

Quality of Education policy



At St Margaret's we believe...

'All things are possible for one who believes.'
Mark 9:23.

We are an *inclusive, ambitious, transformational* learning community.

Through our *faith and work*, and by living out the values of *compassion, resilience* and *respect*, our whole community will flourish and become more fully the people God calls us to be.

In line with our whole-school vision,
our curriculum is,
ambitious and *inclusive* for all students.

It is *creative, coherent, and well-sequenced*,
building over time so students develop a
deep, *relevant, knowledge-rich* understanding
of the world around them.

Thus *empowered*, and thus *transformed*,
our students are equipped
to become more fully the people
God
calls them to be.

Quality of Education improvement cycle

Quality Assurance

- ✓ Curriculum Development/ KIT Meetings
- ✓ Drop-ins
- ✓ Book Looks
- ✓ Student voice

Impact

- ✓ Formative assessment
- ✓ Summative assessment
- ✓ Feedback (verbal, collective, personalised)



Intent

- ✓ Subject vision
- ✓ Sequencing rationale
- ✓ Long term plans
- ✓ Threshold concepts
- ✓ Medium term plans
- ✓ Short term plans
- ✓ Lesson/ homework resources

Implementation

- ✓ Lesson routines
- ✓ Lesson design
- ✓ Lesson delivery

Intent

Our approach to curriculum design is underpinned by *Mary Myatt's, Curriculum: Gallimaufry to Coherence* and *Ruth Ashbee, Curriculum: Theory, Culture and Subject specialisms*.

Subject visions

All subjects at St Margaret's have a clear vision which aligns with our whole-school curriculum vision.

Subject long-term plans

All subjects' long-term curriculum plans outline the *ambitious knowledge-rich curriculum* we believe will *empower* our students at St Margaret's.

Subjects sequencing rationale

All subjects ensure their curriculum is *coherent* and *well sequenced* by rationalising 'why they teach what they teach, in the order in which they teach it'. This is to ensure new knowledge and skills build on what has been taught before.

Threshold concepts

All subjects ensure their curriculum is *well sequenced* and *ambitious* by outlining the threshold concepts they believe all students should grasp at certain transition points.

Subject medium-term plans

Below their long-term plans, all subjects have their medium-term plans which further rationalises the sequencing of the curriculum, as well as outlining the learning intentions and assessments for each individual unit of work.

Implementation

Our lesson routines

- 1. Entrance Routine-** As we are a *respectful* school our lessons always start at the door with a meet and greet from teachers.
- 2. Silent Start-** To ensure our lessons are *ambitious* and we support students to ‘remember more over time’, our lessons always start with a Silent Start, that often reviews prior learning.
- 3. Learning intention** - Each lesson begins with a clear learning intention, which aligns with those found in the medium-term plans.
- 4. Exit Routine-** As we are a *respectful* school our lessons always end at the door with staff dismissing students’ row by row, once the bell has rung.

Our lesson design

Our approach to teaching and learning supports our curriculum by ensuring that lessons are planned to build on prior learning and provide sufficient opportunity for guided and independent practice.

