

Southfields Academy

The Quality of Education Policy

Date: September 2025

Review: Annual

Reviewed by: Headteacher delegated to Deputy Headteachers

Adopted by:

Principal / CEO, Jacqueline Valin

Headteacher, Wanda Golinska

Equalities Statement:

We have considered and analysed the impact of these policies on equality and the possible implications for people with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

September 2025

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Curriculum

Southfields Academy has an outstanding and diverse curriculum, which aspires to respond to the local, and national agenda in order to ensure all our students receive a high quality learning experience at all times.

Our curriculum is the vehicle to allow our students to become:

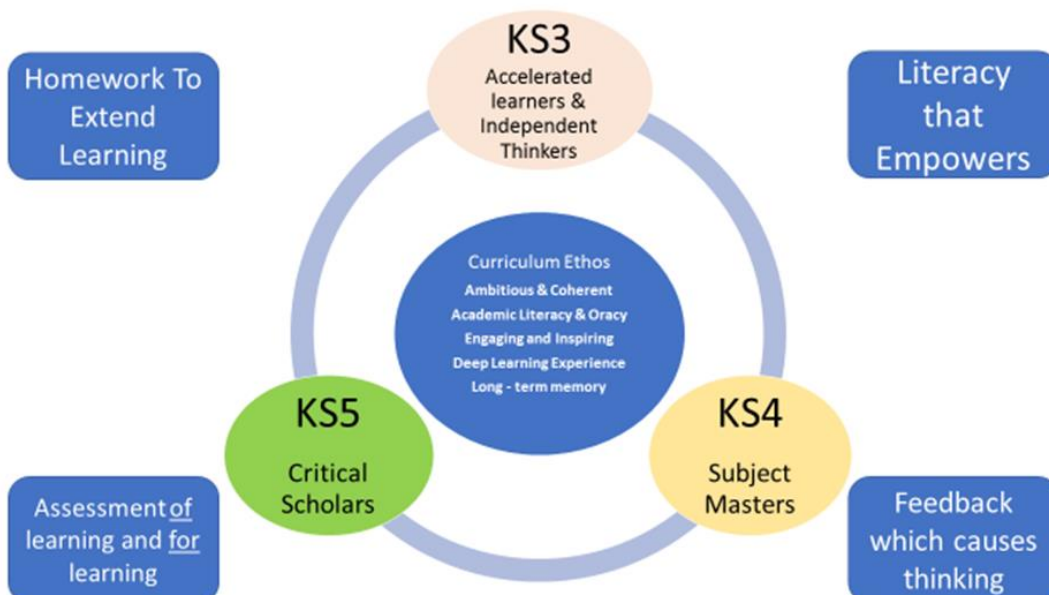
- Confident and successful individuals, who enjoy learning, make ambitious progress and achieve high quality and meaningful qualifications.
- Responsible citizens who make a positive contribution to society including their local community and the wider international world in which they exist.

We ensure that the needs of our students drive our curriculum provision at all times. Whilst confirming our commitment to the broad and balanced principles of the national curriculum, we also celebrate and use our strengths to drive excellence and innovation.

We believe whole heartedly that in order to access a broad and balanced curriculum, all students need to be confident and proficient in the basic skills of reading, writing, communication and mathematics and these are given the highest priority at all times.

Finally, we consider it critical that equal opportunities are promoted and realised at all levels of curriculum provision and that this is integral to outstanding practice. Whilst we provide extensive individual and small group withdrawal support where necessary, our curriculum is one which celebrates inclusion at all times. We firmly believe that our diversity as a school ultimately enriches and enhances our curriculum for the benefit of all.

Our approach to the curriculum is encapsulated below.



The Curriculum offer

All of our students enjoy a broad and balanced curriculum and as an inclusive school, we have high expectations for all of them. Our aim is also to ensure that students have a breadth of experience. As such, we teach our students in mixed ability classes at KS3, with the exception of English. Within the mixed class environment, teachers adapt their teaching to stretch the ablest and break learning down for those who may be finding it harder.

In addition to timetabled lessons, we also teach and inspire students through assemblies, our daily pastoral programme and the 6th Form and International Group Tutorial Programme.

