adapted from Bloomsbury CPD Library: Stretch and Challenge



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Curriculum Implementation

Key Groups - SEN



Education
Endowment
Foundation

SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

1

Create a positive and supportive environment for all pupils, without exception



- An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:
 - promote positive relationships, active engagement, and wellbeing for all pupils;
 - ensure all pupils can access the best possible teaching; and
 - adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report.

2

Build an ongoing, holistic understanding of your pupils and their needs



- Schools should aim to understand individual pupil's learning needs using the graduated approach of the 'assess, plan, do, review' approach.
- Assessment should be regular and purposeful rather than a one-off event, and should seek input from parents and carers as well as the pupil themselves and specialist professionals.
- Teachers need to feel empowered and trusted to use the information they collect to make a decision about the next steps for teaching that child.



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Curriculum Implementation

Key Groups - SEN



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SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

3

Ensure all pupils have access to high quality teaching



- To a great extent, good teaching for pupils with SEND is good teaching for all.
- Searching for a 'magic bullet' can distract teachers from the powerful strategies they often already possess.
- The research suggests a group of teaching strategies that teachers should consider emphasising for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to the needs of all pupils.
 - flexible grouping;
 - cognitive and metacognitive strategies;
 - explicit instruction;
 - using technology to support pupils with SEND; and
 - scaffolding.

4

Complement high quality teaching with carefully selected small-group and one-to-one interventions



- Small-group and one-to-one interventions can be a powerful tool but must be used carefully. Ineffective use of interventions can create a barrier to the inclusion of pupils with SEND.
- High quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress.
- The intensity of intervention (from universal to targeted to specialist) should increase with need.
- Interventions should be carefully targeted through identification and assessment of need.
- Interventions should be applied using the principles of effective implementation described in the EEF's guidance report [*Putting Evidence to Work: A School's Guide to Implementation*](#).



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Curriculum Implementation

Key Groups - SEN



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SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS

Summary of recommendations

5

Work effectively with teaching assistants



- Effective deployment of teaching assistants (TAs) is critical. School leaders should pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND.
- TAs should supplement, not replace, teaching from the classroom teacher.
- The EEF's guidance report [*Making Best Use of Teaching Assistants*](#) provides detailed recommendations.



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Curriculum Implementation

Key Groups



Seated 4 Success

CORE REQUIREMENTS

- Year Leaders will be helping to create seating plan for Y7 – 9 (these year groups will stay in the same seat)
- Use the reminders about access arrangements - this has to be the normal way of working to get pupils exam ready
- Make sure it contains identification of PP/EAL/SEND/LAC
- REGULARLY UPDATE it with assessment data
- **Include working strategies for KEY MARGINALS and pupils working BELOW EXPECTATION. Act on these strategies.**

OPTIONAL EXTRAS

- RAG rate pupils
- Include pictures
- Include all assessment scores
- Behaviour comments with actions to improve behaviour
- Reading ages

IDEAS FOR KEEPING IT LIVE

1. Give your Key Marginals the best seats
2. After you have set a task go to your Key Marginals first and check in...have they understood the task? Can they access the task?
3. Have a learning conversation with your Key Marginal pupils EVERY lesson
4. Use your seating plan to monitor your questioning - EVERY lesson ask all Key Marginal pupils a question during feedback to check their understanding
5. Check work of your Key Marginals during the lesson...check...could they revise from it? Are they working hard enough?
6. During the lesson make sure you explain to your Key Marginals how work could be adapted to make it revision ready
7. Make a note on your seating plan of any pupil who is absent...have notes ready to give them
8. Use your seating plan to monitor your praise. Note down on your seating plan your star of the lesson or who to award achievement points for effort to.
9. Have your seating plan in front of you when you are giving **Whole Class Feedback**, focus on your Key Marginal books first and jot onto your seating plan any ideas for intervention. Use your seating plans as a mark book – record recent assessment data and test scores.
10. Have it with you while assessing pupils work/assessments. Use it to make any comments on individual's progress or teaching misconceptions for the whole class. Do you need to reteach?
11. Have your seating plan in front of you when you are planning/adapting a lesson – are you using the strategies?
12. Take your seating plan to departmental meetings, TLCS, RAMs – share, revisit and refresh your ideas! Discuss where each pupil is at...what do they need to do to make further progress? Make immediate notes of any practical ideas to improve your teaching.
13. Scan through your seating plan before your pupils arrive to your lesson...get ready to act on your ideas.
14. Notice something during your lesson - record it onto your seating plans specific interventions...what marginal gains could you make with your Key Marginals?



