The Quality of education

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Rationale and Purpose

This policy aims to provide a clear direction to teaching staff in their professional responsibilities regarding learning and teaching so all pupils receive their entitlement to high quality learning opportunities that result in rapid and sustained progress being made. Mulberry Academy Shoreditch is committed to providing all pupils access to excellent learning opportunities in order that they may be successful adults. All teachers are responsible for ensuring that they meet the expectations of the National Teacher Standards.

Curriculum Intent

At Mulberry Academy Shoreditch our curriculum ensures that students not only have a love of learning, but are passionate about what they learn and how they learn it. We achieve this through a blended curriculum that is challenging, coherent, enriching, highly ambitious and fundamentally inclusive of all students.

- Our curriculum provides every opportunity so that our students can be sure of:
- The highest academic achievement
- Encouragement of creative expression
- A commitment to social action and the community
- The best possible preparation for each next learning stage towards aspirational destinations
- An equally rich and challenging face to face and remote learning experience

Principles

- All teachers are leaders of learning and demonstrate through their own example that they are lifelong learners. We use this learning to support the continual improvement of teaching and learning and thereby contribute to the school improvement strategic plans.
- Professional development is essential for supporting all adults to develop their own learning.
- Teachers take an active interest in and responsibility for developing their teaching practice, and are supported by the school to do this.

Practices

Classroom teachers are responsible for the progress of all learners in their classes and for constructing their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives and statutory changes;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- Monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school.

Quality of education- expectations for implementation of education in the classroom

Lessons are planned to meet the needs of each class

- High expectations for **all** students
- Clear, valuable learning objectives for students

- Success criteria confirm the quality of outcomes expected
- Links made to previous learning with activities to consolidate ideas in long-term memory
- Questioning is personalised and targeted to deepen and secure knowledge
- Effective classroom discussion involves all students
- Appropriate differentiation ensures support and challenge for all
- Students actively engaged in the lesson and curious in their learning
- Appropriate stretch and challenge is planned into each activity

Clear routines support positive behaviour for learning and inclusivity
- Teachers model punctuality at the start of lessons
- Calm and orderly start and exit
- Planners on the table in each lesson
- 'Do now' tasks presented on the board at the start of the lesson

- Positive and safe learning environment, upheld by staff and students
- Consistent use of praise, SIMS positives and communication with home
- Negative behaviour is consistently followed up and recorded on SIMS with appropriate actions
- Retrieval practice is used to deepen student knowledge and consolidate student learning
- Explicit teaching of vocabulary
- AFL is fully embedded into all lessons
- Appropriate pace, with time planned for each task
- High expectations of work completion

Feedback to students enhances student progress
- Books are marked, in line with the whole school and Department policy
- Misconceptions are addressed
- Literacy errors are addressed and corrected
- Feedback is focused on students' learning goals
- Feedback is clear about what the student has achieved and how they can improve, linked to learning goals
- Students have opportunities to reflect on learning and to respond to feedback, leading to evident dialogue
- Peer marking activates students as instructional resources for one another
- AFL non-negotiables are consistently embedded as a means of consistent verbal feedback between students and teachers during lessons

Homework consolidates, practises, extends or prepares for learning taking place in the classroom
- Homework is set on Microsoft teams and provides a platform of support and for additional subject engagement and content
- Homework stretches students and actively supports and encourages student independence (research, flip learning and project work)
- Time is given to explaining homework and using/sharing outcomes
- High expectations of work completion and quality

Students understand they are responsible for their own learning
- Student contributions move learning forward and, over time, all students contribute
- Students have opportunities for research and independence in extended tasks
- Students lead learning activities for each other
- Students express their ideas coherently with increased sophistication
- Students think critically
- Students are curious about their learning asking pertinent questions

- Increased dialogue between students and reduced teacher talk
- Students demonstrate a growth mind-set and show resilience and actively reflect on what they have learnt and learning goals
- Students are exposed to excellent work and are aware of what excellent work looks like

Students demonstrate pride in their work through their books/folders
- High expectations of presentation of books/folders which are graffiti free; neat presentation and underlining
- Work is dated and differentiates between classwork and homework
- Worksheets are pasted or tagged in
- Students consistently complete work to a high standard

