

SACRED HEART OF MARY GIRLS' SCHOOL

QUALITY OF EDUCATION POLICY



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SLT Member Responsible	Mrs O Munday
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Headteacher	Ms V Qurrey
Chair of Governors	Mrs T Knight
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Quality of Education Policy

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Sacred Heart of Mary is a Catholic Community that aims to carry out its mission “ Ut Vitam Habeant” - that they may have life, Life to the Full.

This policy aims to help all stakeholders live out the Gospel values as given by Jesus Christ in The Beatitudes.

These reveal the goal of human existence and are the objective values as given by Christ;

- Forgiveness & Mercy
- Truth & Justice
- Tolerance & Peace
- Dignity & Compassion
- Purity & Holiness
- Humility & Gentleness
- Faithfulness & Integrity
- Preferential Option for the Poor & Vulnerable
- Sanctity of Life & Care for God’s Creation
- Solidarity & The Common Good
- Charity & Subsidiarity
- Distributism & Social Justice

Since the foundation of Sacred Heart of Mary Girls’ School by the Sacred Heart of Mary Sisters these values have formed the basis of all relationships.

All adults that have chosen to work and oversee this community must ensure that they fulfil their mission of Catholic education by displaying, modelling and promoting these values.

All who work in or oversee a Catholic school must conduct themselves in a way which does not conflict with the “precept” and “tenets” of the Catholic Church and are bound by their contractual obligations “not to do anything in any way detrimental or prejudicial to the interest of the Catholic character of the school”.

Every individual in a Catholic school has the entitlement to be treated with the love, respect and dignity that comes from being a child of God, with the face of Christ.

This policy has expectations for all that are rooted in these Gospel Values and conform to the teaching of the Catholic Church. The implementation of all school policies should demonstrate the importance of personal responsibility and the need for justice but also facilitate healing and reconciliation.

1. Intent

a. Curriculum at Sacred Heart of Mary Girls' School

At Sacred Heart of Mary Girls' School, we intend to provide an ambitious curriculum designed to give all pupils access to the knowledge and cultural capital they need to succeed in life whatever their starting point.

This intent will be embedded across the school and be evident in its implementation. Teachers will understand its implications, and across the school, the delivery of lessons and the work given to pupils will consistently match its aims.

1. To help pupils to develop their faith and themselves

Our mission is to provide an education for girls baptised into the Catholic faith. So we have a responsibility to provide an exceptional education and a duty to develop and sustain our pupils as they become the next generation of Catholic adults.

Our school will help pupils feel God's love and find peace in the Church's ceremony and sacraments. Our school will provide a nurturing environment that teaches pupils about their faith so they can understand, question and challenge its key tenets and find their way to embrace them as they become adults. We will teach them about other world religions to develop both appreciation and understanding of other views.

2. To ensure pupils experience wonder at their world; a world full of great things God and humans have created

The curriculum at Sacred Heart of Mary Girls' School will not limit what pupils can achieve at school and beyond. We will provide a broad curriculum and an ambitious programme that will open up each subject as a unique academic discipline that will be exciting and engaging. Pupils will learn that there is a rich and fascinating world around them that is full of great things.

Knowledge will be built in a logical and coherent way ensuring fundamental constructs are secure and provide a sound foundation for each step pupils take in their learning.

3. To encourage pupils to see learning as a life-long endeavour

We will set pupils on a path that will enable them to be life-long learners. They will leave us confident in what they know and aware of how much else there is to discover. They will know how to study and be curious young people keen to enrich their minds.

We will embed the importance of being a reader and nurture a thirst for learning that remains with them into adulthood.

4. To show pupils the opportunities open to them and help them make wise choices

We will devise a curriculum that is accessible for all pupils and support those pupils who have gaps in their learning when they start our school.

We will provide a careers curriculum that informs pupils of the range of options open to them. Pupils will be well-prepared for each transition. They will be able to set a path for a fulfilling career choosing the next stage of their education, training or employment with the knowledge and skills to make their aspirations a reality.

5. To foster in pupils the desire to participate fully in society

We want pupils to leave us with a desire and capacity to participate fully in society. Our pupils will be knowledgeable about the world in which they live, articulate when they express their ideas and passionate about a future for the world in which they live.

Pupils will not be frightened to question the institutions around them, they will promote their views with confidence and clarity and lead change where it is needed.

6. To help pupils understand how to lead a healthy life

We will inform pupils of the benefits of healthy choices and help them to look after their physical, mental and emotional well-being. We will encourage them to develop good habits and a positive outlook that will continue with them into adulthood.

We will teach them about the risks and problems connected with use of the internet, social media and other new technologies. We will ensure pupils feel safe, physically and mentally and know how and where to seek help and support when necessary.

Continuous Review

At Sacred Heart of Mary Girls' School we will continue to think about the end points our curriculum is building towards, what pupils will be able to know and do at those endpoints, and how we have planned the curriculum accordingly. We will evaluate how well the intended curriculum addresses social disadvantage and gaps in pupils' knowledge and skills. To this end, we will continuously review our curriculum to ensure that the needs of all learners are being met and identify appropriate next steps to improve curriculum quality and develop curriculum expertise across the school.

How does our curriculum currently support these principles?

