



QUALITY OF EDUCATION POLICY

Committee Responsible:	Curriculum and Achievement
Reviewed by:	R. Patel
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Quality of Education Policy

“Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support. They provided this support by teaching new material in manageable amounts, modeling, guiding student practice, helping students when they made errors, and providing for sufficient practice and review. - Barak Rosenshine

Introduction

There is a shared clear understanding of the curriculum being central to enabling all students including those who are disadvantaged and or have SEND to achieve their best.

This policy will seek to detail the core principles of how we plan, deliver and evaluate the impact. Our CARE values underpin our curriculum and teaching expectations.

Consistent Expectations of Care

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|-----------------------|---|
| Communication: | We expect students to be active communicators of learning. |
| Achievement: | We expect students to achieve their personal best |
| Respect: | We expect students to behave with total respect for each other and every member of our community and our environment |
| Empathy: | We expect students to think of others. |

Expectations for a high-quality education

The school's ethos supports every member of our community achieving their best

We appoint the highest calibre of teachers who demonstrate that they have deep knowledge and understanding of the subjects they teach. The passion for their subject permeates all of their teaching.

Teachers at Bentley Wood are determined that students achieve well. They encourage students to try hard, recognise their efforts and ensure that students take pride in all aspects of their work. Teachers at Bentley Wood have consistently high expectations of all students' attitude to learning.

As teachers and Business Support staff we are responsible for individual students' learning needs and we ensure that the curriculum and teaching addresses learning barriers and enables all groups to make above or expected progress.

Curriculum Organisation

Bentley Wood's curriculum is central to everything that we do. The highest expectations for all students to achieve their best underpins curriculum planning. We provide a carefully sequenced curriculum, based on gaining knowledge and skills that enable all students to achieve and succeed in their future education and employment. Our curriculum reflects the national curriculum and external qualifications. Our teaching prepares students well for exams and tests but goes beyond this to ensure their education is rich and broad. The curriculum is not limited to the requirements of the specification. Students are well prepared for life in modern Britain and are aware of how they can make a positive contribution to society and understand their local community.

Each department has a curriculum map for the intended learning journey for their subject alongside long term/medium term plans that outline pathways between key stages and the sequencing of learning over a period of time. Schemes of learning detail lesson by lesson the curriculum content to be delivered.

Curriculum Planning

- Plan the curriculum in collaboration with colleagues in subject teams
- Follow and implement carefully developed subject curriculum plans effectively
- Feedback to the department about misconceptions, particular successful learning and ideas for curriculum development
- Curriculum plans are well sequenced and enable students to know more and remember more.
- Annotate curriculum plans for reflection purposes.
- Share learning intentions and/or success criteria during the lesson or over a series of lessons
- Teach to the top and scaffold up to enable all students to have access to the curriculum

- Promote the power of reading and develop the oracy skills of students
- Develop the character of our students alongside their academic achievement
- Use highly effective questioning
- Develop their subject knowledge and use this to bring the curriculum alive during delivery
- Provide adequate time for practice to embed students' knowledge and understanding;
- Introduce subject content progressively and constantly demand more of students
- Promote career opportunities during their learning journey
- Enable students to respond effectively to the feedback
- Deliver an ambitious curriculum that stimulates and inspires a passion in all students

Curriculum Delivery

High levels of Challenge

Appropriate challenge ensures that students have high expectations of what they can achieve. Challenge is not just about more work or new learning. Challenge is what students do with the facts once they have them, linking them in different ways to broaden and deepen their understanding of a topic. Learning happens when people have to think hard. (Coe, 2013) There should be episodes in every lesson where students are asked to think hard. This helps them to remember and to be more engaged.

Explanation

We need our students to engage in what is happening within the classroom. Explanation means that 'they will be thinking about that we want them to think about' and therefore learning is more likely to take place. Lessons should get off to a flying start, with students purposeful from the beginning.

Modelling

Once information has been explained to students, they need to know what to do with it. The best way for students to see what to do is for an expert to model the process. The emphasis of the modelling stage is on building procedural knowledge

Guided & Independent Active Practice

Students will be working most independently of the teacher. Students should be completing activities that have been carefully designed to allow application of skills and knowledge. Active practice is designed to develop the thinking process rather than be a repeated mechanical activity. Teachers actively engage with individuals to address misconceptions. Teachers encourage metacognition to develop independent learning and independent learners.

Effective questioning

Questioning is a key part of what takes place in the classroom and should be planned within the curriculum. Effective questioning can spark discussion, assess current performance and provide deeper levels of challenge. Through expert questioning, we can equip our students to think more effectively and can inspire them to think hard. Effective questioning can also ensure that students are accurately using subject specific language within their answers. Skilled questioning can be used to assess current performance and unearth misconceptions. Skilled questioning requires excellent subject knowledge in order to address misconceptions and common misunderstandings, both within lessons as they arise, and before they arise, through our planning. Effective questioning can include use of strategies like Bloom's taxonomy, Socratic questioning, and so forth.

