

Parkside Middle School Quality of Education Policy

*Including: Curriculum, Planning, Teaching, Learning and CPD,
Homework, Assessment, Feedback and Marking & Monitoring*

**Dated: September 2024
Review date: September 2025**

Headteacher.....

Chair of Governors.....

Contents

Part 1 - Curriculum

Part 2 - Planning

Part 3 - Teaching, Learning and CPD

Part 4 - Homework

Part 5 - Assessment

Part 6 – Feedback and Marking

Part 7 – Monitoring

Appendix 1 - Adapting Learning (Differentiation)

Appendix 2 – Teacher Responsibility/Intervention Pyramid

Appendix 3 – Mathematics Marking

Appendix 4 - Marking overview

Appendix 5 - Work trawls

Appendix 6 - Spire Trust Teaching, Learning and CPD expectations

Quality of Education Part 1 - 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

Spark imaginations - be inspired
Push the horizon - be aspirational
Seek to know about our world - be knowledgeable
Live an extraordinary life - reach potential
Nurture character – be individual
Build foundations for the future - be the future

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 be adaptive to the needs of our pupils, with access to a Thrive curriculum for all. 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 ensuring that they know and remember more; 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.

Covid-19 Recovery

Following the pandemic and remote learning, subject leads have revisited their curriculum sequencing/planning and using formative assessment of pupils on their return to full-time education in school have adapted medium term planning to support pupils to fill gaps in learning. The digital platform Century Tech has also been introduced, which enables all pupils to have a personalised pathway in the core subjects to help fill any gaps in learning. Some pupils are also eligible for further support through the National Tutoring Programme.

Key Stage 2

All subjects are taught as discrete lessons. With the exception of English and Maths, lessons are taught in mixed ability class groups. Groupings for English and Maths 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: for our Early Readers, gaps are screened, diagnosed and addressed quickly and effectively through interventions such as phonics and tutoring. The application of Maths in a real-life context is strengthened through additional Real-Life Maths lessons. The Arts lessons cover Art Design and Technology, while Humanities lessons cover History and Geography. Both The Arts and Humanities are taught on a rotation. Music and RE are taught as discrete lessons every week.

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. With the exception of English and Maths, lessons are taught in mixed ability class groups. 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 projects within the maths lessons.

Digital Platforms

The school uses a variety of Digital Platforms to enrich the curriculum and support pupils learning and progress. Pupils currently use: Accelerated Reader, Spelling Frame, MyMaths and Times Table Rock Stars.

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.

Remote Education

Attendance in school for face to face teaching is essential. However, for exceptional circumstances, there may be the need for our pupils to be able to access work remotely from home. Should this occur, all work that is set to be completed at home will continue to follow the curriculum in school.

Quality of Education Part 2 - 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 learning, 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.

Knowledge Sequencing Maps

The purpose of these are to ensure that the curriculum is coherently planned and sequenced towards accumulating sufficient knowledge and skills for future learning and employment. Knowledge Sequencing Maps are the responsibility of subject leaders to provide teaching staff with an overview of subject breadth and coverage in terms of how knowledge builds across the curriculum. They are to be used by subject teachers to ensure medium and short term planning builds on prior learning, recall and repetition. These maps are developed through consultation with feeder First and High schools to ensure continuity, progression and high expectations.

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 English, Maths and SMSC while ensuring subject progression. Subject leaders must also ensure that their medium-term plans show ideas for adaptation 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 guide 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 adaptation for relevant groups of pupils. Planning for Learning Support Assistants (LSAs) should be evident in the short-term planning. Teachers must plan for assessment opportunities, which should be used to inform their planning regularly and check for retention of knowledge and skills. Planning can be supported by SLT and Subject Leaders if requested.

Quality of Education Part 3 - Teaching, Learning and CPD

Read in conjunction with the Spire Trust Teaching, Learning and CPD Policy.

Aim:

- For high quality teaching, learning and CPD to be at the heart of Parkside Middle School.
- To ensure that all pupils at Parkside receive high quality teaching, enabling them to reach their potential both academically and pastorally.
- For all pupils to make good or better progress from their starting points due to high quality teaching and support.
- For staff to feel their career development is valued.
- For CPD to be relevant and appropriate taking into account whole staff and individual needs.
- To work with the Spire Trust to provide the best possible education for the pupils of Parkside and other Trust schools.

Quality First Teaching:

Quality First Teaching is expected in all lessons at Parkside, as it is proven to have the greatest impact on all groups of pupils, including disadvantaged learners and SEND. Quality First Teaching at Parkside includes:

- Active learning; participation of all pupils
- Good behaviour for learning; pupils show self-motivation
- Well-planned questioning
- Direct instruction and clear explanations
- Good subject knowledge
- Effective modelling
- Well-chosen models and images
- Effective use of classroom displays and Pupil Handbooks to support learning
- Small steps in planning and learning following a well sequenced MTP
- Use of short-term and long-term retrieval activities to support pupils in remembering more (AfL)
- Teaching adapted in response to pupil learning (AfL)
- Explicit teaching of subject specific vocabulary including 'Speaking like a Specialist'
- Explicit teaching of misconceptions
- Use of examples and non-examples
- Stretch and Support (Ordinarily Available for SEND)
- Promotion of independent learning skills
- Learning put in context (*We are learning this because..*), with links made between learning within the subject, across other subjects, to real-life and careers
- Use of Oracy, including effective paired and group work
- Thrive approach; pupils ready to learn and regulated.

