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Engage Academy

Quality of Education Policy

30.9.2021



Nurturing inclusive learning communities



1	Summary	To ensure that all pupils access a broad and balanced curriculum that is personalised to meet their differing learning and social, emotional and mental health (SEMH) needs, enabling all pupils to achieve success.			
2	Responsible person	Gemma Fellows			
3	Accountable ELT member	Alison Ward			
4	Applies to	All staff			
5	Trustees and/or individuals who have overseen development of this policy	Alison Ward, Gemma Fellows			
6	Headteachers/Service Heads who were consulted and have given approval (if applicable)	Alison Ward			
8	Ratifying committee(s) and date of final approval	ELT 16.11.2021			
9	Version Number	2			
10	Available on	Every	Y/N	Trust Website	Y/N
11	Related documents (if applicable)			Academy Website	Y/N
12	Disseminated to			Staff Portal	Y/N
13	Date of implementation (when shared)	19.11.2021			
14	Date of next formal review	30th September 2022			
15	Consulted with Recognised Trade Unions	Y/N			

Date	Version	Action	Summary of changes
30.9.2021	2.0	Review	Review of policy

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1. Aims

The aims of our Quality of Education policy is to ensure that all pupils access a broad and balanced curriculum that is personalised to meet their differing learning and social, emotional and mental health (SEMH) needs, enabling all pupils to achieve success.

2. Principles of the Quality of Education

Engage Academy sees learning and teaching as a process of co-operative team work and welcomes and encourages the involvement of parents and others in the community.

All members of the school community (teaching and non-teaching staff, parents, pupils and trustees) work towards our aims by:

- Empowering children to be individuals and respecting their rights, values and beliefs;
- Fostering and promoting good relationships and a sense of belonging to the school community;
- Providing a well ordered safe and stimulating environment in which all are fully aware of behaviour expectations;
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- Encouraging, praising and positively reinforcing good relationships, behaviour and work;
- Working as a team, supporting and encouraging one another

The ways in which teachers, parents, outside agencies and pupils support teaching and learning are set out in the parent/carer handbook.

3. Curriculum

The curriculum intent is aligned to the Trust's core values and is implemented and embedded successfully and consistently across school. Pupils achieve exceptionally well in relation to their baseline starting points and aspirational targets in both their academic and SEMH development.

Intent

A coherently planned and sequenced curriculum has been developed to meet the needs of all pupils in developing their skills and knowledge for future learning. The foundation subject curriculum is taught through a topic-based, two-year long-term planning cycle. This covers all national curriculum objectives for the primary age range through a three-stage approach (bronze, silver and gold) ensuring that pupils on a long-term placement have access to a full and progressive curriculum.

Each half term, teachers set a medium-term plan which outlines the main objectives to be covered in English, maths and the creative curriculum taken from the long-term plan. Cross curricular links are planned where possible to allow pupils to develop their knowledge and understanding of a topic through different subjects and develop their skills in a variety of ways.

Short term plans are written to support the delivery of all lessons. Staff use an agreed planning template.

Implementation

Quality assurance of education demonstrates that teachers have strong subject knowledge. High quality external CPD, attendance at local authority network meetings and links both across the trust and with mainstream schools ensure that staff maintain an excellent knowledge of the current curriculum and mainstream practice. The quality of education is evidenced through learning walks, 'book looks', pupil progress meetings and pupil discussions, triangulated with academic and SEMH progress data to ensure a consistent and robust approach. Assessment procedures have been streamlined to be efficient and purposeful for both staff and pupils and are now effectively used to support and inform future teaching and targeted interventions. Teachers plan highly personalised lessons for all pupils, ensuring adequate time for practice to embed and deepen pupils' knowledge, understanding and skills, securely developing their confidence in and resilience with learning. They have access to high quality resources and programmes of study which reflect our ambitious intentions and support staff workload. Reading is valued highly, with all staff intent on developing a culture of reading for pleasure across school. Pupils are quickly and effectively assessed on arrival, ensuring that they are taught at an appropriate level through Read, Write Inc as necessary, with their reading books being closely aligned to their phonic knowledge. Opportunities for reading are effectively linked with many aspects of the wider curriculum, which has also supported pupil resilience in other curriculum areas. An oracy-based curriculum is well embedded across school through CPD from Voice 21, which has ensured that staff are well trained to develop pupils' oracy skills to give them strong foundations for accessing the curriculum and for succeeding in life beyond school. Staff have exceptionally high expectations of pupils. Positive relationships between staff and pupils support the strong progress and positive outcomes they achieve in relation to their starting points.

