

Quality of Education

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This policy should be read in conjunction with the following:

Subject policies	Home Learning Policy
Assessment Policy	Safeguarding and Child Protection Policy
Behaviour Policy	Special Educational Needs and Disability Policy
Early Years Foundation Stage Policy	E-Safety Handbook
Equality and Community Cohesion Policy	Home School Agreement
Able Pupils Policy	Marking guidelines
Health and Safety Policy	

Throughout this policy 'parents' denotes those with parental responsibility.

1. Intent

Our vision reflects our aim to inspire all children regardless of their background or circumstances, to flourish within a nurturing environment whilst striving for excellence in all that we do. We believe in children learning knowledge and skills- 'knowing more and remembering more' to prepare them for the next stage in their education and life as engaged and successful citizens of the future. To achieve this, our school values: 'Be Safe', 'Be Respectful' and 'Be a Learner' are explored and embedded in all aspects of school life and are the values we feel best equip our pupils to achieve this.

Our unique 'Belmont Way' is embedded in everything we do for both pupils and staff and underlines our commitment to supporting all pupils in their journey to achieve their unique and full potential.

1.1 Aims and Objectives

Through this policy we aim to ensure that we teach lessons that are consistently good or better, through which we:

- develop the essential key skills required in reading, writing, communication, maths and computing, promoting high standards;
- enable children to develop to their full potential;
- motivate children to explore individually or collaboratively, in an exciting, stimulating and safe environment;
- challenge children and offer them opportunities to develop their intrinsic ability to be lifelong learners;
- provide effective feedback;
- encourage children to think and work independently;
- provide a school environment which promotes the development of self-esteem and positive values in all of our pupils;
- develop attitudes which promote understanding and sensitivity towards the values and attitudes of others;
- encourage children to understand the opportunities and constraints that shape people's lives;
- encourage a positive, confident and enthusiastic attitude;
- develop children's abilities to construct reasoned arguments which lead to informed judgements;
- develop social and economic skills and knowledge needed for the future as an independent adult;
- develop children's Spiritual, Moral, Social and Cultural education
- develop children's cultural experiences throughout their time at Belmont.

2. Implementation

Teachers have high expectations and employ a variety of teaching and learning strategies across a range of appropriate contexts to **implement** an engaging and rich curriculum. Learning is made relevant and meaningful to pupils and any grouping of pupils will take account of individual learning styles and needs. To ensure pupils gain the maximum access to the curriculum, careful planning and thoughtful, imaginative teaching are considered essential.

2.1 The Belmont Way

- All children love learning and are able to make connections using prior knowledge
- All teachers love teaching and teaching is consistently good or better
- All pupils to be enthusiastic about learning and develop a positive image of themselves as learners as well as feeling valued and cared for
- Aim to achieve the highest possible standards across the curriculum
- High quality presentation/handwriting in books
- Vibrant displays and exciting learning environments
- All staff know how to keep children safe and there is high quality pastoral support

- Effective team work/strong relationships built on respect and professionalism
- A climate that engages, enables and energises
- Staff feel supported with managing work load and well being
- Rich vocabulary and high quality reading texts in all classrooms
- A commitment to reading for pleasure
- Positive and consistent behaviour management

2.2 Teaching and learning styles

Rigorous planning and dynamic teaching ensure that teaching caters for all learners and is adapted according to each teacher's current class. Children are given opportunities to show what they know, understand and can do throughout the learning process and are encouraged to be creative in seeking ways to make their learning interesting and successful.

Children learn best when they:

- are taught in an interactive and lively way, that is purposeful and relevant;
- are suitably challenged through creative, open ended tasks;
- take ownership of their learning;
- respect individual pupils' views and feelings;
- are given time to reflect upon what they have learned;
- respond to effective feedback;
- solve problems and make decisions, developing resilience and independence;
- are encouraged to work collaboratively;
- participate in and take responsibility for their own learning and self evaluation (see Assessment Policy).

2.3 Visible Learning

We endeavour to make the process, success and challenges of learning explicit throughout. Children are encouraged to be reflective and responsible for their learning. They continually build their skills to become assessment capable; able to recognise where they are on their learning journey and identify their next steps. A shared language for learning, provides consistency across the school and learning community. Through understanding the dispositions of a good learner and embracing mistakes as an opportunity to learn, the children build their self-esteem and are able to self-regulate their learning.

