



FALKLAND ISLANDS COMMUNITY SCHOOL

Quality of Education Policy

Date of implementation: September 2021

Due for review: September 2022

Statement of intent

This policy is a statement of what the Quality of Education (QofE) at the Falkland Island Community School (FICS) should look like. Its aim is to create consistency, coherence and continuity by developing a shared understanding of the expectations at our school. This document reflects what FICS values and what it believes is important in order to deliver an inclusive education to all learners.

This policy contains seven key sections:

1. Roles and Responsibilities
 2. Teaching and Learning
 3. Marking and Feedback
 4. Assessment
 5. Homework
 6. Learning displays
 7. Quality assurance
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1. Roles and responsibilities

This section outlines the roles and responsibilities assigned to all members of staff with respects to the Quality of Education. The Principal of FICS delegates the accountability for Quality of Education to the Deputy Principal and the Head of Teaching and Learning. The individual parts that staff fulfil are listed in detail below.

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and the delivery of high quality lessons which enable students to make good to outstanding progress within lessons and over time. Classroom teachers are also responsible for the self-evaluation of their own professional development supported by the school's Appraisal processes.

This is achieved through:

- a. Self-evaluation and reflection of their subject knowledge and understanding of educational initiatives*
- b. Self-evaluation and reflection of the quality and effectiveness of their own teaching and classroom management*
- c. Monitoring student progress and designing lessons that support students in achieving well against prior attainment*
- d. Supporting and developing the ability of students to evaluate and take responsibility for their own learning utilising peer and self-assessment strategies.*
- e. Diagnostic feedback that specifies 'what went well' and 'even better if' is evident in students' books/folders*

Curriculum Leaders

Curriculum Leaders are responsible for the effective teaching of their subjects, monitoring and evaluating the quality of teaching, standards of student attainment and achievement, setting targets for improvement and leading the performance management process in their curriculum area.

This is achieved through:

- a. Leading teaching and learning across the team, role modelling outstanding practice and delivering/brokering appropriate CPD for all members of the team*
- b. Monitoring and evaluating the teaching and learning in their curriculum area including by undertaking quality assurance in line with the QofE timeline.*
- c. Ensuring curriculum coverage, continuity and progress for all students by review of key documentation (Curriculum/Assessment Maps) in response to intent.*
- d. Supporting individual staff in meeting the expectations of this policy in regard to Teaching and Learning*
- e. Analysing and interpreting student performance data against MEGs and comparative data; setting targets and implementing actions to secure the achievement of individual students and identified key groups to ensure equality of opportunity and outcome for all learner groups*
- f. Deploying staff to best support student progress and any identified need*
- g. Fostering an open teaching and learning environment across their curriculum area and ensuring that best practice is disseminated.*
- h. Leading teaching and learning across the team, role modelling outstanding practice and delivering/brokering appropriate CPD for all members of the team*

Pastoral Team

Key Stage Leaders are responsible for the monitoring and evaluation of the overall experience of individuals and groups of students within their key stages

This is achieved through:

- a. Monitoring the progress and potential of each year group within their key Stage and using student data to identify and set targets for specific students, or identified groups of students, according to their needs and to ensure equality of opportunity and outcome for all learner groups*
 - b. Providing regular Progress Updates to SLT*
 - c. Monitoring 'attitudes to learning', including attendance and home learning and reporting these to SLT and Tutor Teams*
 - d. Monitoring the work of Tutors and the quality of tutor time and PSHE*
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2. Teaching and Learning

This section is to clarify the expectations the school has for staff and students to ensure that all students learn well in every lesson. Learning is the process by which students gradually acquire and assimilate knowledge, concepts, skills, and attitudes to enable them to make greater sense of the world. We expect all of our staff to deliver high quality, stimulating and dynamic lessons. We expect all students to be supported and challenged to make good progress in their learning.

All students are encouraged to achieve their potential through a culture of high expectations. Learning is at the centre of all that we do and we encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage lifelong learning. Students of all ability levels are given equal opportunities to learn in order to achieve their full potential.

