

### Raising Achievement Programme

At Trinity High School the raising achievement programme is our system for responding to student underachievement following a data checkpoint. It is a system built on the premise that staff at all levels should know their learners, their gaps and be able to teach adaptively and responsively, addressing knowledge misconceptions.

Our raising achievement programme uses low stakes approaches during quality first teaching to offer timely support to those that fall behind. To do this, teachers use assessment information (both low stakes learning checks and high stakes assessment data information) to identify students who require timely support in the form of a raising achievement target.

The targets are aligned to our teaching framework and are easy to administer; impact focussed and do not affect workload.

We offer intensive intervention for identified students to ensure all individual needs are met. Students who join the school in Year 9 and are not at age related expectation for reading are provided with daily reading interventions, with their progress being measured through both the testing of reading age as well as through the number and range of books they have read. Identified students in Year 10 and Year 11 are also afforded a range of intensive interventions, including access to one-to-one Maths and English tutor sessions. These interventions support progress in the core subjects as well as supporting progress across the curriculum by helping students to access topics and develop understanding in all subjects.

### Raising the attainment of our disadvantaged students

At Trinity High School, we are committed to maximising outcomes for all students. We pay particular attention to the progress of identified disadvantaged students (those that are in receipt of Pupil Premium funding) as they are often our most 'at risk' learners. We also recognise that not all students who are socially disadvantaged are registered for FSM, or even qualify for FSM.

We do all that we can ensure that these students are not left behind.

We recognise the fundamental importance of high-quality teaching and its impact on

disadvantaged learners. As a consequence, improving teaching and learning, through our CPD framework is at the core of our strategy. This framework also provides opportunities for the academic attainment of non-disadvantaged students to be sustained, or improved, alongside their disadvantaged peers as a result of focusing on high-quality teaching.

Our strategy is also integral to wider school plans to close the attainment gap, notably in its targeted support through a tutoring programme for pupils who have been identified as underperforming, including non-disadvantaged students.

Using evidence from the EEF, other sources, and knowledge of our learners, we aim to have a responsive approach, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. To ensure we are effective, we will:

- Ensure disadvantaged students are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Embed our whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

*“Train people well enough so they can leave, treat them well enough so they won't want to.”*

(Richard Branson)



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## IMPLEMENTATION OF THE CURRICULUM –



**Trinity High School  
& Sixth Form Centre**

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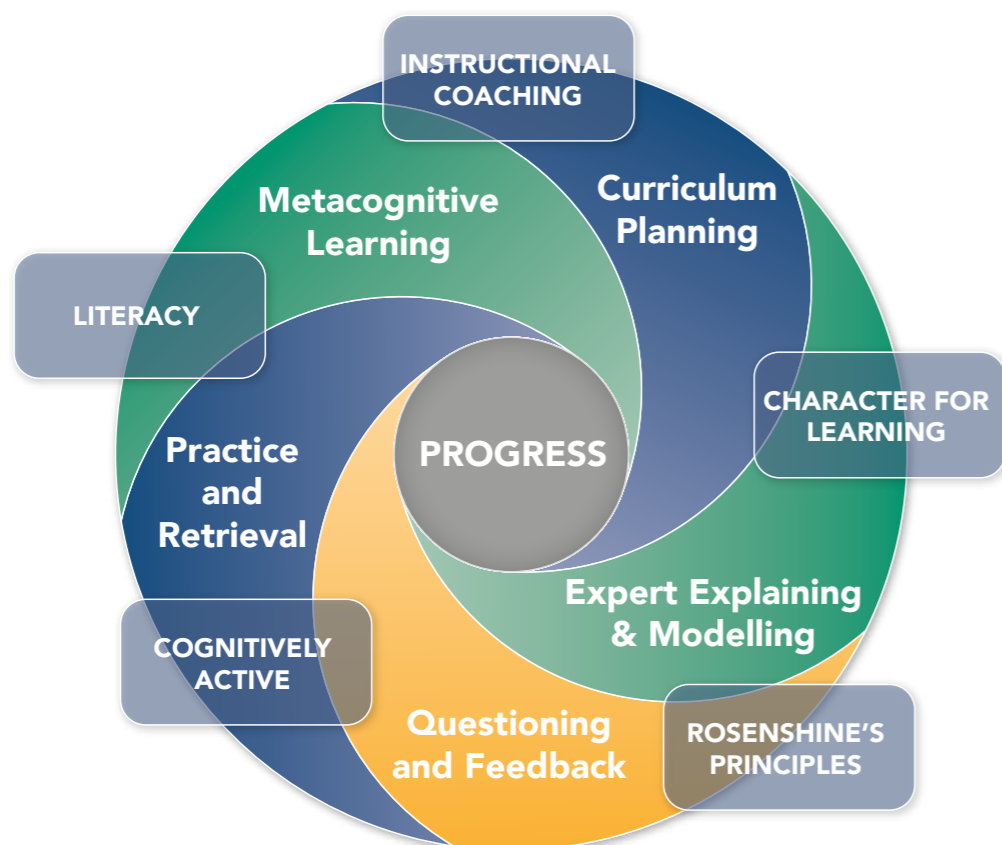
## IMPLEMENTATION OF THE CURRICULUM –

