



LONG FIELD
SPENCER ACADEMY

Quality of Education Policy

2026-27

To be read in conjunction with:

- Professional development policy
- Behaviour for learning policy
- Ofsted School Inspection Handbook 2024

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1. Curriculum design

INTENT

At Long Field Spencer Academy we aim to provide a broad and inclusive education for life, in a secure and happy environment where all members of the school community feel valued and respected. We intend that all students leave Long Field Academy having achieved high quality outcomes alongside developing skills and talents enabling them to become rounded individuals, ready for their next stage of life.

We prepare our students to achieve their potential through a challenging and enriching curriculum that supports them to be Ready, Respectful, and Safe.

IMPLEMENTATION

Within the classroom

From the beginning of their time with us students are provided with a curriculum pathway that enables them to map out their journey from Year 7 to Year 11 and beyond; building on their primary school foundations. At Key Stage 3 students study a broad range of subjects. Alongside core subjects, students study 4 design technology disciplines, performing arts, music, PE, languages, history, geography, RS and computing. Towards the end of Year 9 students then select three subjects that they will study at Key Stage 4 alongside English Language and Literature, maths and either combined or triple science. We also offer students at Key Stage 4 the additional option of Animal Care, Childcare and Business. Although students select one Ebacc subject we don't insist that all study the full Ebacc suite, but rather provide advice to students and parents on the benefits of doing so, whilst allowing them the final decision. We believe in the importance of developing memory through implementing retrieval practice in all lessons. We use research-based strategies in our teaching practice to ensure teaching is effective in, not only generating positive outcomes, but developing our students as individuals. All students, regardless of their starting point are supported and challenged to ensure they are successful.

Beyond the classroom

Students have a wide range of opportunities to learn beyond the classroom. This includes a wide range of clubs, from sports clubs, gardening, book clubs, drama group, chess, and mindfulness art, to computing, coding, and Dungeons & Dragons to name a few, alongside our 5 Enrichment Days. All students have the opportunity to gain the DofE award and develop their problem solving skills. In addition, our Excellence Challenge allows students to demonstrate their learning across a whole range of activities.

Our wide range of trips from residential visits to New York and Thailand, as well as day trips across a whole field of experience enable students to broaden their horizons.

Together Enjoy Achieve (TEA)

Together Enjoy Achieve (TEA) is our school moto and this underpins all we do.

The Long Field Icons

The Long Field Icons are used throughout lessons to identify the current phase of learning. They provide students with a consistent approach to teaching and learning across the curriculum, helping them to understand the purpose of each activity and the strategies they should use to achieve success. This shared approach supports students in becoming confident, independent learners in all subjects.

Ready, Respectful, Safe

Be **ready** to: learn, cooperate and make the most of opportunities, wear uniform with pride.

Be **respectful** for: own learning, the learning of others, the school community and learning environment.

Be **safe**: behave with consideration for the safety of self and others, report any bullying or discrimination.

Houses

The House System is an integral part of the community life at Long Field. Through the four vertical house groups a system of student leadership is established with school ambassadors and House Leaders leading this work. House groups work together to solve problems, win competitions, understand the wider world through 'News Watch', raise money for charities, or develop their wider RSHE learning, including our focus upon healthy mind, healthy lifestyle.

IMPACT

Our school moto is Together Enjoy Achieve (TEA) and the result of a students' journey at Long Field is a strong sense of togetherness with our school community; happy and enriching experiences; and the achievement of an ambitious set of qualifications that opens the doorway to their next stage of learning.

2. Aims and Responsibilities

Long Field Spencer Academy endeavours to provide a safe learning environment in which students can feel and be safe, enjoy school and achieve.

It is the responsibility of all teachers to provide high quality learning experiences for our students and deliver the planned curriculum. The principles of teaching and learning are set in the Standards for Teachers as published by the DfE (in September 2012). Teaching at Long Field Spencer Academy should comply with these Standards.

It is the responsibility of Curriculum Directors to lead their teams in the design and implementation of effective curriculum plans and schemes of work. Curriculum Directors are responsible for monitoring and evaluating the impact of their curriculum areas.

The Senior Leadership Team is responsible for monitoring the quality of teaching and learning across the school and identifying where development is needed.

It is the responsibility of the Vice Principal to ensure the students receive broad and challenging curriculum that provides them with the knowledge and skills to succeed in further education and beyond.

To ensure the quality of teaching does not remain static, whole school quality of education priorities are identified within the School Improvement Plan and reviewed termly to highlight areas for improvement.

3. Guiding principles and pedagogic influences

The following influences shape all aspects of our curriculum and form the basis of induction and ongoing CPD:

- *Together Enjoy Achieve* is the motto of Long Field Spencer Academy, and it shapes the impact of our curriculum
- *Ready, Respectful, Safe* guides our curriculum intent and implementation
- Rosenshein's Principles of Instruction underpin teaching instruction and assessment. These are sign-posted in lesson resources through use of the Long Field Icons.
- Staff establish nurturing relationships with students guided by Paul Dix's approach to positive behaviour management and Rebecca Brooks's trauma & attachment classroom practices.
- Reading is prioritised and students are actively encouraged to read widely and often.
- A 'disadvantaged first' approach is used to ensure pupil premium students are at the forefront of teaching and learning decisions.

4. Routines for learning

Consistent classroom routines are applied across the school to support student readiness to learn.

