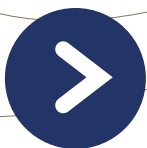# HEARTWOOD
LEARNING TRUST

PLAYBOOK - EDUCATION

Quality of Education

How to use this playbook

→ The playbook is available in both printed and online formats

→ To maximise the benefits of the playbook, please use the online version as it includes links offering further Trust guidance and process

→ School leaders should refer to this playbook when completing relevant or scheduled tasks, as it provides steps to facilitate success

→ Content in the playbook can be and should be discussed in formal meetings (e.g. line management meetings, leadership group meetings and other appropriate forums) to ensure standardisation and effective implementation

This Playbook was created by:
Executive Director of Education

	Principal	Vice Principal	Assistant Principal	Middle Leader	Teachers	Data Managers
Medium-Term Planning	●		●	●	●	
Trust Learning Cycle	●	●	●	●	●	
Independent Learning Zone (ILZ)	●	●	●	●	●	
Lesson Ready Routines	●	●	●	●	●	
Lesson Visits	●	●	●	●	●	
Strategic Seating Plans	●	●	●	●	●	
Book Looks	●	●	●	●	●	
Curriculum Line Management Meetings	●	●	●	●		
Key Stage 3 Assessment	●	●	●	●	●	●
Year 11 Assessment (Mock Examinations)	●	●	●	●		●
Exam Reviews (Actual & Mock)	●	●		●		
RAG Meetings	●	●	●	●		●
Reading RAG Meetings	●	●	●			●

Medium-Term Planning

Who is this for?

P, AP, ML, Teachers

What is it?

Medium-term planning serves as a strategic blueprint for the core knowledge and skills that need to be acquired in each of the subject areas. Within the planning documentation, the disciplinary and substantive knowledge should be identified for each lesson. Suggested learning activities also need to be incorporated with consideration of common misconceptions for each of the lessons. Resources should also be attached for teachers. Running alongside this should be the key terminology that should be taught in the lesson.

Why is this important?

Medium-term plans give teachers a clear timeframe by which key learning points should be addressed. The medium-term planning documentation also allows school leaders to track pupils' mastery of essential knowledge and skills and set guidelines for teachers to implement the curriculum effectively within a specific period. Completing medium-term plans enriches the frameworks by which specific vital curriculum components can be understood. It incorporates key vocabulary that needs to be understood to access content, states prerequisite knowledge and skills and identifies methods of assessment checkpoints. The document also points out key misconceptions. The document should be prepared in a way that allows nonspecialists to be able to implement the curriculum when needed or alternatively can be used by early career stage teachers.

Create a plan

Leaders identify the key knowledge and plan the sequencing. This is matched against the National Curriculum or specification.

1. The MTP planning grid is used as a framework to ensure consistency
2. Where possible, the curriculum will stretch beyond the statutory elements of the National Curriculum
3. Sequencing must build on the previous key stage
4. Clear endpoints will be evident within the plan

Align standards

1. Ensure that the key objectives are based on best practice available within the subject
2. Ensure that the medium-term plan is aligned to the Trust learning model
3. Keep the key objectives succinct where complex and challenge emerges

Quality Assure

1. Ensure that quality assurance of the MTP is carried out in line with the project plan
2. Request feedback from subject teachers and address any concerns raised
3. Any changes to MTPs must be authorised by the Principal at school level and the EDOE at a central level

Review

1. Make sure that each year the MTP is available to all and is reviewed
2. The MTP will be discussed in line management should any changes occur. The success of the plan should be seen in the quality assurance activities
3. Teachers should provide regular feedback and address any errors or mistakes

Trust Learning Cycle

Who is this for?

P, VP, AP, ML, Teachers

What is it?

Based on Rosenshine's principles, the cycle sets out the basis for all teaching across the Trust schools. The cycle involves the following stages: connect, I do, we do, you do and ILZ (Independent Learning Zone). The stages must be clearly set out and teachers must plan for the stages, and communicate to pupils which stage of the lesson they are entering, or are at. Stages of the cycle can be run multiple times in a lesson depending on the context of the learning. The whole model is based on a graduated release system, where pupils gain more confidence and can quickly move on to more independent tasks.

Why is this important?

Research into learning shows that it is critical to use structure to ensure that pupils build a strong schema, and that knowledge moves into the long-term memory. The best practice principles that the cycle has been based on are fundamental in this action. When all colleagues follow the same learning model, pupils also gain a familiarity with learning and this decreases cognitive stresses that may occur if they don't know what is occurring next. This is most evident with more vulnerable groups of learners.