Key Stage 3: Years 7, 8 & 9

Most students study English, Mathematics and Science (which covers Chemistry, Biology and Physics), a Modern Foreign Languages (Spanish or French depending on the teaching group), History, Geography, Religious Studies, Physical Education, Music, Drama, Computer Science, Design & Technology (catering, Art, 3D Design, Graphics and Textiles).

For Key Stage 3 design and technology subjects take place on carousels. This is an important opportunity for students to experience a range of subjects before they make their important GCSE choices in Year 9.

Key Stage 4: Years 10 & 11 GCSEs

Compulsory subjects: English Language and English Literature, Mathematics and Science.

EBacc choices: History, Geography, French, Spanish and Computer Science

Other options include: Business Studies, Business Enterprise, Drama, Music, Graphics, 3D Design, Art, Catering, PE, Dance, Health and Social Care, Creative I media, Statistics, Further Mathematics.

Non- Qualification subject: Core PE and PSHE/RE

Key Stage 5: Years 12 & 13 AS/A Levels

A Levels, on offer at Southfields Academy currently; Biology, Chemistry, Computing, Economics, English Literature, Further Mathematics, Film Studies, Geography, History, Mathematics, Physics, Politics, Psychology, Sociology and a range of community languages.

BTECs: Business studies, Performing Arts, Sport, Travel & Tourism, Science

CTECs: IT, Graphics, Art and 3D Design

There is also a variety of level 2 qualifications offered at KS5. These qualifications change annually depending on our cohort.

You can view the curriculum for each subject on the school website [here](#) . This will give you a clear idea of the rationale behind the progression of our curriculum and the big questions we investigate in a particular subject.

The International Group

Teaching staff provide lessons that support students from across the globe, for students of all stages of English with specialist teaching. This includes a basic skills curriculum, to achieving GCSEs in one year.

Homework

Homework is an important component of every student's experience at secondary school. It supports the development of independence, breadth and depth, as well as opportunities to extend learning outside the classroom. Homework is regularly set by teachers and posted on Google Classroom. The amount of homework set will increase steadily as student's progress through the Academy.

Reading at Southfields Academy.

We are proud of the Reading culture we have at Southfields. We know that reading regularly and with insight is fundamental to educational success. To support this, we use the Accelerated Reader Programme in KS3. The scheme ensures students read books that are pitched in the appropriate range for them, but remain challenged and engaged. We support their reading choices and development with timetabled reading and Library sessions. We actively encourage our stronger readers to read widely and take the associated challenges the programme offers.

Teaching and learning.

We acknowledge that the single most important factor in a student's progress through school is the quality of the teaching and support they receive. We want all staff to inspire students, ignite their imaginations and encourage a love of learning by delivering the highest quality lessons and support. By doing this we plan for the success of every one of the students in our community.

Our purpose is to ensure the quality of teaching and learning across the Academy, thereby raising the attainment, progression and future prospects of our students. This is carried out through teaching and learning activities with clear monitoring and evaluative features. These activities are noted below:

- Student outcomes throughout the year and at external examination points
- Lesson observations

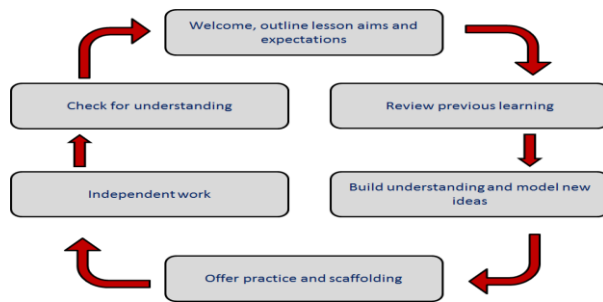


- Academy and departmental Learning Walks
- Academy and departmental book looks
- Departmental and pastoral interventions
- Quality of Education sessions for Middle Leaders
- CPD activities at all levels including internal and external INSET
- Teaching support interventions
- Student voice on teaching and learning
- Department Mondays
- Performance management
- The use of the current Ofsted framework
- External consultants

This wide variety of activities inform future lesson and scheme of work planning, curriculum design and staff development in conjunction with the Academy's Self –evaluation and Raising Attainment Plan.

