



Towngate Primary Academy

Quality of Education Policy

Our Vision: *Inspire self-belief, instil moral values and ignite a love for life-long learning.*

Our Academy Aims:

- ✓ Achieve beyond our pupils' own expectations
- ✓ To play an active role in our community and our school
- ✓ To be proud of our achievements and our peers
- ✓ To self-regulate and make conscious choices for our actions
- ✓ Develop a culture where we take appropriate risk
- ✓ Enable people to work together, in order to achieve more than we could on our own
- ✓ To follow our values-based curriculum

To achieve this, we all strive to ensure that the quality of education provided by our school for all pupils ensures that they make the best possible progress and are equipped with the cultural capital in order to succeed in later life.

Intent

- All subjects are planned using the National Curriculum
- All subject leaders plan a progression model in knowledge, skills and vocabulary that is shared with all staff through a progression grid that follows the Trust agreed format
- All staff then use the progression grid to plan the Long-Term Planning Overview for their year group that follows the school's agreed format. In this they make any meaningful links across subjects that will support pupils to know more and remember more, more effectively
- Individual staff then map out the learning in each subject in more detail in their Medium-Term Planning. The format and detail for this is for staff to decide. Planning should be as detailed as is needed to ensure that the implementation process is secure and impacts positively on pupils
- Leaders will check whether the quality of the school's intent is effective and builds a coherently sequenced curriculum towards agreed goals. They will do this by reviewing the progression grids and the LTPs and ensuring that this matches the work being delivered in classrooms and the evidence in pupils' books

Implementation

- All lessons will begin with a brief, daily review of prior knowledge. This will be planned and scaffolded to support pupils to recall, know and remember
- All lessons will use part of the daily review to practise subject specific vocabulary and introduce any new vocabulary to be learned
- All lessons will then identify the new piece of learning to be learned and how this links to their prior knowledge. This includes when a new topic is introduced as the progression grids ensure that all learning is linked to prior knowledge from previous years
- All new learning will be introduced in small steps to support children to learn well and will have a clear learning objective that is written in child speak
- Teachers will use models to support children to learn new information



- Teachers will then plan opportunities for where new learning opportunities are all pupils to have a period of supported practice repeated with adult involvement
- Once an 80% success rate has been achieved teachers will then move children towards practicing learning independently using scaffolding appropriate to the subject such as concrete materials, models and images, sentence starters, writing frames
- Teachers will use scaffolding to support learner to move towards greater independence
- Children will then have the opportunity to practice their new learning independently
- Across each phase of teaching, teachers will use questioning to elicit feedback from all students to expose misconceptions



- Where misconceptions are seen, learning takes place, it is preferable that up the next day. teachers will address these to ensure the correct this will be in the moment but could be followed
- The period of time taken for supported practice into independent practice will vary from subject to subject and may not happen within one lesson but a series of lessons
- Over the course of a series of lesson teachers will continue to review and recap learning to ensure that children are making the links in learning to their prior knowledge, teachers may use quizzes, word lotteries and questioning to do this
- Over the course of a term, teachers will revisit and recall previous learning from that term after the children have had a period of forgetting. This will support teachers to elicit what children have really learned from previous work, and what gaps in learning need to be planned for in moving forward
- Teachers will use a range of tools to support pupils to know more and remember more. These include:
 - Knowledge organisers – for pre-teaching, home learning, available as prompts on tables, and blank for assessing knowledge gathered by the end of the series of lessons
 - Learning walls/washing lines – that display and build the vocabulary, facts and models/WAGOLLS to support and scaffold pupils learning
 - Vocabulary Flashcards
- Leaders will use the school’s monitoring plan to capture whether the quality of implementation is strong and effective. They will do this through visiting lessons and conducting learning walks and drop ins.

Impact

- The impact of learning across each subject will be seen in the quality of work in pupils’ books
- Each piece of work will be dated to show the sequence/time scales and have a simple learning objective in child speak
- Each learning objective will be specific to the subject being taught
- Feedback given will be subject specific and brief. This will either move learning forward or address misconceptions and may not be written in the child’s book.
- Marking will be used to address a small number of basic errors in wider work. Where possible, this should be done in the lesson with the child
- The impact of learning on whether children know more and remember more will be captured through pupil voice.
- Impact will demonstrate children’s subject specific knowledge, skills and vocabulary.
- Teachers will use discussion and debate to elicit whether children are developing their knowledge and vocabulary in each subject and whether over time they know more and remember more
- Leaders will use the monitoring plan of the school to check the effectiveness of the school’s intent and implementation strategy so that it leads to impact. They will do this by looking at pupils work and by gathering pupil voice. If intent and implementation are effective, pupils will know more and remember more