Connect

- This stage focuses on recalling previous knowledge and understanding
- This stage should last only for a few minutes at the start of the learning or lesson
- It should be informed by the previous learning

I do

- Modelling and explaining occurs in this stage of the cycle. This is the part where the teacher may be introducing new content
- Pupils will be talked through the teacher's thinking as they engage with new concepts
- In this stage, it is vital that the visualiser is used. It may be the case that the teacher's model on the board; however, the visualiser should be the key tool

We do

- At this stage, the teacher and the pupils work together to co-construct towards a desired outcome
- There may be guided modelling or tasks that are undertaken together. It may be that some pupils require more scaffolding at this point to access the learning
- The teacher is continually assessing at this point with the aim of gradually releasing pupils on to independent work

You do

- Pupils undertake tasks on their own and develop a level of confidence
- The teachers interact with pupils, intervening (where needed) to ensure understanding
- Scaffolding is used to gain levels of success

ILZ

- See separate play for this
- This should be the most difficult part of the lessons where the teacher withdraws support, and pupils work in complete silence to undertake a task

Independent Learning Zone (ILZ)

Who is this for?

P, VP, AP, ML, Teachers

What is it?

This is the section of the learning cycle where, in every lesson, pupils undertake the most difficult part in silence and without support. The teacher will move around the room and look at and read pupils' work and assess key learning opportunities for the next stages. After the first five minutes, colleagues can write comments on pupils' work to redirect them or offer further challenge. Whilst the minimum amount of time for ILZ is five minutes, it can be any length the teacher decides to accommodate the task and challenge level.

Why is this important?

ILZ plays a pivotal role in our teaching, learning and assessment systems. It is essential that we establish true consistency and clarity regarding its application across the Trust. We have a responsibility to provide opportunities for pupils to work on difficult concepts - independently from the teacher - to ensure that learning has been embedded. We also believe that the ability to work successfully in this way, with resilience, is a core skill in undergraduate and postgraduate study, as well as a gift that will stay with a young person as they move forward into adulthood.

ILZ: rationale

→ Allow pupils to demonstrate individual progress

→ Build resilience in pupils through independent study

→ Promote the engagement of pupils, via listening skills

→ Guarantee behaviour for learning is maximised, and teachers can control the learning environment effectively

→ Ensure pupils take responsibility for consolidating and extending their learning

→ Ensure teachers can plan forward to the next sequence of lessons

Preparation

- All colleagues should have read the Trust guidance on ILZ including the full rationale in the paper. In addition, the training video should also be used

- Teachers should carefully plan for the activity and consider the level of difficulty of the ILZ

- The success criteria for the activity should be shared and made clear with learners

- ILZ should be very clear in the books. This should be written in the margin of the book, or purple pen be used (see school directive)

- Colleagues in practical subjects should plan carefully following the principles of the ILZ and take note of the guidance for practical subjects

Implementation

- There must be at least one ILZ in each lesson

- The ILZ must be the most challenging part of the lesson

- Each ILZ task should last for a minimum of 5 minutes (but it can be as long as required)

- The ILZ must be undertaken in silence

- Requesting support/putting hands up is not allowed in the ILZ

- The teacher must not speak to pupils at all during the ILZ task

- Any additional adult in the room during an ILZ must also follow the ILZ protocols

Lesson Ready Routines

Who is this for?

P, VP, AP, ML, Teachers

What is it?

This is a basis by which we operate all lessons, providing a wider framework for setting up learning. It is a series of basic expectations that are agreed and followed through in every lesson. Many aspects of the play are about colleagues ensuring that they are consistent and in control of the environment. This structure creates order. Leaders can ensure these agreed basics are in place and they can monitor them to ensure effective implementation.

Why is this important?

By using simple routines, all stakeholders know what to expect and this provides a calm approach to the learning setting. Structure provides stability and this in turn reduces stress on all involved. This also allows leaders to ensure that basic routines are followed. These basic expectations are communicated to all, including parents, ensuring clarity on what is required in schools and reducing any uncertainty about external expectations.

