

Quality Assurance and Performance Management Policy

Clarity Independent School

Bridge Barn Farm
Woodhill Road
Sandon
CM2 7SG

Clarity Independent School is committed to safeguarding...

"Our school is committed to our whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do, and underpins all systems, processes and policies...We promote an environment where children and young people feel empowered to raise concerns and report incidents and we work hard in partnership with pupils, parents and caregivers to keep children safe."

Clarity Safeguarding Policy September 2025

Written by Debbie Hanson

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Written: 26th July 2019

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Name: Debbie Hanson

Overall responsibility for Quality Assurance in **Clarity Independent School** rests with the Head Teacher: Debbie Hanson, Head Teacher.

Quality Assurance

The role of Quality Assurance policy is to ensure all pupils receive a high-quality education throughout their time in school.

Aims

- The school will ensure that its pupils receive a high standard of education that meets or exceeds the needs and expectations of interested parties.
- The standard of education provided and the methods of its deployment will be consistent and effective throughout the school and have at their core, the values of raising the aspirations and achievements of its pupils.
- The school will provide a coherent structure for monitoring, evaluating and reviewing standards across the school.

Responsibilities

All members of staff have a responsibility for ensuring pupils receive an education of the highest quality. However, some staff have specific responsibilities for aspects of quality assurance as set out below.

Accountability

- Ofsted, the Independent Schools Inspectorate (ISI) and the Local Authority will hold the school to account for both its statutory and non-statutory obligations.
- One purpose of quality assurance is to inform the Leadership Team about the performance of the school and its strengths and weaknesses, to highlight areas of strengths and potential for improvement. In addition, this Quality Assurance procedure strategically allows staff to self-evaluate their own performance in order to identify areas for development.
- Staff, parents and children are encouraged to participate fully in the strategic thinking and planning of the school. Children participate through informally sharing their voice confidentially using the pupil voice box, or through sharing their own ideas through Pupil Voice sessions, when it has not been possible to elect a School Council. Parents share their voice through regular discussion with key staff, parents' evenings, One Plan and Annual Reviews, and through parent feedback questionnaires twice a year.
- Parents, children and staff are informed of the outcomes of quality assurance through regular reports and / or presentations, which children (who are able to) are encouraged to contribute towards writing and presenting.

Head Teacher

- The Head Teacher is responsible for ensuring that all areas of the school are engaged in systematic and rigorous quality assurance and self-evaluation.
- The Head Teacher will use the outcomes of school and team self-evaluation together with external evaluations to identify areas of strength and weakness and plan for future school improvement.

Senior Leadership Team

- The Assistant Heads and Business Manager are accountable to the Head Teacher for helping setting up and maintaining systems for quality assurance (QA).
- Each member of the SLT is accountable to the headteacher for QA in the areas for which they have strategic responsibility. The role includes reviewing progress on improvement plans, evaluating and analysing the standards reached, setting targets for future improvement and helping to implement these through training / mentoring staff / improving systems.
- The SLT will undertake departmental reviews.
- The SLT will undertake termly reviews of Lesson Observations, scrutiny of pupils' work, achievements of steps towards achieving goals and targets, classroom culture in learning walks, as well as teachers' assessments and formal assessments.

Curriculum Leaders

- Curriculum leaders are accountable to the SLT for monitoring the work of their area/s of responsibility and providing objective evidence for quality assurance purposes.
- Curriculum leaders will keep records of their monitoring and make these records available to the Leadership Team as required.
- Curriculum leaders will support the SLT in departmental reviews.
- Curriculum leaders will undertake a review of pupils' work and teachers' assessment by sampling sets of books from each member of their team as required by the QA cycle. Evidence from this monitoring should be available to support both departmental and school self-review and evaluation.
- Curriculum leaders should on an annual basis see each member of his or her team (where relevant), teach on at least one occasion (where sufficient staff require this, otherwise they are monitored by SLT).
- Curriculum leaders will undertake a review of teachers' planning and record keeping by reviewing the lesson plans and mark books/ teacher records of each member of their team

at least once a term (where sufficient staff require this, otherwise they are monitored by SLT).

- Curriculum leaders will undertake a review of the outcomes of progress monitoring for each year group (once a term). This review should be used to plan and implement interventions with teachers and/or pupils.
- Curriculum leaders have a role in identifying inconsistencies in practice between different groups of pupils within their subjects.

Monitoring of Teaching and Learning at Clarity Independent School is regular and takes place in 5 different ways. At Clarity Independent School, our description of 'Teaching and Learning' encompasses not only our academic curriculum, but also our Therapeutic Curriculum (therapies, behaviour management and interventions), which form an essential part of the children's broad and balanced education and address their SEND needs. These monitoring events are clearly marked in the school calendar:

- Learning Walks – half termly (unannounced)
- Lesson Observations - twice yearly (one announced and one unannounced)
- Pupil Work Scrutiny – half termly (a rotation shared with all staff)
- Intervention monitoring – continuously; reviewed termly
- Pupil Progress – continuous teacher assessment, formal curriculum assessment each term and standardised assessments twice yearly

Monitoring of teaching and learning is quality assured through a model of observation during learning walks and lesson observations and pupil work scrutiny. Feedback is positive, informative and useful in developing skill, knowledge of strategies and maximising children's progress. The monitoring of the quality of teaching also includes a comparison of outcomes so as to give a broader picture of the success of teaching over time. Teaching over time is judged via work scrutiny and intervention monitoring. All the above contribute towards the teacher's / HLTA's appraisal of performance, unjudgementally and supportively.

At Clarity Independent School, all staff are encouraged to be involved in learning walks, lesson observations and workbook scrutiny. Pupil progress is measured every term through a series of formative and summative curriculum assessment opportunities. This data is used to inform pupil progress meetings where pupil targets may be set for each subject / interventions in addition to One Plan targets. Targets are set within curriculum topic areas and interventions, and differentiated tasks are planned to support pupils to address knowledge/skills gaps and to make expected progress. Targets that are not met within the time frame are revisited with the specialist, strategies amended as necessary, and then are achieved through further targeted bespoke intervention.

