

Quality of Education Policy

Review Period: Annual

Status: Non Statutory

Next review: Autumn 2024

Introduction

The Quality Of Education policy at Sunnydown School has been designed in consultation with the staff and students at the School. It is designed to ensure that there is consistency and a structure throughout all lessons (The Sunnydown 4), whilst at the same time encouraging all teaching staff to express their individual skills and talent within their learning environment. It is also recognised that education may also take place outside the classroom; staff are encouraged to take advantage of every opportunity throughout the school to add to the learning experience at Sunnydown. so the students are facilitated to know more, do more and ultimately remember more.

It is through these learning experiences, and with a rich, broad and often bespoke curriculum, that we aim to develop the students' 'Resilience', 'Independence', 'Cooperation' and to be "Encouraged", "Enabled" and "Empowered" (RICE3) which is at the core of everything that we do at Sunnydown.

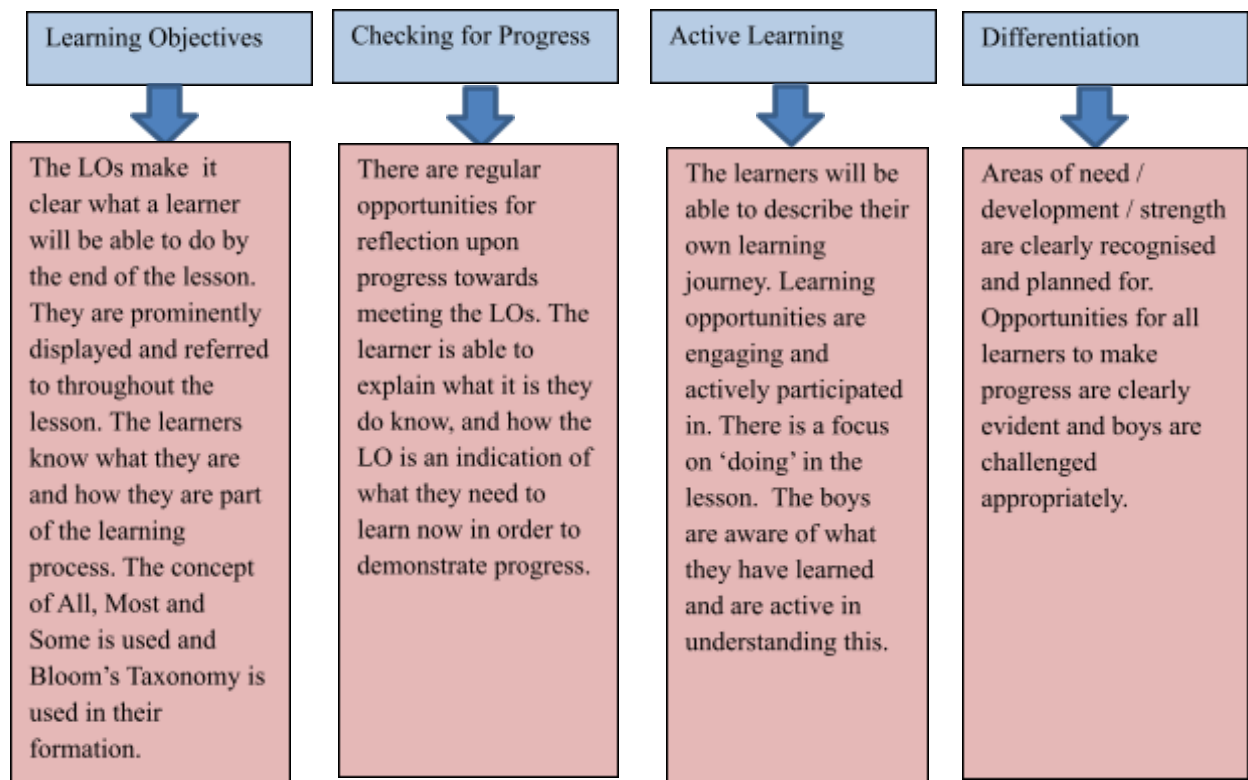
At each stage, our aim is to prepare the students for their next stage in life.