Continued Professional Development (CPD):

Quality First Teaching cannot be achieved or sustained without both monetary and time investment in high quality CPD. At Parkside, CPD is highly valued and carefully planned. All CPD is linked to individual or whole school development, relating to Performance Management or the School Improvement Plan, alongside appropriate Health and Safety training. Whole school CPD follows a cyclical approach, where CPD is intentionally revisited to have maximum impact of staff development and model how pupils learn. All staff have CPD trackers and are expected to take responsibility for these. Some elements of CPD are directed, while other elements are personal to the individual. All CPD is evaluated for value for money.

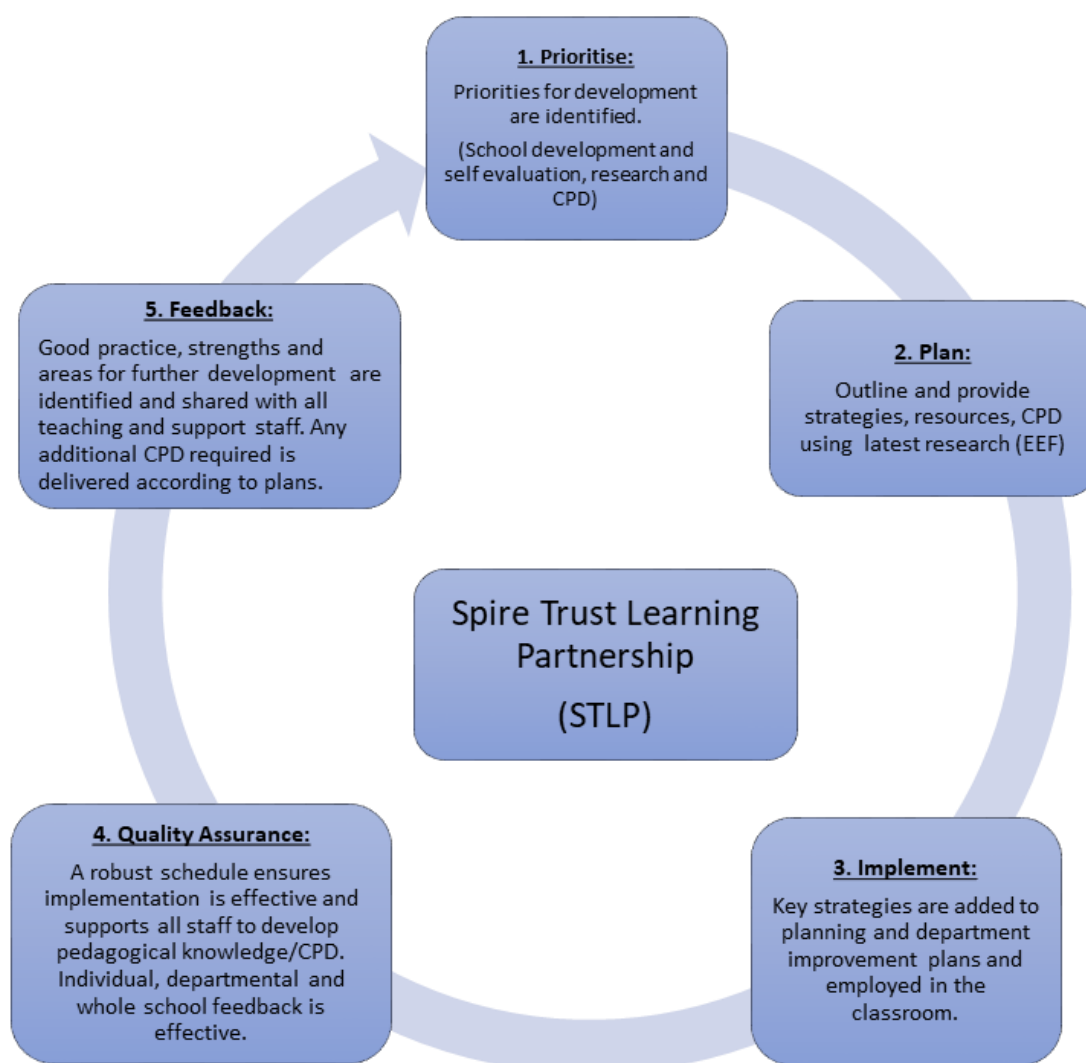
CPD includes:

- In-house planned CPD linked to SIP, led by experienced staff
- The Parkside Teaching and Learning Newsletter produced half termly
- Recommended CPD sent around by CPD Lead from various sources
- Reading, podcasts or webinars to enhance own knowledge
- Internal/external/virtual training opportunities
- Subject Lead department meetings focusing on subject knowledge and pedagogy
- Working with a more experienced colleague or subject expert (in-school/STLP/First/High Schools)
- Sharing good practice meetings
- New Staff Induction Programme, including Statutory and non-Statutory training
- ECT Programme
- Internal Deep Dives/Shallow Paddles
- Parkside Faculty structure
- Mentoring/supporting a less experienced colleague
- Coaching/being coached by a colleague
- Classroom observations and feedback
- Whole staff monitoring of work and feedback
- Recording yourself teaching and reflecting
- Team-teaching a new approach or use of Lesson Study
- Trailing new ideas/ initiatives and feeding back
- Using performance management effectively
- Leading a project, team or training session
- Improving skills for future career progression e.g. NPQ
- Safeguarding Training, updated regularly
- SEND updates including specific pupil needs
- SEND specific training eg. ASD, ADHD
- Health and Safety including Fire Awareness, Health and Safety, EpiPen, Epilepsy, Diabetes, First Aid, Cystic Fibrosis, Team Teach etc.
- LSA training, including LSAs attending whole staff training and monitoring sessions
- Governor Training, including induction and safeguarding training for all governors and other appropriate CPD dependent on role/interest
- Office Staff training, including Health and Safety, MIS system, Attendance, Finance, Assessment and Reporting, SCR and other training relevant to role
- Lunch Supervisor training