Standardised assessments take place twice a year and are to:

- Update assessments from the child's statutory assessment for their EHCPs, in order to monitor SENDs and ensure progress
- Monitor attainment progress e.g. single word reading, reading comprehension, spelling, mathematics
- Monitor cognitive skills, wellbeing and interventions such as SALT, OT or others specific to the child

Learning Walks and Lesson Observations

Learning walks and lesson observations have established a system that allows leaders and staff to monitor and capture typicality in T&L. These learning walks and lesson observations are unannounced (following an announced lesson observation the first time) providing school leaders with a very accurate picture of typicality regarding T&L.

SLT lead on the learning walks and lesson observations. Learning walks are conducted once a half term. Learning walks are accompanied by members of staff who volunteer to take part in this process. Such collaboration acts as a moderation process as well as professional development for those members of staff involved.

Learning walks and lesson observations conducted by all members of SLT monitor the teaching and learning within all the setting and ensure that it supports pupils' developmental, academic, emotional and SEND needs, within the curriculum and intervention offered. Learning Walks and Lesson Observations focus on specific areas of the teaching, student behaviours and environmental cues that have an impact on the overall progress of all pupils.

Learning walks and lesson observations monitor the learning that is reflected in the wall displays in individual classrooms and communal areas around the school. Through regular home-school communication and the Curriculum Leaflet sent to introduce each term topic at the end of the previous term, the class teacher provides parents and carers with information to help them engage in their children's learning.

Learning walks and lesson observations are not only used to moderate teaching and learning, curriculum coverage, pupil engagement and the environment, but also to identify areas of strength and areas of development within the teaching team. A focus is agreed for each learning walk. The focus can change and the staff team support each other in the process of gathering evidence of impact.

Pupil Work Scrutiny

Pupil Work Scrutiny takes place half termly. Staff across the school are involved in moderating the quality of teaching and learning through the books, of marking, pupil feedback and the overall impact the marking has on pupil progress. This provides staff with the opportunity to identify good practice and collaboratively identify strategies to improve the quality of marking and impact on progress across the school.

As a result of the scrutiny, staff involve pupils in the marking process and ask them to feedback on their understanding of the task and participation. Pupils are developing the confidence to recognise their achievement and level of understanding, as well as informing staff if they don't feel confident in a task and require further help.

Staff are expected to make available all pupil work for monitoring so that a random sample can be chosen. A focus is agreed each time. Such as: Subject, Boy, Girls, looked after child, and so on.

All staff will receive a copy of the work scrutiny feedback outlining how judgements were arrived and outlining strengths, areas for development and any actions required.

Pupil Progress

Pupil progress is assessed at the end of each lesson/intervention and recorded by way of annotated lesson plans/intervention plans/exercise books according to the specific needs of the young person. Progress is reported every term by the class teachers, based on formative and summative assessments and monitored through subject specific subjects' assessment grids on Arbor. Learning Walks, Lesson Observations and Pupil Work Scrutiny moderate both assessments and pupil progress.

Students are given termly targets based on the term's curriculum and identified areas of development for the pupil. Pupil progress is measured through national curriculum bands and on Maestro / Arbor / Kerboodle / Activelearn, specific assessments for SEND and pupils' personalised targets. Arbor data is used to monitor patterns in pupils' behaviour and Emotional Wellbeing scales are used to measure pupil SEMHD progress. All of the above measures are used to inform student One Plans, De-escalation Plans and Therapeutic Behaviour Plans where relevant.

Students are set both ambitious and realistic targets by teachers, and their Keyworkers, considering their academic ability and their Social, Emotional and Mental Health needs, to support the pupil to make progress. Strategies are identified through reviewing pupil achievement and are used to inform school support plans.

Clarity Independent School has developed a graded Pathway to Success document for each pupil, which all teachers adhere to. It measures clear progress throughout the key stages towards qualifications, by using age related, GCSE or Functional skills attainment levels. This also strengthens the moderation process being a robust system to measure progress against. Each grade of the Pathway to Success has level descriptors to support teachers' assessments.

Triangulation Table

After all the data is captured through learning walk, lesson observations, work scrutiny and pupil progress, the data is triangulated at curriculum leaders / intervention leaders' meetings to give an overall measure of feedback to all staff teams.

At Clarity Independent School, staff may be appraised (depending on their specific needs) using evidence from a range of Quality Assurance systems: Learning Walks / lesson Observations, Work Scrutiny and Student's Progress. It is the triangulation of all these QA processes that will trigger a Group / Personalised Support Programme for staff, year groups, subject areas, intervention areas and key stages (KS1, 2, 3 and 4).

Data Analysis

Arbor is used for all leaders to improve processes and impact the quality of teaching and learning they provide. Everyone can make better decisions and achieve better outcomes if they have access to clear, detailed, up-to-date information.

By tracking staff performance using a wide range of measures, leaders are assisted to easily examine progress against all staff by subject, year group, key stages and overall as a school, to identify who needs support for further development. It allows senior leaders to plan and develop a curriculum to meet our pupils' needs. It allows senior leaders to have an overview of key areas of teaching and learning as well as to be able to deep dive in all elements of teaching and learning. It provides senior leaders with the opportunity to monitor how work scrutiny, learning walks, lesson observations and pupil progress correlate. Staff self-reflect on their impact and contribute towards the formation of targets, which are set and reviewed one per half term or term, or as relevant.

The monitoring of teaching and learning will also include the monitoring of planning, and reviewing the learning environment. Although there are numerous elements as to what constitutes an outstanding lesson, Clarity Independent School has a particular set of essentials that we look for. These are reflected in the lesson plan template, those elements that we expect to be planned and delivered e.g. EHCP targets, One Plan targets, key questions, differentiation, resources, use of additional adults, progress review and next steps etc. We expect every lesson to be personalised in a way that caters for the individual needs of every learner across the spectrum of ability.