Meet & greet

- Teachers should be standing in the corridor, at the classroom door, welcoming pupils in. They should have a clear view inside the room and in addition a line of sight down the corridor
- Welcome, smile and correct should be used by teacher
- Teachers should actively welcome pupils verbally saying good morning or afternoon or using their name. They should expect the same in return
- They should display positive body language
- Where required, a small correction should be given to remind a pupil of expectations, such as a piece of uniform, jewellery or a reminder to reply to 'good morning'

Strategic seating plan

- See strategic seating plan play
- This should be checked on entry to ensure that it is complied with by pupils
- Colleagues should have visual sight of the strategic seating plan to ensure they are directing questions effectively

Behavioural expectations

- At all times, colleagues must use rewards and sanctions consistently, in line with the policy
- Colleagues must use every opportunity to celebrate pupils' work and responses
- If there is any low-level disruption to learning, it must not be tolerated and consistency of the schools' behaviour policy must be applied

Learning cycle

- All lessons should follow the Trust learning cycle, and this should be communicated to pupils
- See learning cycle play

Smart departs

- Ensure that all pupils have packed away and the classroom is tidy, ready for the next class. Teachers should consider how long is required for this quick but important task
- Pupils should be standing behind their desks in silence before they are dismissed
- The teacher should dismiss the pupils in a controlled manner; for example, one row at a time to prevent crowding the door
- In Primary, this would also involve the end of day handover to parents

Lesson Visits

Who is this for?

P, VP, AP, ML, Teachers

What is it?

Colleagues visit lessons for a variety of reasons. They can be for a short or longer period depending on the reasons established for the visit. These visits can be across several subject areas or be focused on just one. They can form part of QA or development. The medium-term plans should be used to inform visits to lessons and QA activities in terms of learning. Leaders are expected to undertake these visits to support staff on a regular basis and ensure they are full aware of the learning occurring in each subject. Where possible QA activities should be undertaken with subject leaders to better inform.

Why is this important?

By viewing practice, practitioners can always make improvements and adjustments to their own pedagogy. Leaders can quality assure how the medium-term plans are interpreted in terms of learning. Learning walks allow the opportunity to establish if CPD, Trust strategy and school strategy is effective. These also the primary methods to ensure all activities are carried out such as the learning cycle and the ILZ. This can inform CPD and support for colleagues.

Prepare

- Look at the timetable to ensure that there is a clear route and consider the year group
- Ensure that the medium-term planning document has been read and is available prior to the activity
- If available, involve subject experts to provide guidance and enhance development during the activity

Implement

- In the classroom, ensure the seating plan informs actions such as talking to pupils or viewing work
- Focus on pupils who have SEND or are disadvantaged.
- Do not interrupt the teacher or expect an explanation of what is occurring. In some cases, it may be appropriate to assist colleagues to model or reset basic expectations
- Leaders cannot be seen by pupils to be accepting or not enforcing basic expectations, such as pupils not wearing coats in lessons or disrespecting colleagues
- Consider all the lesson fundamentals, learning cycle and ILZ
- Ensure there is a keen focus on the learning occurring over time and the outcomes of the medium-term planning. These must be used to establish if the key outcomes are being retained by pupils. There should also be a check for key terminology as stated on the plan
- Look at the work produced as part of the lesson visit as this can show patterns or strength that may be missed
- Try to establish how the modelling is occurring in the lesson by the teacher

Review

- Establish key themes from the activity, but be mindful or drawing conclusions from a limited portion of the lesson. Consider the triangulation of the information gathered
- Have a keen focus on vulnerable categories of pupils
- Talk with the subject leader and the line manager so that the 360 meeting can be informed and focused for development

Strategic Seating Plans
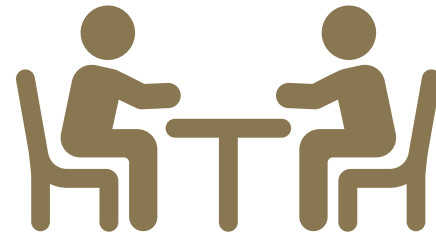
Who is this for?

P, VP, AP, ML, Teachers

What is it?

A map of the classroom, showing the position of each pupil in the room. This is strategically planned and controlled entirely by the teacher based on several factors including the following: SEND need and guidance (one-page profiles), vulnerability status such as disadvantaged, LAC and additional academic information that has been gathered. It should be updated during the academic year as more information emerges regarding pupils. It should contain key information such as SEN status and PP status. The strategic seating plan should be available for all classroom visits and QA activities.

Why is this important?

