



# The Harrow 'Way'

## 2021–2022

In very broad terms, high-performing schools are schools with the lowest levels of variation, i.e. the highest levels of consistently outstanding practice. In this booklet we have identified the key components that have been built over the last few years that make up **The Harrow 'Way'** or in other words **'the way we do things around here.'**

Reducing in school variation is not an end in itself and shouldn't result in inflexible uniform practice regardless of a school's culture, traditions, and existing improvement plans. Rather, it is intended to ensure that practices the school has identified as effective for improving learning and raising student achievement, are adopted as widely as possible across all subjects. In short, to help ensure that **highly effective practice becomes everyday practice for all.**

**+ Be Ready** **+ Be Respectful** **+ Be your Best**



# Harrow Way School Strategic Plan

## Our Mission Statement

**“Learning for life, success for all”**

## Our Vision

**“At Harrow Way Community School, we have a simple ambition: to be the finest secondary school for miles around.”**

By this we mean that all our students will receive a better education at Harrow Way than they would at any other local establishment. We want Harrow Way students to leave us with:

- Better qualifications than they would achieve in any other school
- The skills and attributes needed to live and work in tomorrow’s global society
- The values and morals to be good citizens

## Great schools never stand still

We believe that great schools never stand still and strive at all times to excel in every area of its performance, for the benefit of all our young people and other stakeholders. In our common pursuit for excellence for all, we believe that everyone in our community must be involved in our strategic planning. From robust and honest self-evaluation of where we believe we are at the end of the academic year, we have devised together the following key priorities below. These will govern our short and medium term planning and will underpin our three year strategic planning. This will ensure we are a high performing, inclusive and oversubscribed school of choice for the local community.

We have also considered our Ofsted Priorities from our last inspection. This document is intended to set the overall direction for the school for the next three years. At Harrow Way we believe an excellent school is built upon seven pillars. Effective leadership and implementation of each of these pillars can lead to an excellent school where everyone is successful (Learning for life, Success for all), they are:

1. Clarity of purpose
2. Student behaviour
3. Teaching and learning
4. We can all get better
5. Curriculum
6. Data analysis and self-evaluation
7. Leadership at all levels

**Harrow Way – Learning for life, success for all**



**The seven pillars of excellence**

At Harrow Way we believe an excellent school is built upon seven pillars. Effective leadership and implementation of each of these pillars can lead to an excellent school where everyone succeeds (Learning for life, success for all)



# School Priorities

2021–2022



# From 'Good to Great'

## Year two of the Harrow Way Strategic Plan 2021-2022

### Strategic Priority 1 – Quality of Education – Intent

– The school's curriculum is inspirational, ambitious for all and very much based on the notion that knowledge is powerful.

**"The curriculum is the progression model."**

**"Progress means knowing more and remembering more."**

Christine Counsell

- All departments have plans in place to close the learning/knowledge gaps following COVID-19 school closure.
- All departments have a well-sequenced curriculum that enables students to retain and retrieve the knowledge that they deem to be powerful.
- All teachers aspire to be absolute experts in their subject – the school supports targeted and specific CPD to enable this to take place both within school and with outside networks and bodies.

### Strategic Priority 1 – Quality of Education - Implementation – Students have a consistently high-quality learning experience in every subject area.

**"All teachers need to improve their practice – not because they are not good enough, but because they can get even better."**

Dylan Wiliam

- The Harrow 'Way' is embedded so that no time is wasted and teachers can employ strategies that have a real impact on learning.
- Students and teachers understand how memory works and spaced retrieval practice is a feature of every lesson.
- Embed the new 'Harrow Way Tutor Reading Programme'. Further, improve literacy in all subject areas using the seven recommendations from the EEF related to reading writing, talking, vocabulary development, supporting struggling students and disciplinary literacy.
- The school will become more research infused so that decisions about teaching and learning are evidence based and have a real impact on progress.
- Assessment is an ongoing process with its purpose very much rooted in finding out what students know and can do and what they need to be able to make further progress.

### Strategic Priority 1 – Quality of Education – Impact

– Assessment (both formative and summative) enables students to achieve to the best of their ability:

**"The achievement gap is a knowledge and vocabulary gap."**

Why Knowledge Matters E.D Hirsh

- Departments work collaboratively to review and adapt assessment across year groups in line with their intent.
- Ensure across all subject areas that current students make and exceed expected progress.
- Raise the proportion of students securing the Basics 9–4 and 9–5 in English and Maths to narrow the gap between school and national results.
- Ensure that boys make the similar/above average progress compared to boys nationally.
- Robust assessment of lost learning for all students, with catch-up, intervention and targeted support put in place for disadvantaged students.
- Destination data to be in line/above the national average (impact of careers and guidance).

### Strategic Priority 2 – Behaviour and Attitudes

Eliminate low-level disruption from our classrooms:

**Students – Be Ready: Be Respectful: Be your Best: At all times**  
**Staff – Be Calm, Clear, Confident and Consistent: At all times**

- Further increase the school's very good levels of attendance, with a clear focus on improving the attendance of disadvantaged students and SEN.
- Continue to build on our high expectations for no low-level disruption in lessons (disruption-free learning). All staff have embedded the strategies to deal with this and follow the school's procedures with a fair implementation that also considers the needs of an individual (The Harrow 'Way' guidance).
- Continue to improve provision of outside areas to support a positive, calm and orderly experience during free time. Free time should reflect the culture of respect with self-control and courtesy being shown to all.
- Develop the peer mentor programme to further support our approach to preventing all forms of bullying, including online bullying and prejudice-based bullying. Ensure students have an excellent understanding of how to stay safe online and how to access support for bullying in school.

### Strategic Priority 3 – Personal Development

We will continue to develop students' character, the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others:

**"The only person you are destined to become is the person you decide to be."** Ralph Waldo Emerson

- Further raise the profile of careers education across the school to ensure it supports students to engage with future careers and job opportunities.
- Further develop our personal development curriculum to provide high quality opportunities to build knowledge, skills and behaviours that will support students to flourish in society.
- Further, develop our enrichment programme to provide a varied programme of activities and opportunities across year groups. We will track the attendance of specific groups to ensure equal opportunity for all.
- Further, develop the curriculum around mental health including resilience and self-care.

