Parkside Middle School

Learning and Teaching Policy

Sept 2017 – Sept 2018

Contents

Policy: Dated November 2017

Review: Date September 2018

Headteacher……………………………………………………….

Chair of Governors……………………………………………….

Curriculum Policy

Rationale

To provide a deep, rich and relevant curriculum that enables pupils to excel academically; whilst developing into socially and emotionally aware, confident young people.

Our Curriculum Priorities are to develop the following:

Attitudes and Values: acceptance and tolerance, respect, excellence, aspiration

Skills: resilience, independence, creativity, reflective

Knowledge: breadth of opportunity, depth of understanding

At Parkside, our School Curriculum promotes a positive attitude towards learning, so that children enjoy coming to school in an exciting and stimulating environment. We have designed and implemented our curriculum to offer a range of experiences that challenge and inspire learning; which teach the necessary skills to be successful in the modern day world and workplace, and which contribute to every young person achieving their full potential. At the core of our curriculum is the pupils' spiritual, moral, social and cultural development. We actively promote engagement with British values and this is woven into the ethos of our school.

We place high priority on ensuring that pupils' physical and mental wellbeing are met through our Thrive approach. We understand that our young people will not be successful learners unless they are emotionally secure; therefore, we carefully design our curriculum and adopt a flexible approach. Our pupils' physical and mental wellbeing are as valued and important as academic development.

Standards of excellence and high aspirations are embedded into the culture of our school. The curriculum design meets statutory requirements, and its delivery facilitates pupils to not merely cover content, but achieve a depth to their learning; this enables them to use their skills and understanding in all areas of the curriculum, to achieve academically. It provides a broad and balanced education that caters for the needs of individual children, of both sexes, from all ethnic and social groups - for all abilities and learning styles.

Our curriculum is tailored to capitalise on the experiences and needs of our young people, as well as providing them with relevant new opportunities through a broad range of inspiration days, residential trips, educational visits, visitors to the school, business links and extra-curricular clubs. We place particular emphasis on our STEM provision, with in-school competitions, links to businesses and guest speakers playing a key role in broadening our pupils' aspirations. Throughout our enrichment activities and subject teaching, pupils are encouraged to consider real-life contexts of their work; pupils are engaged in learning about how their studies can link to potential careers and their adult

life. Home-learning is used to further enhance pupils' independence, deepen and give breadth to their understanding and consolidate their knowledge and skills.

We ensure that each child's education has continuity and progression through close liaison with feeder First and High Schools. We recognise the crucial role which parents play in their child's education and encourage parental involvement in the educational process.

Key Stage 2

Maths, English, Science, PE, Computing, French, RE and PSHE, are taught as separate subjects. With the exception of Literacy and Numeracy, lessons are taught in mixed ability class groups. Settings and groupings for Literacy and Numeracy are determined by the needs of each cohort. Pupils reading skills are further developed through the implementation of Accelerated Reader, an online reading programme. The application of Maths in a real life context is strengthened through additional Practical Maths lessons. History, Geography, Citizenship, Art, Design and Technology, Music are taught as cross-curricular Learning Journeys.
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Key Stage 3

All subjects are taught separately, although cross-curricular links are made wherever possible. To enable pupils to receive high-quality secondary education, we pride ourselves on having subject specialist teachers in Key Stage Three. To enable this, pupils are taught in a carousel for Arts and Computing, and Humanities: pupils have a ten-week cycle of three lessons a week, in which they will be fully immersed in one of the Arts and Computing subjects (Art, Music, Computing, Design and Technology) and Humanities (History, Geography, RE and Citizenship). This allows pupils to fully engage and build a secure rapport with their subject teachers, whilst being encouraged to build cross-curricular skills. With the exception of English and Mathematics, lessons are taught in mixed ability class groups. Settings and groupings for English and Mathematics are determined by the needs of each cohort. Pupils' reading skills are further developed through the implementation of Accelerated Reader, an online reading programme. The application of Maths in a real life context is strengthened through additional Practical Maths projects.

Thrive
The school adopts the 'Thrive' approach to teaching and supporting pupils' social and emotional development. This programme is embedded into the culture of the school and is planned and implemented through careful analysis of class and individual needs.

