



Including local arrangements in annexes for:

MAIDEN ERLEGH SCHOOL IN READING

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Contents

STRATEGY OBJECTIVE	3
1. IMPROVEMENT PLANNING	3
Ofsted categories	4
Impact evaluation key	4
2. CURRICULUM	5
Vision and intent	5
Curriculum implementation	5
Quality First Teaching	5
Assessment for Learning (AfL)	5
3. CPD & RESEARCH	6
4. TEACHER DEVELOPMENT AND PROFESSIONAL PRACTICE SCHEME	6
5. STANDARDS STRATEGY	6
6. QUALITY ASSURANCE	7
Rationale	7
Suggested Practice	8
Feedback and follow-up with staff	10
Annex 1 – School specific curriculum statement	12
Annex 2 – Quality First Teaching Framework	13
Annex 3 - Quality First Teaching: highly effective practice	13
Annex 4 – Quality First Teaching - MER Quality of Education Feedback Form 2022/23	15
We will focus on quality assuring different areas of the Teaching for Excellence Key Pillars, noting when evidence of the pillar was seen, whether it was a strength or an area for development.	15
Example form	15
	15
Annex 6 – School Specific Quality Assurance	18

STRATEGY OBJECTIVE

The main objectives of the Continuous Improvement Strategy (Figure 1) are to:

- develop confident and highly effective leaders, teachers, teaching assistants, cover supervisors, learners and governors;
- ensure the Quality of Education is highly effective for every child whatever their ability or needs – and whatever the subject, the year group or the time of year.

We believe that where there is a “joined up”, rigorous and collaborative process linking the evaluation of standards, professional development, support & challenge and school improvement, then both learners and staff benefit.



Figure 1: Continuous Improvement Strategy

1. IMPROVEMENT PLANNING

TRUST STRATEGIC OBJECTIVES (SO)	SCHOOL OBJECTIVES	DEPARTMENT/SUBJECT or KEY STAGE/PHASE OBJECTIVES
<ul style="list-style-type: none"> • See Trust website • Forms the basis of the TSTRAT and TSEF. 	<ul style="list-style-type: none"> • Each school has school specific objectives based on the Ofsted categories (see below). • Forms the basis of the SIP and SEF. 	<ul style="list-style-type: none"> • Each department/subject or Key Stage/phase have their own specific objectives. • Forms the basis of the department/subject or key stage/phase plan.
TRUST STRATEGIC PLAN (TSTRAT)	SCHOOL IMPROVEMENT PLAN (SIP)	DEPARTMENT/SUBJECT or KEY STAGE/PHASE PLAN
<ul style="list-style-type: none"> • Written by the CEO and agreed by the Trustees. • Strategic development over 3 years. • Progress towards success criteria reviewing impact termly. • Trustees hold CEO to account for progress. 	<ul style="list-style-type: none"> • Written by the Headteacher and agreed by the LAB and the Trustees. • Strategic development over 1 year using the TSTRAT and the identified needs of the school. • Progress towards success criteria reviewing impact termly. • LAB and Trust hold Headteacher to account for progress. 	<ul style="list-style-type: none"> • Written by middle leader and agreed by Line Manager. • Strategic development over 1 year using the SIP. • Progress towards success criteria reviewing impact termly. • Headteachers hold middle leaders to account for progress.
TRUST SELF EVALUATION (TSEF)	SCHOOL SELF EVALUATION (SEF)	DEPARTMENT/SUBJECT or KEY STAGE/PHASE REVIEW
<ul style="list-style-type: none"> • Written by CEO. • School Improvement Team provide impact evidence for TSEF in line with the Strategic Objectives. • Progress reviewed termly. • Trustees hold CEO to account for impact and evidence-base. 	<ul style="list-style-type: none"> • Written by Headteacher • Senior leaders provide impact evidence and discuss holistic judgements. • Half-termly reviews and evidence published to School Improvement Team and Trustees. • Impact reviewed half-termly and submitted to CEO. • LAB holds Headteacher to account for impact. 	<ul style="list-style-type: none"> • Written by relevant middle leader as part of the Standards Strategy. • Team members provide impact evidence. • Termly reviews take place through Standards Strategy. • Evidence used by Standards leaders/senior leaders to feed into school SEF process.

Ofsted categories

Quality of Education	Behaviour and Attitudes	Personal Development	Leadership and Management
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The latest Ofsted Framework should be used to complete the individual sections of the SEF. However, there are various elements of a school's work that overlap (**Figure 2**)