1. To help pupils to develop their faith and themselves

We do this by:

- allocating appropriate curriculum time to RE at Key Stage 3 (KS3);
- making RE is a compulsory subject at KS4;
- encouraging pupil leadership of daily worship;
- providing opportunities for pupils to engage in retreats and pilgrimage;
- promoting engagement in diocesan youth events / activities;
- General RE (Theology, Philosophy & Ethics, Church social teaching) being a compulsory element of the post 16 curriculum
- curriculum time being devoted to House Feast Days/ Founders' Day/ Week of prayer
- PHRSE curriculum time committed to RSE / Catholic Citizenship teaching
- subject areas teach content in a Catholic context (eg: Science/ Geography - Awe and wonder)

2. To ensure pupils experience wonder at their world; a world full of great things God and humans have created

We do this by:

- ensuring that there is depth and breadth of learning across a full curriculum at KS3 and EBACC subjects and options at KS4
- making Modern Foreign Languages an essential part of the core curriculum at KS3 and KS4
- offering both French and Italian as modern foreign languages
- teaching humanities discretely at KS3
- offering separate sciences at GCSE
- offering technologies as discrete subjects at KS3 (not on carousel)
- teaching Drama as a separate curriculum subject (not part of English)
- offering a range of traditional and vocational options post 16
- providing General RE as an additional course in the Sixth Form
- offering enrichment time in the Sixth Form

- offering a personalised curriculum for SEND pupils who are unable to access the mainstream curriculum.

3. To encourage pupils to see learning as a life-long endeavour

We do this by:

- ensuring our curriculum excites pupils, allows them to see the scope of each subject and provides a firm basis for further learning
- ensuring each subject's curriculum embeds approaches to independent study in their area
- reading for pleasure and reading as a path to knowledge is promoted in all subject areas as well as at Form Time during registration periods

4. To show pupils the opportunities open to them and help them make wise choices

We do this by:

- providing programmes of study which are ambitious, appropriately relevant to local and regional employment and training priorities and designed to give students, particularly those with high needs and the most disadvantaged, the knowledge and skills they need to succeed in life
- outlining opportunities for employment available in their subject areas
- providing age appropriate careers information, advice and time for pupils to consider and plan both their future and immediate next steps through our pastoral curriculum
- providing unbiased information about potential next steps via high-quality, up-to-date and locally relevant careers guidance, and opportunities for good quality, meaningful encounters with the world of work.
- giving pupils a free choice for options
- ensuring entry requirements for the Sixth Form and for individual courses are fair, appropriate, and take account of individual needs, abilities and gifts
- working with the local authority Preparing for Adulthood Team for pupils with SEND in Year 9 and above
- using SEND Pupil Profiles to discuss and share pupils' career aspirations.

5. To foster in pupils the desire to participate fully in society

We do this by:

- giving pupils the knowledge to be mature, effective and reflective global citizens who have a clear sense of their duties and responsibilities to contribute to the common good and who are committed to model and promote British Values through our pastoral curriculum
- giving learners access to a wide, rich set of experiences that teach them why it is important to contribute actively to society
- ensuring the school's mission statement, ethos, teaching and code of conduct all promote a culture of active participation, stewardship and service to others

6. To help pupils understand how to lead a healthy life

We do this by:

- having an innovative PHRSE programme that permeates the whole curriculum as well as being taught as a discrete subject across the Key Stages giving pupils the knowledge to enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.
- ensuring healthy bodies and minds is also covered with subject curricula such as the focus on internet safety in Computing, healthy bodies in Science and fitness in PE.
- teaching a food and nutrition scheme of work which provides a progressive framework of skills and knowledge centred around food, diet and physical activity encouraging pupils to develop vital life skills that enable them to feed themselves and others affordably and nutritiously, now and later in life.

b. Departments and their Curriculum

- The aims and curriculum of each department can be found on the school website <https://sacredheartofmary.net/> under the curriculum tab.
- Subject Leaders provide ambitious, diverse and well-sequenced schemes of work for each year group which are regularly reviewed and updated.
- They fulfil both the requirements set out by the National Curriculum or examination board and the department's curriculum aims.
- The schemes of work provide a detailed, easy to use summary of the curriculum giving teachers clear guidance about the knowledge and skills to be taught, the order and timing that content should be covered and resources and teaching approaches that could be used.
- The schemes of work must cover:
 - Timescales (ideally lesson by lesson or week by week)
 - Learning objectives/outcomes
 - Suggested teaching approaches and activities
 - Suggested resources
 - Assessments
- The scheme of work could also include
 - Guidance to support effective explanation and modelling
 - Suggested approaches to formative assessment
 - Potential misconceptions
 - Key /new vocabulary
- Schemes of work are flexible documents and Subject Leaders review and may alter these on a yearly basis.

2. Implementation

a. Ensuring teacher expertise

The school:

- endeavours to appoint well-qualified subject specialists for all teaching roles
- limits the use of non-specialist teachers where possible
- provides support for any non-specialist teacher through mentoring from a Subject Leader or an experienced member of the department and provides a protected free period where possible to facilitate this when a member of staff is teaching outside their specialism for the first time
- provides department time via the calendar
- allocates a proportion of inset time for department training
- identifies appropriate training needs via performance appraisal, lesson visits and learning walks
- provides support for new staff to the school e.g. New Staff Induction day, New Staff induction booklet
- supports departments in membership to national professional bodies

b. Lesson Expectations

These expectations (and the sections that follow on assessment, feedback and retention) recognise the importance of formative assessment outlined by Dylan Wiliam¹, the cognitive principles set out by Daniel Willingham² and the findings promoted in both the 'Principles of Instruction' by Barak Rosenshine³ and the Great Teaching Toolkit⁴.

