

## Workload Charter

- Our core aim is to help students climb the tree of knowledge, so they can access university, higher education, employment or an apprenticeship.
- We take a firm view that the teacher is a professional and the expert in the classroom, therefore we provide training in accordance with this stance.
- We support staff to use their time efficiently and effectively, so it has a real impact on pupil learning and outcomes.
- We ensure that staff workload is taken seriously.

TIME matters	CPD matters	School Priorities matter	Culture and ETHOS matters
<p><b>Email embargos:</b> No emails are sent from Friday 6pm until a Monday morning and no emails are sent during the holidays. The only exception are serious safeguarding matters.</p> <p><b>Rational approach to data:</b> We have three data drops per year group within the academic year (exam class will also have two additional points during the year to update predictions). All of the data is analysed for staff, freeing staff time and thinking to consider key actions No formal time-consuming report comments are needed within the normal report cycle. There will be one informal comment collection point for Year 11 for the purpose of Academic Review Day.</p> <p><b>A rational approach to mocks:</b> We have one full set of mocks in Key Stage 4 and Key Stage 5. This reduces pressure on students, reduces the volume of marking that staff have to do and increases invaluable curriculum time in the classroom.</p> <p><b>A rationalised approach to marking:</b> Staff are expected to skim read class books once a fortnight, producing a summary feedback sheet, which the students are expected to stick in their book and then give verbal feedback identifying common misconceptions in lesson time.</p> <p><b>Avoiding roll-over:</b> The school does not roll its timetable over during the second half of the Summer Term. Instead, this time is used to work on core priorities and to provide staff with vital training.</p> <p><b>Centralised Detentions:</b> All detentions are centralised, issued the same day, take place after-school and focus on three simple basic classroom expectations and a series of wider school-rules.</p>	<p><b>Increased Faculty Time:</b> Departments are given at least three departmental meetings per half term. It is very much for the middle leader in charge of a faculty/department to dictate the agenda, with a view that the meeting focus should be on sharing subject expertise and enhancing subject knowledge.</p> <p><b>Sensible use of Twilight Time:</b> We operate a training model whereby we work a set number of twilights and trade this time in to gain three days off in lieu. During the twilight training there is normally a 30-minute presentation or training session and the remainder of the time is given to faculties.</p> <p><b>Personalised CPD:</b> Every member of staff has a personalised CPD menu for the year, which is agreed with the member of staff by their line manager. This is developed partly via target 3 of any given member of staff's performance management targets but also via their career stage, aspirations and through a 1:1 meeting with the Principal. Annually the Principal meets with all members of staff in the Spring Term to discuss how they feel about their current role, how they would like their role to evolve, their career aspirations and any CPD needs that they have.</p> <p><b>Faculty Away Days:</b> All faculties receive two days of time together as a team in Term 6. This allows any given faculty a real block of time to work on their strategy for the forthcoming academic year.</p>	<p><b>Agreed SLT messages:</b> These seek to prevent ill communication and repetitive emails.</p> <p><b>Effective use of briefings:</b> Briefings focus on training staff and sharing key/important messages.</p> <p><b>Consultative Forums:</b> The Principal holds a termly staff consultative forum, whereby staff are able to present issues/concerns. SLT also hold behaviour, teaching and learning and assessment consultative forums to discuss vital curricular/school matters. The Principal also chairs a staff well-being committee that meets termly. The Principal meets with all NQTs and new staff once every half term.</p> <p><b>Working with Unions:</b> The Principal meets regularly with Union representatives within the school.</p> <p><b>Resisting fads:</b> TDS seeks to keep things simple and focused. Everything should come back to the School Improvement Plan.</p> <p><b>Being flexible:</b> Where possible we aim to meet the needs of family life, ensuring emotional and family well-being are supported.</p>	<p><b>Lesson Objectives:</b> We do not use lesson objectives as a school. They waste invaluable time and dampen expectations. Lessons focus on BIG QUESTIONS. The big question is the objective and the focus for lessons.</p> <p><b>Pedagogical Approach:</b> We emphasise that there is no preferred learning style, but traditional teaching methods; retrieval practice,; the use of workbooks,; knowledge organisers; co-planning and direct instruction are to be embraced. Classes working in silence, making notes or being lectured are not viewed upon negatively. The school also endorses the use of BIG LECTURES. In writing the big lectures staff have to work collaboratively and they are used as a means of subject knowledge CPD for staff.</p> <p><b>Rationalising Revision:</b> We hold a firm line that after school revision sessions will not begin until the last ten weeks prior to the public exams.</p> <p><b>Non-Negotiables:</b> All stakeholders are aware that there are a number of non-negotiables for student behaviour/s that will not be tolerated and for which a student risks a fixed term exclusion. These are designed to make the school a safe and calm learning environment.</p> <p><b>Co-planning:</b> There is a clear commitment to co-planning. This serves to upskill staff, provides a platform to share expertise and saves staff time.</p>