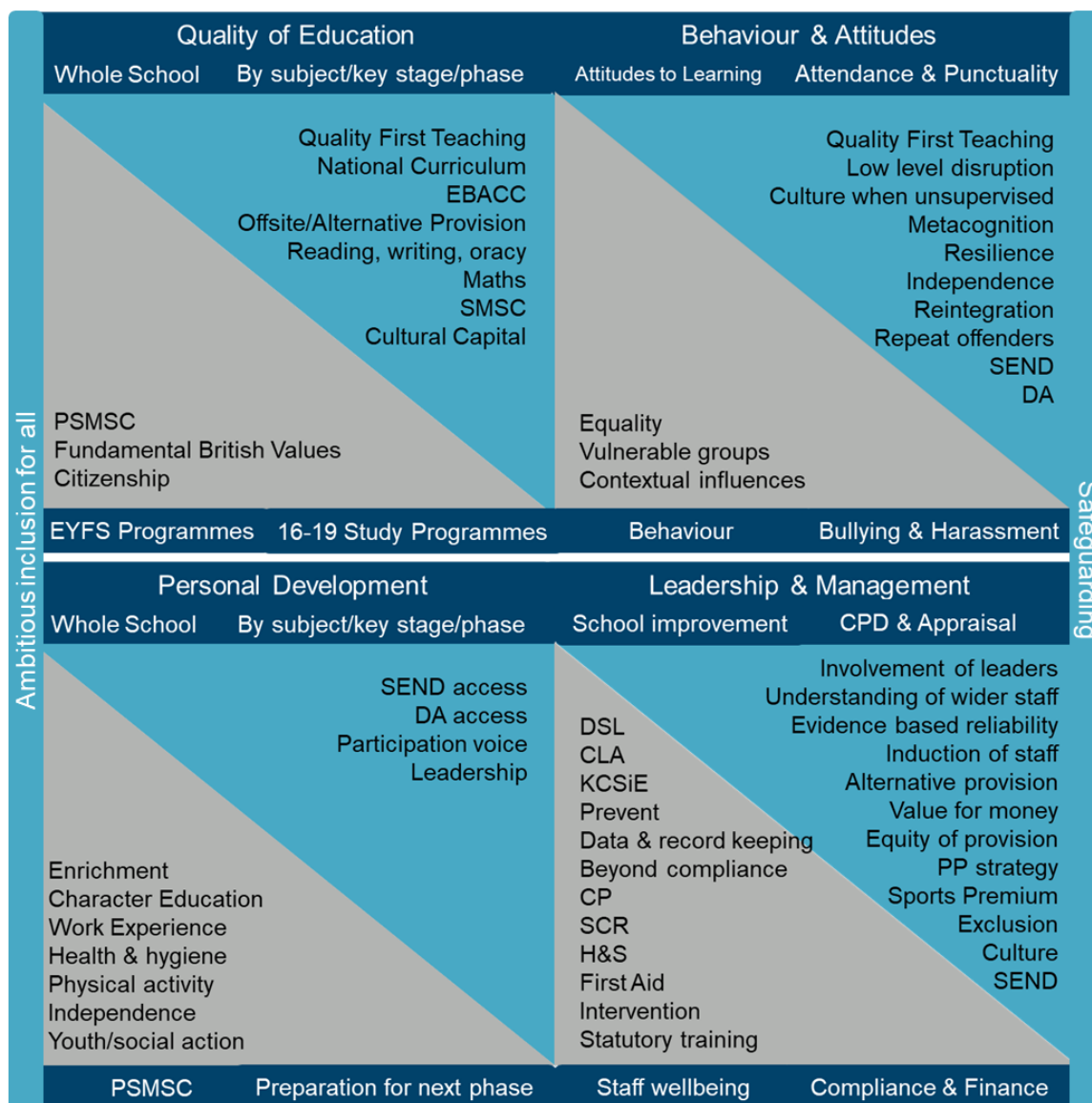


Figure 2: Where Ofsted categories overlap

It is the responsibility of the Headteacher to ensure the evaluations are accurate, impact and evidence-focused and used to tweak or revise the improvement strategies of the school. Whenever an evaluation is required within an improvement plan or self-evaluation, a consistent impact evaluation key is used as shown below:

Impact evaluation key

EXEMPLARY	EFFECTIVE	DEVELOPING	INEFFECTIVE
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2. CURRICULUM

Vision and intent

Each school has a specific Curriculum Statement found on their school website (**Annex 1**). This outlines the school's aims for the curriculum (vision) and the plan for what will be taught when and why (intent). Each subject has a vision and intent statement which can be found on the school website curriculum pages.

Curriculum implementation

There is a shared language of curricular implementation across the Trust, anchored in quality first teaching and assessment for learning.

Quality First Teaching

High quality, inclusive teaching which ensures that the planning and implementation of lessons meet the needs of all learners, including those with SEND and other disadvantaged learners. It is about the day-to-day interactions approaches teachers use to engage and motivate learners, the use of formative assessment to inform teaching and learning, and the positive environment in which they take place.

Quality first teaching aims high for all learners and ensures that every learner:

- is taught in mainstream lessons wherever possible and feels included (in class, group work etc);
- is supported and challenged as necessary;
- develops their embedded knowledge and skills (both subject-specific and cross-curricular);
- is confident that they can use their knowledge, skills and understanding independently, in increasingly complex problems/tasks;
- understands how their learning flows and is connected to other areas as well as their “path” through it towards their own targets;
- understands their strengths and areas for improvement, as well as their progress towards the targets they have set themselves;
- develops learners’ resilience and confidence when faced with challenges they have not met YET;
- is engaged and excited by their learning so that they display positive attitudes to learning, their classmates and their teachers/TAs.

The Trust Quality First Teaching Framework (**Annex 2**) underpins Quality First Teaching highly effective practice (**Annex 3**) which are the driving force behind any form of school improvement. Here at Maiden Erlegh Reading we have tried to condense these into 12 Key Pillars (**Annex 5**)

The implementation of the curriculum is driven through the:

- quality and validity of planned sequences of learning in all academic curriculum areas and personal development curriculum areas such as PSMSC;
- ambition staff have for all learners;
- impact of teaching over time on the progress of all learners;
- quality and “stickiness” of learning and thinking over time;
- balance of mastery and fluency over time so that learners increasingly become experts and scholars;
- thoroughness with which teaching adapts over time and within lessons to learner starting points, needs, misconceptions and aspirations;
- management over time of the learning environment and books/folders by staff and learners;
- reliability and impact of formative assessment and feedback over time;
- attitudes to learning and independence/resilience of learners over time;
- consistency with which student facing staff apply school routines and policy.

In addition, subjects and schools develop specialist pedagogical approaches based on research and evidence from experience.

Assessment for Learning (AfL)

AfL is a continuous and formative process and takes place in every lesson, and following any in-school assessments/tests/examinations. As a result of AfL, learners gain an understanding of their knowledge, skills, thinking, understanding and behaviours for learning. Specifically, they:

- understand their strengths;
- understand their areas for improvement;
- act on this understanding with demonstrable impact on their learning over time.