2.4 Groupings and differentiation

Children are given the opportunity to progress through their work at a personalised rate of learning. In order to facilitate this they are given:

- activities that allow them to respond at their own level;
- opportunities for working independently as well as in small groups and as a whole class;
- a variety of activities encompassing oral, practical and written work e.g. interviewing, reporting, surveying, investigating and model making;
- support from adults where appropriate.

The range of groupings is carefully and purposefully chosen. These groups may be based upon:

- ability (mixed or grouped with others of similar ability)
- gender (mixed or with those of the same gender)
- friendship (where children may choose working partners or the teacher forms groups using established relationships).

2.5 Home Learning

Home Learning is set in accordance to the guidelines outlined in the Home Learning Policy.

3 Resources

Imaginative and stimulating resources motivate children effectively, making a marked contribution to the quality of learning. They reflect our multicultural society, promote positive attitudes and challenge stereotypes. Resources used are not gender, culturally or racially biased and, including new

technology, are made accessible to encourage independent learning. These will include: books and documents, artefacts and toys, sports equipment and musical instruments, maps, paintings and illustrations, film clips and photographs and a variety of information technology hardware and software. The range of resources also supports the way children demonstrate and record their learning; they use art materials, construction equipment, cameras and other recording equipment alongside written work and oral presentations.

For some children, resources may need to be adapted to enable them to participate, e.g. visual resources may need to be enlarged, apparatus carefully selected for ease of handling or special equipment to transmit information used for the hearing impaired. Resources are carefully chosen to support children with special educational needs and/or disability. Children with English as an additional language (EAL) are also given equal access to develop their learning and knowledge, often being provided with resources with mother tongue support or additional visual cues (see section 9 below).

We devise strategies to ensure equal access to equipment for all pupils by:

- presenting activities which will allow all pupils to achieve success;
- ensuring that appropriate resources are provided to facilitate the learning of the individual pupil;
- giving due regard to gender, race, culture and ability.

Adults within school are the key resource in the delivery of the curriculum. The teaching team includes teachers, teaching assistants and Early Years practitioners who work together to ensure that all children are able to access the curriculum, make progress and achieve well. A provision map is drawn up each term to make sure that intervention and support are well-focused. This provision is reviewed regularly.

4 Learning Environment

Belmont has high standards of display in classrooms and communal areas. They are interactive, stimulating, provide learning tools, explore how we learn (e.g. fixed and growth mindsets) and celebrate children's work. Displays reflect the curriculum and are changed regularly. In class, they focus particularly on inspiring children's learning and moving it forward. Hall and corridor displays celebrate success.

Within each classroom, members of staff create a supportive, purposeful and focused atmosphere that positively promotes high standards and celebrates pupil achievement. Furniture and resources are organised in order to make it easy for the children gain access to everything they need and develop independence and responsibility.

Belmont's outside space is used to support and enhance the curriculum through the Early Years' outdoor classrooms, playgrounds, Forest School and Kitchen Garden.

5 Planning

Planning ensures that Belmont children are taught a progressive curriculum. In the Early Years, children follow the Early Years Foundation Stage curriculum. The National Curriculum is delivered within our broader curriculum and the teaching of foundation subjects through themes. These termly topics enable cross curricular links to be developed. Schemes of work are reviewed by Subject Leaders for progression, continuity and coverage of the requisite skills and content within their subjects. Teachers write medium term plans and weekly plans that use assessment information to ensure that lessons meet the needs of all children, both in subject knowledge and skills. Planning is evaluated by teachers and Subject Leaders to identify success and areas to improve.

6 Impact

6.1 Assessment Strategies

Impact of teaching and learning is measured through formative and statutory assessment and used to inform planning. It is essential that all children make good or better progress and have sufficient

opportunities to deepen their understanding across the curriculum. Assessment strategies provide opportunity to measure the **impact** of learning within our rich Belmont Curriculum.

