



Marazion School

Quality of Education Policy

Reviewed June 2020 by staff

Reviewed June 2020 by Assistant Headteacher and Chair of Governors

Approved July 2020 by FGB

The purpose of this policy is to demonstrate what we do to ensure our pupils at Marazion School make progress through quality teaching, accurate assessments, targeted next-steps and real-life learning opportunities. We also need to ensure that children have every opportunity to reveal their strength, confidence and resilience. Our aim is to ensure that every child has the very best learning experiences that we can give them. It is relevant to our whole school community-children, parents, staff and governors.

School Improvement

In order to develop an ethos of school improvement, teaching acknowledges and contributes to the school's agreed approaches and procedures for school self-evaluation. The professional judgements and views of staff are valued. Staff and governors are committed to their own professional development in order to enhance their skills, knowledge and practice as we strive to provide our children with outstanding learning experiences.

Intent

Curriculum Provision

Marazion School's curriculum builds resilience, independence, resourcefulness, creativity and empathy and aims to respect uniqueness and individual talents. Our children have a voice and they know it is heard. We value the importance of an enriched curriculum bespoke to our school created with input from all of us, supporting the whole child to be the BEST they can be. These experiences are essential for pupils to be happy and to thrive, learn and be successful.

Planning

At Marazion, we take a topic based approach to learning and teaching to deliver a coherently planned and sequenced curriculum that is broad and varied to ensure all of our children will succeed in life. We deliver the national expectations of the Primary National Curriculum and Early Years Foundation Stage (EYFS) Statutory Framework through topics that are planned to match the passions and interests of each specific cohort.

Planning enables pupils to learn the skills, knowledge, attitudes and cultural capital they need to allow them to grow as positive, enthusiastic learners who will progress confidently in their future learning and in the wider world.

- Planning is created together as a staff team to ensure everyone has a **shared vision**
- Planning is informed by pupils' **prior attainment**
- Planning takes into account the **learning needs** of pupils
- Planning ensures appropriate **continuity and progression** in the learning of all pupils from EYFS to Year 6
- Planning is created using Marazion '**Skills Matrixes**' to ensure full and rigorous coverage
- Planning focuses on skills-based learning, the **process not outcome**
- Termly planning incorporates a stimulating **launch session** and a clear **outcome**, which enables pupils to have purpose to their learning and share their learning with a wider community
- Planning ensures our pupils experience **real-life** learning opportunities
- Planning **identifies exciting, stimulating and inspirational** opportunities to explore learning in a practical and active manner
- Planning takes the learning **outside** of the classroom at every opportunity
- Planning **identifies challenge** and learning is matched to the age and stage of development
- Planning identifies **learning intentions**, which are communicated effectively to pupils
- Learning Intentions are often supported by **Success Criteria**, which detail the component parts of the learning
- **WALTs** and **WILFs** set out clear learning intentions and expectations
- The role and contribution of **other adults** in the classroom is planned clearly. Adults are suitably informed, involved in planning, evaluation and assessment as appropriate

Implementation

At Marazion, Year R and 1 have a skills-based curriculum with a more flexible time scale to suits their individual needs and interests. Mixed aged classes have a 2-year rolling topic cycle following a programme of 'umbrella headings,' which allows learning and teaching to be relevant and responsive to pupils' interests. Year 6 have a single year cycle. The use of the 'Skills Matrix' ensures full and rigorous curriculum coverage. We study the National Curriculum, Religious Education (RE), Relationship, Sex and Health Education (RSHE), Personal, Social and Health Education (PSHE) and Spiritual, Moral, Social and Cultural Education (SMSC). PSHE and SMSC sit at

the heart of our curriculum along with our 'Marazion Manners', which we use every day.

At Marazion, we sometimes work in our family groups, mixed age groups from Year R – Year 6 to share our learning. We have:

Super Learning Days (SLDs): planned for children to work collaboratively in mixed age family groups focusing in depth on specific subject knowledge. SLDs are planned to immerse our children in experiences that enrich their knowledge and understanding, in particular around Cultural Capital, in creative and exciting ways. Sessions also focus on skills development in RE/PSHE and STEM and there is a topic that changes yearly, with a focus on the 'Here and Now', linking to something current and important in the wider world or in the local community.