Curriculum Impact

Assessment and Progress



1. Introduction: Assessment Aligned with Curriculum and Pedagogy

In recent educational history, it has very often been the case that assessment has become broadly synonymous with data and reporting. In many cases, assessment has become the servant of number-crunching and spreadsheets, often in the pursuit of 'proving' pupils or groups of pupils are making progress.

The real purpose of assessment – understanding and supporting pupils' learning and planning how to improve it – has, to varying degrees, been obscured. This framework sets out the principles and practice for a trust-wide approach to assessment which meets this core purpose.

1 As Sweller, Ayres and Kalyuga have said, **learning is defined as knowing more and remembering more** and as an alteration in long term memory - if nothing has been remembered, then nothing has been learned.

2 The primary purpose of assessment, therefore, is to understand the extent to which pupils know more and remember more of the curriculum they have experienced, and whether what they know is flexible and secure in long-term memory.

2. Aims and Objectives

This framework has several important objectives, the most important of which is that assessment must be fit for purpose, in all contexts and domains. This framework achieves this by ensuring:

- **A close link between assessment, curriculum, and teaching.** Assessment is primarily about how well pupils are learning the intended curriculum. The outcomes of assessment should always influence decisions about teaching and the design of the curriculum
- **Assessments are valid, reliable, and used to help pupils to learn better.** Assessments should be designed to provide insight into pupils', – it should never be 'data-led'. However, assessment will be robust enough to provide valid and reliable information across different teachers and different cohorts or classes
- **Reporting and target setting are meaningful and valid.** Where assessment outcomes are reported, these measures will be valid, meaningful, and easily understood. A valid assessment will always measure what it purports to measure – it will not be used to generalise or distort
- **Assessment methods must be efficient and not increase staff workload.** The outcomes from most formative assessments should not need to be recorded formally. There should not need to be more than three formal summative assessment points per year. Approaches to marking should be designed to ensure impact on learning and reduce the burden on staff
- **End of year assessments will be appropriately benchmarked.** This is to provide confidence to academy leaders and to the trust that standards are appropriate and to ensure comparability between academies and, where possible, with national expectations.



Curriculum Impact

Assessment and Progress



3. Core Principles

- **The primary purpose of assessment is to provide valid and reliable information about whether pupils are successfully learning the intended curriculum.** Assessment should always provide information about whether pupils can remember, in long-term memory, what they have learned. A further purpose of assessment is to provide information about the effectiveness of curriculum and pedagogy and how these can be improved
- **Progress is defined as the extent to which a pupil or pupils have learned or are successfully learning the intended curriculum.** The curriculum is the progression model. It sets out what we want pupils to learn, and therefore their 'progress'. If pupils are successfully learning the curriculum, they must be making progress. Progress cannot be measured or 'proved'. Attempting to do so often sets up perverse incentives or practices such as teaching to the test
- **Assessment should exploit the benefits of assessment on learning and memory.** The approach to assessment should always seek to make use of the 'testing effect'. Research has shown that regular assessment, if used in appropriate ways, strengthens long-term memory and recall.