Planning Policy

Rationale

Within our school, there is an agreed whole school approach to planning, which provides a balance between developing consistency in the planning process and enabling teachers to work effectively. Planning is matched to the National and School Curriculum, through progression maps and medium term plans, which specify the Attitudes and Values, Skills and Knowledge to be taught.

Aims

In order to be purposeful:
- Planning promotes curriculum balance, coherence, continuity and progression for all our pupils.
- Planning supports the teaching and learning of Key Skills.
- Planning is informed by accurate assessment and personalisation of learning to ensure effective levels of challenge for all children.
- Planning translates the National and School Curriculum through carefully agreed progression maps and medium term plans into daily and weekly activities; taking account of the specific needs of the individual and their previous learning.
- Planning allows for effective assessment to take place throughout lessons.
- Planning should support sensible time management for both pupils and teachers.
- Planning allows for effective use of resources.

Progression Maps

The purpose of a progression map is to stipulate the provision and structure of the subjects across both Key Stage 2 and 3. Progression maps are the responsibility of subject leaders to provide teaching staff with an overview of subject breadth and coverage in terms of Attitudes and Values, Skills and Knowledge. Progression maps are developed through consultation with feeder first and high schools to ensure continuity and high expectations without repetition.

Medium Term Planning

The purpose of a medium term plan is to guide teachers in each subject area. It is the subject leader's responsibility to provide teaching staff with a medium term plan that identifies desired learning objectives and outcomes for the unit of work, as well as prescribed evidence. The medium term plan will also provide staff with a selection of engaging and challenging learning activities, which identify cross-curricular links with Literacy and Numeracy and ensure progression in terms of Attitudes and Values, Skills and Knowledge. Subject leaders must also ensure that their medium term plans show ideas for differentiation for relevant groups of pupils. Assessment opportunities must also feature in the plans along with Milestones, ideas of suitable resources, outcomes and evidence.

Short Term Planning

Short term planning is required by all teachers. It is the responsibility of each teacher to use the medium term plans to create their own daily plans. Teachers should plan lessons that engage, show a clear development of learning and are measurable against the curriculum Milestones and Key Performance Indicators. Teacher's short term plans must also identify intervention and differentiation for relevant groups of pupils. Planning for Learning Support Assistants should be evident in the short term planning. Teachers must plan for assessment opportunities, which should be used to inform their planning regularly. Planning can be supported by the Curriculum Team and Subject Leaders if requested.

Marking Policy

Rationale

Marking is an essential part of planning, assessment, teaching and learning. Responding to pupils' work through constructive comments and building a teacher-pupil dialogue, acknowledges their achievement and learning, and identifies steps to ensure further progression.

Pupils are given opportunities to reflect, respond and improve their work. Teachers follow an agreed system and consistent procedures in responding to pupils' work in order to give clear messages to pupils, parents and other teachers about individual progress.

Evidence of our response to children's work can be found recorded in books and on display, but much response is verbal. A great deal of verbal praise is given. We use our judgement as professionals in a constructive way when working with learners to take them forward.

We believe that the most effective way of marking for all pupils is through dialogue.

Aims

- To assist learning.

- To provide information for assessment and inform planning.

- To encourage, motivate, support and promote positive attitudes.

- To correct errors and clear up misunderstandings.

- To recognise achievement, presentation and effort.

- To provide constructive feedback and promote higher standards.

- To show pupils that we value their work.

- To allow pupils to reflect on their past performances and to set new targets together with the teacher.

- To facilitate communication with parents and carers.

Marking Criteria

The following criteria are used to help staff audit and reflect on the quality of marking. As stated on the School Improvement Plan, the criteria will be used during appraisal meetings and will be a focus of work trawls to ensure that high standards of marking are consistent across the school. Not every piece of work or marking will meet all of the criteria. Consistent, high quality marking will show evidence of all of the criteria over time.

- Work is marked regularly.
- Work is marked against Milestones and Key Performance Indicators using the agreed guidelines.
- Teacher comments are personal to the pupil and recognise effort and achievement.
- Teacher comments give subject specific targets for improvements and suggestions on how to achieve these targets.
- Teacher comments extend and challenge pupils further.
- Teacher comments give pupils a clear indication on how successful they are in meeting the milestones.
- Misconceptions are challenged or corrected.
- Where self and peer assessment is used, it is acknowledged by the teacher to ensure that it is effective and accurate.
- Work is marked for GPS, in order to promote high standards of Literacy across the curriculum using the agreed guidelines.
- Pupils act on teachers' feedback by:
1. Editing and improving work
2. Identifying how they can improve further
3. Reflecting on their learning and progress

Guidelines

- Work will always be marked against the Milestones using the agreed system:

  - Emerging (-) Developing (^) Secure (=) Mastery (+)
  - T should be used to indicate a pupil target.
  - S should be used to indicate support given on tasks.
  - DT should be used to indicate discussed with teacher.