Funky Fridays (FFs): planned on Friday afternoons for 4 half terms: autumn 2; spring 1 and 2 and Summer 1. FF sessions are planned to promote resilience, independence and creativity and are delivered through a wide variety of subjects/topics. Pupils learn in mixed age groups ranging from EYFS to Year 6 to develop positive relationships, showing love, tolerance and respect. They evaluate their learning through focussed discussion and respect the diverse needs of the group.

Marazion Book Days (MBDs): planned termly because we are so passionate about reading. We come together as a school exploring the pleasures of books, focusing on different authors and genres to appreciate reading very loudly and very happily.

Launches: learning is 'launched' at the start of the topic with a visit; a visitor; a project day; painting and decorating; learning from experts in their field or similar so that children are 'immersed' in knowledge and experiences that link to their learning for the term. Decisions can then be made about what we want to learn.

Outcomes: mini-outcomes all contribute towards a final outcome at the end of each topic to celebrate recent learning. Outcomes demonstrate the breadth and depth of learning that has taken place over the topic. Children reflect this knowledge and present it to an audience from the local community, for example organising and managing a 'Tea Dance'; designing a rock pool information sign for the general public; and curating museum exhibitions; creating graffiti art. Knowing that their work will be viewed by as wide an audience as possible helps provide children with the motivation and desire to constantly improve their work.

Enabling Environments

Our enabling environments are rich and varied spaces that children can explore and learn in. They:

- encourage and engage learning
- inspire curiosity and a love of learning
- promote responsibility for the organisation and care of learning resources
- enable pupils to make best use of space and learning resources
- are organised, with appropriate and good quality resources

- promote independence and independent enquiry
- engage and motivate
- support whole class learning
- contain high quality, stimulating and interactive visual aids
- celebrate pupils' achievement and outcomes
- promote a sense of pride
- make best use of the school site (inside and outside) and ensure visits link to learning in the classroom
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

Learning and Teaching

Our teaching staff all hold degree level qualifications enabling them to teach effectively and understand the pedagogy behind children's learning and emotional and social development. Teaching is monitored closely by senior leaders and governors; ensuring outcomes for pupils are of an appropriate and challenging standard. Our school improvement cycle includes learning walks, work scrutiny and pupil conferencing. Teachers also work in pairs or triads carrying out peer observations through a 'lesson study' model in order to improve practice and develop learning. Teachers have expert knowledge of the subjects that they teach and are supported to address any gaps in their knowledge.

Pupils should expect to experience a wide variety of learning opportunities, which enable them to acquire new knowledge and develop their understanding and skills. Pupils are expected to work collaboratively with other pupils and adults; know what they are learning; why they are doing it; know what they are going to learn next. Pupils have sufficient time to learn appropriately. Pupils need to become reflective and critical learners so that they evaluate their own learning and know how to improve.

At Marazion School learning and teaching ensures that all pupils:

- develop a positive attitude to learning
- know they have a voice that can be heard
- know that equality and equity for all is a human right
- are interested and motivated in their learning
- achieve success and make progress in their learning
- are proud of their achievements
- reveal confidence in their ability and push their limits
- have equality of access to learning and subjects of the curriculum
- experience a range of teaching methods and learning opportunities
- are involved in integrated and subject specific activities
- work individually and as a member of a group
- have their progress of key skills of learning monitored and recorded
- work with a variety of adults with different levels of support
- learn in a purposeful atmosphere where there is respect between adults and pupils
- have an opportunity to shine.