### Strategic Priority 4 – Leadership and Management

All leaders will be highly ambitious for the school and demonstrate an uncompromising and relentless drive for excellence and continual improvement:

**"Never doubt that a small group of thoughtful, committed people can change the world. Indeed, it is the only thing that ever has."** Margaret Mead

- Self-evaluation continues to be rigorous and captures a realistic picture of the school's performance.
- Maintain high staff morale and staff wellbeing, leading to strong retention at a time of multiple pressures including reduced funding, curriculum reform and issues with teacher supply.
- Harrow Way staff continue to value their continuing professional development. It is having a positive impact on their teaching and the progress learners make.
- Continue to promote equality of opportunity and diversity, resulting in a positive learning environment.
- Safeguarding continues to be highly effective.
- Continue to work closely with the governing body, ensuring they are fully informed and can consistently hold school leaders rigorously to account so that the effective deployment of staff and resources, including SEN and Disadvantaged funding, secures excellent outcomes for students.



# Behaviour for Learning

It is vital that all staff follow 'The Harrow Way' and are consistent in their application of the behaviour policy. If one member of staff allows a student or class leniency, the next member of staff who challenges expectations will appear to be unreasonable. Being inconsistent undermines our culture and shows students that some adults do not care as much as others.

Students know, with certainty, what is expected of them. They have clear boundaries and clear routines to follow. Consistency is key. There is a behaviour policy which is followed tightly by all staff, so that there are no ambiguities. Expectations are the same in every single part of the school. Staff never walk past poor standards, because they understand that this would give a message to the students that those standards are acceptable.

The expectations of behaviour are set out clearly in the following documents. All staff are expected to follow the behaviour policy and apply it consistently. All staff must have the highest expectations of students' behaviour. We expect all students to follow all instructions given by all staff, regardless of their role within the school. We expect all students to meet the expectations of the Student Code of Conduct and for all staff to challenge any infringements.



# Classroom Code of Conduct



## Three Simple Rules...

### Be Ready

Arrive on time to all lessons, with the right equipment and correct uniform – be 'ready to learn' in two minutes of entering the classroom.

### Be Respectful

Be Respectful – Do not distract others. Respect the member of staff and other students, following all instructions without question or answering back.

### Be your Best

Complete all work to the best of your ability, complete homework, active participation in learning.

The highest standards of personal behaviour and individual responsibility, consistently managed at all times in all areas of the school, underpinned by our three simple rules.

## Collecting Stamps

- If you break one of the three simple rules you will not be given your stamp.
- If you break two or more of the three simple rules you will not be given your stamp and you may receive a break or lunchtime detention from your class teacher.
- You may gain additional stamps for exceptional contributions.



# Disruption Free Learning

## C1

Warn

### Warning 1

Disturbing learning

### Examples

- Calling out
- Talking while teacher is talking
- Silly behaviour
- Physical disruption
- Inappropriate comments/language
- Defiance
- Refusal to work

## C2

Move

### Warning 2

Action required by teacher

### Examples

- Move seats
- Move outside the classroom (2 mins)

+ Be Ready

+ Be Respectful

+ Be your Best

## C3

Remove

### Disruption has continued

Action required – call ECO

Student taken to the PLR

Staff to record on SIMs

PLR staff will set a 30-minute detention for that day (failure to turn up will result in 1-hour detention the next day)

In emergency circumstances or incidents of severe disruption please call for ECO (Emergency Call Out) and later record on SIMS

# Rewards

## Getting the Basics Right

### Stamps

#### Three Simple Rules

Be Ready – Be Respectful – Be Your Best

### Attendance

99% – 100% Excellent  
96% – 100% Good but not perfect

### Punctuality

On time for registration  
On time for lessons

## Rewards

### Online Rewards

‘Cash In’ your stamps for stationery, sport equipment, lunches, lunch passes, gift vouchers and other prizes

### Rewards Postcards



### Headteacher’s Medals

Earn Bronze, Silver and Gold medals throughout the year

### Visits

Get your stamps and keep excellent attendance and punctuality to earn the opportunity to attend educational visits from day visits to trips abroad

### Activities

Film screenings, activities, guest speakers, performances and treats for those with excellent attendance, punctuality and diaries full of stamps

## Celebration

### Celebration Assemblies

Celebration each half term with awards for individual students and tutor groups for effort, attitude and attendance

### Presentation Evenings

Formal presentation of awards for effort/attitude and progress

### Sports Presentation Evening

Awards for participation and achievement in sport



# Harrow Way Checklist

**Good behaviour needs to be planned for prior to the lesson.** The best way to ensure settled behaviour is to stick to your routines and practice them so students fully understand how to conduct themselves in the classroom. The checklist might seem prescriptive, but routines and rituals provide a sense of security. Be persistent, be consistent and drill students in your classroom routines until they are second nature to them and you. Make starts, ends and transitions orderly, purposeful and safe.

## Before the lesson, have you:

Planned a lesson with challenge for all students?



Planned for students with additional needs?

Set objectives where all students can meet or exceed their targets and show progress?



Made an up-to-date seating plan?



Given feedback in line with the HWCS policy?

Manned your area outside the corridor and greeted students at the door?



**'One foot in and one foot out'**

## Beginning of the lesson, have you:

Ensured all students are Ready to Learn within two minutes of entering the classroom?



Engaged students with a do now task as they arrive?



Taken the register within the first Ten minutes of the lesson?

## During the lesson, have you:

Insisted on silence when teaching is taking place?  
Make sure students are sitting up.



Engaged with students during the lesson and not been sat at your desk?

Made sure students face you and have pens down when listening to you? (Track the speaker).



Used a variety of teaching and learning strategies to engage learners?

Planned transitions between activities?



Used our Rewards Protocols and focused on positive behaviours?

Used **RIP** (reprimand in private) and **PIP** (praise in public)?

Followed C1 – C3 to ensure disruption free learning?

## End of the lesson, have you:

Collected books/work in and made sure students return equipment in an orderly way and leave desk/room/environment tidy?

Issued stamps for those who have achieved the three simple rules 'Be Ready, Be Respectful, Be your Best'?

Made sure students push chairs under desks/or on desks at end of Period 6?

Returned to the corridor to ensure a smooth transition?



**'One foot in and one foot out'**

Dismissed students in an orderly manner?

