



Principle	Feature	What this looks like at The George Eliot School
Ambitious, knowledge rich, coherent 5 year curriculum plan	Our curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. Pupils study a full range of subjects for as long as possible, 'specialising' only at the start of Year 10	<ul style="list-style-type: none"> • <i>Know More – Remember More – Do More.</i> • All pupils access the best that has been thought, said and discovered. • Teachers sequence concepts, model ideas and provide scaffolding to support all learners to succeed. • Teachers know what pupils have learnt in the KS2 curriculum and prepare pupils so they are ready to access the post 16 pathways they choose. • Leaders ensure their teams know where the cross curricular links are. • Staff are supported to develop their knowledge of the KS2 curriculum and post 16 pathways. • Each subject curriculum is planned jointly by staff across the MAT and reviewed regularly to ensure it meets our curriculum intent. • Resources are planned jointly across the MAT to reduce staff workload and ensure all pupils have to high quality resources. • Staff CPD focuses on subject knowledge and pedagogy to ensure all pupils have high quality first teaching.
Knowledge and skills	Our coherently planned curriculum is sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.	<ul style="list-style-type: none"> • All subjects have knowledge organisers with key knowledge. • Quizzes are used regularly to support retrieval of key knowledge.
CPD – <i>subject knowledge and subject pedagogy</i>	Our teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise	<ul style="list-style-type: none"> • Subject CPD sessions focus on subject knowledge and pedagogy to ensure all pupils have high quality first teaching. • MAT Subject CPD session focus on sharing subject knowledge and pedagogy across the trust to ensure all pupils have high quality first teaching. • Staff use research and share this on Teams and in CPD focusing on the strategies to accelerate pupil progress.
Instructional Coaching	Our teachers work with a coach to practice, refine and adapt the simple and powerful teaching techniques to improve their practice, engineer efficiency in lessons and improve pupil progress.	<ul style="list-style-type: none"> • Doug Lemov Teach Like a Champion techniques are used in all lessons. • Staff CPD focuses on key techniques to ensure consistent use across the school. • The strategies we use include: Strong Start, Cold Call, Call and Response, Show Call, Right is right, Everybody Writes, Art of the Sentence, SLANT, SHAPE, Every Minute Matters, Do it Again, Without Apology.
Memory and Learning	<p>We use a range of strategies based on cognitive science research to increase our pupils' understanding of how they learn so they can use their study time efficiently and effectively.</p> <p><i>Metacognition</i> is thinking about thinking. It is understanding how and when to use different techniques for learning and problem solving.</p> <p><i>Cognitive Load Theory</i></p> <ul style="list-style-type: none"> • Intrinsic cognitive load: the inherent difficulty of the material itself, which can be influenced by prior knowledge of the topic • Extraneous cognitive load: the load generated by the way the material is presented and which does not aid learning • Germane cognitive load: the elements that aid information processing and contribute to the development of 'schemas' <p><i>Schemas</i> influence what we pay attention to and they help us to simplify and interpret new information. They support how quickly we can learn new things.</p>	<ul style="list-style-type: none"> • Learning Scientists resources are used with Year 10 and 11 pupils to support them to understand how they learn and how they revise. • We use strategies for learning and revision: <ul style="list-style-type: none"> ○ Retrieval ○ Spaced Practice ○ Dual Coding ○ Interleaving ○ Concrete Examples ○ Elaboration <p>Explicit outcomes for the lessons so pupils are clear on what they are leaning and what need to be committed to their long term memory.</p>
Reviewing Material	Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.	<ul style="list-style-type: none"> • Subject content is interleaved so key knowledge and ideas are revisited to develop retention of knowledge and improve recall. • Homework quizzes. • Regular low stakes quizzing is a feature of lessons in all subjects. • Assessment for learning in lessons. • Assessments must sample from across the entire sample domain.
Questioning	Teachers check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches.	<ul style="list-style-type: none"> • Teacher use questions to develop understanding, practise retrieval and identify misconceptions. • Pupils use questions to develop their understanding and practise retrieval. • Teachers circulate as a strategy to seek out misconceptions.

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Sequencing Concepts and Modelling	Our teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches	<ul style="list-style-type: none"> •Teachers present new material in small steps. •Teachers provide models. •Teachers provide scaffolds for difficult tasks.
Stages of Practice	Teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.	<ul style="list-style-type: none"> •Teachers guide pupil practice with close supervision. •Teachers provide feedback. •Teachers support pupil practice until they obtain a high success rate. •Pupils practice independently.