Criteria for learning and teaching sessions

- **Relationships** are positive and motivate pupils. Pupils demonstrate very positive attitudes to learning
- Teachers in KS1 and KS2 **share an objective** that the children are aware of and how the objective fits into the wider scope of learning. In English and Maths this objective is shared through a WALT (We Are Learning To...) and the stages of progression are broken down into WILF stages (What I'm Looking For...) as a coloured learning ladder
- In EYFS children's learning opportunities are on a continuum, including **child-initiated** and **adult-initiated** activities, and are carefully planned to engage and provide challenge
- Teaching ensures there is **access for all**
- Pupils are aware of the **progression of learning** within the session so that there is no lid on learning
- A success criterion is shared through a **toolkit** or through the **WILFs**
- **Adults** support learning
- Children **make progress** from their starting point
- Learning is **fit for purpose**
- Children have access to a range of **teaching styles**, which match learning intentions
- **Visual, auditory and kinaesthetic** learning styles are all taken into account
- Learning will be **appropriately pitched** to ensure progress for all abilities
- **Questioning** ensures support, challenge and progress
- Teaching provides opportunities for pupils to **formulate their own questions**.
- Well timed **interventions** support pupils to make accelerated progress
- Teachers rigorously **check for understanding** within the session
- Teachers have **high expectations** for pupils
- Teachers and pupils **adjust learning** within the session to ensure progress for all abilities
- Pupils have **opportunities to demonstrate** an understanding of what they have learned
- Teaching promotes **independence and resilience** by allowing pupils to make decisions and choices
- Pupils can select their own **resources**
- **Health and safety** procedures are followed. Pupils are encouraged to take responsibility and make decisions about health and safety
- Pupils learn how to manage **risk** and not be risk adverse
- Teaching values and promotes **partnership between home and school**
- Learning is evaluated at the end of the session through a **review**
- **Feedback** (verbal or written) is given to pupils about their progress, encouraging, extending and challenging pupil as appropriate
- Children are able to discuss and **analyse their learning** through talk partners group discussion and **self-evaluation** in learning sessions and progress meetings
- **Assessment** of the learning informs future planning and next steps

Marking and Feedback

Where am I going? How am I going? What do I need to do next?

Aims:

- To establish a common approach for marking and feedback that is practised with consistency in all classes and that all children understand
- To create effective marking and feedback that allows each child's progress to be monitored, highlighting where extra support is needed and/or results in modifications to future planning
- To create a marking and feedback system that clearly celebrates success and identifies next steps for improvement involving teachers, pupils and parents.

Non-Negotiables:

- Work in pupils' Living, Learning, Laughing (LLL) books is reviewed and referred to with basic marking indicating success and misconceptions (see GREEN and PINK highlighting information below)
- **WALT** and **WILF** are displayed as appropriate
- **We Are Learning To... (WALT)** explains the overall learning objective
- **What I Am Looking For... (WILF)** breaks down the success criteria into progressive steps. These steps are colour coded to show clear progression and differentiation. We enable pupils to progress as there are no restrictions on their learning. The WILFs are coloured in the same order to enable pupils to identify their own progression. WILFs are used in Years 2-6 and in Year 1 when appropriate.
- 2Build a Profile is used in EYFS, to track children's progress and attainment and identify next steps
- Electronic and written Progress Books (PBs) are used from Year 1 to Year 6 in order to critique pupils' work
- PBs are reviewed weekly in Progress Meetings (PMs)
- PMs are held weekly with an adult supporting a small group
- PMs may sometimes be with a smaller focus group
- Teachers will lead most of the PMs but Teaching Assistants may also lead a group, under the direction of the teacher
- Pupils are encouraged to review their recent work and learn to critique their learning in order to identify success and next steps for learning
- Success and next steps inform pupils' targets
- Green pens are used to provide feedback in the PBs
- PMs have an assessment focus stated at the beginning of each session and this is recorded in their PBs. The assessment focus links to the medium term plan and the key objectives for pupil progress
- PMs provide quality time for reflection and response about pupils' work with an adult
- PBs are a record of quality review and reflection and contain more detailed workings to address misconceptions and errors
- PBs include self-assessment
- PBs include challenges to check understanding and/or provide an opportunity to work at greater depth

- **The colour progression of the WILFs is:**

WILF I can be involved in conversation and make people cups of tea.

WILF I can make conversation and listen to others.

WILF I can smile, be kind and make conversation.

WILF I can smile and be kind.

WILF I can smile at others.

N.B. The orange WILF should be achievable for the majority of children.