- Teachers establish routines that allow calm, focused starts to lessons and smooth transitions between activities.
- Each lesson taught is taken from a carefully sequenced scheme of work that builds subject knowledge, understanding and the development of skills logically.
- Lessons begin with a clear articulation of where this lesson sits with previous and future learning and the teacher checks this has been understood.
- Good use of knowledge retrieval is made to cement knowledge from the previous lesson(s) and help pupils recall any specific prior learning required in the lesson.
- New information (including keywords) and skills are introduced with clear teacher explanation, demonstration and modelling that is carefully structured to help all learners.
- Pupils have the opportunity to practise using new information or skills via carefully selected activities to both secure their learning and enable teachers to check learning, identify misconceptions and provide feedback.
- Good use of formative assessment is made throughout the lesson, particularly directed questioning, to get and check responses from all learners in the classroom.
- Homework is used to build on or secure the learning that has taken place in the lesson.
- When needed, teachers follow the hierarchy of consequences of unacceptable behaviour in the classroom as set out in the school's behaviour policy⁵.

Key elements of great teaching at Sacred Heart of Mary Girls' Schools have also been developed by staff to use in lesson evaluation.⁶

¹ Dylan Wiliam, Embedded Formative Assessment

² Daniel Willingham, Why don't Children Students like School?

³ Barak Rosenshine, Principles of Instruction <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>

⁴ <https://www.greatteaching.com/>

⁵ Behaviour policy [w Behaviour and Discipline Policy 2024.docx](#)

⁶ https://docs.google.com/document/d/1NvXG6Wlxba06dm5rHzB4QKOZ9ajRJWA_pfNwQSOSP4/edit

c. Assessment

1. Formative Assessment

- Pupils' learning is formatively assessed using the wide range of tools available to teachers such as
 - teacher questioning
 - in-class quizzes
 - pupil responses to carefully planned in-class activities and discussions
 - teacher checking of pupil responses to selected diagnostic class work and homework tasks
 - the marking and reviewing of end of unit/year assessments
- Teachers use these tools skilfully to maximise the information they elicit e.g. use of hinge questions, directed questions rather than hands up or the use of mini-whiteboards to gain information from the whole class.
- The regularity of checking pupil responses to selected, diagnostic tasks such as marking responses in exercise books or set and checked via google classroom is decided by the Subject Leader⁷ for each subject but agreed with the department's SLT (Senior Leadership Team) line-manager. There should be consistency across the department. As a minimum, however, pupil work should be checked and feedback provided at least every half-term. However, the frequency should be proportionate to the contact time a teacher has with a class and appropriate to the nature of the subject.
- The regularity of end of unit assessments is also decided by the Subject Leader⁸ and similarly overseen. Again, the frequency should be proportionate to the contact time a teacher has with a class.

2. End of Unit/Year Assessments

- End of unit/year assessments at KS3 help teachers and pupils know their attainment and progress in relation to meeting expected standards using our [KS3 Assessment system](#).
- At KS4 and KS5, end of unit/year assessment will use GCSE and GCE grades.
- The use of our KS3 assessment system is to help pupils interpret their performance on a specific assessment and is an additional form of data to inform report grades.
- The results enable the teacher to decide if a pupil is making appropriate progress in the light of prior attainment at KS2 and existing school data.
- However, the focus after an assessment is on a pupil's next steps to improve their performance rather than a grade. Raw scores are given too so pupils have a more nuanced picture of their performance.

⁷ See Department policies

⁸ See Department policies

d. Feedback

- Formative assessment is used by teachers and pupils to reflect on their next steps to ensure teaching is responsive and results in a decision/action for example:
 - more support for specific pupils
 - a new approach to explanation
 - further opportunities for practice
 - more retrieval practice
 - an increase or decrease in the pace a topic is taught
 - changes to future lesson plans.
- Teachers may share these decisions with pupils either as a whole class or on an individual pupil level (as appropriate) to provide feedback on pupil performance and progress through the curriculum.
- The nature and frequency of feedback based on selected, diagnostic class work and homework tasks or end of unit/year assessments is decided by the Subject Leader but must encourage pupil engagement, thought and action.
- There should be consistency across the department.
- As a minimum, feedback should be provided at least every half-term. However, the frequency should be proportionate to the contact time a teacher has with a class and appropriate to the nature of the subject.
- To support this, lesson or homework time is given to facilitate pupil action (pupil response may include correcting or annotating work, re-doing work or employing advice in future work)
- Detailed written feedback for individual pupils is not a requirement. Effective, efficient methods of feedback with a focus on pupil action are strongly encouraged.

e. Retention

- Schemes of Works are designed to maximise retention with the careful building of knowledge and explicit links to prior and future knowledge
- Subject Leaders and teachers should know the role a lesson or unit is playing in building a pupils' schema.
- Lessons begin with a clear articulation of where this lesson sits with previous and future learning and the teacher makes checks that this has been understood.
- Good use of knowledge retrieval is made to cement knowledge from previous lessons and help pupils recall any specific prior learning required in the lesson.
- Homework helps to build on or secure the learning that has taken place in the lesson.
- End of unit/end of year assessments are used to check retention across the year and across key stages.

f. Homework

Homework is any work or activity which pupils are asked to do outside lesson time, either on their own or with parents. It is an important way to consolidate learning in lessons and help pupils develop the confidence and motivation needed to become independent learners.