Example resources used for CPD:

- National College
- Challenging Education
- Behaviour Buddy
- Mary Myatt
- SEND support
- LA courses (face-to-face and Virtual)
- Ofsted Reviews
- Subject MTPs/Knowledge organisers
- Subject Meetings re: Subject Knowledge/Pedagogy
- STLP support eg. STLP HOD meetings and SEND SLE
- STLP Quality Assurance visits
- NCETM
- NPQ
- Iris for ECTs

The Spire Trust Teaching and Learning Development Cycle including CPD:



Quality of Education Part 4 – Homework

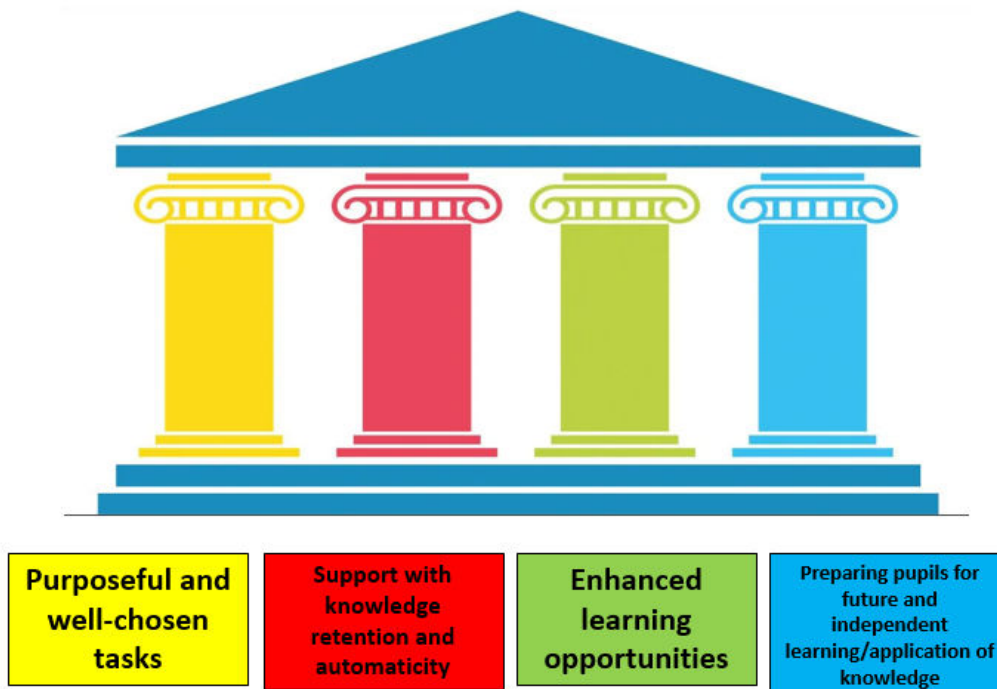
Aim

At Parkside Middle School we offer a rich and varied curriculum, designed to both broaden pupils' experiences and enhance their academic achievement. Homework is part of this and should enhance in-school learning. All homework should be purposeful and support the sequence of learning and retention of learning, helping pupils to remember more and be ready for the next stage of their education.

The 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 utilize 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.

The Four Pillars of Homework



Purposeful and Well-chosen tasks:

- Homework tasks are aligned with learning objectives and reinforce skills and knowledge.
- Homework tasks relate to the curriculum's content
- Clear instructions and examples should be provided to guide pupils in.
- Homework programme will enhance children's learning experiences.
- All tasks will be set on Bromcom, this can be viewed through the parent/pupil app.

Support with knowledge retention and automaticity:

- Homework will help students practise and retain skills and knowledge testing recall and accuracy.
- Homework tasks may challenge pupils to apply what they've learned and offer opportunities for self-assessment and immediate feedback.

Enhanced learning Opportunities:

- Homework can promote deeper exploration of topics and enhance critical thinking skills.
- Homework can be used as a pre-learning activity or a post learning activity to compliment the taught curriculum.
- Assignments can encourage students to think creatively and apply knowledge in innovative ways.

Preparing pupils for future and independent learning/application of knowledge:

- Homework can support the development of study skills like time management, research, and self-assessment.
- Assignments should prepare students for future learning and independent study.
- Practical application of knowledge can be included in homework tasks.

Homework Responsibilities

Subject Leads are expected to have a Homework Intent for their subject and all homework should be mapped for a consistent approach. Subject Leads should monitor all teachers are implementing the subject intent.

All teachers are expected to set relevant homework in-line with the subject intent and mapping. All homework tasks should be explained and follow The Four Pillars. All homework should be set on Bromcom. All homework set should be given a week for completion.

All pupils are expected to value homework and complete it to the best of their ability. Pupils are expected to use Bromcom to check the homework they have been set.

All parents/carers will have access to their child's homework through Bromcom. Information is available on our website about how this can be accessed. Additional support is offered where needed. Parents/carers will value homework.

KS2

Homework at Key Stage 2 (Years 5 and 6) will be limited to the two Core Subjects. Pupils should spend roughly 30 minutes on homework each weeknight. On top of set homework, pupils should be regularly reading (fifteen minutes in school, fifteen minutes at home per day, in-line with Accelerated Reader guidance), practising spelling rules or times tables. Core subjects are English (to include daily reading) and Maths. Humanities tasks are set fortnightly to support retention and Science is set when it is relevant and appropriate.

