



**Professional
Development
at
Trinity Academy
Grammar**

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1. Introduction

Curriculum Statement of Intent

We aim to transform the lives of our students **through our:**

- Delivery of a focussed and purposeful curriculum. This will be designed by specialists, and delivered by passionate practitioners, which will equip students with the knowledge, skills and experiences they need to successfully enter the world of work.
- Commitment to being a values-driven Academy, who put our core values of empathy, honesty, respect and responsibility at the heart of everything we do. We aim to give all of our students the tools they need to flourish as young adults and continue to contribute positively to society.
- Dedication to all students leaving us as strong communicators: able to speak clearly, listen effectively, write coherently and understand the value of reading.
- Relentless focus on ambitious aspirations for all, ensuring that all our students are given opportunities and experiences that open their eyes to potential new pathways, partnered with the knowledge and skills required to flourish in this environment.

We aim to transform the lives of our students **by:**

- Ensuring high quality teacher instruction is at the heart of teaching and learning
- Ensuring recall and interleaving of content and acquisition of new knowledge is a priority
- Ensuring strong routines continually contribute to a safe and purposeful environment
- Removing barriers for all to allow them to leave us as well-rounded citizens who are able to positively contribute to society, with sufficient skills for future employment and education
- Providing opportunities for cultural experiences, linked to our curriculum.

Teaching and Learning Statement of Intent

Our aim is that teaching transforms lives through:

- high quality teacher instruction where the **teacher is seen as the expert.**
- providing a strong role model for pupils, promoting high standards of literacy.
- ensuring recall of content in the long-term as well as acquiring and integrating new knowledge.
- routine based teaching which ensures that no learning time is wasted.
- fully responsive teaching which identifies misconceptions accurately and provides clear, direct feedback

What defines an expert teacher?

The experience and knowledge which enables the teacher to respond and adapt to situations successfully in an instinctive manner.

Expert teachers habitually and often instinctively practise the following 'Elements' of teaching:



Our aim is that teaching transforms lives through:

- High quality teacher instruction where the teacher is seen as the expert.



Rationale:

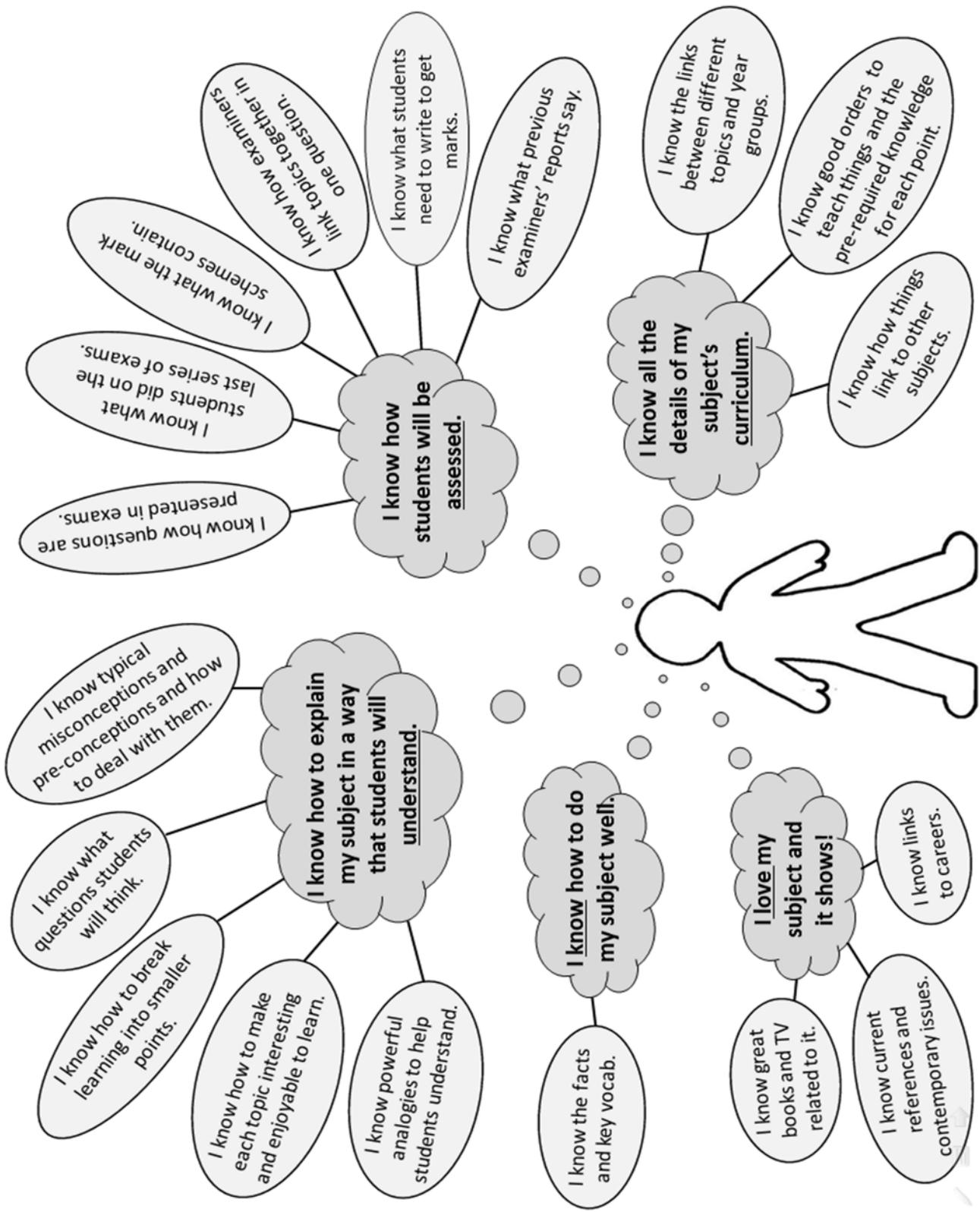
Subject passion and expertise is vital to maximise student progress across the range of attainment levels.

