



The Polesworth School
ENSURING EXCELLENCE

THE SCHOOL PLAN 2015 - 2017 ENSURING EXCELLENCE



ARDEN

The Polesworth School



KENILWORTH

The Polesworth School



STRATFORD

The Polesworth School



WARWICK

The Polesworth School



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INTRODUCTION:

This document is one of 4 key documents that describe the Polesworth Way:

1. **Ensuring Excellence** - a description of school expectations linked to how we put our 'non-negotiable' values into practice to *a consistently* outstanding level lesson-to-lesson, day-to-day *and week-to-week*.
2. **The School Self Evaluation Handbook** - describing our annual cycle of evaluative work that will keep the school and teams OFSTED ready and help decide *both whole school and team* priorities for innovation and improvement.
3. **Ensuring Progress** - this describes how we work with students to ensure outstanding academic progress through systematically identifying and addressing learning needs. This work is supported by the school's tracking system and underpins its reporting to parents.
4. **The Polesworth Innovation Plan** - This describes our priorities for the coming 3 years encompassing the vision for the school and *our* aspirations for innovative development work in the years to come. The innovations are in the areas of Teaching, learning, care and welfare and are part of our professional climate for innovation. The priorities have been informed by findings from our Self Evaluative work.



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Our Values & Vision

These are our values. They can be thought of as our ‘non-negotiables’ - beliefs, *expectations and standards* that underpin how we work with the young people in our care, and the community we serve. We believe that if we work in the context of these values, students will achieve more than they ever thought possible. They are also values that have evolved following a *sustained* period of success for our school.

A teenager of today can be sitting in their bedroom at home, on a social networking site, emailing their homework to their teacher for marking or uploading their homework to Frog, while texting a friend about their social lives. They have the world at their finger tips. A world frequently depicted as terrifying. We have a responsibility to equip young people with a *global* understanding of traditions, cultures and languages. It will only be through education and global cooperation that the right questions will be asked and problems solved. The young people of today must be part of the solution.

Our Young People

We value three main types of achievement for our young people, and the vision for our school is that we ensure our students are *empowered* to achieve to a consistently outstanding level.

Achievement - Academic: We believe all young people have the potential to achieve great things. Intelligence can be developed regardless of emotional and social background, given appropriate teaching and bespoke, individualised support. Young people should be encouraged to develop autonomy and meta-cognitive control (‘knowing what to do when they don’t know what to do’) in their learning and to gain inspiration from learning. They should be equipped with a crucial sense of possibility based on a well developed self awareness and ambition - ambition not only for themselves but for the communities in which they live and work.

Achievement - ‘letting your light shine’: All young people achieve things they can be proud of every day in addition to academic success and outside our school’s planned curriculum. We have a vital role in ensuring individuals develop their own talents and interests and have a responsibility to instil in them a sense of pride in who they are and what they achieve. *We must recognise and celebrate these achievements.*

Achievement - relationships: Excellent relationships for learning are a prerequisite for all other achievements. Relationships that result in mutual respect between young people and all other members of our school community will ensure learning can be fun in a disciplined and caring environment where the highest expectations are the norm.

Our Staff

Our Values extend to how we challenge, support and work with each other. All staff (support and teaching) play a crucial role in the education of young people. We all understand how our work has a direct influence on the life chances of the young people in our care. In the same way that we all have a duty of care to them, we have a duty of care to each other and have regard for each other’s professional and personal well being.

All members of the staff community see themselves as learners. They are empowered to make decisions, be creative and to lead. Mutual respect pervades all relationships, working together to enhance professional learning and practice and collaboration; collegiality and a sense of team identifies how all staff work together. All staff have clarity and certainty about the direction our school is taking and be working on only a few initiatives at any one time with a sense of how their work is contributing to that vision. Staff co-operate with each other and are not in competition with each other - they are part of a team that ensures Polesworth strengthens its position as one of the best schools in the country.