- Homework is set with a clear purpose and may involve:
 - revisiting the knowledge and skills developed at school to aid retention
 - practising using knowledge or skills learnt in lessons
 - improving work begun in lessons
 - improving or correcting work based on feedback given during a lesson
 - revision
 - extending and enriching school learning by reading, further research or visit.
- Year 7 are given particular support to help them manage homework at secondary school:
 - Year 7 are not set homework for the first two weeks of Year 7 and, then, only core subjects set homework until Autumn half term and, after that, homework is set by all teachers of Year 7 classes.
 - The Head of Year 7 produces a homework timetable for Year 7 to ensure the work set is manageable in terms of amount each evening and the spacing of subjects across the two week timetable.
 - The homework timetable is displayed in form rooms and emailed to parents.
 - Subject teachers must set homework in accordance with the homework timetable at Year 7.
 - Subject teachers set homework for Year 7 which can be completed in the allocated time and give realistic deadlines for its completion.
- For other year groups, the following guidelines are given to pupils and parents. Pupils are expected to manage their time but the situation is monitored by form tutors and PDCs (Pupil Development Coordinators/Heads of Year).
 - KS3: 1 hour and 30 minutes homework each night
 - KS4: 2-3 hours homework each night
 - KS5: 2-3 hours studying each night (pupils have free periods so there is no set homework times)
- Subject teachers make good use of the achievement point system on SIMs to help motivate pupils.
- Form Tutors monitor academic planners to determine how well pupils are managing their homework.
- In addition, teachers use Google Classroom. This is an online platform for both the setting and checking of homework by teachers and the submission of homework by pupils. It allows resources to be shared easily and provides another method by which pupils can communicate with their teacher if they have questions about the work set. The Google Guardian facility on Google Classroom has been enabled and parents invited to become Google Guardians. This gives them daily or weekly notifications when work has not been completed.
- Departments follow the school policy on sanctions for dealing with on-completion of homework or where homework is completed below the standard expected.
 - Initial responsibility lies with the subject teacher and the following procedures are used: 24 hour extension; lunchtime detention with subject teacher; after school detention with subject teacher; department detention; additional work set
 - Behaviour points are recorded by the subject teacher on SIMs
 - Persistent problems with completion of homework will lead to both the form tutor and Head of Department being informed.
 - The form tutor will monitor the pattern of homework problems and, if issues continue in a specific subject or with several subjects, the form tutor should contact parents having liaised with the Head of Year.
 - It may be necessary for the pupil and parents to attend a meeting in school to help resolve the problem and a homework monitoring booklet may be used after discussion with parents.

- Parents are encouraged to support their daughter as they complete homework by⁹:
 - providing a quiet place in which pupils can complete homework
 - monitoring that homework is being done and sign the academic planner on a weekly basis
 - supporting their daughters with encouragement and praise.
- Homework support facilities are available within school:
 - the Independent Study Centre (ISC)/library is open at lunchtimes where pupils can access books, computers and printers
 - access to computers and printers are also available in the Old Hall
 - homework clubs are available at lunchtime and after school where both resources and LSA (Learning Support Assistant) support are available.
- Homework is carefully planned for SEND pupils. It will not introduce new concepts. It may be:
 - differentiated with additional or different resources provided
 - reduced in number of tasks or length expected
 - supervised in school by the class teacher or LSA or via a homework club
- Following a period of prolonged illness, subject teachers will prioritise homework to be completed and limit the workload by photocopying notes. Heads of Year will coordinate subject demands and liaise with parents to avoid overloading the pupil.
- Feedback is given in line with department feedback policies.
- Subject Leaders regularly check samples of pupils' homework to ensure School and Department procedures are operating properly and to evaluate the quality of homework produced and the usefulness of the tasks for assessing understanding of knowledge and skills taught.
- SLT line-managers will also review a sample of pupils' homework to review the quality and appropriateness of the work set.

⁹ Discussed at Welcome Evenings in the Autumn term

g. Meeting the needs of all pupils (disadvantaged, SEND, low prior attainment, high prior attainment)

Disadvantaged

Please also see the SHOM Pupil Premium Policy¹⁰. The following points have been taken from this document.

The school's objectives are:

- Pupils eligible for Pupil Premium should be attaining in line with their peers.
- We are fully committed to 'excellence for all' by ensuring that the Pupil Premium funding is used to aid all our students to achieve their full potential during their time with us.
- We aim to achieve this through setting high expectations, an ethos of achievement, high quality teaching, high quality interventions and a culture and philosophy where learning flourishes and every student matters.

The pupil premium budget is used in the following ways:

- to support and enhance access to the curriculum, examination specifications and overall achievement. This may include:
 - providing additional support for pupils in lessons
 - interventions run by specialists outside of lessons in core curriculum areas e.g. mathematics
 - deployment of LSAs (Learning Support Assistants) to provide small group interventions and 1:1 sessions
 - training for teachers and LSAs to raise awareness and expertise in dealing with potential barriers to learning and suggested support methods
 - homework club
 - providing a learning mentor to work with targeted pupils to ensure that they are supported
- boost school engagement through enrichment opportunities linked to the curriculum
 - full payment or subsidised school trips related to the curriculum
 - music lessons
- additional support materials
 - revision guides
 - equipment (stationery)
 - Tesco gift cards for Food Technology practical lesson resources
 - Items of uniform

Monitoring of disadvantaged pupils

The attainment progress and attendance of all pupils entitled to pupil premium funding is tracked by the Pupil Premium Coordinator.

