

MARKETHILL HIGH SCHOOL



**Pre-Consultation Document on
School Development Planning 2018-2021**

January 2018



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INTRODUCTION

Markethill High School is coming to the end of its current 3-year School Development Plan (SDP) which concludes in August 2018. That SDP can be found on the front page of the school's website at www.markethillhighschool.net.

Governors and staff believe that the outgoing SDP has served the school very well. Notable achievements during the 2015-2018 period include:

- Record pass rates at GCSE, with over 95% of pupils attaining 5 or more GCSE passes or equivalent at A*-C in 2017;
- Record pass rates in English and Maths; for the first time in the history of the school, over 70% of pupils attained 5 or more GCSEs including English and Maths in 2017;
- Record enrolment, with 523 pupils enrolled in September 2017. The school enrolled more than 500 pupils for the first time ever in 2016;
- The school has been placed as the second top non-selective Controlled School in Northern Ireland in both 2016 and 2017, and in the top 15 non-selective schools in the country in both years;
- The performance of boys has improved significantly, with over 92% of boys attaining 5 or more GCSEs or equivalent at A*-C in 2017, compared with only 70% in 2014;
- Record admissions, with 116 pupils joining the school in Year 8 in September 2016;
- The introduction of a range of new academic, general and vocational courses including GCSE Triple Award (Full Course) Science (2017), BTEC Sport Studies (2017), GCSE Digital Technology (2017), GCSE Core Technology (2016), BTEC Applied Business (2017), Joinery (2015) and Media Studies (2015). The school now offers 35 courses in-house at Key Stage 4;
- New structures have been introduced at Key Stage 3 which are serving to enhance and raise aspiration for all pupils;
- The school underwent a 'Sustaining Improvement Inspection' (SSI) in May 2017. All lessons observed were deemed as 'highly effective' – the highest rating the Education and Training Inspectorate (ETI) can give;
- In 2015 the school introduced a new and ambitious Learning and Teaching Policy based on 6 core principles of high-quality learning and teaching: stretch and challenge, effective questioning and academic register, modelling of work, scaffolding of work, effective feedback and independent practice;
- In 2017 the school introduced a new Assessment and Feedback policy based on the school's very clear research-based approach to pedagogy;
- The school has evolved its use and application of data, developing a highly advanced system based on regression analysis and residuals which has been described as 'sector-leading' and only to be compared with one other school in the province;

- New leadership and management structures have been introduced, including a weekly Safeguarding and Child Protection Team Meeting and formal Senior Pastoral Meetings which are also attended by the school SENCo;
- A new Science facility was constructed in 2016;
- In 2016 an extension and refurbishment of the school canteen facilities was undertaken. In 2017 the school commenced a staggered lunch system with two sittings. This has eased queues and ensures that pupils are getting served lunch quicker than before;
- In 2016 the school erected a brand new polytunnel at the cost of over £18,000. The school was grateful to Fane Valley, NFU Mutual and Markethill Livestock Sales for their sponsorship;
- In 2015 the school gained a new, international-standard 2G hockey pitch to replace the old shale pitch. This fit-for-purpose facility has helped to enhance the coaching of hockey and other sports both in a curricular and extra-curricular capacity;
- In 2015 the school was granted the Full International School Award;
- School trips to France, Spain, Germany, Bulgaria, Italy, Manchester and London.

The above represents only a small snapshot of decidedly notable achievements. A full and comprehensive evaluation of the 2015-2018 SDP will be published in August 2018.

The purpose of this consultation document is to give a brief overview of the school's current context, as of January 2018, as well as the emerging vision which we hope will drive forward further ambitious, aspirational and exciting school improvement and development over the course of the 2018-2021 SDP cycle.

It is hoped that this document, as a consequence, will act as a springboard for robust discussion over the next 6 months with stakeholders, with the ultimate aim of informing the vision and direction of our new School Development Plan 2018-2021 further.

The document is split into the sections outlined below, with respective context and emerging vision. The sections have been aligned to the Education and Training Inspectorate's 'Inspection and Self-Evaluation Framework' (ISEF), in early anticipation that the school will structure its new School Development Plan according to ISEF as a replacement to the old Together Towards Improvement Framework (TTI) which informed our previous School Development Plans.

- **Standards and Outcomes;**
- Quality of **Curriculum**, including Careers Advice, Information and Guidance;
- Effectiveness and impact of **planning, teaching and assessment** in promoting **successful learning**;
- Effectiveness and impact of **leadership** at all levels;
- **Pastoral Care, Child Protection and Safeguarding.**

This document is NOT the new School Development Plan, but rather an abridged consultation document which will outline proposed (draft) key benchmarks and targets in the emerging vision for 2018-2021 for discussion and debate.

It is the intention of the school to put together a number of working groups to explore this document and its ramifications for the future vision of the school further before August 2018:

- Parent working group;
- Pupil working group;
- Community Working group, including Primary School partners, local Churches and external organisations.

Staff and Governors will discuss the document in detail as a matter of course.

Further consultation will also take place through comprehensive Kirkland Rowell online questionnaires for all stakeholders and meetings with the local business community and industry.

The consultation process will hence be multi-layered and formal, but school will always welcome views of stakeholders through other means, including written or verbal feedback to the Principal or Governors.

I extend an invite to all with an interest in the strong, robust and ambitious development of this fine school to engage constructively in the consultation process, in the knowledge that your views will help to shape the vision for the education of our children in this locality for years to come.

J. A. Maxwell
Principal
Secretary to the Board of Governors

January 2018

SECTION 1A:
STANDARDS and OUTCOMES

Context

The tables below outline the most current indicators of standards and outcomes for Markethill High School pupils based on August 2017 GCSE examination results. The results are compared against the 2016 data for the Northern Ireland cohort (2017 data not yet available).

Non-Grammar

	<u>Northern Ireland Non-Grammar</u>	<u>Markethill High School 2017</u>
<u>5 or more A*-C at GCSE</u>	72.7%	95.29%
<u>5 or more A*-C at GCSE inc. English and Maths</u>	47%	70.6%
<u>7 or more A*-C at GCSE</u>	52.3%	74.12%
<u>7 or more A*-C at GCSE inc. English and Maths</u>	41.9%	64.71%

Non-Grammar by Gender

	<u>Northern Ireland Non- Grammar</u>		<u>Markethill High School 2017</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
<u>5 or more A*-C at GCSE</u>	67.3%	78.1%	92.31%	97.83%
<u>5 or more A*-C at GCSE inc. English and Maths</u>	41.8%	52.1%	66.67%	73.91%
<u>7 or more A*-C at GCSE</u>	45.4%	59.3%	64.10%	82.61%
<u>7 or more A*-C at GCSE inc. English and Maths</u>	35.8%	48%	58.97%	69.57%

Controlled Non-Grammar Schools

	<u>Controlled Non-Grammar</u>	<u>Markethill High School 2017</u>
<u>5 or more A*-C at GCSE</u>	64.4%	95.29%
<u>5 or more A*-C at GCSE inc. English and Maths</u>	40.6%	70.6%
<u>7 or more A*-C at GCSE</u>	42.9%	74.12%
<u>7 or more A*-C at GCSE inc. English and Maths</u>	34.7%	64.71%

Controlled Non-Grammar by Gender

	<u>Controlled Non-Grammar</u>		<u>Markethill High School 2017</u>	
<u>5 or more A*-C at GCSE</u>	Boys 60.8%	Girls 68.3%	Boys 92.31%	Girls 97.83%
<u>5 or more A*-C at GCSE inc. English and Maths</u>	Boys 36.1%	Girls 45.3%	Boys 66.67%	Girls 73.91%
<u>7 or more A*-C at GCSE</u>	Boys 36.9%	Girls 49.4%	Boys 64.10%	Girls 82.61%
<u>7 or more A*-C at GCSE inc. English and Maths</u>	Boys 29.6%	Girls 40.2%	Boys 58.97%	Girls 69.57%

Controlled all Schools (including Grammar)

	<u>All Controlled Schools</u>	<u>Markethill High School 2017</u>
<u>5 or more A*-C at GCSE</u>	75.8%	95.29%
<u>5 or more A*-C at GCSE inc. English and Maths</u>	59.3%	70.6%
<u>7 or more A*-C at GCSE</u>	60.3%	74.12%
<u>7 or more A*-C at GCSE inc. English and Maths</u>	54.5%	64.71%

The tables below compare the school's performance in August 2017 against performance in August 2014, just before the introduction of the current School Development Plan.

Markethill High School Performance 2014 V 2017

	<u>Markethill High School 2014</u>	<u>Markethill High School 2017</u>
<u>5 or more A*-C at GCSE</u>	77.42%	95.29%
<u>5 or more A*-C at GCSE inc. English and Maths</u>	63.44%	70.6%
<u>7 or more A*-C at GCSE</u>	62.37%	74.12%
<u>7 or more A*-C at GCSE inc. English and Maths</u>	59.14%	64.71%

Markethill High School Performance by Gender Breakdown 2014 V 2017

	<u>Markethill High School 2014</u>		<u>Markethill High School 2017</u>	
	<u>Boys</u>	<u>Girls</u>	<u>Boys</u>	<u>Girls</u>
<u>5 or more A*-C at GCSE</u>	70%	86.05%	92.31%	97.83%
<u>5 or more A*-C at GCSE inc. English and Maths</u>	58%	69.77%	66.67%	73.91%
<u>7 or more A*-C at GCSE</u>	56%	69.77%	64.10%	82.61%
<u>7 or more A*-C at GCSE inc. English and Maths</u>	56%	62.79%	58.97%	69.57%

GCSE Subject Performance

The performance of subjects in the 2016-2017 school year is detailed on the next two pages.

CUMULATIVE GRADE OVERVIEW by Percentage

	Entries	A*	A	B	C	D	E	F	G	A*-C	A*-G
Art & Design	8	12.5	25	50	75	100	100	100	100	75	100
Agriculture and Land Use	8	12.5	37.5	62.5	75	100	100	100	100	75	100
Business Studies	13	0.0	15.4	38.5	76.9	100	100	100	100	76.9	100
Construction	21	0	19	61.9	90.5	95.2	100	100	100	90.5	100
Drama	14	0	28.6	85.7	100	100	100	100	100	100	100
English Language	92	0	14.1	56.5	80	92.9	100	100	100	80	100
English Literature	12	8.33	50	83.3	100	100	100	100	100	100	100
French	13	15.4	38.5	46.2	76.9	100	100	100	100	76.9	100
Further Mathematics	6	33.3	66.7	100	100	100	100	100	100	100	100
Geography	48	2.1	27.1	66.7	87.5	93.8	100	100	100	87.5	100
Graphic Products	10	0	20	30	60	80	90	100	100	60	100
History	12	0	36.4	72.7	81.8	90.9	90.9	100	100	81.8	100
Home Economics: Child Development	3	0	0	100	100	100	100	100	100	100	100
Home Economics: Food	7	0	0	16.7	50	66.7	100	100	100	50	100
ICT	29	0	24.1	55.2	86.2	100	100	100	100	86.2	100
Learning for Life and Work	92	3.5	24.7	41.2	56.5	69.4	82.4	90.6	97.7	56.5	97.7
Mathematics	92	5.9	15.3	36.5	77.7	88.2	91.8	98.8	100	77.7	100
Motor Vehicle and Road User Studies	7	0	0	40	60	100	100	100	100	60	100
Music	3	0	33.3	66.7	100	100	100	100	100	100	100
Physical Education	13	7.69	30.8	46.2	69.2	84.6	100	100	100	69.2	100
Religious Education FULL	59	5.2	50	74.1	86.2	93.1	96.6	100	100	86.2	100
Science Single Award	47	0	2.5	40	80	92.5	97.5	100	100	80	100
Spanish	7	14.3	57.1	100	100	100	100	100	100	100	100

	Entries	A*A*	A*A	AA	AB	BB	BC	CC	CD	DD	A*-C	A*-G
Science Double Award	45	0	4.4	13.3	28.9	64.4	82.2	91.1	100	100	91.1	100

	Entries	Distinction Star	Distinction	Merit	Pass
OCR Business and Enterprise	9	1 Pupil	2 Pupils	4 Pupils	2 Pupils
BTEC Child Care	8			4 Pupils	4 Pupils
BTEC Agriculture	13	3 Pupils		4 Pupils	6 Pupils

GCSE EXAMINATION RESULTS 2017
COMPARISON AGAINST NORTHERN IRELAND AVERAGES *

	MHS A*-C %	NI A*-C %	MHS A*-B%	NI A*-B%
Agriculture	75	54.8	62.5	34.5
Art & Design	75	77.7	50	41.3
Business Studies	76.9	61.4	38.46	36.8
Child Development	100	69	100	37.9
Construction	90.5	74.1	61.9	52.1
Double Award Science	91.1	83.9	64.4	46.1
Drama	100	86.9	85.71	61.3
English Language	80	66.2	56.5	29.5
English Literature	100	84.9	83.33	52.4
French	76.9	72.6	46.2	39.2
Further Mathematics	100	83.9	100	64.2
Geography	87.5	63.4	66.7	35.5
Graphic Products	60	66	30	40
History	81.8	66.4	72.7	34.8
Home Economics: Food	50	68.2	16.7	43
ICT	86.2	71	55.2	40
Learning for Life and Work	56.5	73.4	41.2	44.4
Mathematics	77.7	53.9	36.5	18.9
Motor Vehicle and Road User Studies	60	51.1	40	24
Music	100	81.6	66.7	53.3
Physical Education	69.2	71.6	46.2	43.3
Religious Education FULL	86.2	67.2	74.1	44.4
Single Award Science	80	70	40	31.4
Spanish	100	79.1	100	49.6

* *CCEA Non-Grammar School Averages for 2017*

The Performance of Free School Meals Entitlement (FSME) Pupils

The performance of pupils entitled to Free School Meals (FSME) has increased over the course of the 2015-2018 School Development Plan when analysed against the 2014-2015 benchmark. The school is pushing for a statistic of over 70% for the number of FSME attaining 5 or more GCSE passes including English and Maths in August 2018.

FSME Entitlement: Number of Pupils

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
12%	11%	20%	22%	21%

2016-2017

	No. of Pupils	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. English and Maths
FSME	16	93.75%	62.5%

2015 - 2016

	No. of Pupils	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. English and Maths
FSME	16	100%	37.5%

2014-2015

	No. of Pupils	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. English and Maths
FSME	15	46.66%	33.33%

2013-2014

	No. of Pupils	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. English and Maths
FSME	7	57.1%	42.86%

2012 - 2013

	No. of Pupils	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. English and Maths
FSME	12	25%	9.09%

The Performance of Special Educational Needs (SEN) Pupils

The performance of Special Educational Needs pupils has increased over the course of the 2015-2018 School Development Plan when analysed against the 2014-2015 benchmark. In the first two years of the School Development Plan, all stated pupils attained at least 5 GCSEs at A*-C or equivalent. The school is fully targeting that – in upcoming years – more stated pupils will begin to attain 5 or more GCSEs at A*-C including English and Maths.

2016-2017

	No. of Pupils	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. English and Maths
Stage 5	6	83.33%	0% (3 passed GCSE English Language) (2 passed GCSE Mathematics)
Stage 2	2	100%	50%

2015 - 2016

	No. of Pupils	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. English and Maths
Stage 5	6	100%	0%
Stage 4	0	-	-
Stage 3	2	100%	50%
Stage 2	5	100%	0%

2014-2015

	No. of Pupils	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. English and Maths
Stage 5	10	30%	20%

2013-2014

	No. of Pupils	5 or more GCSEs at A*-C	5 or more GCSEs at A*-C inc. English and Maths
Stage 5	3	33.33%	0%

GCSE English and Maths Pass Rates at A*-C

GCSE English Language

	% of Year Group Markethill High School	% Northern Ireland Non-Grammar Average
2012	59%	49.2%
2013	48.9%	52.4%
2014	77.1%	58.8%
2015	72.9%	62%
2016	76.4%	64.6%
2017	80%	62.2%

GCSE Maths

	% of Year Group Markethill High School	% Northern Ireland Non-Grammar Average
2012	76.8%	48.9%
2013	60%	52%
2014	74.5%	54.2%
2015	79.6%	55.3%
2016	71.6%	56.5%
2017	77.65%	53.9%

Key Stage 3 Performance

Using Maths

There has been significant improvement in the performance and outcomes of pupils in end of Key Stage assessments in Using Maths when 2017 standards are compared with 2014, before the introduction of the current School Development Plan.