**+ Be Ready**

**+ Be Respectful**

**+ Be your Best**

# Stepped Approaches Summary



## Behaviour

## Attendance

	Responsible	Action	Responsible	Action
<b>M</b>	<b>Tutor</b>	<ul style="list-style-type: none"> <li>Weekly Monitor stamps</li> <li>Behaviour points</li> </ul>	<b>Tutor</b> 97 – 100%	<ul style="list-style-type: none"> <li>Absence talk to student</li> <li>Termly JMCL</li> <li>Colour coded letters</li> </ul>
<b>1</b>	<b>Tutor</b> Rise in behaviour points and detentions	<ul style="list-style-type: none"> <li>Contact home</li> <li>Tutor Report</li> </ul>	<b>Tutor</b> (<97% and declining)	<ul style="list-style-type: none"> <li>Phone home when absent</li> <li>Challenge absence on return</li> <li>Pass any concerns to JMCL</li> </ul>
<b>2</b>	<b>Year Leader</b> or <b>Curriculum Leader</b>	<ul style="list-style-type: none"> <li>Meeting with parents</li> <li>Possibly PLD</li> <li>Regular home contact</li> </ul>	<b>Year Leader/ JMCL</b> (< 94%)	<ul style="list-style-type: none"> <li>Letter one sent by JMCL</li> </ul>
<b>3</b>	<b>Year Leader</b> or <b>SLT</b>	<ul style="list-style-type: none"> <li>Case Review discussion</li> <li>Key worker</li> <li>Actions in place</li> </ul>	<b>Year Leader/JMCL</b> (<94%) Letter one BUT attendance declines	<ul style="list-style-type: none"> <li>Letter two sent by JMCL, formal attendance meeting with parents</li> <li>Discuss EHA where applicable room/environment tidy?</li> </ul>
<b>4</b>	<b>JT</b> or <b>SLT for Inclusion</b>	<ul style="list-style-type: none"> <li>Link</li> <li>Full time provision</li> </ul>	<b>Year Leader/JMCL</b> No improvement No valid reason for absence	<ul style="list-style-type: none"> <li>Letter three sent by JMCL</li> <li>Warning legal intervention</li> </ul>
<b>5</b>	<b>Education Inclusion Service</b>	<ul style="list-style-type: none"> <li>PEX</li> <li>Alt Provision</li> </ul>	<b>JMCL</b> No increase or medical evidence 10x unauthorised absences Penalty notice served or ALP referral	<ul style="list-style-type: none"> <li>Further U/A absence</li> <li>Legal action instigated</li> </ul>

# The Classroom Environment and Duty Expectations

## The Classroom Environment

- Create environments which are calm and purposeful and where distractions from thinking are minimised.
- Make sure all the documents are displayed in your room.
- Ensure classrooms are free from clutter.
- Ensure students' exercise books are stored appropriately.
- Make sure the front of the room is free of unnecessary clutter so that students can focus on the teacher and the board (cognitive load is minimal).

## Duty Expectations

- Staff are responsible for checking the duty rota and the requirements.
- Duty staff should wear their 'Harrow Way' high vis vest while on duty.
- Duty staff should arrive promptly to the assigned duty point (break/lunch/ afterschool).
- Duties should be proactive. This means that staff should interact with students; be mobile to monitor students in a specific area and challenge/correct any incidents of antisocial behaviour.
- Bus duties: all staff on bus duties should make their way to the bus area as soon as possible at the end of the day. The expectation is that staff will direct students to their correct bus and supervise their safe departure from school.
- If staff are unable to complete their duty due to a prearranged absence, it is the responsibility of the member of staff to arrange cover/swap with another colleague.





# The Harrow Way Teaching Principles

## Evidenced-informed Pedagogy at Harrow Way

At Harrow Way, we take an approach to teaching that ensures that all students can be successful. Learning is a cognitively challenging process, and therefore, we make evidence-informed decisions based on the best that has been thought and said regarding learning. As evidence-informed practitioners, we are sympathetic to the limits of working memory and the insecure schema of novice learners. Consequently, we know that the most effective way for all students to learn is through clearly sequenced and guided instructional approaches.

## But what is learning?

According to Kirschner, Sweller and Clark, ‘learning can be defined as a change in long term memory.’



As a consequence;

**‘The aim of teaching is to generate a persistent change in the knowledge in our long-term memory.’**  
(Kirschner et al., 2006).

Knowing that learning is a persistent change in long-term memory drives our pedagogical and curriculum choices. Our subject experts have spent a great deal of time distilling the powerful knowledge within each subject domain. This knowledge moves students away from their day-to-day experiences and ensures our students have the power of knowledge.

## Making learning stick

When our subject experts teach, they teach with the aim that the knowledge imparted sticks. Due to the forgetting curve, we are fully aware that our teachers must constantly consolidate knowledge through retrieval practice and deliberate practice to elicit a long-term memory change.

## Why is this change so important?

Empirical studies have shown that students’ cognitive prerequisites, such as prior knowledge, are the most important determinants of study success (e.g. Hailikari et al. 2008; Kosiol et al. 2019).

At Harrow Way, we are fully aware that the most critical factor in ensuring students acquire new knowledge is what they already know. For learning to stick, it must have something to stick to in the long-term memory. Therefore our robust assessment processes ensure we constantly check for prior knowledge and pre-existing misconceptions before introducing new material.













## The Limits of Working Memory

The limits of working memory mean that without the conscious breaking down of our subjects’ different composites, students are likely to experience cognitive overload, and learning will be limited and inefficient. Consequently, our teachers are clear of the various components within their subject and know how to sequence these from simple to complex to develop secure and interconnected schema. Our teachers are also well aware that to ensure all students experience the same curriculum diet, they need to deploy carefully considered scaffolding approaches to adapt to the varying levels of prior knowledge within each student.

Through these informed pedagogical approaches, teachers at Harrow Way ensure all students can enter into the beautiful and distinct subject communities.



