



Quality of Education Policy

Approved/Adopted by: Longfield Academy SLT

Last Reviewed: October 2025

Date of Next Review: October 2026

Aims of the Policy

Our curriculum intent is to **provide a broad, balanced and challenging curriculum that ignites pupils' love of learning and develops the whole child to be a respectful citizen who can make informed choices that contribute positively to society.**

This policy will highlight how the intent is implemented and monitored to gain the best outcomes for our pupils, by outlining:

- the Academy's vision that **pupils come first**
- the philosophy that **brain-based learning** underpins progress of pupils
- the Teaching and Learning non-negotiables; that promote a consistent whole-school approach to pupils' learning
- the quality assurance model that will be used consistently across the Academy to monitor the impact of quality first teaching and how this informs the CPD calendar
- the importance of live marking to motivate and accelerate progress
- the significance of Literacy and Numeracy to support pupils to succeed in life
- expectations for each of the stakeholders in the school to provide an ambitious and accessible curriculum through quality first teaching

Vision of the Academy

To ensure that **every action**, undertaken by **every member of staff**, is implemented with the sole intention of **improving the future life chances and well-being** of *our* pupils.

It is the responsibility of **everyone** in the Academy, working together, to **support** pupils.

Pupils come first.

Brain Based Learning

Longfield Academy understands learning is a change to long term memory; connections increase and strengthen in the brain as we repeat and recall allowing pupils to retrieve previous knowledge. There is an expectation, 'connection tasks' are present at the start of each lesson to allow pupils to recall and retrieve previous knowledge to build upon.

Departmental medium-term plans, sequence retrieval practice throughout. Strategies are based around ensuring knowledge and understanding is embedded in pupil's long-term memory.

Teaching and Learning Non-negotiables

Longfield Academy's ten Teaching and Learning non-negotiables enhance the quality first teaching pupils receive. All staff should adhere to the below:

1. **Learning objectives** must drive the progress of learning in every lesson. Displayed and referred to throughout the duration of the lesson
2. **Formative assessment** opportunities should check understanding, address misconceptions and teaching should be adapted as necessary

3. **Collaborative learning** should be meaningful promoting appropriate discussion
4. **Pupils demonstrate independence** in learning
5. **Live marking/feedback** used consistently to identify misconceptions and challenge deeper understanding
6. **Planning** must be ambitious and meet the needs of **all** of our pupils
7. **Retrieval strategies** should be used to link to past and be relevant to future learning. They must not be the main focus of the lesson
8. Consistency in application of the Choices Policy, the building of **positive relationships**
9. **Pace** is specific to progress not time
10. **High** expectations and standards.

Quality Assurance

Quality Assurance allows leaders to monitor and evaluate the quality of education provided by teachers and led by the Head of Department (HoD). The quality assurance process focuses on pupil progress by observing, analysing and evaluating curriculum intent, implementation and impact.

Through a series of departmental 'deep dives'; quality assurance will capture the HoD's intent, implementation and impact overview. The 'deep dive' process will initially begin with meeting with the HoD; learning walks will follow this to observe the initial discussion in action; a pupil book review is planned to view the sequencing of learning for pupils, to ensure needs are met and progress is gained over time; following the book review, a panel of pupil voice discuss their learning within that subject; to conclude the process, a departmental interview will occur to triangulate the discussion from the initial HoD meeting, the pupil voice panel and the department meeting. Overall feedback will be provided to the HoD verbally and written with purposeful actions to embed into the department improvement plan.

This process will begin in term 1 of every year. The following terms quality assurance schedule will focus on the areas of improvement identified in the first 'deep dive'. Term 2 will focus on individualised CPD and specific areas that require improvement. During term 3, a second round of full deep dives will take place.

The observations undertaken during any of these cycles will contribute to staff performance management objectives in line with union guidance.

Learning Walks, that focus on quality first teaching, pupil engagement and capture pupil voice, will happen continuously throughout the academic year to support the improvement of QFT, support staff and ensure policies are followed consistently. Systemic concerns will then feed into the overall training calendar and to support staff where needed.

