# Churchill Community College Policy Quality of Education

This policy came into effect on:	September 2024		
This policy was agreed by:	Full Governing Body		
Date of next review:	Academic Year 2025/2026		
Is this a statutory policy?	Yes	Lead member of staff:	MLA
To be uploaded to college website:	Yes	Date Uploaded:	Sept 2024

Purpose & Objectives	This Policy is to ensure education has the best quality.		
Scope	This policy applies to all staff and students and is of relevance to all students, parents and staff.		
Definitions	N/A		
Links to other policies	N/A		
Legal framework	N/A		

# **Main Policy**

# 1. Introduction

At Churchill Community College, we are committed to delivering the highest standards of education. This policy outlines our approach to ensuring that every student receives a quality education that prepares them for life beyond the classroom. We believe in fostering a learning environment where all students are challenged, supported, and encouraged to achieve their full potential. Our focus on quality teaching and learning extends across the curriculum and extra-curricular activities.

# 2. Teaching and Learning Standards

### 2.1 Curriculum Design and Delivery

- Broad and Balanced Curriculum: Our curriculum is designed to provide a broad and balanced range of subjects, ensuring that students acquire the knowledge, skills, and understanding needed to succeed. Each subject is carefully mapped to meet national standards, and regularly reviewed to remain relevant and engaging.
- Progression and Continuity: The curriculum is structured to allow clear progression from one
  year to the next, ensuring continuity of learning and smooth transitions between key stages.
- Inclusion: We aim to ensure that all students, regardless of ability, background, or personal
  circumstances, have access to high-quality education. This includes differentiated tasks and
  materials, making reasonable adjustments for students with special educational needs, and
  providing additional support where required.

# 2.2 Effective Teaching

- Pedagogical Approaches: Teachers at Churchill Community College employ a range of pedagogical approaches tailored to meet the diverse needs of our students. This includes interactive teaching, inquiry-based learning, and the use of technology to support education.
- Engagement and Motivation: Teachers are expected to engage and motivate students by creating stimulating and relevant lessons that connect academic content to real-life contexts. Active participation and collaboration are encouraged.

 High Expectations: Teachers set high expectations for all students and ensure that they are challenged to achieve their full potential. Lessons are designed to be rigorous, with clear learning objectives and success criteria.

### 2.3 Assessment and Feedback

- Formative and Summative Assessment: Regular assessments are embedded into teaching and learning to monitor student progress. These include both formative assessments (such as quizzes, classwork, and observation) and summative assessments (such as end-of-term exams).
- Effective Feedback: Timely and constructive feedback is provided to students to help them understand their strengths and areas for improvement. Feedback is specific, actionable, and encourages self-reflection and independent learning.
- Data-Driven Decision Making: Assessment data is analysed to identify trends in student performance, guiding future teaching strategies and targeted interventions. Teachers use data to set learning goals for individual students and track progress over time.

# 3. Support for Students

### 3.1 Differentiation

- Personalised Learning: We recognize that each student learns differently, and we tailor lessons to meet these needs through differentiated instruction. Teachers modify tasks, content, and assessment techniques to cater to students of varying abilities.
- Learning Support Assistants (LSAs): LSAs are deployed strategically in the classroom to provide additional support to students who require it, ensuring that all students can access the curriculum and succeed in their learning.

### 3.2 Special Educational Needs and Disabilities (SEND)

- SEND Provision: The college is dedicated to providing quality education for students with special
  educational needs and disabilities (SEND). We follow the SEND Code of Practice and ensure that
  individualised education plans (IEPs) are in place for students who require them.
- Inclusion Support: Teachers are trained to differentiate instruction, provide resources, and make classroom adjustments for students with SEND. The SEND team works closely with subject teachers to support students' learning and well-being.

### 3.3 Academic Interventions

- Targeted Support: Students who are identified as underperforming are provided with targeted interventions. These may include small group sessions, one-to-one tutoring, or access to additional learning resources.
- Catch-Up Programs: Special "catch-up" programs are designed to help students who may have fallen behind due to absence or other factors, ensuring that they stay on track with their peers.