Direct Instruction	Direct Instruction (DI) is a model for teaching that emphasises well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks. It is based on the theory that clear instruction eliminating misinterpretations can greatly improve and accelerate learning.	<ul style="list-style-type: none"> •Year 7 DI Literacy pupils follow the Corrective Reading – Decoding Skills Course B2.
STAR Values	<p>We Aim for Excellence and have high expectations of all our pupils. Our STAR values underpin all the work we do in school.</p> <p>Character is a set of positive personal traits, dispositions and virtues that informs pupil motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society.</p>	<ul style="list-style-type: none"> •Self-Discipline - Supporting our pupils to learn how to control and manage themselves. Who conduct themselves as 'good citizens' and are able to articulate and regulate their feelings. •Tenacity - Encouraging our pupils to be resilient and determined. To be persistent to succeed and never give up. •Ambition - Promoting pupils to set goals and have high aspirations for themselves so that they make excellent achievements in all they do. •Responsibility - Fostering an environment where we behave responsibly, we show care, respect and kindness to all.
Feedback	Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches	<ul style="list-style-type: none"> •Teachers give live feedback in lessons. •Teachers give whole class feedback. •Pupils complete Follow Up Tasks to act on the feedback that is given.
Assessments	Our teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. We understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners	<ul style="list-style-type: none"> •Assessments must provide meaningful information. •Assessments must test subject grammar, dialectic and rhetoric. •Assessments must be standardised within a subject across all trust schools. •Assessments must sample from across the entire sample domain. •Assessments must test what is most important. •Question must elicit the most useful information about what pupils know.
Enrichment	<p><i>Cultural capital is developed through the combination of the knowledge and experiences</i></p> <p>'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'</p>	<ul style="list-style-type: none"> •School Shows twice a year. •House events and competitions. •MAT competitions week. •MAT Sports League. •School sports competitions including netball, rugby, football, basketball, table tennis, badminton, cricket, rounders, athletics and cross country •International Trips – Poland 2017, Ecuador 2018, France 2018, Spain 2018, Poland 2019, Costa Rica 2020. •BEBRAS Computing Challenge. •UKMT Maths Challenges. •Big Science Quizzes at Birmingham University. •Aim Higher University visits. •Sutton Trust Warwick Sutton Scholars. •Languages - French Film club, Spanish Film Club, Accelerated Spanish. •Science clubs. •Maths club. •Computer Science – National Cipher Challenge Club, Computer Science Club. •Humanities - Eco Club, Amnesty International Club, History and Archaeology Club, Well Being, Psychology. •LGBT+club. •Music – Ensemble, Choir, Keyboard and Music Technology. •PE – Badminton, Trampolining, Netball, Table Tennis, Boxing, Basketball, Football, Dance, Dodge Ball, Rugby. •Duke of Edinburgh Award.

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MEQTL plan – Quality Assurance	This is how we measure <i>Impact</i> . <i>Triangulation</i>	<ul style="list-style-type: none"> • Culture Walks. • Book Scrutinies. • Pupil voice. • Teaching and Learning reports are created in each subject three times a year. The DoL meets with the VP to triangulate the information and identify the current strengths and areas for improvement. • Learning Conversations – Every class teacher has learning conversations about the progress being made in each class. This is recorded by the DoL and discussed at subject level in with their Line Manager in LASER meetings. • LASER meetings – The DoL meets with their line manger to discuss the progress of individuals and groups in each subject by year. Issues are identified and actions are put in place to address any issues. • Internal Assessments. • Reading Assessments – Year 7, 8 and 9 pupils sit Reading Assessments at the end of each year to measure their progress • External Assessments.