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.

Digital Platforms

The school uses a number of digital platforms for homework. These include: Spelling Frame, Times Table Rock Stars, MyMaths, Quizlet, BBC Bitesize, Microsoft Teams, Blooket.

Homework Timetable

To ensure homework is purposeful and relevant, 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.

As an exception to this, in KS3, to support pupils in organising their time effectively, a Homework Rota will be organised and supplied to staff. The aim of the rota is to ensure homework is evenly distributed between the subjects and therefore pupils are not overloaded.

Whilst teachers are encouraged to use this rota as a guide, homework may be set outside of the suggested dates in order to better support the curriculum and the pupils learning. In addition, following the pandemic, it may also be set to support pupils where there are gaps in knowledge or understanding with further reinforcement.

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. Where a pupil has completed an exceptional piece of homework, their work should be celebrated using the strategies outlined below. To give instant feedback to pupils as well as manage the workloads of teaching staff, where appropriate, homework should be marked as a class with verbal feedback given. Homework set on digital platforms will give instant feedback.

Rewards and Sanctions

Rewards in-line with the school policy are given for completion of homework by the deadline, rewarding independence and organisation. Additional rewards are given for high quality work.

If a pupil fails to complete homework, the pupil will be given a behaviour point (B) 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 Behaviour for Learning and Positive Relationships Policy.

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 teaching staff to support pupils with completing their homework.

At the beginning of each year Parkside pupils are provided with a handbook which has been curated by the subject leaders and is reviewed annually. This handbook has a wealth of information that has been designed to support pupils with their independent learning.

For year 8 pupils, Independent Study sessions are also available after school on certain days. Although a member of staff will supervise, the pupils are expected to manage their own time and work, preparing them for high school.

If a pupil is struggling to complete a homework task at home, parents should write a note to/email the teacher in their child's handbook 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.

Quality of Education Part 5 - 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:

Assessment for learning (Formative)

Assessment for Learning happens during the learning, often more than once, rather than at the end. Students understand exactly what they are to learn, what is expected of them and are given feedback and advice on how to improve their work. This is used to diagnose pupils' needs or barriers to learning and help to inform future planning and modify teaching.

Evidence

- Low stakes quizzing and other quick activities to check retrieval and retention of knowledge and skills provide instant feedback to the teacher.
- Digital resources showing strengths and weaknesses that can be used to inform future planning and teaching.
- Use of cold-calling and oracy in lessons to check understanding.
- Work in books will be evidence of learning and progress. (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 against the Stages of Learning: 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 link to the assessment grids with identified groups (DL / SEND / AA).

- 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.

Assessment as learning (Memory building)

Assessment of a pupil's automaticity and speed of recall of key knowledge, skills and language. This comes from over learning. The idea here is to enable students to begin to learn about themselves as learners. In this sense students will begin to self-regulate their own learning. The key to unlocking this metacognitive strategy is to equip learners with the tools to understand, interpret and act upon feedback.

Evidence

- Analysis of skills and knowledge through repetition and retrieval activities
- Assessing speed of response
- Assessing use of language
- Ability to transfer to other learning

Assessment of Learning (Summative)

The purpose of this kind of assessment is usually summative and is mostly done at the end of a unit work to provide evidence of attainment and what a pupil has achieved against Key Performance Indicators and age-related Milestones. It can be used to inform future teaching by assessing gaps in learning. Summative assessment takes place termly for each year group.

Evidence

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

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 Bromcom tracking system. Subject leaders are responsible for moderating and tracking the performance of all cohorts and groups of pupils. Termly, subject leads are responsible for analysing the data for their department and triangulating it with other monitoring/moderation of their department to decide on areas of development and support. This includes looking at specific groups of pupils e.g. Disadvantaged Learners and SEND. In English and Maths, data is analysed and Pupil Progress take place termly with subject leads and SLT. These meetings consider any changes that need to be made, interventions and highlight pupils under-performing and track pupil progress.

Intervention

Pupils who are underachieving, failing to make expected progress or needing accelerated progress will be given intervention strategies.

Types of intervention used:

Waves of Intervention Model



Wave 1: Quality First Teaching with some targeted teacher support

Wave 2: Greater Teacher Support, additional intervention, parental involvement, NTP, Lexia, Reading interventions, SENDCO.

Wave 3: Specialist support e.g. NTP, Reading interventions, Thrive (1-1)

