Epsom Primary and Nursery School

Quality of Education POLICY

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Signed…………………………………..….. Date……………………………………	

Vision

At Epsom Primary and Nursery School, we are committed to ensuring that every pupil is given the opportunity to develop a wide range of skills, which will equip them for success in the modern world through a rich and relevant curriculum. We ensure that teaching, learning and assessment are intrinsically linked throughout.

Our vision is to equip all children with the skills, opportunities and rich experiences that will help them to choose and navigate their own future pathway whilst creating ambitious, lifelong learners. Robust assessment practice ensures lesson planning is relevant and is based on a secure knowledge of the pupils' learning styles, attainment, progress and the next steps in their learning to maximise pupil outcomes.

Aims

We believe that children learn most effectively in a range of ways. At our school we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential. Our Quality of Education Policy aims to provide an agreed basis for approaches to teaching and learning based on accurate assessment which will inform planning to embed learning for all pupils.

Through our teaching we aim to ensure that all children
· ambition, aspiration, accountability and high expectations of themselves;
• lively enquiring minds through questioning, investigating and taking risks;
 • knowledge, skills and understanding of the world in which they live and the ability to make connections;
 • the language, vocabulary and communication skills that enable them to successfully articulate, both personally and academically.
• an attitude of respect, and an understanding that our actions can have impact on others and the environment;
 • rich first-hand purposeful experiences;
• an ability to work independently and collaboratively and recognise its value;
 • appreciation and respect for their own culture and for the culture of other communities;
 • racial tolerance and respect for religious differences;
• an awareness of the importance of good health and wellbeing;
 • confidence in the skills of learning to prepare them for their next phase of education and for life in the 21stcentury, including public speaking, technological ability and emotional resilience;
• the opportunities and encouragement to be creative and to show initiative in an ever-changing world;
 • a love of learning and an understanding that it is a lifelong process.

Through our assessment we aim to:
- use an internal data system that is well understood by teaching staff and will closely monitor the progress and attainment across the school for all pupil groups.
- Monitor and evaluate against children's prior attainment bands to ensure children make good or better progress from their starting points.
- make judgements about the effectiveness of the school and identify strengths, weaknesses and trends to inform school improvement planning.
- drive quality first teaching and improve future planning .
- ensure teachers use assessment to plan work that accurately reflects the needs of each child.
- share targets with parents regularly to work collaboratively to maximize individual progress
- share clear expectations and discrete next steps with children to ensure good or better progress.
- enable children to carry out self- assessment and peer assessment to encourage evaluation and ownership of their learning.

- provide detailed information about the stage of development through the end of year expectations, to ensure continuity and progression when the pupil changes school or year group
- Provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its own previous attainment over time and against national standards within Curriculum.

We are committed to ensuring that every pupil is given the opportunity to achieve their potential and meet the high expectations set for them through accurate assessment. We encourage children to take responsibility for their own learning, to be involved in reviewing the way they learn, to reflect on how they learn and to be aware of their next steps.

Planning

Excellent subject and pedagogic knowledge should underpin effective planning of challenging learning intentions. Teachers are responsible for the planning of opportunities which enable learners, in relation to their starting points, to achieve the highest possible standards. This requires a thorough knowledge of the curriculum objectives, each individual in the class: prior attainment, progress towards targets, learning needs-ISPs, language stage etc.

Interventions and use of additional staff should be planned and address gaps straight away, to maximise impact on learning.

Structuring Teaching, Learning and Assessment

The way lessons and units of work are structured reflects our understanding of the learning process. Teachers are responsible for all aspects of the learning cycle: creating a safe and stimulating learning environment, promoting core SMSC (Social, Moral, Spiritual and Cultural) values, assessment for learning and target setting, planning progressive learning intentions in line with the national curriculum expectations for their year group, modelling, providing engaging activities, giving effective feedback and monitoring progress. In EYFS, teachers ensure opportunities for self and teacher directed learning. (See EYFS policy)

In planning and delivering lessons, teachers need to be aware of the following positive strategies to maximise learning.

- Learning intentions (L.I.) and success criteria (S.C.) are shared, exemplified and prominently displayed and referred to as a key element throughout each lesson.
- Model explicitly the skills required to exemplify the process required to meet the learning intention and success criteria. Modelling writing should be aimed at the highest level in the class.
- Children have individual personalised targets, which they are working on in Maths and English to address gaps in their learning.
- Insist on high standards of presentation, effort and achievement
- Make it memorable-use props, stimulating resources and music
- Challenge the children at every level to develop deeper thinking and curiosity. Give the key information and vocabulary needed for the lesson
- Use a multi-sensory approach – learning styles
- Pose questions to engage curiosity and assess understanding
- Use ICT and other resources to engage all learners
- Provide opportunities for English and Maths skills to be applied in other subjects
- Support staff should be deployed to ensure all children can access the learning
- Use a mixture of individual, paired, small or larger groups and whole class teaching, depending on the task set, the outcomes sought, and the children's needs.
- Groups are very flexible and are based on continuous assessment of learning
- We 'cut away' groups to move children on quickly in their learning as well as broadening their knowledge through problem solving activities. Cut away groups are also used to address gaps and misconceptions. Give children ownership to decide which stage they are at in achieving the learning intention
- Effectively differentiate activities in order to best meet the learning needs of each individual
- Ensure that any stereotyping or derogatory comments are swiftly addressed and eliminated.