### Principles that underpin our approach to Implementation – The Trinity Teaching Framework

At the heart of the Trinity Teaching Framework is student progress. The framework is derived from evidenced based components, rooted in cognitive science.

It draws on the key ideas of the 'Teaching Walkthrus' instructional coaching series and the Great Teaching Toolkit pillars of great teaching.

The framework is designed to support teachers in the planning and delivery of learning which allows for deeper knowledge and understanding, but it allows for teacher creativity and autonomy. Teachers therefore feel empowered to be pioneers of learning in their classrooms.



Our Professional Learning Programme and our Quality Assurance Framework are aligned to the Trinity Teaching Framework, with a half termly focus on one of the above strands.

### Our approach to Professional Learning;

To support our teachers in delivering the best possible curriculum, we have devised a Professional Learning Programme that:

- Aligns to the latest research from the EEF on 'Effective Professional Development' and its recommendations:
  - When designing and selecting professional development, focus on the mechanisms.
  - Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.
  - Implement professional development programmes with care, taking into consideration the needs and context of the school.
- Is therefore aligned to the school development plan and comprises of a core offer for all, with a tiered offer that allows an element of choice and development appropriate to career stage.
- Allows all staff to be exposed to both a core CPD offer centred around the Trinity Teaching and Learning Framework and a tiered offer that will allow growth and development for all staff, supporting retention and school improvement at all levels.
- Is considerate of well-being and workload, with commitments for CPD built into the directed time allocations – with the exception of the NPQ and other leadership courses, which require significant additional time commitments from aspirational staff.

### Tiered Professional Learning Offer

Staff Group	Core Offer	Further Offer
<b>Headteacher/Deputy Headteacher</b>	Trinity Teaching and Learning Framework CPD	Bordesley MAT /School Improvement Partner NPQH/EH
<b>Assistant Headteacher</b>	Line Management meetings Trinity Teaching and Learning Framework CPD	Leadership Coaching NPQH/SL
<b>Directors of Faculty (ELG)</b>	Trinity Teaching and Learning Framework CPD Internal Wider Inclusion CPD	Leadership Coaching NPQSL Leadership courses from the GTT e.g. The Assessment programme
<b>Aspiring Leaders, Middle Leaders, Lead Practitioners</b>	Trinity Teaching and Learning Framework CPD Internal Wider Inclusion CPD	Suite of fully funded NPQ qualifications and/or leadership courses from the GTT e.g. The behaviour and culture programme
<b>Teaching Staff</b>	Trinity Teaching and Learning Framework CPD Internal Wider Inclusion CPD	GTT Teacher Courses – 8 hours of directed time to be allocated in lieu of completing the course.
<b>ECT's</b>	Trinity Teaching and Learning Framework CPD Internal Wider Inclusion CPD	Education Development Trust
<b>Support Staff</b>	Wider Inclusion and Whole Staff training relevant to support staff	Role specific external training and development e.g. TA training on delivering interventions.