## Your Wellbeing matters:

- Heath care benefit, via Westfield Health. Including for children under 18 in FT education
- Optional staff sports every Friday after school
- Monthly optional tea and cake drop session for all staff. Informal setting for staff to unwind and offload from every day stresses
- We are at least 10% below the expected 1265 for main scale teachers

### Curriculum Intent Vision

- Our core aim is to help students climb the tree of knowledge, so they can access university, higher education, employment or an apprenticeship
- Our curriculum is embedded in a knowledge rich approach and we firmly believe that knowledge begets knowledge
- Through the enacted curriculum there is an expectation that students retain what they have been taught in their long term memory (schema)
- There is a strong emphasis on retrieval practice, sequencing and interleaving, with the curriculum seen as a progression model
- Powerful knowledge gives students the cultural literacy they need to become active citizens in society and further their personal aspirations and ambitions

KNOWLEDGE matters	SEQUENCE matters	MEMORY matters	ASSESSMENT matters	TEACHING matters
<p>There is a strong emphasis on the core (key knowledge) and the hinterland (the concepts, stories, techniques etc to hang it on)</p> <p>We teach rich and powerful knowledge and language, which is specified, taught, assessed and securely learnt in the long term student schema</p> <p>Coherent, cumulative factual knowledge is vital for reading comprehension, literacy and critical higher-order thinking skills</p> <p>Knowledge empowers students to make informed choices</p> <p>Desirable skills, such as analysis, explanation, creativity, evaluation, interpretations are only possible when a wide knowledge base is secure. Pupils can then connect the knowledge together</p>	<p>Careful and skilful curriculum sequencing and planning is essential if pupils are to secure and retain knowledge</p> <p>Pre-determined misconceptions are planned for</p> <p>When and how core concepts and core knowledge will be recursively-revisited form an integral part of our sequencing. Additionally, cross-curricular links are actively promoted</p> <p>Exemplar responses are used to model the standard of response expected at TDS</p> <p>Interweaving and interleaving of subject content through careful sequencing of topics and planned retrieval, aids better retention of knowledge in the long-term memory</p>	<p>Rigorous planning of the subject curriculum ensures retrieval practice is frequent and perceived as low in stake</p> <p>Careful consideration of questioning, and the powerful knowledge that we want to test, reinforces and links prior and new learning</p> <p>Retrieval practice gives pupils the confidence in their own knowledge and therefore automaticity and fluency</p> <p>Knowledge Organisers allow pupils to ‘see the bigger picture.’ This allows pupils to make explicit links in their learning, independently review knowledge and recite core knowledge to support retrieval practice</p>	<p>Effective teaching uses assessment and feedback appropriately within the classroom</p> <p>Formative assessment plays a crucial role and formative assessments should be centrally planned, agreed and shared within each subject community</p> <p>All assessments should provide pupils and teachers with meaningful and purposeful feedback</p> <p>Low stake assessments are of critical importance, with a clear bias and emphasis on knowledge based retrieval practice</p>	<p>Teachers must possess a deep knowledge of their curriculum</p> <p>Teachers must meet and greet their pupils at the classroom door, engage them with a ‘DO NOW’ retrieval practice starter and hinge their lessons around a BIG QUESTION</p> <p>A significant proportion of a lesson should be retrieval practice</p> <p>New material and delivery should be presented in a manner that best suits the class, the knowledge and the subject</p> <p>Time should be spent to both scaffold and model the learning</p> <p>The needs of all students should be met through careful scaffolding, personalised support and targeted questioning</p>

### Responsibility Matters

- The Senior Leadership team are responsible for overseeing the successful implementation, continual refinement, monitoring and evaluation of the school’s approaches to curriculum, assessment and teaching, according to the principles and practices promoted by the school.
- Subject Leaders are responsible for ensuring that approaches to curriculum and assessment are clearly defined, resourced and adhered to, within the faculty. This incorporates the generation and upkeep of clear Schemes of Work, Work Booklets, Knowledge Organisers, any other relevant resources and a clear faculty assessment policy and calendar. Furthermore, Subject Leaders are responsible for ensuring that teachers know the expectations and procedures required, and are supported to develop the deep knowledge required for successful curriculum delivery.
- Teachers are responsible for reading, understanding and implementing the taught curriculum, and approaches to assessment as specified by the Subject Leader. Teachers are also responsible for learning the content of the curriculum in depth and detail, so that they are able to deliver content with authority, fluency and flexibility.