

YEAR 7 LONG TERM PLAN – KS3 2020/2021

Skills	AO2	AO3	AO4	AO7	AO8	AO2	AO3	AO4	AO7	AO8	
Year 7	Unit 1					Unit 2					Sho
	Modern Novel - My Sister Lives on the Mantelpiece - Social Justice, Relationship										
Knowledge	Baseline Tests Y7	Reading analysis including non-	Drama + Oracy	Writing - Intro. To essay writing -	Non-Fiction and fiction	Writing - What How Why	Writing to Persuade			Fiction - form, struc	
Aims	<p>Students will develop knowledge and skills in reading, writing and critical thinking. They will develop their abilities to communicate through oracy and drama skills. They will write accurately, effectively and analytically about their reading, using Standard English. They will use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse/evaluate what they read.</p> <p>The concept of identity is the overarching theme for KS3. The novel therefore represents a profound way in which to explore racism, grief, family, and the fight for acceptance. We want the study of English to be one that students are excited about and that makes you think constantly about the world around you. Students will hopefully find that this novel is a great way to start the JFS English journey.</p>					<p>Students will be able to read with insight and engagement making appropriate references to texts, they will develop and sustain interpretations of them. They will understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.</p> <p>Thematic focus enabling students to explore where so many of our literary ideas stem from. The focus will be on a wide range of myths exploring narrative structure, archetypes, the hero's journey, allegory and myths and legends. There will also be a focus on developing creative writing and persuasive writing.</p>					<p>Students will develop their thinking. The focus is on a wide vocabulary and linguistic terms</p> <p>From the conflict of how we cope with the medium of short symbolism, struc</p>
SPAG / LITERACY / ORACY / WRITING / METACOGNITION	<p>Once a fortnight, students will be exposed to a meta-cognitive lesson which is largely oral, based on reading, open-ended questioning and structured group discussion which increases students' ability to think most effectively.</p> <p>Using high-quality English texts – fiction, poetry, non-fiction, drama and film – the lessons develop students' ability to provide reasoned justifications for their views. They develop students' experience of rapidly formulating detailed responses to texts. This helps to prepare for the GCSE examinations where students will need to draft responses. This is complemented by a</p>										
Do Now / Retrieval Practice at the start of lesson	Daily Review and SPAG					Daily Review and SPAG					
Formative	Whole class feedback = DIRT					Whole class feedback = DIRT					
Summative											
CORE H/W Incorporates previous learning	SPAG and Independent Reading					SPAG and Independent Reading					
Useful Websites	https://www.senecalearning.com , https://www.bbc.com/education , https://www.shmoop.com , https://www.cliffsnotes.com , https://www.sparknotes.com , Translating Shakespeare: https://www.sparknotes.com/shakespeare										

Assessment Objectives

AO1:	Identify and interpret explicit and implicit information and ideas – including the presentation of themes and ideas Select and synthesise evidence from texts
AO2:	Explain, comment on and <i>analyse how writers use language and structure</i> to achieve effects and influence readers, using relevant subject terminology to support their views
AO3:	<i>Understanding context</i> is crucial to making sense of texts. Once we understand that a context of production and reception shapes meaning we will never read in the same way again.
AO4:	<i>Evaluate texts critically</i> and support this with appropriate textual references
AO5:	<i>Communicate clearly, effectively and imaginatively</i> , selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6:	<i>Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.</i>
AO7:	<i>Demonstrate presentation skills in a formal setting</i>
AO8:	<i>Listen and respond appropriately to spoken language, including to questions and feedback on presentations</i>

AO3		AO4		AO2		AO3		AO4		AO7		AO8	
Unit 3						Unit 4							
Stories - Crime, Conflict and Relationships													
Structure and language			Creative Writing			Fiction - form, structure and language				Oracy and Writing - What How Why			
<p>Develop knowledge and skills in reading, writing and critical thinking. This is specifically on language, form and structure. They will use this knowledge to analyse texts, including the grammatical terminology and other literary terms they need to criticise and analyse/evaluate what they read.</p> <p>Of Greek mythology, students will turn their attention to conflict in more contemporary writing - and through the stories. This unit will explore ideas by looking at ideas of structure and inference. There will be an element of creative writing as well.</p>						<p>Students will develop knowledge and skills in reading, writing and critical thinking. A key focus will be on oracy and drama. They will write accurately, effectively and analytically about their reading, using Standard English. They will use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse/evaluate what they read.</p> <p>Students will develop culturally and acquire knowledge of the text. A Midsummer Night's Dream is one of Shakespeare's most enduring plays which tackles universal ideas about relationships, magic, enchantment and comedy. There will be a key focus on vocabulary, including becoming aware of the differences between vocabulary in Shakespeare's time and today.</p>							
Students' reasoning skills and metacognition (structured reflection). This makes students more aware of their thinking processes and how they use them.													
Students' skills of inference, deduction and analysis, increasing their confidence and resilience. Structured group discussion and feedback provides a chance to write analysis, evaluation and comparison answers on unseen texts in timed conditions.													
Daily Review and SPAG						Daily Review and SPAG							
Whole class feedback = DIRT						Whole class feedback = DIRT							
SPAG and Independent Reading						SPAG and Independent Reading							
Analyzing Language: https://www.genius.com .													
Shakespeare/													

YEAR 8 LONG TERM PLAN – KS3 2020/2021

Skills	AO2	AO3	AO4	AO2	AO3	AO4	AO2	AO3
Year 8	Unit 1			Unit 2			Crime and Conflict - Thematic and	
	The Curious Incident of the Dog in the Night-Time: PLAY - Identity, Our World through 'Other' Worlds						Fiction, non-fiction, medieval, contemporary and pre-19th century	
Knowledge	Reading analysis including non-fiction		Writing - What How Why		Poetry	Writing - What How Why	Synthesis and comparison	
Aims	Students will develop knowledge and skills in reading, writing and critical thinking. They will write accurately, effectively and analytically about their reading, using Standard English. They will use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse/evaluate what they read. Our curriculum is about ways of seeing and being seen and so we continue to explore the over-arching concept of identity and the importance of inclusion. Mark Haddon and Simon Stephens brings us a character who will force us to look at the world from a different perspective. A perspective where the most complex mathematical formulas are common sense, and an everyday conversation is an impenetrable puzzle.			Students will be able to read with insight and engagement making appropriate references to poetry, they will develop and sustain interpretations of them. They will understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects. There will be a key focus on writing comparative essays The aim is to broaden students' understanding of our world through other cultures exposing them to rich and diverse ideas, themes, characters and experiences. There will be a focus on non-standard forms and English and a further focus on identity through different mediums			Students will develop knowledge and skills in reading, writing and critical thinking. The focus is specific to poetry, drama and film. This unit will explore ideas and themes of conflict by looking at ideas of: an element of creativity	
	SPAG / LITERACY / ORACY / WRITING / METACOGNITION			Once a fortnight, students will be exposed to a meta-cognitive lesson which is largely oral, based on reading, open-ended questioning and structured group discussion which increases students' reasoning most effectively. Using high-quality English texts – fiction, poetry, non-fiction, drama and film – the lessons develop students' ability to provide reasoned justifications for their views. They develop students' skills of inference and experience of rapidly formulating detailed responses to texts. This helps to prepare for the GCSE examinations where students will need to draft and write This is complemented by a				
Do Now / Retrieval Practice at the start of lesson	Daily Review and SPAG			Daily Review and SPAG			D	
Formative	Whole class feedback = DIRT			Whole class feedback = DIRT			Whole class feedback = DIRT	
Summative								
CORE H/W Incorporates previous learning	SPAG and Independent Reading			SPAG and Independent Reading			SPAG	
Useful Websites				https://www.senecalearning.com , https://www.bbc.com/education , https://www.shmoop.com , https://www.cliffsnotes.com , https://www.sparknotes.com . Translating Shakespeare: https://www.sparknotes.com/shakespeare/				

Assessment Objectives

AO1:	identify and interpret explicit and implicit information and ideas – including the presentation of themes and ideas Select and synthesise evidence from texts
AO2:	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
AO3:	AO3: Understanding context is crucial to making sense of texts. Once we understand that a context of production and reception shapes meaning we will never read in the same way again.
AO4:	AO4: Evaluate texts critically and support this with appropriate textual references
AO5:	AO5: Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6:	AO6: Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
AO7:	AO7: Demonstrate presentation skills in a formal setting
AO8:	AO8: Listen and respond appropriately to spoken language, including to questions and feedback on presentations

AO4		AO2	AO3	AO4	AO7	AO8
Unit 3		Unit 4				
Bic and multi modal - film, songs, contemporary literature-19th century texts						
Media, 19th century -	Creative Writing	Fiction - form, structure and language			Oracy and Writing - What How Why	
<p>vledge and skills in reading, writing and critical ally on language, form and structure. This will be range of texts - incorporating fiction, non-fiction as ium of short film and modern songs</p>		<p>Students will develop knowledge and skills in reading, writing and critical thinking. A key focus will be on oracy and drama. They will write accurately, effectively and analytically about their reading, using Standard English. They will use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse/evaluate what they read.</p> <p>There will be a key focus on performance and debate</p>				
<p>round the conventions of crime short stories and symbolism, structure and inference. There will be 've writing and writing to inform as well.</p>		<p>Students will develop culturally and acquire knowledge of the text. Romeo and Juliet is one of Shakespeare's most enduring and emotionally intense plays which tackles universal of relationships, identity, conflict, the nature of crime, social justice, subversion and rebellion. It incorporates all of our major themes.</p>				
<p>ig skills and metacognition (structured reflection). This makes students more aware of their thinking processes and how they think</p>						
<p>ference, deduction and analysis, increasing their confidence and resilience. Structured group discussion and feedback provides analysis, evaluation and comparison answers on unseen texts in timed conditions.</p>						
Daily Review and SPAG		Daily Review and SPAG				
Whole class feedback = DIRT		Whole class feedback = DIRT				
and Independent Reading		SPAG and Independent Reading				

Analyzing Language: <https://www.genius.com>.

YEAR 9 LONG TERM PLAN – KS3 2020/2021

Skills	AO2	AO3	AO4	AO7	AO8	AO2	AO3	AO4	AO7	AO8	AO2	AO3	AO4
Year 9	Unit 1				Unit Two				Unit 2				
	Animal Farm - Modern Novel - Social Justice, Identity, Relationships, Conflict, Our World through 'Other' world				The History of Rhetoric and Spoken Language								
Knowledge	Reading analysis, Contextual Analysis				Reading, Oracy and Presentation				Non-Fiction	Writing - What How Why	Creative, descriptive writing		
Aims	Students will develop knowledge and skills in reading, writing and critical thinking. They will develop their abilities to communicate through oracy and debate key moments in the novel. They will write accurately, effectively and analytically about their reading, using Standard English. They will explore inference, symbolism, structure and explore contextual links.				Rhetoric is the study and art of writing and speaking well, being persuasive, and knowing how to compose successful writing and presentations. Rhetoric teaches students the essential skills of advanced learning and higher education. Students learn to think logically, to discover wrong or weak arguments, to build a good case on a controversial topic, and to overcome the all-too-common fear of speaking in public so that they can then deliver crisp and well-prepared speeches as part of the GCSE Spoken Language unit.				Students will be able to read with insight and engagement making appropriate references to texts, they will develop and sustain interpretations of them. They will understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.				
SPAG / LITERACY / ORACY / WRITING / METACOGNITION									Thematic focus enabling students to explore narrative structure, archetypes, the hero's journey, allegory and myths and legends. Gothic villains seem to resemble the darkest parts of us and of our society, and the heroes are no better: they're just as flawed and seemingly vulnerable as the rest of us. Bottom line: Gothic literature serves as a mirror in to our world. The often dark and picturesque scenery, startling and melodramatic narrative devices, and an overall atmosphere of exoticism, mystery, fear, and dread leads itself to creative, descriptive writing				
					Once a fortnight, students will be exposed to a meta-cognitive lesson which is largely oral, based on reading, open-ended questioning and structured group discussion which increases students' reasoning skills. Using high-quality English texts – fiction, poetry, non-fiction, drama and film – the lessons develop students' ability to provide reasoned justifications for their views. They develop students' skills of inference, deduction and analysis, prepare for the GCSE examinations where students will need to draft and write analysis, evaluation and comparison. This is complemented by a								
Do Now / Retrieval Practice at the start of lesson					Daily Review + SPAG				Daily Review + SPAG				
Formative					Whole class feedback = DIRT				Whole class feedback = DIRT				
Summative													
CORE H/W Incorporates previous learning					SPAG and Independent Reading				SPAG and Independent Reading				
Useful Websites	https://www.senecalearning.com , https://www.bbc.com/education , https://www.shmoop.com , https://www.cliffsnotes.com , https://www.sparknotes.com . Translating Shakespeare: https://www.sparknotes.com/shakespeare												

Assessment Objectives

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AO3:	Understanding context is crucial to making sense of texts. Once we understand that a context of production and reception shapes meaning we will never read in the same way again.
AO4:	Evaluate texts critically and support this with appropriate textual references
AO5:	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
AO6:	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation.
AO7:	Demonstrate presentation skills in a formal setting
AO8:	Listen and respond appropriately to spoken language, including to questions and feedback on presentations

	Read, understand and respond to texts. Students should be able to: ** maintain a critical style and develop an informed personal response
Lit AO2:	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
Lit AO3:	Show understanding of the relationships between texts and the contexts in which they were written
	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

AO2		AO3		AO4		AO5		Lit AO2		Lit AO3		Lit AO4			
Unit 3 - Transition to KS4 - Lang Paper 1								Unit 4							
Explorations Into Creative Reading and Writing															
Fiction - form, structure and language				Creative Writing				Fiction - form, structure and language				Writing - What How Why			
A strategic focus on reading skills: language, structure and evaluative skills. This is followed by creative, narrative, descriptive writing.								Poetry is a form of expression – reading poetry encourages us to connect and find meaning in our experiences. As we are studying the Power and Conflict anthology including perceptions of various types of power and conflict, students experience diverse form of expressions. Therefore poetry can have a positive impact on the social and emotional learning of students. It may offer them a new way of thinking about something. It can put things into words that students may not know how to express otherwise. Poetry encourages students they learn about choosing the right words to create imagery and effect. When they break poems down into their parts, they learn a lot about how writing comes together. They learn how to follow a pattern and put words in a certain order. Analysing the writing of poetry is a transferable skill that will help students write in other ways and styles. Students will be able to read with insight and engagement making appropriate references to texts they will develop and sustain interpretations of them. They							
Reading Language Paper 1 Building on from the Gothic ideas as a source of inspiration, much of the writing will explore different techniques / ideas / structures with which to enhance creative writing.															

kills and metacognition (structured reflection). This makes students more aware of their thinking processes and how they think most effectively.
 . increasing their confidence and resilience. Structured group discussion and feedback provides experience of rapidly formulating detailed responses to texts. This helps to
 rison answers on unseen texts in timed conditions.