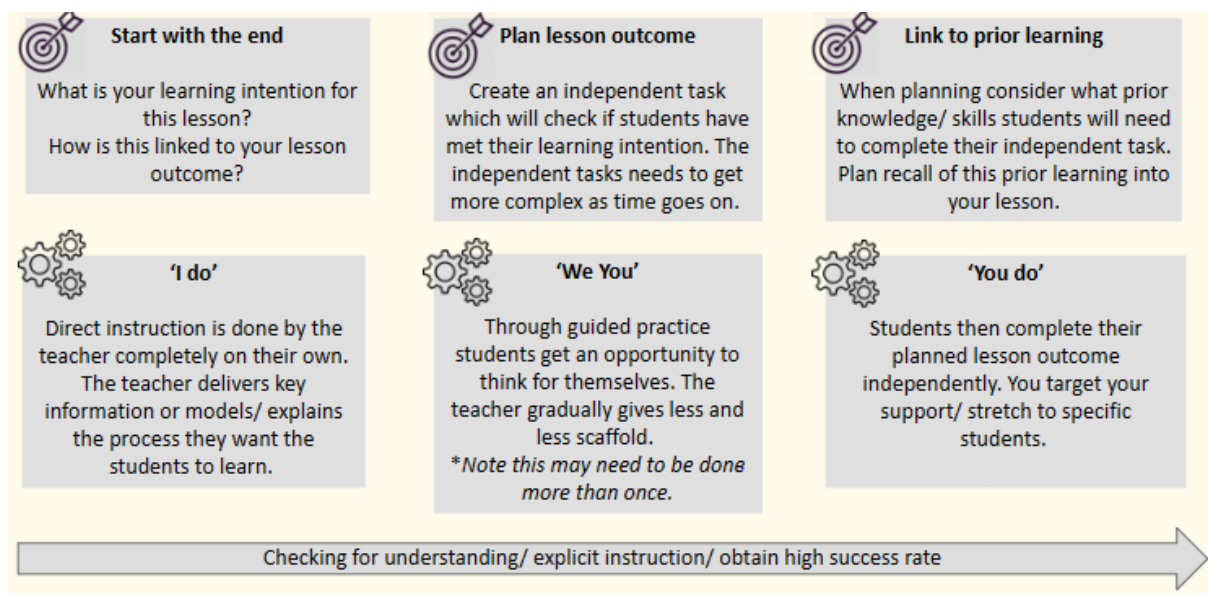
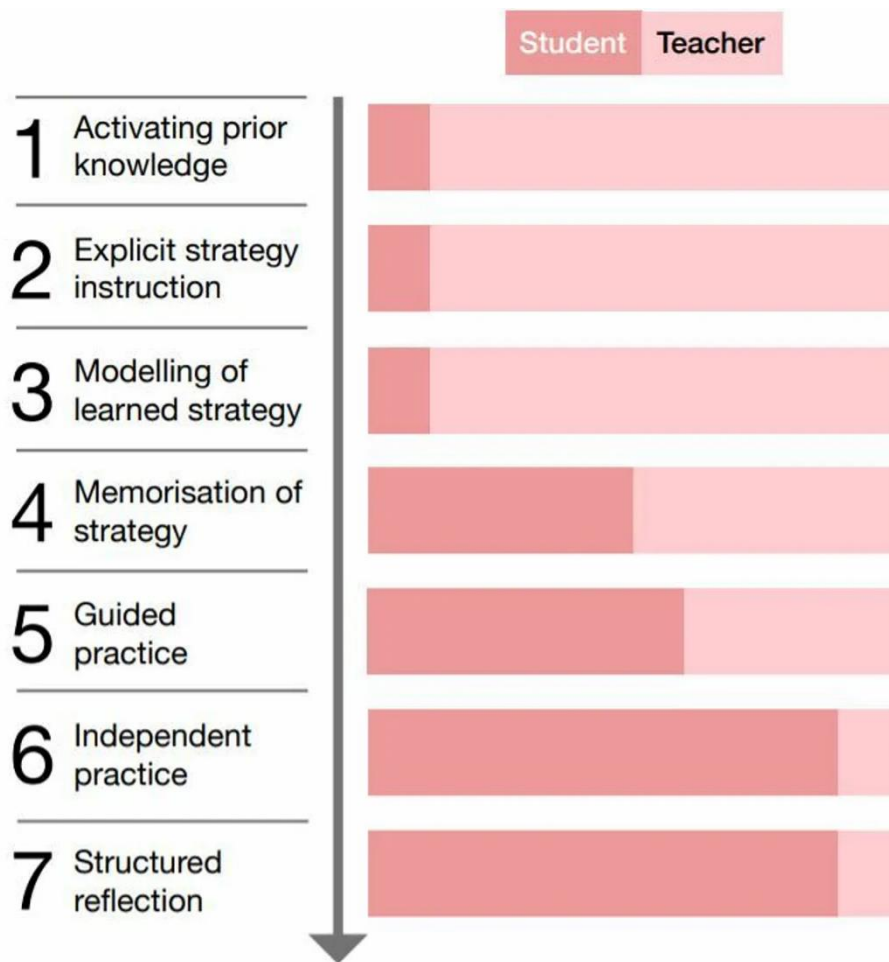
We use *Barak Rosenshine’s Principles of Instruction* and *the EEF seven-step model for learning* to develop our teaching practice.