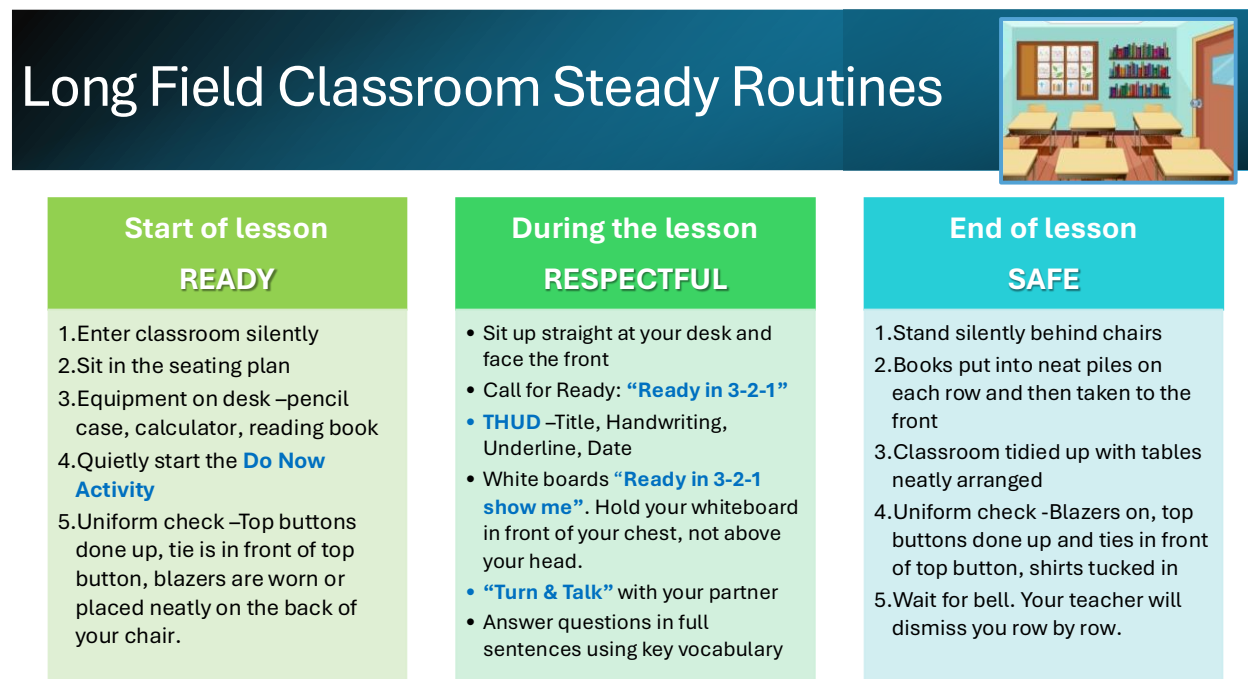


Fig. 1.

5. Lessons at Long Field Spencer Academy

Long Field has nearly double the national average proportion of students with SEND. 27% students have additional needs. (5% SEND E and 22% SEN K compared to secondary Nat Av. 2023/4 of 2.7% SEND E and 12.9% SEN K).

Our routines for learning (Fig.1.) and Long Field Icons (Fig. 2.) have been developed to support staff in delivering a consistent and inclusive approach to best meet the needs of all our students within the classroom.

The Long Field Icons are shown throughout lessons to identify the current phase of learning. They provide students with a consistent approach to teaching and learning across the curriculum, helping them to understand the purpose of each activity and the strategies they should use to achieve success. This shared approach supports students in becoming confident, independent learners in all subjects.

Although it is expected that the Long Field Icons are used to guide lesson planning, teachers are not routinely required to produce lesson plans. An exception to this would be teachers who are still working towards QTS or have an identified CPD need.

The Long Field Icons



Fig. 2.

6. The role of teaching assistants

Teaching assistants (TAs) make a significant difference to pupil outcomes at Long Field. In addition to 1:1 TAs who support specific students across the curriculum, our subject specific TAs are assigned to faculty areas and work closely with the teaching staff to deliver specialised support within lessons. The primary role of a TA at Long Field is to facilitate equal access to the curriculum. TAs are familiar with the pupil profiles or the SEND pupils in the classes they support and support the teacher in creating a purposeful and inclusive learning environment. To develop independent learning, all TAs will circulate in the room and not support one student for the whole of the lesson.

Where a TA is required to scribe for a pupil, the pupil's own words will be written by the TA in purple pen in the student's book.

TA's at Long Field are expected to support students in the following ways:

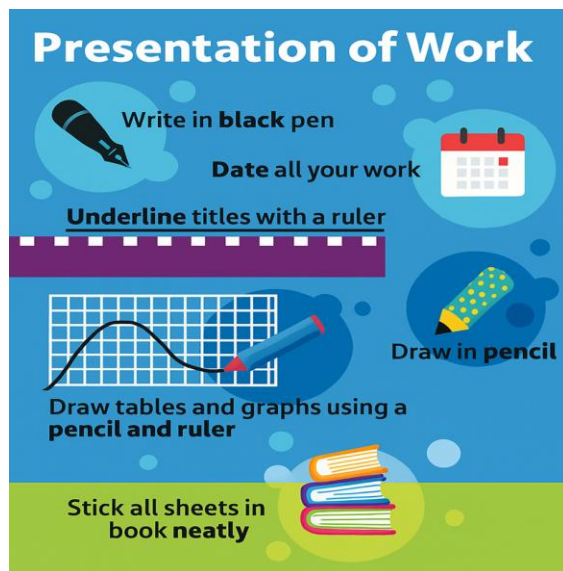


7. Presentation

Student books should be beautifully presented. (See guidance in Fig. 3).

Teachers are expected to support students to present their work by modelling tasks and detailing how tables and diagrams should be drawn in books. Activities should be planned to ensure students have enough time to attach or stick in necessary work sheets.

Beautiful work is recognised and awarded house points.



Eir

8. Feedback & marking

Feedback to students should be regular and prompt, with specific praise where success criteria has been achieved and clear guidance on how work can be improved or understanding extended.

Feedback may be provided by teachers through 'check and correct' activities, demonstration, verbal explanation or in writing using a red pen.

Students are expected to respond to feedback using a green pen and lessons should be planned to allow students time to reflect on and respond to feedback.

Green pen response should be evident throughout student exercise books to demonstrate an improved understanding following targeted or whole class teacher feedback on an activity or assessment.

Each faculty has a bespoke Marking and Feedback Policy that specifies the type and frequency of feedback and marking expected for the activities in their curriculum area.

9. Literacy

9.a - Reading for pleasure

Reading is prioritised at Long Field. We understand the correlation between reading ability and GCSE success, and the impact this can have on life chances. We promote a love of reading and encourage students to read for pleasure by providing opportunities to read widely and often.

All students are expected to have a reading book with them as part of their school equipment and this is checked systematically for Years 7-10 during housetime equipment checks.

Long Field Spencer Academy seeks to match every student with a book they will enjoy reading and all students are expected to have a suitable reading book as part of their daily school equipment. Students are actively involved in the purchase of new books and care is taken to seek interesting material for our teenage readers regardless of their reading level.

For our upper KS3 and KS4 pupils with lower than expected reading ages, Barrington Stoke books are frequently selected for their engaging and unpatronising content, accessible layouts and dyslexia friendly fonts to make for an easier and enjoyable reading experience.

For our confident and expert readers, we offer a high level of curriculum challenge and our passionate librarian keeps up-to-date with current trends to ensure the library is well-stocked with a wide range of engaging. Lists of subject specific recommended wider reading material are also displayed in the library.