Accountability for Assessment

All staff are responsible for all aspects of assessment both formative and summative. An assessment leader is appointed to coordinate and lead all assessment at a strategic level in the school. Responsibility is as follows:

Class teacher:
- To rigorously adhere to the school Feedback Policy to ensure high quality feedback to maximise progress against End of Year Expectations. This should be done where possible within the lesson so it is meaningful and relevant to the learning which is taking place in the lesson.
- To encourage peer and self assessment.
- To plan for AFL opportunities throughout lessons to match pupil needs to their learning.
- To use end of year expectations to track progression and to identify pupil's next steps.
- To ensure that knowledge and skills required are effectively embedded.
- To engage with D.A.T.A meetings and identify children who are not on track to meet end of year expectations and to evaluate the impact of interventions and classroom practice in addressing gaps.
- To ensure that the specific assessments requested by the Inclusion Lead are carried out for pupils with S.E.N. D and that Individual Education Plans (ISPs) are maintained and regularly reviewed in accordance with the school's inclusion Policy.
- To track pupil progress and attainment through formative assessment
- To be aware of current progress and attainment expectations for their class, whole school and nationally and target provision at children who are at risk of not meeting these expectations.

Phase Leaders:
- To have an overview of the progress and attainment in their phase.
- Support the CTs with strategies to improve progress and attainment where necessary.
- Monitor that the Feedback Policy is used consistently and effectively.
- Support class teachers in preparing for D.A.T.A sessions and being aware of children who are not on track to meet end of year expectations.

Core Leaders:
- To have a clear overview of progress, attainment and pupil group achievement in their subject area throughout the school.
- To ensure that teachers have a clear understanding of the expectations and progression in their subject.
- To monitor progress and attainment in Maths and English termly.
- To work with the Deputy Head, Assistant Head for Teaching and Learning and the Inclusion Deputy Head to support the planning of Interventions.
- To work with the Deputy Head to set whole school targets, identify trends and assist in setting priorities in the School Development Plan.

Assessment Lead:
- To analysis whole school data and identify areas for concern in specific year groups, pupil groups or individual pupils.
- To track progress from children's prior attainment bands.
- To work collaboratively with Core coordinators to set whole school targets, identify trends and assist in setting SIP priorities.
- To work with the Inclusion Deputy Head and the Assistant Head for Teaching and Learning to support the provision mapping of Interventions.
- To assess the impact of interventions on pupil outcomes and against value for money, especially with pupil premium spending.
- To report termly to staff and governors on progress against end of year expectations.

Assessment in the Foundation Stage

On entry to Nursery children are assessed in the three prime areas (PSED,CL,PD) and maths. Observations are recorded in a scrap book along with photographs and samples of children's work. On entry to Reception previous assessment information is collated along with observations in the first three weeks so that a summary judgement can be made against the three prime areas and the 4 specific areas. This information is used to inform planning, set targets and aid the early identification of Special Educational Needs.

On entry to Reception children will be informally assessed to gather an accurate baseline assessment for all children across the four prime areas. Results are used to inform planning, set targets and aid early identification of special needs. During their time in the foundation stage children will be assessed using the Foundation Stage Profile which is based on the teacher's on-going observations and assessments in the 7 areas of learning.

At the end of Reception teachers make a summary judgement against the 17 Early Learning Goals and state whether a child is emerging, expected or exceeding the statements. This is recorded on Pupil Asset and shared with the new teacher.

Moderation

The process of moderation is an essential part of evaluating the Quality of Education. Teachers are fully involved in the moderation process to ensure agreement on judgements for each year group in the following ways:

- With colleagues in school during phase and staff meetings
- With colleagues from other schools of comparable cohorts.
- Using Rising Stars assessment materials to support judgements.

Targets and Target Setting

- Each pupil will have personalised targets to work on which they are aware of and are discussed during conferencing time each week.
- Planning will be closely link to formative assessment to maximise opportunities for children to achieve their individual targets.
- Children are challenged appropriately and given opportunities to apply their learning to embed knowledge and skills.

The supportive learning environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which high expectations are held for all pupils. Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self -esteem in children. We aim to foster the following aspects of pupil wellbeing:

- **Belonging**: each child has a contribution to make, we value and encourage these
- **Aspirations**: every pupil is encouraged to work towards high goals. Teachers express high aspirations for themselves and all the children they teach
- **Safety**: Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised
- **Challenge**: acquiring coping strategies are an important part of development and learning. Children are taught to take risks, to build resilience and learn through mistakes.
- **Success:** teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture. Praise is focused on effort and progress rather than ability.

