

HURWORTH — SCHOOL —



Quality of Education Policy

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Governing Body

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Assistant Head Teacher

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Rationale

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.' (DfE 2011)

Research undertaken in recent years has greatly widened our understanding of how the brain works and how we learn. At Hurworth School, we aim to incorporate that understanding and knowledge into our approach to teaching and learning, by creating an effective climate for learning and catering for the range of learning needs, we believe our students will learn more effectively. We believe a consistent and whole-school approach to the Quality of Education, will ensure teachers have a common approach to planning and lesson delivery whilst also catering for subject specific differences and individual teacher strengths.

Purpose

- To develop a consistent whole-school approach to teaching and learning through implementation of the non-negotiables, for example, displaying the Learning Objective at all times
- To secure the highest expectations of all students' attitudes to learning.
- To ensure our students become curious, interested learners who love the challenge of learning and are resilient to failure.
- To improve the quality of education to accelerate progress and raise standards of attainment for all.
- To incorporate the best academic, empirical research, including new or emerging strategies/approaches, into lessons.
- To ensure the personal development and well-being of all students, promoting equality of opportunity and diversity in teaching and learning and providing students with a comprehensive understanding of people and communities beyond their immediate experience.
- To ensure the development of personal learning and higher order thinking skills.
- To equip all students with the necessary skills to make progress by embedding reading, writing, communication and mathematics exceptionally well.
- To encourage all teachers in the school to be evaluative practitioners.
- To provide a common framework for discussion and development of effective teaching, learning, assessment and related issues.

Standards and Expectations

At Hurworth School, reflecting our drive to being an outstanding school, teachers are expected to demonstrate consistently high standards of personal and professional conduct. Teachers have proper and professional regard for the ethos, policies and practices of the Trust and School and they maintain the highest standards in their own attendance and punctuality. In so doing, they are exceptional role models for our students.

The Teachers' Standards (DfE 2012) form the basis of our work and must be met as a minimum at all times. They underpin our professionalism as well as our responsibility to our students and their parents/carers, our colleagues and other professionals with whom we collaborate and they form the criteria against which our work performance is evidenced and evaluated for Appraisal.

We know that teachers may well demonstrate these standards to varying degrees depending on their level of experience. However, the following clarification shows what is expected of Hurworth School teachers at different stages of their career:

Main Pay Range (MPR) Teachers

Plan and teach lessons which are consistently good and not infrequently outstanding in which students make visible and tangible progress at least in line with expectations. To realise this, teachers will:

- plan lessons that draw upon deep subject knowledge, promote scholarship and a love of learning;
- differentiate for all groups of learners appropriately, developing their literacy and enhancing their appreciation for SMSC; At the heart of our teaching we must strive to be inspirational and deliver challenging and memorable lessons that inspire our learners.
- provide constructive, developmental weekly marking, making regular reference to assessment frameworks and guides;
- ensure students' progress through independent study and response to marking;
- generate tone and ethos drawing upon assistance from support staff and parents;
- develop mutually warm, respectful and effective relationships, securing the highest expectations of all students' attitudes to learning, celebrating students' success and managing behaviour consistently effectively.

Upper Pay Range (UPR) Teachers

Upper Pay Range teachers must demonstrate that, in addition to the Teachers' Standards, their performance is substantial and sustained in relation to the Post-Threshold Standards. To realise this, teachers must ensure:

- The quality of their teaching is rarely less than outstanding and that the results of this are clear both in student work and examination results;
- Their students achieve examination outcomes which demonstrate progress that is not less than good considering their starting points;
- They model sophisticated and effective strategies for enhancing literacy.

Achievement of Students

Ensure that students' progress and outcomes in examinations are at least in line with expectations. To realise this, teachers will:

- recognise that high quality 'first teach' is the foundation of successful student achievement;
- provide and use all forms of intervention that are available;
- be proactive in communicating with parents/carers regarding achievement.

