The Tiffin Girls' School
TEACHING AND LEARNING POLICY
REVISED NOVEMBER 2026

RATIONALE

1. This policy sets out the principles of our approach to Teaching and Learning at The Tiffin Girls' School. It also serves to provide guidance to teaching staff to enable them to reflect on and develop their teaching in order to maximise their students' learning. Central to this development is our commitment to a clear 'Quality First Teaching' (QFT) focus, which anchors high-impact classroom strategies into our daily practice. Further practical guidance can be found in the 'policy in practice' document.

2. This policy should be read in conjunction with the following:

Accessibility Policy
Artificial Intelligence Policy
Assessment and Feedback Policy
Behaviour for Learning Policy
Careers and Work Experience Policy
Curriculum Policy
Equality, Diversity and Inclusion Policy and Objectives
Examination Policy
Homework Policy
Online Safety Policy
RSE Policy
SEND Policy

The School's Vision and Values

3. 'Our community is vibrant, curious, creative and inspires positive change. We dare to be wise'.

4. The school's motto *sapere aude* – dare to be wise – is embodied in its core values of *Community*, *Love of Learning* and *Character*.

Sapere aude - dare to be wise

Community	**Love of Learning**	**Character**
Collaboration	Inspiration	Integrity and Respect
Active Citizens	Embrace knowledge	Courage and Resilience
Celebrate	Creative and Critical thinking	Independence and Initiative

VISION FOR TEACHING AND LEARNING

5. Teaching staff at the Tiffin Girls' School are committed to:

- Making Teaching and Learning an inspirational, challenging and enriching experience.
- Being passionate about our subject material and conveying this enthusiasm to our students.
- Developing learners' resilience, independence, self-motivation and self-awareness.
- Providing a safe, secure and supportive environment in which all students' contributions are valued, while actively creating a Positive Learning Environment that creates deep engagement and academic confidence.
- Actively developing students' skills, knowledge and understanding, to ensure that they can engage with the challenges of the curriculum.
- Consistently providing opportunities for students to stretch and challenge themselves
- Implementing a curriculum that enables all students to achieve their potential and adapting our planning in response to students' developing needs.
- Ensuring that our curriculum is as inclusive and diverse as possible, including across the four main areas of content, concept and design; teaching and learning; assessment and feedback; reflexivity.
- Helping students to understand their progression through the curriculum and to make connections across subject areas.
- Developing students' understanding of the learning process.
- Enabling students to take increasing ownership of their learning beyond the content of the curriculum, to increase their capacities of metacognition and self-efficacy.
- Engaging in educational research and identifying opportunities for implementation.
- Encouraging wider reading, and systematically developing Disciplinary Literacy across all subject domains to support high-level vocabulary and text comprehension.
- Giving students opportunities that enable them to learn beyond the curriculum and develop their cultural capital.
- Providing wider learning opportunities outside the classroom.
- Promoting quality first teaching to support inclusion, specifically driving our classroom practice through targeted Questioning and structured Student Talk**.**
- Promoting critical and creative thinking.
- Looking for opportunities to engage with digital platforms, apps, and technology to enhance teaching and learning, including the proactive practice of Sharing Resources with students to facilitate independent exploration.
- Delivering a high quality and appropriate PSHE provision.
- Supporting students with literacy and numeracy across the curriculum

Developing Teachers' Classroom Practice

6. We are committed to continually improving our practice. The school does not prescribe particular styles of pedagogy, recognising that the well-informed teacher is best placed to choose the approach(es) that will drive students' learning.

The school is committed to providing staff with continuing professional development to help each teacher develop their practice and approaches to teaching. Our whole-school CPD combines whole-school foci and the opportunity for individual teachers to explore their own areas of interest by choosing one of the available CPD strands, each of which is rooted in research-informed evidence to improve classroom practice. For the academic year 2026/27 the strands will focus on Quality First Teaching, Digital, Literacy and Oracy, and Careers. Moving forward, our school CPD framework will heavily prioritise our Quality First Teaching focus areas (Questioning, Student Talk, Disciplinary Literacy, Sharing Resources with students, and Creating a Positive Learning Environment) to drive excellence in lesson delivery. This whole school CPD forms one of the appraisal targets for all teaching staff.

