

**Quality of Education & Implementation**

**at Holy Trinity**

*‘Because of the engaging, exciting lessons pupils receive, pupils are inspired to produce work of high quality.’ Section 48 Jan 2020*

*Teachers’ questioning has developed well as a response to training in this area. It is particularly effective for most-able pupils. Section 5 Dec 2017*

At Holy Trinity we provide students with an education that allows them to learn, know, do and understand the world around them through dynamic, personalised teacher facilitation. Students learn, because at Holy Trinity we do not prescribe teaching and learning, students experience flair, personality and individualism which ensures students experiences of learning is diverse.

To ensure consistency and high levels of challenge for all, we embed a range of practices that ensure students thrive in their curriculum areas.

* To challenge (and equally support) students, we have embedded across the school a differentiated *Warm Hot Scorching* practice. This is a differentiated knowledge and skills success criteria facilitated by the teacher which allows teachers to challenge and support but also allows students to see how they can challenge themselves from the outset of their learning due to their ability to access differentiated starting points. In classes where there are a range of abilities, we adapt our planning and delivery further by using ‘cool’ and ‘on fire’. There is always challenge. We have high expectations of students’ leaning and abilities and we always aim high. Through expertise and regular, necessary CPD, teachers adapt their learning and facilitation to suit all learners of all abilities.
* Questioning a Holy Trinity is purposeful, challenging, and motivational. All learning starts with a *Driving Question* and *Challenge Question* – these are often linked to the WHS success criteria. These questions are fertile and allow learning to grow throughout the lesson while at the same time students’ knowledge and skills develop and mature. We know that students learn best when questions force them to stop, think and reflect. Sending students into the ‘learning pit’ and facilitating their journey out is essential to their progress and mastery; questioning is a consistently used tool used at Holy Trinity and is significant in its part to ensuring students at Holy Trinity receive the best Quality of Education.
* At Holy Trinity we use a strategy call *Do Now* to reinforce the importance of memory and retrieval. This is an embedded approach used in all lessons, every day to facilitate students’ ability to recall prior learning and make links to today’s learning. Our curriculums across the school are mapped with great care and are purposefully sequential therefore it is essential we offer students opportunities to retrieve prior learning and emphasise the important of that previously acquired knowledge and how it links to new learning. Students know and understand the purpose of this strategy which often links to homework tasks too.
* *Language for Leaning* and the importance of academic code and vocabulary plays a very big part in students’ learning at Holy Trinity, across all curriculum areas. Students’ acquisition and development of understanding language, meaning and even sometimes the heritage of language and grammar is crucial to their literacy development as this impacts their reading, writing, and speaking and listening skills. This is heavily promoted, and teachers embed language checks, the decoding of words and even teach students prefixes to broaden even further their knowledge and understanding of language.