

ARTSED DAY SCHOOL

TEACHING AND LEARNING POLICY

1. PHILOSOPHY

ArtsEd is underpinned by our six pillars: *Aspiration, Resilience, Teamwork, Self-Discipline, Empathy and Drive*. This policy outlines the purpose of teaching and learning at the school which aims to:

- Foster a love of learning; engage students in how to learn not just what to learn.
- Provide an education that is accessible but challenging, creative, cognisant of the individual needs of the students to realise their potential.
- Provide passionate teaching of the highest quality.
- Educate beyond the classroom, so our learners are prepared for life beyond ArtsEd.
- Ensure learners leave the school proud of their achievements, confident in their abilities and concerned for the needs of others.
- Value difference, and develop awareness and tolerance of other aesthetic, cultural and religious values in our diverse society.

2. AIMS

This policy addresses:

- How the school implements best practice in the provision of teaching and learning, including but not constrained to:
 - Classroom management including the ArtsEd classroom model.
 - Ensuring the provision of the best teaching through classes with clear structure, purpose and pace;
 - Ensuring all pupils (KS3 & 4) and students (KS5) are well prepared for lessons and engaged in their learning;
 - Enabling students to become self-governing, resilient, and independent learners.
- The role of the Senior Leadership Team, Heads of Department and Subject teachers within the various aspects of Teaching and Learning.
- Implementation of review, marking and feedback within the school.
- Our high expectations and raising standards of achievement for all learners in our school.
- Overview of SEND department and G&T offer (subsidiary policies available).
- Timeframes and procedures within the various aspects of Teaching and Learning, including that of the review of this document.

3. BEST PRACTICE - ROLES AND RESPONSIBILITIES

3.1. Senior Leadership Team (SLT)

- Ensure the vision of the school is part of the daily ArtsEd experience.
- SLT should ensure that the provision of the courses is available to all.
- Celebrate achievement and have high expectations for everyone.
- Be aware of new research and strategies in teaching pedagogy to support and nurture both staff and learners.
- Plan and evaluate strategies to secure the highest standard of teaching and learning across the school.
- Ensure delivery of quality continuing professional development (CPD) opportunities to improve subject teachers' practice and subject knowledge.

- Monitor the quality of the lesson plans, delivery of lessons, assessment, marking and pupil feedback.
- Install effective and consistent methods of communication and reporting to the parents.
- Offer clear advice and guidance, addressing underachievement and following appropriate procedure to support staff and learners.
- Promote the ethos of independent learning for students to take control of their own learning and development.

3.2. Head of Department (HoD)

- Know the subject specification thoroughly and create department and curriculum plans (where necessary) which have the required clarity to deliver said skills and knowledge.
- Review the choice of subject specifications to ensure that they meet the needs of the pupils and students; enabling them to optimise their potential.
- Ensure that they keep up to date with any changes in the external exam specifications and any prescribed literature relevant to the different courses.
- Ensure the teachers in the department are creating clear, well-structured lessons in which learners can find joy in learning and achieve the best results they can.
- Ensure the resources in the department support student learning and that appropriate differentiation is integrated within the delivery of the specification.
- Drive continuous improvement in their subject, working with their subject teachers to identify challenges and the means to address them.
- Moderate progress across their subject, looking at both quantitative and qualitative performance data and baseline testing.
- Reviewing all students and pupils on a regular basis to ensure that they are given appropriate challenge and support as necessary – flagging those for whom there is concern with the SLT.
- Ensure the departmental ethos and handbook, where applicable, are up to date and shared with their colleagues in the department.
- Promote a safe, welcoming environment for staff and students, encouraging the teachers to share resources and best practice.
- Apply the school rules consistently.

3.3. Subject Teacher

- Follow the school's T&L policy and procedures, ensuring consistency in every class and across the subject offer.
- Deliver well structured, appropriate and interesting lessons. Which take into consideration prior learning and build knowledge to ensure learner mastery.
- Know their learners including their abilities, attainment and the best way for the individual to make progress.
- Be passionate about what they teach.
- Keep up to date with relevant subject and educational pedagogy through CPD.
- Be cognisant of the variety of learning styles in classes and deliver content through appropriate tasks.
- Ensure that they are always providing the best environment to enable all students to thrive.
- Being cognisant and supportive of students with neuro diversity, SEND and other pastoral, physical and mental health needs – ensuring that they are properly supported, respected and included – seeking help from other staff when necessary.
- Be able to use a variety of teaching styles to engage and inform all students.
- Will plan for and address misconceptions.
- Promote and uphold the highest standards of presentation and literacy.
- Be reflective, plan for improvement, considering baseline data and prior attainment.
- Apply the school rules consistently.

