Teaching for Learning Policy

1. Teaching for Learning

1. Learning Environment	PRINCIPLES & STRATEGIES
"Get the basics in place, build positive relationships and create high challenge low stress classrooms." • Belonging • Aspirations • Safety • Independence • Collaboration • Successful behaviours Students will not learn if they are not in an appropriate physical and emotional state to learn. However, learning at its very best is about taking risks and going beyond a student's comfort zone. So great learning environments are those where personal challenge can extend the comfort zone without being undermined by overwhelming levels of anxiety.	• **Create an inclusive, caring and welcoming environment to allow all individuals to flourish** (get students acquainted, develop class identity, encourage mutual support, value differences, develop synergy) • **Model high expectations** (energy and enthusiasm of teacher, focus on learning all the time, involve every learner and show your determination to develop each one of them, set high challenge low stress activities, optimise use of lesson time, insist on quality of learning rather than quantity, develop and model a growth mindset, set deadlines and stick by them, challenging target grades - A/A* or high UMS marks) • **Make students feel emotionally secure and psychological safe** (clear, fair and consistent public systems of classroom management, unconditional positive regard for all students, ground rules for learning, group talk skills, no put downs or sarcasm, model that it is good to make mistakes and use them as a learning opportunity) • **Use every opportunity to transfer control of the learning from the teacher to the students to support their development as autonomous learners** (reading lists, past papers/mark schemes/examiner's reports on VLE or website, do NOT spoon-feed, answer questions with another question, get them to construct their own meaning and work things out for themselves, involve students in the planning of lessons and the learning process, develop peer and self-assessment over the course by gradually taking away your support, use teaching and learning strategies that increasingly develop autonomy) • **Develop a collaborative learning environment by requiring students to work together cooperatively** (support groups, team building activities, group work roles, students on the same side, tasks are impossible without students working together, individual public performance required, equal participation, simultaneous interaction, reduce competition by making it more difficult for students to compare themselves with others in terms of achievement, plan opportunities for able students to work with similarly motivated students) • **Use backward planning to develop students' learning beliefs** (intelligence & growth mindset, attribution of reasons for success and failure), **attitudes** (resilience, responsibility, resourcefulness & motivation), **skills** (reading, listening, oracy, writing, numeracy, literacy, presenting & note-taking) and **knowledge of learning process** (active engagement, acquiring new information, processing information, memory, metacognition, reflection).

2. LEARNING CONTEXT	PRINCIPLES & STRATEGIES
"If you don't know where you are going, how will you know when you have arrived?" • Link the lesson to prior learning • Provide the overview • Share learning objectives • Discuss/co-construct success criteria • Stimulate curiosity • Set the challenge • Set individual targets This phase is the scene setting phase. People remember more from the beginning of a learning experience, so the first 5 minutes of a lesson are therefore crucial as they represent prime learning time. New learning is built upon the foundations of existing knowledge and understanding. Before learning can begin therefore, the lesson has to be placed in context. Also, the students need to know what they are going to learn, how they are going to learn it and how they will know if they have been successful.	• **Pre-test students to find out their prior knowledge** (Activote tests, bingo, discussion carousel, dominoes, mantle of the expert). • **Link lessons to the big picture** (specification, learning maps, visual organisers, display long-term learning objectives). • **Demonstrate links across the subject and curriculum** • **Actively share clear, differentiated & personalised learning objectives** (use SOLO or Bloom's taxonomies to differentiate objectives, students talk about and annotate objectives, students collaborate to rewrite the objectives in student-friendly style, rank the learning objectives for the lesson, present learning objectives as a cloze activity, get students to speculate which verb could be used to complete a learning objective, red herring objectives, "Rolf Harris" objectives, keep learning objectives live throughout the lesson, delete objective word by word throughout the lesson & get students to spot which words have disappeared, mini-plenary to evaluate progress partway through a lesson, guess who at end of lesson, expect students to recall the objectives from memory at the end of the lesson and to add an evaluative comment on their performance). • **Actively discuss and, where possible, genuinely co-construct success criteria** (Blankety Blank, red herring criteria, group compilation of criteria, last man standing, rank order success criteria, large-scale display or physical model, spot the mistakes to build success criteria, prominently displayed throughout the lesson, provide examples of good and bad practice, use analogies, show a weak piece of work and get students to suggest improvements, return to success criteria after the learning is completed to re-evaluate them). • **Targets are set by the teacher and generated by students** • **Generate a sense of challenge, curiosity & interest** • **Open questions are asked; problems are posed**