To ensure students know how to use the library, all Year 7 students receive a Library Lesson during the first three weeks of the academic year. Year 7 and 8 students participate in the Accelerated Reader initiative and complete a Renaissance STAR reading assessment within the first week of the autumn term. Students receive their results in the same lesson and are given their personal ZPD range on a bookmark along with an explanation of how Accelerated Reader (AR) works. Students are then introduced to the library and supported to find an appropriate reading book that matches their interest.

Through Accelerated Reader, students earn points by completing short quizzes about the books they have read. These points link to house points, regular prizes and reward trips.

i. - Reading Assessment

Reading for progress – NGRT (New Group Reading Test)

At the start of each academic year, all students in Y7-9 undertake the NGRT (New Group Reading Test) assessment. This diagnostic assessment generates several valuable pieces of data that ensure students are supported/challenged appropriately on their reading journey. Firstly, a standardised age score (SAS) is ascertained. The national average is 100, with scores below 88 suggesting below-average performance and scores above 112 indicating above-average ability.

Additionally, sentence completion and comprehension scores are determined. This indicates how well a student can decode text as well as how well they understand what they are reading (assessing comprehension skills).

This diagnostic data will be closely tracked and analysed to ensure that students are placed strategically within the appropriate level and frequency of intervention to develop their reading skills.

Students receiving intervention complete termly reading assessments and are monitored to assess and track the progress made in their reading.

ii. – Phonics

Phonics provision is delivered by specialist intervention staff who are trained to deliver the KS3 Phonics programme by Abigail Steel, creator of DfE approved Rocket Phonics. KS3 Phonics is a phonics intervention programme presented in an age-appropriate way suitable for our KS3 and 4 learners.

The content of this comprehensive course covers the English Alphabetic Code across 30 weeks. Students work through three progressive workbooks containing 46-48, 20-minute, standalone lessons. Most students would complete phonics intervention twice a week. In more urgent cases, for example where a student's literacy level presents a serious barrier to accessing the wider curriculum, the school may offer an intensive fast-track daily intervention course that would complete the programme within one year.

Students are baselined using a diagnostic assessment at the beginning of the course and progress is monitored through assessments at the end of each workbook and through repetition of the diagnostic assessment at the end of the course or each year. It is important to note that the programme is designed for students to start from lesson 1, book 1, regardless of performance on the baseline assessment, so that any gaps in learning are closed. This recommendation would be followed in most circumstances.

iii. Fluency

Fluency provision is delivered by specialised intervention staff. Reading fluency is a combination of automaticity, accuracy and prosody. Through tailored intervention sessions, students will be guided through a combination of well-evidenced strategies including:

- modelled expert prosody
- repeated reading
- echo reading
- text marking
- performance reading
- modelled comprehension

Students conduct a baseline assessment at the beginning of their block of sessions to ensure that reading material is bespoke to the needs of the students. Following eight weeks of twice-weekly intervention, participating students are reassessed to ascertain students' progression and plan next steps.

iv. - Reciprocal Reading

To support our commitment for pupils to become confident and independent readers, Reciprocal Reading strategies are used within reading intervention lessons. Reciprocal Reading is a structured approach to teach reading strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension. Initially, students develop their use of these strategies by observing a teacher 'thinking aloud'. This is followed by opportunities for students to work in groups so that they can continue to observe others using the strategies and experiment with the strategies whilst receiving feedback. Ultimately, the aim is for students to use the strategies with increasing independence and sophistication. This process makes the implicit skills of reading explicit and promotes high level discussion of text. Reciprocal Reading prompt cards are used to support students.

All teachers have received training on Reciprocal Reading and it is common practice for the reciprocal reading language (predict, question, clarify, summarise) to be used, where appropriate, to support student comprehension of text across the curriculum.

To support this beneficial approach to reading, Long Field undertakes Ruler Reading. This involves staff guiding students through a text, modelling pace and fluency whilst students use their ruler to track what is being read. Staff will facilitate discussion on what has been read and students engage in oracy activities to ascertain what has been understood and challenge misconceptions.

v. - KS3 Reading Lessons

Students in Years 7-9 have one designated reading lesson per week as part of their English curriculum. The focus of these lessons is to provide students with a safe space to engage with a range of texts in a way that provokes an enjoyment of reading. Throughout these reading sessions, the Ruler Reading method is common practice, incorporating Reciprocal Reading strategies to promote active reading. These lessons are not assessed.

Intent of KS3 Reading Lessons:

- Read a wide range of high-quality texts
- Reading is prioritised to allow pupils to access the full curriculum and the skills to communicate, gives them the foundations for future learning
- For students to become confident readers and all students have opportunities to read aloud
- The reading lessons will develop pupils' fluency, confidence and enjoyment in reading
- For students to be able to make informed personal responses and recognise that other responses are possible through discussion

Implementation of KS3 Reading Lessons:

- Teachers use key reciprocal reading strategies to check the students' understanding
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well

Impact of KS3 Reading Lessons:

- Pupils grow a love of reading and enjoy reading for pleasure.
- Pupils will read widely and often, with fluency and comprehension appropriate to their age.
- Pupils gain from the personal benefits of reading fiction.

vi. – DEAR

Years 7 and 8 have daily Drop Everything and Read (DEAR) time during the first ten minutes of period one. Year 7-10 students also read for the first ten minutes of house time at least once a week.

This dedicated time allows for students to truly enjoy reading, whilst offering them the opportunity to log and discuss the new vocabulary that has been gleaned through their independent reading. This is captured in their individual reading bookmarks, giving students an opportunity to maximise their new vocabulary through discussion and termly competitions.

vii. - Strategies to support reading in class

Teachers should refer to available data on the reading ages (ascertained through the NGRT assessments) of their students and adapt the following strategies (Fig. 4.) to support reading comprehension in class. It is recommended that Appendix C is used as a guide to plan reading as an activity within the curriculum.

Where appropriate, learning resources should contain images to help students understand the context of and decode the text (Dual coding).