	Daily Review + SPAG	Daily review - subject terminology and ACC
	Whole class feedback = DIRT	Whole class feedback = DIRT
	SPAG and Independent Reading	SPAG and Independent Reading
Analyzing Language: https://www.genius.com .		

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YEAR 10 LONG TERM PLAN – KS4 2020/2021

Intent: what are you trying to achieve through your curriculum?
Implementation: how is your curriculum being delivered?
Impact: What difference is your curriculum making?

Skills	Lang AO2	Lang AO3	Lang AO1	Lang AO3	Lang AO4	Lang AO1	Lang AO3	Lang AO4	Lang AO7	Lang AO9	Lang AO2	Lang AO3	Lang AO1	Lang AO3	Lang AO4
Year 10	Autumn					Spring					Summer				
Power and Conflict/Unseen Poetry and A Christmas Carol															
Knowledge	Writing to Compare		Unseen Poetry			Unseen Non-Fiction		Writing to Persuade			Unseen Fiction		Writing to Describe / Narrate		
Aims	Students will develop knowledge and skills in reading, writing and critical thinking. Students will begin by completing the Power and Conflict Poetry that was started in Year 9. They will develop a continuing focus on the big ideas within the poems and aim to relate some/many of them to the world in which they live.					Spoken Language - Listen and respond appropriately to spoken language, including to questions and feedback on presentations. Speak and present with confidence using Standard English Reading skills of analysis, synthesis and comparison Writing to persuade with a focus on content, organisation and SPAG. Therefore we aim to teach students strategies for planning, revising, and editing their work. Students will be able to present relevant information in a form that suits its purposes, ensuring that their text is legible and that spelling, punctuation and grammar are accurate, so that meaning is clear. They should be able to use a suitable structure and style of writing. Compositional skills should be used to develop ideas and communicate meaning to the reader as well as the development of a wide range of vocabulary and an effective style; organising and structuring sentences grammatically and whole texts coherently					Students will develop knowledge and skills in reading, writing and critical thinking. They will develop culturally and acquire knowledge of the text. As Macbeth is one of Shakespeare's most enduring and emotionally intense plays which tackles universal themes of guilt, ambition, power and tyranny and despite having been written centuries ago, students will examine the titular character's journey into despair which remains a timeless warning of unchecked power that's especially relevant today. They will write accurately, effectively and analytically about their reading, using Standard English. Students will focus in				
Developing knowledge learnt about context, structure in 'Animal Farm' as well as the Gothic traditions, enables students to feel fully prepared for KS4 in the form of 'A Christmas Carol'. The novella is an allegory in that it features events and characters with a clear, fixed symbolic meaning. In the novella, Scrooge represents all the values that are opposed to the Idea of Christmas—greed, selfishness, and a lack of goodwill toward one's fellow man. The focus is therefore on ideas regarding social justice, redemption, relationships, conflict and identity.											Students will be able to read with insight and engagement making appropriate references to texts, they will develop and sustain interpretations of them. They will understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects.				
Do Now / Retrieval Practice at the start of lesson	Do now starters - Power and Conflict					Do now starters - ACC/Conflict Poetry/Lang Paper 1					Do now starters - Power and Conflict, ACC, subject terminology and Eng Lang Paper 2				
Regular low stakes assessments															
Summative x 2 plus Mock	P2 Section B - Conflict Poetry comparative essay					Lang P2 Section A - Reading Presentations					Summer 1 - no assessment Eng Lang P2, Eng Lit P1				
CORE H/W incorporates previous learning	Power and Conflict/Unseen Poetry/English Lang Paper 1					ACC/ Conflict Poetry/Unseen Poetry					Eng Lang Paper 2/Conflict Poetry/ACC				
Useful Websites	https://www.senecalearning.com, https://www.bbc.com/education, https://www.shmoop.com, https://www.cliffsnotes.com, https://www.sparknotes.com. Analyzing Language: https://www.genius.com. Translating Shakespeare: https://www.sparknotes.com/shakespeare/														

Read, understand and respond to texts. Students should be able to:	
LR AO2	Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate
LR AO3	Show understanding of the relationships between texts and the contexts in which they were written
	Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Lang AO1	Identify and interpret explicit and implicit information and ideas select and synthesise evidence from different texts
	Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views
Lang AO3	Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts
Lang AO4	Evaluate texts critically and support this with appropriate textual references
	Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts
	Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation
Lang AO7	Demonstrate presentation skills in a formal setting
	Listen and respond appropriately to spoken language, including to questions and feedback on presentations
Lang AO9	Use spoken Standard English effectively in speeches and presentations

YEAR 11 LONG TERM PLAN – KS4 2020/21

Intent: what are you trying to achieve through your curriculum?
Implementation: how is your curriculum being delivered?
Impact: What difference is your curriculum making?

Skills	Lit AO2	Lit AO3	Lang AO1	Lang AO3	Lang AO4	Lit AO2	Lit AO3	Lang AO1	Lang AO3	Lang AO4	Lit AO2	Lit AO3	Lang AO1	Lang AO3	Lang AO4
Year 11	Unit 1 and Unit Two					Spring					Summer				
Knowledge	Revision - English Language and English Literature					Revision - English Language and English Literature					Revision - English Language and English Literature				
Aims	An Inspector Calls	Unseen Fiction	Writing to Describe/Narrate			Macbeth	Unseen Fiction	Writing to Persuade	ACC	Conflict Poetry	Unseen Poetry	Unseen Non Fiction	Writing to express a viewpoint	AIC	ACC
	Students will develop knowledge and skills in reading, writing and critical thinking. They will use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse/evaluate what they read in order to write descriptively.					Students will develop knowledge and skills in reading, writing and critical thinking. They will develop culturally and acquire knowledge of the text. They will write accurately, effectively and analytically about their reading, using Standard English. They will use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse/evaluate what they read.					Students will develop knowledge and skills in reading, writing and critical thinking. They will develop culturally and acquire knowledge of the text. They will write accurately, effectively and analytically about their reading, using Standard English. They will use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse/evaluate what they read.				
	Students will examine a morality play that denounces the hypocrisy and callousness of capitalism and argues that a just society can only be achieved if all individuals feel a sense of social responsibility.					Students will be able to read with insight and engagement making appropriate references to texts, they will develop and sustain interpretations of them. They will understand and evaluate how					Students will be able to read with insight and engagement making appropriate references to texts.				
	The aim is to consider a morality play disguised as a thriller, as the morality play is a very old theatrical form, going back to the medieval period, which sought to instruct audiences about virtue and evil the students will learn about morals and ethics reflecting on these in contemporary society as well. Priestley's play revolves around a central mystery, the death of a young woman, but					Revision - English Language and English Literature					Revision - English Language and English Literature				
Do Now / Retrieval Practice at the start of lesson	Do Now - Five a day					Do Now - Five a day					Do Now - Five a day				
Low Stakes Assessments x 5	DIRT - Macbeth plus DIRT Eng Lang - Q2/4/5					DIRT - mock exams plus as per class needs					DIRT - mock exams				
Summative x 4	Mock Exam - Eng Lit Paper 1 and Eng Lang Paper 1 (Macbeth and ACC)					Mock Exam - Spring 1 - Eng Lang P2 and Eng Lit P2 (AIC, Conflict Poetry and Unseen					exams				
CORE H/W incorporates previous learning	ACC/Eng Lang P1					AIC, Eng Lang P1, Power and Conflict, Unseen Poetry					Unseen Poetry, Eng Lang P2, ACC, Macbeth				
Useful Website	https://www.senecalearning.com , https://www.bbc.com/education , https://www.shmoop.com , https://www.cliffsnotes.com , https://www.sparknotes.com , https://www.genius.com .										Analyzing Language: Translating				
	Shakespeare: https://www.sparknotes.com/shakespeare/														

Read, understand and respond to texts. Students should be able to:	
Lit AO2: Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate	
Lit AO3: Show understanding of the relationships between texts and the contexts in which they were written	
Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	
Lang AO1: Identify and interpret explicit and implicit information and ideas	
select and synthesise evidence from different texts	
Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views	
Lang AO3: Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts	
Lang AO4: Evaluate texts critically and support this with appropriate textual references	
Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts	
Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation	

Intent/Implementation Impact Statement (conceived, taught, experienced)	To Be Completed:	LTP KS3 notes re. AIMS/Rationale and Sequencing / ACCESSIBLE FOR ALL? How are knowledge and skills being embedded?	LTP KS4 notes re. AIMS/Rationale and Sequencing ACCESSIBLE FOR ALL? How are knowledge and skills being embedded?		Assessment / Homework	Agency
In place	Careers, Information, Advice and Guidance - KS4 and KS5 (add to intent statement)	Begin with 'Going Bananas' - Contextual approach. KS2 SATS - Using homework. Y7 Begin with Number as it's the foundation for all. Not always	Further Maths - preparation for KS5; level of maturity required	Start with Pure - foundation for all. Then Application - two teachers - each will select key units etc.	End of term assessments - Builds upon retrieval practice - E.g. End of Term 1 assesses Term 1; end of Term 2 assesses Terms 1 and 2 etc.	Project based learning - PPTs/Presentation. Learning of key vocab
	Explore KS2 SATs	Knowledge and interleaving throughout				
	Focus on AIMS / WHY = Rationale/Purpose of Topic. Ensure sequencing of units is made explicit. Fine tune on LTPS	Same assessment objectives from 7 to 11. 5 year plan in place - offers a sense of cohesion and coherence.				

1. Research and inspection evidence suggest that understanding key concepts, presenting information clearly and encouraging appropriate discussion are

2. How does your department check pupils' understanding effectively, and identify and correct misunderstandings? Give an example of a lesson you have seen

3. How are teachers in your department ensuring that pupils embed key concepts in their long-term memory and apply them fluently?

4. How is the curriculum in your subject sequenced so that new knowledge and skills build on what has been taught before and pupils can work towards clear

5. How do teachers in your department use assessment to:

*check pupils' understanding	Large focus on project based learning = applying Maths to real life examples
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*inform teaching	Quizzes = diagnostic, End of Term assessment = summative
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*help pupils embed and use knowledge fluently to develop their understanding	
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*not simply memorise disconnected facts?	
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6. How will your subject help to develop character?	Essential life skills. Project based learning will ensure students work together to problem solve/present etc.
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7. How are you providing high quality, inclusive education for all?	Carefully and deliberately differentiated at KS3 and KS4 to provide both support and challenge.
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Do Now	Deliberate Practice/Deliberate Practice	Q&A	Medium Term Plan Discussion (e.g. timeline/teaching)	Engaging to Cultural Capital		Work activity
Start of lessons - will be embedded	Assessments	To be added	Have begun process		Teachers teach in a particular sequence - interleaving embedded. This will be enforced.	Less hierarchical/Book sharing - e.g. teachers can look at HoFs exercise book as well
	5 A Day type quizzes					
	Homework builds on prior learning					

important factors in how effectively the curriculum is taught and assessed. What is being done in the classroom by ... to achieve this at KS3/4/5?

seen this happening in.	QUIZZES ARE USED - DIAGNOSTIC - THEN TEACHER ASSESSES, SPEAKS TO STUDENT, OUTSIDE SUPPORT - e.g. extra clubs can be accessed etc.					
Interleaving /Deliebrate practice/Do Now activities						
early defined end points? Talk me through a scheme of work and show me this in action.						

Additional Notes

[illegible]

[illegible]

		Knowledge and understanding of historical significance (AO1)						Knowledge and understanding of historical significance (AO2)						Knowledge and understanding of historical significance (AO1)					
		Understanding of abstract historical terms (AO1)						Understanding of abstract historical terms (AO2)						Understanding of abstract historical terms (AO1)					
		Understanding historical concepts (AO2)						Understanding historical concepts (AO2)						Understanding historical concepts (AO2)					

Understanding historical concepts (AO2)		Knowledge and understanding of historical significance		Understanding of abstract historical terms (AO1)		Understanding historical concepts (AO2)		Questioning historical perspectives including making links between local, Black and global (AO3)		Knowledge and understanding of historical significance		Understanding of abstract historical terms (AO1)		Understanding historical concepts (AO2)	

	SKILLS (including literacy and numeracy)		Knowledge and understanding of historical significance (AO1)	Understanding of abstract historical terms (AO1)	Understanding historical concepts (AO2)		Knowledge and understanding of historical significance (AO2)	Understanding of abstract historical terms (AO2)	Understanding historical concepts (AO3)		Knowledge and understanding of historical significance (AO3)	Understanding of abstract historical terms (AO3)	Understanding historical concepts (AO4)	
Year 8														
How did revolutions transform Britain and the rest of the world between 1485 and 1789?														
Year 8 topics	Why did Henry VIII have so many wives?						How did Elizabeth I save England from a Superpower?							
Knowledge and Interleaving (if relevant)	Henry VIII	Renaissance	Renaissance Man?	Reformation	Break with Rome	Wives	Bloody Mary	A Tolerant Society?	Spies	Exploreres	Armada	Shaekespeare's Theatre	James I	
RATIONALE (including SMSC)	Introduce the development of Church, state and society in Britain 1509-1547 following on from Medieval England in year 7. To show how Henry was 'renaissance man. Students to understand how the Church of England was formed around Henry VIII's desire for a boy and response to the Reformation. To ensure understanding and knowledge of differences between Catholicism and Protestantism.						Following on from Henry VIII, introduce to students the development of Church, state and society in Britain 1547-1603. How society was caught up in bitter division between the Catholics and Protestant. Students to understand how the Protestant faith embedded itself as the state religion during this period. How Elizabeth managed to protect herself against foreign invasion and foreign invasion. Make the students aware of how the Age of explotratin led to the birthing of the British Empire which will be looked at later on in the year.						Introduce to stud Students understan Make students	
Do Now / Retrieval Practice at the start of lesson – E.g.	Initial Stimulus, Pictures, Cartoons etc Source Analysis Quiz Questions						Initial Stimulus, Pictures, Cartoons etc Source Analysis Quiz Questions						Initial Stimulus, Pic Source Analysis Quiz Questions	
FORMATIVE ASSESSMENT	Plenary tasks including short paragraphs, drawing pictures, summarising terms in own words AO1, AO2, AO3 PEEL paragraphs Renaissance Booklet - homework research						Plenary tasks including short paragraphs, drawing pictures, summarising terms in own words AO1, AO2, AO3 PEEL paragraphs						Plenary tasks inclu Main cause of the E	
SUMMATIVE ASSESSMENT							Religious Change under the Tudors - causation essay							
HOMEWORK that incorporates previous learning (spacing)	Renaissance Research Individuals						Armada Front Page Newspaper						James I letter, Resi	
USEFUL WEBSITES	https://www.bbc.com/bitesize/topics/													

