

	What has been found out?	What we are doing as a response?
Successes	Students have a much stronger understanding of the school values	<ul style="list-style-type: none"> Build on this understanding. Develop skills so that students can apply the values in their learning
	Students feel that the gaps in their knowledge from lockdowns are being addressed in lessons	<ul style="list-style-type: none"> Build on the strategies that have helped close these gaps to look at students' learning generally. Embed the 6 cycles and upgrade/revisit approach
	92.9% of students say they know the objective of lessons, why they are learning and what they are learning	<ul style="list-style-type: none"> Develop this so that students are able to understand where this learning better fits the overall curriculum.
	Greater students feel work is interesting, challenging and that they are encouraged to take responsibility of their own work	<ul style="list-style-type: none"> Continue to involve lead learners and students to develop our curriculum further giving plenty of opportunity for 'let them fly' tasks
	99.5% of students felt if they could do a task, that they are pushed onto something harder quicker or given a challenge task	
	A greater variety of students felt they had received rewards this year. Of those students that had a prep or R&R felt they made amends for this.	<ul style="list-style-type: none"> Identify how strategies are working in prep and R&R and build on these. Ensure rewards continue to have an impact on outcome and student motivation
Areas to look at	We should consider how much we reflect on incorrect answers and encourage second attempts	<ul style="list-style-type: none"> Make this an aim of future training and QA focus. Raise student perception about this as a method of learning so they understand and value these approaches. Next term's training will focus on aspects of metacognition which will feed through into conversations, lessons and home learning.
	Despite students indicating that they knew the intention of the lesson, less students than previously felt learning was linked to the past	
	Students indicated a drop in the focus on how to remember and recall information.	
	There is a general desire to have more opportunities to read whilst at school and a lot of students read independently outside of school. This is not currently reflected in our library loans so far	<ul style="list-style-type: none"> Make sure reading and reading strategies are within schemes. Consider how to get more students loaning books post -pandemic
	Not all students are greeted at the door and there should be a focus on how students and staff provide 'kind corridors' following lockdown	<ul style="list-style-type: none"> Work on 'kind corridors.' Utilise the high score for 6th formers and prefects to support staff in doing this. A greater presence and challenge in corridors
	Less students completed the questionnaire. This was partly due to the number of students who have left and when the questionnaire was sent.	<ul style="list-style-type: none"> Make sure students are not 'questionnaire weary' by pooling student voice. Utilise forums to continue to understand any issues in greater detail. Find out why students might not want to have their say – revisit how we best share the findings of student voice beyond the display and tutor notes

