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Curriculum Aims:

- Provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment

- Enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support students' spiritual, moral, social and cultural development
- Promote a positive attitude towards learning
- Ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all students
- Equip students with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals
- Develop students' independent learning skills and resilience, to equip them for higher education

School Values

These curriculum aims are underpinned by our values:

We will provide a rigorously academic and holistic education that prepares our students for success at university and beyond.

WE BELIEVE IN:

Academic Rigour - "the importance of intellectual challenge"

Social Responsibility - "acting for the benefit of others"

WE FOCUS ON:

- Aspiration
- Endeavour
- Community
- Reflection

OUR BELIEFS

We believe in:

...holding high ambitions

...working hard to achieve

...being a Tottenham school

...reviewing our own development

The Academic Team

The Academic Team with responsibility for the curriculum comprises the Deputy Head (Academic), Assistant Head (Futures), Director of Partnerships, Data and Exams Manager and the Librarian. Meetings between the Academic Team and Lead Teachers (Academic Board) provide the forum in which curricular issues are raised and discussed. Academic updates are reported to the Education Committee of the Governing Body that meets once a term. Academic reports are also included in the Board of Governors full reports.

1.1 Partner Schools and the Curriculum

LAE Tottenham has strong curriculum and co-curricular links with a number of independent schools: Highgate School, Alleyn's, Haberdashers' Aske's Boys', Harrow, John Lyon, North London Collegiate, and St Dunstan's. These schools provide curriculum

support; we strive to ensure each academic department at LAET has the opportunity to work in collaboration with a partner school department. The curriculum partnerships involve the sharing of expertise, resources and staff. The schools will also seek to create regular opportunities for curriculum trips, lectures and university preparation workshops/mock interviews.

1.2 Widening participation, rigorous A-level subjects and universities

The LAE Tottenham curriculum is based on studying a combination of academically demanding A-Levels and is well suited to those learners who wish to pursue an academic pathway. In particular, it is tailored to suit students who aspire to progress to Russell Group and other elite universities. It is therefore our policy to offer a core of academic A-level subjects recommended as good preparation for degree level study and one which will keep as many doors open as possible regarding degree choice. The curriculum is informed by the Russell Group's ['informed choices'](#) guidance and seeks to ensure the A-levels offered maximise our student's access to and choice of Higher education options.

It is our aim that learners from all backgrounds receive the qualifications, advice and skills that they need to make successful applications to top universities, degree apprenticeship and apprenticeship programmes in the UK and overseas. LAE Tottenham serves its community in providing academic A-Level courses, enabling learners to go on to university, apprenticeships (inc. degree apprenticeships) or employment and in turn widening participation that will benefit the local community and its students.

1.3 PSHE Education at LAET

Personal, Social, Health and Economic Education takes place within LAET in a variety of contexts, both formal and informal. The formal curriculum offers specific PSHE delivered through the tutorial system. The informal curriculum provides a wide range of opportunities for PSHE. This comprises assemblies, clubs and societies, Outreach, lectures, school visits. Further information can be found in the 'Relationships and Sex Education policy and the Preparing for Life in Modern Britain policy.

2. The LAE Tottenham Curriculum

2.1 The Shape of the Week

All students at LAE Tottenham are full time students on an A-level programme of study. They also have a daily 10-minute tutor period for registration, timetabled sessions for clubs and societies and independent study. LAE Tottenham provides sixth formers with 10 hours of lessons per fortnight in each A level subject in Yr 12 and 11 hours of lessons per fortnight in each A level subject in Yr 13. Students also receive 1 hour of personal development in tutor groups each week.