Reading	<p>The George Eliot school is named after a world famous author, to that end, we are a reading school and we will promote reading at every opportunity.</p> <p>A rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading.</p> <p>Reading is the gateway to every subject in school, but more than that, it is the gateway to a world of imagination, learning, growth and experience.</p> <p>Without an excellent standard of literacy, it is proven that pupils struggle to access lessons, curriculum and exams but more importantly, they are missing out on a whole world of incredible stories, and fascinating characters.</p>	<ul style="list-style-type: none"> • The Reading Challenge - is a challenge that will run for the duration of pupils’ time at The George Eliot School. The challenge is to complete the 50 recommended books to read before leaving school and to bring discussions about reading and competitiveness to the heart of the school. Pupils will receive badges to wear with pride once they complete the requirements of each phase. Pupils who achieve the awards will have their name added to our wall of fame and their photo taken with our mural, promoting the 50 recommended books. • Form time reading – All pupils in Years 7-10 spend three from times every week reading together. • Year 9 Period 5 reading – Year 9 pupils have 15 minutes of DEAR time every day. • The Library - The library is a welcoming and vibrant teaching and learning environment that supports across the whole school and continually strives to promote a love of reading. • Classic Readers Club - pupils in years 9 and 10 come together to read, debate and critically discuss some of the best books that literature has to offer. • Catch Up is a book based reading programme, which supports learners to build up their word recognition processes and comprehension processes. • Reading intervention is a 6 week programme in which pupils practice reading and information recall. Individual pupils or groups of 3-4 pupils read for 15-20 minutes at a time twice a week, during form time. • Pupils are invited to read in the library with a Reading Mentor twice a week. Pupils are also offered the opportunity to read to our Reading Dog. Pupils read in pairs with a Reading Mentor who listens to their mentees read. • Year 10 and 11 Reading Groups - pupils read and discuss key literary texts with a progress coach twice a week during form time.
Careers Education Information and Guidance	<p>We aim to create successful futures for all our young people so they can sustain employment and experience personal and economic success throughout their working lives.</p> <p>Our vision is for every young person to be ambitious, develop skills and achieve qualifications to fulfil their potential within the world of work.</p>	<ul style="list-style-type: none"> • All our pupils have access to our Careers programme, but we also recognise that some pupils will need more support and guidance than others to help them make aspirational and appropriate career choices. We deliver guidance through structured 1:1 sessions, through the PSHE curriculum and through direct events appropriate to the different age groups. • We have a Careers and Employability Manager who works across the Midland Academies Trust and has key responsibilities which ensure all our students receive a comprehensive programme of CEIAG. • The Careers programme involves career sessions, career guidance activities (group and individual interviews) information and research and regular contact with external providers through events such as ‘Your Future MATters’ which brings together a wide range of employers, apprenticeship providers, FE Colleges and Universities annually. • We link with our Local Enterprise Partnership to secure employer engagement and activities designed to encourage young people to find out and know more about local and national opportunities. • We encourage the use of ICT to find out careers information and use eClips with students enabling them to search independently in and out of school career related information. • We have a range of career books displayed in our school library which have been given complimentary by www.how2become.com

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Personal Development	<p>Developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p> <p>Enabling pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them.</p> <p>Enabling pupils to recognise the dangers of inappropriate use of mobile technology and social media.</p> <p>Developing pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities.</p> <p>Developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.</p>	<p>A clear and coherent PSHE curriculum.</p> <p>Enrichment opportunities that promote a healthy and active lifestyle.</p> <p>Sports team to provide opportunities for a active lifestyle and team work.</p> <p>Weekly e safety information for pupils and parents in the school bulletin.</p> <p>Weekly welfare and safeguarding information for pupils and parents in the school bulletin.</p> <p>Regular external speakers in PSHE lessons.</p> <p>An assembly programme that is mapped again awareness days across the year to develop discussion and understanding on a variety of key topics to support personal development.</p> <p>Regular external speakers in Assemblies to deliver key messages.</p>
Houses	<p>The aim of the Houses is to develop a system for rewards, competition, leadership development and community across the school.</p> <p>Deronda Ducks, Jacob Jaguars, Radical Racoons and Silas Snakes</p>	<ul style="list-style-type: none"> •Every pupil and member of staff at the school are in a house. •House assemblies are held once every half term to celebrate house achievements. •Every house supports charity each year through fundraising, awareness and donations. •Pupils collect house points for achievements, attendance, effort, representing the school, homework, community service and Principal's Awards. •House competitions are held in every subject across the school each year. •The Sport's Day trophy is awarded to the house with the most points on sports Day. •The House trophy is awarded in July for the house with the most points across the whole school year.
Pupil Leadership	<p>Leaders are encouraged in all areas of school life.</p> <p>Leaders identify issues and implement change so we can make our school a place where everyone is safe happy and successful.</p>	<ul style="list-style-type: none"> •Head Girl, Head Boy and Deputies •House Captains are our Junior Leadership Team •The School Council •Year 7 Buddies •Year 8 Senior Buddies •Anti-Bullying Ambassadors - Pupil Ambassadors are trained by the Diana Award Anti-bullying campaign •Health Champions •Youth for Brake Champions •Music Leaders •Librarians •Peer Reading Mentors •Sports Leader programme