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Ensuring Excellence - Values into Practice

including 'working together@thepolesworthschool' -

To ensure our values are a reality for the young people in our care we all agree we will ensure the following:

Precision <i>Outstanding professional practice in and out of the classroom and excellent leadership will 'Ensure Excellence'</i>	Consistency <i>Every period, every day</i>	This will be a success if...
The Power of Education <i>- instilling a 'crucial sense of possibility'</i>	<ul style="list-style-type: none"> • Plan lessons that motivate, engage and ensure students enjoy learning • When interacting with students ask ourselves 'How much progress have all students made and how many have made outstanding or good progress?' • Engage as teacher to hold students' attention and give a sense of what is possible • Practise classroom leadership, make a difference to children's lives • Work as a whole school team to ensure a relentless quest to be the best • Set a moral and cultural expectation • Ensure students have an awareness of the global context of their learning • Recognise and celebrate the potential of individuals • Assume further and higher levels of study and achievement • Identify and celebrate 'House Heroes' to ensure pastoral, academic and wider contributions are recognised • Identify and celebrate subject 'heroes' - role models for what can be achieved via honours boards and an alumni association • Take personal responsibility to create an environment in which all students can enjoy learning. Use the environment to: <ul style="list-style-type: none"> ○ Display and celebrate students work/achievements ○ Display stimulus material ○ Display photographs of learning in action ○ Display interactive materials to support whole class interaction ○ Enhance relationships and learning ○ Encourage student feedback on classroom practice 	<p>Learners make <i>rapid and sustained</i> progress</p> <p>Lessons are stimulating, challenging, and learners are engrossed in their work.</p> <p>Staff value learners' efforts and personal achievements; there is a high level of success in motivating and developing all learners including those in vulnerable groups, such as those with Additional Educational Needs (AEN - SEN, HA, MA, LA, PP, Young carers, Looked after etc.)</p>
Living Inclusivity - valuing students as individuals	<ul style="list-style-type: none"> • Take time to find out about students as individuals - particularly important for those who display behaviours outside our values • Find time for 1:1 out of lesson time to develop relationships with learners 	<p>Most learners have high self esteem, can learn from their experiences and overcome difficulties.</p> <p>The proportion of learners at age 16 who find employment or</p>



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	<ul style="list-style-type: none"> • Catch them 'being good' and use praise and reward • Know the special gifts and talents of students • Ensure students know we are all on the same side • Be emotionally intelligent • Differentiate and be flexible • Mentor both academically and pastorally • Use Student Services appropriately to support students requiring ongoing or one-off support in their time of need • Intervene with a relentless focus on achieving potential • Ensure support staff in lessons are well directed and have a positive impact on student progress • Foster a healthy rivalry across Houses • Use specific student information to inform planning 	<p>undertake further education and or training is well above the national figure</p> <p>All staff (support and teaching) have very good relationships with all learners and consistently provide them with well judged advice and guidance.</p> <p>Learners are only excluded when their needs are greater than we are professionally equipped to deal with.</p> <p><i>Students feel supported in their choices and have access to a wide range of resources to inform their decisions</i></p>
<p>Our Professional Best - ensuring excellent relationships for learning and behaviour</p>	<ul style="list-style-type: none"> • Be consistent in the context of an understanding of the students' emotional and social backgrounds • Appreciate that one teacher's actions can impact on the work of others - positively or negatively • Use a structured behavioural approach which could include: <ul style="list-style-type: none"> ○ Stand at the door to greet, check uniform and make prompt starts to lessons ○ Have something for them to do as soon as they arrive ○ Command attention at start of lesson ○ Take action on latecomers without disturbing the learning of others ○ Take direct and prompt action on inappropriate behaviours ○ Deal with serious disruption away from an audience ○ Use the 'lighthouse effect' /eyes in back of head, remaining vigilant and knowing what students are doing all of the time ○ Insist on courtesy and politeness and model this ○ Keep things in perspective ○ Do not back children physically or figuratively into corners. ○ End lessons in a structured manner ○ Contribute to ensuring the highest standards of behaviour and manners outside lessons ○ Practise and encourage mutual respect, fairness and friendliness ○ Always take opportunities to challenge prejudice • Model our expectations • Be a role model on duty and use this time as an opportunity to praise good behaviour and reinforce expectations • Apply school policies fairly and consistently 	<p>Behaviour is exemplary; learners are self disciplined and resolve differences by looking at alternatives and making choices.</p> <p>Attendance is consistently well above the national figure, and unauthorised absences are rare; learners arrive in good time for the start of our school day and for lessons.</p> <p>Learners are self aware, and they have well-developed values, principles and beliefs which inform their perspectives on life.</p> <p>Learners cooperate very well with staff and other learners.</p> <p>Learners challenge prejudice</p> <p>Learners' conduct is exemplary; mutual respect prevails and peer support is achieved.</p> <p>Learners play an active part in maintaining an excellent climate for learning and an environment free from bullying and harassment.</p> <p>Learners are confident that incidents will be dealt with swiftly and fairly</p>