Feedback

Effective feedback is crucial in order to determine the next steps a student needs to take and in communicating these appropriately. Sound marking and feedback driven metacognition promotes self-regulation, so students work on gaps in their knowledge and skills boosting confidence and independence.

Homework –

- Set challenging homework in line with our policy, that consolidates learning, deepens understanding and prepares students for the work to come
- Implement consistently the schools 3-part homework strategy
- Provide enrichment opportunities to all
- Support students who fall behind and enable them to catch up

We expect every teacher at Bentleywood to engage in their own professional learning. We believe that the best educators are the best learners. We therefore expect staff to be engaged with their own professional learning seeking, to improve their subject knowledge, as well as pedagogical approaches.

Best Practice: High-Quality Teaching/Pedagogy/Education Research

'Every teacher needs to improve, not because they are not good enough, but because they can be even better' Dylan Wiliam

In order to embed and secure the students' learning, teachers aim to use effective pedagogy in their teaching. This means pedagogy informed by research. We encourage staff to engage with education research, and we promote research-informed practice through classroom displays, staff CPD, reading groups, Wise Thoughts, School Improvement Groups, and other channels. In lessons at Bentley Wood we encourage use of research-informed strategies such as, but not limited to, the following:

Retrieval practice	Concrete examples
Spaced practice	Elaboration

Dual coding
Interleaving

Metacognition
'Thinking hard' episodes of challenge

Evaluating the impact of the curriculum

Monitoring Evaluation Review (M.E.R)

The effectiveness and delivery of our ambitious curriculum is reviewed through our half termly monitoring, evaluation and review (M.E.R.) cycle. There are two MER structures, 1) HOY/Pastoral and 2) HOD/Academic. This allows us to measure the impact of our curriculum intent. Ensuring no groups of students are missing out on a broad, balanced, well thought through and delivered curriculum. Middle and senior leaders have clear roles to jointly lead and support their pastoral and departmental teams at all stages in the process. Activities are designed to challenge and enable consistency, celebrate good practice and firmly establish a school held belief that we all should have the very highest expectations for all our students.

Observing Teaching

This is an entitlement for teachers, helping to support their professional development as well as for appraisal purposes enabling them to demonstrate and explore good practice. Senior and middle leaders are accountable for the quality of learning and teaching in the school and undertake regular observations to inform the process of self-evaluation. Observing teaching should be a positive experience for all involved:

Thus observing teaching can be undertaken for a variety of purposes:

- as part of the appraisal process;
- the implementation of medium and short term plans;
- for peer and self-evaluation;
- as part of Newly Qualified Teachers/new staff induction;
- for school self-review;
- for departmental/pastoral review;
- for Continuing Professional Development e.g. as part of action research.

Individual lesson observations are carried out within a culture of professional dialogue about learning and teaching whatever the purpose or focus

Learning visits

Learning Visits are also a part of our evaluation process. These are shorter, less formal forms of observations for purposes such as monitoring students and the progress of different groups. These learning walks would be for less than half the lesson and teacher performance would not be recorded. Learning visits may be at any time:

- For purposes of action research which will be announced at the briefing;
- School review periods there will be a specific focus;

- HODS/HOYS will arrange their own.

Student Focus Group/questionnaire

We believe that all students are entitled to contribute actively in shaping their educational experience they and their fellow students receive. Through our MER' focus groups are used to evaluate their learning experience. Our students and school council support our ethos that students are empowered to give their opinions and suggestions on an open, honest, secure yet constructive way. Student focus groups should be a cross section of a class of year group to gauge a wide variety of views.

Below are suggested questions:

- Tell me how/what you have learned in the past which has helped you to get the most out of your most recent lesson?
- What do you think you will be learning next?
- How does the teacher check that you understand? What happens if you fall behind?
- What type and how often do you do recall activities?
- In the lessons where you feel you really learned the most over time, what does the teacher do to make that happen?
- Questions based on work in books around key concepts and vocabulary and how they relate to OTHER subjects / learning.
- What opportunities for enrichment as part of curriculum and extracurricular do you have? Which clubs do you go?
- What opportunities do you have to take on responsibilities and leadership roles as well as volunteering and contributing to the broader community?
- Define bullying and then ask about nature and frequency of bullying and how leaders deal with it.

Work Scrutiny

Students' books/work will be scrutinised to help gauge the quality of teaching, learning and progress over time preferably with the student so that a full understanding of their learning is provided in context.

