

Our Shared Approach



Be the best we can be

Old Buckenham High School

Shared Language at OBHS



At the heart of any organisation there are a set of **values, aims and priorities** which are expressed in policies and procedures. These are **reflected in and by the shared language** that is used and is **the heart of how consistency is achieved and maintained**. Research shows that the **most powerful indication of student achievement** is when staff hold **shared beliefs about teaching approaches**.¹

This document captures the common language and shared approach we have within our school. The final page is a **reading list** giving **some background to the research** that has informed our approach.

¹ Collective Teacher Efficacy-John Hattie

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The Curriculum and Teaching and Learning at OBHS

Below we have summarised the shared language of Teaching and Learning and the Curriculum at OBHS. This is cornerstone of ‘what we do’ or our ‘core business’.

The Whole School Priorities underpin the Whole School Improvement Plan, Subject and Year Group Action Plans and all Performance Management Targets for teaching staff. These were informed by staff voice collected in the Summer Term survey.

Curriculum Intent: It is important to remember that the curriculum across the whole school is underpinned by the **OBHS curriculum specification²**. This is our agreement that the curriculum must reflect local and national priorities, be fit for the 21st century, be ambitious.

When considering the intent of our curriculum, we considered the following:

- Links to previous and next Key Stages. How does this build on prior knowledge; address gaps in knowledge/ skills from the previous Key Stage? How does it effectively prepare students for the next Key Stage (be that 4 or 5)?
- What are the **non-negotiable** elements of the curriculum in terms of knowledge, skills and understanding? Why are these the non-negotiable parts?
- Which of our agreed transferable skills (**The Habits³**) are explicitly built into the planned curriculum, and why?

² [OBHS Curriculum Specification and Intent](#)

³ [OBHS Habits](#)

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Science and MFL: The curriculum content of these two subjects in Year 9 prepares students for their KS4 study in terms of knowledge and skills, but that the assessment model is still as per the **OBHS KS3 Assessment Guidance**⁴. Students might see this year as a transition year for you as a subject and feel the curriculum effectively bridges KS3 and KS4 in terms of knowledge and skills in order to effectively prepare them for the formal start of their KS4 courses in Year 10.

English and Maths: The curriculum is enhanced at KS3 as Catch-Up Curriculum groups are built into the timetable. The timetabling (all subject lessons being timetabled at the same time) enables students moving in and out of the catch-up curriculum group, and between groups to ensure that group dynamics are effective. The curriculum here (both in terms of the intent, and implementation) is designed to teach students KS3-ready skills and knowledge which they have not successfully mastered at KS2.

The children are initially flagged up during the transition process by the primary schools as children who are not expected to meet age-related expectations. The Baselining/ Starting Point Assessments in Year 7, further identifies any students who will benefit from the content, organisation and delivery of this curriculum. At each assessment point, student performance is reviewed to identify any students for whom the gaps have been closed enough for them to move out of the Catch-Up Curriculum group and access the Year 7 curriculum.

⁴ [KS3 Assessment and Reporting Guidance](#)

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Curriculum Implementation

When we talk about the implementation of the curriculum, this is about the planning, order, organisation, resourcing and delivery curriculum intent.

- Within a lesson, there will be planned links between the lesson activities and the Lesson Objective and Success Criteria; and the LO and Success Criteria and the curriculum intent.
- There will also be a planned order of activities within the lesson which is underpinned by the OBHS 4 Phase Learning Model. For example, when students undertake activities with a purpose of introducing them to new knowledge, they will appear in the Present phase of the learning, whereas them practicing or applying that new knowledge through an activity would feature in the Practice phase of the learning.
- The curriculum implementation informed by **Pedagogical Content Knowledge(PCK)**. This means that activities are planned because they are the best way of getting students to develop that particular piece of knowledge or skill. Developing teacher's PCK is a whole school priority – evidenced in the 6 CPD sessions allocated for departments to collaboratively plan to attend to their own training and development needs as subject specialists.
- It is important to highlight that the curriculum implementation is responsive to the gaps in knowledge and skills identified through assessment in line with the Assessment of Learning schedule (summative and no-pen marking will see adaptations made to the planned curriculum in terms of order/organisation, learning activity, timing of activities etc.).
- Teachers will ensure that the curriculum is visible to students, and that the way in which the curriculum **responds** to their identified learning needs is communicated clearly to them.

