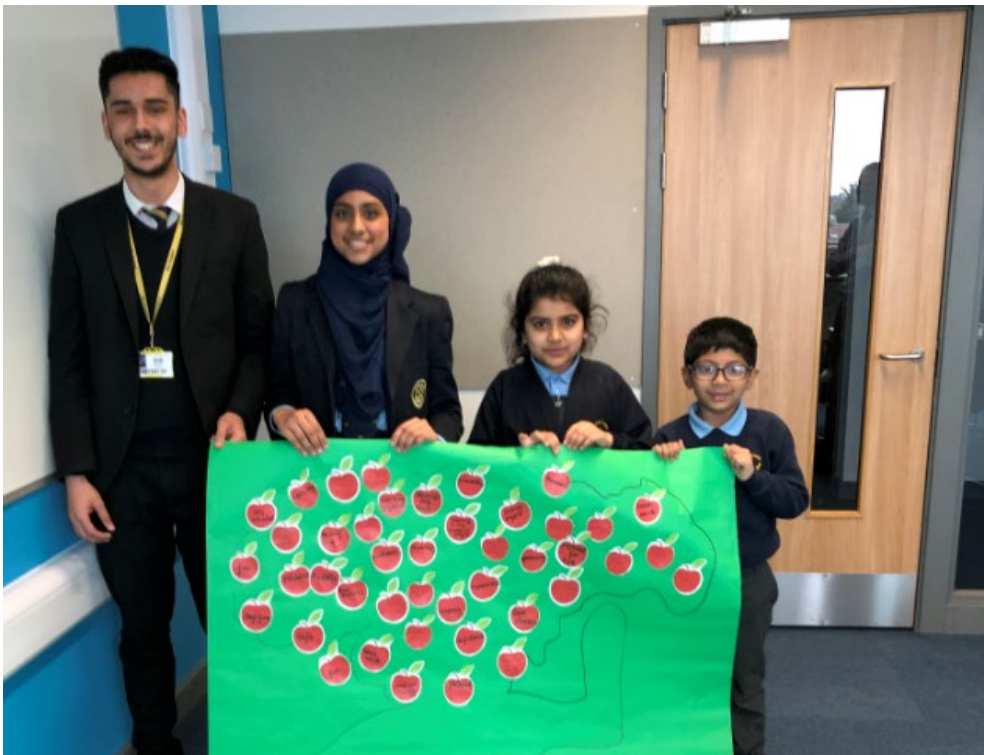# Seven Kings School

Learning and Teaching Policy

2022/2024

"Learning is driven by what goes on in the classroom"

"If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve."
Dylan Wiliam

Learning and Teaching: why we exist as a school

Introduction

The Learning and Teaching Policy is the key policy underpinning all of our work as an all-through school. It reflects the importance we place on learning, teaching and achievement and is rooted in the principles of Assessment for Learning. What happens in classrooms has a fundamental impact on the physical and mental well being of children as well as their life chances, it is our responsibility to get it right.

Key Principles:

- There is no ceiling to achievement – intelligence can be developed and we can learn to learn
- Metacognition is a skill that is explicitly taught
- Students must be taught to think and evaluate to have a voice and opinion
- Every student has the right to be successful and the ability to achieve
- Every student must know what to do in order to improve and how to do it. High expectations on their own are not enough
- Consistency of experience is vital
- Our job is to create learning, not to record what we find or to process underachievement

The Learning and Teaching Policy sets out clear expectations and entitlements. It identifies the areas and criteria against which we will be evaluated. There should be an on-going discussion about learning and teaching in Year Groups and departments with constant review, reflection and development of policy and practice.

Every member of staff is a leader of learning in the school and the Learning and Teaching Policy should be used to provide a guide to our work.

We pride ourselves on our success, which is the result of every member of staff working collectively in the interests of those we serve with a commitment to providing the very best for our students.

Learning and Teaching

The Seven Crowns of Seven Kings: Together we are growing the students of Seven Kings to be the next generation. Our all-through curriculum is based on these Seven Crowns.

Confident

Resilient

Respectful

Happy

Independent

Responsible
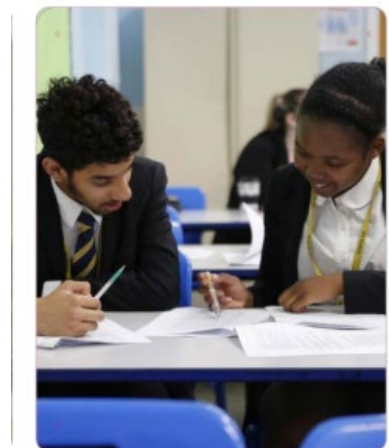
Problem solver

Principles of Learning and Teaching

As a community of learners, learning in a World Class School, we are guided by the following principles:

- Students should be taught how to learn and how to reflect and improve on their learning following the most effective strategies published by the Education Endowment Fund ([EEF](#))
- Learning objectives must be carefully planned; ensuring that they build on knowledge and skills and reviewed regularly
- Clear structured lessons promote learning
- Learning should be challenging, varied, purposeful and personalised to meet the needs of all students
- Students should be allowed to maximise their potential and be given support to do this.
- Underachievement must be challenged, not processed
- Staff must ensure a purposeful learning environment is maintained
- Achievement must be recognised, shared and rewarded
- Cover learning must be set to ensure purposeful learning is maintained in the teacher's absence

Learning and Teaching

Learning and teaching are interactive. It is important that we teach students how to develop their metacognitive skills from reception age onwards; to think, evaluate, have a voice and express an opinion in order to become independent, ambitious learners and develop skills for life-long learning. The skill based curriculum across the school provides the foundation for this. Every member of staff is responsible for development and delivery of these skills. Thinking and Literacy, Oracy, Numeracy, CPSHE, computing, wellbeing, scholarship and problem solving skills underpin learning across our curriculum.

At Seven Kings we can learn and have fun at the same time. If you do something correct you learn and if you do something wrong you still learn. **Year 4 Student**

I love learning, it is about remembering things for the rest of your life. **Year 1 Student**

Learning means when you make mistakes, it makes you stronger. **Year 6 Student**

Teaching and learning is best when it is varied for each individual and thoughts and opinions are carefully considered to benefit all. **Year 8 Student**

Teaching is about inspiring others by giving them unique opportunities.
Year 7 Student
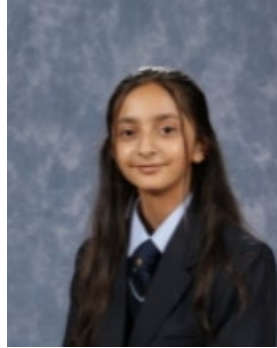
Teaching is about inspiring hope, igniting imaginations and instilling a love of learning, to help students gain knowledge to passionately pursue their goals to success. **Year 12 Student**

Lifelong learning is very important because without it nobody would become who they are meant to be.
Isaac Harvey, former student

Studen

taught how to learn

It must be made explicit to students what they need to do to be successful in their learning using guidance from the EEF document on metacognition. This could include (but is not limited to):

- sharing or creating success criteria with students in student-friendly language
- explaining the learning taking place e.g. by the teacher, between students, by students to the whole group, and students to the teacher
- scaffolding (writing frames, sentence starters, matching, cloze)
- modelling (exam technique, sharing work, working through examples, guided writing, sharing planning and demonstrations, live modelling, use of visualisers and co-construction)
- feedforward (verbal and written) and continual target setting on how to improve by teacher and/or student
- examples of final outcomes and showing them What A Good One Looks Like (WAGOLL)

Learning objectives must be shared and reviewed

If students are to become self-regulatory in their learning , they need to know what they are expected to learn, what possible skills they may need, how to achieve and ultimately how this learning fits into the learning journey. Providing objectives allows students to engage with the process of learning. Students should be able to articulate what they are learning in the session:

- Before the lesson, teachers must carefully plan learning objectives with activities and questioning so students develop subject specific skills or content. LOs should be shared with students and learning should be planned to meet those LOs. This will usually happen at the beginning of the lesson and should be reviewed and revisited, encouraging active engagement, as the lesson progresses
- Longer term objectives across schemes of learning, should be made clear and reviewed. Reflection time should be built into schemes of learning. The reflective process should be made explicit to students and time provided to respond to formative comments given
- In Primary, children co-create success criteria, reflect and self assess against the learning objective.
- Student-friendly descriptors and success criteria should be provided or displayed in the classroom and all work should be modelled to the highest level to allow students of all abilities to see what the highest level of work should look like
- Student-friendly Schemes of Learning should be shared with students and the use of Personal Learning Checklists (PLCs) should be used with KS4 and KS5 students to give students ownership of their learning.

