#### July 2023

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### Tackling Educational Disadvantage (TED)Self-evaluation

#### Red Section: Expectations, Pitch and Response

# SERVICES FOR SCHOOLS

**Expectations, Pitch and Response**

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| **The rejection of labels and limitations**  | **Key Strength/****Key Priority?** | **Responses and reflections*** How do you know?
* What evidence do you have?
 |
| **1a** | Do staff acknowledge biases and their impact, ensuring that these are constantly challenged? |  |  |
| **1b** | Do staff use a range of observations and assessments to understand each child? |  |  |
| **1c** | Do leaders model positive language and attitudes around tackling the challenges of socio-economic disadvantage, challenging the use of negative language or labels?  |  |  |
| **1d** | Are staff supporting high attaining pupils to deal with the challenges of socio-economic disadvantage? |  |  |
| **1e** | Does the school use flexible approaches to grouping? |  |  |
| **1f** | Are staff deployed to best meet the needs of pupils in a responsive way that enable pupils to learn independently? |  |  |

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| **Pitch and momentum** | **Key Strength/****Key Priority?** | **Responses and reflections*** How do you know?
* What evidence do you have?
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| **2a** | Are expectations raised for pupils with low prior attainment so that low prior attainment does not predict low future attainment? |  |  |
| **2b** | Is data for cohort specific groups used diagnostically to drive action without ‘labels’ limiting learning?   |  |  |
| **2c** | To what extent do teachers understand prior curriculum content, pitch, pedagogy, and assessment in order to teach effectively, secure progression and to fill gaps in learning?  |  |  |
| **2d** | To what extent are transition points planned for to enable as smooth a transition as possible? (Consider within year transitions, as well as year group and key-stage transitions) |  |  |
| **2e** | Does the teaching and learning of new groups, alongside transition information, inform starting points, rather than an over-reliance on testing? |  |  |

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| **Curriculum design and subject specific pedagogy** | **Key Strength/****Key Priority?** | **Responses and reflections*** How do you know?
* What evidence do you have?
 |
| **3a** | Is your school curriculum relevant and responsive to the pupils’ lives? |  |  |
| **3b** | Are leaders and teachers experts in their subjects, developing subject-specific pedagogy in response to research and national and local changes? |  |  |
| **3c** | To what extent do teachers develop pupils’ disciplinary literacy? |  |  |

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| **Adaptive and responsive teaching** | **Key Strength/****Key Priority?** | **Responses and reflections*** How do you know?
* What evidence do you have?
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| **4a** | Is assessment for learning effectively used to find out what pupils know, understand and can do?  |  |  |
| **4b** | Does this include assessment of learning behaviours and executive functioning skills? |  |  |
| **4c** | Are systems in place to ensure that teachers’ assessment is accurate and reliable? |  |  |
| **4d** | Do staff have a repertoire of approaches for adaptive teaching that responds to pupils needs? |  |  |
| **4e** | Is sufficient emphasis given to the ‘we do’ phase of the gradual release model so that pupils can collaborate with peers and teachers can be responsive to need?  |  |  |
| **4f** | To what extent is scaffolding used to support pupils to access learning independently, with scaffolds being reduced and removed over time?  |  |  |
| **4g** | Is flexible grouping effectively used in classroom practice? |  |  |
| **4h** | Are teachers confident in using evidence informed feedback strategies? |  |  |

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| **Data and assessment** | **Key Strength/****Key Priority?** | **Responses and reflections*** How do you know?
* What evidence do you have?
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| **5a** | Is there a shared message that outcomes data highlight symptoms of disadvantage and that the focus must be on addressing the causes? (For example, attendance). |  |  |
| **5b** | Are quantitative and qualitative data given equal status when assessing need and evaluating impact? |  |  |
| **5c** | To what extent is the school’s tracking of whole school attainment and progress, including specific cohort groups, used in a meaningful way to impact on pupils? |  |  |
| **5d** | Is attainment data used to hold staff to account in the context of supporting staff to engage with and apply research-informed strategies? |  |  |
| **5e** | Do 1:1 and small group interventions respond to identified needs, with teachers informing the intervention and utilising the learning back in class? |  |  |
| **5f** | To what extent is data being used effectively by class teachers to inform provision? |  |  |
| **5g** | To what extent is data being used effectively by middle leaders to inform provision? |  |  |