<u>2014 Level 5+</u>	<u>2017 Level 5+</u>
<u>69.6%</u>	<u>81.2%</u>

- In 2017, 100 pupils out of 100 improved by at least one Level in Using Maths by the end of Key Stage 3 compared with Key Stage 2;
- 27 of the aforementioned pupils improved by two or more Levels by the end of Key Stage 3 compared with Key Stage 2.

- In 2014, 60 out of 90 pupils improved at least one Level in Using Maths by the end of Key Stage 3 compared with Key Stage 2;
- 7 of the aforementioned pupils improved by two or more Levels by the end of Key Stage 3 compared with Key Stage 2
- 30 pupils did not improve.

Key Stage 3 Performance

Communication

There has been marginal improvement in the performance and outcomes of pupils in end of Key Stage assessments in Communication when 2017 standards are compared with 2014, before the introduction of the current School Development Plan. However, the number of pupils improving by at least one Level in 2017 has risen significantly when compared with 2014.

<u>2014 Level 5+</u>	<u>2017 Level 5+</u>
<u>57.14%</u>	<u>64.36%</u>

- In 2017, 85 pupils out of 100 improved by at least one Level in Communication by the end of Key Stage 3 compared with Key Stage 2;
- 37 of the aforementioned pupils improved by two or more Levels by the end of Key Stage 3 compared with Key Stage 2;
- 16 pupils did not improve.

- In 2014, 50 out of 90 pupils improved at least one Level in Communication by the end of Key Stage 3 compared with Key Stage 2;
- 4 of the aforementioned pupils improved by two or more Levels by the end of Key Stage 3 compared with Key Stage 2
- 40 pupils did not improve.

Key Stage 3 Progress

Internal Exam Standardisation and Regression Analysis

Markethill High School uses a highly sophisticated, school-devised tracking system in order to measure the progress of each pupil after each set of internal exams.

The school considers this to be the most statistically viable and effective indicator of progress made by a child at Key Stage 3 against their own potential. Pupils' performance is identified in 6 subjects: English, French, Geography, History, Maths and Science. By doing mathematical calculations involving raw marks, year averages and standard deviation, school is able to allocate the child an 'Exam Standardised Score' which can be compared with their 'CATS' standardised mean score. Typically, at Markethill High School, there is very strong correlation between the Exams Standardised Score and the CATS score, meaning that pupils on the whole are performing in line with potential. The Standard Deviation for this Year 8 cohort on their CATS is identified, and pupil scores in the exams standardised score which are greater than 11 when compared with CATS scores – either positively or negatively – are deemed as statistically significant, and the biggest indicator of significant over – or underperformance.

A regression analysis is then undertaken with the standardised scores. This method aims to put all pupils on an equal footing by comparing them against their own potential and ranking them accordingly with a residual score. To be specific, it compares their CATS mean scores with their exam standardised score and works out the regression residual. Pupils with a residual of +1 are the pupils who are progressing exceptionally well, and potentially 'overperforming'. The pupils with a negative score of -1 or less are those whose performance has not been good enough – and are potentially 'underperforming'.

Example Standardised Score V CATS Standardised Score spreadsheet:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
1	Surname	Forename	English	French	Geography	History	Maths	Science	Average	CATS	Exam Std. Score							
2			12	-2.27	30	-2.03	55	-0.63	44	-1.61	44	-1.28	75	0.10	-1.2857	100	88	
3			37	-1.12	56	-0.76	60	-0.33	54	-1.00	61	-0.35	70	-0.28	-0.6394	95	95	
4			72	0.49	67	-0.22	81	0.91	61	-0.57	85	0.96	84	0.78	0.39262	111	106	
5			27	-1.58	77	0.27	72	0.38	76	0.35	62	-0.30	87	1.01	0.02261	97	102	
6			50	-0.52	64	-0.37	43	-1.34	53	-1.06	42	-1.39	57	-1.26	-0.9904	82	91	
7			44	-0.80	98	1.29	89	1.39	93	1.40	85	0.96	94	1.54	0.96347	104	113	
8			90	1.31	90	0.90	63	-0.15	88	1.09	72	0.25	72	-0.13	0.54569	105	108	
9			66	0.21	82	0.51	53	-0.74	66	-0.26	90	1.23	72	-0.13	0.13744	101	104	
10			84	1.04	92	1.00	81	0.91	81	0.66	82	0.80	79	0.41	0.80187	108	111	
11			69	0.35	69	-0.13	54	-0.69	72	0.11	70	0.14	81	0.56	0.05722	97	103	
12			47	-0.66	44	-1.35	35	-1.81	56	-0.87	46	-1.17	57	-1.26	-1.1881	90	89	
13			66	0.21	76	0.22	58	-0.45	85	0.90	45	-1.23	82	0.63	0.04839	103	103	

Example Regression Analysis:

	A	B	C	D
1	RESIDUAL OUTPUT			
2				
3	Name	Residuals	Standard Residuals	
4		10.65087657	1.721310023	
5		10.09976641	1.63224398	
6		9.692217248	1.566379123	
7		9.466300438	1.529868243	
8		9.287643073	1.50099506	
9		8.986581815	1.452339932	
10		8.850454451	1.430340109	
11		8.651640457	1.398209372	
12		7.839671074	1.266985333	
13		7.122368604	1.151060609	
14		7.053762028	1.139972959	
15		6.736781578	1.088745098	
16		6.658044386	1.076020219	
17		6.60688083	1.067751571	
18		6.556932456	1.059679312	
19		6.37065475	1.02957459	

SECTION 1B:
STANDARDS and OUTCOMES

Summary Evaluation

As per the conclusions of the ETI Inspection in May 2017, *‘the outcomes achieved by the pupils at Key Stage 4 have risen steadily...The proportion of pupils achieving five or more GCSEs or equivalent, including English and mathematics, at grades A* to C is now significantly above the average for similar schools’.*

In particular, there has been considerable improvement in the performance of boys over the course of the 2015-2018 School Development Plan, with an increase of over 22% in the number of boys attaining five or more GCSE passes or equivalent at A* - C. (92.31% in 2017 compared with 70% in 2014). This conclusion is also corroborated in the May 2017 ETI Inspection report: *‘...in particular, the standards achieved by the boys resulted in a narrowing of the gender gap at GCSE level...this improvement reflects...the focus on meeting better the needs of boys...’*

This trend of improvement over the course of the 2015-2018 School Development Plan can also be witnessed in the standards and outcomes of FSME and SEN pupils. In 2017, a record 62.5% of FMSE pupils achieved five or more GCSEs at A*- C including English and Maths. In both 2016 and 2017, over 90% of FSME pupils attained five or more GCSEs or equivalent at A* - C. In both 2016 and 2017, over 80% of statemented (Stage 5 SEN) children achieved five or more GCSE passes at A* - C. More statemented pupils are passing GCSE English and Maths than ever before.

To measure ‘value-added’ the school measures each pupil’s actual outcomes at GCSE compared with predicted outcomes from CATs (Cognitive Ability Tests) which are undertaken in Years 8, 9, 10 and 11. This, again, is demonstrating an upward trend. In 2016, the overall value-added for the school was 0.37. In 2017, it was 0.59. This means that, in 2017, the school was adding over half a grade of positive value on average for every pupil in every subject.

The proportion of A*/A and A*/B grades being awarded to pupils is also demonstrating improvement.

	Number of GCSE subjects achieving a higher A*/A cumulative percentage compared with Northern Ireland average	Number of GCSE subjects achieving a higher A*/B cumulative percentage compared with Northern Ireland average
2011	8 out of 18	9 out of 18
2014	17 out of 25	18 out of 25
2017	21 out of 24	22 out of 24

This suggests that 'more able' pupils are increasingly being stretched in their learning, in line with the school's new Learning and Teaching policy.

Data from Key Stage 3 progress regression after internal examinations suggests that 'less able' pupils are now progressing much more expediently and effectively, supporting the data from Key Stage 3 formal assessment outcomes in Communication and Using Maths. The school believes that the introduction of new structures at Key Stage 3, notably the introduction of a non-streaming culture in Years 8 and 9, has played a significant part in raising standards.

Progression of pupils to further education is well above the Northern Ireland average and highlights the benefits of the strong and effective links which exist between careers education, information advice and guidance (CEIAG), the curriculum and the high quality of the school's overall provision.

The school's attendance rate continues to rise, from 94% in 2013 to almost 96% in 2017. The school's attendance practices were recognised as exemplary by the Education and Training Inspectorate, and in December 2016 they undertook a case study of the school's attendance procedures which was published on their website. ETI concluded in 2016:

"The attendance rate is now higher than it has been historically and behaviour is very good across school with a significantly decreased incidence of poor behaviour. The number of cases referred to the EWO is greatly reduced and there have been no parental prosecutions in the last 3 years by the educational welfare service.

The outcomes at GCSE continue to improve, especially for the proportion of pupils gaining 5 or more grades A-C, including GCSE English and Maths.*

The school has adopted a flexible approach to enabling pupils to return to school following absence. Provision is adapted to the individual needs of each pupil and time and thought is given to the nature of the support needed, either in-house through the pastoral team and school counsellor, or with external support."

SECTION 1C:
STANDARDS and OUTCOMES

Emerging Vision

The focus of Markethill High School in the School Development Plan 2018-2021 will turn acutely to the proportion of pupils attaining 7 or more passes – not just 5; 7 passes being the benchmark for selective schools in this country. With that focus this school is making a clear and firm statement. Such is the confidence in our current approach to learning and teaching and our current standards and outcomes, that we are ready to benchmark and compare ourselves against the very best selective schools in this country.

The clear aspiration now embedding in this school is that we apply the mantra “no labels, no limits” to every single child who attends this school. No matter what their background, needs, interests or supposed academic potential, they will be taught in a manner which will expedite opportunities for the greatest possible social mobility – including access to Vocational, Third-Level and Higher Education, should they wish.

The school recognises from its self-evaluation that the gap between boys and girls widens considerably when the 7 or more passes at A*- C benchmark is used as opposed to the 5 or more passes at A* - C. As a consequence, the school has identified the need to prioritise further the performance of boys using the most aspirational benchmark possible. This is reflected in the ‘boy-specific’ targets outlined below.

GCSE TARGETS:

- By 2021, over 90% of pupils, including statemented (Stage 5 SEN) pupils, will attain 7 or more GCSE passes or equivalent at A* - C.
- By 2021, over 75% of pupils, including statement (Stage 5 SEN) pupils, will attain 7 or more GCSE passes or equivalent at A* - C, including English and Maths.
- By 2021, 100% of pupils, including statemented (Stage 5 SEN) pupils, will attain 5 or more GCSE passes or equivalent at A* - C.
- By 2021, over 85% of pupils, including statemented (Stage 5 SEN) pupils, will attain 5 or more GCSE passes or equivalent at A* - C, including English and Maths.
- By 2021, over 85% of boys will attain 7 or more GCSE passes or equivalent at A* - C.
- By 2021, over 70% of boys will attain 7 or more GCSE passes or equivalent at A* - C, including English and Maths.
- By 2021, the gap between boys and girls achieving 7 or more passes at A* - C (including English and Maths) will have narrowed to under 10%.

- By 2021, over 80% of FSME pupils will attain 7 or more passes or equivalent at A* - C.
- By 2021, over 70% of FSME pupils will attain 7 or more GCSE passes or equivalent at A* - C, including English and Maths.
- By 2021, over 80% of SEN pupils will attain 7 or more passes or equivalent at A* - C.
- By 2021, over 50% of SEN pupils will attain 7 or more GCSE passes or equivalent at A* - C, including English and Maths.

KEY STAGE 3 TARGETS:

The school has little confidence in the current Northern Ireland Key Stage 3 Assessment procedures which are neither reliable nor valid, and which are open to exploitation by schools. The school does not believe that assessment by level-based descriptors is an appropriate assessment procedure at the end of Key Stage juncture, which ultimately adds greatly to teacher workload and has the potential to detract from the process of solid, robust, explicit instruction in the classroom which leads to real learning.

However, in line with statutory requirements, the school will continue to target and track progress in Key Stage 3 assessments, but will be storing much more credence in its own internal use of objective standardised assessments and consequent regression analysis in order to ascertain progress.

The school much prefers its own in-house use of standardised assessments such as PTE11 / 12 / 13 / 14 and PTM 11 / 12 / 13 / 14 as well as CATs in order to make viable and accurate judgements on a pupil's progress, complemented by in-house regression analysis of internal examination scores.

Regression analysis over recent years has identified that the progress of 'low achievers' is now more expedient and effective than before 2015, however the school remains concerned that the pupils appearing at the bottom of the regression analysis are the same pupils after each set of examinations. The school must address this 'static element' of under-performance in the next School Development Plan by continuing to focus sharply on the fusion of its academic and pastoral structures, thus affording all pupils the best opportunities to develop and succeed. This will be identified in the new Development Plan through a specific target in this regard.

- By 2021, over 85% of pupils will attain Level 5 or higher in Using Mathematics.
- By 2021, over 80% of pupils will attain Level 5 or higher in Communication.
- By 2021, all pupils will have progressed by at least one Level in both Communication and Using Mathematics.

- By 2021, over 50% of pupils identifying as significant 'underperformers' following regression will have moved out of the significant 'underperformance' section after 12 months.

Attendance Targets:

- By 2021, the average annual school attendance will be over 96.5%.

SECTION 2A: QUALITY of CURRICULUM

Context

During the course of the 2015-2018, Markethill High School has extended its curriculum in both an academic and vocational manner.

New subjects introduced include:

- GCSE Full Course Biology
- GCSE Full Course Chemistry
- GCSE Full Course Physics
- GCSE Core Technology and Design
- GCSE Digital Technology
- BTEC Agriculture
- BTEC Applied Business
- BTEC Children's Learning, Play and Development
- BTEC Information and Creative Technology
- BTEC Sport Studies
- Occupational Studies Joinery
- Occupational Studies Media

The full range of in-house subjects, courses and qualifications offered through the curriculum as of 2017, both at Key Stages 3 and 4, is outlined on Page 27.

In 2015, Markethill High School took the decision to remove the weekly one-day work experience for a cohort of Year 12 pupils on a Thursday. It was the school's strong view that soft skills acquired through this work experience could equally be accrued during summer work. These pupils now attend school on a Thursday, partaking of vocational courses in Joinery or Media, and availing of additional English and Maths lessons. All Year 11 pupils still undertake a week's work experience in June.

In 2015, Markethill High School took the decision to introduce GCSE Full Course Religious Education to a broader range of pupils at Key Stage 4, meaning that approximately two-thirds of all Key Stage 4 pupils now undertake this qualification. The remaining pupils complete the GCSE Short Course Religious Education qualification.

In 2017, Markethill High School took the decision to introduce Full Course (Triple Award) Science, and to remove the compulsory status of GCSE Learning for Life and Work for all Key Stage 4 pupils.

In 2015, the school introduced a GCSE subject-choice evening for Year 10 pupils.

Before 2015, under the old streaming structure, only the top two classes had access to a second language in Years 9 and 10 (Spanish). Since the introduction of the non-streaming structure in 2015, ALL pupils now undertake Spanish in Years 9 and 10. In this regard, all pupils now follow the same curriculum across the Key Stage, ensuring greater equity and consistency of approach.

In 2016, based on a rigorous analysis of data, the school removed its 'nurture class' for the incoming Year 8 pupils. Until then a specific nurture class had been in operation in each year group, and comprised of pupils who typically required additional assistance with their learning. Nurture classes tended to sit differentiated exams and course content compared with other pupils in the year group. Whilst evidence suggests that pupils in a nurture class progress well in line with their potential, the decision to remove the nurture group was borne from the school's belief that children who needed additional classroom and general assistance could still avail of that support effectively within 'regular classes'. This belief is now being realised in Years 8 and 9, and all pupils – including all SEN pupils – now follow the same curriculum and are subject to the same examinations as all other pupils. The school will continue to monitor closely the progress of SEN pupil who – in the past – would typically have been in a nurture class. However, unless data strongly suggests otherwise, the school has no intentions to re-introduce the nurture class, and will be instead emphasising and embedding its emerging 'no labels, no limits' approach to pupil progress.