Teachers must ensure a purposeful learning environment is maintained

The way teachers manage the classroom has a significant effect on learning and well-being of the child. Students learn, develop and progress in a structured and stimulating environment building their own independence.

Attendance and Punctuality

- Punctuality and regular attendance are essential for staff and students
- It is a legal requirement that an electronic register using SIMS must be taken in the first 10 minutes of every lesson for secondary students. In the Primary the register needs to be completed within 10 minutes at the beginning of the day and after lunch. In the event of computer problems, a paper register must be sent to the front office as soon as possible

- In the secondary, If a student is absent from your lesson, having attended the previous lesson, an e-mail must be sent to the email group '**Absent from lesson**' (absentfromlesson@sevenkings.school)

Seating Plans

- Strategic seating challenges underachievement and promotes learning and discussions
- Secondary teachers must have a seating plan, personalised for the needs of every class. This needs to be continually reviewed and available, for cover, in the Google Shared Drive for your department. Take care that confidential information is not seen by students
- Primary teachers use a variety of strategically planned different seating arrangements including: carpet spaces, learning partners and different group tables to seat students according to their personalised needs.
- All groupings (seating plans, lining up order, partner talks, groups) are displayed on the teacher board for all staff to access if and when necessary.

Behaviour for Community

- Teachers greet students at the door of the classroom ensuring they enter and leave the classroom in an orderly way
- Primary teachers may use a 'line up order' for their class which is displayed in every classroom and followed consistently
- Lessons must last the full duration and students must be dismissed on the bell. Lessons must end on time.
- Teachers ensure that students maintain appropriate standards of uniform and 'behaviour for community' throughout the school

Classroom Environment

- Teachers must ensure that classrooms are left clean and tidy. If furniture is moved, it should be returned. Graffiti and other damage must be reported immediately to the learning leader and Chris Stokes (Site Manager) and appropriate sanctions used
- All teachers are responsible for managing stimulating and purposeful displays that support and promote learning and are updated regularly.
- Primary teachers need to regularly update their working walls and refer to the Display Policy for classrooms. Severine Kaleem (LSA) can be used to support with displays

Clear structured lessons promote learning

- All lessons must be challenging, inspiring and engage students, encouraging outstanding behaviour for learning

- The setting and recording of differentiated home learning should be done using [Google Classroom](). The home-learning should be fully explained to students at an appropriate time in the lesson. Setting home-learning at the end of the lesson disadvantages SEN students.
- Google Classrooms can be used to help students keep on track of their learning, particularly if they have been absent from lessons. Resources can be sent to individuals, groups or whole classes as needed.

Learning should be creative, purposeful and personalised to facilitate learners making progress individually and collectively

Students learn in different ways. Recognising this and planning for it provides stimulus and is inclusive. Lessons need to include a range of activities and platforms to spark learners' interests and engage them in learning. Teachers could use interactive technology to support the learning process.

- The first lesson of the year and the introduction of new skill lessons and the beginning of new units should aim to '**light fires**' and spark students' enthusiasm and love of learning. Expectations should be introduced and regularly returned to.
- Teachers must make sure that all lesson time is used purposefully to benefit the learning needs of all. Teachers should be active role models in learning. Teachers must not sit working on laptops during lessons; working on e-mail or administrative tasks must not happen during lesson time
- Personalisation and differentiation are essential and powerful tools for student learning in the classroom and at home. These will take many forms and can include:

  - ✔ differentiation by task
  - ✔ differentiation by question
  - ✔ developing and adapting resources to both support and extend students, taking into account all students' needs
  - ✔ student grouping
  - ✔ the learning environment
  - ✔ focused assessment
  - ✔ target setting
  - ✔ the amount of time a student works directly with an adult

- Teachers must ensure that a variety of activities give students the opportunity to learn and develop their literacy, numeracy, thinking skills and [metacognition]()

Oracy

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language.

At Seven Kings we provide an environment rich in 'Talk'. It is important that children are immersed in high-quality 'Talk' to fully explore their communication and language skills to equip them for the wider world. Lessons must include opportunities for children to use and improve their oracy skills.

- The modelling of high-quality talk should be central to pedagogy, particularly making sure that we talk with children, not just to them.
- Teachers have a responsibility to nurture students' confidence, creating a safe space in which students can be encouraged to find and use their voice.
- Our approach to oracy can be broadly split into two strands:
  - Learning to talk
  - Learning through talk

Good practice for oracy:

✓ Teachers facilitate talk and model effective oracy.
✓ Teachers should plan to create opportunities for oracy in all lessons.
✓ It is the teachers responsibility to work to create an environment in which pupils feel safe to speak up and share ideas.
✓ Teachers should use oracy as a tool to hold students to account for their listening. E.g. repeating or commenting on or building on what another student has said.
✓ Sentence stems can be used to scaffold and structure talk in order to build confidence and self-regulation. (The aim should be that these scaffolds are gradually removed as students become more confident and self-reliant orators)
✓ Students should be exposed frequently to examples of effective oracy, e.g. in recordings, visitors, peers.
✓ Metacognition strategies should be used to discuss and unpick the quality of oracy in order to feed-forward effectively.

Oracy is a fundamental skill and if teachers are concerned that students are not progressing as orators they should seek advice or intervention from Learning Leaders and Year Leaders.

Achievement must be recognised, shared and rewarded

Student achievement must be consistently celebrated. This can be done in a number of ways:
- using the school reward systems of merits, postcards or Jack Petchey awards
- using a department's reward system
- verbal praise
- assemblies, passed onto YL/ DYL and tutors through form time
- letters of commendation to parents/carers/students
- displaying students' work (on display boards, on screens)
- communicating with LL, YL or SLT to praise good behaviour for learning and achievement
- department and Year Group blogs and school newsletter

In primary:
- Celebration of work in class and assemblies
- Work displayed on the 'Seven Kings Superstars' board
- Children can be sent to senior members of staff to share their work
- Class Marble Jar - this is a collective rewards system where children can earn a marble for their class. Once it is full this can be celebrated through a whole class reward.
- Children will choose from a list of rewards at the beginning when the jar is empty and will work towards this as a team. Once full the class will receive their reward. This could include:
  - Extra playtime
  - Sports activity at secondary (liaise space with PE department)
  - Library time at secondary (liaise with MLE)
  - Movie afternoon with popcorn (no popcorn in EY)
  - Golden Time (planned for by the class teacher)
  - Arts and crafts
  - Other activity chosen by the class (within reason)

Underachievement must be challenged

ALL students are capable of achieving. Identifying and challenging underachievement is the responsibility of all teachers, mentors and LSAs. High expectations are not enough on their own; action is needed to ensure they are met.

