



THORNLEIGH SALESIAN COLLEGE

Quality of Education Handbook



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1. Curriculum Overview

Curriculum Vision

At Thornleigh Salesian College we aspire to provide an **education for all**, regardless of a student's ability, background or circumstance. Rooted in our Catholic faith, we ensure that all students are loved and valued so that they are able to grow together as individuals, finding their place in a community of compassion and respect.

Our curriculum delivers a broad range of study to all students, building a rich body of substantive knowledge and equipping them with disciplinary skills across all subject areas so that students can know more, remember more and do more **fulfilling the demands of the national curriculum**. By creating ambitious and well sequenced schemes of learning, we meet the individual needs of all students and ensure that teachers are able to adapt these into meaningful lessons and learning activities which create a path to academic excellence and success for every student.

We cherish the opportunity to educate young minds, **forming students as citizens of the future**. Our curriculum is designed to create life-long learners, building character which embodies the British values, and prepares students for lives of commitment, service and fulfilment. The broader curriculum, delivered through the PSHE and citizenship programme, enables students to learn and develop an understanding of a range of topics and perspectives, which challenges them to think deeply about the world in which they live and how best to succeed in it.

Curriculum Offer

KS3 Overview

Throughout Key Stage 3 Thornleigh Salesian College students have access to a varied curriculum in which all subjects meet the requirements of the respective national curricula.

Subject	Hours per Fortnight
English	8
Mathematics	8
Science	7
Religious Education	5
History	3
Geography	3
Spanish	3
Music	2
Art	2

Technology	2
Drama	2
PE	3
Computing	2

KS4 Overview

Thornleigh Salesian College provides an extensively broad and balanced curriculum in Key Stage 4 supported by our mission to develop the abilities of all students. When selecting subjects to study at GCSE students have the opportunity to choose from a range of subjects which supports their personal aspirations and future pathway.

All students study a core curriculum of subjects with GCSEs in:

Subject	Hours per Fortnight
Mathematics	10
English	10
Combined Science	9
Religious Education	5

In addition, students have a choice of 3 subjects which are either GCSE or BTEC qualifications chosen at the end of Year 9. Hours per fortnight are in brackets.

GCSE	BTEC (Level 2)	BTEC (Level1)
Art (5) Business (5) Computing (5) Design Technology (5) Geography (5) History (5) Music (5) PE (2) Photography (5) Separate Science (5) Spanish (5) Sociology (5)	Child Development (5) Construction (5) Creative iMedia (5) Dance (5) Drama (5) Food Technology (5) Health & Social Care (5) Sport (5)	Wider Key Skills

KS5 Overview

The majority of our sixth form students embark on studying 3 A Levels or Level 3 courses. Students will typically have 10 hours per subject per fortnight.

We offer a broad range of courses designed to challenge, inspire and provide pathways to university, higher level apprenticeships and employment. The standard entry requirement to study at Thornleigh Sixth Form is 5 GCSEs at grade 4 or above. Subject specific requirements can be found below.

A-level Courses:

Course	Entry requirements
Biology	Maths GCSE grade 6. Grade 6:6 in Combined Science GCSE or grade 6 in Biology GCSE.
Business	Thornleigh Sixth Form general entry requirements.
Chemistry	Maths GCSE grade 6. Grade 6:6 in Combined Science or grade 6 in GCSE Chemistry.
Computer Science	Computer Science A Level requires an entry criteria of a 6 in Computer Science at GCSE or a 6 in Maths at GCSE.
Economics	Thornleigh Sixth Form general entry requirements. However, GCSE Grade 6 in Maths is preferred given the numerical skills required.
English Language	English Language or Literature GCSE grade 6 and above is recommended.
English Literature	English Language or Literature GCSE grade 6 and above is recommended.
Film Studies	Thornleigh Sixth Form general entry requirements.
Fine Art	It is preferred that students have completed a GCSE in an arts-based subject such as Art and Design, Fine Art, Graphic Communication, Photography or 3D Design.
Geography	Grade 4 at GCSE Geography.
Government & Politics	Grade 4 at GCSE English Literature or Language is required.
Graphics	It is preferred that students have completed a GCSE in an arts-based subject such as Graphic Communication, Art and Design, Fine Art, Photography or 3D Design.
History	Grade 4 GCSE History. If you have not studied History to GCSE Level, a grade 4 in either English Literature or Language is required.
Law	Grade 4 at GCSE English Literature or Language is required.
Maths	Maths GCSE Grade 6.
Philosophy, Ethics & Religion	GCSE grade 5 in English. GCSE grade 5 in RE.

