



TONBRIDGE FEDERATION POLICY

Policy name	Quality of Education
School in which policy applies	Long Mead / Hugh Christie
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Senior member of staff with oversight	Jon Barker
Governor with oversight	Hugh Christie – Isabel Handyside Long Mead – Terri Daters

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THE INTENT

Our intention is to provide a broad a balanced curriculum, delivered through a culture of high expectations, principled and caring relationships and consistent routines. We use our expert subject knowledge to inspire and enthuse children, sparking curiosity and risk taking.

Throughout both schools, the intention of our curriculum and teaching is to develop vocabulary, knowledge, skills, character and culture over the long term. We support this through our 'Pillars of Excellence'; strategies that represent best practise throughout the curriculum.

THE PILLARS OF EXCELLENCE

The Pillars of Excellence represent best practise for developing the intention of our curriculum. They are based on best practice, such as Rosenshine's Principles for evidence based strategies that lead to better child outcomes.

The pillars are not a checklist to be seen in every lesson but a set of principles for teachers to use when planning, teaching and assessing.

The pillars will be used at appropriate times by the teacher to support the development of vocabulary, skills and knowledge needed for a deeper learning within our curriculum.

Through effective implementation, the Pillars of Excellence will inspire and enthuse children, sparking curiosity and risk taking. Our Pillars of Excellence are built upon our teachers' expert knowledge alongside a culture of high expectations, principled and caring relationships and consistent routines.

The Pillars of Excellence are:

We '**teach to the top**' using challenging learning objectives so all pupils have the opportunity to reach their potential.

So all pupils can aim for the top, we **provide different levels of support**. Over time, we aim to reduce support so pupils become more independent.

When we introduce new vocabulary, skills, knowledge and understanding to pupils, we **model** possible ways of learning and provide lots of **practise**.

We provide opportunities for pupils to **work by themselves, and with others**, so they can practise their vocabulary, skills, knowledge and understanding.

We provide timely **feedback** in a variety of ways to encourage the pupils' continued learning of vocabulary, skills, knowledge and understanding for the long term

Pupils are taught skills **to transfer knowledge, skills and vocabulary** from their 'short term' working memory **to their long term memory**.

Pupils will be given opportunities to **retrieve** knowledge, skills and vocabulary learnt over time and **apply these through assessments to show progress**.

We ask a wide range of different **questions** to assess how much pupils have understood and adapt the lessons accordingly.

We plan for pupils to be able to **evaluate their own, and each other's learning**, to assess how much progress they are making over time.

We demonstrate to pupils **how to think** and provide opportunities for them to think about their learning in a variety of ways. This means they are better able to control their own learning and have empathy for other points of view.

We demonstrate and provide opportunities for pupils to **conduct inquiry and research, communicating their findings** in a variety of ways. This means our pupils are better able to find solutions to problems and educate others.

We demonstrate, and plan opportunities to practise, **debating** so to develop a wider range of communication skills.

All teachers will be expected to develop a high level of competency in all pillars over time:

- During the **Appraisal Cycle**, teaching staff will self-evaluate themselves, through a professional dialogue with their appraiser, and develop objectives that will improve their practise.
- All **Curriculum Development Plans** will include objectives related to developing the Pillars of Excellence across their department.
- The schools will dedicate **INSET** time on an annual basis to individuals and groups for professional development.
- Teachers will be provided time, through the schools' **Peer Review** Process, observe and share good practise through classroom observation.
- The **Lead Practitioner Group** will have 'experts' in each strategy so they can provide more intensive support to teachers who require it. The Lead Practitioners will also visit other schools to observe the best practice in these strategies.
- The development of '**linked resources**' for each pillar to provide staff with information, advice and guidance.

The impact of the Pillars of Excellence will be assessed by:

- The Deep Dive process
- The academic progress being made by the children, monitored twice a year through the schools' Pupil Achievement Cycle.
- Peer observation (formal observation where applicable) measuring improvement in the breadth and quality of the Pillars of Excellence used in practise.
- Evidence from pupils' work, as demonstrated by the work in books and in the Record of Progress.
- The personal development and wellbeing of the children, monitor observations of behaviour for learning, attendance and stakeholder surveys
- The retention of children studying courses, monitored twice a year.
- The destinations of children monitored annually.
- The perceptions of stakeholders through annual surveys.

PLANNED CURRICULUM SEQUENCE – LONG MEAD COMMUNITY PRIMARY SCHOOL

All children, whether they are disadvantaged or SEND, will follow the full national curriculum.

Throughout the school, the curriculum has been planned and sequenced based around topics. These topics are chosen to spark curiosity and interest in the children. Through this topic based approach, our intention is that knowledge, skills and vocabulary across a range of subjects are integrated and children develop the ability to transfer and link ideas from one area to another. Opportunities to practice knowledge, skills and vocabulary in the wider community are encouraged.

Children in Preschool and Reception will follow the Early Years Foundation Stage Curriculum. This is designed to give them the very best grounding and preparation for starting Key Stage One. Teaching will enable the children to explore, discover and create in the different EYFS curriculum areas within a happy, safe and playful environment. The curriculum within EYFS has been designed to be flexible, meeting the needs of the wide range of prior knowledge, skills and vocabulary that our children start with. All children in EYFS will participate in activities to promote health and wellbeing; this includes regular physical activity and Forest Schools.

Because of their low ability starting points, some children when starting Key Stage One will continue to learn in a play based, child initiated, environment. Children in Key Stage One will follow the national curriculum, where teachers will integrate a range of knowledge, skills and vocabulary across a range of subjects into topics. This will help support children to link knowledge and transfer skills. In Key Stage One, children will start to develop methods for retaining and retrieving simple knowledge such as times tables, meanings of key words and spellings. They will start to participate in both formative and summative assessments that will check their progress in developing skills, knowledge and vocabulary over the long term. All children in Key Stage One will continue to participate in activities that promote health, wellbeing and relationships as well as following a Personal Health and Social Education programme.

All Year 3 children commence the Key Stage 2 curriculum at the same time. All children will follow the national curriculum. The curriculum is organised so children will be taught English, Maths and wider curriculum subjects every day. Science will be delivered in age based classes to avoid unnecessary repetition as they progress through the Key Stage. In order to prepare the children for secondary school, they will receive some specialist teaching in subjects such as Music, Physical Education and Modern Foreign Languages. Teachers will continue to develop a range of metacognitive and retrieval strategies to enable children to acquire and practice more complex knowledge, skills and vocabulary. They will continue to participate in both formative and summative assessments that will check their progress in developing skills, knowledge and vocabulary over the long term. All children in Key Stage Two will continue to participate in activities that promote health, wellbeing and relationships and will follow a Personal Health and Social Education programme. Children will also have opportunities to develop leadership and character through taking on responsibilities.