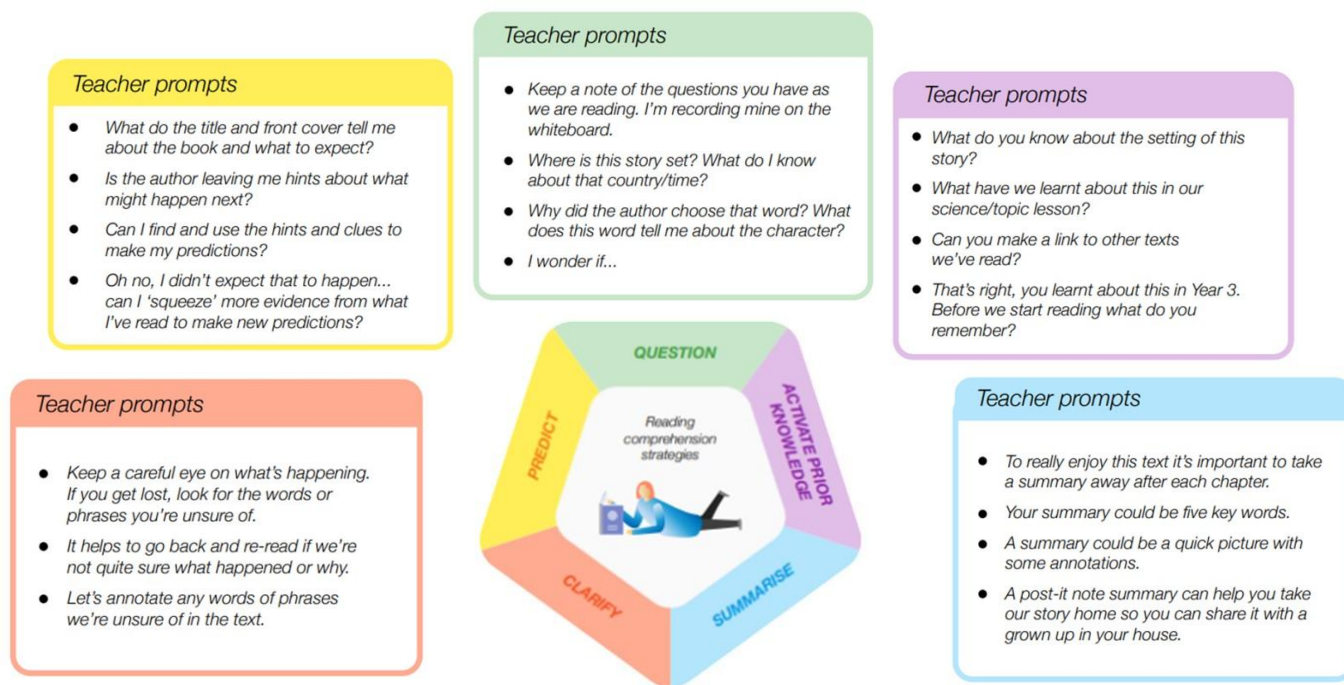


Fig. 4.

b. Disciplinary Literacy

To ensure that students are supported to understand how and why reading is different in each subject, faculties have identified the unique reading demands for their curriculum area and developed reading strategies that explicitly address these in teaching.

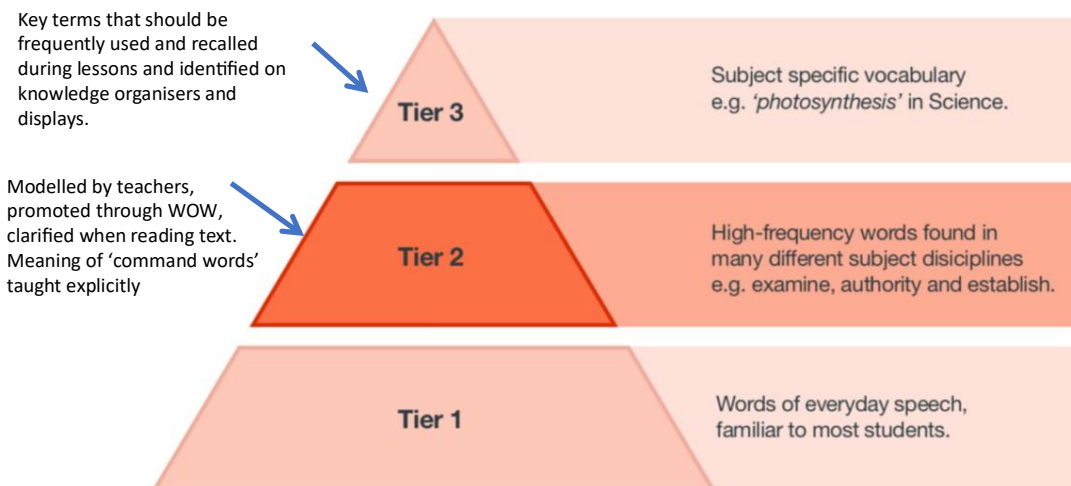


Fig. .5.

Teachers are aware of the three tiers of vocabulary within their subjects See Fig. 5. The meaning of key vocabulary should be pre-taught to students and it's use modelled frequently throughout the lesson. Echo/ choral speaking is also used widely to promote accurate articulation of new vocabulary. Students should be encouraged to use Tier 3 vocabulary in their verbal and written responses.

i. Root Word of the Week

Each week, students will be introduced to a new ‘root’ word during house time. Students will discuss the origin and meaning this root word and explore how common it is in the language that they read and speak. Through guided activities on etymology and morphology, students will grow in their confidence when using prefixes and suffixes to modify the root word. They will also be encouraged to prove their understanding of the words by using them correctly in sentences and will also discuss areas of their wider curriculum where these root words might be relevant.

c. Marking for Literacy

Marking written work for literacy is essential for developing communication skills for students at Long Field Academy.

Evidence of marking Literacy should be present in written work. Errors could include spelling errors, capital letters, punctuation or a missing word/syntax error. There is an expectation that student respond to this feedback.

Formal English and appropriate grammar must be used in all written work and marked as such. The use of different types of writing should be encouraged and common forms and conventions used.

Teachers and students should refer to the ‘Progress in Literacy’ guidelines to help support their written work. See Fig 6. Please note, where a pupil has additional literacy needs, teachers should focus on correcting the spellings of key vocabulary and provide punctuation guidance that supports the reader to interpret the intended communication.

The use of word walls, writing frames, spelling mats etc should be encouraged and departments should provide support materials for literacy in their subject area as appropriate.

		
Margin:	What it means:	Example:
SP	Spelling error	Dose
^	You have missed something out	The cat ^ the mat
P	Punctuation error	Dont
?	Unclear, poor expression	He home of the day
WW	Wrong word	They where running
N.A.S	Not a full sentence	Running down the street
C or =	Needs a capital letter	dave lives in london
//	New paragraph	//The next day
T	Tense error	I go to the store and I bought milk.

Fig. 6.

d. Oracy and quality classroom talk

Students are expected to be active participants within lessons and will be invited to share and develop their answers with their peers through “turn and talk”. This allows students the opportunity to refine and extend their answers prior to class discussion and targeted teacher questioning.