In Year 8, all pupils undertake 60 minutes of ICT per week. In the 2015-2018 School Development Plan period, focus in these lessons moved from functional ICT skills to a very firm focus on coding and programming. A typical Year 8 ICT programme now includes:

- a knowledge-based module on the features and functions of computer hardware
 - What is a computer – Input, Processing and Output
 - The features of a desktop – RAM / CPU / hard drive / Motherboard
 - The functions of the CPU
 - Processing Speed – introduction to hertz
- Advanced Scratch – an introduction to block programming
- Microbit – understanding the varied functions of coding
- Python Programming
- Raspberry Pi
- HTML Coding

In Years 9 and 10, functional ICT is developed through individual subjects.

E-Safety is covered through special Assemblies for each year group, with visits from experts in this field, including the local PSNI Community representatives.

Literacy and numeracy are central tenets of School Development at Markethill High School. Literacy time is now embedded into morning Form Time, and in 2016 the school introduced Numeracy Time into Form Classes as well. All Key Stage 3 pupils receive at least 3 hours of English and Maths lessons per week. Pupils with particular needs for literacy and numeracy are subject to intervention in order to boost their skills.

Benchmarking for literacy and numeracy is undertaken at frequent junctures and includes:

- Annual CATS testing
- Annual PTE testing
- Annual PTM testing
- Termly STAR reading testing (Accelerated Reader)

Pupils with a standardised score of under 87 in literacy and / or numeracy testing may be subject to further testing led by the SENCo, Mrs Cregan.

The school has introduced a range of further initiatives to support literacy and numeracy, including:

- The Accelerated Reader Programme
- The MHS Literacy Blog, introduced in 2015, and associated competitions
- House Public Speaking competitions
- Entrance into the Bebras Maths competition
- MyMaths subscription
- IZAK 9
- Corbett Maths
- Wednesday afternoon extra-curricular Maths 'Clinic'
- INTO extra-curricular Film Club

Furthermore, in line with its emerging belief in the importance of retrieval practice and self-quizzing, Markethill High School introduced the IXL Maths system to Year 8 pupils in 2017. All Year 8 pupils are expected to complete 90 – 120 minutes of English and Maths testing each week in this system. Co-ordinated by the Head of English and Maths, the school has introduced the notion of 'spacing' into this system, meaning that pupils are returning to previous topics every few months, to facilitate the embedding of real learning in long-term memory.

In 2014, the school introduced a Personal Development Period for all Key Stage 3 classes with their Form Teacher. As well as developing personal and social skills through dedicated curriculum time, it was hoped that this period would strengthen ties between the Form Teacher and their classes.

All pupils in Key Stage 3 undertake 2 periods of Learning for Life and Work each week. These periods cover Citizenship and Employability.

CEIAG (Careers' Education, Information, Advice and Guidance) at Markethill High School was identified as 'Outstanding' in the 2013 formal inspection. In 2015, the school completed the process of mapping its CEIAG procedures to the 'Preparing for Success' indicators. Developments in school within the 2015-2018 timeframe have on occasion been prompted by labour market trends and the publication of the Northern Ireland Skills Barometer. Developments include:

- the new polytunnel which was erected in 2017 for a focus on agri-food education;
- the introduction of Full Course (Triple Award) Science;
- the emphasis on coding and programming skills as opposed to functional ICT skills.

Markethill High School pupils are exposed to CEIAG in a multi-layered manner:

- exposure through discrete careers information in each subject;
- wall displays and Assemblies;
- the Careers' Library opened in 2103-2014;
- Careers' Blog;
- visiting speakers;
- Learning for Life and Work classes;
- Young Enterprise workshops in Key Stage 3;
- subject choice evenings in Year 10;
- interviews with Principal, Vice-Principal, Careers Co-ordinator and Careers Service NI representative in Year 10
- Year 11 work experience in June;
- interview skills sessions in Year 12;
- post-16 information evenings in Years 11 and 12;
- visits to Careers Conferences;
- interview with a representative from Careers Service NI in Year 12;
- appropriate pathways at Key Stage 4

The school now offers an outstanding 35 qualifications in-house at Key Stage 4, ensuring that Markethill High School fully meets the requirements of the Entitlement Framework at 14-16 and that the needs, interests and aspirations of all learners are being met in an all-ability school environment.

Markethill High School Curriculum 2017

	Key Stage 3	Key Stage 4	General	Applied	Vocational
Agriculture and Land Use		•	•		
Biology		•	•		
BTEC Agriculture		•			•
BTEC Business		•			•
Art and Design	•	•	•		
Business Studies		•	•		
BTEC Children's Learning, Play and Development		•			•
Chemistry		•	•		
Construction		•		•	
BTEC Countryside and Environment		•			•
Design & Technology	•	•	•		
Digital Technology		•	•		
Double Award Science		•	•		
Drama	•	•	•		
English	•	•	•		
English Literature		•	•		
French	•	•	•		
Further Mathematics		•	•		
Geography	•	•	•		
History	•	•	•		
Home Economics (Food)	•	•	•		
BTEC Information and Creative Technology		•			•
Digital Technology	•		•		
Learning for Life and Work	•	•		•	
Mathematics	•	•	•		
Motor Vehicle and Road User Studies		•		•	
Moving Image Arts		•		•	
Music	•	•	•		
Occupational Studies Joinery and Media		•			•
Personal Development	•				
Physical Education	•	•		•	
Physics		•	•		
Religious Education	•	•	•		
Science	•				
Single Award Science		•	•		
Spanish	•	•	•		
BTEC Sport Studies		•			•

The school currently meets all statutory health and safety guidance for the number of pupils allowed in practical classes including Art, Music, Technology and Design, Home Economics and Science.

The curriculum is both broad and balanced.

A valuable dimension to the overall educational development of pupils is the opportunity to participate in extra-curricular activities. Experiences gained through involvement in extra-curricular activities can prove extremely valuable for pupils' CVs.

In 2016-2017, Markethill High School's extra-curricular programme included:

- Athletics
- Badminton
- **Basketball**
- Board Game Club
- Book Club
- **Born2Run Saturday Racing**
- Chess Club
- Choir
- **Coding Club (ICT)**
- **Cookery**
- Dance Academy
- Debating Society
- Drama Club
- Duke of Edinburgh
- **Eco Club**
- Equestrian Team
- Golf Academy
- Hockey (Boys and Girls)
- **Homework Club**
- **INTO Film Club**
- Library
- **Mandarin**
- Model Painting (Art)
- Multi Skills
- Netball
- Orienteering
- Rugby (Boys and Girls)
- Running Club
- Scripture Union
- Soccer (Boys and Girls)
- Tennis
- Volleyball
- Young Enterprise

Activities in red reflect those introduced in the 2015-2018 School Development Plan. The school's extra-curricular programme has been complemented by involvement in competitions and school trips to Italy, France, Germany, Spain, England and Bulgaria.

SECTION 2B:
QUALITY of CURRICULUM

Summary of Evaluation

- The school fully meets the requirements of the Entitlement Framework at Key Stage 4;
- The school has progressed its Key Stage 4 curriculum over the past 3 years, with reference to the NI Skills' Barometer, labour market trends, the Northern Ireland STEM Agenda, a localised understanding and awareness of needs, interests and aspirations in the Markethill / County Armagh locality, as well as changing social and economic dynamics;
- The school has introduced 12 new courses / qualifications within the past 3 years at Key Stage 4, enhancing both academic and vocational pathways for pupils;
- The school offers 35 in-house courses / qualifications at Key Stage 4;
- There is more choice at Key Stage 4 than ever before, aided further by removing the compulsory status of GCSE Learning for Life and Work in 2017 and making it optional. The Options' Blocks now contain five columns as opposed to four;
- The school now enjoys a fine balance between academic, applied and vocational subject pathways;
- The removal of the compulsory status of Learning for Life and Work at Key Stage 4 means that school must continue to explore off-timetable days and further creative approaches to delivery of citizenship, employability and personal development at 14 - 16;
- The introduction of a GCSE Subject Choice evening in 2015, as well as an initial trawl of interest with Year 10 pupils, means that the school is developing its systems for ensuring that stakeholders are adequately informed and advised of subject options, and their views are taken into account;
- In 2016 and 2017, over 80% of pupils achieved their first preference GCSE subject choices following the use of an initial trawl to help design Option Blocks;
- In 2015, the school changed its means of ranking pupils for the purposes of Double Award Science uptake in Year 11. Prior to 2015, this had been based solely on results in Science examinations in December of Year 10. From 2015, this has been based on ranking of pupils across 6 subjects in December examinations – English / Maths / Science / Geography / History and French. Whilst there has been debate about the subjects used for ranking, we believe that this gives a much fairer indication of a child's developed ability, and therefore is a much fairer mechanism for allocating access into Double Award Science, and indeed Triple Award Science from 2017;
- The school continues to act promptly to identify potential SEN needs and to put necessary support / access arrangements in place;

- In January 2018, the school received a formal inspection by JCQ of its access arrangements for SEN pupils at Key Stage 4. It has been rated as 'highly effective' in all areas. The Inspection reviewed the candidates' details, application of online processes, the school's supporting evidence for access arrangements and the senior leadership's written policies detailing the criteria for access arrangements including word-processing facilities;
- The move to a non-streaming structure at Key Stage 3 in 2015 has enabled equity of access to the same curriculum for all pupils;
- The strengthening of the academic sphere at Key Stage 3 has been facilitated through the fact that all pupils now undertake a second language in Years 9 and 10 through the new non-streaming structure;
- IEPs are in place for all pupils on the SEN register. Annual reviews take place for Stage 5 pupils to evaluate how well pupils have met targets. Targets are posted out to the parents of all SEN pupils. In 2018, the school began the process of post out evaluations to the parents of pupils on Stages 2 - 4 of the SEN register;
- Explicit ICT instruction in Year 8 has moved away from a focus on functional ICT to a firm focus on coding and programming;
- New infrastructure in the past 3 years has supported curricular development, including a new Science mobile (2016), a new 2G international-standard hockey pitch (2015) and a new polytunnel (2017);
- The school must continue to consider opportunities for the extension of physical activity, both in a curricular and extra-curricular capacity;
- Pupils enjoy access to a very broad range of extra-curricular activities. This will be broadened further in the next School Development Plan.

SECTION 2C: QUALITY of CURRICULUM

Emerging Vision

The curriculum offered in Markethill High School in the next School Development Plan 2018-2021 must continue to remain broad and balanced, meeting the needs, aspirations and interests of its pupils. It must also continue to reflect emerging labour market trends as well as emerging employability patterns in a constantly changing economic environment.

The key driver behind curriculum development at this school will be **aspiration**. No matter what their background, needs, interests or supposed academic potential, every child will be taught in a manner which will expedite opportunities for the greatest possible social mobility – including access to Higher Education, should they wish.

As an example, in 2018 the school hopes to broaden access for pupils to Full Course (Triple Award) and Double Award Science qualifications.

In 2018, Markethill High School will be moving to a Knowledge-Based curriculum for Year 8 pupils (See Section '3'). This will begin a three-year cycle of overhauling our entire Key Stage 3 curriculum in a manner which will see much less of a focus on so-called generic and transferable skills, and much more emphasis on solid, domain-specific knowledge and its transfer into long-term memory, enabling pupils to progress much more expediently and confidently from novice to expert within domains. In this regard, the school will be incorporating breadth and depth of learning into its new Key Stage 3 curriculum like never before in its history. In line with this, there will be further moves to enhance the academic / traditional ethos of our new Key Stage 3 curriculum, with increased time for Modern Languages education as an example.

Markethill High School fully anticipates that it may be granted Sixth Form access at some point. A comprehensive Development Proposal has been handed to the Education Authority which outlines the proposed curriculum at post-16 level. Should Sixth Form be granted at this school, a document will be published immediately to outline curricular offer. The school firmly believes that post-16 access is essential to build strong and robust links with Higher Education and to encourage the highest aspiration for all pupils. It must happen.

In line with the above, the 2018-2021 School Development Plan will include a firm focus on the overhaul of structures for CEIAG, to include:

- the development of a new Careers' Blog;
- awareness raising at Key Stage 4 level regarding UCAS;
- the development of a course of seminars including past pupils and local business / industry leaders to enhance careers awareness;
- visiting speakers from higher education at Key Stage 4;
- a predominant focus on employability in Year 10 Learning for Life and Work classes;
- renewed CEIAG evaluation of the Key Stage 3 and 4 curricula thorough auditing of careers provision in each subject;
- the embedding of CV, interview skills and post-16 seminars.

From 2018, the school will also participate in high-level external activities within a curricular and extra-curricular capacity to ensure the best opportunities for all. These include:

- the BT Young Scientist of the Year competition
- the British Academy Modern Languages Award;
- the Maths and Science Olympiads;

In the new School Development Plan the school must, as a priority, explore options for enhancing access to physical activity both in a curricular and extra-curricular capacity. The school currently operates Academies (run by professional coaches) in Volleyball, Football, Hockey, Orienteering and Basketball. In the next School Development Plan, it is hoped that we will extend academies to include Athletics and Tug-of-War, and that the school may introduce Cricket as a summer option. Furthermore, the school will introduce a Musical Theatre / Dance Club as part of its extra-curricular activities.

SECTION 3A:
Planning, Learning, Teaching and Assessment

Context

In 2015, Markethill High School published its new Learning and Teaching Policy, following a period of consultation with staff, Governors and other stakeholders and in tandem with the introduction of new Key Stage 3 structures.

In the May 2017 formal inspection, every lesson observed was assessed as 'highly effective', and the school's approach to learning and teaching was praised, including the use of a 'school-designed, research-informed approach to classroom practice'.

The revised 2015 Learning and Teaching Policy is the first document which visitors to our website come across, and that is no accident. It reflects the fact that this school has placed, and will continue to place in its new School Development Plan, effective, high-quality learning and teaching at the heart of all it does.

The school also believes in a clear research-based approach to learning and teaching which, in turn, helps to identify a localised and contextualised understanding of what great teaching in the classroom looks like. Following much discussion, Markethill High School has distilled its understanding of highly effective learning and teaching into 6 Principles.

These six principles are:

- Stretch and Challenge for ALL pupils;
- Effective Questioning and Oracy;
- Effective Modelling;
- Scaffolding;
- Independent Practice;
- Robust Assessment and Feedback.

A detailed analysis of each Principle can be found in Appendix 2.



Markethill High School's 6 Principles of High Quality Learning and Teaching



Planning

Heads of Department have overall responsibility for schemes of work within their subject area while all teachers have a professional responsibility to contribute to their development. Schemes must be sufficiently detailed to include learning objectives, learning outcomes, challenging activities with suggested resources as well as planned 'retrieval practice' activities.

The school recognises that Schemes of Work are 'working documents' which may evolve and develop as the sharing of good practice, in particular, highlights effective strategies to enhance pupils' learning.

All staff are expected to plan their lessons in advance, ensuring that they include a range of appropriately challenging activities.

Classroom Assistants make an invaluable contribution to the learning environment, both inside and outside the classroom. In their planning, teachers consider the role of the learning support staff, taking account of Individual Education Plans (IEPs) where relevant, so that, through their collaboration, effective learning takes place. Support for learning can include working one-to-one, working with small groups and generally facilitating classroom management from a practical standpoint. Each teacher has access to the Individual Education Plans for all children on the SEN spectrum. Each member of staff also receives individualised strategies for supporting each pupil with particular needs in their classes. Training on particular conditions e.g. dyslexia, Asperger's Syndrome, visual and hearing impairment is commonplace.

Professional Development of Staff

In 2015, Markethill High School introduced Research Lesson Study (RLS) as its *modus operandi* for staff professional development, as opposed to the widespread PRSD system used in most schools. RLS is a Japanese model of professional development which views all participants as equal on the Continuing Professional Development (CPD) spectrum, thus creating a horizontal structure to staff development as opposed to the vertical and often superficial structure of PRSD. Staff work together to co-create a lesson based on a particular aspect of learning and teaching in the classroom. Research into the aspect of learning is undertaken and the lesson is typically taught 3-4 times to different classes, with a period of evaluation and modification in-between followed by a final written evaluation. RLS forces participants to identify in advance potential misconceptions which pupils may have regarding the aspect of learning under investigation, and how it may be addressed. Markethill High School believes that this ability to pre-empt misconception is one of the markers for potential great teaching. RLS in Markethill High School has focused on the following:

2015-2016: Stretch and Challenge, modelling of work and effective questioning

2016-2017: Feedback for Improvement

2017-2018: Retrieval Practice: Spacing and Interleaving

Such has been the interest in the Markethill High approach, the Education and Training Inspectorate (ETI) published a case study in December 2016 as part of its appendix for the new Northern Ireland Learning Leaders' Framework. It concludes:

- *The strategic, collaborative approach to teacher professional development has been welcomed by all staff;*
- *There is less of a sense of 'Appraisal', which may be viewed as somewhat threatening on occasions, and much more of a sense that observations were focused on the pupils as learners and less on teacher competence;*

- *There has been much greater professional discourse on key elements of evidence based research on learning and teaching. Teachers willingly share and discuss research and literature with each other;*
- *There has been a significant shift in meetings in school away from managerial issues to core discussions on learning and teaching and student outcomes;*
- *The notion of the school as a 'professional learning community' has been enhanced;*
- *The RLS model is leading to much greater professional discourse on learning and teaching, heightened awareness of potential issues as well as the importance of strategic and robust strategies to address issues;*
- *In line with the findings of the Sutton Trust Report into 'What makes great teaching?' (October 2014), the school believes that this more collaborative approach to teacher professional development, when coupled with 'challenge' in its design and implementation, is leading to effective and positive change as regards learning and teaching and student outcomes.*

The May 2017 formal inspection of Markethill High School reinforces these conclusions.