i. Using data

- Teachers must familiarise themselves with relevant data (including Tapestry (EYFS), Depth of Learning (KS1 & KS2), 4Matrix, ALPs and GoGAR data as it becomes available on SIMS or from Learning Leaders. Each class has a SIMS Marksheet which includes SEN/EAL status, target grades/levels, interim data and previous achievement,

teachers should and use this to inform expectations; to aid differentiation and to monitor progress
- All teachers and LSAs should use assessment materials for the students they work with
- The relevant data must be shared with students and parents and carers sensitively e.g. expected progress target and pursuing excellence target
- Information must be passed onto LLs, YL, DYL, SEND/EAL Key Worker as and where necessary
- Teachers must be aware of other factors, such as SEND, PD, and EAL, as well as any social and emotional influences that may affect learning. Opportunities must be made at department meetings to discuss concerns
- Middle Leaders or TLR holders are responsible for managing key transition points, for example handovers between class teachers each year and between Key Stages. Transition points are not limited to changes to Key Stages but include any significant changes to a students learning environment and routine. As well as the data above, qualitative information should also be used for transitions including students books and discussions between the relevant staff members.

ii. Challenging underachievement

Class teachers must:

- Talk to students about their learning in order to establish reasons for underachievement. Targets are usually negotiated and must be reviewed. Targets and learning goals should be regular, short term, achievable, meaningful and appropriate. Progress must be recognised and acknowledged
- Use appropriate rewards when individual achievement or behaviour is realised or improved
- Communicate with partner teachers and Middle Leader where appropriate
- Teachers must address poor behaviour for learning which may prevent students from achieving, such as disruptive or passive behaviour, a lack of confidence or poor organisational skills
- Use appropriate sanctions when learning or behaviour fails to meet an acceptable standard. White Reflection forms can be used to help students learn from their mistakes and learn from the impact of their actions. If students repeatedly fail to respond to sanctions then the middle leader must be informed and they must take appropriate action within the department. YLs and DYLs, SEN/EAL Key Workers should be informed of this action and where appropriate students should be guided to "Wear The Crown" through the use of reflection forms. If there is still no improvement, then the YL and DYL will become involved and will make contact with parents or carers where necessary.

Learning Leaders, Primary Year Group Leaders and relevant TLR holders must:

- Ensure Curriculum planning, lesson sequencing and assessments are appropriate, rigorous, differentiated and sufficiently challenging. The implementation of Schemes of Learning must be monitored. Schemes of Learning and assessment tasks must be reviewed and amended as appropriate

- Regularly lead the department or year group in standardising and moderating the levelling/grading of work against national expectations
- Monitor and track the progress of individuals and groups of students against relevant data and implement strategies to support underachievement and ensure all students make progress (see section on using data above)
- Challenging underachievement: LLs must liaise with DYLs, YLs and the relevant line managers about the progress
- Use appropriate actions to support students and departmental staff in maximising students' full potential and challenging underachievement

Year Leaders/Deputy Year Leaders and Primary Year Group Leaders must:

- Promote and support student achievement and behaviour
- Work to ensure students' individual needs and entitlements are met in line with the school's priorities
- Ensure students' wellbeing is considered in order to enable them to be fit for learning
- Refer to the Pastoral Director any students whose mental or physical well being is affecting their progress so that the relevant authorities can be notified and where possible learning mentors can be used as part of a support programme

Home Learning

Primary

- Children will take home an age-appropriate or phonics related book as well as a library book on a weekly basis.
- Parents are encouraged to read with their child daily for at least 20 minutes however children are expected to do this themselves.
- All children have access to Times Tables Rockstar which they are expected to log into at least 3 times a week to practise their number knowledge. Maximum 15mins
- Y1 - Y6 Passport: Multiplication and division practise using the number facts booklet as well as Number Bonds are set weekly. Children work through their year group times tables and practise daily for 5 mins and aim to reach bronze, silver and gold.
- Y1 - Y5 Addition and Subtraction booklet: Children will move onto this once they have achieved their year group times tables to achieve bronze, silver and gold.
- Spellings are given out weekly and tested during the week. Year group leaders will decide which day and inform parents.
- They will receive topic based home learning centred around current cross curricular learning taking place over the course of a half term/term.
- Children are also set home learning specific to the year group or Key Stage e.g. EYFS - high frequency words, Y1 - phonics, Y2 & Y6 SATs preparation and home learning activities set by secondary subject specialists in computing and MFL.

Secondary

Excellent home learning should be:

- Set with the students early on in the lesson, home learning set at the end disadvantages SEND students
- Set in line with home learning timetable
- Posted on Google Classroom with an appropriate deadline respective of the task set
- Signposted and and planned with intent within schemes of learning
- Differentiated for students who may struggle to access the task
- Used as an opportunity to build independence and create self regulation of learning.

As a guideline:

Years 7 and 8

- Y7 students will be introduced gradually to home learning over the first half term
- Y7 and 8 students receive 20-30 minutes of home learning per subject per week as outlined in the timetable

Year 9

- Students should receive 30 minutes of home learning per subject per week as outlined in the timetable

Year 10 and Year 11

- Students should receive 60 minutes of home learning per subject per week as outlined in the timetable

Year 12 and Year 13

- A-level students should be set between 1 and 2 hours of home learning per teacher per week which also helps to enhance their independent study
- A-Level students should carry out a minimum of 10 hours independent study a fortnight per subject.
- Students can choose to use their Private Study (PS) periods on their timetables for Directed, Independent or Proactive study.

At the start of Year 12, most A-Level students require independent study to be scaffolded for them in order to fully understand what it means to go 'above and beyond the brief'. Google Classroom is a valuable resource to support this, where a range of resources, Loom videos and other materials can be stored for students to access.

Techniques for independent study should be taught explicitly and modelled in individual subjects and should be done in line with the Perspectives Schemes of Learning. This is so that

students can tailor their independent study to their different subjects and become self regulatory over time.

Examples of good home learning resources

These include:

- ✔ questions
- ✔ research
- ✔ thinking
- ✔ [thinking hard](#)
- ✔ reading/ wider reading
- ✔ extended writing
- ✔ past papers
- ✔ revision
- ✔ listening tasks
- ✔ group work
- ✔ presentations and speaking/oral tasks
- ✔ responding to feedback

● Home learning should not be used to finish off classwork unless this is planned.

● All home learning tasks must be assessed or addressed at some point. This can be done in a variety of ways such as:

- ✔ feedback from the teacher (this can be verbal)
- ✔ whole class feedback
- ✔ peer/self-assessment
- ✔ informing your planning for the next lesson

Cover work must be set to secure a purposeful learning environment is maintained in the teacher's absence

The Cover Department provides support to cover absences of staff, thus ensuring continuity of learning across all years and subjects.

As staff absences cannot easily be predicted, the department workload is highly variable and is typically organised at very short notice. In the same way, it is difficult to predict which departments will require cover on a given day. This demands great flexibility from all department members.

The type of cover set in your absence will have a significant effect on students' learning and behaviour. Teachers are responsible for providing effective cover to the Cover Department.

Cover should be focused on continued learning, student engagement and maintaining a stimulating learning environment. Where possible, starters and plenaries should be in place for the cover teacher. Please ensure that your cover has met all of the steps in the [Planned Absence Cover Checklist.](#)

- Where the absence is planned, teachers must complete the [planned absence cover sheet](#) in Google Drive at least 2 days before the lesson
- In the case of absence due to unforeseen circumstances, such information will be provided by the relevant Learning Leader. Teachers are responsible for providing this work to the Learning Leader
- Details of cover work should be provided to:

  ✔ **Secondary** - (s.taak@sevenkings.school and s.khatun@sevenkings.school)
  ✔ Cover Department (coverwork@sevenkings.school)
  ✔ The relevant Learning Leader
  ✔ **Primary** – (v.faria@sevenkings.school)
  ✔ The relevant Year Group Leader

This should be done by 8.00am at the very latest to ensure the member of staff covering your lesson has sufficient time to familiarise themselves with the cover set. The 8.00am cut-off is particularly crucial for cover set for Period 1.