Children in Year 5 and Year 6 participate in a transition programme to support their successful progression to Secondary School.

Throughout all years, the school has a Learning Journey outside of the traditional curriculum and this is integral to our children's success. The Learning Journey will outline the wide range of opportunities available to children. Through participating and achieving these, children can develop a broader range of knowledge and skills to help prepare them better for the next steps.

PLANNED CURRICULUM SEQUENCE – HUGH CHRISTIE SCHOOL

The Foundation Years programme

Years 7, 8 and Semester 1 of Year 9 constitute the Foundation Programme. During the Foundation Years our pupils follow courses in eight areas of experience:

- English
- Mathematics
- Science
- Languages
- Humanities (Delivered through the REAL curriculum in Years 7 and 8 to deepen, broaden and enrich pupils' learning. In Semester 1 of Year 9, pupils are taught History and Geography with RE delivered through focus days)
- Arts
- Design and Information Technology
- Physical Education
- PSHE and Citizenship (delivered through ten 'Focus Days')

In addition Pupils experience five Focus Days each year. The Focus Day covers Personal, Social, Health and Economic Education, Relationships and Sex Education and Citizenship.

All Pupils, irrespective of their ability, follow a Foundation Years Programme which covers eight areas of experience:

In English - Pupils follow the English National Curriculum at KS3 (Key Stage 3).

In Maths - Pupils follow the Mathematics National Curriculum at KS3.

In Science - Pupils follow the Science National Curriculum at KS3.

In Languages - Pupils follow the German or Spanish National Curriculum at KS3.

In Humanities - Pupils follow the National Curriculum at KS3 in History and Geography and the Kent agreed syllabus for Religious Education (Philosophy and Ethics)

In Arts - Pupils follow the National Curriculum at KS3 in Art, Music (only Year 7 and 8) & Drama (English).

In Design and Information Technology - Pupils study the National Curriculum Design Technology, including Food Technology. Some aspects of ICT is delivered through DT rotation although more emphasis is placed on relevant application based knowledge and skills.

In Physical Education (including Dance) - Pupils follow the PE National Curriculum at KS3.

The Baccalaureate Years programme

Years 9 (Semester 2) -11 at Hugh Christie School complete the Baccalaureate programme.

The structure of our curriculum means that all pupils do have the option of studying the English Baccalaureate suite of subjects.

Towards the conclusion of Semester 1 in Year 9 pupils are guided towards either a full English Baccalaureate pathway or an alternative pathway (with some greater subject choice).

All pupils will follow courses in English, Maths, Science, Physical Education, PSHE and Citizenship (delivered through thirteen 'Focus Days'), Philosophy and Ethics (delivered through five 'Focus Days') and work experience (delivered through one 'Focus Week').

Whilst some specialising takes place, pupils are encouraged to maintain a broad and balanced curriculum, which best suits their needs and aspirations, through the available option subjects.

Year 9 (Semester 2) provides an opportunity for pupils to broaden, deepen and enrich their learning within their chosen subjects.

A small number of pupils, who are members of our Skills Centre / Lighthouse Provision or attending external Alternative Curriculum, will continue to study English, Maths and Science but may study access pathway by the end of Year 10.

The curriculum in Years 9, 10 and 11 is defined by two pathways. Pupils will be advised as to which pathway they follow depending on their needs and aspirations.

Pathway 1 (Ebacc): Pupils who follow this pathway will study the core subjects of English (Language and Literature), Mathematics (including Further Maths an enrichment where appropriate), at least a Double Combined Science, a Humanities subject (Geography or History), a Language (German or Spanish), plus a choice of two additional option subjects from the table below.

Pathway 2: Pupils who follow this pathway will study the core subjects of English (Language and Literature), Mathematics (including Statistics to broaden the curriculum where appropriate), at least a Double Combined Science, one subject from the EBacc core (Triple Science, German, Spanish, Geography or History) plus a choice of three additional option subjects from the table below.

Ebacc GCSE Core subjects	GCSE subjects:	Career related subjects:
<ul style="list-style-type: none"> • Geography • History • German or Spanish • Triple Science (Biology, Chemistry and Physics) 	<ul style="list-style-type: none"> • Art & Design – Art, Photography or Fashion • Sociology • Religious Studies • Product Design • Food Technology 	<ul style="list-style-type: none"> • Business • Drama • Health and Social Care • Information Technology • Sport and fitness • Travel and Tourism

Instrumental tuition leading to Graded Music examinations is available for those pupils wishing to pursue excellence in Music.

In addition, all pupils will study Physical Education, PHSE & Citizenship, Philosophy & Ethics and work related learning (non-examined).

Please note - Courses in non-statutory subjects will only operate provided the number of pupils wishing to study them is viable.

Sixth Form Years programme

Pupils who have met the entry requirements study three Level 3 courses from a programme offered at the School.

Pupils not eligible to study Level 3 courses can follow the Access Pathway enabling them to continue to follow courses in English, Maths and Employability as well as participating in a regular weekly work placement. The purpose of the Access Pathway is to support transition to either Level 3 courses, an apprenticeship or suitable other further education at a later stage.

Provided they meet the entry requirements, pupils are able to participate in a Football Academy, operated in collaboration with Tonbridge Angels Football Club alongside the study of Level 2 or 3 courses.

All pupils will follow courses in Physical Education, PSHE and Citizenship (Delivered through eight 'Focus Days') and work experience (delivered through one 'Focus Week').

The curriculum in Years 12 and 13 is defined by pathways:

1. **The A-Level Pathway:** Pupils study three A Levels and access to the extended project qualification.
2. **The Career Related Pathway:** Pupils study up to three vocational qualifications related to the world of work
3. **The Combined Pathway:** Pupils study three courses (A Level and Vocational)
4. **The Access Pathway:** This pathway allows open access to the Sixth Form for those pupils not meeting the entry requirements for pathways 1 to 3 and involves GCSE Maths and English, an employability course, one Level 3 career related course (where appropriate) and a regular linked work placement.

Pupils can combine academy membership at Tonbridge Angels Football Club with these pathways

Pupils who have not yet secured a Grade 4 or higher in GCSE Maths and/or English Language will be required to continue to study these subjects as part of their Sixth Form curriculum.