Assessment

In August 2017, the school launched its new Assessment and Feedback Policy to dovetail with the revised Learning and Teaching Policy. The Policy outlines the school's developing conviction of the sheer importance of assessment as a bridge between learning and teaching within a knowledge-based curriculum, and draws heavily on well researched and evidenced conclusions starting to emerge from eminent cognitive scientists such as Daniel Willingham.

Markethill High School believes that:

- assessment and feedback must be fit for purpose, timely, manageable and designed to move pupils forward in their learning;
- an effective and accurate curriculum progression model is the foundation for a robust assessment system;
- a progression model should be constructed on the basis that strong subject knowledge is a prerequisite for domain-specific skills development, as skills are typically domain-specific;
- high-level subject knowledge - when embedded in long-term memory – will strengthen pupils' ability to think deeply within respective domains, as it facilitates automaticity, creates mental models and allows for memorisation strategies such as 'chunking' – thus freeing up working memory when necessary to think deeply and expediting the journey towards mastery;
- assessment plays a vital role not just in measuring progress, but also in the process of transferring knowledge into long-term memory, through self-testing, formative

assessment and other measures. In this way, testing does not just measure pupils' understanding; it helps develop understanding;

- progress in short-term and long-term progression model aims is best measured through an integration of formative, summative and standardised assessments;
- an assessment system should aim to enhance pupil ownership of learning and strengthen pupils' ability to implement self-improvement strategies.

Markethill High School believes that assessment acts as a bridge between teaching and learning. Assessment is most effective and robust when formative, summative (difficulty and quality models) and standardised assessments are integrated coherently. It is built upon the foundations of a strong curriculum progression model with clear short-term and long-term aims.

Markethill High School has started to negotiate, define and refine its own shared understanding of effective assessment through professional development undertaken in the outgoing 2015-2018 School Development Plan, and it will continue this process with the new 2018-2021 School Development Plan.

In 2017, all parents received one comment-based and one data-based report on their child's progress, complemented by a Parent-Teacher consultation early in January or February.

Classroom Climate

The setting of high expectations for all pupils is paramount at this school. Aspiration and expectation should be a key feature of every lesson, every day.

Outstanding behaviour management is expected at this school. Low-level misbehaviour is not tolerated. In 2017, the school revised its behaviour management principles to the following overarching premises:

- If a teacher has to stop teaching even once to speak to a child, this disrupts the learning of all other children in the class. This is unacceptable at Markethill High School.
- Staff will always have the support of Senior Leadership in relation to behaviour. In turn, each member of staff is asked to show consistency in relation to agreed protocols for classroom management and how any sub-standard behaviour is dealt with.
- Strong behaviour systems are predicated not just on consistency of approach, but also on the development of reciprocal respect between staff and pupils. Interactions with pupils should be professional at all times and – when in the classroom – focused solely on learning. Interactions should avoid sarcasm and should not threaten to blur the clear boundary between teacher and pupil.

In line with the latter point, a positive rapport between teachers and pupils will enhance effective learning habits. There should always be mutual respect and courtesy, and an absence of sarcasm. Furthermore, teachers' contribution to ensuring good classroom relationships is outlined as follows:

- teachers show a personal interest in all pupils;
- teachers and pupils greet each other in a positive and formal manner;
- teachers avoid expectations of poor work and/or poor behaviour;
- teachers praise pupils, when appropriate, for the effort they put into work, their behaviour and their attitude;
- teachers accompany praise with a clear indication of next targets for improvement;
- teachers demonstrate effective classroom management techniques;
- disagreement is dealt with in a mature and non-threatening manner.

There is also a clear expectation that all pupils will play their part in establishing a positive and happy classroom climate. As such, pupils are expected to adhere to commonly observed routines which have clear links to the Behaviour Management Policy.

SECTION 3B:
Planning, Learning, Teaching and Assessment

Summary Evaluation

- The 2015 – 2018 School Development Plan has witnessed significant work being undertaken on the school’s approach to high-quality learning and teaching. Evidence, including the May 2017 Inspection Report and ETI Case Studies, is suggesting that this work is having a considerable impact on the improving standards and outcomes at this school;
- The school now has a clearly defined understanding of what great teaching looks like, underpinned by its ‘6 Principles of high-quality Learning and Teaching’;
- The introduction of the new Learning and Teaching Policy in 2015 has been underpinned by dynamic and creative approaches to staff development through the introduction of Research Lesson Study (RLS) as the main medium for CPD;
- RLS has led to much greater professional discourse in school on issues relating to learning and teaching, and has led to the embedding of strong research as a constant driver for school development and improvement;
- In line with advances in learning and teaching, the school has reviewed its Assessment and Feedback Policy, and this was ratified in August 2017. The Policy advises that Markethill High will aim to ‘blend’ formative, summative and standardised assessments as a means of creating a dynamic, robust and visionary assessment model which will ensure the highest of standards for all pupils. In particular, Markethill High School has explored the research of Daisy Christodoulou, potentially the United Kingdom’s current greatest guru on assessment matters;
- Markethill High School believes that effective learning and assessment must be underpinned by highly effective behaviour management. As such, the school revised its behaviour management principles in August 2017, with the overarching principle that low-level misbehaviour will not be tolerated. The school firmly believes that – if you look after the pennies – the pounds will look after themselves. In this regard, the school has revised its Behaviour and Achievements system accordingly, and this will be discussed further in Section 6;
- Aspiration and expectations for all pupils as regards learning and teaching has increased significantly at this school over the past three years, and is evidenced in a number of ways:
 - all pupils, including Stage 5 SEN pupils, now undertake exactly the same curriculum and examinations at Key Stage 3;
 - the new non-streaming structure at Key Stage 3 means that low ability pupils, are pushed and challenged to a greater extent in their learning;
 - All pupils are subject to the same behaviours and achievements in our new system behaviour management system – no labels, no limits.

SECTION 3C:
Planning, Learning, Teaching and Assessment

Emerging Vision

Despite many achievements as regards standards and outcomes, learning and teaching in the past 3 years, Markethill High School will most definitely not be resting on its laurels. Far from it, the school believes that it is firmly time to raise the bar yet again as regards learning and teaching.

The school's approach to planning, learning, teaching and assessment in the new Development Plan for 2018 – 2021 will be framed around three concepts and maxims:

- | | |
|-----------------------|--|
| 1: Knowledge: | Factual Knowledge must precede skill |
| 2: Memory: | Memory is the residue of thought |
| 3: Assessment: | Assessment is the bridge between teaching and learning |

The rationale and overarching principles for the development of each concept in 2018 – 2021 are as follows:

Knowledge

A: A stronger knowledge base is needed for new GCSE and 'A' Level examinations, which include increased theory testing and less testing of supposed 'generic, transferable skills';

B: Cognitive science indicates that background knowledge pre-empts strong domain-specific skills (Daniel Willingham 'Why don't students like school? P25);

C: The transmission of high-quality knowledge is one of the most effective and expedient ways of closing the 'learning gap' between children who come from different cultural backgrounds;

D: Knowledge comprehension lays the foundation for the journey from surface learning to deep learning, from novice to expert.

Memory

A: The embedding of knowledge into long-term memory will increase automaticity, thus easing cognitive load and freeing up working memory;

B: Real learning is when the 'mental map' in long-term memory is changed through the embedding of new knowledge and the interplay between existing knowledge and new knowledge. There is hence a difference between 'performance' and 'learning';

C: As 'memory is the residue of thought', we should be planning each lesson in terms of what our pupils are likely to be thinking about;

D: A further aim of lessons should be to 'harness' working memory in order to build powerful long-term memory;

E: To facilitate the transfer of knowledge into long-term memory, curriculum design should allow for topics to be spaced and interleaved.

Assessment

A: Assessment plays a vital role not just in measuring progress, but also in the process of transferring knowledge into long-term memory; through self-testing, formative assessment and other measures. In this way, testing does not just measure pupils' understanding; it helps develop understanding;

B: Frequent retrieval practice is an important factor in ensuring knowledge embeds into long-term memory;

C: Repeated low-stakes formative testing, when spaced and interleaved and with the intention of responsive teaching, can strengthen long-term memory;

D: Low-stakes formative testing can take numerous forms, including recaps at the start of class, weekly 'quizzes' and online computer-adaptive assessments.

The above rationale and overarching principles are heavily predicated on outstanding, well-researched and evidenced cognitive science, and include the research of eminent educationalists such as Peps McCrea, David Didau, Daisy Christodoulou, Tom Bennett, Katherine Birbalsingh and others.

Appendix 3 outlines in much greater detail the school's rationale for adopting and emphasising these concepts in its new School Development Plan 2018 - 2021.

In line with its ground-breaking work in learning and teaching and professional development, Markethill High School has developed a dynamic and unique professional development portal for its staff. It is our full intention to map our journey in learning and teaching over the next three years through this website which can be accessed at www.mhscpd.edublogs.org.

The screenshot shows a professional development website for Markethill High School. The header includes the 'edublogs' logo and a 'Log in' link. A navigation bar contains links for 'Home', 'Knowledge', 'Memory', 'Assessment', and 'Behaviour Management'. The main content area features two article previews. The first article is titled 'Explicit Teaching / Explicit Instruction' and is dated January 24, 2018. The second article is titled 'A 'Drill Translation' Entrance Pass in Spanish – with Spacing' and is dated January 22, 2018. A sidebar on the left lists various categories with their respective post counts, such as 'Academic Register (1)', 'Art and Design (2)', 'Assessment (13)', 'Behaviour (3)', 'Bjork (1)', 'Cognitive Load (2)', 'Curriculum (9)', 'English (2)', 'Explicit Instruction (5)', 'Formative Assessment (12)', 'History (2)', 'Homework (2)', 'ICT (5)', 'Interleaving (1)', 'Knowledge (27)', and 'Knowledge Organisers (15)'. A right sidebar lists 'MHS Posts' written by MHS Staff, including 'The Rabbit Trap: RLS V PRSD – J. McCoy January 2018', 'The Problem with the NI Revised Curriculum – J. A. Maxwell August 2017', 'The Problem with ICT – J. A. Maxwell August 2017', 'The Problem with Group Work – J. A. Maxwell – July 2017', and 'Creating a Knowledge-Based Curriculum in Modern Languages – J. A. Maxwell – August 2017'.

What are the implications of the focus on the three concepts of Knowledge, Memory and Assessment for Markethill High School over the next three years?

Implications

- Markethill High School will introduce 'Knowledge Organisers' for Year 8 pupils in each subject in September 2018, Year 9 pupils in September 2019 and Year 10 pupils in September 2020. The purpose of these Knowledge Organisers will be to facilitate the process of embedding core knowledge in long-term memory through a range of explicit instruction, retrieval practice and self-quizzing techniques. When embedded in long-term memory, automaticity is facilitated and working memory is freed to allow for deeper learning in the classroom. Knowledge Organisers will therefore be an important tool in the process of harnessing working memory in the classroom;

- The establishment of clear and firm direction by the teacher. Markethill High School believes in the teacher as ‘sage on the stage’ and not ‘guide on the side’;
- The establishment of ‘explicit instruction’ which will include some drill and rote learning, as well as other well-established techniques for embedding knowledge in long-term memory, including effective questioning, scaffolding upwards as opposed to downwards, robust approaches to modelling of pupil work, daily recaps, low-stakes weekly testing and self-quizzing. Markethill High School will be basing pedagogical advances in this area on Clark, Kirschner and Sweller’s excellent paper entitled: ‘Putting Students in the Path to Learning’. A further good definition of explicit instruction may be found here:
<https://bennewmark.wordpress.com/2017/10/07/ten-principles-for-great-explicit-teaching/>
- A move away from a focus on skills to that of deep background factual knowledge. It is only from that strong conceptual springboard that domain-specific skills will develop. Markethill High School believes that its strong focus on knowledge at Key Stage 3, and strategies for the embedding of knowledge in long-term memory, will ultimately allow the school to introduce deeper and more advanced subject-specific concepts at an earlier stage. In that regard, our new Knowledge-Based curriculum at Key Stage 3 will include more breadth and depth in learning than at any time in the history of this school. It is both ambitious and highly aspirational for our pupils;
- Self-Quizzing and retrieval practice will become a much more prominent feature of pupil homework.

Summary:

Whilst other schools may focus on the explicit development of soft skills such as being creative, problem-solving, managing information and working with others, in September 2018 Markethill High School is moving to a traditional, solid, knowledge-based curriculum. In each year group we will be identifying a strong, robust and high-quality suite of knowledge which we will be endeavouring to transfer, through high-quality teaching, into children’s long-term memories. In Maths, this will include strong mental maths and multiplication skills in Year 8, in English the learning of beautiful and meaningful poetry which will remain in memory for life – an art which has been lost in schools over the years, in Languages the embedding of high quality linguistic structure, in Science the gradual embedding of scientific concepts and knowledge which will allow children to move from novice to expert scientists, in History the embedding of important historical facts and source information at a very deep level.

Why are we taking this decision? Firstly, due to the swing back to theory and knowledge in new GCSE examinations, and secondly because we firmly believe that the embedding of

robust, high-quality knowledge in long-term memory is the best way to afford all our children opportunities of success in examinations, but ultimately in later life. It also is the most expedient way to close the 'cultural gap' in pupils' knowledge when they enter secondary school.

At Markethill High School we do not believe in teachers as 'guides on the side', assisting your child in researching their own information and creating their own resources from that information. We believe in teachers at the front of the room, the 'sage on the stage', imparting their knowledge and expertise to your child in a well-disciplined and respectful classroom; knowledge which will be embedded in long-term memory through structured class and homework activities and ultimate thorough learning. In that regard, Markethill High School will not be placing great priority on the use of technology such as I-Pads, tablets and other technology means which often only serve to overload working memory and detract from the real business of learning. We believe in pupils sitting in rows, facing towards the teacher, and being taught explicitly by the teacher his or her expertise in a cumulative manner and in a very well-disciplined and respectful classroom environment. Put very simply, this is what Markethill High School believes will give all our children the greatest chances of success and ultimate happiness in later life.

SECTIONS 4A and 4B:
Leadership

Context and Summary Evaluation

Leadership and Management of Markethill High School was judged as 'Very Good' in the 2013 Inspection Report, and as 'highly strategic' in the May 2017 formal inspection. In 2017, the Inspectorate concluded that *'Markethill High School continues to demonstrate a high level of capacity for sustained improvement in the interests of all learners'*. This is the top rating which ETI can afford a school.

The Principal is supported by a highly-skilled Board of Governors, a Vice-Principal, four Senior Teachers, a highly experienced middle leadership team. Many other teachers undertake co-ordination roles involving leadership, including STEM co-ordinator, Pupil Progress Manager and CEIAG co-ordinator.

The Principal is currently completing an Educational Doctorate (EdD) which is focusing on emerging research in cognitive science as regards pedagogy aimed at harnessing working memory in the classroom to allow for real and deep learning. The Vice-Principal is completing a Masters Degree in Educational Leadership. Over the course of the last three years, other staff have completed postgraduate Masters degrees including Senior Teacher Mrs S. Hargan, Miss C. Humphries and Mr G. Parks. In 2017, the Vice-Principal Mr McCoy completed his PQH as well as a Health and Safety qualification.

The Principal is a Lay Lecturer with Queen's University on the theme of 'Assessment in Education', having completed a Masters dissertation on this topic. The Principal is also a Lay Inspector with the Education and Training Inspectorate, and in this role he joins inspection teams in other schools on occasion.

