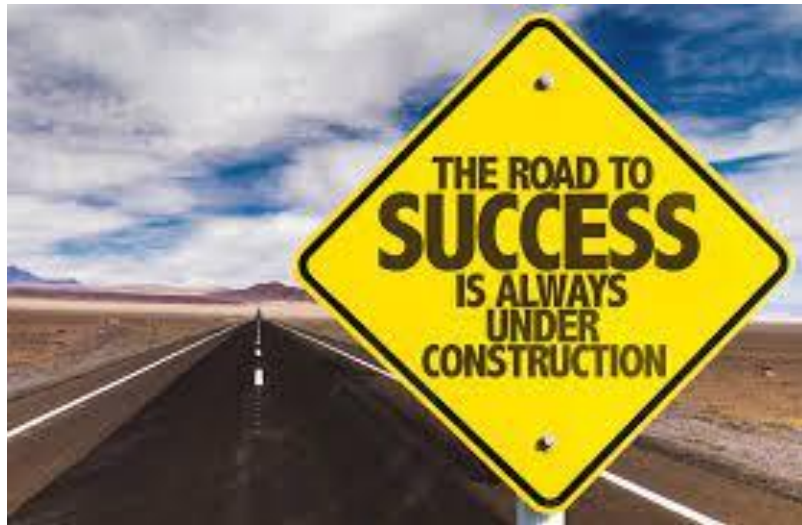# School Context

- NOR- 1450
- Year 7-11- 8 Forms of entry
- FSM: 26% Year 7 – 15% Year 11
- EAL 40%
- SEN: 14 EHCP, 10% K
- 58% Male, 42% Female
- Ebacc entry 85%

- Split site school
- Various teacher vacancies 6months+

	A8	P8	DA P-Gap
2017	4.9	+0.03	-0.65
2018	5.1	+0.36	-0.55
2019	5.0	+0.22	-0.55

"Every teacher needs to improve, not because they are not good enough but because they can be even better"
Dylan William

"the least effective teacher took 2 years to achieve the same progress as the most effective teacher, who achieved the same progress in 6 months"
Hanushek & Rivkin, 2006

An effective teacher can have a significantly positive impact on students' lifetime earnings
Hanushek, 2011
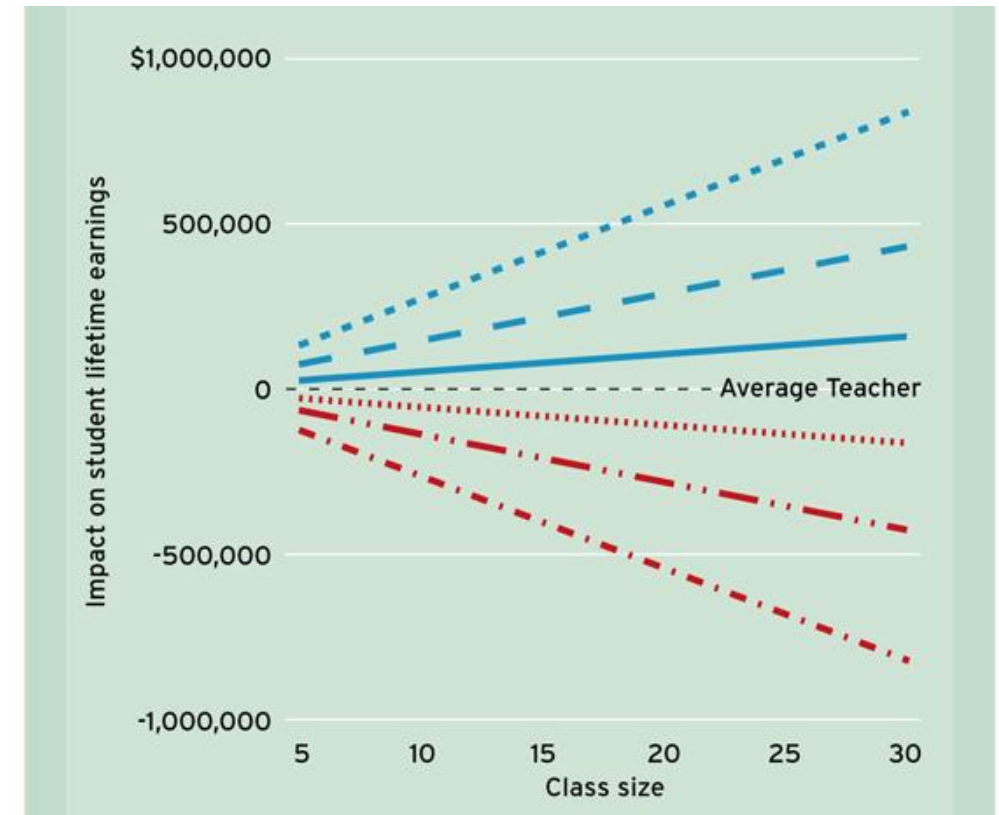
The Douay Martyrs Catholic Secondary School Feedback Policy