In addition, all pupils will study Physical Education, PHSE & Citizenship and work related learning (non-examined)

A Level subjects:	Career related subjects:
<ul style="list-style-type: none"> • Art & Design • Biology • Chemistry • English • Drama • Fashion • Geography • History • Maths • Photography • Physics • Product Design 	<ul style="list-style-type: none"> • Business • Health and Social Care • Law • Media • Music Technology • Psychology • Science • Sport

Please note - Courses will only operate provided the number of pupils wishing to study them is viable.

MEASURING THE IMPACT OF OUR CURRICULUM INTENT

We will measure the impact of our curriculum intent through:

The Pupil Achievement Cycle, involving leaders at all levels, that takes place twice a year. This will include:

- The collection of attainment data. In Years N (nursery) to 9 this will be assessed against age related learning objectives. Year 10 to 13 will receive their current progress data, in addition to these we will also collect predicted outcome data for Year 11 to 13. Progress will be measured for all learner groups from their starting points (using Fisher Family Trust) to assess the impact of teaching and the curriculum.
- Peer and Leader scrutiny of pupil work and the Record of Progress (designed to demonstrate the progress made by students over time) three times a year.

Deep Dives of every curriculum area on an annual basis which look at the intent of the curriculum subject, how it is being implemented and the impact on pupil achievement and development.

Monitoring the number of children who have left the school over time or are at risk of not **completing** their public examination courses.

Monitoring of the aspirations and the planned and actual **destinations** of our children.

Annual parent, staff and student surveys to gauge the views of stakeholders as to the impact of our curriculum and teaching.

Feedback from the evaluation of the impacts will inform changes to the implementation throughout the academic year to ensure the agreed intentions are achieved. We will review our intention annually in light of the evaluation of the impact.

LEADERSHIP AND MANAGEMENT

Each school will have a Quality of Education (QOE) Governor who will be responsible for monitoring that this policy is being implemented and to hold Senior Leaders to account

QOE Governor at Long Mead Community Primary School is Terri Daters
QOE Governor at Hugh Christie Primary School is Isabel Handyside.

The overall responsibility for implementing the policy across the Federation is the Executive Principal (Jon Barker). Aspects of this will be delegated to the Head of School at Long Mead Primary and the Head of School / Senior Deputy Headteacher at Hugh Christie School.

Senior and Middle Leaders will ensure:

- Regular opportunities for Governors to monitor the impact of the policy are made.
- The staffing and timetable are appropriate for the delivery of the intended curriculum.
- The resource implications for any changes to the intended curriculum are fully costed and affordable over time.
- Pupil work is following the agreed sequence and is of the standard expected in this policy.
- Teacher and support staff appraisal systems are fully implemented to support this policy, including appropriate annual objectives.
- Line Leadership of all Directors of Learning is effective and supportive in ensuring the successful implementation of this policy.
- Whole School and Curriculum Action Planning relates closely to the intention and desired impact of the curriculum.
- Annual targets for a range of relevant indicators are set, with appropriate milestones for evaluating progress.
- A QOE implementation team of middle and senior leaders is established and meets regularly to advise Senior Leaders on improvements to the implementation of the policy and to support and plan these (see below).
- Appropriate training and support are made available to all staff to ensure the skills necessary for successful delivery of the Pillars of Excellence are in place.
- Age Related Learning Objectives (ARLOS) are appropriately sequenced and consistent across Years N to 9.
- Skillsbuilder partnership, a collaboration between business and educators to develop essential skills for future employment is planned and delivered. There are six skills that students will develop during their time at school.
- Homework is planned and delivered in line with the intent outlined.

- The choices for appropriate public examination courses are made consistently and in the best interests of students. The teaching of these is appropriately sequenced.
- A system of formal summative and formative assessment (Record of Progress) is in place that assesses skill, vocabulary knowledge and understanding acquisition over time.
- Arrangements for the Pupil Achievement Cycle, including the Record of Progress, are in place. Ensure appropriate external, where possible and internal moderation takes place so professional judgements are accurate.
- All member of staff will be observed via Deep Dive and peer observation. Formal observation can take place as part of appraisal process where appropriate.
- Establish systems to monitor children who are at risk of not completing their education at the school.
- Establish systems to monitor the destinations of children.
- Organise and analyse annual stakeholder surveys.
- Use feedback to evaluate impact and make recommendations to Governors about changes to the curriculum intent on an annual basis.

THE QOE IMPLEMENTATION TEAM (HUGH CHRISTIE SCHOOL)

The QOE Implementation Team will consist of Senior Leaders with direct responsibility for any aspect of the QOE policy, all Directors of Learning, Lead Practitioners and any other Upper Pay Spine 3 teachers. The Team will meet six times a year. It will be chaired by a Senior Director of Learning.

The purpose of the team will be to:

- Advise Senior Leader on the appropriateness of the curriculum intention and the delivery of this policy.
- Agree an annual action plan and success targets.
- Plan and implement changes to ensure the success targets are achieved.
- Plan and deliver appropriate INSET and resources to support fellow teachers in successful implementation.
- Plan Peer and Formal teacher reviews and evaluate the confidential feedback of these to plan future training and development.
- Broker support from within the team for teachers requiring support to develop their practise.
- Organise external visits to seek out the best practise in other schools.

COMMON ASSESSMENT APPROACHES

Basic Principles:

- To ensure that each student achieves their academic potential and know on a regular basis how well they are doing at school.
- Teachers need to know how effective they are being in imparting knowledge and developing their pupil's skills.
- Parents have the right to know how well their children are progressing and developing.
- Future employers, other educational establishments and further educational centres need to be aware of the personal and academic qualities of our students.
- Assessment is therefore at the heart of the educational process.