Impact

Pupils achieve consistently well and are able to articulate the skills and knowledge that they have developed across the curriculum. Pupils are effectively prepared for their next stage of education, in line with their aspirational academic targets and Education and Health Care Plan targets and achieve the best possible outcomes regardless of their length of stay (turnaround/day 6/transitional).

4. Planning

Phonics

All pupils are assessed on arrival using the Ruth Miskin scheme Read, Write, Inc assessment. They are then grouped accordingly and access RWI either in small groups or on a 1-1 basis to develop early reading and writing skills. Daily lessons consist of learning new sounds and practising previously learnt sounds before learning to 'Fred talk' words to blend and read them. Pupils will also be taught to form the letters correctly and sound out the words to segment to blend them before learning to hold a sentence in their head to write it.

Pupils that can read accurately and fluently will access a 15 minute interactive daily RWI Spelling lesson which teaches spelling rules systematically.

Reading

Pupils still learning phonics through RWI access daily reading as part of the phonics lesson from a book matched to the sounds that they know. This ensures that the reading is at an accessible level for pupils to practise and apply the skills learnt in their phonics lessons. Pupils will also have access to a book banded reading scheme to select from as they wish encouraging reading for pleasure and breadth of comprehension skills.

Pupils that are fluent readers will access daily reading through the book banded reading scheme at a level determined by a combination of teacher assessment, pupil engagement and resilience. These pupils will also access daily guided reading lessons in which they will have access to texts which are beyond what they could access independently to allow development of comprehension skills. These are taught with particular skills in mind each week for example inference or retrieval of evidence from the text which is then followed up in daily individual reading.

English

Pupils access daily English lessons which are planned through a class novel often using the Power of Reading scheme at a level appropriate for each class. These lessons cover the national curriculum for English over the course of the year. Other opportunities for writing with a purpose are built into the curriculum in a cross curricular way. This can be using trips and visits as a stimulus or linking the English into activities run by our forest school's practitioner.

Speaking and Listening

Speaking and listening is an integral part of our curriculum and activities to promote this are threaded throughout the day. Pupils participate in breakfast assembly, snack time and lunch time with a focus on conversational skills and such communication is consistently modelled by staff. Many pupils access personalised intervention in this area of need whilst they are with us at Engage.

In addition to this, this year we are taking part in a programme run by Voice 21 called Get Talking in PRUs. The programme focuses on the importance of oracy and will support us to create a whole school ethos of oracy enabling staff, pupils and parents to understand the value, and impact of, a talk rich approach on pupils' social and emotional development.

Maths

Maths is taught across school by following the White Rose Mixed Age Schemes of Learning to best fit the main cohort in each class. Individual pupils receive intervention where needed using a range of schemes such as Numicon's Breaking Barriers. Pupils are taught using the concrete, pictorial and abstract approach ensuring that they are confident at each level before moving on. They are encouraged to verbalise and explain their answers to demonstrate their thinking and understanding. Pupils are encouraged to be independent in their learning and challenge themselves to move into abstract thinking when they feel that they can.

All pupils take part in daily maths lessons, many of which are practical and offer hands on learning experiences. The style of maths lesson varies between classes depending on the ages and needs of the pupils with lots of our mathematical learning being incorporated into the continuous and creative curriculum. New mathematical vocabulary is embedded through other areas of the curriculum including weekly cooking lessons and den building, measuring and direction work within the forest area. We also use a variety of different maths interventions for pupils who are finding concepts difficult to grasp.