- Enables you to challenge all students
- Ensures insightful and effective planning of tasks
- Encourages students to go beyond the specification
- Enables misconceptions to be addressed
- Inspires and motivates students
- Enables you to break knowledge and skills down effectively

The most effective teachers have **deep knowledge** of the subjects they teach. Teachers must also understand the ways students think about the content, be able to evaluate the thinking behind students' own methods, and **identify students' common misconceptions**.

(The Sutton Trust, 2004)

Subject knowledge has a very important role to play because **high-quality teaching rests on teachers understanding the subjects they are teaching, knowing the structure and sequencing of concepts, developing factual knowledge essential to each subject** and guiding their students into the different ways of knowing that subjects provide: **subjects create disciplined ways of knowing**. It is also clear that when there is a lack of subject expertise, or it is unevenly spread across teaching groups, then the quality of teaching and students' exam results are at risk. *(Smithers & Robinson, 2005)*



Our aim is that teaching transforms lives through:

- providing a strong role model for pupils, promoting high standards of literacy.



Rationale:

The dialogue we have with students is at the forefront of quality lessons.

- Students need us to model effective talk and vocabulary to develop their own oracy
- Quality classroom talk and questioning requires planning, routines and frameworks to support it
- Purposeful, probing and planned questions ensure that all students are able to make excellent progress

"Young children in poverty need opportunities to learn words....rich exchanges with adults, particularly conversations, serve as a key mechanism to accomplish this goal"

(Waski and Hindman, 2005)

"The youngest children best learn words....through repeated exposure and open-ended conversations with adults"

(Waski and Hindman, 2005)

"Children learned more new words when the adults around them used more complex vocabulary and inferential talk"

(Dickinson & Tabors, 2000)

Our aim is that teaching transforms lives through:

- routine based teaching which ensures that no learning time is wasted.



Rationale:

- Students are focused and participate in their learning
- Pace is appropriate for the point in the learning
- All activities have a clear learning purpose
- Students understand how the activity/lesson fits in the 'Big Picture'
- Sequences of lessons are planned to develop skills and build on prior learning

'In the USA, teachers plan what they want their students to **do**. In Shanghai, teachers plan what they want their students to **think about**.' (Gu, 2005)

Our aim is that teaching transforms lives through:

- ensuring recall of content in the long-term as well as acquiring and integrating new knowledge.



Rationale:

This is about setting the bar high for all students and then putting scaffolding in place which allows all students to achieve that high expectation.