3.4. The learner

- Will be ready to learn and follow the ArtsEd classroom model.
- Will be responsible for organising equipment and be prepared for every lesson.
- Be enthusiastic and engaged learners who are ambitious about their goals.
- Will have opportunities to explore a range of learning styles to become aware of, and act upon, their own strengths and areas for development.
- Know their targets and how to improve and develop.
- Develop understanding and tolerance of the strengths and weaknesses of others.
- Always follow the ArtsEd school and classroom rules, respecting the rights of others to learn.
- Be able to understand and apply the ArtsEd pillars to their educational life, therefore gaining these values and skills to their life outside of ArtsEd.

4. LESSONS

4.1. Schemes of Work (SoW)

- A SoW should specify content and methodology as appropriate by subject and year group.
- Give an overview of aims and principles.
- Clearly address topics to be covered.
- Teachers need to refer to a suggested time scale for delivering each topic.
- A SoW should indicate the type of resources needed and available for each topic.
- It should highlight use of ICT and devices as appropriate.
- Refer to social, moral, spiritual and cultural content (SMSC).
- Outline assessment methods and identify assessment and feedback points.
- Must be accessible to all levels of ability; with appropriate differentiation/personalisation built in for both SEND and G&T learners.
- Be sensitive to the relevant components of the curriculum which promote or challenge EDI issues.
- Using the school's curriculum map schemes should identify cross-curricular links, including PSHEE and SMSC.
- There should also be formal and regular review and feedback by learners to enable teachers and HoDs to understand the learners' perspective on the recent work, to support the learner if there are relative weaknesses, and to inform curriculum development for future learning of the student and also for other students.
- SoWs should reflect the school's six pillars:
 - i. Encourage learners to aspire to be the best they can.
 - ii. Teach them resilience through risk-taking, problem solving and learning failure isn't finite or necessarily always negative.
 - iii. Show learners the value of working together as well as independently.
 - iv. To become more self-disciplined and understand how this can encourage great motivation to do better.
 - v. Help our learners be empathetic individuals, kind to each other and the world.
 - vi. Be driven learners, not just to pass exams but to have the drive to want to be the best version of themselves.

4.2. The Classroom Model

4.2.1. The structure

- See Appendix A and A.1

4.2.2. In practice

- While this guide seeks to outline a straightforward, traditional 3 point lesson plan (starter, main tasks and plenary); the school recognises and prides itself on allowing freedom within that structure for the teacher to use this in the manner which best befits their subject area.
- Use the **Classroom Model** to ensure prior knowledge is tested and secure before moving forward.
- Teachers should scaffold tasks carefully and ensuring knowledge is secure and clearly delivered.
- Reflecting on successes and areas for improvement to ensure learning goals and aims are achieved.

This model shall fit within the Scheme of Work (SoW) in the subject. The SoW in the first instance is the responsibility of the HoD. Subject teachers may be asked to design their own which reflects the freedom ArtsEd offers as well as developing the skills of the staff body. The HoD will always offer advice and support where necessary and ensure all SoWs meet the requirements of the course.

4.3. Purpose and Pace

4.3.1. Subject Teacher

- Clear learning aims and goals to be set at the start of projects and lessons, to ensure clarity for the learners.
- Adhering to the ArtsEd Classroom Model will ensure the pace of the lesson is suitable for lesson time.
- Lessons should be structured of a combination of short and longer, more sustained tasks.
- Begin and end classes with recaps and check-ins to assess learning.
- Refer to aims of the lesson and broader goals throughout, to maintain drive and focus.
- Ensure pupils are clear on success criteria to achieve the aims and longer goals.
- Apply the classroom and school rules to maintain an appropriate learning environment.

4.3.2. The learner

- To record aims of lesson and longer objectives however the teacher advises.
- Ensure they are clear on what these mean and ask relevant questions in a timely fashion.
- To follow the classroom and school rules to ensure their own and others' learning can occur in a suitable learning environment.
- To participate fully in all parts of the lesson.
- Be prepared to answer questions and ensure learning from prior lessons is retained and accessible, either by memory or in written form.

4.4. Cover Lessons

4.4.1. HOD

- Ensure cover set is of a sufficiently high standard and enriches and supports the learning in class.
- Ensure they and their staff use the correct proforma (Appendix B).
- Coordinate and regularly review a bank of cover lessons within the department which can be accessed should a staff member be absent and are too unwell to complete cover.

4.4.2. 8.2 Subject Teacher

- Provide suitable cover in the instance of either their planned or unplanned absence.
- Teachers must use the ArtsEd Cover Lesson proforma sheet.
- Cover should enrich and support the learning, especially for planned absence.
- If the member of staff is too unwell to complete suitable cover the HoD will supply some or cover can be accessed from the departmental bank of cover.
- Staff must make sure that the cover is easy to follow for any teacher, given they may not be a specialist in the subject area.