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Curriculum Impact

Assessment:

Assessment Data is collected **once a term at KS3** and in line with the assessment calendar at KS4. This data is generated by students completing **summative assessments**. These assessments are designed to be accessible for all students who are undertaking the curriculum as per the **KS3 Assessment and Reporting Guidance**⁵ (for Catch-Up Curriculum groups, their assessment reflects the curriculum they have undertaken rather than the mainstream English or Maths curriculum).

Data is the starting point (not the end), it raises questions:

- Looking at each class, teachers will identify what gaps there are in students' knowledge, skills and understanding and how and when will these be addressed? These gaps will be tracked through either **Question Level Analysis** data being collected on G4S or through a **Responsive Planning Log**.
- In order to **validate** the assessment data, we do the following:
 - o **Moderate** student work: this allows for teachers to compare the quality and quantity of student work between classes, and the application of the mark-scheme.
 - o **Analyse** data between classes and between subjects (CLs).
- Departments have a moderation and a data analysis meeting calendared every half term to allow staff to work collaboratively with their peers.

⁵ [KS3 Assessment and Reporting Guidance](#)

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Responsive Planning and Feedback:

As per the [Feedback Policy](#)⁶ other than **Summative Assessments**, **formative assessments** are conducted under a ‘no-pen policy’. The product of teacher’s assessment is a **Responsive Planning and Teaching Log**⁷ which informs the teacher’s planning and ensures that the curriculum is adapted to attend to the gaps in students’ knowledge and skills.

The curriculum, including the ways in which it is responding to learning needs of the students, is communicated clearly to students. Departments have developed **student friendly curriculum overviews** which should be shared with students at the start of every unit/ section of the curriculum.

Responsive Teaching:

When teachers identify students who are struggling within a class through their questions (or other **Assessment for Learning** strategies) and adapt their lesson and/ or the delivery of it, this is **responsive teaching**. Identifying students to go to first when circulating the class, targeting a student with a particular style of question or activity, removing an activity or redesigning it based on feedback in the lesson, changing the Challenge task (as student feedback suggests it isn’t appropriately challenging) are all examples of responsive teaching.

How will students know how they are doing?

All Key Stage 3 students watched [this presentation](#) during the second half of the Autumn Term which explained how they know how they are doing in subjects. It has also been published on our website so that

⁶ [OBHS Feedback Policy](#)

⁷ [Example Responsive Planning Logs](#)

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parents know too. It breaks down the KS3 Assessment format (including the banding of students in to **Low, Middle and High Prior Attaining** as this determines their **Prior Assessment Band (PABs)** for KS3 subjects. Students are assessed using **summative assessments** at the end of each term to indicate which students are making progress. **Attitude to learning** and **Work produced** is also collected to help teachers, Curriculum Leaders (CL) and Progress Leaders (PL) identify who is not making progress and why. All of the information is collected and stored on **G4S**.

Teaching Priorities at OBHS

The **OBHS Teaching Protocols** underpin the planning and delivery of any lesson.

Every Teacher a Teacher of SEND

Ensuring students with Special Educational Needs/Disabilities thrive is a priority for the school. All teachers are familiar with the **[SEND Code of Practice January 2015.pdf](#)** (**publishing.service.gov.uk**) We follow the **Education Endowment Foundation**⁸ Toolkit and ensure all students have access to high quality teaching. Two strategies are particularly important for all teachers: **Explicit Instructions** and **Scaffolding**.

Teachers are aware of the needs of SEND students and agreed strategies which are detailed on students **Individual Pupil Profiles**. Planning for these students reflects and attends to the needs identified.