Photography	Some prior experience in Art, Design, Graphic Communication or Photography at GCSE is advantageous.
Physics	Maths GCSE grade 6. Grade 6:6 in Combined Science GCSE or grade 6 in GCSE Physics.
Psychology	Thornleigh Sixth Form general entry requirements.
Spanish	GCSE Spanish Grade 6 or above.
Sociology	Thornleigh Sixth Form general entry requirements.

BTEC and Applied Diploma Courses:

Course	Entry requirements
Applied Science	Grades 5:5 in Combined Science and grade 5 in English and Maths desirable.
Dance	Ideally, you will have studied Drama or Dance at KS4, though this is not essential if you have had experience in Performing Arts outside of school. You will need to have a strong passion for dance.
Criminology	Thornleigh Sixth Form general entry requirements.
Early Childhood Development	Thornleigh Sixth Form general entry requirements.
Health & Social Care	Thornleigh Sixth Form general entry requirements.
Music Performance	Ideally, you will have studied GCSE music though this is not essential if you can play an instrument or sing. You will be expected to have instrumental lessons alongside this course.
Performing Arts	Ideally, you will have studied Music, Drama or Dance at KS4, though this is not essential if you have had experience in Performing Arts outside of school or been involved in previous school musical productions. You need to be a strong actor or singer, be willing to dance and have a strong passion for performance.
Sport	Thornleigh Sixth Form general entry requirements.

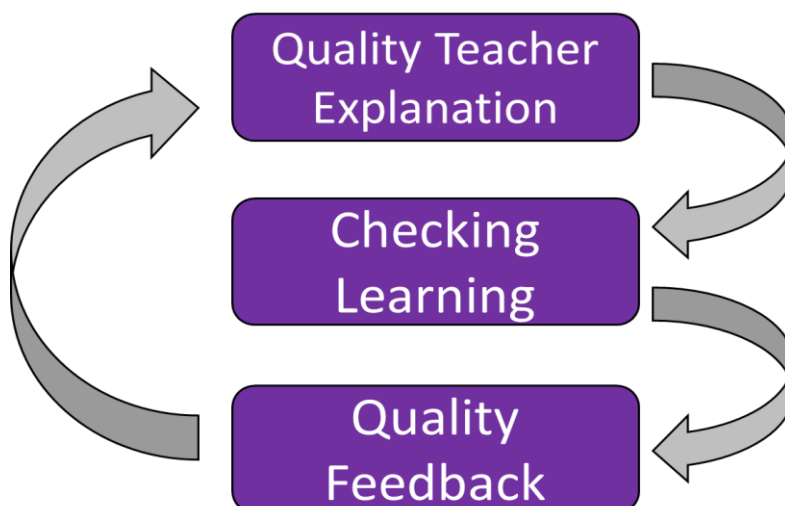
Additional Courses:

Course	Notes
Core RE	Rooted in the Catholic tradition and inspired by Catholic Social Teaching, Core RE offers a space for reflection, discussion, and critical thinking about the ethical, spiritual, and social issues shaping our world.
Extended Project Qualification (EPQ)	An optional qualification, the EPQ is an opportunity for students to explore interests, skills and subjects outside and beyond their chosen courses to give students the competitive edge in applications after Sixth Form.
English Language GCSE resit	If students do not achieve a grade 4 at GCSE they will be required to resit the qualification at Sixth Form. Resit exams take place in November and May.
Maths GCSE resit	If students do not achieve a grade 4 at GCSE they will be required to resit the qualification at Sixth Form. Resit exams take place in November and May.
PSHE	All students will attend regular PSHE sessions.

2. Teaching and Learning

Teaching and Learning Framework

The school's Teaching Framework places a strong emphasis on high-quality teacher explanations, effective checking of learning and purposeful feedback to ensure strong student progress.