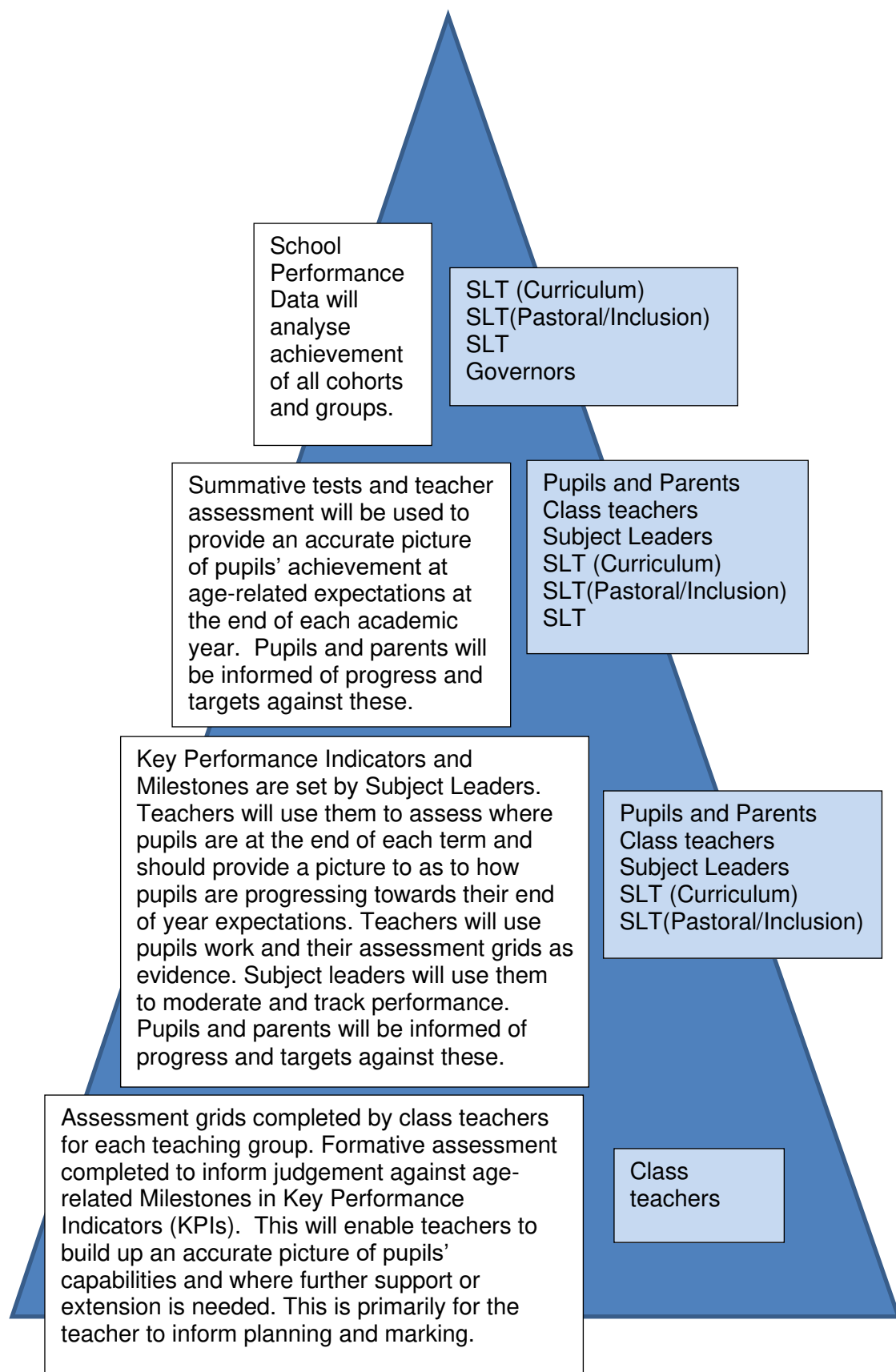
The impact of intervention is regularly monitored and evaluated.

Communication with Parents/Carers 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 written reports. Each year parents/carers will receive invites to 2 academic parents' evenings, a mid-year report in January and full report in July. All these forms of communication will relate to pupils attainment and achievement against age-related expectations set by the National Curriculum. Staff will also communicate with parents at other times during the year, if and when more support is needed.

All forms of communication promote good home/school relationships, provide parents/carers with information and targets for their child's learning.



Parkside Assessment Pyramid

Quality of Education Part 6 – Feedback and Marking Policy

Feedback and marking are an essential part of teaching and learning. Responding to pupils' learning 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 feedback and praise is given. We believe that the most effective way of pupil learning 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 inform communication with parents and carers.

Verbal Feedback

Verbal feedback allows teachers to have dialogue with pupils to support their learning. It is instant and reactive to the lesson. It allows misconceptions and errors to be dealt with 'in the moment' which we believe is most powerful to promote high quality learning. Verbal feedback may also include going through an answer in detail with the whole class or giving whole class feedback. This may involve pupils annotating in green pen to improve their understanding. This follows the Parkside Quality First Teaching. Formative assessment ('for' and 'as') uses activities designed to promote retention of learning, verbal feedback supports this style of learning allowing learning to be checked.

Verbal feedback is more inclusive for SEND pupils and the bottom 20% of readers. Verbal feedback includes being positive, encouraging and praising pupils' achievements. This is particularly important for SEND, CLA and DL pupils and reinforces the whole school Thrive approach for Parkside pupils.

Peer and Self Feedback/Marking

Peer and self-marking allows pupils instant feedback in lessons, which is very powerful to learning, retention and to understand misconceptions. In some subjects, pupils will be given criteria to help make this type of marking more effective. As part of Oracy and Quality First Teaching, Talk Partners are used in lessons. Pupils are encouraged to evaluate their own and other's achievements in verbal as well as written form. When relevant, pupils are also asked to assess against the stages of learning (see below). All peer and self-marking is in green pen.

Teacher Marking

Marking criteria is used to create consistency across the school to support staff and help pupils understand how they can improve from subject to subject. Some subjects have separate marking criteria due to the nature of the subject. Not every piece of work will be marked in depth. Consistent, high-quality marking will show evidence of all criteria over time. All teacher marking is completed in black pen. Live marking is encouraged. (see appendices for criteria)

Marking may:

- Refer to presentation and non-negotiables.
- Check for understanding.
- Recognise effort and achievement.
- Suggest targets to improve.
- Extend and challenge pupils further.
- Pick up misconceptions.
- Make links to Literacy across the Curriculum.
- Ask pupils to act on teachers' feedback by:
 1. Editing and improving work.
 2. Identifying how they can improve further.
 3. Reflecting on their learning and progress.