The quality assurance framework intends to follow the below plan:

Term 1	Term 2	Term 3
All subject's quality assured by the leadership team.	Following term 1, any additional support required will take place in term 2.	All subject's quality assured by the leadership team to evaluate previous actions.

Staff Development

Staff development can be whole school, departmental or individual, depending on the needs identified throughout the quality assurance process.

The Academy's **whole school** Continuing Professional Development (CPD) calendar is constructed based on the priorities identified in the School Improvement Plan and the quality assurance process.

Departmental CPD is planned by the HoD, in line with the quality assurance process to ensure consistency of intent, improvements in implementation and quality first teaching. Co-planning is an expectation.

Early Career Teachers (ECT) are tutored and mentored following the *Early Career Teacher Policy*.

Opportunities for staff to observe best practice within the academy, will be coordinated by the Senior Leadership Team (SLT), as to who may demonstrate exemplary practice linked to the focus, in order to provide a useful, developmental experience with the potential to impact on their own practice.

The **Line Management** structure, in line with the *Appraisal Policy*, allows for continuous support and challenge to develop and improve departmental intents, classroom implementation and pupil outcomes.

Behaviour for Learning

Our focus is for all pupils to learn to their fullest; we ensure low level disruption is minimised and progress is maximised within a lesson by following the *Choices Policy*.

The Choices system, outlined in the *Behaviour Policy*, enables sustained concentration in lessons, rewards effort and allows learning to flourish. If pupils are to achieve and enjoy their education, they need to feel safe and secure at school. Good behaviour is fundamental to achieving these aims.

Feedback and Marking

Feedback can come in many forms and must be carried out in line with the *Assessment, Feedback, Recording and Reporting Policy*. Key Indicator Pieces (KIP) marking must be completed by the teacher and not pupil marked.

One aspect of feedback is live marking.

Live Marking is classroom based where the teacher constantly 'reads' the room, responding to pupils instantly to give them feedback on their work.

Effective live marking allows for:

- misconceptions to be instantly challenged
- learning to be active rather than passive
- instant progress to be obvious from pupils as it motivates them to improve
- opportunities for questioning and a sustained dialogue on their improvement
- modelling of good thinking habits and meta-cognition
- reducing workload for staff as classroom work can be marked instantly
- effective use of the 'star pupil' board for praise
- identification of specific intervention strategies to remove barriers to learning

- continuous monitoring and addresses any corrections required for a pupil's spelling, punctuation and grammar (SPaG).
- Correcting SPaG should be completed using the following codes and sequentially evidence of pupils responding to make improvements:

Code	Description	Code	Description
SP	Spelling incorrect	✓	Correct work
//	New paragraph	✓✓	Excellent work
P	Punctuation error	X	Incorrect
V	Vocabulary improvement required	O	Grammatical error

Live marking should be evident in all lessons, staff are encouraged to plan their live marking time to focus initially on those with special educational needs and/or disabilities (SEND), disadvantaged pupils and pupils who are deemed as 'not on' track to meet their target. **All pupils should have live marking in their books every half term, as a minimum.**

Learning Objectives

Learning Objectives are an essential part of planning. Every lesson must have a learning objective that drives progress, focusing on what pupil's need to learn and how they then apply that learning to previous knowledge and experiences. Learning objectives must be displayed within every lesson and referred back to throughout the lesson to assess and demonstrate progress made.

There is no prescriptive lesson plan format, but the non-negotiables must shape the expectations of every lesson. How these are delivered are the responsibility of each teacher, the quality of which should be regularly monitored by the HoD and SLT Line Manager.

Accessibility (Quality First Teaching)

All pupils should be supported to remove barriers to their learning to enable them to access the broad and balanced curriculum provided within the school, in line with the Special Educational Needs Policy. To further support accessibility, Individual Learning Plans are to be adhered to.

There is not a prescriptive teaching and learning format, however, every lesson should meet the needs of all individuals within the classroom and consideration given to how the delivery, resources and tasks are accessible by all and used to support all pupils to learn to the best of their ability.

It is expected that all lessons are planned to ensure every child can access the learning, tasks and resources provided and departmental co-planning is encouraged. Consideration should be given to when chunking, modelling and collaboration should be used to enable complete accessibility. Live marking and assessment then underpin adaptation and future planning.