In addition, we develop children's learning attitudes by focusing on the following learning behaviours (6R's): Showing Resilience, Being Resourceful, Being a Risk Taker, Being Respectful, Being Reflective, and using Reasoning.

Every week, a child who has demonstrated a 6R particularly well is chosen from each class, through discussion with the children, and this is celebrated in Achievement Assembly.

We create a supportive learning environment by:
- Encouraging a 'can-do' culture – getting stuck should be seen as a learning opportunity. Scaffolding is provided, and problem solving strategies taught to ensure children know how to move on with resilience and resourcefulness.
- Providing a visual timetable that is shared with all learners at the start of the day
- Provide opportunities for success by pitching lessons appropriately
- Supporting and challenging learning by ensuring appropriate resources are accessible for the children, encouraging them to be independent in different areas of their learning, including ICT.

- Celebrating achievement and valuing effort in the display and presentation of children's current learning across the curriculum. It should help raise self-esteem and confidence.
- Using the WAGOLL teaching strategy to make it clear to children 'What a Good One Looks Like'. Work should be annotated so that key successes are visible for children to see.
- Promoting an appropriate atmosphere for learning where children are encouraged to ask questions
- Making expectations and boundaries clear by describing the behaviours we want and challenging all inappropriate behaviours
- Allowing children time to respond to their marking and recognise their next steps.
- The doors open to children at 8.35am and all children are expected to go straight into the classroom to respond to their marking from the previous session. Children will then complete their Early Morning work in their morning book and check that they have the correct equipment with them. Details of Early Morning work can be found in the appendices along with the checklist.

Classroom routines and systems
Routines and systems are clearly established at the start of the school year and consistently applied throughout the year.

- Children enter the classroom in an orderly, quiet manner ready to start the lesson.
- Lessons start and finish promptly, with children moving quietly round the school to their next lesson if necessary.
- If children are moving around the school in groups, children must be led by an adult.
- No member of staff or child addresses a group of children before they have the full attention of the group.
- Each teacher adheres consistently to the school's behaviour policy.
- Personalised reward systems are in place within each class (refer to the school's Behaviour Policy for more detail).
- Children must address all staff by name e.g. Mrs Pollard and not by 'Miss' or 'Sir'.

Home Learning opportunities (see Home Learning policy)
Home Learning has a key part in consolidating and extending children's learning. Teachers are responsible for setting and marking Home Learning in line with the school policy. Children are expected to read every day and for all parents to comment and sign their child's Reading Record on a daily basis. All parents are asked to sign a home learning contract at the start of the year to agree that they will support their child with their Home Learning and provide a suitable and calm area in which their child should complete it. Teachers are expected to monitor the support parents re offering their children with home learning and reading. One project is set throughout the year in the Spring Term.

Working with parents
Parents and carers are vital to, and considered as partners in, children's learning and progress: therefore we strive to involve them in their child's educational journey at Epsom Primary.

As children begin at Epsom Primary School, they follow our induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in Nursery/Reception class. Parents are provided with important information and meet with senior staff and the Headteacher, as well as the child's class teacher. They also receive information about helping their children with early literacy and numeracy skills.

Reporting to Parents

Reports and Parent consultations promote and provide:
- Effective communication between class teachers and parents regarding children's progress.
- Information for parents about the curriculum changes
- An opportunity for discussion with parents about children's well being
- Targets and next steps for the children

A written report for each child is sent to parents, once a year, in the Summer Term. Reports outline a child's progress against end of year expectations in the core and foundation subjects of the New National Curriculum. .

For children at the end of Key Stages 1 & 2, additional details of the testing will also be provided towards the end of the summer term.

Parents are invited to attend parents meeting with the teacher during the autumn and spring term and will be informed of their child's progress in Reading, Writing and Maths. There will also be an opportunity to discuss their child's report in the summer term. Should the need arise; parents are welcome to discuss the progress of their child with the teacher or Head teacher at other times.

Monitoring

The Senior Leadership Team are responsible for monitoring the standard of Quality of Education in supporting colleagues, being informed about current developments and for providing a strategic lead and direction in the school. The SLT are responsible for school self-evaluation and use monitoring and evaluation of teaching and learning and pupil outcomes to identify the strengths and weaknesses and trends for whole school and specific pupil groups.

The role of Governors

Our governors determine, support, monitor and review the school policies around the Quality of Education In particular they monitor teaching strategies in the light of health and safety regulations; monitor how effective teaching and learning strategies are in terms of raising pupil attainment, ensure that staff development and performance management policies promote good quality teaching; monitor the effectiveness of the school's teaching and learning and assessment policies through the school self-review processes. These include reports from subject leaders and the Headteacher's report to governors and holding the school to account with regards to pupil outcomes.