# The Harrow Way Teaching Principles

A: Behaviour for Learning	B: Instruction	C: Curriculum Direction	D: Use of Retrieval Practice	E: Questioning	F: Communication	G: Adaptive Teaching	H: Feedback	I: Assessment
1: Are you using the Harrow Way routines? 	1: Has work been chunked so that new learning is ambitious but manageable for all? 	1: Are you clear of the knowledge end-points for each unit of study within your subject domain?	1: Is there retrieval of substantive or procedural knowledge in every lesson to ensure learning is consolidated?	1: Have you ensured that all students are ready to answer questions through no opt-out questioning? 	1: Have you ensured you are teaching unfamiliar vocabulary explicitly and planning for students to be repeatedly exposed to high-utility and high-frequency vocabulary?	1: Have you adapted the lesson, so that all students have the opportunity to meet the same expectations?	1: Is feedback targeted on next steps and knowledge gaps? 	1: Are you using assessment to check for prior knowledge and pre-existing misconceptions before introducing new material?
2: Are students paying attention and actively listening? 	2: Have you planned to connect new content with students' existing knowledge in order to ensure successful encoding?	2: Is there a clear sequence of simple to more complex learning?	2: Have you explicitly retrieved (activated) the key knowledge needed to introduce the new idea?	2: Have questions been planned around what you want students to think hard about? 	2: Are you promoting oracy and encouraging students to find their voice?	2: Are you balancing input of new content so that students master important concepts?	2: Are you monitoring students work during lessons, including checking for misconceptions and providing immediate feedback when needed?	2: Have you planned formative assessment tasks with an understanding of your knowledge and skills end-points?
3: Are you ensuring students are attempting all tasks regardless of ability?	3: Have the successful end points been demonstrated to students with clear criteria?	3: Are you following the agreed sequence of learning within a topic and over a series of topics?	3: Is retrieval based on knowledge from previous topics and previous years as well as the current topic?	3: Have you included a range of types of questions to provide greater scaffolding or greater stretch?	3: Are you promoting reading by using a range of whole class reading approaches, regularly reading quality texts with students?	3: Have you planned clear explanations that demonstrate strong subject knowledge while ensuring a rehearsal of key ideas?	3: Are students given time to improve work and respond to feedback? 	3: Have you planned summative assessment tasks with an understanding of your knowledge and skills end-points?
4: Are you actively intervening to promote positive behaviour? 	4: Has work been initially scaffolded so that all students can succeed?	4: Are you ensuring students' knowledge is secure before moving to the next step of the curriculum journey?	4: Are you increasing the challenge of retrieval tasks as mechanical knowledge becomes more secure?	4: Has every student been asked a question or questions?	4: Are you teaching different forms of writing by modelling, planning, drafting and editing?	4: Are you using the SEND guidance to adapt to the needs of students?	4: Are you giving students the opportunity to regulate their own work?	4: Are you ensuring appropriate opportunities for peer and self-assessment?
5: Is the behaviour system being applied consistently?	5: Do students have the opportunity for independent practice at the appropriate time, with and without scaffolding?	5: Does learning constantly return to the wider picture of the subject? Is this done explicitly?	5: Are you ensuring that retrieval is low-stakes and that there is a high success rate to build students' self-efficacy?	5: Are students being given the opportunity to ask questions of each other? 	5: Are you modelling and requiring high-quality oral language, recognising that spoken language underpins the development of reading and writing?	5: Are you making use of well-designed resources?	5: Is feedback manageable and efficient? 	5: Are you using the assessments to alter how quickly you move through the learning sequence?

# At Harrow Way Community School

## We take pride in our work

We want to do the best that we possibly can in terms of the quality of our work and we want to present our work beautifully. To be able to improve our work, teachers promise to give us regular feedback in one of these forms (sometimes they can be used together):

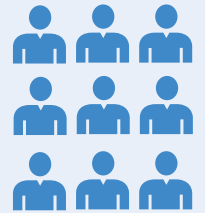
### Verbal Feedback

Your teachers will tell you (or make a note in your book) how to improve a task you are completing. Try to act on this feedback immediately. Verbal feedback is most useful for practical subjects such as Drama, PE and D&T.



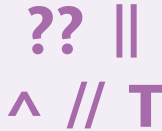
### Whole Class Feedback

Your teacher will explain to the class (or project your name on the board) as to how you can all improve your work. You can then make the recommended improvements.



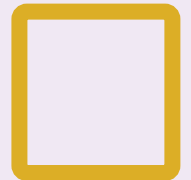
### Coded feedback

Your teachers will give you a code or a numbered target to help you make changes to improve your work. You might have the codes projected onto the board or on a sheet in your book.



### Yellow Box Marking

Your teacher will either highlight and explain how you can improve a piece of work or they will write a question in a box which you will need to respond to.



## We promise to present our work beautifully by doing the following:

- Write a title and date for every piece of work and underline it.
- Use a ruler for all straight lines.
- Use a black or blue pen to write with and a pencil for drawings, diagrams, graphs and tables.
- Use colour and highlighters where appropriate so that our work is appealing and easy to revise from.
- Use the back of our books to plan work.
- Never doodle or draw graffiti on our work or on our books and folders.
- Stick in all sheets and resources neatly.
- Take time and effort to ensure that work is not rushed because presentation is important!

# The Harrow Way 'Curriculum'



# The Harrow Way Curriculum Vision

## 2021–2022

**The curriculum at Harrow Way underpins our goal of ensuring that students experience the highest quality teaching and opportunities available.**

This enables them to achieve ambitious progress and outcomes alongside demonstrating the highest standards of personal behaviour and individual responsibility. We are fully committed to the belief that through the curriculum we can provide students with the knowledge and skills needed to challenge social disadvantage and to support them in embracing the opportunities, responsibilities, and experiences of life in Britain and beyond.