The Alex Quigly ‘ABC’ approach to oracy is promoted across all curriculum areas. This encourages students to either agree, build or challenge what has been said, either by a teacher or a peer during

class discussion. Through the supplied oracy sentence stems, students gradually develop the confidence to contribute to class discussion and extend the explored points made by others. Through this approach, students are encouraged to challenge the views of others in a constructive and pragmatic manner.

10. Vulnerable Learners

Supporting Vulnerable Learners First is an approach used at Long Field to ensure our most vulnerable learners are at the forefront of all teaching and learning decisions. Vulnerable learners include: PP, SEND with Low Attendance. The intent of this approach is to help close the attainment gap between our PP and non-PP students. Implementation and Impact are monitored by the Assistant Principal with responsibility for pupil premium along with two staff PP Champions.

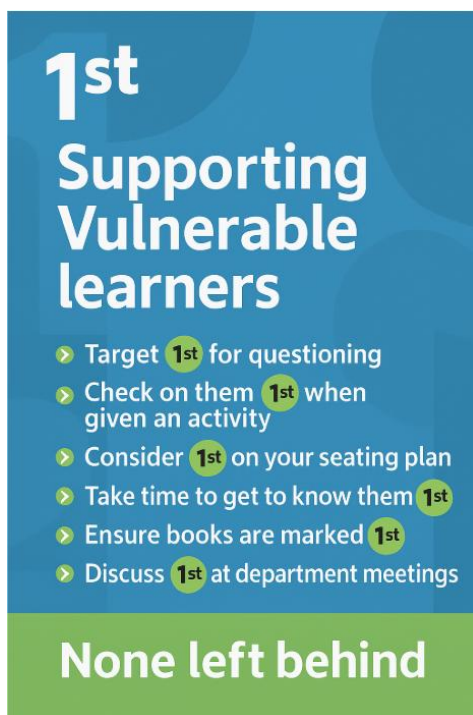


Fig. 7.

11. Measuring progress

a) Baseline assessment

The following baseline assessments are conducted on entry to the school.

- NGRT reading assessment
- STAR reading assessment (or phonics baseline)
- Subject teacher assessments against our PLC levels

Boxall Profile or McSherry Doyal Readiness for Reintegration Scale assessments may also be used to identify key areas of need for students who display behaviours that indicate they are not yet classroom ready. This will be carried out by a key member of staff.

b) Target Grades

We consider a range of information when setting target grades to make sure they are both realistic and aspirational. This includes FFT Targets based on KS2 data, and baseline assessments. Target Grades help us monitor the progress of each student and make sure they are achieving their potential.

c) Working Towards Grades

Working Towards Grades are used at KS3 to track student progress towards their target grades.

The Working Towards Grade is the grade a student is currently working towards in each subject. For example, if a student is working towards a Grade 5 in Year 7 and keeps working at the same level throughout their time at Long Field, they will most likely achieve a Grade 5 in that subject when they do their GCSEs in Year 11. If a student is making expected progress, their Working Towards Grade will be the same as their Target Grade.

KS2 Baseline	FFT KS4 Target grade
H (110+)	9
	8
	7
M (100-109)	6
	5
	4
L (-99)	3
	2
	1

Fig. 8.

d) Assessment cycle

Informal assessment, such as hinge questions, Q&A, written responses or practical activities are used systematically throughout lessons to inform responsive teaching decisions.

Formal classroom-based assessments take place each half term or at the end of a topic, and mock exams are taken in the sports hall at the following times:

- Y9 core subjects in the summer term
- Y10 All subjects in the summer term
- Y11 all subjects in the autumn and spring terms

Whole school data collection takes place at the end of each term through Data Drops. Student progress is analysed at faculty and whole school level.

This data analysis is used to inform:

- Intervention to support students who are not making expected progress
- Curriculum decisions
- Staff CPD and recruitment decisions

e) KS3 Personal Learning Checklists (PLCs)

At KS3, Personal Learning Checklists are used to map disciplinary subject demands backwards from GCSE to ensure the curriculum is ambitious and assessment decisions are accurate.

PLCs are printed and shared with parents and students at the beginning of each academic year, along with a knowledge organiser booklet outlining the key learning required for success in each subject.

Students

- All students are given the PLCs for their subjects at the start of the year
- Students are aware which PLC they are covering in their lessons
- Assessments are based around the PLCs
- Once marked the teacher identifies the key PLCs that the student needs to improve and sets intervention work on that topic
- Students are given a Working Towards Grade for each assessment
- Students receive a report once a term with their progress information

Staff

- Learning outcomes are related to the PLCs
- Once a half term staff assess the stage students are working at based on their work for that half term through assessment
- Teachers set intervention work based on the areas for improvement based on the analysis of the PLC assessments

12. Reporting to parents

Progress reports are sent home to all year groups at the end of each term. Reports provide parents/carers with information for each subject about their child's attitude to learning, working towards grades (KS3), current grade (KS4) predicted grade, and targets for improvement.

Detailed reports including comments for house tutors and leadership, are sent home at the end of the summer term along with PLC and knowledge organiser booklets for the following academic year.

13. The learning environment

At Long Field we take pride in our learning environment. Classrooms should be safe, stimulating places, where student work is valued and displayed. Classroom organisation and appearance should support and inspire learning. Faculties are expected to make sure displays are inclusive and aspirational.

14. Classroom Ready

A very small number of students start at Long Field in year 7 unable to demonstrate the behaviours for learning needed to access learning in a classroom environment. These students receive a bespoke curriculum in a small group setting that allows for reduced transitions throughout the day and a greater focus on nurture and pastoral support. This curriculum follows the same PLCs and

classroom routines as the rest of the school to prepare students for a gradual reintegration into their mainstream class.

Student progress is assessed through school assessments and the McSherry Doyle Readiness for Reintegration Scale. It is expected that students should be ready to reintegrate back into the main school within 18 months.

15. Praise and celebration

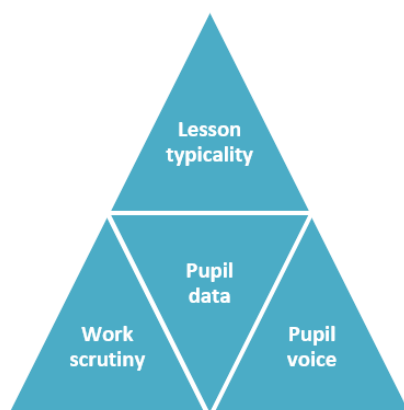
Specific praise is used consistently with our pupils to encourage and also to build up confidence in their abilities/progress. We actively encourage students to pursue their interests and use social media to share our pride in the achievements of students both in and out of school. Please see Appendix D for details of how house pints are used to reward achievements.