3. CPD & RESEARCH

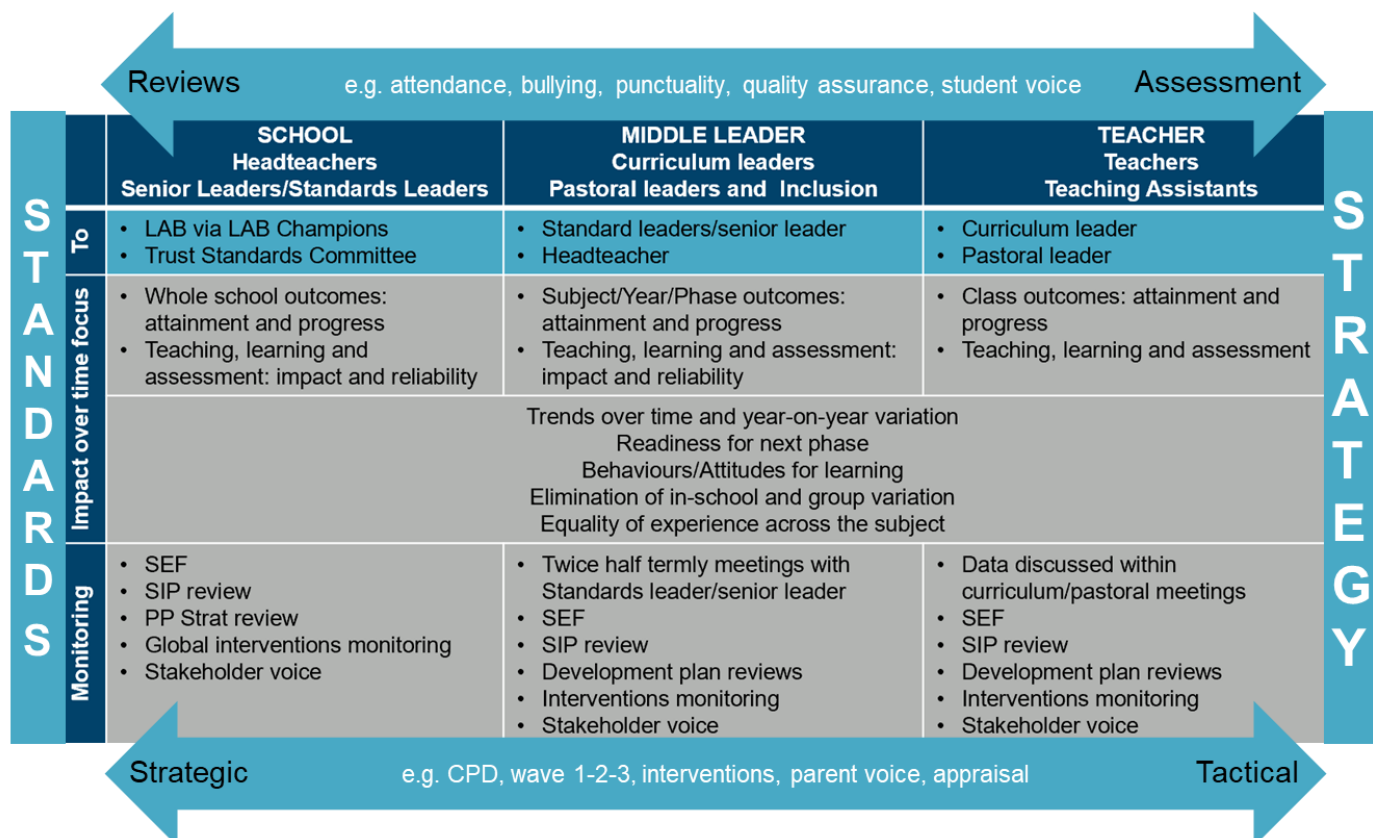
Each school has its own [training and professional development priorities](#) which support the SIP for the year. Each staff member is committed to complete the [Core Staff Training](#) and teaching staff with additional responsibilities will also complete training specific to their role.

4. TEACHER DEVELOPMENT AND PROFESSIONAL PRACTICE SCHEME

Each school follows the Maiden Erlegh Trust Teacher Development and Professional Practice Scheme.

5. STANDARDS STRATEGY

The Standards Strategy is a half termly cycle which ensures impact and quality evaluation involving all levels of implementation (**Figure 3**). It is based on a detailed analysis of a matrix of information collated in a clear and reliable way.



The underlying principle is ensuring that all students are able to maximise their potential and the school tries to remove as many obstacles that might hinder their progress or attainment. Depending on the size of the school there will be a Standards Leader or a team of Standards Leaders. This is usually a Senior Leader within the school but ideally should not be the middle leader's own line manager as line management meetings have a different purpose and should be kept separate from Standards meetings. The Standards Leader will have calendared minuted meetings with the Middle leader twice a half term (Figure 4).

Figure 3: Standards Strategy

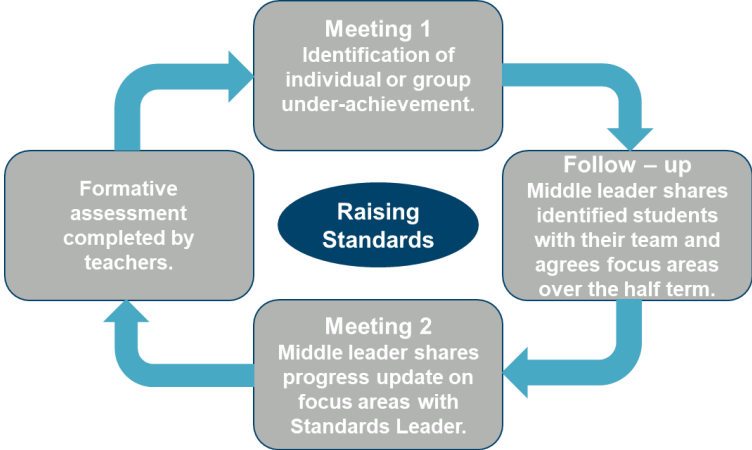


Figure 4: Standards meeting cycle

6. QUALITY ASSURANCE

Rationale

There are several reasons why evaluating and quality assuring the implementation of the curriculum is important to:

- develop, support and encourage staff in classroom practice;
- share experience and best practice for the benefit of other colleagues;
- encourage innovation through modelling and developing different techniques and methodologies;
- ensure that the school and Trust provides the most appropriate CPD for individuals, teams and schools;
- ensure there is consistency and equity of practice across the school or a subject/phase, and over time;
- provide additional information regarding individual learner and group progress over time, and thus target interventions appropriately;
- provide staff with evidence that they can use to target their development goals.