All staff at FICS will aim:

- a. To provide a personalised learning experience for every child that takes full account of their individual needs, starting points and aspirations.*
 - b. To ensure that our students are active and independent learners who strive to achieve their best in every learning situation and will continue to do so throughout their lives.*
 - c. To ensure that students are highly literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.*
 - d. To make links with the learning that students do outside the classroom.*
 - e. To focus upon continual raising standards of teaching and learning in the school, to inspire and motivate students and staff.*
 - f. To identify and share good practice in teaching and learning across all curriculum areas.*
 - g. To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.*
 - h. To improve levels of achievement and attainment.*
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To support in achieving the aims above colleagues are expected to ensure that the following non-negotiables are in place in every lesson:

- Learning Objectives should be written on the board and clear to the students. Success Criteria must be made explicit to all students.
- All lessons must begin with a silent starter, for learning to start immediately. This starter must be on the **board** or on the **desk** only.
- Teachers must be on the door (one foot in, one foot out) at the beginning and end of lessons to ensure an orderly start and end to the lesson and support with student-flow on the corridors.
- House points and Warnings should be clearly visible at the front of the classroom.
- Lessons have a structure, which can be clearly identified and will typically demonstrate evidence-based pedagogy.

It is expected that lessons will include:

- A variety of learning activities are planned, considering the individual needs of the students. Time for students to apply knowledge independently and improve their work is built in to lessons.
 - A variety of questioning techniques should be used for instant formative assessment and feedback.
 - Provide clear actionable feedback that enables students to improve and develop further.
 - All teachers should have an in depth and working knowledge and understanding of the scheme of learning / exam specification they are teaching.
 - Positive behaviour for learning strategies should be used with a classroom ethos of praise and encouragement. School policies should be followed for behaviour management.
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3. Marking and Feedback

Providing feedback is a central part of a teacher's role and is integral to progress and attainment. Providing feedback is one of the most effective ways of improving students' learning. The studies of feedback reviewed by the *Evidence Based Education June 2020*, found on average the provision of high-quality feedback leads to significant progress over the course of a year.

Feedback can take different forms: peer, self, group, teacher marking, or verbal. Great teachers use a combination of these, choosing the best form as appropriate to the learning. Effective feedback, whether it is written or verbal, will give students a clear sense of how they can improve, with students responding and making progress as a result.

The aims of feedback are:

- a. To help students make progress*
- b. To provide strategies for students to improve*
- c. To give students dedicated time to reflect upon their learning and put in effort to make improvements*
- d. To inform our planning and structure the next phase of learning*
- e. To facilitate effective and realistic target setting for student and/or the teacher*
- f. To encourage a dialogue to develop between student and teacher*
- g. To encourage students to have a sense of pride in their presentation of work*
- h. To correct mistakes, with a focus on Literacy/Vocabulary skills. By assessment, we mean the formal and informal judgements made by teachers and students about their standard of work.*

Frequency and actionable feedback

The frequency of each type of written feedback will vary between subjects and key stages.

The minimum expectation is that all **key pieces**, as identified on Assessment Maps, summative assessments and GCSE style exam questions are marked with actionable

formative written guidance in order for students to improve and progress. This will take the form of 'What went well' and 'Even better if' (WWW: and EBI:) – related to learning outcomes and progress, not secretarial i.e., 'don't forget to underline...'. A student response is required in green pen for actionable feedback. The purpose of this type of marking is to enable students to 'close the gap' in their knowledge, understanding and application of skills and show improvements. Examples of student response could be clear annotations/improvements, modelled solutions or an extension question. It is a student's responsibility to ensure that the student response is completed to the best of their ability. Examples of unacceptable student responses could be (but not limited to): 'Thanks', 'Ok' or 'I will do next time...' etc...

Maintenance marking

Maintenance marking must take place at least twice per half-term. This will check for expected lesson notes, homework, literacy, numeracy, presentation and ensure if folders are used; they are organised. Incorrect spellings of subject specific (Tier 3) terminology must be challenged. Teacher feedback is not a requirement for class notes.