Professional Expectations

Fulfil all professional responsibilities to the highest standard. To realise this, teachers will:

- embrace the Trust's and School's ethos and policies and contributing to school life beyond the classroom;
- develop collaborative relationships with colleagues founded on a commitment to children's achievement;
- write carefully, accurately and with a sense of audience;
- present themselves as open to constructive criticism, utilising guidance and support;
- take the initiative for their own professional development;
- manage moods and personal feelings with due regard for the feelings of other colleagues;
- set a professional example of dress, punctuality and attendance;
- demonstrate prudence in managing all resources including the organisation, ambiance, condition and creativity of the classroom environment and the volume and appropriateness of photocopying and printing;
- respond to the demands placed upon the Trust by external organisations, national guidance and standards and statutory frameworks, including the Ofsted frameworks.

Monitoring and Evaluation - Practice and Schedule

The Quality of Education is evaluated using current Ofsted criteria in conjunction with the above standards and expectations and is monitored in the following way:

Monitoring

SLT and the Quality of Education Team evaluates the teaching provided by teachers through a Quality Assurance process in order to evaluate the quality and effectiveness of the education provided. A series of Departmental Reviews throughout the year combined with regular SLT and HOD Link Review meetings ensures a consistency of evaluation and support and a rigorous analysis of its resultant impact on outcomes and student progress by observing, analysing and evaluating curriculum intent, implementation and impact.

Early Career Teachers monitoring

The development and performance of ECTs is monitored as part of the induction process by the mentor and the SLT ECT Induction Co-ordinator. A programme of training is co-ordinated for the ECTs.

The Role of Curriculum Leaders

Curriculum Leaders are directly responsible for monitoring planning, teaching and learning and standards of attainment in their subject / curriculum areas. They monitor planning regularly to ensure lessons are being planned in accordance with Trust and School policy. They regularly monitor students' work and create opportunities for standardisation of marking. Monitoring is used to identify and share good practice and to identify areas for improvement.

Teaching Improvement and Intervention

Teaching and Learning at Hurworth School is expected to be at least consistently good. Therefore, the following intervention and response plans are expected to be used only in rare circumstances.

Teachers – Not Yet Consistently Good

Teachers who are identified, through monitoring, as NOT (YET) CONSISTENTLY GOOD or who are falling short of meeting Teachers' Standards in any aspect, are required to participate in a Teacher Support Programme (TSP) which may include coaching and peer observations of good practice, depending on the focus area. This may also be to support improvements in the quality of marking, feedback and student response.

This is devised, co-ordinated and monitored by a member of the senior leadership team responsible in liaison with appropriate other personnel such as the Curriculum Leader, in response to the specific areas for improvement needed to raise the standard of teaching and learning to at least a secure judgement of GOOD. This may also include participation in coaching. The TSP is implemented for a cycle of 5 weeks, during which there will be weekly lesson observations.

Coaches may be drawn from a number of subject teams across the curriculum and across the range of experience. Coaches are invited to assist their colleagues based on their individual expertise, in one or more areas which demonstrate a significant impact on the standard of teaching and which lead to good achievement over time. Peer coaching is regarded as a supportive and effective strategy in securing improvement in teaching, learning and achievement.

Progress towards sustained improvement during the duration of the Support Programme will be regularly reviewed and monitored and recorded between both parties in a review document. After this, the teacher will be observed and expected to secure an improved judgement. In the event that a teacher has not made the required improvement, referral will be made to the Head of School in accordance with the Trust's Performance Management Policy. The Support Programme is based on the principles of Marginal Learning Gains to secure high Impact improvements: the smallest tweaks for maximum impact over time.

Involvement in the Support Programme may occasionally be continued after improvements have been noted to ensure that practice has been sustained with the intention of securing at least Consistently Good.

The Support Programme will be implemented to secure improvements across all aspects of the Teachers Standards, including, as examples:

- Planning
- Teaching - all aspects
- Classroom management and Climate for Learning
- Marking and feedback
- Accuracy of assessment

Leadership

As with Main scale and UPS Teachers – those individuals with a TLR responsibility and on Leadership who are identified through monitoring as NOT (YET) CONSISTENTLY GOOD may be placed on a Support Programme. The TSP identifies areas for improvement as well as developmental needs and is devised and co-ordinated by the Head of School and/or SLT Link in response to the specific areas for improvement needed to raise the standard of leadership to at least a secure judgement of GOOD. This may also include participation in coaching or mentoring. The programme is devised to secure high impact improvements.