Consistently, fairly and accurately evaluating the strengths and areas for improvement of classroom practice (**Annex 4**) is crucial to being able to provide the best development opportunities for staff and the best learning opportunities for learners.

Learners only get one chance at gaining an education and they deserve the best provision on offer.

Staff are expected to meet the basic Teacher Standards and the UPR standards where relevant (see Teacher Development and Professional Practice Scheme). They are also required to demonstrate that they understand their responsibility to contribute positively to the standards within their team and their school as a whole.

All staff should be mindful of the fact that their professional practice has a direct and indirect impact on the quality of work, job satisfaction and workload of others, and work together accordingly.

Explicit in the Teacher Standards is the expectation that teachers be reflective and evaluative of their own practice and take responsibility for their professional development commensurate with their experience and role (Paragraph 14 and Standard 8).

At Maiden Erlegh Trust, we expect all staff to keep up to date with relevant research and thinking and to move their professional learning beyond the training room. We will support them to do so, and want to see staff developing and embedding the best practice possible (**Figure 5**).

Suggested Practice

Quality assurance can take a number of different forms throughout an entire year.

This will be specific to each school (**Annex 6**) but could (this list is not exhaustive) include:

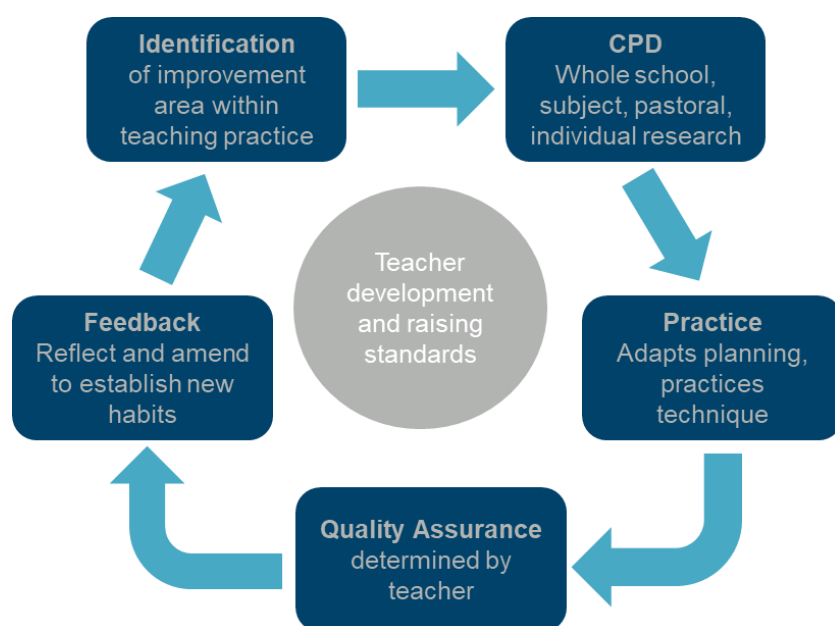


Figure 5: Teacher development principles

Quality Assurance	Description	Duration (mins)	Frequency
Longer observations	<ul style="list-style-type: none"> These are typically only used with trainees or early career teachers with an agreed focus prior to the observation. They can also be used as part of action or support plans where appropriate. There is NO requirement to provide lesson plans, data or detailed provision maps. 	Full lesson	Annual
Drop ins	<ul style="list-style-type: none"> Staff to feel supported and to be able to showcase the work they are doing in lessons. Classroom teachers may request feedback, however, there is no formally kept record of the observation seen, <i>unless a cause for concern is raised</i>. 	5	Throughout the year
Coaching observations	<ul style="list-style-type: none"> These are agreed by the coach and coachee as part of a confidential coaching programme linked to Teaching for Excellence (TfE) and the Behaviour for Excellence (BfE) programmes Coaching groups are arranged through the Trust or School Coaching Coordinator. 	Dependent on coaching focus	Minimum 3 times a year

Quality Assurance	Description	Duration (mins)	Frequency
	<p>The procedure is:</p> <ul style="list-style-type: none"> • Pre-Observation meeting - to talk through the WalkThru – explaining the technique that you are focusing on. WalkThrus provide a common reference point so that, through discussion and practice, each teacher and teacher-coach is able to engage with the ideas in the same manner, step by step. • Observation – observe the lesson through the frame of the WalkThru. On the basis of the shared understanding achieved in the previous step, the teacher feels secure in the coach's observations. They will know that what the observer will see will be through the lens of the agreed adaptation of the WalkThru. There is no need to fear any gotcha moment later on. • Post-Observation meeting – review the observation using three-point communication and plan and agree next moves 		
QA Learning Walks	<p>The purpose of learning walks is to:</p> <ul style="list-style-type: none"> • evaluate the quality of education over time across subjects and key stages through a sampling approach • capture areas of strengths which can be shared across the school, identify experts, and areas which need to be developed (thereby informing whole school and departmental CPD) <p>The procedure is:</p> <ul style="list-style-type: none"> • stay approximately 15 minutes in the classroom but can arrive at any point during the lesson. • be as unobtrusive as possible but may look at learners' work or speak to learners if appropriate. • record the key stage, course and staff involved in the activity. • following a learning walk, the observer will complete a 'Quality of Education' form which will then be discussed with the classroom teacher before being finalised. • this finalised and agreed form is sent electronically to the classroom teacher, Curriculum Leader and line manager (where this is not the Curriculum Leader), school lead for Quality of Education. • in addition, the classroom teacher will receive the hard copy. • if a colleague feels they have been too often, they should speak to their line manager in the first instance. • feedback is collated at team and school level, but individuals also receive summary verbal and written feedback on strengths and areas for improvement. 	15-20	Staff should be seen a maximum of 3 times a year
Moderation	<ul style="list-style-type: none"> • Assessment questions should be moderated prior to being used within the classroom to ensure that they are fit for purpose. • A sample of assessment answers should be moderated to ensure that marking and feedback is consistent. 		As necessary