Teachers and children use a range of Assessment for Learning strategies to identify success and the next steps of learning. Learning Intentions are shared in all lessons; these may be knowledge or skills related, or both. Children are actively involved in building Success Criteria to identify small steps that will enable them to achieve the Learning Intention. Regular reviews and evaluations are conducted through mini plenaries and pupil evaluations. Work is evaluated through a variety of forms including traffic lights, faces, thumbs and self or peer evaluation. Such evaluation is made against both key learning intentions for the lesson and unit and key basic skills (such as times table facts or features of writing) which run alongside. Marking reinforces the children's success and also identifies ways to improve or steps to move forward in that area of learning. Children are encouraged to respond to marking and feedback as soon as possible e.g. at the beginning of the next lesson, editing their work and making corrections where applicable.

6.2 Opportunities

Formative assessments based on class work and observations in the classroom are made throughout the year. Alongside this, we use a range of summative assessments in the core subjects to help inform teacher judgements, planning and identify the next steps of learning for all children. Using the National Curriculum, our Belmont Reading, Writing and Maths Frameworks identify both strengths and areas for development for all children against Age Related Expectations. Children's understanding of the relevant year group's maths curriculum and competency in applying the concepts taught is assessed in a similar way.

6.3 Record keeping and reporting

Pupils' progress and attainment is tracked rigorously against our frameworks and feed into our whole school tracking programme, Pupil Asset. Pupil Progress meetings discuss the analysed the data and provision for all pupils/group of pupils. Progress is reported to parents in parent teacher meetings which are held in the autumn and spring terms and, if requested, in the summer. At the end of each academic year, parents receive a full written report detailing achievements and identifying targets. Rigorous monitoring and tracking is used to ensure that all pupils make expected progress in reading, writing, maths and science, including SEND, Able Pupils and those who are in any identified vulnerable group e.g. Pupil Premium, English as an additional language (EAL) and recent joiners.

6.4 Celebration of success

Children's work and positive contributions to the School community are celebrated in a number of ways: displaying children's work, giving the children stickers, KS1 Star Writer assembly and rewarding KS2 children with house points which lead to certificates of achievement e.g. a bronze award and awarding certificates in special mention and community assemblies.

6.5 Targets

Pupils have targets which they work towards each year based on attainment and Age Related Expectations. Targets, and progress towards these, are shared with parents through parent meetings. Children on the Special Educational Needs and Disability register also have small step targets that are shared with parents in Outcomes meetings.

For further details on assessment at Belmont see the Assessment Policy.

7 Cross Curricular Opportunities

At Belmont we work within themes linking science, history, geography, art, computing, religious education, music, design and technology. We perceive this as a strength because:

- the conceptual understanding in these subjects enhances an awareness of self and others;
- the skills of enquiry, investigation and having a critical approach towards sources of evidence are common to all these subjects;
- it broadens the curriculum around a core of academic subjects;
- it promotes an increased awareness of the wider world;

- pupils are better able to use, develop and extend the many skills they are gaining, seeing purpose and value in having those skills;
- it reinforces the understanding that skills and knowledge gained are the “tools” people use to solve problems, make discoveries, communicate with others, etc.

7.1 Reading, writing, communication, maths and computing

The teaching of the core skills of reading, writing, maths and computing and the opportunities for communication are essential in raising standards across the School. Children are encouraged to develop these key areas in a range of settings across the curriculum. For example, computing skills are taught in the context of other subjects as well as within dedicated Computing lessons.

7.2 Science and the foundation subjects

Foundation subjects are taught through themes that change each term. Science is frequently linked to these topics, although it may also be taught discretely, where no clear links can be made. Themes are planned to ensure that knowledge and skills are progressive across the School. Quality opportunities to make cross curricular links are identified to develop and apply skills and knowledge in a broad range of contexts.

7.3 Spiritual, Moral, Social and Cultural development (SMSC)

SMSC is developed through every aspect of school life including community projects, the work of the School Council, teaching across the curriculum and assemblies, including the use of the PHSE resource, Jigsaw. The children are encouraged to reflect upon beliefs, society and values. Belmont values are fundamental to the School’s identity and beliefs for all groups in our community. Philosophy for Children is taught to develop curiosity, questioning, and help children to make connections between philosophical discussions, life and the rest of the school curriculum.

8 Enhancing the Curriculum

Pupils learn effectively through direct experience. We therefore offer opportunities for pupils, from the earliest stage, to enhance their learning experiences by bringing the curriculum alive and making their learning more relevant.