A well thought out seating plan can enhance learning, as teachers can use it to plan questioning and support sequences during lessons. Information gathered through learning activities such as book looks can ensure that these are adjusted to maximise learning. They should always be available to staff. A well-thought-out plan will also consider prior information regarding pupils' attitudes to learning, and key dynamics in the room. By the teacher taking control, these can be pre managed and thought through to limit opportunities for low-level disruption. Pupils who may be more vulnerable can be placed at easy access points, to ensure constant checks are in place by colleagues during the lesson.

Gather information

- Make sure all necessary information for creating a seating plan is available and has been reviewed
- Ensure that the one-page profiles have been read before starting
- Consider prior academic information available
- Consider the behaviour information available

Construct

- Begin by placing vulnerable students on the seating plan based on available information
- Ensure the SEND pupils are considered first, followed by carefully placing disadvantaged pupils
- After the vulnerable categories, place other pupils using the information gathered in the previous stage

Implement

- Ensure that pupils are seated in the exact place that you have decided
- Share seating plans with colleagues who are with you in the classroom such as Teaching Assistants

Use

- Have the plan available to inform questioning and decision making at all stages of the lesson
- The plan should be used to plan direct support for pupils
- The plan should also be used by additional adults to direct support

Review

- The strategic seating plan should not be a static document and should be reviewed at least each half term
- This review should be based on all the information generated during the 'gather information stage'. As well as new information gathered

Book Looks

Who is this for?
P, VP, AP, ML, Teachers

What is it?
Colleagues, teams and leaders are expected to undertake this activity on a regular basis to assess the engagement of the pupils in learning, and the effective deployment of the planning curriculum as outlined in the medium-term planning. This activity can take place during lesson visits / learning walks, line management meetings, curriculum team meetings, RAG meetings, and SLT meetings. The depth of learning will be carefully looked at in relation to the outcomes expected in the medium-term planning documents. The activity will also look at basic compliance such as the learning cycle and the ILZ. At all times high expectations should be seen in the books reflecting those in the classroom. On a team and individual lesson will be able to identify gaps in learning. A 'stack audit' approach should be used following the walkthrough process. Ensure that all the book look activities include pupils in vulnerable groups.

Why is this important?
By viewing the books and looking in depth at the work in there, leaders and teachers can establish the effectiveness of the curriculum and standards in the classroom. By matching these with the medium-term plan the book can reveal information that might otherwise go unnoticed. Once an area for development is established, follow up CPD and learning walks can be put in place. Gaps in learning should be quickly identified by teachers and closed.

Prepare
- Ensure that the medium-term planning document has been read and is available prior to the activity
- If available involve subject experts in the activity to work alongside and develop
- Ensure there is a range of books and vulnerable groups are involved in the book look

Implement
- Focus on pupils who have SEND or are disadvantaged. Ensure that there is focus and need is met to allow them access to a high level.
- Look at the learning between the different groups. Is there a difference and if there is, why?
- Consider all the lesson fundamentals, learning cycle and ILZ
- Ensure there is a keen focus on the learning occurring over time and the outcomes of the medium-term planning. These must be used to establish if the key outcomes are being retained by pupils. This should also be checked for the key terminology and as stated on the plan
- Look at the work produced as part of the activity as this can show patterns or strength that may be missed
- Try to establish how the modelling is occurring in the lesson by the teacher and how this supports learning

Review
- Pull out key themes from the activity, but be mindful or drawing conclusions from a limited portion of the lesson. Consider the triangulation of the information gathered
- Have a keen focus on vulnerable categories of pupils
- Talk with the subject leader and the line manager so that the 360 meeting can be informed and focused for development

Curriculum Line Management Meetings

Who is this for?

P, VP, AP, ML

What is it?

This is an opportunity to explore the subject area in greater depth based on the information that has emerged from the QA activities. They should be based on the impact of the learning and the curriculum. Meetings should always have a focus on learning the in the medium-term plans. Meetings may involve classroom visits; book looks or pupil voice conversions to triangulate the information. These meetings in the Secondary phase are known as 360 meetings run with curriculum leaders. The key themes of the previous meeting should be discussed and if there is little impact, action taken to immediately address this. The meeting should be minuted with clear next steps established.

Why is this important:

Line management meetings can too often result in discussions regarding operational matters that have little impact on the learning. They should be learning focused and look at impact. Challenges should be offered in the meeting, and actions should be carefully looked at to see if progress has been made since the last meeting.

