

Grade one 'edge' 2015

Personal Development



Teaching

Staff check learners' understanding systematically and effectively... They have excellent subject knowledge. Motivate and engage learners who enjoy the work. Staff have consistently high expectations, Inspire & challenge. Staff set work that consolidates learning, deepens understanding and develops skills....Promote English, mathematics, ICT and employability skills

Learning

Learners are curious, interested and keen to learn. They seek out and use new information. Learners are eager to know how they can improve their work. They capitalise on opportunities to use feedback to improve. All are making substantial and sustained progress. Challenge stereotypes and the use of derogatory language

Behaviour



Welfare



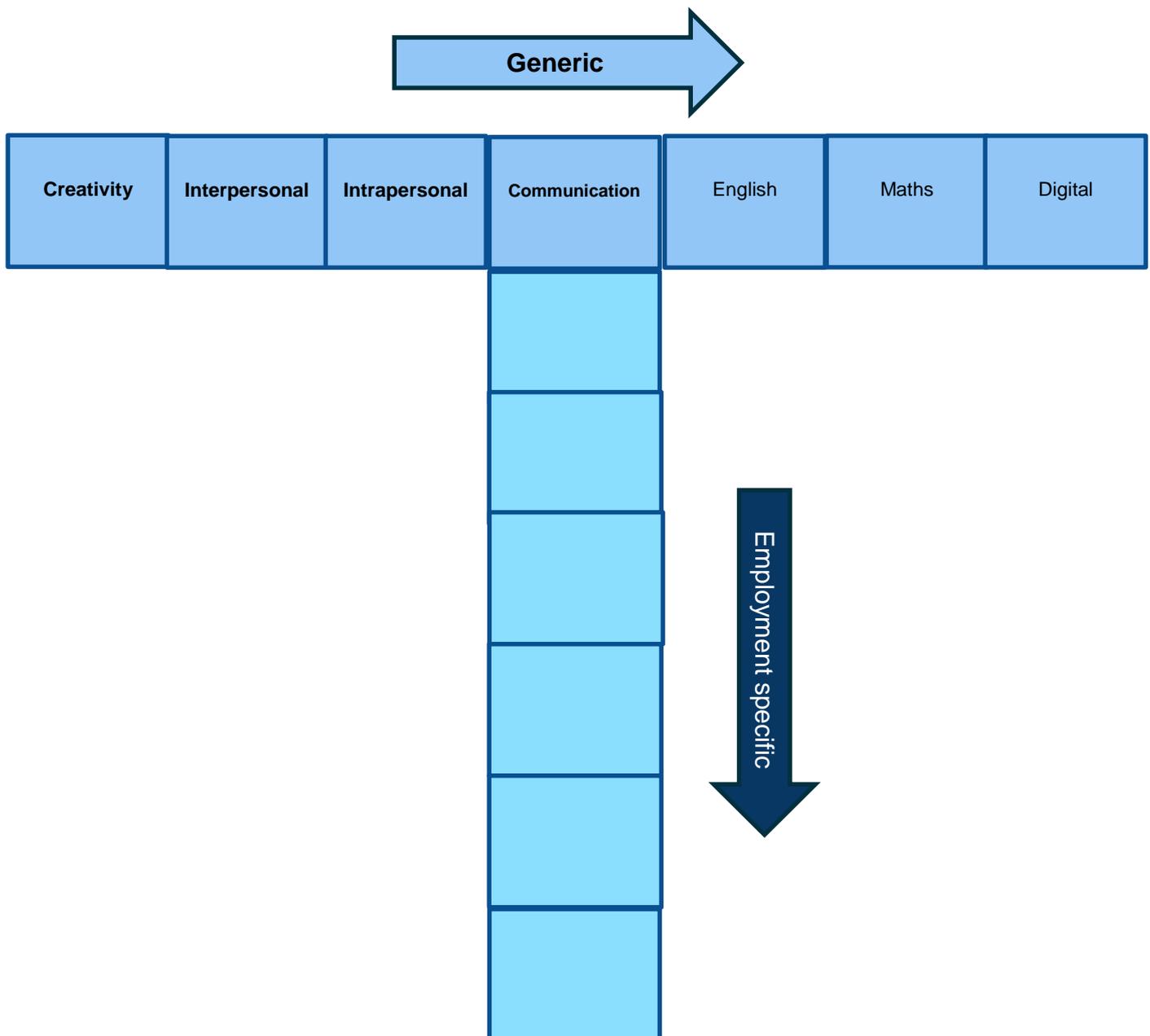
Assessment

Learners are set challenging targets to achieve. Staff plan learning sessions and assessments very effectively. Staff identify and support any learner who is falling behind. Incisive feedback about what they can do to improve. Parents and/or employers are provided with clear and timely information.