Purpose of Assessment:

The aims of assessment are to:

- Accurately identify and track the progress of children in the school.
- Highlight strengths and weaknesses in children's learning with strategies to manage them
- Provide reliable and credible information to support progression in learning
- Actively involve children in the assessment process
- Ensure that assessments are based upon clear and shared criteria
- Ensure that assessment is rigorous and valid
- Provide parents with clear and helpful information on their child's progress
- Provide the school with data upon which school, subject and pupil achievement can be evaluated
- Ensure that all students experience progress and receive information on their progress
- Low and high attainers as well as those disadvantaged children are suitably challenged by assessment

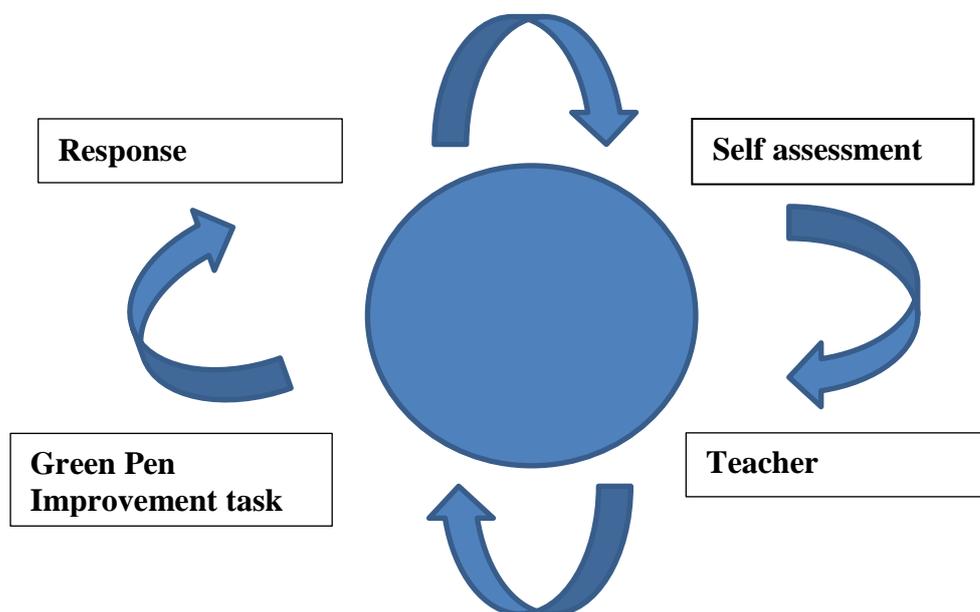
Key Principles of Assessment:

Following consultation with appropriate leaders, teachers will be afforded the flexibility of creating bespoke materials for assessment, however they must encompass the key principles of assessment.

- Assessment must be regular, appropriate to the frequency with which the member of staff teaches the class.
- Assessment must use the terminology agreed in school and in Years R to 9 must relate to ARLOs (**working towards, developing, meeting and exceeding**)

- Assessment in Years 10 to 13 will be reported using their current attainment.
- Assessment will include fine banding (**early, good and consistent or a secure, probable, possible**)
- ARLOs must be sequenced appropriately and meet the needs of all students and their range of abilities and allow for 'challenge' for the most able, incorporating higher level skills
- Positive feedback must be given which can include tick lists statements or word comments (**WWW**)
- Students must be given pointers as to what they need to do to progress to the next level (**To progress you need to ..**)
- The assessment cycle must allow students the opportunity for self- assessment and peer assessment
- The assessment cycle must allow students the time to reflect and respond
- Literacy is an integral part of assessment. Assessment should focus on the agreed 'Literacy Foci' of the school (see Literacy Policy).
- Assessment and assessment evidence is an integral part of Pupil Achievement Cycle meetings and Appraisal.

The Assessment Cycle:



- Children should be encouraged to carry out self assessment to determine starting points and should be given the opportunity to reflect this and note progress.
- Peer assessment should also be encouraged, where children have the opportunity to assess each others' work using relevant criteria
- Formal, regular teacher assessments will moderate child judgements and inform progress (see Record of Progress).

- Children should be given the opportunity to reflect on the feedback given and respond to it including any literacy focus targets.

Assessment is:

Formative – This is an on-going process in which a children’s positive achievements can be recognised, discussed and recorded. It is used by teachers (together with the student) to plan the next appropriate stage of learning.

Diagnostic – This form of assessment identifies learning difficulties and is used to pursue appropriate help and guidance.

Summative – This provides a picture of the overall achievement of a student at the end of a particular stage/phase/year etc. It allows teachers to make overall judgements based upon evidence gathered through formative assessments over an extended period of learning.

Evaluative – This gives teachers feedback on the effectiveness of their teaching methods.

ARLO banding:

	WT	Developing	Meeting	Exceeding
Early	Early evidence of attainment at the previous year’s ARLOs	15% of ARLOs that have been delivered are achieved	60% of ARLOs that have been delivered are achieved	Consistently meeting AND early evidence of attainment above this year’s ARLOs
Good	Good evidence of attainment at the previous year’s ARLOs but not consistent	30% of ARLOs that have been delivered are achieved	75% of ARLOs that have been delivered are achieved	Good evidence of attainment above this year’s ARLOs but not consistent
Consistent	Consistent evidence of attainment at the previous year’s ARLOs	45% of ARLOs that have been delivered are achieved	90% of ARLOs that have been delivered are achieved	Consistent evidence of attainment above this year’s ARLOs

RECORD OF PROGRESS

The Record of Progress is one of the formal ways that the impact of quality of education is demonstrated. Its purpose is to demonstrate that the quality of education intent (knowledge and skills) is being acquired over time and that children are making progress.

The knowledge and skills required will be determined by the curriculum ARLOs in Years R to 9 and by exam board specifications in Years 10 to 13.

It can be in the form of written work, pictures, photographs, video or audio recordings most appropriate to the subject.

The Record of Progress can take the form of a folder or exercise book. At the front of each record or book will be a consistent record sheet that clearly indicates the acquisition of skills and knowledge over time (based on the ARLOs or an Examination Board learning checklist).

The basic expectations of the evidence within the Record of Progress for every child is as follows:

- Where appropriate, an **example of the child's best work from the previous year**
- An ARLOs, front Assessment sheet or PLC checklist showing when the knowledge, skills and understanding have been developed, practised and reviewed.
- At Hugh Christie, six tasks comprising of:

At least one independent task that demonstrate the student's progress in acquiring and synthesising knowledge, vocabulary and skills over time, working by themselves. It would be expected that the length of this task in a subject where the child has three to four lessons a week would be greater than a subject where lessons take place once a week. This independent learning tasks would be formatively assessed by the teacher with areas of strength, areas for improvement and where possible literacy foci and student dialogue.

At least one group task that has the potential to show the student's acquisition and synthesis of skills, vocabulary and knowledge whilst working together with others. This task could be peer assessed. Evidence might include a peer completed checklist or other recorded comments.

A minimum of two summative assessments, performed under timed exam conditions during scheduled exam weeks. These summative assessments should be designed to enable students to demonstrate progress between exams. These should be formally assessed by the teacher with areas of strength, areas for improvement and student dialogue all present.