- Allows all students to achieve their potential regardless of their starting points
- Sets high expectations and with this also develops resilience and grit

- “Teachers should assign tasks that are within students’ ZPD – learners should be stretched beyond their own independent ability, but not their ability with assistance.
 - Tasks should be scaffolded so that students can isolate and solve the educative challenge and eventually learn to complete the tasks independently, but not so highly structured that they never learn to go alone.
 - Giving students the hardest tasks they can do with scaffolding will lead to the greatest learning gains”.
- Wass and Golding, 2004

Our aim is that teaching transforms lives through:

- fully responsive teaching which identifies misconceptions accurately and provides clear, direct feedback



Rationale:

- Students understanding their areas of strength and areas for improvement
- Students understanding and reflecting on how they learn
- Students responding to feedback to make improvements/re-draft their work
- Teachers providing clear feedback so that students know how to make progress
- Teachers reflecting on the performance of their class and adapting lessons accordingly
- Teachers reflecting on their own practice and taking active steps to develop their knowledge and/or skills

“The key to stable motivation to learn depends on a student’s capacity to deploy self-regulatory strategies which strengthen their engagement with tasks that they may not find intrinsically interesting.” (Clark, 2002)

- **Hattie** – ‘formative evaluation’ 4th highest influence on student achievement with an effect size of 0.9
- **William (1999)** – good formative assessment can raise achievement by as much as two grades – disproportionately beneficial for LAPs.
- **The Sutton Trust** – meta-cognitive and self-regulation approaches have ‘consistently high levels of impact’ with students making an average of eight months additional progress.
- Research shows that explicitly teaching study strategies in content courses improves learning.

How can I make the learning process explicit?

- Strong neural connections
- Organised structures – bodies of knowledge
 - **Mental effort** – ‘productive failure’ (Kapur & Bielaczyc, 2000)
 - **Elaboration** – making connections, asking ‘why?’ (McDaniel & Donnelly, 1996).
 - **Dual coding** – verbal and visual (Cuevas, 2006)
 - **Testing/retrieval practice** (Roediger & Butler, 2000)

- **Explicitly teach learning strategies**
- **Explain the purpose of tasks**
 - What are the benefits of paired work/discussion?
 - What are the benefits of using mind-maps?
 - Why will converting information into images help them retain it?

- **Ask questions to promote metacognition**
 - What have you learnt from that mistake?
 - When have you had to think like this before?
 - How could you find the answer?
 - How did you work that out?

2. Core CPD

Teacher CPD

Aimed at: Teaching Staff, Curriculum Tutors, Learning Mentors and Cover Supervisors

At Trinity Academy Sowerby Bridge, we recognise the importance of ongoing, high-quality professional development opportunities in order to support and develop the expertise of our staff at all stages of their career.

Aimed at all teachers, Curriculum Tutors, Learning Mentors and Cover Supervisors, this weekly twilight CPD focuses on developing pedagogy and rendering staff practice consistent within all school priorities. All teaching staff CPD is based in educational research and underpinned by robust school quality assurance processes including regular teaching and learning data collections ensuring that all CPD is fully relevant to and focused on school improvement.

Examples

Whole group sessions	Literacy strategies Oracy Routines Strategy focused language Praise v Acknowledgement SEND Modelling E-learning TA deployment
Paired Data Input and Reflective Practice	Discuss student outcome with CLs Review seating plans and annotations Review strategies for individual students Complete any RAP documentation
Curriculum Review	Paired book looks Visit reflections Staff voice

Staff Voice

98% agree / strongly agree that the weekly teacher CPD sessions have had a direct impact on their practice.

“It is always made clear how CPD sessions are linked to wider academic research and how this fits with the academy’s vision. This highlights why new strategies are so important.”

Practice

Aimed at: Teaching Staff, Curriculum Tutors, Learning Mentors and Cover Supervisors

Supporting the premise that practice makes permanent, these regular group sessions allow staff to practise school routines which have been identified as a priority for school improvement. Each session is supported by a script which clarifies expectations of actions and language.