Quality Assurance	Description	Duration (mins)	Frequency
Pupil/Student voice	<ul style="list-style-type: none"> Learners should be able to give feedback to teachers, middle and senior leaders. Learners should be able to give feedback via annual surveys. 		As necessary
Staff voice	<ul style="list-style-type: none"> Staff should be able to give feedback to middle and senior leaders. Staff should be able to give feedback via annual surveys. 		As necessary
DCP	<ul style="list-style-type: none"> Holistic assessment judgements are centrally collated and analysed (see Assessment and Reporting Policy). 		3 times a year
Learner outcomes	<ul style="list-style-type: none"> Analysed at a variety of different levels (see Standards Strategy) 		Annual
External validation	<ul style="list-style-type: none"> Peer reviews within the Trust. Focused reviews by invitation from visitors e.g. NLEs, SLEs. Ofsted. Kite marks. 		All schools, once graded as good must aim to secure one kite mark per year.

Those involved in monitoring and quality assurance will receive formal training. This training has been designed by the Trust to ensure consistency and fairness. This is open to all staff, not just middle or senior leaders. Please contact the Headteacher to be part of the school's process.

Feedback and follow-up with staff

We do not grade lessons.
We do not “judge” the quality of teachers'/tutors' impact based single observations.

When we evaluate the quality of education, we are primarily looking at that provision at subject, key stage, group and/or school level. In our experience substantial and sustainable improvements happen when quality assurance is a collaborative and developmental process. We will, therefore, work with colleagues as reflective and driven professionals, to evaluate the impact of their provision in the round (**Figure 6**).

Staff are entitled to professional and developmental feedback. For feedback to be meaningful it should be timely (ideally within 5 working days) and a two-way process, with the evaluator leading a discussion. Feedback should clearly outline the strengths of the lesson and any development areas should only be finalised after the discussion.

Strengths and areas of development for each teacher and subject will be tracked to aid the whole school provision of CPD.

Effective to highly effective practice

In the overwhelming majority of cases, quality of education will be at least effective and individuals will be contributing clear strengths. Areas for development will most frequently be in order to transform already effective practice, to firm up consistency and/or to move to the next level of expertise/professional mastery.

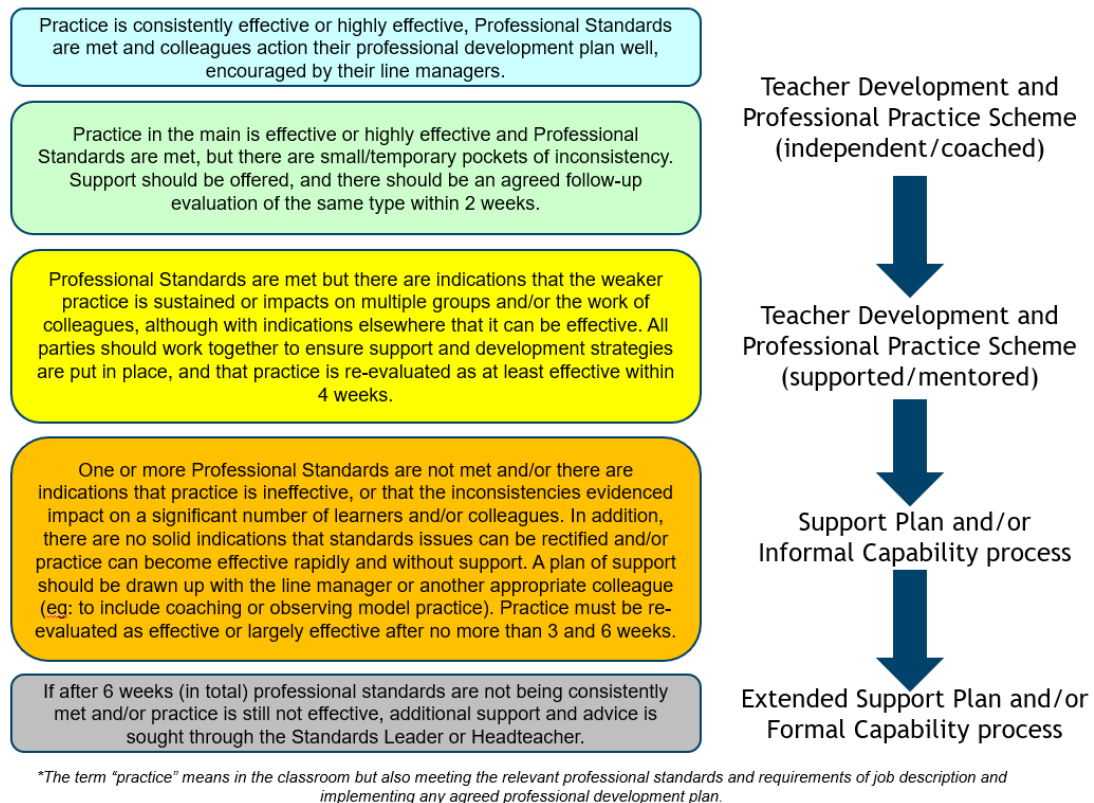
Practice which is not yet effective

If there are indications that practice overall is not consistently effective over time, then line managers in the first instance and senior leaders have **a moral and professional duty to put in place supportive action in a timely manner**.