4. Summative and Formative Assessment

- **Summative assessments information should be gathered at least at three points during the year, which includes an end of year assessment.** Academies can, of course, also use summative approaches more frequently at other times (for example, at the ends of sequences or units of learning). Summative assessments should be designed to evaluate pupils' learning (of the curriculum) since the beginning of that unit, sequence or term/year, along with any content taught previously and considered essential to support current and future learning. Academies should note that there are often limitations in using summative assessments for diagnostic purposes
- **At other times, regular formative assessment will be the main approach.** The main aim is diagnostic and remedial: to identify whether important learning has been securely mastered and fluency achieved. From lesson to lesson, this will only rarely take a 'formal' test-based format. There is no need to record or aggregate 'data' from such formative assessments, other than information the teacher feels necessary. Formative assessments will be 'low stakes' and are likely to take a wide variety of forms: from reviewing pupils' work and responses, interactive Q&A during teaching, to 'quick quizzes' and 'exit tickets', teachers will deploy a range of strategies to gauge pupils' fluency and mastery of key knowledge and understanding. The impact of formative assessment will be evident through pupils' improved understanding and mastering of the curriculum
- **The development of high-quality assessment approaches is essential.** For example, research has shown that a high volume of high-quality questions is a significant factor in effective assessment which supports improved learning. As Tim Oates notes, these questions are particularly effective in 'challenging, flushing out misconceptions, stimulating thought and so on. Teachers should design learning sequences – engaging with content – but at the same time think of high-quality questions and the answers which would indicate the depth of understanding which is being aimed for'



Curriculum Impact

Assessment and Progress



5. Tracking and Reporting - Key Stage 3

- **National reporting measures, such as GCSE grades, should never be used to track pupils' attainment or progress.** However, in Key Stages 3 and 4, it is legitimate to make use of GCSE questions as part of assessments (both formative and summative)⁷ and to support teaching. This is because familiarity with test instruments is known to be a significant factor in pupils' performance in external tests and examinations. However the use of 'flight path' methodology is faulty and has been demonstrated to lack validity as well as building in low expectations for many pupils
- **Academies should report on the extent to which pupils have successfully learned the intended curriculum.** To do this, each academy should make an assessment at three points in each academic year, in each subject (except where this would not be appropriate - for example where subjects are taught on a termly carousel, or where the overall teaching time is small. In these cases, a single end-of-year summative assessment would be sufficient). Each assessment point should be synoptic (that is, assessing pupils' learning since the start of the year or key stage), and academies are free to design the most suitable assessment tools for this purpose. Information from these assessments will be collected at a trust-level at each of the three points (see Appendix A)
- **Pupils' learning should be assessed using the four-point scale set out below.** Academies should submit at the end of each term, and report to parents¹¹ and other appropriate stakeholders, for each subject, the proportion of pupils who are:
 - Successfully learning all or nearly all the curriculum, demonstrating a strong understanding of the knowledge and skills expected (1)
 - Successfully learning most of the curriculum, demonstrating a good understanding of the knowledge and skills expected, although there may be some gaps (2)
 - Successfully learning some of the curriculum, demonstrating a satisfactory understanding of the knowledge and skills expected, although there may be a number of gaps (3)
 - Not successfully learning the curriculum, with significant gaps in the skills and knowledge expected (4)

In order to do this, teachers should formally assess every pupil each term using the above four-point scale. This assessment should draw primarily upon the teacher's knowledge of each pupil, through the range of formative and summative assessment approaches used



Curriculum Impact

Assessment and Progress



6. Tracking and Reporting - Key Stages 4 and 5

- **In Key Stages 4/5, public examination grades (e.g. GCSE or A-level) should be used to track pupils' attainment.** While formative assessment should continue to concentrate on the diagnosis and remediation of pupils' gaps in learning, summative approaches should make good use of examination questions and formats. This not only increases pupils' familiarity with examinations, it also ensures pupils receive feedback about the standards they are reaching. Academies should therefore make sure that the summative assessments used for tracking and reporting purposes are moderated and benchmarked sufficiently to ensure reliability and validity
- **In KS4 and 5, academies should report estimated end of Year 11 and Year 13 grades and not current attainment.** To do this, each academy should make an assessment of pupils' attainment at least three times in each academic year, in each subject, and use this to generate a forecast measure of attainment. While this approach is not entirely valid, academies should ensure this process is as rigorous and reliable as possible, preferably by developing a bank of assessment materials correlated with past examination outcomes. Note that GCSE/A-level grades etc. are end-of-course grades and, as such, it is not valid to apply grades to assessments which assess only part of the whole teaching programme (including individual questions, where it does not make sense to refer to, say, a grade 7 question)
- **Judgements about pupils' attainment should be informed by teachers' on-going formative assessments, as well as by summative assessments.** Ideally, each assessment point should be synoptic, and academies are expected to administer any trust-wide assessments. Information from these assessments will be collected termly, at a trust-level, including an end-of-year assessment in Years 10 and 12



