



Quality of Education Policy

(Previously Teaching and Learning/Curriculum/More Able Children Policy Documents)

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1. Introduction and School Aims

At Brinscall St John's CE/Methodist Primary School, we believe that every child has the right to the best possible education. Each day we seek to provide a safe, caring and stimulating environment for our children. We intend our pupils to acquire the skills and knowledge that will enable them to develop every dimension of themselves; to be confident and willing, caring and concerned, committed to their own development and yet aware of their responsibilities to others.

We make it our priority to be effective at meeting the needs of all pupils through our balanced and rich curriculum, which takes into account our local context. Through meaningful teaching and learning we aim to support and challenge pupils to reach their potential. We place great value on spiritual, moral, social and cultural development, which is rooted in our Christian vision and mission statement to encourage everyone within the school family to ***'Shine with the light of Jesus – Matthew 5:14-16. You are the light of the world.'***

Within our school family, everyone is valued and encouraged to flourish. We encourage everyone to let their light shine in all aspects of their life, following the example of Jesus Christ.

We hope for each member of our school family to understand how much they are loved by Jesus, so we can each flourish, and shine His light out into the world around us by the way that we live.

Through this policy we aim to:

- Ensure our whole curriculum offer matches: our children, our context and our setting;
- Effectively develop the firm foundations secured through the delivery of our Early Years Curriculum as the children journey into the National Curriculum expectations;
- Raise and maintain standards of both teaching and learning, whilst effectively identifying gaps in learning and supporting pupils to retain knowledge;
- Provide a safe, stimulating teaching and learning environment;
- Ensure that all pupils are regarded as God's children and, as such, are supported unconditionally;
- Promote an environment of a positive mindset and encourage children to have healthy minds and bodies, to be creative, and be problem solvers;
- Ensure high quality curriculum delivery;
- Embed high expectations to ensure outcomes for all learners across school in order to raise their aspirations;
- Encourage all pupils to apply self-discipline and provide opportunities for them to develop a sense of responsibility in school and in the wider community.

The outcome of these aims will be happy, well-rounded and polite young people, who have encountered a range of experiences; know God's love for them and who have achieved their full potential, academically and in all other areas. This policy outlines the approach to provide a high-quality education in our school and underpins all our other policy documents.

2. Curriculum

Our Reception Class follows a curriculum which has been adapted from the Early Years Foundation Stage (EYFS) statutory framework. This document sets the standards that school must meet for the learning, development and care of children up to the age of 5.

Years 1-6 follow the National Curriculum. Programmes of study within the National Curriculum are personalised to our school context and used to develop cross curricular links to further develop each subject area.

Rationale

The rationale which underpins our curriculum offer at Brinscall St John's is to provide a curriculum which is rich in opportunities to enable children to 'Shine with the light of Jesus'.

Within this our priorities include:

Keeping ourselves healthy (including PSHE, physical, mental and spiritual health);
Widening the arts and cultural experiences for children by developing links for the delivery of a broad and balanced curriculum;
Knowing about and taking care of God's world (including stewardship, local/national/global links and knowledge of the world around us).

Through our Curriculum we aim:

- To provide opportunities to enable our children to experience life in all its fullness through a curriculum which is rich in opportunities to enable children to have healthy minds and bodies, to be creative, and be problem solvers;
- To give opportunities for everyone to 'Shine with the light of Jesus' through our Vision and Mission Statement.

At Brinscall St John's we provide a balanced curriculum where suitable proportions of time are spent on statutory and non-statutory subjects. The curriculum is carefully timetabled and Curriculum Maps are created for each class, which identify how the curriculum will be delivered in each year group throughout the year. Curriculum maps, cross-curricular suggested ideas and timetable documents are available from the school website: www.brinscall.lancs.sch.uk/children/class pages, which identify the content and delivery for each class.

Our curriculum is made accessible to all through the provision of the necessary resources, including support, and through the wider aspects of learning such as the development of social skills, self-esteem and development of a growth mindset/being mental health aware, which form a significant part of pupils' education at Brinscall St John's.