7. We support staff with access to external professional development if the training required cannot be delivered in school. We also support staff who wish to work as examiners and recognise the benefit of this on the development of expertise in relation to external examination requirements.

IMPLEMENTATION OF THE CURRICULUM

8. The Tiffin Girls' School aims to provide a curriculum that:

- is rich, ambitious and broad, encompassing academic lessons and enrichment opportunities
- meets the needs of every learner and is supported by robust tracking systems
- fosters the school values of Community, Love of Learning and Character.

9. Our curriculum is designed to stretch and challenge our able learners:

- Teachers establish challenging end points for students' learning.
- Teachers sequence learning to enable students to draw on prior skills and knowledge.
- Teachers use key questions or focused objectives to challenge students and to encourage them to engage with high-order thinking about subject content, refining their approach through purposeful, highly targeted classroom Questioning.
- Teachers deliberately craft opportunities for Student Talk, ensuring academic dialogue, peer collaboration, and oral articulation are fully utilised to deepen understanding.
- Teachers explicitly teach Disciplinary Literacy, ensuring that students learn to read, write, speak, and think like specialists within each distinct subject area.
- Verbal and written feedback encourage students to push their thinking further.
- Teachers use modelling to help students develop learning routines that facilitate progress.
- Exemplar materials help students understand the expectations for progress and outcomes, which is reinforced by actively sharing resources with students to encourage self-directed study.
- Teachers use questioning to push students' thinking.
- Teachers look for opportunities to make links with learning in other subject areas and with prior learning in their own subject. Students are therefore able to develop their recall ability and transfer knowledge skills and understanding between subject areas.
- Teachers build retrieval practice into the learning cycle in lessons, and focus on memorisation techniques.

- Teachers aim to ensure that students are aware of where their learning sits within the curriculum and what progression looks like.
- Teachers look for opportunities to extend students' learning beyond the curriculum.
- Teachers aim to progress quickly to access more complex content at an earlier stage.
- Learning activities help students to develop higher order skills such as analysis, application and evaluation from an early stage.
- Independent learning tasks, flipped learning and wider reading promote student independence and independent thought, which are maximised by systematically sharing resources with students via our digital platforms.
- Students are encouraged to develop their own perspective on their learning
- Teachers encourage students to engage with the wider context of their learning

10. Further information can be found in the Curriculum Policy.

An Effective Teaching and Learning Environment

11. Classrooms should be tidy and well organised, to create a Positive Learning Environment, in which students feel secure, respected, and ready to learn**.**

12. Relevant resources should be readily available to staff and students, to support learning, underpinning our core commitment to sharing resources with students to enhance their autonomy.

13. Classroom displays provide many opportunities to support learning.

14. Teachers should consider the use of displays *for* learning in addition to displays of learning.

DEVELOPING OUR STUDENTS' POTENTIAL AS LEARNERS.

15. Our aim is to enable students to take increasing ownership of their learning, to increase their capacities of metacognition and self-efficacy, and to ensure that they are able to engage with and benefit from the cognitive challenges of our curriculum. Our students are responsible for ensuring that they engage actively with teaching and learning in school.

16. We want to develop students who:
- Are able to take responsibility for their learning and progress.
- Can deploy metacognitive strategies to enable them to understand how they learn and to make adjustments to ensure that their learning is as effective as possible.
- Are confident that they can learn independently, utilising materials made available through the regular practice of sharing resources with students.
- Have the self-belief that they can achieve.
- Can engage with thinking deeply and understand the value of struggle and failure on their learning journey.
- Have the language to be able to discuss and evaluate their learning, cultivated through explicit instruction in Disciplinary Literacy and ample classroom opportunities for Student Talk.
- Are resilient.
- Are able to apply their learning in different contexts and situations.
- Are confident to verbalise their opinions and views, utilising the communication frameworks developed through structured Student Talk

- Have the skills of inquiry that enable them to develop their ability to think creatively and to problem solve on their own and as part of a team.
- Are able to engage appropriately and safely with digital resources to support their learning. We want to ensure that students are aware of issues relating to potential bias and/or misinformation online; that they understand the role of ethics in the use of and development of digital content and resources; that they are aware of data protection issues in relation to the digital world and how to keep themselves safe online, that they are developing a broad range of digital skills.
- Can benefit from learning activities that offer them an interdisciplinary, interconnected and interpersonal approach to the acquisition and application of skills, knowledge and understanding.