3. NEW INFORMATION/INPUT	PRINCIPLES & STRATEGIES
"Receiving information is not the same as making sense of it." - Brief chunks - Challenging - Engaging - Active - Student-led - Innovative/novel - Multisensory Although we want all students to understand information as they encounter it, the emphasis during this phase is on providing the students with new information. In crude terms, this is the teaching phase. The quality of the input during this phase will have a big bearing upon the extent to which students understand information. While high quality input does not guarantee understanding, it does make it significantly more likely.	Teach new information to make it STICK: - **Simple** - **Unexpected** - **Concrete** - **Credible** - **Emotional** - **Stories** - Information presented in small chunks and kept brief - Deliver key point at beginning - Student-led input (students research information and teach each other) - Punctuate input with questions - Punctuate input with learning activities designed to develop understanding - Deliver information in several different ways - Make presentations multisensory - Explain technical language Teaching activities to engage, challenge and introduce new information: - **Pre-reading** - **Flipped lesson** - **Teaching by asking (assertive questioning)** - **Teaching by asking (pair explaining)** - **Information hunt** - **Quiz-quiz trade** - **Beat the teacher** - **Activity carousel** - **Back-to-back** - **One to one** - **Peer tutoring** - **Ambassadors** - **Delegation** - **Envoys** - **Marketplace** - **Jigsaw/scrambled groups/home groups** - **Trading post game**

4. PROCESSING/MAKING SENSE	PRINCIPLES & STRATEGIES
"The key to learning is making personal sense of information." • Developing understanding • Demonstrating understanding • Assessing understanding This is the key phase. It is the phase when students are given the opportunity to make personal sense of the material they have just encountered. It is the time when information is processed and understood. It is the time when information becomes learning. The emphasis in this phase is on developing understanding, demonstrating understanding and assessing understanding. It is the quality of this phase that distinguishes "excellent" from "satisfactory" lessons. Although understanding is personal, students do not work alone. Teachers play a significant role during this crucial learning phase, encouraging and reassuring at an emotional level and guiding, prompting and challenging at the cognitive level. In particular, teachers engage students during this phase through both learning activities and interactions. It is the quality of these activities and interactions that determines the extent to which information will be understood.	• Frequent quality interactions • High proportion of open questions • Processing time for students to think about & discuss their responses • Ask extension questions to extend understanding • Ask questions that encourage students to reflect on their thinking • Encourage students to generate their own questions • Students verbalise/articulate their understanding • Learning activities that engage, challenge them to think and develop understanding • An emphasis on students re-creating rather than reproducing information • Opportunities to process information in a variety of styles • Opportunities for students to demonstrate their understanding • Learning activities that enable the teacher to assess understanding Learning activities to engage, challenge and develop understanding: • **Verbalise** (explain aloud, stepping stones) • **Teach something** (speed dating, simplify something to explain to a 10 year old,) • **Reduce information** (distillation, hierarchies, reduce text to the most important sentence, to six key words or just one key word, do the hardest question first, impose a word or time limit, reduce and remove a word at a time, trump cards) • **Transform information** (conversion of images/text/graphs, create analogies, still frames, still image) • **Sequence information** (assembly) • **Connect information** (concept mapping, connections, dominoes, learning grids, link the clues, mind mapping, odd one out, sticky notes, taboo, Tarsia puzzles) • **Make predictions** (guess who) • **Classify information** • **Rank information** (pyramid ranking, diamond ranking, pairs to fours) • **Re-create information** (assembly, broken pieces, jigsaw puzzles, maps from memory, silent sentences, snowballing) • **Apply information** (on tour, pass the buck) • **Solve problems** • **Undertake investigations** • **High-order questioning** (plan key open questions to be asked during the lesson, pose-pause-pounce-bounce, whole-class assertive questioning) • **Metacognition** (thinking about thinking) • **Students asking questions** (question generator, question time) • **Use formative assessment strategies to elicit levels of understanding and provide feedback that contains a recipe for future action to move learning forward** (no grades and comment only marking, prompt & regular feedback with dedicated reflection & improvement time, peer & self-assessment activities, students creating their own assessment and marking criteria).

