



## *Defining the Quality of Education in a Greensand School*

**(Insert School Logo)**

**Approved by Local School Committee:** .....

**Next due for review:** .....

**SLT Member responsible:** .....



PEDAGOGY



ASSESSMENT



CURRICULUM



EXPECTATIONS

## Aims of PACE Charter

- To define our shared understanding of PACE in **(insert school name here)**.
- To ensure that PACE is being effectively enacted in **(insert school name here)** learning environments.
- To promote continuity of practice and ensure a shared entitlement for all children to high quality education in **(insert school name here)**.
- To provide consistency and a clarity of expectation for PACE across all year groups and phases in **(insert school name here)**.

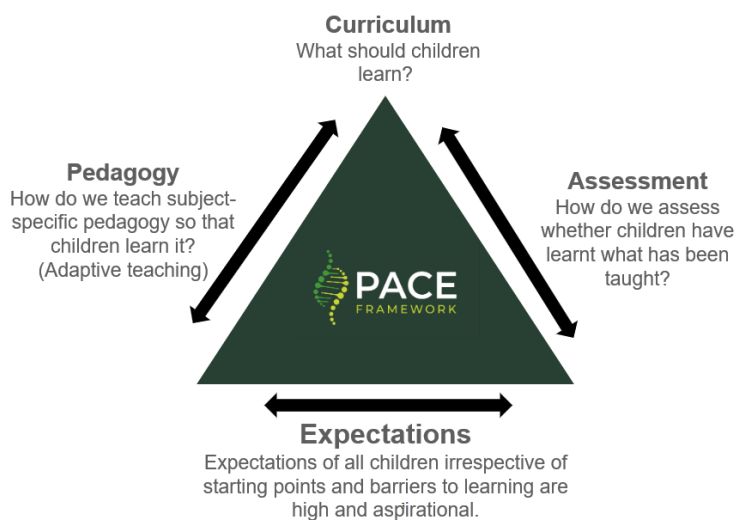
## Greensand PACE Framework - Rationale

At **(insert school name)**, we are proud to be part of the Greensand Multi Academy Trust, a community of schools whose vision is to enrich the lives of children through **collaboration, support and challenge** by providing inspiring and transformational learning experiences. To support this, the PACE Framework (Pedagogy, Assessment, Curriculum, Expectations) has been developed to provide agreed, guiding principles and a common language for the quality of education in a Greensand School. PACE is the DNA that underpins the quality of education strategy and is fundamental to the commitment that all children **'step into their greatness'** through:

- Effective pedagogy.
- Accurate and informative assessment.
- An ambitious, balanced and coherent curriculum.
- High expectations.

We believe that when these principles are aligned and linked, they should facilitate effective learning for all children irrespective of their starting points or barriers to learning. PACE gives alignment but allows contextual autonomy and individual school identity.

## PACE Framework – Model



## Inclusivity Intent

**(Insert school name here)** ensure that all children have a sense of belonging, are immersed in learning and thrive in the development of their knowledge and skills (academic, social and emotional) through high expectations, supportive classroom climates and skilled adaptive teaching.

An inclusive learning environment at **(insert school name here)** will model the following key components:

- Relationships between staff and children are strong.
- Expectations and challenge of all children is high, routines are embedded and consistently applied.
- Cognitive load is regulated and children are fully immersed in learning within a calm and purposeful learning environment.
- Teachers and classroom support staff are adaptive and responsive in their approach. They are relentless and able to adapt in the moment to the needs of individual children.
- Teachers and classroom support staff use the graduated approach of assess, plan, do, review and understand the needs of all children.
- Teachers deploy themselves as the highest scaffolding strategy in the learning environment and know when to adapt and respond to individual need.
- Teachers and classroom support staff give children independence and opportunities to work without support which encourages self-regulation.

**(Insert additional school specific information on Inclusivity)**

## PACE Guiding Principles

The PACE 'Guiding Principles' provides the rubric to build and evaluate the Quality of Education in a Greensand School.