- At Long Mead six tasks comprising of:

At least three independent tasks that demonstrate the child's progress in acquiring knowledge and skills over time, working by themselves. These independent learning tasks would be formatively assessed by the teacher with areas of strength, areas for improvement, literacy foci and student dialogue all present. These pieces of work will also be moderated as a team and discussed during pupil progress meetings

A minimum of three summative assessments, performed under timed tests conditions in December, March or June. These summative assessments should be designed to enable children to demonstrate progress between tests. These should be formally assessed by the teacher. (Comprehension, GPS, arithmetic and reasoning)

The Record of Progress will be shared amongst staff three times a year, in order that consistency and good practise can be shared. This will be further moderated and monitored by the Director of Learning / Senior Leader during a scheduled time in school academic year.

At least one external moderation, involving teachers from elsewhere should take place once a year where possible.

Outside of the Record of Progress, all teachers will additionally be required to:

- Provide achievement data on all children, no more than twice a year including areas such as professional predictions, current grades, progress comment, attitude to learning and homework.
- Reports home to parents will include either an advisory comment, class teacher comment linking to progress or an SLT comment focused on their overall progress.
- Ensure, through regular ongoing assessment (in line with the principles above), that the presentation of books* is of the high standard expected across the school.
- Continually check students' learning, both in class and at home, using quality first teaching methods and the Pillars of Excellence to understand progress being made and inform future planning. This can include self- evaluation, peer assessment, online tools or other appropriate means that reduce the dependency on the teacher.
- Set, check and assess homework.

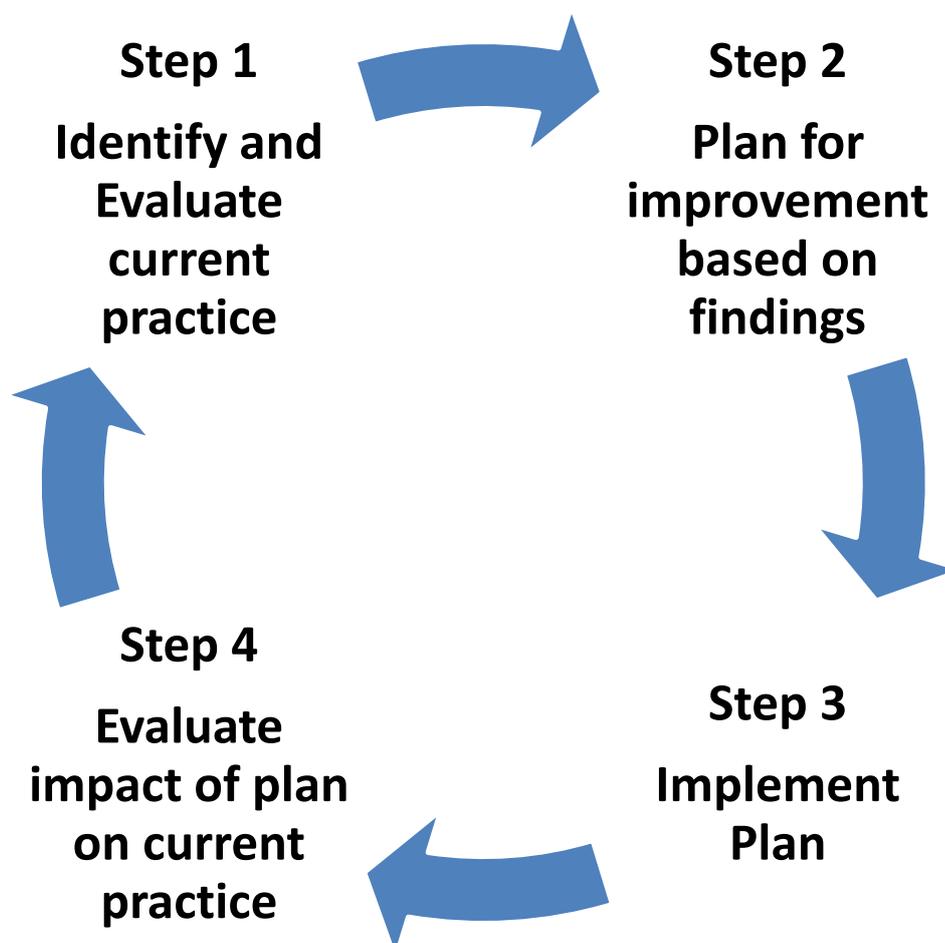
The school will not prescribe specific requirements as to the method or frequency of ongoing assessment (outside of the Record of Progress) unless concerns are raised

during appraisal, Pupil Achievement Cycle (data or Record of Progress quality) or from lesson observations. If concerns are raised, an intervention plan would be put in place to ensure teachers and children are supported in the first instance, through the schools' appraisal policy.

Basic expectations of all exercise books or folders*

- Classwork and homework are clearly labelled
- Opportunities for extended writing, in neat handwriting, and in blue or black ink where appropriate
- Children use their best spelling, punctuation and grammar. Text speech is not appropriate.
- Headings and dates are underlined with a ruler
- Handouts are fixed in to the books and not loose
- Scribbles and doodles are not present
- Diagrams and pictures are neatly drawn with a pencil
- Corrections have been made neatly with a single line through mistakes or rubbed out
- Loose sheets are secured into the books

CYCLICAL APPROACH TO CONTINUOUS IMPROVEMENT



The Process

In September...

- ✚ Review of examination / teacher assessed outcomes against expectations and development of Departmental Action Plans by Directors of Learning for subject areas to be discussed and reviewed in meetings with the Executive Principal or Head of School.

Throughout the year.....

- ✚ **Deep Dives** of all subjects led by Senior Leaders
- During a Deep Dive:**
- Consider actions recommended in the previous Deep Dive report
 - Schedule of teaching to ensure all key stages and teachers are observed by the available team during the Deep Dive window
 - Review books and Records of Progress
 - Consider the current Subject Action Plan
 - Consider any latest analysis on outcomes
 - Meet with both staff and students

- Check the National Curriculum / exam board specification and Learning Journey for the subject
- Assess Appendix 1 and 2 observed characteristics (see below)
Following the Deep Dive Process, leaders will report findings, make recommendations and agree action points with the Subject Leader.

✚ **Record of Progress and book checks** of all subject areas led by SLT but working with teachers so all staff are fully aware of expectations and how to develop assessment.