The Support Programme is implemented for a cycle of five weeks during which there will be weekly lesson observations as well as scrutiny of evidence from a range of sources including:

- student work, marking and feedback as well as student responses
- student progress data
- evaluation and analysis of statistical information
- SEF reports identifying underachievement and determining appropriate intervention
- curriculum area QA file
- student voice survey

After this cycle, the member of staff will be observed, if applicable, and expected to secure an improved judgement. In the event that the individual remains judged NOT (YET) CONSISTENTLY GOOD, referral will be made to the Head of School and this may lead to more formal action, in accordance with the Trust's Appraisal Policy.

Evaluation

Evaluation of initiatives to improve the Quality of Education is undertaken as part of the whole school self-evaluation and QA process and is led by the School Senior Leader responsible for the Quality of Education with the Head of School and the SLT.

Staff Development

At Hurworth School, we value high quality CPD for its contribution to securing the highest Quality of Education with the resultant impact on outcomes. Teachers have the opportunity to take part in peer observations; teachers invite colleagues to observe them, and share post lesson evaluative discussion about effective and transferable strategies, as well as progress made towards an agreed focus for development or improvement. Teachers will also be advised as to who may demonstrate good to exemplary practice linked to this focus in order for them to arrange an observation that will provide a useful, developmental experience with the potential to impact on their own practice. This will be compiled and coordinated by the School Senior Leader responsible for Quality of Education.

How to be a Consistently Effective Teacher

The consistently effective teacher will be positive and proactive and will:

- take the initiative and aim for the best in what they do;
- put students' needs first; ensuring the personal development and well-being of all students, promoting equality of opportunity and diversity in teaching and learning and providing students with a comprehensive understanding of people and communities beyond their immediate experience;
- incorporate research and proven good practice, including new and emerging strategies and approaches, into lessons;
- have competence and confidence in the appropriate use of IT and all emerging technologies;
- be team players;
- communicate well;
- be positive and co-operative, especially in times of change;
- be evaluative practitioners;
- provide lessons which have an immediate and sustained focus on learning with high expectations through depth, challenge and pace and:
- are well planned and meet individual learning needs;
- contain a wide range of appropriate and highly effective strategies and resources for teaching and classroom management;
- make effective use of information about prior attainment to set high expectations for students.

Whole school expectations and priorities for all staff at Hurworth

- 4Rs - Communicate a clear and positive sense of identity and the core values the school upholds and is proud of.
- **Certainty - Communicate establish and sets** clear boundaries with a consistent application of the Behaviour Policy
- **Inspiration – Strive for inspirational and** Interactive teaching with high expectations, pace, depth and challenge.
- **Recognition** - Celebrate and embed a culture of praise, celebration and rewards
- **Assessment for Learning – Provide** constant and specific feedback on what students have achieved and how to improve. (*Refer to Assessment Policy*).

We will never lose sight of the overriding priority of putting Teaching and Learning of our students first.

We must:

- be punctual for lessons and to duties.
- not leave classes unattended.
- leave suitable challenging work if absent.
- respect confidentiality.
- adopt and sustain a professional approach to lesson preparation, marking and record keeping in accordance with the marking and assessment policy.
- read and act upon information.

Climate for Learning and Relationships

We expect all staff to:

- be an excellent role model to students by demonstrating and reinforcing good manners and respect as well as speaking appropriately to students at all times.
- ensure that praise outweighs criticism.
- take account of background and contextual information.
- set clear professional boundaries.
- be firm, fair, consistent and non-confrontational.
- maintain clear routines for entry, exit and the distribution or collection of resources.
- apply School policies relating to behaviour and uniform consistently.
- work constantly to raise self-esteem and aspirations through praise and rewards.
- ensure a pleasant environment by keeping the classroom tidy and using high quality displays to celebrate and support learning.
- discourage students from leaving the classroom during lessons, e.g. to go to the toilet or to run messages, by ensuring that, if essential, students are allowed out singly and with the appropriate permission note;
- prevent graffiti on all School property including exercise books, textbooks, and furniture.

