Quality of Education Policy
(formerly the Teaching and Learning)

Accepted by: Board of Directors December 2013
Leadership Team Lead Reviewer: Assistant Head Teacher (CPD)
Review Cycle: 2 Years
Last reviewed: September 2021
Date for next review: September 2022

MISSION STATEMENT AND AIMS:
Hurworth School contributes to the Swift Academies curriculum intent statement:
Swift Academies provide a broad, balanced and challenging curriculum that ignites pupils' love of learning and successfully unlocks their true potential.
Hurworth School aims to provide pupils with a broad and balanced knowledge rich curriculum which enables the school to provide:
"ACHIEVING EXCELLENCE WITH CARE"
Our whole school ethos at Hurworth School is that each child experiences 'excellence with care' everyday, with the academic and welfare strand working hand in hand. The school is founded on deeply held principles that every child is entitled to a first-class education. We want our students to be responsible and resilient lifelong learners who strive for excellence by developing positive relationships and learning to respect themselves and those around them. This consistent approach across our knowledge rich curriculum ensures that students are able to be the very best versions of themselves.

The purpose of this policy is to provide staff and students with the opportunities to achieve their full potential by promoting a positive approach to learning. The school encourages staff to be reflective practitioners who strive to provide a climate where good practice is continually built upon and shared.

The Learning Environment
- All departments will provide an inspirational and stimulating learning environment
- Within lessons students are encouraged to make positive contributions and they are made to feel their contributions are valued
- Students are encouraged to take risks and demonstrate their own opinions and beliefs
- Classroom displays should be up to date, relevant and accessible
- Classroom Management procedures are to be firmly established and reflect the school Behaviour Policy as well as the non-negotiable Classroom Practice document; this allows for a safe and focussed learning environment

Lesson structure

- All staff should ensure that they are following their agreed departmental learning journeys
- Lessons must focus on securing key knowledge. Knowledge objectives are to be shared at the beginning of every lesson. Pupils understanding of key knowledge should be checked at the end of each lesson.
- All lessons must provide pupils with the opportunity to engage in unlock and lock tasks to secure their knowledge

- Low stakes assessment opportunities are to built into lessons to ensure component knowledge is secured
- Lessons should be planned to take into consideration pupils individual needs
- SMSC/SEAL themes should be explored where appropriate throughout the lesson
- Where a TA is in attendance at a lesson they will be actively involved in the planning and differentiation of lesson resources
- An engaging unlock task should establish pace and allow learners to link prior and future learning
- Reflective lock tasks at appropriate points during the lesson will allow time for reflection and for learning to be assessed
- A summary lock task at the end of the lesson will link knowledge objectives and knowledge outcomes
- The setting and recording of Independent Learning Tasks should take place in the first part of the lesson. Pupils should record the task, date for submission and suggested amount of time for completion in their planners. Tasks to be completed should be set by the teacher on TEAMS.
- Tasks throughout the lesson should allow learners to develop and practice higher order thinking skills, utilising tools such as De Bono's Six Hats, Thinking Maps, creativity, analysis, problem solving, decision making etc. This will be promoted through effective questioning
- There should be evidence of pace and challenge for all
- Emphasis should be on pupil led tasks to ensure active learning and full student engagement. A range of teaching strategies should be utilised to take account of the needs of different learners
- Regular use of peer and self-assessment, using purple pen, will be an integral part of lessons. Teacher feedback will clearly identify next steps
- Within lessons pupil achievement will be celebrated using the school reward system
- Learner's work will be assessed regularly according to the schools assessment policy. Marking and assessment should be used as an on-going input into subsequent lesson planning

Key aims will be achieved by:
- Staff will continually update their subject knowledge and practice in line with current initiatives and developments
- An established Retrieval Practice group will disseminate key findings to whole staff
- A quality induction and training programme for all ITT students, NQTs & newly appointed members of staff is in place
- A common language for learning has been adopted across the school
- Departmental self-evaluation and review systems
- Robust and focussed appraisal system utilising peer observation and coaching
- Intervention strategies & plans implemented & monitored to allow all pupils to optimise their ability

Monitoring and evaluation
- LT "walkabout" timetable allows for consistent monitoring of standards
- LT links meet regularly with HoD
- The HoD is responsible for:
    - Monitoring the implementation of this policy across the department
    - Regularly discussing items related to Teaching and Learning at Departmental Meetings
    - Highlighting and disseminating effective Teaching and Learning practices within and across departments
    - Ensuring ILTs are completed and marked consistently
    - Ensuring pupils work is assessed and marked in line with the whole school policy
    - Collating the findings from book and work reviews, as well as Learning visits, to form a regular part of the departmental self-evaluation process

Retrieval Practice
The Research
Retrieval Practice (unlocking) refers to the act of recalling learned information from memory (with no or little support) and every time that information is retrieved, or an answer is generated, it changes that original memory to make it stronger.

Using your memory shapes your memory. The retrieval process cements the information in the long-term memory, which should enable that information to become easier to retrieve in the future.

Practising retrieval does not merely produce rote, transient learning; it produces meaningful, long-term learning. We want students to be able to solve problems instead of memorising solutions and be able to make links, connections and provide rich explanations, rather than simply repeat facts, numbers, quotes or dates. **Kate Jones: Retrieval Practice**

Retrieval Practice at Hurworth
We want to support students to not only 'lock in' key knowledge that they have gained in class but also to have the ability to 'unlock' it when required. In order for this non-negotiable knowledge to be remembered, it must be revisited time and again. For ILTs at Key Stage 4, we use Knowledge Organisers and specific unlocking/locking strategies, as well as regular testing to embed key knowledge.

Knowledge Organisers are optional at Key Stage 3, but many departments use these for both Key Stage 3 and Key Stage 4. If departments do not use Knowledge Organisers, they still set ILTs that give students the opportunity to unlock and lock in non-negotiable knowledge.

Our overall aim is to abolish the term 'revision.' Instead, our unlocking/locking strategies will be embedded seamlessly throughout our curriculum, supporting our students to become true independent learners.