✚ **Line Leadership Review meetings** are carried out by the SLT Line Manager and Heads of Department / Responsible teachers. They consist of at least one termly meeting with the Head of Department to establish review foci based on the departmental action plan and lesson observations, scrutiny of work and assessment, interviews with students, analysis of departmental progress data and review of work schemes.
Each review should focus on progress made since the previous report.

Following each review, the action plan will be updated by the Head of Department / responsible teacher.

✚ **Pupil Achievement Cycle review meetings** take place between SLT and each Head of Department / responsible teacher to review progress of key groups and ensure intervention plans are in place and showing signs of the desired impact.

When this process identifies issues...

✚ **Diagnosis Therapy and Test Plan (Via Dept Action plan)**

A six weekly plan, written by the responsible teacher and overseen by the Subject Leader, that diagnoses the key issues causing concern, plan a period of therapy over a minimum of five weeks and a plan to test the impact.

✚ **Appraiser Stage (4 to 6 weeks):**

Quality of teaching is not good and not improving through normal appraisal processes.

Teaching standards are not being met and progress towards meeting them is not rapid enough through the normal appraisal process.

Departmental support will include weekly support from Head of Department / Appraiser following the creation of an Action Plan, for planning and preparation of lessons, monitoring lesson plans, ensuring that departmental protocols are being followed.

Appraiser also to liaise with the CPD Leader to discuss and agree a support plan and necessary CPD needs.

Following the Appraiser Stage Review either the Appraiser Stage will cease and the Appraisal Process will continue as normal or the Appraiser Plus stage will be initiated.

Appraiser Plus Stage (4 to 6 weeks):

School support will include weekly meetings with SLT who in liaison with the Appraiser will create an Action Plan. There can also be coaching support from a Lead Practitioner.

SLT/Appraiser will also liaise with the CPD Leader to discuss and agree a support plan and necessary CPD needs.

Following the Appraiser Plus Stage Review either the Appraiser Stage Plus will cease and the teacher will return to Appraiser Stage or there will be a referral for consideration of capability.

Coaching from in-house team of Lead Practitioners can be in the form of regular meetings, in-house observations and further individual lesson observations, training or joining action research groups.

Capability Stage (4-10 weeks)

A meeting will be held with the Head of School, Appraiser and the teacher to consider if all support and intervention has been exhausted, if not Appraiser Plus Stage should be continued for a further period but no longer than 4 weeks. If successful, the teacher returns to Appraiser Stage but if unsuccessful, then a formal capability meeting will be held.

Governors

All reports will be available for the specific School Improvement Governors to scrutinise and monitor.

LESSON OBSERVATIONS

Aims:

To describe the processes and structure existing within the federation which enables an effective system of lesson observation to operate. The policy specifically aims to:

- Describe the need for learning walks and lesson observations.
- Ensure there exists a consistent approach to both formal and informal lesson observations.
- Ensure all personnel involved in observations understand their role and responsibilities.

Federation Aims, Ethos and Context:

Deep Dives are used to support subject leaders, teachers and other classroom staff to monitor the quality of teaching and learning. Observation through Deep Dives contributes to the school's self-evaluation, to the school development plan, is an integral part of assessing the impact of the Curriculum Intent and to the professional development of all classroom staff. It enables us to recognise and reinforce good practice, to identify ways of improving teaching and learning and to highlight practice which ought to be shared more widely. In addition, lesson observations provide an opportunity for teachers to be reflective in their own practice and effectiveness and to further their own skills through this method of continual professional development. In all of these ways it contributes directly to the quality of children and students' learning and their experience within school.

Where concerns are identified through the Deep Dive process, a formal observation may be arranged to identify and support the teacher with specific improvements required.

We also believe that everyone involved within the school must work in partnership with students and their parents / carers to release the maximum potential from each student at this stage of their educational journey. The school aims to achieve this by:

- Providing support, setting up systems and regularly reviewing our service so that every learner feels safe; stays healthy; enjoys and achieves; is valued for their opinions and contributions to our learning community; and is well prepared for the next stage of their lives as citizens of the 21st Century.
- Ensuring respect is being shown by all, to all children, students, staff and adults that work for the school, to parents/carers and to the environment within which we work.
- Providing opportunities to all learners and challenging anything or anyone that prevents a learner from making progress with their learning and reaching their true potential.

Number of Observations:

Teachers will be observed through the Deep Dive Process across a range of different classes at least once a year in every subject that they teach. In addition, where concerns are raised, teachers may have further formal observations as part of an appraiser stage or capability procedure.

Informal observations by peers are encouraged but are not compulsory.

General Principles:

The purpose of lesson observation within the framework of school improvement is:

- To raise standards of teaching and learning through a process of quality assurance in the delivery of a high quality educational provision.
- To identify and disseminate good practice and to identify staff development needs.
- To provide evidence for teachers to self-evaluate through appraisal, threshold and internal reviewing procedures and systems, and to meet the requirements of external awarding bodies.

Categories of Observations:

Observations fall into two main categories, peer and formal. There must be an agreed understanding of the category of an observation before it takes place.

Guidelines for Peer / informal Observations:

- There must be a shared understanding of the purpose of the observations, based on aspects of the Pillars of Excellence.
- No official judgement of the teacher's competency should be made during, or as result of, an informal observation.
- Any specific recording carried out in a peer observation should be previously agreed by the teacher and a clear agreement of the destination of the online record / hard copy agreed, however informal lesson observations may anonymously form part of department review documentation.
- No evidence obtained through a peer observation may provide evidence for judgements that inform appraisal, threshold assessment, ECT assessment, School Direct assessment, competency procedures or similar.
- Video footage and/or audio recording of a lesson or part of a lesson is an informal observation and must be agreed in advance.
- Any CPD/training needs identified as a result of a peer observation or through the feedback, should be passed to the QOE Implementation Team so appropriate support from another colleague can be identified.

