



Supporting Learning, Assessment & Teaching

Our Process:

Senior Management Team

- ❖ Head of Curriculum (Vocational) directly line manages all vocational teachers, with full accountability and responsibility for quality of learning, assessment, and teaching. Progress and feedback (including areas for improvement) are reviewed at fortnightly 1:1 meetings and team meetings.
- ❖ Head of Curriculum (English and maths) directly line manages all English and maths teachers, with full accountability and responsibility for quality of learning, assessment, and teaching. Progress and feedback (including areas for improvement) are reviewed at fortnightly 1:1 meetings and team meetings.
- ❖ Principal – Quality of learning, assessment and teaching is a standing agenda items at the weekly 1:1's with both Heads of Curriculum, including impact of interventions.
- ❖ SLT - Quality of learning, assessment and teaching is a regular agenda items at the weekly SLT meetings, including monitoring of Teacher RAG tracker. All SLT members undertaken learning walks and corridor walks. These can be both themed and generic.
- ❖ The outcomes of this oversight, particularly around areas for improvement, inform the quality improvement plan.

Our Process:

Learning Walks and Corridor Walks

- ❖ Learning walks and corridor walks are undertaken every half term by all members of SLT and can be both themed and generic.
- ❖ SLT agree themes for learning walks and corridor walks based on the stage on the academic year, overall CPD requirements and specific areas requiring improvement.
- ❖ Learning walks and corridor walks are recorded using standardised forms. Feedback is provided to relevant members of staff via the line manager, with actions agreed around areas requiring improvement.
- ❖ Data from the learning walks and corridor walks, along with information from other data sources (including student voice, 1:1 meetings, awarding bodies, etc.) is used to inform the Teacher RAG tracker.
- ❖ The outcomes of these learning walks and corridor walks, particularly around areas for improvement, inform the live quality improvement plan.

Learning Walks

- ❖ Quality team to visit lessons to review specific themes around curriculum intent and implementation.
- ❖ Observer may review lesson delivery, teachers' records, student voice, as well as discussing the lesson and course with the teacher.
- ❖ Lesson visits will not normally last longer than 20 minutes.
- ❖ Teaching staff will be given up to 2 days' notice that learning walks are going to be undertaken.
- ❖ Any individual teacher may be observed more than once during a learning walk window.
- ❖ At least one round of learning walks will usually be undertaken every half term.
- ❖ Feedback will be provided via the relevant line manager.
- ❖ Overall feedback will be conveyed to all teaching teams and used to inform individual training and CPD.

Corridor Walks

- ❖ Quality team to speak to groups of students around specific topics.
- ❖ Topics will include induction; assessment; attendance & punctuality; progress; safeguarding.
- ❖ At least one round of corridor walks will usually be undertaken every half term.
- ❖ Any individual feedback will be provided via the relevant line manager.
- ❖ Feedback will be conveyed to all teaching teams and used to inform training and CPD.

External Quality Improvement Review (EQIR)

- ❖ London Learning Consortium Quality Managers carry out annual quality improvement reviews over all 3 DV8 sites.
- ❖ Activities include:
 - Deep Dives
 - Learner journey case studies
 - Lesson visits
 - Talking to learners & staff
 - Work scrutiny
- ❖ The outcomes of these EQIPs, particularly around areas for improvement, inform a post inspection action plan, which supersedes the quality improvement plan.

Appendix 1: Examples of activities as a result of quality processes (2021/22)

Activity

What are the specific key measures that Ofsted evaluate in regard to learning, assessment and teaching?

1. Punctuality and attendance
2. Evidence of progress of current students – Skills, Knowledge and Behaviours
3. Quality of the work students have produced
4. Retention of students (current and previous years)
5. Pass rates of students (previous years)
6. Achievement rates
7. Achievement gaps
8. Distance travelled/value added
9. Progression
10. Destination



Accountability & Responsibility for all aspects of students progress and progression

- ❖ **Classroom teacher**
- ❖ **Academic Tutors**
- ❖ **Heads of Centre**
- ❖ **Principal**

Learning Walk 1 – Strengths

1. Evidence of student progress
2. Positive staff student relationships
3. Good use of ICT



Learning Walk 1

Areas for Improvement

1. Learning Aims & Objective

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DV8
SUSSEX

1. Clearly presented in classroom
2. Discussed with students
3. Differentiated for each session/timings
4. “All, most & some”

2. Recap previous learning

1. Starter & other activities to review previous learning
2. Use of a range of strategies:
 - Open & directed questioning
 - Individual, paired and group work
 - Verbal, written & presentations
3. Assessment For Learning
4. “All, most & some”

3. All students engaged

1. Room layout
2. Group work and paired work
3. Working the room
4. Effective use of LSAs
5. “All, most & some”

Plenary

1. Learning aims & objectives
2. Recap of previous learning
3. All students engaged



Teacher Training Session 2

“Deep Dives”

Key Focus – All Lessons

1. Learning aims & objectives
2. Planned recap of previous learning
3. All students engaged
4. Planned assessment for learning
5. Clear starter & clear plenary

What is a “deep dive”?