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Knowledge and understanding of historical significance (AO1)	Understanding of abstract historical terms (AO1)	Understanding historical concepts (AO2)		
Why did the French chop off people's heads?				
Bastille	Terror	Impact	Napoleon	
<p>Students to changes in ideas, political power in France 1789-1803. Students to changes within an industrial society, the growth of educated middle classes and of thinking resulting in revolution and revolt. Students to learn about how the revolution took place and the impact on French society.</p>				
<p>Pictures, Cartoons etc</p>				
<p>including short paragraphs, drawing pictures, summarising terms in own words AO1, AO2, AO3</p> <p>PEEL paragraphs</p>				

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Knowledge and understanding of historical	Understanding of abstract historical terms	Understanding historical concepts			Knowledge and understanding of historical	Understanding of abstract historical terms	Understanding historical concepts			Knowledge and understanding of historical	Understanding of abstract historical terms	Understanding historical concepts			Knowledge and understanding of historical
Cable Street					Holocaust					Exam Preparation					
Versailles 2	Rise of Hitler	How did Hitler come to power	Hitler's role in WWII	League of Nations & Appeasement	Cable Street	Ordinary things	Life before WWII	History of Anti Semitism	Nazi Policy	Did all Germans hate Jews	Life in the ghettos				
the social , economic and political context of Hitler's ascendancy to power. To the international political context that lead to WWII -with a specific focus on appeasement and wilful encouragement of Adolf Hitler.					To understand the social , economic and political context of the rise of British Fascism and the BUF and the response from the community in the East end.	To understand and gain knowledge of the Holocaust and the lead up to it.Nazi legislation and its impact, ghettoisation and its effects. Industrialised genocide and the lessons we can learn from history.					To understand the outbreak of WWII - In Appeasement, Wilful for war, Treaty of Versailles				
material - picture, cartoon , advert etc.					Initial stimulus material - picture, cartoon , advert etc. Quiz questions	Initial stimulus material - picture, political cartoons , advert etc Propaganda, quotes Quiz questions Challenge questions					Key words Quiz Questions Challenge Questions				
Source analysis, questions					PEEL paragraphs AFL tasks eg. Source analysis Concept check questions, card sorts	PEEL paragraphs AFL tasks eg. Source analysis,					Model answers, Peel prioritisation of cause success criteria				
on the reasons for Hitler's rise to power - causation AO1, AO2 AO3						Surprise me - creative homework assessment task AO1, AO2 AO3					End of year exam on the Holocaust; AO1, AO2				
Includes cartoon and questions						Research project - Surprise me homework					Revision material				

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Understanding historical concepts	
ok the world	
f different events that shaped the world. it and what their impact has been . egacy of events.	
convey the significance of chosen	
reosurces developed indepently by	

SKILLS (including literacy and numeracy)	Knowledge and understanding of historical concepts											
	Knowledge and understanding of historical concepts (A01)			Understanding of abstract historical terms (A02)			Knowledge and understanding of historical concepts (A03)			Understanding of abstract historical terms (A04)		
Year 10	How far was there continuity and change in the history of crime and punishment in the years c.1000 - today?											
Year 10 topics	C1000-c1500: Crime & punishment in medieval England				Crime and Punishment 1500- 1700				Crime and Punishment 1700-1900			
Knowledge and Interleaving (if relevant)	Saxon crime prevention	Saxon crime prevention	Crime prevention change in the Later Middle Ages?	Did the church help or hinder justice in the early 13th century	Why were Monarchs so worried about new crimes 1500-1700?	Gunpowder plotters	Witch craze in the 17th century	Mary Jones	Why were Monarchs so worried about new crimes 1500-1700?	'new' crimes in the Industrial period	Transportation to Australia	Punishment reformers
RATIONALE (including SMSC)	To introduce the unit of study and assessment criteria and objectives. To explore the key features of nature of crime and punishment in the medieval period. To prepare for exam questions on this topic through careful understanding, planning and development of technique and knowledge.				To explore the key features of crime and punishment in this period with a view to evaluating change and continuity on the themes of policing, punishment and nature of crime. To prepare for exam questions on this topic through careful understanding, planning and development of technique and knowledge.				To explore the key features of crime and evaluating change and continuity on the crime. To prepare for exam questions on this topic and development of technique and knowledge.			
Do Now / Retrieval Practice at the start of lesson – E.g.	Key words definition Questioning and short written task Recap from previous lesson Review essay question feedback and redraft/re write section				Key words definition Questioning and short written task Recap from previous lesson Review essay question feedback and redraft/re write section				Key words definition Questioning and short written task Recap from previous lesson Review essay question feedback and redraft/re write section			
FORMATIVE ASSESSMENT(S)	Practice questions A01,A02,A03 All exam-type questions covered; recall, explain why, significance etc.				Practice questions A01,A02,A03 All exam-type questions covered; recall, explain why, significance etc.				Practice questions A01,A02,A03 All exam-type questions covered; recall, explain why, significance etc.			
SUMMATIVE ASSESSMENT	Mock exam/End of Unit test				Mock exam/End of Unit test				Mock exam/End of Unit test			
HOMEWORK that incorporates previous learning (spacing)	Research, time lines, data capture Exam practice questions				Research, time lines, data capture Exam practice questions				Research, time lines, data capture Exam practice questions			
USEFUL WEBSITES	BBC Bitesize, History learning zone											

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SKILLS (including literacy and numeracy)	Knowledge and understanding of historical signi	Understanding of abstract historical terms (A01)	Understanding historical concepts (A02)	Knowledge and understanding of historical signi	Understanding of abstract historical terms	Understanding historical concepts	Knowledge and understanding of historical signi	Understanding of abstract historical terms	Understanding historical concepts	Knowledge and understanding of historical signi	
Year 11											
How far was the transformation of Russian from an autocratic state to a communist one a success in the years 1917-1939?											
Year 11 topics	Tsarist Russia				Russia under Lenin				Stalin's Russia		
Knowledge and Interleaving (if relevant)	Why was Russia difficult to govern	Opposition to the tsar	Impact of First World War	1917 February Revolution	Successes/ failures Provisional Govt	Kornilov Revolt	Bolsheviks - October Revolution	Consolidation of power	Lenin & Civil War	War Communism Kornilov Revolt NEP	Stalin gain power Consolidation of power
RATIONALE (including SMSC)	To introduce the unit of study and assessment criteria and objectives. To explore the key features of Tsarist rule and to appreciate the problems leading to revolution						To understand why there was a second revolution in Russia in 1917 and the nature of communism under Lenin. Similarity and difference pre-Bolshevik rule to Leninist rule				To explore Stalin's rule and how it changed Russia. E
Do Now / Retrieval Practice at the start of lesson – E.g.	Key words definition Recap from previous lesson Questioning and short written task Role play Review essay question feedback and redraft/re write section Film clips						Key words definition Recap from previous lesson Questioning and short written task Review essay question feedback and redraft/re write section Film/song clips				Key words definition Recap from previous lesson questioning and short written task Review essay question feedback Film/song clips
FORMATIVE ASSESSMENT(S)	Short written tasks, plenary evaluations, all exam-type questions covered EG Exam technique - Explain why WW1 had a great impact on Russia/Why were there revolutions in Russia Eg Why did the Bolsheviks win the Civil War?						short written tasks, plenary evaluations all exam-type questions covered eg Why did the Bolsheviks win the Civil War				short written tasks, plenary evaluations all exam-type questions covered policy? Give one re
SUMMATIVE ASSESSMENT	End of unit test						End of unit test				Mock examination
HOMEWORK that incorporates previous learning (spacing)	Research, time lines, data capture Exam technique/essays						Research, time lines, data capture Exam technique				-Research, time lines, data capture
USEFUL WEBSITES	BBC Bitesize, History learning zone										

Understanding of abstract historical terms	Understanding historical concepts			Knowledge and understanding of historical significance	Understanding of abstract historical terms	Understanding historical concepts				Knowledge and understanding of historical significance	Understanding of abstract historical terms	Understanding historical concepts			
										What were the key turning points in the superpower relations in the Cold War?					
Impact of Stalin's Russia										Superpower relations 1941-91-origins of Cold War					
Cult of Stalin	Methods of control - purges/ show trials	Industrialisation	Collectivisation	Effects of industrialisation	Effects of collectivisation	Culture under Stalin	Religion under Stalin	Education under Stalin	Evaluating Stalin	War-time conferences	Ideological differences between superpowers	Containment	Berlin Crisis 1948-49	Rival alliances	Arms Race
How he stayed in power and his key policies to modernise Soviet Union Evaluating the nature and impact on society				To understand and evaluate the impact of Stalin's rule on the Soviet Union and how society changed dramatically. Comparisons with life under Lenin. Purpose and extent of change						To understand and evaluate the reasons why the Cold War started, the differences between the superpowers and the shifting alliances, growth of Soviet expansion, development of the Cold War and the focus of Germany in the conflict and growth of East-West rivalry					
Key tasks and redraft/re write section				Recap from previous lesson, questioning and short written tasks Recap from previous lesson Questioning and short written task Review essay question feedback and redraft/re write section Film/photo clips End of unit test essay AO1, AO2 AO3						Recap questioning and short written tasks Review essay feedback and redraft short film clips/sources inferencing End of unit test AO1,AO2,AO3 Key terms					
Assessments e.g. why do interpretations differ on Stalin's collectivisation Reason why these interpretations are different				short written tasks, plenary evaluations all exam-type questions covered Give two things you can infer						short written tasks and plenary evaluations Exam questions e.g. Explain two consequences of the Potsdam Conference					
End of unit test				End of unit test						End of unit test					
Mock examination				Mock examination						Mock examination					
Research, time lines, data capture				Research, time lines, data capture						Research, time lines, data capture,					
Exam technique				Exam technique						Exam technique					

	Knowledge and understanding of historical signi	Understanding of abstract historical terms	Understanding historical concepts				Knowledge and understanding of historical signi	Understanding of abstract historical terms	Understanding historical concepts			
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the period 1941-1990?

Cold War crises 1958-70			End of the Cold War 1970-91				
Berlin Crisis and building of Wall 58-61	Cuban Missile Crisis 1962	Invasion of Czechoslovakia	Détente	Afghanistan and the 'Second Cold War'	Collapse of Soviet control of eastern Europe	Gorbachev	Fall of Berlin War
Three Cold War crises- how they came to be key flashpoints in Cold War - causes, events and consequences short and long-term			Examining the hope at the end of the 1960s and 70s reflecting improvement in superpower relations to the impact of invasion of Afghanistan and the 'Second Cold War'. Reasons for the end of the Cold War				
Key words questioning, short written tasks Review essay feedback/redraft Short film clips/sources and inferencing End of unit test A01,A02,A03			Key words recap from previous lesson Questioning and short written tasks Review essay question feedback and redraft section Film/song clips				
short written tasks and plenary evaluations Exam questions eg write a narrative account of the Prague Spring			short written tasks and plenary evaluations Exam questions eg Explain the importance of SALT 1 Eg Explain two consequences of the soviet invasion of Afghanistan				
End of unit test Mock examination			End of unit test Mock examination				
Research, time lines, data capture Exam technique			Research, time lines, data capture, Exam technique				

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Knowledge and understanding of historical terms			Understanding of abstract historical terms			Understanding historical concepts			Knowledge and understanding of historical terms			Understanding of abstract historical terms			Understanding historical concepts			Knowledge and understanding of historical terms			Understanding of abstract historical terms			Understanding historical concepts											
4. Nazi Germany - Consolidation of power									5. Nazi Germany						6. Nazi Germany - Causes of World War Two						7. Nazi Germany - The war years														
Rise of the Nazis			Legal Revolution			Gleichschaltung			Ideology		Economy		Society		Party and state		Propaganda & Terror & Opposition		Culture and minorities		German history		Hitler's ideology		Invasion of Poland		Anschluss & Czechoslovakia		Appeasement		League of Nations		Germany at war		
To understand and evaluate the rise of the Nazis through looking at the role of propaganda, legal means and political infrastructure. To apply knowledge to complete a comparison with the Weimer on these themes.									To explore and evaluate the impact of Nazi ideology, economy, society, party and state, propaganda, terror and opposition and culture and treatment of minorities. To apply knowledge to complete a comparison with the Weimer on these themes.									To introduce the interpretations (part c) element of the course through exploring the historical debate surrounding the outbreak of WW2. Evaluate the key lines of historical argument and apply to practice part c question									To consolidate key understanding of life during WW2 minorities and other groups. To apply knowledge to with the Weimer on these themes.								
key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task using worksheet Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson									key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson									key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson									key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson								
How accurate it is to say that Hitler's rise to becoming a dictator was achieved by legal revolution? AO1, AO2, AO3 Questioning in lessons, short written tasks, plenary evaluations									Optional essay to be set in class on key theme of Nazi Germany (part A question) AO1, AO2, AO3 Questioning in lessons, short written tasks, plenary evaluations									Part C interpretations unit AO4 practice essays, source analysis Questioning in lessons, short written tasks, plenary evaluations									Part C interpretations unit AO4 practice essays, source analysis Optional class essay on a aspect of life; treatment of minorities Questioning in lessons, short written tasks, plenary evaluations								
Mock exam to be completed at end of year 12, main A level to follow at end of year 13									Mock exam to be completed at end of year 12, main A level to follow at end of year 13									Mock exam to be completed at end of year 12, main A level to follow at end of year 13									Mock exam to be completed at end of year 12, main A level to follow at end of year 13								
How accurate it is to say that Hitler's rise to becoming a dictator was achieved by legal revolution? AO1, AO2, AO3 Research tasks, questions from textbook on relevant pages									Research tasks, questions from textbook on relevant pages									Research tasks, questions from textbook on relevant pages									Research tasks, questions from textbook on relevant pages								
BBC Bitesize, History learning zone																																			

Knowledge and understanding of historical
Understanding of abstract historical terms
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Understanding historical concepts