Following the 'Dyslexia friendly style guide' on the British Dyslexia Association, to ensure the curriculum is accessible for all learners, it is expected that all departments ensure there are a range

of coloured overlays to lend pupils; ensure PowerPoints are never black on white and a pale background is encouraged; buff paper used when printing; use of Sans text on worksheets and PowerPoints in a larger font; use of laptops and access arrangements available for those who need and all classrooms to be tidy and clutter free to support those with sensory needs. Seating plans are used to support learning and annotated regularly to enhance progress for all.

All pupils are Lucid tested to highlight any further access arrangements they require to ensure the curriculum is accessible for all.

Literacy

Reading is vital to the progress of all pupils. In KS3, the pupils' reading age are tested at the start of each academic year to establish what wave each pupil will follow to ensure they receive the correct level of intervention that they need. Below is an overview of the wave system:

Wave	Reading Test	Level of Intervention	Retested
Wave 1	Reading age that is at chronological age or above	Quality first teaching	Yearly
Wave 2	Reading age within 24 months behind chronological age	Less intensive	Twice yearly
Wave 3	Reading age more than 24 months behind chronological age	Intensive	Termly

All KS3 pupils' **reading and spelling ages** are generated and recorded on SIMS and ClassCharts, staff are to differentiate materials accordingly to meet pupil needs and support pupils where appropriate. Reading ages are used to plan the appropriate intervention for each individual, such as quality first teaching, Lexia intervention, Fresh Start Phonics intervention, 1-1 reading and an Independent Learning Task club will also be available for all pupils after school.

Numeracy

All teaching staff are to support the development of pupils' numerical fluency, through the below expectations:

- Develop the ability of all pupils to use numeracy skills effectively in all areas of the curriculum, identifying key concepts within medium term plans and make connections with pre-requisite knowledge.
- Ensure consistency of practice across the academy, through the use of vocabulary, notation common approaches which are informed by the maths department.
- Use of manipulatives to support the learning process.
- Assist the transfer of pupils' knowledge, skills and understanding between subjects through explicit connections and real-life experiences.
- Develop the numeracy knowledge necessary to cope confidently with the demands of further education, employment and adult life.

Independent Learning Tasks (ILTs)

Longfield Academy motivates pupils to take responsibility for their own learning, to broaden the curriculum they receive in the classroom and expose pupils to relevant learning links which enriches their curriculum.

Independent Learning Tasks (ILTs), allow pupils to become self-sufficient learners who value the importance of preparing for life after school into the world of work, as they become responsible for learning, time keeping and organisation to develop as an individual.

Setting ILTs

- ILTs are to be set when most appropriate.
- ILTs are to be planned throughout the curriculum and mapped on long-term plans (LTP).
- ILTs are to be set on Arbor and clearly outlined to all individual pupils.

Receiving ILTs

- ILTs are to be collected at the start of the lesson when due in.
- ILTs are to be marked to gain understanding of pupil awareness and acknowledge pupil efforts.
- Arbor rewards are to be given consistently

Excellent ILT = 10 green clicks

ILT handed in = 5 green clicks

No ILT handed in (no detention awarded) = -5

Monitoring ILTs

- Tracking class ILTs to be completed by the class teacher.
- Tracking department ILTs to be completed by the HOD or at their delegation.
- Pupils with poor submission rates are to be addressed by the class teacher in the first instance. Persistent poor submission rates are to be highlighted to the HoD to offer further intervention and support, whether this is meetings with parents / carers / intervention sessions etc.