PROGRESS

17. It is the responsibility of both teachers and students to ensure that students' learning is progressing through the curriculum in each subject.

18. Teachers know how to assess progress in their subject, and do so in accordance with the Assessment and Feedback Policy.

19. Teachers give students opportunities to respond to their feedback.

20. Recognising that progress is rarely linear and that students make progress at different rates, teachers regularly give opportunities to revise, recap or otherwise review previously taught material in response to the developing needs of each class. This is augmented by strategic Questioning to check for understanding and by sharing resources with students to facilitate target-driven review.

Planning to meet the needs of all learners

21. Our aim is to stretch and challenge our high-ability learners.

22. Students have different needs but should aim for the same ambitious goals.

23. Our students are of a very high ability and as such, we aim to teach in a way that maximises their potential in each subject. Whilst recognising that there is a range of abilities among our students, we endeavour to provide an aspirational level of challenge that befits the high ability of the learners we teach.

24. Teachers are aware of whether students fall into any of the following subgroups, know as Inclusion Group:
- Pupil Premium status (PP)
- Bursary Students
- English as an additional language (EAL), either fluent (F) or competent (C)
- Special educational need or disability (SEND), including School Support or EHCP.
- Literacy Support Group (LSG)
- Former Literacy Support Group (XLSG)
- Red intervention group
- Amber intervention group

25. These students may require additional support in different areas. Two students with the same status may not necessarily require the same type of support, and this should be based on the student's individual needs.

26. Inclusion group students are known to staff, who monitor and prioritise these students to check for understanding and provide formative feedback.

27. Teachers use adaptive teaching strategies to support the needs of all students and provide appropriate scaffolding.

28. Any intervention may take place inside or outside the classroom.

29. Teachers ensure that the presentation of student work is of a high standard, prioritising support for Inclusion group students.

RESPONSIBILITIES OF TEACHING STAFF

Classroom teachers

30. Classroom teachers are responsible for:

- Maintaining high standards of Teaching and Learning (see Appendix A)
- Maintaining high standards of behaviour for learning, actively modeling and creating a Positive Learning Environment.
- Engaging in subject specific research
- Referring to strategies and examples in the 'Policy in Practice' document where appropriate
- Demonstrating outstanding subject knowledge
- Promoting the Teaching and Learning focus for the year
- Creating a love of learning within and outside of the classroom
- Using the Assessment and Feedback Policy effectively to monitor the progress of their students and make appropriate adaptations to their teaching in order to support all students.
- Ensuring that they are clear on the department's AI guidelines and that these are shared with students where appropriate.

SEN Department

31. The SENCO is responsible for ensuring support is in place for students who have particular learning needs, and for ensuring that teaching staff have the knowledge and skills necessary to meet the students' needs. This responsibility includes supporting staff in delivering Quality First Teaching and focusing on Inclusion by Design, ensuring that individual support strategies align with effective Questioning, structured Student Talk, and the practice of sharing resources with students to maximise access. This responsibility includes the following

- Ensuring that IEPs are regularly updated and shared with relevant staff, including practical guidance on how best to support students in their learning
- Ensuring that EHCPs are shared with staff, along with strategies for support
- Providing specific training for the teachers of individual students, where required
- Meeting with students to discuss their learning needs, and sharing key information with teaching staff
- Ensuring that students have appropriate access arrangements in place to support their progress

- Providing ongoing training for staff on areas of most relevance to our context, and in line with our broader teaching and learning aims
- Supporting staff in delivering Quality First Teaching and focusing on Inclusion by Design
- Providing support for parents and carers
- Liaising with pastoral and academic leaders in the school to ensure inclusion provision
- Deploying the LSA to support students both inside and outside the classroom
- Supporting and promoting training for other staff to enable them to support groups of students with particular needs

Teaching and Learning Action Research Leads

32. These staff are responsible for assisting with leading whole school teaching and learning. Their responsibilities include:

- Ensuring that all staff and students are aware of the school's Teaching and Learning focus, specifically leading the integration and execution of the school's Quality First Teaching framework.
- Coordinating whole school CPD
- Keeping abreast of developments in educational research and sharing relevant findings with staff
- Supporting the development of staff digital proficiency, in relation to the use of chromebooks, digital platforms and apps, and AI in teaching and learning.
- Developing student engagement with research and approaches to effective learning
- Leading and coordinating the Teaching and Learning group.
- Collaborating with other members of staff with key responsibilities within Teaching and Learning, including the Literacy Coordinator and the SENCO.