16. Evaluation of impact

The implementation of this policy is overseen by the Vice Principal and monitored at faculty level through weekly line management meetings between Curriculum Directors and Senior Leadership during which information collected through lesson drop-ins, work scrutiny, and student voice activities, is analysed against student progress and behaviour data to inform next steps.

Quality Assurance is a continuous process and takes a wholistic approach to assessing curriculum impact. Teaching staff are expected to routinely engage with quality assurance processes to support whole school improvement.

Quality Assurance Practices include



Frequency and purpose of quality assurance practices:

QA Method	Purpose	Frequency	Follow-up	Responsibility
Typicality lesson drop-in (5-10 minutes).	To review policy and curriculum implementation and professional development needs across the school.	Daily	Feedback given directly to teacher on Step-lab. Summary of trends and actions required reported to Curriculum Directors termly	Leadership

Pupil Pursuits <i>See Appendix F</i>	To evaluate access to and engagement with the curriculum. To develop strategies to support vulnerable learners	Reviewed weekly	Summary of trends and actions required reported to teachers involved and Curriculum Directors.	Leadership
Work scrutiny	To compare evaluate access to and engagement with the curriculum.	Books from each year group are reviewed at least once a term by subject leaders or leadership Work scrutiny will also take place during a drop-in or as part of a pupil pursuit.	Intervention decisions implemented by Curriculum Director.	Subject Leaders and Vice Principal
Pupil voice & book study <i>See Appendix E</i>	To evaluate curriculum impact	Once a term for each year group	Summary of findings and actions required reported to Curriculum Director.	Vice Principal
Student progress data	To evaluate curriculum impact.	Once a term for Y7-10 following data drops. Once a half term for Y11 through basket meetings. Following external assessment	Intervention decisions implemented by Curriculum Director. Vulnerable learners identified for pupil pursuit.	Curriculum Directors and Leadership
Student behaviour data	To evaluate access to and engagement with the curriculum. To identify vulnerable learners	Reviewed weekly	Intervention actions decided by Leadership. Vulnerable learners identified for pupil pursuit.	Curriculum Directors and Leadership
FIP and SIP reviews	To evaluate incremental progress towards school improvement targets	Termly	Progress reviewed in line management meetings and action plan agreed	Curriculum Directors and Leadership
Spencer Trust Reviews	To provide external guidance on quality and standards. To hold the leadership team accountable for school improvement.	Once a term - through lesson visits and SIP review	Progress reviewed in leadership meetings and action plan agreed	Principal & Leadership

Fig. 10.

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead

VISUALISED BY

OLI CAV

Oliver Caviglioli @olicav



REVIEWING MATERIAL

1 Daily review



Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

10 Weekly and monthly review



QUESTIONING

3 Ask questions



The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

6 Check for student understanding



SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps



Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

4 Provide models



Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

8 Provide scaffolds for difficult tasks



Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice



Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback. High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

7 Obtain a high success rate



9 Independent practice



Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. *"Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"*



Long Field Learning Behaviours

READY

ON TIME



Be on time to school and lessons.

EQUIPMENT



Equipment should be placed on your desk at the beginning of each lesson.

UNIFORM



You are part of the Long Field team. Wear your uniform with pride.

RESPECTFUL

LEARNING



Respectful of own learning and the learning of others.

COMMUNITY



Respectful to all, including students, staff and the wider community.

ENVIRONMENT



Leave spaces clean and tidy.

SAFE

BE CAREFUL



Consideration for safety of others.
E.g take care, no running.

BE AN UPSTANDER



Be an upstander and report bullying or discrimination.

Ready Respectful Safe

Failure to demonstrate Ready, Respectful, Safe will result in a detention

APPENDIX C -A Teacher's guide to planning and Scaffolding Reading

A Teacher's Guide to Planning and Scaffolding Reading

Before Reading		During Reading	After Reading
Choose and prepare the text carefully ➤ Consider whether the text is interesting and appropriately pitched, and whether there might be any sensitive issues to explore beforehand ➤ Consider the knowledge will students bring to the text, and what will they gain from it ➤ Provide students with a physical and accessible, high quality copy of text (clarity of font, size, spacing etc) – avoid overuse of PPT slides to share longer text. Where possible share text in advance to enable students to pre-read. ➤ Read the text in advance, prepare it and know it well • Identify potential academic challenges and how to mediate these • Plan TA targeted support and share the text with them before the lesson	Explicit Instruction Modelling of strategy (I do)  Guided practice (we do)  Independent practice (you do)	Reading fluency strategies Think about how you will support pupils to read with accuracy, automaticity and prosody. ➤ Use guided oral reading to model expert reading aloud ➤ Provide opportunities for repeated reading of short texts – reading with a different purpose each time ➤ Optimise opportunities for <u>all</u> pupils to read aloud – use assisted reading strategies like choral reading, echo reading, reader's theatre and paired reading ➤ Avoid round robin reading	Structured reflection Provide opportunity for pupils to reflect on their own reading and make connections. Consider... ➤ Self-evaluation of reading strategies and intended goals ➤ Text-to-Self: encourage pupils to connect to their personal lives and identities ➤ Text-to-Text: encourage pupils to make connections to other texts they have read ➤ Text-to-World: encourage pupils to consider connections to real life
Activate prior knowledge ➤ Provide opportunity to explore what pupils already know about the context, topic or vocabulary ➤ Use concept images/video to contextualise as a stimulus for structured talk or writing <i>before</i> reading		Reading comprehension strategies Use metacognitive reciprocal reading strategies, when appropriate, to monitor pupils' understanding... ➤ Update and make new predictions ➤ Question the text as well as encouraging pupils to ask questions – Who? When? What? Where? Why? How? I wonder if... ➤ Clarify understanding - unfamiliar vocabulary, wider knowledge and more subtle ideas ➤ Summarise ideas and key messages as reading takes place	Disciplinary writing strategies Provide opportunity for pupils to apply and consolidate their understanding. For example... ➤ Through summarising key points from the text ➤ Deconstructing the text structure – backwards planning and use of graphic organisers ➤ Applying new vocabulary in writing ➤ Writing an academic response
Pre-teach vocabulary ➤ Select tier 2 vocabulary that is crucial to understanding the text ➤ Plan how you might explore etymology and morphology to help pupils make connections/schema ➤ Incorporate low-stakes quizzes and retrieval practice ➤ Use 'know it, heard it, never heard it' grids		Disciplinary reading strategies Remind pupils how to read in your subject... ➤ Consider how you will support pupils to think and read like a subject expert ➤ Incorporate text-marking, highlighting and annotation <i>Think about how you might use formative assessment during reading to make in-the-moment adaptations.</i>	
Text type & make predictions ➤ Discuss the text type, intended audience and purpose. ➤ Consider what the text's features make the reader think about, wonder and question - explore with pupils			
Set goals for reading ➤ Share the purpose of the reading with pupils – what will they do with the new knowledge?			