Keeping the Community Safe

We do not:

- touch a student for any reason.
- allow ourselves to be alone with a student in a room, unless following guidelines within the Safeguarding policy.

Key Stage 3 and 4 Grouping Policy

There are six teaching groups in the lower school for the majority of subjects. These consist of 5 mixed ability classes and 1 class consisting of students who need additional support.

In upper school the teaching groups vary, English and Maths have 6 teaching groups.

Tutor groups are mixed ability with students remaining in the same tutor group whenever possible for the duration of their time at school.

Key Stage 3 Classes

Key Stage 2 data and information from primary school is used to initially group students.

There is an initial review of Year 7 teaching groups at the end of the first half term, this is coordinated by the Assistant Head Teacher (Progress) and involves the Head of Departments, the Head of Year 7 and SENCO.

All KS3 classes are reviewed at the end of the Autumn and Summer terms, using the process outlined above.

Students/parents/carers are informed before any movement between classes takes place.

Key Stage 4 Classes

When students enter Key Stage 4 they are placed into sets for English and Maths based upon their end of Key Stage 3 achievement.

Option classes within Key Stage 4 are taught on a mixed ability basis, the only exception to this is if more than one class in the same subject is timetabled simultaneously then there may be an opportunity for setting.

Hurworth Teaching and Learning expectations.

Planning

We expect all teachers to:

- record information about prior and current attainment, MAT, PP and SEN information
- set clear learning outcomes which support the progress of subject knowledge, skills or concepts; assessment criteria (GCSE grade/marks descriptors) when setting learning objectives;
- plan a sequence of achievable but challenging and personalised, differentiated tasks that meet the needs and interests of all the individuals in the class, enabling them to at least Meet Expectations for achieving their target grades and close any gaps in knowledge;
- use a broad and effective range of appropriate strategies in accordance with School development;
- organise resources before the lesson commences.
- plan for deep and effective review to secure learning and provide accurate AfL throughout the lesson.

Entry Routines

We expect all teachers to: -

- meet and greet students at the door as they arrive at the lesson.
- implement a seating plan.
- issue reminders about uniform, pens and book presentation as students enter the room.
- direct students to begin the Unlock/Bell Task at the start of all lessons.

Teaching the Lesson

We expect all teachers to:

- provide challenging and engaging work from the outset of the lesson.
- recap and review relevant prior learning.
- introduce new learning in context and clarify the 'big picture';
- share intended learning outcomes and the link to target grades and expectations and display them.
- share learning objectives and success criteria.
- provide an appropriate range of activities, to ensure individual needs are met.
- review progress and learning at appropriate points during the lesson and provide specific and relevant verbal feedback for improvement.
- use and model good practice in literacy, including oracy, and numeracy.
- vary groupings appropriately – pairs, groups, individual tasks etc.
- be active in the lesson, leading from the front or monitoring as appropriate.
- develop our understanding of the best evidence-informing teaching strategies, capturing and communicating ideas to ensure colleagues have a shared understanding via the whole school 3-year training program on Walkthru.

Closing the lesson

We expect all teachers to: -

- Consolidate the learning, especially at the end of the lesson, to cement and assess learning and progress.
- leave ample time to set ILT and ensure students understand how to complete it.
- leave no more than 5 minutes for packing up and tidying the room.
- ensure that students stand behind their seats prior to dismissal.
- wait for the end of the lesson before dismissing students into the corridor, when it is safe to do so.
- stand at the door as students exit.
- reinforce uniform as students exit.
- dismiss students promptly so that late departures do not impact on the time available for quality learning in the next lesson.
- check the 'next lesson' destination of students leaving their class and issue reminders about correct routes to take, mindful of any one-way systems.

Assessment and Marking (Please see Whole School Marking Policy)

Assessment is at the heart of effective teaching and learning. Therefore, we aim to:

- improve learning, accelerate progress and raise standards through assessment.
- put Assessment for Learning at the centre of our practice;
- use best practice associated with Assessment for Learning.
- develop a consistent and effective approach to assessment across the curriculum.