Guidance for formal observations:

- The date of the observation and the session (am or pm) should be provided at least two working days in advance.
- Teachers involved in a formal observation must have agreed a focus for the observation – the breadth of which is left to the professional judgement of the teachers involved. **In general half the time should be spent reviewing the teaching and the other half reviewing the work in pupils' books.**
- It is good practice for the teacher being observed to provide a lesson plan. Lesson plans for a formal observation should be on a lesson planning sheet produced by the school in negotiation with staff. The only exception to this policy is that of a situation for which an external agency has provided a customised form (eg. trainee teachers)
- It must be agreed, prior to the observation, how much time will be spent by the observer in the lesson, e.g. some lessons may be 'top and tailed', others may involve the whole lesson, some just the middle section.
- Although the place where the observer will sit in the classroom to conduct the observations may vary, it must be accepted that to carry out the necessary requirements of a formal observation, the observer may need to move around the classroom and to talk to students and inspect their work.
- During a formal observation a grab folder should be made available to the observer and include: i) a seating plan ii) class photos with PP, SEN and HA pupils identified iii) class progress data sheet where applicable
- All observations made during, or as a result of, a formal observation, must be directly related to criteria in Appendix 2. Evidence must be produced by the observer that supports any observations made.
- The observer must provide feedback at a time convenient to the teacher and as soon as possible following the observation.
- The online lesson observation record sheet should be used as evidence in the feedback and, following the feedback, can be copied for the teacher if requested. An electronic copy will be stored centrally by the school.
- No copies, paper or electronic, may be kept by the observer, except in the case of ECT and ITT observations, although a record of the teacher's name, class details, time, date and focus of the observation should be included in the department's internal monitoring records. Further details, including any follow-up to the observation, may be included in the department's records in negotiation with the teacher.
- Any CPD/training needs identified as a result of a formal observation or through the feedback, should be passed to the QOE Implementation Team and logged.

Observations through the Deep Dive process

- The date of the deep dive will be shared with staff in advance.
- All key stages will be observed where possible and staff can be seen any time during their scheduled deep dive days.
- Student books and RoP must be made available during the lesson.

- It is good practice, but not essential for the teacher being observed to provide a lesson plan. Lesson plans, when used, should be using the school proforma. The only exception to this policy is that of a situation for which an external agency has provided a customised form (eg. trainee teachers)
- It is expected that the teacher will have a 'grab folder' available to the observer: i) a seating plan ii) class photos with PP, SEN and HA pupils identified iii) class progress data sheet where applicable
- The observer will 'top and tail' the lesson, however some observations may involve the whole lesson.
- The observer will need to move around the classroom to talk to students and inspect their work.
- The observer must offer the opportunity to provide feedback to the teacher as soon as possible following the observation.
- The online lesson observation record sheet should be used as evidence in the department deep dive feedback
- Following the feedback, the online observation form can be copied for the teacher if requested. An electronic copy will be stored centrally by the school.
- No copies, paper or electronic, may be kept by the observer, except in the case of ECT and ITT observations, although a record of the teacher's name, class details, time, date and focus of the observation should be included in the department's internal monitoring records. Further details, including any follow-up to the observation, may be included in the department's records in negotiation with the teacher.

Disputes regarding observations:

In the event of a difference of opinion relating to the organisation of an observation, the conduct of an observation, or judgements made during an observation or as a result of an observation, the Head of School should be called upon, by either party, to mediate. If the situation cannot be resolved, the Head of School will conduct a second observation and all records pertaining to the original observation, will be destroyed. If the dispute involves the Head of School, then the matter should be referred to the Executive Principal of the Federation.

Code of Conduct for Observers:

Observers should:

- Recognise and celebrate the achievements of staff and children and students.
- Carry out observations with professionalism, integrity and courtesy, recognising that the process of being observed can be stressful for staff and disruptive for children and students.
- Work with teachers/group leaders to minimise any disruption to children and students which may arise from the presence of an unfamiliar person.
- Evaluate the work s/he observes objectively, basing judgements on sound evidence.
- Report honestly and fairly, ensuring that feedback gives clear guidance on both strengths and areas for professional development.

- Report verbally the lesson features that were observed and worthy of sharing and those that were observed and areas for development in a mutually agreeable time following the observation.
- Engage in professional dialogue, taking note of the information provided in class documentation and the teacher/group leader's perspective given during verbal feedback.
- Act in the best interest of the children and students, following up any concerns and maintaining confidentiality.

PLANNING

Planning is a process in which all teachers are involved, whereby:

- the Federation Development Plan is reviewed and agreed annually by staff and Governors
- key stage / department planning is undertaken and schemes of work are carefully balanced to ensure full coverage of the National Curriculum through the subject learning journeys.
- for Long Mead School, termly work plans are drawn up by individual teachers, matched to the needs of the individual, the class, the curriculum requirements and the Federation's agreed policies
- for Long Mead School, weekly lesson plans are prepared by each teacher and monitored by the line manager
- more detailed lesson plans are prepared by the teacher when a monitoring session takes place
- regular staff meetings are used to discuss various aspects of the curriculum and ensure consistency of approach and standards
- for Long Mead, key stage meetings occur termly and on a needs-based approach
- plans are evaluated by individual teachers to inform sequencing of learning.
- plan and teaching sequences are informed by curricular targets
- all available data is used proactively to inform planning at all levels

Appendix 1 – Quality of Education Audit observable features

- Establish the INTENT or curriculum purpose. Have a clearly prepared statement that staff and students can understand. Refer to the 'Purpose of Study' statement in your subject's national curriculum and use this as a starting point.
- Discuss, agree and share the INTENT with all staff working within your team
- Produce a pupil speak version of the INTENT and share pupils on the front cover of their books. Display the intent in every room. Why we study.....
- Be able to explain how the INTENT is reflected in your planned Learning Journey and teaching (Pillars of Excellence).
- The National Curriculum is statutory. Check the full curriculum described is planned and ensure it is being delivered.
- Share with your department the National Curriculum for the previous Key Stage (where appropriate) so they have an appreciation of what pupils should have been taught.
- Have a Curriculum Plan that addresses any gaps in the delivery of the National Curriculum.
- Be able to explain reasons behind your exam board choices (linked to the intent and needs of the pupils). These are often published in the specification.
- Know the percentage of pupils taking any option subjects over the past three years and in the current percentage in Years 9, 10 and 11. Be able to explain any changes over time. Be able to compare this with the percentages nationally.
- Know the number of pupils taking all subjects over the past three years in Sixth Form subjects. Be able to explain any changes over time.
- The Learning Journey needs to accurately describe what is actually being implemented and in the correct order. Evidence in pupil work should confirm this.
- All teachers need to know, and be able to explain, why learning has been sequenced in the Learning Journey order across all year groups (including awareness even of those they do not teach).
- All Learning Journey topics / themes need to be underpinned by 'teach to the top' age related learning objectives that describe the knowledge, skills and vocabulary that pupils will need to have acquired.
- Be able to describe how the additional time in Semester 2 (where relevant) allocated to Year 9 is being used to broaden, deepen and enrich pupils' knowledge, skills and vocabulary.
- Have a book check system in place to ensure that others in your department are following the agreed Learning Journey and that topics are not being missed or ignored.
- Curriculum is discussed and evaluated at least once a term in curriculum meetings (evidenced through departmental minutes). Evidence of how these evaluations change the intent or implementation as appropriate.
- Be able to describe how you would expect an observer to see knowledge, skills and vocabulary delivered to pupils across all key stages (linked to the

Pillars of Excellence). Have evidence through INSET records, curriculum meeting discussions, book checks and lesson visits that the impact of this is monitored.

