



**MOSAIC**  
**LEARNING TRUST**  
Raising Aspirations,  
Empowering Futures

# QUALITY OF EDUCATION POLICY



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## 1. Introduction

### **Curriculum Intent**

At Golborne Community Primary School we aim to ensure our children are immersed in a curriculum which is rich in progressive skills; promoting reasoning, high quality subject-specific vocabulary; enhanced by models and images. Reading lies at the heart of the curriculum at our school, with an emphasis on reading to learn. We are dedicated to enabling our children to become lifelong readers. Through quality first hand experiences, across the whole curriculum, we create independent learners with a thirst for knowledge and a desire to learn. Therefore, our curriculum prioritizes all curriculum subjects combining SMSC and our School Values Curriculum.

### **Equal Opportunities**

In accordance with the school's Equal Opportunities Policy, all children will be given full access to the National Curriculum, unless their statement of SEND indicates disapplication. Staff will actively support all children to reach their potential regardless of academic ability, race, gender, disability or age.

### **Curriculum Arrangements**

We regularly evaluate our curriculum to ensure our children are learning through a broad and balanced curriculum which is rich in experiences and relevant for the children we teach.

### **School Ethos**

Our constant aim is to facilitate children's learning in a warm, encouraging and respectful community existing in a quality and stimulating environment.

Our ethos relies heavily on the concept of independent learning and self-discipline. We hope to develop in all children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child find the self-esteem and confidence that are so necessary to live a full and happy life.

Through first-hand experiences and subsequent understanding, we wish to cultivate in all our children not only the need to learn but also a pride in their work, respect for their surroundings and good relationships with others at home and at school.

## 2. Curriculum

At Golborne Community Primary School, we have developed our own, bespoke sequenced and progressive curriculums tailored specifically to meet the needs of our pupils. It is fully aligned with the National Curriculum and shaped by our ambitions and the key knowledge we believe to be the most essential.

Core curriculum subjects of Reading (including Phonics), Writing (including Handwriting, Spelling, Punctuation and Grammar) and Maths are taught daily to ensure that pupils build strong core skills which support their learning across the whole curriculum.

Children also enjoy a wide range of other subjects each week i.e. through our 'Wider Curriculum'. Science, P.E, Computing, PSHE and R.E are taught every week while Spanish and Music are taught every other week. Other subjects are taught in half-term blocks so that children can spend longer focusing on them. History and Art and Design are usually taught in Autumn 1, Spring 1 and Summer 1, while Geography, Design Technology and Spanish are usually taught in Autumn 2, Spring 2 and Summer 2. This is subject to change.

### **Core Curriculum Subjects Planning**

Phonics is taught following our term-by-term sequence and Supersonic Phonic Friends, and from Year 2 onwards, spelling is taught through the Spelling Shed sequence. Planning for Guided Reading is steered by our bespoke reading curriculum and year group reading spines, ensuring that lessons follow a clear progression of reading skills. Writing is planned using our school's writing curriculum, with writing units (including punctuation and grammar) mapped out on the year group English planners and sequenced in line with progression in writing objectives. Planning for Maths is based on the 'red learning outcomes' within the curriculum, ensuring pupils build knowledge and skills in a structured and progressive way.

## Wider Curriculum Subjects Planning

Planning for our wider curriculum subjects is informed by each subject's curriculum handbook, which outlines the sequence of lessons for each unit. These handbooks clearly identify the learning outcomes, key vocabulary, and essential substantive knowledge to support teachers in planning and delivering high-quality explanations. New subject-specific vocabulary is highlighted in blue ('blue for new') within the breakdown of lessons, enabling teachers to distinguish between foundational vocabulary that pupils have previously encountered and new vocabulary introduced within the unit.

## Planning in the Early Years

Weekly planning in the Early Years is centred around a text-led curriculum, where carefully chosen texts engage children and support learning across all seven areas of the Early Years framework. Please see the separate Early Years policy for further information.

All planning is recorded on the agreed formats found on the school server and clearly outlines the group of learners (**PP** for Pupil Premium, **SEND** for Special Educational Needs and **EAL** for English as an additional language). Teacher and LSA deployment is outlined using **green/yellow**.

## 3. Teaching

The teaching and delivery of our curriculum is underpinned by our five agreed 'Principles of Teaching and Learning' (below) which we believe provide the foundation for effective practice. These principles guide all staff in ensuring that teaching is consistent, purposeful and responsive to pupils' needs.