PRO FIDE PETRI
THROUGH FAITH TO SUCCESS

Focus on quality FEEDBACK not marking.

- ✓ There should be some form of feedback in most lessons
- ✓ There should be a variety of feedback methods used over time

Student responses are a fundamental part of the feedback process.

- ✓ Student should REACT to your PROMPTS, peer and self assessment in green pen
- ✓ Students should be reacting to feedback in most lessons

Feedback should be at least once a half term and departments must agree on where assessment is kept.

- ✓ There should be consistency within the department on **what** work is being assessed and **when**

Student successes should be recognised.

- ✓ As well as improvements, student successes should be celebrated by departments through the reward system, stickers, postcards and stamps for example.

Teacher Responsibilities

- ✓ To use PROMPT and REACT terminology in feedback
- ✓ To give specific and meaningful PROMPTS for improvement
- ✓ Monitoring of books and homework – emphasis on high quality
- ✓ Assess pupils' work
- ✓ To monitor progress of vulnerable learners within their own teaching sets

Pupil Premium

- ✓ Seating Plan
- ✓ Increased Oracy
- ✓ Prioritised marking and feedback
- ✓ Targeted teacher questioning
- ✓ Additional support with learning materials where necessary

HPA

- ✓ Adapt to meet learners needs
- ✓ Scaffold questions and tasks to ensure HPA learners are being adequately challenged
- ✓ Teach to the Top

Douay's Learning Community

SEND

- ✓ Adapt to meet learners needs
- ✓ Scaffold questions and tasks to ensure SEND learners can achieve highest outcomes
- ✓ SEND students are given support and encouragement to make progress

All Learners

- ✓ All learners should be actively involved and engaged within the lesson
- ✓ All learners should be making progress throughout the lesson
- ✓ There should be a challenging and enriching learning experience

Strategic Priorities

- ✓ To analyse tracking and class data to identify groups who are making less progress than peers
- ✓ Monitor and implement timely intervention to support strategic priority group

Quality First Teaching

- Challenge for all
- Modelling
- Adaptation
- Active Learning
- Oracy
- Assessment and Feedback