We expect all teachers to:

- use data to gain a clear picture of student prior learning, attainment, strengths, and weaknesses.
- use information about literacy, including oracy, and numeracy.
- use information about SEN and MAT needs.
- ensure that students can make progress by planning assignments and assessments, which enable rapid and sustained progress to at least Meeting Expectations toward their target grades.
- assess all students on a regular basis, through class work, class assessments, homework activities, formal exams and coursework assignments or controlled tests (if still appropriate to the subject specification and GCSE assessment process);
- give regular, positive and incisive feedback to students (using the agreed whole school and agreed departmental marking codes), both orally and in writing, to ensure they understand what they have achieved and are clear about how to improve.
- routinely provide time for students to respond to feedback.
- give regular clear information to students about their current progress and attainment, especially after formal assessment or exams.
- record information systematically and use the information to inform data capture and analysis, evaluation of progress, target setting and reports to parents or carers.
- encourage students to take an active role throughout the assessment process so that they become effective self and peer assessors.

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Marking

Marking is an essential part of the learning process. Students must be told where they are and how to improve at regular intervals. Through regular and effective marking, we:

- motivate students to do their best.
- inform students of what they have achieved and how they can improve.
- gather information which informs our planning, teaching and target setting.
- track students' achievement and progress.

We expect all teachers to:

- use live marking to swiftly acknowledge errors and help support pupil learning.
- mark and return key pieces of work no more than 10 days after it has been completed.
- write **positive and specific comments** acknowledging what has been done well or how the objectives have been met and giving **clear guidance** for correction or improvement.
- give guidance on how to improve literacy, numeracy or ICT in accordance with Trust policies.

Outstanding Learning in Lessons and Over Time

Hurworth School is striving towards providing consistently outstanding and inspirational learning leading to outstanding achievement for all our students. Therefore, lessons need to be planned and ensure the Non-negotiables which prompts teachers to focus on the learner and the relationship of learning leading to 'at least good' progress rather than on task completion per se. Teachers need to be able to respond appropriately and effectively to emerging issues and progress rather than be constrained by either a formulaic approach to lessons or a reliance on students' completion of a planned series of tasks and activities.

There will be times when it is appropriate to 'leap frog' planned tasks because, for example, discussion has facilitated an increased depth of learning that renders the planned tasks meaningless. Alternatively, back-filling to address misconceptions or additional exploration of the key concept will be either necessary or desired to ensure that the new learning is secure and 'fixed' resulting in students needing an alternative strategy being implemented.

Lessons, therefore, need to be planned with an intelligent consideration of all possibilities in preference to a defined structure or sequence, with a requirement of the teacher to remain flexible and able to draw on strong subject knowledge in order to be able to respond with a notable impact on learning and progress. All lessons need to be planned in response to the context of the students: all relevant data including targets, prior attainment and performance, learning, SEN and MAT needs; diagnostic evaluation of recent assessment information and gaps or skills deficits; the intended learning in relation to the big picture and previous lessons. It must be remembered that PROGRESS and rate of progress are the defining characteristics of learning that is at least good and not activity completion per se.

The best and most successful lessons, which lead to progress that is at least Good across all groups of learners will be planned with an acute knowledge and understanding of the following:

1. Critical core concepts, skills or questions that are intended for the lesson
2. **Connection** of learning: the hook that engages from the outset and either recalls relevant prior learning or creates the context of the new learning;
3. Learning: **Activation** of new learning whether it be introduced, elicited or 'discovered'.
4. Mastery: **Demonstrating** securing new learning and exploring it in more depth, maybe through effective academic discussion.
5. Practice: Opportunities to **demonstrate** the new concepts, skills, knowledge or understanding to 'fix' it and identify residual misconceptions or barriers that may impact on progress.
6. Improvement: Students respond to feedback to improve their responses or clarify their understanding to **consolidate** their learning.
7. Extension and challenge: Students have opportunities to extend beyond the new learning and e.g. apply it in a different or more challenging context or to test it out against a 'what if..?' scenario.