Markethill High School believes in a leadership model which prioritises delegated leadership and capacity-building. Clear roles and responsibilities are established and reviewed annually.

The Senior Leadership Team meets weekly, as does the Senior Pastoral Team and Safeguarding Team. The Principal and Vice-Principal sit on all these groupings. The school has chosen to bolster Senior Leadership representation in recent years on the Safeguarding Team.

In May 2017, the formal inspection indicated that Markethill High School was meeting all statutory requirements in relation to safeguarding and child protection following

completion of the Safeguarding Evaluation Pro-Forma. In 2015, all staff undertook an online qualification in Child Protection and Safeguarding in Northern Ireland schools. The Designated Teacher for Child Protection, Mrs S. Gilmore, leads staff training on Child Protection on an annual basis. The Policy is reviewed on an annual basis.

In 2016 a new SENCo was appointed, Mrs J. Cregan. As part of her professional development, Mrs Cregan has gained a CCET qualification in Access Arrangements for SEN pupils and has attended pertinent training in a range of areas, including autism.

The Board of Governors add an important element of challenge to the school leadership team, and rightly hold school leaders accountable for all aspects of school development. In 2013, Governors were awarded the highest possible rating in the formal inspection.

In 2016-2017, Markethill High School offered twilight middle leadership training for aspiring and current middle leaders, in collaboration with LearnSpark. Pleasingly, 13 members of staff availed of this opportunity between 3:30pm and 6pm over 4 evenings. Subject Middle Leaders are accountable for ensuring that whole-school policies are reflected in the daily workings of their Departments, and are accountable for high quality learning and teaching and excellent standards and outcomes. Heads of Department and their teams complete a rigorous self-evaluation report on an annual basis, focusing on standards and outcomes in GCSE examinations and implications for learning and teaching. The results of this analysis feed into annual Departmental Development Plans. Action Planning is specific, measurable, ambitious and timebound.

Self-evaluation plays an important part in all aspects of school life, and is an important part of the School Development Planning, Action Planning cycle. The school Development Plan and consequent annual targets are evaluated yearly. Departments feed into this process through annual analysis of standards and outcomes and evaluation of Departmental Development Plans. Other teams, including the Pastoral Team, also give important input into this evaluation process. Form Teachers and Year Teachers complete annual questionnaires. Parents fill out questionnaires at Parent – Teacher consultations.

In 2015, Markethill High School introduced the PASS Survey (Pupil Attitudinal Survey). This is analysed and evaluated annually to identify patterns in year groups over time. This is used alongside other data such as attendance, behaviour reports and academic results in order to identify appropriate intervention for cohorts of pupils or individual pupils.

Before the introduction of a new School Development Plan, parents, pupils, Governors and staff are invited to complete comprehensive Kirkland Rowell questionnaires.

The School Council is another important feature of school life in assisting with robust evaluation, and also in the development of pupils' own leadership qualities. Feedback from School Council has led, amongst other things, to the introduction of a staggered

lunch system, various new clubs and activities as well as the development of infrastructure including ICT.

It is hoped that this document in its entirety will give a sense of the underpinning ethos and strategic thinking of leadership and management at this school.

The school was pleased to note that its annual budget was approved by the Education Authority in January 2018. In the past 3 years, the leadership and Governors have been prudent in their decisions in order to keep the school's budget healthy, including the instigation of voluntary redundancies.

The three-year projection for the school is detailed on the following page.

	October 2016	October 2017	October 2018	October 2019
Full Time Equivalent Enrolment (including Special Needs)	516	527	529	527
Teaching Complement	29.71	29.40	29.40	29.40
Pupil/Teacher Ratio	17.37	17.93	17.99	17.93
		YEAR 1 (2017-2018)	YEAR 2 (2018-2019)	YEAR 3 (2019-2020)
Expenditure Summary				
Staff - Pay Teaching		£1,626,197	£1,652,616	£1,681,370
Staff - Pay Non Teaching		£130,935	£132,243	£133,553
Staff - Other Costs		£2,600	£2,652	£2,705
Premises, Fixed Plant and Grounds		£62,350	£63,597	£64,869
Operating Costs		£253,675	£258,749	£263,923
Non Capital Purchases		£0	£0	£0
Capital Expenditure		£0	£0	£0
Less Income (enter as negative figure)		-£10,000	-£5,000	-£5,000
Estimated Savings (enter as a negative figure)				
Savings from Supervision		-£5,000	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Estimated Additional expenditure (enter as a positive figure)				
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
Please specify		£0	£0	£0
TOTAL PROPOSED EXPENDITURE		*****	*****	£2,141,420
CFF BUDGET SHARE PER CAPITA		£3,958	£3,952	£3,950
Budget Summary				
Common Formula Funding (CFF) Budget Share		£2,042,498	£2,082,487	£2,089,757
Transition Funding		£0	£0	£0
Entitlement framework		£45,000	£0	£0
SEN Funding		£33,000	£33,000	£33,000
Other funding - (Please specify)		£0	£0	£0
Total Delegated Budget		£2,120,498	£2,115,487	£2,122,757
Carry-over from Previous Year		-£41,378	£18,363	£28,993
Total BUDGET		*****	*****	£2,151,751
less PROPOSED EXPENDITURE		£2,060,757	£2,104,856	£2,141,420
ANTICIPATED CARRY-OVER		£18,363	£28,993	£10,331
z CARRY-OVER		0.88z	1.36z	0.48z
<i>In Year Movement (for officer use only)</i>		<i>£59,741</i>	<i>£10,650</i>	<i>-£18,665</i>

SECTION 4C:
Leadership

Emerging Vision

The priorities for leadership in the School Development Plan 2018-2021 will be as follows:

- Meeting the ambitious targets for standards and outcomes set out in Section 1 of this document;
- Driving forward and embedding the school's clear beliefs and convictions in relation to high-quality learning and teaching, with a focus on knowledge, memory and assessment;
- Offering the highest-quality professional development to all staff, including opportunities to refresh advanced subject-specialist knowledge;
- Introducing and embedding post-16 provision for pupils of Markethill High School;
- Developing strong and robust links with Higher Education representatives;
- Offering opportunities for secondment to the Senior Leadership Team;
- Reviewing and enhancing the school's CEIAG provision;
- Laying the foundations, figuratively, for a potential New Build for Markethill High School;
- Securing a much-needed increase in admissions;
- Embedding an ambitious and aspirational behaviour management system based on a 'no excuses' approach, but with a clear focus on positive reinforcement;
- Strengthening the fusion between the academic and pastoral elements of school life, notably through the introduction and embedding of an emerging vision for pupil mentoring;
- Introducing an Honours System for exceptional representation at a regional, national or international level;
- Developing student leadership opportunities;
- Developing the school House system;
- Taking the lead in the establishment of a Community Wellbeing Forum;
- Establishing greater curricular links with partner Primary Schools.

SECTION 5A:
PASTORAL CARE and SAFEGUARDING

Context

Structures and Systems

The pastoral care systems have developed significantly over the course of the 2015-2018 School Development Plan. In 2017, Mrs S. Hargan joined the Senior Leadership Team with joint responsibility for the Pastoral Care of Boys. Miss T. Howe, Mrs R. Preston and Ms K. McMullan joined the pastoral team as new Year Teachers. Two Senior Teachers in charge of Pastoral Care, Mrs C. Henry and Miss G Poole, joined the school's Safeguarding Team and received statutory training in Child Protection. Mrs C. Henry has specific responsibility for school attendance. The current school attendance sits close to 96%, and in 2016 the Education and Training Inspectorate undertook a case study of the school's attendance practices as an example of excellent practice for other schools. The Attendance Policy was reviewed in 2017. A school counsellor is available on-site on Wednesdays, and in 2016 'drop-in' sessions were introduced to her remit.

Structures have changed, too. Year Teachers now remain with their year group throughout their entire 5 years at the school, rather than a Key Stage structure whereby pupils got a new Year Teacher at the start of Year 11. Form Teachers, too, now remain with their Form Class throughout their 5 years of compulsory secondary schooling. Under the old streaming system, form class composition changed dramatically in Years 9 and 11. In the latter year group, form classes were allocated according to the curricular choices of pupils. This has changed, and form class composition remains static over the 5 years. Thus, pupils stay with each other in their Form Classes for 5 years.

The Senior Pastoral team meets every Friday morning for 45 minutes. The SENCo joins this meeting for 30 minutes to ensure that the pastoral welfare of SEN pupils remains a priority in pastoral affairs and pastoral development. The safeguarding team meets on a Wednesday morning. On occasion, the Designated Governor for Child Protection, Mr G. Mahood, joins the Wednesday morning meeting.

The pastoral team of Senior Teachers for Pastoral Care and Year Teachers, accompanied by the SENCo and teacher in charge of Learning for Life and Work at Key Stage 3, are responsible for the development and evaluation of the pastoral care programme for Key Stage 3 and Key Stage 4 pupils. Key Stage 3 pupils have a discrete period of Personal Development with their Form Teacher each week. As far as possible, year groups are timetabled for Personal Development at the same time to allow for guest speakers to address year groups. Key Stage 4 pupils enjoy a range of pastoral experiences which are often undertaken in off-timetable days and opportunities for skills' development such as leadership qualities.

Year Teachers and Form Teachers complete an evaluation each year which evaluates a range of aspects linked to pastoral care including registration, use of SIMS, uniform, regulation regarding appearance, school Assemblies, Homework Diaries, reporting procedures and timescales, behaviour and attendance.

Behaviour and Achievement Management

The school has developed and expanded its use of SIMS for behaviour and achievement management in the last three years. In 2017, the school reviewed its behaviour management processes as a pre-cursor to a formal move to a 'no-excuses' behaviour system in the 2018-2021 School Development Plan.

The focus is on positive behaviour and positive reinforcement, and the school has reviewed its Achievement System in collaboration and discussion with the School Council. The revised Achievement System as of 2017-2018 is as follows:

Achievements

- 5 pts or no behaviours - DVD film afternoon at end of term
- 10 pts - postcard home from Year Head
- 20 pts - certificate from Senior Teacher and special breakfast
- 30 pts or no behaviours - certificate from V.P. and end of year trip
- 50 pts - certificate from Principal and special prize

Achievement Points:

- | | |
|-------------------------------------|-----------------------|
| • Good Standards of Uniform - Month | -Achievement Point |
| • Good Standard of Uniform - Term | -2 Achievement Points |
| • No Behaviour Points - Month | -3 Achievement Points |
| • No Behaviour Points - Term | -6 Achievement Points |

- | | |
|---|-----------------------|
| • No Late Homework - Month | -Achievement Point |
| • No Late Homework - Term | -2 Achievement Points |
| • Full Month's Attendance | -Achievement Point |
| • Full Term's Attendance | -2 Achievement Points |
| • Full Marks in Test | -Achievement Point |
| • Doing very well in a Test | -Achievement Point |
| • Diligence / Trying Hard / Making Good Progress | -Achievement Point |
| • Excellent Written Work / Homework | -Achievement Point |
| • Excellent Neatness of Work | -Achievement Point |
| • Participating well in Oral Work in Class / Assembly | -Achievement Point |
| • Showing Gratitude | -Achievement Point |
| • Demonstrating Stoicism | -Achievement Point |
| • Being Helpful / Mannerly / Respectful | -Achievement Point |
| • Fundraising and Charity Work | -Achievement Point |
| • Showing Leadership in Class / School | -Achievement Point |
| • Representing the School | -Achievement Point |
| • Excellent contribution to extra-curricular activity | -2 Achievement Points |

The overarching principles of the new behaviour management policy are as follows:

- If a teacher has to stop teaching even once to speak to a child, this disrupts the learning of all other children in the class. This is unacceptable at Markethill High School;
- Staff will always have the support of Senior Leadership in relation to behaviour. In turn, each member of staff is asked to show consistency in relation to agreed protocols for classroom management and how any sub-standard behaviour is dealt with;
- Strong behaviour systems are predicated not just on consistency of approach, but also on the development of reciprocal respect between staff and pupils. Interactions with pupils should be professional at all times and – when in the classroom – focused solely on learning. Interactions should avoid sarcasm and should not threaten to blur the clear boundary between teacher and pupil.

Accrued Behaviour Points

Behaviour points	Action	On-going roll out of sanctions
5	<ul style="list-style-type: none"> Phone call to parents 	Form Teacher
10	<ul style="list-style-type: none"> Form teacher Monitor (1) Letter home/phone call 	Form Teacher Monitor in consultation with YH (10 clear days needed)
16	<ul style="list-style-type: none"> F.T/Y.H meet parents & discuss behaviours/sanctions parents informed if sanctions escalate 	Year Head Report (withdraw disco privilege)
24	<ul style="list-style-type: none"> Y.H/S.T meet parents to review behaviour/sanctions including IBP 	IBP (minimum run of 6 wks)
32	<ul style="list-style-type: none"> S.T/V.P meeting with parents 	<ul style="list-style-type: none"> Referral to ST/VP/SENCO Referral to external agencies such as BST with on-going concerns
40	<ul style="list-style-type: none"> V.P/Principal meeting with parents 	

Behaviour Points:

- No homework - Automatic Behaviour Point
- Incomplete / Unacceptable homework - Automatic Behaviour Point
- Disruptive classroom behaviour - Automatic Behaviour Point
- Disrespectful behaviour - Automatic Behaviour Point
- Inappropriate behaviour around school - Automatic Behaviour Point
- No books / equipment - Automatic Behaviour Point
- No homework diary - Automatic Behaviour Point (1 per day)
- Eating, including chewing gum - Automatic Behaviour Point
- Uniform Infringement - Automatic Behaviour Point
- Make up / Varnish / Jewellery - Automatic Behaviour Point
- No PE Kit - Automatic Behaviour Point
- Mobile Phone - Automatic Behaviour Point
- Late - Automatic Behaviour Point

Sanctions for specific behaviours or an accrual thereof:

Behaviour	Sanction	Instigator
3 late / incomplete / unacceptable homeworks	After-school detention	Year Teacher
3 late / incomplete / unacceptable subject-specific homeworks	Referral to HoD	Subject Teacher / Head of Department
3 no books / equipment *	After-school detention	Year Teacher
3 no books / equipment subject-specific	Referral to HoD	Subject Teacher / Head of Department
3 disruptive / disrespectful / inappropriate behaviours	After-school detention	Year Teacher
3 subject-specific disruptive / disrespectful behaviours	Referral to HoD	Subject Teacher / Head of Department
1 Chewing Gum / Sweet	Code of Conduct	Subject Teacher
3 Chewing Gum / Sweet	After-school detention	Year Teacher
1 Uniform and / or make-up infringement	Code of Conduct	Form Teacher / Year Teacher
3 uniform and / or make up infringements	After-school detention	Year Teacher
No PE Kit	Code of Conduct	PE Teacher
3 no PE kits	After-school detention	Year Teacher
1 Mobile Phone	Code of Conduct	Subject Teacher
3 Mobile Phones	After-school detention	Year Teacher
1 Late	Code of Conduct	Subject Teacher
3 Lates	After-school detention	Year Teacher

- Pupils are responsible for bringing their own stationery to all classes. This includes calculators etc. A 'stationery' shop has been opened between 9am and 9.10am every morning for pupils to buy pens / pencils / rulers / homework diaries, and for the hiring out of calculators on a daily basis;
- Lateness includes lateness to school / lateness to class / lateness to detention;
- Three behaviour points in a day for disruptive / disrespectful behaviour, and a child automatically goes into internal suspension the following day for a period of time;
- Failure to complete a code of conduct results in an automatic after-school detention;
- Failure to attend a subject-specific detention results in an automatic after-school detention;
- Failure to complete an after-school detention results in two after-school detentions. Should these be missed, internal suspension will be issued.
- If a pupil uses foul language in ear-shot of a member of staff, they immediately receive an internal suspension;

- If a pupil brings a dangerous item onto school property, or gets involved in physical violence, a formal suspension will occur immediately.
- If a pupil presents as a physical risk to others, a formal suspension will occur;

The Fusion of Academic and Pastoral

In 2016, the school wrote a discussion document on how it might fuse the academic and pastoral strands of school life through the specific identification and intervention with underachievers through mentoring. This document can be found in Appendix 4. The school explored the use of academic and pastoral data which could be used to identify pupils needing intervention, and undertook a ground-breaking mentoring pilot in collaboration with an external youth worker who came into school on a weekly basis to meet with mentees. The school identified 18 Year 9 pupils to be mentored. The school believes that it learned a lot through this intervention and the outworkings of this will form the emerging vision for 2018-2021 outlined in Section 'C' of this document.

