



Parkside Middle School

Quality of Education Policy

May 2019 – May 2020

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Policy: Dated May 2019

Review: Date May 2020

Headteacher.....

Chair of Governors.....

Curriculum Policy

Our intent is to provide a deep, rich and relevant curriculum that enables pupils to excel academically, whilst developing pupils' character so they become socially and emotionally aware, confident young people.

Our Curriculum Priorities are to develop the following:

Attitudes and Values: To demonstrate acceptance and tolerance, respect, excellence and high aspirations.

Skills: To be resilient, independent, creative and reflective learners.

Knowledge: To equip pupils with essential knowledge to be educated citizens, by understanding key concepts, connecting and retrieving new and existing knowledge, and applying it fluently.

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, knowledge and cultural capital to be successful in the modern 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. Reading is prioritised to enable pupils to access a full curriculum. The school implements 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. There is high academic, vocational and technical ambition for our pupils.

We ensure that each child's education has continuity and progression through close liaison with feeder First and High Schools. The school's curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before and ensures that they are ready for the next stage in their education. 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. The reading curriculum promotes fluency, confidence and enjoyment supported by the use of Accelerated Reader, an online reading programme: gaps are addressed quickly and effectively through interventions such as phonics and Lexia. The application of Maths in a real life context is strengthened through additional Real-Life Maths lessons. History, Geography, Citizenship, Art, Design and Technology and Music are taught as cross-curricular Learning Journeys.

Key Stage 3

All subjects are taught discretely, 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 integrate new knowledge into larger ideas. 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. The rigorous and sequential approach to the reading curriculum enables pupils to read widely and often, with fluency and comprehension appropriate to their age. The use of Accelerated Reader continues to motivate and enthuse. 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' personal development. This programme is embedded into the culture of the school and is planned and implemented through careful analysis of class and individual needs. All pupils receive a class-based lesson of Thrive each week.

Planning Policy

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 breadth, depth and progression for all our pupils.
- Planning sequences the curriculum to enable pupils to build their knowledge and skills towards agreed end points.
- 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 is informed by accurate assessment and personalisation of learning to ensure effective levels of challenge for all children and allows for effective assessment to take place throughout lessons.
- Planning is designed to ensure that pupils embed key concepts in their long term memory and apply them fluently.
- 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 ensure that the curriculum is coherently planned and sequenced towards accumulating sufficient knowledge and skills for future learning and employment. 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. The medium term plan contains the content for each unit of work that has been identified as most useful and ensures that the content is taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.

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. It provides staff with 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 implement their own daily plans. Teachers should plan lessons that engage, show a clear progression of learning, by building on what has been taught before and towards the defined end points of the curriculum Milestones and Key Performance Indicators. Teachers 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

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 through a combination of key assessments (summative), feed-forward assessments, checking and live-marking. (see appendix)
- 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.
 - ^ 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. It is acknowledged that due to the nature of maths, this subject has its own marking policy (see appendix 2).

- There may be times when it is appropriate for an LSA to mark or annotate work. This will be completed in purple pen.
- 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 achievements 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.

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.

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.

Homework Policy

1. Rationale

At Parkside Middle School we offer a rich and varied curriculum, designed to both broaden pupils' experiences and enhance their academic achievement. All teaching staff are aware of the importance of homework and the need to maintain consistency both of setting and marking of homework for the benefit of pupils. It is also important that regular feedback should go home so that parents/carers can see how well their child is progressing.

Whilst the teacher's main role is to facilitate engaging and stimulating lessons which are key to pupil progress, time should be built into lessons to provide feedback on homework and inform pupils of their next steps.

In addition, we recognise that school is not the only place where children learn. The experiences that children get at home, through clubs and family outings is of utmost value to their development as well-rounded young citizens. It is for this reason that our homework programme is designed to enhance children's learning experiences, rather than encroach on family time.

This policy statement has been produced on the basis of consultation with pupils, parents and staff. It is designed to provide a coherent framework from which subjects and teachers can develop a consistent and effective approach to homework taking into consideration students of all ages and levels of ability.

2. Purpose of Homework

- To provide an opportunity for parents to become involved in the academic development of their child.
- To consolidate and reinforce skills and understanding, particularly with basic skills and the creative curriculum.
- To encourage and develop self-organisation and self-discipline.
- To exploit resources for learning, of all kinds, at home.
- To provide an enjoyable and purposeful supplement to class work.
- To extend school learning, for example, through additional reading.
- To encourage pupils as they get older to develop the confidence and self-discipline needed to study independently.
- To give pupils a sense of pride and accomplishment in what they have achieved.