Douay Martyrs Teaching and Learning Policy Overview

- ✓ Positive and motivational learning environment
- ✓ Verbal engagement
- ✓ Active learning
- ✓ Modelling excellence
- ✓ AFL - including feedback and green pen
- ✓ Adaptations
- ✓ Challenge
- ✓ Identifying, intervening and monitoring any learners who are at risk of not making progress
- ✓ Ensuring the spiritual and moral well-being of our students within the learning environment
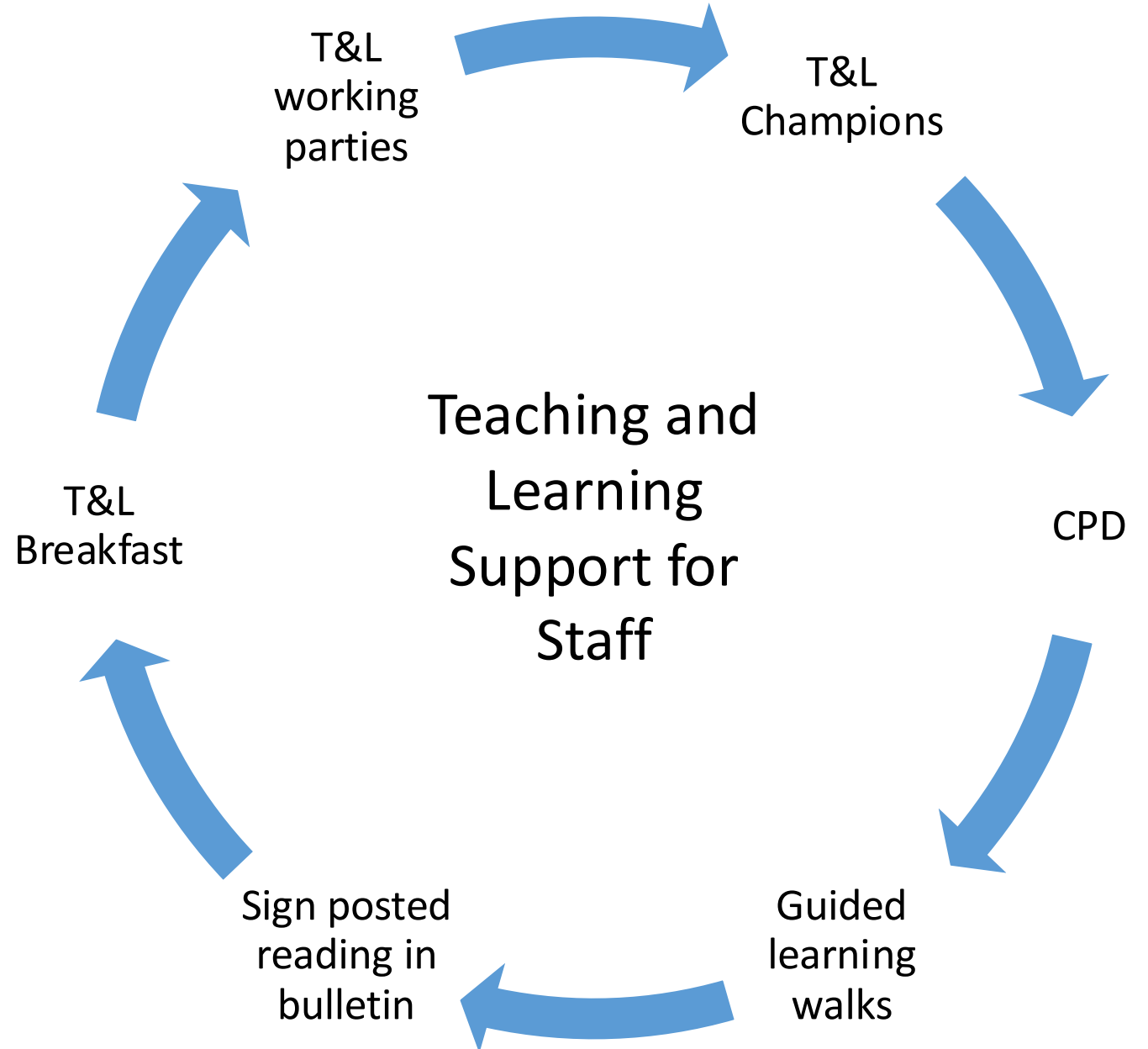
EEF: Pupil Premium Strategies for the classroom and beyond

1 HIGH QUALITY TEACHING

Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning

Mentoring and coaching

Recruitment and retention of teaching staff

Technology and other resources focussed on supporting high quality teaching and learning

2 TARGETED ACADEMIC SUPPORT

Interventions to support language development, literacy, and numeracy

Activity and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

One to one and small group tuition

Peer tutoring

3 WIDER STRATEGIES

Supporting pupils' social, emotional and behavioural needs

Supporting attendance

Extracurricular activities, including sports, outdoor activities, arts, culture and trips