5. REVIEWING & REFLECTING	PRINCIPLES & STRATEGIES

"*Trying to learn without reviewing is like trying to fill the bath without putting the plug in.*"
 	
• Review on <u>what</u> has been learned
• Make explicit reference to the learning objectives
• Reflect on <u>how</u> it has been learned
 	
The brain is not designed to remember large amounts of content; information, even when it has been understood, will quickly be forgotten. People remember more from the beginning and end of a learning experience than they do from the middle. It means that the last 10 minutes (the recency effect) and the first 10 minutes (the primacy effect) of the lesson are prime learning time. Encouraging students to reflect on how they learned at the end of the lesson helps improve their ability to learn in the future.
	• **Use activities to review WHAT has been learned AND strengthen memory**
	
	   o Recency and primacy effect (starts & plenaries)
	   o Practice retrieval (practice testing)
	   o Distributed practice (spaced review)
	   o Interleaved practice (mixing up problems/topics)
	   o Elaboration (explaining in own words why something is correct)
	   o Mnemonics (acronyms, rhymes, memory palace)
	   o Flash cards (Leitner System)
	   o Summarising (paraphrasing key points)
	
	(bingo, check your partner, definition cards, definition tennis, dicey business, dominoes, hangman, hot seating, job interview, masterminds, memory board, one minute letter challenge, revision board game, revision maze, sabotage, spotlight, spot the concept, true or false, verbal football, verbal tennis, wheel of fortune)
	
	• **Use activities to reflect on HOW something has been learned**
	
	   o Sufficient time devoted to reviewing WHAT has been learned
	   o Students actively engaged in the review process
	   o Explicit reference to the learning objectives
	   o Students encouraged to reflect on HOW they have learned
	   o Information provided in order to stimulate thought before the next lesson

In line with the Prevent Duty all staff must, at all times, ensure that in carrying out their roles they are politically neutral, nonpartisan and ensure that staff and students are not exposed to views or material which supports extremist views.

2. Monthly Assessment

The **purpose** of the monthly assessments is to:

- Allow teachers to be able to gauge student understanding and progress within their subject, whilst putting in place the **support** required for the **next steps** needed.
- Allow **middle leaders** to track the **progress** of **subjects** within their areas and put in place any necessary interventions.

The **timing** of the assessments:

- Refer to the **published** agreed **ADD dates** for 2017/2018 on the TfL Year Planner.
- Students should be given **two weeks' notice** in order to fully & effectively prepare for the monthly assessments
- *(*The monthly assessment is a basic expectation, and therefore, it is anticipated that departments will be conducting additional assessment on a weekly basis – See the interim assessment policy*)*

The **content** of the assessments:

- The assessment should be **formal**, **substantial** and linked to the exam board **assessment objectives** and criteria.
- **Duration** – The assessment should last for **60 minutes** (approximately). However, it is expected that the first September assessment (post-initial assessment) might be shorter in length due to the limited amount of content and skills covered so early in the course.
- The assessment may be a **whole exam paper** or a **part** of an exam paper, as appropriate.
- Staff within each area should agree and utilise the same assessment in order to create a consistent experience

Practical arrangements for the assessments:

- The assessment must be conducted under **exam conditions** in the classroom rather than in an external setting
- Students should not be allowed to utilise their notes, and therefore, reflect the conditions of the **external exams**
- Any **study support arrangements** in place for the external exams should be also accommodated within the monthly assessment practice

For **coursework** and **practical subjects**:

- Where students are undertaking subjects which contain **both examined content** in addition to **coursework** or **practical** modules, wherever possible, the monthly assessment should be based upon the examination element of the course.
- Where this is not possible (in most cases it will!) then the monthly assessment grade added to the system should reflect **student progress** on the **practical element**
- Ultimately, it is an expectation that the vast majority of students will be sitting an **examined piece** of assessment even where practical elements or coursework options are taking place.
- Pre-issuing students with the topic and **range of questions** before the assessment – the teacher selects the question on the day. This ensures that students consider and revise **all possible angles** for one particular area
- **Cumulative assessment** – Teachers should be encouraged to **continually examine** earlier areas of the course. Again, it is good practice to pre-warn students beforehand. For example, in December, staff may issue students with two topics; the current content and a topic from October. The teacher will select one for the actual assessment or combine the two areas.
- **Mock exams** – These traditionally attract a lower level of attainment for a plethora of reasons! Students have not completed the course nor fully developed and practised their skills. Furthermore, the final exam mindset will not develop until the latter stages. Simplify the mock exam process by chunking the mocks down to certain topics areas, and again, it is possible to pre-issue a range of questions.