Practice Examples	Language of the Lesson Learning Links PCD Tracking Think, Pair, Share Entries Exits Careers Attendance conversations Acknowledgement v praise Issuing Cs Reflection Image The Pledge Word of the Week Read Around
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Staff Voice

93% of staff strongly agree / agree that practice sessions have had a direct impact on the consistency of routines.

“Scripts are a useful discussion point to reflect on our own practice and use within the department.”

“I think the rationale behind why the change in language needs to occur which is always brilliantly shared with staff in CPD is more effective in shifting habits.”

Curriculum CPD

Aimed at: Teaching Staff, Curriculum Tutors and Learning Mentors

Weekly CPD scheduled within the timetable for curriculum areas focused on developing and enhancing their curriculum and the subject expertise and pedagogy of their teams. CLs plan this CPD to meet the needs of their Faculty Improvement Plan as well as the needs of their staff. Plans are continually reviewed based on the quality assurance feedback gained including that from curriculum reviews – lesson visits, book looks, staff and student voice.

Examples	Areas identified in curriculum review – subject pedagogy / aspects of curriculum delivery / development / planning Joint planning Subject knowledge development Topic seminars Address misconceptions/explanations/analogies Examiner feedback Cross-curricular opportunities Review misconceptions/teaching strategies Ensure consistency of assessment and understanding mark schemes Discuss and share assessments/mock exams Standardisation Moderation Exam review
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Staff Voice

100% of staff strongly agree / agree that curriculum CPD not only supports their development and practice but also has had a direct impact upon it.

“These have really improved my subject knowledge and developed consistency across the whole department.”

“This has allowed me to have clear tasks to develop curriculum and assessment.”

Teaching Assistant CPD

Aimed at: Teaching Assistants

Recognising the invaluable role that our classroom support staff play, Teaching Assistants receive their own weekly CPD. This CPD aims to support TAs in understanding and supporting whole school routines and priorities and develop knowledge essential for their role. This, in turns, ensures that teaching staff receive the best quality classroom support.

Examples	Weekly Practice in-line with teaching staff CPD Collaborative reviews of Pen Portraits SEND – knowledge development Questioning Literacy Numeracy Access training Pastoral systems
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Staff Voice

98% of staff strongly agree / agree that TA CPD not only supports their development and practice but also has had a direct impact upon it.

“CPD is always valuable and creates a forum for discussion and sharing of strategies with other staff. This is important to me because as a TA I am deployed in lots of departments so having the opportunity to reflect with other support staff is great for morale and learning from each other’s experiences too.”

Classroom Support CPD

Aimed at: Learning Mentors, Curriculum Tutors, Library and Arc Managers

Recognising the invaluable role that our classroom support staff play and the critical work they do with some of our most vulnerable learners, this group of staff receive their own weekly CPD in addition to the weekly teacher CPD. This CPD aims to support staff, most of whom do not come from a teaching background, in planning, preparation and delivery of lessons.

Examples	Core Knowledge Retrieval Practice Questioning Applying knowledge Numeracy Accessible resources Collaborative reviews of Pen Portraits SEND – knowledge development Access training
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Staff Voice

98% of staff strongly agree / agree that this CPD not only supports their development and practice but also has had a direct impact upon it.

100% of staff strong agree / agree that the sessions focused on Questioning, Retrieval Practice and Core Knowledge improved their practice.

3. Early Career Development

ITTs

Aimed at: Teach First Trainees and TIE trainees

At Trinity Academy Grammar, we work alongside our Teaching School (TIE), as well as with other external training providers including Teach First, to ensure that our trainees are equipped and motivated to become excellent practitioners. When you join us here, you will have a specialist subject mentor who will meet with you weekly and provide support and guidance. As well as having the opportunity to take part in all our Core CPD and New Staff Induction Programme you will be part of more bespoke CPD including 10 Minute Tips. This is designed to support your smooth transition into the classroom, enhance your pedagogy, and develop your skillset as you progress throughout your training year and beyond.