Marking for Literacy

All teachers are responsible for supporting students to develop their reading, writing, communication and numeracy skills in all subjects. Whenever a book/piece of work is marked; it should be marked using the literacy codes below:

○	Punctuation error or incorrect use of capital letters. Student to correct.
//	New paragraph needed.
Sp ○	Incorrectly spelt word circled. Spell word correctly close to mistake. Students to write out word correctly three times
A	Action required. Teacher comment, which students must act on to improve.

All student corrections and improvements are to be completed in green pen.

Presentation of books

The following expectations are placed upon students when completing work in their books and teachers should ensure students follow these:

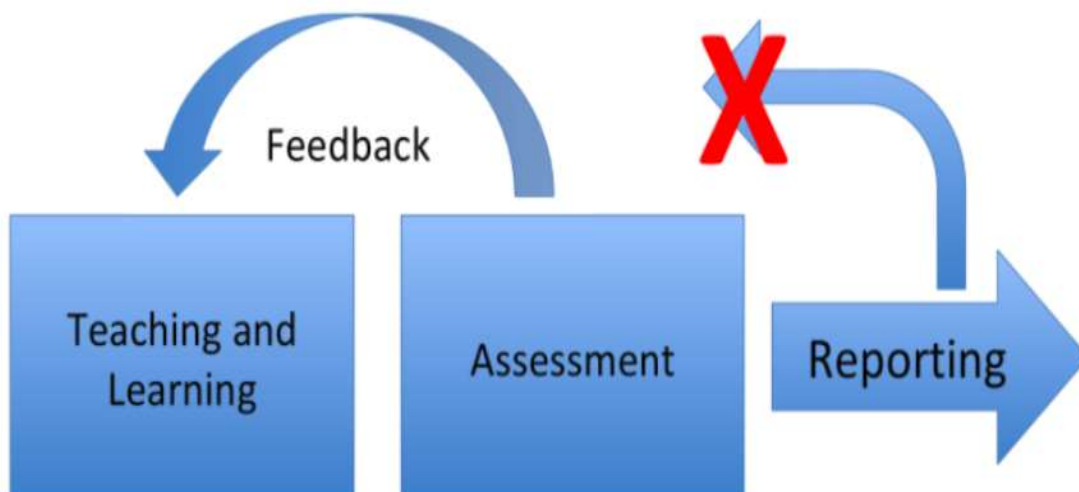
- a. Each piece of work should have a Learning Objective and a Date that is clear and underlined.*
- b. Dates must be written in full, e.g. Thursday, 23rd September 2021.*
- c. All student writing is in black or blue ink and all drawings and diagrams are in pencil with the exception of response to teacher feedback which is in green.*
- d. Graphs are clearly labelled and drawn with a ruler in all subjects*
- e. Students take care to present their work neatly and legibly and with neat alterations, corrections and crossings-out where required.*

Year 7 students have their 'best piece of work' glued to the inside of their front cover. This should be referenced when challenging poor standards and presentation in student work/books.

4. Assessment

The Minimum Expected Grades (MEGs) that we set for our students at FICS are based on individual ability and potential, informed by formal assessments undertaken at primary school. There is a strong correlation between students' performance in their formal assessments at primary school and their achievement in GCSEs.

The purpose of assessment is to gather relevant information about student progress, identify gaps in learning and more about how they learn, so that interventions can be put in place to ensure students are supported and that curriculum maps can be improved to support future learning and development.



Formative Assessment is the on-going communication between teachers and pupils', which gives specific guidance and outlines areas for improvement. Summative Assessment records the overall achievement of a pupil over time. Its methods are supported by testing and by synthesising a range of formative assessments.