Marking and **standardisation** processes:

- Staff within an area should agree a set of **guidelines** to deliver to each of the groups – ensuring **consistency** in the quality of the instruction.
- **Before marking** commences, staff should discuss and **agree** the **mark points** for the assessment
- It would be considered good practice for the HoD/HoS to **pre-mark** a **range** of scripts which will act as the **standards** for the assessment.
- For **CPD purposes** and **quality assurance**, it is expected that wherever possible HoD/HoS make arrangements for work across the team to be sampled.
- For **quality** of the **feedback**, please refer to SN's guidance and policy.

Interventions after the monthly assessments:

- Interventions are required for any student who has not achieved their **target** within the monthly assessment.
- A **note on Cedar** should be annotated on the Friday following the Sunday ADD date.
- **Effective feedback** and **support** should be given to the student alongside an expectation that the students **re-take** a **further piece** of assessment (same or alternative piece).
- A **couple** of marks from **TG** – A note on Cedar may suffice
- **1** or **2** grades **below** – A re-take or alternative piece of assessment.
- **Student failure** – A full re-take of a full assessment must take place.

Results analysis:

- The HoD/HoS is responsible for **analysing** the results for each qualification and ensuring **consistency** across groups / classroom teacher.
- **Anomalies** should be **examined** and **resolved** where issues are identified

Subject Assessment policies:

- All the above information should be compiled within an **assessment policy** for **each area**, indicating the plan for the monthly assessments in addition to the additional interim assessment, for example, ten point tests.
- The assessment policy should be forwarded to **SN** in order to ensure **consistency** across all areas and schools.

3. Interim Assessment

A variety of interim assessments should be set on a regular basis and could include the following:

1. Frequent, low-stake tests, which are marked by the students themselves, should be used to recap previous learning at least once per week by compelling students to retrieve key information from memory alone. Incorporated into these tests should be some assessment of previous learning. For example, for a test with ten questions, questions 1-4 would retrieve key knowledge form last lesson; questions 5-7 would retrieve key knowledge from last week; and questions 8-10 would retrieve key knowledge from last term. These short tests help fix content knowledge into students' long term memory and should be repeated over the term. Short recap tests also indicate to the students which parts of the course they need to review again.
2. Short-answer past paper questions (or parts of questions), covering recent material, should be used to test for knowledge and understanding on a weekly basis. These would initially be marked by the teacher; however, as the students become more proficient, peer assessment and then self-assessment marking strategies could be introduced.
3. Essays (or parts of essays) and other pieces of extended writing, covering material which has been covered over a sequence of lessons, should be given every few weeks. These would initially be marked by the teacher using icon marking and targeted marking techniques. However, as the students become more proficient, peer assessment and then self-assessment marking strategies could be introduced.

4. Assessment Reporting to Parents

Parents will be able to track real-time attendance and achievement on their son or daughter using Cedar, our web-based student tracking portal. Parents will be able to access monthly assessment data for all subjects, measuring performance against qualification targets. Any problems will be highlighted by staff by using Home Contact, our texting and email system, allowing the College to notify parents on the day if a student misses a lesson or fails to complete assignments. Mid-way through the year, parents will be invited to a consultation evening where they can discuss their son or daughter's progress with teaching staff. They will be provided with a hard copy of their son or daughter's assessment and attendance data to date. Staff will continue to keep in touch with parents, providing updates via Cedar and texts highlighting commendations as well as concerns.