Case Study 2. Australia						Case Study 3 Canada				Case study 4 India						Case Study 5 Nile Valley				
The birth of Australia	Role of Macquarie	Convicts to settlers	Impact of British settlers	Impact on Aboriginal communities	Change in colony overview	Key features of the Canadas	Tensions in Canada	Causes, course and results of conflict	Durham Report and impact	East India company	Bengal and Company army	Sleeman, Sati and missionaries	Causes and course of Indian mutiny	Course and consequences of Indian mutiny	Why Britain retained control	Introduction to Egypt	Capturing Egypt	The Veiled protectorate	Ruling Egypt	The Sudan
To explore the key features of Australia and its role in the British Empire. To understand the reasons behind its selection, development and contribution to Britain. To prepare for exam questions on this topic through careful understanding, planning and development of technique and knowledge						To explore the key features of Upper and Lower Canada and its role in the British Empire. To understand the reasons behind the conflict with Britain and the results and impact of Durham report. To prepare for exam questions on this topic through careful understanding, planning and development of technique and knowledge				To explore the key features of India and East India company and its role in the British Empire. To understand the reasons behind the conflict with Britain and the results of it. To prepare for exam questions on this topic through careful understanding, planning and development of technique and knowledge						To explore the key features of Egypt and Sudan and its British Empire. To understand the reasons behind British involvement in both Egypt and Sudan and the results of it. To prepare for exam questions on this topic through careful understanding, planning and development of technique and knowledge				
key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson						key words definition Visual stimuli to spark discussion Review last lesson with key words; questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson				key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short written task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson						key words definition Visual stimuli to spark discussion Review last lesson with key words, questioning or short task Review essay question feedback and redraft/re write section Discussion or questions based on previous lesson				
In class questioning and exam practice, A01, A02, A03, A04						In class questioning and exam practice, A01, A02, A03, A04				In class questioning and exam practice, A01, A02, A03, A04						In class questioning and exam practice, A01, A02, A03, A04				
Essay 4 A01,A02,A03, A04						Essay 5 A01,A02,A03, A04				Essay 6 A01,A02,A03, A04						Essay 7 A01,A02,A03, A04				
Research tasks, questions from textbook on relevant pages						Research tasks, questions from textbook on relevant pages				Research tasks, questions from textbook on relevant pages						Research tasks, questions from textbook on relevant pages				
Research tasks, questions from textbook on relevant pages						Research tasks, questions from textbook on relevant pages				Research tasks, questions from textbook on relevant pages						Research tasks, questions from textbook on relevant pages				
BBC Bitesize, History learning zone																				

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Module (Including Electrophysiology)		AO1		AO2		AO3		AO1		AO2		AO3		AO1		AO2		AO3		AO1		AO2		AO3	
Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body System		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems		Paper 1: Fitness and Body Systems	
Topic 1: Applied anatomy and physiology (Musculo-skeletal system)		Topic 1: Applied anatomy and physiology (Cardiovascular system)		Topic 1: Applied anatomy and physiology (Respiratory System)		Topic 1: Physical Training		Topic 1: Physical Training		Topic 1: Physical Training		Topic 1: Physical Training		Topic 1: Physical Training		Topic 1: Physical Training		Topic 1: Physical Training		Topic 1: Physical Training		Topic 1: Physical Training		Topic 1: Physical Training	
Knowledge and understanding of the human body	Classifying, identifying and labelling the bones, muscles and joints, identifying characteristics of all of them	Identifying ranges of movement at joints	Explain how a range of movement at joints allows various skills within a range of physical activities to be performed	Explain the role of each muscle type in PA and sport	Evaluate the use of muscle fibres in PA and sport	Explain the role of ligaments and tendons in creating movement	Analyse how the skeletal and muscular system work together to allow participation in PA and sport	Explain how muscles work in antagonistic to create movement	Explain the role of the physiological state (long and short term effects of exercise) affects performance in PA and sport	Structure and Functions of the CV system	HR, SV and CO of rest and during exercise	Apply the structure and function to PA and sport	Structure and Functions of the respiratory system	Apply the structure and function to PA and sport	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	Evaluate how the short and long term effects of exercise impact on the CV and respiratory system	
How is this learnt?	Triaged with the addition for practical lessons (class dependent). Applied focus to real life contexts in physical activity and sport.																								
Why this order?	Introduction to the course and applying knowledge from KS3 science. Students need to understand the anatomy and physiology of the musculo-skeletal system and be able to apply this to PA and sporting examples. This unit gives students a basic understanding of how the skeleton and muscular system work together to create movement. Students learn how training causes adaptations to take place and the long term impact of training on the aerobic and anaerobic muscles. This allows students to progress onto the study of the cardiovascular system with the knowledge that the heart is a type of muscle that can be adapted through training. Students will also need the KS3 as they progress onto planning and implementing their PEP in term 2. This will allow students to link training methods to muscular skeletal adaptations in order to improve their performance in their chosen sport.																								
Do Now / Retrieval Practice / Interleaving/Spacing	Do Now Tasks at the start of all lessons - Retrieval of previous lessons in M-S unit or assessment of prior knowledge from KS3 science or general knowledge. HW task links Skeletal and muscular system together																								
Independent Practice	Active learning: group/pairings, class quizzes; independent group work; flipped classroom learning; memory tasks; labelling; applying knowledge to exam based questions (AO1, AO2, AO3) Applying knowledge to exam based questions (AO1, AO2, AO3) Peer paragraph templates for scaffolding Exam board worksheets, class quizzes Practical lesson - CV system - Oxygenated and deoxygenated blood/structure																								
Formative / Feedback	Formal Feedback - 1 x CW task and 1 x HW task per unit/half term (see MTP) Student DIRT tasks follow all marking of work																								
Summative / Assessment	1 x EOU test per topic - feedback effort to be used while class feedback to be provided. Student DIRT tasks follow all marking of work																								

The school has put a teaching and learning plan in place to ensure that teachers are able to respond to students' strengths and weaknesses -
e.g. Do Now (ritual practice)
8 hours of online learning per day

Vive - Explanation/Modelling

You - Independent Work

Review - Summary and consolidation of work in

Supporter
Supporting children with additional needs
Children and young people with high needs, including disadvantaged pupils, SEND and vulnerable pupils, have the right structures and provision in place to help remote education
This includes guidance for parents and carers on how to effectively support remote education, and ensuring pupils have access to the right hardware and software to support their needs.

Implementation of some support strategies (e.g. enabling time for movement breaks during lessons, opportunities for pre-teaching key concepts/words)
Microphone and year teams are monitoring around 250 students who are vulnerable/SEN, with check-ins at least once a week, monitoring learning progress and attendance, and regular communication with parents. This is supervised by the SENDCo and Heads of Year who are RAG rating all students on a weekly basis. Where students are not coping at home,
Students with EHCP/med vulnerable have individual risk assessments reviewed fortnightly.
SENDCo ran online support session in January for all parents of students with SEN to offer opportunities on learning from home. Resources are sent to parents along with information about external services they can access for support.
Some students who need significant levels of support in school are in a separate SEN bubble with LAs.
Key workers liaise with teachers to ensure appropriate learning materials are provided and individual learning plans are in place where students with SEN are struggling to access learning online.
LAs use breakout rooms to support students 1:1/a small group as needed.
Online intervention programmes are in use (e.g. IDL for students with dyslexia) to support with core literacy skills
Small group intervention sessions for students with BSL
Small group 1:1 interventions taking place for some students who are not at National Curriculum levels in English, Maths and Science
Speech and Language therapy and Educational Psychology consultations are taking place online
1:1 and small group support sessions with emotional wellbeing practitioners for students with anxiety

Curriculum planning
Our remote curriculum is identical to the one taught in class with a few changes. It may also need to be adjusted slightly to provide for the longer time needed to ensure resources are fully explained. A focus on reading remote with the Read, register, respond programme and DEAR lessons.
The school has a clear, well-sequenced curriculum that supports pupils both in class and remotely
PE, Psychology, Technology, Art - some changes - see separate document

Staff capability
Staff have access to the digital resources and tools (for example, textbooks, worksheets, platforms, devices and internet) they need to teach and support pupils remotely
Where used, staff have the appropriate training and support to use digital tools and resources, including how to ensure they are accessible for pupils with SEND
Regular CPD has been put in place for staff this includes 15 minute forums - the meetings are optional / recorded.
Appropriate training has been given to all staff but this is an ongoing process.

School community events
Pupils are given regular opportunities to attend and participate in shared, interactive lessons and activities to maintain a sense of community and belonging, especially disadvantaged and SEND pupils.
This is achieved through tutor time and increasingly through extra-curricular events. There are a huge array of extra-curricular events being offered.
e.g.
<ul style="list-style-type: none"> • Year 10 Social Club • Informal Music Meeting • Dance • Net • Year 7 Social Club • Year
Extra events organised by JEP
JEP Live all school Kahoot quizzes weekly (100+)
JEP Tu B'Shvat under lesson takeover (800+)
JEP HMD Live assemblies - All school
Virtual JEP Lounge at break times (20+)
Spotlight after school events - first in the series is cooking with Chloé (head girl) (50+ signed up)
Weekly lunch and learn (40+)
Virtual Charity Committee (20+)
Daily Instagram program (100+ views)
Monday - Monday munch
Tuesday - Torah Tuesday
Wednesday - Who what where why Wednesday
Thursday - Tune in Thursday
Friday - 5 question Friday

Realistic expectations of pupils, parents and carers
Parents and carers have clear guidance on how to support pupils at home, and how this is aligned to the remote education information required to be published on the school's website.
Pupils understand the expectations on how many hours they should be learning and how to participate in remote education (for example, how to submit assignments).

SCIENCE EXAMPLE

SKILLS (including numeracy and literacy)																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
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ENGLISH EXAMPLE

Skills	Learning how to write and language and literature					Understanding context		Reading like a critic		Preparation skills - handling and staining		Applying the function of each component of cells		Scientific skills and conducting procedures		Comparing and contrast animal and plant cells		Preparation skills - handling and staining		Interpreting data from food chains and webs		Scientific skills and practical sampling lessons		Link ecological adaptations to human impact						
Year 7	Animal Farm – George Orwell										A Midsummer Night's Dream – William Shakespeare										The Speckled Band – Sir Arthur Conan Doyle									
Knowledge and Interleaving	Unseen Non-Fiction		Unseen Fiction		Writing Challenge		Poems		Essay		Unseen Non-Fiction		Unseen Fiction		Writing Challenge		Poems		Essay		Unseen Non-Fiction		Unseen Fiction		Writing Challenge		Poems		Essay	
RATIONALE (Including SMSC)	Students will begin to explore British literary heritage by tackling a classical work. They will explore characterisation (looking at the symbolism behind the writer's choice to use animals) as well as exploring the literary and political nature of the text, developing their understanding of equality and democracy.										Students will be introduced to Shakespeare and will work on understanding the layers within the narrative. They will explore Shakespeare language choices in the position of nature, magic and love. They will then use these skills to craft a romantic soliloquy that is rich in figurative language.										Students will then be introduced to a 19 th Century text in which they will not only have to - find, justify, crime fiction, detective genre, kindness. Understand the writer's language choice, but also think about the psychology of the characters depicted as well as the contextual influences that affected the text. They will explore themes of justice, mercy and kindness, while learning to craft a newspaper article reporting a crime.									
Starter (SPAG)	Parts of speech, Word classes, subject-verb agreement, tense.										Sentence types (simple, compound, complex), Setting, moodsetting, metaphors and similes.										Topic sentences, paragraphing, punctuation (check for SPAG – pre-learn terms), connectives, discourse markers.									
FORMATIVE x 3	AO1, AO2, AO3										AO2, AO6, AO8										AO2, AO6, AO8									
SUMMATIVE x1	AO1, AO2, AO3 (Thematic/Character driven essay)										AO2, AO7, AO8 (Performance soliloquy about love)										AO6, AO8 (Non-fiction crime story in a newspaper)									
H/W	Sewers Learning: Decoding Words										Sewers Learning: Animal Farm (PS4)										Sewers Learning: A Midsummer Night's Dream (PS3)									
USEFUL WEBSITES																														

Curriculum Intent

Art and Design is the main subject for students looking to develop their creativity and understanding through a visual language. Art at its most fundamental level develops your understanding of the world through enquiry and observation. Responding creatively to your environment is a way of learning more about yourself and other people. It is therefore a subject which is worth studying for its own intrinsic value.

The department seeks to develop students' skills in a range of techniques and materials by providing a high quality art and design education. Inspiring and challenging students to creatively develop ideas. We encourage a personal response to themes. Students investigate the visual world and learn to develop an understanding of their work and the work of other artists. Developing a capacity for students to extend and develop their creative ideas visually can have a marked impact on attitudes and behaviour. We therefore seek to make lessons engaging and inclusive so that students gain the confidence to fulfil their potential.

Curriculum implementation. How is your subject delivered

KS3-The subject is taught in large mixed ability classes. This has been the case for 20 years despite concerns over class sizes and lack of flexibility in placing student with the right level.
There is slightly different provision in terms of time in all year groups in key stage 3
Year 7 is split into two halves which switch at Feb Half term. They have Art once a week until the changeover at Feb
Year 8 is split into two halves which switch at Feb. They have Art three times a fortnight until the changeover at Feb
Year 9 have Art once a week for the year if they have chosen it.

The subject is delivered by experienced teachers who are able to adapt and refine the curriculum to meet the needs of their students
The content of the curriculum has been developed over a number of years and there is a vast range of support materials
Art equipment rooms and materials are purposefully designed to facilitate work in a range of media.
The department works as a team to ensure a high quality curriculum by undertaking regular CPD

Curriculum impact- What difference is your subject making

Displays of works and exhibitions have an impact on the learning of all students and an impact on the environment.
The high quality work produced at A level helps to motivate all students to aspire.
Students are able to engage with contemporary issues and learn to express and communicate a visual response. This engages the whole school community
Art provides both a sense of personal expression and a sense of self-value in a fast moving cultural environment.

Carreers

Yr7 and Yr 8 - differing roles of artists and designers-through artists connections
Yr9-Option Talk and individual guidance, Edexcel guidance. Support workshop with practicing artist /designer- ex students
Yr11 - careers fair, individual guidance, Edexcel guidance. What students have studied with A level Art Design. What have students achieved -exam re: What does the course look like?
What is the main route for students who want to pursue this subjects as a career
Yr12 -13 provides support for those students applying to Foundation courses. Students are given extensive advice re portfolio preparation. Students have been successful

of support

ssful in gaining places at Edinburgh and Cambridge to study Art History and Architecture. Students are helped with selection of images for Architecture apps.