Extended school time, including summer schools

Breakfast clubs and meal provision

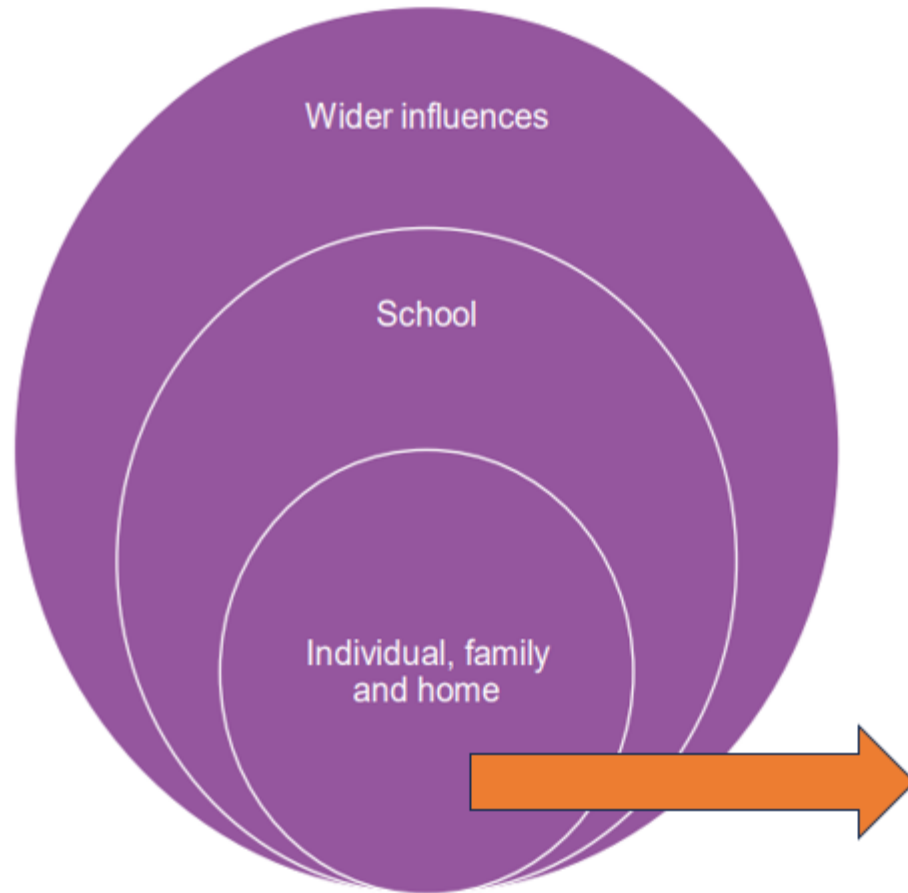Communicating with and supporting parents

Further information on the Pupil Premium

This QR code will take you to our Pupil Premium page, which includes an evidence brief with supporting resources for each approach listed.

https://eef.li/pupil-premium/

What Influences Attainment?

Wider influences

School

Individual, family and home

- Children's cognitive skills such as attention, inhibition metacognition and self-regulation
- Non-cognitive skills, especially conscientiousness, motivation, perception of their own abilities, and social-emotional skills Adverse Childhood Experiences, especially violence, abuse, bullying and neglect are associated with poorer educational attainment
- Children's development, health and wellbeing are important for attainment
- Experiencing poverty, especially for long periods
- Parenting and the home learning environment

What Influences Attainment?