- Cover work must ensure that the learning of the students is not hindered by the absence of the teacher. Where possible, teachers should use platforms such as [Loom](#) to record vital aspects of lessons that can be used in their absence to explain key ideas and support the learning of students. The following guidelines should be adopted when setting cover:

  ✔ The work continues on from the learning in the previous lesson(s) and it should be made explicit to the Cover Teacher
  ✔ The instructions for cover should be written as though you are addressing the students for example: "Using **your** home learning notes, **you** should…"
  ✔ The tasks set challenge all types of learners in the class
  ✔ The appropriate equipment / resources are available at the start of the lesson
  ✔ If you are on long-term leave, a sequence of lessons should be prepared in advance, with appropriate guidance notes. This allows the Cover Teacher to set the direction and pace of the learning
  ✔ The work set needs to enable a non- specialist to deliver the lesson

You must provide an up-to-date seating plan, either with the cover work or a link to where it can be found in Google Drive.

Assessment

Assessment for Learning underpins everything we do at Seven Kings School.

The 5 main areas of Assessment for Learning are:

1. Clarifying, understanding, and sharing learning intentions
2. Engineering effective classroom discussions, tasks and activities that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activating students as learning resources for one another
5. Activating students as owners of their own learning

'If you don't know where you're going, you'll never get there'. Dylan Wiliam
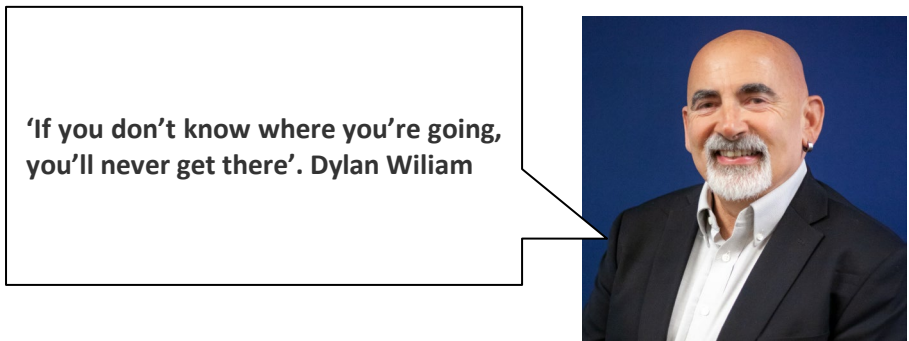
	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Assessment for Learning – a working definition:

Assessment for learning (AFL) is an approach to learning and teaching that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this, gain confidence in what they are expected to learn.

Assessment for Learning aims to 'close the gap' between a learner's current point and where they want or need to be in their learning and achievement. As teachers, we must plan learning, use modelling and give regular feedback which help learners to do this.

The effective assessment and verbal and written feedback of students' learning is fundamental to successful progress. All assessment information should be used formatively and used to help students move on with their learning and make progress. At Seven Kings, we use the term 'Feedforward' to emphasise that assessment used must help students move forward on their learning journey as it promotes improvement and progress.

The aim of formative assessment is to give students clear guidance about how to progress in their learning. Sharing or co-creating the assessment/success criteria with students before, during and after assessment is essential to improving their understanding and responses.

Formative Assessment

- All class work or home learning that is formally assessed, according to policy, must receive formative feedforward. When formative feedforward is given verbally by the teacher, it should be recorded and acted upon by students in learning journals in green pen and the teacher could record this in their mark book/planner or capture the feedback of the whole class in a whole class feedback sheet to help inform future planning.
- Students should be informed about what they have done well and *how* to progress in their learning.

  ✔ The best formative feed-forward is:
    o individual and personalised to meet the student's learning needs
    o prompt, and given to the students as soon as possible
    o given live during a lesson so that students can improve their learning whilst they are still working on a task

  ✔ There should be a variety of feedforward strategies in students' books with clear evidence or their response to all types of feedback and the progress they are making, at least every 3 weeks and in line with departmental schemes of learning and non-negotiables

How?

- Feedforward should celebrate success and provide opportunities for specific targets for improvement to be shared between students and/or staff (this is two stars and a wish). Wishes should be dialogic by encouraging an action and could be phrased as a question
- Use subject specific terminology to support progress
- Use student-friendly, accessible language
- Link to the mark scheme/assessment criteria where relevant
- Feedforward should enable students to bridge gaps in their individual learning journeys to support them in making excellent progress
- Plan frequent opportunities for Dedicated Improvement and Reflection Time (DIRT). DIRT **must** be given for students to act or reflect on feedforward. This could be done through class or home learning and supported by the teacher using effective questioning techniques to embed understanding and promote progress. For example:

  - ✔ a starter or a plenary activity
  - ✔ a whole lesson focused on responding to feedback
  - ✔ a whole lesson dedicated to editing and redrafting
  - ✔ using a visualiser to model how to make improvements
  - ✔ students set their own targets by themselves, with the help of peers/teacher
  - ✔ discussion with the student
  - ✔ a peer assessment activity
  - ✔ peer teaching
  - ✔ re-drafting pieces of work using green pens
  - ✔ students keep guidelines on how to approach a particular question
  - ✔ answering questions set by the teacher or responding to LSA coding
  - ✔ editing flaps
  - ✔ post-its to enable children to refer to prior targets and edit misconceptions

- Peer and/or self-assessment should take place frequently and at least every half term. The aim of self-assessment is to enable students to be actively involved in the assessment process and give them ownership of their learning and therefore encourage independent learning
- Teachers could use the handbook of good practice for guidance and strategies

Green Pens

- Green pens are issued to staff at the start of the year. Students should use these green pens in their books to respond to feedforward given on their work. The use of green pens is a clear way to show on-going dialogue between teacher and student and clear progress over time
- Students need to be taught how to use their green pen effectively through modelling and demonstrating, for example, using a visualiser
- Primary students in KS1 may need extra support in how to write using a green pen as they are used to writing in pencil (see CROWN Presentation).

Cross Year Assessment Tasks

There is an expectation that students have one cross year assessment task per term.

- The cross year assessment tasks must be differentiated where necessary according to the students' needs
- An agreed subject-specific record of progress in each unit should be kept across the academic year. These tasks can be set for class work or home learning
- Pre-assessment tasks must be used to help prepare students for cross-year assessments and written feedforward should be used to set targets at this point
- In EYFS in the autumn term, children are assessed using the government baseline assessments
- In year 1 children, children are benchmarked for reading and will be assessed for phonics
- From year 2 onwards, students are assessed every term using formal tests and teacher knowledge for reading, writing and maths
- There are many types of cross year assessment task including, but not limited to:

    - ✔ an extended piece of written work
    - ✔ an investigation/project
    - ✔ a practical task
    - ✔ whole class presentations, sometimes using ICT
    - ✔ an oral or aural activity
    - ✔ a mid topic test
    - ✔ an end of unit test
    - ✔ end of Key Stage test
    - ✔ the end of year examination

These assessments should reflect the nature of the scheme of learning as well as the larger curricular context.