ECTs

Aimed at: All ECTs

We understand that the first year of teaching brings about its challenges, and it can sometimes feel a little daunting. That is why we continue to ensure that our team are fully supported in all aspects of their career. When you join us, you will be provided with a range of opportunities to support your professional development including a dedicated mentor who will be on hand to offer advice and guidance. Specifically, you will be provided with the opportunity to experience:

- Our new staff induction package which also helps you to familiarise yourselves with our systems, policies and procedures
- Access to our Core CPD provision
- All ECTs have a mentor and a tutor to support their progress
- Our 10 Minute Tips programme
- ECTs receive regular formal and informal feedback to support their development.
- ECTs receive a bespoke programme of induction with partner schools.
- ECTs receive training through the Ambition platform and ongoing support from the Kirklees and Calderdale Hub for their 2 year ECF programme.

100% agree / strongly agree that they have found that the weekly mentor meetings support their development and practice and feel that they receive the necessary support to help them evidence the teachers' standards.

"The routines and culture at TASB make evidencing the teaching standards easier."

"School wide resources are impeccable, the culture of the school is exceptionally warm and all staff are more than willing to help."

RQT Programme

Aimed at: **All** RQTs in the year following the ECT (NQT) year.

In order to bridge the gap between your ECT and beyond, we have designed an additional bespoke CPD programme as part of our continuum of support. This programme aims to:

- create teachers who demonstrate expert subject knowledge, have a deep understanding of their curriculum and outstanding pedagogical practice
- prepare staff for future leadership opportunities

This programme gives RQTs the following opportunities:

- Focus on developing outstanding pedagogical practice as well subject knowledge
- Identify a development focus which supports the development of the RQT whilst underpinning the development of the curriculum area in which they work
- Research the agreed focus with the support of a member of the T&L Team and their curriculum area
- Present the research and establish a development plan to put the identified focus into action
- Receive and engage with feedback provided on the agreed focus

The programme will culminate in RQTs be able to select a leadership task which could include:

- Planning and delivering CPD to the curriculum area based on development work carried out
- Working with the CL to carry out any curriculum developments that may have arisen from their development work
- Working with another colleague to develop their practice – mentoring / coaching
- All RQTs receive the opportunity to publish their work in the Trust's educational journal, Spark.

Examples of RQT development foci	<ul style="list-style-type: none">• Improving performance in MoR - retrieval and method impact• Embed Grammar Pop within the English curriculum• Developing links across maths, science and geography to create more cross-curricular cohesion• Interactive Reading within BTEC PE to strengthen core knowledge and performance in the written exam• Developing a reverse Frayer model approach for building mathematical understanding of concepts before increasing vocabulary• Data driven Key Stage 4 homework• Forum Friday / Ten Talks Oracy Project
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100% of RQTs feel that the RQT programme has given them the opportunity to develop their knowledge and / or practice and is preparing them for future leadership.

"I have loved having the opportunity to explore and gather research into the pedagogy of my subject area as I am extremely passionate about my specialist subject and I feel that I have been able to use this passion to help develop practice in my department. My work has been well received by my colleagues and students and I am now looking forward to reviewing the true impact of this."

4. New Staff Induction

Regardless of what stage in your career you join us at, we understand that starting a new school can be challenging due to its unfamiliar nature. Even the most experienced teachers can feel nervous stepping into a new classroom. With this in mind, we have designed a bespoke package available to all new team members which is aimed at making this move a little smoother by ensuring new staff to the academy understand the context of the school and are fully trained and supported in understanding and embedding the school's vision, systems and routines. This involves:

- An initial induction day focused on policies, practices and routines and an introduction to key staff and their roles
- The provision of a new staff induction pack
- An initial session with the CL focused on the curriculum
- Weekly twilight sessions throughout the first term (and beyond if required) focused on and embedding policies, practices and routines
- Weekly 10 Minute Tips focused on embedding classroom routines throughout the first term
- Additional Practice sessions to those done in CPD
- Observation of routines in action

The New Staff Induction Day was informative providing me the key information I needed at the start of term – 94% agree / strongly agree

-The weekly sessions with members of the T&L Team have been informative and useful – 100% agree / strongly agree

-I have found the feedback provided by my 10 Minutes Tips coach useful and I have been able to act upon it – 100% agree / strongly agree

5. Enhanced CPD Opportunities

In addition, there are further CPD opportunities which staff can opt in to. In some cases these may complement other CPD programmes and staff are guided towards them. These include opportunities to engage in research and develop classroom practice. As a taste of what to expect, please have a look at the information below.