Whole School Self-Evaluation or Performance Management and School Progress

Each year, the staff team get together to complete the whole school self-evaluation of performance management, against the Independent School Standards. Successes are celebrated and areas which could benefit from development are captured and summarised onto the School Development Plan. Staff also have the opportunity to feedback to leaders at any time through personal meetings, emails or anonymously via the office. They also give shorter feedback as a staff team during SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) twice; during the autumn / spring and summer terms.

Please see Appendices for:

- Whole School Self-evaluation: Performance Management Evaluation and Action Plan template (Evaluation of intent, implementation and impact)
- SWOT analysis template
- Medium term plan TEMPLATE



- Lesson Plan Template including guidance notes (experienced staff may use abbreviated version)
- Staff target sheet template
- HR monitoring PM document
- Daily paperwork to complete before going home
- Annual procedure for staff appraisals

Please also see Quality Assurance Lesson Observation Policy for teacher self-evaluation process through to lesson observation template, to measure quality of teaching, which informs continued professional development.

Appendix 1:

Performance Management Evaluation and Action Plan TEMPLATE (year)

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Clarity Safeguarding Policy September 2024

Date agreed

Date of next review

Context

Clarity Independent School seeks to ensure full compliance with Education (Independent Schools) Regulations (ISSRs), national framework for educational provision, statutory guidance and best practice. In order to monitor and constantly evaluate performance against standards, guidance and best practice, a performance management framework has been developed which is pertinent to the needs of the school, facilitates staff engagement in quality assurance and delivery of best outcomes, meets the expectations of the inspectorate with regards to reporting on performance, including any development actions for the year ahead.

The framework takes full account of OFSTED guidance with regard to self-evaluation, and following scrutiny, the contents will be collated into a succinct strategic overview document informing action for the next school year; the School Development Plan. This will be utilised as a working tool for the school in everyday operations. The framework is outcomes-and-action orientated and organised around the five outcome dimensions set out in the Children Act 2004 (section 10) in line with Part 8 of the ISSRs and oversight of the implementation of policies by the proprietors.

The outcome dimensions are:

- (a) physical and mental health and emotional well-being;
- (b) protection from harm and neglect;
- (c) education, training and recreation;
- (d) the contribution made by them to society;
- (e) social and economic well-being.

School staff have contributed to the information and data provided within the framework and an independent view of contents and judgments has been obtained to ensure objectivity and accountability. The following charts provide information on school characteristics (aims and purpose), current evaluations of performance with regard to the relevant school standards. The available evidence to support evaluations and grades are included. Any actions arising with regard to further improvement and ongoing development are set out in action plans for each main section, including accountabilities, timescales and outcomes.

School characteristics, aims and purpose

Clarity Independent School is an Independent School for pupil with special education needs, which opened in September 2019. We are now open for up to and including 16 years of age. Children are referred to the school by Local Authority Statutory Assessment Teams in order to enhance their education and learning and to actively promote their wellbeing. School leaders are fully committed to the provision of high-quality teaching and care based on a comprehensive awareness of the individual needs of each child, coupled to tailored learning and support plans. They also seek to achieve best outcomes for all the children

placed at the school and outstanding grades for performance as measured against outcome dimensions set out in the Children Act 2004 (10):

- Physical, mental health and emotional well-being;
- Protection from harm and neglect;
- Education, training and recreation;
- Contribution to society;
- Social and economic well-being.

Taking these dimensions into account at all times school leaders have high aspirations for all children placed at the school in parallel with the creation of a school culture of performance, skilled teaching, child safety and endeavour. In essence, the values of the school are to put the needs of children first through the provision of skilled teaching and support, establishing a school culture that ensures everyone is working to the same objectives, staff have good development opportunities to maintain their skill levels and systems enable effective communications between children, parents/carers, staff and leaders. In effect, it is recognised that there is a continuous requirement to maintain management focus on the core values of the school and associated elements that contribute to organisational success in the paramount interests of the children and families we serve.

Evaluation of current performance against standards/framework, supporting evidence, grades and proposed actions.

Part 1 Quality of education provided (Curriculum)

Standards:

1. The standards about the quality of education provided at the school are those contained in this Part.

2.—(1) The standard in this paragraph is met if—

(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and

(b) the written policy, plans and schemes of work—

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

(2) For the purposes of paragraph (2)(1)(a), the matters are—

(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;

(d) personal, social, health and economic education which—

(i) reflects the school's aim and ethos; and

(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act⁽¹⁾;

(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—

(i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of career options; and

(iii) helps to encourage them to fulfil their potential;

(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;

(g)where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;

(h)that all pupils have the opportunity to learn and make progress; and

(i)effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

3. The standard in this paragraph is met if the proprietor ensures that the teaching at the school—

(a)enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;

(b)fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;

(c)involves well planned lessons and effective teaching methods, activities and management of class time;

(d)shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;

(e)demonstrates good knowledge and understanding of the subject matter being taught;

(f)utilises effectively classroom resources of a good quality, quantity and range;

(g)demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;

(h)utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;

(i)does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and

(j)does not discriminate against pupils contrary to Part 6 of the 2010 Act(2).

4. The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

Evaluation

What does the school do well?

What can we do better?



Grade/Evidence

Action Plan (year).....

Action	Lead/Accountability	Timescale	Measurable outcome

Part 2 Spiritual, moral, social and cultural development of pupils

5. The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—

(a)actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;

(b)ensures that principles are actively promoted which—

(i)enable pupils to develop their self-knowledge, self-esteem and self-confidence;

(ii)enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

(iii)encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;

(iv)enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

(v)further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;

(vi)encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

(vii)encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;

(c)precludes the promotion of partisan political views in the teaching of any subject in the school; and

(d)takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—

(i)while they are in attendance at the school,

(ii)while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or

(iii)in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere,

they are offered a balanced presentation of opposing views.



Evaluation:

What does the school do well?

What can we do better?