Year 7	IDEAS	MEDIA	RECORD	FINAL	IDEAS	MEDIA	RECORD	FINAL
	Images of Artists work Artist Analysis Using keywords Selecting compositions	Drawing Powder paints	Exploring line to show texture Mark - making Different drawing styles	A painting that conveys identity	Images and writing about Architectural styles Annotation about the function of buildings	Paper engineering Card	Drawings of a building from observation	3D structure inspired by a Architectural styles
	IDENTITY				BUILDING			
Knowledge and Interleaving (if relevant)	Painting skills	Composition Colour Theory	Line, Mark Making & Texture	Symbolism Ideas about Identity	3D skills Paper engineering Model making	Form Shape	Pattern	Architectural styles Building functions
RATIONALE (including SMSC)	This project serves as a basic intro to the formal elements. Line Tone, colour. These are then linked to a further exploration of how to apply these skills to the development of ideas in a thematic project based on Identity				This project introduces techniques for visualising ideas in three dimensions. Ideas of space, volume and form. Simple structures are made which focus on how to manipulate these elements. Student learn how these element are explored in the built environment and in architectural styles			
Do Now / Retrieval Practice at the start of lesson – E.g.	Lesson equipment ready to use MARK MAKING Colour mixing Colour identification What is happening in this image				Collage Edit CARD MANIPULATION			
FORMATIVE ASSESSMENT(S)	oral feedback Use of whole school sheet as interim assessment with written feedback Ebi www				oral feedback Use of whole school sheet as interim assessment with written feedback			
SUMMATIVE ASSESSMENT	sheet in book which details levels and ebi www				sheet in book which details levels and ebi www			
HOMEWORK	Homework examples-Mark making linked to a study of artists drawings. Tonal and textural study of teddy bear or orange. Research into artists ideas on Identity. Research into imagery associated with own identity				Create a three dimensional design of a building using the corner of a shoe box . Create a city of the future. Create different composition using tone to explore atmospheric perspective . Overlapping buildings-creating space			
ARTISTS	basquiat, Kahlo, Paolozzi, Picasso, Cubism	Patrick Heron shirn Neshrat	NATALIA Goncharova	Gillian wearing Peter Blake	Rietveld building	Malevich Mondrian De stijl	Zara Hadid	Libeskin
USEFUL WEBSITES	TATE BRITAIN, National Portrait Gallery				Shroder house video, Libeskin on drawing Tate Modern			

Year 8	IDEAS	MEDIA		IDEAS	MEDIA			
	Memory	Drawing		NARRATIVE DESIGN SIMPLIFICATION	DIGITAL IMAGERY			
	Viewpoints	Painting			PAPER CUTOUTS			
	compositions	collage						
	ABSTRACTION							
	OBJECTS & VIEWPOINTS			ANIMATION				
Knowledge and Interleaving (if relevant)	Line Tone Cubist drawing techniques	Composition Positive & Negative shapes	Painting techniques Shifting planes	Analytical Synthetic Cubism	Composition Viewpoints Tone	Figure drawing Basic perspective	Colour Tone	Graphic Novels Storyboards
RATIONALE (including SMSC)	This project seeks to apply the skills learnt in year 7 Identity project ,In Objects and Viewpoint , basic observational drawing techniques are explored.This is then developed into a painting composition.Composon techniques explore both analytical and synthetic cubism.The focus is on extending the students control and knowledge of painting techniques.				The animation project also builds on the theme of identities and looks at the graphical ways images can be developed- Pop art storyboarding and simple animation techniques- (claymation,paper animation are explored) .Graphical techniques for the simplification of imagery-Portrait simplification into single tones and flat shapes and line.Developing a narrative.Layout of narrrative.Composition-thumbnails-perspective atmospheric perspective-foreground,mid ground background.These skills are extended in the Year 9 project - A different Perspective			
Do Now / Retrieval Practice at the start of lesson – E.g.	5 min drawing Overlapping shapes Colour mixing key words How does this image work?				flip books brainstorming Graphic novels Five expressions			
FORMATIVE ASSESSMENT(S)	WWW/EBI- SCHOOL INTERIM FEEDBACK SHEET				WWW/EBI- SCHOOL INTERIM FEEDBACK SHEET			
SUMMATIVE ASSESSMENT	sheet in book records level and ebi www				sheet in book records level and ebi www			
HOMEWORK	Examples of homework-Drawing of mug, drawing of objects on the breakfast table.Negative space-compositions -overlapping shapes and tone.Artists research.Planning studies for final piece				Hwk-Make a stop motion animation.Design the title page for the project.Plan a storyboard.Create a paper cut out design using the techniques of Norman McLaren			
ARTISTS	Picasso Cezanne Ben Nicholson	Natalia Goncharova Juan Gris	Braque,Picasso glass of absinthe	Boccioni - bottles,Picassos - cardboard guitar	Waltz with BASHIR	Norman McLaren	Nick PARKS	Video animation - Aha,Peter Gabriel - r-Morph
USEFUL WEBSITES	TATE MODERN TATE BRITAIN				TRON ANIMATION, PERSOPOLIS- EARLY WORK BY NORMAN MCLAREN			

Year 9	IDEAS	MEDIA	RECORD	FINAL	IDEAS	MEDIA	RECORD	FINAL	IDEAS	MEDIA	RECORD	FINAL
	A DIFFERENT PERSPECTIVE				CHANGING YOUR STYLE				PUBLIC ART			
Knowledge and Interleaving (if relevant)	Drawing using 1 & 2 point perspective	Tone Line Pattern	Independent research	Recording Intentions	Design Pattern	3D forms	Independent research	Recording Intentions	Mixed media	Holocaust Memorials Public Art	Independent research	Recording Intentions
RATIONALE (including SMSC)	Students enlarge their experience of year 8 by engaging with the wider environment through a study of perspective. Mood and expression are considered in the imaginative development of a response to the urban environment. Drawing techniques associated with Portraiture. How to draw space. Use of eye level with figures-basic rules and history of perspective.				This project looks at the design process for making decorative body adornments. Skills in the use of 3D techniques. Surface decoration using colour and pattern are explored. A range of outcomes can be developed-hat designs in wire and card using natural forms and referencing Art Nouveau, Printing Involving mechanical images and Art Deco. a Armour using card board and refence Samural and Rebecca Horn and Gaultier .				Using resources from Yad Vashem-Students create a response to the holocaust .Poetry as well as existing designs serve as an intro to this theme.Links to visits to Israelmade in Year 9. Collage imagery-range of techniques explored.printing letters -polyboard printing can be explored using letter shapes			
Do Now / Retrieval Practice at the start of lesson – E.g.,	Draw what you see but focus on how you convey three dimensions Where is the VP Continuos line drawing				PATTERN SHEETS Repeats Quick drawing techniques related to natural forms				Select words			
FORMATIVE ASSESSMENT(S)	WWW/EBI- SCHOOL INTERIM FEEDBACK SHEET				WWW/EBI- SCHOOL INTERIM FEEDBACK SHEET				WWW/EBI- SCHOOL INTERIM FEEDBACK SHEET			
SUMMATIVE ASSESSMENT	sheet in book which details levels and ebi www				sheet in book which details levels and ebi www				sheet in book which details levels and ebi www			
HOMEWORK	Drawing of a room.Drawing of furniture in perspective. Lettering in perspective. My name in perspective. Analyse artwork and photos for their use of perspective.Find examples of perspective				Drawings of natural forms.Texture rubbings of natural forms.research the designers and present their ideas. Preliminary designs in a range of media				Reseachr using Yad VASHEM. A personal response to the theme.Lettering designs based on words from poems.			
ARTISTS	Renaissance origins of persopective	German expressionsism Charlotte salomon	anathony green and cyril power -distorting perspectives	Hannah hoch -distorting	Art nouveau artdeco	Philip treacy Rebecca horn Broad head	Jean PAUL gaultier	Surrealist fashion	Eve Gallagher	Tom Phillios	Rachel whiteread daniel libeskin	Peter blake Ian Hamilton Finlay
USEFUL WEBSITES	Berlin gallery- vienna gallery. Uffizi				V and A The design Museum. Tate Modern				YAD vashem website .			

Year 10	IDEAS	MEDIA	RECORD	FINAL	IDEAS	MEDIA	RECORD	FINAL
	Research	creative exploration of	sustained drawing		research	Support workshops	selecting images	
	brief annotation	limited colour			response to themes	media exploration	Manipulating images	
	artists' research	tone as colour	Drawing to understand		Exam	folder review	Drawing	
	thumbnails	painting/drawing			brief annotation			
	compositions		record ideas		thumbnails			
COMPONENT 1								
PROJECT 1-Figure, Spaces Places					PROJECT 2- thematic			
Knowledge and Interleaving (if relevant)	Drawing/markmaking Painting with Acrylic	exploring and experimenting with materials	How to write a brief How to annotate	Presenting a personal response	developing ideas	Researching primary and contextual resources	Experimenting with media, materials,	Presenting a personal response
RATIONALE (including SMSC)	The assessment objectives that have underpinned the Key stage 3 curriculum are examined in further depth in this introductory course. Standards are explored and students are guided through each stage of the project. Sufficient time is allocated so that students can acquire skills and understanding at a level commensurate with their ability. Homeworks focus on developing sustained and extensive drawing skills in relation to objects, clothing and spaces.				Thematic exploration. Student work on exam Theme. Greater independence in the selection and development of ideas. Relevant intro to media. Focus is on the development of ideas, making a personal response selecting and developing images, compositions, evaluation.			
Do Now / Retrieval Practice at the start of lesson – E.g.	Timed drawing exercises Ideas-quick brainstorm What is important about the image How does this image relate to the theme discuss Peer assessment				# Timed drawing exercises Ideas-quick brainstorm What is important about the image How does this image relate to the theme discuss Peer assessment			
FORMATIVE ASSESSMENT(S)	The students work will be interim reviewed using the Departments feedback sheet. The unit will receive a final level with EBI www				department feedback sheet with agreed targets			
SUMMATIVE ASSESSMENT	assessment grid and taxonomy				assessment grid and taxonomy			
	See Show my homework and medium term study guides for extensive info. Homeworks Initially focus on drawing-developing from the simple composition to more complex still life studies. Artist connections - written. Planning studies annotation Research				Idea research Photographic research into theme-drawings in support. Artist analysis and annotation. Composition and planning studies. Written evaluation. Hwk focuses on the development of each assessment objective within the portfolio and can be individual to the student			
ARTISTS	Melinda Cootsona Diebenkorn	contemporary fig painting- Salgado Schierenberg			Relevant to theme			
USEFUL WEBSITES	Cootsona. National Portrait Gallery. Royal Academy. Tate Modern, Tate Britain, Crl-for internal resources and images. Edexcel.				National Portrait Gallery. Royal Academy. Tate Modern, Tate Britain, Crl-for internal resources and images. Edexcel			

Year 11	IDEAS	MEDIA		IDEAS	MEDIA	
	COMPONENT 1			COMPONENT 2		
	PROJECT 3			EXTERNALLY SET		
Knowledge and Interleaving (If relevant)	developing Ideas	Researching primary and contextual resources	Experimenting with media, materials,	Presenting a personal response		
RATIONALE (including SMSC)	Review of progress in YR 10. Students will have individual targets to work on as they build their last coursework project. Strengths and weaknesses will be identified. Themes that have been used have been Transformation, Fragment, Best of British. The project has an extensive formal Introduction-exploring ideas, artists and processes. Students select an approach to develop for their final coursework unit			The exam unit set by the board serve as Intro to theme. Students are given a structured intro to artists and techniques before selecting their approach. weekly review to check progress. Student are given clear deadlines and a planner as this is a timed unit in which students can underperform if they do not get to the Ideas well before the final exam.		
Do Now / Retrieval Practice at the start of lesson – E.g.	Timed drawing exercises Ideas-quick brainstorm What is important about the image How does this image relate to the theme discuss Peer assessment. Respond to the set up			Timed drawing exercises Ideas-quick brainstorm What is important about the image How does this image relate to the theme discuss Peer assessment. Respond to the set up		
FORMATIVE ASSESSMENT(S)	department feedback sheet with agreed targets			department feedback sheet with agreed targets		
SUMMATIVE ASSESSMENT	assessment grid and taxonomy			assessment grid and taxonomy		
HOMEWORK	Idea research Photographic research into theme-drawings in support. Artist analysis and annotation. Composition and planning studies. Written evaluation. Hwk focuses on the development of each assessment objective within the portfolio and can be individual to the student			Planning sheet with when the work needs to be completed, the amount and an exemplar of a development of a response to the theme with weekly suggestions for work. Idea research Photographic research into theme-drawings in support. Artist analysis and annotation. Composition and planning studies. Written evaluation. Hwk focuses on the development of each assessment objective within the portfolio and can be individual to the student		
ARTISTS	Relevant to theme	National Portrait Gallery, Royal Academy, Tate Modern, Tate Britain, Crl for internal resources and images				
USEFUL WEBSITES	Edexcel					

Year 12	IDEAS	MEDIA	RECORD	FINAL	IDEAS	MEDIA	RECORD	FINAL
	Examining approaches to the theme of surface	Exploring materials techniques	Recording practical and written observations		Generating and developing ideas Researching Primary and contextual sources	Exploring materials techniques	Recording practical and written observations	
COMPONENT 1								
	SURFACES				PROJECT 2			
Knowledge and Interleaving (if relevant)	Tone Colour	Print Making Painting	Drawing Mark Making	Texture Mixed media Collage				
RATIONALE (including SMSC)	Students are given a structured intro to work at this level. The theme of Surfaces is used to engage student in an in depth examination of techniques, ideas and artists. Student work in ways and with materials not available in Yr11. The techniques used for recording are expanded and a sustained investigation into techniques is conducted. Students then select their ideas for the Personal investigation- these are written out and negotiated over time with the teachers				Students develop their own personal project- writing and investigating ideas. Exploring standards and sustaining work. Gallery visits. Students build their project around a series of final pieces conducted in mock exams. The Royal Academy summer exhibition becomes the focus of their investigation into artists work. Students complete their mock exam at the end of the summer or start of the autumn yr13 term			
Do Now / Retrieval Practice at the start of lesson – E.g.	Quick drawing exercises warm up Timed drawings What is important about this image							
FORMATIVE ASSESSMENT(S)	department feedback sheet with agreed targets				department feedback sheet with agreed targets			
SUMMATIVE ASSESSMENT	assessment grid and performance calculator				assessment grid and performance calculator			
HOMEWORK	Homework is set on a weekly basis as student complete the mini projects on a different formal element				Writing and researching a brief. Drawings and photos in support of ideas. Gallery visits. In depth written analysis of artists work			
ARTISTS	Whishaw Ugnow David Tress	Matisse Fauvism	SEURAT –drawings Anthony Goldsworthy	Grissaille techniques and underpainting	Students supported in identifying useful areas of research			
USEFUL WEBSITES	Whishaw TATE MODERN TATE BRITAIN National gallery				Students identify areas of research Andrew Graham Dixon Art Historian			