We achieve this through the use of well chosen educational visits, workshops (both on and off site) and topic related dressing up days e.g. Roman day. Visitors are also invited into school to enhance the curriculum and regularly include authors, artists and parents. Each year we have focus themed weeks which deliver experiences that enrich the subjects: STEAM, Creative Arts, Health and Well Being, Anti-bullying and Climate Change.

8.1 Enrichment

Belmont offers many sporting opportunities and children take part in competitions run between local schools. Pupils can develop music through choirs, band, individual lessons and regular concerts. The School also participates in events for able pupils such as debating with other local schools.

9 Inclusion

9.1 Equal Opportunities

We believe that a broad and balanced education is the entitlement of all children, regardless of ethnic origin, gender, class, aptitude or disability. We are firmly committed to the principle of ‘entitlement of all’ in every area of school life. We ensure that all our children have the opportunity to gain knowledge and understanding regardless of gender, race, class, physical or intellectual ability. All children, including those within identified vulnerable groups, can access our curriculum successfully.

In order to facilitate this we:

- foster citizenship in our pupils and practise it ourselves;
- root our teaching in broad global and historical contexts, using the widest possible perspectives and including the contributions of people of many different backgrounds;

- consider forming single sex groups if we can see advantages in this approach as regards confidence and access to equipment;
- provide a balance of activities and contexts which reflects the interests of the pupils;
- avoid using stereotypical pictures/ posters and language.

9.2 Special Educational Needs and Disability (SEND)

Teachers provide learning opportunities matched to the needs of all children to promote success. Where necessary, work is differentiated to ensure that pupils with special educational needs learn effectively and make good progress. We believe that careful classroom groupings can support learning and maximise the contributions they make. Specific resources and equipment are used to promote the learning of pupils with learning and/or other difficulties. In addition to the class teacher, Teaching Assistants may work with individuals if they would otherwise have particular difficulty in accessing certain subject alongside their peers.

The School's planning takes into account the needs of individuals in accordance with the School's Equality and Community Cohesion Policy. We ensure that all pupils are able to access the curriculum, adapting resources and delivery as necessary to take account of any disability.

For further details see the SEND Policy and Equality Information and Objectives.

9.3 Able Pupils

Able children are identified through baseline assessment, SATs results and yearly, formal assessments, as well as observation. The class teachers plan for extension and enrichment activities, providing opportunities for challenge, investigation and development of higher order skills. Opportunities to deepen the children's understanding are utilised to provide challenge within the year group's curriculum. Additional opportunities and challenge events are also provided externally e.g. 'Sumdog' maths challenge and writing competitions.

For further details see the Able Pupils Policy.

9.4 English as an Additional Language (EAL)

Teachers are aware of the needs of children in their class with EAL, in particular with regard to their development of language. Work is differentiated to ensure that children at the early stages of English are able to access the curriculum at an appropriate level. This may be through the support and advice of the designated EAL teacher or teaching assistant and/or the provision of relevant and specific resources e.g. with mother tongue support.

10 Health and Safety and Safeguarding

Health and Safety guidelines are adhered to as specified in the Health and Safety Policy. Teaching staff have a general duty to take reasonable care for the health and safety of themselves, of other members of staff and of the children. Pupils are supervised when involved in activities in the classroom and around the School. Risk assessments are completed in accordance to Borough guidelines for all visits. Teachers refer to specific Health and Safety Guidelines in Subject Policies.

The value of direct teaching on the subjects of respect, healthy relationships and keeping oneself safe in both physical and virtual environments is recognised as a key feature of the School's proactive and preventative approach to safeguarding. The School recognises that opportunities to help children develop skills to keep themselves safe occur in many contexts within and beyond the planned curriculum. Adults in school are committed to ensuring that pupils are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. The School's Safeguarding and Child Protection Policy provides further details.