### Five Principles of Teaching and Learning at Golborne Community Primary School

- 1) Strong behaviour and engagement at all times.
- 2) Effective provision for SEND and adaptations.
- 3) High-quality modelling of the intended learning using the associated vocabulary.
- 4) Checking for understanding within the lessons (AfL), using questioning and addressing misconceptions for all children.
- 5) High-quality activity choice matched to the learning outcome and promoting the high-quality vocabulary.

### Strong Behaviour and Engagement

- Establish and sustain clear routines within your classroom i.e. silent transitions from the carpet to the tables, silent transitions from the classroom to lining up, a routine for giving out and collecting books etc...
- Use of the agreed stop signal by all staff i.e. Year X stop.
- Ensure 100% attention from all pupils before speaking.
- Ensure pupils have empty hands whilst the teacher/LSA is speaking and they are facing the adult.
- Chair legs to be down on the floor.
- High levels of participation within lessons e.g. through hands up, answering questions.

### Effective Provision for SEND and Adaptations

- Use of the EEF 5 a Day approaches where necessary e.g. scaffolds, visual aids, flexible groupings.
- Pupils to be targeted within lessons and called upon frequently.

### High-Quality Modelling with Vocabulary

- **Use the My Turn - Our Turn - Your Turn approach.**  
Gradually move the responsibility from the adult to the pupils.
- **During the Explicit Instruction stage (My Turn):**  
Model using the visualiser (if available) so all pupils can see clearly. If not, make sure your modelling is still visible to all.  
Pupils should be watching and listening carefully to any explanations or modelling,

Demonstrate through showing the children what to do in the same manner they will also approach the task.

Highlight and repeat any key vocabulary (listed in blue for new).

Model any writing on lines and use Letter Join.

### **Checking for Understanding (AfL)**

- Begin Wider Curriculum lessons, with a 'Do Now' retrieval exercise/quiz to provide regular opportunities for children to practise remembering prior learning.
- **During the Guided Practice stage (Our Turn):**  
Circulate around the room to check how pupils are doing,  
Provide specific feedback to help improve performance.  
Gauge understanding and success rate to identify who is ready to move on and who may need more support/practice.  
Adjust any teaching as needed.
- Use a range of strategies to check all pupils' understanding e.g. cold-call, mini WBs, choral response and talk partners.
- Aim to check the understanding of as many pupils as possible within the lesson - do not just select those children who offer responses with their hands up.
- When using talk partners, ensure pupils are numbered as Partner 1 and Partner 2 so that pupils are both provided with the chance to speak.
- **During the Independent Work stage (Your Turn):**  
Adults should be live marking and giving timely feedback.  
Adults may also work with a target group.

### **High-Quality Activity Choice**

- Design activities and tasks that directly linked to the learning outcome or key question.
- Incorporate opportunities to use and practise the key vocabulary specified within our curriculum.
- Incorporate opportunities to use and practise the substantive knowledge specified within our curriculum.
- Make sure tasks have longevity so pupils stay focused and they don't finish too quickly.

## **4. The Learning Environment and Curriculum Displays**

Classroom environments are organised to support effective learning and celebrate pupils' achievements. Displays within classrooms include Working Walls for Maths, English (Writing/SPaG), Reading and Curriculum, as well as a 'Read-Write-Perform' display to showcase pupils' independent work.

Displays promote high-quality vocabulary and include models and images to support learning.

Corridors throughout the school also feature curriculum displays, celebrating pupils' work across a range of subjects, highlighting subject-specific vocabulary and referencing our curriculum role models.

Resources for each year group are stored within classrooms to match and enhance the curriculum being taught.

Additional resources are stored across school in central locations i.e. the Deputy Headteacher's office (for R.E and Science), Principal Deputy Headteacher's office (for Art and Maths), Music and DT Cupboard and P.E Cupboard.

## **5. Assessment**

### **Marking and Evidence**

Assessment opportunities are central to the planning and organisation of each lesson.

Key elements include:

- Pupils' workbooks are primarily used to evidence learning and support assessment.
- In Computing, P.E. and Music, pupils' learning is recorded on Target Tracker.
- In PSHE and R.E., curriculum floorbooks are used.
- Learning Outcomes that have been achieved are highlighted in green; those not yet achieved are highlighted in pink.
- Teachers and LSAs highlight in green where pupils have met the Learning Outcome within their work.
- Pupils who have incorrectly answered a question are required to re-do it following re-teaching by the class teacher or LSA. This 'Reflect and Correct' task is completed in purple pen where appropriate.
- Teachers and LSAs mark work against basic skills, including punctuation and spelling of high-frequency words.
- Marking codes used are: I = Independent, S = Supported, VF = Verbal Feedback, IP = Independent Phonics, ISC = Independent Sentence Construction.
- Lessons begin with a recap of previous knowledge. In wider curriculum subjects, this includes a four-question 'Do Now' activity for structured retrieval of previously taught substantive knowledge.
- A range of formative assessment techniques is used within lessons to inform responsive teaching, including high-quality questioning and frequent checks for understanding.
- Teachers and LSAs circulate, live mark and provide timely feedback to pupils to support progress.

