



Quality of Teaching, Learning and Assessment

Our 'Vision for Teaching and Learning' and Curriculum Model ensures that expectations and agreed pedagogy around the intent, implementation and intended impact of our curriculum is clear. Lesson observations and triangulation shows high engagement and progress, skilful differentiation, effective challenge and pitch matched to the needs of all groups, and that questioning/feedback moves learning on. Ofsted (March 18) stated that "Work is very challenging, with effective support used to ensure that all pupils make good progress, with progress at times being exceptional", "The parents and carers of children of all abilities are incredibly enthusiastic about the levels of challenge their children receive", "One parent said: 'My child is always challenged, but in a way that is fun and exciting, so they don't feel any pressure. They just want to come to school.'"

Evidence gained through lesson observations/pupils interviews/work scrutiny/learning walks shows the following: teaching engages the vast majority of pupils; a range of assessment opportunities are used to monitor learning and adapt learning accordingly incl. pre and post assessment activities; teachers adjust planning within and between lessons to ensure it meets the needs and suitably challenges pupils and feedback is used to address misconceptions/clarify understanding and ensure learning moves forward. "Teaching over time in all classes is at least good, with much being outstanding. The class teachers know their children very well and ensure that the work set is matched to the pupils' learning needs and interests. As a result, pupils are highly motivated and want to learn. They remain engaged in their learning for long periods of time and show resilience and determination to succeed" (Ofsted March 19)

Staff manage pupils' behaviour highly effectively through clear 'Golden Rules' that are consistently enforced and by encouraging adherence to our school values. Pupils have a curiosity for learning and enjoy new challenges. We encourage our children to develop **behaviours for learning** such as perseverance, resilience and independence as reflected in our school values and curriculum. Because of this, incidents of negative behaviour across school are rare as children are engaged in their learning (as evidenced by CPOMS records). In line with our behaviour policy, classrooms provide a positive climate for learning with effective use of praise, rewards and sanctions. Great emphasis is also placed on celebrating achievements and diversity, enabling learning skills to be effectively developed as children move through school, and exemplifying British values. As a result, pupil behaviour supports our learning centred culture, as recognised by Ofsted March 2018 – "Pupils behave exceptionally well", "Pupils understand British values. They know the school rules and can discuss them with confidence". Learning takes into account children's interests, and children help shape the key question in our overarching concepts. Ofsted acknowledged that engagement was, therefore, high for the vast majority of learners and stated that our "curriculum is designed to motivate pupils" (Ofsted March 2018). Equality of opportunity and diversity are promoted through teaching and learning within school. The use of first hand experiences and thematic approaches enthuse and engage children e.g. since September 2018 – pantomime visit for Y1 and Y2, Mental and Physical Health/Wellbeing Day for all children in school, community events such as decorating a Christmas tree in our local church, collective class hampers distributed to local families with our local S26 Food Bank, local children's author and poetry workshops in March 2019

Our **marking and feedback policy** is effective and helps teachers to improve pupils' learning, and address teacher workload. As a result, learning is checked regularly and marked incisively with feedback to trigger improvement. Work scrutiny and pupil interviews evidence that pupils value feedback, know how to improve their work, use strategies for seeking help, and understand use of success criteria/targets, where these are appropriate. They can also articulate the impact of feedback/next steps.

We share information with **parents/carers** about how well their child is progressing in relation to the standards expected, and the next learning steps. 100% of parents agree that their child is making good progress (Jan '19). Challenging targets are set, and we are now reviewing systems to improve information sharing with pupils and parents to ensure clarity of this information so that parent/carers are clear on next steps. Targets are accessible to learners to help pupils and parents/carers to focus and evidence next steps. Opportunities to share information on learning are well attended e.g. parents' evening, Meet the Teacher evening, phonics/SATs meetings, newsletters etc. **Transition**, incl. nursery and home visits for F1 and F2, meetings between staff and in house moderation, also ensures a shared understanding of children's needs - information is used effectively (incl. before admission to school) so that teachers are well placed to meet pupils' needs at transition.

- Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.
- Teachers use effective planning to help pupils learn well. Time in lessons is used productively. Pupils focus well on their learning because teachers reinforce expectations for conduct and set clear tasks that challenge pupils.
- In lessons, teachers develop, consolidate and deepen pupils' knowledge, understanding and skills. They give sufficient time for pupils to review what they are learning and to develop further. Teachers identify and support effectively those pupils who start to fall behind, and intervene quickly to help them to improve their learning.
- Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support.
- Teachers provide pupils with incisive feedback, in line with the school's assessment policy, about what pupils can do to improve their knowledge, understanding and skills. Pupils use this effectively.
- Teachers set challenging homework. This is in line with the school's policy and is appropriate for the age and stage of pupils. It consolidates learning, deepens understanding and prepares pupils very well for work to come.
- Teachers develop effectively across the curriculum pupils' reading, writing and communication, and, where appropriate, mathematics. For younger children in particular, the teaching of phonics is effective in enabling them to tackle unfamiliar words.
- Teachers are determined that pupils achieve well. They encourage pupils to try hard, recognise their efforts and ensure that pupils take pride in all aspects of their work. Teachers have consistently high expectations of all pupils' attitudes to learning.
- Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and regularly take up opportunities to learn through extra-curricular activities.
- Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written and oral, to improve.
- Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child in order for them to progress.
- Teachers are quick to challenge stereotypes and the use of derogatory language in lessons and around the school. Resources and teaching strategies reflect and value the diversity of pupils' experiences and provide pupils with a comprehensive understanding of people and communities, beyond their immediate experience