Wider influences

School

Individual, family and home
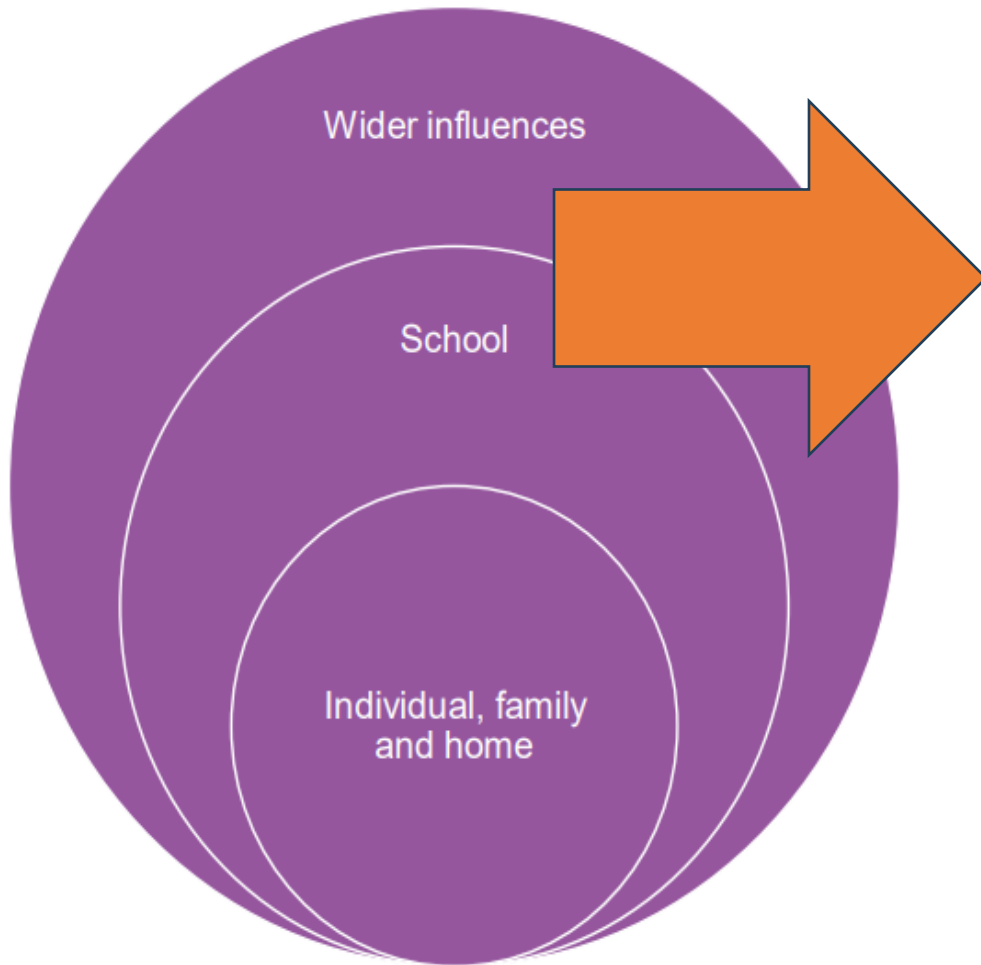
- Quality of teaching and behaviour, school relationships with parents and a supportive school culture
- Pupils having positive relationships with teachers and other pupils
- Stability of teaching, positive transitions and not moving school
- Attainment of pupils with SEND is related to the support schools provide for pupils with SEND, particularly avoiding exclusion
- Life online can be positive or negatively related to attainment, depending on its purpose

Current Picture

- School culture- attendance, behaviour, consistent reiteration of purpose++
- Increase in Pastoral capacity & development of AHOY's++
- Increase in T&L capacity- LP's, TLC's. The RAT's.+
- Clear identification of vulnerable learners +++
- Simplifying progress and attainment data for staff ++
- Clear CPD and support in understanding data and applying QFT principles ++
- Development of parental workshops --
- Use of tutoring (external), Use of mentoring (sixth form) -
- Commitment to T&L non-negotiables and QFT via QA cycles ++
  - Learning Walks, Internal peer review teams, Student voice, Work scrutiny
- External reviews and support- HASH, Dowat, H4L, Ofsted….

QFT Quality Assurance Check - Summer 2025

English – Math - Science

Please see attached here a link to the QA document – including learning walks, student voice and summary statements - Quality Assurance Check Eng - Ma - Sci 2025.xlsx

Cross department findings

Strengths	Areas of Development
1. Oracy in the classroom 2. Strong & positive teacher/ pupil relationships 3. Teacher movement around the classroom 4. Green pen feedback and marking 5. Questioning	1. Use of MWB in all lessons 2. Developmental marking – not just corrective 3. Adaptive teaching 4. Over reliance on worksheets 5. More coherent approach to summative assessment

Student voice very clearly demonstrated that there are positive relationships with teachers in the classroom and students feel confident in asking for support and help in and outside of the classroom. Student voice was unanimous in stating that MWB are a helpful learning aid in all lessons and would like this to be used more across all subjects and teachers. Where visualisers are used by teachers, students find this very helpful – it is a more 'realistic' modelling visual compared to writing directly on the IWB. Students are confident in articulating green pen use and showing assessment, but they are less confident in showing how/ where they have made improvements. Students are not clear on articulating their on progress in their subjects.