Quality Teacher Explanations

1. Quality explanations by the teacher are the **starting point** of all **new learning**.
2. Explanations should **model** the **expert knowledge** of the teacher and also model how this knowledge is used in the lesson.
3. Strong explanations **always** involve making **connections** to **prior learning**.
4. The best way to make explanations stick is to make them concrete through **telling stories** which are supported with **models** or **diagrams**.
5. Explanations must be **practiced** and **rehearsed**. Students should never be exposed to a teacher's first attempt at an explanation.

Checking Learning

1. Checking learning is a **continual process** which provides essential feedback to the teacher.
2. The most effective method of checking learning is to **ask questions**, which are planned in advance and respond to the needs of the class in real time through adaptations.
3. Examples of checking learning such as mini whiteboards, low-stakes testing, cold-calling, verbal responses, written work and exam questions are only tools for checking learning. **Teacher planning** in the effective use of these is essential.
4. Checks for learning must **expose students' thinking to challenge** them to demonstrate knowledge, which is as good as the teacher has modelled, so a teacher can gain immediate feedback as to whether their explanation has been understood, identify **misconceptions** and then adapt accordingly.
5. Students should never be asked to respond to questions or a learning check without first being given the opportunity to demonstrate their thinking. The most effective method for this is **paired discussion** to ensure everybody is thinking.

Feedback

1. All feedback must be **timely** in accordance with the learning check set by the teacher, whether that is a response to **verbal** answer in class or **written** feedback to classwork.
2. The most important purpose of feedback is to make clear where **progress** has been made and what has been achieved, as well as showing **where further work is needed**.
3. Teacher feedback must be clear and **specific** so that students are able to **think and respond**.
4. When providing feedback teachers should be mindful of this involving all students **responding to feedback**.
5. Teachers should place the **accountability for improvement on students**, but this can only be successful if it is matched with further effective intervention through explanations and questioning.

Learning routines

Strong routines are essential in all parts of the teaching framework to ensure that all students are fully engaged and supported in accessing their learning. Routines should be built through effective modelling and repeated practice with students, they should be continually used and reinforced throughout the academic year, especially at the beginning of a new term or when the type of learning is different, for example during practical work.

Strong routines during **teacher explanations** are essential for creating a focused and productive learning environment. When clear expectations are established for listening, participation and behaviour, students are able to concentrate fully on the content being taught rather than on what they should be doing. Consistent routines minimise interruptions, reduce low-level disruption and help lessons flow smoothly, ensuring that valuable learning time is maximised. They also provide students with a sense of security and predictability, allowing them to engage confidently with new concepts and information. As a result, strong routines support both effective classroom management and improved learning outcomes.

Strong routines during teacher **checks for learning** are crucial in ensuring that assessment opportunities are efficient, accurate and meaningful. When students understand the expectations for responding, sharing answers and self- or peer-assessing, teachers can quickly gather reliable information about students' understanding and identify misconceptions. Consistent routines encourage full participation, increase accountability and ensure that all students remain engaged rather than relying on a small number of volunteers. This allows teachers to adapt instruction in real time, provide targeted support where needed, and maintain a positive learning environment where checking for understanding is a normal and valued part of the learning process.

Strong routines during teacher **feedback** are essential for ensuring that feedback has the greatest possible impact on student learning. Clear and consistent expectations for listening, responding and acting on feedback help students engage purposefully with guidance and make meaningful improvements to their work. Effective routines minimise distractions and maximise learning time, allowing teachers to communicate key strengths, address misconceptions and model high-quality responses efficiently. When students routinely reflect on and respond to feedback, they develop greater ownership of their learning, build resilience and gain a clearer understanding of how to improve and achieve success.

Learning Environment

Thornleigh Salesian College expects a positive and productive learning environment to be created in every classroom based on our Teaching and Learning Framework, to ensure students develop secure substantive and disciplinary knowledge within each subject. Across all lessons, there is a consistent culture of high expectations for behaviour, effort and academic outcomes. Students are expected to engage fully, think hard and take pride in their work. We firmly believe that if students are not thinking, they are not learning.

Every lesson should require students to think about their learning.