Roles and Responsibilities

Headteacher

It is the responsibility of the Headteacher to:

- ensure that this policy is followed consistently by all staff
- provide training to ensure the policy is understood
- report progress regularly to governors

Senior Leadership Team

It is the responsibility of SLT to:

- Ensure that all pupils receive quality first teaching of an ambitious curriculum through rigorous monitoring of impact and swiftly acting on areas of development
- Lead staff to evaluate their curriculum continuously, to ensure it enhances on the National Curriculum and is ambitious, broad and engaging for our pupils
- Monitor the Teaching and Learning non-negotiables for all staff, to ensure consistency within implementation across the academy
- Complete the quality assurance process to monitor the intent, implementation and impact of each department
- Following quality assurance, ensure that CPD is planned strategically to link to whole school and department priorities identified

- Provide support and challenge to identified underperforming teachers in order for them to improve their classroom practice and pupil outcomes – this will include informal and formal support plans, as in line with the Appraisal Policy
- Monitor the implementation of the Assessment, Feedback, Recording and Reporting Policy, to ensure all stakeholders are aware of the process of reporting and assessment at all key stages to enable parents / carers and staff to monitor the progress of individual achievement based on an end of Year 11 target grade
- Support the ECT through their training, using the ECT's transition and assessment documentation; as in line with the Early Career Teacher (ECT) Policy
- Listen, communicate to and support staff in line with the Longfield Well-being Charter.

Head of Department

It is the responsibility of the HoD to:

- Take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life
- Provide our pupils with a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- Use departmental time to co-plan to ensure maximum accessibility for all pupils
- Regularly monitor and evaluate curriculum delivery of their department, ensuring the teaching and learning non-negotiables are adhered to, identify areas to develop within the department and incorporating this into department improvement plans and departmental professional development
- Ensure that all policies are adhered to correctly and that action is taken to address inconsistencies
- Monitor the use of the Choices Behaviour policy and address inconsistencies, embedding the understanding that poor behaviour can be linked to unmet needs or poor-quality lessons and addressing issues swiftly
- Provide opportunities for subject specific staff professional development, including standardisation and moderation
- Ensure assessment, feedback, recording and reporting is carried out in line with the Assessment, Feedback, Recording and Reporting Policy
- Ensure that department data is responded to effectively and that as a result, appropriate and timely action is taken in order to enable all pupils make progress
- Ensure curriculum marking is purposeful and follows the marking expectations outlined in this policy
- Ensure that all teaching staff have a performance management target linked to pupil progress in line with the Academy's Appraisal Policy
- Provide support that underperformance is tackled swiftly and effectively in line with the academy's Appraisal Policy
- Ensure Independent Learning Tasks are planned throughout the curriculum and monitored to ensure regular feedback is provided, non-completion is communicated to parents / carers, and intervention provided to support pupils.

Teaching staff

It is the responsibility of the teaching staff to:

- Ensure all of the Teaching and Learning non-negotiables are adhered to
- Read, understand and cover the National Curriculum with the learners in their classroom
- Follow the department curriculum coherently and consistently and when needed, ensuring key adaptations are made for the individual learners in front of them; without narrowing the curriculum
- Plan lessons that draw upon deep subject knowledge, promote a love of learning and engage all of our pupils
- Ensure all lessons are well planned to enable all learners to fully access learning, resources and tasks
- Ensure brain-based learning underpins the curriculum delivery
- Develop literacy and numeracy where appropriate in lesson planning
- Modify resources and tasks to account for protective characteristics, local culture and social moral spiritual and cultural references
- Provide purposeful marking to support pupil progress, following the marking guidance given in this policy
- Meet data entry deadlines to support the reporting of the school and ensure assessment, feedback, recording and reporting is carried out in line with the Assessment, Feedback, Recording and Reporting Policy
- Liaise with HoDs to devise interventions that will support pupils and enable them to make progress
- Maintain clear routines for entry, exit and the distribution or collection of resources
- Ensure a pleasant environment by keeping the classroom tidy and using high quality displays to celebrate and support learning
- Praise and sanction pupils in line with the Choices (*Behaviour*) Policy
- Continuously and consistently meet the Department for Education Teacher Standards
- Set Independent Learning Tasks for all pupils and record completion for rewards or sanctions via Arbor. Ensure regular feedback is provided, non-completion is communicated to parents / carers, and intervention provided to support pupils.

Support staff

It is the responsibility of the support staff to:

- recognise that high quality first teaching is the foundation of successful pupil achievement
- provide and use all forms of intervention that are available
- be proactive in communicating with parents / carers regarding achievement
- support with the live marking in the classroom