



Kingsmead School

'Practise to Perfect'

EVERY STUDENT WILL BE ABLE TO ACCESS A UNIVERSITY COURSE OR PROFESSIONAL CAREER

Every person at Kingsmead, adult or child, does this by showing and developing our values of

<i>Courage</i>	Aiming beyond our comfort zone, facing difficult challenges and doing things the right way, not just the quick way.
<i>Nurture</i>	Believing everybody gets better by taking one step at a time and that it is our responsibility to find ways to help each other to do that.
<i>Collaboration</i>	Believing that working together lightens any burden and opens us to new ways of thinking.
<i>Rigour</i>	Thinking things through and working hard to ensure that we are delivering on the right things all of the time.

	Courage	Nurture	Collaboration	Rigour
Recruitment	We will not appoint unless the candidate fits with our values, no matter how qualified.	<p>Key contributors to our process will be how receptive to feedback the candidate is and how much faith they have in children and colleagues to improve.</p> <p>We will appoint someone who wants to develop over someone more experienced who does not.</p>	<p>Our process should require a candidate to demonstrate the capacity to work well with others in a challenging task.</p> <p>Candidates will need to display a history of collaboration and shared leadership at every point in their career.</p>	<p>The recruitment process should require a candidate to prove themselves in a number of different ways and that they are highly committed and diligent.</p> <p>If we cannot find both, we will appoint someone committed and diligent over someone who is inspirational but not.</p>
Leadership (underpinned by Management)	<p>We will set high expectations open about how high our expectations are.</p> <p>We will have every difficult conversation.</p> <p>We will be open to feedback.</p>	<p>We will assume that every teacher will potentially become a Headteacher.</p> <p>We will start every conversation with a colleague on the assumption that we both want to improve our practice.</p> <p>We will ensure that there are clear pathways for professional development for everyone at each stage of their career.</p> <p>We will make time to explain ourselves, avoiding invoking hierarchy wherever possible.</p>	<p>We will create a shared culture of leadership across all responsibility holders.</p> <p>We will start on the assumption that any change or development in the school or school area will need to be brought about by <i>every relevant colleague</i> and plan to ensure that happens.</p> <p>We will start any change or development by ensuring that our teams fully understand its rationale and their role.</p> <p>If there is a whole school expectation, colleagues will support one another by ensuring that they are consistent in delivering it.</p> <p>At all levels, the time spent in meetings will be focused primarily on working together to identify or plan solutions to issues.</p>	<p>We will identify and stick to key priorities.</p> <p>We will be relentless in reinforcing our priorities.</p> <p>We will have clear systems for measuring the impact of our decisions over time.</p> <p>We will not do something if it is a distraction from our key priorities.</p> <p>We will not move on to something else until the last thing has been thoroughly embedded.</p> <p>We will stop doing something if it is not working.</p> <p>We will hold one another accountable.</p>

Behaviour (incl Safeguarding)	<p>We will have exceptionally high expectations for behaviour, expecting to prepare children to acquit themselves well in the most rarefied of environments.</p> <p>We will believe that even a child displaying the most difficult of behaviours deserves compassion.</p> <p>We will always ask ourselves whether we have created a situation in which the behaviour we expected was possible.</p> <p>We will put setting exceptionally high standards first and then find the resources to make it happen.</p>	<p>We will explicitly teach and practice behaviour.</p> <p>We will all assume that our behaviour for learning practice can improve.</p> <p>We will never raise our voices.</p> <p>We narrate the positive first in all situations and explain how it fits with being successful.</p> <p>In any conversation we will focus on behaviours rather than people.</p> <p>We will ensure that every positive behaviour is acknowledged and preferably rewarded.</p> <p>We will approach everything we do for a child as a form of support rather than punishment (even if it is a sanction to remind of expectations).</p> <p>We will take the time to explain the importance of positive behaviours in relation to the school values and our expected outcomes for students.</p>	<p>We will have and apply the same expectations for students in all situations in order to support one another.</p> <p>Even if we disagree with the decision of a colleague, we will never change their decision on their behalf.</p> <p>We will ensure that all colleagues involved in a situation are made aware of the final outcome.</p>	<p>We will apply the same routines and standards in every lesson no matter the year group.</p> <p>We will challenge even the smallest deviation from expectations.</p> <p>We will stick to the idea that the most complicated and challenging children need the most and consistent boundaries for their own benefit.</p> <p>We will consistently track the consequences and rewards and react depending on their impact.</p>
Teaching	<p>We will start with the highest expectations for student learning and work backward to where they are now, then provide support.</p> <p>We will expect those with the furthest to travel to move quickest.</p>	<p>We will start with the belief that every student deserves to progress as far as possible.</p> <p>We will consider what children need to know first to be able to understand or analyse bigger ideas.</p>	<p>We will have a shared conceptual language for the characteristics of exceptional teaching.</p> <p>We will use meeting time to plan and/or assess the impact of teaching and learning.</p>	<p>We will identify key knowledge and ideas then take the time to craft mastery of them before moving on.</p> <p>We will ensure that units of work are ready to teach and clear before anyone starts teaching them.</p>

	<p>We will take risks in our lessons.</p>	<p>We will have and share a clear pathway toward producing the highest possible outcomes in each subject.</p> <p>We will make time and space for them to practice how to be successful in every unit of work.</p> <p>We will use data as the evidence of the impact of our practice and change it in response.</p>	<p>We will lean on the excellence aspects of one another's practice to improve.</p>	<p>We will prioritise the progress of every class and every year group equally.</p>
Assessment	<p>Assessments will allow all students to access the highest level of outcome.</p>	<p>The purpose of assessment will be to identify strengths and areas for improvement, then act on them immediately.</p>	<p>All teachers of the same unit will assess identically in order to allow them to moderate and discuss impact.</p> <p>Teachers will discuss their impact with one another with reference to assessment data.</p>	<p>Assessments will directly relate to exam skills.</p> <p>We will provide exemplars for every type of answer and clear criteria for success.</p> <p>Assessments will be high stakes and require time pressured performance.</p> <p>Assessments will assess what has been learned.</p> <p>Assessments will be moderated.</p> <p>Assessments will work backward from KS5/KS4.</p>
Curriculum	<p>We will make curriculum decisions based on what is best for the students as much as what is best for the school.</p>	<p>We will have 'lateral characteristics' that we are nurturing as much as subject characteristics.</p> <p>The curriculum will be designed to develop the character of students as much as to develop their knowledge and academic skills.</p>	<p>We will teach key skills using similar methodologies across teams and departments.</p> <p>We will suspend the normal timetable to create cross-curricular opportunities.</p>	<p>We will ensure that we deliver excellence across all areas of the curriculum.</p>

		<p>We will ensure that every stage of transition is delivered in an exceptionally supportive manner.</p> <p>Each child will begin the process of deciding on their destination in the first term of Y7.</p>		
Outcomes	We will expect top 10% for progress nationally, year on year and do whatever it takes to produce it.	We will focus on progress first, attainment second.	We will recognise that 'excellent outcomes' for a student means across all subjects, not just our own.	We will assess the varying outcomes of students and use them to inform our actions in every cycle.
Wellbeing	<p>Any system we design or decision we make will be done with a consideration of our colleagues' welfare.</p> <p>We will make time to be a community.</p>	<p>We will make sure that every colleague has a clear idea of where they are heading in their career.</p> <p>We will have systems of praise and gratitude in all areas of the school.</p>	We will ensure that colleagues are sharing the burden across teams and working together toward the same aims in order to minimise workload.	We will check every term with colleagues how they are feeling about their role and career.