Prepare

- Establish a clear time for the meeting and share the focus
- Ensure all information is available such as book look activity if needed
- Have the medium-term planning available to look at to ensure impact can be established

Implement

- Look at the key actions from the last meeting and ensure there is clear and concise impact based on these
- Keep the meeting focused on the impact of any actions
- Ensure that all the basics are in place such as lesson ready routines and the learning cycle is followed

Take action

- If there is little or no evidence of action from the previous meeting, then decide the action that needs to be taken and if this needs escalating

Plan forward

- Set the next stage goals around impact
- These may be marginal steps that require refinement
- Decide on how these will be communicated to all stakeholders involved in the subject

Establish the timeframe

- Decide on the timeframe for success
- Decide on what success will look like and be explicit
- Ensure the above is recorded to look at in the next meeting

Key Stage Three Assessment

KS3

Who is this for?

P, VP, AP, ML, Teachers, Data Managers

What is it?

This is completed twice a year (January and June). The summative test is run in each subject against end points. Where available Trust standardised testing should be used in the subject area.

Why is this important:

Formative testing provides a staging post and link with the medium-term planning outcomes to consider how well pupils are learning at a given point. The testing informs leaders of the success of the key learning outcomes and if pupils have retained knowledge over a period of time. This is therefore a key indicator of the success of the planned curriculum. This testing also informs parents of performance and subjects where pupils are succeeding. The data gathered assists leaders and teachers in reshaping the curriculum and going back to cover gaps that have emerged.

Prepare

- If there is a need to construct the end point assessment, follow the guide KS3 Curriculum and Assessment Steps to Take
- Ensure that the Trust checklist has been completed Key Stage Three Assessment Checklist
- The above looks at communication and the steps that need to be undertaken to ensure there is a successful implementation
- Leaders need to ensure this checklist is given space on the SLT agenda at the end of September to ensure there is adequate time allocated

Implement

- Testing needs to be implemented with fidelity in line with the checklist in the prepare section
- All additional support arrangements for pupils with additional needs must
- be implemented. The SENCo must be involved to deploy resource
- There must be a 'mop up process' for those who have missed the testing within the window, for accurate outcomes

Set the standard

- SLT should arrange a series of meetings with subject leaders to establish the standard in the subject. The Principal will be at all core subject meetings
- Prior to the meeting, subject leaders should ensure that all papers are ordered numerically and should have considered the standard as a starting point for discussion
- The end point document should be available and checked against the standard agreed
- In addition, an above expected standard should also be established
- The data manager will need to be present to ensure that the information is fed into the agreed format to generate the reports

Plan forward

- Establish in the meeting patterns relating to gaps in learning and identify why this may be the case
- This will inform adjustments to the curriculum that may need to be made
- Feed this information back through line management to ensure action is taken
- The data will need to be shared centrally in line with the data deadline on the Trust calendar
- The data should be compared to previous years when available centrally and reported to the LGC and Trustees

Celebrate

- Ensure that there is a series of high-profile events around the outcomes and the reporting
- Communicate each stakeholder's role in the events. These will include, but not be limited to, assemblies, form time
- activities, Principal celebration, pastoral team celebrations, and contact with home
- It is critical that all pupils with additional needs have contact with home to ensure a full understanding and that conversation occurs around the reporting

Year 11 Assessment (Mock Examinations)

Y11

Who is this for?

P, VP, ML, Teachers, Data Managers

What is it?

Mock series run twice a year using past papers and grade boundaries.
Where available Trust standardised testing should be used in the subject area.

Why is this important:

This formative testing provides pupils with a key opportunity to practice for the upcoming GCSE examinations. They are a staging post and link with the medium-term planning outcomes to consider how well pupils are learning at a given point. The testing informs leaders of the success of the key learning outcomes and if pupils have retained knowledge over a period of time. This is therefore a key indicator of the success of the planned curriculum. This testing also informs parents of performance and subjects where pupils are succeeding. The data gathered assists leaders and teachers in reshaping the curriculum and going back to cover gaps that have emerged.

Action can and should be taken by leaders to adjust teaching and grouping where available, and in the best interest of securing the strongest possible outcomes.