INTENT IMPLEMENTATION IMPACT

1. Discussion with individual learners
2. Discussion with individual teachers
3. Discussion with group of learners (by deep dive area)
4. Joint scrutiny with teacher of progress from starting points

What is a “deep dive”?



INTENT IMPLEMENTATION IMPACT

6. Joint work scrutiny with teacher, learners or manager
7. Case study of learners who have high needs
8. Visits to learning and work environments
9. Discussion with manager on impact (which may include achievements) within context of intent and implementation
10. Review of accommodation, resources or workplace

INTENT

IMPLEMENTATION

IMPACT

1. Intent

What is Effective Intent?

Effective

- Challenging, ambitious content
- No narrowing of curriculum
- Powerful knowledge and skills
- Line of sight to next steps

Not so much.....

- Diluted curriculum for some (all... most... some)
- Generic skills (do not exist)

“Homework”



1. What evidence would you present for the joint scrutiny with the inspector of students' progress from starting points?
2. Identify case studies of learners (inc. who have high needs)
3. Evidence of impact – Progress, Achievement & Progression

2. Implementation

INTENT

IMPLEMENTATION

IMPACT

Effective Implementation?

Effective

- Logical sequencing
- Clear focus on content
- Chunking, interleaving
- Explaining how new fits with old
- Recall/formative feedback
- Not too many distractions
- Addressing knowledge deficits

Not so much.....

- Too much differentiation in class
- Learning styles, multiple intelligences and similar gimmicks
- Distracting activities/overloading working memory
- Expecting complex composite performances before components are in place

Signs of Poor Implementation

1. Too much focus on generic skills
2. Group work when necessary knowledge/skills have not been effectively taught
3. A retreat into topics/activities that are familiar or deemed engaging rather than a journey towards the less familiar
4. Teachers saying 'it's too difficult for our learners'

3. Impact – Next time!

INTENT

IMPLEMENTATION

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Activity

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Teacher Training Session 3

“Deep Dives” – Session 2

Key Focus – All Lessons

1. Learning aims & objectives
2. Planned recap of previous learning
3. All students engaged
4. Planned assessment for learning
5. Clear starter & clear plenary

Recap:

What is a “deep dive”?



1. Discussion with learners/teachers/managers
2. Scrutiny with teacher of progress from starting points
3. Case study of learners who have high needs
3. Visits to learning and work environments
4. Discussion on impact (which may include achievements) within context of intent and implementation

INTENT

IMPLEMENTATION

IMPACT

INTENT

IMPLEMENTATION

IMPACT

1. Intent



Activity 1 - What is Effective Intent?

Individually or in small groups write down 5 bullet points on what makes effective intent, illustrated with examples of how this relates to the course(s) that you teach

(5 minutes)

What is Effective Intent?

Should include:

- Challenging, ambitious content for all students
- Logically sequenced to build skills and knowledge over the course (how does “old” fit in with “new”)
- Clear development of valuable vocational knowledge and skills
- No narrowing/simplifying of curriculum
- Stretch and challenge for all students
- Clear line of sight to next steps (further learning or employment)

Activity 2 - Implementation



Individually or in small groups summarise the evidence that you would present to an inspector that clearly illustrates:

- 1. Student progress**
- 2. Feedback to students on how they need to improve**

(5 minutes)

Next week: Implementation & Impact

INTENT

IMPLEMENTATION

IMPACT

Teacher Training Session 4

End of Term 1

Thanks To Everyone!!

Update: Disciplinary Process



- ❖ **Ready, Respectful, Safe**
- ❖ C1 – Verbal Warning
- ❖ C2 – Written Warning
- ❖ C3 – Suspension and/or Exclusion

January 2022

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- ❖ Term 1 Assessment Completed
- ❖ Planned and ready to go
- ❖ Student Progress (inc. intended destination – January 21st)
- ❖ Work Placements
- ❖ Appraisal Targets
- ❖ Attendance
- ❖ PSD

Remember

Key Focus – All Lessons



1. Learning aims & objectives – Clearly Presented
2. Planned recap of previous learning - with activities
3. All students engaged, all the time
4. Planned assessment for learning - Embedded
5. Clear starter & clear plenary
6. Starts and finishes on time

Merry Christmas & A Happy New Year



EMPOWERING CREATIVE THINKERS

Remember - Deep Dives

1. Discussion with learners/teachers/managers
2. Work scrutiny with teacher of progress from starting points
3. Case study of learners who have high needs
4. Case study of learners with low attendance
5. Discussion on impact (which may include achievements) within context of intent and implementation

INTENT

IMPLEMENTATION

IMPACT

What is Effective Intent & Implementation?

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DV8
SUSSEX

Should include:

- Challenging, ambitious content
- Logically sequenced to build skills and knowledge over the course (how does “old” fit in with “new”)
- Clear development of vocational knowledge and skills
- No narrowing/simplifying of curriculum
- Stretch and challenge for all students
- Clear line of sight to next steps