



*Happiness Promotes Success*

## **QUALITY MARK for ENGLISH & MATHS POLICY**

**Approved by:**

Susan Perry on behalf  
of FGB

**Date:** January 2023

**Last reviewed on:**

October 2022

**Next review due by:**

January 2025

**Rationale:**

Competency in English and mathematics are the essential foundation for all pupils to enable them to achieve in life. It is the aim of our school to provide the opportunity for all of our pupils to reach the expected competence for their age in the basic skills.

Poor basic skills impede further educational progress, reduce job opportunities and create significant personal and social disadvantage. Although some pupils may require additional specialist support it remains the responsibility of all teachers, supported by Learning Support Assistants, management and the governors, to teach and extend the basic skills of each child in English and Maths.

**Aims:**

- To ensure that the teaching of English & Maths skills is effectively delivered throughout the school.
- To target those children who are underachieving by focusing initiatives towards them in order to raise standards.
- To strive for the maximum number of children achieving at or beyond the national expectation in English and mathematics

**Teaching and Learning:**

- All pupils will be taught the key skills using the national curriculum for English and mathematics.
- There is a school commitment for extra TA support to be available and targeted towards English and mathematics lessons, in all classes.
- A variety of teaching methods including individual and pair work, group work (similar and mixed ability) and whole class teaching are used in teaching English and mathematics at Highfield.
- Pupils are tracked from Foundation Stage through to the end of Key Stage 2, with individual targets set accordingly.

**Planning and Organisation:**

- Continuity and progression is planned within the Curriculum map and schemes of work for English and mathematics. The acquisition of key skills in these areas is developmental throughout the school.
- Curriculum balance in English and mathematics is achieved by organising differentiated activities. The schemes of work ensure coverage of the National Curriculum.

- Intervention programmes for English and mathematics (eg, Precision teaching, EAL groups, Booster) are in place and running within the school when required. There is an overview of all interventions through Provision Mapping.
- To allow for differentiation, we plan to cater for different ages and abilities, including those with specific learning difficulties or who are more able, through:
  - Ways of recording and presenting
  - Extensions / challenges
  - Year group interest
  - Rotating ability groups
  - Different tasks
  - Learning days with pupils from other schools
  - Learning days at local high schools

### **Assessment of Pupils and Record Keeping:**

- Formal end of Key Stage assessments take place for children in years 2 and 6. In addition, children in years 1,3,4 & 5 have a formal assessment half termly in reading, writing, SPaG and maths. Children leaving the Foundation Stage are assessed according to the Foundation Stage Profile.
- Teacher assessment is ongoing and each lesson is evaluated.
- At the end of the year, all parents will receive a written report, which includes targets for the following year and an indication of their attainment working below / at / above Year End Year Group expectations in line with the national curriculum. Feedback of progress is also given at parent consultation meetings during each term.
- The needs of children identified with results in these areas that are significantly lower than expected will be offered an additional intervention programme, in consultation with the Inclusion leader/headteacher.

### **Staff Roles and Responsibilities:**

- The English and mathematics subject leaders are responsible for monitoring and evaluating their areas in the curriculum.
- Teaching staff are responsible for ensuring each child has access to, and experiences of English and mathematics.

### **Monitoring and Evaluating:**

- The development of English and mathematics is monitored by the DHT / subject leaders through a focused programme of book scrutiny and planning analysis. They also work alongside class teachers and assist in planning.

- There are, at least, six designated INSETs throughout the year (one each half term) for the subject leaders to monitor, evaluate and develop the standards of their subject area. Subject leaders are also provided with release time to observe and support colleagues on a rota basis.
- Action plans are put into place to tackle any concerns.
- There are regular lessons observations to evaluate the standard of teaching and learning across the school.
- Frequent learning walks provide opportunities to evaluate impact of training and development.
- A named governor has responsibility for English and mathematics, meeting with the subject leaders to discuss the standards, expectations and way forward in the challenging areas.
- The Learning and Teaching committee oversee the implementation of all curricular areas.

### **Equal Opportunities:**

- Every child is entitled to the full range of activities and that these are relevant to all children irrespective to their gender, age, ethnic background or disability.

### **Staff Development:**

- The subject leaders will be available to help staff with ideas for the planning of their teaching.
- At Highfield we have a commitment to training, both internally and externally. Courses are made available to all staff and are displayed in the staffroom.
- We work with networks of schools to support the development of the skills of our teaching and leadership teams.
- We use the National College to support CPD across the school