Promotes Passive Pupils	Promotes Engagement
• Low expectations • Allowing students to slouch • Allowing a small few to dominate • Poor questioning techniques • Poor assessment techniques • Failure to check for passive learning • Failure to reward hard work • Rewarding something that does not warrant it • Lack of perceptiveness • Not knowing your students • Poor seating arrangements or seating arrangements that only consider behaviour. • Setting work that is not suitably challenging • Failing to effectively follow up on missing or unacceptable homework • System focused rather than solution focused. • The teacher sits at their desk during the lesson.	• High expectations • Ensuring all students sit up • Work is pitched at the appropriate level • Creates an environment that is learning focused • Questioning techniques engage all • Assessment promotes engagement and checks learning • Hard work is rewarded and used as motivation for others • Rewards are skillfully employed when pupils make progress which requires effort • Teacher is acutely aware of levels of engagement within their classroom • Teacher knows varying personalities and arranges seating plan accordingly • Teacher always follows up on missing or incomplete homework, ensuring student completes the work to the required standard • Uses the system as support to effectively follow up rather than simply logging issues. • Demonstrates passion, enthusiasm and personality. • Makes learning relevant.

To ensure that the learning environment is productive, the following guidelines should always be adhered to:

- Lessons should start promptly and must not end early.
- A purposeful, orderly and well-resourced learning environment reflects our values, reduces cognitive load and increases engagement.
- A suitable seating plan to ensure students fully engage in the lesson and are able to participate in paired discussions and activities.
- Displays should be curriculum-focused rather than purely decorative.
- Coats and other outdoor wear should not be worn in classrooms.
- No food or drink other than water should be consumed in classrooms during lesson times.

- Mobile phones and other electronic devices should not be used in and should be turned off in school. In the Sixth Form phones should be kept out of sight and on silent mode during lesson times.

Classrooms are kept clean, tidy and clutter free with assessment books and other resources stored neatly on bookshelves or in desks. Classroom displays should be purposeful and support the learning environment by featuring guidance on the knowledge and skills needed in the subject and good examples of student work which demonstrate this.

The following should be visible in all classrooms;

- Picture of Don Bosco
- Prayer station
- School prayer poster
- British Values poster
- Oracy poster
- Teaching and Learning Framework
- Form tutor notice board.

Teaching Strategies

Paired discussion and oracy

Opportunities for structured student-to-student discussion should be provided regularly within lessons, alongside purposeful student-teacher discussion. Discussion should be carefully planned and shaped around the knowledge, understanding and skills students are developing. It should enable students to verbalise their thinking, rehearse subject-specific vocabulary, listen carefully to the responses of others and refine their own understanding.

Effective discussion is not simply an opportunity for students to talk. It should require students to think hard about the content they are learning, explain their reasoning and respond to the ideas of others. Teachers should model the quality of response expected, including the use of full sentences, accurate terminology and evidence to support answers. Where appropriate, sentence stems, key vocabulary, worked examples or discussion prompts should be used to support students in structuring their responses.

Student discussion should be inclusive and purposeful. All students should be expected to participate, but this should be managed in a way that supports confidence and reduces over-reliance on volunteers. Paired discussion can be used to give students time to rehearse their thinking before contributing to whole-class discussion. This is particularly important where students need additional processing time, support with language or confidence in articulating their ideas.

Modelling, scaffolding and fading

Modelling and scaffolding are applied to both learning and behaviour. Teachers should explicitly model the habits, routines and academic standards expected in the classroom, including how students listen, discuss in pairs, answer questions verbally and structure written responses. Scaffolding should be used to support students in accessing content through worked examples and guided practice with effective use of literacy and oracy. Teachers should remember the importance of gradually reducing

scaffolding as students become more confident in demonstrating the necessary knowledge and skills required of them, so they can build independence.

High-Quality Questioning

Questioning is the primary strategy for checking learning and assessing students' understanding. Teachers should use questioning deliberately to promote deep thinking, full participation, high-quality oracy and precise academic responses. Teachers should provide appropriate thinking time and use paired discussion so that all students are expected to think hard before answering. Paired discussion should be purposeful, time-limited and structured around clear questions or prompts. Students' responses to questions provide teachers with immediate information about students' understanding. Teachers should use this information to identify misconceptions, adapt teaching and provide further explanation, modelling or support where needed.

Teaching for Long-Term Memory

Teaching should support students to understand, remember and use knowledge over time. Teachers should regularly recap prior learning from recent lessons and from earlier points in the curriculum so that key knowledge is revisited, strengthened and secured in long-term memory. Where appropriate, teachers should make explicit connections between concepts, topics and prior knowledge so that students can build more secure and connected understanding.