Students will undertake regular formative and summative assessment in all of their subjects. These assessments will support teachers' progress judgements about each student and will be reported home three times per year. It is expected that an appropriate amount of theory and practical components are facilitated and

considered when forming a progress judgement. Summative assessments will be stored by class teachers; in books or folders, as appropriate. At KS3 a students' progress will be judged as: 'Below', 'On-track' or 'Exceeding' which are defined as:

Below – likely to achieve less than their MEG at the end of Year 11

On-track – likely to achieve their MEG at the end of Year 11

Exceeding – likely to achieve more than their MEG at the end of Year 11

At KS4 a 'Working At' and a 'Predicted Grade' will be given and will be in the format of the qualification being studied; 9 – 1, A* - G or vocational equivalents.

Students are also awarded judgements for their effort, quality and production of homework and behaviour in lesson.

O = Outstanding

G = Good

S = Satisfactory

U = Unsatisfactory

Descriptors for OGSU can be found at Appendix A.

5. Homework

Homework should enhance student learning, improve achievement and develops students' study skills. Homework must be purposeful and meaningful. High quality homework and a good work ethos should be praised in class. Where appropriate, homework - could be included in display work. House Points can be awarded, positive phone calls home and postcards can be sent home for homework.

The aims of homework at FICS are:

- a. Supports classroom practice enabling students to extend learning.*
- b. Enables students to practise skills learned in the classroom and so deeply embeds knowledge.*
- c. Develop research skills.*
- d. To enhance their study skills e.g. planning, time management and self-discipline.*
- e. Allows for differentiation where the more able extend their learning.*
- f. Allows for the testing of knowledge and the practising of techniques pertinent to*
- g. criteria for assessment in examinations.*
- h. Promotes enjoyment of learning for its own sake.*
- i. Consolidate and extend work covered in class or prepare for new learning activities.*
- j. Have an opportunity for independent work.*
- k. Show progress and understanding.*
- l. Provide feedback in the evaluation of teaching.*
- m. Engage parental co-operation and support.*
- n. Create channels for home school dialogue.*

The frequency of homework will vary between subjects and key stages and will be set as appropriate by the class teacher. Teachers will give a suitable amount of time for students to complete the homework set and will make themselves available, if required, to support students outside of the classroom with their homework—students must seek this help prior to a deadline. Teachers setting homework will be mindful of the demands placed on students in other subjects and also to the unique

circumstances of some students living partly in Camp or having limited access to ICT/Internet.

Independent study, can be an example of homework used in all subject areas. Whereby, students are expected to review their work and improve or extend their learning themselves. This could involve reviewing notes, reading, or even watching a relevant television programme.

Failure to complete homework:

- a. If students do not bring it, teachers will ask students to bring it in on the next school day – teachers will contact home, let the parents know that they have not brought their homework and their support in ensuring that it is brought in the next day is appreciated.*
- b. If the homework is not brought in the next school day... the class teacher will put the student on a detention that day at break (the class teacher will collect the student or ask for support from a colleague to get the student to the detention)*
- c. The student is to complete the homework at break – teacher will contact the parent and thank them for their support but explain that the homework was not finished and so they were kept at break to complete it.*
- d. If this process fails then class teacher is to notify the parent that the student will attend a detention on Thursday after school for 30 minutes. The class teacher will notify Barbara Clifton so that the detention can be recorded. The class teacher will complete the detention with the student – the student will complete the homework during this time.*
- e. If the student fails to attend the detention, and the above has been followed, then the class teacher should seek support from their line manager.*

Students are expected to:

- a. To listen to homework instructions in class.*
 - b. To copy down instructions for the task and deadline date into the homework diary.*
 - c. To ensure that homework is completed and handed in to meet the deadline.*
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- d. To attempt all work and give their best.*
- e. To inform the class teacher of any difficulties prior to the set deadline.*
- f. To attend the homework after school club if additional support or resources are needed.*

6. Learning Displays

The physical environment in which our students learn is an important factor in promoting engagement. Maintaining a good standard of visual displays in school is important as they can:

- a. Build a culture of learning within and beyond the classroom.*
- b. Promote Visual Literacy.*
- c. Provide models of good practice and examples of excellence.*
- d. Inform students and visitors about the school's curriculum and areas of study.*
- e. Create a sense of well-being and belonging.*
- f. Demonstrate a sense of pride.*

Class teachers are responsible for the maintenance of displays in their own classrooms and beyond that for displays that are located on the Upper or Lower Street, allocated by the table at Appendix B, illustrated on the map at Appendix C.

