

Approach	Impact	Cost	Key research findings	Current position at LA	Recommendations.
1. Effective feedback	V High	Low	<ul style="list-style-type: none"> • Feedback is best directed at the individual and task level. • It should set challenging goals. • Be given sparingly to be meaningful. • Where possible be positive. • Be specific and well focused. • Be encouraging. 	<ul style="list-style-type: none"> • LA has a new marking policy implemented in 2012 which is well integrated across the school. • Marking and feedback is an essential part of METAL. • Consistent use of the www. ebi. format. • Online revision programmes such as MyMaths, GCSE Pod etc. 	<ul style="list-style-type: none"> • The marking policy should be reviewed regularly. • New staff at LA should be fully briefed as part of induction. • Marking is constructive and relates to individual targets where possible.
2. Meta-cognition and self regulation strategies (where learners' think about, monitor and evaluate their own learning).	High	Low	<ul style="list-style-type: none"> • This is particularly helpful for low achieving pupils. • Very effective with small groups so that learners can support each other and make their thinking explicit through discussion. 	<ul style="list-style-type: none"> • All lessons have a clear and stated Learning Objective. • Peer assessment and peer teaching is heavily encouraged and supported through regular outstanding and good lesson observations 	<ul style="list-style-type: none"> • Further promote AfL, self and peer assessment through Learning Communities and Collaborative Planning. • Monitor through the increasing numbers of outstanding lesson observations.
3. Peer tutoring and peer assisted learning.	High	Low	<ul style="list-style-type: none"> • The process benefits both tutor and tutee. • Can be good across age ranges, for example, the use of reading buddies at tutor time. • Peer tutoring should only support rather than replace normal teaching. 	<ul style="list-style-type: none"> • Reading buddies and Y12/13 led tutor time activities. • Peer tutoring and teaching is a familiar strategy seen at LA and evidenced through lesson observations and learning walks. 	<ul style="list-style-type: none"> • Continue to promote peer learning elements through Learning Communities and Collaborative Planning (DOLs).
4. Early intervention.	High	V High	<ul style="list-style-type: none"> • Transition across KS2 to 3 is a key historical transition requiring careful planning and data transfer. • Transition into KS4 and 5 are also important, but there is an increasing awareness that students should not be held back if they are ready to progress. 	<ul style="list-style-type: none"> • LA operates a thorough Transition scheme for our feeder primary schools. • Detailed information is now produced and used extensively across LA. • Visits to feeder primary schools. • Reading age data is used to target low literacy levels for early interventions (eg. Accelerated Readers (AR)). • LA operates a Summer School programme. • Creation of Express Band to shorten KS3. 	<ul style="list-style-type: none"> • Student Voice activities confirm that LA has robust transition arrangements. • Schemes such as AR and reading buddies support progress from entry. • Evaluate other early interventions such as the Listening and Movement programmes and other literacy interventions.

Approach	Impact	Cost	Key research findings	Current position at LA	Recommendations.
5. One-to one tutoring.	High	V High	<ul style="list-style-type: none"> Evidence indicates that literacy and numeracy areas benefit considerably from this level of support. Paired or small group interventions can, under certain circumstances, be better than one-to-one. Experienced teachers are likely to be more effective than TAs but considerably more expensive. 	<ul style="list-style-type: none"> Children with Statements will benefit from this type of intervention. Early intervention reading schemes are an embedded feature of LA. LA has a long history of employing coaches to support learning at KS4 in the core subjects. 	<ul style="list-style-type: none"> Evaluate the effectiveness of the GCSE coaches to ensure good value for money. Raise awareness that small groups may be just as effective as one-to-one interventions. Finance implications as this is expensive.
6. Homework.	Moderate	High	<ul style="list-style-type: none"> There is likely to be a link between low achieving boys and poor completion of homework tasks. Pupils benefit from prompt and effective feedback. 	<ul style="list-style-type: none"> LA has recently reviewed its homework policy. The VLE is a major feature of the new policy giving parents and students access to resources. Staff are expected to provide good feedback on homework in line with the new homework policy and 1. above. 	<ul style="list-style-type: none"> Review homework policy on a regular basis. Monitor homework through METAL/DOLs. Continue to develop the VLE in line with the above.
7. ICT	High	V High	<ul style="list-style-type: none"> The use of cutting edge high quality IT has an engaging effect on many young people. In many schools ICT is often about yesterdays technology rather than today's. IT should be used creatively and not be simply about using the technology itself. 	<ul style="list-style-type: none"> LA is at the cutting edge of IT with its widespread use of iPads and iMACs. Staff and students are encouraged to use this technology creatively using the many educational Apps now available. LA now has a powerful and robust network avoiding frustrations of lost work and system outages. iPad use opens areas of personal video, photography, research and so on not so readily available on stand alone machines. 	<ul style="list-style-type: none"> Continue to embed the use of iPads and Apple technology and review effectiveness. Teachers should continue to plan effectively how the technology will assist in pupils learning. Resolve issues around situations where using Apple products is disadvantageous.
8. Assessment for Learning.	Moderate	Moderate	<ul style="list-style-type: none"> While reviews suggest the potential benefits of AfL the research across many studies has not clearly provided the evidence to support this assertion. 	<ul style="list-style-type: none"> Staff at LA have over an extended period used AfL throughout their lessons including plenaries and mini plenaries, questioning techniques, partner teaching and assessment and so on. 	<ul style="list-style-type: none"> AfL should continue to be a focus for teachers at LA and evidence of its effective use captured through lesson observations.