- Departments/Year Group Leaders should record and track the progress of individual students' performance in cross year assessments
- The task must be common across comparable groups and the marking criteria clearly set beforehand and shared with the students. Levels/grades should be shared with students and action taken to maximise student potential
- As a result of assessment outcomes, departments/year groups should plan and deliver appropriate intervention targeted at underachievement and provide further challenge for Higher Attaining students
- At primary level, in-class and outside of class interventions in phonics, reading, maths and writing should be planned and regularly reviewed for students who need extra support

- At every Key Stage it is the responsibility of middle leaders to ensure cross year assessments allow students to access the full range of skills and knowledge in their curriculum so far, including enabling all students regardless of their ability to demonstrate exceptional performance.
- A4P planning, standardisation and descriptors should inform the creation of cross year assessments in KS3.
- .Teachers use LSA to support formative assessment of SEND students using a range of assessment tools (A4P, engagement model)
- At KS4 & 5 grades should be awarded according to examination board criteria
- Students who are taking different pathways such as 'Entry Level', must be awarded an appropriate level or grade according to the qualification they are taking
- Each department/year group must have a clear rationale regarding the awarding of grades/judgements at each key stage.
- These judgements/grades should be collated and recorded centrally and departments must carry out regular moderation and standardisation which is used to inform differentiation to meet the needs of all and adaptation to lesson planning, curriculum and interventions.
- In primary, Pupil Progress meetings led by the YGL take place every term where judgements for students are discussed and collated in reading, writing and maths against age related expectations. Pupil Progress Template
- Student friendly descriptors and success criteria should be provided or displayed in the classroom and all work should be modelled to the highest level to allow students of all abilities to see what the highest level of work would look like
- Displays in the classroom showcasing 'What A Good One Looks Like' (WAGOLL) encourage aspiration and provide excellent models for students

Assessment of Learning

In Key Stage 3 we use Assessment for Progress (A4P) for formative assessment, reporting and monitoring for progress.

The A4P process aims to ensure that:
- Teachers know who needs help both academically and pastorally, how the curriculum needs to flex and when to do the right things at the right time
- Parents know how their children are doing academically and pastorally
- The purpose of assessing without using levels using Assessment for Progress (A4P) is to support high quality formative assessment and better curriculum coherence

- Teachers should make judgments and provide pupils with precise feed-forward informed by the collaborative curriculum planning, standardisation and moderation within their department
- The expected standards at each point in the curriculum should be collaboratively planned in departments and it is the responsibility of each Key Stage 3 teacher to ensure that they teach to these standards, differentiate effectively and report accurately
- Each teacher is responsible to ensure that they:
  - understand their department's attainment descriptors and how to apply them
  - are strategic and rigorous in ensuring that all students know how to improve
  - moderate pupils work before making judgements, actively collaborating with others to build secure judgements and next steps
- If A4P is being used effectively it should not just be a way of reporting attainment, progress and learning behaviours, it should drive lesson planning, differentiation and curriculum adaptation

Departments share their A4P resources in this folder to help support each other's development.

In the A4P interim report each teacher is asked to report on the following 4 areas:
- Attainment
- Progress
- Collaboration
- Readiness
- Engagement
- Enrichment

Each of these areas for reporting is explained further here.

GoGAR
- In order to create a smooth and effective transition for students in Y10 and Y12, GoGAR is used to assess where students are at in terms of their Readiness for Learning, Engagement in Learning and Enrichment of Learning as they embark on their new option choices. They are awarded Gold, Green, Amber or Red - the R is for Radar.
- This enables both pastoral and curriculum leaders to pick up any students that may need additional support in order to have an effective transition into the new key stage and adjust their approach to learning.
- Each department creates personalised success criteria with subject specific examples for each area of assessment and ensures these are shared with students.
- Students should set 3 targets, one for each area following on from a GoGAR assessment which are co-constructed with their class teacher.
- GoGAR target setting could involve a number of different strategies including 1:1 conversation to co-construct, dedicated starter activity looking at how to transition

from one colour to the next, self assessment to elicit feedback using google forms or time for students to share their success with a pupil who needs to improve that particular area.
- Golds should be celebrated with ambers acted on proactively by LLs and QfT targeting students on red.

KS4 and 5:
- Achievement levels/grades should not be shared with students, except for cross year assessment or past examination questions/papers/comments
- It is essential that staff record levels/grades as appropriate for all assessed class work and home learning in their mark books as this will allow individual progress to be monitored
- In KS4 & 5 Expected Progress and Pursuing Excellence grades must be recorded in teachers' mark books or electronically in an individual or shared departmental spreadsheet and students' planners. These should be used to inform discussion and intervention where necessary
- With past examination assessments, levels/grades can be given, even if the task is not a cross-year assessment task. The relevant assessment criteria and level/grade boundaries should be used when assessing these tasks
- Notes/folders must be checked for accuracy and content at least once a half term. There must be visible evidence that notes have been checked, for example, a teacher's signature on the [folder record sheet](). A record of this must be made in the departmental spreadsheet.
- For certain activities it is appropriate to award a numerical mark

Presentation

Teachers must ensure that work is presented to the highest possible standard at all times, excluding rough and draft work.

- Teachers must not allow students to deface books, folders and planners
- All written work must have titles underlined, a date and an indication whether work is class or home learning
- At primary, students must use the [CROWN Presentation](). Reminders for their Year Group to guide their presentation. This is used in year 7 as part of transition to ensure these high expectations are carried through into KS3.
- At primary, students use a freshly sharpened pencil, until they achieve their pen licence from Y2 onwards. In January of Year 3, all students are issued with a blue pen, which can be revoked if their presentation deteriorates
- At secondary, students should be encouraged to use a blue or black ink pen that suits them.
- The presentation of all work should be carefully checked and challenged for grammar and spelling errors when appropriate. The ownership of this to gradually move from the teacher to the student enabling them to become more self-regulatory.

- All teachers are teachers of literacy and teachers should familiarise themselves with the school's literacy strategies

Feedforward

Rationale

At SKS, our learners deserve rich feedback. We need to provide regular, high quality feedback to learners so that they know where they are on their learning journey and how to improve.

This feedback can take many forms, for example verbal, peer, self, practical, whole class and written.

Research from the Educational Endowment Foundation has shown that feedback, at the point of learning, is proven to have the most impact on learner progress. We need to ensure that the feedback we give is adding to learning at all opportunities.

We recognise that different subjects assess and give feedback in different ways. All teachers are expected to use the Feedforward non-negotiables as a framework for giving feedback to students. Specific departmental non-negotiables support teachers in further guidance in different subjects in the nuanced ways they give feedback to learners.

Accepting and listening to feedback is only the start. Taking action and ensuring that you are the best version of yourself you can possibly be is really what makes a successful student.

⏭⏭

Feedforward Non-Negotiables

- Feedback must be given regularly as strategically planned for within Schemes of Learning. This can take different forms: verbal, peer, self, written teacher, practical, whole class, etc.
- High quality verbal feedback is the cornerstone of our Feedforward practice. Teachers must use informal verbal feedback regularly and where appropriate, in every lesson
- Verbal feedback must also be given in a formal, structured way as planned for in Schemes of Learning
- Peer and self-feedback must be used regularly within Schemes of Learning and learners must be taught best practice around giving feedback
- Learners must be able to articulate the feedback they have been given and show how they are making progress on their targets
- Learners must be given significant and frequent Dedicated Improvement and Reflection Time (DIRT) opportunities to reflect on and build on their learning
- Learners must use green pen to make improvements to their learning after verbal, peer or written feedback has been given
- Teacher written feedback opportunities must be planned for strategically and highlighted in departmental SoL. This will usually be for mid-way pre-assessment tasks in preparation for a summative assessment
- Written teacher feedback will be used less often but other feedback methods should be used more frequently and in a more structured way to ensure learners have timely and rich feedback to support their learning
- Feedforward ambassadors will be used to support feedback practices within lessons
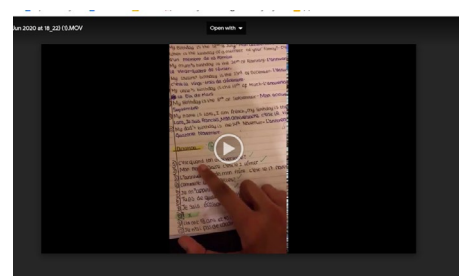
Watch whole class feedback   Watch verbal feedback

Inclusion

- Every student at Seven Kings has the right to receive the highest quality education. They and the staff working with them should have high expectations and work to remove barriers to achievement.
- All students at Seven Kings can thrive in an inclusive environment and make a unique contribution to the life of the school both inside and outside the classroom.
- All students are entitled to a positive, meaningful and enriched learning experience
- Every member of staff has a responsibility to meet the individual needs of all students

"It's nice to be different; I like having people who are good at different things in the class because we can help others and show them how to do things".