Adaptive Teaching

Adaptive teaching is not about lowering expectations or creating separate lessons for different groups of students. Instead, it is about making deliberate adjustments to teaching so that all students are supported and challenged to think hard and achieve highly.

Teachers should use their knowledge of students to inform these adaptations, including:

- prior attainment,
- formative assessment,
- barriers to learning (cognitive and motivational),
- student passports,
- and contextual information about individual students

Adaptive teaching is most effective when it is embedded within everyday classroom practice. This includes:

- a culture of high expectations,
- high-quality questioning,
- effective use of seating plans,
- purposeful paired discussion,
- scaffolded modelling and explanation,
- and responsive intervention based on ongoing checks for learning.

SEND

High-quality teaching for students with SEND is rooted in the same core principles of explanation, checking learning and feedback. Students with SEND should access an ambitious curriculum and be supported to think hard, participate fully and achieve highly. Teachers should use student passports, prior attainment, assessment information and professional knowledge to understand potential barriers to learning. This information should inform planning, seating plans, questioning, scaffolding and feedback. Adaptations for SEND learners should be precise and purposeful in helping students access the same learning as their peers, without reducing expectations.

Handwriting

Handwriting is an important part of students' literacy and learning. Students should be taught and expected to develop clear, legible and appropriately sized handwriting with consistent letter formation, spacing and presentation. Teachers should model the handwriting standards expected within their subject and provide opportunities for students to practice and improve these skills. Students should take pride in the presentation of their written work and poor or unclear handwriting should be addressed through timely feedback, modelling and guided practice. Expectations should be adapted where appropriate to meet individual needs, while maintaining high expectations for the quality and presentation of written work.

Homework and Independent Study

Homework is essential in building strong learning routines, revisiting prior content and reinforcing and introducing new learning. Homework and independent study should be appropriate to the subject and level of study the students are at, informed by either the subject curriculum or the needs of specification in key stages 4 and 5.

All homework should be set centrally on Synergy and checked for completion by the class teacher.

Key Stage 3

Homework for students in Years 7, 8, and 9 should be set according to the timetable below.

Weekly	Fortnightly	
	Week A	Week B
English	Geography	History
Maths	Spanish	Computing
Science	Design Technology	Food Technology
RE	Music	Art

Key Stage 4

Students in Years 10 and 11 should receive one piece of homework for every subject each week.

Examples of appropriate homework activities include;

- creation of revision activities such as flash cards and mind-maps,
- learning and memorising information such key facts, key terms, diagrams or processes,
- preparing for tests,
- completion of exam or assessment questions,
- Reading activities which support literacy and content comprehension.

Key Stage 5

In Sixth Form students should be studying independently for a minimum of 5 hours per week, per subject. Examples of appropriate independent study include;

- consolidating learning through Cornell notes, flashcards or mind maps.
- completion of past paper questions from exam board websites.
- the use of online revision platforms such as Up Learn and/or Seneca Learning. Clear expectations should be given to students regarding the number of hours they need to complete on these platforms each week.
- Subject specific YouTube channels can provide opportunities for students to revisit topics, make notes and broaden their knowledge of the subject.
- reading and summarising academic articles,
- academic podcast.
- pre-reading/pre-learning before a new topic is introduced, research of upcoming topics or wider themes and topics beyond the specification.

Assessment

Assessment is an essential part of our teaching and learning cycle at Thornleigh Salesian College. Our approach to assessment is closely linked to our Teaching and Learning Principles:

Quality Teacher Explanation → Checking Learning → Quality Feedback

Assessment should therefore be purposeful and used to improve learning and provide feedback for teachers to plan the next phase of lesson or learning sequence. It should provide teachers and students with clear information about what they can do, and what needs to be done to improve and close gaps in their learning.

Formative Assessment

Formative assessment is integral to all lessons. Teachers should routinely check for understanding using strategies such as questioning, paired discussion, mini-whiteboards, low-stakes quizzes, live marking and targeted feedback. These strategies should be used to expose students' thinking and make their understanding visible. This provides valuable feedback for the teacher to show what students know and where misconceptions remain. Where gaps or misconceptions are identified, teachers should respond through further explanation, re-modelling, guided practice, targeted questioning or adapted scaffolding. Where students are secure, teachers should reduce support, increase challenge and move students towards greater independence.