Department and Academy knowledge of good and outstanding teaching and learning will inform staff practice, this includes:

- Assessment for Learning is embedded in the classroom. Students are able to use constructive feedback to articulate how they need to improve in order to make progress
- Clear differentiation and adaptive teaching strategies
- Teachers provide instant feedback, verbally, and written feedback regularly and consistently to support progress, in line with the Academy feedback expectations
- Students are aware of their strengths and weaknesses in the classroom. "Behaviour for learning" management is excellent and ensures that students make good decisions based on their self-awareness as learners
- Students are systematically "taught" the tools of learning; time management, self-discipline, note taking, resource management, planning, questioning, perseverance and resilience, interdependency etc...
- Teaching is planned to encourage creative ideas, evidence of "thinking" is demonstrated Not getting it "right" is treated as a learning opportunity
- Students' misconceptions are valued as learning opportunities and openly challenged
- Teaching and support methods and strategies are constantly reflected on and adjusted. A variety of strategies are employed to support and progress students' learning
- Teaching supports the development of students' memory and recall through the use of "spacing" and "interleaving", supporting students in their academic journey
- The Academy's 6 Point Planning Structure is used to support student progress



- Students understand the learning value and purpose of what they are doing. They should be able to explain what they are doing, how well they are doing it and how they need to improve
- Other adults should be involved in the support of lessons where support is required
- High expectations of behaviour for learning and challenging activities to deepen understanding are evident in lessons

Teaching and learning activities

All teachers will have at least one and up to two formal paired lesson observations each year. (Unless they are receiving additional support). Staff new to the Academy (excluding Beginning Teachers), must be observed by a member of the Senior Leadership Team (SLT) in the first four weeks of the autumn term. ECTs year 1 will have six observations a year, (one every half-term) and the first observation must be completed by the end of September. ECT year 2s will have three during the year (one each half-term). ECT training is coordinated by middle and senior leaders in line with the Early Career Framework, and with the Wandle Teaching Alliance Hub.

Observations are always paired, with one member of staff being a subject specialist. Copies of developmental and formal lesson observation records should be given to Line Managers, and a copy kept in the teacher's Performance Management folder. Copies of observations should be given to Sean French (Teaching and Learning Administration) and Sarah Gray (Deputy Headteacher Teaching and Learning) to carry out an in depth Teaching and Learning analysis to aid whole school improvement.

Lesson Observations are not graded at the Academy and are developmental in nature. Training and support takes place regularly to ensure they aid teacher development. Formal lesson observations are communicated 48 hours in advance with the date and time.

Joint Senior Leadership and Middle Leader observations will take place to quality assure judgements made by observers. Observation forms will be scrutinized to moderate the quality of the feedback and the targets set. Full analysis will be shared with departments, the Senior Leadership Team and Trustees.

Academy Learning Walks and Book Looks are carried out at calendared fortnights throughout the academic year. Department ones are carried out by Heads of Department and the timing will vary throughout the year.

Teacher support

If teaching does not meet the expected standards the Head of Department should initially put in place additional support with specific targets and timescales, referring to their Line Manager and the Deputy Headteacher for Teaching and Learning for guidance. This should include at the outset a summary of the quality of teaching from the last three years against the Teacher Standards and the criteria for Threshold teachers where appropriate. If after this, further support is still required, an Individual Teacher Plan (ITP) should be put in place under the guidance of the Deputy Headteacher for Teaching and Learning. This should be for a six to eight week period. Should this fail to bring sustained improvements in teaching, the Deputy Headteacher for Teaching and Learning will recommend that informal processes have been completed to the Headteacher and Principal. This may mean the beginning of a formal process.

High Achieving Students

High Achieving students may also be referred to as the 'most able' by Ofsted, and 'higher attainers' by the Department for Education. Schools in the past used the terms 'High Prior Attainers', 'Gifted', 'Gifted & Talented', 'High Fliers' and 'Exceptional' to describe this group.

These are students who are more able in that they appear to progress significantly beyond their age related expectations. This group also encompasses those young people who have the capacity to achieve the very highest levels. At Southfields Academy, the High Achievers are young people identified as High Prior Attainers (HPA) by their end of Key Stage 2 results. The group also includes young people whom individual subject teachers have identified as being or having the potential to be High Achievers in their subject. Those young people identified by subject teachers as being High Achievers or having the potential to become High Achievers demonstrate distinct skills and levels of understanding in individual subjects.