Sixth Form Bursary

Students in the Sixth Form are able to apply for a Bursary Fund¹¹. This Policy ensures that the school operates a consistent and fair approach to allocation of the 16-19 Bursary Fund for Sixth Form students to ensure that deprivation is not a barrier to their learning. The 16-19 Bursary has been set up to support the most vulnerable young people to participate in and benefit from post-16 education and training

The Sixth Form Bursary is used in the following ways:

- to support access to post-16 study. This may include:
 - money towards travel to and from school
 - money towards meals in school (commensurate with allocation of money for FSM)
 - items of uniform

¹⁰ Pupil Premium Policy [Pupil-Premium-Statement-and-Policy-2022-23](#)

¹¹ Sixth Form Bursary Policy [16 19 bursary APPLICATION PACK 24_25.docx](#)

- to support and enhance access to the curriculum, examination specifications and overall achievement. This may include:
 - specialist resources e.g. text books, revision guides, access to websites
 - equipment
- boost school engagement through enrichment opportunities linked to the curriculum or post-18 options. This may include:
 - full payment or subsidised school trips related to the curriculum
 - payment for UCAS fees
 - money towards cost of transport for interviews or University Open Days

Monitoring of pupils receiving Sixth Form Bursary

The allocation of funding is tracked by the Head of Sixth Form, School Business Manager, SLT overseeing Sixth Form.

SEND and low prior attainment

Please also see the SHOM SEND Policy¹². The following points have been taken from this document.

The school's objectives are:

- To give pupils the opportunity to access to a suitably broad and balanced curriculum
- To provide pupils with full access to all areas of the curriculum unimpeded by stereotyping
- To allow pupils with SEND the fullest possible access to learning opportunities consistent with their abilities. To help achieve this, learning experiences will be differentiated, where appropriate, to take account of SEND
- Ensuring all staff are aware of their responsibilities towards pupils with SEND and are able to implement them. Strengths will be emphasised, encouragement and praise given and self-esteem reinforced wherever possible.

Responsibility of Subject Teachers:

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.
- Teachers set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement.
- In many cases, this planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.
- Appropriate curriculum material is available for all pupils, and their needs should be considered during departmental curriculum planning.
- Additional support is provided within the mainstream class by the subject teacher.
- Class organisation and management, teaching and differentiation of task and materials is discussed as part of departmental planning.
- High quality teaching that is differentiated and personalised to meet the individual needs of the majority of children and young people. The School uses its best endeavours to ensure that such provision is made for those who require it.

Strategies may include:

- Pupil groupings - setting of pupils within various ability groupings. This might entail small groups of pupils of the same ability for targeted teaching or mixed ability groups arranged to enable pupils to support each other.

¹² SEND Policy: <https://sacredheartofmary.net/wp-content/uploads/SHOM-SEND-Policy-2020-21.pdf>

- Differentiation for individual needs – this will require the planned adaptation of the content, task or teaching strategy if all the needs of a mixed ability group are to be met.

Importantly, the most important strategies are those outlined in the lesson expectations set out [above](#) which will help all pupils access the curriculum.

High Prior Attainment

The school's curriculum objectives include the following aspirations:

- All pupils at Sacred Heart of Mary Girls' School have access to a broad curriculum and an ambitious programme that will open up each subject as a unique academic discipline that will be exciting and engaging.
- Pupils leave confident in what they know and aware of how much else there is to discover. They know how to study and are curious young people keen to enrich their minds.
- Pupils recognise the importance of being a reader and have a thirst for learning that remains with them into adulthood.

Responsibilities for Subject Leaders and Subject Teachers

- Subject Leaders and Subject Teachers design a curriculum that is deliberately challenging in its breadth and depth and allow pupils to see the scope of each subject.
- Schemes of Work and lesson plans are designed to allow pupils to move from novice to expert with effective explanation and modelling so pupils can engage properly with the challenging elements of each subject.
- Formative assessment is used constantly to push pupils in their thinking and in their work with:
 - high level questioning that helps them develop and strengthen their schema
 - diagnostic task setting to identify and deal with barriers to understanding
 - high quality feedback that helps pupils think, respond and improve.

3. Impact

a. Knowing our intake

- In the summer term, all our feeder primary schools are contacted by the Head of Year 7 and most will be visited.
- The Head of Year 7 meets with Year 6 teachers to gain information about the new cohort including which pupils are pupil premium, are SEND, have medical issues and also provide SAT predictions which are shared with the Subject Leaders of the core subjects.
- The Head of Year 7 also meets with Year 6 pupils to give basic information about routines at Sacred Heart of Mary Girls' School and answer any queries.
- Our SENCo and each primary SENCo organise PCR (Pupil Centred Review) meetings for any SEND pupils which the Head of Year 7 also attends.
- From 2020, Havering has produced a transition form which is completed by all primary schools and shared with secondary schools which includes information such as SAT results, those pupils who are pupil premium or SEND or have medical issues.
- When the SAT results are issued, they are used in several ways:
 - Initial setting for Maths and Science
- The SATS data is submitted to SMID to help evaluate the data in the first set of Year 7 reports.
- The SENCO shares information about in year 7 pupils with SEND during the inset day before the pupils start in September. This ensures that subject teachers have knowledge of the new pupils.
- A monitoring list is set up and subject teachers are encouraged to inform the SENCO and Head of Year of any pupils that they have concerns about.
- The SENCO conducts additional specialist assessments with pupils who have been identified by subject teachers as possibly having additional unidentified needs.
- Pupils sit CAT tests in September of Year 7 to provide additional information about the cohort.
- The SEND department undertakes reading comprehension tests to add to this information in the first half term.
- All departments carry out at least one assessment to inform the data they input for the [Autumn reports](#) indicating whether a pupil is 'meeting', 'working above', 'working well above' or 'working towards' or 'below' the expected standards for their year group.

b. Department Support and Monitoring Policy

The school has a system of line-management which aims to:

- ensure departments are fulfilling statutory requirements and implementing school policies
- assist departments in providing evidence that policies are being implemented
- help departments to implement policies more effectively
- monitor and evaluate pupil progress and the quality of pupils' work
- assist departments in the maintenance or improvement of standards of performance and devising department Improvement Plans in response to external examination results
- support Subject Leaders in addressing under-performance of staff

The system

- A member of SLT will be assigned to each Department as a line-manager.
- The line-manager and Subject Leader will meet fortnightly. Meetings will cover:
 - Concerns raised by the Subject Leader
 - Review of external examination results
 - Support with Department Improvement Plan
 - Performance Appraisal
 - Contributions to/discussion of/feedback on the School Improvement Plan
 - Review Year 10 and Year 12 targets
 - Joint lesson visits and resulting discussion
 - Lesson visit feedback
 - Work sampling/scrutiny across all key stages
 - Review and support with department finance
 - Review of report data across key stages
 - Review of department documentation as appropriate
 - Support and advice in the leadership of a department and the management of staff
 - Support Subject Leader in preparation for a visit by Ofsted
- The meeting is timetabled.
- The focus for each meeting is outlined in a schedule produced at the beginning of each academic year based on the calendar.¹³

Current SLT monitors

VQ	TB	BMC	OM	JPR
<ul style="list-style-type: none"> ● SLT ● Science ● RE/ Chaplaincy ● History ● Drama ● Sixth Form 	<ul style="list-style-type: none"> ● MFL ● PE ● Business /Careers ● Psychology ● Exams Officer 	<ul style="list-style-type: none"> ● HOY 10 & 11 ● Maths ● SEND/PP ● Music ● Lead Learning Mentor 	<ul style="list-style-type: none"> ● English ● Art ● Geography ● Food/Child Development/ Health and Social Care ● ISC 	<ul style="list-style-type: none"> ● HOY 7, 8 & 9 ● Design Technolog y ● Computing ● ITT

c. Lesson Visits and Learning Walks

Lesson Visits

- Every teacher is observed at least once a year as part of the performance appraisal process.
- Teachers will be observed by their line-managers (Subject Leaders by SLT line-managers and subject teachers by their Subject Leader). Where departments are large, this responsibility may be shared with senior members of the department who have a TLR (e.g. a second in a big department).
- The duration of the observation will be between 25-50 minutes.
- The observation will have an agreed focus based on performance appraisal targets or an area discussed in advance between observer and teacher.
- The observer will use the lesson visit form¹⁴ based on SHOM Lesson Evaluation Toolkit¹⁵. A copy of the filled in form should be forwarded to the observed teacher after the lesson visit has taken place with an invite to meet to discuss anything arising from the visit. If there are issues raised in the feedback, a meeting must be arranged.
- The post visit discussion should encourage the observed teacher to reflect on the lesson observed and reach conclusions about the strengths and areas for improvement of the lesson.
- The discussion should also focus on next steps which might include:
 - practice of an area of teaching
 - trialling a teaching strategy
 - observing another teacher or department using a strategy effectively
 - suggesting reading about a strategy or approach to teaching
 - indicating CPD options available
 - further observation of part of a lesson with a focus linked to the initial observation
- If the lesson raises concerns, a further, follow up visit will be arranged. This may be requested by both the observer and the observed teacher.
- Where the second visit results in continued concerns, a programme of support will be agreed between the observer and observed teacher and the SLT line-manager informed.
- Lesson visits may take place for other reasons:
 - SLT may need evaluate an aspect of teaching or a class or year group or a department
 - Visitors to the school
 - Governors day in school
 - Share good practice

'Drop in' lesson visits

- Learning visits and learning walks are a useful way to gain a snapshot of the teaching by one department or to look at an area of teaching such as the use of formative assessment.
- Subject Leaders carry out a short lesson visit in the Autumn term to check that lessons are being carried out as they expect and to pick up any issues.
- Subject Leaders may also do a learning walk accompanied by their SLT line-manager during the Autumn term.
- SLs and SLT may also decide to carry out focused learning walks to evaluate an aspect of teaching, a department or set of pupils during the academic year.
- Observations and actions should be recorded using the school lesson visit form.
- Feedback from learning walks and lesson visits will depend on their nature. The findings from department lesson visits should be fed back via department meetings while SLT learning walks may be fed back in a staff or Subject Leader meeting or to relevant SLs.
- Feedback should be focused on next steps.
- However, if specific issues are picked up relating to an individual teacher or department, they should be discussed with the individual teacher or Subject Leader and appropriate action taken.

¹⁴

https://docs.google.com/forms/d/e/1FAIpQLSdDSiOB0pEBm3stgnlQATFNcRN6VaMfwDbd6rb99Vef3GlxkA/viewform?usp=sf_link

¹⁵ https://docs.google.com/document/d/1NvXG6Wlxb06dm5rHzB4QKOZ9ajRJWA_pfNwQSQSP4/copy

d. Work Scrutiny

- Work scrutiny takes place primarily in department meetings and curriculum briefings, however, an SL can request to look at work at different times throughout the year.
- Specific department meetings are set aside for this purpose.
- Work scrutiny is an opportunity to see the enacted curriculum and check it meets department and school intentions.
- It is also an opportunity to see how formative assessment is being used by teachers and evaluate how effectively feedback is impacting on pupil progress.
- It allows departments to evaluate the teaching and learning taking place and alter teaching, as necessary.
- Work scrutiny should involve looking at exercise books, folders and work completed via google classroom.
- Work scrutiny also takes place in Support and Monitoring meetings (S&M) meetings between Subject Leaders and their SLT line-manager to ensure the SLT line-manager is familiar with the enacted curriculum and the approach to feedback being used by departments and provides additional quality assurance.
- Like lesson observations and learning walks, the focus should be on deciding next steps and these on the Work Scrutiny form.¹⁶