Healthy Eating

In 2015, a School Nutritional Action Group (SNAG) was established to review healthy eating in school. As a consequence, the tuck shop was stripped of chocolate, juices and unhealthy crisps, now only selling baked crisps, fruit, cereal bars and water. The exception is 'Treat Wednesday' when small chocolate bars are on sale.

House System

The House System was broadened in 2016 through the introduction of a House Public Speaking Competition. In June 2018, a House Drama or House Music Competition will take place for the first time. All pupils now wear a badge on their blazer designating the colour of the House to which they belong.

Assemblies have also been modified, with each Form Class now responsible for leading an Assembly once per year, and the introduction of Guest Speakers and Ministers for Senior Assembly on a Thursday. There has been an emphasis on developing positive reinforcement in Assemblies over the last three years. Merit Assemblies took place twice per year when gold / silver and bronze achievement badges were distributed. Literacy Assemblies also emphasised success in reading, particularly through the Accelerated Reader Programme.

School Council

The School Council continues to play an important part in school life. Most recently, in 2016, discussion in school council led directly to the introduction of a staggered lunch system which is helping to make lunch times more enjoyable for all. Additionally, school council deliberation has led to a revamp of the Achievements' System which is having positive benefits for school culture, ethos and morale.

Safeguarding

- Safeguarding meetings now take place weekly, on a Wednesday morning at 9am. The Safeguarding team consists of the Principal, the Designated Teacher, the Vice-Principal and two Senior Teachers for Pastoral Care. The latter three members of staff are Deputy Designated Teachers;
- The Principal attended a Safeguarding Refresher Course for Principals in June 2016;
- The pastoral and preventative education curriculum is reviewed in May / June on an annual basis, and opportunity is taken at this time to review and refresh resources for the taught pastoral curriculum;
- Child Protection and Safeguarding is now a standard item at all Governor meetings, as evidenced in Governor Minutes. The Designated Governor for Child Protection and Safeguarding, Mr Garry Mahood, has attended Wednesday morning Safeguarding meetings on occasions. Governors review all Policies;
- All parents receive a copy of the Child Protection Policies and other relevant policies, and are invited to feed back, should they wish. Most school policies are available on the school website;
- Vetting is undertaken for all teaching and nonteaching staff, including mentors. Volunteers such as coaches are supervised accordingly. A new Visitor Code of Conduct is in place from February 2017;
- Risk Assessments are written for all trips and excursions. Staff training on the identification of risks and hazards was undertaken in 2016 by Mr David Orr from the Education Authority;
- In February 2017 the school undertook a robust review of its fire risk policy. This has led to new emergency lighting, new fire doors and increased signage. Fire alarm tests take place weekly;
- Staff lanyards were introduced in September 2017;
- In 2015-2016 all teaching and non-teaching staff undertook the 'Safeguarding in Northern Ireland Schools' online accredited course by Legal Island. All new teachers in 2016-2017 also completed this course;
- Staff training takes place annually and a register is kept;
- The Designated teacher undertook further training with non-teaching staff, including canteen staff;

- The Designated and Deputy Designated Teachers ensure that substitute teachers, student teachers and tutors / coaches are aware of policies and procedures;
- A staff Code of Conduct was devised and ratified in 2013, outlining clear expectations;
- Child Protection procedures are available in English, Polish, Latvian and Bulgarian, and are displayed in prominent places around the school building;
- Homework diaries also contain space to write the names of Safeguarding Teachers;
- Assemblies are used to remind pupils of relevant staff;
- Pupils can avail of external independent counselling services one day per week through a trained Counsellor who attends school. Since 2016, this has also included 'drop-in' sessions;
- A summary leaflet of Safeguarding Procedures has been produced which informs parents of information and where they can get further advice;
- The parents of Newcomer Children avail of translating services support for Parent Meetings, school events etc;
- Both pupil and parent signs the use of images and online safety policy, and records of these are kept.

SECTION 5B:
PASTORAL CARE and SAFEGUARDING

Summary Evaluation

- In the May 2017 formal Inspection, pupils noted that they felt 'safe, happy and secure in school;
- School believes that the non-streaming system is helping to have a beneficial impact on pupil self-esteem and ultimate aspiration;
- Pupil leadership opportunities have been enhanced through – for example - much greater pupil participation in Assemblies, the development of the House and Team Captain system and the broadening of the Senior Prefect cohort from 4 to 6 in 2016;
- Pastoral structures have been modified in line with new academic structures, with greater consistency of approach – Form Teachers and Year Teachers now remain with their pupils for the full 5 years;
- New pastoral structures have been embedded and robust minute-taking is a notable outworking of weekly meetings;
- A new Behaviour and Achievements system has been introduced – emphasising positive reinforcement whilst embedding a 'no excuses' behaviour management system;
- The use of SIMS has been broadened to include behaviours and achievements as well as Lesson Monitor;
- The school has built strong and valuable links with external agencies in the past 3 years, and uses their services to the full as and when appropriate, including:
 - Education Welfare
 - Personal Development and Behaviour Support Services
 - Child, Adolescent and Mental Health Services;
 - Autism Advisory and Intervention Service;
 - Southern Health Trust Services
 - Child and Parent Support Services
 - Family Hub
 - Mencap
 - Looked After Children Teams
 - Newcomer Advisory Services
 - Education Authority Pupil and Parent Team
- IEPs, IBPs, risk assessments and other reports are in place for children when appropriate, and are reviewed regularly.
- The school has developed its use of data and now uses the most systematic and robust assessment procedures – highly praised by ETI in the 2017 inspection;

- The school appointed a 'Pupil Progress Manager' in 2015. This teacher takes the lead in using data to identify pupils needing intervention and potential mentoring. The Pupil Progress Manager, Mr G. Parks, helps to close the loop between the academic and pastoral by liaising with literacy and numeracy co-ordinators, Heads of Department, SENCo and pastoral teams;
- The school undertook a pilot in pupil mentoring in 2017 which will form the basis for the emerging vision for pupil intervention in the new School Development Plan;
- The school introduced a staggered lunch in 2017 to enhance pupil and staff free time in school;
- The school has introduced a healthy eating agenda which has included a revamp of its tuck shop and greater consultation with canteen staff;
- The School Council remains vibrant and has brought about improvements to school life, not least in the areas of extra-curricular activity, technology and break and lunch times;
- Safeguarding procedures have been deemed as wholly adequate and effective by the Education and Training Inspectorate following school evaluation in May 2017.

SECTION 5C:
PASTORAL CARE and SAFEGUARDING

Emerging Vision

- The school will introduce an Honours System through the next School Development Plan, recognising representation at county, national or international level through a special school tie;
- The school will capacity build in the area of SEN;
- The school will appoint a new Year Teacher for September 2018;
- The school will explore the pastoral implications of Sixth Form provision, including the need for the development of student leadership opportunities;
- The school will embed its new Behaviour and Achievement System, with a focus on positive behaviour and 'no excuses' behaviour management;
- The school will embed a Family Lunch once per week with Year 8 pupils, emphasising traditional habits of dinner table discussion, serving one another and gratitude;
- School Council will play a prominent part in discussion around all aspects of the new School Development Plan;
- Markethill High School will play a lead role in the establishment of a Community Wellbeing Forum involving local Churches, youth groups and voluntary organisations in the locality;
- The school has appointed a former teacher who will play an important role in the execution of a new mentoring initiative from September 2018. Mrs C. Henry, Senior Teacher, will be taking the lead in developing the vision for mentoring based on what the school has learned from prior experience in the outgoing School Development Plan as well as an understanding of our clear strengths. The mentoring initiative will also allow for capacity building amongst members of the school's pastoral team.

Conclusions and Next Steps

The purpose of this consultation document has been to give a brief overview of the school's current context, as of January 2018, as well as the emerging vision which we hope will drive forward further ambitious, aspirational and exciting school improvement and development over the course of the 2018-2021 SDP cycle.

It is hoped that this document, as a consequence, will act as a springboard for robust discussion over the next 6 months with stakeholders, with the ultimate aim of informing the vision and direction of our new School Development Plan 2018-2021 further.

On the back of this consultation document, the school intends to hold a number of information sessions with stakeholders before putting together parent, pupil and community working groups to explore the consultation document in detail and provide comprehensive feedback to inform our next Development Plan. Staff and Governors will explore the document as a matter of course.

Other layers of consultation will include:

- Kirkland Rowell Surveys with Staff, Parents, Governors and Pupils
- Breakfast morning with local businesses
- Meeting with feeder Primary Principals

J. A. Maxwell
Principal
January 2018

Appendix 1

Executive Summary: Emerging Vision

Section 1: Standards and Outcomes

GCSE TARGETS:

- By 2021, over 90% of pupils, including statemented (Stage 5 SEN) pupils, will attain 7 or more GCSE passes or equivalent at A* - C.
- By 2021, over 75% of pupils, including statement (Stage 5 SEN) pupils, will attain 7 or more GCSE passes or equivalent at A* - C, including English and Maths.
- By 2021, 100% of pupils, including statemented (Stage 5 SEN) pupils, will attain 5 or more GCSE passes or equivalent at A* - C.
- By 2021, over 85% of pupils, including statemented (Stage 5 SEN) pupils, will attain 5 or more GCSE passes or equivalent at A* - C, including English and Maths.
- By 2021, over 85% of boys will attain 7 or more GCSE passes or equivalent at A* - C.
- By 2021, over 67% of boys will attain 7 or more GCSE passes or equivalent at A* - C, including English and Maths.
- By 2021, the gap between boys and girls achieving 7 or more passes at A* - C (including English and Maths) will have narrowed to under 10%.
- By 2021, over 80% of FSME pupils will attain 7 or more passes or equivalent at A* - C.
- By 2021, over 70% of FSME pupils will attain 7 or more GCSE passes or equivalent at A* - C, including English and Maths.
- By 2021, over 80% of SEN pupils will attain 7 or more passes or equivalent at A* - C.
- By 2021, over 50% of SEN pupils will attain 7 or more GCSE passes or equivalent at A* - C, including English and Maths.

KEY STAGE 3 TARGETS:

- By 2021, over 85% of pupils will attain Level 5 or higher in Using Mathematics.
- By 2021, over 80% of pupils will attain Level 5 or higher in Communication.
- By 2021, all pupils will have progressed by at least one Level in both Communication and Using Mathematics.
- By 2021, over 50% of pupils identifying as significant 'underperformers' following regression will have moved out of the significant 'underperformance' section after 12 months.

ATTENDANCE TARGETS:

- By 2021, the average annual school attendance will be over 96.5%.

Section 2: Quality of Curriculum

- The key driver behind curriculum development will be **aspiration**.
- In 2018, the school hopes to broaden access for pupils to Full Course (Triple Award) and Double Award Science qualifications.
- In 2018, Markethill High School will move to a Knowledge-Based curriculum for Year 8 pupils (See Section '3').
- Markethill High School fully anticipates that it may be granted Sixth Form access at some point. Should Sixth Form be granted at this school, a document will be published immediately to outline curricular offer.
- The 2018-2021 School Development Plan will include a firm focus on the overhaul of structures for CEIAG, to include:
 - the development of a new Careers' Blog;
 - awareness raising at Key Stage 4 level regarding UCAS;
 - the development of a course of seminars including past pupils and local business / industry leaders to enhance careers awareness;
 - visiting speaks from higher education at Key Stage 4;
 - a predominant focus on employability in Year 10 Learning for Life and Work classes;
 - renewed CEIAG evaluation of the Key Stage 3 and 4 curricula thorough auditing of careers provision in each subject;
 - the embedding of CV, interview skills and post-16 seminars.
- From 2018, the school will also participate in high-level external activities within a curricular and extra-curricular capacity to ensure the best opportunities for all. These include:
 - the BT Young Scientist of the Year competition
 - the British Academy Modern Languages Award;
 - the Maths and Science Olympiads;
- In the next School Development Plan, it is hoped that we will extend academies to include Athletics and Tug-of-War, and that the school may introduce Cricket as a summer option.
- The school will introduce a Musical Theatre / Dance Club as part of its extra-curricular activities.

Section 3: Planning, Learning, Teaching and Assessment

The school's approach to planning, learning, teaching and assessment in the new Development Plan for 2018 – 2021 will be framed around three concepts and maxims:

- 1: Knowledge:** Factual Knowledge must precede skill
- 2: Memory:** Memory is the residue of thought
- 3: Assessment:** Assessment is the bridge between teaching and learning

The rationale and overarching principles for the development of each concept in 2018 – 2021 are as follows:

Knowledge

- A: A stronger knowledge base is needed for new GCSE and 'A' Level examinations, which include increased theory testing and less testing of supposed 'generic, transferable skills';
- B: Cognitive science indicates that background knowledge pre-empts strong domain-specific skills (Daniel Willingham 'Why don't students like school? P25);
- C: The transmission of high-quality knowledge is one of the most effective and expedient ways of closing the 'learning gap' between children who come from different cultural backgrounds;
- D: Knowledge comprehension lays the foundation for the journey from surface learning to deep learning, from novice to expert.

Memory

- A: The embedding of knowledge into long-term memory will increase automaticity, thus easing cognitive load and freeing up working memory;
- B: Real learning is when the 'mental map' in long-term memory is changed through the embedding of new knowledge and the interplay between existing knowledge and new knowledge. There is hence a difference between 'performance' and 'learning';
- C: As 'memory is the residue of thought', we should be planning each lesson in terms of what our pupils are likely to be thinking about;
- D: A further aim of lessons should be to 'harness' working memory in order to build powerful long-term memory;
- E: To facilitate the transfer of knowledge into long-term memory, curriculum design should allow for topics to be spaced and interleaved.

Assessment

A: Assessment plays a vital role not just in measuring progress, but also in the process of transferring knowledge into long-term memory; through self-testing, formative assessment and other measures. In this way, testing does not just measure pupils' understanding; it helps develop understanding;

B: Frequent retrieval practice is an important factor in ensuring knowledge embeds into long-term memory;

C: Repeated low-stakes formative testing, when spaced and interleaved and with the intention of responsive teaching, can strengthen long-term memory;

D: Low-stakes formative testing can take numerous forms, including recaps at the start of class, weekly 'quizzes' and online computer-adaptive assessments.

Implications

- Markethill High School will introduce 'Knowledge Organisers' for Year 8 pupils in each subject in September 2018, Year 9 pupils in September 2019 and Year 10 pupils in September 2020. The purpose of these Knowledge Organisers will be to facilitate the process of embedding core knowledge in long-term memory through a range of explicit instruction, retrieval practice and self-quizzing techniques. When embedded in long-term memory, automaticity is facilitated and working memory is freed to allow for deeper learning in the classroom. Knowledge Organisers will therefore be an important tool in the process of harnessing working memory in the classroom;
- The establishment of clear and firm direction by the teacher. Markethill High School believes in the teacher as 'sage on the stage' and not 'guide on the side';
- The establishment of 'explicit instruction' which will include some drill and rote learning, as well as other well-established techniques for embedding knowledge in long-term memory, including effective questioning, scaffolding upwards as opposed to downwards, robust approaches to modelling of pupil work, daily recaps, low-stakes weekly testing and self-quizzing. Markethill High School will be basing pedagogical advances in this area on Clark, Kirschner and Sweller's excellent paper entitled: 'Putting Students in the Path to Learning'. A further good definition of explicit instruction may be found here:
<https://bennewmark.wordpress.com/2017/10/07/ten-principles-for-great-explicit-teaching/>
- A move away from a focus on skills to that of deep background factual knowledge. It is only from that strong conceptual springboard that domain-specific skills will develop. Markethill High School believes that its strong focus on knowledge at Key Stage 3, and strategies for the embedding of knowledge in long-term memory, will ultimately allow the school to introduce deeper and more advanced subject-specific

concepts at an earlier stage. In that regard, our new Knowledge-Based curriculum at Key Stage 3 will include more breadth and depth in learning than at any time in the history of this school. It is both ambitious and highly aspirational for our pupils;

- Self-Quizzing and retrieval practice will become a much more prominent feature of pupil homework.

