

Quality of Education Intent

Sharing a common language of curriculum, teaching and learning and CPDL for all stakeholders at Redhill School.

‘Quality of Education’ is used to communicate the ‘intent’, ‘implementation’ and ‘impact’ of the curriculum and teaching and learning at Redhill School. Quality of Education is rooted in a commitment to providing an excellent education for all pupils as well as creating continued professional development and learning opportunities for staff and leaders at all levels. The continued development of curriculum planning and teaching and learning is underpinned by an evidence and research informed approach whilst also being responsive to the ever-changing context of our school and the wider educational landscape.

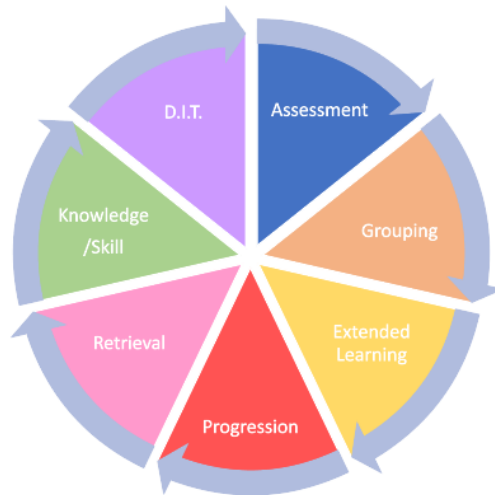
Both the DfE and Ofsted recognise the important role CPDL plays in allowing staff and leaders to reflect on their practice and ultimately drive school improvement. The Education Endowment Foundation (EEF) is an independent charity dedicated to educational achievement whose evidence informed practice and research influences educational discourse across the country. The EEF’s focus on meta-cognition and self-regulation in learning not only for pupils but for professional development has played a crucial role in the evolution of the Quality of Education at Redhill. Below is a summary of recommendations from the EEF regarding metacognition and self-regulated learning:

What are metacognition and self-regulated learning?

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| Recommendation 1 | Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge |
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| Recommendation 2 | Explicitly teach pupils metacognitive strategies, including how to plan, monitor, and evaluate their learning |
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| Recommendation 3 | Model your own thinking to help pupils develop their metacognitive and cognitive skills |
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| Recommendation 4 | Set an appropriate level of challenge to develop pupils’ self-regulation and metacognition |
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| Recommendation 5 | Promote and develop metacognitive talk in the classroom |
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| Recommendation 6 | Explicitly teach pupils how to organise, and effectively manage, their learning independently |
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| Recommendation 7 | Schools should support teachers to develop their knowledge of these approaches and expect them to be applied appropriately |
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Curriculum Framework:

The over-arching curriculum planning framework for subject areas. This knowledge-engaged approach to curriculum planning is underpinned by the principles of 'knowledge and skill' (delivered as Key Threshold Concepts), 'progression' (within and across the curriculum), 'assessment', 'retrieval practice' (RP), 'dedicated improvement time' (DIT), 'extended learning' and 'groupings'. These principles are reviewed throughout the year by Subject Leads and the Quality of Education team.



Teaching and Learning Platform:

The 'Teaching and Learning Platform' is comprised of 5 components essential for effective delivery of high-quality teaching and learning across subject areas. The Teaching and Learning Platform explicitly focusses on 'Explain', 'Model', 'Scaffold', 'Practice' and 'Evaluate' to support and challenge all learners. Each component is reviewed across a 10-week cycle to allow teachers to embed well-researched, highly effective teaching and learning strategies into their daily practice.