- Be able to describe how you would expect an observer to see knowledge, skills and vocabulary being acquired by pupils across all key stages (linked to the Pillars of Excellence). Have evidence through INSET records, curriculum meeting discussions, book / Record of Progress checks and lesson visits that the impact of this is monitored.
- Be able to describe how you would expect an observer to see knowledge, skills and vocabulary being practised by pupils across all key stages (linked to the Pillars of Excellence). Have evidence through INSET records, curriculum meeting discussions, book / Record of Progress checks and lesson visits that the impact of this is monitored
- Be able to describe how you would expect an observer to see knowledge, skills and vocabulary being retrieved over time by pupils across all key stages (linked to the Pillars of Excellence). Have evidence through INSET records, curriculum meeting discussions, book / Record of Progress checks and lesson visits that the impact of this is monitored.
- Have clear and consistent approach to homework that support the four previous points. Have evidence through curriculum meeting discussions, Record of Progress, book checks and lesson visits that the impact of this is monitored.
- Be able to describe how delivery, acquisition, practise and retrieval are adapted for pupils who receive Pupil Premium, are SEND or more able. Have evidence through curriculum meeting discussions, Record of Progress, book / Record of Progress checks and lesson visits that the impact of this is monitored
- Evidence of how you check Record of Progress and pupil books to ensure the intent is being implemented as agreed across the department and address any concerns.
- Evidence of how you check Record of Progress and pupil books to ensure they contain enough work and how teachers hold pupils to account for content and quality.
- Evidence of how you check teachers are delivering the agreed sequence of learning using the agreed strategies and how you are addressing any concerns.
- Evidence of discussing work with pupils to check their acquisition over time and address any concerns.
- Curriculum self-evaluation that identifies strengths and areas for development (based on the evidence from the Deep Dive Process)
- Curriculum action plan in place that addresses areas for development, which is regularly reviewed.
- Evidence of how you monitor the impact of your curriculum on pupils currently (using data and Record of Progress) and how you address any concerns.
- Evidence of the impact of your curriculum over the past three years (use FFT and FFT CVA reports / ALPS for the Sixth Form

- Evidence of the impact of your curriculum over the past three years (use FFT and FFT CVA reports / ALPS for the Sixth Form)
- Be able to describe the allocation of curriculum time to your subject

Appendix 2 – Observations of teaching

Through the observation of teaching, the scrutiny of work (as appropriate) and discussions with pupils, indicate if each of the following areas was **observed (strong)**, **observed**, **observed (requires improvement)** or **not observed**. Leave blank if not looked for or not applicable

- The lesson and work over time **follows the agreed sequence** presented in the Learning Journey
- The culture supports the **3Rs** of being ready, responsible and respectful
- The **environment is safe** for learning (including the following of key school policies)
- The spirit of the **subject intent** is reflected in the learning over time
- **Teach to the top** learning objectives are consistently used.
- So all pupils can aim for the top, **different levels of support are provided**. Over time, pupils become more independent.
- **Learning is modelled** when introducing new vocabulary, skills and knowledge.
- **Pupils work by themselves, and with others, to practise** their vocabulary, skills, knowledge and understanding.
- **Feedback is provided a variety of ways** to encourage the pupils' continued learning of vocabulary, skills, knowledge and understanding for the long term
- Pupils taught skills to **transfer knowledge**, skills and vocabulary from their 'short term' working memory to their long term memory.
- Pupils given **opportunities to retrieve** knowledge, skills and vocabulary learnt over both the short and longer term.
- **A wide range of different questions** asked to assess how much pupils have understood **and lessons adapted** accordingly.
- **Pupils evaluate their own, and each other's learning**, to assess how much progress they are making over time.
- Pupils **shown how to think** and **opportunities provided for them to think about their learning** in a variety of ways.
- **Pupils conduct inquiry and research, communicating their findings** in a variety of ways.
- Opportunities provided to practise **debating** or other methods of **developing communication skills**.
- **Work in books shows a culture of high expectations over time**.
- **Record of Progress provides evidence of the child's progress over time** using a sufficient and appropriate range of different tasks
- Opportunities for pupils to **develop and improve their literacy** are present, such as extended written work or assessment against the school literacy foci

APPENDIX 3 – OFSTED CRITERIA FOR ASSESSING THE QUALITY OF EDUCATION

Good (2)

Intent

- Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.]
- Pupils study the full curriculum; it is not narrowed. In primary schools, a broad range of subjects (exemplified by the national curriculum) is taught in key stage 2 throughout each and all of Years 3 to 6. In secondary schools, the school teaches a broad range of subjects (exemplified by the national curriculum) throughout Years 7 to 9. [If this is not yet fully the case, it is clear from leaders' actions that they are in the process of bringing this about.] The school's aim is to have the EBacc at the heart of its curriculum, in line with the DfE's ambition,¹ and good progress has been made towards this ambition.

Implementation

- Teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support for those teaching outside their main areas of expertise.
- Teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught. They check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, they respond and adapt their teaching as necessary without unnecessarily elaborate or individualised approaches.
- Over the course of study, teaching is designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.
- Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.

- Teachers create an environment that focuses on pupils. The textbooks and other teaching materials that teachers select – in a way that does not create unnecessary workload for staff – reflect the school’s ambitious intentions for the course of study. These materials clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.
- The work given to pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.
- Reading is prioritised to allow pupils to access the full curriculum offer.
- A rigorous and sequential approach to the reading curriculum develops pupils’ fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils. Reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.
- The sharp focus on ensuring that younger children gain phonics knowledge and language comprehension necessary to read, and the skills to communicate, gives them the foundations for future learning.
- Teachers ensure that their own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.

Impact

- Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained.
- Pupils are ready for the next stage of education, employment or training. They have the knowledge and skills they need and, where relevant, they gain qualifications that allow them to go on to destinations that meet their interests and aspirations and the intention of their course of study. Pupils with SEND achieve the best possible outcomes.
- Pupils’ work across the curriculum is of good quality.
- Pupils read widely and often, with fluency and comprehension appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age.