1. There must be a documented meeting led by the evaluator/line manager to provide feedback (strengths and the areas of inconsistency or ineffectiveness). This meeting should ideally take place within 5 working days.

2. It is important to determine how typical it was of the colleague's overall practice and/or for particular groups so that the response is proportionate. **It is important, however, to act swiftly if the quality of education is not effective for the learners' sakes and to ensure that any support or intervention is as light touch as possible.**

Figure 6: Teacher Performance Process



Notes

- Evaluation and quality assurance observations will be reasonable in frequency so that individual staff are not observed disproportionately (for monitoring purposes we would anticipate a maximum of 2 hours equivalent over a year – in most cases it will be less).
- All members of staff should expect to have their practice evaluated at least once in the first term – new staff, trainees or those on support/action plans before October half term.
- Longer lesson observations will not be used routinely unless for staff new to the school (within their first term), trainees, Early Careers or teachers on support/action plans (or if individual request a longer observation)

Annex 1 – School specific curriculum statement

https://www.maidenerleghschoolreading.co.uk/_site/data/files/users/11/files/01671B66B05CEDAE8846962226D25AD6.pdf

Annex 2 – Quality First Teaching Framework

TEACHING, LEARNING AND ASSESSMENT	
PLANNING	ACTIVE FEEDBACK
<ul style="list-style-type: none"> ✓ Lessons are planned in line with the sequenced scheme of learning and scheme of assessment. ✓ In designing lessons to meet the needs of all learners, teachers: <ol style="list-style-type: none"> plan ambitiously for all learners and ensure there is not a ceiling on their learning or progress, plan learning success criteria which are clear and ensure progress over time, plan clear outcomes that the learners must demonstrate to show that they have met their personal success criteria for each activity and over the course of a sequence of learning, plan questioning opportunities and assessment activities to check that learners are developing knowledge, skills and fluency to make sustained progress, use information about the strengths, aspirations and needs of individual learners to inform lessons/activities, use information from assessments and learners' own targets to inform lessons/activities, ensure that there are opportunities for stretch and challenge within the lesson/activities. 	<ul style="list-style-type: none"> ✓ Teachers provide written active feedback in line with guidance found in the school's handbook. ✓ Active feedback confirms: <ol style="list-style-type: none"> what the learner is doing well; where they are in relation to their personal target; some specific activities the learner must do to improve; activities to improve literacy and/or numeracy as appropriate. ✓ Active feedback can take a range of forms including verbal, coded and written feedback, self- and peer-assessment and whole class feedback. ✓ Active feedback is always followed by a formal DIRT (Directed Independent Reflection Time) session with clear routines. ✓ Teachers will do regular book/folder check in class to ensure that learners are organising and presenting their work appropriately.
PEDAGOGY	QUESTIONING
<ul style="list-style-type: none"> ✓ Teach to the top and scaffold up. ✓ Provide opportunities for all learners including SEND/DA etc. ✓ Place lessons in context of prior and future learning and assessment. ✓ Present new material in small steps using clear and detailed instructions and explanations. ✓ Provide opportunities for high level practice after each step. ✓ Guide learners as they practise by "thinking out loud" and modelling steps. ✓ Provide examples and models of worked-out problems and exemplar examination work (and the steps to them). ✓ Learners will receive home learning that is age appropriate. School specific details can be found in the relevant school's Home Learning/Work guidance document. 	<ul style="list-style-type: none"> ✓ Provide learners structures to help them ask questions and debate to stretch or deepen their understanding. ✓ Use questioning to: <ol style="list-style-type: none"> check for understanding of processes and instructions, push learners to think more deeply, develop their ideas and make more complex connections (e.g. using a Blooms model), confirm what learners have learned, assess the learning and responses of <u>all</u> learners within the lesson, adapt the lesson and/or instructions and re-teach elements if necessary, provide regular feedback and corrections.
METACOGNITION	CROSS-CURRICULAR LEARNING
<ul style="list-style-type: none"> ✓ Use the Brain, Book, Buddy, Boss model (or similar) to encourage learners to solve problems themselves or collaboratively before asking the teacher. ✓ Where appropriate, teach learners how to learn and revise in their subject areas e.g.: <ol style="list-style-type: none"> over-learning techniques, learning off by heart, effective internet research, planning and checking written work, using mark schemes, working collaboratively or independently, revising or note taking as appropriate 	<ul style="list-style-type: none"> ✓ Use guided reading and/or oracy for writing strategies to develop academic literacy. ✓ Provide frequent opportunities for high level extended writing, discussion and problem solving. ✓ Use every opportunity to teach, model and/or promote literacy and numeracy. ✓ Use every opportunity to promote and develop personal, social, moral, spiritual and cultural education (PSMSC).
BEHAVIOURS FOR LEARNING	
ROUTINES & BEHAVIOUR MANAGEMENT	ATTITUDES TO LEARNING
<ul style="list-style-type: none"> ✓ There are established routines for regularly used activities. ✓ Where appropriate, there will be school specific routines in place for the start and end of a lesson. ✓ Learners are praised personally and specifically. ✓ Half termly reviews of their progress data (linked to reports) and/or PLCs where appropriate. ✓ Disruption of learning is not tolerated and the school's Behaviour Policy is followed consistently. 	<ul style="list-style-type: none"> ✓ Arrive on time and equipped for lessons (where appropriate). ✓ Have pride in their work and their achievements. ✓ Move through routines smoothly, with no time wasted. ✓ Work respectfully and productively with others. ✓ Have highly effective independent learning skills. ✓ Can model excellent learning behaviours to others.