⁸ **[EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](http://d2tic4wvo1iusb.cloudfront.net)**

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Supporting Disadvantaged Students

Approximately 20% of our students come from Disadvantaged backgrounds and improving their **attendance**, **attainment** and **progress** is a key priority. Teachers are aware of which students are from disadvantaged backgrounds (via **G4S**) and understand the difference between **PPG**⁹ and Disadvantage. Our approach is set out in an action plan, and is based on the EEF Toolkit: [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](https://www.educationendowmentfoundation.org.uk)

Reading and Literacy Teaching

All teachers are teachers of literacy and are familiar with our approach detailed in the **OBHS Literacy Booklet**. Every subject promotes **reading**, **writing**, **oracy** and **vocabulary** skills within their specialist areas. Teachers are familiar with students who have specific literacy needs and plan accordingly in terms of scaffolded tasks, paying close attention to ensure all texts are accessible.

Accelerated Reader¹⁰ is used by all KS3 students and all students take part in oracy and comprehension building activities in the weekly ILT Literacy lesson.

⁹ PPG-Pupil premium grant includes Disadvantaged students and those from Military families

¹⁰ A web-based programme that encourages students to read for pleasure

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Relationships, Behaviour and Safeguarding at OBHS

Transactional Analysis

This is our whole school approach to **fostering positive relationships** within our school. We **contract** with our classes to a set of shared rules. When a relationship breaks down, we re-contract in order for both parties to enter the learning environment in a positive state. We want both parties to be in a state of **I'm OK/You're OK**.

Well-being- 'Being well with the School'

Schools are fantastic places to work, but are tiring and require from us an enormous amount of intellectual, physical and emotional energy. It is our responsibility to look after each other and ourselves and it is the school leaders need to balance the needs of students with that of staff. We do this in a number of formal and informal ways, the most important being enabling an **open dialogue** with all staff at all times. A new initiative **'Being well with the School'** is being launched to facilitate this approach.

Contracting

This is our approach to a **shared approach**. The teacher takes the adult state to ensure a relationship that has resulted in the student making poor learning choices resulting in a negative impact on learning. The student now understands the reasons the choices led to the negative impact and, by working together, we can negate this from happening again. We believe everyone can change.

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Executives and the Structure /Nurture Highway

All staff understand that we have a shared approach and know the **Structure/Nurture highway**. This supports staff in understanding their role in helping our students and follows the principles of **transactional analysis**. We are all **Executives** who follow the four C's.

- Calm
- Clear
- Confident
- Compassionate

Golden rules

Each classroom has the agreed set of expectations which are followed by all staff and students. This is our shared approach to consistency in the classroom. The students have also introduced **new House names** which they would like to be identified by.

We have a one warning system. If a student decides after their warning to still not follow the **golden rules** and affect the learning of others, they will be removed from that environment. It is the teacher's responsibility to **re-contract** with the student to ensure a positive learning environment for the next lesson.

Positive Praise/OBHS Award/Habit Cards

Our School believes in positive reinforcement or **affirmations**, and has three different aspects to our reward system.

Positive Praise is daily praise by staff recorded on G4S. This can be seen by the student and parent/Carer which encourages positive conversations about school and the learning that took place that day.

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Habit Cards are used for instant recognition of a student who is demonstrating our **Habits of Learning**. Each habit is posted and entered into a half termly draw. Each habit earned by a student is added up and can be exchanged for a variety of prizes.

Habits badges are worn by students who earn their Habits colours by being rewarded 10 or more Habits Cards in that Habit.

The **OBHS Award** consists of Bronze, Silver, Gold and Platinum. OBHS Award Points are issued throughout the academic year on **G4S** by members of staff, particularly at the end of each half term, to students who have demonstrated the Habits consistently or in a standout way during that half term.

Sanctions/Consequences

When students do not respond to routine behaviour management a series of sanctions are applied following the **School's Behaviour Policy**.

All staff are familiar with policy and apply it fairly and consistently and use G4S to keep parents informed. The day to management of behaviour is everyone's responsibility; poor behaviour, inappropriate uniform, phone issues etc are addressed by all staff to avoid escalation and to support each other. We work to the principle of '**supported autonomy**' in terms of behaviour management, CL/PL/PM/SLT support staff in resolving behaviour issues (by running **lunchtime detentions** for staff, the **Remove**, etc), but staff are responsible for the **resolution** of behaviour incidents and **restoring** the relationship by re-contracting.

SLT will apply more serious sanctions if required. (**Internal exclusion, Fixed Term exclusions, P.EX**).

