



# Quality of Education Policy

## Maplewell Hall School



Last review: September 2021  
Next review: September 2023

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# Quality of Education - Teaching, Learning and Assessment Policy

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# Quality of Education - Teaching, Learning and Assessment Policy

## Rationale

The following document promotes best practice and establishes consistency in quality of education across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and attitude.

This policy should be read in conjunction with:

- Curriculum Policy
- Marking and Feedback Policy
- Mastery and Assessment Policy
- Numeracy and Literacy Policy

## Aims

We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn at their own pace. We aim to give our pupils every opportunity to succeed.

Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives; to gain attributes and values needed to encourage life-long learning and employment.

Learning is the purpose of the whole school and is a shared commitment. We recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning.

## Pupil Experience

At Maplewell, a pupil must experience:

- Motivating, challenging, and engaging teaching every day, in every lesson.
- Their individual needs met accordingly to their EHCP.
- An understanding of what each lesson is about, why it is being taught and what the outcome may look like.
- Appropriate, planned support in lessons from the teacher and LSAs.
- Work marked accordingly to the Marking and Feedback policy.
- Regular homework that consolidates learning and stretches and challenges the pupil.
- Respect, and treatment which encompasses the values we believe in.

## Teacher expectations

Teachers at Maplewell should strive to deliver high quality teaching and learning.

To achieve this, teachers must:



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- Arrive at lessons on time to meet the class at the door and set the standards for the lesson.
- Dismiss the class at the end of the lesson
- Model the attitude, behaviour and manners we expect from our pupils.
- Be aware of the capabilities and specific learning needs (EHCP) of all students in class to plan lessons.
- Work effectively alongside support staff, sharing schemes of learning and lesson planning where necessary.

All lessons will:

- Be engaging, challenging and motivating.
  - Evidence – Lesson observations and student books ( use of scaffolding)
- Be planned according to the long and medium term plans provided by the Curriculum Leaders that is informed by the progress and attainment of pupils in lessons.
  - Evidence - teacher SoW and student books
- Introduce new materials in small steps, followed by teachers' modelling.
  - Evidence – Lesson observations and student books
- Use clear L.O. that are understood by the pupils so that they are aware of the lesson's aims and how they are going to progress.
  - Evidence – students books, lesson observations and marking
- Be planned using of pupil's EHCP report to inform planning and teaching of pupils.
  - Evidence - students books, lesson observations and marking
- Be planned so that teaching fully utilises LSAs in lessons; for example, involvement in giving feedback verbally or written
  - Evidence – learning walks, lesson observations
- Use AFL to inform planning and pupil progress.
  - Evidence - pupil's work, lesson observations
- Create opportunities to develop literacy, numeracy, and communication skills

All lessons will have:

- Opportunities for formative marking and constructive dialogue with pupils.
  - Evidence – teacher mark book and pupil books and folders according to Marking and Feedback Policy.

### Teacher support

We aim to support colleagues to achieve these expectations by:

- Providing quality in-house training focusing annually on a specific aspect of teaching and learning but at the same time ensuring that personalised professional development pathways are also available.
- Organising opportunities for colleagues to work collaboratively to share good practice (Open door policy/sharing good practice opportunities)



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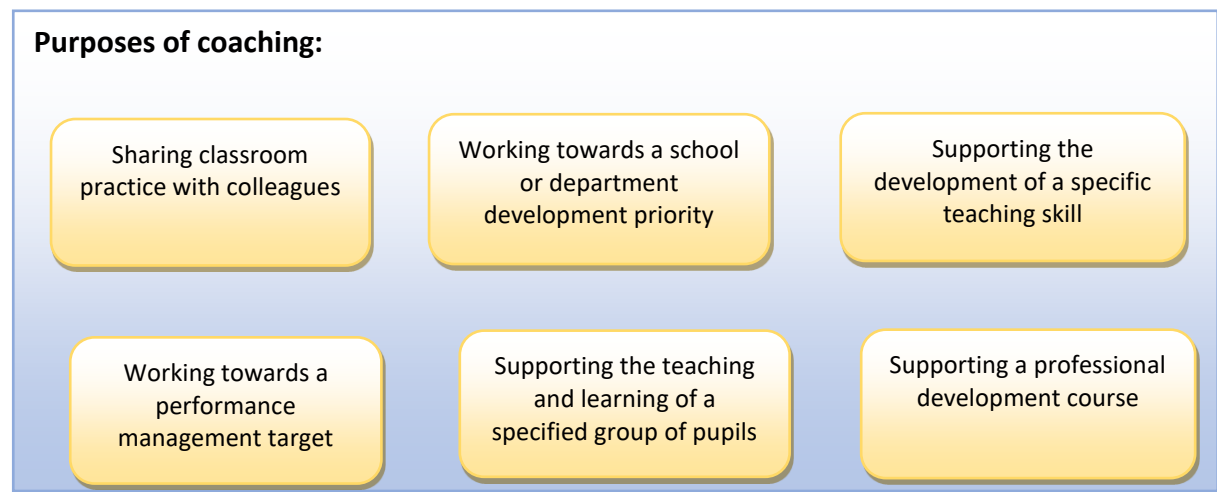
- Allowing colleagues to attend external training which is specifically linked to their Performance Management targets or Subject Improvement Priorities.
- Providing coaching and mentoring where appropriate.