When pupils are asked to respond to teacher marking, targeted questions or D.I.R.T (Directed Improvement and Reflection Time), they should be given time and guidance where needed for quality responses. Pupil responses should be in green pen.

LSA Marking

LSAs may write in pupil books to show where a child has been supported and where work has been completed more independently. Comments may include where reasonable adjustments have been made e.g. discussed answers verbally. All LSA marking is in purple pen.

Marking Guidelines

- Work will always be assessed against the Milestones using the stages of learning. Teacher assessment will be written next to the 'I can'. Stages of Learning are displayed in all classrooms and are in Pupil Handbooks.
Emerging (-) Developing (^) Secure (=) Mastery (+).
- **VF** should be used to indicate discussed with teacher or group/class feedback.
- **S** should be used to indicate support given on tasks.
- **T** should be used to indicate a pupil target.

- Work, where relevant, should be marked for SPaG, in order to promote high standards of Literacy across the Curriculum:
 - **SP** should be used to indicate a spelling error. All subject-specific vocabulary and common words must be picked up if spelt incorrectly.
 - **P** should be used to indicate a punctuation error.
 - **G** should be used to indicate a grammatical 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 SPaG and picking up misconceptions. Reasonable adjustments should be made for SEND pupils.

The agreed Marking Criteria will be displayed in every classroom so that all children are aware of the meaning of the various codes. Maths and science have their own marking policies (see appendices for all marking codes).

Quality of Education Part 7 - 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

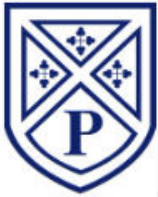
- To ensure the highest standards of learning and teaching.
- To ensure all pupils make at least good progress and develop socially and emotionally.
- To provide a positive climate for learning.
- To provide appropriate continued professional development for all staff.

Monitoring Learning

- Marking, assessment and record keeping. (All teachers)
- Assessment to inform planning. (All teachers/LSAs)
- Individual target setting. (All teachers/pupils/SLT-Curriculum)
- Pupil Progress Meetings and subject newsletters. (Core subject leads/SLT-Curriculum)
- Tracking system. (Subject Leaders/DHT TLA)
- Mid-year reports. (HOY/Subject Leaders/DHT TLA)
- End of year reports. (DHT TLA/SLT)
- Data Analysis (DHT TLA/SLT)
- Behaviour and pastoral records. (HOY/Pastoral Manager/SDHT/AHT B)

Monitoring Teaching

- Lesson Observations, Learning Walks, Marking Audits. (SLT/Subject Leaders/External)
- Speed monitoring (All teachers/LSAs)
- Coaching (Teachers)
- Team Teaching (Teachers, subject leaders)
- Performance management. (SLT)
- Work trawls to monitor expectation, implementation, marking and feedback (Subject Leaders/SLT/External)
- Pupil Voice (Subject Leaders/SLT/External)
- ECT Induction (ECT Mentor/Subjects Leaders/SLT)



Curriculum Monitoring Model 2024-2025

Tier 3: SLT Targeted

Monitoring

Whole school focused response to needs identified in Tiers 1 and 2.

Monitoring impact.

'Deep Dives' and targeted monitoring – reported upon and informs SIP.

Tier 2: SLT – Quality Assurance

Ensuring thorough knowledge of the whole school – does what we see confirm what we are being told from Tier 1?

Parkside Quality First Teaching.

Increased presence to support staff and maintain high standards.

Tier 1: Subject Leaders / Heads of Year / SENCO / Head of AS / Pastoral Manager

'Day to Day' monitoring of our curriculum and school day.
Gathering information – identifying need and supporting where necessary.

Supporting teachers in learning and behaviour support.

Reported to SLT Faculty Leads.

'Monitoring' is a combination of:

- Work / Book trawls
- Learning Walks
- Pupil voice
- Staff voice

Appendices:

Appendix 1

Adapting Learning (Differentiation)

Adaptive teaching is an approach a teacher will use to continually assess the strengths and needs of learners and adapt their teaching accordingly to ensure all learners can meet expectations. To provide for this basic entitlement, pupils in the same group must have learning support matched to their particular needs. This in turn requires flexible planning, careful assessment and the provision of a variety of approaches to learning and teaching. While differentiation focuses on meeting the needs of an individual or a group of students, adaptive teaching focuses on the whole class in real-time.

Aims

- With adaptive teaching, the teacher plans for the whole class and makes changes to the curriculum or resources so that all learners can achieve the same goals.
- Adaptation/differentiation is an on-going process in which teachers plan the support/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 adapted/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 (see appendix 2).
- To promote adaptive teaching 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 adaptive teaching when addressing their particular needs.
- To encourage teachers to examine a range of strategies to adapt learning.

Roles and responsibilities

Head of Department:

- Will provide an accessible curriculum that recognises the learning needs of all pupils. This will be supported through carefully planned Curriculum Maps and Medium-Term Plans. The MTP will support subject teachers by making suggestions on how plans can be delivered and adapted for different learners, including stretch and support.
- Ensure that the planned subject programmes of work will allow pupils to work at different levels when needed; ensure pupils maximise potential; take into account prior learning and achievements.
- HODs will support their teams in delivery, pedagogy and subject knowledge of the MTP for different learners, promoting appropriate strategies, tasks and pedagogy within the subject.
- Will evaluate the effectiveness of planning in relation to progress and learning needs of different cohorts.

- Will co-ordinate 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 for all groups of pupils.
- To promote the on-going assessment of need by taking into account pupils' attainments and prior knowledge through reports, assessments and observations.