3. Structure of Homework

Homework tasks should be set to reflect ongoing class work across the curriculum. The list below is not exhaustive.

Homework can take the form of:

- Reading on a daily basis (with parents or carers for insecure readers).
- Learning and practising spellings and mathematical skills and tables.
- Completion of task.
- Reviewing, redrafting and completing a piece of work.
- Preparation for classwork / presentation.
- Research topics, projects and investigations.

Where online homework is set, pupils who do not have access to a computer at home can be supported through the Homework Club that runs every day during lunchtimes.

KS2

Homework at Key Stage 2 (Years 5 and 6) will be limited to the two Core Subjects and total a maximum of 1½ hours per week. Core subjects are English (to include daily reading) and Maths. Some Science will be set when it is relevant and appropriate.

Teachers in KS2 are expected to ensure that homework is properly recorded in planners by pupils as they learn to organise themselves. Homework should be set at the beginning of the lesson in order for it to be given time to be checked by the teacher to ensure that it has been correctly written in. Parents/Carers are requested to check planners regularly, to ensure tasks etc. have been completed. Form Tutors and Curriculum Team members will monitor planners.

Learning Journey: Non-core homework will take the form of projects e.g. 3D modelling, research, writing task. A homework summary will be provided by the teacher at the beginning of each half term. Hand-in dates will be detailed on the summary. The department issuing the homework will be expected to give further guidance to students to enable them to break the tasks into smaller parts.

KS3

Students in KS3 (Years 7 and 8) will be set one homework task per week in English, Maths and Science, and one homework task per fortnight in other subjects for a total of 3 - 4 hours per week. Some subjects such as PE may set homework less frequently.

The duration of each task should be approximately 25 minutes in Year 7 and 35 minutes in Year 8. Core subjects may receive more homework than what is stipulated where required.

Where a subject sets an extended task over several weeks (for example History), the expectation will be that the student will spend an average time per week as stated above.

Teachers in KS3 are expected to ensure that homework is properly recorded in planners by pupils. Homework should be set at the beginning of the lesson in order for it to be given time to be checked by the teacher to ensure that it has been correctly written in. Parents/Carers are requested to check planners regularly, to ensure tasks etc. have been completed. Form Tutors and Curriculum Team members will monitor planners.

5. Homework Timetable

The school does not publish a prescriptive homework timetable. Teachers are expected to adhere to the arrangements described above. Wherever possible, teachers are encouraged to set homework on a regular day each week and to set homework allowing a minimum of one week for completion. This allows pupils and parents to plan a regular weekly time slot for homework to be completed if they so choose, and gives ample time for pupils to enquire about any misconceptions.

6. Marking of Homework

Homework is marked regularly. Homework is marked against Milestones and Key Performance Indicators using the agreed guidelines laid out in the marking policy. In addition, where a project homework (or any homework requiring considerable effort is completed) pupils are recognised for their efforts and given clear feedback and rewards in line with the behaviour policy (see below).

7. Rewards and Sanctions

At Parkside we firmly believe in celebrating success in all areas of school life, including homework. Rewards can be in the form of verbal praise, achievement points, notes home and subject certificates. In addition, we hold weekly celebration assemblies to share excellent work and achievements, and there are end-of-term raffles and reward trips to encourage and reinforce positive, polite behaviour.

If a pupil fails to complete homework, the pupil will be given a behaviour point and be given a date by the teacher when the homework is to be completed by. Consistent failure to complete homework will lead to further sanctions in line with the school behaviour policy.

8. Homework Support

Homework support can be found on the school website for individual subjects. In addition, a Homework Club runs every day during lunch time (12.30 -1pm). It is run by specialist English and Maths staff to support pupils with completing their homework.

If a pupil is struggling to complete a homework task at home, parents should write a note to the teacher in their child's planner explaining the situation. Often this can provide vital feedback to a teacher on whether pupils have understood and retained what they have learnt during lesson time.

Assessment Policy

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 in order to ensure they are ready for the next stage in their education.
- 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 end of 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.

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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: Extra provision in small groups for writing, reading and 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' evenings 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.

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 pupils 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 provide a picture to as to how pupils are progressing towards their end of year expectations. Teachers will use pupils 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 pupils capabilities and where further support or extension is needed. This is primarily for the teacher to inform planning and marking.

Class teachers

Monitoring Policy

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 of 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)
- Mid-year 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)
- Performance management. (SLT)
- Work audits. (Subject Leaders)

Appendix 1

Differentiation

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 Most 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 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.)
- Use of physical equipment or models and images.

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 (learning support 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.