When evaluating books, we look for the following:

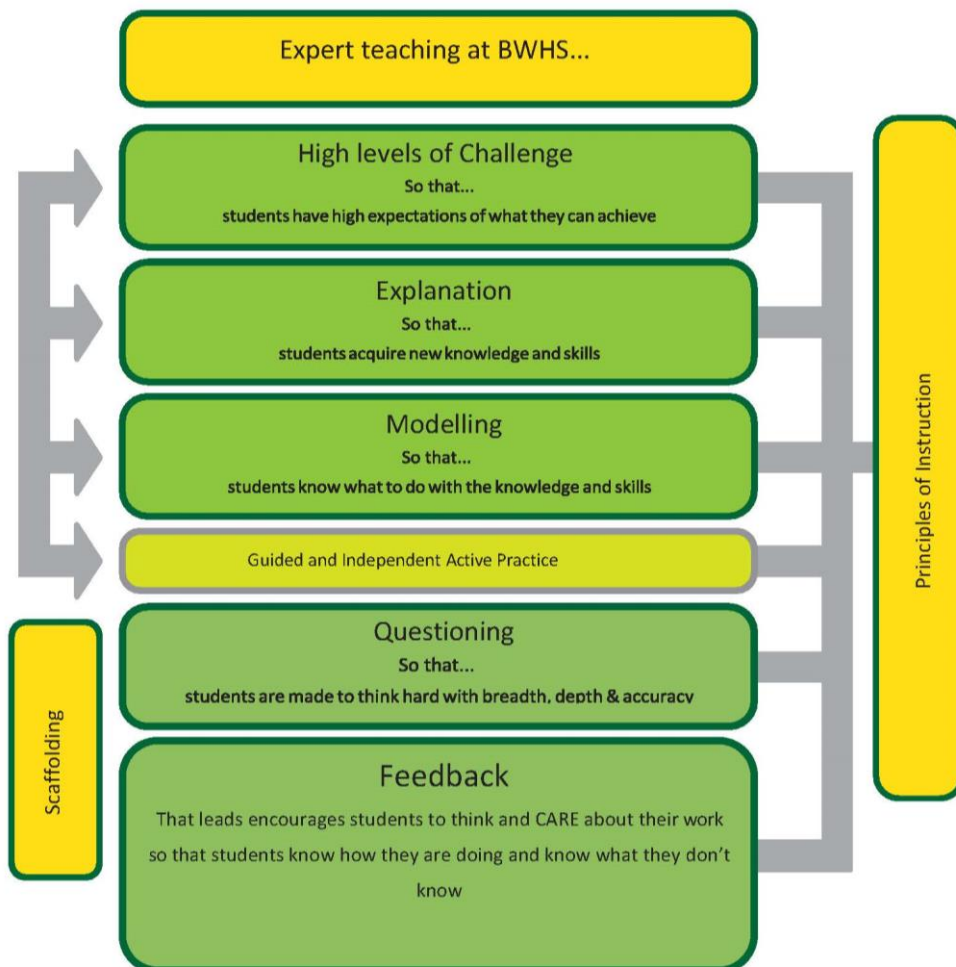
- Does the work match the curriculum plan and expectations?
- Is the work well sequenced that enable the student to know more and remember more?
- Feedback is regular in line with the Assessment and Feedback Policy but more is importantly impactful.
- Clear guidance on what to do next to extend learning;
- Students meaningful response to feedback
- Literacy and numeracy skills across the curriculum is promoted

- Effective self and peer assessment.

Peer Observations

This is carried out on an informal basis staff are encouraged to observe each other in order to develop their own practice. Peer observations are jointly agreed by teachers and usually have a specific focus.

Appendix



Principles of Instruction:

Based on cognitive sciences and school research, the 10 principles of instruction to help us to develop effective lessons. Below is a summary of these useful principles which we expect in lessons.

Begin	a lesson with a short review of previous learning
Present	new material in small steps followed by student practice
Ask	questions and check answers
Use	models
Guide	practice
Check	for understanding
Obtain	a high success rate
Provide	scaffolds in difficult tasks
Stimulate	and monitor independent practice
Conduct	weekly and monthly reviews

Students and adults working together

We have outstanding relationships between students and staff built upon our culture of trust and in our belief that we can all learn and achieve together therefore:

We expect learners to:



love the challenge of learning and to be resilient to failure;



be motivated, interested and feel that they are making progress;



become independent and creative in 'thinking and learning'



feel safe, valued and part of the school community;



be rewarded for effort;



thrive in lessons and regularly take up opportunities to learn through extra-curricular activities;



Demonstrate resilience by preserving, even when finding the work challenging or difficult;



have a positive attitude to and enjoy learning;



take responsibility for their own learning;



be imaginative, creative, innovative and enterprising;



work independently and collaboratively;



understand how they learn and how to move on to the next step of learning.