Grade/Evidence:

Action Plan (year).....

Action	Lead/Accountability	Timescale	Measurable outcome

Part 3 Welfare, health and safety of pupils

6. The standards about the welfare, health and safety of pupils at the school are those contained in this Part.

7. The standard in this paragraph is met if the proprietor ensures that—

- (a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- (b) such arrangements have regard to any guidance issued by the Secretary of State.

8. Where section 87(1) of the 1989 Act⁽³⁾ applies in relation to a school the standard in this paragraph is met if the proprietor ensures that—

- (a) arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
- (b) such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges.

9. The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that—

- (a) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
- (b) the policy is implemented effectively; and
- (c) a record is kept of the sanctions imposed upon pupils for serious misbehaviour.

10. The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.

11. The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.

12. The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005⁽⁴⁾.

13. The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

14. The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.

15. The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006⁽⁵⁾.

16. The standard in this paragraph is met if the proprietor ensures that—

(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and

(b) appropriate action is taken to reduce risks that are identified.

Evaluation

What does the school do well?

What can we do better?

Grade/Evidence:

Action Plan (year)

Action	Lead/Accountability	Timescale	Measureable outcome

Part 4 Suitability of staff, supply staff and proprietors

17. The standards about the suitability of staff, supply staff, and proprietors are those contained in this Part.

18.—(1) The standard in this paragraph relates to the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff.

(2) The standard in this paragraph is met if—

(a) no such person is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that person is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act;

(b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act, or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;

(c) the proprietor carries out appropriate checks to confirm in respect of each such person—

(i) the person's identity;

(ii) the person's medical fitness;

(iii) the person's right to work in the United Kingdom; and

(iv) where appropriate, the person's qualifications;

(d) the proprietor ensures that, where relevant to any such person, an enhanced criminal record check is made in respect of that person and an enhanced criminal record certificate is obtained before or as soon as practicable after that person's appointment;

(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and

(f) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs (a) to (e), the proprietor checks that Standard 14 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools, is complied with,

and in the light of the information from the checks referred to in paragraphs (c) to (f) the proprietor considers that the person is suitable for the position to which the person is appointed.

(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.

(4) The checks specified in sub-paragraphs (2)(d), (e) and (f) do not need to be carried out where the new member of staff ("M") has worked in—

(a) a school or a maintained school in England in a position which brought M regularly into contact with children or young persons;

(b) a maintained school in England in a position to which M was appointed on or after 12th May 2006 and which did not bring M regularly into contact with children or young persons; or

(c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought M regularly into contact with children or young persons,

during a period which ended not more than three months before M's appointment.

19.—(1) This paragraph relates to the suitability of supply staff at the school.

(2) The standard in this paragraph is met if—

(a) a person offered for supply by an employment business to the school only begins to work at the school if the proprietor has received—

(i) written notification from the employment business in relation to that person—

(aa) that the checks referred to in paragraph 21(3)(a)(i) to (iv), (vii) and (b) have been made to the extent relevant to that person;

(bb) that, where relevant to that person, an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check; and

(cc) if the employment business has obtained such a certificate before the person is due to begin work at the school, whether it disclosed any matter or information; and

(ii) a copy of any enhanced criminal record certificate obtained by an employment business before the person is due to begin work at the school;

(b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied;

(c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply);

(d) the proprietor, in the contract or other arrangements which the proprietor makes with any employment business, requires the employment business to provide—

(i) the notification referred to in paragraph (a)(i); and

(ii) a copy of any enhanced criminal record certificate which the employment business obtains,

in respect of any person whom the employment business supplies to the school; and

(e) except for those persons to whom sub-paragraph (4) applies, in the case of supply staff who care for, train, supervise or are in charge of boarders, the proprietor checks that the relevant parts of Standard 14 of the National Minimum Standards for Boarding Schools or where applicable, Standard 14 of the National Minimum Standards for Residential Special Schools are complied with.

(3) Except in the case of a person to whom sub-paragraph (4) applies, the certificate referred to in sub-paragraph (2)(a)(i)(bb) must have been obtained not more than 3 months before the date on which the person is due to begin work at the school.

(4) This sub-paragraph applies to a person ("P") who has worked in—

(a) a school or a maintained school in England in a position which brought P regularly into contact with children or young persons;

(b) a maintained school in England in a position to which P was appointed on or after 12th May 2006 and which did not bring P regularly into contact with children or young persons; or

(c) an institution within the further education sector in England or in a 16 to 19 Academy in a position which involved the provision of education or which brought P regularly into contact with children or young persons,

during a period which ended not more than three months before P is due to begin work at the school.

20.—(1) The standard in this paragraph relates to the suitability of the proprietor of the school.

(2) Sub-paragraph (3) relates to the suitability of the proprietor where the proprietor is an individual.

(3) The standard in this paragraph is met if—

(a) the individual—

(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and

(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and

(b) the Secretary of State makes the following checks relating to the individual before the school is entered in the register or, in the case of a registered school, before or as soon as practicable after the individual takes over as proprietor—

(i) where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B(1) of the 1997 Act;

(ii) checks confirming the individual's identity and their right to work in the United Kingdom; and

(iii) in the case of an individual for whom, by reason of that individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;

and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.

(4) Sub-paragraphs (5) to (8) relate to the suitability of the proprietor where the proprietor is a body of persons corporate or unincorporate.

(5) The standard in this paragraph is met in relation to an individual who is the Chair of the school if—

(a) the individual—

(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and

(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction; and

(b) subject to sub-paragraphs (7) and (8), the Secretary of State makes the following checks relating to the individual—

(i) where relevant to the individual, an enhanced criminal record check, countersigned by the Secretary of State where an application for such a check is made under section 113B(1) of the 1997 Act;

(ii) checks confirming the individual's identity and their right to work in the United Kingdom; and

(iii) in the case of an individual for whom, by reason of the individual living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish the individual's suitability to work in a school, such further checks as the Secretary of State considers appropriate;

and, where an enhanced criminal record check is made, the Secretary of State obtains an enhanced criminal record certificate relating to the individual.