5. Independent Learning Tasks

Out-of-lesson independent learning activities help students to develop lifelong learning and independent study skills, and to achieve their fullest academic potential. As such, out-of-lesson independent learning activities are a key tool in effective teaching and learning, and could include the following:

- Reading
- Preparation for a lesson (flipped learning)
- Preparing revision notes
- Learning revision notes
- Re-capping learning (past-paper questions)

In general, it is best not to set anything more difficult than the students have practised in class, as doing so will mean some will get stuck, and others will use the difficulty as an excuse for not doing the work even when they could. These independent learning tasks do not need to be marked, however, the students must see the use of them if they are to be meaningful. These types of activities support the College's aim of raising student achievement, and provide further opportunities for 'stretch and challenge'.

6. Marking and Feedback

"The simplest prescription for improving education must be dollops of feedback". Hattie 1992

Feedback is the process of reducing the gap between what students currently know or can do and what they need to know or do to make further progress. However, students can only close this gap if they act on feedback they are given. Unfortunately, much of the feedback that students get has little or no effect on their learning, and some kinds of feedback are actually counterproductive. Below are ten principles that should be applied across all subject areas at college to make feedback and marking effective.

Effective Marking & Feedback Principles:

1. The key purpose of feedback and marking is to move learning forward ("**close the gap**").

2. Marking and feedback should be just enough to get the student unstuck and to make progress ("**scaffolding**").

3. Feedback should be more work for the student than the teacher ("**icon & targeted marking**").

4. Feedback should relate to the learning goals or success criteria that have been shared with the students ("**feed up**").

5. Any positive feedback comments made should relate to the task, or the techniques, and not the person ("**task feedback**").

6. Any comments for improvement should be focused, specific and helpful, and provide a recipe for future action ("**feed forward**").

7. Grades should be separated from the learning ("**student engagement with feedback**").

8. Feedback should cause students to think ("**cognitive reaction to feedback**").

9. Feedback should increase the extent to which students are owners of their own learning ("**metacognition**").

10. Time in lessons should be made for students to work on their feedback to improve their work ("**DIRT**").
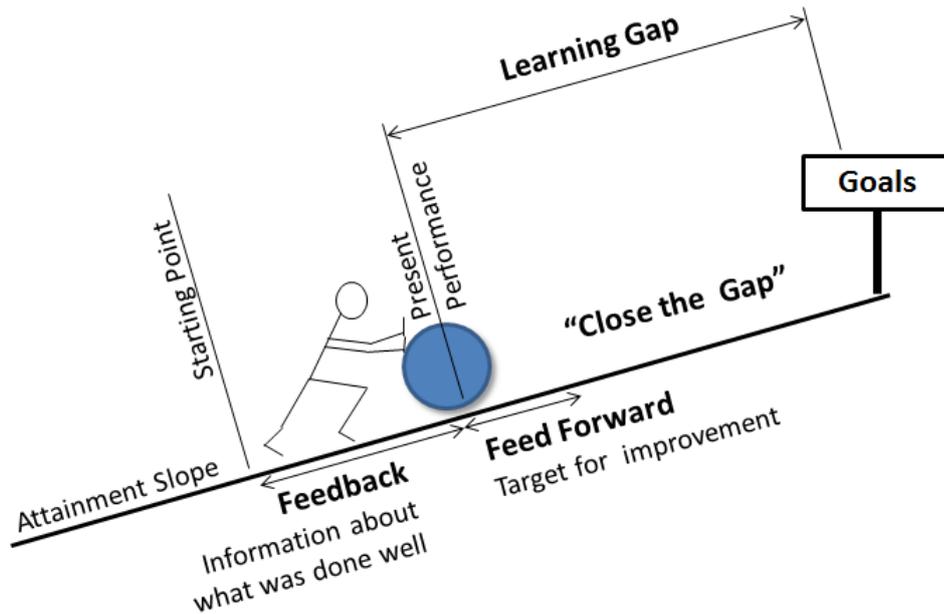
7. Lesson Observation

1. All teachers will be part of the **learning walk** observation process next year irrespective of the grade they achieve after their Individual Performance Review (IPR). The details of this process are as follows:
   a. Information about the lessons observed will be inputted onto a mobile device (e.g. iPad) using a digital lesson observation form, and collated and analysed using Excel.
   b. The learning walk observation team will include the Strategic Teaching & Learning Team (8 Senior Staff) and Heads of School/Department.
   c. As many lessons as possible each week will be observed through the learning walks.
   d. Lessons with outstanding elements will be marked as "Share" on the learning walk app and the member of staff will be asked by SN to share this good practice to the rest of the staff with the help of the Learning Leader from the appropriate School/Department.
   e. Lessons with inadequate elements will be marked as "Develop" on the learning walk app and the member of staff will be directed to an appropriate intervention (CPD session, peer observation or coaching session) with the support of the Learning Leader from the appropriate School/Department.