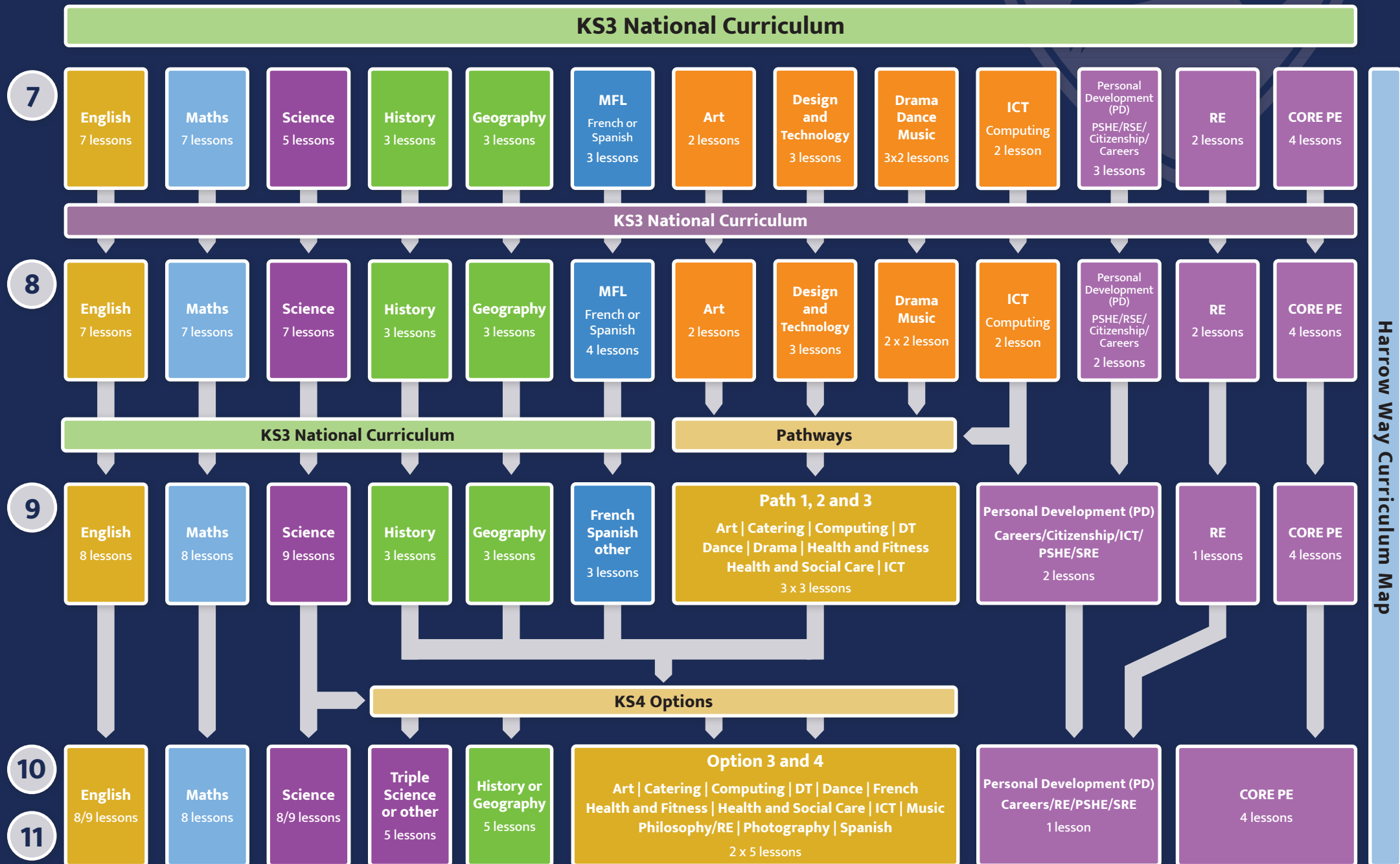
We are uncompromising and relentless in our desire to be the finest provider of education for miles around and curriculum design and timetabling are focused on creating the very best experience for students that we can provide.



	Our curriculum should:	Why is this important?
1	Encourage a <b>love of learning</b> and be delivered by staff who are passionate about the topics they teach.	Students and staff who are passionate about learning will lead to better outcomes.
2	Give <b>all</b> students an opportunity to study a <b>breadth</b> of subjects.	Subject diversity is important to give our students a breadth of knowledge and experience. This should be inclusive and offer the same opportunity for all.
3	Within individual subjects focus on the <b>depth</b> of learning that is relevant to our community and our students.	Less can often be more. Subject areas should think carefully about what depth means in their subject and how this can be achieved by choosing topics that are relevant to our cohort.
4	Prepare our students for GCSE and the wider world <b>BUT not be driven by the demands of GCSE.</b>	Whilst success at GCSE is important, if we use GCSE content and assessment from Year 7 this will be boring and repetitive. There is no need to do this.
5	Be underpinned by <b>knowledge-rich</b> learning that <b>builds</b> with each term and year.	Knowing more and remembering more is the key to success. Our curriculum should be knowledge-rich and staff must have the expectation that core knowledge is remembered.
6	Be <b>ambitious</b> in terms of content, concepts, and vocabulary, building on the excellent work in KS2.	KS2 has become far more ambitious. We need to build on this and challenge our students. Our students need to have their cultural capital built through our curriculum to allow them to succeed.
7	Be <b>mapped out</b> explicitly so that knowledge is <b>transparent</b> for staff, students and parents.	Our curriculum should be fully mapped out so that staff can build knowledge, students know where they are headed and parents can support us.
8	Allow for key concepts, themes or areas of knowledge to be <b>revisited but not repeated.</b>	Revisiting key areas is crucial to allow students to build their learning. However, this should not be a case of repeating the same content as this is not challenging our students.
9	Allow for <b>natural links</b> across subjects to be made.	Subjects can support each other with learning, for example, the geography team can be supported by knowledge in science. These links need to be natural and not forced for their success.
10	Be <b>flexible</b> and staff need to understand that it will never be finished.	Our curriculum needs to be flexible so that it can be responsive to events. Additionally, the curriculum should be constantly evaluated and tweaked to lead to better outcomes for our students.



# The Harrow Way Curriculum Map



# Ten Key Questions for all Subjects



1

Why is it important for students to be taught this subject?

2

How have you decided what to teach at KS3?

3

Do you have an overview of the key concepts which students need to be secure in?

4

How does KS3 provide the foundations for KS4?

5

Are the plans ambitious for all students, regardless of their starting points?

6

Why have you sequenced the units in this way?

7

How do you know if your students have learnt what they have been taught?

8

What wider reading are you offering your students?