### Coaching

Coaching is developed to meet the areas of school development identified by:

- Formal lesson visits
- Book moderation
- Learning walks

The main role of Coaching is to raise standards of teaching by harnessing our staff's own potential, and help our teachers to successfully coach each other. Each year the Coaching model may differ.



### Reporting to parents

The aims and guiding principles of reporting at Maplewell Hall School are common to all departments.

#### Aims

- To provide specific information for parents, pupils and teachers.
- To enhance home/school partnership.
- To inform parents and pupils of pupil progress in a positive manner.
- To alert pupils and parents to areas of concern so that these can be quickly addressed.
- To provide a starting point for discussion at Parents' Evenings.

#### Guiding principles

Reports should be:

- Presented in a consistent manner.



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- Written by a tutor, a class teacher or a member of intervention team if a student attended intervention.

Subject report needs to include:

- Highlights of pupil strengths as well as indicating areas in need of development.
- Brief outline what students are covering in the subject (covered topics).
- Reflect pupil progress against a course description
- Subjects Targets going forward, link to EHCP targets.

Comments on interpersonal skills:

- Concentration in class
- Effort and application
- Completion of homework
- Contribution in class
- Organisational skills
- Fulfilment of potential
- Behaviour in a lesson
- Subject skills ( Specific Topic(s))
- Attitude and presentation of work

Subject and intervention reports need to have 900- 1200 characters. Reports need to be checked by one member of each department (second review) before it is published to parents.

- Each **tutor report** needs to be written from a personal approach and needs to include comments on:
  - Behaviour
  - Reading
  - Feedback on progress towards EHCP objectives
  - Attitude to learning e.g. Homework
  - General wellbeing at school.

Tutor reports needs to have 2000 - 2500 characters.

### Method and timing of reporting

- Formal reporting takes place in accordance with an agreed reporting calendar
- Each teacher has to write formal report on Go4schools.
- Informal reporting may take the form of a note, message sent via social media or home-school book, highlighting positive progress or raising concerns.
- Where feasible reports should coincide with the appropriate Parents' Evening and Annual Reports.

### Quality Assurance

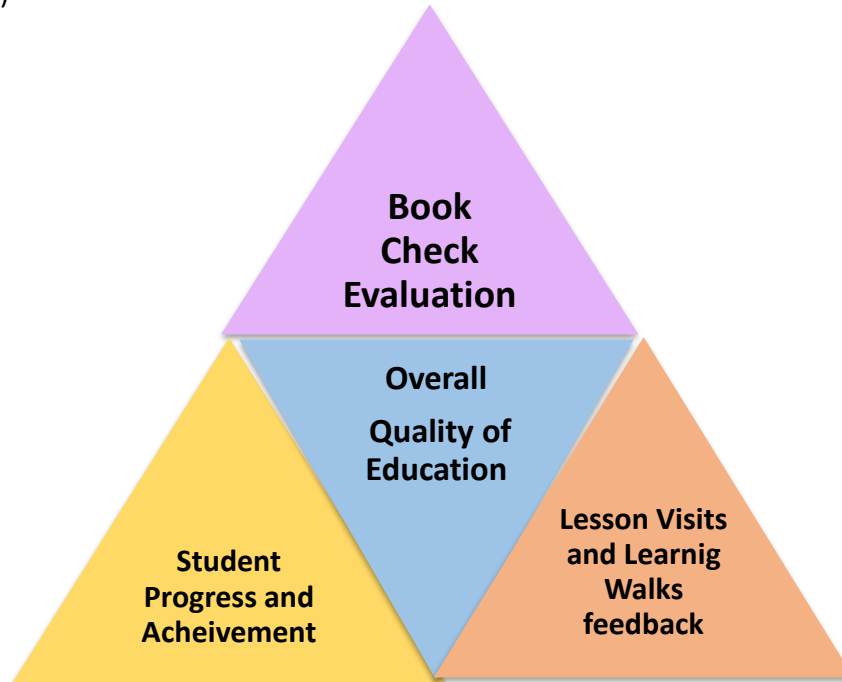
In order to ensure high quality teaching and learning the Senior Leadership Team and Heads of Department aim to work in collaboration to constantly review our provision and practice. We aspire the highest standards and believe ongoing improvement in teaching and learning enables our pupils to achieve their potential. We aim to use the Quality Assurance process as a means of supporting colleagues in their personal improvement so that they excel in their role within the school.