Analysis

- **Positive Classroom Environments and Relationships:** A significant strength is the frequent observation of **positive relationships** between teachers and students, contributing to a calm and engaging learning atmosphere. Teachers often demonstrated high standards of motivation and passion.

Quantified Outcomes (approximate from data)

Variable	Positive Outcome (%)	Negative/Not Evident (%)
MWB on desks (Y)	~20%	~80%
MWB actively used in lesson	~30%	~70%
Green pen used consistently	~60%	~40%
SEND/adaptive strategies clear	~25%	~75%
Modelling evident	~60%	~40%
High expectations evident	~80%	~20%
Passive learners present	~40%	~60%
Low-level disruptions present	~30%	~70%
Teacher movement around class	~70%	~30%
Teacher feedback evident	~80%	~20%
Positive teacher-student relationship	~85%	~15%

Maths

Strengths	Areas of Development
1. Strong use of **green pen marking** and **teacher feedback.** 2. Frequent **teacher modelling** to support student understanding. 3. High levels of **positive relationships** between teachers and students. 4. Teachers generally maintained **high expectations** for student engagement.	1. **Increase the use of mini whiteboards** for developmental feedback and interactive questioning. 2. Improve **consistency and explicitness of SEND/adaptive strategies** to better support all learners. 3. Address **passive learners and low-level disruptions** by employing

Is It Working?

		FSM6	Not FSM6	Attainment			Progress		
2024				**Attainment 8 (Overall) Change**			**Progress 8 (Overall) Change**		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	34	202	4.8	5.6	-0.8	0.40	0.58	-0.18
	Male	23	124	4.9	5.7	-0.8	0.23	0.59	-0.36
Gender	Female	11	78	4.5	5.5	-1.0	0.72	0.56	**0.16**
	Higher attainers	4	60	6.7	6.9	-0.2	-0.15	0.45	-0.60
	Middle attainers	19	113	5.0	5.4	-0.4	0.53	0.65	-0.12
DFE Prior Attainment	Lower attainers	10	21	3.5	3.5	**0.0**	0.35	0.55	-0.20
	SEN Support	1	13	3.9	4.9	-1.0	1.14	0.66	**0.48**
	EHC Plan	-	3	-	5.1	-	-	0.93	-
SEN Group	No SEN	33	186	4.8	5.6	-0.8	0.37	0.57	-0.20
	White	8	76	4.7	5.4	-0.7	0.48	0.48	**0.00**
Ethnic Group	Not White	26	126	4.9	5.7	-0.8	0.37	0.64	-0.27

		FSM6	Not FSM6	Attainment			Progress		
2022				**Attainment 8 (Overall) Change**			**Progress 8 (Overall) Change**		
		FSM6	Not FSM6	FSM6	Not FSM6	Gap	FSM6	Not FSM6	Gap
Summary	All Pupils	44	198	4.8	5.9	-1.1	0.15	0.82	-0.67
	Male	29	107	4.4	5.8	-1.4	-0.28	0.71	-0.99
Gender	Female	15	91	5.4	5.9	-0.5	1.02	0.96	**0.06**
	Higher attainers	5	37	6.4	7.2	-0.8	-0.59	0.27	-0.86
	Middle attainers	23	111	4.7	6.1	-1.4	-0.15	1.00	-1.15
DFE Prior Attainment	Lower attainers	14	39	4.4	4.1	0.3	0.91	0.82	0.09
	SEN Support	6	9	4.2	5.4	-1.2	-0.48	0.67	-1.15
	EHC Plan	2	3	2.4	2.2	0.2	-1.06	-0.35	-0.71
SEN Group	No SEN	36	186	5.0	5.9	-0.9	0.29	0.85	-0.56
	White	16	63	4.4	5.6	-1.2	-0.41	0.52	-0.93
Ethnic Group	Not White	28	135	5.0	6.0	-1.0	0.46	0.97	-0.51