4.5. Consistency

- The teacher will apply a consistent structure within lessons to ensure the best learning environment.
- Consistency in lessons will enable learners to be secure in subject knowledge and take control over their learning, becoming increasingly independent.
- Quality lessons which are well resourced and carefully planned should be consistently applied by all members of the teaching body.

4.6. Dropping a subject

- Dropping a subject at either GCSE or GCE should be the last option to a learner, when all other avenues and support structures have been exhausted.
- There is an official process to follow which is overseen by the form teacher once the learner has discussed the possibility with the subject teacher.
- All parties must be in agreement including the learner, parent/carer, subject teacher and HoD with the SLT having the final decision whether it is in the best interests of the learner.
(Appendix C)

5. LEARNING ENVIRONMENT

5.1. HoDs:

- When in school, learning will take place in either a classroom or studio. HoDs must have an overview of the spaces in the department and work with colleagues to ensure the areas are kept safe, clean, and ready for students to use them.
- HoDs must ensure that displays in their departments are well presented and changed regularly. Nothing should be on display for over a year and they should be relevant and support and/or celebrate the work that happens in classes and studios.
- The HoD must ensure that any work on display by learners is accurate with no spelling or grammatical errors that have not been marked.
- It is the duty of the HoD to ensure that the resources such as books, worksheets and other equipment is in order and fit for purpose.
- They should alert the Maintenance team to fix any issues in their departments.
- Regularly audit the department to check chairs and tables are fit for purpose and match existing furniture.

5.2. Subject teachers

- Teachers are responsible for the spaces they teach in and should always ensure these are left in a safe and tidy fashion, especially shared spaces.
- They ensure the learners take pride in the spaces and leave these as they would like to find them, following the exit routine consistently on the ArtsEd Classroom Model.
- Subject teachers must alert the HoD to any areas which need attention from Maintenance.
- Need to ensure there is an appropriate level of space needed for the tasks undertaken in the lesson.

- Subject teachers ensure resources for learning such as books, worksheets, and other equipment are accessible and fit for purpose, alerting the HoD to any ordering requirements etc.
- They must create a seating layout that allows everyone to see the board and participate.
- Teachers should create exciting and interesting displays that support students' learning.
- They need to ensure the furniture in the room is well cared for, neat and tidy and matching.

6. REVIEW, MARKING AND FEEDBACK

6.1. Home learning and review

Learners will be set homework at the teachers' discretion and only when this supports and improves the learning from lessons. New material will not normally form part of homework other than pre-reading; usually homework will be set to consolidate work, to nurture the learning into secure knowledge, and to promote independence.

- KS3 pupils will receive a maximum of one piece of homework per subject each week.
 - This should take between 30 minutes and 1 hour, however everyone works at different rates which should be considered.
 - The deadline should be for the following week, unless the homework is short, for example to bring something to class.
 - There will be no holiday work that is curriculum based. Wider reading, fun projects or those which are optional may be set.
- KS4 pupils can receive up to 2 pieces of homework per subject each week.
 - This should be between 1 and 2 hours but may take longer depending on subject and working rate.
 - Deadlines shall be for the following week unless it is short as above.
 - There may be holiday work which supports the pupils' chosen areas of study for GCSE. It is likely in Year 11 that holiday work will be set.
 - Holiday work should be restricted to longer holidays with only short homework or revision set for half terms and Christmas holidays.
- KS5 students can receive up to 3 pieces of homework per subject each week.
 - This should take between 2 and 4 hours but may take longer depending on subject and working rate.
 - Deadlines can be between 3 days and a week. Evidently duration of homework should be commensurate with the deadline set.
 - It is likely that holiday homework will be set which supports the students' chosen areas of study for GCE and BTEC.
 - Holiday work should be restricted to longer holidays with shorter homework or revision set for half terms and Christmas holidays.

It is expected that parents and carers help and support their child at home to meet the home learning requirements.

6.2. Digital Learning

ArtsEd is committed to using Microsoft Teams as the only digital learning platform. All classes will have a specific subject team which learners must access every week to check work. Teachers will upload classwork where necessary and homework on this platform.

6.3. Plagiarism & AI

Plagiarism is a form of cheating and is a serious academic offence. Students must ensure they never present another person's work as their own original work. All work from other sources must be clearly cited in text and in bibliographies or references at the end of assignments where necessary.