Summative Assessment

Summative assessments are used to evaluate student learning at key points in the curriculum. They should assess the knowledge, understanding and skills that students have been taught and should be closely aligned with schemes of learning. Summative assessment should test learning over time, not just recent content. Where appropriate, assessments should include prior learning so that students

are expected to remember, retrieve and apply knowledge or demonstrate skills from throughout the curriculum.

At Thornleigh Salesian College, **two formal summative assessment points are identified within the annual assessment and reporting calendar**. Following each assessment point, progress is reported to parents and carers through the Pupil Progress platform. This reporting point will include students' current attainment grade, as well as grades for effort, behaviour and homework. These reporting points support effective communication between school and home and help teachers, students and families identify progress, strengths and areas for further development.

Reporting

Reports are sent in the Autumn term to provide judgements on attitude to learning, behaviour and homework. Two further reports are given following formal assessment points, providing current attainment grades which reflect what students are able to currently and consistently demonstrate in relation to the curriculum taught in class. Current attainment grades must be based on a range of evidence, with greater emphasis placed on assessments that sample a wider range of curriculum content under standardised examination conditions. Narrower or more frequent assessments play an important supporting role but must be considered within the context of the wider evidence base. Reports following formal assessments points will also include the percentage a student achieved in their assessments as well as the average of the year group for comparison.

All data required for this report should be entered into Pupil Progress by the deadlines detailed in the assessment and reporting calendar shared with staff and available in the staffroom.

Adapted Assessment

In some classes teachers are required to make adaptations in lessons so that all students can access the curriculum. In a similar way assessments should be adapted so that students are assessed on the same curriculum content in assessments which reflects the adaptations used by teachers in lessons to deliver the curriculum. Adapted assessments will replicate the same content and objectives and should not narrow the curriculum. They should be designed to remove barriers which would prevent students from demonstrating the knowledge and skills they have learned.

Marking and Feedback

The purpose of marking and feedback is to check understanding, identify student misconceptions and any gaps in learning so that subsequent teaching can be adapted and planned accordingly (Ofsted, 2025). Feedback should be closely linked to the learning outcomes, teacher modelling and the standards expected within the subject. Effective task selection is essential. Teachers should choose tasks which allow students to demonstrate the knowledge, skills and understanding set out in the scheme of learning. Not all work requires detailed written marking; feedback should be purposeful, timely and focused on improving learning. When written feedback is provided, it should identify what students have done well and what needs to improve. Action points (AP) should be clear, specific and linked to the learning being assessed. Where appropriate, literacy errors should also be addressed in line with the whole-school literacy codes. This is outlined within the marking and feedback policy. Students must be given time to respond to feedback and improve their work. This may include correcting errors, redrafting, completing an action point, improving a section of work or applying feedback to a similar task. The quality of student response should be modelled where needed so that students understand how to make meaningful improvements. Feedback should inform future teaching. Where common misconceptions or gaps are identified, teachers should respond through further explanation, modelling, questioning, guided practice or planned intervention.

Sequences of lessons will feature regular opportunities for exam standard responses. These will be marked against the assessment criteria and students will be given tangible areas to improve with the full expectation that students will put this into practice using their red pens. When applicable, teachers should share model answers and examiners reports with students, identifying how AOs have been met.

- Teachers will add 'AP' (Action Point) in the margin, highlighting where students need to improve a particular section of their work or a specific AO. This will be accompanied by a brief teacher comment or question which clearly indicates how students can improve their work. This could also be addressed verbally through whole class feedback utilising good examples or a visualiser.
- Each AP needs to be addressed by the student in red ink.
- Teacher feedback and student responses and improvements must be clearly recorded in assessment books.

Teachers should also:

- Challenge poor presentation.
- Highlight misconceptions.
- Highlight errors and implement the whole school literacy policy.
- Highlight positives and recognise effort, though it is not essential that teachers write detailed motivational comments. Descriptors such as 'good', 'excellent', 'well done' can be used.
- Present opportunities in lessons for students to respond to marking and feedback.

Examples of feedback could include but are not limited to:

- Verbal feedback in the moment during lessons.
- Verbal feedback following the teacher taking work in to look at.
- Written feedback provided in the moment during lesson.
- Written feedback provided following the lesson.
- Whole-class feedback.
- Peer-assessment.
- Self-assessment.