(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if—

(a) MB—

(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 to that Act; and

(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;

(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB—

(i) where relevant to the individual, an enhanced criminal record check;

(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and

(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;

and, where an enhanced criminal record check is made, the Chair obtains an enhanced criminal record certificate relating to the individual; and

(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.

(7) In a case where—

(a) the suitability of the proprietor is being considered in response to an application by the governing body of a maintained school to enter the school on the register, and

(b) the local authority maintaining the school has made one or more of the checks referred to in sub-paragraph (5)(b) or (6)(b) in relation to the Chair of the school or MB,

sub-paragraph (5)(b) or (6)(b) (as the case may be) is treated as complied with so far as relating to that check.

(8) In the case of a registered school—

(a) sub-paragraph (5)(b) is met where the checks referred to in that sub-paragraph are completed before or as soon as practicable after the Chair of the school starts acting as such;

(b) sub-paragraph (6)(b) is met where the checks referred to in paragraph (b)(i) and (iii) are completed before or as soon as practicable after MB starts acting as a member of the body of persons corporate or unincorporate named in the register as the proprietor of the school; and

(c) sub-paragraph (6)(c) is met where the enhanced criminal record check is made as soon as practicable after the Secretary of State's request.

(9) In this paragraph a reference to the Chair of the school is a reference to an individual who is the Chair of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register and includes a reference to a similar officer.

21.—(1) The standard in this paragraph is met if the proprietor keeps a register which shows such of the information referred to in sub-paragraphs (3) to (7) as is applicable to the school in question.

(2) The register referred to in sub-paragraph (1) may be kept in electronic form, provided that the information so recorded is capable of being reproduced in legible form.

(3) The information referred to in this sub-paragraph is—

(a) in relation to each member of staff (“S”) appointed on or after 1st May 2007, whether—

(i) S’s identity was checked;

(ii) a check was made to establish whether S is barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act;

(iii) a check was made to establish whether S is subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;

(iv) checks were made to ensure, where appropriate, that S had the relevant qualifications;

(v) an enhanced criminal record certificate was obtained in respect of S;

(vi) checks were made pursuant to paragraph 18(2)(d);

(vii) a check of S’s right to work in the United Kingdom was made; and

(viii) checks were made pursuant to paragraph 18(2)(e),

including the date on which each such check was completed or the certificate obtained; and

(b) in relation to each member of staff (“S”), whether a check was made to establish whether S is subject to a prohibition order or an interim prohibition order, including the date on which such check was completed.

(4) The information referred to in this sub-paragraph is, in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, whether each check referred to in sub-paragraph (3) was made and whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

(5) The information referred to in this sub-paragraph is, in relation to supply staff—

(a) whether written notification has been received from the employment business that—

(i) checks corresponding to those referred to in sub-paragraph (3)(a)(i) to (iv), (vi) and (vii) have been made to the extent relevant to any such person; and

(ii)an enhanced criminal record check has been made and that it or another employment business has obtained an enhanced criminal record certificate in response to such a check,

together with the date the written notification that each such check was made, or certificate obtained, was received;

(b)whether a check has been made in accordance with paragraph 19(2)(e) together with the date the check was completed; and

(c)where written notification has been received from the employment business in accordance with a contract or other arrangements referred to in paragraph 19(2)(d) that it has obtained an enhanced criminal record certificate, whether the employment business supplied a copy of the certificate to the school.

(6) The information referred to in this sub-paragraph is, in relation each member (“MB”) of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.

(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007—

(a)whether each check referred to in sub-paragraph (6) was made; and

(b)whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

(8) It is immaterial for the purposes of sub-paragraphs (3), (4), (5)(a) and (b), (6) and (7) whether the check was made or certificate obtained pursuant to a legal obligation.

Evaluation:

What do we do well?

What can we do better?

Grade/Evidence:

Action Plan (year)

Action	Lead/Accountability	Timescale	Measurable outcome

Part 5 Premises and accommodation

22. The standards about the premises of and accommodation at the school are those contained in this Part.

23.—(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that—

- (a) suitable toilet and washing facilities are provided for the sole use of pupils;
- (b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time; and
- (c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

(2) Where separate facilities are provided under sub-paragraph (1)(a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.

24.—(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—

- (a) accommodation for the medical examination and treatment of pupils;
- (b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
- (c) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs.

(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

(3) For the purposes of sub-paragraph (1)(c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools or by children with special requirements.

25. The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

26. The standard in this paragraph is met if the proprietor ensures that the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein.

27. The standard in this paragraph is met if the proprietor ensures that—

(a) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein; and

(b) external lighting is provided in order to ensure that people can safely enter and leave the school premises.

28.—(1) The standard in this paragraph is met if the proprietor ensures that—

(a) suitable drinking water facilities are provided;

(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;

(c) cold water supplies that are suitable for drinking are clearly marked as such; and

(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

(2) The facilities provided under sub-paragraph (1)(a) will be suitable only if—

(a) they are readily accessible at all times when the premises are in use; and

(b) they are in a separate area from the toilet facilities.

29.—(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable—

(a) physical education to be provided to pupils in accordance with the school curriculum; and

(b) pupils to play outside.

(2) Sub-paragraph (1) does not apply in relation to an alternative provision Academy.

30. The standard in this paragraph is met if the proprietor ensures that, where the school provides accommodation, regard is had to Standard 5 of the National Minimum Standards for Boarding Schools or, where applicable, Standard 5 of the National Minimum Standards for Residential Special Schools.

31. For the purposes of this Part—

(a) “physical education” includes the playing of games;

(b) any requirement that anything provided under this Part must be “suitable” means that it must be suitable for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have; and

(c) a pupil has “special requirements” if the pupil has any needs arising from physical, medical, sensory, learning, emotional or behavioural difficulties which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools.



Evaluation:

What do we do well?