The most common forms of plagiarism are:

- Copying
- Self or auto plagiarism (using your own work from previous assignments)
- Fabrication, misrepresentation or collusion with other students
- Commissioning work/buying essays
- Online software, such as chatbots like Chat GPT. NB, the school sanctions some use of Microsoft CoPilot (see subsidiary **AI Policy**)
 - The sanction for this type of misconduct would be an email home and a detention; the student would also need to re-do the work under supervision by a teacher.
 - In cases where the work was a piece of official coursework the relevant exam board may need to be notified (HoDs to ensure they check their boards' regulations)
 - If a student repeat offends then further conversations and meetings with parents and SLT will occur and could lead to more serious sanction outcomes.

6.3.1. Subject Teacher

- Will ensure learners understand what plagiarism is in its different forms to help them avoid it
- Teach referencing and provide pupils with exemplar material for the Harvard Referencing system which the school uses
- Be alert to signs of plagiarism in class work, homework and coursework; investigate thoroughly cases of suspected plagiarism
- Report suspected cases of plagiarism to the Head of Department/Tutor/Head of Year/Director of Teaching and Learning
- Apply the relevant sanctions and school rules consistently
- Liaise with parents as appropriate.

6.3.2. Learners

- Avoid any form of plagiarism
- Do not give work to another learner to copy
- Share concerns with a member of staff if a learner suspects someone has plagiarised

6.4. Marking

6.4.1. Subject Teacher

- Members of all departments are expected to follow their departmental Mark Scheme at KS3 (Appendix D Art Department example)
- Departments will use their assessment/feedback sheets for longer/formal marking and exam classes should include the assessment objectives (AOs) for the subject. These may be abbreviated (Appendix D.1 and D.2 Art examples). These forms must include a section for the student to respond.
- Marking will be done in a timely fashion, returned to student within 2 weeks of receipt.
- Coursework and BTEC assignments are subject to course and exam board requirements.
- Teachers mark in red pen where appropriate.
- Marking will use the format of WWW (what went well) and EBI (even better if). The latter is key in terms of setting meaningful and actionable targets for pupils to make required progress.
- Targets and advice will be shared in constructive ways and teachers should avoid overtly critical or negative language to engender the most positive learning environment.

- Teachers will check advice and feedback has been actioned in green pen by the student.
- HoDs will carry out regular departmental marking audits, at least once a term with 2 working days' notice.
- SLT will carry out at least one whole school audit a year with a week notice.
- SLT may ask at any point in the year for examples of marking from teachers or departments with 2 working days' notice.

6.4.2. The learner

- Learners will read carefully any feedback offered and respond to this in green pen where appropriate.
- If class time is not allocated to learner response, then pupils should respond in a timely fashion dictated by the teacher.
- Learners will respond positively to feedback, recognising that it is constructive and offered to improve knowledge.
- Learners will keep all marked work if not in exercise books then accessible in folders. All work create is a learning device and should be useful to the learner when referring back to this to secure and consolidate learning.

Parents and carers are encouraged to check schoolbooks/essays/projects regularly and discuss marks and feedback with their child. It is important that the learners are offered support at home to action targets and rework drafts.

(Please note the subsidiary AI advisory documentation for a more detailed outline of this growing technology)

6.5. Feedback

6.5.1. Subject Teacher

- Feedback can be verbal and in written form. Ticking is fine but teachers should not use these arbitrarily. Highlighting or boxing good sentences in written subjects can be useful. Other positive reinforcement like stamps and stickers are at the teachers' discretion.
- Feedback, be it formative or summative, will be thorough and actionable for the learner to make the best progress.
- Teachers will track pupil progress and report regularly to their HoD. This will include reviewing progress against baseline tests and provision of interventions for those not meeting their targets. HoDs will determine departmental policy and this must be discussed and agreed by the Director of T&L; it will be included within departmental policies and the SoW.
- This information will inform reporting, which occurs every term with one long written report in the spring term for Years 11 and 13 and the summer term for the rest of the school (see appendix E and E1).
- When a teacher has asked a student to record the advice or targets, they should ensure this is done in a manner suitable for the learners' needs e.g. on the piece of work or back of the book for example. It is also essential the teacher checks regularly that this information has been accurately recorded.
- Subject and Form Teachers keep in contact with parents as needs demand and meetings are easily coordinated with the form teacher on any specific educational need or other matters. This will include routine feedback and specific engagement when students are either underperforming or are not meeting academic, expectation. Equally success should be celebrated as appropriate.

6.5.2. The learner

- If the learner does not understand the feedback it is incumbent upon them to seek advice from their teacher to ensure they do.
- Feedback will be actioned so that learning is secure and progressing at pace.
- Recording advice and targets may be asked of the learner and this is to be done in a manner to which the pupil can refer to and understand. Teachers will often check but it is the learners' responsibility to ensure they can follow their own recordings.