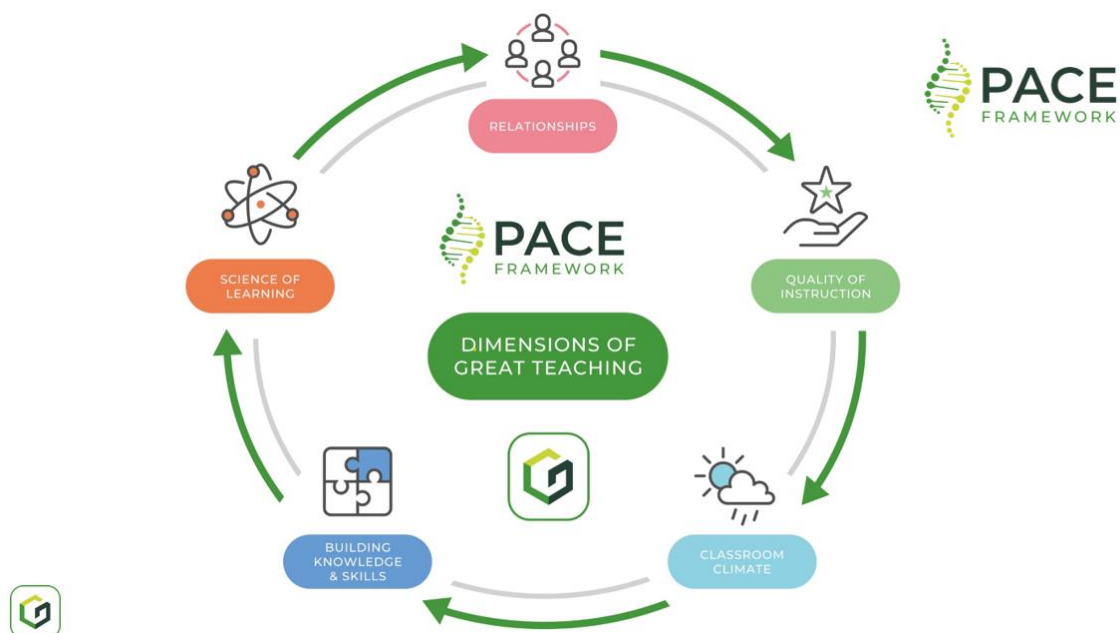


### Intent

**(Insert school name)** teaches knowledge and skills through subject specific pedagogy in an adaptive and responsive way, so that all children can step into their greatness irrespective of starting points and learning barriers.

**This will be achieved through:**

### Dimensions of Great Teaching



## **Relationships**

- We communicate effectively with all staff, parents and children, building relationships rooted in trust and mutual respect.
- We are inclusive, have an understanding of the whole child, cater for their interests and have empathy for their life experiences.
- We are role models and demonstrate the ethos and values of the school.

## **Quality of Instruction**

- We expertly apply appropriate pedagogical principles of challenge, explanation, retrieval, modelling, questioning, feedback, deliberate practice and scaffold learning so that children are enabled and empowered to know more and remember more.
- We also understand the barriers to learning and adjust teaching within its context using quality first, adaptive and responsive teaching.

## **Classroom Climate**

- We encourage learning to flourish under the right conditions, both environmentally and behaviourally.
- We ensure that the delivery of the curriculum is exciting, motivational and engaging, which inspires learners.
- We have achievable high and balanced expectations, which reflect aspiration and belief in potential, based on the needs of the children.
- We provide opportunities to teach and encourage resilience through challenge in order to grow and strengthen self-esteem.

## **Building Knowledge and Skills**

- We build learners' knowledge and skills sequentially, based on prior learning.
- We use effective retrieval strategies so that children are able to recall meaningful knowledge from different parts of the curriculum and apply it.
- We make productive use of long-term learning journeys, progression models, and assessment milestones that mirror the breadth and depth of the curriculum.

## Science of Learning

- We understand the theories of how children learn and we apply cognitive science and metacognitive processes to our teaching (the study of thought, learning, mental organisation and the processes involved when learners plan, monitor, evaluate and adapt their learning behaviours).

### **This will be supported by:**

**Quality Assurance:** We systematically review pedagogy to ensure that the Dimensions of Great Teaching are being implemented in line with Trust and school principles.

**Effective professional development:** We provide evidence informed professional development that will support subject specific pedagogy and its application in an adaptive and responsive way.

**(Insert additional school specific information on pedagogy)**



## Intent

**(Insert school name)** assess children to move their learning forward. Armed with this evaluative knowledge, we are empowered as teachers and leaders to hone our pedagogy, curriculum and resources, ensuring that all children 'step into their greatness' irrespective of starting points and barriers.

