



GREAT ECCLESTON COPP
CHURCH OF ENGLAND
PRIMARY SCHOOL



QUALITY OF
EDUCATION POLICY
(formerly Teaching and Learning Policy)

Reviewed and updated July 2019

Copp Cares

"Let us love, not in word, but in truth and action." (1 John 3:18)

Talk to me and I will listen, show me and I will remember,

Involve me and I will learn, encourage me and I will thrive.

Copp, the village school, where everyone is special and where God will help us grow.

Aims

- To raise and maintain standards of both teaching and learning.
- To provide a safe, stimulating teaching and learning environment for all pupils and staff.
- To ensure that all children are regarded as God's children and, as such, are supported unconditionally.
- To promote an environment of positive growth mindset, with a "can-do" attitude.
- To enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To set high expectations for all pupils in order to raise their aspirations.
- To provide a broad, balanced and relevant curriculum in line with the National Curriculum that will motivate, engage and challenge pupils, and which will allow them the opportunities and time to reflect on the world around them.
- To equip pupils with the skills, knowledge and mindset required on leaving school.

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

TEACHING

Planning and Preparation - teachers should plan lessons which:

- provide daily opportunities for pupils to progress in their learning;
- state a clear objective which is discussed, understood and revisited where necessary;
- have a clear structure which promotes progress and positive behaviours for learning;
- use mini-plenaries (where appropriate) to summarise learning, celebrate progress and help pupils to understand how to improve within the lesson;
- make effective use of other adults in the room to promote learning;
- allow pupils to develop and practise higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- are differentiated appropriately so that all pupils reach their potential;
- use stimulating resources as appropriate to the needs and abilities of the pupils;
- provide challenge for all pupils;
- foster an effective learning pace;
- use effective questioning to support, direct and challenge;
- encourage questioning from pupils;
- provide deepening experiences for more able pupils;
- incorporate school policies and procedures;
- meet external requirements, where appropriate;
- are enjoyable and interesting;
- encourage a sense of awe and wonder through different means, including learning outside.

Plans must be uploaded to Onedrive prior to teaching.

Environment

Each classroom should have specific areas which promote learning and these should include:

- English and maths working walls;
- clearly identified areas from which children can access relevant tools, equipment and support, eg art table, reading, writing and maths areas;
- RE area which should include big questions which children have opportunities to respond to;
- Christian values with a focus on the specific value for that half term;
- British values;
- Learning Ladder to support positive behaviour for learning and to celebrate success/achievements;
- Wow writing area to celebrate achievement and to help other pupils aspire to success;
- role play areas, where meaningful;
- working areas which relate to the School Improvement Plan;
- working areas which relate to appraisal objectives.

Learning Support - teachers should:

- be aware of the specific learning needs of their pupils;
- be aware of emotional or social issues which may affect learning and work with pupils and relevant adults to support the child with these;
- consult with SENCO about the needs of individual pupils when appropriate;
- consult with the AGT Leader about the needs of individual pupils when appropriate;
- use support plans as working documents including sharing with support staff;
- monitor, evaluate and analyse the effectiveness of support plans;
- work with teaching assistants and other adults to ensure pupils are best supported in their learning

Teaching Assistants should:

- work under the teacher's guidance to ensure that the needs of the pupils are met;
- support the educational, personal and social development of pupils;
- liaise with the teacher on progress made during a lesson or over a series of lessons;
- provide information to the class teacher to assist in the planning of work programmes;
- assist in the devising of pupil's individual targets and their monitoring and review;
- assist in the development of varying skills that support pupils' learning;
- assist in the production of learning resources;
- encourage meaningful behaviour for learning;
- assist in providing an atmosphere in which effective learning can take place.

Continuous Professional Development

Teachers and support staff should be encouraged to:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at staff meetings and INSETs in order to share good practice;
- ensure that appraisal objectives are used to support teaching and learning, and that any CPD need linked to these is discussed with the Head Teacher.

LEARNING

Our expectations are that **pupils:**

- develop a positive attitude and behaviour towards learning to achieve their full potential;
- take a lead role in their own learning;
- make positive contributions to class discussions;
- respect the learning of others;
- are constructive when peer-assessing work;
- take pride in their work, following the whole school procedures agreed for presentation;
- apply and embed English and maths skills across the curriculum;
- ask for help if required;
- follow the class and school rules;
- complete homework on time;
- are prepared for lessons.

Our expectations are that parents:

- help their child to become independent and responsible;
- follow through on the rules of the school;
- share concerns or worries with school;
- work with teachers to help their children make progress;
- attend parent sessions throughout the year;
- support their child and the school by ensuring that homework is completed by the child, on time.

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 the data from the Head Teacher on punctuality and attendance to liaise with parents;
- evaluate their contribution to the policies and aspirations of the school, including through the School Improvement Plan.

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 which set out areas of improvement for their subject;
- monitor and evaluate action plans and discuss with the Curriculum Leader;
- review the subject policy annually and present it to the relevant governor for ratification
- continually evaluate their own subject knowledge and understanding of educational initiatives
- ensure that relevant CPD is in place for all staff, including themselves;

- ensure curriculum coverage, continuity and progress for all pupils;
- analyse and interpret data on pupils' performance against school expectations and other comparative data
- 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 fulfill requirements set out in the School Improvement Plan.

School Leadership Team 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 Plan;
- discuss any areas of development which arise and which are not on the School Improvement Plan;
- 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 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.