Year 13	IDEAS	MEDIA	IDEAS	MEDIA
	generating and developing ideas ideas	exploring media techniques		
COMPONENT 1			COMPONENT 2	
PROJECT 2			EXTERNALLY SET	
Knowledge and Interleaving (if relevant)				
RATIONALE (including SMSC)	Continuation of personal response with review of Yr12 Mock. Focus on written essay. At the end of Yr12 students are given all the resources and guidance re deadlines for the essay. These are constantly reviewed with the students during the autumn term. Development of final pieces artists connections in depth. Critical review and analysis - key language for analysis. Impact of scale and surfaces on final outcomes		Exam theme-support workshops Folder review. Students are given clear guidance about how to plan the submission-the importance of deadlines as this is a time based unit. Final exam conducted over 15 Hours-rules and regs. Final deadlines.	
Do Now / Retrieval Practice at the start of lesson - E.g.				
FORMATIVE ASSESSMENT(S)	department feedback sheet with agreed targets		department feedback sheet with agreed targets	
SUMMATIVE ASSESSMENT	assessment grid and performance calculator		assessment grid and performance calculator	
HOMEWORK	Writing and researching a brief. Drawings and photos in support of ideas. Gallery visits. In depth written analysis of artists work. Planning and developing artists connections. The development of extended writing in practical work to support development of essay			
ARTISTS				
USEFUL WEBSITES				

To: [REDACTED]
Subject:

[REDACTED]
Ofsted Meeting Feedback

Ofsted Meeting Feedback Form

Meeting Date and Time:	
Attendees (JFS):	
Attendees (Ofsted):	
General theme of meeting:	
What went well:	
What went less well:	
Evidence shown/given to inspector:	
Evidence not shown/given to inspector that you would like to show:	
Any other comments:	



Questions Ofsted might ask the headteacher and SLT

How to use these questions

- The questions cover:
 - Personal development
 - Behaviour and attitudes
 - Leadership and management
 - Safeguarding
- For curriculum-specific questions, download the other KeyDoc [in this article](#)
- There are many questions here. Focus your time by identifying areas inspectors are most likely to be interested in concerning your school – see the tips in the last section of the article linked to above
- We can't tell you what to say or what an inspector will be looking for, as this will depend on your school's context. However, for some questions, we've included pointers on which documents and/or evidence you could use to identify practical examples to back up your answers
- Try to link your answer and evidence back to the specific criteria in the [inspection framework](#)
- This isn't an exhaustive list, but highlights the questions you're most likely to be asked. Inspectors could ask heads and senior leaders about almost any aspect of your school's provision
- Inspectors could phrase questions in different ways, so try to understand the point of the questions rather than preparing for specific wording
- The questions are organised according to the judgement they most relate to. Some questions may be relevant to more than one judgement area

Personal development

QUESTION	EVIDENCE YOU CAN USE	NOTES
<p>How does the curriculum promote healthy lifestyle choices for pupils?</p> <p>How do you monitor the impact of this?</p> <p>Where would I be most likely to see examples of this being taught?</p> <p>How is the curriculum promoting pupils' understanding of how to keep themselves safe and to assess and manage risks?</p>	<ul style="list-style-type: none"> • Planning that shows how this is incorporated into curriculum subjects • Records of learning walks 	
<p>How is the school promoting pupils' appreciation and understanding of difference and diversity?</p> <p>Where will I see equality of opportunity and appreciation of diversity most effectively taught/delivered in the school?</p>		
<p>How does the curriculum promote pupils' spiritual, moral, social and cultural (SMSC) development?</p> <p>How do you monitor the impact of this?</p> <p>Where would I be most likely to see examples of SMSC being taught?</p>	<ul style="list-style-type: none"> • Planning records • Assembly/collective worship plans • Behaviour records or other pastoral records • Feedback from parents, pupils, and staff 	
<p>How and where does the school monitor and evaluate pupils' preparation for life in modern Britain?</p> <p>What does this information tell you about how well pupils have developed respect for:</p>	<ul style="list-style-type: none"> • Planning records • Assembly/collective worship plans • Behaviour records • Feedback from parents, pupils and staff 	

QUESTION	EVIDENCE YOU CAN USE	NOTES
<ul style="list-style-type: none"> • The values of democracy? • The rule of law? • Individual liberty? • Tolerance of those with different faiths or no faith? 	<ul style="list-style-type: none"> • Minutes from governors' meetings 	
How are you developing 'character' and personal skills such as resilience, self-confidence, etc.?		

Behaviour and attitudes

QUESTION	EVIDENCE YOU CAN USE	NOTES
How does the school ensure consistent management of behaviour?	<ul style="list-style-type: none"> • Behaviour policy and procedures, and evidence that it is applied consistently • Incident and behaviour records • Continuing professional development (CPD) records 	
<p>What are the attendance and persistent absence figures for the current cohort of pupils (by group and by year group)?</p> <p>How are pupils' attendance and punctuality monitored and acted upon?</p> <p>What impact has this had on improving the attendance/punctuality of any particular pupils or groups you've had concerns about?</p>	<ul style="list-style-type: none"> • Attendance policy and procedures • Attendance records • Examples of particular pupils • Evidence on leadership/responsibility for this issue 	

QUESTION	EVIDENCE YOU CAN USE	NOTES
<p>How does the school assist pupils in combatting harassment and bullying?</p> <p>How does it make sure that pupils don't bully or harass others on the basis of their race, gender, sexual orientation, disability, etc.?</p>	<ul style="list-style-type: none"> • Behaviour or anti-bullying policy • Evidence that this policy is applied consistently from your incident records or behaviour management system • Evidence of a decrease in behaviour incidents related to bullying or harassment from your records or behaviour management system • Evidence of how your approach to this is embedded throughout your curriculum (for instance, in personal, social, health and economic (PSHE) or relationships and sex education) 	
<p>Can you tell me about the way the school uses home-school links with regard to attendance/behaviour/performance?</p> <p>Can you show evidence of the impact in improving attendance/behaviour/performance?</p>	<ul style="list-style-type: none"> • Relevant documents (like a home-school agreement, if you use one) • Evidence of the process you use to contact parents to raise concerns, from the relevant policy or your behaviour records • Examples of improved pupil attendance/behaviour/performance 	
<p>What are the current exclusion rates for the school by group/year group?</p> <p>How do current figures compare with previous years?</p> <p>How does the school leadership, including governors, monitor the exclusion rates of different groups/year groups?</p> <p>Can you show evidence of where the information is presented to governors and (if appropriate) where governors have challenged the school about the figures?</p>	<ul style="list-style-type: none"> • Behaviour records • Exclusion records • Minutes from governors' meetings 	

QUESTION	EVIDENCE YOU CAN USE	NOTES
What steps have been taken to improve pupils' behaviour and learning?	<ul style="list-style-type: none"> • Behaviour policy • CPD records 	
<p>Can you provide case studies regarding exclusion of particular pupils who:</p> <ul style="list-style-type: none"> • Have been referred to the local authority (LA)? • Have a disability? • Have special educational needs or disabilities (SEND)? • Are classed as looked-after children (LAC)? • Have a mental health need? • Have been excluded or disciplined? (inspectors will want to meet these pupils) <p>Case studies should be presented verbally. Ofsted doesn't expect case studies to be written.</p>		

Leadership and management

QUESTION	EVIDENCE YOU CAN USE	NOTES
<p>How does the leadership and management demonstrate an ambitious vision for the school?</p> <p>How is this communicated to staff, parents and pupils?</p>	<ul style="list-style-type: none"> • School vision statement, values and aims • School development/improvement plan • School policies, and evidence of how these are linked to the school's vision • Records from staff meetings/CPD/briefings • Feedback from staff, parents and pupils • Evidence of consultation around development/redevelopment of the school's vision 	

QUESTION	EVIDENCE YOU CAN USE	NOTES
How are high expectations for teachers demonstrated, monitored and assisted?	<ul style="list-style-type: none"> • Performance management records • Records from lesson observations and learning walks • Staff code of conduct • CPD records 	
<p>What are the school-wide strategies for improving teaching, learning and assessment?</p> <p>How have you evaluated the effectiveness of these actions?</p>	<ul style="list-style-type: none"> • School development/improvement plan • CPD records and plans • Policies related to teaching, learning and assessment • Evidence from learning walks and lesson observations 	
How does the school monitor the breadth and balance of extra-curricular opportunities, including participation rates and equality of opportunity in participation?		
<p>How are the school's strengths and weaknesses evaluated?</p> <p>What's the role of middle leaders in evaluating the strengths and weaknesses of the school?</p> <p>What's the role of governors in evaluating the strengths and weaknesses of the school?</p> <p>Can you show evidence of where they've challenged the school's self-evaluation?</p>	<ul style="list-style-type: none"> • Self-evaluation forms • Records from work with school improvement partners or collaboration with other schools • Evidence related to leadership structures and responsibilities • Minutes from governors' meetings 	
How was the current school improvement plan (SIP) developed, including the choice of priorities?		

QUESTION	EVIDENCE YOU CAN USE	NOTES
<p>How is the impact of the SIP evaluated by:</p> <ul style="list-style-type: none"> • Governors? • Senior leaders? • Middle leaders? 		
<p>For primary schools only:</p> <p>How have you used the PE and sport premium?</p> <p>What was the impact of this?</p> <p>Can you show how governors have held the school to account for this?</p>	<ul style="list-style-type: none"> • PE and sport premium records and reports • Minutes from governors' meetings 	
<p>For secondary schools only:</p> <p>How have you used the year 7 literacy and numeracy catch-up premium?</p> <p>What was the impact of this?</p> <p>Can you show how governors have held the school to account for this?</p>	<ul style="list-style-type: none"> • Records and reports on spending of the catch-up premium • Minutes from governors' meetings 	
<p>How has leadership capacity been strengthened?</p> <p>What impact has this had?</p>		
<p>How does the governing board challenge and contribute to the school's strategic aims?</p>	<ul style="list-style-type: none"> • Minutes from governors' meetings 	
<p>How do governors routinely track the progress of different groups of pupils, and can you show evidence of where the governors have challenged the school about the progress of any individual groups of pupils?</p>	<ul style="list-style-type: none"> • Minutes from governors' meetings 	

QUESTION	EVIDENCE YOU CAN USE	NOTES
What are current governing board priorities and how are these being addressed?	<ul style="list-style-type: none"> • Minutes from governors' meetings • Records of governing board development plans 	
What sort of information/data does the leadership team use to identify areas of strength/weakness?		
How does data-based evidence feed into school planning during the year, over the next year, and the next 2 to 3 years?		
<p>Can you show how governors have held the school to account for its use of:</p> <ul style="list-style-type: none"> • Pupil premium funding? • SEND funding? <p>How have they contributed to the information on the website about the use of these funds?</p> <p>Details of the use of such funding, including impact, are expected to be available on your website. If this isn't the case, Ofsted will ask more searching questions about compliance.</p>	<ul style="list-style-type: none"> • Minutes from governors' meetings 	
Specifically, how are the requirements of the Equality Act 2010 being addressed?	<ul style="list-style-type: none"> • Equality policy (if you have one) • Evidence of equality impact assessment 	

Safeguarding

QUESTION	EVIDENCE YOU CAN USE	NOTES
<p>How do you ensure that pupils are safe while:</p> <ul style="list-style-type: none"> • In the school? • On school trips? • On residential visits? • On work experience? • On alternative placements? • Online? 	<ul style="list-style-type: none"> • School policies and procedures • Risk assessment records • Planning and curriculum records • CPD records • Single central record 	
<p>Do you have case studies of where safeguarding and pupil welfare have been causes of concern?</p> <p>What actions were taken and how has this been monitored?</p>		
<p>How and where does the school develop, monitor and evaluate pupils' awareness of abuse, sexual exploitation, radicalisation and extremism?</p> <p>Where might I see this being taught/developed?</p>	<ul style="list-style-type: none"> • Planning and curriculum records • Lesson plans • School policies 	
<p>How is safeguarding training monitored?</p> <p>What evidence do you have that all staff training is up to date?</p>	<ul style="list-style-type: none"> • CPD records 	
<p>How was the school child protection policy developed? How do you ensure that staff understand the policy and adhere to it?</p>	<ul style="list-style-type: none"> • Inspectors may be looking for evidence that there was wide involvement in the development of the policy, including non-teaching staff and governors • Evidence of regular review, and what data/information feeds into these reviews 	

QUESTION	EVIDENCE YOU CAN USE	NOTES
What were your priorities in drawing up your child protection policy? What are the specific issues in relation to safeguarding in your area/school catchment areas?	<ul style="list-style-type: none"> • Evidence of how you've tried to make your policy accessible and easy to understand 	
How do you link child protection to bullying, cyber-bullying and online safety?		
How do governors ensure that policies relating to child protection and safeguarding are kept up-to-date and cover all legislative requirements?	<ul style="list-style-type: none"> • Evidence that your policy complies with the requirements set out in Keeping Children Safe in Education 2019 • Evidence of governor training on safeguarding • Evidence of information or advice the school has taken (from its LA or others) on safeguarding issues 	
How do senior leaders and governors ensure that the vetting procedures are rigorous and carried out effectively?	<ul style="list-style-type: none"> • Single central record • Evidence of monitoring of the single central record by senior leaders and governors • Policies on recruitment and vetting, and evidence these are followed consistently • CPD records 	
How can you be sure that everyone knows who to contact and how to act in the event of disclosure?	<ul style="list-style-type: none"> • Evidence of clear, accessible guidance for staff and other members of the school community • CPD records • Case studies on safeguarding incidents/referrals 	