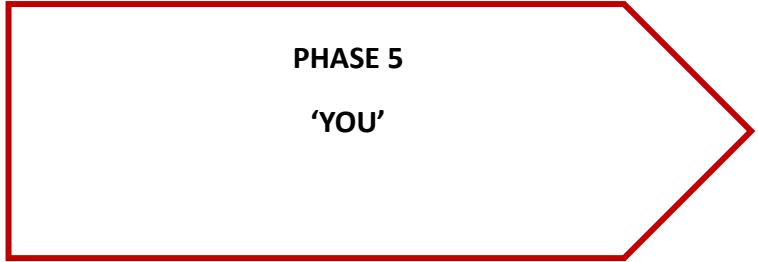
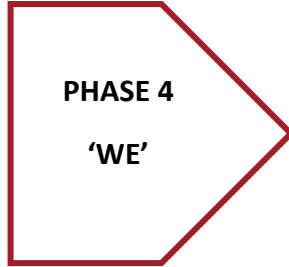
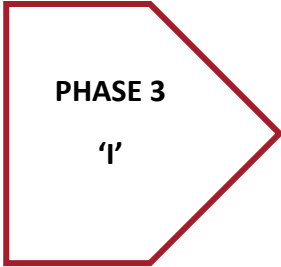
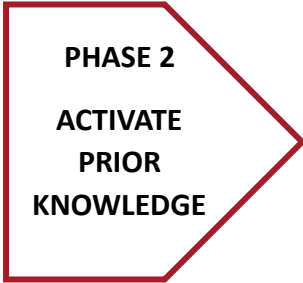
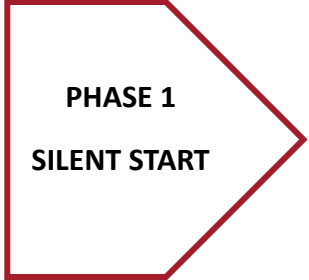
At the heart of Rosenshine’s principles is a simple instructional core:

- **Explanation** of new material in small steps (**I**)
- **Guided practice** with prompts and models (**we**)
- **Independent practice** with monitoring and feedback from teacher (**you**)

Below are examples of lesson structures we encourage at St Margaret’s. We do appreciate that teachers have the autonomy to adapt this structure where necessary.

The EEF Seven Step Learning Model





03 ASK QUESTIONS



The most successful teachers spend more than half the class time teaching, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

06 CHECK STUDENT UNDERSTANDING

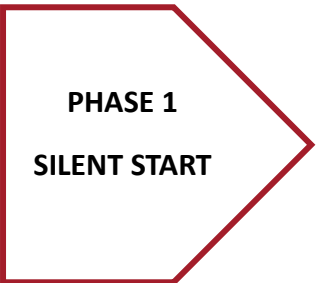


Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE



A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.



01 DAILY REVIEW

Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.



10 WEEKLY & MONTHLY REVIEW

The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

PHASE 3

'I'

02 NEW MATERIAL IN SMALL STEPS



Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

PHASE 4

'WE'

04 PROVIDE MODELS



Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE



Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

PHASE 5

'YOU'

09 INDEPENDENT PRACTICE



Independent practice produces 'overlearning' — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

08 SCAFFOLDS FOR DIFFICULT TASKS



Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

Inclusive lessons

In line with our whole school vision, we aim to ensure all our lessons are inclusive. We use the *EEF guidance report on Special Educational Needs in Mainstream Schools* to ensure our lessons include familiar but powerful teaching strategies that put SEN students at the centre of our lesson planning.

We believe ‘good practice for SEND students, is good practice for all,’ thus following the EEF ‘five a day principles’ which ensures high quality teaching.



Homework

All students at St Margaret’s are set homework on a regular basis, according to the departmental policy. All homework is recorded on Arbor, with clear instructions and a deadline for completion.

The homework set should be both inclusive and ambitious and should fall into one of the four categories:

- Preparation for Learning
- Application of Learning
- Consolidation of Learning
 - Enriching Learning

Literacy

Building students literacy skills is integral to our ambitious and inclusive curriculum at St Margaret's.