What can we do better?

Grade/Evidence:

Action Plan (year)

Action	Lead/Accountability	Timescale	Measurable outcome

Part 6 Provision of information

32.—(1) The standard about the provision of information by the school is met if the proprietor ensures that—

- (a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector⁽⁶⁾, the Secretary of State or an independent inspectorate⁽⁷⁾;
- (b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- (c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request;
- (d) following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection;
- (e) following an inspection under section 87(1) of the 1989 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each boarder;
- (f) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise;
- (g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers;
- (h) where a pupil wholly or partly funded by a local authority (except where funding is solely for free of charge early years provision in accordance with the duty contained in section 7 of the Childcare Act 2006⁽⁸⁾) is registered at the school, an annual account of income received and expenditure incurred by the school in respect of that pupil is provided to the local authority and, on request, to the Secretary of State;
- (i) where a pupil with an EHC plan wholly or partly funded by a local authority or other body through public funds is registered at the school, such information as may reasonably be required for the purpose of the annual review of the EHC plan is provided to the responsible local authority; and
- (j) particulars of any action specified in sub-paragraph (4) are published and maintained on the school's website or, where no such website exists, are provided to parents.

(2) The information specified in this sub-paragraph is—

- (a) the school's address and telephone number and the name of the head teacher;

(b) either—

(i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted, or

(ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;

(c) where there is a governing body, the name and address for correspondence of its Chair; and

(d) a statement of the school's ethos (including any religious ethos) and aims.

(3) The information specified in this sub-paragraph is—

(a) particulars of the school's policy on and arrangements for admissions, misbehaviour and exclusions;

(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language;

(c) particulars of the policy referred to in paragraph 2;

(d) particulars of arrangements for meeting the standards contained in paragraphs 9, 10, 11 and 13;

(e) particulars of the school's academic performance during the preceding school year, including the results of any public examinations;

(f) details of the complaints procedure referred to in paragraph 33, and the number of complaints registered under the formal procedure during the preceding school year; and

(g) a copy of the report of any inspection carried out under sections 108 or 109 of the 2008 Act or section 87(1) of the 1989 Act.

(4) The action specified in this sub-paragraph is—

(a) any decision of the Secretary of State to remove the school from the register under sections 100, 105, 112, 116, 119, or 123 of the 2008 Act;

(b) any decision of the Secretary of State to impose a relevant restriction on the proprietor under section 116 of the 2008 Act; and

(c) any order of a justice of the peace under section 120 of the 2008 Act to remove the school from the register.

(5) For the purposes of sub-paragraph (4)(b), "relevant restriction" has the meaning given in section 117(1) of the 2008 Act.



Evaluation:

What do we do well?

What can we do better?

Grade/Evidence:

Action Plan (year)

Action	Lead/Accountability	Timescale	Measureable outcome

Part 7 Manner in which complaints are to be handled

33. The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which—

- (a) is in writing;
- (b) is made available to parents of pupils;
- (c) sets out clear time scales for the management of a complaint;
- (d) allows for a complaint to be made and considered initially on an informal basis;
- (e) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (d), establishes a formal procedure for the complaint to be made in writing;
- (f) where the parent is not satisfied with the response to the complaint made in accordance with sub-paragraph (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
- (g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
- (h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
- (i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—
 - (i) provided to the complainant and, where relevant, the person complained about; and
 - (ii) available for inspection on the school premises by the proprietor and the head teacher;
- (j) provides for a written record to be kept of all complaints that are made in accordance with sub-paragraph (e) and—
 - (i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
 - (ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
- (k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where the Secretary of State or a body conducting an inspection under section 109 of the 2008 Act requests access to them.



Evaluation:

What do we do well?

What can we do better?

Grade/Evidence:

Action Plan (year)

Action	Lead/Accountability	Timescale	Measurable outcome

Part 8 Quality of leadership and management

34.—(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—

(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

(c) actively promote the well-being of pupils.

(2) For the purposes of paragraph (1)(c) “well-being” means well-being within the meaning of section 10(2) of the Children Act 2004(9).

Evaluation:

What do we do well?

What can we do better?

Grade/Evidence:

Action Plan (year)

Action	Lead/Accountability	Timescale	Measurable outcome



Clarity Independent School SWOT Analysis (term) (date)

Created (date) in consultation with staff members: (those present - put here)

Strengths	Weaknesses
Opportunities	Threats

Medium term planning template

Example of scheme of work overview – year

Class Teacher _____ Pupils _____ Term: _____

1 ST HALF SPRING TERM	W/C 4/1/year Mon – INSET	W/C 11/1/year	W/C 18/1/year	W/C 25/1/year	W/C 1/2/year	W/C 8/2/year	Half Term 15/2/year
MATHS	Multiplication and Division Unit 6 Wk1	Multiplication and Division unit 8 wk1	Fractions Unit 6 Wk2	Fractions Unit 8 Wk2	Assess and review	→	
ENGLISH							
SCIENCE							
ICT							
Topic / History / Geography							
ART / Cookery							
PSHE							
RE							
Zones of Regulation							
Life skills/ events/trips etc						Reward trip?	

Clarity Independent School Medium Term overview Spring term vs2

Page 1

Lesson Plan Template (plus guidance notes)

Weekly Subject Plan

NB This is a template: Download and change file name before editing

Keep the prompts on your weekly template to work from, until you are thinking this way routinely

Week beginning:		Teacher:		Student/Group/Class:	
Unit (scheme of work):		Topic (subject or subject area): e.g. Science, Biology			
Supporting HLTA initials (select your colour!)	Pupil initials	Year:	Level beg. term: (i.e. from end of previous term)	End of year target level: (i.e. from Arbor)	Context (Purpose of these lessons: Is this the first lesson? Where in the Long-term plan/Scheme of work does this fit? What can the pupils do already? What do they need to be able to do?)
Staff initial and colour					
Resources (What do I need? Showcase your differentiation here ☺):					Cross Curricular Links (How does this link with other subjects?):
Resources for individual concessions (re normal way of working as evidence for examinations): Names and approved, evidenced concessions, e.g. reader, extra time, scribe, 'must use laptop', 'can use laptop', special pen, writing slope,					
Link to SMSC: (e.g. group work, leadership skills, social skills, citizenship work, FBV, theme for the week from registration / school meeting, One Plan etc.):					Relevant One Plan targets and pupils' initials (these should be catered for as much as possible in each lesson to maximise progress in these areas):

Store electronic copy in planning folder in google drive, printed paper copy in class planning file annotated by hand daily throughout the week.