Curriculum Impact

Assessment and Progress



7. Targets / Minimum Expected Grades

- **Individual pupil targets or minimum expected grades should not be used in key stage 3.** There is considerable evidence of the negative impact of target setting on pupils' achievement and expectations of themselves, as well as teachers' expectations. Targets at a pupil level often lack validity and reliability and are sometimes derived from the inappropriate use of baseline measures
- **At key stages 4 and 5, pupils should be given individual targets or minimum expected grades based on examination grades.** Targets / MEGs should only be set once a great deal is known about pupils' prior learning and potential. For example, targets / MEGs may be set for pupils at the beginning of Year 10, based on FFT estimates and teachers' knowledge of pupils' prior learning. Similarly, in key stage 5, targets / MEGs should be set based on prior attainment at key stage 4. Any such targets set should reflect high expectations of all pupils. The use of individual (and cohort) targets must not distort or unduly narrow the focus of the curriculum or teaching
- **Academies should still set end-of-key stage 4 and 5 cohort targets for each subject.** Such targets are much less affected by statistical unreliability and other sources of uncertainty. These targets remain a useful tool for academy self-evaluation, improvement planning and accountability

8. Benchmarking

- **Academy leaders will continue to use FFT estimates to benchmark their performance against similar schools nationally.**
- **There should be a single end-of-year assessment for all subjects. The end-of-year assessments should cover the curriculum content taught over that and previous academic years within the key stage.** The end of year assessments for English, Maths and Science will be sourced externally via the trust. This will ensure consistency and comparability across the Secondary Academies. Academies are free to devise assessments for all other subjects, or to draw on assessments from other sources. A key purpose of this assessment is to check the 'reasonableness' and consistency of in-year teacher assessments (using the four-point scale in KS3 above, GCSE grades at KS4, and A-level (or equivalent) at KS5). Internal moderation of the end-of-year assessments should be undertaken using an appropriate sampling method. Reporting of end-of-year assessments should still make use of the four-point scale above (and the standardised measure from the external assessments for English, Maths and Science). Reporting of end-of-year assessments in KS3 should use the four-point scale in section 5, above. In Year 10 and Year 12, reporting should use the appropriate public examination scale
- **Results from past examination series should be used to judge the effectiveness and reliability of summative assessments used in-year**



Curriculum Impact

Assessment and Progress



9. Accountability and Workload

- **Accountability will be through existing trust review structures.** These will consider whether curriculum intentions are appropriate and if assessments of pupils' learning are suitable and valid. They will scrutinise the academy's own evaluations of how successfully pupils are learning the intended curriculum in each subject (or a sample of subjects). Assessments will not be used in isolation to reach judgements about pupils' progress or attainment
- **Assessment approaches should be implemented in ways which reduce staff workload.** For example, assessments made in KS3 using the four-point scale shown in section 5 should not be translated to other measures, such as GCSE grades, which would require the design and use of suitable criteria. Similarly, assessment in all key stages should draw heavily on information from informal, formative and summative assessments. There is no need for staff to routinely record information from informal assessments
- **Approaches to marking should be impact evidence based.** Academies should review their approaches to marking to ensure they are not increasing staff workload. For example, pupils' routine work should not normally be marked. Instead, academies should identify a suitable number of assessment tasks which will be teacher-assessed. The purpose of teacher marking is to help the teacher understand gaps in learning for individual pupils or groups of pupils. Feedback to address these gaps should be provided as promptly as possible. It is not always necessary for such feedback to be written, or a record to be kept that feedback has been provided – evidence of improvement in pupils' learning or quality of work will usually be sufficient. For most purposes, responsive teaching, including through whole-class, or individual, verbal feedback is normally the most effective strategy



Curriculum Impact

WalkThrus – Learning Walks



Daily WalkThru – Aim and Rationale

Learning walks are a vital tool for observing and collecting evidence about teaching & learning, progress and areas for school development. At Blessed Robert Sutton, learning WalkThrus are to be a developmental and constructive whole-school improvement activity, rather than judgmental. Learning walks are a way of sharing good practice and ensuring both pupils and teachers feel supported in their teaching and learning and have the best deal.