- a. Display boards must be changed half-termly to reflect current work and learning.*
 - b. Display boards must be backed with paper and co-ordinating border applied.*
 - c. Each display should have a clear title, main learning objective and a summary telling the reader about the learning that took place.*
 - d. All work must have the child's name clearly displayed and work must be marked. At KS4 this must be linked to assessment criteria e.g., 'Grade 4 XXX showing YYYY'.*
 - e. Every classroom that is also 'home' to a tutor group will have one display board dedicated to tutor/pastoral matters – guidance from Head of Pastoral and Key Stage Leads.*
 - f. Every classroom that is also 'home' to a PSHE group will have one display board dedicated to the current topic of study in PSHE – guidance from Head of Pastoral and Key Stage Leads.*
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7. Quality Assurance

The QofE Timeline (Appendix D) and displayed on the notice board in in the staffroom will guide the Quality Assurance process. Quality Assurance may take the form of (but not limited to):

- a. Learning Walks and informal drop-ins*
- b. Formal Lesson Observations*
- c. Booksees*
- d. Student Voice*
- e. Checks of curriculum and planning documentation*

Although the QofE Timeline will be used to guide activities; leaders will conduct activities, as they are required, throughout the school year – to support with whole-school priorities.

CRITERIA TO SUPPORT JUDGEMENTS

	Effort	Quality and Production of Homework	Behaviour in lesson
O	A highly motivated student with an outstanding attitude to learning. A student who displays curiosity, resilience, independence and a commitment to exceeding their personal best.	Homework is consistently outstanding. It is always completed on time and to a very high standard in terms of content and presentation. Homework reflects their best efforts and commitment to learning.	A student who sets an outstanding example of excellent behaviour to their peers. A student with a highly positive attitude to learning and who cooperates consistently well with the teacher and other students.
G	A committed student who shows a positive attitude towards learning. They often display curiosity, resilience and independence and consistently produce their best work.	A student who always completes homework tasks on time and to a high standard; this demonstrates their commitment to learning. Some homework is excellent.	A student who is always well behaved in class and sets a good example to their peers. A student with a positive attitude to learning who cooperates well with the teacher and other students.
S	A student who has a generally positive attitude to learning. They can be curious, resilient and independent and produce work that is of an acceptable standard.	A student who usually hands their homework in on time and the quality of work is always good. The student clearly understands that homework supports their learning.	A student who is generally well behaved in lessons and is usually able to turn their behaviour around with staff help to finish the lesson positively. They have a generally positive attitude and regularly cooperate with the teacher and other students.
U	A student with a varied attitude to learning and is off task too often. They need to develop a more consistent approach to their studies and should aim to take a consistently positive attitude.	A student who does not ensure that homework is consistently handed in on time and that it is always a reflection of their best efforts. Deadlines are missed, Homework is a key part of a student's learning and progress; this is currently being missed.	A student who does not always behave in an appropriate manner in lessons. As a result, they are occasionally distracted or distract others; this affects their learning and that of their peers. Their behaviour choices result in warnings, sanctions and removal from lessons.

