Faculty Reflection Review
Areas of Strength and for Development

Berwick Academy Faculty Review

As part of our quality assurance programme, we are constantly reflecting on what we do well and what we need to improve. This is based on regular line management meetings, faculty reviews, lesson observations, learning walks, book reviews, student voice activities, governor scrutiny and advice from external critical friends and agencies. A summary of our findings is given below:

Faculty	Areas of Strength	Areas for Development
Communications (MFL – Modern Foreign Languages)	• Speaking and listening (GCSE) is an emerging strength. • Range of student vocabulary and active responses are improving. • Student engagement in language learning.	• Developing phase vocabulary within a language from active starting points within units of work. • Developing students' ability to be spontaneous in conversation. • Student understanding of assessment criteria, exam formats and grade descriptors.
Communications (English)	• Exam preparation and intervention strategies. • Coherence of schemes of work linked to assessments. • Collaboration, ethos and behaviour for learning.	• Tracking progress through 'smaller steps'. • Integration of homework into learning journeys/schemes of work. • Research and reflection in the classroom- What works well?
Maths and Enterprise	• Providing assessment and feedback to students. • Tracking progress & forecasting grades. • Building positive working relationships with students through proactive use of faculty behaviour policy.	• Share good practice and adapt SOW (Scheme Of Work) teaching & assessment to master the new curriculum. • Develop consistency across new courses in tracking progress and forecasting grades. • Improving completion rates and quality of controlled assessment.
Science	• Students are able to state their target grade, predicted grade and next steps; this is also evidenced in book reviews and lesson observations. • A busy programme of visits and talks from outside speakers/agencies to enrich learning. • Many opportunities for lunch and after-school support and learning, including online resources. (Kerboodle, GCSEPod).	• Students track their own progress through use of learning journey sheets. • Increase use of peer and self-assessment to enhance pupil's own understanding of assessment criteria. • Increase use of independent learning and project work to support development of learning skills and knowledge.

Creative Arts	• Creative classroom practice ensured by promoting extended thinking and individualisation of learning, supported by extra curricular experiences. • High quality feedback (verbal and written) which is personalised, constructive, accurate and outlines next steps. • Focused questioning which is differentiated, stretching students to answer their own questions.	• Continue the development of progress tracking systems to prompt DIRT (Directed Improvement and Reflection Time)/differentiation/intervention consistently across faculty subjects. • Develop wider range of differentiated resources, especially with regard to literacy support, but also pre-empting potential issues of non-specialist, low-skill students opting for subjects like drama and music. • Increased accuracy of grade forecasting, through better knowledge of exam board criteria, mark schemes, expectations and grade descriptors. Particularly important for newer staff.
Design Technology	• A staff group with deep and relevant experience and knowledge of subject content. • A productive, constructive and calm teaching environment, where independent learners are encouraged to take ever-more responsibility for their own progress. • An interesting and stimulating curriculum offer.	• The simultaneous development of 4 new schemes of work in line with national curriculum developments, all to begin teaching next year. • The integration of the 'Ignite' principles (the purchase of micro-bit buggies to enhance student learning – as presented to governors) into these courses. • Continuation of work on developing quality of student exam responses.
Humanities	• A relevant, innovative, exciting and rigorous sixth form offer. • Positive working relationships with a range of student ability ranges. • Recent work on building communication skills (extended writing and verbal presentation skills).	• Further development of extended writing skills are required to ensure students can write independently for prolonged periods *without* the use of writing frames. • Monitoring of accuracy and use of faculty tracking systems to build effective intervention strategies. • Development of new courses for innovative delivery, engagement and resourcing.
SHEF (Sport, Health, Early Years and Food)	• Students know their target and progress grades, which are clearly recorded on front of books. • Quality feedback and emphasis on key words ensures that students know how to improve their work. • Pupil progress is monitored closely and the information from this is used to inform and adapt teaching.	• Range of long term plans are now required for new KS4 (GCSE level) courses being introduced from September 2017. • Strategies to encourage students to take their learning beyond the classroom (through homework, work experience, community links). • Develop students' questioning and enquiry skills .

Pastoral Reflection (Student Welfare and Wellbeing)

Faculty	Areas of Strength	Areas for Development
Pastoral - Overview	• Joined up pastoral care through better communication between year leaders, the use of a new Hub space and effective team work. • Introduction of new reporting systems for monitoring, recording interventions and dealing with daily issues.	• Rapid display and generation of weekly key data. • Effective Hub rota to facilitate more effective removal of students. • Improve persistent absenteeism, by reducing number of students below 85% and 90% attendance. • Continue to drive parental engagement by improving attendance at parents' evenings, supporting your child and rewards evenings.
Year 9 (Sarah Stones)	• Strong attendance monitoring through attendance data and tracking sheets. • High quality transition process from middle schools.	• Develop Year 9 students' emotional intelligence and resilience to enable them to take responsibility for themselves and their learning.
Year 10 (Alasdair Kesson)	• Improved behaviour for learning, evidenced by impact during and after behaviour-focus fortnights. • Tutor engagement has improved through consistent application of school policies regarding uniform and engaging directly with parents. • Student engagement in their learning has improved, with large numbers of students on Platinum (44) and Gold awards (36).	• Continue to work on improving behaviour of B band students in core subjects (English, Maths and Science). • Support student improvements in organisation in terms of homework completion and return of information to school. • Increase learner engagement of students on Bronze award and below.
Year 11 (Kerensa Baird)	• Excellent behaviour, with an ever-reducing number of serious incidents. • Strong uniform, with the majority of students regularly/always in correct uniform.	• Improve attendance as 25% of year group is below government guidelines of 96% attendance. • Sustain parental engagement, as there is poor attendance at events like rewards/parents' evenings. • Ensure students take responsibility/ownership for their learning.
Sixth Form	• Raising aspirations in terms of destinations post-GCSE. • Tracking systems and interventions in place. • CEIAG (Careers, Education, Information, Advice and Guidance) support, systems and tracking.	• Develop independent study skills. • Embed wider reading into student routines. • Improving service to community.

Additional Support

Faculty	Areas of Strength	Areas for Development
Eden Centre	• Individual mentoring and support – academic, as well as social and emotional. Weekly and sometimes daily individual support sessions with staff. • Systems for rewards and consequences developing well through daily yellow report card. Student teams established to earn reward points that go towards end of half term reward trip. Weekly rewards on Fridays for good behaviour. • More regular and constructive contact with parents, and half-termly review meetings arranged.	• An organised and structured curriculum with long, medium and short term planning and resource banks for each subject. • Top-up funding claims put into County Council for all eligible students, maximising funding potential. • Students make progress through accessing the curriculum for Progress 8 subjects and alternative qualifications. (Eg GCSE Photography, BTEC creative media)
SEN Work	• Excellent working relationships evident between adults and students. • Students feel that they receive effective support in their learning. • Arrangements for transfer from feeder middle schools are well developed. • The majority of parents spoken to during the Local Authority SEN (Special Educational Needs) Audit visit had positive views of the school.	• Establish an SEN (Special Educational Needs) student voice forum to consider and value the views and opinions provided by students with special educational needs and act upon them. • Improve the attendance of students with special educational needs. • Upskill SEN staff to cope with the demands of a changing SEN picture of need.