Subject teacher:

The classroom teacher has direct responsibility for the adaptive teaching/differentiation that are used in their classroom.

All teachers will use Ordinarily Available resources for SEND pupils:

SEND Ordinarily Available - Wave 1:

- *Coloured paper /overlays / highlighter*
- *Writing slopes, use of laptops, pencil grips, triangular pencils, raised rulers*
- *Straight edge to read*
- *Time out cards*
- *Focus tools/Doodle pad agreed by SEND department (see list of pupils)*
- *Pupil handbook/consistent classroom displays*
- *Word banks*
- *Whole class/individual task board*
- *Processing time- time to think!*
- *Reinforce instructions 1:1*
- *Coloured backgrounds on PowerPoint with appropriate fonts e.g. Comic Sans, Dyslexie*
- *Consider layout of ppt slides and resources – use of images. Less is more!*
- *Behaviour for Learning adjustments as recommended in individual support plans e.g. use of name, doodle pad, focus tool, computer, time out*
- *'I wonder if ...'*
- *Five a Day Principle (EEF)*
- *EAL strategies*

Good practice adaptive learning:

Before the lesson

- Know your learners
 - What is their prior knowledge?
 - Are there any SEND or EAL pupils in the class that have particular needs?
- Use data from assessments or their class work to ensure you have a full picture of where the class is and what they need to learn.
- Anticipate barriers to learning
 - Is there any special vocabulary needed?
 - What are the common misconceptions of the topic?
 - Do the SEND or EAL pupils need additional material or technology?
- Target to address these barriers with sources such as texts, powerpoints or worksheets.

During the lesson

- Use formative assessment techniques · Use of diagnostic questions or planned hinge questions
- Mini-whiteboards
- Low-stakes tests

You need to know what they know during the lesson, not after. In-class assessment techniques will inform you when an adaptation is needed.

- Make in-the-moment adaptations
- Read a text out loud
- Project or draw a diagram
- Use an analogy that learners can relate to
- Increase scaffolding or remove any temporary support when necessary
- Provide extra examples alongside non-examples
- Use peer support

If you see the need for an adaptation, make it straight away. What will benefit one learner will more than likely benefit them all.

After the lesson

- Act on what you have learnt from the lesson
- Did all learners achieve the required level of understanding and knowledge?
- What learners will need more support next lesson?
- What learners exceeded your expectations?

Use this data to inform your future planning.

Adaptive Teaching Strategies:

It is important to note that in the large majority of cases, adaptation/differentiation does not mean 'different work' but instead refers to the wide variety of resources, teaching strategies, 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.

Adaptation of Resources:

- Use of alternative textbooks and worksheets with a different design and reading levels.
- Use of technologies such as Immersive Reader, scientific calculators, spell-checkers, Google Translate, Dictaphone, iPads 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.

Adaptation by Task:

- Design tasks so different pupils can get to the same attainment in different ways. (Mastery Teaching and Learning) e.g. some using images, some in an abstract way.
- Provide additional modelling where needed 'we do'
- Match the classroom tasks to the pupils' abilities, aptitudes and interests, so all pupils are stretched and engaged.
- **Differentiation:** a small proportion of pupils will require different tasks not just adaptation, due to their need e.g. EHCP pupils.

Adaptation by Support:

- Support from other adults (learning support assistants).
- Individual support from the teacher.
- Peer support (quick intervention)
- Small group teaching/additional modelling.

Adaptation by Response/Outcome:

- Feedback should be tailored to the individual, knowing the pupils needs.
- Repetition/retrieval should be used to support outcomes and consolidate
- Learning focus and assessment criteria must be made very clear. Pupils should understand the difference between 'Secure' and 'Mastery'.
- Use previous pupil work to demonstrate the different levels of response to a task/unit.
- Allow pupils to proceed through a course at his/her own speed where appropriate.

Appendix 2 – Teacher Responsibility/Intervention Pyramid

WAVE 3: External Support

SEND support.
RESPECT Programme.
Virtual School.
Social Workers.
Educational Psychologist support.
External Alternative Provision.

WAVE 2: Additional In-house support

Additional Teacher/LSA Academic/Thrive/Pastoral Interventions for individual/groups of pupils, highlighted through Pupil Progress meetings/Thrive screening or behaviour monitoring.
Pupil Leadership interventions e.g. Literacy/Maths Leaders.
Behaviour for Learning support led by HOY.
DL Interventions with Learning Mentor.
Attendance Plans.
SEND Interventions: EHCP targets, SENCo Intervention/review/support.
CLA interventions linked to PEP targets.
Internal Alternative Provision.

WAVE 1: Quality First Teaching for all pupils

Form Tutors/Subject Teachers know all DL, SEND, CLA and Vulnerable Pupils.
Subject teachers to adapt learning using 'ordinarily available' offer for all SEND pupils.
High Expectations of all - non-negotiables/presentation policy.
Whole Class Thrive Screening.
Form Tutors/HOY monitor class behaviour through Bromcom.
Form Tutors champion chosen DL/poor attenders.
Form Tutors/Core Subject Teachers review Individual SEND Learning Plans using Provision Mapper.
Form Tutors to review individual SEND Learning Plans with parents/carers.

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 by including a comment for improvement on how to improve their current attainment. E.g., How to move from secure to mastery.

**Parkside Middle School
Marking Coding**

Stage of Learning - Emerging (-) Developing (^) Secure (=)
Mastery (+).