On the WalkThru slot on their timetable, all Middle Leaders and SLT should take a learning walk around the school visiting as many different departments as possible, commenting on areas of best practice and acknowledging both staff and student achievement (Year Leaders may also wish to complete a Daily WalkThru during AM and PM Form Time). Best practice will then be celebrated on Feel Good Friday where excellent work and teaching and learning ideas are shared.

Feel Good 
♥ Friday

School Strategic Priorities for 2021 / 22

Our mission and ethos

The best quality outcomes for students; driven by teaching and learning and pastoral excellence.

The Sutton Experience - students

The Sutton Experience - staff

Healthy and Safe

Effective systems and processes

Relationships that make a difference



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Curriculum Impact

WalkThrus – Learning Walks



MS Forms Overview

4. What is going well at BRS?

As you complete your learning walk, comment on any specific areas of best practice. This could be linked to the Sutton Way Teaching and Learning Standards, the Sutton Way Student Expectations (Academic, Spiritual and Social Excellence) or the School Improvement Plan.

5. Any issues to raise? (Snag List - any IT, Site, Behaviour, Curriculum, Year Group issues to know)

As you complete your learning walk, do you notice any issues that you would like SLT to discuss and resolve? This could be information to provide to the IT and Site Team, or an issue you would like to alert a Curriculum or Year Leader to.

6. Staff Shout Out - Add any names of any staff who deserve particular recognition and provide a reason why.

7. Student Shout Out - Add any names of any students who deserve recognition for following the Sutton Way.

Add the names of any staff and students who deserve celebrating on Feel Good Friday.

8. Add an example of excellent practice to be shared for Feel Good Friday.
(Non-anonymous question ☺)

Add a photo of any excellent practice.
(If you take multiple photos you can email them to EDT or add to the following folder on the Shared Area:



Curriculum Impact

WalkThrus – Learning Walks



What will be done with the evidence collected?

Evidence will be collected from Friday to Thursday in preparation to celebrate in the Daily Briefing on the succeeding Friday. Best practice by staff and students will be acknowledged in the Friday staff briefing and afternoon form time.

To ensure best practice is reflected on, and to empower all staff in developing confidence in leading whole school improvement, best practice shared will also shape future CPD sessions.

Any issues will be collated and given to the respective line managers.



Curriculum Impact

Work Scrutiny



The purpose of a work scrutiny

Work scrutiny is a vital tool for observing and collecting evidence about marking, assessment and feedback; progress and areas for school development. At Blessed Robert Sutton, Work Scrutiny are to be a developmental and constructive whole-school improvement activity, rather than judgmental.

Work scrutiny are built into the school calendar as part of the school improvement cycle or will be developed as a result of a specific school issue coming to light. Over the course of a year, staff should experience, on average, no more than one work scrutiny each half term.

What a work scrutiny is not

- The sole indicator for learning or teaching quality in the school.
- The sole indicator of an individual's teaching performance.
- Part of a practitioner's performance management.

Work scrutiny - guidance

- Work scrutiny will run in conjunction to the T&L evaluations and dates for these can be found on the calendar
- The work scrutiny takes place outside the lesson
- **SLT** inform teachers / SL which books will be seen
- Most work scrutiny will take place using the Subject Leader in conjunction with the SLT link. SLT members, TLR holders in the department, other SLs. Some work scrutiny will be organised to be ran during TLCS and/or departmental meetings others will take place during Middle Leader meetings, specific SL/SLT meetings or SLT meetings.
- Work scrutiny may include Senior Leaders, Middle Leaders, peer-teachers, governors, staff from other schools or from the St. Ralph Sherwin CMAT.



Curriculum Impact


Work Scrutiny



During/after the work scrutiny

- Persons conducting the work scrutiny should look at books/folders from each teacher to quickly establish whether the right content is being taught, relative completion rates for pupils in the group and frequency of marking.
- Then, **books should be strategically selected** from the class set. They should be selected using class data so that it is representative of all groups (such as gender, prior ability, key group etc.).
- Look at these books in detail to establish the quality of pupil work and teacher assessment and feedback, including the quality of pupil responses and whether or teacher comments have been actioned on and used in subsequent work.
- Agree on relevant CPD which will help develop that member of staff, addressing the EBI.
- Photocopy the best feedback to showcase this to the rest of the department. It would be beneficial to the start of a department meeting to share best practice from the work scrutiny.
- The CL should feedback to the teaching staff, explaining their observations.