- All work should be marked for GPS, in order to promote high standards of Literacy across the curriculum:
  - SP should be used to indicate a spelling error.
  - P should be used to indicate a punctuation error.
  - // should be used to indicate a new paragraph is needed.
  - ˆ should be used to indicate an omission.

Teachers must use their professional judgement and their knowledge of pupil ability when applying the above Literacy marking criteria for GPS.

The agreed code will be displayed in every classroom so that all children are aware of the meaning of the various markings.

- There may be times when it is appropriate for a T.A. to annotate work.

- Black pen is used, and care is always taken to preserve the integrity of pupils' work.

- Work should be marked regularly and promptly.

- Work produced by SEND pupils and Disadvantaged Learners will be marked first.

- Marking includes verbal and written feedback.

- Marking can be done in the classroom with the child or a group.

- Talking partners – children are encouraged to evaluate their own and other's achievement's against the milestone, in verbal or written form.

- Self /peer marking is carried out in green pen and should follow the same guidance as teacher marking.

- Responding to teachers' comments is a skill and children will be taught how to reflect on these and respond to them.

- Opportunities for Directed Improvement and Reflection Time (D.I.R.T) will be given.

Rewards

In accordance with our Behaviour Policy rewards are issued in the form of achievement points, stamps, stickers and certificates.
Class valuing of work by celebrating and sharing – teachers select children to show good work in Celebration assembly.

Planning and Assessment

Marking informs planning and provides information for assessment.
Corrections support the child's learning and we remember that too many can overwhelm and demoralise the pupil. The ability of the individual pupil and the effort that they have put into a piece of work will always need to be taken into account when marking. Teachers use their professional judgment when deciding how many corrections to mark.

Time is given to pupils to reflect upon marking to ensure that they benefit from it. Pupils should initial marking comments after reading them. Pupils are also given the opportunity to discuss their work with the teacher.

Marking has the potential to be a powerful, manageable and useful ongoing diagnostic record of children's achievement that feeds into future planning. It is also a very effective medium for providing feedback to children about their progress.

Parkside Assessment Pyramid

School Performance Data will analyse achievement of all cohorts and groups.

Curriculum/Pastoral Team
SLT
Governors

Summative tests and teacher assessment will be used to provide an accurate picture of pupil's achievement at age related expectations at the end of each academic year. Pupils and parents will be informed of progress and targets against these.

Pupils and Parents
Class teachers
Subject Leaders
Curriculum/Inclusion Team
SLT

Key Performance Indicators and milestones are set by Subject Leaders. Teachers will use them to assess where pupils are at the end of each term and should be provide a picture to as to how pupils are progressing towards their end of year expectations. Teachers will use pupil's work and their assessment grids as evidence. Subject leaders will use them to moderate and track performance. Pupils and parents will be informed of progress and targets against these.

Pupils and Parents
Class teachers
Subject Leaders
Curriculum/Inclusion Team

Assessment grids completed by class teachers for each teaching group. This is formative assessment completed against age related milestones in Key Performance Indicators (KPIs). This will enable teachers to build up an accurate picture of pupil's capabilities and where further support or extension is needed. This is primarily for the teacher to inform planning and marking.

Class teachers

Assessment Policy

Rationale

Assessment is a vital part of the learning and teaching cycle. It provides a framework within which educational objectives are set and pupils' progress expressed and monitored. At Parkside this is completed in partnership with the pupils.

Aims:
- Assessment will be linked to the School Curriculum and will set out the Attitudes, Skills and Knowledge pupils are expected to achieve and by when. This will provide meaningful tracking of pupils and will be benchmarked using age-related Milestones against Key Performance Indicators.
- Assessment will draw on a range of summative and formative evidence of what pupils know, understand and can do.
- Assessment information is used to modify teaching to ensure that all pupils make progress and meet or exceed expected standards.
- Aspirational targets are set to ensure learning is broadened and deepened.
- Parents and pupils will be given accurate information on whether the expected standard is being achieved. Feedback will be given that improves learning through the setting of specific, focused targets.
- The accuracy of assessment will be monitored through internal and external standardisation and moderation.