In some classes, maths skills are consolidated through play within the continuous provision and have access to various online programmes to practise skills such as times tables.

Creative Curriculum

Many of the subject areas are taught with a thematic and innovative approach as part of our creative curriculum or through continuous provision, where appropriate, to engage pupils in their learning through a personalised approach taking into account individual interests and specific needs. The creative curriculum offers pupils a practical, hands – on approach to learning with many links to nurture based therapy activities to support pupils SEMH needs. Pupils' SEMH needs are assessed using Boxall profiling and individual and group targets derived that are incorporated into the creative curriculum. Weekly cooking sessions aim to develop pupils' life skills and help them to make healthy and safe choices related to their diet and food preparation. We have recently developed our outdoor area to include a forest area and outdoor classroom. Some pupils also have continuous access to a smaller outdoor area as part of their play-based learning which is set up with activities to support the current topics.

Fundamental British Values and Spiritual, Moral, Social and Cultural Education are embedded throughout the curriculum, from collective worship at breakfast time, through core subjects and heavily in PSHE and Citizenship. We have regular involvement from relevant outside agencies to support pupils' understanding and develop community links. Some collective worship themes are planned around key religious events and festivals and require pupils to reflect on their own perspectives and beliefs. This complements planned religious education lessons based upon the Kirklees agreed syllabus.

Pupils receive a weekly swimming lesson from Kirklees swimming instructors. PE and other opportunities for physical activity are built into the school day where the focus is on allowing pupils to develop their self-esteem and confidence through a range of outdoor and sporting activities alongside the development of their mental and physical health and wellbeing.

4.1 Environment

The main classrooms will have an English/SPaG/phonics, maths, topic and 'good work' display boards to support pupils learning through the use of key words, visual prompts, photographs of learning and completed work to share successes. Displays will contain elements of questioning, be informative and celebratory and will be changed at least termly. All areas that pupils have access to will be conducive to learning; physical safety, comfort, and emotional security within school will be ensured; children and adults are spoken to in a positive manner, using shared scripts that are displayed around the building; a rich and stimulating environment for all sensory systems will be provided; pupils will be encouraged to develop resilience, responsibility, resourcefulness, reasoning and reflectivity.

One classroom will be set up with continuous provision, when the cohort requires, to enable the pupils which need it to have access to quality, child-initiated learning through play alongside small, chunked learning tasks.

4.2 Routines and allocated timings

All classes follow a similar daily routine as outlined in the timings below. In order to ensure that children benefit from a broad and a balanced curriculum the following subject time

allocations are recommended. They have been calculated to allow for maximum curriculum time alongside the high level of nurture and SEMH support that we provide.

Subject	Allocated time	Further information
English	60 mins daily (5 hours per week) Lessons to be taught during the morning.	Content varies by stage and individual need of pupil: <ul style="list-style-type: none"> • Individual/guided reading • Handwriting • English • Phonics/spelling At least one lesson per week to be an outdoor lesson. Lesson may include focused activity time in the outdoor continuous provision dependent on stage of the pupils.
Maths	45 mins daily (3 hours and 45 mins per week) Mental maths - 10 mins daily (50 mins per week) Main lesson to be taught during the morning.	At least one lesson per week to be an outdoor lesson. Lesson may include focused activity time in the outdoor continuous provision dependent on stage of the pupils.
PE	1 hour and 10 minutes per week	Discrete PE lesson building on skills and knowledge.
Physical activity	15 mins per day (1 hour and 15 mins per week) 2 x 15 min break time per day (2 hours 30 mins)	Daily mile Structured games and physically active break times
Swimming	45 mins per week	45-minute lesson weekly for a term per year
PHSE	30 mins per week	Discrete lesson Also accessed through collective worship and social time
RE	Equivalent to 30 mins per week	Delivered either in weekly lessons, blocks, through collective worship and theme days.
Story time	15 mins daily (1hr 15 mins per week)	Class book read aloud by the teacher during snack time each day.