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The self-evaluation and self-challenge process involves the triangulation of 3 key areas:

1. Lesson Visits (3 times a year) and learning walks
2. Student Progress and Achievement evidence (3 central inputs a year)
3. Quality of feedback on students work, via work scrutiny (on individual teachers 3 times a year)



Overall, the Quality of Education is collated across the school through the use of online tracking systems, Go4schools and Bluesky. Both systems give a rigorous evaluation of the quality of teaching and learning at Maplewell.

### **The monitoring cycle also includes:**

- Conduct an on-going audit of all lesson visits and learning walks, recommending, where appropriate, specific colleagues / departments for targeted support.
- Regular formal (three times per year) and informal learning walks and lesson visit– this may include a variety of formats such as ‘drop-ins’ or tours of the school.
- Department review and Subject Progress Reports– triggered by examination results and to be used to guide support and direct challenge;
- Whole school work scrutiny as per calendar

There may be instances where additional monitoring is required such as where a teacher is identified as requiring additional support or where a teacher is newly qualified.

Monitoring of teaching and learning is quality assured through a model of paired observation and scrutiny wherever possible. The monitoring of the quality of teaching also includes a comparison to outcomes to give a broader picture of the success of teaching over time.



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## Heads of Department will:

- Meet regularly with their Senior Leader link with a focus on students' progress.
- Conduct paired lesson visits with a member of the Senior Leadership Team to assure consistency and accuracy of judgement, at least once every year.
- Monitor quality feedback on a half-termly basis - book scrutiny.
- Provide opportunities for subject or area based standardising of assessment (including controlled assessment)
- Develop long and medium term planning that follows the National Curriculum
- Monitor data and targets provided for the whole school reporting system.
- Sequence the curriculum to enable pupils to build their knowledge and skills towards the agreed end points (qualification).
- Provide support for non- specialist leaders and teachers in their departments.
- Understand their curriculum intent, implementation and impact.
- Conduct subject moderation meetings with all staff teaching.

Each Head of Department or subject teacher, (when the teacher is the sole teacher of a subject) holds a subject portfolio, which could include:

- Subject summary of intent, implementation & impact (3Is)
- Monitoring a Department Checklist ( SEF) and Action Plan
- Strategies to promote students' progress
- Department policies and handbook ( including Health and Safety for practical subjects)

## Senior Leadership Team will:

- Ensure that data collection systems are in place.
- Meet regularly with curriculum leaders with a focus on students' progress.
- The Deputy and/or Assistant Head will report the whole school Quality of Teaching and Learning to Governors.
- Where such targeted support is put in place it will be recorded on the ITSP (Improving Teacher Support Programme) overseen by a specified member of SLT. For more reference, please see Improving Teaching Support Plan document.

## Remote learning

Government guidance in response to the pandemic means that students and teachers may find themselves at home isolating for extended periods during term time. The principles on the quality of lessons and student experience remain the same. We aim to support high quality remote learning in the following ways.

- All students and teachers have been trained in the use of Google Classroom, Google Meet and email.
- This allows work to be easily sent and received between teachers and students.
- Where students do not have access to the internet from home, we will either provide a device on loan, or arrange for hard copy work for the student.





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- For extended isolating periods, students will be expected to follow the school timetable from home and be available to work at normal lesson times wherever possible.
- Where they have sufficient notice of isolation, teachers will ensure work is available online by the start of all lessons. This may be delivered in a variety of formats.
- Where teachers are isolating but able to work, they will continue to provide suitable and engaging work for their classes. This may be delivered by a cover supervisor, or remotely through a live stream by the teacher.
- Teachers are aware of safeguarding issues raised by approaches such as live streaming and class chatrooms

For more information regarding preparations for a remote learning offer please read [Remote Learning Contingency Plan September 2021](#)

### Cover lessons preparation

Google Classroom platform will be used to record cover lessons.

Each cover lesson should have:

- A PowerPoint and a video that explains the lesson objectives and includes modelling.
- Video can be recorded by teachers or taken from educational websites such as Oak Academy or Bitesize.
- Worksheets/ independent task

Subject teachers need to invite their pastoral LSA, subject-specific TA and cover staff.