6.6. Standards

6.6.1. SLT

- Work scrutiny shall be carried out throughout the year and SLT can ask a teacher to submit this work at any point, at least 2 days' notice will be given.
- Whole school marking audits are usually actioned annually.
- Faculty leads to discuss marking and feedback as an agenda item in HoD one to ones.
- SLT will quality control long reports.
- SLT will ensure HoDs are acting fairly towards those in their departments and oversee any advice and targets set to raise standards of subject teachers. Refer to Appraisal Policy.
- INSET and CPD will be offered to HoD as necessary to support their leading of this aspect.

6.6.2. HoD

- Regular and timely audits of work in the department, including feedback offered to students.
- Formal observations of colleagues will normally take place termly with a feedback and target setting focus. Informal observations can take more frequently as necessary. See notes on formal lesson observations below.
- Verbal feedback shall be given following all observations. A written record will always follow a formal observation.
- If an observation gives rise to any concerns then support must be offered to colleagues to enable them to improve standards; this would be documented;
- This should be escalated to SLT if the failings are significant or if the teacher fails to make the required improvement. This would be in line with HR policy.
- HoDs will check all reports from their departments to ensure the best quality is adhered to. Departments of one need to work with each other to ensure checking is completed.

6.6.3. Subject Teacher

- Teachers will provide the very best quality feedback and ensure that this is accessible by the learners.
- Teachers will write detailed, personalised reports which identify both strengths and areas to improve upon for the learner. They will proofread these carefully before passing on to the HoD for checking.
- If standards are not being met, the teacher will endeavour to correct this as soon as possible, acting rapidly on advice and targets set by the HoD/Faculty Lead.

6.6.4. The learner

- The learner will act on the advice, feedback and targets offered to raise the standard of their own work.

- Learners will read carefully the reports they receive in order to make the required improvements in their work.

7. STAFF DEVELOPMENT

7.1. Learning walks and lesson Observations

7.1.1. Director of Teaching and Learning and SLT

- The Director of T&L, as well as other members of SLT, will carry out regular and impromptu learning walks. Staff do not need to be notified of these and no feedback is required unless requested or something is noteworthy in the lesson.
- The Director of T&L can ask to formally observe a lesson of any member of the staff body with 2 days' notice.
- Formal lesson observations (LO) will be a minimum of 20 minutes and a maximum of one lesson.
- Formal LOs will use the pro forma and notes should ideally be typed but can be written if the handwriting is clear.
- Feedback from a formal LO should be given within 3 days of the observation.
- A copy of the form should be given to the staff member for their records and to the HoD where necessary.
- Should any concerns arise from a LO the Director of Teaching and Learning must be informed.
- In such an instance, the teacher will have the opportunity to discuss in depth the nature of the concerns as well as how suitable improvements can be made. Either the Director of T&L and/or the HoD will put in place support and a fair timeframe for the member of staff to address the areas to work on.
- The Director of T&L will ensure any teacher about whom concerns have been raised, has the opportunity to comment and discuss these.
- Following a raised concern another observation should take place within two weeks to ensure the support measures in place are helping the staff member make the required improvements.
- If any lesson observation raises 'serious concerns about the progress/safety of students', then a support programme must be put into place and actioned immediately.
- A suitable support programme might include:
 - i. HoD involvement and support measures triggered at a departmental level
 - ii. The teacher being able to undertake observations of other members of staff; pairing with a colleague whose students have displayed a high level of engagement and progression
 - iii. Team teaching
 - iv. The teacher being assigned a peer mentor
 - v. Providing lesson plans for classes over a set period of time to be checked by the HoD and/or Director of T&L
 - vi. Time limited period of support after which further procedures may be necessary in line with HR procedures
 - vii. Further professional learning opportunities
 - viii. For an ECT any support package will be provided by the subject mentor working closely with the HoD/Director of T&L.

7.1.2. HOD

- HoDs can carry out learning walks within their departments.

- They will formally observe their department colleagues at least twice a year with 2 days' notice given for this.
- They will invite members of their department to observe them at least once a year.
- HoDs should endeavour to observe teachers from other subject areas at least once a year to encourage the sharing of best practice and maintain high standards.

7.1.3. Subject Teacher

- Lesson Observation has a key place within schools. It is acknowledged that lesson observations can occasionally give concern to some teachers; however, these are a positive way to share best practice and raise standards. If a member of staff has any concerns about being observed then they should raise this with a member of the SLT.
- Teachers do not need to provide a lesson plan to any observer but these can be helpful in formal observations or at least an overview of the lesson being seen. It is therefore at the discretion of the teacher if they would like to provide one.
- Teachers need to observe their HoD once a year and should expect to be invited to do so.
- ECT teachers will follow the framework for the probationary 2 years and will not have more than outlined within that structure.
- New teachers can expect to be observed more frequently during their probationary period, as per HR procedure.
- No teacher should do anything differently in an observed lesson from that which they do normally. These are not 'show lessons' but rather a snapshot of the teacher's normal practice.