| Reading Beyond the Curriculum | Reading Interventions | Curriculum Teacher Toolkit: Vocabulary Strategies | Curriculum Teacher Toolkit: Reading Strategies | Curriculum Teacher Toolkit: Oracy Strategies |
|---|--|--|--|---|
| <ul style="list-style-type: none"> • Reading books are part of essential equipment. • Independent reading at KS3: Sparx Reader homework 1x30 mins per week • Form Reads – 3x15 mins per week – links with LfL and SMSC • Recommended reading lists. | <ul style="list-style-type: none"> • All students are assessed to identify reading age. Re-tested at least once per year to check progress • Red Readers: significantly below chronological RA - phonics intervention • Amber Readers: somewhat below chronological RA – comprehension and inference • Green Readers – at or above chronological RA – ambition and challenge | <ul style="list-style-type: none"> • Key vocabulary identified in MTPs • Pre-teaching of challenging vocabulary before reading • Frayer models • Morphology • Etymology • Choral responses (I say/ we say/ you say) • Fill-in-the-gap glossaries • Knowledge retrieval quizzes • Knowledge organisers • Graphic organisers • Synonym and antonym activities • Students highlighting/ underlining where they have used key terms in their responses | <ul style="list-style-type: none"> • Ensure regular opportunities for high quality subject-related reading. • Teacher reads to model prosody • Each subject has 'reading library' and encourages wider reading with recommended reading lists • Reading data used to inform seating plans, targeted questioning, reading aloud activities and level of scaffold required | <ul style="list-style-type: none"> • Questioning: 'Ask, Build, Challenge'(ABC) used to develop responses and discussions • Say again, say louder – we insist on responses being audible and clear because we believe our students' voices matter • Choral reading and echo reading (I say/ we say/ you say) • Sharing good work as oracy opportunity – students read work out loud • Structured talk (debate and discussion) • Turn and talk (think – pair – share) |

Impact

Formative Assessment

Our lesson delivery is underpinned by *Harry-Fletcher Woods Responsive Teaching*, and includes a variety of formative assessments, such as messy mark books, no hands up and mini whiteboards.

This allows teachers to be responsive and adapt their lessons by making decisions to re-teach certain topics or spend longer on the guided phase of their lesson.

Summative Assessment

Our use of summative assessments is underpinned by *Ross Morrison McGill, Mark, Plan, Teach*. Summative assessment is bespoke to each subject and is linked to their curriculum aims. We use summative assessment data to adapt our curriculum and inform future planning.

Feedback

Both summative and formative assessment results in students receiving ongoing feedback. This is 'meaningful, manageable and motivating' for students, so they are clear on how they are progressing within a subject and what they need to do to improve.

This includes:

Verbal feedback which students receive every lesson.

Collective feedback (e.g whole class feedback proforma) which students receive at least once per half term.

Personalised feedback (teacher marked) which students receive at least once per half term.

Continued Professional Development

‘Research tells us that one of the most important things we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning.’ (Higgins)

To ensure all staff our fulfilling our whole school vision by providing effective curriculum intent, implementation, and impact we have a thorough CPD and QA programme. We ensure all CPD is needs driven, in line with our teaching and learning priorities and the highest leverage training required at that time. All CPD at St Margaret’s is underpinned by research and we encourage feedback on our programme to ensure it is meeting the needs of all staff.

| CPD | Outline |
|-----------------------------------|---|
| HOD training | Monday sessions offers the opportunity for HODs to develop as leaders and creates a consistency and clarity between the senior and middle leadership team regarding curriculum development. |
| Whole staff training | Thursday sessions for all staff ensure communication is clear regarding whole school priorities and can often follow the deliberate practice model of ‘See it, Name it, Do it.’ |
| Departmental meetings | Regular meeting time on Thursdays focus on strategic subject development. This will often include structured sessions engaging with department curriculum documents and resources. |
| Curriculum Development Meetings | Once half-termly CDM ensure there is ongoing conversations happening between middle and senior leaders, regarding curriculum development. |
| Keeping In Touch Meetings | Fortnightly KIT meetings offer the opportunity for all staff to have regular contact with their line manager. This ensures training is always followed up on. |
| ‘Drop-ins’ | Regular fortnightly ‘drop-ins’ are focused on quality assuring the implementation and impact of the curriculum. Strengths are recognised and shared; quick fixes are identified for development through KIT meetings. |
| Book looks | Regular book looks take place to quality assure the implementation and impact of the curriculum, to ensure good practice is shared and all staff benefit from a detailed discussion on students work. |
| Student voice | Student voice allows the quality assurance of the curriculum implementation and impact. This allows the school the opportunity to progress, by putting student voice at the centre of curriculum development. |
| Individual teacher qualifications | Bespoke training courses are offered to staff, to ensure opportunities for development based on career stage. This training will be disseminated throughout the school, to ensure whole school impact. |