In a 'normal' (this may be revised in response to covid or similar disruptions) school year, the curriculum will be supplemented by the co-curriculum. At LAET co-curricular activities are a mandatory element of Yr 12 students' working week and are also open to Yr 13. The clubs and societies programme takes place within the timetable. Each student participates in a weekly club designed to develop interests and skills beyond the curriculum (examples include learning sign language, creative writing, debating and beginners Arabic). Outside the timetable there are student and teacher run societies, these take place before and after school as well as at lunchtimes. Further aspects of the co-curricular offer involve community projects, sport and exercise, music, drama, a careers programme and out of school opportunities and visits. The scholars' programme is run from January in Yr 12 to December in Yr 13 sessions are timetabled every week and supplemented by opportunities outside the school day.

A curriculum statement and sample student timetable is attached to the appendices of this document (Appendix 1).*

Sixth formers are expected to undertake around 4-5 hours of homework in each subject per week (see *LAE Tottenham Teaching and Learning Policy*). In exceptional circumstances (usually due to serious pastoral or health concerns) a student may move to a part time course of study. This can be accommodated if it is in the best interest of the student and is financially viable and practical for LAE Tottenham to make the necessary changes. The Headteacher, informed by the Deputy Head (Academic) and Deputy Head (Pastoral), will determine whether a student can change to a part time course of study.

2.2 Our A-level Offer

At enrolment, students choose 4 subjects that they will take until the end of Year 12. In a small number of cases, students may only qualify for 3 subjects and they will be encouraged to undertake the EPQ or another suitable qualification such as core maths. A rigorous process is implemented to ensure that sixth formers are on suitable courses including 1-2-1 interviews on enrolment day and benchmarking tests in the first half-term (see '*LAET Admissions Policy*' and '*LAET Assessment Policy*'). During the course of Year 12 it may become apparent that a student is better suited to a different combination of subjects or fewer subjects and, in discussion with the Deputy Head (Academic) and Assistant Head (Futures), they may be required to change their course (see *Home-LAET Commitment*). LAE Tottenham reserves the right to withdraw candidates from examinations in one or more subjects if it is deemed in the best interest of the student.

All Year 12 students have personal development sessions each week in tutor groups that support the delivery of the PSHE and UCAS programmes. Students will also be presented with the opportunity to work towards an Extended Qualification Project (EPQ) during Year 12. A final decision on a student's suitability for the EPQ programme will be made following a review of their academic performance. LAE Tottenham aspires to ensure that those students able to continue with 4 A levels in Year 13 do so, but it is likely that the majority will drop one subject after Year 12 and continue with three subjects to full A level (see *LAET Admissions Policy* for re-enrolment details). The A-levels currently offered by the school are listed below:

Subject	Qualification	Exam Board
Biology	A level	AQA
Chemistry	A level	OCR
Physics	A level	OCR
Maths	A level	Edexcel
Further Maths	A level	Edexcel
Core Maths	AS level	AQA
Geography	A level	OCR
Economics	A level	Edexcel
English Literature	A level	OCR
History	A level	AQA
Politics	A level	Edexcel
Computer Science	A level	OCR
Philosophy and Religion	A level	OCR
Psychology	A level	AQA
French	A level	AQA
Spanish	A level	AQA
Art	A level	Edexcel
Drama	A level	Edexcel
Music	A level	ABRSM
Arabic*	A level	Edexcel

Italian*	A level	Edexcel
Turkish*	A level	Edexcel
Additional Home-languages*	AS/A level	TBD
EPQ (subject chosen by learner)**	EPQ	Edexcel

* These languages are taught outside the timetable as extra subjects (free tuition). Their provision is dependent on demand and teacher availability. In addition, learners can enter for AS or A levels in other home-languages if they wish, for example Arabic, Italian or Turkish.

** LAE Tottenham recognizes the importance of the EPQ in preparing learners for university study and aims to increase the number of sixth formers completing the qualification as the course is embedded within the curriculum.