### Assessment:

- Provides feedback to teachers and leaders;
- supports evaluation of practice within classes, schools and the whole Trust;
- raise questions, challenge thinking and celebrates successes;
- shines a light on areas of needs, development and next steps;
- supports strategic decision-making such as targeting of resources and professional development.

### Principles:

- Valid - matched to intended learning outcomes;
- Reliable – consistent and accurate;
- Inclusive - meet the needs of all;
- Timely – for teachers and leaders;
- Practical – for teachers and leaders;
- Flexible – allows for reasonable adjustment while maintaining validity, accuracy and inclusivity.

### This will be achieved through:

#### In classes:

- Clarity of learning expectation: We help children to understand the purpose of targeted learning, support them in retrieving relevant prior learning and clearly model new expected standard.
- We systematically check learning: We probe, we observe, we notice, we challenge, we delve... we intervene in the right way at the right time for the right children.

- Insightful questions and tasks: We delve beneath the answers to understand children's thinking.
- Feedback which activates children and moves learning forward: With timely feedback, we ensure children understand what they have done well and commit them to developmental action.
- We encourage children to take a lead in their own assessment: Supported by self and peer assessment, children deepen their understanding and strengthen intrinsic motivation.
- Time to reflect: We embed reflection time in our practice to develop children's confidence and understanding of themselves as a successful learner.
- Effort-focused ethos: We consciously develop a shared belief that practice makes progress and mistakes fuel learning.

**In schools:**

- Time to reflect: We embed reflection time in our practice to reflect on what assessment is telling us, from day to day, unit to unit, term to term – to trigger a considered and deliberate response in relation to children's provision, school resourcing and practitioner practice.
- Principles maintained: We continually reflect on our assessment procedures to ensure our principles are adhered and take action as required.
- Parent information: We give reliable, meaningful and useful information to parents about how their child is progressing.

**This will be supported by:**

- Effective professional development: We provide evidence informed professional development that supports impactful assessment for learning practice and accurate and informative assessment.
- Monitoring of assessment procedures and judgements: Within school and as a Trust we ensure we understand our strengths and areas for development.
- Use of National benchmarking: We utilise benchmarked testing to support and validate our teacher assessments.

**(Insert additional school specific information on assessment)**





## Intent

**(Insert school name)** Will deliver an ambitious, balanced, coherent curriculum that's challenging in design, inclusive in its nature and promotes clear progression so that all children can 'step into their greatness'.

**Ambitious:** We aspire to ignite a passion for learning that challenges every: child to exceed their own expectations and step into their greatness. Rooted in rigorous academic standards, our curriculum instils in each child a sense of purpose, resilience and a desire to make a positive impact on our wonderfully diverse and ever-changing world.

**Balanced:** We believe that education should be a transformative journey for every child. In our curriculum, we focus on a well-rounded approach aiming to develop the entire child for a holistic learning experience. To achieve this, curriculum space for all aspects of child development is paramount. We embrace and value all subjects and enrich our curriculum within and beyond the learning space.

**Coherent:** Our curriculum is designed with clear, progressive and logical sequencing to secure knowledge and skills at each key stage. Links are made explicit within subjects, across different subject domains and with children's own life experiences.

## This will be achieved through:

**Inclusivity:** Irrespective of starting points and backgrounds, children have the right to the same knowledge, skills and experiences. Our curriculum consciously incorporates diverse needs, perspectives, histories, and cultures, promoting inclusivity and understanding so that every child feels visible, heard and valued.

**Defined Learning Journeys:** Knowledge and skills are sequentially mapped out across all key stages with clearly defined, progressive end points.

**Challenge:** Challenge sits at the heart of the curriculum architecture. Each subject curriculum has key concepts that build progressively sequenced knowledge, units of learning that are designed so that children can retrieve, apply and transfer knowledge across domains.

**Expert Teaching:** We deploy high leverage pedagogical strategies (*Dimensions of Great Teaching*) to ensure knowledge and skills are understood and embedded into children's long-term memory.

**Immersion:** We plan for immersion, incorporating a range of strategies that make all children think hard so that they foster deep subject understanding and are inspired to be reflective curious learners.

**Literacy for all:** We are relentless in the pursuit of improving children's literacy across all subject domains to better develop and enhance life chances and close gaps in children's cultural capital.