- The achieved WILF is highlighted in green.
- The context of pupils' work is signposted if appropriate:
 - **VF** is verbal feedback
 - **S** shows that support has been given
 - **SS** shows that super support has been given
 - **PS** shows that children have had a pit stop to check progress, address misconceptions and redirect the learning
 - **I** shows that the work has been completed independently. This is used to highlight independent learning for children that usually have adult support.
 - **Redraft** shows that the work has been redrafted

Other Points to note:

- Positive elements of a child's work will be identified within the work through the use of a green highlighter...**GREEN IS GREAT!**
- The area for improvement will also be identified through the use of a pink highlighter...**PINK MEANS THINK!**
- Star *, smiley face ☺ , 100% work or similar bullet points are used for comments about positive elements of a pupil's work.
- Pupils working significantly below the expected level can have an individualised WALT based upon agreed targets on their Individual Provision Map.
- Handwriting, spelling and presentation are regularly reviewed as part of PMs
- Targets linked to the Primary National Curriculum are not used with pupils until it is appropriate. For example, Year 1 pupils may still be working within the Foundation Stage Profile and so their targets are linked to this document. Verbal feedback with these pupils is much more effective. In addition, much of their learning is taking place through play and will be captured and gathered through observational assessments
- Pupils in Year 1, Year 2 and Year 3 have electronic PBs
- Pupils in Year 4 have either electronic or paper PBs depending on their class group
- Pupils in Year 5 and Year 6 have paper PBs
- The pupils may work in other books for example, early morning task (EMT) books, handwriting and spelling logs, phonics books and busy books

Assessment

Assessment is feedback to you about you

All those responsible for children's learning undertake rigorous training in formative, diagnostic and summative assessment, which covers how assessment can be used to support teaching and learning for all pupils, including those with Special Educational Needs or Disabilities and More Able Pupils.

We ensure that the data we collect is:

- **Purposeful**; clear and relevant to what we want to find out.
- **Precise**; creating an accurate picture of what we are trying to find out.
- **Proportionate**; the time spent is worth the outcome
- and that the **Process** is reviewed; to ensure it does not carry an unnecessary burden

The Eight Principles of Assessment

- Assessment is at the heart of teaching and learning.
- Assessment is fair.
- Assessment is honest.
- Assessment is ambitious.
- Assessment is appropriate.
- Assessment is consistent.
- Assessment outcomes provide meaningful and understandable information for pupils, parents, teachers, school leaders, governors and government
- Assessment feedback should inspire greater effort and a belief that, through resilience and practice, more can be achieved.

Assessment for Learning strategies are:

The strategic use of questioning

Questioning is used not only as a pedagogical tool but also as a deliberate way for the teacher to find out what students know, understand and are able to do.

Effective teacher feedback

Effective teacher feedback focuses on established success criteria and tells the students what they have achieved and where they need to improve. Importantly, the feedback provides specific suggestions about how that improvement might be achieved.

Peer feedback

Peer feedback occurs when a student uses established success criteria to tell another student what they have achieved and where improvement is necessary. Again, the feedback provides specific suggestions to help achieve improvement.

Student self-assessment

Student self-assessment encourages students to take responsibility for their own learning. It incorporates self-monitoring, self-assessment and self-evaluation.

Summative assessment

Summative assessment is a necessary aspect of education. Formative use can be made of summative assessment, both before and after the assessment event.

Our approach to assessment

- Assessment is integral to high quality learning and teaching. It helps us to ensure that our teaching is appropriate and that learners are reaching their full potential
- All staff are regularly trained in our approach to assessment.

Our method of assessment

- Assessment serves many purposes, but the main purpose of assessment in Marazion School is to help teachers, pupils and parents plan their next steps in learning
- We use the outcomes of assessment to check and support our teaching standards and identify how to further improve
- Through cluster external moderations and using external tests and assessments, we compare our performance with that of other local schools
- We assess pupils against assessment criteria, which are smart, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do
- Assessment criteria are derived from the school curriculum, which is composed of the Primary National Curriculum and our own Marazion Curriculum
- Assessment criteria for periodic assessment are arranged into a hierarchy, setting out the skills and knowledge that children are normally expected to have mastered by the end of each year
- The achievement of each pupil is assessed at least termly against all the relevant criteria
- Where a pupil is assessed as exceeding the relevant criteria in a subject for that year they will be assessed against the criteria in that subject for the next year. For those pupils meeting and exceeding the expected standards, we provide challenge to enable them to work at greater depth
- Assessment judgements are recorded and backed by a body of evidence created using observations, records of work and testing as well as teacher knowledge
- Assessment judgements are moderated by colleagues in school and by colleagues in other local schools to make sure our assessments are fair, reliable and valid. There is also an external moderation process for Foundation Stage, Year 2 and Year 6.
- At the end of each academic year teachers will have assessed against each objective and will report pupils either as 'working towards national expectations', 'working at national expectations' or 'working on national expectations at greater depth.'