2.3 The Four A-Level Curriculum

The inclusion of a fourth A-level in the Autumn term of Year 12 allows students to keep their options open, delaying by up to a year the point at which they are forced to commit to a more restricted programme of study. Student surveys consistently reveal that about half of students change their mind about one of the A Levels they will study for examination during the course of the first year at the LAET. Even for students who do not change their mind, the breadth of curriculum offered and the necessity to develop effective study habits to manage workload helps to facilitate longer-term success.

Most students will study four subjects until their summer term assessments in May. The LAET is best placed to make a data-informed decision with students about the most suitable programme of study to take forward. However, the LAET will consider a reduction to three subjects after the mid-year assessments data point in early March where:

- the student is attaining Current grades of at least C grade in their remaining three subjects
- the student will be planning to complete an EPQ (Extended Project Qualification) or other additional extension work (e.g. a prize essay, a MOOC) to enhance their university application
- the student's programme of study is agreed by the lead teachers of the dropped and retained subjects
- Further Maths is considered a fourth option and can only be considered a 'third' A-level after the May assessment point
- Attendance and effort in all subjects will be considered when making decisions about individual programmes of study
- The student will be timetabled into the library for study periods and is expected to be working on their A-level subjects or extension work during this study time.

The school will also consider a curriculum review if extenuating circumstances (significant medical or high-risk mental health concerns – see Mental Health Policy) or serious academic concerns exist around their ability to cope with the rigours of a 4 A-Level curriculum.

2.4 Academic Extension and Intervention

All A-level subjects offer a weekly scholars' session that runs on a January to December cycle. The sessions have the dual aim of supporting students make competitive university applications in Yr 13 and seek to deepen students' understanding of the subject discipline within and beyond the taught curriculum. Students must apply to be a subject scholar in half-term two and will begin sessions from January onwards. Scholars sessions are optional but attendance is mandatory for those students who wish to apply to Oxford or Cambridge.

Departmental interventions run throughout the academic year where departmental capacity exists and are targeted by Lead Teachers. Intervention sessions primarily occur outside of the taught curriculum and students are expected to attend sessions they have been signposted to. A whole school study support intervention runs throughout the year and is targeted at students at risk of underachieving overseen by the Raising Achievement Leader (RAL). These students are identified following each data capture cycle based on their academic attainment. Students are expected to take responsibility for seeking additional guidance and support where it is required.

2.4 Public Examinations

LAE Tottenham is an Examination Centre 12676 inspected under JCQ guidelines. Current students (and former students wishing to re-sit modules) are entered for exams and accommodated under the LAE Tottenham *Assessment and Public Examinations Policy*.

3. Co-Curricular Programme

3.1 Assemblies and Guest Speakers

Year 12 and Year 13 assemblies take place every Wednesday in the Main Hall. A range of optional career and subject specific lectures are also offered outside of the timetabled curriculum.

3.2 Enrichment

Most teaching staff and many operational staff offer a club or society that extends skills and experience beyond the A level curriculum. Students may also set up their own clubs and societies with approval from the Deputy Head (Pastoral)/Assistant Head (Co-curricular) and under supervision. The Assistant Head (Co-curricular) has oversight of

the enrichment programme. Partner Schools and Governors may offer extra-curricular clubs. Home language lessons may also run during this time. Due diligence, DBS and safeguarding induction is conducted with all staff involved in the enrichment programme.

3.3 Educational Visits

LAET Tottenham values learning outside the classroom and encourages teachers and tutors to organise educational visits. We strive to ensure all students will be taken on at least one university trip during their time at LAET. The Assistant Head (Co-curricular) has oversight of the Educational Visits policy. There is a strict protocol for arranging Educational Visits whether day trips or residential courses (see *Guidance for Educational Visits*). On enrolment all students and parents/carers sign a blanket consent form for day trips (see 'Home-School agreement'). All trips are planned with consideration of curriculum time, with out of school activities vetoed for all students in the run up to exams. Where students are expected to pay travel or other costs, teachers should follow the Charging and Remissions Policy and Educational Visits Policy. Trips are significantly subsidised to encourage participation from as many students as possible. Trips that are an essential part of an A-level will not incur any student cost.