Section 4: Leadership

The priorities for leadership in the School Development Plan 2018-2021 will be as follows:

- Meeting the ambitious targets for standards and outcomes set out in Section 1 of this document;
- Driving forward and embedding the school's clear beliefs and convictions in relation to high-quality learning and teaching, with a focus on knowledge, memory and assessment;
- Offering the highest-quality professional development to all staff, including opportunities to refresh advanced subject-specialist knowledge;
- Introducing and embedding post-16 provision for pupils of Markethill High School;
- Developing strong and robust links with Higher Education representatives;
- Offering opportunities for secondment to the Senior Leadership Team;
- Reviewing and enhancing the school's CEIAG provision;
- Laying the foundations, figuratively, for a potential New Build for Markethill High School;
- Securing a much-needed increase in admissions;
- Embedding an ambitious and aspirational behaviour management system based on a 'no excuses' approach, but with a clear focus on positive reinforcement;
- Strengthening the fusion between the academic and pastoral elements of school life, notably through the introduction and embedding of an emerging vision for pupil mentoring;
- Introducing an Honours System for exceptional representation at a regional, national or international level;
- Developing student leadership opportunities;
- Developing the school House system;
- Taking the lead in the establishment of a Community Wellbeing Forum;
- Establishing greater curricular links with partner Primary Schools.

Section 5: Pastoral Care and Safeguarding

- The school will introduce an Honours System through the next School Development Plan, recognising representation at county, national or international level through a special school tie;
- The school will capacity build in the area of SEN;
- The school will appoint a new Year Teacher for September 2018;
- The school will explore the pastoral implications of Sixth Form provision, including the need for the development of student leadership opportunities;
- The school will embed its new Behaviour and Achievement System, with a focus on positive behaviour and 'no excuses' behaviour management;
- The school will embed a Family Lunch once per week with Year 8 pupils, emphasising traditional habits of dinner table discussion, serving one another and gratitude;
- School Council will play a prominent part in discussion around all aspects of the new School Development Plan;
- Markethill High School will play a lead role in the establishment of a Community Wellbeing Forum involving local Churches, youth groups and voluntary organisations in the locality;
- The school has appointed a former teacher who will play an important role in the execution of a new mentoring initiative from September 2018. Mrs C. Henry, Senior Teacher, will be taking the lead in developing the vision for mentoring based on what the school has learned from prior experience in the outgoing School Development Plan as well as an understanding of our clear strengths. The mentoring initiative will also allow for capacity building amongst members of the school's pastoral team.

Appendix 2

Markethill High School's 6 Principles for Learning and Teaching

1. Effective Learning and Teaching must be embedded within a constant and unrelenting framework of '**Stretch and Challenge**';

- We have high expectations of all pupils, all the time;
- We believe that it is good for pupils to struggle just outside of their comfort zone, as that is when they are likely to learn most. This involves high challenge, low stress and deep thinking which leads to effective learning;
- Learning intentions are most effective when they are single and challenging for all pupils;
- High challenge, anchored from the outset in all lessons, is made explicit to pupils;
- We believe that pupils embrace challenge most effectively when they adopt a growth mindset to their work and effort;
- We believe that staff should have ongoing access to professional development in their subject area, thus ensuring that stretch and challenge opportunities are utilised to the maximum in all lessons;
- We believe in 'benchmarking brilliance' through displays of high-quality pupil work in classrooms and in corridors;
- We believe that surface learning is a necessary pre-requisite to deep learning;
- We believe in high-quality presentation and content of written work. Integral to this is our strong belief in the drafting and re-drafting process. If it's not excellent, it's not finished.

2: Effective Learning and Teaching will be facilitated greatly by planning for, and embedding, **effective questioning** within the classroom, and ensuring that **oracy** reflects high quality academic register;

- We believe that really deep learning is best facilitated through highly effective questioning techniques which enhance and broaden understanding and the ability to synthesise information;
- We believe that pupil questioning should be planned out in advance of lessons;
- We believe that highly effective questioning is fluid, that it occurs in different forms and during each part of the learning and teaching cycle;
- We believe that good questioning initiates and sustains a high level of academic rigour;
- Effective questioning sows the seeds of rich discussion which engages, activates, challenges, connects and deepens knowledge;
- We believe in the importance of ensuring that pupils speak in a manner which reflects the academic register of the subject, and we encourage them to use high-level vocabulary in their responses;
- All teachers in Markethill High School are au fait with the school's handbook on effective questioning.

3: Effective Learning and Teaching requires **effective modelling**, breaking complex processes into steps, providing time to check understanding and making sure pupils have opportunities to ask questions;

- As a school we believe that it is our duty to show pupils how to use and manipulate their knowledge to form end outcomes and to ensure that these outcomes are as high a standard as possible – otherwise known as ‘modelling’;
- We believe that modelling, and the deconstruction of excellence, is an integral and vital part of the learning process;
- We believe that teacher explanation and modelling are inter-connected;
- We believe that modelling a complex procedure in small portions, followed by focused practice, is an effective strategy for successful pupil outcomes;
- We believe that success criteria should be accompanied by effective modelling;
- Effective modelling can be undertaken in a range of ways, including live modelling, prepared modelling, peer modelling, expert modelling and the sharing of multiple models;
- We believe that it is also incumbent upon teachers to model academic register and high quality grammar in the classroom.

4: High Challenge Activities to support effective Learning and Teaching in the classroom will act as a **scaffold** to allow all pupils to reach our high expectations;

- ‘Scaffolding’ is the process which moves pupils from point ‘A’ to point ‘B’ in their learning – from knowing vaguely what to do to being confident, independent practitioners;
- We define scaffolding as ‘those elements of the task that are initially beyond the learner’s capacity, thus permitting him or her to concentrate upon and complete only those elements that are within his range of competence’;
- We believe that we should always scaffold upwards with pupils, and never downwards. In this regard, the best scaffolding will support pupils’ thinking and their ability to integrate new concepts, as well as providing a structure;
- We believe that similar high expectations must be set for all pupils, but we understand that everyone will need a different level of support to achieve these expectations; same bar, different ladders;
- Scaffolding also includes the ability to prompt pupils to shift their speech from everyday language to academic register.

5: Effective Learning and Teaching should allow for **(monitored) independent practice** to allow for mastery through differentiation by outcome;

- We believe that (monitored) independent practice is one of the best and most effective indicators of high-quality learning and teaching;
- We believe that independent practice follows strategic and effective questioning, modelling and scaffolding to allow pupils to meet aspirational learning intentions;
- We believe that independent practice reflects the confidence and ability of pupils to complete tasks by themselves with limited prompting.

6: **Formative assessment and feedback** will help plan for, implement and evaluate effective Learning and Teaching strategies.

- We believe that feedback matters. We believe that it is best when it is a reciprocal process, allowing pupils to reflect upon their progress and modify strategies accordingly. In this regard, feedback helps to close a 'learning gap' as it helps identify regular and specific improvement strategies;
- We believe that timely feedback enhances the growth mindset;
- We believe that feedback must be fit for purpose, timely, manageable and designed to move pupils forward in their learning.

Appendix 3

Markethill High School: Knowledge, Memory and Assessment

Part 1: 'Factual Knowledge must precede Skill'

- 1: A stronger knowledge base is needed for new GCSE and 'A' Level examinations, which include increased theory testing and less testing of supposed 'generic, transferable skills';
- 2: Cognitive science indicates that background knowledge pre-empts strong domain-specific skills (Daniel Willingham 'Why don't students like school? P25);
- 3: The transmission of high-quality knowledge is one of the most effective and expedient ways of closing the 'learning gap' between children who come from different cultural backgrounds;
- 4: Knowledge comprehension lays the foundation for the journey from surface learning to deep learning, from novice to expert.

The 'Tension' between Knowledge and Skills

- The Northern Ireland Revised Curriculum encourages a focus on developing skills. The statutory requirements for each 'Area of Learning' identify the development of such supposed skills as key learning outcomes, such as researching and managing information, thinking critically and flexibly, solving problems, demonstrating creativity, working effectively with others, managing information, self-management and communicating effectively. The standardisation of learning outcomes in each 'Area of Learning' in such a way highlights the implication pervading the Revised Curriculum that such skills are generic, transferable, discrete and teachable;
- The prominence of such skills in Revised Curriculum Learning Outcomes suggests that such skills are most important, and that the content – the knowledge – which helps to develop them can be interchangeable;
- The Revised Curriculum reduced the amount of content on the curriculum and placed emphasis on the skills pupils should develop. The fact that subjects are grouped into 'Areas of Learning' (eg History and Geography is known as 'Environment and Society') is an attempt to encourage teachers to think of lessons more as a series of 'learning experiences', where pupils can negotiate the meanings of the knowledge that they have brought to the classroom. Teachers are encouraged to have skills-based learning intentions in every lesson;

- Some of the implications of the Revised Curriculum have perhaps been:
 - less emphasis on the transmission of new knowledge by the teacher;
 - more emphasis on project-based learning with a focus on research, both within subjects and between subjects;
 - enhanced use of group work;
 - greater focus on 'discovery-learning' as opposed to explicit and direct didactic teaching. The teacher, hence, is 'guide on the side' as opposed to 'sage on the stage';
 - pupils create their own 'knowledge' through research or other means;
 - emphasis on making lesson content 'relevant' to pupils' experiences.

- Cognitive science indicates that skills are neither generic nor transferable. In fact, they are very specific to the domain, and heavily dependent upon strong factual knowledge (Adriaan de Groot's chess experiment). A chess master has strong analytical skills in the domain of chess, but put him in a lab and he will not be able to find a cure for a disease. He will need a lot of understanding of other domains such as Biology before he can apply those skills;

- Discovery learning activities which encourage pupils to 'think like a scientist' or think like a historian' may fail as pupils lack the domain-specific knowledge, deliberate practice and experience necessary in the journey from novice to expert. Experts create knowledge. Pupils cannot journey to that stage without a deep understanding of existing subject knowledge (Daniel Willingham 'Critical Thinking' p 16). The way in which the brain stores new information, and makes inferences and discoveries, is by connecting to existing stored knowledge. You cannot have skills without knowledge, because you cannot evaluate something you do not know anything about. You also cannot come up with new ideas without jumping off existing ones: Einstein could not have discovered relativity if Newton had not already come up with gravity - and if someone had not taught Einstein about Newton's discovery. And Newton could not have come up with gravity without the inventions of many who came before him: that is why he said he was "standing on the shoulders of giants". Newton and Einstein were among the most creative people in history: creativity requires knowledge.

- Surely the purpose of our education system is to teach children domain-specific background knowledge and understanding which - through deliberate practice and the accrual of experience - can allow them to make the journey to expert as they acquire domain-specific skills. For a scientist, this will involve the advanced skill of scientific method - generating hypotheses, interpreting anomalies, deep analytical thinking, comparing and contrasting, etc. But this skill will not necessarily be

transferable. It will be the skill of an expert - but an expert within a particular domain;

- A number of studies have shown that disadvantaged students benefit most from a knowledge-based curriculum, because they have not been exposed to the range of vocabularies and high-level cultural knowledge outside school as some of their more fortunate peers. If you grow up in an 'academic' family, with a house full of books that your parents discuss with you, if you are taken on trips to museums, etc, you will absorb a lot of facts. If you do not and are not intrinsically motivated to learn, you will not have the same opportunity. That is why school needs to impart knowledge systematically. Teaching knowledge explicitly and effectively is our best chance of ensuring equality for all our pupils;
- A number of studies have shown that "explicit instruction" (NB Greg Ashman) is particularly effective. In explicit instruction, the teacher deliberately teaches the students, rather than leaving it up to them to discover the answer. Pupils only progress to the next concept when they have mastered the previous one, and they use deliberate practice (NB Daisy Christodoulou) a lot to make sure they understand what they have been taught (think of how people learn to play musical instruments well). Far from being passive, this is an 'active' process for pupils, as there is a constant dialogue between teacher and pupils in the form of questions and answers, as well as regular formative assessment and testing, so that the teacher knows if the knowledge is being understood and can respond accordingly.

Part 1 Conclusion:

Markethill High School believes that a knowledge-based curriculum offers pupils the best opportunities for success, not just within assessment and examination contexts, but also in relation to broader curricular aims. The predominant aim at Key Stage 3 must be the explicit teaching of domain-specific knowledge. The curriculum design should have strong, formal foundations in traditional subjects, each with a clear progression model which is structured carefully so that pupils are building on what they already know. This progression model must be aligned with a pedagogical focus on how knowledge can be embedded into long-term memory.

Implications for Markethill High School

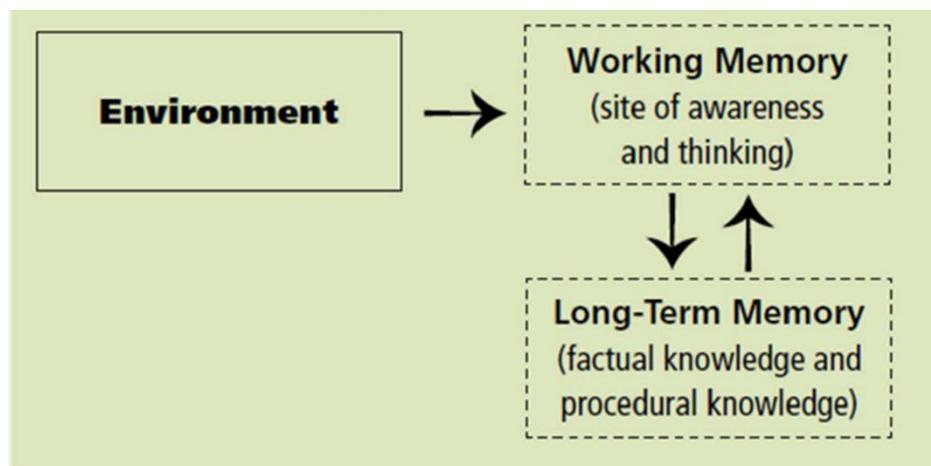
- A move towards 'Knowledge Organisers' for Year 8 from September 2018;
- The establishment of clear and firm direction by the teacher – no concern about 'over-direction';
- The establishment of 'explicit instruction' which will include drill and rote learning;

- A move away from a focus on skills to that of deep background factual knowledge. It is only from that strong conceptual springboard that domain-specific skills will develop;
- A focus on how deep structural knowledge can be transferred within a domain.

Part 2: 'Memory is the Residue of Thought'

- 1: The embedding of knowledge into long-term memory will increase automaticity, thus easing cognitive load and freeing up working memory;
- 2: Real learning is when the 'mental map' in long-term memory is changed through the embedding of new knowledge and the interplay between existing knowledge and new knowledge. There is hence a difference between 'performance' and 'learning';
- 3: As 'memory is the residue of thought', we should be planning each lesson in terms of what our pupils are likely to be thinking about;
- 4: A further aim of lessons should be to 'harness' working memory in order to build powerful long-term memory;
- 5: To facilitate the transfer of knowledge into long-term memory, curriculum design should allow for topics to be spaced and interleaved.

- Cognitive scientists have done much research into the dynamic interplay between environment, working memory and long-term memory.



- Working memory is 'new' information you can keep in your head at one time. It is very limited – research suggests you can hold between three and seven pieces of new information - and it is tiring keeping things in your working memory. In lessons, pupils are typically using working memory much of the time. The more knowledge pupils have in long-term memory, the greater the automaticity, thus easing cognitive load and freeing up working memory. An example is learning your times tables by heart. Imagine you are given the following problem:

" $2*2+2*3+6*8=x$ ". The problem is hardest if you do not know what $*$, $+$, and $=$ mean, and the order of mathematical operations. This is knowledge. But the problem is also harder if you have to work out in your head, from scratch, what $2*2$ is and what $6*8$ is. If you know your times table, you will automatically see that this problem is " $4+6+48$ ". It is much quicker and easier to work out the answer – you probably do not even need to write anything down. Working memory is relatively fixed. Long-term memory is not.