11 Roles and Responsibilities

11.1 The Senior Leadership Team

The Senior Leadership Team is responsible for ensuring that:

- the Quality of Education Policy and all related Curriculum Policies are implemented, evaluated and reviewed;
- standards of teaching and learning are high and consistently maintained throughout the School;
- funding is delegated to resource and develop each subject and the impact of this is monitored;
- resources and staff training needs are considered and planned for within the context of the whole school development plan.
- monitoring standards of teaching and learning within their area of responsibility; ensuring that standards and expectations are high;
- maintaining an overview of pupil progress through team/phase meetings to ensure pupils reach targets;
- discussing outcomes of monitoring with team members and rest of SMT, facilitating liaison with SENCO, and/or EAL teacher to provide support for pupils not making expected progress;
- liaising with subject leaders, and staff responsible for inclusion, to assist in the monitoring of children's work and standards of teaching and learning;
- ensuring appropriate individual targets are set for children;
- promoting collaboration between and providing advice and support to the staff they manage, in relation to the academic progress of pupils (as well as pastoral support and discipline), within the context of whole school policies and procedures;
- ensuring displays and the children's learning environment reflect the curriculum, and are of a high standard, taking responsibility for an area of the school as agreed.

11.2 Subject Leaders

Subject Leaders are responsible for:

- ensuring that a development plan is in place for the subject that fits with identified priorities for whole school development and is Specific, Measurable, Achievable, Realistic and Time-bound;
- monitoring and reporting on progress of the development plan and its impact each year to members of the Senior Management Team and Governing Body, as required e.g. via performance management or link governor visit;
- producing, regularly monitoring and reviewing the policy and guidelines for the area, ensuring these are reflected in classroom practice;
- ensuring that the subject policy is implemented effectively e.g. by observing lessons; monitoring standards of children's achievements/samples of work and of planning; analysing assessments and data; learning walks
- offering expertise and advice to all colleagues and/or directing them to suitable training or enrichment opportunities;
- attending relevant INSET and disseminating information to staff;
- ensuring adequate provision and effective use of appropriate resources to support the area, including computing resources; order within the designated budget, catalogue, distribute and keep track of them;
- promoting the sharing of good practice within the School;
- maintaining a high profile for their subject through display, special events etc. and communicating these to the School community;
- fostering effective support for the area through home-school partnership e.g. through home learning or extra-curricular opportunities, information to parents, co-operative activities;
- establishing and develop partnerships with other schools, professionals, businesses etc. to enhance opportunities for pupils.

11.3 Class Teachers

Class Teachers have a responsibility to:

- ensure that planning, assessment and delivery of the Curriculum is in line with agreed school policy (including subjects and home learning policies) and schemes of work;
- complete assessments in line with Belmont's Assessment Policy;

- monitor and evaluate learning activities;
- identify and organise enrichment opportunities to enhance the curriculum e.g. workshops and visits
- ensure continuity and progression through planning;
- establish and maintain a positive relationship with parents;
- communicate with parents about children's progress, behaviour and targets through regular discussion including parents' evenings;
- liaise with the SENDCo and EAL teacher to ensure children's needs are identified and appropriate provision put in place;
- ensure the safe use of equipment;
- ensure the learning environment is stimulating and organised to enable children to access resources and develop independence;
- identify any individual training need and inform the CPD Co-ordinator;
- alert subject leaders to any issues relating to their subject e.g. need for resources or equipment, support with planning.

11.4 Teaching Assistants and Early Years Practitioners

Those who work in the classroom as support staff have a responsibility to:

- support children with their learning individually or as part of a group;
- support the teaching of the class teacher through their own teaching, sharing a common approach;
- monitor and evaluate learning activities;
- contribute to planning and assessment procedures as required, including the implementation of Support Plans through the delivery of the provision map;
- establish and maintain a positive relationship with parents;
- assist the class teacher to maintain the learning environment.

11.5 Governing Body

It is the responsibility of the Governing Body to:

- work with the Head Teacher to agree and implement the Quality of Education Policy and related Curriculum policies;
- review this policy and subject policies on a regular basis.

11.6 Parents

Parents should:

- support the Quality of Education Policy through the Home School Agreement;
- be encouraged to share experiences to enrich the Curriculum.

11.8 Children

It is expected that children in the School take a measure of responsibility for their own learning. They should:

- display a positive attitude to learning, always enabling others to learn effectively too;
- do their very best at school work and home learning;
- co-operate well with both adults and peers;
- be prepared for lessons with the right equipment etc. according to expectations appropriate to their age.

12. Policy Review

This policy will be reviewed by the School Policy Committee for curriculum policies according to the cycle agreed by School and Governors. This will be every three years or more frequently if school, local or national changes necessitate it.