Creative curriculum	3 x 1 hour 10 mins (2 hours 20 mins per week)	Science, history, geography, art and DT including food and nutrition. Topic based learning with subjects being taught at the time they best fit with topics and through other curriculum areas. Music therapy Enhanced through half termly theme days linked to religious celebrations, countries etc. Visits and visitors. Reading/guided reading and writing opportunities are utilised in cross curricular learning.
Forest skills	2 hours per week	1-1, 2-1 or whole class learning
Enrichment	30 mins per week	Pupil interest activity celebrating individual talents and interests to enhance the curriculum
Social time	1 hour per day (5 hours per week)	Nurture, mindfulness, social skills, keyworker relationships time, parent links, life skills, settling time, restorative practice.
Collective Worship	15 mins daily (1 hour and 15 mins per week)	Links to core values, Personal development, RE, SMSC.
Personal Development	30 mins a week	Discrete lesson PHSE/RSE Threaded through all other learning including collective worship and social times.
Personalised intervention	As needed	E.g: Lego therapy Therapeutic story writing Numicon intervention Read, Write Inc Music therapy Behaviour intervention

4.4 Recording work

Work in all subjects will be recorded using a variety of methods including written, ICT, pictorial, photographic and reflective recordings. Pupils are encouraged to believe that any work completed should represent their highest standards of personal achievement.

5. Assessment

5.1

Pupils' progress is tracked throughout their placement at Engage using a variety of methods. Pupils' ongoing progress in RWI phonics, reading, writing, mathematics and SEMH is recorded using the Quality of Education Tracker. This is updated termly following a baseline assessment 6 weeks after a pupil's start date (alongside dual registered school

staff where possible) and these are used to inform teachers' planning. This is followed by pupil progress meetings to determine aspirational targets in line with SEMH needs. Pupils may complete standardised age score for maths, reading and spelling is assessed using the PiRA (Reading), Schonell (spelling) and PUMA (maths) as needed for EHCP requests.

Pupils' progress towards their EHCP targets are also tracked half termly to inform teaching, EHCP review and planning meetings.

Other informal assessments are used in daily teaching as outlined below:

- Feedback to pupils about their own progress is achieved through the marking of work, which includes discussion and verbal feedback during and after the lesson (see marking policy);
- Formative assessment is mostly carried out informally by teachers in the course of their teaching. It involves identifying each pupil's progress in each aspect of the subject, determining what each pupil has learned and what therefore should be the next stage in his/her learning;
- Specific assignments for individual pupils;
- Individual discussions in which pupils are encouraged to appraise their own work and progress;
- Formal assessments completed if appropriate, through a range of methods.

5.2 Monitoring

Both senior leaders and subject leaders monitor the quality of education through a termly, planned series of learning walks, pupil discussions and books looks with is triangulated with academic and SEMH progress data to ensure a consistent and robust approach.

Regular pupil progress meetings are held to inform future interventions, class alterations or any additional support which may be needed.

6. Celebrating achievement

Children are positively encouraged to share their achievement at school and out of school, wherein:

- Each child is given the opportunity to have work of his/her highest standard displayed at some time each half term;
- Use of daily reward systems (see behaviour policy) to celebrate success;
- School events, including breakfast assemblies and information days are seen as opportunities for pupils to demonstrate their abilities and share success;
- Trust core value postcards awarded to a selection of pupils weekly;
- Visits to SLT to share success and receive stickers and positive praise;
- Positive texts or phone calls home to share successes with a key adult.
- Earning steps towards a visit to Tesco to spend £5 to develop life skills and experiences.

7. Reporting to parents

- Regular meetings;
- Daily contact whilst transporting children to school;
- Half-termly newsletters are shared with parents to inform them of the curriculum to be taught in the coming weeks;
- Regular texts/ phone calls home;
- Termly written reports (shared at a parent event where possible to allow for parents to discuss the report with their child's teacher);
- Half termly parent events.