"Inclusion is enabling me to do what everyone else is doing".

Key Stage 3 student

"Inclusion is being treated equally in all aspects of activities".

Key Stage 5 student

At Seven Kings I never felt different. I could just get on with being me!

Former student

It is our collective responsibility to ensure that all educational needs are met. Ensuring inclusion involves:

- Understanding students' individual needs by reading One Page Profiles and EAL Assessment and Strategies Guidance sheets

- Having high expectations and levels of challenge when setting appropriate learning outcomes, classroom activities and home learning tasks based on individual needs; providing a quality learning experience for all
- Implementing access arrangements in all classroom tests and exams
- Liaising regularly with the SENCo, key workers, HLTAs, EAL specialists, learning mentors and safeguarding team to overcome potential barriers to learning (see our Inclusion Glossary for more information regarding abbreviations and key terms)
- Building positive relationships with support staff in to work effectively in lessons (i.e. LSAs and HLTAs).
- Ensuring staff understand SEND needs and follow the guidance of health and specialist education professionals. including Redbridge Specialist Education and Training Support Service (SEaTSS) staff and Speech and Language Therapists and attending training courses when possible)

Different groups of students have needs which the school supports in a number of ways:

SEND

As of June 2022, 82 young people with an Education, Health and Care Plan (EHCP) attend Seven Kings School. In total, over 200 of our students have a special educational need: EHCP, School Support Plus (K+) or School Support (K). Teachers are responsible and accountable for the progress and development of all students in their class including those with SEND. High quality teaching, differentiated for individual students, is the first step in responding to those students who may have SEND. SEN Code of Practice 2015

One Page Profiles

- All EHCP and K+ students have a One Page Profile
- A One Page Profile informs staff about the educational needs of a student with SEN. It states their short term targets, exam access arrangements and it also recommends support strategies and expectations for teachers and LSAs to follow in lessons
- Support strategies are reviewed and updated during multi-agency meetings (annual and interim reviews). They should be implemented by staff to help the student work towards meeting their short term targets and EHCP outcomes
- A student's One Page Profile can be found in SIMS ('Focus', 'Student', 'Student Details', 'Linked Documents') and on google drive
- Speak to your Year Leader (Primary), Learning Leader or the Pupil Support Department for further guidance

Exam Access Arrangements

- Some students qualify for exam access arrangements (for example, additional time, coloured paper, a scribe)

- Exam access arrangements are reasonable adjustments which must be implemented in all internal and external tests, exams or assessments, no matter how long the assessment will take
- Teachers should liaise with their Year Leader or Learning Leader well in advance of an assessment to ensure that all access arrangements are met (as directed by the JCQ)
- Year teams/ subject areas should liaise with the SENCo (or the student's key worker), or where appropriate, the student regarding how best to provide support
- Information regarding access arrangements is circulated to staff on a regular basis by the SENCo. It can be found in here Exam Access Arrangements

Key Workers (Secondary)

- All secondary students with SEND are assigned a key worker (SEND teacher)
- The key worker is responsible for coordinating support for their caseload of students with SEND; tracking progress, liaising with parents and outreach staff, and offering advice to colleagues with regards to meeting students' individual needs
- Staff should liaise regularly with key workers and be encouraged to ask for advice
- Information regarding key workers is circulated to staff every September and updated after review meetings.

Higher Level Teaching Assistants (Primary)

- HLTAs coordinate and deliver interventions including colourful semantics and reading interventions.
- Staff should liaise with both the SENDCO and HLTA to coordinate support, and be encouraged to ask for advice
- There are 5 HLTAs in the primary who are responsible for running interventions and covering the class teachers.
- There is one HLTA with specific responsibility for SEND.

Learning Support Assistants (LSAs)

- Seven Kings employs a large team of LSAs on both primary and secondary school sites. Teachers should read the Secondary LSAs and LSA and Teacher Best Practice documents
- LSA support is used in lessons, small group interventions, for 1:1 support programmes and on trips
- Class teachers are responsible for directing LSAs during lessons. Teachers should discuss plans/ support strategies with LSAs in advance of lessons whenever possible
- LSAs must be familiar with the needs of students with SEND and should provide regular feedback to teachers and key workers. See the LSA Feedback Coding sheet

- Teachers should consider where targeted students are seated so that LSAs can provide them with effective support
- LSAs should position themselves in the classroom so they can support targeted students but also provide them with opportunities to be independent
- LSAs should inform the teacher about issues relating to behaviour for learning at the earliest appropriate moment
- Each year team (primary) and department (secondary) should consider how to use LSA support effectively, setting clear guidelines for all staff to follow consistently
- LSAs should add value to what teachers do, not replace them.

Annual and Interim Review Meetings

- All students with an EHCP have a statutory multi-agency review meeting every academic year. Seven Kings also holds annual reviews for K+ students
- Annual review meetings are attended by the student, their family and all professional organisations involved in supporting the young person (i.e. Redbridge SEaTSS)
- The student's needs, their progress towards their EHCP outcomes and the provision of support they require is discussed
- It is a legal requirement for teachers to provide the SENCo with detailed feedback regarding a student's progress so that an effective meeting can be held
- The SENCo (or Pupil Support Department) requests feedback several weeks in advance of a review meeting
- EHCP and K+ students also have an interim review meeting during the course of a year

SEND Link Team Meetings (secondary school)

- All subject areas are represented by a member of their department at SEN link meetings
- Meetings are organised by the Pupil Support Department and are usually held once every half term
- During meetings colleagues share good practice, discuss various matters relating to SEND and receive training to be discussed in departments

EAL

Over 76% of Seven Kings School students speak English as an additional language (EAL). Approximately 38 different languages are spoken by students in their homes.

Understanding EAL

- There is a diverse range of language experience and ability amongst EAL students
- Many EAL students speak English fluently; others are in the process of developing their skills, and some are brand new speakers

- Students classified as EAL have a full range of ability. EAL students could be the highest attainers in your class; they could have an additional special educational need, or they could be somewhere in between

Assessing EAL Students

- All EAL students have an initial EAL assessment when they join Seven Kings
- Objective tests are used to assess a student's verbal and non-verbal reasoning; identifying their competence in understanding and communicating in English

Supporting EAL Students

- All students who speak English as an additional language are identified as 'EAL' in SIMS. See 'Marksheet' for more details
- Students in the early stages of acquiring English have a personalised EAL Assessment and Strategies Guidance sheet. The guidance sheet is emailed to teachers and can also be found in SIMS ('Focus', 'Student', Student Details', 'Linked Documents')
- Teaching staff should be aware of a student's EAL status and must take into account their individual needs when planning lessons Teachers guide to EAL support
  - Students are categorised using the Census codes A - New to English, B - Early acquisition, C - developing competence, D - Competent, E - Fluent and N - not yet assessed. Teachers should make themselves familiar with these as it will help them determine and personalise the kind of support and differentiation that should be offered to EAL students.
- Contact Jas Judge (EAL coordinator) if you have any concerns about supporting students who speak English as an additional language

More Able

At Seven Kings, we encourage curiosity and scholarship in all of our students. Equally, we understand the importance of creating opportunities to challenge our most able:

- When planning learning experiences we value depth over breadth
- We challenge students in a range of contexts and give them opportunities to develop higher order skills
- Each year group runs a scholarship programme to enable more able students to reach their full potential

Supporting Learning

"We don't care what you know, as long as we know you care."
Year 9 student

"Teachers help me learn lots of new things and they make the classroom a happy place."
Year 2 student

"I like my teacher because she tells me everything about my work. My teacher is kind to me."
Reception Student

When you have support, it stops you being isolated as it gives you an outlet from when you are under a lot of stress.
Year 12 Student

Supporting Learning

Students' learning, personal development and achievement is supported and celebrated in a number of ways across the school.