2. Teachers who are graded as "requiring improvement" (4 and below, based on their performance and outcomes APR grading) will be part of a **coached observation** process. The coached observations will involve a minimum of three lesson observations. Prior to each lesson observation the teacher will present their lesson plans to their coach (a member of the Strategic Teaching & Learning team) and be supported in a developmental manner. The teacher will then be observed on a nominated lesson for the first observation and then during a three-day window for the subsequent lesson observations. Verbal feedback should be given as soon as possible after the observation, but within 24 hours. Written feedback should be given within 3 days using a lesson observation pro-forma, which will include the next steps to be taken. If the next step is a re-observation then the teacher is given time to reflect and practise. After a sufficient time a second observation occurs to measure the impact of the coaching. This process will continue until the coach decides that significant improvement has occurred.

3. Teachers who are graded as "inadequate" (2 and below, based on their performance and outcomes APR grading) will be part of the College's **capability procedure**.

4. **New members of staff** will be part of a coached observation process. The coached observations will involve three lesson observations, one each term. Prior to each observation the teacher will present their lesson plans to their coach (a member of the Senior Management Observation Team) and be supported in a developmental manner. The teacher will then be observed on a nominated lesson for the first observation and then during a three-day window for the subsequent lesson observations.

5. Verbal feedback should be given as soon as possible after the observation, but within 24 hours. Written feedback should be given within 3 days using a lesson observation pro-forma, which will include the next steps to be taken. If the next step is a re-observation then the teacher is given time to reflect and practise. After a sufficient time a second observation occurs to measure the impact of the coaching. This process will continue until the coach decides that significant improvement has occurred.

6. If the member of staff joins after Christmas they will only have two observations, and if they join after Easter they will only have one lesson observation.

7. Outcomes from the lesson observations of new staff will be submitted to the HR Department so that any issues can be discussed in the 2 month induction review and the formal 6 month probationary period review. Any issues of concern should be raised immediately with the teacher, so that an action plan can be drawn up.

8. It is expected that all teachers new to the College will satisfy these requirements in order to secure a permanent contract.

9. A minimum of **35 minutes will normally be observed**. Where the observer feels there is a need they should stay for the whole lesson.

10. All observers will use the same **lesson observation pro-forma** (new online version) to highlight what went well and what could be developed, as well as outlining the next steps. No grade will be given.

11. All completed lesson observation pro-formas will automatically be emailed to SN when the submit button is pressed. SN will email the lesson observation pro-forma to the observee and the observee's line manager. These completed forms will **be moderated by SN**, to allow the grades to be either validated or adjusted in the light of the judgements recorded by the observer.

12. In the event of **a disagreement**, an observee is required to lodge it in writing to SN, who will deal with it, unless he is the lead observer, in which case the matter will be passed onto RPF.

8. Gifted and Able Provision

The Excellence Academy is a dedicated tutorial system for students with an average GCSE score of 6.8 or above (i.e. mostly As and A*s at GCSE). This tutorial system is led by Karen Smitten and two other specialist tutors (Emma Chappell-Davies and Helen Lonsdale), and is designed specifically to develop, engage and support this group of learners in their applications to the Russell Group of Universities (a group of 24 leading universities in the UK), as well as to Oxbridge (Karen Smitten and Judith Lawson).

Entry to the best universities can be highly competitive and students need the correct advice and support when it comes to preparing their applications to them. Obviously, exam results are vitally important, but they are only one of several factors the top universities will take into account when they consider student applications.

1. *Wider Reading* - Simply following the specification in Years 12 and 13 and doing the minimum a teacher requires really won't cut it if a student has ambitions to apply for the top universities. The Excellence Academy tutors, and subject teachers, will encourage students to read widely around their subjects. Reading widely will mean they will have more relevant information to talk about in their personal statement; they will be able to talk more widely about their subject during an interview; and they will also be better prepared for the pace of reading expected at university.