10 Minute Tips

At least once weekly an assigned coach will carry out a 10 minute lesson visit followed by face-to-face 10 minute feedback session focused on specific aspects of pedagogy that participants would like to improve. One coach is assigned to each member of staff to ensure that consistency is maintained. The beauty of this CPD is that feedback is focused and immediately actionable as well as being reviewed on a weekly basis for maximum impact.

10 Minute Tips is a compulsory part of the New Staff Induction Programme to support our new staff in embedding our routines.

Swivel Cam

The Swivel Cam can be used by any staff who are keen to reflect on their own practice. This can be done independently, with a mentor or another colleague. Likewise, if you wish to observe a colleague and cannot find the time to do so, this is a great way of capturing their lesson and watching it at another time.

If you wish to use the Swivel Cam, please contact IT and they will support you.

Teaching & Learning Library

If you are interested in academic literature and research then our Teaching and Learning Library is available to any interested staff. All we ask is that once you have finished a book, complete a brief review to share your thoughts with other staff. Please forward any reviews to the T&L Team who will ensure that these are shared.

Also, if you would like a book adding to the library then feel free to ask a member of the T&L Team.

Seneca

Seneca offers online access to a range of courses designed to support one's practice and engage with the latest and most significant educational research.

Topics include: Retrieval practice, the craft of assessment dual coding, metacognition, language development and cognitive science

Trinity Spark Journal

At the end of the year all staff are invited to contribute any book reviews, research projects and examples of best practice to the Trinity Teaching SPARK Journal. This publication is shared across the MAT. Previous copies can be found in the T&L library.

Masters/PhD Funding

As an academy, we want to support all teachers in pursuing their own research and development. As such, the academy does have the ability to fund some Masters and PhD qualifications and endeavours to do so, when possible.

External CPD providers

In order to support you in keeping up to date with your practice, you may wish to attend CPD from an external provider such as an exam board. If you go on an external CPD day we ask that you share this feedback with your Curriculum Leader as this will likely feed into curriculum CPD.

ResearchEd Conference

This is an exciting opportunity to experience the views of other educational enthusiasts! The goal of ResearchEd is to bridge the gap between research and practice in education. Researchers, teachers and policy-makers come together for a day of information sharing and myth-busting. It is a full weekend event where you get to decide which sessions you attend.

6. Leadership Development

As we want to ensure that outcomes and experiences for students are of the highest possible standard we need to ensure that we have good people leading, running and implementing systems, policies and initiatives. Therefore, this programme looks to encourage effective team work at every level, as well as supporting strong leadership at every level.

External/TTSA:

- **NPQML Qualification** – A National qualification in Middle Leadership which involves external CPD, projects and interviews.
- **NPQSL Qualification** – A National qualification in Senior Leadership which involves external CPD, coaching and a whole school project.
- **Hub/Curriculum/Leadership meetings** across MAT/Calderdale or wider – There are a number of hubs and subject based groups across the local area. CLs and subject leaders are encouraged to attend these and work in collaboration with like-minded leaders across the LA and beyond.
- **SLE Opportunities (Specialist Leaders of Education)** – In partnership with our teaching school (TTSA), teachers with leadership experience can apply to become SLEs where they are deployed to work with other schools or educational establishments.

Internal:

At TAG we see all interactions between leaders as a leadership development opportunity.

- **Weekly line management meetings**

100% agree / strongly agree

I receive effective support and guidance from my SLT Link in our weekly line management meeting.

I receive appropriate challenge from my SLT Link in our weekly line management meeting which, in turn, has a positive impact my role as a leader.

My weekly line management meeting with my SLT Link is having a direct impact on my role as a leader.

My weekly line management meeting with my SLT Link supports me in effectively leading my team.

- **Curriculum Leader Team Meetings** – These sessions form a vital link between the senior leadership team and curriculum leaders providing regular opportunities to collaborate on school and wider staff development.

88% of CLs agree that they receive effective support and guidance in Curriculum Leader meetings.

- **Curriculum Review** – This is an opportunity for Curriculum Leaders to develop leadership of their curriculum area with the guidance and challenge of their SLT Link. It also provides other departmental middle leaders to work collaboratively with leaders to develop their leadership qualities.