Our use of assessment

- Teachers analyse attainment for their pupils and classes and share this data at three collection points through the year

- **Pupil Progress Meetings** discuss the outcomes of assessments to summarise and analyse attainment and progress. Senior Leaders interpret the data and focus pupils are identified to discuss during the meetings. These are vulnerable pupils, pupils at risk of not making appropriate progress and pupils who are under achieving. Teachers identify the barriers of learning and agree on next steps for what they will do to accelerate progress and attainment of these pupils
- **Progress Books** are used to demonstrate recent learning. Pupils and staff meet and discuss progress, barriers and next steps. These books form the basis of our progress evidence
- Parents' Meetings take place each term. In the spring term these meetings are **Progress Meetings** involving parents, pupils and the teacher. These meetings are based on a structured conversation and enable pupils, parents and teachers to identify and celebrate progress, next steps and ways to support learning at home. Parents and pupils receive a range of information about what has been achieved and indications of next steps for improvement. Older pupils are able to lead their Progress Meetings.
- **Living, Learning, Laughing Drop In Sessions/Outcomes** provide an opportunity for parents to review their child's work with their child, celebrating successes and identifying next steps. Feedback from parents is also gathered in these sessions
- We celebrate achievements across a broad and balanced curriculum, including sport, music, art and performance, and social and emotional development
- Annual Reports for parents celebrate the whole child and are a reflection of the child's attainment in line with national expectations. Reports also include next steps to improve progress in reading, writing and maths

Monitoring Progress

Children in Years 1 to 6 are assessed using steps, which describe their attainment against the Primary National Curriculum statements for each year group. Teachers make assessment judgements based upon evidence gathered from children's learning, including testing, within normal classroom practice. Using a range of information teachers award a scaled score from 9 to 0 based upon each child's attainment in comparison with National Curriculum expectations.

- Pupils are expected to continue on the same tracking code, making 6 points progress within an academic year. Some pupils will be able to make accelerated progress and will therefore make more than 6 points progress within a year.
- Pupils with barriers to learning make appropriate negotiated progress based upon their learning need or their ability to access age related expectations.

Teacher Assessment Framework	Tracking Code	Tracking description
Working at greater depth (GDS)	9	Exceptional performance above and beyond that required for achieving GDS
	8	Strong evidence for all of the National Curriculum statements for WTS and EXS and GDS
Working at the expected standard (EXS)	7	Strong evidence for all of the National Curriculum statements for WTS and EXS, and some statements for GDS; secure with almost all of the year group programme of study
	6	Strong evidence for all of the National Curriculum statements for WTS and EXS, and secure with most of the year group programme of study
	5	'Just enough' evidence for all of the National Curriculum statements for WTS and EXS, but not secure with all of the year group programme of study
Working towards the expected standard (WTS) - <i>about one year below Age Related Expectations</i>	4	Strong evidence for all of the National Curriculum statements for WTS, and some evidence for many statements for EXS
	3	Strong evidence for all of the National Curriculum statements for WTS; may have some evidence for some statements for EXS
	2	'Just enough' evidence for all of the National Curriculum statements for WTS
Not meeting 'Working towards' standard - <i>about two years below Age Related Expectations</i>	1	Strong evidence for all the statements listed in Pre-key stage. Foundations for the expected standard; may have some evidence for some statements for WTS
	0	'Just enough' evidence for all the statements listed in Pre-key stage. Foundations for the expected standard; use the engagement model assessment if below this

Impact

Pupils at Marazion School are enthusiastic learners who can passionately discuss the purpose of their learning. Our pupils make good progress from their starting points through following a broad and rich curriculum. Children produce high-quality work, reflect through learning conversations and work collaboratively. Our pupils know they have a voice that can be heard, confidently sharing their views, discussing their learning in Pupil Progress Meetings and go on to lead Parents' Meetings. Our children are passionate about our World for example, working tirelessly to reduce plastic in the community. Outcomes make the learning real, purposeful and embed the knowledge into children's memories to give them a thirst for learning in their future lives – **Bright Futures Start Here.**