### 3.4 Enrichment and Extension

• Extra-Curricular Opportunities: Students are encouraged to participate in extracurricular activities to extend their learning beyond the classroom. Clubs, societies, and school trips are designed to enrich students' experiences and broaden their understanding of the world.

• Gifted and Talented Program: For students demonstrating advanced abilities, we offer a Gifted and Talented program with enrichment activities and accelerated learning pathways to ensure they are sufficiently challenged.

# 4. Professional Development and Teacher Support

# 4.1 Continuous Professional Development (CPD)

- Ongoing Training: We recognize that teachers' development is key to ensuring high-quality education. All staff are provided with regular opportunities for professional development, including workshops, seminars, and peer observations.
- Evidence-Based Practice: Teachers are encouraged to stay up-to-date with the latest educational research and best practices. The college provides access to resources, training on innovative pedagogies, and collaborative planning opportunities to ensure effective teaching strategies are used.

# 4.2 Lesson Observations and Feedback

- Peer Observations: Teachers have the opportunity to observe their colleagues and share best practices. Peer observation fosters a collaborative teaching environment and encourages reflective practice.
- Formal Observations: Senior staff conduct regular formal lesson observations, providing feedback to ensure that teaching meets the expected standards. Constructive feedback is given, and action plans are developed for areas of improvement.

### 4.3 Collaboration and Teamwork

- Departmental Meetings: Regular departmental meetings are held to discuss curriculum planning, assessment, and student progress. Teachers collaborate to develop cohesive teaching strategies and share resources.
- Cross-Curricular Projects: The college encourages cross-curricular collaboration, where different subject departments work together to create integrated learning projects. This helps students see the connections between subjects and enhances their overall educational experience.

# 5. Monitoring and Evaluating Quality

# **5.1 Student Progress Monitoring**

- Tracking Systems: The college uses a centralised tracking system to monitor student progress over time. Teachers and senior leaders can access up-to-date information on each student's academic performance, attendance, and behaviour.
- Regular Reviews: Student progress is reviewed regularly, and meetings are held with parents to
  discuss achievements and areas for improvement. Students are also involved in these reviews,
  setting personal academic goals and reflecting on their performance.

# 5.2 Self-Evaluation

- School Self-Evaluation (SSE): Churchill Community College conducts annual self-evaluations to assess the quality of teaching and learning. Feedback from students, staff, and parents is gathered to inform the evaluation process.
- Action Plans: Based on self-evaluation, the college develops action plans to address identified areas for improvement. These plans include specific targets, timelines, and the allocation of resources to support implementation.

### **5.3 External Audits and Inspections**

- Ofsted Inspections: The college undergoes regular Ofsted inspections to ensure that it meets the national standards for education. Feedback from these inspections is used to further enhance the quality of education provided.
- External Moderation: External moderators are invited to review student work and assessment practices to ensure that grading is consistent and fair.
- 6. Safeguarding and Well-being

### **6.1 Student Welfare**

- Pastoral Support: The well-being of students is at the heart of the college's approach to
  education. Each student has access to pastoral support through a dedicated mentor or form
  tutor, ensuring that their emotional and mental health is supported.
- Counselling Services: The college offers counselling services for students who may need additional emotional support. This is part of our commitment to fostering a safe and caring learning environment.

# 6.2 Safeguarding Policies

- Child Protection: All staff are trained in safeguarding and child protection. Regular updates on safeguarding policies ensure that students are protected from harm and that staff are aware of their responsibilities in reporting concerns.
- Health and Safety: The college is committed to maintaining a safe physical environment for learning. Health and safety audits are conducted regularly, and all educational activities are assessed for risks.

### 7. Conclusion

Churchill Community College is dedicated to ensuring that every student receives a high-quality education that prepares them for future success. Through a well-structured curriculum, effective teaching, and strong support systems, we aim to create a learning environment where all students can thrive academically, socially, and emotionally.

This comprehensive **Quality of Education Policy** outlines the college's commitment to delivering exceptional education, providing support where needed, and fostering a culture of continuous improvement among staff and students alike.