QUESTION	EVIDENCE YOU CAN USE	NOTES
What are the procedures for visitors?	<ul style="list-style-type: none"> • Evidence that visitors are signed in and out and are clearly identifiable (for instance, with badges) • Evidence that visitors without appropriate DBS checks aren't left unsupervised • Evidence that visitors are made aware of the school's safeguarding procedures 	
<p>Can you show me the training register for safeguarding? Who has completed the safer recruitment training?</p> <p>How do you assure yourself that staff provided by contractors (such as catering and supply staff) have had appropriate safeguarding/child protection training?</p>	<ul style="list-style-type: none"> • Written confirmation from supply agencies and other contractors of relevant training • CPD/training records • Evidence that all staff, including contractors, have read and understood part 1 of Keeping Children Safe in Education 	
<p>How do you ensure that colleagues are kept up to date with safeguarding?</p> <p>How do you ensure that everyone working in the school, including governors, has read part 1 of Keeping Children Safe in Education?</p>	<ul style="list-style-type: none"> • CPD/training records • Evidence of how decisions are made about what safeguarding training/updates are provided • Evidence that you know everyone has read part 1 of Keeping Children Safe in Education 	
<p>How good is site security and what improvements are needed? What risk assessments have been done where there are any concerns about the site?</p> <p>What procedures are in place for site evacuation or lockdown?</p>	<ul style="list-style-type: none"> • Risk assessments • Health and safety audits/checks • Incident records 	

QUESTION	EVIDENCE YOU CAN USE	NOTES
What practical arrangements does your school employ to ensure pupil safety?	<ul style="list-style-type: none"> • Risk assessments • Behaviour policies • Records of health and safety checks • Policies and procedures relating to health and safety 	
How safe do children feel? How do you know? Do pupils feel they have someone they can go to/trust if they have a concern or problem?	<ul style="list-style-type: none"> • Feedback from pupils and parents • Safeguarding records 	
What's the risk assessment regime?	<ul style="list-style-type: none"> • Evidence of appropriate risk assessment for activities and trips 	

Sources

- David New, an education consultant, was the headteacher of a large secondary school for 9 years. He has particular expertise in lettings, staffing, academy conversion and the secondary curriculum.
- Alvin Jeffs has worked in special education for more than 40 years. His experience includes class teaching, assessment work, and developing and implementing programmes of work for students. He is also a former school inspector
- Gulshan Kayembe is an independent consultant who has experience of inspecting schools. As a consultant, she provides mentoring for senior leaders and has worked as an external adviser on headteachers' performance management


Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	
Attendees (JFS):	
Attendees (Ofsted):	
General theme of meeting:	
What went well:	
What went less well:	
Evidence shown/given to inspector:	
Evidence not shown/given to inspector that could/should have been	
Any other comments:	

Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	4/5 10.46am (no meeting or conversation – just walked around room)
Attendees (JFS):	[REDACTED]
Attendees (Ofsted):	?
General theme of meeting:	One inspector walked around room whilst Y8 English were doing a test. She glanced at a number of students' work and looked in detail at [REDACTED] work.
What went well:	Class was focussed and on task.
What went less well:	
Evidence shown/given to inspector:	[REDACTED] assessment was looked at and returned.
Evidence not shown/given to inspector that could/should have been	No books were asked for or looked at.
Any other comments:	Visit lasted 5 minutes approximately.

Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	Period 2
Attendees (JFS):	
Attendees (Ofsted):	History inspector
General theme of meeting:	Curriculum SEND - provision What students will articulate, really honed in on whether students will be able to explain the connections between the topics across the lessons and the sequences.
What went well:	Explanation of curriculum Explanation of department structure / colleagues
What went less well:	Whether we had completed learning walk Autumn term
Evidence shown/given to inspector:	Feedback sheet for KS3 assessment
Evidence not shown/given to inspector that could/should have been	Evidence from autumn learning walk
Any other comments:	Very observant and interested in students in corridors when moving around the site He wants to see more history lessons – Year 8 and Sixth Form Selected students for panel without looking at data / seating plan – seems to pick the most disengaged / SEND

Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	04/05/21 p4
Attendees (JFS):	[REDACTED]
Attendees (Ofsted):	One inspector
General theme of meeting:	Observation
What went well:	Exam technique lesson – specific modelling of how to write a good essay question, effective questioning, strong subject knowledge demonstrated
What went less well:	A few kippot not being worn
Evidence shown/given to inspector:	Observation
Evidence not shown/given to inspector that could/should have been	
Any other comments:	

Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	Friday 30 th April 8.30am
Attendees (JFS):	[REDACTED]
	[REDACTED]
Attendees (Ofsted):	[REDACTED]
General theme of meeting:	Attendance & Safeguarding
What went well:	Was able to provide statistics on past years attendance compared to this year Was able answer questions directly at me with the support of colleagues too
What went less well:	Felt very anxious and hope it didn't come across in the meeting
Evidence shown/given to inspector:	Provided verbal data given from SIMS re attendance figures
Evidence not shown/given to inspector that could/should have been	Only provided what was asked of me so didn't provide further attendance data
Any other comments:	

Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	Tuesday p2/3
Attendees (JFS):	[REDACTED]
Attendees (Ofsted):	[REDACTED]
General theme of meeting:	English curriculum
What went well:	Most of it (I think)
What went less well:	I don't know
Evidence shown/given to inspector:	Booklets used, lockdown work, books, lockdown lessons, LTP
Evidence not shown/given to inspector that could/should have been	I don't think anything – she had a lot.
Any other comments:	I hope it went well – it as around 1h15m in total. Most of it based around the LTP and why we teach what we teach. Final questions around lockdown.

History Department Meeting:

Date: 26/10/20

Attendee: [REDACTED]

Agenda Item ¹	Discussion	Action Points ²
1.	GCSE mock standardization Due to changing of exam schedule, next departmental to be moved to Thursday 10 th Dec This will allow standardization to take place	<ul style="list-style-type: none">• Change date in diary for next departmental – early start due to Chanukah
2.	Feedback from learning walk Positive Students given opportunities to revisit learning - almost everyone were using monthly reviews Learning journeys visible Marking was in almost all cases in line with departmental expectations Almost everyone had evidence of green pen – consistency amongst students in a class still a development area Ensure targets are super clear for students	<ul style="list-style-type: none">• Experiment with the ideas discussed
3.	Ideas to facilitate DIRT: Follow up green pen of the top 3 underperformers as opposed to whole class – I am going to try this with my Year 12 class Direct individuals what to green pen Number code targets e.g. students target 1 then copy target from the board – investigate whether number EBI I do-We do-You do Guide student use of the feedback packs	
3.	Strategies for challenging behavior groups What IS working? <ul style="list-style-type: none">- More access setting tasks – more fun – puzzle maker – discovery.com- Booklet / packs of the tasks so students can work at own pace – self-explanatory tasks that don't need teacher direction, reduce teacher talk- Check who is on call	<ul style="list-style-type: none">• Are on call staff popping into the 'hot spots'• Feedback to [REDACTED] that SLT pops would be useful – SLT setting the tone after half term was really useful• On Call not responsive enough L4 & 5 – extra staffing?

¹ Item/Area to be discussed

² Actions agreed at the meeting

³ Person/s responsible for carrying out action and agreed deadline date

⁴ Date when review of action is happening and note of outcome of action

Agenda Item ¹	Discussion	Action Points ²
	<ul style="list-style-type: none"> - Parking can be arranged - Plan for behaviour - Faculty detention - Liaise with key workers - Utilise department colleagues to pop in to issue classes 	<ul style="list-style-type: none"> • Classroom H215 – horrible classroom, carpet may help acoustics? • Inconsistency in TA attendance, hard to build productive relationship
4.	Year 7 standardisation Important to make sure we are all marking in similar manner Mark 3 against the markscheme – 2 camps of scoring – readjusted expectations to Year 7 Script 1: 6 Script 2: 7 Script 3: 4	<ul style="list-style-type: none"> • If structure & reasons – at least 4 • Focused on reasons but explanation not explicit / no link back, no higher 6 • Explicit developed explanation 7 +
5.	Monthly reviews:	<ul style="list-style-type: none"> • To be carried out for all groups except Year 11 • To be stuck into books
5.	KS3: Boh feedback & then Norman conquest lessons Meanwhile Elsewhere hwk task Year 8 mid way through new enquiry – thank you for the adaptations people are making to suit needs of their classes Meanwhile Elsewhere task too – witchcraft Year 9 – WW1, how different, empire soldiers, Somme	<ul style="list-style-type: none"> • Set Meanwhile Elsewhere Hwk – good time is often after they have completed their class assessment • Continue to share adaption of Year 8 lessons/resources
6.	KS4: Year 10 – end of topic when ready, give class at least a week to prepare Select one of the end of topic papers Year 11: Mock has been moved back a week	<ul style="list-style-type: none"> • Set Year 10 end of topic test – select one from the folder
7.	Data drop: 10th Dec WAS informed by assessments and homeworks Year 10 might not have done their assessment but you should have a range of exam questions to inform you	<ul style="list-style-type: none"> • Make sure Year 7 marked ahead of data drop • Draw on a range of evidence
7.	Careers Do KS3 tasks with classes this term – hwk task but can be adapted for feedback lesson	<ul style="list-style-type: none"> • Set as hwk task or as an additional task in feedback lessons – if choosing the latter

Agenda Item ¹	Discussion	Action Points ²
		you will need to print off resources from the links to help them to do this
8.		
9.		•
10.		

Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	End of day
Attendees (JFS):	[REDACTED]
Attendees (Ofsted):	[REDACTED]
General theme of meeting:	Curriculum response after observations and general questions about the school
What went well:	We showed; robust systems in history, use of monthly review, green pen feedback, interpretations, progression of skills, and application of knowledge. Links across year groups and wider world. Discussed at length the curriculum and the skills we teach and develop. Were able to show and discuss the range of collaborative and supportive systems we have in place in the History department.
What went less well:	Did not know the rationale behind how internal exclusions are arranged and whose decision it was that students are given this sanction. PARS system was discussed and it was evident that low level behaviour such as repeated off task can accumulate and there not be an immediate sanction. We spoke about the monthly trackers and monitoring of negative points but it was clear that there isn't an immediate sanction for ongoing low level behaviour and instead a report might be made by the tutor and Head of Year if they were proactive. Discussed teacher workload and the additional pressures of TAG/post Covid/ role in the school
Evidence shown/given to inspector:	Exercise books he had a range from our classes- able to show evidence of monthly reviews and assessment feedback, green pen activities and general standard of work.
Evidence not shown/given to inspector that could/should have been	We should have spoken about Anna Joseph and the support she has given to all of us in various ways for Teaching and Learning. No discussion about GCSE or A-Level – not instigated by inspector. He asked how we would report a safeguarding issue if the Headteacher was in Cahoots with the governors – we said we would go to Brent. He asked how we would report it, we said we would google the email address but did not have it to hand.
Any other comments:	There was no discussion at all about remote

learning provision –not asked or discussed.
He is an anti-extremist specialist and it was an odd choice to observe a history department and there was one question that stood out when discussing an interpretation question we do for an assessment in year 9. He asked us about how we teach the morality of the 'Butcher of the Somme'. We felt he was pushing us on this issue but explained that in history we teach to interrogate the evidence before making any judgement and help the students to be critical thinkers to come to their own judgement rather than us giving foregone conclusions or 'moral' judgment to them on a topic.

Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	Period 4/5 changeover
Attendees (JFS):	[REDACTED]
Attendees (Ofsted):	History inspector & QA inspectors
General theme of meeting:	Walking back from lesson obs
What went well:	
What went less well:	Behaviour incidents in corridors – Rafi Joseph dealing with one. Inspectors witnessed 3 Year 7 boys barging through crowd and then one refusing to take off coat and walking/running off from me. Followed up with Year 7 Team – student identified by Year Team [REDACTED] dealing with [REDACTED]
Evidence shown/given to inspector:	
Evidence not shown/given to inspector that could/should have been	
Any other comments:	Year 11 reported that student panel mainly about BEHAVIOUR

OFSTED INSPECTION – WEDNESDAY SCHEDULE

Time	Theme	JFS Staff	OFSTED Team	Location
8:30 – 9:30	Personal Development	[REDACTED]	[REDACTED]	Conference Centre – Back
8.30 – 9:30	Governors	[REDACTED]	[REDACTED]	Main Boardroom
p1-p4	Shallow Learning Visits	[REDACTED]	[REDACTED]	JFS
9:00 – 11:00	SEND/CO	[REDACTED]	[REDACTED]	[REDACTED] Office
9:00 – 11:00	Safeguarding	[REDACTED]	[REDACTED]	SLT Boardroom or [REDACTED] Office
10:00 – 11:10	Pastoral Team	[REDACTED]	[REDACTED]	Main Boardroom
10:00 – 11:10	Sixth Form	[REDACTED]	[REDACTED]	[REDACTED] Office
11:20 – 11:50	Catch-Up Funding and PP	[REDACTED]	[REDACTED]	[REDACTED] Office (R116)
11:20 – 12:05	School Council Reps	c6-8 students [REDACTED] arrange)	[REDACTED]	Conference Centre – Back
11:20 – 12:15	Behaviour, Attendance and Alternative Provision	[REDACTED]	[REDACTED]	Main Boardroom

12:30 – 13:00	Admissions			Main Boardroom
TBC	Local Authority			Phone Call / Teams
Tbc	Team Meeting			Conference Centre
Tbc	Feedback to School			Boardroom

OFSTED INSPECTION – WEDNESDAY SCHEDULE

Time	Theme	JFS Staff	OFSTED Team	Location
8:30 – 9:30	Personal Development - CEIAG	[REDACTED]	[REDACTED]	Conference Centre – Back
8.30 – 9:30	Governors	[REDACTED]	[REDACTED]	Main Boardroom
p1-p4	Shallow Learning Visits - SEN/needs of lower ability - Literacy across curriculum - Behaviour for Learning - Retrieval for long-term memory	[REDACTED]	[REDACTED]	JFS
9:00 – 11:00	SEND CO - Y9 Behaviour Group - Lower ability classes	[REDACTED]	[REDACTED]	[REDACTED] Office
9:00 – 11:00	Safeguarding	[REDACTED]	[REDACTED]	SLT Boardroom or [REDACTED] Office
10:00 – 11:10	Pastoral Team - behaviour escalation system - homophobic language - On call data	[REDACTED]	[REDACTED]	Main Boardroom
10:00 – 11:10	Sixth Form - CEIAG / Apprenticeship - Futures Programme/Careers Guidance - Destinations/Retention - Academic Monitoring - No. of EHCP/SEN K	[REDACTED]	[REDACTED]	[REDACTED] Office

	<ul style="list-style-type: none"> - SRE/PSHE - Tutor Programme 			
11:20 – 11:50	Catch-Up Funding and PP			Office (R116)
11:20 – 12:05	School Council Reps <ul style="list-style-type: none"> - HB/HG Team (Jake and Chloe) - 2 x KS4 - 2 x KS3 	c6-8 students to arrange		Conference Centre – Back
11:20 – 12:15	Behaviour, Attendance and Alternative Provision <ul style="list-style-type: none"> - incl Y9 Behaviour Group - Sixth Form Attendance - Processes 			Main Boardroom
12:30 – 13:00	Admissions <ul style="list-style-type: none"> - destinations - retention - alternative provision 			Main Boardroom
TBC	Local Authority			Phone Call / Teams
Tbc	Team Meeting			Conference Centre
Tbc	Feedback to School			Boardroom

