

Ambition Confidence Success Everyone Every Lesson Every Opportunity

Introduction & Priorities

Wednesday September 1st 2021



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Teaching & Learning/HPL Priorities

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ADVANCED PERFORMERS

who win places in world-class universities and make a leading contribution GLOBAL LEADERS who are responsible and confident improving things locally and globally

ENTERPRISING

who are creative, innovative and well placed to enjoy future success



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All-through curriculum development – T1

Priority 1 Continue and complete the quality assurance of current curriculum plans. Curriculum subject leaders re-connect and collaborate cross phase - DV

- Seamless, spiralling of knowledge/concepts from Year 1 to Year 13 (what/why?)
- Evidence that HPL strategies (how?) and curriculum intent (what?) are well matched and facilitate high performance outcomes
- Evidence that curriculum planning/delivery supports opportunities for enquiry based learning – big questions and lines of enquiry – curiosity (how?)
- Student view of curriculum experience informs curriculum design/delivery (who?)

Priority 2 Implement cross phase curriculum subject collaboration opportunities

 Timetabled opportunities for staff to work together cross phase – get into one another's classrooms - team teach /teacher swap



World Class Curriculum Design

Our curriculum will be an inspirational and global curriculum, well suited to our vision and which facilitates the delivery of the school's HPL, all-through and digital principles







All-through ethos - one school T1/2

Priority 1 Communicate and market the benefits of being one, all through school

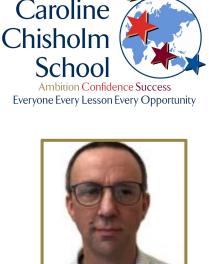
- Update and refresh the school website content to ensure that the benefits of being an all-though school are clearly evident and understood - USP
- Complete the new signage project to include key all-through ethos messages and imagery more prominently, throughout the school buildings

Priority 2 Develop student experience of our all-through ethos

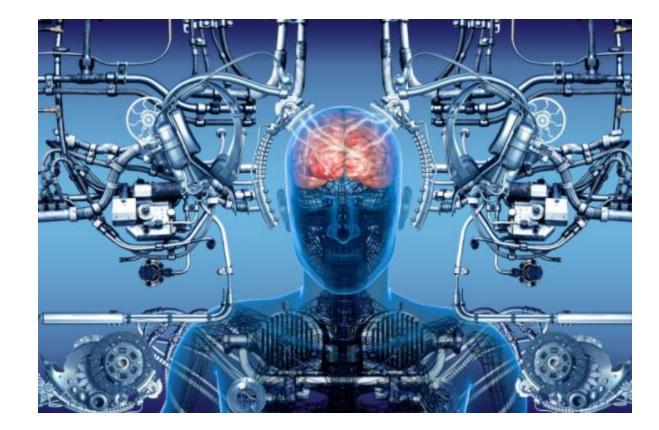
- Organise and implement a range of subject specific /cross phase opportunities, sessions and events for students – e.g. PE sports leadership, English story time, production,
- Explore and initiate student mentoring opportunities and working cross phase tutor time

Priority 3 All-through is everyone's business!

- All team development plans to include their own contribution to strengthening the all-through ethos of our school teaching, support, technical etc.
- Leadership team to be more visible throughout all the phases of the school
- Intentional timetabling/staffing capacity for regular and consistent all-through development work prioritise time and opportunities



Remote mind-reading!





Oh god, no again	ot HPL positive	people are about this.	Would I rather have forks for hands or spoons for feet?
This time last week I'm all over this	Can't wait for the be over and then thi 5 — if it's good for t l	we can forget all s.	gain! I'm new and I want to know more!
My team are awesome with HPL – we've got this!	l do all this already!	er can only be a great th IT'S All Good Stuff Really.	ning for our students. Are they still banging on about this?
I need a wee! It's just good teaching and learning isn't it?	Take me back to the beach!	I haven't got time to add HPL to my lesson plans.	The accreditation will be good for the school, but it's not really about that



Features of World Class Schools

1	They start by focusing on the profile of the type of student they want to develop and build their accountability measures around this.	6	They see the school as a well-oiled machine that can deliver the same high standards for students year on year and regardless of background.
2	They select a core curriculum that is overall well-suited to their vision and then audit it in order to enhance and supplement where needed including via the enrichment offer.	7	They are purposeful but also relaxed with both students and staff at ease in the school.
3	They make explicit to students (and parents) what they are trying to achieve and how they should participate.	8	They place a high level of trust in their teachers and their students and structures assume timely intervention and benchmarking rather than constant monitoring.
4	They are confident on behalf of their students who feel they can trust the school to help them be successful.	9	Internal accountability precedes external accountability and they take ownership for their own performance.
5	They see personal and pastoral support and guidance as crucial to academic success.	10	Everyone feels an emotional attachment to the school but they don't see themselves as world class because they are never complacent and are continually seeking to refine

and improve.

Elements of a CCS lesson in all phases:

 \checkmark Evidence of high expectations for all students (All students have the potential to be a high performing learner) Engaged learners, and thinking hard about their learning (Spoon feeding should be a thing of the past) ✓ Enquiry based learning (Students should be seeking answers, knowledge and solutions) \checkmark Teachers are facilitators who equip students with the tools to succeed (Providing the scaffolding for learning – ACPCs & VAAs) \checkmark Students are ambitious to be high performing learners (Students can articulate how they are developing in your subject)

Elements of a CCS member of staff

CCS teachers expect everyone to become a high performer and signal that to their classes through the language they use. 'Everyone can'.

CCS teachers do not talk about ability, they focus on current performance and future performance. 'Not yet' .

CCS teachers do not focus on differences between students in class and assume all can become effective learners.

CCS teachers use the language of the ACPs and VAAs to provide the language for teaching and learning and stress their importance in achieving academic success.

CCS teachers have a well-planned, carefully sequenced, curriculum offer which is pitched to deliver high level knowledge and develop the ACPs and VAAs.

CCS teachers pitch lessons at a high level and help everyone master the content by making use the ACPs and VAAs. They use less differentiation and do not lower the bar for some.

CCS teachers encourage problem solving and plan lessons that require it.

CCS teachers focus on spotting and correcting errors during lessons.

CCS teachers reward 'having a go' as well as 'getting it right'.

CCS teachers highlight and reward examples of good use of individual ACPs in lessons.

CCS teachers comment on the student learning behaviours (VAAs) such as hard work, persistence and resilience that they want to encourage.

CCS teachers use intelligent student grouping (ISG). They group by performance only where they deem it necessary and scaffold learning so lower performing groups are still aiming for the same high level outcomes.

CCS teachers do not see assessment as a predictor of long term outcomes. They use assessment to measure current performance and the current gap between it and high performance. They then use it to plan next steps.

CCS teachers actively involve parents and help them to help their children develop the ACPs and VAAs.

CCS students are optimistic about what they can achieve, engage in their own learning and are positive about the opportunities they can create for themselves.

Plans for this term

- ✓ Language we are using and allowing students to use
- ✓ Open door policy FLs, PLs, LT please invite us, but also expect us!
- ✓We need to have a constant overview of our faculties, year groups and standards
- ✓ International Project Olivia, James and Amy
- Communication with parents be mindful in all communication home of how children are progressing as high performing learners in your subject/class
- ✓Accreditation plans collating evidence from all phases and faculties
- ✓Ongoing collaboration across all phases urgent priority to look at all through curriculum
- ✓ Support for new staff bringing you up to speed in all things CCS