REWARDS

HOUSE POINTS

THANOS



PHOENIX



5

POINTS

- Going above and beyond
- Going above and beyond
- Going above and beyond
- Excellent effort
- Excellent effort
- Beautiful work
- Exceptional homework

- Outstanding assessment result
- Open evening support
- DEAR time excellence
- Correct Uniform
- Correct Equipment
- Ever Learner of the week
- Top Numeracy Ninja of the week

- Student Leader for a term
- Being a student guide
- Top Sparx user of the week
- Top Tassomi user of the week
- Accelerated Reader Golden Ticket Winner
- Teacher Award

LEO



TITAN



10

POINTS

- Fruity Friday
- Beautiful book
- Presenting in an assembly
- Whole school representation
-

- Playing in a school sports team
- Playing for a county level team or above
- Performing in a show
- LFSA Challenge participation

- Passed a graded exam in a musical instrument
- Attending an extra-curricular club for a term
- Attendance -Above 97% for the term
- Teacher Award

OTHER REWARDS

End of year reward trip for anyone who earns **250** points

Gift voucher raffle entry to win **£50** for over 500 points

Gift voucher raffle entry to win **£100** for over 750 points

Your work up around school

Attendance certificates each half term
Platinum 100%
Gold 99%
Silver 98%
Bronze 97%

Annual Prize Giving - receiving a prize for excellence throughout the year

Termly Prize Draw for those with 97% attendance or more

Celebration Assemblies

Postcards and letters home for excellent work and excellent academic overviews

£5 voucher for 1000 points



Fruity Friday

How has the curriculum landed?

QA: Pupil voice book study

Pull 3-5 PP students from a lesson/range of lessons, with their books. Explain that as CD you would like them to help you understand what is going well in their lessons and what might need to be improved.

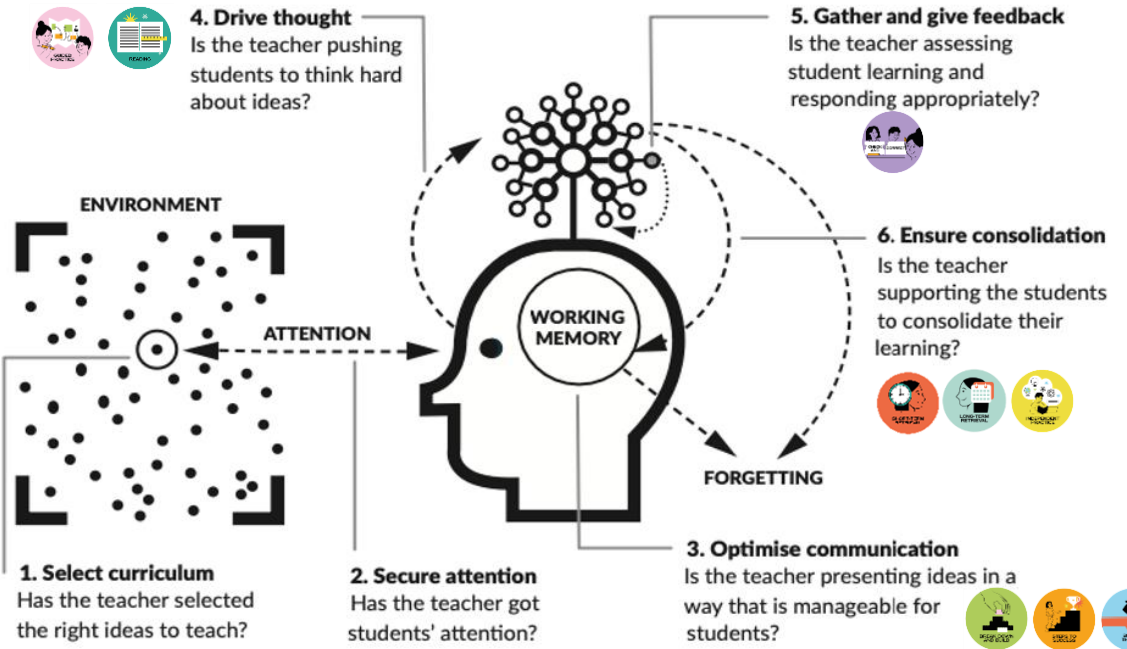
Ask students to tell you about their work and learning. Use curriculum wiggles, knowledge organisers and their books to help ask insightful questions and talk with them about what they understand through their studies. Give prompts if needed to get pupils started.

Two culture questions to get insight into lesson culture. You **MUST** pass any concerns raised to the DSL or Head of House as appropriate

	Year 7	Year 8	Year 9
1. Choose a page from your study of [topic] that you are proud of. What makes you proud of that piece of work?			
2. Does it connect with work you have done before? Can you show me?			
3. Tell me about the tasks you do in class. How do they help? What about your homework?			
4. Show me some of the work you did when you studied [topic]. What did you enjoy about this topic/work?			
5. What sticks in your memory?			
6. If you were to teach your family something from this study, what would it be? Why?			
7. Do you feel safe and comfortable in school?			
8. Can you be yourself in school?			
Leader notes and observations Anything else? Pupil confidence, any concerns?			