4. Teaching and Learning at LAET

New members of the teaching staff have an induction programme overseen by the Deputy Head (Academic) and the Director of Partnerships that seeks to meet their different needs and levels of experience. The 'Teaching and Learning' policy should be referred to for further information on the school's approach and expectations to Teaching and Learning.

5 Different groups of learners

LAE Tottenham is committed to eliminating the gaps in attainment by different groups of learners (not limited to but including scholars, disadvantage, gender and ethnicity) and ensuring that all sixth formers meet their potential. All sixth formers begin with a minimum target grade (ALIS 75th) based on their GCSE average point score. Full details of the assessment and tracking programme can be found in the LAE Tottenham *Assessment Policy*. The achievement of different groups is tracked using half term assessment/estimated grade data and targeted interventions put into place. ALPS Gender, Ethnicity and Disadvantaged Value Added reports are generated following A level results and the SEN team monitors the achievement of students on the SEN register closely. Where attainment gaps are identified, interventions are put into place by departments in consultation with the academic team. These interventions may include extra classes, moving sixth formers between groups, mentoring and coaching, academic or pastoral reports and partner school support. Lead Teachers have oversight of interventions in their own subject.

5.1 Learning Support

The Deputy Head (Pastoral) has oversight of the SEN and Learning Support Lead. All students are screened for learning difficulties using Lucid screening. SEN profiles are available to all tutors and teachers on the MIS. Teachers are expected to take the needs of SEN and EAL learners into account in seating and lesson plans.

6. Preparing sixth formers for the world of work and university

6.1 UCAS process and timings

Students have access to impartial and independent advice about HE choices through their attendance at HE Fairs, Open Days and Conferences. LAE Tottenham offers students the opportunity to attend the Highgate HE Fair for Year 12 students to which Year 11 students from local schools are also invited. A guided process of information provision, advice and guidance begin in earnest for Year 12 in January. There is an annual off-timetable 'Drop Down Morning for Year 12 in the spring term to introduce the UCAS application process and our own internal University and Careers fair. There is also an annual UCAS information evening for Year 12 sixth formers and families. Lead Teachers are expected to advise on sources of information about subject choice and university courses.

It is LAE policy that all sixth formers complete a UCAS form in Year 13 unless a clear gap year or employment/apprenticeship/art foundation course or alternative pathway plan has been approved by the Assistant Head (Futures). Current students are not permitted to apply as independent candidates and must apply through LAET with a reference and predicted grades provided by LAET, not an external referee. International university applications and degree apprenticeship applications may be made in place of a UCAS application by the student provided it is agreed by the Academic Team (though these are preferably done alongside a back-up UCAS application). The UCAS process and timings are found in the UCAS shared area. The Deputy Head and Assistant Head (Academic) have oversight of the UCAS process; Lead teachers have responsibility for the production and collation of predicted grades and subject references. Overall academic references are the responsibility of the nominated academic referee. Academic referees are generally matched to students aspiring to study a degree programme in an area they have some expertise over but this is not always possible. The Assistant Head (Academic) is responsible for these assignments and for ensuring they are assigned in a fair and consistent manner. Only the Deputy Head (Academic), Assistant Head (Futures), Assistant Head (Co-curricular), the lead HE Coordinator and the Headteacher can make the final approval and send the application to UCAS.

Students will be told their UCAS predicted grades to assist them with making university choices. Students pay online for their application through UCAS Apply (£28.50). Students with Bursary entitlement can be refunded through the online system as per any eligible school expense.