7.2. CPD & INSET

Raising achievement and allowing students to achieve their full potential is a key focus at ArtsEd. Therefore, staff INSETs are structured around this ethos, and resources to help staff use more effective teaching methods include:

- School based INSET days
- Department based INSET such as sharing best practice, sharing information from courses within the department, updating subject teachers on changes in specifications and/or examinations etc.
- Use of advisory services and external courses where relevant and available
- Open Door ethos, learning walks and openness to being observed.

8. INDEPENDENCE

A key ideal for Teaching and Learning at ArtsEd is to engender high levels of confidence in learners' knowledge and skills from classes, in order to become independent. ArtsEd is a school in which learners can find the pleasure in learning and develop a keen desire to learn, not solely to pass exams but for the enrichment of the soul and betterment of the individual. We hope all our learners will leave the school with a deep love of gleaning new skills and knowledge which will ensure their success in the future beyond ArtsEd.

9. SEND and G&T

Please see individual policies for these areas.

As a vocational centre of excellence for the Performing Arts all students at ArtsEd are considered to satisfy the talented element of this following the rigorous audition process. However, there are a vast range of abilities in the school body and currently 30% (approx.) of which have additional learning needs. For SEND learners timely and quality support is put in place with regular feedback offered to teachers and parents. The needs of these students must be addressed when planning and

delivering lessons. HoDs and subject teachers are required to take these registers of information and strategies into account when planning and delivering the curriculum.

10. REVIEW

Monitoring of this policy document will be conducted annually by the Director of Teaching and Learning, SLT and the Trustees to ensure compliance with new initiatives and the educational updates.

Appendix

A. Classroom Model (Simple version)


Classroom Model

Entry Routine

- Teacher welcomes students at door and checks uniform.
- Students enter room when invited and sit down quietly.
- Take out equipment and place bags under chairs or desks. Start low stakes quiz/activity as appropriate.
- Teacher takes register.
- Teacher gives resources to any student who has missed the previous lesson, notes names on resources for any student missing from current lesson.

Starter (up to 10 minutes)

- Teacher assesses prior learning.
- Prior knowledge: 50% of questions (interleaving)
- Current teaching material: 50% of questions
- Teacher reviews the outcomes of quiz/activity with all students, no hands up – teacher will choose at random.

Instruction, Sequencing and Modelling (Teacher action)

- Teacher explicitly shares key question, theme or skill.
- Knowledge, purpose and expected independence for the lesson.
- Teacher uses effective explanations/modelling to teach key concepts/skills, utilising key vocabulary.
- Explication and demonstration are differentiated effectively for ability / SEN with checks to ensure comprehension is secure.

Guided Practice

- Teacher guides purposeful tasks, scaffolding difficult tasks.
- Spiral back to goals for independence.
- Tasks are focused on improving a specific skill or embedding key knowledge.
- Expectations are appropriately differentiated for ability / SEN/ G&T.