Types of assessment:

Formative

This will take place during the lesson as part of the learning process. {**AFL**}
Uses of formative assessment:
- To facilitate learning
- To see whether learning has taken place
- To provide feedback for the teacher on how pupils are progressing-what could be done to improve, extend or enhance learning
- To provide feedback to pupils concerning their own progress-what they need to do to improve, extend or enhance their learning
- To diagnose pupils' needs or barriers to learning and help to inform planning and modify teaching

Evidence

- Work in books will be key evidence of learning and progress. Marking will be high quality and regular ensuring that pupils are given consistent guidance on how to improve further. (Marking Criteria)
- Assessment grids to be used by all teachers to monitor and track learning against the Milestones and Key performance Indicators. Teachers will judge whether pupils are Emerging (working below age related expectations), Developing (working towards age related expectations), Secure (working at age related expectations), Mastery (working with greater depth at age related expectations) or Exceeded

(working above age related expectations). Comments linked to these judgments should also identify relevant interventions and strategies being employed
• Seating plans should to link to the assessment grids with identified groups (DL / SEND / MA)
• Assessment grids, pupils' books and marking will provide evidence for teachers to make end of term and year judgments against Key Performance Indicators and provide a key source of information when communicating with pupils and parents as to whether pupils are on track to meet their age-related Milestones.

Summative

- Used to discover what a pupil has achieved against Key Performance Indicators and age-related Milestones.

Evidence

- End of unit/topic tests
- Termly /mid-year tests
- Standardised assessment tasks
- Standardised tests

Assessment weeks take place termly for each year group.

Tracking and Monitoring

End of Key Stage Expectations are the national benchmark for pupils' achievement. Summative tests and teacher assessment will be used to provide an accurate picture of each pupil's achievement at the end of each academic year.
Subject teachers are responsible for inputting data onto the SIMs tracking system. Subject leaders are responsible for moderating and tracking the performance of all cohorts and groups of pupils. School Performance Data will analyse achievement of all cohorts and groups. This is reported to Governors termly.

Intervention

Pupils who are underachieving, failing to make expected progress or needing accelerated progress will be given intervention strategies.
Types of intervention used:
Wave 1: teacher support, parental involvement, SENCO
Wave 2: rapid writing/reading, rapid mathematics, Thrive, one-to-one, booster, FLS, handwriting, outside agencies.

The impact of intervention is regularly monitored and evaluated.

Communication with Parents and Pupils

Pupils have age-related milestones for each subject so that they have clear guidance on what the next steps in their learning should be. Through marking and dialogue, the teacher provides individual feedback that improves learning through the setting of specific, focused targets.
This information will be shared with parents during parents' evening and annual reports.

Reports

Our reports promote and provide:
- Good home/school relationships
- Information for parents
- An opportunity for discussion with parents
- Targets for pupils

A written report for each child is sent to parents, once a year. It outlines a pupil's progress in the core and foundation subjects of the National Curriculum and the attainment of the pupil in terms of national age related expectations.

Monitoring Policy

Rationale

Monitoring is a crucial element in raising standards of Teaching and Learning. At Parkside, we follow a robust monitoring cycle. It provides a clear framework with agreed criteria, providing clarity for pupils and staff on their role in the process with opportunities for intervention and support.

Aims
- To ensure the highest standards learning and teaching.
- To ensure all pupils progress and develop.
- To provide a positive learning and teaching climate.
- To provide continued professional development for all staff.

Monitoring Learning

- Marking, assessment and record keeping. (teachers)
- Assessment to inform planning. (teachers)
- Individual target setting. (teachers/pupils)
- Pupil Progress Meetings held termly. (curriculum team)
- Tracking system. (subject leaders)
- Termly reports. (subject leaders)
- End of year reports. (SLT)
- Behaviour and pastoral records. (Pastoral managers)

Monitoring Teaching

- Lesson Observations, Learning Walks, Marking Audits. (SLT / subject Leaders)
- Coaching. (teachers)
- Team Teaching (teachers)
- Appraisal. (SLT)
- Work audits. (subject leaders)

Differentiation Policy

Rationale

Differentiation is the process by which the curriculum objectives, teaching methods, assessment methods and learning activities are planned to cater for the learning needs of the individual pupil. To provide for this basic entitlement, pupils in the same group must have learning opportunities matched to their particular needs and teaching must take into account the differences in learning characteristics. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching.

