School Development Framework

Element	Renew	Reinforce	Refine	Rich
Behaviour	Leaders and teachers are not taking effective steps to secure good behaviour from pupils. Pupils lack engagement and persistent low level of high-level willful disruption contribute to reduced learning and disorderly classrooms.	Students are safe and they feel safe. Leaders and teachers are taking effective steps to secure good behaviour from students, but this is not yet consistently embedded. Most students' attitudes are positive. The demonstrate a growing commitment to their learning. Relationships among staff and students are learning focused but require consistency of routine and high expectations to full respect a positive culture.	Leaders and teachers have high expectations for students' behaviour and conduct. Students' attitude to their education are positive. They are committed to their learning. Relationships between students and staff are learning focused and reflect a positive and respectful culture. Clearly defined routines and boundaries are in place.	Leaders and teachers demonstrate relentlessly high expectations and conduct. Students behave with consistently high expectations of respect for others. Students consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties/ Students behave consistently well demonstrating high levels of self-control and consistently positive attitudes to their education.

Element	Renew	Reinforce	Refine	Rich
Attendance	Promoting attendance remains the responsibility of a few key staff. Expectations are not continually reinforced and as a result, overall levels of attendance are low, with many pupils, especially disadvantaged pupils, falling into persistent absence. Data is used inconsistently and infrequently, and rewards/celebrations and interventions are ineffective in addressing poor attendance.	The importance of attendance and punctuality are promoted, but some key messages lack real clarity and are not consistently reinforced by all staff and school routines. Data is analysed regularly, and a range of appropriate strategies are employed to improve the attendance of pupils who have fallen below thresholds. Rewards and celebrations motivate some pupils to improve their attendance, but don't always pick up on short term progress, when pupils would really benefit from being noticed.	Leaders set high expectations for attendance and punctuality and consistently applied school systems and routines reinforce the message. The majority of staff take a proactive role in supporting high standards of attendance and punctuality. Overall levels of attendance and persistent absence are above national averages for all pupil groups in schools with similar contexts. Regular analysis of data by leaders ensures early intervention and a proactive approach at all levels. The positive culture is reinforced by praise and celebrations.	There is a strong culture were **all staff reinforce high expectations** and contribute to the work to improve attendance and punctuality. Pupils/parents know the expectations and engage positively with systems, so that attendance levels are high and persistent absence is well below national levels for all pupil groups. Data is analysed systematically and frequently, leading to early intervention to address concerns. Pupils with persistent absence all have individual contracts and staff work collaboratively and with other agencies to engender improvement. Excellent attendance and progress are celebrated publicly.

Element	Renew	Reinforce	Refine	Rich
Curriculum Planning	**Focus on sequencing of knowledge:** Work shows little or no evidence of effective sequencing. **Focus on depth and breadth of knowledge:** Work in student books is not of sufficient depth. **Focus on whether pupils revisit their knowledge:** Work shows limited or no evidence of revisiting what they know.	**Focus on sequencing of knowledge:** Work shows some evidence of sequencing. **Focus on depth and breadth of knowledge:** Work allows students to deepen their knowledge of the subject. **Focus on whether pupils revisit their knowledge:** Work shows students are given some opportunities to revisit what they know.	**Focus on sequencing of knowledge:** Work shows students' knowledge is coherently and logically sequenced. **Focus on depth and breadth of knowledge:** Work allows students to deepen their knowledge of the subject with understanding of subject-specific concepts. **Focus on whether pupils revisit their knowledge:** Work shows students are given opportunities to revisit and practice what they know and address misconceptions.	**Focus on sequencing of knowledge:** Work shows students' knowledge is consistently, coherently, and logically sequenced so that it can develop incrementally over time. **Focus on depth and breadth of knowledge:** Work allows students to deepen their knowledge of the subject by requiring thought on their part, understanding of subject-specific concepts. **Focus on whether pupils revisit their knowledge:** Work shows students are regularly given opportunities to revisit and practice what they know to deepen and solidify their understanding and fully address misconceptions.