9

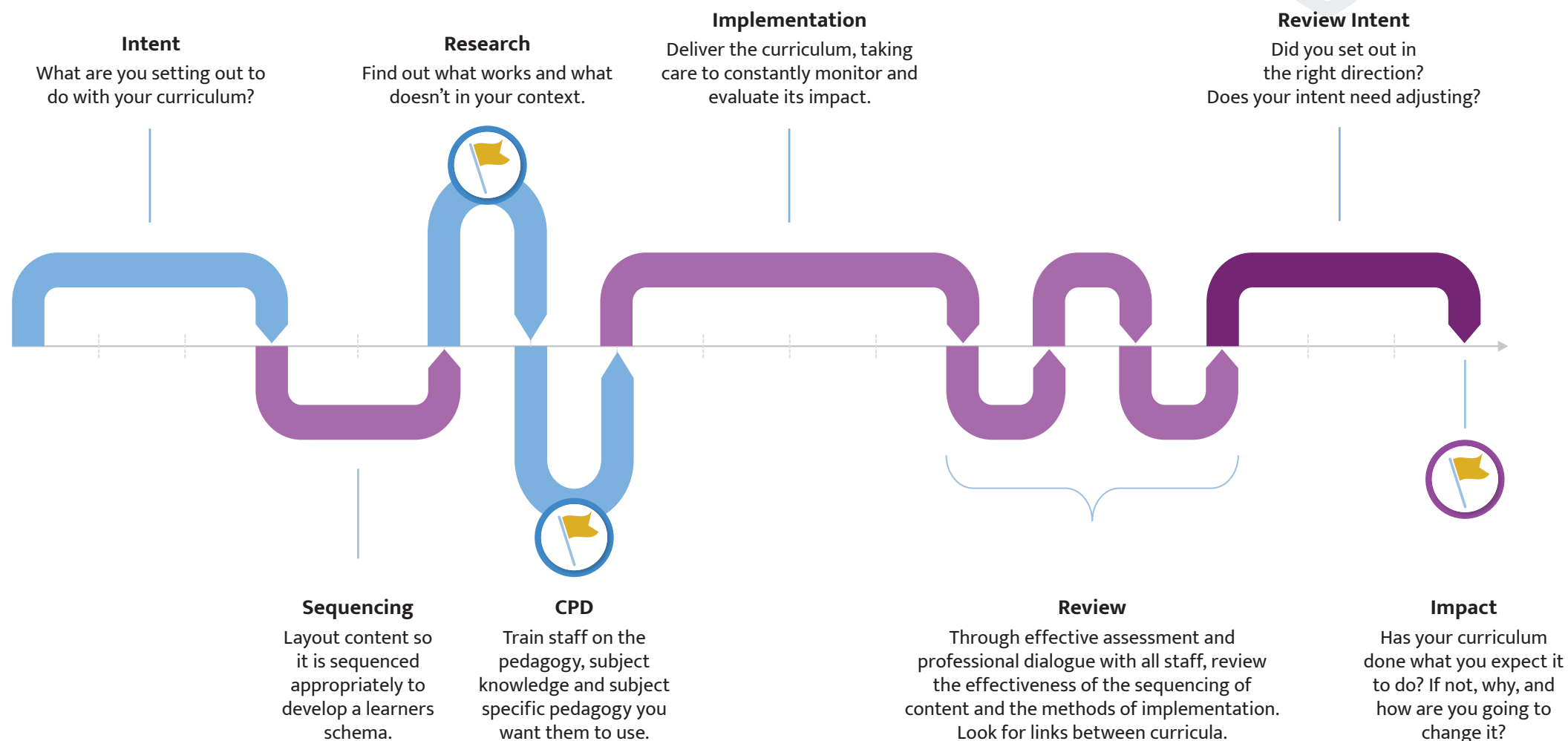
How are you using faculty/department meetings to go through plans?

10

Has marking been cut back in order to focus on whole class feedback?

# Designing a Curriculum – Why that? Why then?

“... progress is through learning the curriculum”



# The Harrow Way 'Curriculum' Teaching and Assessment

## Curriculum

### WHAT is taught

- The curriculum must provide a map that directs what knowledge should be taught and when it should be taught. However, this should also allow some flexibility for teachers to respond to the differing needs of their classes.
- The curriculum must be taught in a coherent and step-by-step sequence that allows for the incremental development of knowledge within each subject/topic. The curriculum is the progression model.
- When possible, each new unit of learning should build upon the previous unit.
- Broad and deep factual knowledge is usually the prerequisite for skills such as critical thinking, creative thinking, evaluation and analysis.
- Learning and performance should not be confused. Curriculum design should support real learning which requires durable changes to long-term memory.
- New tier two and tier three vocabulary should be incorporated into curriculum planning.

## Teaching

### HOW curriculum content is taught

**'Learning is defined as an alteration in long-term memory. If nothing has been altered in long-term memory, nothing has been learned'.**

Progress means knowing more and remembering more.

Learning happens when students connect new knowledge to what they already know.

To achieve this teaching must involve:

- Positive and effective classroom climates and relationships. Use of routines and the Harrow Way checklist, use of Classroom Voices (where relevant) and Harrow Way Behaviour for Learning strategies.
- Questioning so that students are made to think hard with breadth, depth and accuracy.
- Feedback - so that they can further develop their knowledge.
- Students are taught how to store and retrieve knowledge using learning strategies such as retrieval practice and spaced practice.
- Teacher of Literacy - the importance of knowledge vocabulary.

## Assessment

### Desired high-level outcomes and measures of these outcomes

**Assessment operates on two layers:**

1. Formative – ongoing assessment of small chunks of the curriculum to find out what students know and understand to inform teaching and planning.
2. Summative – less frequent assessment of larger chunks of the curriculum to provide reliable information about student learning and performance.

- Assessment must be principally formative in nature as this will have a greater impact on learning. Where summative assessment is used the outcomes must be used to inform teaching, feedback and learning.
- Assessment must support teaching and curriculum rather than drive it.
- Assessment must support and inform the cumulative and sequential mastery of the curriculum.
- Assessment must be tailored to the subject and carried out with fidelity by all teaching staff in the department.
- Assessment must focus on the composite parts of complex procedures and not just the final outcome - ie with extended writing.
- Assessment must find a balance between reliability (consistency of outcomes and judgements within and across classes) and validity (provide teachers with the information they are looking for). There is no perfect balance between the two.
- Testing causes learning; therefore students will learn more when they are regularly tested.
- Assessment must provide useful and timely data in order for effective intervention at whole-school, subject and classroom level.