e. Pupil Voice

- Pupil voice is used to identify issues, investigate pupils' perspective on key issues and enhance the support and advice given to pupils.
- There is an elected school council which meets with the pastoral Assistant Head termly to raise issues. These issues are taken to SLT and the matters discussed and responded to.
- The Head Teacher meets fortnightly with the Head Girl and Deputies and this is another forum to bring matters to the Head's attention.
- Both form time and pastoral lessons are often a useful vehicle for pupils to express their views which then can be brought to the attention of SLT via the Heads of Year.
- Pupil voice is part of the Year 13 and Year 11 SLT mentoring that takes place in the Autumn and Spring terms respectively. Issues raised are shared at a designated SLT meeting and appropriate action decided.
- Selected pupil groups are sometimes used to investigate an issue and gain the pupil perspective to help inform SLT.

f. Monitoring of internal and external data

Internal Data

- Teachers generate data several times a year:
 - Year 10 and Year 12 target grades
 - Autumn report for all years
 - Spring reports for Year 11 and Year 13
 - Summer report for Years 7-10 and Year 12
 - GCSE and A level reports include a target grade (which may be raised by the subject teacher with Subject Leader and SLT agreement)
 - Predicted grades are given in the summer term of Year 10 and Year 12 and in all remaining reports in Year 11 and Year 13. Predicted grades are the subject teachers' indication of the most likely grade a pupil will achieve by the end of the course based assessment based on all work done so far. Predicted grades are not shared with pupils or parents.
- Data is uploaded to SIMs by subject teachers. Subject Leaders are given the KS3 data in a spreadsheet so they can check inputs, compare with other subjects and make adjustments.
- SLT uses this data to spot anomalies, compare subjects and compare to data from previous years. This data is reviewed in S&M meetings and Subject Leaders are asked to explain anomalies.
- SLT will also use SMID as a further check to compare to previous performance of the department and the pupil, to identify underachievement on a pupil level and discuss next steps for pupils where there are issues.
- At KS3, a normal distribution has been reached using the SAT (2016-19) and Maths and English GCSE (2017-19) results of previous years:

KS2	KS3	KS4
115 + 10%	Working well above	8/9 13%
108-114 40%	Working above	6/7 40%
99-107 35%	Meeting	4/5 37%
91-98 10%	Working towards	3/2 9%
90 or less 5%	Below	1 1%

- Subject Leaders produce an examination report for the Head Teacher in September which includes an analysis of Year 10 and Year 12 internal examination data.
- It will involve looking at:
 - Grade percentages
 - L3VA/Progress 8 (data from SMID)
 - Progress towards target grades
 - Unit/teaching group breakdown
 - Issues raised by these results, identification of Year 10 and Year 12 pupils who are at risk of underperforming at A Level or GCSE in the next academic year.
 - The strategies the Subject Leader intends to address to improve performance.

External Data

- The SIMs manager provides an overall summary of results for SLT.
- Results data is uploaded to SMID to provide an immediate overview of L3VA and Progress 8 (although this will be using the national figures for the previous year)
- Subject Leaders produce an examination report for the Head Teacher in September.
- Subject Leaders may share their report with their SLT line-manager in advance of submitting it to the Head Teacher.
- The examination report covers A Level, GCSE results and Year 12 results for BTEC courses and Applied Science.
- It includes analysis of:
 - Grade percentages
 - L3VA/Progress 8 (data from SMID)
 - Unit/teaching group breakdown
 - Focus groups: SEND and PP pupils
 - Issues raised by the results and the strategies the Subject Leader intends to address to improve performance.

4. Sharing progress with pupils and parents

a. Assessment at Key Stage 3

- The end of KS3 levels was announced in 2013 and schools were given the freedom to establish their own assessment system which had to:
 - provides comparison against expected standards
 - is easily understood by pupils and parents
 - is focused on the knowledge and skills that pupils need to acquire
 - provides early recognition of pupils who are falling behind or excelling
 - drives quality of teaching
 - enables feedback to pupils
- The KS3 Assessment system at Sacred Heart of Mary Girls' School is based on establishing end of year standards for each year in KS3 by considering:
 - the Government's expectations as laid out in the most recent version of the National Curriculum
 - what each department believes a pupil should know and be able to do by the end of Year 9 in their subject linked to their department aims
 - to ensure a pupil is in a strong position to gain at least a Grade 4/5 at GCSE in Year 11.
- These allow teachers to decide if a pupil is 'meeting' expected standards by the end of each year.
- Departments have devised Schemes of Work setting out the knowledge and skills pupils will need to demonstrate each year and have produced assessments so pupils can demonstrate the knowledge and skills they have mastered
- The system also recognises those pupils who have attained more than this by the end of the year and those who have yet to reach the standard by using the following criteria
 - Working well above
 - Working above
 - Meeting
 - Working towards
 - Below
- The KS3 system is used in:
 - Reports twice a year
 - Parents Evening
 - End of unit/year assessments
- The use of our KS3 assessment system in assessments is to help pupils interpret their performance on a specific assessment and is an additional form of data for report grades.
- The results enable the teacher to decide if a pupil is making appropriate progress in the light of prior attainment at KS2 and existing school data.
- However, the focus after an assessment is on the next steps required to improve a pupil's performance (not the grade) and so raw scores are given too to give pupils a more nuanced picture of their performance.

b. Reports

- Pupils receive two reports a year. All year groups will receive a report in the Autumn term and one in the Summer term or in the Spring term for Year 11 and Year 13. Parents and pupils will also receive feedback in the Spring term via the Parents Evening. Year 11 and Year 13 also receive a Mock results report in December and January, respectively.