Prepare

- Ensure that the Trust checklist has been completed Y11 Mock Checklist:
- Consider how attendance teams and leaders will maximise attendance to replace the summer series
- The above looks at communication and the steps that need to be taken to ensure there is a successful implementation
- Leaders need to ensure this checklist is given space on the SLT agenda, mid-September, to ensure there is adequate time allocated

Implement

- Testing needs to be implemented with fidelity in line with the checklist in the prepare section
- All additional support arrangements for pupils with additional needs must be implemented. The SENCo must be involved to deploy resource
- There must be a 'mop up process' for those who have missed the testing within the window for accurate outcomes

Interrogate information

- Once marking and standardisation has occurred, leaders must interrogate the information to inform next steps
- There should be deep discussion led by the subject leader with SLT, looking at the impact of the curriculum and where this needs to be adapted to ensure positive outcomes. Gaps must be identified and closed
- Trust Directors, where available, should be involved in the discussions
- This information should feed through to the RAG meeting where available
- Intervention should be based on this information and the next sequence of teaching
- Leaders should then undertake QA to ensure agreed practice is taking place
- The data will need to shared centrally, in line with the data deadline on the Trust calendar
- The data should be compared to previous years when available centrally and reported to the LGC and Trustees

Celebrate

- Ensure that there is a series of high-profile events around the outcomes and the reporting
- Communicate each stakeholder's role in the events, these will include but not be limited to, assemblies, form time activities, Principal celebration, pastoral team celebrations, and contact with home
- It is critical that all pupils with additional needs have contact with home to ensure a full understanding and conversation occurs around the reporting

Exam Reviews (Actual & Mock)

Who is this for?
P, VP, ML

What is it?
This is an opportunity for leaders to carefully discuss and assess what the outcomes of testing are informing them. This is also linked to the medium-term planning delivery, and the success of the intended outcomes. The meeting should be supporting and offering challenges. This is a proactive, action-driven meeting. It is too easy for the meeting to be diverted by looking at excuses. It is the role of the SLT member driving the meeting to ensure this is not the case and the meeting is driven.

Why is this important:
Too often there is a delay between the information received regarding mock examinations and action. This is a lost opportunity for adjustment to key aspects of the curriculum, teaching groups or pupil set moves. Leaders must have a clear understanding of pupil group achievement within the school and be able to communicate this effectively. There should be a keen focus on disadvantaged and SEND pupils.

Prepare
- Establish a clear time for the meeting and share the focus
- Gather the data and ensure this is in SISRA. This needs to be looked at before the meeting and the subject leader must be aware of action that needs to occur

Assess
- Look at the key areas of success and ascertain why this is the case, ensuring there is a focus on the vulnerable groups of pupils, using the filtering system in SISRA
- Explore the groups and find patterns on which to act
- Discuss learning in terms of gaps
- Look to see if there are gaps across the subject in individual classes
- Use the books and tests to triangulate this information

Take action
- Decide on the gaps that need to be filled in relation to the learning using the previous activity. Decide on the key actions to be taken in the curriculum and a timescale
- Decide on the key actions to be taken in specific groups
- Look at and decide on the movement of pupils if needed

Plan forward
- Establish success criteria and the timescales these will be seen in
- Establish QA and what success will look like

RAG Meetings

Who is this for?

P, VP, AP, ML, Data Managers

What is it?

RAG Is an opportunity for all critical stakeholders to come together to decide on the actions that need to be taken to raise attainment in the subject area. The RAG is led by a VP however the Principal is present to challenge and praise through the process. Each pupil is assessed in relation to the possibility of them gaining a grade 4, 5 or 7+ in the terminal exams. The whole of the RAG is based on available data. Following this, action is taken in a speedy and timely manner. The RAG starts with the vulnerable groups and ensures that intervention is prioritised for them. The RAG focuses on the core of English and Maths as key gateway qualifications.

Why is this important:

The purpose of the tracker is to take view of the likely outcomes for pupils. Its use is to drive intervention and raise attainment by allowing interventions to be distributed effectively to maximise efficiency. It must be recognised that interventions must be utilised strategically as it would be too difficult to intervene with all pupils in every subject all the time.