Annex 3 - Quality First Teaching: highly effective practice

CURRICULUM	1. SEQUENCING	<ul style="list-style-type: none"> a) Curriculum planning and delivery is ambitious for all learners. b) The development of knowledge, skills and fluency are embedded in sequences of learning and assessment. c) Learners are successful in increasingly complex activities which draw on a range of knowledge and skills, aligned to challenging personal targets. d) Learners understand how lessons/tasks contribute to their path toward their own targets. e) Learners understand the plan for their learning (and examination specifications where necessary). f) Carefully planned and transparent assessment is used formatively by teachers and learners so that knowledge and skills build up over time.
	2. PEDAGOGY	<ul style="list-style-type: none"> a) Pedagogical choices evidence/experience-based. Teachers/TAs are confident in using chosen strategies. b) Teachers skilfully adapt, teaching and learning activities include all learners over time. c) Misconceptions are anticipated and addressed before tasks are set: learners are set up to succeed. d) Carefully planned deliberate practice and recall activities build and embed knowledge and skills. e) Modelling and guided examples are used to develop proficiency and accuracy. f) Questioning is inclusive and personalised (using hands-down or graduated questions approach). g) Questioning prompts developed responses from learners at levels appropriate for each one. h) Transparent formative assessment is used by teachers and learners to consolidate strengths, close gaps and improve work/performance wherever possible. i) Homework tasks are accessible and appropriately challenging for all learners, in line with school policy.
ASSESSMENT	3. FEEDBACK AND PROGRES	<ul style="list-style-type: none"> a) Assessment and feedback are consistent across subject groups (in quality and frequency). b) A range of valid assessment activities are used formatively. c) Formative assessment is used to inform teaching and planning. d) Learners understand their personal target, current attainment, strengths and development areas. e) Assessment is transparent to learners. f) Learners show evidence of extended and/or academic writing, grappling with complex issues/problems/texts g) Learners are making progress in line with their starting points and their cognitive peers. h) Learners experience success in internal and external assessments. i) Learners' work is increasingly accurate and precise; showing depth of knowledge and understanding. j) Learners understand how to use agreed criteria to plan and improve their work. k) Learners value feedback and DIRT and are motivated to improve their work (regularly making substantial improvements). l) Feedback helps learners understand strengths, how and what to improve AND how to learn and manage learning better.
BEHAVIOURS FOR LEARNING	4. ROUTINES	<ul style="list-style-type: none"> a) Learners clearly understand routines and what is expected of them. b) Learners arrive to lessons on time and ready to learn. c) TAs are deployed effectively to support learning. d) Poor behaviour is managed effectively and fairly in line with policy. e) Priority seating is used where needed. f) Brain-Book-Buddy-Boss is used consistently to develop and validate independence and fluency. g) Teachers praise and validate positive learning and practice habits in learners. h) Relentlessly high expectations of all learners all of the time.
	5. ATTITUDES TO LEARNING	<ul style="list-style-type: none"> a) Learners are inspired and enthused – by individual tasks and/or over time. b) Learners engage willingly in positive and respectful discussion and debate. c) Learners show pride in work (especially written work). d) Learners show a willingness to rise to challenges and solve problems. e) Learners show ability to work both independently and collaboratively. f) Learners are focused and display active listening skills.
	6. IMPACT	<ul style="list-style-type: none"> a) Learners of all abilities think hard. b) Learners demonstrate that they know more, can remember more (recall), and can apply independently what they have previously learnt and across the curriculum (within subject and using connected knowledge and skills). c) Where learners have gaps in learning, these are closed or closing. d) Learners can apply mathematical knowledge and reasoning to other subjects. e) Learners are confident and competent readers – they can increasingly cope with more mature and academic texts, a broad range of vocabulary and cross-curricular references. f) Learners understand and use an increasingly sophisticated vocabulary (verbally and in writing). g) Cultural capital developed proactively.

Annex 4 – Quality First Teaching - MER Quality of Education Feedback Form 2022/23

We will focus on quality assuring different areas of the Teaching for Excellence Key Pillars, noting when evidence of the pillar was seen, whether it was a strength or an area for development.

Example form

MER Quality of Education Feedback Form 2022-23		 MAIDEN ERLEGH SCHOOL IN READING		
Staff Name:		Date:	Dept:	Class:
Observer:				
		Evident Y/N	Strength	Development
STRONG START	Stand at entrance to your classroom, allowing you to clearly see the class and corridor and 'be seen looking'			
	Narrate the positives and challenge any minor issues			
	Give clear, concise instructions on equipment and the Do Now activity			
	Take the register in the first 10 minutes			
MODELLING: BASIC TO BRILLIANT	Have knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching			
	Model/demonstrate new skills or procedures with appropriate scaffolding and challenge			
	Help students to plan, regulate and monitor their own learning			
	Promote learner motivation through feelings of competence, autonomy, and relatedness			
HOLISTIC HUMANS	Promote a positive climate of student-student relationships, characterised by respect, trust, cooperation and care			
	Manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions)			
	Give clear instructions so students understand what they should be doing			
	Ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied			
	Prevent, anticipate & respond to potentially disruptive incidents			
Any other comments:				

Annex 5- Teaching for Excellence Pillars



MAIDEN ERLEGH
SCHOOL IN READING

TEACHING FOR EXCELLENCE KEY PILLARS



SET THE STANDARDS

We set the standards expected of our students, so they know how to reach their full potential.



HOLISTIC HUMANS

We support students to follow the MER Way so they are ready, safe and respectful at all times.



STRONG START

Lessons start with a Do Now task so that students will remember more and are ready for learning.



SCAFFOLD FOR SUCCESS

Students are supported with new and challenging tasks, so they develop the skills to do them on our own.



READ TO ACHIEVE

Students read as often as they can so that they can make progress in every subject.



QUALITY QUESTIONING

Students answer questions so everyone is involved and made to think hard.



