

Quality Standards

Quality standards: Around the college

- Staff behave professionally at all times, fostering an atmosphere of mutual respect and demonstrating how highly a respectful and considerate attitude is valued.
- All adults in the college model the highest standards of behaviour.
- The staff dress code is smart and professional; male staff wear ties.
- The Behaviour for learning policy is consistently applied.
- Staff promote the anti-bullying policy and ensure the college is a safe place to be.
- All staff take responsibility for promoting the college in the wider community.
- Visitors wear badges and unidentified adults are challenged.
- Staff to wear badges at all times.

Quality standards: Classroom management and routines

- Teachers arrive promptly to lessons and welcome students at door.
- Teachers direct seating arrangements according to seating plans which are submitted to their Head of Curriculum Area (HOCA). Students must be seated boy-girl in all classes, unless the balance of genders in the group prohibits this. Teachers are advised to refresh the seating arrangements at regular intervals through the year.
- KS3 students are required to get out their equipment [including planners] and stand behind their desks.
- KS4 students are expected to be ready for a prompt start to the lesson.
- All lessons should start promptly.
- A register should be taken towards the start of every lesson.
- Students who arrive late should be dealt with appropriately.
- The teaching environment should be well organised and stimulating with high quality and relevant displays that model levels/grades.
- Classrooms should be tidy, litter free, welcoming and business like.
- Students seeking help or asking questions must raise their hands, the teacher may change this for a specific activity but will explain this to the class beforehand.
- The classroom should be a safe environment where students can take risks without fear of humiliation.
- At the end of lessons, students should be dismissed from workplaces and followed into the corridor by teacher.
- Resources are of high quality and accessible to students.
- The collection of resources is well organised and orderly.
- The teacher is at the door of the classroom to receive the next class.
- The Behaviour for learning policy is consistently and rigorously implemented and all students given a fresh start at every lesson.

Quality standards: Teaching and Learning Policy

- Teachers are knowledgeable and enthusiastic about the subject they are teaching.
- Setting: classes should be set based on Fisher Family Trust (FFT) (Column D at KS2 or KS3 whichever is the highest) targets or Achievement Co-ordinator targets. (Note: Column D is the standard for targets set in schools who achieve in the top 25th percent of all schools)
- Set changes must be authorised by Achievement Co-ordinator and Head of Curriculum Area (HOCA).
- English as an Additional Language (EAL) students should in principle always be placed in top sets and reviewed termly.

- Teachers are actively engaged with students throughout lessons.
- Teachers use a range of skills including:
 - providing engaging starters;
 - explaining logically and clearly;
 - proceeding in small steps but at a fast pace;
 - demonstrating or using interesting examples;
 - using a wide variety of types of questions;
 - providing opportunities for practising different learning styles;
 - giving feedback which encourages and corrects – Assessment For Learning (AFL);
 - setting objectives which challenge and motivate all students including Most Able in every lesson (not just register);
 - summing up delivering effective plenaries.
- Schemes of work meet statutory requirements and are consistently applied.
- Planning happens in relationship to knowledge about students' abilities, prior attainment and learning styles. The following data must be in teacher planners and used to raise standards and expectations:
 - Lesson plans: Current and previous lesson to show continuity and progress;
 - Class lists include:
 - Photo lists
 - Details of students on Essex Stages of Assessment (ESA), with reasons;
 - Able, Gifted and Talented students identified
 - MIDYIS/CATS (this is a form of intelligence test taken in yr 7)
 - Student Learning Styles;
 - Details of students' KS2/3 results for KS3 classes and end of year targets;
 - Details of students' target minimum grades/levels;
 - Calendar;
 - Timetable including the safe room timetable;
 - Relevant Individual Education Plans (IEPs) for each student
 - Details of assessment by teacher including:
 - GCSE grades;
 - NC levels;
 - interim report data;
 - full report data.
 - Details of homework set by teacher including: Title of work set, date of homework, sanction for any students who fail to complete and grades for work done
- Homework set and marked according to college marking policy.

All teachers plan to support the development of students' skills in literacy, numeracy and ICT.

Learning objectives are differentiated for every lesson linked to NC levels/GCSE descriptors and are shared with students.

Learning activities enable students to secure the planned learning objectives.

Learning objectives should be reviewed and summarised at the end of the lesson.

A range of AFL strategies, linked to learning objectives, should be used to inform next steps in learning.

Engagement, not control, should underpin the design of activities.

Teachers use a variety of teaching methods – individual and group work is evident – which meet the learning objectives, and different learning styles.

Activities should be time related and students be given regular time checks.

Appropriate and timely feedback is given to students, which enables them to understand what they must do to improve.

Success criteria

- Staff share a common ethos and share good practice
- There is a constant dialogue between students and teachers about how to improve teaching and learning.
- One main focus for CPD is the provision of quality learning opportunities in the classroom.
- Students have a positive work ethic and display high levels of self-esteem.
- Students know what is expected of them in all curriculum areas.
- Students display a desire to acquire skills and knowledge and to learn independently.
- Students' progress is effectively monitored through drop-ins, lesson observations and work checks to ensure highest possible standards are achieved and maintained.
- Standards of achievement and attainment are rising – promotes a sense of success.
- Clear expectations for learning are communicated to students, staff and parents.
- Students respect the learning of others.
- Students realise their potential and are able to make a positive contribution to society.
- Students clearly understand what they must do to move to the next level.

Responsibility Card:

The college has a Responsibility Card system which is designed to help students to take responsibility for their conduct in school under the following headings:

- Praise
- Uniform
- Equipment
- Standards

Praise:

Students receive ticks on their card for being, safe, kind and responsible. Three ticks achieves a merit.

Uniform:

Students and staff fully understand the uniform expectations which can be found on our website, prospectus and student organiser. When uniform is not worn or worn incorrectly the Responsibility Card is signed. For missing items this is signed just once per day when accompanied by a note from parents.

Standards:

Students are responsible for maintaining standards around the school and these include:

- Eating or drinking except in the following areas, café and outside areas
- Swearing
- Chewing
- Litter
- Lateness to lesson

Equipment

Students are required to have the basic essential equipment to prepare them for College, these include:-

- Pen
- Pencil
- Ruler
- Organiser
- Exercise books for each subject that day
- Subject specific equipment, e.g. calculator for Maths, PE kit etc.

Students who do not bring the correct equipment will have their Responsibility Card marked.

Other issues:**Ipods, Mp3 players, games and other electrical equipment:**

- Must not be visible or audible in the College building at any time
- Must only be used in the playground/outside of College
- Infringement of these rules means item is confiscated and procedure for jewellery followed.

Mobile Phones

Use of mobile phones in College, or if they are visible or audible at ANY time during College, means they will be confiscated until 3.20 p.m. Students will have to wait until then to have the phone returned from the office. Mobile phones may only be used in the playground.

If a student refuses to hand over their phone, they should be given a few minutes to think about it and reminded them that if they don't handover the phone, a senior member of staff will be called and their parent will have to come to College to collect the item. They should be asked again for the phone; after a few minutes if still refusing to give it to staff, call a senior member of staff should be called.

Phones that are not immediately given to staff must be collected by parents and not returned on the same day. Students who fail to hand phones to senior members of staff will be given a Saturday detention.

Music in lessons

- Students should not be permitted to listen to personal music systems at any time.
- Background music is permitted at the teacher's discretion, provided it does not disrupt the learning of any students.
- Music should not be used as a reward
- Teachers should choose music that stimulates learning