3. Planning and Preparation

At Brinscall St John's CE/Methodist Primary School our staff team have a secure understanding of the age group they are working with and have relevant subject knowledge. Our staff plan and prepare lessons which:

- Are flexible and respond to the needs/prior learning of our pupils;
- Timetables and curriculum maps which cover the whole curriculum and demonstrate cross curricular links where appropriate;
- Provide daily opportunities for pupils to progress with their learning;
- State a clear objective which is discussed, and revisited when necessary;
- Have a clear structure which promotes positive behaviours for learning;
- Make effective use of other adults in the room;
- Ask questions which allow pupils to develop and practise higher order thinking skills;
- Are creative, flexible and provide challenge to enable all pupils to reach their potential;
- Use resources which are appropriate to the needs and abilities of the class;
- Encourage pupils to ask questions;
- Are delivered in a confident, lively manner;
- Are balanced in terms of teacher and pupil-led activities and cater for different learning styles;
- Cover a range of learning types including: practical, visual, dramatic, investigative, independent, collaborative and group work;
- Encourage a sense of awe and wonder, including learning outdoors.

4. Effective Teaching

It is recognised that the teaching styles may vary across our school but that all teaching staff should allow pupils to work independently and collaboratively. Positive behaviour management strategies and encouragement are key to supporting learning.

At Brinscall St John's CE/Methodist Primary School, we believe that an effective lesson requires:

- High expectations of what every child can achieve including disadvantaged pupils and the most able;
- Good subject knowledge;
- Clear planning and preparation (as above);

- Every child to feel they have learned/achieved something;
- Recognition that we learn through our mistakes;
- Good management of other adults present;
- Structured lessons, which are well-paced and build on what is already known;
- Flexibility and the ability to respond to changes/problems/misconceptions as they occur;
- Cater for a variety of learning styles and the ability to ensure the pupils are actively engaged in the lesson;
- An effective adult team who can liaise together to effectively promote learning;
- Assessment of what has been learned by questioning the pupils and using other Assessment for Learning techniques;
- Work from previous lessons is marked in line with the school's Assessment, Feedback and Marking Policy.

5. Effective Learning

Learning needs to be structured to ensure that pupils make progress and become independent learners with the ability to work with increasing and sustained concentration. We support our pupils to develop into active learners.

An active learner will be able to:

- Ask and answer questions;
- Concentrate when listening;
- Contribute to discussions in a relevant way;
- Co-operate with peers and staff;
- Work collaboratively and independently;
- Display a growth mindset;
- Solve problems and generate answers;
- Select and use relevant resources;
- Develop organisational and thinking skills;
- Respond to a task; accept challenges which are set and persevere to complete a task;
- Take pride in the presentation of all work;
- Try new things, be willing to experiment and investigate;
- Evaluate their own and their peers' work in order to move learning on;
- Decide how to present their learning in a range of ways, including the use of ICT.

6. Wow Moment Special Books

These special books highlight key achievements and capture comments made 'in the moment' and support our children to retain key knowledge and also provide reference to previous learning. The evidence within these books may include: photographs of key events, exemplar pieces of work, and comments made independently (or in response to questions asked). The Wow moment books are used within Years 1 – 6 to supplement additional evidence held for the subjects of: science; RE, history,

geography and The Arts. Within EYFS in our Reception Class, these special books contain more detailed recordings to show evidence of children's developing understanding so that they can also be used to provide key evidence in support of records of attainment for each child.

7. Learning Environment

We seek to provide a stimulating learning environment which:

- Is safe, secure and well-organised;
- Promotes and supports teaching and learning;
- Is accessible to all pupils and promotes independence and self-esteem;
- Celebrates achievement;
- Promotes Christian values;
- Will promote good relationships and behaviour and seek to establish an ethos of mutual respect;
- Will be inclusive of all pupils;
- Uses displays effectively to:
 - Provide explanations of strategies for learning;
 - Promote working documents/working walls;
 - Remind children of growth mindset development and resilience;
 - Celebrate pupils work and achievement;
 - Provide relevant information, which is up to date;
- Ensures all adults within school are suitable to work with children (including through appropriate Disclosure Barring Service (DBS) clearance);
- Seeks opportunities for teaching values, including British values, in all areas of the curriculum.

8. Pupil Groupings

Effective teaching and learning can require appropriate grouping of pupils. Where appropriate, we will:

- Change pupil groupings as appropriate to activity and lesson objectives;
- Where appropriate arrange groups to provide a balance of gender, ability, social characteristics;
- Use "talking partners" and ensure pupils have the opportunity to work with different pupils in the class;
- Arrange seating plans to meet the needs of the individuals in the class, and these will remain 'fluid', and be reviewed regularly;
- Arrange grouping of pupils in maths and English, when appropriate, to enable them to work at appropriately differentiated learning objectives and tasks.