Form tutors

33. Form tutors are responsible for the general day-to-day wellbeing of their tutees within the school. They also have a key role in Teaching and Learning and creating a Positive Learning Environment within the tutor group. They are responsible for:

- Maintaining high standards of behaviour for learning.
- Teaching pastoral lessons
- Providing pastoral care
- Signing planners on a weekly basis to ensure that students are recording and completing homework
- Monitoring student engagement with extra curricular activities, through a termly online reporting process. Form tutors then complete end of year reports that record students' experiences and progress in pastoral areas, and their engagement with extra curricular and enrichment activities.
- Discussing intervention opportunities with individual students
- Monitoring students who are underachieving, in conjunction with the Head of Year
- Supporting students with their organisation and time management
- Helping students plan revision timetables and develop their revision techniques
- Mentoring students identified by the Head of Year (Amber group)
- Referring any pastoral concerns that may impact on Teaching and Learning to the Head of Year and/or subject teachers.
- Liaising with students, parents/carers and staff as appropriate on issues relating to student progress

Heads of Department

34. Heads of Department are responsible for:

- Maintaining high standards of behaviour for learning.
- Ensuring consistency of high standards of Teaching and Learning across their departments (see teaching standards)
- Leading the implementation of the Quality First Teaching focus across their department, ensuring that effective Questioning, purposeful Student Talk, and explicit instruction in Disciplinary Literacy are embedded in the curriculum.
- Sharing relevant Teaching and Learning resources, and ensuring that they are available for all Schemes of Learning.
- Establishing departmental standards for effectively sharing resources and homework with students, via digital platforms, and monitoring this across their department.
- Providing opportunities in department time to share best practice, and reflect on QFT strategies.
- Referring to strategies and examples in 'the Policy in Practice' document where appropriate
- Completing the Quality Assurance process and feeding back appropriately to their team and SLT link
- Ensuring that staff are clear on curriculum and assessment requirements and are preparing students effectively for these
- Ensuring that staff receive any support required in behaviour for learning, to enable effective Teaching and Learning to take place
- Ensuring that staff are clear on the department's AI guidelines and that these are shared with students where appropriate.
- Using all aspects of the Quality Assurance process, and informal learning walks, to ensure that the curriculum, Teaching and Learning materials and teaching strategies are supporting student learning, and plan for change where appropriate.
- Supporting their team in engaging in subject specific research
- Ensuring opportunities to expand students' cultural capital are built into the curriculum

Heads of Year

35. Heads of Year are responsible for:

- Maintaining high standards of behaviour for learning.
- Tracking student involvement in extracurricular activities.
- Ensuring that staff are clear on the requirements of the pastoral curriculum and have the skills and knowledge to be able to deliver it effectively.
- Using learning walks and feedback from staff and students to ensure consistency of high standards of Teaching and Learning in pastoral lessons across their year group.
- Providing opportunities in Year meetings to share best practice
- Ensuring opportunities to expand students' cultural capital are built into the pastoral curriculum
- Completing the Quality Assurance process and feeding back appropriately to their team and SLT link
- Ensuring that staff receive any support required with behaviour for learning, to enable effective Teaching and Learning to take place
- Identifying students of concern from the analysis of data and feedback from staff, and putting strategies in place to support student learning and progress
- Liaising with parents/carers, students and staff where appropriate on issues relating to student progress.
- Monitoring the progress of key groups of students, including Pupil Premium, SEND, EAL, those with literacy concerns. Ensuring effective intervention strategies are in place.

