



Quality of Education **STRATEGY**

Aspiration
Integrity
Resilience

How we ensure the very best Quality of Education as Children First

- ONE School Improvement
- TWO Principles of Teaching
- THREE Principles of the Curriculum
- FOUR Quality Assurance

WHAT DO WE MEAN BY

Quality of Education?

CURRICULUM

PEDAGOGY

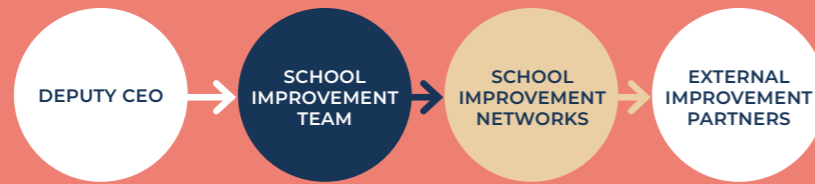
LEADERSHIP



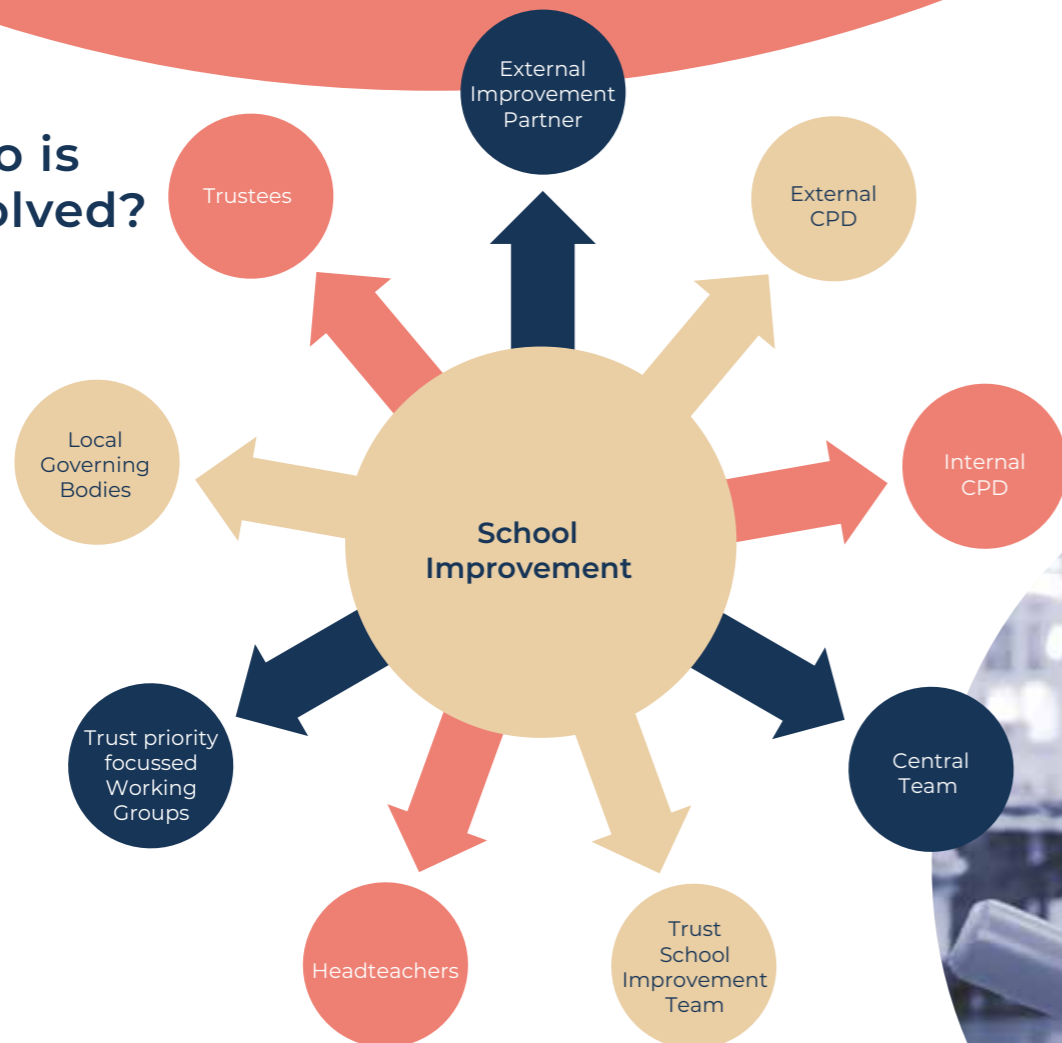
SECTION ONE

School Improvement