The UCAS reference goes out in the name of the academic referee and all references contain contextual information about the school. To protect the integrity of the reference and to avoid conflict and inappropriate negotiation between candidates and referees, the UCAS reference must remain confidential until it is finalised. It is LAET policy to read the final reference to students where the student requests before submission but hard copies are **not** provided to students. The sharing of a reference must be done on screen and in the company of the referee. The reference must not be given to the candidate as either a hard or soft copy. If a tutor is not sure about whether to show a reference, then they should seek advice from the Deputy Head (Academic). A candidate has the right to see their reference under the Data Protection Act and can apply to UCAS (post-processing) for all information held on them. The individual candidate will be liable for the administration fee payable to UCAS for this service.

UCAS destinations and outcomes information will be kept by the Data Analyst and analysed and tracked by the Deputy Head, Assistant Head (Academic) and the lead HE Coordinator..

6.2 Oxford and Cambridge and other Early Applications

The Assistant Head (Futures) has oversight of applications requiring an early deadline (15 October). The Oxford and Cambridge and Medical admissions process (including Veterinary and Dentistry) has a different schedule and process to accommodate this earlier deadline. LAE Tottenham works closely with partner schools and the two universities to maximise the numbers of suitably qualified candidates applying from LAE Tottenham to Oxford and Cambridge and to ensure that those candidates are well prepared to make a strong application. Lead Teachers are responsible (where appropriate) for providing scholars' sessions which aim to take students beyond the confines of the A-level specification and will support students with admissions testing preparation, interview practice and personal statement advice.

Wherever possible it is policy to avoid the term 'Oxbridge', however because of the similar processes and applicant pool it is sometimes expedient. There will be targeted opportunities for potential Oxford or Cambridge candidates to receive independent impartial advice about the universities by attending a variety of Oxford and Cambridge conferences and through in-house sessions from LAET's link Colleges (Lady Margaret Hall, Oxford and Murray Edwards College, Cambridge). Teachers and tutors receive specific professional development about making Oxford and Cambridge applications. The Lead teacher of Biology or another delegated member of staff has oversight of medical applications and runs a 'MedSoc' programme of lectures, interview preparation and application workshops.

6.3 Overseas universities

Applicants for overseas universities will be supported at LAET and through partner schools. Costs incurred during the application (for testing, application, travel etc.) will be borne by the applicant. Bursary, scholarship or hardship funds may be available to support students where required. The Deputy Head (Academic) has oversight of international applications, tutors have responsibility for collating references where required. The school also has an appointed member of staff responsible for co-ordinating applications to US universities.

6.4 Post-A level Applicants (PQA)

LAE Tottenham will support former students who wish to apply post-A level (PQA). Their applications will be processed through the LAET UCAS Apply system. They will receive advice and support with personal statements and references (where resources allow). The Alumni coordinator and Futures team have joint responsibility for collating and producing an updated reference. However, PQA students are not permitted to attend lessons with current students and must follow the LAET security and safeguarding protocols for any visitor to the school. There may be occasions where it is deemed appropriate for a post A level applicant to attend university preparation class, mock interview or lectures. This must be cleared in advance with the Lead Teacher of the subject for which the candidate is applying and the Deputy Head (Academic). PQA correspondence must come through the

Deputy Head (Academic) in the first instance. Completed forms must be submitted by the internal LAE deadlines in order to be submitted by UCAS to meet the October 15/Jan 15 UCAS deadlines. Post-A level forms received after Christmas are unlikely to be processed to meet the Jan 31 deadline.



Appendix 1: LAE Curriculum Statement 2023-2024

LAET is committed to providing a broad and balanced curriculum while developing in students a strong depth of knowledge and understanding of individual subjects. All A-levels will be delivered as linear courses over two years.