FEEDBACK LOOP

Students have regular feedback so that they know how to improve and act on it.



THINK, PAIR, SHARE

Students practise in pairs so they can check their understanding.



EXCELLENT EXPLANATIONS

Explanations are planned and presented in small steps, so students learn new information successfully.



DELIBERATE PRACTICE

Students practise until their learning is fluent and secure.



MODELLING: BASIC TO BRILLIANT

New steps of learning are modelled, so that students understand the procedures and the thinking that underpins the learning process.



SILENT SOLO

Students do silent, independent work so that they are thinking hard.


Teaching for Excellence Key Pillars – highly effective practice in detail

SET THE STANDARD	<ul style="list-style-type: none"> Share learning objectives, rationale, overview, key ideas and stages of progress Create a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go Encourage learners to attribute their success or failure to things they can change
STRONG START	<ul style="list-style-type: none"> Stand at entrance to your classroom, allowing you to clearly see the class and corridor and 'be seen looking' Narrate the positives and challenge any minor issues Give clear, concise instructions on equipment and the Do Now activity Take the register in the first 10 minutes
READ TO ACHIEVE	<ul style="list-style-type: none"> All learners can access all areas of the curriculum through reading Reading has been planned for in the curriculum Strategies to support reading are used in the classroom
FEEDBACK LOOP	<ul style="list-style-type: none"> Use high-quality assessment to evidence learning Interpret, communicate, and respond to assessment evidence appropriately Give students actionable feedback to guide their learning Respond appropriately to feedback from students about their thinking / knowledge / understanding
EXCELLENT EXPLANATIONS	<ul style="list-style-type: none"> Have deep and fluent knowledge and flexible understanding of the content you are teaching Present and communicate new ideas clearly, with concise, appropriate, engaging explanations Connect new ideas to what has previously been learnt (and re-activating/checking that prior knowledge) Use examples (and non-examples) appropriately to help learners understand and build connections
MODELLING: BASIC TO BRILLIANT	<ul style="list-style-type: none"> Have knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching Model/demonstrate new skills or procedures with appropriate scaffolding and challenge Help students to plan, regulate and monitor their own learning Promote learner motivation through feelings of competence, autonomy, and relatedness
SCAFFOLD FOR SUCCESS	<ul style="list-style-type: none"> Match tasks to learners' needs and readiness Scaffold and support to make tasks accessible to all, but gradually removed so that all students succeed at the required level Progress appropriately from structured to more independent learning as students develop knowledge and expertise
QUALITY QUESTIONING	<ul style="list-style-type: none"> Use questions and dialogue to promote elaboration and connected, flexible thinking among learners Use questions to check for understanding Use questions to elicit student thinking Get responses from all students
THINK, PAIR, SHARE	<ul style="list-style-type: none"> Set talk partners for every student and set the question with a goal and a time frame Facilitate generative thinking time before setting the class off for discussion Circulate to listen as pairs are talking to pick up interesting ideas or misconceptions Check for understanding by using cold calling to sample pairs' responses
DELIBERATE PRACTICE	<ul style="list-style-type: none"> Give students an appropriate sequence of learning tasks Give students tasks that embed and reinforce learning Ensure students practice until learning is fluent and secure Ensure that once-learnt material is reviewed/revisited to prevent forgetting
SILENT SOLO	<ul style="list-style-type: none"> Develop the stamina for students to work, by themselves, through real and perceived challenges Allow students time for independent work without any interruptions for a defined amount of time
HOLISTIC HUMANS	<ul style="list-style-type: none"> Promote interactions and relationships with all students that are based on mutual respect, care, empathy and warmth Avoid negative emotions in interactions with students Be sensitive to the individual needs, emotions, culture and beliefs of students Promote a positive climate of student-student relationships, characterised by respect, trust, cooperation and care Manage time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions) Give clear instructions so students understand what they should be doing Ensure that rules, expectations and consequences for behaviour are explicit, clear and consistently applied Prevent, anticipate & respond to potentially disruptive incidents Reinforce positive student behaviours Signal awareness of what is happening in the classroom and responding appropriately

Annex 6 – School Specific Quality Assurance

Quality Assurance	Description	Duration	Frequency	Lead
TfE	Teaching for Excellence programme, running through-out the school year. Supportive programme to develop pedagogy based around 4 strands, Behaviour & Relationships, Explaining & Modelling, Questioning & Feedback, Practice & Retrieval. Each area follows the same sequence of whole school training, coaching reviews, and observations		Focus on one area per term	SHD
BfE	Behaviour for Excellence Programme, running through-out the school year. Supportive programme designed to support teachers with 'What to say', 'What to do', 'How to be' Each area follows the same sequence of whole school training, coaching reviews, and observations		Focus on one area per term	HD
Instructional Coaching	Groups of three teachers supported by a coach The group of three meet, plan and engage in observation of each other on a regular basis The coach acts as a guide and external driver <ul style="list-style-type: none"> Guiding the meetings Ensuring rigour and procedural discipline Keeping the focus of the meetings on solutions Sustaining a focus on key habit-forming practices The coach will also be involved in TfE observations (Annex 7)		2 review meetings per term	SHD/HD

Annex 7 – MER TfE and BfE Coaching Observation Form 2022-23

MER TfE and BfE Coaching Observation Form 2022-23			 MAIDEN ERLEGH SCHOOL IN READING	
Staff Name:		Observer:		
TfE / BfE Target				
Pre-observation meeting notes				
Department:	Class:	Date:	Period	
Observation notes				
Post-observation meeting notes				
What to do: <ol style="list-style-type: none"> 1. After the observation – the feedback, review and next steps must be recorded by the observee in their <i>Professional Learning Journal</i>. 2. Please email a scanned copy of this form to SHD and your lead Instructional Coach. 3. On the back of this form for reference are the <i>Teaching for Excellence Pillars</i>. 				