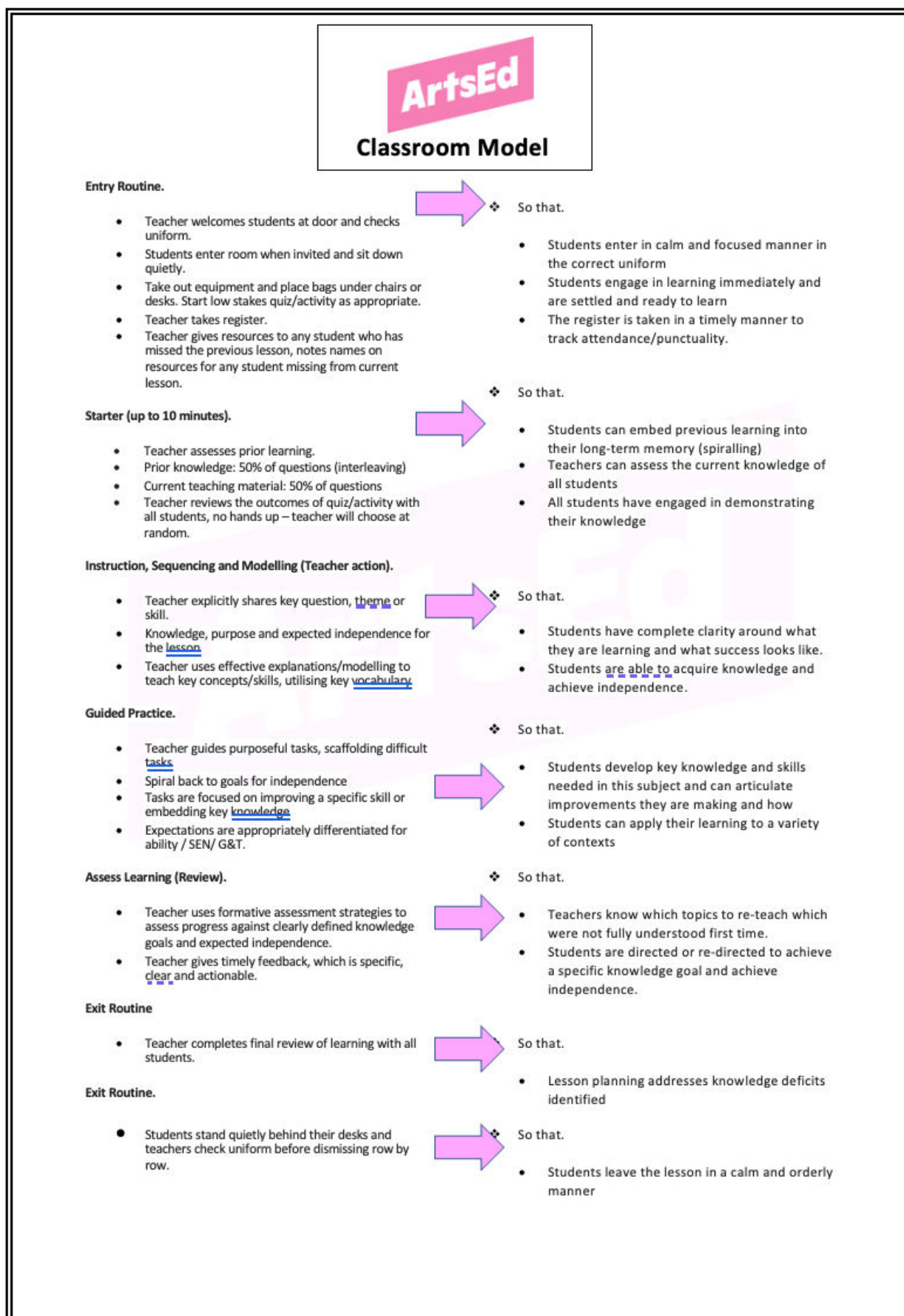
Assess Learning (Review)

- Teacher uses formative assessment strategies to assess progress against clearly defined knowledge goals and expected independence.
- Teacher gives timely feedback, which is specific, clear and actionable.

Exit Routine

- Students stand in silence behind their desks and teachers check uniform and room before dismissing row by row.

A.1 Classroom Model (Detailed version with rationale)



B. Cover Proforma

ArtsEd Cover Lesson

Subject	Subject *	Teacher	
Year	Year group	Date	
Periods		Room	

Context of lesson:

Starter:

Main activity (explain differentiation where necessary):

Review/Homework:

C. Dropping a subject (GCSE example)



Day School Formal notification for:
Dropping a subject

Pupil Name: _____ Date: _____

Subject: _____ HoD: _____

Reason:

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Staff member completing this form: _____

Tick list	Completed	Notes
Has the pupil communicated with the HOD?		
Do we have confirmation from parents?		
Are there still enough subjects/grades for future plans?		
By dropping does this impact anyone else's learning – group work etc?		
Does the teacher/ <u>HoY</u> /SLT think it is the right decision?		
Has the tutor been informed?		
Has the pupil been told what study rooms to attend?		
Has ISAMS register been updated/informed?		
Extenuating circumstances		