Senior Leadership Team (SLT)

36. The SLT is responsible for:

- Communicating the school's vision for Teaching and Learning and for the curriculum to all staff and to other stakeholders.
- Setting appropriate whole-school targets for Teaching and Learning on an annual basis,ensuring our Quality First Teaching framework remains a focal point.
- Ensuring that these targets are reflected in department development plans
- Ensuring that middle leaders have the training, support and understanding effectively to fulfil their role in supporting Teaching and Learning and progress.
- Meeting regularly with Heads of Department and Heads of Year.
- Promoting strategies that ensure consistency of high standards of Teaching and Learning across departments and year groups
- Completing the Quality Assurance process with middle leaders and support them in identifying areas of strength and areas for development
- Ensuring that middle leaders are clear on curriculum and assessment requirements and have communicated these to their staff
- Ensuring that staff receive effective CPD to support effective Teaching and Learning and implementation of the curriculum, with a strategic emphasis on Questioning, Student Talk, Disciplinary Literacy, Sharing Resources with students, and establishing Positive Learning Environments**.**
- Supporting whole-school Teaching and Learning initiatives
- Reviewing Quality Assurance documentation on a regular basis to ensure it is effective and is being used appropriately
- Ensuring opportunities to expand students' cultural capital are discussed with middle leaders and built into the curriculum
- Supporting opportunities for students to learn outside the curriculum
- Monitoring the progress of key groups of students, Pupil Premium, EAL, those with literacy concerns.
- Analysing whole-school data and discussing intervention and other strategies with pastoral and academic middle leaders.
- Providing staff with guidance around the use of technology and AI, including exam board guidance, and ensuring that each department has clear guidelines in place. Putting processes in place to deal with any inappropriate use of AI that has a negative impact on teaching and learning.
- Supporting Heads of Department in implementing required adjustments in response to the Curriculum and Assessment Review and the revised National Curriculum (Spring2027)

Mentors

37. Individual student mentors are responsible for:

- Meeting regularly with students
- Liaising with parents/carers and other staff where necessary
- Using data, plus feedback from staff and students, to identify areas of focus
- Working strategically with students to support their learning and progress

LEARNING OUTSIDE THE CLASSROOM

38. The school recognises that much learning can take place outside of the classroom, and seeks to support students' learning in its broader sense through a wide range of opportunities that include the following:

- Enrichment opportunities
- Extra-curricular activities and clubs
- Young Enterprise
- The promotion of student leadership opportunities
- Student-run clubs
- Fundraising initiatives
- Roles of responsibility, for example mentoring.
- Pastoral Projects
- Trips
- Work experience

Learning outside the classroom is monitored to ensure all students have appropriate access to the opportunities available to them. Where barriers are encountered, the school will endeavour to remove them and provide necessary support to ensure full participation.

QUALITY ASSURANCE PROCESSES

39. Our Quality Assurance (QA) process aims to help us clearly to understand the quality of education within the school. We prioritise frequent learning walks and discussions to support continuous improvement in teaching practices, focusing on a developmental approach. A clear and consistent evaluation framework ensures all departments assess teaching quality in line with the same high standards. Learning walks involve a range of staff within each department, creating a collaborative learning environment. We use data from the QA process to inform individual developmental objectives within the appraisal process, ensuring targeted areas for growth in teacher effectiveness. Finally, by combining data analysis, student voice, progress checks, and learning walks, we are able to have a comprehensive understanding of the quality of education in our school.

40. Learning walks, feedback and progress checks, will pay explicit attention to the implementation of our Quality First Teaching focus. Observers will actively look for evidence of sharp Questioning, active Student Talk, clear development of Disciplinary Literacy, organised methods for sharing resources with students that are consistent across a department, and the maintenance of a vibrant, Positive Learning Environment.

Learning walks

41. **Learning** walks are valuable because they help teachers to improve the quality of Teaching and Learning by questioning and developing their current practice. They are an important part of a teacher's professional development and a coaching approach should be applied to the way in which they are conducted where possible. To facilitate this coaching approach, time must be put aside for important discussions to take place between the observers and the observed, *the tone of which must be developmental*.

42. All teachers (excluding ITTs and ECTs) are observed three times a year and every department observes each key stage within a term. During these developmental lesson visits, the focus will remain on how smoothly the five QFT elements are integrated into the lesson structure. Learning Walks last between 10-15 minutes per class visit, and are conducted by various staff including SLT, HODs, 2ic, and other departmental staff. Smaller departments are given the opportunity to work together. The ultimate goal is for every teacher to be observed by either

SLT and the HOD across the year, with HODs seeing all key stages throughout that time. HODs map out the Learning Walks for the year during an early link meeting with SLT at the start of the academic year. HODs have autonomy over when they conduct Learning Walks within a term, and are able to make staff aware of the week within which they will take place.