Next steps –

1. Ensure teachers provide adequate time for modelling and application to embed knowledge/ skills/understanding, and consistently challenge all pupils incl. continuous/enhanced.
2. Assessment – refining assessment for vulnerable groups. incl. children with SEND, and implementing target setting in school.
3. Greater consistency is needed in all KS1 year groups to ensure sufficient challenge, pace and skill progression F2-Y2, and to ensure that progress for all is sustained over time, particularly in Reading and Mathematics.

Caring, sharing, learning for life!

In September 2018, our **teaching and leadership profile** changed significantly e.g. new Literacy and Numeracy Leaders, SLT, FS2 teachers etc. New teaching staff are supported well by experienced colleagues who are well placed to support practice. The majority of teaching across school is consistently good or better with outstanding staff in more senior positions across school (100% good in spring 2018). Our CPD programme identifies strengths, and areas for improvement that have been identified for all teachers, and this information is the basis of a robust timetable of support. Personalised performance targets are tied into the appraisal process with the aim of raising accountability and standards to improve consistency of practice.

Teachers have secure understanding of the age group they are working with and relevant **subject knowledge and pedagogy** in order to plan lessons effectively, making maximum use of lesson time and resources. Teachers develop pupils' reading, writing, communication and, where appropriate, maths skills across the curriculum so that children apply and gain skills for the next stage in education and life. "A consistent approach to the teaching of phonics has been developed. Staff subject knowledge and confidence in delivering phonics have supported improved outcomes. All adults are well trained and have a sound understanding of how children acquire new phonics learning. This is applied effectively in pupils' books and learning." Ofsted Quality first teaching and learning and additional support ensures the majority of pupils, including those at risk of underachieving, are able to develop and apply their skills - "The majority of pupils, including disadvantaged pupils and those pupils who have special educational needs and/or disabilities, make strong progress in reading, writing and mathematics. As a result, many pupils achieve standards above those expected for their age." Ofsted 2018 "Adults ensure that all pupils receive additional provision when needed to support or challenge. Although there was a dip in the phonics scores in 2017, the pupils who did not achieve the standard are catching up with their peers quickly, through targeted support and high-quality phonics teaching. Pupils in the early years develop their skills of reading through high-quality phonics teaching and are well prepared for Year 1." Ofsted 2018.

We use a range of **assessment** tools and strategies to lead and adapt teaching and learning such as questioning, learning stops, marking and feedback, observations, Benchmarking, pre and post assessment materials, PITA assessment tracking system, mastery documents, and Teacher Assessment Framework documentation (to validate ongoing teacher assessments). We value the importance of moderation to ensure accuracy of judgements. We lead regular school moderation/attend moderation meetings across our Family of Schools to ensure accuracy of judgements. We also attend statutory LA moderation meetings and Learning community moderation, where appropriate. We had two successful moderations in both Key Stages in summer 2018 which quality assured the accuracy of our in-house assessments. Our Y2 teachers have also attended LA moderators training in autumn 2018 to strengthen their skillset, and in order to support and impact on other schools. Teachers use assessment information to establish pupils' starting points. They modify teaching to support pupils effectively, including those who are not making sufficient progress. They intervene quickly to help these pupils improve their learning to achieve their potential by the end of a year or key stage. Assessment information drives teaching and learning and, in addition to quality first teaching and learning, provision mapping identifies and monitors children needing additional support to ensure they achieve well. Provision mapping systems have been refined to monitor robustly progress against entry and exit scores in order to evaluate impact. "Effective systems are in place to measure progress of individuals and groups of pupils and, as a result, pupils are effectively monitored. This has ensured that the vast majority of pupils are making strong progress. Disadvantaged pupils are well supported in this school. They receive high-quality teaching which engages them through a very motivating curriculum. When pupils need additional support, additional funding is used well to support the pupils through pastoral and academic interventions" – Ofsted 2018

Ofsted 2018 stated that – "Middle leaders are a real strength of the school. They are very astute and have a secure understanding of the strengths and areas for improvement in their subjects. They are passionate about their own subjects but have a vision about how their subject fits in with whole-school improvement. They can confidently discuss the assessment systems for their subject and know, for example, the percentage of pupils at age-related expectations in their subjects. Their action plans are sharp and well planned. Middle leaders use monitoring and evaluation very effectively to improve the quality of teaching. Governors are also involved in the monitoring of the impact of the middle leaders' work through regular school visits and governors' meetings".