Data used to track progress and target intervention is reliable
- Attainment grade are linked to current assessment data, both formative and summative
- Attitude to learning grade is based on evidence of students' approach to learning
- Half-termly end of KS4 teacher forecasts are provided for all KS4 and KS5 students
- Both are evidenced in student books and folder work
- Both grades are quality assured across departments

The PLP is a live document that informs teacher and TA planning
- Includes at least: SEND and medical information, HAPS pupils are identified, KS2 data, current and historic data drops and identifies students in receipt of pupil premium
- Documents specific strategies for SEN and SEMH students as set by statutory documents, the school SENCO and Head of Year
- Identifies specific students' barriers to learning or gaps in knowledge and specific strategies to address these in order to support rapid progress and independence for all students.
- Documents specific strategies for SEN and SEMH students as set by statutory documents, the school SENCO and Head of Year

Practices : Assessment and Feedback

The School defines assessment as:
- teachers making decisions about where pupils are in their learning (based on their oral and written contributions) and providing feedback to them about their progress and how to achieve their targets. This is to be done in writing and as part of a learning dialogue.
- teachers tracking pupil progress to inform their lesson planning and delivery of lessons.
- teachers determining what steps need to be taken to ensure that their pupils make good progress.

Assessment is at its most effective when it is used formatively to structure learning (Assessment for Learning) and to provide the material for a useful dialogue between teachers, pupils and parents. The Mulberry Academy Shoreditch assessment system is clearly understood by all interested parties and it requires everyone to have a clear understanding of pupils' potential levels of achievement, to know their starting points and to work together to close the learning gap over the course of time.

The Academy has a series of 'non-negiotable AFL tools that are shared with Heads of Department for all teams to embed in lessons

Feedback and Assessment is most effective when;

- assessment for learning takes priority
- it makes extensive use of baseline data: This takes the form of prior attainment Information (KS2 and GCSE outcomes) and runs parallel to data which measures potential (Fischer Family and ALPS).

- this data is widely known: Every teacher has a marksheet in SIMS containing baseline data and space for recording assessment. They then use this data to plan lessons and set targets for improvement. Parents are informed about their child's progress through progress on a termly basis and at parent evenings
- Teachers use this termly summative data, together with the regular formative information that they are gathering on a lesson by lesson basis, to plan and adapt lessons
- the data is used actively to raise standards: Attainment targets for individual pupils will be based on prior attainment. For years 7 to 11 targets are calculated from Fischer Family estimates based on end of KS2 assessment data in Reading and Maths. For years 12 and 13 targets are calculated from ALPS estimates based on end of KS4 average GCSE points score. In both cases the targets are set aspirational by using 20th percentile estimates e.g. the grade likely to be achieved in schools that make progress in the top 20% of all schools. These targets are monitored at pupil, teacher and subject level and contribute to the School's targets.
- grades and targets are familiar to pupils. Subject GCSE grades are referred to by teachers to help pupils understand how to make progress and advice and guidance on making progress is given through feedback. Pupils will be taught how to develop self and peer assessment to help them make progress. All books/folders have stickers showing target grade and current grade.

Feedback in the Classroom

At Mulberry Academy Shoreditch, feedback to pupils should close the gap between where a pupil is performing and where they need to move to.
Feedback should;
- contextualising the meaning of 'data' by sharing acurrately levelled model work with students
- be meaningful, manageable and motivating.
- be regular as defined by department procedures.
- inform pupils what they have done well and what is needed to improve.

Feedback may be:

Written
- Positive comment about student work in relation to the success criteria and areas for development
- highlighted words, sentences or sections for improvement, addition or re-draft
- annotated against the literacy marking criteria
- quantitative formative marking
- a grade or score for assessments
- multiple choice from a list of areas of success and areas for development
- a summary of whole-class strengths and targets, addressing any misconceptions
- an example of excellent student work, supporting students to identify its strengths and areas for development

Oral
- one to one conversations
- group or whole class feedback

Personalised feedback is vital. Pupils can only make progress if they know where they are, where they are going and how to get there. Our non-negotiable requirements for feedback on pupils' progress across all subject areas are that:

- pupils must write all formal work in BLACK OR BLUE PEN. Teachers must only write in GREEN PEN. When pupils are asked to review learning and respond to written feedback they must write in RED PEN.
- There is an expectation that students respond to feedback either through a continuation of work in response to teacher comments; response to probing

questions or a re-draft in light of the teacher comment. Time should be planned in to lessons where pupils are required to reflect and respond.