Heads of Department (HoDs) will have knowledge of the characteristics of High Achievers in their subjects. They will disseminate and discuss strategies with their teachers to support the learning of High Achievers. They will monitor the progress of High Achievers in their subject and plan appropriate interventions to ensure maximum progress and attainment of these young people. Class Teachers will know who the High Achievers they teach are and differentiate their lessons, ensuring that stretch and challenge for High Achievers. Their feedback, in exercise books, will be challenging and encourage the High Achievers to use higher-level thinking and questioning skills. They will model how to unpick high level examination question responses at GCSE, and at KS5 through their teaching techniques.

Feedback to students

The guidelines for feedback at the Academy ensure a consistent approach for all students at all key stages in all departments. This section underlies our approach;

'...marking is one of the most crucial forms of assessment... It is when we can really show children that we value their efforts, it is when we can judge our own effectiveness as teachers, it is when we can make strategic decisions about the next steps children need to make. But more than all that. It is a

rare opportunity to have an individual dialogue with every child because every child matters and always has.’¹

Our aim is to make marking and feedback ‘meaningful, manageable and motivating’.²

Teacher feedback should be completed in red biro. Teacher commentary at the end of the piece of work must refer to areas for development and what has been achieved. This should be in the form of targeted and differentiated questions as appropriate. This should support the next steps that need to be taken by the student.

Work must be marked for literacy using the literacy symbols (**Appendix 1**). When correcting spellings the student must be directed to re-write the word three times or if appropriate, research the correct spelling. Where there are multiple errors the teacher should select key vocabulary to correct for their subject.

Student work should be presented according to the whole Academy guidelines (**Appendix 2**) and any deviation from this should be brought to the student’s attention and corrected.

Students work in practical lessons is assessed against departmental criteria that have been developed with clear lines of progression in mind. Although the methods of recording these may vary from department to department, students are expected to receive regular and detailed verbal feedback on the work that they have produced within the lesson. These conversations are to be centered on the development of specific skills, allowing students and staff to work together to identify clear ways forward for the next lesson.

It is expected that all students are able to articulate their own ways forward and how the teacher feedback supported them in making progress towards this.

There is no need to mark everything a student produces – teachers should follow departmental guidelines and select appropriate pieces of work that demonstrate the skills/knowledge they are developing with their students.

Key Stage 3 Core subjects’ books should show evidence of marking at least once every two weeks. Separate arrangements can be made in the event of shared classes, in consultation with the HoD.

Key Stage 3 Foundation subjects’ books should show evidence of marking at least once every three weeks. Separate arrangements can be made in the event of shared classes, in consultation with the HoD.



Key Stage 4 books should show evidence of marking at least once per fortnight.

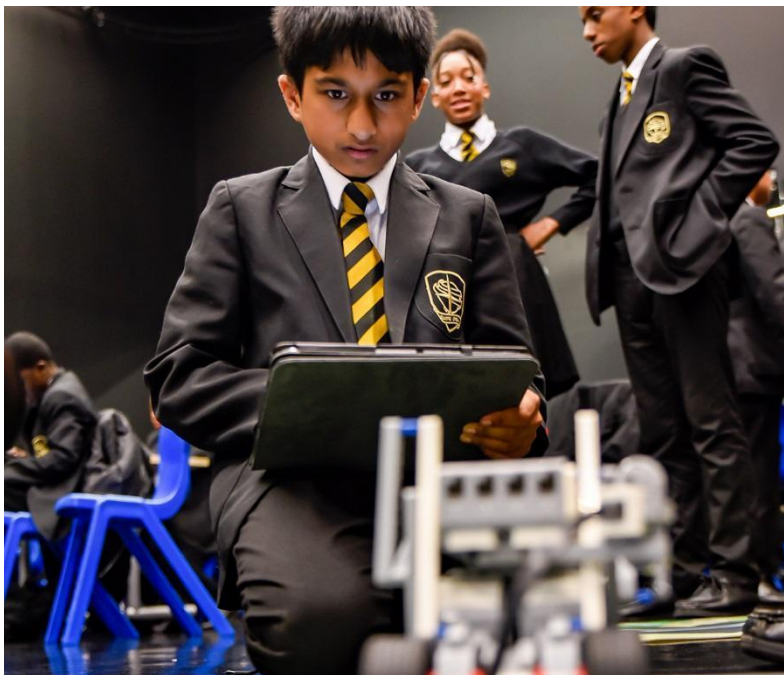
Students at Key Stage 5 are encouraged to take ownership of their learning in preparation for their next steps. The organization of their books/folders will vary between departments. Teachers' records will demonstrate regular marking of students' work.