- Real learning is when the 'mental map' in long-term memory is changed through the embedding of new knowledge and the interplay between existing knowledge and new knowledge. There is hence a difference between 'performance' and 'learning'. Performance does not necessarily indicate learning. When a pupil performs very well in a test following a topic taught immediately prior, it does not mean it has been learned. We will all be aware of pupils who seem to grasp a topic, only to perform poorly in it in term exams three months later. Our goal must therefore be to secure knowledge in long-term memory;
- As 'memory is the residue of thought', we should be planning each lesson in terms of what our pupils are likely to be thinking about. Our aim should be that pupils are thinking about the subject content we are teaching as much as possible, and eliminating distractors. This has implications for the types of activities we undertake in lessons. If pupils are undertaking a skill-based lesson focused on research and an end outcome such as a Powerpoint presentation – do they tend to be thinking fully about the subject content, or are they on 'cool font' deciding which font they are going to use? If they are making a paper-mache volcano – are they thinking about the geographical structures of a volcano or which person in the class has the glue? If pupils are looking for potatoes around the room, are they thinking about the implications and consequences of the Irish potato famine or where is the best place in the classroom to hide a potato?
- A further aim of lessons should be to 'harness' working memory in order to build powerful long-term memory. In this regard, we should establish four key principles (Peps McCrea – 'Memorable Teaching'):
 - a. Manage Information – this includes eliminating distractions, minimising interruptions to lessons, avoiding superfluous information;
 - b. Streamline communication – this includes considering the multimodality and clarity of our exposition in lessons, aiming to avoid cognitive overload;
 - c. Orient attention – tell pupils what to look for in advance, stress knowledge, seek to extract knowledge from long-term memory;

- d. Regulate load – adjusting load in terms of complexity, dependency, autonomy and familiarity;
- As mentioned, our overall aim should be to ensure that real learning has taken place through the transfer of concepts / knowledge from working memory into long-term memory. As per Bjork’s ‘desirable difficulties’, this goal can also be greatly facilitated when curriculum design allows for topics to be spaced and interleaved.

Part 2 Conclusion:

Markethill High School believes that there is a difference between real learning and performance. Real learning happens when the mental model in long-term memory is changed. This has implications for the classroom. Lessons should maximise opportunities for pupils to think about subject content. This involves harnessing working memory in a manner which eradicates distractions and interruptions, accentuates effective communication, focuses cognitive attention effectively and regulates cognitive load.

Part 3: Assessment is the Bridge between Teaching and Learning

- 1: Assessment plays a vital role not just in measuring progress, but also in the process of transferring knowledge into long-term memory; through self-testing, formative assessment and other measures. In this way, testing does not just measure pupils’ understanding; it helps develop understanding;
- 2: Frequent retrieval practice is an important factor in ensuring knowledge embeds into long-term memory;
- 3: Repeated low-stakes formative testing, when spaced and interleaved and with the intention of responsive teaching, can strengthen long-term memory;
- 4: Low-stakes formative testing can take numerous forms, including recaps at the start of class, weekly ‘quizzes’ and online computer-adaptive assessments.

- Just because something has been taught, does not mean that it has been learned. If it has not embedded in long-term memory, it has not been learned. This is called the teaching-learning gap. Assessment can be viewed as a bridge to help close this gap through providing pupils with testing opportunities which facilitate retrieval practice, thus helping to embed knowledge and understanding in long-term memory;
- Assessment plays a vital role not just in measuring progress, but also in the process of transferring knowledge into long-term memory; through self-testing, formative assessment and other measures. In this way, testing does not just measure pupils’

understanding; it helps develop understanding (Daisy Christodoulou – ‘Making Good Progress’);

- Research indicates that the act of recalling information from memory actually helps to strengthen the memory itself. This is called the retrieval effect. This is why testing – no matter what the overarching curriculum aim – is such a powerful tool. Research indicates, for example, that self-testing / self-quizzing is a more effective revision technique than simply re-reading material. This lends significant weight to the rationale for increasing the frequency of formative testing. Frequent testing of curriculum content strengthens the validity of formative assessments. Emerging research is also identifying links between well-designed multiple-choice questions and the retrieval effect;
- In line with above, the formative testing of curriculum content should ideally be spaced and distributed to allow for the benefits of the retrieval effect to become most palpable. This means that content should be repeated in a low-stakes testing capacity over days, weeks, months and even years;
- Such tests should be specific, and should aim to identify strengths, weaknesses and misconceptions to which subsequent teaching can respond.

Part 3 Conclusion:

Markethill High School believes that assessment can act as a bridge between teaching and learning, optimising retrieval practice in a specific, frequent and repeated manner, drawing upon topics taught not just prior to testing, but in weeks, months and years beforehand. Markethill High School believes that well-devised, low-stakes formative testing at the beginning of lessons (in the form of recap) can have a greater impact than superficial plenaries at the end of lessons.

Appendix 4

INTERVENTION and MENTORING DISCUSSION DOCUMENT

Introduction

As part of the school's drive to become more effective in its use of data and to 'close the loop' between the academic and the pastoral elements of school life, there is a need to take an increasingly focused approach to mentoring with pupils at all levels. This is also based on the embedding belief that mentoring is most effective when undertaken early in a child's secondary education, and based on emerging evidence of excellent practice from intervention work.

This document will look at existing practice in relation to mentoring at both Key Stages 3 and 4, and will outline potential multi-layered strategies for evolving approaches, using a broad range of data for identification purposes, including the comprehensive literacy tracker, regression calculations and the new PASS (Pupil Attitudinal Survey) data. The document will make the distinction between subject-specific mentoring strategies, particularly linked to literacy / numeracy, and generic intervention processes involving mentoring.

Context:

In recent years, intervention has happened at a range of levels, both at Key Stage 3 and Key Stage 4.

Key Stage 3

Existing Practice

- Historically, intervention has taken place in literacy through the Reading Recovery Programme. This is aimed typically at Year 8 pupils who, whilst not necessarily on the SEN register, may evidence difficulties with literacy as documented in the literacy tracker. This intervention is mostly led by classroom assistants;
- More recently, intervention in literacy has also targeted pupils in Year 9 who have evidenced low or under achievement in this area. To define the nature of intervention further, PIE12 results have been analysed and a specific, focused intervention strategy put in place. For example, this may target spelling, text retrieval or another aspect of literacy. Between 2013 and 2015 this was undertaken by the two seconded teachers from the Signature Project which is now defunct.
- From January 2016 the school is undertaking a targeted literacy intervention with 20 boys in Year 9. The scheme has been devised by the National Literacy Trust and ties in with sport, notably football. These boys have been identified based on an analysis of PTE scores / Accelerated Reading Scores.

Evidence from England would suggest that there is a significant success rate in raising reading ages and pupils' willingness and desire to read independently for pleasure.

- Intervention procedures are identified in numeracy, with particular emphasis on the MyMaths Programme as a means of 'boosting' the progress of high achievers and Gifted and Talented pupils, as well as specific programmes for supporting those who experience difficulty with aspects of their mathematical skills.
- On occasions, Key Stage 3 pupils may be referred to the after-school Maths 'clinic' for targeted support.
- In 2014-2015, a pilot in 'generic' mentoring was undertaken. Three members of staff undertook a visit to Brownlow Integrated College to explore strategies used there, linked to target-setting. This was followed by the instigation in school of a 'mentoring team' of staff who met with specific pupils over the course of a term. Pupils were targeted, primarily, through the results of PASS attitudinal surveys. The Programme was overseen by the school's Pupil Progress Manager, with specific input from the Pastoral Team.

Key Stage 4

Existing Practice

- New tracking procedures at Key Stage 4 require staff to identify what intervention strategies are being utilised to support pupils at all levels, including underachievers and overachievers.
- Many subject areas run after-school revision classes and / or 'subject clinics' for pupils who wish to avail of them;
- The school receives the equivalent of 12 days' sub-cover for literacy and numeracy work through the ALC, and has also submitted applications for funding from the Public Health Agency. Formerly, this has been used to host 'blitz' days immediately prior to examinations, focused revision days over half-term and an 'Easter School' over a period of 8 days;
- Intervention in literacy has taken place in recent years for targeted FSME pupils and for certain pupils identified as borderline through CATS. Between 2013 and 2015 this was undertaken by the 2 seconded teachers through the Signature Project;
- In 2014-2015 pupils in the Year 12 A4 and A5 class came into school in small groups on a Thursday during work experience to avail of extra English and Maths. In 2015-2016, work experience was scrapped altogether in favour of

allocating more timetabled English, Maths and Learning for Life and Work classes for these pupils.

- An after-school Maths class runs every week, affording pupils who need extra support the opportunity to avail of it.
- ALC Co-ordinator, Mr McMinn, has mentored a number of pupils, mainly from the A4 and A5 class over the past 3 years.

The Use of Data for Intervention Purposes:

The school's use of data is increasingly sophisticated and includes:

- CAT 'D' (undertaken before entry into Year 8) and 'G' data (undertaken in Year 11), including mean standardised scores, non-verbal scores, quantitative scores and verbal reasoning scores;
- Associated GCSE predicted outcomes;
- PIE and PIM 11 scores gleaned from Primary School data;
- Single Word Spelling Test (SWST) scores undertaken before entry to Year 8;
- Accelerated Reading Scores undertaken at 6 junctures between the start of Year 8 and the end of Year 9;
- PTE12 and PIM / PTM12 scores undertaken before entry into Year 9;
- PASS data undertaken annually with key Stage 3 pupils;
- NGRT scores undertaken for the purposes of SEN identification and tracking;
- A regression of internal exam results to allow for a comparison with CATS mean standardised scores, indicating progress made throughout the term / year;
- Qualitative data from teachers regarding Gifted and Talented pupils, for the purposes of instigating and maintaining a G&T register.

The data, and a comparison thereof, is used to identify pupils for the range of interventions outlined in the 'Context' section.

In line with the School's Development Plan, the introduction of subject-specific tracking at Key Stage 3 will take place in 2016-2017. At this stage, there will be enhanced opportunities for subject-specific intervention.

As a result, moving forward, data should be used for the identification and intervention of pupils at a range of levels:

- 1. for the purposes of literacy intervention;**
- 2. for the purposes of numeracy intervention;**
- 3. for the purposes of subject-specific intervention;**
- 4. for the purposes of generic mentoring.**

Timing of Data Retrieval

The timing of data retrieval is critical, and the school has some work to do to fine-tune this. Currently, pupils sit CAT 'D' tests, SWST tests and their first Accelerated Reader test in June of P7 before entry into Year 8. Simultaneously, the school collects PIE 11 / PIM 11 (and assessment levels if available) from Primary Schools. Over the course of Year 8 pupils sit a further 2 Accelerated reader tests, allocating a reading age for each pupil. PTE 12 / PTM 12 / PIM 12 tests are undertaken in the first term of Year 9, and PASS tests in the second term for all Key Stage 3 pupils. As we move forward, we need to refine this system so that we can ensure greatest accuracy / correlation when comparing test results for progression. In line with this, I feel it is important that tests are undertaken at the same time each year. I am not convinced that undertaking the diagnostic tests in the first term of a year, when pupils' cognitive prowess may be less sharp following summer holidays, is the best method.

I am suggesting the following as a means of refining our data 'snapshot' timeframe:
Data Timeframe – 2016-2017

Year Group	Test	Time
Year 8	CAT 'D'	June of P7
Year 8	SWST 11	June of P7
Year 8	STAR (AR) Test 1	June of P7
Year 8	PIE 11	Collected June of P7
Year 8	PIM 11	Collected June of P7
Year 8	Assessment Point 1	October of Year 8
Year 8	Internal Exams Regression 1	December of Year 8
Year 8	STAR (AR) Test 2	February of Year 8
Year 8	Assessment Point 3	March of Year 8
Year 8	STAR (AR) Test 3	June of Year 8
Year 8	Internal Exams Regression 2	June of Year 8
Year 9	CAT 'E'	June of Year 8
Year 9	SWST 12	June of Year 8
Year 9	PIE 12 / PTE 12	June of Year 8
Year 9	PIM 12 / PTM 12	June of Year 8
Year 9	Internal Exams Regression 3	December of Year 9
Year 9	STAR (AR) Test 4	February of Year 9
Year 9	STAR (AR) Test 5	June of Year 9
Year 9	Internal Exams Regression 4	June of Year 9
Year 10	CAT 'F'	June of Year 9
Year 10	SWST 13	June of Year 9
Year 10	PIE 13 / PTE 13	June of Year 9
Year 10	PIM 13 / PTM 13	June of Year 9
Year 10	Internal Exams Regression 5	December of Year 10
Year 10	Internal Exams Regression 6	June of Year 10

Years 8/9/10	PASS	October annually
Year 11	CAT 'G'	June of Year 10
Year 11	SWST 14	June of Year 10
Year 11	PIE 14 / PTE 14	June of Year 10
Year 11	PIM 14 / PTM 14	June of Year 10
Year 11	NGRT	September of Year 11
Year 11	Assessment Point 1	October of Year 11
Year 11	Internal Exams	December of Year 11
Year 11	Assessment Point 3	March of Year 11
Year 11	Internal Exams / Modules	June of Year 11
Year 12	Assessment Point 5	October of Year 12
Year 12	Mock Exams / Modules	January of Year 12
Year 12	Assessment Point 7	March of Year 12

This timeframe allows for consistency in timings across all year groups, and will be overseen by the Pupil Progress Manager.

The June Key Stage 3 tests should be undertaken on a day within the exams timetable window to give the tests some 'kudos'. Currently Key Stage 3 pupils have 4 'study' days during this period.

This would leave the new August Year 9 and Year 10 days to focus on mentoring and target-setting, similar to what currently happens with Year 12 pupils.

Strategies for Development at Key Stage 3

- The regression analysis undertaken after the end of Year 8 Christmas and Summer examinations identifies pupils who are overachieving and underachieving in terms of progress. This is based upon an analysis of their standardised exam scores in 6 subjects against their CAT standardised score. We need to explore how this evidence could be used further as a lever for intervention with pupils for subject-specific intervention or generic mentoring;
- We need to explore further 'peer mentoring' at a subject-specific level, involving capable Senior pupils tutoring Key Stage 3 pupils in a given subject. This would be a replacement of the former 'School Mentor' system, through which selected pupils went into form classes to work in a pastoral manner with junior pupils. The latter mentoring system has been widely accepted as ineffective based on evaluation feedback;

- Established, regular meetings between the Pupil Progress Manager, Senior Pastoral Teachers, literacy co-ordinator, numeracy co-ordinator, SENCo, VP and Principal – once a month before school;
- The Key Stage 3 PASS data is identifying a number of pupils who are demonstrating weak / moderate cultural behaviours towards school and learning. We need to explore further how the breakdown of scores from the 9 PASS areas may impact upon individualised mentoring strategies with children identified for generic mentoring based on these scores;
- We need to agree upon monitoring and evaluation processes for the current raft of literacy / numeracy interventions which are in place at Key Stage 3;
- Explore the possibility of an external ‘mentor’ to work with specific children in-house;
- The introduction of whole year group ‘mentoring’ days for Year 9 and Year 10 pupils in August, involving Form Teachers and Year teachers;
- The establishment of a permanent mentoring group in school based on sound principles of intervention (see section on ‘Generic Mentoring’);

Strategies for Development at Key Stage 4:

- Continuation and extension of literacy and numeracy intervention to include more pupils, including FSME pupils;
- The introduction of a meeting between Form Teacher, Year 11 pupil and parent in November of Year 11, similar to current strategy with Year 8 pupils only with Year 11 pupils in attendance;
- Continuation of the Year 12 August day, with a revamped name of ‘Mentoring Day’;
- Continued funding for English and Maths intervention;
- Continued subject-specific intervention based on tracking.

Generic Mentoring:

The Pastoral Team, in collaboration with the Pupil Progress Manager and SLT, should evolve and embed approaches to generic mentoring with specific pupils in 2016-2017.

Data utilised should include: an analysis of PASS data from the Primary School for Year 8 pupils, in-house PASS data as well, regression analysis from internal exams as well as qualitative feedback from within school.

Between January 2016 and June 2016, the pastoral team and Pupil Progress Manager will be tasked with formulating the strategy for generic mentoring to include identification of pupils, the nature of intervention and evaluation procedures.

Research suggests that generic mentoring can have a positive effect on young people. The NFER has evaluated wide-ranging mentoring strategies and have concluded that, on many occasions, mentees felt:

- more confident talking to people;
- more confident that they could cope well with the 'unknown';
- that they were better at organising their work;
- that they were increasing effective at thinking for themselves.

In setting up generic mentoring, I would ask the SLT / pastoral team / Pupil Progress Manager to consider:

- clear criteria for identifying pupils
- how mentoring will meet the needs of individual pupils
- implications for timetabling (if applicable)
- how regular contact will be maintained
- how mentoring meetings should be monitored

In relation to mentors:

- there needs to be a clear explanation of the role of the mentor
- a clear outline of the parameters of mentoring
- an emphasis on a non-judgemental approach
- agreement of the skills necessary for mentoring
- some training on the most effective mentoring strategies

Finally, clear consideration needs to be given to how we will evaluate the outcomes of any generic mentoring strategy.

January 2016