Approach	Impact	Cost	Key research findings	Current position at LA	Recommendations.
9. Parental involvement.	Moderate	Moderate	<ul style="list-style-type: none"> Parental involvement is consistently associated with pupils' success at school. Evidence about increasing involvement to improve attainment is much less conclusive. This is particularly the case for poorer families. 	<ul style="list-style-type: none"> LA actively seeks and promotes parental involvement. Consultation events have evolved to take on the views of parents particularly. Feedback from parents is generally very positive about the information they receive. Admin and pastoral teams work very hard to ensure parents have a positive experience in all their dealings with LA. 	<ul style="list-style-type: none"> Continue to listen to the voice of parents regarding all aspects of life at LA. Review the role of Parents Voice to ensure it represents the views of parents. Rebranding of Parent Voice.
10. Sports participation.	Moderate	Moderate	<ul style="list-style-type: none"> Generally the impact on academic achievement is low, but may be significant for individuals. Outcomes are likely to be more positive where there is a clear link between the activity with the academic learning. 	<ul style="list-style-type: none"> LA has outstanding sporting facilities. Curriculum based sport is in line with current best practice. Extra curricula sport is a key feature at LA, including sports teams, recent links with the Olympics, Enrichment sport at KS3 and so on. 	<ul style="list-style-type: none"> Increase cross curricular links between sport and other subject areas. Improve performance of squads.
11. Summer schools.	Moderate	Moderate	<ul style="list-style-type: none"> The effects are reasonably consistent and moderate in impact. They are usually of most benefit to higher attaining pupils and less effective for lower attaining pupils. 	<ul style="list-style-type: none"> LA runs an extensive summer school programme for pupils during the summer holiday. This provides further quality to our already robust transition arrangements. 	<ul style="list-style-type: none"> Investigate ways in which lower achieving pupils can be encouraged to attend, and how we might then maximize the impact for them.
12. Reducing class sizes.	Low	Moderate	<ul style="list-style-type: none"> There is little advantage to making small reductions in class size (eg. from 30 to 25). Where smaller classes are successful, the benefits in behavior and attitudes as well as attainment can persist for a number of years. Broad evidence does not support the use of TAs as an alternative to teachers. 	<ul style="list-style-type: none"> LA operates a wide range of class sizes across all Key Stages. Collaborative planning is a key feature where teachers combine for larger classes up to 60 pupils. The Express Band has the effect of reducing this maximum down to 40 from Year 8. 	<ul style="list-style-type: none"> The Express Band has a positive effect on reducing class size significantly (ie. from 60 to 40). Lesson observations will continue to monitor and track lessons with large class sizes. Staff are becoming more skilled in planning and delivering these lessons.

Approach	Impact	Cost	Key research findings	Current position at LA	Recommendations.
13. After school programmes.	Low	Moderate	<ul style="list-style-type: none"> • Programmes with greater structure, a strong link to the school curriculum, well trained and qualified staff, and opportunities for one-to-one tutoring seem particularly promising and more clearly related to academic benefit. 	<ul style="list-style-type: none"> • LA offers a wide range of lunchtime and after school clubs covering sport, music and other interests. • LA provides extensive evening, weekend and holiday revision and coursework events. • Enrichment lessons and the extended school day have the specific aim of ensuring all students (including FSM) can access a wide range of extra curricula events. 	<ul style="list-style-type: none"> • Consider mechanisms to ensure these various events are promoted to all, including FSMs.
14. Individualized instruction (students complete a set task before moving on to the next)	Low	Low	<ul style="list-style-type: none"> • Individualizes instruction does not tend to be particularly beneficial. • Group work is more effective in this context. 	<ul style="list-style-type: none"> • Teachers at LA are encouraged to use a wide range of learning activities and individualized instruction should not be restricted where a teacher considers it to be of value. • However, we consistently promote small group work where the benefits are more secure. 	<ul style="list-style-type: none"> • Ensure that groups are carefully considered and are appropriate to the task. • Both social and differentiation issues should be considered when setting up group work.
15. Learning styles.	Low	Low	<ul style="list-style-type: none"> • It is important not to label students or blame their lack of success on their learning style, rather fostering belief that they can succeed through effort. • There can be some benefit in learners believing that they can succeed in a task if they can choose the particular approach they use. • Results are particularly unconvincing for low attaining pupils. 	<ul style="list-style-type: none"> • Teachers at LA are aware of learning styles and are encouraged to use a variety of activities and use of senses to promote learning. • Flexible learning allows for more creative approaches to T & L. 	<ul style="list-style-type: none"> • Continue to use a range of interesting and challenging tasks. • Do not allow children to become 'labelled' as a particular type of learner.