43. ECTs take part in learning walks and also have a full lesson observation during each term. Where appropriate, further observations may take place in order to support the teacher's professional development. This will be at the discretion of the Induction lead and the Head of Department. Each teacher has learning walk proforma stored securely in their departmental Google Drive folder. Access is restricted to SLT, HOD, 2IC, and the individual staff member. Verbal feedback is provided during a feedback session, and notes are made on the learning walk proforma. One form is used throughout the year. Each observer's comments are recorded in a different colour, to differentiate between them.

Feedback and Progress Checks

44. Feedback and Progress focuses on ensuring all students make progress through clear, inclusive, and supportive feedback. Built around core feedback expectations, departments will track their own progress using a shared review table in their DDP, looking closely at what works in lessons and where staff training is needed. To help shape this, departments will also hold short, regular discussions with a wide range of students each term, focusing on three key areas: how clear feedback is (Autumn), how well it supports all learners and literacy (Spring), and how work improves over time (Summer).

Core Feedback Expectations

All staff are expected to align their marking and assessment practices with practical guidelines:

- **Purposeful & Diagnostic:** Feedback, whether written, spoken, or digital, must clearly show what went well (WWW) and what's next (WN), directly tied to learning objectives.
- **Visible Progress (DIRT*):** Students must be given dedicated time to act on feedback, re-draft tasks, or make corrections so progress is obvious across a series of lessons.
- **Inclusive Practice:** Feedback must support all learners (prioritising Inclusion group students). Staff should use adaptive teaching and learning strategies to support students.
- **Literacy & SPaG Focus:** Staff highlight and correct key vocabulary, spelling, punctuation, and grammar errors. Students are taught to use subject-specific terms correctly.
- **Multi-Format Delivery:** Feedback occurs in many ways, written notes in books, comments in Google Classroom, live verbal guidance in lessons, or recorded audio/video.
- **Policy Alignment:** Homework and formal assessment marks must meet department standards. New staff will receive clear modelling and guidance to ensure consistency.
- **Student Reflection:** Students should understand their feedback and be able to explain how they used it to make progress.

*DIRT = Direct Improvement and Reflection Time

Open Door Weeks

45. Learning walks help to build positive relationships amongst staff, allowing people to see practice in different departments, and to learn from this Peer learning walks take place during the autumn term during two 'Open Door Weeks'. Teaching staff can choose which of their lessons they make available for other staff to visit. Staff are free to go to any of the lessons (maximum of three members of staff at a time) for 15 minutes, after which they complete a

feedback form, highlighting something they found effective within the lesson, and something they will take away to implement into their own teaching. These informal learning walks should always focus on the positive aspects of the Teaching and Learning taking place in the lesson, with staff encouraged to celebrate and borrow creative strategies relating to Questioning, Student Talk, Disciplinary Literacy, how resources are shared with students, and the creation of a Positive Learning Environment.

Student Voice

46. Senior leaders may meet with small groups of students to gather feedback on their experience of Teaching and Learning at the school. This can then be disseminated where appropriate and can inform future planning.

47. Teaching and Learning issues that are raised through the student survey or by form captains are addressed at School Council. Students receive feedback from the school on the outcomes of these discussions.

48. Love of Learning representatives are elected in each form group. These students have the responsibility to promote and support the school value of Love of Learning by researching effective ways of learning and feeding this back to their peers. Communication comes through the form of assemblies, QUINs, discussions, and a Love of Learning Digest.

Parental Engagement

49. We aim to communicate regularly with parents and carers, to give them feedback on their child's learning, and to share information and strategies to help them in their role supporting their child's learning. The means by which we communicate with families about teaching and learning include:

- Focus evenings at the start of the year
- Curriculum outlines on the school website
- Reports and tutor reports
- Assessment letters and FAQs, sent to families each year with Key Stage - specific guidance on how students will be assessed and how they can engage with feedback and take ownership of their learning
- Teaching and Learning sessions for families, including one with a particular focus on the transition to secondary school, and one that focuses on revision techniques.
- Teaching and Learning newsletter.

