

## Gawthorpe Community Academy Quality of Education Policy

At Gawthorpe Community Academy we believe that .....

Our mission is to provide a happy, stimulating, inclusive, supportive environment in which all partners are valued and respected and there are equal opportunities for all. The school will continue to develop its work in order to provide quality education, rich learning opportunities, high expectations and challenge.

In these ways we seek to enable each child to achieve his/her potential in all aspects of development, year on year.

### Statement of Aims

In our Academy we aim to provide, for all partners:

- an academy that is at the heart of the community that we serve.
- an extremely high level of education for all.
- a welcoming environment where all can feel safe and secure,
- creative opportunities through a wide range of effective teaching and learning strategies where learning is engaging, challenging and rewarding.
- development of independence helping children to apply and own their own learning confidently.
- an inclusive Academy which promotes a caring and sharing culture where everyone is valued regardless of their ability, gender, background, ethnicity, disability or special educational needs and
- a stimulating, innovative positive, productive learning environment through the mutual support and teamwork of children, staff, parents, the Governing Body and the wider community.

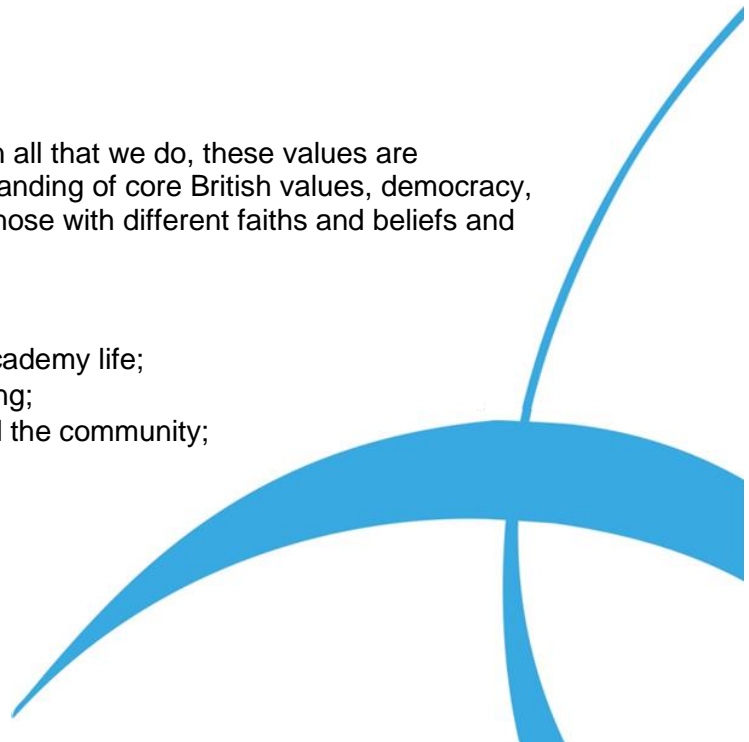
In our Academy we aim to promote feelings of self-esteem and self-respect in children, staff and parents/carers, in order to develop positive, confident, responsible attitudes towards:

- each other
- learning
- excellent behaviour
- our Academy environment and
- wider community and wider world.

In our Academy we aim to promote our values in all that we do, these values are complemented by the development and understanding of core British values, democracy, individual liberty, Rule of law and tolerance for those with different faiths and beliefs and those without faith. We value:

We value:

- each other
- quality in education and all aspects of Academy life;
- the feeling of pride and sense of belonging;
- successful partnerships with parents and the community;
- links with local and wider community;
- our resources and environment.



In our Academy we aim to educate the whole child catering for different learning styles thereby enabling each one to develop physically, intellectually, creatively, spiritually, emotionally, morally, culturally and socially to their full potential.

In our Academy we provide a curriculum to enable children to become:

- successful learners
- confident individuals who are able to live safe, healthy and fulfilling lives ;
- responsible citizens who are able to participate in and contribute positively to life in modern Britain and our global society and

We aim to continually monitor and evaluate our progress to ensure the development of all our children and staff.

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 all pupils to have a period of supported practice where new learning opportunities are 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, teachers will address these to ensure the correct learning takes place, it is preferable that this will be in the moment but could be followed up the next day.
- 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 using the highlighters (Yellow/Green) 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