Approach	Impact	Cost	Key research findings	Current position at LA	Recommendations.
16. Arts participation.	Low	Moderate	<ul style="list-style-type: none"> • Overall the impact on academic learning is moderate. • There is consistent evidence that participation in artistic and creative activities are beneficial. Effects have been identified in terms of impact on English, maths and science at secondary school level. Particular benefits are linked with some particular activities such as spacial awareness and music. 	<ul style="list-style-type: none"> • LA aims to offer a broad, challenging curriculum. The arts are heavily represented as one of our specialisms and are taught through classes, clubs and specific 'headline events' and trips. • School shows, concerts and productions. 	<ul style="list-style-type: none"> • As an arts specialism LA will continue to offer a wide range of artistic events across the curriculum and school day, as well as through extra curricula activities. • Improve arts results.
17 Performance Pay.	Low	Moderate	<ul style="list-style-type: none"> • The link between pay and students learning is difficult to prove. • One key issue is how performance is measured and how closely this is linked to outcomes for learners. 	<ul style="list-style-type: none"> • LA follows the Government's performance management guidance as part of staff's annual appraisal. This is linked to pay progression rather than 'performance pay'. 	<ul style="list-style-type: none"> • That current guidance continues to be followed.
18 Teaching assistants.	Low	High	<ul style="list-style-type: none"> • Studies have consistently show little or no impact on attainment. • Some low attaining students do less well with a TA. • TAs have a positive effect on teacher morale and reduced stress. • The impact is greater when TAs are given a particular pedagogical role. 	<ul style="list-style-type: none"> • LA employs TAs to perform a variety of roles including Individual support (Statements), helping with small group activities, reading buddies and so on. • HMO ensures that TAs receive appropriate training as part of their professional development. • Lesson planning included the specific direction of TAs where appropriate and embedded in colleges. 	<ul style="list-style-type: none"> • Continue to monitor the effect use of TAs, for example, through lesson observations. • Continue to provide TAs with high quality training as part of their own CPD.

Approach	Impact	Cost	Key research findings	Current position at LA	Recommendations.
19. Ability grouping	Low	Low	<ul style="list-style-type: none"> • Routine setting arrangements tend to undermine low attainers' confidence and the belief that effort is more important than ability. • When strong teachers are assigned to low achieving groups, this can have a positive impact. 	<ul style="list-style-type: none"> • LA uses a mixture of sets and mixed ability classes. • Setting is most obvious in core subjects and is carefully linked to progress and attainment. • Creation of the Express Bands reduces class size and bring other benefits at KS3. • Specific Pathways at KS4 help avoid the labeling issues often associated with setting. • Year 7 is all mixed ability to reinforce College ethos and assist the smooth transfer from primary. 	<ul style="list-style-type: none"> • Consider carefully the perception of students being taught in lower ability sets or in a younger year group.
20. Block scheduling and timetabling.	Low	Low	<ul style="list-style-type: none"> • Timetabling issues tend to affect secondary schools, though the time spent on different areas of the curriculum is also important to Primary schools. 	<ul style="list-style-type: none"> • LA has introduced 'flexible learning' to reduce time lost in moving around the school and maximize learning time. • Timetable blocks reduce the complexity of the timetable, allowing close curricular links with other schools and post 16 students. • We do not do a full block scheduling programme. However we do run stop days, core study weeks and other special blocked events and interventions. 	<ul style="list-style-type: none"> • Continue to adopt a broad, challenging curriculum. • Embed flexible learning and monitor through QA activities and lesson observations.
21. School Uniforms.	Low	Low	<ul style="list-style-type: none"> • Although there is no robust evidence either way, there is a general belief in the UK that such an approach supports the development of a whole school ethos and therefore is supportive of discipline and motivation. It should be noted that in other cultures the opposite view prevails, and school uniforms are associated with regulation and the loss of individuality. 	<ul style="list-style-type: none"> • Students wear a school uniform and are occasionally allowed to wear their own clothes for special occasions. • The post 16 students are encouraged to dress 'for business'. • LA fosters a strong belief in high standards of personal appearance at all times. • Uniform card 'crackdowns'. 	<ul style="list-style-type: none"> • LA will continue to set high standards of personal presentation.