Mathematics Marking

Marking in Mathematics should be used to:

- Check understanding and pick up misconceptions.
- Set short tasks to consolidate or challenge thinking (DIRT).
- Inform future teaching.
- Monitor learning and presentation.
- Pick up the spelling of key mathematical vocabulary.
- Validate and praise pupil effort.

Coding for Mathematics marking:

Tick - correct answer and method

Tick with M - method correct

- - incorrect answer

S - support given during lesson

VF - verbal feedback given individually or as a class

T - Target/DIRT/consolidation activity needing pupil feedback

* - misconception picked up and explained

C – corrections needed

Sp - mathematical spelling mistake

Self-marking - completed in green pen.

Self-assessment - each milestone should be self-evaluated against the stages of learning (-, ^, =, +).

Teacher Assessment - each milestone should be evaluated against the stages of learning (-, ^, =, +).

Peer- marking - completed in green pen and initialed.

End of unit evaluations - completed by the pupils relating to milestones and key skills. Teachers should respond to these including a comment for improvement on how to improve their current attainment. E.g. How to move from secure to mastery.

<p>Coding for Mathematics marking:</p> <p>Tick - correct answer and method</p> <p>Tick with M - method correct</p> <ul style="list-style-type: none"> • - incorrect answer <p>S - support given to you during lesson</p> <p>VF - verbal feedback given individually or as a class</p> <p>T – Target/DIRT: respond in green pen</p> <p>* - explains where you have gone wrong</p> <p>C – you need to do corrections in green pen</p> <p>Sp - spelling mistake of a maths word</p>	<p>Coding for Mathematics marking:</p> <p>Tick - correct answer and method</p> <p>Tick with M - method correct</p> <ul style="list-style-type: none"> • - incorrect answer <p>S - support given to you during lesson</p> <p>VF - verbal feedback given individually or as a class</p> <p>T – Target/DIRT: respond in green pen</p> <p>* - explains where you have gone wrong</p> <p>C – you need to do corrections in green pen</p> <p>Sp - spelling mistake of a maths word</p>
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For pupil books

Appendix 3

	Key Assessment	Feed-forward assessment	Checking	Live-marking
Frequency of teacher led marking	Once per unit (end)	Once per unit (midway)	Weekly	Daily
How it impacts learning and progress	Final assessment of attainment and progress within a half term or unit of work.	To accelerate learning by spotting errors and misconception in pupils' learning, addressing them individually, or as a group, and giving feedback towards their key assessment in order to develop pupil confidence, depth of learning and attainment.	Allows pupils to consolidate their understanding of topics, checking quality and quantity of work and spotting obvious misconceptions. Validation of pupils work and effort. Allows pupil ownership of their work.	Pupils gain instant feedback to improve their work in the moment for maximum impact. Develops a live dialogue between student and teacher giving 1 to 1 focus.
What it looks like	Marked against KPIs Summative teacher assessments End of unit tests Termly testing Reading and writing assessments STAR tests Practical performance	Marked against KPIs Self/peer assessment Improving draft work Literacy across the curriculum GPS DIRT Marking Practical performance Modelling misconceptions Challenge questions Consolidation activities Targets and challenge questions AFL	Marked against milestones Review homework Self/peer assessment Verbal feedback Whole class feedback (verbal or written) Positive comments Achievement points Stickers Post-it notes Stamps LSA marking Ticked success criteria AFL	Marked against milestones Self/peer assessment Verbal feedback Whole class feedback Positive comments Achievement points Stickers Stamps LSA marking 'S' for support 'DT' discussed with teacher Ticked success criteria AFL

Appendix 4

Work Trawl

All department work trawls should consider whether:

MARKING

- Marking is in-line with the school policy.
- Marking is impacting on learning.
- Pupils are responding to marking where relevant.

PRESENTATION

- Presentation is in line with school policy. Evidence of poor presentation is being challenged.

CURRICULUM

- Key vocabulary is being used for the subject and is spelt correctly.
- Work is following the MTP and is at age-related expectation (**implementation**).
- MTPs show adaptation in the short-term planning process in response to AFL (**implementation**).
- Teaching shows good subject knowledge and pedagogy (**implementation**).
- There is no ceiling to learning.
- Work shows challenge and support where appropriate.
- Cross-curricular skills are reinforced at age-related expectations.
- Books show progress (**impact**).

Please be aware that not all learning will be in books and take into account pupils' needs when commenting on judgements and attainment. At times, a professional conversation with a staff member may be needed.

Confidentiality: Although general comments on a work trawl can be shared with all, individual feedback should only be shared with the individual teacher, SLT and their performance manager.