[S] Clarity weekly plan NEW FORMAT Jan 21.

Page 1

Weekly Subject Plan

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Keep the prompts on your weekly template to work from, until you are thinking this way routinely

Learning objective	Showcase your differentiation here ☺ Learning Activity Details/ Resources	Showcase your differentiation here ☺ Questioning, support, extension	Assessment Opportunities	Pupil Evaluation of learning (according to success criteria and assessment opportunities)
Lesson 1 Date: 	Connect: Demonstrate how this lesson fits in with previous learning/explain where this fits in to the long-term plan/Explain the LO. Activate: Engage the pupils' interest through a picture/video clip/question displayed on the board followed by a quick activity to allow for AFL. Main pupil task: What is the main pupil task that will enable them to demonstrate their learning? (Include resource, page numbers, items numbers, etc.) Consolidate in a plenary: e.g. Sharing and explaining work they've completed, peer/self-assessment task, recap and review together as a class (involving questions to ensure learning), quiz, children to each bring a question to ask the group about their learning. What have I learnt today?	Questioning What are the main questions will you ask throughout the lesson? Try to have at least 3 key questions? How will you re-engage? How will you move them on their learning? Support (and pupils' names) Scaffolded or lower ability task – if pupils are unable to access the main task. Or how have you adapted the main task so lower ability pupils can access the materials? e.g. adapted the text / enlarged text / highlighted key words for discussion beforehand / made a scaffolded writing sheet / provided spellings of specific words linked to OP target / used area of interest etc. What additional resources/support is needed? For whom? Is there a self-checking device for them to self-evaluate against whilst they are working? Extension (and pupils' names) Next step challenge task for those who are more able at this particular LO.	What can be demonstrated/assessed to show me they have grasped the LO? Link to LO + assessment systems/KPI/NC descriptors Success Criteria (SC) "I know how to...": <u>these should be differentiated and shared with the children prior to them starting their independent work so they know what they are aiming for</u> -measure heart rate using..... -design an experiment which has parts - make observations about..... -record my observations in a logical format such as a table or graph - draw conclusions about what I have noticed NC descriptors from Arbor / Maestro that you're assessing them against: (e.g. NC year 3 - copy and paste here)	Who has met / not met SC? Names and details for each Who has met / not met Clarity Curriculum descriptors? Names and details for each Who has met a OP / EHCP intervention target from the front page? Names and details for each Pupil evaluation of their learning: <u>Were any children absent and why?</u> (Pupils to use smiley face stampers in their work for them to evaluate against the LO and success criteria) Pupils to state which success criteria they have met and which not (e.g. you could have them typed to stick into books - pupils to highlight which they feel they have achieved and can also use them easily when peer marking.) Was there anything I struggled with and would like to go over next lesson?

Store electronic copy in planning folder in google drive, printed paper copy in class planning file annotated by hand daily throughout the week.

Page 2

[S] Clarity weekly plan NEW FORMAT Jan 21.

Weekly Subject Plan

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Keep the prompts on your weekly template to work from, until you are thinking this way routinely

		What is the task? Where is it from (resources?) How much do they need to do? Self-checking device for monitoring of own work and improving learning skills?	What did I do well? What could I do better? What are my next steps?
			Next Steps: Names and details for each What are the next steps for each pupil? Note these need to be taken into account clearly on your next lesson plan and written in pupil's books so they know and can work on them! Perhaps they could write the next step themselves at the end of the lesson or HLTA to scribe it for them if they're a slow writer.
Teacher / HLTA self-evaluation of lesson 1: THIS IS WHERE YOUR PRACTICE GROWS! LITERALLY! USE THIS! IT WILL PAY DIVIDENDS!!!! What went well? Anything / technique I would definitely use again? What could I have done differently? Did I miss anything out? Why? Anything / technique that worked particularly well with a certain child? (update pupil profile) Anything / technique I would definitely not use again? :-) Why? Anything that didn't work with particular child? Why? (update pupil profile) Can I research any techniques to help me teach this better next time?			

Store electronic copy in planning folder in google drive, printed paper copy in class planning file annotated by hand daily throughout the week.

Page 3

[S] Clarity weekly plan NEW FORMAT Jan 21.

Staff Targets Template

's Targets Date agreed:

Use this form to make some SMART* targets at the end of induction, of things you would like to develop towards your next appraisal meeting **in (date and year)**.
You may also choose to include something else you feel is important to set as (a) target(s) or discuss further at end of probation.

My individual staff roles are (e.g. fire marshal, first aider, PEEP for...):

•

Peer Mentor / Mentored by:

I mentor:

SMART* Target agreed with staff member	Date agreed: Date to be reviewed: Reviewed:
*SMART = Specific Measurable Achievable Relevant Time-based	Self-evaluation: Record below as you make progress until your next appraisal
	1 2 3 4 5
What I will do towards meeting this target...	
(Later for review) What I have done towards meeting this target...	
	1 2 3 4 5
What I will do towards meeting this target...	
(Later for review) What I have done towards meeting this target...	
	1 2 3 4 5
What I will do towards meeting this target...	
(Later for review) What I have done towards meeting this target...	
	1 2 3 4 5
What I will do towards meeting this target...	
(Later for review) What I have done towards meeting this target...	
	1 2 3 4 5
What I will do towards meeting this target...	