Analysis of data including subgroups

50. Heads of Department complete the Progress Tracking Sheet (PTS) documents at the end of each assessment point for each year group (see Assessment calendar) working closely with their team to identify strengths and areas for development. Heads of Year also complete a Progress Tracking Sheet at each assessment point for their Year Group. They monitor academic progress and identify students who may need intervention, mentoring or other support. The Literacy and Numeracy Coordinators monitor the progress of students in the relevant subgroup, or who were former members of the subgroup, and put appropriate actions in place.

Link meetings

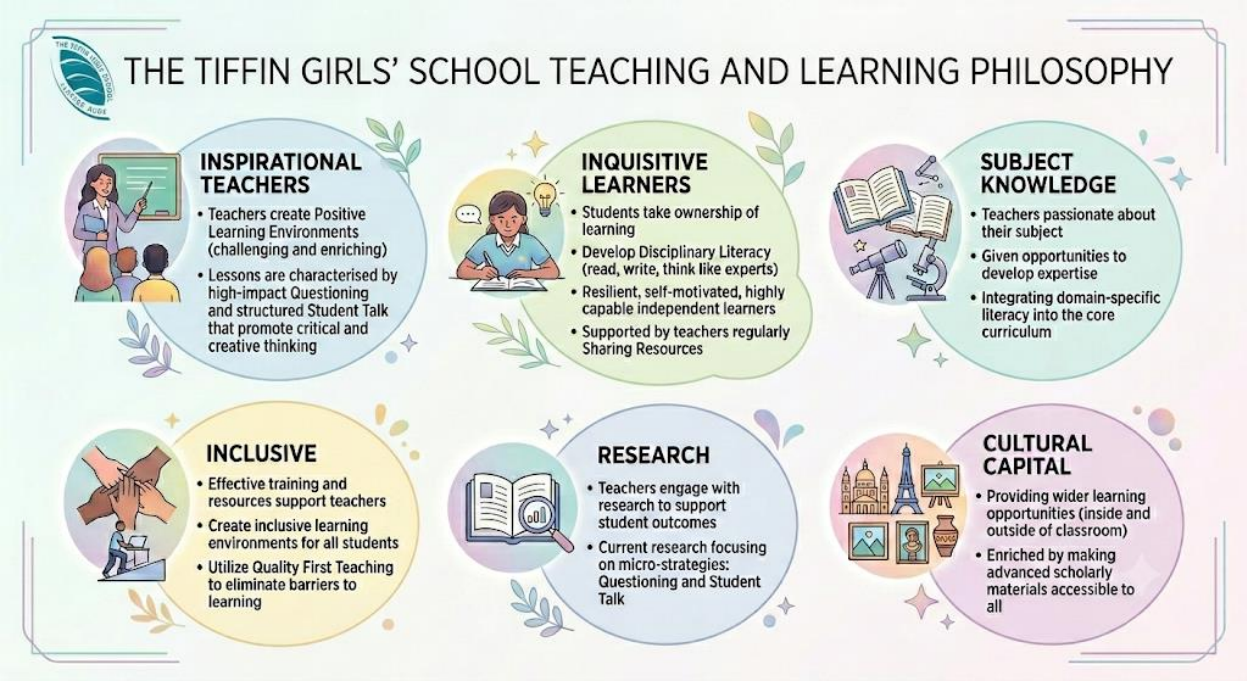
51. Heads of Department meet with their Line Manager at least once every fortnight during a timetabled period. During this time the Line Manager will discuss and support the needs of the department, and complete the Department Reflection and Planning Document, PTS, and Quality Assurance documents when necessary.

Curriculum outlines and overviews

52. During the summer term, Heads of Department should evaluate the impact of their curriculum over the year and decide, if any, which changes need to be made in their curriculums. Heads of Department are expected to complete their Curriculum outlines and overviews for the forthcoming year, considering their curriculum vision and intent and these are published on the school's website. The PSHE Coordinator, who has responsibility for developing the Pastoral Curriculum, follows the same procedure, while also bearing in mind any changes in guidance in relation to PSHE.

Department Reflection and Planning Document

53. At the end of the Quality Assurance process in both the autumn and summer terms, Heads of Department should assess the progress of the department against the objectives in this document. They should also highlight strengths and areas for development, based on the outcomes of the lesson observations, learning walks, and feedback and progress checks, and set any new objectives where required.



Appendix:
https://drive.google.com/file/d/1qRFSOeN_9ah-1oVIrmsgScCBAZlnuTcf/view?usp=sharing