Ofsted Meeting/ conversation with inspector Feedback Form

Meeting Date and Time:	5 th May 2021 Period 2 Spanish
Attendees (JFS):	[REDACTED]
Attendees (Ofsted):	2 Ofsted inspectors
General theme of meeting:	Food and Beverages in Spain
What went well:	The lesson was going well with students well engaged and focused
What went less well:	[REDACTED] just walked into my classroom, not wearing a lanyard, skirt extremely short, passed by me without saying a single word towards another student sitting by the window. When I politely asked her what she was doing, she replied by saying that she was asking her friend Lola for a 'chewing gum'. I then quickly asked her in a polite manner to go back to SEN where she was working with her LSA. She then quietly left the classroom and went back to SEN.
Evidence shown/given to inspector:	I reported the incident to SEN after the lesson
Evidence not shown/given to inspector that could/should have been	Inspectors saw that the issue was dealt with professionally.
Any other comments:	None

JFS Inspection Feedback Summary



Meeting Date and Time:	30 th April, 8.30am	4th May	4th May, P2	4th May, 10.46am (no meeting or conversation – just walked around room)	4th May, P4
Attendees (JFS):	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Attendees (Ofsted):	[REDACTED]		History inspector	?	One inspector
General theme of meeting:	Attendance & Safeguarding	6th Form	Curriculum, SEND - provision, what students will articulate, really honed in on whether students will be able to explain the connections between the topics across the lessons and the sequences.	One inspector walked around room whilst Y8 English were doing a test. She glanced at a number of students' work and looked in detail at Emma Domb's work.	Observation
What went well:	Was able to provide statistics on past years attendance compared to this year. Was able answer questions directly at me with the support of colleagues too	Good conversation that focused on what we are trying to achieve in the sixth form and its relationship with the curriculum and its purpose. Discussed the various programmes we run to support students transition to HE/apprenticeships/work	Explanation of curriculum, Explanation of department structure / colleagues	Class was focussed and on task.	Exam technique lesson – specific modelling of how to write a good essay question, effective questioning, strong subject knowledge demonstrated
What went less well:	Felt very anxious and hope it didn't come across in the meeting	None	Whether we had completed learning walk Autumn term		A few kipptot not being worn
Evidence shown/given to inspector:	Provided verbal data given from SIMS re attendance figures	Verbal information regarding futures week, JS provision, stats on SEN students, how provision changed during lockdown	Feedback sheet for KS3 assessment	[REDACTED]'s assessment was looked at and returned.	Observation
Evidence not shown/given to inspector that could/should have been	Only provided what was asked of me so didn't provide further attendance data		Evidence from autumn learning walk	No books were asked for or looked at.	
Any other comments:		HMI requested further info and examples of: Bulletins, assemblies, stats on retention	Very observant and interested in students in corridors when moving around the site. He wants to see more history lessons – Year 8 and Sixth Form. Selected students for panel without looking at data / seating plan – seems to pick the most disengaged / SEND	Visit lasted 5 minutes approximately.	

4 th May (Deep Dive)	4th May p2/3	4th May Period 4/5 changeover	4th May-End of day
		History inspector & QA inspectors	
Deep Dive	English curriculum	Walking back from lesson obs	Curriculum response after observations and general questions about the school
Curriculum planning conversations. This then matched up to what was being seen in lessons. Rationale behind all courses and overall PE journey. Use of student voice in planning KS4 Core curriculum. KS3 progressions and sequencing. Leadership opportunities, linking whole school themes to PE, knowledge on behaviour sanctions given in PE. PE displays. Linking disability sport unit to disability awareness week. In-house staff training by specialist PE teachers to rest of group. Fact that all PE staff are dedicated PE specialists. Linking of journeys, LTP, MTP and STPs to other units and then this being shown in observed lessons.	Most of it (I think)		We showed; robust systems in history, use of monthly review, green pen feedback, interpretations, progression of skills, and application of knowledge. Links across year groups and wider world. Discussed at length the curriculum and the skills we teach and develop. Were able to show and discuss the range of collaborative and supportive systems we have in place in the History department.
Only one question-I said no to - Do you keep your registers for lunch clubs and track attendance and trends in attendance? (we have registers but don't track them). When in PE, small hall was being used by SEN extraction group. Looked messy and unprofessional. I entered the room, inspector spoke to LSA in charge. Students generally playing basketball with some sat on computers.	I don't know	Behaviour incidents in corridors dealing with one. Inspectors witnessed 3 Year 7 boys barging through crowd and then one refusing to take off coat and walking/running off from me. Followed up with Year 7 Team - student identified by Year Team dealing with	Did not know the rationale behind how internal exclusions are arranged and whose decision it was that students are given this sanction. PARS system was discussed and it was evident that low level behaviour such as repeated off task can accumulate and there not be an immediate sanction. We spoke about the monthly trackers and monitoring of negative points but it was clear that there isn't an immediate sanction for ongoing low level behaviour and instead a report might be made by the tutor and Head of Year if they were proactive. Discussed teacher workload and the additional pressures of TAG/post Covid/ role in the school
All courses and key stages - Journeys, LTPs, MTPs, STPs, lockdown evidence, extra curricular timetables, feedback policy, kit sanction policy, DIP, most recent detention register, facility and activity risk assessments.	Booklets used, lockdown work, books, lockdown lessons, LTP		Exercise books he had a range from our classes- able to show evidence of monthly reviews and assessment feedback, green pen activities and general standard of work.
None	I don't think anything - she had a lot.		We should have spoken about Anna Joseph and the support she has given to all of us in various ways for Teaching and Learning. No discussion about GCSE or A-Level - not instigated by inspector. He asked how we would report a safeguarding issue if the Headteacher was in Cahoots with the governors - we said we would go to Brent. He asked how we would report it, we said we would google the email address but did not have it to hand.
	I hope it went well - it as around 1h15m in total. Most of it based around the LTP and why we teach what we teach. Final questions around lockdown.	Year 11 reported that student panel mainly about BEHAVIOUR	There was no discussion at all about remote learning provision -not asked or discussed. He is an anti-extremist specialist and it was an odd choice to observe a history department and there was one question that stood out when discussing an interpretation question we do for an assessment in year 9. He asked us about how we teach the morality of the 'Butcher of the Somme'. We felt he was pushing us on this issue but explained that in history we teach to interrogate the evidence before making any judgement and help the students to be critical thinkers to come to their own judgement rather than us giving foregone conclusions or 'moral' judgment to them on a topic.

4th May 3.10pm ish	5th May	5th May 8.30am
[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]
Feedback and questions related to observations and safeguarding	SEN, Attendance, CEIG, PSHE, Retention, Destinations	Personal development
Questions related to English and our observations	An open and transparent conversation about the strengths of the provision, with particular case studies shared, detailed information was shared about how we support SEN students and how that is logged (both in and out of lockdown), our holistic tracking system, a hard copy of evidence was provided that details the provision that is offered and further information about the support of school refusers.	Lots to say, no silences, lots of evidence to provide, clear understanding of strengths and things to action. Clear reflection by 'leads'
	Not apparent	Hard to understand how information was interpreted
She had exercise books from some students from our classes. [REDACTED] provided the safeguarding briefing email	SEN data (evidence of regular checks and updating teachers with information). Attendance data. CEIAG. Saw a copy of the trackers but did not take. Copies of emails that support are communication with students. Bulletins. The PSHE programme in the sixth form. Copies of slides of exemplars. Email evidence of how this is followed up with form tutors.	I provided; summer term clubs/societies list, enrichment action plan, enrichment report, copies of student newspaper
n/a	None	n/a
	Feedback was that: 1). Some students (not all) need more scaffolding around the support that we provide particular in relation to the CEIAG. 2). Students want to see more RSE provision and want this developed in form time (form tutor programme). 3). Students feel very passionate about the sixth form. 4). Strong evidence of a culture of teaching and learning reflected in attitudes and behaviour	Lots of evidence of how MUCH we do do!

JFS Inspection Feedback Summary



Meeting Date and Time:	30 th April, 8.30am	4th May	4th May, P2	4th May, 10.46am (no meeting or conversation – just walked around room)	4th May, P4
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Attendees (Ofsted):	[REDACTED]		History inspector	?	One inspector
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What went well:	Was able to provide statistics on past years attendance compared to this year. Was able answer questions directly at me with the support of colleagues too	Good conversation that focused on what we are trying to achieve in the sixth form and its relationship with the curriculum and its purpose. Discussed the various programmes we run to support students transition to HE/apprenticeships/work	Explanation of curriculum, Explanation of department structure / colleagues	Class was focussed and on task.	Exam technique lesson – specific modelling of how to write a good essay question, effective questioning, strong subject knowledge demonstrated
What went less well:	Felt very anxious and hope it didn't come across in the meeting	None	Whether we had completed learning walk Autumn term		A few kipptot not being worn
Evidence shown/given to inspector:	Provided verbal data given from SIMS re attendance figures	Verbal information regarding futures week, JS provision, stats on SEN students, how provision changed during lockdown	Feedback sheet for KS3 assessment	[REDACTED] assessment was looked at and returned.	Observation
Evidence not shown/given to inspector that could/should have been	Only provided what was asked of me so didn't provide further attendance data		Evidence from autumn learning walk	No books were asked for or looked at.	
Any other comments:		HMI requested further info and examples of: Bulletins, assemblies, stats on retention	Very observant and interested in students in corridors when moving around the site. He wants to see more history lessons – Year 8 and Sixth Form. Selected students for panel without looking at data / seating plan – seems to pick the most disengaged / SEND	Visit lasted 5 minutes approximately.	

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Deep Dive	English curriculum	Walking back from lesson obs	Curriculum response after observations and general questions about the school
Curriculum planning conversations. This then matched up to what was being seen in lessons. Rationale behind all courses and overall PE journey. Use of student voice in planning KS4 Core curriculum. KS3 progressions and sequencing. Leadership opportunities, linking whole school themes to PE, knowledge on behaviour sanctions given in PE. PE displays. Linking disability sport unit to disability awareness week. In-house staff training by specialist PE teachers to rest of group. Fact that all PE staff are dedicated PE specialists. Linking of journeys, LTP, MTP and STPs to other units and then this being shown in observed lessons.	Most of it (I think)		We showed; robust systems in history, use of monthly review, green pen feedback, interpretations, progression of skills, and application of knowledge. Links across year groups and wider world. Discussed at length the curriculum and the skills we teach and develop. Were able to show and discuss the range of collaborative and supportive systems we have in place in the History department.
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All courses and key stages - Journeys, LTPs, MTPs, STPs, lockdown evidence, extra curricular timetables, feedback policy, kit sanction policy, DIP, most recent detention register, facility and activity risk assessments.	Booklets used, lockdown work, books, lockdown lessons, LTP		Exercise books he had a range from our classes – able to show evidence of monthly reviews and assessment feedback, green pen activities and general standard of work.
None	I don't think anything – she had a lot.		We should have spoken about Anna Joseph and the support she has given to all of us in various ways for Teaching and Learning. No discussion about GCSE or A-Level – not instigated by inspector. He asked how we would report a safeguarding issue if the Headteacher was in Cahoots with the governors – we said we would go to Brent. He asked how we would report it, we said we would google the email address but did not have it to hand.
	I hope it went well – it as around 1h15m in total. Most of it based around the LTP and why we teach what we teach. Final questions around lockdown.	Year 11 reported that student panel mainly about BEHAVIOUR	There was no discussion at all about remote learning provision – not asked or discussed. He is an anti-extremist specialist and it was an odd choice to observe a history department and there was one question that stood out when discussing an interpretation question we do for an assessment in year 9. He asked us about how we teach the morality of the 'Butcher of the Somme'. We felt he was pushing us on this issue but explained that in history we teach to interrogate the evidence before making any judgement and help the students to be critical thinkers to come to their own judgement rather than us giving foregone conclusions or 'moral' judgment to them on a topic.

4th May 3.10pm ish	5th May	5th May 8.30am	5th May P2, Art B211	5th May, P2 Spanish	5th May, 11.20
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	Two inspectors	2 Ofsted inspectors	[REDACTED]
Feedback and questions related to observations and safeguarding	SEN, Attendance, CEIG, PSHE, Retention, Destinations	Personal development	Visit	Food and Beverages in Spain	Catch Up/PP
Questions related to English and our observations	An open and transparent conversation about the strengths of the provision, with particular case studies shared, detailed information was shared about how we support SEN students and how that is logged (both in and out of lockdown), our holistic tracking system, a hard copy of evidence was provided that details the provision that is offered and further information about the support of school refusers.	Lots to say, no silences, lots of evidence to provide, clear understanding of strengths and things to action. Clear reflection by 'leads'	Right moment to come given the group	The lesson was going well with students well engaged and focused	Clear explanation of cycle of identification, intervention and evaluation
	Not apparent	Hard to understand how information was interpreted		Zara Glazer just walked into my classroom, not wearing a lanyard, skirt extremely short, passed by me without saying a single word towards another student sitting by the window. When I politely asked her what she was doing, she replied by saying that she was asking her friend Lola for a 'chewing gum'. I then quickly asked her in a polite manner to go back to SEN where she was working with her LSA. She then quietly left the classroom and went back to SEN.	
She had exercise books from some students from our classes. Geoff showed the safeguarding briefing email	SEN data (evidence of regular checks and updating teachers with information). Attendance data. CEIAG. Saw a copy of the trackers but did not take. Copies of emails that support are communication with students. Bulletins. The PSHE programme in the sixth form. Copies of slides of exemplars. Email evidence of how this is followed up with form tutors.	I provided; summer term clubs/societies list, enrichment action plan, enrichment report, copies of student newspaper	Questioned a student – asked why he was not taking GCSE	I reported the incident to SEN after the lesson	PP Report. Catch Up evaluation, register and model
n/a	None	n/a		Inspectors saw that the issue was dealt with professionally.	
	Feedback was that: 1). Some students (not all) need more scaffolding around the support that we provide particular in relation to the CEIAG. 2). Students want to see more RSE provision and want this developed in form time (form tutor programme). 3). Students feel very passionate about the sixth form. 4). Strong evidence of a culture of teaching and learning reflected in attitudes and behaviour	Lots of evidence of how MUCH we do do!		None	