Element	Renew	Reinforce	Refine	Rich
Retrieval and Practice	Retrieval practice is not consistently used and as a result pupils do not become more fluent in storing and retrieving information from their long-term memory. Pupils are not yet given consistent or sufficient opportunities to practice and embed their skills	Retrieval practice is sometimes used but not yet consistent or sufficient to result in students becoming more fluent in storing and retrieving information from their long-term memory. Pupils are not yet given consistent or sufficient opportunities to practice new skills and apply new knowledge to unfamiliar situations	Retrieval practice is used regularly and as a result pupils are becoming more fluent in storing and retrieving information from their long-term memory. Pupils are given opportunities to practice new skills and apply new knowledge to unfamiliar situations.	Retrieval practice is used regularly and in home learning and as a result students become considerably more fluent in storing and retrieving information from their long-term memory. Pupils' fluency and confidence increases through engaging in practice.
Questioning, Assessment and Feedback	Questioning is used but often elicits a shallow level of response. It is not yet used to secure deeper learning and is not yet responsively adjusted according to how well the pupils grasp the material. Feedback is not regularly provided in response to pupils work and does not yet sufficiently help students to move forwards and progress.	Questioning is used as a tool to elicit responses, but it not yet used to secure deeper learning and it not yet responsively adjusted according to how well the pupils grasp the material. Feedback is regularly provided in response to pupils' work but does not yet sufficiently help pupils to move forward, deepen their understanding or secure fluency.	Questioning is used as a tool to elicit responses and to secure deeper learning and is responsively adjusted according to how well the pupils grasp the material. Teachers know what pupils know and give feedback that moves them forward to support them to deepen understanding and gain fluency.	Questioning and feedback results in securing deeper learning with all pupils. Teachers have detailed knowledge of how well pupils are learning and feedback helps move all students forward towards procedural and conceptual fluency.

Element	Renew	Reinforce	Refine	Rich
Instructional Teaching Daily Review **New material in small steps** Asking questions **Providing models Guided practice** Check students understanding **Obtain a high success rate – 80%** **Scaffolds for difficult tasks** Independent practice Weekly and Monthly review	School leaders may exhibit some knowledge of the Rosenshine principles of effective instruction, but it is unclear in school policies and practice. Training opportunities are not yet available for staff to develop their understanding and teacher planning and QA reviews show little evidence of teachers implementing these principles in action.	School leaders and staff have received training on the principles of effective instruction notably: presenting material in small steps, provision of models, addressing misconception, guided practice, and scaffolds. Policies and QA materials are aligned to the instructional teaching model and teachers are beginning to implement this in their lesson structures.	School leaders and staff have a secure understanding of how direct instruction impacts on pupil outcomes and there is evidence that when applied effectively broadly 80% of pupils can master the concept within a lesson or a series of lessons. There is evidence in QA reviews of some consistency and impact, but further QA is required to ensure consistency to the structure of all lessons.	Quality Assurance frameworks evidence that instructional teaching is fully embedded in all lessons and all subjects. There is evidence of a high success rate of an optimum of 80% of pupils learning and being challenged; this is further demonstrated through QA reviews and weekly and monthly teacher assessment reviews.

Element	Renew	Reinforce	Refine	Rich
Metacognition	School leaders may exhibit knowledge of metacognition, but it is unclear in school policies and not evidenced in practice. Training opportunities are not yet available to staff to develop their understanding of metacognition and teacher planning shows little evidence of teachers explicitly teaching metacognition	School leaders and staff have received training on metacognition and have developed school policies and teaching approaches. Metacognition is built into the quality assurance review of curriculum and teaching and staff have embarked on the explicit teaching, but it is not yet embedded in all lessons and subject areas.	School leaders and staff have a secure understanding of how pupils learn. Staff can explain why metacognition is relevant to the needs of pupils. When address curriculum planning and design, metacognition is embedded consistently in plans and practice.	School leaders exhibit a deep understanding of how pupils learn, and this is evidenced in policies and practice. All staff can explain how metacognition and self regulation is relevant to the needs of pupils. When addressing curriculum planning and design metacognition is embedded consistently in plans and practice. Pupils are also able to clearly articulate how their teachers provide them with strategies to help them know more and remember more.

School Development Framework

Renew	Reinforce
High instructional	Predominantly instructional with elements of codesign
Highest level of school support	High levels of school support
Focus on urgent priorities	Building capacity
Regular monitoring and evaluation	Focus on teacher development
Calm and supportive leadership	Empowerment of staff
Focus on talent management and mapping	Exposure to rich practice
Focus on compliance	Monitoring and evaluation
Refine	**Rich**
Predominantly dialogical	High dialogical
Sharper focus on bespoke priorities	Leading innovation and collaboration
Retention of trust support	Focus on long term planning and longevity
Development capacity	Retaining trust support and relationships
Focus on leadership development	Identification of rich practice and potential for collaboration
	Offering capacity

Apex
COLLABORATIVE TRUST