9. Special Educational Needs and Disabilities (SEND)

Pupils with SEND are treated as individuals, and provided with the appropriate support. Our SEND Policy and Information Report provides more detailed information in respect of the strategies and procedures we use at our school to assist our pupils with SEND.

We believe that every child can, and should, be able to fulfil their full potential. When working with pupils with special educational and/or additional needs we will:

- Use and adapt resources;
- Deploy support staff to support individual and group needs.

Individual Learning Plans (ILPs)

Individual Learning Plans are available for pupils who are not progressing as expected, and to support pupils to achieve. ILPs are reviewed termly to ensure that they are still effective.

EHC Plans (EHCP)

Some young people with Special Educational Needs and Disabilities (SEND) may require additional support from professionals outside of the school setting. In these cases the views of parents and professionals will be sought. Based on these views, and in collaboration with the family, an Education, Health and Care Plan (EHCP) may be sought. EHCP's detail the provision for a child's specialised educational along with health and social care provision (as required). More information can be found in the school's special educational needs and disabilities policies.

10. More Able Provision

Within our school we recognise that we have pupils who:

- Perform better when compared to the average of the class;
- Have attained better than what is expected in previous nationally recognised assessment points;
- Have a particular interest in a topic or subject enabling them to achieve at a higher level than the majority of their peers in this area;
- Are talented with a particular aptitude in specific subjects e.g. art, music, sport or the performing arts.

In terms of provision for more able pupils, all of our teachers need to be aware of:

- The pupils who, at the most recent national assessment point (or internal assessment point for monitoring purposes), attained better than expected in any of the areas assessed;
- Those pupils who have shown potential to be better than expected;

- A range of approaches to learning which can be used to support and challenge all pupils (but especially more able) through the provision of quality opportunities for deeper learning in all subjects on a regular basis;
- How to adapt provision to best meet the needs of the most able in all subjects;
- How to provide a curriculum that is ambitious for all pupils and be able to provide quality opportunities to deepen the learning that fit in with the sequence of learning without accelerating to the next stage.

We use a range of ways to identify children who are more able and who are identified within groups of previously higher attainment (e.g. using end of KS1 SATs data). Within PE, at the end of KS2, the top performers take part in 'Sports Stars Assessments' and extended provision offered.

11. Enrichment

We utilise cross-curricular links to enrich our curriculum through visits, after-school activities and special weeks, days and events. We also:

- Liaise with parents and the community to find out what skills and talents are available;
- Promote after-school clubs and activities;
- Organise relevant visits and trips out;
- Promote and encourage school teams and participation in sports;
- Apply teaching and learning through 'wow' days on a regular basis.

12. Equality

We seek to offer a broad and balanced curriculum through a high quality language environment, which supports the development of cultural and personal identities in order to prepare our pupils for participation in a culturally and ethnically diverse society. It is the professional responsibility of all staff to foster respect, question stereotypes and to challenge different forms of discrimination relating to race, gender and ability. Due regard will be given to pupils whose first language is not English. For further details see our Equal Opportunities Policy.

13. Behavioural Expectations

Teachers have high expectations of behaviour in class in order to create the optimum learning environment. The school has a positive ethos and celebrates high effort in work and behaviour. We have a variety of strategies set up within the school to celebrate our pupils including: team points, class rewards and celebration certificates. We aim that these strategies will encourage the pupils to strive to be the best they can be. Should behaviour be an issue within a lesson or outside during playtimes there are clear guidelines for sanctions set in the school's behaviour policy.

14. Parents

Effective teaching and learning requires a strong and meaningful partnership between pupils, parents and school to enable every pupil to achieve their full potential. Parents are encouraged to support their pupils learning. We inform parents about what and how their children are learning by:

- Ensuring the curriculum is available online.
- Sending a class specific weekly home/school diary and whole school newsletter that provides important information.
- Sending learning home (e.g. homework and Learning Logs).
- Maintain a dialogue with parents through Reading Record books, where appropriate.
- Providing parents with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected.
- Welcome parents into school (at appropriate times).

We expect that parents will:

- Fulfil the requirements set out in the Home/School Agreement;
- Promote a positive attitude towards school and learning;
- Inform us if there are matters outside the school that are likely to affect their child;
- Ensure that their child has the best attendance record possible.

15. Spiritual, Moral, Social and Cultural (SMSC)

Brinscall St John's is a CE/Methodist Primary School whose ethos is founded on Christian teaching and values and in particular recognises the uniqueness and worth of each individual of the school, both children and adults alike, all of whom are loved by God. Our school has a separate, detailed, policy relating to SMSC, which should be referred to for teaching and learning links.