- Questions may be written or asked by the teacher to elicit students to address misconceptions
- graded feedback referencing assessment criteria should be provided regularly as set out in Department procedures. This should link back to the agreed learning goals and targets for students, so they can see clearly their progress over time.

- **Homework Practices**

It is essential that teachers set homework regularly and consistently so that pupils can establish good routines, giving them the capacity to work independently during their time at Mulberry Academy Shoreditch and beyond. We set homework:

- to develop the ability to work independently.
- to enable pupils to reflect on, and consolidate, what they have learned.
- to move their learning beyond the confines of the classroom.

Principles for staff setting homework:

- Use of Microsoft teams provides a place where learners can gain support and deepen subject knowledge, it also supports students organisation and Use of planner supports students in managing their time and workload
- Homework stretches students and actively supports and encourages student independence (research, flip learning and project work)
- Time is given to explaining homework and using/sharing outcomes
- High expectations of work completion and quality

Suggested Quantities:

Year 7 - 20 minutes per subject per week

Year 8 - 30 minutes per subject per week

Year 9 - 45 minutes per subject per week

Year 10 and 11 - as required but up to 90 minutes per subject per week.

KS5 students should be set five hours of independent study for each subject

Review, Monitoring and Evaluation:

- Teachers are responsible for setting and monitoring completion of homework.
- Heads of department are responsible for monitoring the quantity and quality of the homework.
- Heads of Year monitor pupils' completion of homework and ensure appropriate pastoral support is put into place for those pupils who need it.
- Senior Leaders are responsible for ensuring, through regular line management meetings, that Heads of Department are monitoring homework effectively and maintaining the high standards of the school.
- The Governors are responsible for ensuring that the school, as a whole, is setting homework according to the school's policy.

Evaluating, Monitoring and Review

Monitoring the Quality of Teaching, Learning and Assessment

The quality of learning and teaching practices are regularly monitored. Departments are line led by the two Deputy Principals and the Assistant Head Teaching and Learning. Heads of Department meet at least fortnightly with his or her line manager and this is shared with the Executive Principal. The Executive Principals and the Deputies meet regularly to decide subject priorities in relation to school priorities, and provide time for department meetings

School leaders will undertake monitoring across all subjects as indicated below.

Department monitoring, evaluating and reviewing:

All Departments carry out a half-termly focus using book scrutiny, learning walks and student focus groups. The focus is identified in response to data drop analysis and KS/KS4/KS5 results. This informs actions for Heads of Department through support training or support for individual staff or at a Department level.

Learning walk

- a Learning walk is an unannounced short visit to a lesson to monitor progress against calendared themes and school improvement priorities. These will capture the typicality of the quality of teaching, learning and assessment over time.
- Learning walks may take the form of a quick five minute drop in or a longer learning walk looking at specific practice
- a learning walk form will be completed against the relevant theme and given to the member of staff as feedback. This may be used by the teacher in collecting evidence against performance management objectives. A copy will be given to the classroom teacher and a member of the senior leadership team
- learning walks conducted by the senior leadership team are recorded.
- learning walks are used to inform improvement and individual, departmental and whole school CPD.
- our current priorities are: implementation of a inclusive and challenging curriculum, development of literacy for learners, progress for SEN K students

Lesson observation

- Two formal lesson observations: one to be booked and chosen by the teacher during Autumn term 1, and one during Spring term 1 to support the performance management process and inform CPD requirements.
- a lesson observation form will be completed and given to the member of staff during an agreed time to provide face to face feedback. This should take place within 48 hours of the lesson visit. As with the learning walk and work scrutiny form, this may be used as part of the evidence base against appraisal objectives and department self-evaluation over the year.