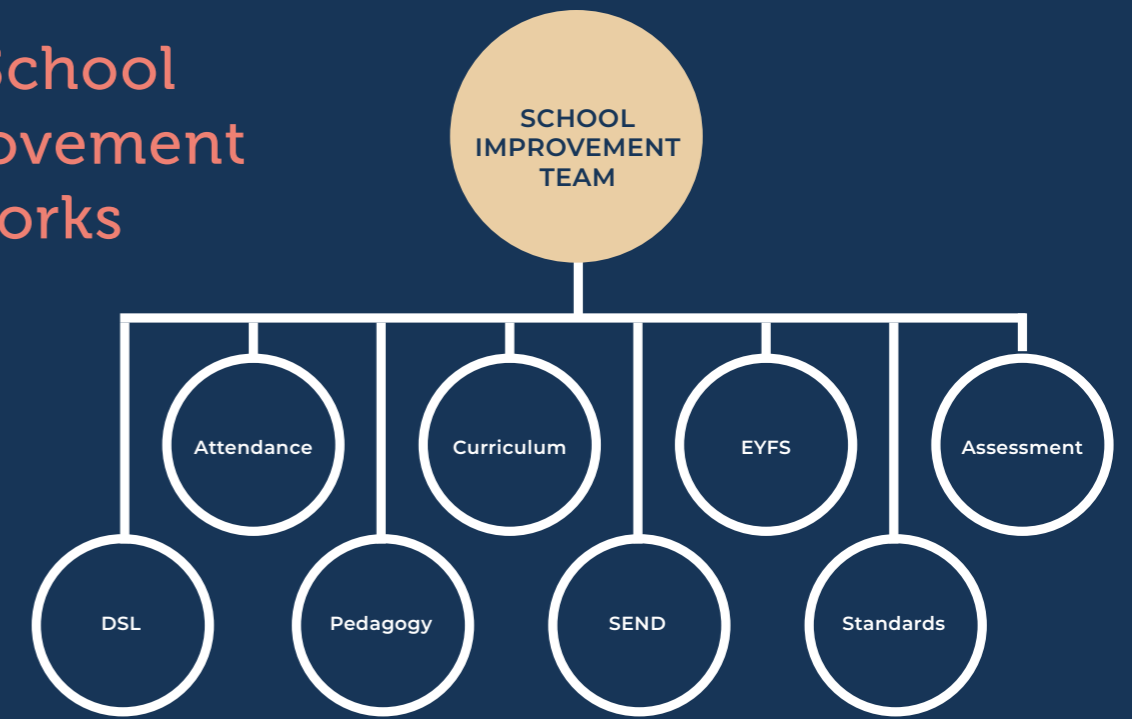
How do we deliver it?



Who is involved?



Our School Improvement Networks



A real advantage of being part of our Trust is Senior Leaders in each of our member schools co-ordinate and lead a School Improvement Network.

The core functions of these networks are as follows:

- Enhance collaboration – leading to collaborative convergence
- Identify and share best practice
- Quality assure and support
- Improve practice