**Framework:** We use the National Curriculum as a foundation, but adapt and aspire beyond this to meet the needs of individual children, our local communities and ensure its continued relevance in an ever-changing world.

**This will be supported by:**

**Quality Assurance:** We systematically review curricula to ensure that ambition, balance and coherence are in line with Trust and school principles.

**Effective professional development:** We provide evidence informed professional development that will support the design and implementation of the curriculum at both whole school and subject domain level.

**(Insert additional school specific information on Curriculum)**



## Intent

**(Insert school name)** will have high expectations in terms of their culture, behaviour, attitudes, and learning so that children thrive in their development and feel supported to ‘step into their greatness’.

**Culture:** School leaders and staff create clear aims and values which reflect the unique communities that they serve. There is a culture of expectation that these aims and values underpin all aspects of school life and are clearly understood, lived and breathed by all.

**Behaviour and Attitudes:** Excellent behaviour in our schools is based on clear expectations and a relational approach, where children are nurtured to develop their social behaviours and behaviours for learning, becoming responsible members of the community.

**Learning:** School leaders, teachers and support staff are highly ambitious about what all children can and will achieve in respect of their learning. Regardless of starting points, staff use their professional skills to develop the resilience, self-belief and growth mindsets needed to be successful across the breadth of the curriculum, and in their wider lives.

### **This will be achieved through:**

#### **Cultural expectations:**

- There is a welcoming, purposeful and aspirational environment created by leaders and staff.
- Children and adults live and promote the school values and celebrate the cultural diversity inside and outside of school.
- Children demonstrate resilience to the challenges they encounter and persevere.

**Behaviour and attitudes expectations:**

- Children understand and follow clear routines and behavioural expectations across all aspects of school life to maintain safety, wellbeing and respect.
- Using a restorative approach, children reflect on and accept responsibility for their actions supported by trusting relationships, clear communication and knowing that their voice will be heard.
- All staff will demonstrate professional curiosity in response to behavioural changes, maintaining awareness to learning needs and safeguarding.

**Learning expectations:**

- Children are inspired, motivated and committed towards their learning and achieving their personal best.
- Children know how to learn effectively and demonstrate positive behaviours for learning.
- Children take pride in their achievements, use mistakes as a learning opportunity and celebrate their success.

**This will be supported by:**

**Quality Assurance:** We systematically review expectations to ensure that culture, behaviour, attitudes and learning are in line with Trust and school principles.

**Effective professional development:** We provide evidence informed professional development that will support the design and consistent implementation of high expectations in line with Trust and school principles.

**(Insert additional school specific information on Expectations)**

## **PACE Quality Assurance**

### **Infants and Primary Frequency and Protocols**

- Core subjects: Reading, Writing (including Phonics) & Maths will be quality assured a minimum of once a year with a PACE Subject Review.
- Foundation subjects plus a focus on Inclusion (SEND, PP, EAL) will have a PACE Subject Review on rotation (see table), this will allow collaboration of subject leaders as well as subject experts across the Trust (this will include subject specialists from Reigate School).
- Rotation will mean that these subjects will be quality assured across the Trust at similar times over a 4-year period.
- Schools have autonomy to quality assure any subject or inclusion group at any time using a PACE Subject Review.
- Schools have the autonomy to do multiple PACE Subject Reviews if they decide.

### **Secondary Frequency and Protocols**

- Core subjects: English, Maths, Science & MFL will be quality assured a minimum of once a year with a PACE Subject Review.
- Foundation subjects will be quality assured a minimum of once a year with a PACE Subject Review.
- Inclusion (SEND, PP, EAL) PACE reviews can be either conducted implicitly through subject reviews over the year or explicitly on annual rolling timetable. (School decision).
- Schools have autonomy to quality assure any subject at any time using a PACE Subject Review.
- Schools have the autonomy to do multiple PACE Subject Reviews if they decide over the year.

## **Trust PACE Challenge Visit Frequency and Protocols**

- All Trust schools will receive an external PACE Subject(s) Review Challenge Visit once a year. Led by Director of School Improvement (where appropriate an external consultant will be used).
- Subject experts from across the Trust and wider partners will be appointed to review teams.
- PACE Challenge focus will be agreed between Director of School Improvement and Headteacher prior to visit.
- Schools have flexibility to ask for an external PACE Subject Reviews at any point within the academic year.

## PACE Review Framework and Process