TABLE TO SHOW RESPONSIBILITY FOR DISPLAY BOARDS

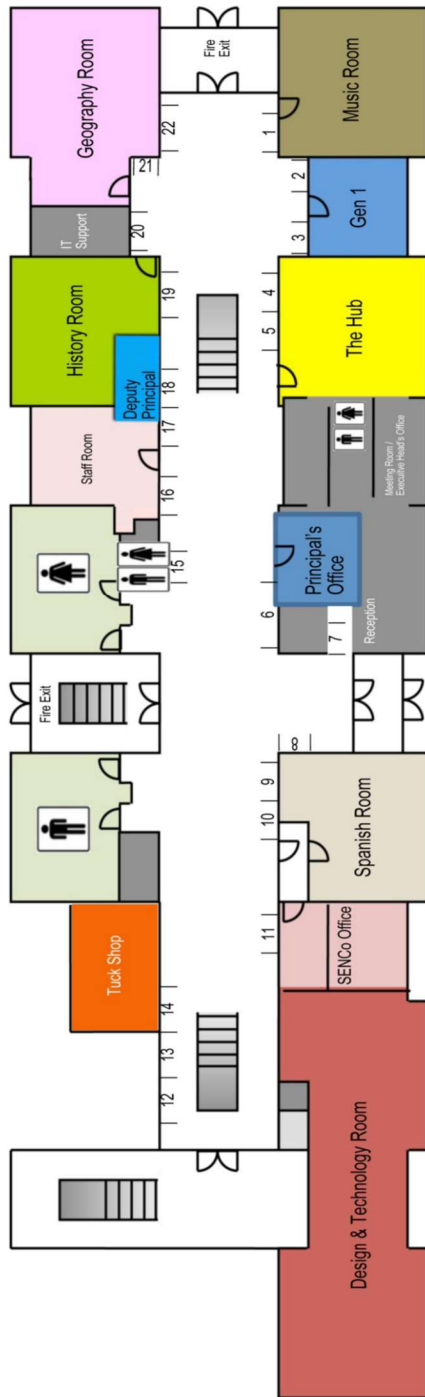
To be updated by EWA by Oct 21

Board Number	Responsibility	Board Number	Responsibility
1	Music	25	
2		26	
3		27	
4	Year 11 Exam info	28	
5		29	
6	School Council	30	
7		31	
8		32	Food Technology
9	Student of the Week	33	Food Technology
10	Student of the Week	34	Food Technology
11	Design Technology	35	Food Technology
12	Health and well being	36	English
13	Year 11 Information Careers	37	English
14	Year 11 Information Careers	38	PE
15	Core values	39	PE
16		40	
17		41	English
18	History	42	English
19	History	43	
20	Geography	44	English
21	Geography	45	ICT
22	Music	46	ICT
23	Science	47	Maths
24	Science	48	Maths