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PSP/ISP

If a student repeatedly makes the wrong behaviour choices. They will be placed on an **ISP (Individual Support Plan)**. This will have targets set following the principles of **SMART**, to allow the student to be successful in their learning.

A **PSP (Pastoral Support Plan)** follows if the ISP targets have not been met. This is led by the PL or DHT. These plans aim for students to be successful in school. If a student is not meeting the SMART targets or would like a fresh start, they can be offered a **Managed Move**, via the Fair Access team. This is a supportive measure to ensure students have every chance to be successful and fulfil their potential.

ILT and Base time

ILT is a **responsive planned curriculum**, it consists of Literacy, PD, Character (KS3), Habits of Learning and Independent work (which supports any gaps through the remote learning). The Character and Habits of Learning respond to National, Local and School identified issues. ILT is a planned teaching session with the same classroom expectations for learning.

Safeguarding

All staff record concerns on 'Myconcern'. We have covered the national issue of **Harmful Sexual Behaviour** and the local issue of **County Lines** in our Safeguarding training with staff and sessions with students in their PD lessons.

The school holds regular training to keep the staff informed on different areas of safeguarding and tests knowledge through questions which are set at the end of the training, and recording policies that

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have been read. All staff are familiar with **'Keeping Children Safe in Education, Guidance for Safer Working Practice for those Working with Children and Young Adults in Education Settings, SET Code of Conduct'**.

Safeguarding is everyone's responsibility

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Term or Abbreviation	Notes/Script
OBHS curriculum specification	A set of clear criteria that all subjects at KS3/4 conform to
Collective Teacher Efficacy	The belief that teachers can more positively impact the learning of their students if they work as a team
Habits	A set of (meta cognitive) learning strategies that are highlighted in our teaching
4 Phase Learning Model	Our approach to ensure lessons have a clear structure and narrative
no-pen marking	Our agreed policy on giving feedback to reduce teacher workload in terms of marking
Responsive Planning	Teachers planning that addresses gaps in knowledge/skills as a result of covid/disadvantage
Prior Assessment Band (PABs)	All students at KS3 have a PAB, determined by KS2/Baseline data which is used to show progress
OBHS Teaching Protocols	Our agreed set of teaching strategies that are used by all staff
Individual Pupil Profiles	Online based profiles to assist staff in delivering support and scaffolding for students with SEND
Subject Specific Literacy	Strategies that are used to be develop confidence and fluency in subject specific vocabulary
SAP	Subject Action Plan, staff should be familiar with the SAP for areas that they teach.
Transactional Analysis	Underlying principles that inform our approach to developing great relationships
Contracting	A formal and regular process whereby staff and students reaffirm how relationships work
Golden Rules	Visible in all classroom, the basis of all contracting conversations and how we ensure consistency
OBHS Award/Positive Praise/Habit Cards	Different components of our reward system which are used regularly and valued by staff and students
ILT and Base time	Focussed time in the day for delivering important parts of the curriculum
HSB/County Lines	Current national and local safeguarding priorities that all staff must be aware of
MyConcern	Online system for recording safeguarding concerns
KCSIE	An important Safeguarding document that all staff have read

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Research and Reading List

How students Learn-A conceptual model-Hattie and Donoghue:
[Learning strategies: a synthesis and conceptual model](#)
[\(thinkplusjourney.info\)](#)

Teaching strategies to support Disadvantaged students: [Teaching and Learning Toolkit | EEF \(educationendowmentfoundation.org.uk\)](#)

School Improvement and Leadership: [Leadership for Powerful Learning.pdf \(profdavidhopkins.com\)](#)

Teaching and Powerful Learning: [Curiosity-Powerful-Learning.pdf \(roxburghcollege.vic.edu.au\)](#)

Educational Transactional Analysis: An international guide to theory and practice: [Educational Transactional Analysis: An international guide to theory a \(routledge.com\)](#)

Research Base of Ofsted's Inspection Framework: [Research for education inspection framework \(publishing.service.gov.uk\)](#)

Research underpinning EEF Toolkit: [What-Makes-Great-Teaching-REPORT.pdf \(suttontrust.com\)](#)

Collective Teacher Efficacy: [Hattie effect size list - 256 Influences Related To Achievement \(visible-learning.org\)](#)

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Notes