<i>(Later for review) What I have done towards meeting this target...</i>	
	1 2 3 4 5
<i>What I will do towards meeting this target...</i>	
<i>(Later for review) What I have done towards meeting this target...</i>	
	1 2 3 4 5
<i>What I will do towards meeting this target...</i>	
<i>(Later for review) What I have done towards meeting this target...</i>	
	1 2 3 4 5
<i>What I will do towards meeting this target...</i>	
<i>(Later for review) What I have done towards meeting this target...</i>	
Whole School Target	
	1 2 3 4 5
<i>What I will do towards meeting this target...</i>	
<i>(Later for review) What I have done towards meeting this target...</i>	
	1 2 3 4 5
<i>What I will do towards meeting this target...</i>	
<i>(Later for review) What I have done towards meeting this target...</i>	

To complete at review:

Self- evaluation: In what ways are you making progress?

•

Are there any barriers to you making progress, any resources or training you feel you need to help you make progress? Please detail below...

•

HR Monitoring Document (made anonymous):

Induction Completion, Performance Management Reviews and Appraisals									
Name	Start date (new starters)	Position	Temporary / permanent	Induction completed date (new staff)	Oct Targets set end of induction (PR = performance related)	Post Christmas Targets reviewed and set	Post Feb half term (Probationary) Appraisal Date = start +6 months for new staff) Targets reviewed and set	Post Easter Targets reviewed and set	May Annual Appraisal Date (June end of probation appraisal for staff starting in Jan)

Paperwork to be completed before going home: Teachers to Lead



- **Safeguarding** asap during the day (and definitely before you go home)*
- **Incident reports** logged on Arbor asap and definitely before you go home*
- **Restorative justice on Arbor** – and email SA cc DH and RC
- **Communication with parents** e.g. email (if minor) / phone if parent prefers and esp. for incidents or injuries *before the child gets home, and log it on CPOMS before going home*
- **Class team meetings** discuss plans for the following day, differentiated tasks, who does what, share out plenaries amongst HLTAs, feedback and upskill each other
- **Update SEN documents** (e.g. not limited to Pupil Profile, de-escalation procedures, PEEP plans...)
- **Strategy resources** prepared for specific children re differentiation on lesson plans
- **Mark books (teachers only, plus authorised HLTAs)** according to school marking policy, using next steps and record on lesson plan (marking must be kept up to date daily)
- **Evaluate pupils' learning** on lesson plan; evaluate the lesson, feedback to each other on teaching to upskill, record pupil progress against LO on Arbor re assessment.
- **Planning and resources** prepared **and printed** for the following day
- **Resource orders** – PO to relevant person (as per PO procedure) to approve 2 weeks before needed
- **Tidy classrooms and communal areas** (shut doors, lights off, windows locked, laptops locked in cupboards including children's, shelves tidy.) Clear desk policy.

Teachers and HLTAs are reminded that during lesson times, it is not appropriate to be planning, completing paperwork or printing, these should be done before and after lessons so your focus is on pupils and their learning during lesson time.

Top tips to achieve this:

- Be organised and plan your time ahead
- Be efficient – use every minute to ensure you can get everything done
- Help each other and work as a team, dividing jobs between you to ensure everything gets done.

Weekly tasks:

Planning to be completed by subject leader and in google drive by 8am Thursday morning for the following week.

HLTAs to make familiar with and further differentiate by Friday 4pm.

Evaluations completed on lesson plan by all staff by Tuesday 4pm of following week.

OT, SALT and OP records to RC by Friday 4pm each week.

Resources orders to BM by 4pm Wednesdays, allow two weeks.

Tesco to SH by Thursday 1pm (he completes weekly order by Thurs afternoon)

Trip authorisation forms to SA 1 week prior for regular trips (2 weeks prior if a new trip)

[6 amended] Issued 6.9.24

*Yes, this can be done during lesson times as long as sufficient pupil supervision and support are maintained.

Annual Procedure for Staff Appraisals

After induction is completed (one month, usually by October), staff member to generate (if necessary), and work on their targets, which are reviewed:

- After Christmas
- After February half term (at 6-month probation appraisal for new staff)
- After May half term; their annual appraisal.

Lesson observations in induction (supported, appraisee to choose when.)

Lesson observations up to twice more across the year (announced but independent work then unannounced.)

Staff member to work on targets each half term, may or may not have another lesson observation to monitor progress through targets if further assurance needed.

Process for conducting lesson observations and appraisals:

1. Issue template lesson observation checklist to teacher / HLTA and ask for a chosen lesson to observe within the next month. (Please see Lesson Observation Policy for template.)
2. SLT observe lesson and complete lesson observation checklist on template. Save in desktop -> DH Inbox. Inform DH by email. Print out one copy.
3. Issue completed lesson observation checklist to the staff member to review, along with a blank self-appraisal form to (optionally) complete about their own practice.
4. Arrange a half-hour appointment within the next 1 week to discuss self-appraisal (including 'Notes' section at end) and anything else they wish to discuss from their lesson observation feedback.
5. If conducting a formal appraisal with HT (all new staff receive this during / at end of probation):
 - a. HT to issue proforma for appraisal at least 48 hours prior to meeting.
 - b. Note the appraisal meeting contents in relevant columns on their appraisal form in green. Be sure to make targets areas clear by ticking under the target column (this will help them with step 6). Take a colour photocopy for their CPD folder, they keep the other copy so they can complete their targets below.
 - c. Issue the target sheet by email and request they complete it with SMART targets (by certain date), including:
 - i. ASRs or EBIs from lesson observation
 - ii. Any targets identified in appraisal meeting
 - iii. Anything identified from the 'Notes' section
 - d. Collect target sheet and attach to front of self-appraisal booklet, behind front cover summary.
 - e. Staff member and DH to sign off probation / end of appraisal on front cover summary and file in CPD file.
 - f. DH to note estimated time of next appraisal on front cover. Photocopy front cover for staff member so they are aware of timing for their next appraisal.
 - g. New staff - letter to staff member congratulating them on completing probation.