Prepare

- Set up: Pupil Tracker 24/25 template - Google Sheets for use with Y11 2024/2025 Pupil Tracker 25/26 template - Google Sheets for use with Y10 2024/2025

- Before the meeting, the curriculum leaders of English and maths should meet with their directors to prepare their internal trackers in advance of the meeting. The tracker should include predictions and RAG for 4+/5+/7+ for each pupil

- The predictions are not current working grades but should be the prediction of the final result in that English Language, English Literature or maths given the engagement and effort of the pupil, and the results of teaching and interventions prior to the examination. This is not the best possible result but a realistic prediction

Meeting

- Follow all guidance in the following document Pupil Tracker Guidance

- Ensure that each person knows their role before the meeting and conversation does not deviate. It is the responsibility of the Principal to ensure that the meeting is always focused on impact

- Start with the vulnerable groups of pupils and ensure that they have intervention in place. They will be front and centre of the support that the school can offer. Pastoral colleagues should be proactive in this to ensure that outcomes are maximised

- Ensure that all intervention is logged using the correct code. Schools should request to add to the central list if they have an addition they wish to make

- The RAG is also the opportunity to offer praise to pupils and this should not be lost during the meeting. Ensure that this is logged also

Take action & communicate

- Each of the actions that have been logged need to be enacted swiftly, without delay. Time scales should be agreed to avoid slippage

- Having all the relevant senior staff, data leaders, and pastoral colleagues will ensure that any actions are well communicated. An example may be a group move that can occur immediately and information for home can be arranged

- Ensure that it is clear who will communicate with home if this is necessary to ensure there are strong home school working relationships

Reading RAG Meetings

Who is this for?

P, VP, AP, Data Managers

What is it?

The RDI meetings are an opportunity for all critical stakeholders for reading to come together, to analyse and review reading data and subsequently agree on bespoke interventions for those who are below a set standard, whilst also ensuring other pupils are making appropriate progress. These meetings are held three times a year after each baseline reading plus assessment.

The RDI meeting is led by the members of SLT with responsibility for reading; however, the Principal should (where possible) be present to challenge and praise throughout the meeting. The RDI uses reading plus (R+) baseline data and allows key stakeholders to measure progress more effectively. Following this meeting, action is taken in a speedy and timely manner. The RDI starts with the vulnerable groups and ensures that intervention is prioritised.

Why is this important:

It is important that all pupils read well to access the curriculum. One of the key reasons for the RDU meeting is to identify pupils who may have phonic gaps and therefore be tested for fresh start (FS). Leaders in school need to ensure that resource allocation is deployed effectively, and interventions are maximised.

Prepare

- Set up: for each new cohort, pupils need adding to the school's RDI tracker. Example tracker
- Before the first Y7 reading plus baseline assessment, the data manager needs to populate the tracker with the relevant information identified on the tabs
- Once the reading plus assessment is complete, the R+ lead (with the help of the data manager) needs to populate the RDI tracker with the relevant information
- The R+ lead needs to also identify pupils who have a comprehension score below 3 and/or a vocabulary score below 5. These pupils are not ready for reading plus. These pupils need to be tested for the FS prior to the RDI
- Once the testing (R+ and FS) is complete for most pupils a meeting time needs to be agreed. Attendees must include: SLT lead for reading, SENDCo, R+ lead, FS reading lead, English lead. Ideally the Principal will also be present.

Meeting

- Begin the September meeting by filtering pupils who did not meet the minimum expected standard FS lead explains testing results for each pupil.
  1. Whether or not they need FS
  2. If so, what is their starting point (i.e. module 6)?

  This will give a picture of who needs the FS intervention.

  For pupils who did not need FS, pupils can be retested for R+ to ensure that results are an accurate reflection of the pupils' reading ability.

  If reading data is accurate, these pupils will need some form of reading intervention as it will be their comprehension and not their decoding skills which will need developing. The recommendation would be supervised R+ sessions.

- The SLT reading lead also needs to ensure that all bespoke interventions in relation to reading are recorded to help monitor and track their impact.
- The Spring and Summer RDI meetings will need to occur after the February and July R+ baseline assessments. Like with the first meeting, the R+ leader will need to download the information to the RDI tracker so that progress can be analysed. The R+ leader will also need to begin by filtering for pupils who do not meet the expected minimum standard - this may include newly identified pupils
- Pupils on FS should be priorities to ensure they are making progress. The FS lead needs to provide an update on each pupil and report on any barriers to progress

Take action & communicate

- SLT reading lead and SENDCo to meet separately to agree on interventions and resource allocation
- Parents of pupils who require bespoke interventions need to be informed
- Teachers need to be aware that pupils will be taken out of lessons except for English and Maths - this will be staggered so the same lessons are not impacted
- Pupils who require interventions need them implementing as soon as possible
- When/where barriers to interventions occur, appropriate members of staff need to be informed, e.g. Trust reading lead or SLT for behaviour/attendance