Work scrutiny

- At each half-term there will be a book and folder scrutiny to look at the progress of key groups as identified in the school SIP involving a cross range of teaching staff
- Work scrutiny is a standard part of all learning walks and reviews
- the strengths and areas for development will be feedback to staff
- Departmental work scrutiny will also be conducted by Head of Department to inform departmental CPD and ensure that there is consistency across the department or as part of a whole school monitoring and evaluation process
- The Heads of department will conduct learning walks to support practice

Teacher's name:		Date:	Year group:	Subject:		Period:	Set:	Observer:

Lesson Objective:

Objective	Criteria	1	2	3	4	Comments and questions
Subject knowledge	• Teachers have expert subject knowledge • Pupils understand key concepts, teachers present information clearly and promote appropriate discussion • Students are curious about their learning • Questioning probes learners to engage, elicit information and extend pupil understanding • Students are exposed to cultural capital to enable appreciation of human creativity and achievement					
Differentiation	• The lesson meets the needs of all learners • Use of strategies and tasks to engage pupils • Progress of all students/groups (including SEN/D and disadvantaged students) • Students are resistant to challenge and resilient to failure • TAs are involvement in the lesson and support of learning in the classroom					
Curriculum and curriculum delivery	• Coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment • Subject curriculum that students experience is designed and delivered in a way that allows pupils to transfer key knowledge to long term memory; builds on prior learning and towards and end point • Appropriate challenge in the classroom: extending for higher achieving students and supporting the less able • Ensures that pupils embed key concepts in their long-term memory and apply them fluently • Appropriate opportunities to develop reading, writing, maths and ICT skills • Students show acceptance and engagement with the values of democracy, law, individual respect and tolerance • Students demonstrate positive contributions to the school and wider community • Pupils work is of a high quality					
Assessment	• Ensures pupils understand effectively, identify and correct misunderstandings • Check pupils' understanding in order to inform teaching • Questioning used to extend student understanding • Books demonstrate students response to formative response • Books demonstrate consistency of practice across the department- in line with assessment maps					
Behaviour	• A positive and respectful environment in which pupils feel safe • Clear routines and expectations for the behaviour consistent with school policy • Pupils' motivation and positive attitudes to learning • Equality in the classroom so all students thrive together • Development of pupils' character with positive personal traits					

Comments on progress towards targets from the last observation
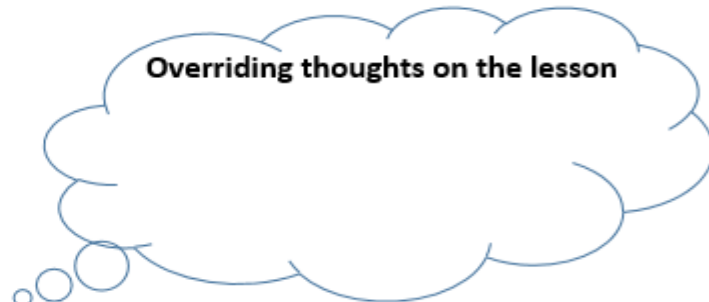
Strengths		Areas for development	
•		•	
Grade			

Observer:

Date:

Teacher:

Subject:

Focus of learning walk:

Learning Walk

Overriding thoughts on the lesson

Stretch and Challenge/ More able	KS2 middle attainers	Progress over time	PPG students
Subject knowledge and promotion of skills that stretches all learners linking to the big picture; skills, knowledge and understanding. Variety of stimulating T&L strategies and activities that enthuse, engage, motivate and inspire learners and where no time is wasted and other adults support progress	KS2 middle attainers are at least making expected progress Teacher is aware of the MA and meets their needs	Know the pupils well: establish starting points; target grades; progress rate; strengths and areas for development; learning style; personality Effective assessment for learning, questioning, feedback, outcomes and assessment Effective marking and learner response which impacts on progress	PPG students are at least making expected progress Teacher is aware of PPG students and plans accordingly There are no gaps compared with other students

Strengths (WWW)	Areas for Development (EBI)

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Book scrutiny			
Area	**Criteria**	**Strengths**	**Next steps**
Marking in line with the marking policy	• Pupils' work is marked following the school's/department marking policy		
Marking in relation to learning objectives	• Marking reflects the learning objectives for the lesson • The teacher identifies how the pupil has achieved the objective or highlights what the pupil needs to do to achieve it		
Providing explicit guidance for pupils on how to improve, in relation to their targets	• Marking comments are included to indicate how pupils need to improve, in relation to their targets • The teacher often provides a model of what they're expecting the pupil to do		
Building on previous learning	• Clarity of the development and accumulation of knowledge • Logical sequencing of knowledge		
Depth and breadth of coverage	• The content of the tasks and work demonstrates a broad range of learning		
Pupils' progress	• Work shows progression overtime		
Practice	• Pupils are given opportunities to revisit practice- deepening knowledge and understanding of topic		