- Live marking under a visualiser.
- Success criteria and comment bank crib sheets.
- Using mini whiteboards.
- Using apps and online learning to review learning for everyone in the class quickly to identify misconceptions or errors in learning.
- Question and answer activities during the lesson to review current knowledge and understanding. Discussing the answers to any misconceptions.
- Exit tickets which allow the teacher to see any misconceptions and plan the next lesson accordingly.

Revision

Revision and revisiting content are essential parts of the learning framework and should be included throughout all sequences of lessons. Whilst revision strategies such as mind-maps or flash cards to learn key facts or terminology or completing past paper questions are a valid part of revision, teachers cannot simply set these as revision without guidance.

It is essential that students are shown the best ways to revise, and these strategies are modelled and explained effectively for students to be able to do this independently and for it to be effective. Similarly, revision activities must be focused on testing students' memory to ensure this can be replicated in exam conditions.

Finally, revision lessons such as lunchtime intervention and Period 6 lessons must be properly planned like any lesson and take account of the needs and abilities of those attending. Revision sessions should have a clear purpose and end point in mind for all students to achieve such as the mastery of a process or skills, completion of a past paper, or testing of knowledge, skills and assessment objectives.

Cover

If a teacher is unable to be present in the lesson they must provide cover work to the Head of Department or TLR holder nominated by the Head of Department by 7.30am on the day of the lesson. Lessons will be covered by either a cover supervisor or teacher on the cover list. Their role is to provide students with instructions to begin their work and manage behaviour, not to teach or prepare the lesson.

Therefore, the following guidance must be adhered to in setting cover;

- No new learning should be set for cover lessons,
- Cover work should be based on revisiting skills and content students have already studied,
- Clear instructions must be given with all materials provided by the department,
- Work should be set on paper based and not require the use of IT equipment,
- There should be enough work for the full lesson and instructions of what students should do if they finish tasks,
- All cover should be set using the cover proforma.

3. Quality Assurance

Marking, Feedback and Assessment Work Scrutinies

Checking of books in the lower school and folder checks in the Sixth Form which are carried out by subject and senior leaders are a structured quality assurance process used to evaluate the effectiveness and consistency of marking, feedback and assessment across subjects. It involves the systematic review of student work in books, folders or digital platforms to ensure that assessment practices are in line with the school's policy. The process focuses on the accuracy and frequency of marking, the clarity and usefulness of feedback and the extent to which students act on feedback to improve their work. It also checks that assessment tasks are appropriately challenging and enable students to demonstrate progress over time. Outcomes from book scrutiny are used to identify good practice, address inconsistencies and inform targeted professional development, ultimately supporting improved student outcomes and a culture of continuous improvement in teaching and learning.

The schedule of whole school work scrutinies is detailed in the assessment and reporting calendar sent to staff and displayed in the staff room. Heads of Department should schedule department QA processes around the whole school schedule and be able to demonstrate their findings and actions to the line manager.

Expectations around the presentation of student books:

Student books should show organisation, care and consistent effort. All books should demonstrate pride in learning and a commitment to producing high-quality work.

- All books must have a school sticker on the front and must include the full name of the student, the full name of the teacher, the subject and set.
- Students should write in black ink.
- Handwriting should be kept legible.
- All work should be dated and include an appropriate title. These must be underlined with a ruler.
- All diagrams should be drawn in pencil.
- Students should not doodle inside or on the covers of their books.
- APs should be written by students in red ink.

Expectations around the presentation of student folders at KS5:

The above points also apply to folders at KS5. Students' folders should be neat, tidy and professionally organised and should include the following:

- A centralised tracking sheet placed at the front of assessment books/folders so that progress can be monitored efficiently.
- Grade boundaries clearly displayed.
- PLCs for all topics and regularly updated and reflected upon by students.

- Cornell notes or an equivalent condensing resource evident for all topics.
- Further evidence of independent study for all topics.
- Evidence of exam preparation for all topics.
- Exam papers and mark schemes for all papers.
- Marked assessments to be in a central location (folder or assessment book).
- Evidence of therapy work for all key assessment pieces.