16. Assessment

A wide range of assessment strategies are used to support our understanding of pupil progress, as well as to: identify pupils' strengths and gaps in their skills/knowledge; identify the next steps for learning; inform future planning and to enable appropriate strategies to be employed. Our strategies for assessment are detailed within our Assessment, Feedback and Marking Policy.

17. Monitoring and Evaluation of Quality of Education

Teachers will:

- Rigorously evaluate and reflect on the quality and effectiveness of their own teaching;
- Develop their classroom management according to the needs of pupils, in line with school policy;
- Monitor pupil progress to ensure effective achievement against starting points;

- Encourage and develop the ability of pupils to evaluate and take responsibility for their own learning;
- Monitor behaviour for learning in the classroom and put support in place for individuals and groups;
- Use data effectively (including internal assessment tracking and data provided by SLT (e.g. attainment) to determine gaps in learning and focus intervention to improve pupil outcomes;
- Evaluate their contribution to the policies and aspirations of the school, including through the School Improvement Plans.

Subject leaders are responsible for the effective teaching of their subjects and will:

- Evaluate the quality of teaching and standards of pupils' achievements;
- Monitor and evaluate planning and teaching, using this analysis to identify and share effective practice and to lead action for improvement;
- Work with staff to set targets for improvement.;
- Produce annual action plans (within the subject leader Examining Teaching and Learning documents) which set out areas of improvement for their subject;
- Share the intent and implementation for their subject/s and monitor the effectiveness and intended impact within the curriculum offered to pupils;
- Monitor and evaluate action plans and continually review own subject knowledge and understanding of educational initiatives;
- Review the subject policy in line with the recommended review cycle and present it to the relevant governor committee for ratification;
- Ensure that relevant CPD is in place for all staff, including themselves;
- Ensure curriculum coverage, continuity and progress for all pupils;
- Be aware of the number of pupils achieving better and/or who have shown the potential to be better than expected in their subject in each year group;
- Be aware of strategies to stretch the most able pupils within their subject, and within the principles of the National Curriculum, and provide support to colleagues when considering the needs of this group;
- Analyse and interpret data on pupils' performance against school expectations and other comparative data;
- Monitor the provision for all pupils for their subject area and ensure that the curriculum continually meets the needs for all;
- Understand and monitor pupil progress by regular work/planning scrutiny, observations, drop-ins, learning walks, discussions with staff and pupils to ensure quality, consistency and to implement strategies for improvement;
- Lead staff meetings to inform and educate other staff;
- Attend statutory training;
- Contribute to and fulfil requirements set out in the School Improvement Plans.

The School Leadership Team (SLT) will:

- Set priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures;

- Evaluate and analyse progress made on the School Improvement Plans;
- Discuss any areas of development which arise and which are not on the School Improvement Plans;
- Support other staff with any areas of development, as appropriate;
- Work together to ensure that the Christian vision is upheld.

The Head Teacher will:

- Conduct formal, focused observations and learning walks regularly to monitor learning and teaching;
- Hold pupil progress meetings to discuss raising and maintaining standards and establish where there is a need for further training or support;
- Provide verbal and/or written feedback after any monitoring.

18. Moderation

Regular moderation of the allocation of judgements takes place each term to ensure consistency. Teachers meet in phase groups or in cross phase groups to analyse pupils' work against National Curriculum or EYFS requirements. Staff meet with cluster schools to moderate and affirm judgements made. During the Summer Term, teachers in Reception, Year 2 and Year 6 are involved in formal teacher assessments, as part of end of key stage assessments and LA moderation.

19. Racial Equality and Equal Opportunities Statement

Racial Equality & Equal Opportunities Statement All pupils have equal access and inclusive rights to the curriculum regardless of their age, gender, race, ethnicity, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals.

20. Governors

It is the Governors' role to monitor and review the policy and its practice through:

- Visits to oversee the delivery of their scheduled subject;
- Reporting to the Headteacher and other teachers;
- Reporting to the School Curriculum/Standards and Effectiveness Committees;
- Reporting to the Full Governing Body;
- Undertaking learning walks.

This policy will be reviewed every two years by the governors Curriculum Committee, and is a working document and therefore is open to change and restructuring as and when the need arises.

The governors' annual impact statement will contain updates and analysis regarding the outcomes of the quality of education at our school.