Aims

- Differentiation is an on-going process in which teachers plan the interventions that will appropriately address the differences and the characteristics of the individual pupils in the class.
- To maximise individual pupil potential through the implementation of effective differentiated learning opportunities both in and out of the classroom through a wide range of interventions, strategies and resources developed by the classroom teacher and the whole school.
- To promote differentiation as an on-going and evolving priority in teaching and learning within the clear framework for inclusion.
- To provide guidelines that will allow teachers to consider all aspects of differentiation when addressing their particular needs.
- To encourage teachers to examine a range of strategies for differentiation.

Roles and responsibilities

Subject leader:
- Will provide an accessible curriculum that recognises the learning needs of all pupils. This will be supported through carefully planned Progression Maps and Medium Term Plans that reflect differentiation.
- Will coordinate an analysis of assessment data, in line with the School Tracking Data to help inform a subject and School Strategy for raising achievement in response to performance.
- Will evaluate the effectiveness of planning in relation to progress and learning needs.
- Ensure that the planned subject programmes of work will allow pupils to work at different levels; ensure pupils maximise potential; take into account achievements, strengths and targets.
- To promote the on-going assessment of need by taking into account pupils' attainments and prior knowledge through reports, assessments and observations.
- Will promote strategies, methodologies and task related differentiation within the Subject.

Classroom teacher:

The classroom teacher has direct responsibility for the levels of differentiation that are used in the classroom. Good practice in the area of differentiation will require that teachers will:

- Use a variety of learning environments that will support pupils in their access and progression towards independent learning which include whole class teaching, self-study, paired work, individualised work and group-work {organised in ability, friendship, mixed ability, gender or interest groups} as appropriate to task.
- Support pupils in their progression towards independent learning by enabling them to use a range of resources with the emphasis on learning how to learn.
- Ensure that all pupils, including those with Special Educational Needs or those identified as More Able have access to a curriculum pitched at their level of attainment.
- Recognise and demonstrate in lesson planning an understanding of individual differences and the variety of needs within a class.
- Provide a variety of tasks during lessons that will be matched to the abilities, aptitudes and interests of the pupils.
- Employ a variety of teaching styles that can be matched with a variety of different learning styles in the classroom.
- Provide varied feedback in marking, correcting and commenting on how work can be improved and developed.
- Develop the classroom management, layout and organisation to help foster effective learning.
- Understand the current levels of attainment and the potential levels of attainment of the pupils in their class.
- Review pupil progress and target levels with pupils.
- Ensure that tasks are designed to enable pupils to progress at their own pace.

Differentiation Strategies:

It is important to note that differentiation does not mean "different work" but instead refers to the wide variety of resources, teaching styles, classroom activities and support materials that can be used by teachers to help make the curriculum accessible and allow pupils to progress within their lessons.

Differentiation of Resources:
- Use of alternative textbooks and worksheets with a different design and reading levels.
- Use of technologies such as scientific calculators, spell-checkers, tapes, dictaphone etc.
- Careful labelling and printing on different coloured paper to help pupils manage their classroom resources effectively.
- Modified photocopies {enlarged, simplified, annotated etc.}.

Differentiation by Task:
- Provide a variety of tasks that cover the main content area to cater for the variety of individuals in the class.
- Match the classroom tasks to the pupils' abilities, aptitudes and interests.
- Provide a range of tasks that allow choice.
- Design tasks so that they enable a variety of outputs.
- Build learning routes.

Differentiation by Support:
- Support from other adults {teaching assistants} and peer support from pupils.
- Individual support from the teacher.
- Celebration of achievement.
- Co-operative teaching.
- Small group teaching.

Differentiation by Response/Outcome:
- Each individual has a unique combination of strengths and weaknesses and so the work of each will need to be responded to differently.
- Task objectives and assessment criteria must be made very clear.
- Use different pupils' work to demonstrate the different levels of response from a common task.
- Allow pupils to proceed through a course at his/her own speed.