# Knowledge Organisers

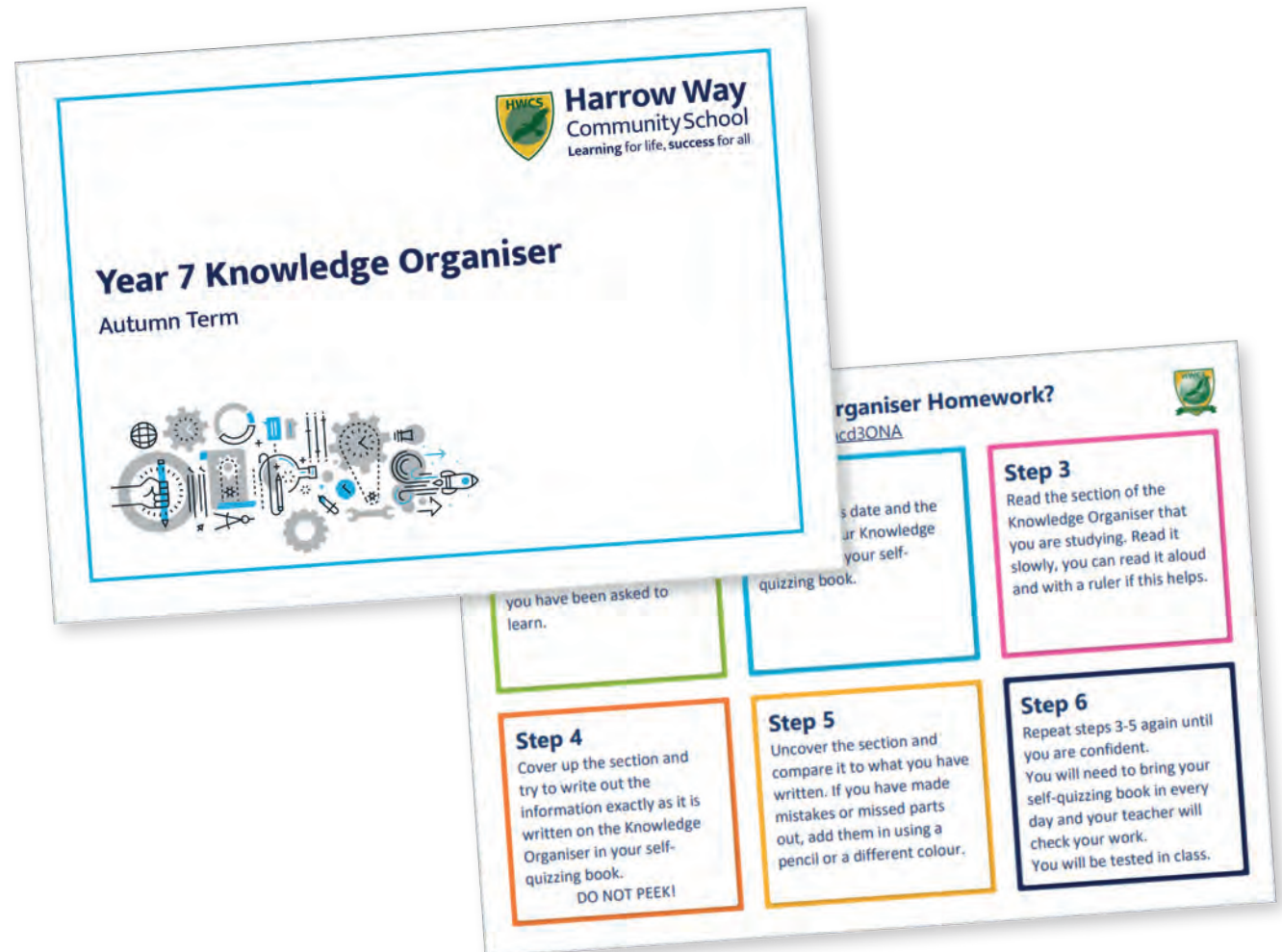
A knowledge organiser (KO) sets out the important, useful and powerful knowledge on a topic on a single page (Kirby, 2015). There are three key principles to ensuring that these are designed and implemented effectively – purpose, content and use:

Knowledge Organisers allow us to organise knowledge in a systematic way in order to facilitate retrieval and application.

Powerful knowledge is specialised. We must balance the need to use concise definitions while still including meaning enough for it to be useful.

The use of knowledge organisers needs to be integrated into regular practice and students' habits. Testing will also identify gaps in knowledge, lead to more learning on the next study session and produce better organisation of knowledge. We must ensure that, with explicit instruction, students are aware of how and when to use these strategies themselves.

KO Homework must be set **every fortnight** for each subject in KS3 (Years 7–9), recorded on Satchel: One with the link to the correct KO on our website. Only Year 7 students have their own copy. Students will self-quizz a minimum of three times. Teachers will check that students have done this correctly, with follow up activities in class to retrieve and consolidate knowledge.



# Harrow Way Staff Wellbeing Our Commitment to You



# Professional Development at Harrow Way



Focus	Content
Curriculum Thinking	Curriculum as a progression model
	Types of knowledge
	What is a knowledge rich curriculum?
	Sequencing and coherence
	The Argument for Knowledge (Hirsch)
	What is Powerful Knowledge? The work of Michael Young

Focus	Content
Curriculum Implementation	Medium term plans
	End-points
	Collaborative planning
	Resourcing a curriculum
	Curriculum evaluation

Focus	Content
Developing the Individual	Management training for middle leaders
	Developing as a pastoral leader
	Developing as a tutor
	Early career teachers
	Recently qualified teachers
	Aspiring curriculum leaders
	Aspiring lead practitioners
	Early career mentors
	Aspiring senior leaders

Focus	CONTENT
Teaching and Learning	Behaviour for learning (TLAC)
	Principles of instruction
	Curriculum direction
	Retrieval practice
	Questioning
	Communication
	Adaptive teaching
	Feedback
	Assessment

Focus	Content
Introduction to Cognitive Science	The forgetting curve
	The multi-store model
	Schema theory
	Novice and expert
	Cognitive load theory

Focus	Content
Subject knowledge	Subject communities – external
	Subject instinct – internal

Focus	Content
Safeguarding	Mental health training
	Prevent training
	Safeguarding update



# Harrow Way Staff Wellbeing – Our Commitment to You

We believe that our staff should take on activities or tasks that lead to improved opportunities or outcomes for our students. As a school, we want to guard against taking on additional workload that deviates from this principle.

We want to create the conditions in which staff can genuinely thrive; ensuring we have sensible working practices in school is fundamental to this. We believe that careful consideration of workload and wellbeing creates high levels of discretionary effort, which is crucial to our success. Below are a number of the strategies we employ to enable everyone at Harrow Way to thrive:

## Teaching and learning, planning and curriculum

- We trust teachers to decide the best approaches for their students.
- Teaching and learning policy is co-designed with specialist subject areas because they know what works best for different subjects.
- No need to write lesson plans of any kind.
- Every Monday after school there is Curriculum Area Development Time (CADT). This is not a meeting but an opportunity for collaborative planning, marking and sharing to reduce the individual workload of each colleague.
- Although schemes of work and resources are provided, they are not prescriptive – teachers can adapt them however they like.
- We are committed to ensure staff have generous PPA time.
- Questioning is used to stretch learning in lessons.
- Admin and ICT support is in place for each department.
- No pressure to ‘put on a show’ in lessons. A culture of typicality is reinforced by no lesson gradings (outstanding, good etc).
- We have a commitment to rarely use staff to cover lessons.
- Professional trust in our staff is part of our culture.

## Behaviour

- Everyone has the highest expectations of behaviour, with all staff (not just teaching staff) reinforcing those expectations.
- A clear system of sanctions is applied consistently so staff don’t have battles with students.
- We offer support as we do not want staff to accept poor behaviour.
- Calling for support is not viewed as a weakness.
- Senior Leadership are very visible and all staff ‘own’ their corridors.
- Senior Leadership run lunch duty so behaviour doesn’t bubble up.
- We use Cover Supervisors so students see familiar faces and avoid external cover.
- We use a daily ‘on-call ECO system’ effectively ensuring that rare disruptions are swiftly dealt with. We use protected learning detentions to ensure behaviour does not impact others’ learning.
- We use our internal exclusion room, afternoon exclusions and afternoon school to ensure students miss as little learning as possible.