All students at all key stages should be given time at the start of a lesson, when the books are returned, to reflect on and respond to teacher comments. Corrections and reflection should be completed in green biro. As the lesson progresses the teacher should engage in 'live' marking if/when appropriate.

Work which students have submitted which is of poor quality or poorly presented, should be refused with an insistence on redrafting. In cases of repeated incidences the teacher should follow the departmental sanctions.

Departments across the Academy completing particular qualifications may choose to feedback via Google Classrooms. Where this takes place, appropriate and regular recording of this is expected to track student improvement.

The International Group, Modern Foreign Languages and practical subject department use a differentiated set of feedback guidelines for their students.



The use of Google Classroom

At KS3 teachers will post homework on Google Classroom. At assessment points, they may also post revision materials.

At KS3 and 5 lesson and learning materials should be posted regularly on Google Classroom.

Paperwork for all teaching and learning activities can be located on the staff shared drive.

Please see appendix 3 and 4 for the Teacher Standards and the Post-threshold standards.

¹ 'Effective marking – 'A teacher's guide'' <http://superteachernorntoteach.wordpress.com> H Thompson 2014.

² Report of the Independent Teacher workload Review Group. 'Eliminating unnecessary workload around planning and teaching resources' 2016



Literacy Marking Symbols

c	=	capital letter
gr	=	grammar
l/c	=	use lower case
mw	=	missing word
p	=	punctuation
sp	=	spelling mistake
t	=	tense
//	=	new paragraph needed
?	=	unclear
*	=	comment is written elsewhere



Presentation of Written Work

- Write in black pen and draw in pencil.
 - Teachers' marking will be completed in red biro.
 - Underline the date and title with a ruler.
 - Write the date in full.
 - Use every single page. Draw a line under previous work before starting a new piece, so that you can make the most of each page.
 - Label work in the margin of books or folders as either classwork (c/w) or homework (h/w).
 - Put one line through mistakes; make corrections and complete redrafts with green pen. Use student response time sensibly to respond to your teacher's marking.
 - Neatly stick in loose sheets. Treasury tags may be used in addition to sticking sheets into books.
 - Keep your pages, folders and the cover of your book free from doodles and graffiti.
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PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Not all these standards are applicable within a lesson, but are a useful guide.

Post-threshold teachers

(1) Professional attributes

Frameworks

P1. Contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation.

(2) Professional knowledge and understanding

Teaching and learning

P2. Have an extensive knowledge and understanding of how to use and adapt a range of teaching, learning and behaviour management strategies, including how to personalise learning to provide opportunities for all learners to achieve their potential.

Assessment and monitoring

P3. Have an extensive knowledge and well-informed understanding of the assessment requirements and arrangements for the subjects/curriculum areas they teach, including those related to public examinations and qualifications.

P4. Have up-to-date knowledge and understanding of the different types of qualifications and specifications and their suitability for meeting learners' needs.

Subjects and curriculum

P5. Have a more developed knowledge and understanding of their subjects/curriculum areas and related pedagogy including how learning progresses within them.

Health and well-being

P6. Have sufficient depth of knowledge and experience to be able to give advice on the development and well-being of children and young people.

(3) Professional skills

Planning

P7. Be flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners and which integrate recent developments, including those relating to subject/curriculum knowledge.

Teaching

P8. Have teaching skills which lead to learners achieving well relative to their prior attainment, making progress as good as, or better than, similar learners nationally.

Team working and collaboration

P9. Promote collaboration and work effectively as a team member.

P10. Contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.