*Based on 'Pupil Book Study' created and written by Alex Bedford, Unity Research School

Pupil Pursuit & Observation Notes Template Adapted from a Craig Barton [resource](#)

Josh Goodrich's six fundamental problems of teaching	 1. Select curriculum Has the teacher selected the right ideas to teach? 2. Secure attention Has the teacher got students' attention? 3. Optimise communication Is the teacher presenting ideas in a way that is manageable for students? 4. Drive thought Is the teacher pushing students to think hard about ideas? 5. Gather and give feedback Is the teacher assessing student learning and responding appropriately? 6. Ensure consolidation Is the teacher supporting the students to consolidate their learning? ENVIRONMENT ATTENTION WORKING MEMORY FORGETTING
Context Teacher/ prior attainment/ curriculum sequence	Period: Subject: Teacher:
Lesson commentary Record timeline and take photos of key moments e.g. task on board, student responses in book/ wb responses	

Work scrutiny <i>How does the pupil's book compare to a peer sat nearby and a non-PP peer sat further away?</i>	
Specific praise to prompt <i>Refer to diagram and give specific examples and impact</i>	
Hypothesis <i>Refer to diagram, are any of the 6 areas not going as well as they could?</i>	
Critical evidence <i>Is there evidence to support hypothesis? If not find another hypothesis</i>	
Suggested action:	

Termly Faculty QA Feedback Summary

Work scrutiny feedback	
Pupil book study feedback	
Pupil voice feedback	
Drop-in & Pupil Pursuit feedback Previously resolved actions not included	

Specific praise	
Hypothesis	
Critical evidence	
Actions & suggested deadline:	

Grading curriculum and teaching

Needs attention	Expected standard	Strong standard
Curriculum and teaching are likely to be graded 'needs attention' when the expected standard has not been met. This may include when one or more of the following applies: • Leaders' ambitions for the curriculum and teaching are appropriate, but weaknesses or inconsistencies in implementation mean these have a negative impact on pupils in general or on a particular group. • Leaders have only recently started to take action to improve the curriculum and teaching. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. • Leaders have considered appropriate adaptations to teaching for disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, but these adaptations are not well matched to pupils' needs.	Curriculum and teaching meet the 'expected standard' when all the following apply: Leaders have an accurate and informed understanding of the quality of the curriculum and teaching across the school. They draw on this when deciding how to deploy staff and allocate resources, and to identify when timely action is needed to bring about improvement. Leaders ensure that the curriculum is suitable and well planned for each subject and year group. It identifies clear end points and is appropriately sequenced to build on what has already been taught and learned. Leaders ensure that the curriculum is generally taught well. Teachers draw on their knowledge of pupils' needs and starting points and an evidence-informed understanding of effective teaching and how pupils learn. Leaders make sure that teachers have, or gain, the expertise they need for the subjects and phases they teach. Leaders ensure that all pupils who are at the early stages of learning to read are taught to do so through systematic synthetic phonics. Leaders and staff are particularly aware of pupils who have not yet secured the necessary foundations in communication and language,	Curriculum and teaching meet the 'strong standard' when the 'expected standard' has been met and all the following apply: Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight about how well pupils have learned what was intended. Leaders ensure that the curriculum is of a consistently high quality across subjects and year groups. Leaders have a sophisticated understanding of the differences between subjects, so that pupils' learning at each stage can be secured quickly and shaped carefully in the anticipation of future learning. Leaders ensure that the curriculum is consistently taught well. Highly effective teaching is embedded across subjects and year groups. Teaching ensures that pupils consistently develop their language and vocabulary, both spoken and written, and increase their reading competency, across subjects. Teachers consistently make highly effective choices about what to teach, and when and how to teach it, in the context of the subject, phase and pupils' needs. The school's approach to the curriculum and teaching for disadvantaged pupils, those with
	reading, spelling, handwriting and mathematics. They take appropriate action to secure this foundational knowledge. Leaders and staff generally use assessment well to check understanding and make changes to teaching and/or the curriculum, as necessary. Leaders and staff are clear about the importance of high-quality teaching, supplemented with targeted academic support. Any reasonable adjustments or adaptations to the curriculum or teaching for particular pupils are generally considered and implemented carefully. EHC plans are properly considered when designing and delivering the curriculum.	SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing is implemented consistently well across the school to remove barriers to achievement for these pupils.

Exceptional

Inspectors may consider leaders' work in curriculum and teaching to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards in the curriculum and teaching have been sustained. Across all subjects and phases, well-planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful. Leaders' actions have a transformational impact on the learning of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to learning and/or wellbeing. These pupils are now exceptionally well prepared for current and later learning, and for future success. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: • support improvement across all aspects of their own school and/or group • share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks

Grading achievement

Needs attention	Expected standard	Strong standard
Achievement is likely to be graded 'needs attention' when the 'expected standard' has not been met. This may include when one or more of the following applies: - Although many pupils achieve well, a significant minority have gaps in their learning, which hinders their achievement. - Leaders have only recently started to take action to improve achievement. While their actions are appropriate, they are at an early stage. This means it is too soon to determine the impact of this work. - Pupils' attainment and progress are inconsistent or not as good as they need to be over time. - Leaders are taking appropriate action to improve the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. However, currently, a significant minority of these pupils do not achieve well from their starting points.	Achievement meets the 'expected standard' when all the following apply: On the whole, pupils are ready for the next stage of education, employment or training. They generally have appropriate knowledge and skills across the curriculum, as reflected in the quality of their responses and the work they produce. Pupils develop the foundational knowledge and skills they need, including language and communication skills. Pupils who are at the start of their education (and older pupils, where necessary) largely secure the necessary accuracy and fluency in word reading, spelling, handwriting and number facts. Any gaps in pupils' foundational knowledge or skills are closing quickly. On the whole, pupils, including those with barriers to their learning and/or wellbeing, achieve well. Typically, this will be reflected in their attainment and progress in national tests and examinations, which are broadly in line with national averages, including for disadvantaged pupils. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing generally make suitable progress from their starting points. They develop appropriate knowledge and skills to enable them to progress to the next stage. Any gaps in their knowledge or skills are closing quickly.	Achievement meets the 'strong standard' when the 'expected standard' has been met and all the following apply: Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum. Typically, this achievement will be reflected in above-average outcomes in national tests and examinations over time, including for disadvantaged pupils. Any gaps are quickly narrowing. All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.
Exceptional		
Inspectors may consider leaders' work in achievement to be 'exceptional' when the 'strong standard' has been met and all the following apply: Exceptionally high standards of achievement have been sustained. Across all subjects and phases, pupils achieve consistently well, developing detailed knowledge and skills. This will be reflected in consistently high outcomes in national tests and examinations (where available). Leaders' actions have a transformational impact on the achievement of disadvantaged pupils, those with SEND, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing. These pupils now achieve consistently high outcomes and are exceptionally well prepared for their next steps. The difference between the attainment rate of the school's disadvantaged pupils and that of all non-disadvantaged pupils nationally is far narrower over time than the difference between the attainment rate of all disadvantaged pupils nationally and that of non-disadvantaged pupils nationally. There are no significant areas for improvement that leaders have not already prioritised. If this grade is awarded, leaders should use their exceptional success in this evaluation area to: - support improvement across all aspects of their own school and/or group - share their learning and best practice externally to support system-wide improvement, for example with other schools, professionals, their community and stakeholders, including local and/or national networks		