100% of CLs agree or strongly agree that the curriculum review process has:

- given me direct ownership over the quality assurance in my curriculum area.
- enabled me to focus equally on all aspects of my curriculum area: pedagogy, subject expertise as well as the implementation of my curriculum.
- led to effective development for my team.
- made me a more effective leader and more confident going into external reviews.

- **Leadership development coaching** – An opportunity for Senior Leaders and Curriculum Leaders to work with an external coach to develop and enhance their leadership style.

“Leadership development coaching is having a significant impact on my leadership as it's giving me the opportunity to be more reflective and consider my personal areas for development.”

“Direct positive impact. Allows me to reflect on my practice in confidence and develop ways to move forward.”

Core and Enhanced Whole-Team Development:

In addition to curriculum CPD, staff also have regular opportunities to meet and collaborate.

- **Staff Briefings** – Taking place once weekly, this is a vital opportunity for all staff to be updated on key systems, developments and pupil information.
- **Pastoral Team Briefings** – Year groups meet once weekly to share critical information relating to their year groups and forms.
- **Team Briefings** – These are weekly opportunities for the team to come together to share messages and ask questions to ensure effective team work moving forwards.
- **PM meetings and interim reviews** – All teaching staff have a meeting to set their targets for how they will contribute to both their own development and that of the team. There is also an opportunity to review these targets mid-way through the year.
- **Social Events** – All teams are encouraged to participate in social events. There are also a number of whole school social opportunities to enhance the collaboration and community of the academy as a whole.

7. The Teaching and Learning Team

At Trinity Academy Grammar, we have a dedicated Teaching and Learning Team who manage and support the development of teaching and learning across the academy. These exceptional classroom practitioners model pedagogical approaches within their own subject area and also provide curriculum level and individual teacher support academy-wide. They support the development and quality assurance of all CPD across the academy.

Although we are a fully collaborative team, each team member leads on the following whole-school areas of responsibility:

Caroline Middleton Vice Principal	<ul style="list-style-type: none"> • Quality Assurance • Teach First provision • RQT provision • 10 Minute Tips • Practice • Oversight of all CPD streams for teaching and support staff
Alexandra Olson Assistant Principal	<ul style="list-style-type: none"> • Literacy Lead • ECT provision • ITT provision • CPD development
Ian Taylor Lead Teacher	<ul style="list-style-type: none"> • Research • T&L Library • Actions and Language • RQT Link • Mentor • CPD development
Steven Dolby Lead Teacher	<ul style="list-style-type: none"> • Lead Teacher for Autism • Classroom support CPD • RQT Link • CPD development
Ken Chan Associate Lead Teacher	<ul style="list-style-type: none"> • Research • RQT Link • Staff development • CPD development
Robin Lloyd Coach	<ul style="list-style-type: none"> • RQT Link • Mentor • Staff development • CPD development

8. Quality Assurance Processes and Systems

The quality assurance process provides a holistic view of the quality of our curriculum as well as teaching and learning and informs CPD across the academy. This covers:

- The impact of our curriculum
- Standards and expectations
- Evidence of Teachers' Standards – ECTs and Teach Firsts
- Impact of pedagogical processes, routines etc
- Impact of classroom support
- Impact of CPD and ascertaining CPD needs
- Impact of assessment
- Staff performance

We do this through:

Curriculum Reviews

- Initial review meeting SLT Link and CL
- Lesson visits
- Paired book looks
- Pupil voice
- Staff voice
- Curriculum book look
- Follow-up meeting
- Curriculum executive summaries

Standards

- Book looks
- Visits – lessons and form time
- Classroom support

Lesson observations

- ECTs – termly
- Teach First trainees – termly
- New staff to the academy

T&L Data Collections

- Termly visits by the T&L team to ascertain the efficacy of T&L routines and initiatives

Data and Assessment

- GCSE results
- Data assessment windows – paired data entry
- RAP documentation
- Masters of Recall assessments

- GL assessments
- Reading Age data

Student Voice

- Weekly Principal's Breakfast
- T&L data collections
- Whole school student surveys
- Student interviews
- Curriculum reviews
- Informal opportunities

Staff Voice

- Whole school staff surveys
- Curriculum reviews
- Book looks
- CPD surveys
- Informal opportunities

External Review

- SIP
- Ofsted
- MAT and subject experts