Work Scrutiny – Blessed Robert Sutton Catholic Voluntary Academy



Subject:	Year Group:	Date:		
Department priority:				
Number of books or pupils work observed:				

	Pupil Premium	High Attainer	Middle Attainer	Low Attainer
Classbooks have the Sutton standards sticker and BRS school prayer.	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				
Have pupils taken pride in their presentation including worksheets in the correct place?	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				
Do books evidence good Literacy skills including errors identified by teachers and addressed by pupils?	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				
Are there opportunities to include Numeracy?	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				
Is there evidence of modelling taking place?	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				
Evidence seen of challenge/differentiation in classbooks?	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				
Have pupils acted upon feedback on teacher comments using the BRS whole class feedback sheets?	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				
Is regular self-assessment taking place by pupils?	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				
Evidence of revisiting material and low stakes testing?	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				
Have knowledge organisers and personal learning checklist been filled and glued in books?	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet	Yes / Some / Not Yet
Additional Notes				



Curriculum Impact

Work Scrutiny



Work Scrutiny – Blessed Robert Sutton Catholic Voluntary Academy

Work scrutiny feedback

Other critical questions to discuss when reviewing work sample:

- What do these books tell me about the structure of your curriculum?
- What is this topic/ lesson/ activity part of? What does it sit within?
- Does pupils work reflect the intended curriculum? Do the books reflect the department SOW? E.g. sequencing
- Why is this taught here and why now?
- How well is the curriculum implemented?
- Are knowledge and skills learned well for future learning?
- Do books show evidence of revisiting?
- Is prior knowledge manifesting itself in later pieces of work? How does this lesson/ topic/ work build on pupils' prior knowledge?
- Is learning sequenced and developed incrementally?
- Do books reflect an emphasis on vocabulary?
- What has been done where children have missed a lesson?
- The progress that pupils are making in terms of knowing more, remembering more and being able to do more. Is there any evidence that teachers use assessments to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently?

Summary Comments

WWW (What went well) What features of the sample show a positive impact on pupil work?	EBI (Even better if) What is the one major factor which would improve pupil work?



Curriculum Impact

Quality Assurance



QA process – Pupil / Parent / Staff voice

Learner/Parent/Staff
Questionnaire or pulse
survey issued via social
media / email / letter .

Feedback reviewed by SLT
and relevant ML
Quick wins identified and
action on
SIP updated to reflect any
emerging actions required.

SIP updated to reflect
actions (including
monitoring and evaluation
arrangements).

Headlines / Outcomes
shared with stakeholders
through letter / video or
newsletter.

Lines of enquiry followed up
with Parent/Learner/Staff
Forum.



Curriculum Impact

Quality Assurance



QA process – Walk Thru (lesson observation/work scrutiny)

Walk Thru or Deep Dive carried out.
Notes recorded on MS Teams Walk Thru Form. This includes work scrutiny.
Where possible we take photos of great practice.

SIP updated to reflect actions (including monitoring and evaluation arrangements)

Every morning SLT review the previous day's Walk Thru data for any concerns. Currently in our school all T&L is good or better.
Should any concerns be flagged up from Walk Thru data this would be discussed with teacher and shared with the relevant line manager. Where required and support plan would be put in place.

Walk Thru data is used to identify CPD needs either on individual / department / whole school level.

This is then picked up through Department Development Time and /or whole school CPD boosts.

We believe that as teachers we can always be improving our practice.

From Walk Thru data and Deep Dives feedback is provided to teachers. This includes 'quick wins' that teachers can take immediate action on / link/s to relevant part of the CPD Toolkit on system shared with teacher.

Feel Good Friday briefing (Friday - 8.15am) during this briefing we highlight best practice captured during the week's Walk Thrus.



Curriculum Impact Quality Assurance



QA process – Data