Lesson Observations

Lesson observations will take place twice each academic year as part of the school's quality assurance process for teaching and learning. Observations will be paired observations conducted by a teacher's line manager and include a subject specialist except in instances where a teacher is the sole specialist. Feedback should be provided verbally and then written feedback provided by the lead observer, using the school proforma.

Observations are designed to evaluate the effectiveness of classroom practice, support professional development and ensure consistency in the implementation of the school's Teaching Framework. Through observing teaching, learning activities, student engagement and assessment practices, leaders and colleagues can identify strengths, share effective practice and provide constructive feedback to support continuous improvement. The observation process focuses on enhancing the quality of learning experiences and student outcomes while ensuring that teaching approaches align with the school's expectations and educational priorities.

Lesson Drop Ins

Lesson drop ins are a key quality assurance strategy designed to provide regular, informal insights into the quality of teaching and learning across the school. They enable leaders and colleagues to observe classroom practice in real time, focusing on key aspects of the school's teaching framework such as the quality of teacher explanations, checking for understanding, the use of feedback, student engagement and accountability and classroom routines.

Subject Reviews

Annual reviews of subject areas will evaluate the effectiveness of provision and identify priorities for improvement, involving a range of activities, including lesson observations, work scrutiny, learning walks, student voice and analysis of performance data, to build a holistic picture of teaching quality and student outcomes. The review focuses on the extent to which teaching is engaging, well-planned and adapted to meet the needs of learners, as well as how effectively assessment and feedback support progress. It also considers the consistency of practice across departments and the impact of leadership and curriculum design on student achievement. Findings from the review are used to celebrate strengths, identify areas for development and inform targeted action planning and professional development. Ultimately, the process ensures accountability and drives continuous improvement in the quality of education provided across the school.

Staff Coaching

The purpose of the coaching model is to encourage collaboration, continuous improvement and a supportive environment for teachers to improve their practice. Teachers who are selected for coaching will work closely with their HoD, SLT link (department line manager) and identified staff across the school.

Target Setting:

Before coaching can take place, teacher areas for development and current performance levels must first be identified and informed by exam outcomes, lesson observation feedback, lesson drop in data and work scrutinies. In consultation with the teacher being coached, the HoD and SLT link, three specific targets will be identified each term.

Examples of targets:

- **Marking of books** - APs; presentation; student feedback; selecting mastery and independent tasks to be marked).
- **T&L framework – explanations** (subject knowledge; storytelling, models and diagrams; metaphors and analogies; modelling; scaffolding and fading).
- **T&L framework – checking learning** (volleyball questioning; paired discussion; student accountability; mini whiteboards; literacy; oracy; exam skills).
- **T&L framework – feedback** (dealing with misconceptions; paired discussion; whole-class feedback; live marking).
- **Routines** (behaviour management; greeting students; student relationships; paired discussion; equipment; questioning; homework; classroom exit).
- **Curriculum resource development** (lesson Ppts; booklets and handouts; schemes of learning).

The Coaching Process:

Four-part process:

1. **Peer observation** - observe an identified coach on a specific target, e.g. observe the coach using modelling techniques in class. This could be a 15-minute segment.
2. **Feedback meeting and reflection** - meet with the coach to discuss the above and how you may incorporate this into your own teaching.
3. **Action** - coach to observe you incorporate this into your own teaching.
4. **Reflection and target-setting meeting** - coach feedback and self-reflection.

This process should be completed **at least twice every half term** and **logged** using the **proforma** below. All three targets will be addressed and worked towards throughout the course of the term.

****If the target involves marking or curriculum resource development, a meeting could be booked with the coach instead of a peer observation. The same four-part process can be used.**

Coaching proforma:

Date of observation/ meeting and area of focus	Feedback and reflection	Agreed action and date	Reflection and target setting

Other Coaching Support

- Fortnightly check in with **HoD**.
- Half-termly **review meeting with SLT link** (department line manager) to review progress and targets.
- Additional **CPD sessions** on classroom management and teaching and learning.

Student Voice

Termly student voice activities play a vital role in evaluating and enhancing the quality of teaching and learning within the school. Through surveys, focus groups and structured feedback opportunities, students are encouraged to share their experiences, perspectives and suggestions regarding curriculum delivery, assessment practices, learning resources and classroom environments. This feedback provides valuable insights into the effectiveness of teaching strategies and helps identify areas for development and improvement.