2. *Communication Skills* - What often sets the top universities apart is that any application may well involve an interview with an admissions tutor, and to be offered a place they will need to perform strongly during that interview. It is helpful to think of these interviews as being like an exam, but out loud. So, part of the Excellence Academy programme will involve activities that will develop their verbal communication skills, their thinking skills, and their interview skills, as well as their confidence in speaking publicly.

3. *Extra-curricular Activities* - The factor that often sets candidates apart is their genuine enthusiasm and commitment for their subject. The Excellence Academy tutorial programme will help students develop examples that can demonstrate this enthusiasm and commitment. For example, they will be encouraged to complete some work experience in a related

field, as well as undertake an extended project (Extended Project Qualification) or a MOOC (Massive Open Online Course) linked to their chosen course, and apply for a Summer School or Masterclass (Cambridge) or Study Day (Oxford).

4. *University Visits* - Making a decision on which university to attend is not an easy one and as part of the tutorial programme the students will be encouraged to do plenty of research before they decide on which university will suit them best. The most effective way to do this is in person at one of the university's open days and as part of the Excellence Academy programme they will be encouraged to attend as many as they can.

5. *Aptitude Tests* - A number of top universities, such as Oxford, as well as for those applying for medicine, dentistry and veterinary science, ask students to take a pre-entry test. The Excellence Academy tutor will discuss these with the students, and clearly outline what the nature of the test is and what will be tested. Specialist support and tutoring will be made available to allow the students to show their potential.

6. *Oxbridge Programme* - If a student decides to apply to Oxford or Cambridge, they will have access to an individual guidance programme to prepare them for the more demanding interview and selection process distinctive of these two prestigious universities. Also, as part of the Oxbridge programme, they will be invited to attend a number of trips, including the Cambridge University Residential in February, the North East Oxbridge Conference in March and the Oxford University Open Day in July.

7. *Medic, Dentist and Vet Group* - Similarly, if a student wishes to apply for a highly competitive course such as medicine, dentistry or veterinary science, they will be given specific, individual advice, guidance and information,

Excellence Academy/Oxbridge Programme 2017-18

	Date	Excellence Academy	Oxbridge Programme
Year 10		**Y10 Assemblies at Feeder Schools**	
Year 11	January July	**Excellence Academy Information Evening** (7th January)	**Excellence Academy Information Evening** **Oxbridge Liaison Event** (1st July)
Year 12	August	Enrol students with 6.8 and above on Excellence Academy Assign Progress Tutors	Highlight students with GCSE grades - A/ A*s Assign Oxbridge TAP
	September October November December	Excellence Academy Tutorial Programme • Induction • How to be a successful G&A student • Study skills	Oxbridge Programme begins (Friday TAP) • Why Oxbridge? • **Oxford Open Day** (18th Sept) • **Selwyn College Open Day** (19th Sept) • **Master Corpus Christi Talk** (9th Oct) • Extra-curricular ideas • Wider reading
	January February March	Excellence Academy Tutorial Programme • Communication skills • Revision skills	Oxbridge Programme (TAP) • Wider reading • Apply for Masterclasses, Study Days & Summer Schools • **Oxbridge Conference** (16th March)
	April May June July	Excellence Academy Tutorial Programme • Revision skills • UCAS preparation • Personal statement preparation	Oxbridge Programme (TAP) • Subject/University/College choices • UCAS & Personal statement • Admission test preparation • Admission test mock exams • Interview practice • **Corpus Christi Admissions Tutor Visit** (1st July) • **Cambridge Visit** (23rd June) • **Oxford Open Day** (1st-2nd July)
Year 13	August	Analyse Y12 & Y13 Excellence Academy results	Analyse Y12 & Y13 Oxbridge Programme results
	September October November December	• UCAS preparation • Personal statement preparation • College references • UCAS deadline	Oxbridge Programme (TAP) • Personal statement • UCAS application & references • Interview practice • Admission tests application • UCAS deadline (15 Oct) • Admission tests (5 Nov) • **Oxbridge Interview Event** (13th Nov) • Interviews (Dec)
	January February		• Oxbridge offers