The celebration of achievement is as important as the raising of a concern in promoting positive behaviour and learning and as such students' learning, personal development and achievement is supported and celebrated in a number of ways.

- [Students' names and/or their work is displayed, celebrated and valued](#)
- Class Marble Jar - this is a collective rewards system in primary where children can earn a marble for their class
- In Primary, end of topic exhibitions and displays to celebrate achievement
- Rewards Assemblies conducted by YL in both Primary and Secondary
- The Merit System is used consistently across all departments in KS3.
- Postcards sent home in KS3 and 4 regularly by all departments and year groups
- Positive phone calls home carried out (in discussion with YL) by all departments in secondary
- Half termly school newsletter to celebrate work across all year groups and departments

See the school's Behaviour Policy for more information

Safeguarding

All staff members **have a responsibility to safeguard every member of the community.**

If a concern arises with a student it should be:

- Referred to the appropriate department member in the first instance and discussed with the DYL, YL or Phase Leader if appropriate
- If there is a serious concern over the well-being of the student, (the problem is of a personal or serious nature) it should be referred immediately to a member of the Safeguarding Team

See here for the school's Safeguarding Team

- For CP, an orange referral form should be filled in and **handed** to a member of the safeguarding team as soon as possible.
- YLs, DYLs, Phase Leaders and members of the Safeguarding Team use CPOMS to log incidents.

If a concern arises with a member of staff this should be referred to the Headteacher.

See here for the school's [Safeguarding Policy](#)

Roles in Supporting Learning

Director of Pastoral and Assistant Director of Pastoral

They support and promote an all through, inclusive culture throughout the school, enabling all students to achieve their best and help students to overcome barriers to learning and participation. They will work closely with SLT, the Pupil Support Department and with the pastoral system of YLs, DYLs and Mentors.

[Pupil Support Department](#)

Role of Tutors, Class teachers, Mentors, HLTAs

- The form tutor/mentor/class teacher/HLTA has an integral role in supporting students' learning and personal development
- The staff member must know their students, making themselves present and available as a trusted member of staff for students.
- The role of the form tutor/mentor/class teacher/HLTA is to monitor and support the development and learning of individuals and be proactive in undertaking form activities as well as encouraging involvement, commitment, and high standards of work and behaviour of all students
- The form tutor/mentor/class teacher/HLTA sets the standards and expectations of students for the day.
- A partnership exists between the form tutor/mentor/class teacher and YL and the Secondary DYL in order to monitor the academic and personal development and well-being of students within the form
- YLs and DYLs will work collaboratively with tutors in the secondary campus to develop structured activities for students during form time which the form tutor is responsible for delivering.
- The form tutor/mentor/class teacher/HLTA should monitor the wellbeing, attendance, punctuality and uniform of their tutor group/class and refer any concerns to the YL and DYL

See here for Attendance and Punctuality - [Secondary](#) and [Primary](#) and Uniform Expectations [Secondary](#) and [Primary](#)

Role of Learning Mentors

- A Learning Mentor will aim to help remove barriers to learning and support students to achieve their potential providing guidance, motivation, emotional support, and role modelling
- If there is a continued cause for concern regarding a student's Behaviour for Learning, the YL may refer the student for mentoring. We have a team of mentors who work within the pastoral system, assisting students' learning and wellbeing

Registration

- Registration periods are an important part of the school day and should contribute to the learning and teaching process and general well-being of the students in the school

Primary Campus

- Children have a soft start and come in between 8:40 and 8:50am
- Registration is closed by 8:50 and teachers must ensure children are marked in even if they come after 9am (or ensure they have been marked in at the office)
- Registration soft start should be used to greet children and make meaningful connections to start the day
- It should also be used as a time for children to engage independently in learning and the teacher should use some of this time to provide personalised opportunities for some children e.g finger gym for those with poor fine motor skills etc.
- Children in Reception are brought to the door by parents which is an important time to share information etc.

Secondary Campus

- Tutors must greet students at the door and dismiss students calmly
- Students must have visited their lockers and be seated in the correct uniform in their lesson or tutor period by 8.40am/1:40pm. Consideration should be given to the lockers allocated to students with physical disabilities in terms of accessibility
- Registration periods are part of the learning and teaching timetable and silence must be maintained while the register is taken. If there is a problem taking an electronic register, a paper register (or email) must be sent to the office staff immediately
- **All** students must remain in their form room for the duration of the registration period unless they have been requested by their YL

- During registration, form tutors should aim to talk to students on an individual or group basis to discuss/monitor personal and academic progress and report any concerns (home learning/class work issues) to the DYL or YL as soon as possible
- Seating plans must be set by the form tutor. An annotated copy should be given to the YL and a name only copy displayed on the notice board
- Tutors must escort their form to assembly, ensuring they line up quietly in full uniform. They must stay with their form and ensure that behaviour is appropriate during assembly
- Use of form rooms at break and lunch time is a privilege that students have. Therefore, form rooms must be left tidy at the end of registration, break and lunchtime in preparation for learning. A tidying rota could be in place. Leadership opportunities must be developed here to create a sense of ownership for students
- Tutors are responsible for passing on messages from the DYL or the YL, as well as all staff members; therefore it is vital that tutors check their emails before the registration period to ensure that these messages are passed on
- In Years 7-11, an LSA is assigned to each form group and planning should take place regarding their use during the registration/tutor time on Mon/Wed/Fri each week. Buddies and mentors can be used to take out small groups of students to talk about their specific interests or their academic progress

Year Leaders and Secondary Deputy Year Leaders

- YLs and DYLs lead the personal, academic, behaviour and overall well-being of all students within their year group. They work in partnership with class teachers, form tutors, teachers, parents, SLT, learning mentors, key workers and outside agencies to promote the school ethos
- They are available to discuss the individual needs of any student within their year group. Any academic, behaviour or personal concerns regarding a student should be discussed with the YL or DYL. The YL is responsible for supporting and monitoring the year team in their duties and offers guidance and support where necessary
- The YL should also inform the relevant staff of any concerns that relate to individual students
- The YL and DYL should support the personal, academic, behaviour and overall well-being of all students within their year group through conducting regular student voice

Learning/Subject Leaders

- The role of the LLs/Subject Leaders is to lead learning and teaching within the curriculum area

- Any concerns with the academic progress or behaviour of an individual student must be referred to, discussed with and acted upon by the LL in the first instance. In primary this should be referred to, discussed with and acted upon with the YL.
- LLs/Subject Leaders will support the professional development needs of individual teaching and non-teaching staff members within their curriculum area
- LLs/Subject Leaders are responsible for liaising with DYL, YL, SEND/EAL Key Worker and parents when necessary
- LLs should support the personal, academic, behaviour and overall well-being of all students within their subject through conducting regular student voice

Senior Leadership Team

SLT is responsible for the overall leadership and development of learning and teaching across the school. Members of the SLT are responsible for line managing departments and year groups within the school.

Student Leadership

'Student leadership lies at the heart of improving schools and enabling young people to realise their potential' (Jean Watt, NCSL).