### Summative Assessments and Target Setting

Standardised assessments take place three times a year (Autumn 1, Spring 1 and Summer 1) using the 'NFER' assessments for Reading, SPAG and Maths.

On some occasions, a fourth assessment point will be completed.

Year 6 and Year 2 children complete past SAT papers. Year 6 children carry out their assessments in the hall, under formal test conditions.

From Year 1 to Year 6, all pupils are set ambitious yet achievable targets, based on their assessments in the previous year or key stage, i.e. Summer 1 attainment of the previous year; KS1 attainment; data from the previous school. These targets are to be achieved in Summer 1 and are shared during Parents' Evening.

In Years 1 to Year 6, these are done using NFER Standardised Scoring:

NFER Standardised Scores				
<b>B</b>	<b>B+</b>	<b>W/W+</b>	<b>S</b>	<b>S+</b>
70-84	85-94	95-105	106-115	116-130+

In Year 2 and Year 6, Scaled Scores are used to set targets. There are shared with both pupils and parents/carers.

In Early Years, targets are set based on the pupils' initial baseline assessments in September for Reception, using the new Development Matters framework. This is also done using the Early Learning Goals (ELGs), which the pupils are assessed against in Summer 1. When a child starts in the School Nursery, they are assessed again, using the new Development Matters framework.

All assessment information is inputted onto Cohort Trackers so we can closely monitor every child's progress, from when they start the school, to when they leave.

### Reception Baseline Assessment (RBA)

The Statutory Reception Baseline Assessment (RBA) is completed for all eligible pupils within the first 6 weeks of commencing school in the Autumn term.

### **Baseline Assessments**

For children joining the School Nursery, baseline assessments will be conducted during their first week of attendance. Children attending the School Nursery 50% or less of the time will have their baseline assessments completed in their second week of attendance.

When a child starts at Golborne Community Primary School mid-year, then the teacher is responsible for ensuring they are assessed, within their first week. Then, this information is passed to the Assessment Leader and recorded on the Cohort Tracker

### **SEND Assessments**

For any child to not be working on their year group's curriculum, this must be agreed with the SENDCO and Headteacher first. We have high expectations for any child on the SEND Register. Then a range of assessments can be used to ensure every child's progress can be rigorously tracked and their curriculum matches this. Targets are then used on Pupil Profiles and IBPs, to ensure we review SEND pupils' progress and attainment. Please see the separate SEND policy for further information.

### **Assessment in the Wider Curriculum Subjects**

Assessment in the Wider Curriculum takes place through end-of-unit assessments, allowing teachers to evaluate whether pupils have retained the substantive knowledge taught. In addition, assessment checklists are used to track pupils' understanding of both substantive knowledge and disciplinary skills.

Following assessment, teachers are expected to respond to the information gathered through re-teaching and subsequent retrieval opportunities.

### **Moderation**

Senior Leaders, Middle Leaders and Subject Leaders moderate assessments throughout the year as an ongoing process, forming part of professional dialogue among teachers. In addition, the school engages in external moderation to ensure accuracy and consistency in assessment.

### **The Role of Learning Support Assistants (LSAs)**

Learning Support Assistants play a vital role in supporting teaching and learning across the school. Some of their key responsibilities include:

- Reading with pupils individually using our agreed approach and ensuring pupils take home an appropriately matched home reading book.
- Supporting learning and recommendations for specific pupils with SEND – see separate SEND policy.
- Teaching small groups or individual pupils.
- Assessing learning and monitoring progress.
- Preparing resources to support lessons.
- Delivering, planning interventions and evaluating their impact.

### **Homework**

Please see our separate homework policy.

### **Reporting to Parents/Carers**

Children's progress and targets are discussed during Parents' Evenings, supported by Mid-Term Reviews, held twice a year (Autumn and Spring Terms). Parents/carers also have the opportunity to meet with teachers to discuss targets in more detail if they wish. At the end of the academic year (Summer Term 2), all parents/carers receive a detailed end of year report on their child's progress across all curriculum subjects.

## 6. Monitoring and Review

This policy will be reviewed annually and as required in the light of any national legislation.

**Reviewed:** September 2025

**Reviewed by:** All Staff

**Next review date:** September 2026