## Assessment and reporting to parents

- Three data collection points a year, which are used to inform clear actions.
- We have a clear feedback policy which supports staff to reduce their marking time.
- Marking is for one audience and one audience only: students. Never tick and flick or do anything else for observers/parents/carers.
- No detailed written reports to parents/carers.
- Communication policy is in place so staff are not interrupted by phone calls and there is no expectation to respond to emails from parents immediately.



# Harrow Way Staff Wellbeing – Our Commitment to You

## Professional Development

- CPD tailored specifically to staff needs and where possible based on their feedback.
- Time for staff to put new things into action.
- CPD is delivered on inset days or twilights that never finish after 5.15pm, with days off in lieu.
- Non-hierarchical approach to professional development – there are things a senior leader can learn from an NQT and vice versa.
- In-house experts on all aspects of educational practice, including many Lead Practitioners.
- Targeted support plans for teachers who are struggling.
- One meeting a week, focus on doing tasks.



- Briefings are kept succinct.
- Opportunities to develop and progress at all levels.
- Comprehensive support for NQTs which includes dedicated mentors, regular meetings and no tutor group.
- RQTs have access to a RQT bursary to complete a project of their choice. Support from Lead Practitioner and regular meetings. The report, for their final presentation of the project to SLT, will be professionally produced and bound.
- Performance Management is an entitlement. Data targets are not used punitively but aspirationally.

## We work hard, play hard

- There are no prizes for looking busy or staying late – work in a way that suits you and make sure you make time for yourself and your family.
- No expectation of answering emails outside school hours.
- A bell sounds at 5pm to encourage staff to go home.
- We are constantly streamlining all systems and processes so they take less time.
- No tick box culture – never do anything if it's not going to make a difference.
- We regularly survey staff to get their honest opinions about how to improve.
- A culture of peer-to-peer praise (thanks a million).
- Annual CPD on managing stress with the clear message that keeping things to yourself is not a sign of strength.
- Open-door Senior Leadership – no concern is ever too small (SLT Surgery).



- We offer staff enrichment activities throughout the year.
- Seasonal events for everyone to show their less serious sides e.g. World Book Day, Christmas Fair, Secret Santa etc.
- Countless opportunities to get involved with the wider life of the school – trips, events.
- SLT carefully consider staff wellbeing when introducing new initiatives.
- SLT will abandon ideas if they are not having an impact.

# Harrow Way SLT Manifesto



**“What we say we do, we do – exceptionally well!”**

**“No 5-minute fads.”**

**“Always considering the impact on others.”**

## Role modelling

- Energy and enthusiasm.
- Bright face (we set the weather) within and outside school; in the community.
- Role model Respect, Determination, Ambition, Integrity and Community Values, at all times.
- Role model positive interactions with students.
- Role model on phones, attendance, punctuality, litter, personal appearance, active duties, tidy and organised environment (classroom, office, desk etc.).
- Role model involvement in extra-curricular provision/revision.
- Role model excellent communication and parental engagement for other staff.
- Lead and ‘own’ CPD in the areas in our remit.
- Model positive approach to all tasks, including the less desirable ones.

## Moral Purpose

- Challenge each other, particularly on moral purpose.
- Always be open to challenge and avoid defensiveness.
- Challenge poor practice and that which goes against our values.
- Seniority does not imply moral correctness.

## Organisation

- Highly responsive – turnaround time of hours, not weeks.
- Never need to be chased for things that have been asked for.
- Be extremely well organised personally – use IT (Google Calendar).
- Ensure Helen and Tracey have your calendar.
- Clear action required emails and CPOMS daily (or at least update).
- Think and plan strategically (per week, term, year, three year...).
- Use the task sheet. Do not set tasks for people for your own convenience.
- Always consider whether a job needs setting for someone else, or if it could be avoided.
- Daily SLT Monday briefing 8.10am Tuesday – Friday 8.20am.

## Supporting and developing staff

- Public praise, private criticism.
- Celebrate success.
- Consider student and staff wellbeing in all decisions.
- Confidentiality.
- Honesty, openness and transparency in decision-making
- Open, frank discussions.
- Foster continuous improvement by holding key stakeholders to account.
- Use deadlines, sensible and agreed where possible, at all times.
- Recognising when situations require us to take over and support, and when it requires us to sit back and support.
- Recognise and develop expertise.
- Ensure excellent communication with key stakeholders.
- Always seek a ‘win win’ solution to situations.
- Very rarely ‘pull rank’.
- Acknowledge and say hello to all staff, particularly new ones.
- Check they are ok, repeatedly.

# Harrow Way SLT Manifesto

## Accountability

- Take a proactive role in getting things done.
- Cabinet and collective responsibility.
- “Email sent” is not the same as “job done”.
- Clarity of responsibility.
- Ownership of issues, teams, outcomes.
- Look for responsibility but do not blame.

## Collegiality and Visibility

- Mutual respect.
- Listen and value others contributions.
- Active listening to discussions.
- Be out and about and get all over the school. Every lesson, every day.
- Help when not on rota.
- Morning and evening on gate and up the road.
- See issue, deal with it.
- First to meetings, sit at the front, attentive and positive.
- Approachable – office door open.

## Line Management

- Take shared responsibility for outcomes.
- Personally, quality assure practice at all levels, and ensure the Curriculum Leaders are doing so.
- Take personal responsibility for the development of each member of the teams you line manage .
- Take personal responsibility for the extra-curricular offer of the subjects you line manage. Ask staff to be effective contributors and model this yourself.
- Take personal responsibility for the attendance of the staff at key events.
- Drive and support change and challenge.
- Drive and develop values within teams .

## Line Management Meetings

- At least every 2 weeks, more often if necessary.
- Prioritise and reschedule if missed. The meeting is a necessary entitlement for the person being managed.
- Record actions on pro-forma, in the relevant Google doc – put a link in the notes section of your Calendar entry so this is always available.
- Revisit agreed actions at the start of each new meeting.
- Ensure team leaders have similar meetings with those in their team who have paid responsibility, over and above regular department meetings.





- + Be Ready
- + Be Respectful
- + Be your Best



**Harrow Way**  
Community School  
Learning for life, **success** for all

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