A level programme for Year 12

Students choose 4 subjects at the start of Year 12 with guidance from LAET advisers*. All A-levels follow two-year linear A-level specifications and students may take the EPQ and core maths as an alternative to a fourth A-level. The expectation is that most students continue with four subjects until the end of Year 12. In May, all Y12 will sit internal exams, which will determine which subjects they are permitted to continue through to full A-level in Year 13. Students are expected to achieve a teacher assessed grade C grade or higher in their end of year exams for guaranteed course progression in Year 13. Subjects will also consider performance at earlier assessment points where the formal assessment is out of keeping with their general performance. For the majority of students, each will continue their best three subjects to A level at the end of Year 13 and this will be agreed during their curriculum review in the end of year parents evening. Students may take 4 A level subjects through to Year 13, subject to discussions after assessment points that indicate they are able to cope with the demanding workload. After major exams in the summer term, there will be time in the curriculum for university entrance-test preparation as well as non-cognitive skills, university and careers preparation.

Students who do not achieve a C grade in the subject(s) they wish to continue in Year 13 are required to take a re-sit in the first instance. Should they achieve below a C grade in the resits, the following criteria will be considered:

- Where a student achieves a strong D and a teacher is able to predict a teacher-assessed grade of a C or higher, course progression will be permitted
- Where a student has at least two A-levels at the passing threshold (C or higher), they will be offered the opportunity to pick up

two AS equivalent qualifications in place of the subject that they have not met the passing threshold for. These options include core maths and the EPQ and will be advised based on the students' long-term aspirations.

- Where a student does not meet the passing threshold in one or more subjects following the resits, a restart option will also be offered where the student has the GCSE profile (in-line with our entrance criteria) to pick-up at least two new subjects. Attendance and behavioural records will also need to meet school expectations.

In the event that none of the above are possible, the student will be advised to consider alternative courses at new centres to ensure they achieve the best possible qualifications for their long-term ambitions. In all cases, alternative curriculums are designed with the student's best interests at heart and informed by an objective assessment of their reported grades.

Enrichment and the Co-curricular programme

Alongside the core academic courses there is a wealth of opportunities to build independent learning, non-cognitive and employability skills. A typical Year 12 student's week will include Clubs & Societies, Community Projects, Sport and music. outlined in the policy document.

Timetable:

Each sixth former will have 10x60 minute lessons per fortnight in each of their A-level subjects in Yr 12 and 11x60 minute lessons per fortnight in Yr 13 (40 lessons per fortnight in Year 12, 33 lessons per fortnight in Year 13 for most students). In addition, students will have daily tutor sessions and a lesson dedicated to clubs and societies. If a Year 12 student drops to three subjects, they will be timetabled into the Year 12 study space for their study periods.

An example of Year 12/13 student's timetable (Period = Lesson or Independent Study) can be seen on the school website.

Appendix 2: Lesson Observation Feedback: LAE Tottenham Learning Principles

The descriptors below offer guidance to those observing learning during the lesson observation cycle. At LAE Tottenham, we believe that teaching and learning should be:

- **Rigorous**; demonstrating high expectations of students and their levels of learning in the planning and preparation of lessons.
- **Challenging**; normalising struggle as part of the learning process and stretching students to broaden and extend their knowledge and understanding of the subject through the delivery of the lesson.
- **Responsive**; exemplifying the idea that providing support does not mean lessening rigour or challenge. Adapting teaching through the use of AfL to respond to the needs of individual learners is an essential part of teaching and learning.
- **Scholarly**; students and teachers demonstrate mastery and secure, relevant subject knowledge that is detailed and communicated well.
- **Enjoyable**; students and teachers recognise that learning is 'fun' and promote a wider love of learning. Teachers and students are not afraid to take risks with their learning and seek to inspire greater engagement with the subject.

In lesson observations, overall teaching and learning is not graded. However, rating scales are used to provide formative feedback on the principles of learning at LAE Tottenham. The emphasis is placed on creating a formative dialogue between the observer and teacher with the aim of developing pedagogy and creating opportunities to share best practice to improve student learning. The descriptors below should not be viewed as binary judgements (or definitive checklists) but offer guidance to observers when establishing if a colleague requires additional support or if the feedback is better suited to a discussion of the overarching strengths and areas for development.