This policy should be read in conjunction with:

- Marking & Feedback policy
- Curriculum policy
- Assessment policy

The Sunnydown 4

The Sunnydown 4 are the minimum expectations that should be clearly evident in **every** lesson.



Lesson Observations

- Teachers will be observed in the first half of every term by the Lead for the Quality of Education.
 - Senior Staff performing observations may decide to observe some members of teaching staff more than three times. In this event, the member of staff will be informed and told why.
 - Staff may also wish to request further observations in support of their development. This may or may not be formally recorded.
- Peer observations are actively encouraged and staff are able to speak with the Lead for the Quality of Education who can help them to choose specific lessons to support their area of interest.
- Staff should be given at least 1 week prior notice to prepare for the observation.
- Staff being observed will be expected to show some evidence of planning. This could be in a variety of formats including spider diagrams, flow diagrams, lists etc.
- Staff should be given the opportunity to receive feedback on their lesson, both verbally and in the form of the agreed monitoring sheet (TME) within the space of one week. The Teachers' Standards form will be used to provide evidence of best practice and documents will be shared with the teacher and their appraiser. It is the responsibility of the teacher who has been observed to seek the feedback after the observation.
- Staff will have a discussion with their observer at the feedback session on the 'Sunnydown 4' as well as other aspects of the lesson.
- Staff are given a grade for each of the 'Sunnydown 4' to identify areas for focus their next observation. It also provides useful data to support peer observation. These grades are linked across to Ofsted criteria and grading boundaries.
- Senior staff who are observing lessons should be able to give staff feedback on how to improve lessons or to guide them towards examples of exemplary practice in the School.
- Staff should understand that Lesson Observations are a supportive action within the School and teachers are encouraged to ask senior staff to observe in lessons where they are experiencing difficulties in order to gain support in moving forwards with these classes/lessons.
- Staff should be given appropriate time to start activities and high quality plenaries to ensure that the classroom is a calm learning environment.

RICE3

RICE is a concept in the School which encompasses everything that we do. It stands for **R**esilience, **I**ndependence and **C**o-operation. These terms are used as core life skills and as the Mission of the School. The 3 **E**'s at the end relate to **E**ncouraged, **E**mpowered and **E**nabled.

Learning Walks

The Lead for the Quality of Education, as well as members of the Senior Leadership Team, will do regular learning walks at different times during the week. These will be done more formally and recorded in the second half of each term. There will be a focus for the learning walks which staff will be made aware of. Senior members who are participating in the learning walk will also be looking at classroom environments in an attempt to ensure as much consistency and continuity as possible in the learning environment and that they are supporting literacy and numeracy strategies. The Sunnydown 4 remain a focus, as well as ensuring there is alignment with the curriculum plans, and clarity of what the lesson is building on, and building towards.

Student Voice

The School Council is consulted on any major changes to the way that teaching and learning is delivered at Sunnydown.

SMSC/PSHE

SMSC/PSHE coordinator to perform one walk per term to see evidence of SMSC in classroom environment and to see evidence of good practice to share with other staff.

Marking

Marking is conducted in line with the school Marking & Feedback policy and monitored during learning walks, lesson observations and more formalised termly book scrutiny.

CPD

The process of TME allows the Lead for the Quality of Education to direct staff to colleagues who have shown particular skills in one or more of the Sunnydown 4. This has allowed the creation of a supportive network and database for use when directing support. Regular training is given on teaching and learning on pre-arranged training days as well as throughout the year as appropriate.

Homework

Homework is set in KS4 for each of the GCSE subjects once a week and there is one homework topic per week in Y8 and Y9. Homework is differentiated to the individual needs of the students and, if appropriate, their pathway.

Assessment

There is a separate policy for assessment that should be read in conjunction with this policy.