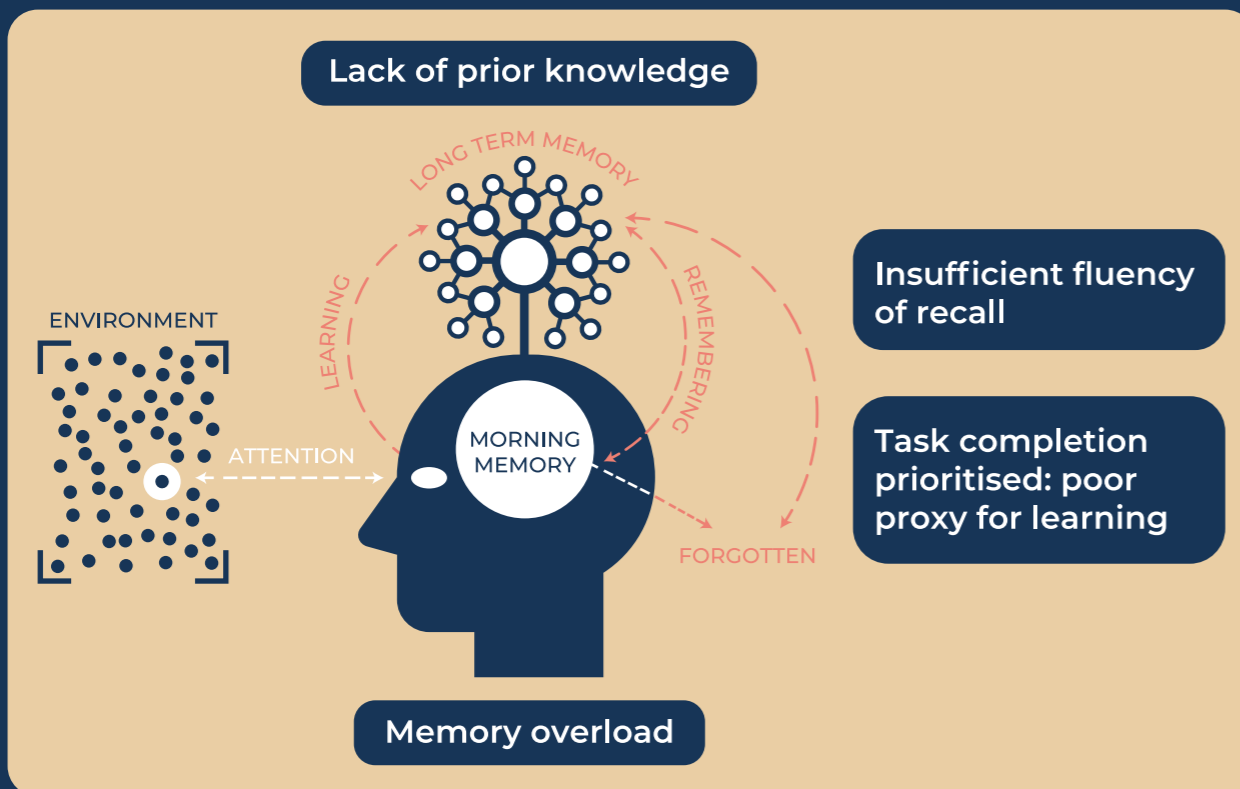
SECTION TWO

Principles of Teaching

At Children First we aim to teach using well researched and highly effective strategies. We understand cognitive science and how people learn. We invest in our staff having a strong Professional Development offer. Our offer is based on the use of 'Walkthru' materials, which are effective teaching strategies based on Rosenshine's Principles.

The Memory Model

What stops us learning or remembering things?



Cognitive Load Theory (CLT)

Coined in 1988 by John Sweller, suggests that our working memory is only able to hold a small amount of information at any one time and that instructional methods should avoid overloading working memory, if we want to maximise learning (Sweller, 1988).

A working example:

Rosenshine's Principles: **Cold Calling**



1. Ask the class the question



2. Give thinking time



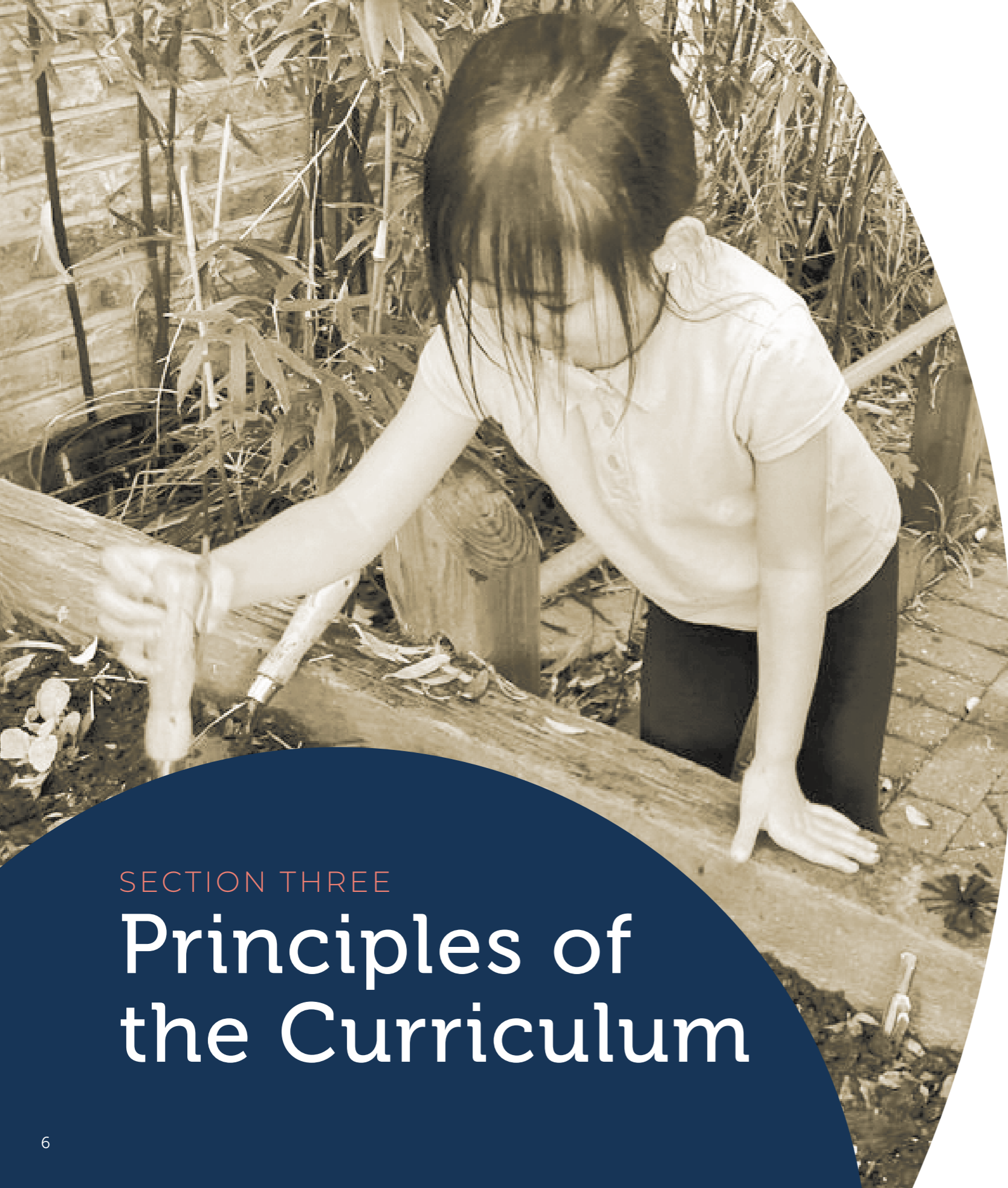
3. Select someone to respond



4. Respond to the answers



5. Select another student and respond again



SECTION THREE

Principles of the Curriculum

Our Curriculum IS our children's opportunity:

We are intentional about having a curriculum that is relevant to the needs of our children, enabling learning and experiences beyond their sphere of knowledge whilst ensuring real life connections. Our aim is to equip them for life and the workplace in the 21st century. To do this we have the highest expectations, we challenge and stretch children in their thinking and learning and make no excuses for low outcomes.

There is a focus on basic skills and early intervention:

To give children with low starting points the right to 'level the playing field'. Our focus is on language development in all its forms, since this is key to unlocking the full range of opportunities open to our children. There is a clear emphasis on reading and vocabulary development. We target support at the point of need and in particular at the youngest children where we know it makes the most difference.

We build on and grow children's knowledge so that they know more and understand more and are therefore able to do more as a result of the curriculum we provide:

Through high quality teaching we ensure children build their subject specific knowledge over time. Progression is embedded throughout the curriculum through well planned sequences of work which include repetition over time and retrieval practice to ensure high quality learning.

We are intentional in providing first hand experiences wherever possible to increase knowledge, build memory, deepen their cultural capital and for their own personal development.

We provide opportunities to develop the children's resilience and ambition:

The children understand the diversity of where we have come from through valuing their cultural history and backgrounds, recognising where they are now through celebrating uniqueness and difference, and being aware of what is possible; developing ambition, seeing beyond the limits put on us and identifying strong role models

As a community, we value ourselves and others:

Children are taught to value themselves as individuals as well as seeing themselves as part of a wider community both locally and globally which they share responsibility for. They are taught the value of kindness to themselves, to those around them and to people whom they do not know.

SECTION FOUR

Quality Assurance

Every year	What?	Detail
AUTUMN	Standards Visit (Visit one)	A one-day review from the Trust's external Improvement Partner and a member of the Trust's School Improvement Team.
	Website Audit	October - a remote website compliance check
SPRING	School Improvement Partner (Visit two)	School led
	School Improvement Partner (Visit three)	School led
SUMMER	Safeguarding	SCR check DSL Network Meeting – Audits
	School Improvement Partner (Visit four)	School led
	CEO & DCEO School Visits	Hosted learning walk with as member of the Trust's external School Improvement Partner.

Yearly cycle	What?	Detail
Every two years	Full School Review	The school's leadership team, representatives from the central team, led by the Trust's external improvement partner will conduct a full school review.
Two to three terms before OFSTED visit due	OFSTED Preparation focus	HT conversation Senior & Middle Leadership Training Curriculum health-check
Every two years	SEND Review	Data Provision Policies

On-going support in addition to the opposite

Accessed by all:

- School Improvement Team visits
- Peer review
- Trust led focus groups
- School Improvement Networks

If required:

- Improving outcome focus groups