"Student leadership provides mutual benefits to the leaders and the younger students they are helping. The scheme allows leaders to develop skills that they will be able to use in the future." (Year 10

"Getting students' opinions and ideas on subjects and the way a school should be run. This makes the school a

"I help make a difference as a school councillor by always having good behaviour and setting an example

"School Council makes sure that everyone is allowed to speak out." Year 3, School Councillor

Student Leadership

Every student at Seven Kings School is encouraged to contribute to the development of learning and teaching within the school. Student Leadership can be:

- Student Leadership within the classroom and subject
- Student Leadership for school improvement
- Student Leadership as role models and ambassadors
- Student Leadership within the wider school and local community

Student Leadership empowers students to have a sense of responsibility for their school and learning experience. Students are provided with the opportunity to develop essential skills that will equip them for life after school.

Student Leadership within the classroom and subject

"*When students are in charge of their own learning, they feel a sense of belonging—the classroom becomes a space defined by them*". (**Beth Pandolpho**)

"All students should have the opportunity to experience an opportunity to lead in class".

Examples:

- Peer Evaluation
- Paired Reading - SIxth Form & Primary Reading Project
- Sixth Form Academic Coaching
- Primary Classroom Leaders/Monitors
- Primary PALS - pupils as leaders
- Primary Rights Ambassadors

'*Young people aren't the leaders of today. They are the leaders of today and tomorrow.*' (**Kathy Calvin**)

Student Leadership for School Improvement

''When schools find ways to welcome student opinions — to partner with students "as stakeholders in their own learning," ... — they do more than equip students with tools for lifelong success. They also wind up creating programs and policies that are more effective at meeting the schools' own goals for supporting young people in their healthy development". **(Harvard Graduate School of Education)**

- The student council plays an important part in helping to drive school improvement as well as focusing on social issues affecting our community, helping to develop a global conscience in all students.
- The all through council has a leadership structure with specific, defined roles and responsibilities with current student council members beginning to train others in leadership

Examples:

- Student council - Watch Your Language Charter
- Student Council - student voice feeding back to leaders
- Sixth Form Forum
- Play the Right Way Playground Charter for KS2
- Rights Respecting Steering Group (students, teachers, LSAs)

Student Leadership as Role Models and Ambassadors

"Setting an example is not the main mean of influencing others, it is the only means". (Albert Einstein)

"Being a role model is something all students embody from the very moment they enter school. With many sought after positions, students who uphold the very best attitude to learning should be rewarded with opportunities to lead and influence their peers"

Examples:

- School Council - assemblies ([Women's History Month](#), Watch your Language)
- PALS - Pupils As Leaders
- Open Evening Tour Guides
- Year 11 & Year 13 Headship Teams
- Prefects
- Sports Leaders

Student Leadership Within the Wider School and Local Community

"Those who are happiest, are those who do the most for others' (**Booker T. Washington**)

Examples:

- Jack Petchey Award
- Seven Thoughts Podcast
- Seven Queens
- Your Voice Matters - Redbridge Community
- Student Partnership Alliance

Case Study:

- [Jack Petchey Award](#)

Research and Development

"It has been fantastic to undertake research which has really impacted our practice and made real change to our pedagogy; this will change students' life chances."
(Learning Leader)

"It's been great as a new teacher to have the opportunity to lead and actively work on something meaningful that will have an impact on the progress our students are making in Geography."
(Recently Qualified Teacher)

"Cultivating a research-based approach to developing your practice provides evidence to effect change in your teaching, your classroom, your school, and beyond".
Rebecca Austin, author of Researching Primary Education

Research and Development at Seven Kings School

Seven Kings School staff are active researchers who strive to develop their practice, and rigorously reflect upon and evaluate the impact of their pedagogy on the progress of students.

We aim to keep up-to-date with current educational thinking and use evidence-informed pedagogy, research and best practice to develop and enhance our own practice as a collective. Staff are also engaged in their own practitioner research, working with colleagues to explore and evaluate the impact of new strategies on learning and teaching, for example through Lesson Study and Monitoring and Evaluation studies.

In this section, you will find:

- the principles which underpin our approach to research and development (R&D)
- examples of research-based initiatives at Seven Kings School with links to useful resources to find out more
- information about how to get involved

Our Principles

We are committed to:
- Ensuring that everything we do is evidence-informed, using sources such as the EEF, The Great Teaching Toolkit and ResearchED to inform our CPD, interventions, TIPs and meetings
- Promoting our values so that all staff take ownership of their own professional development
- Giving all our staff the opportunity to engage in R&D in the belief that solutions lie with practitioners and that developing best practice can lead to better progress
- We recognise that all staff, regardless of experience, have the capacity to improve their practice through proactive engagement with R&D – and we value and can learn from everyone's contribution
- Creating a culture for experimentation by valuing the importance of taking managed risks and learning together
- Nurturing a collaborative and professional discourse that nourishes professional relationships and leads to deep learning
- Ensuring that R&D projects are approached with an open-mind without preconceptions of what the outcomes could be
- Clearly establishing the difference we want to make in our classrooms, schools and Partnership for all our young people; our research focus must be on improving all student outcomes and be forward thinking.
- Conducting our research ethically, including respecting confidentiality where appropriate
- Disseminating all that we have learned with the wider community

Previous Research Projects at Seven Kings:

The Pedagogy of Progress
Fail Good Week and Resources
FLASH Marking
Think Hard
The Big Reading Push and Folder of Resources

Some useful research and reading

Focus	Useful links
Metacognition	EEF Seven Step Model Metacognition Metacognition CPD Session
Modelling	EEF Think Aloud Problem Solving Using Concrete Models to represent the stages of the learning process

	Modelling CPD Session
Memory	Memory CPD Session Let's Make Some Memories (stick)
Retrieval Practice	Retrieval Practice Webinar - Kate Jones Retrieval Practice - A Teacher's Guide
Misconceptions	Tackling Misconceptions Are Misconceptions on your RAADAR?
Home Learning	EEF Homework Research Home Learning Approaches Framework
Cognitive Load Theory	Cognitive Load Theory in Action Masterclass Cognitive Load Theory in Action PPT - Ollie Lovell Mindtools - Cognitive Load Theory
Oracy	Voice 21 The Noisy Classroom English Speaking Union
Early Years Toolkit	EEF Early Years Toolkit
Improving Social and Emotional Learning in Primary Schools	EEF Social and Emotional Learning Guidance Report
UCL Grammar and Writing Research Project	https://www.ucl.ac.uk/ioe/departments-and-centres/centres/helen-hamlyn-centre-pedagogy-0-11-years/grammar-and-writing-research-project

How do I get more involved in Research and Development at SKS?

Staff can get involved in R&D through their department or teams, or via their membership of school-wide groups, such as those for Early Career Teachers, Beyond Your Classroom CPD, Science of Learning Lecture Series and New Experienced Teachers.

In the Seven Kings Learning Partnership suite we have a CPD Library with a great collection of books ranging from Retrieval Practice, The Boy Question, Huh and classics such as Teach Like a Champion. See some recommendations and reviews from staff here.

The Seven Kings Learning Partnership also provides opportunities for sharing and working on research with colleagues from other schools. To find out more about creating or joining a network with teachers from other schools, contact a member of The Seven Kings Learning Partnership - partnership@sevenkings.school

You are also invited to join Seven Kings 'Nerdy Learners', our professional learning forum to share thinking and materials relating to educational development. Members discuss ideas originating from an eclectic range of sources: Podcast episodes from BBC4 Radio 4, articles from educational magazines, book reviews and plugs, links to #educhat Tweeters, and of course, top TED talk and Research Ed at Home CPD

All staff are welcome to join - please contact a.ferraby@sevenkings.school