Year	Autumn	Spring	Summer
7	December		June
8	November		June
9	November		June
10	December		June
11	October December Mock Results	January Mock Results March	
12	November		June
13	October	March	

KS3 Reports

- The KS3 Assessment system is based on how well pupils are learning the knowledge and skills outlined in each department's curriculum. Each department has developed their curriculum based on the standards outlined in the National Curriculum (or the levels of attainment in RE Catholic Schools) and incorporated knowledge and skills to prepare pupils for later public examinations.
- The Autumn report gives a judgement on the pupils' attainment based on work completed so far that year stating 'your daughter's attainment is well above/above/meeting/working towards/below expected standards for this point in Year X'.
- The aim of the Autumn report is to act as an early warning system for the pupil, parent and pupil.
- The Summer report states what a pupil has achieved in each subject: 'Your daughter's attainment is well above/above/meeting/working towards/below expected standards expected standards for the end of Year (7, 8 or 9)'
- These teacher judgements are recorded numerically in SIMs.
 - 5: Working well above
 - 4: Working above
 - 3: Meeting
 - 2: Working towards
 - 1: Working below
- The teacher inputs their judgement preceded by the year group of the pupil so a Year 9 pupil who is meeting expected standards is recorded as a '93'.
- To enable finer detail information and analysis by SMID, subject teachers may also record any judgement as a + (e.g. 94+) to indicate that a pupil is high in that level. This enables the teacher to record progress even when a pupil is not moving between bands. This fine detail is not reported to parents but may be mentioned at a Parents Evening or on other occasions when a teacher discusses a pupil's progress with their parent.
- KS3 reports also comments on homework, effort, and behaviour.
- Progress, homework, effort, and behaviour are recorded on a four-point scale:
 - 1: Excellent
 - 2: Good
 - 3: Does not always meet teacher expectations
 - 4: Rarely meets teacher expectations
- The numbers are shown on the report and there is a key outlining what each number stands for on the report.

KS4 Reports

- GCSE and reports include:
 - Target Grade
 - Grade currently working at
 - Homework judgement
 - Effort judgement
 - Behaviour judgement
- Judgements on homework, effort and behaviour are recorded on a four-point scale
 - 1: Excellent
 - 2: Good
 - 3: Does not always meet teacher expectations
 - 4: Rarely meets teacher expectations

KS5 Reports

- A level reports include:
 - Target Grade
 - Current Attainment
 - Effort in lessons judgement
 - Work outside lessons judgement
- Judgements on effort in lessons/work outside lessons are recorded on a four-point scale
 - 1: Excellent
 - 2: Good
 - 3: Does not always meet teacher expectations
- SLT complete initial quality control actions and follow up where problems appear.
- Heads of Year will check reports for content issues and final quality control.

Transitional Monitoring

- Subject teachers also complete a brief evaluation of how well Year 7, Year 10 and Year 12 pupils have settled into their new courses in late October.
- Teachers record the following in SIMs:
 - G: Good
 - S: Satisfactory
 - C: Cause for concern
- When teachers record a 'C', they record a brief explanation.
- This data is to inform which parents are invited to attend transition meetings in November.

c. Parents Evenings

- Parents evenings are an opportunity to:
 - update parents on their daughter's work and attitude
 - update parent on their daughter's progress since the Autumn report and if there are any changes to the prediction/grades given
 - set targets for improvement with input from parents and pupils (if in attendance)
 - gain feedback from parents about how their daughter is finding the subject.
- Parents' Evenings carried out using SchoolCloud.
- Subject teacher attendance is part of directed time and attendance is expected.
- If a Subject teacher is unwell or unable to attend, they email or telephone parents to provide the information that would have been shared at the Parents Evening.
- If a teacher is part-time and does not work on the day of the Parents' Evening, they do not have to attend but efforts are made to ensure that Parents' Evenings are spread across the week so that part-time teachers are unlikely to miss several Parents' Evenings in one academic year.
- Parents are asked to complete a questionnaire during the evening to give additional feedback on the school's provision.

d. Target Setting

School Target Grade

- Subject teachers and Subject Leaders are provided with a 'school' target grade as a guide when they decide target grades for GCSE and A level pupils.
- 'School targets' are produced using data provided by SMID which uses Progress 8 figures and Level 3VA figures to create targets for Year 10 and Year 12 respectively. Progress 8 is set at 0.5.
- These grades are then cross-referenced with internal data for the end of Year 9 to identify pupils who are making greater progress than is indicated by their SMID produced grade. Where this is the case, the target grade is increased.

Department Target Grade

- Departments are given time to review the school target grades provided and may adjust them.
- Any adjusted grades must be explained when inputted in SIMs. A comment box is provided for this.
- SLT will review the adjusted grades in discussion with the Subject Leader and there may be further alteration after this discussion.
- Once this review has taken place, the target agreed is a pupil's official target grade.

Review of Target Grade

- Target grades can be reviewed and changed to increase the target
- Subject Leaders should report any adjustments in their Monitoring and Support Meetings prior to the issue of the reports.

SEND Targets

- All SEND pupils have two or three targets to work towards each academic year. These are set with the pupils and parents and can be general or subject specific.
- Since September 2023, these targets have been added to the pupil's Pupil Profile.