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<p>Assessment for Learning - <i>ensuring excellent progress within and over lessons</i></p>	<ul style="list-style-type: none"> • Craft powerful learning experiences that have variety and include in different forms: <ul style="list-style-type: none"> ○ Individual, peer and group work ○ Clear learning intentions and shared success criteria ○ Excellent questioning ○ Structured, criteria driven peer and self assessment ○ Effective plenary sessions ○ Modelling in class success criteria ○ Ensure good quality written and verbal formative feedback using the principles of WWW EBI & ACT (see last page) ○ Engage in developmental dialogue with learners ○ Allow time for reflection upon feedback in lessons ○ Encourage autonomous learning through classroom activities ○ Survey student views on learning processes • Use data in a sophisticated way to: <ul style="list-style-type: none"> ○ Set challenging targets ○ Track progress and intervene with target groups ○ Identify and address the learning needs of individual students ○ Identify gaps in learning and intervene appropriately ○ Imaginatively and creatively design effective interventions to meet the specific learning needs of students ○ Keep parents informed about progress ○ Help understand a student’s background 	<p>Learners make exceptional progress.</p> <p>Lessons are stimulating and challenging and activities are closely matched to individual needs. Learners are engrossed in their work.</p> <p>Learners are involved in the assessment of their work, set individual targets.</p> <p>Teacher planning is modified within and without the lesson context based on assessment information.</p> <p>A thorough programme of assessment is used consistently across all subjects.</p>
<p>Leadership - Ensuring learning centred leadership impacts in the classroom and on students outcomes “a well led school is well led by many”</p>	<ul style="list-style-type: none"> • Ensure professional dialogue • Ensure Excellence is modelled • Ensure accurate monitoring and evaluation • Ensure professional learning takes place so that staff are up to date with curriculum changes • Drive up standards and ensure excellence using strategies that include: <ul style="list-style-type: none"> ○ Modelling : Put our ‘Values into Practice’ ○ Target setting ○ Progress tracking ○ Data analysis ○ Enabling the sharing of best practice ○ Team building and support • Assure and improve quality using school Self Evaluation (SSE): <ul style="list-style-type: none"> ○ Monitoring the quality of teaching and learning - formal/informal (open doors) ○ Survey students (questionnaire/interview) ○ Scrutinise students work ○ Analyse data ○ Involve parents and our wider community partners • Develop and support others: 	<p>Learners make exceptional progress</p> <p>Leadership at all levels is dynamic and often inspirational. A clear vision for the future directs and guides staff and learners.</p> <p>Evaluation is embedded in our school’s practice at all levels. Improvement planning and strategic thinking is ambitious with clarity about goals.</p> <p>Staff across our school provide excellent teaching, learning and care for young people. Professional learning is informed by school planning, valued by staff, and its effectiveness is evaluated.</p>



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	<ul style="list-style-type: none">○ Run evaluative meetings (share best practice)○ Ensure colleagues are in an environment where they can 'learn the job, on the job'○ Effectively manage performance○ Ensure consultation, collaboration and collegiality○ Be emotionally intelligent○ Recognise and reward achievements○ Develop communication and communicate well○ Coach and mentor staff to be the best they can be○ Develop future leaders○ Ensure recruitment processes are rigorous○ Ensure staff have access to relevant and appropriate CPD● Maintain High Expectations:<ul style="list-style-type: none">○ Implement SSE strategies and support where needed○ Strive for perfection and never dilute expectations or be complacent○ Model what is expected in and out of lessons○ Work collaboratively○ Ensure professional empathy○ Be accountable and hold others to account● Enable student leadership through sophisticated student voice/responsibility/activities	
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“I am the decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or honour, hurt or heal. It is my response that decides whether a crisis will be exacerbated or de-escalated - a child humanised or de-humanised”
Haim Ginott



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Formative feedback - What Went Well, Even Better If, Action

Teachers at The Polesworth School have agreed a set of principles, which informs our approach to marking students' work. These are that teachers should write formative comments on work and that these comments should show:

- **what is good about the work** (must relate to the point of the work);
- **what could have been done better** (must relate to the intended outcome);
- **what to do next** (to move the learning forward).

These key elements can be encapsulated for ease of memory and reference as WWW EBI & ACT

WWW : This is what is right about your work.

EBI: what could have been done better?

ACT: This is what you need to do next to move the learning forward.