The skills agenda

Employment has changed rapidly over the past thirty years with the rise of the 'Knowledge Age' and the end of industrial Britain. The industries which provided millions of jobs like Shipbuilding, Coal mining, Steel, Railways and Textiles have been replaced by the Service Sector. Today 78% of employment is within the Service Sector and the industry that remains is largely hi-tech across advanced manufacturing, robotics, biotechnology, renewable energy etc creating a high demand for STEM skills. Self-employment is also on the rise given the low start-up costs of online businesses. To thrive within the 'Knowledge Age' our learners need to develop a high skill set. According to the CBI 82% of employers rank skills above knowledge. Ofsted's 2015 criteria for 'Outstanding' includes, **“Staff promote, where appropriate, English, Maths, ICT and employability skills exceptionally well.”**

T-shaped Skills



Define your own T-shaped skills with generic skills applicable to all supported by employment specific skills arising from 'line of sight' to employers requirements. Identify deliverable skills rather than aspirational.

Confident self-assured learners

Personal

Development

Confident & self-assured.
Clear careers goals.
Gain English, Maths ICT & employability skills.
Motivated to learn.
Make good progress.
Extend learning on VLE.
Engage in enrichment activities
Thoughtful, caring active citizens.

Our goal is not just for young people to pass examinations but to develop into thoughtful, caring and active citizens who develop self-confidence and leave our schools and colleges ready and able to pursue rewarding and enjoyable careers and to fulfil their personal and life goals. In essence to help all to step-up to the highest levels of Maslow's hierarchy and develop meta-cognition and self-actualisation. A learner's past does not have to dictate their future.

On 16th June 2015, the Secretary of State for Education, Nicky Morgan announced the appointment of the behaviour expert Tom Bennett to guide improvements to classroom behaviour. This represents a significant new drive to counter low level classroom disruption which holds back and disrupts the learning of all. Poor behaviour does not arise in our classrooms. It walks through the door from the corridors and from the wider community. Correcting poor behaviour is an all staff duty.

Behaviour

Excellent attendance.
Excellent punctuality.
Arrive equipped to learn.
Work well in lessons.
Respect others / opinions.
Apply good conduct rules.
Avoid derogatory or abusive language.

Welfare

Learners feel safe.
Protect against radicalisation and extremism.
Protect against online exploitation and prejudice.
Protect against bullying /abuse.
Know how to keep fit and healthy
Promote emotional and mental well-being.
Alert to FGM, forced marriage, domestic abuse.

Our primary duty is to keep all learners safe from harm and to care for their wider health in terms of promoting healthy eating and drinking, personal fitness for long term good health, avoiding substance abuse and sexual, emotional and mental well-being. A survey conducted by the AOC in July 2015 reported a 67% rise in 'disclosed' mental health issues and a 75% rise in undisclosed mental health issues. Issues ranged across pressure of social media, financial worries, pressure of exams and future employment prospects.

Prevent duty

The Counter Terrorism and Security Act 2015 places a 'Prevent Duty' on schools and colleges to help combat the rise in radicalisation and extremism. Extremism is defined as: *"vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces."* The significant counter is the promotion of 'fundamental British values' and acceptance and application of the Equalities Act 2010.

Developing professional standards

All colleges, schools and providers should specify high professional standards to inform staff development and as a basis for ungraded or graded lesson observations. The following example reflects Ofsted Grade Two, F.E. and Sixthform Association criteria and deliberately sets a three part standard using the traffic light system to break the link with the Ofsted 1-4 grading scale. Adopt or adapt as wished and confirm your standards with adjustments for different curriculum areas as appropriate. In terms of lessons observation shade the relevant judgement heading line by line and use to inform a coaching dialogue in terms of, 'What worked well?', 'What worked?' and 'What didn't work?'

Above standard	Professional standards	Below standard
Comprehensive	Specified course and lesson planning completed	Cursory
98% plus	Learners are punctual and attendance is high	Below 95%
Fully prepared	Learners arrive equipped for study and ready to learn	ill-equipped
Measurable	Expected learning outcomes are discussed, understood and agreed	vague
Challenging	Differentiation is addressed through minimum expectations and challenge targets	superficial
Impressive	Resources and facilities are satisfactory	poor
Excellent	Teacher displays sound and up-to-date knowledge	Hesitant
Inspiring	Teacher engages and enthuses all	Dull
Fully on task	Learners are on-task, participate and apply themselves well	Regularly off task
High expectations	Tasks are demanding for all and reflect relevant exam standards	Low expectations
Firm correction	Teacher challenges derogatory or inappropriate language / behaviour	Ineffectual
Skilfully	Teacher questions all learners (no hands up policy)	Random
Incisive	Teacher listens carefully, identifies and corrects misconceptions	unaware
Systemically	In-lesson 'assessment for learning' informs both challenge and support	Partially
Keen to improve	Learners act on regular individual and group 'how to improve' feedback.	Insufficient effort
Embedded	Teacher avoids stereotypes and uses inclusive language, resources and images.	Insufficient correction
Regularly	Teacher promotes correct spellings, punctuation and grammar	Sometimes
Regularly	Teacher promotes use of statistics, calculation and number	Sometimes
Often	Lesson tasks provide opportunities to build generic and specific employability skills	Occasionally
Rigorously	Learning is summarised and checked well at the end of the lesson	Out of time
Extended / challenge	Extended learning materials on the VLE promote independent learning	Support only