

## TEFAT QUALITY OF EDUCATION STATEMENT

Title	Quality of Education
Prepared by	Regional Directors/Principals
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## Purpose

Teaching and learning statement for The Elliot Foundation - overarching principles for academies.

## Headlines

Everyone at The Elliot Foundation believes that all children should receive the highest quality teaching in order for them to, '.....thrive, whatever their chosen path, children need confidence, curiosity and commitment. We will nurture these attitudes cross all their learning experiences.' Governors, Principals and staff in each academy decide locally on the approach that works best for their children and these details are published on academy websites. Principals in each academy are responsible for continuously improving the quality of teaching in their academy and contributing to improving the quality of teaching across each region and the trust. The Elliot Foundation 'Expert Teachers' provide support across regions and the trust, working directly with colleagues in classrooms and helping to develop policy and guidance with academies. Professional development opportunities can be accessed through the [teaching school](#). The Special Interest Group (SIG) for assessment and curriculum which is made up of staff from across the trust, meets 3 times per year to discuss curriculum innovation within the academies.

## The National Curriculum in England Key stages 1 and 2 Framework Document (Sept 2013)

Academies are not required to teach the national Curriculum but The Elliot Foundation fully supports the aims of the document:

3.1 The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

3.2 The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

## The Curriculum

A high quality curriculum is deliberately thought through and planned, it is ambitious and clearly considers the sequence of content necessary for pupils to make progress. It is rooted within a strong assessment framework and within a technological framework. Children are provided with the transferable knowledge they need for subsequent learning. Above all it is relevant to a school's context, pupils' backgrounds and is driven by the passion, knowledge and expertise of curriculum leaders.

## The Intent (leaders)

Academies clarify through their curriculum design what the objectives are for the curriculum; this is values led and reflects the academies' contexts. The curriculum caters for all pupil groups, with academies being especially mindful of disadvantaged and minority groups. Academies are specific about what they want children to be able to know and do by the time they leave. This means that they specifically plan the sequence and structure of how the curriculum is going to be implemented. The curriculum is specific in ensuring that it reflects national policy relating to British values and PSHE.

## The Implementation (teachers)

Academies plan for teaching the content of the curriculum, and design how subjects are linked and how cross-curricular links are developed. This is especially true for the development of literacy and numeracy across the curriculum. Each subject is designed to maximise the likelihood that children will remember and connect the steps they've been taught. This means that children's different needs are planned for and that staff are appropriately trained to deliver the curriculum. Teachers are clear about why they are teaching particular lesson or topics at a particular time and how this builds on prior learning and will underpin future learning. They are also clear about how their teaching methods, their choice of resources and how the use of homework helps to deliver the objectives.

High priority is given to phonics teaching and the transition into early reading in key stage 1. Priority is also given to the way in which language, writing and maths skills are woven through all subjects.

## The Impact (children)

Academies have systems to measure how successfully children are learning the content outlined in the curriculum. Teachers try to ensure that subject knowledge and skills are consolidated before moving on to the next topic. Teachers are proactive in understanding what children remember and how well developed their learning habits and learning skills are. Both formative and summative assessment help teachers and leaders to analyse the impact of daily teaching and learning. They know how well children are prepared for their next stage of education or working life.

## Assessment

Leaders triangulate evidence about the curriculum from various sources, such as: questioning teachers, work scrutiny, lesson observations, the national data summary report (IDSR) and from conversations with pupils to "gauge their understanding and participation in learning". Teachers make judgements about where children are at a specific point in time and then identify what needs teaching next. Teacher assessments are captured three times per year for the Trust, (this could be more in some academies). Teachers use many pieces of information in order to make those judgements and to identify gaps. Leaders check this alongside teachers and prioritise actions as a result. It is important that the information gathered is consistent across The Elliot Foundation so that Directors and Trustees can confidently direct resource to where it is needed most in order for children to be successful. Academies use PIRA and PUMA tests in Years 1, 3, 4 and 5 to provide useful standardised data for teachers and to provide a trust wide national data comparison. No More Marking is used Years 1 to 6 to provide a relative assessment platform. The trust shares this information on a common platform to drive greater collaboration.