Signed by Director of Studies/
Teaching & Learning: _____

D. KS3 Mark Matrix (Art Example)

RED KS3 Art and Design Assessment Matrix

	RECORD – how accurately can you record what is in front of you or what is in your imagination. This could be achieved using drawing, photography or another media.	EXPERIMENT – how creatively and successfully can you experiment with materials and techniques to develop and improve your ideas/skills.	DEVELOP – how well do you develop your ideas through investigations into other artists' work. Showing analytical and cultural understanding in both visual and written form.
BASIC (B)	There are some inconsistencies and inaccuracies in your work. Your ability to record what you see or imagine is basic but will get better with practice.	You have only explored using materials and ideas in a basic way. There was more that you could have done/tried to make your work more creative.	You have done a little research into the work of others which has helped a little to develop your ideas further.
IMPROVE:	Aim for greater detail and skill in the next piece. You might need to take more time to finish it. Spend lots of time really looking at what you're drawing from, consider all angles, shapes, colours, tone etc.	Try to take more risks next time but make sure what you do relates to the task set. Don't rush things and make sure your work is presented in the with the best finish you are capable of.	Think carefully about how the artist's work inspires you, consider subject matter, composition, light & tone, shape & line, scale, materials, techniques and interpretation.
EMERGING (E)	Your skills are improving in the technique(s) you use to complete the task. You are showing a greater ability to represent what is in front of you and/or your intentions.	You mostly experiment with ideas and materials and processes in an effective way. These are appropriate to the task and you are gaining more confidence.	You have carried out some effective research and shown a critical understanding of the artist's ideas. You are starting to incorporate their ideas and ways of working to develop your own art.
IMPROVE:	Continue to practice observational drawing to help with proportion and form. Practise does make perfect. If it's your first clay piece for example, it might not be <u>great</u> but you'll get there!	Next time take more risks and maybe work with a material or process you have not used before. You can always check out YouTube as there are lots of helpful artist videos on how to work with different materials, techniques etc.	Think deeply about the aspects of their work which are noted above. Focus closely on one of the artist's pieces, approach it with a careful eye for detail. Work across it from left to right and leave no part of the work not checked.
COMPETENT (C) Consider GCSE	Your recording from sources is purposeful, relevant and successful. You make accurate visual judgements and use a high level of technical ability to realise a confident outcome.	You explore the characteristics of the materials effectively. You use creative ideas to produce work that is exciting and develops your art in a positive direction.	You can show that you understand more complex issues and ideas that artists might explore in their work. You use this knowledge to explore lots of ideas, with exciting and imaginative developments and outcomes.
IMPROVE:	Aim to become an expert in the next similar task and strive to be consistent. Carefully consider composition, is it exciting? Could offsetting the focal point work? Use of the rule of thirds? Are you developing your 'style'?	How can you work with the material in a different way? Have you explored all the possibilities? What happens if you add something to your paint? Change colour for mood? Add more texture etc. Only if appropriate to intentions!	Think increasingly broadly about artists – what was happening in their lives to prompt the work they make/made? Have your experiences shaped your work?
CONFIDENT & ASSURED (CA) Yes, for GCSE	You show you fully understand the relevant artistic ideas and issues behind the work you have been asked to do. You show you can demonstrate an excellent level of technical skill to produce a highly successful piece meeting the objective of the task.	You carry out an insightful and in-depth review of the task in hand. The ideas you identify result in creative and imaginative developments. You understand the full potential of materials, techniques and processes selected.	You have carried out an in-depth investigation into other artists. This has led you to have imaginative ideas based on their ideas and techniques. Your own insights are supported by skilful use of critical understanding.
IMPROVE:	What more could you do with the piece? Is there another technique you could explore/combine with it? What about flipping, reflecting, rotating? Approach the task in a wholly novel way.	Is there more you can do with this material? Can you use another with it? Is there some totally new way you can think to approach this material or technique? Check online/ask a teacher.	How does the context of the work affect it? Did the political, social or religious thinking of the period affect their work? Consider deeply how your own practice has been affected by your experience.
EXCEPTIONAL (Ex)	Your understanding of the relevant artistic ideas and issues behind the work you have been asked to do is exceptional. As is your technical skill which has resulted in a highly successful piece meeting the objective of the task. You have gone beyond the requirements for your age.	You carry out a comprehensive, insightful and in-depth review of the task in hand. The ideas you identify result in creative and imaginative developments. You understand the full potential of materials, techniques and processes selected and have demonstrated great skill in their application and use.	You have carried out a comprehensive and in-depth investigation into other artists. This has led you to have imaginative and novel ideas based on their ideas and techniques. Your own insights are supported by exceptional use of critical understanding.

D.1 KS3 Feedback sheet (Maths Example)

My Progress: Unit 1	
Total marks / 40 Percentage _____%	
What went well:	
Even better if:	
Student Comment:	
Signed:	Signed:
<u>Teacher:</u> Mrs S Desai	Pupil:

GCSE/GCE assessment sheet

 Assessment Objectives (AO)

AO1 Develop	AO2 Refine	AO3 Record	AO4 Present
Develop ideas through investigations, demonstrating critical understanding of sources of sources such as different artists or cultures	Experiment with different mediums, styles, techniques, colours and designs before you decide how a piece will look.	Draw/model/sew etc from observation, pay attention to form, light/tone, shape and line. Take relevant photos, collect information/research and make informative annotations.	Use your research to create ambitious pieces of artwork that incorporate the most successful of your ideas and experiments.
25%	25%	25%	25%

WWW	
EBI	
Student reflection and targets	

Review of Behaviour, Rewards and Sanctions Policy

Document Title	Day School Behaviour, Rewards and Sanctions Policy
Maintained By	Director of Teaching and Learning
Owned By	DSSF
Approving Committee / Ratifying Body	Board of Trustees
Last Reviewed on	November 2025
Review on	November 2026
Current Version	Version 2
Location of master document	Organisational File Shares > Policies > DSSF
Web location	https://artsed.co.uk/day-school-and-sixth-form/policies/