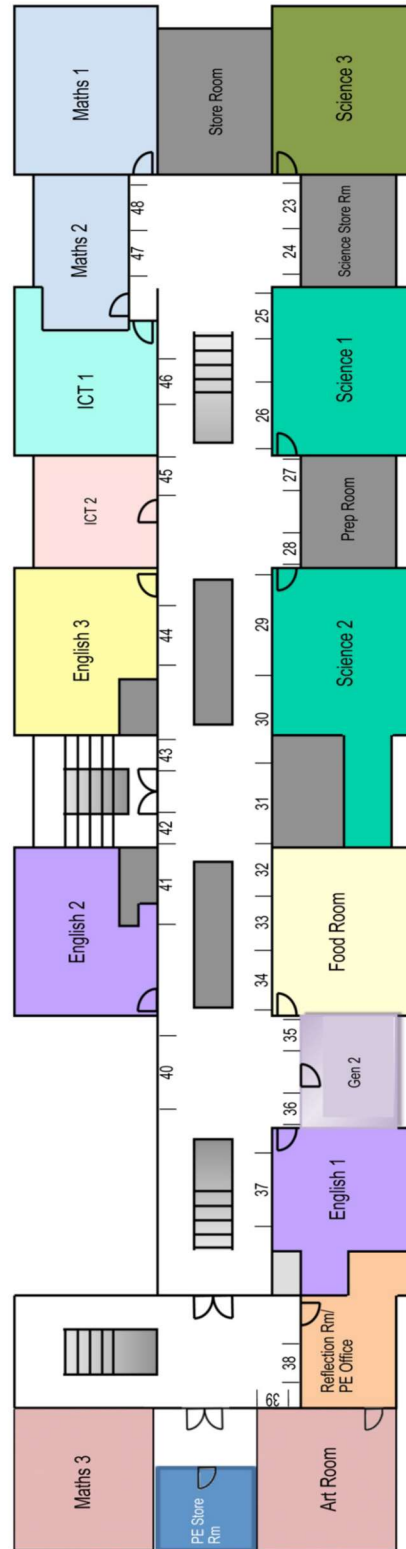
MAP TO SHOW DISPLAY BOARDS

To be updated by JBI Oct 21

Notice Board Map



First Floor



Second Floor

Appendix D



FALKLAND
ISLANDS
COMMUNITY
SCHOOL

QUALITY OF EDUCATION TIMELINE 2021-22

Week	Appraisal/CPD	Assessment & Exams	Progress Meetings	SLT QA	Curriculum Meetings/QA
<i>Term 1.1</i> 1	Induction			GCSE Results Post-mortem	Curriculum Audit & Rationale
2	CPD			SEF/SIP	Curriculum Action Plans
3	CPD Close 2020-21 Cycle	MIDYIS Testing KS3 in ICT Lessons		Curriculum Action Plan Reviews Learning Walks	Joint Learning Walks/Booksee
4	INSET Close 2020-21 Cycle			Learning Walks/Booksee	Joint Learning Walks/Booksee
5	CPD Open 2021-22 Cycle				Student Voice
6	CPD Open 2021-22 Cycle				
7		KS3 Assessment		Student Voice	
8		KS3 Data Entry			Standardisation & Moderation
<i>Term 1.2</i> 9	CPD		KS3 Curriculum		
10		Y10 Assessment		Priority KS3 Students	Curriculum Review
11	CPD Lesson Observations	Y10 Data Entry Y11 PPEs			Standardisation & Moderation
12	INSET Lesson Observations	Y11 PPEs	Y10 Curriculum		
13	CPD Lesson Observations	Y11 PPE (Art) PPE Data Entry		Priority Y10 Students	Standardisation & Moderation
14	Lesson Observations		Y11 Curriculum	Student Voice	
15	CPD			Priority Y11 Students	
<i>Term 2.1</i> 16	CPD				
17	CPD			Learning Walks/Booksee	Joint Learning Walks/Booksee
18	INSET	KS3 Assessment		Learning Walks/Booksee	Joint Learning Walks/Booksee
19	CPD	KS3 Data Entry			Standardisation & Moderation

Week	Appraisal/CPD	Assessment & Exams	Progress Meetings	SLT QA	Curriculum Meetings/QA
20	Mid-year Reviews	Y10 Assessment	KS3 Curriculum		Standardisation & Moderation
21	CPD Mid-year Reviews	Y10 Data Entry		Priority KS3 Students	Curriculum Review
<i>Term 2.2</i> 22		Y11 Assessment	Y10 Curriculum	Learning Walks/Booksee	Joint Learning Walks/Booksee
23	INSET	Y11 Data Entry		Priority Y10 Students	Standardisation & Moderation
24	CPD		Y11 Curriculum		
25	CPD			Priority Y11 Students	Standardisation & Moderation
26	CPD	Y11 GCSE Exams (Art – 2 days)		Student Voice	Student Voice
<i>Term 3.1</i> 27	INSET Lesson Observations	Y11 GCSE Exams			
28	Lesson Observations	Y11 GCSE Exams			
29	CPD Lesson Observations	Y11 GCSE Exams KS3 Assessment			
30	CPD Lesson Observations	Y11 GCSE Exams KS3 Data Entry			
31		Y11 GCSE Exams	KS3 Curriculum		Standardisation & Moderation
32	CPD	Y11 GCSE Exams		Priority KS3 Students	Curriculum Review
<i>Term 3.2</i> 33	CPD			Learning Walks/Booksee	Joint Learning Walks/Booksee
34	INSET			Student Voice	
35					
36		Y10 PPEs			
37		PPE Data Entry			Standardisation & Moderation
38	CPD Close 2021-22 Cycle		Y10 Curriculum		Curriculum Review
39	CPD		PPE Review/CEIAG	Priority Y10 Students	Student Voice
40	CPD				