SP – Common spelling error/subject-specific vocabulary

P – Punctuation Error

G – Grammatical Error

// - New paragraph needed

^ - Omission (something is missing)

S - Support given to you during lesson

VF - Verbal feedback given individually or as a class

<p style="text-align: center;">Parkside Middle School Marking Coding</p> <p>Stage of Learning - Emerging (-) Developing (^) Secure (=) Mastery (+).</p> <p>SP – Common spelling error/subject-specific vocabulary</p> <p>P – Punctuation Error</p> <p>G – Grammatical Error</p> <p>// - New paragraph needed</p> <p>^ - Omission (something is missing)</p> <p>S - Support given to you during lesson</p> <p>VF - Verbal feedback given individually or as a class</p> <p>T – Targeted question/DIRT: respond in green pen</p>	<p style="text-align: center;">Parkside Middle School Marking Coding</p> <p>Stage of Learning - Emerging (-) Developing (^) Secure (=) Mastery (+).</p> <p>SP – Common spelling error/subject-specific vocabulary</p> <p>P – Punctuation Error</p> <p>G – Grammatical Error</p> <p>// - New paragraph needed</p> <p>^ - Omission (something is missing)</p> <p>S - Support given to you during lesson</p> <p>VF - Verbal feedback given individually or as a class</p> <p>T – Targeted question/DIRT: respond in green pen</p>
<p style="text-align: center;">Parkside Middle School Marking Coding</p> <p>Stage of Learning - Emerging (-) Developing (^) Secure (=) Mastery (+).</p> <p>SP – Common spelling error/subject-specific vocabulary</p> <p>P – Punctuation Error</p> <p>G – Grammatical Error</p> <p>// - New paragraph needed</p> <p>^ - Omission (something is missing)</p> <p>S - Support given to you during lesson</p> <p>VF - Verbal feedback given individually or as a class</p> <p>T – Targeted question/DIRT: respond in green pen</p>	<p style="text-align: center;">Parkside Middle School Marking Coding</p> <p>Stage of Learning - Emerging (-) Developing (^) Secure (=) Mastery (+).</p> <p>SP – Common spelling error/subject-specific vocabulary</p> <p>P – Punctuation Error</p> <p>G – Grammatical Error</p> <p>// - New paragraph needed</p> <p>^ - Omission (something is missing)</p> <p>S - Support given to you during lesson</p> <p>VF - Verbal feedback given individually or as a class</p> <p>T – Targeted question/DIRT: respond in green pen</p>

For pupil book

<p>Coding for Science marking: Tick - correct answer/explanation <ul style="list-style-type: none"> • - incorrect answer S - support given during lesson VF - verbal feedback given individually or as a class T - Target/DIRT/consolidation activity needing pupil feedback Sp - spelling mistake g- grammatical error p- punctuation error Number next to the I can- presentation points. 30=1 achievement point</p>	<p>Coding for Science marking: Tick - correct answer/explanation <ul style="list-style-type: none"> • - incorrect answer S - support given during lesson VF - verbal feedback given individually or as a class T - Target/DIRT/consolidation activity needing pupil feedback Sp - spelling mistake g- grammatical error p- punctuation error Number next to the I can- presentation points. 30=1 achievement point</p>
<p>Coding for Science marking: Tick - correct answer/explanation <ul style="list-style-type: none"> • - incorrect answer S - support given during lesson VF - verbal feedback given individually or as a class T - Target/DIRT/consolidation activity needing pupil feedback Sp - spelling mistake g- grammatical error p- punctuation error Number next to the I can- presentation points. 30=1 achievement point</p>	<p>Coding for Science marking: Tick - correct answer/explanation <ul style="list-style-type: none"> • - incorrect answer S - support given during lesson VF - verbal feedback given individually or as a class T - Target/DIRT/consolidation activity needing pupil feedback Sp - spelling mistake g- grammatical error p- punctuation error Number next to the I can- presentation points. 30=1 achievement point</p>
<p>Coding for Science marking: Tick - correct answer/explanation <ul style="list-style-type: none"> • - incorrect answer S - support given during lesson VF - verbal feedback given individually or as a class T - Target/DIRT/consolidation activity needing pupil feedback Sp - spelling mistake g- grammatical error p- punctuation error Number next to the I can- presentation points. 30=1 achievement point</p>	<p>Coding for Science marking: Tick - correct answer/explanation <ul style="list-style-type: none"> • - incorrect answer S - support given during lesson VF - verbal feedback given individually or as a class T - Target/DIRT/consolidation activity needing pupil feedback Sp - spelling mistake g- grammatical error p- punctuation error Number next to the I can- presentation points. 30=1 achievement point</p>

Work Trawl

All department work trawls should consider whether:

HIGH EXPECTATIONS

Parkside non-negotiables have been followed by all teachers.

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 in spiral curriculum subjects – other evidence may be needed to judge 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.

Spire Trust Teaching, Learning and CPD Expectations of Stakeholders



Responsibilities

Teachers are responsible for maintaining high quality subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and reviewed including working with TAs. All adults are expected to be leaders of learning, attending CPD sessions, observing good practice, building and disseminating knowledge and best practice wherever possible, under the direction of school leaders. Teaching and learning and CPD in Trust schools is a shared responsibility, and everyone in the school community has an important role to play in ensuring all pupils have the best learning experiences, so they can achieve their full academic and personal potential.

Teachers will:

- Follow the expectations for teaching, CPD and professional conduct as set out in the Teachers' Standards and each individual school's Code of Conduct for staff
- Adhere to schemes and sequences of work in the curriculum of their own school
- Ensure learning experiences are accessible to all learners
- Ensure feedback is timely and the feedback policy of their own school is appropriately applied and followed
- Update parents/carers on children's progress through reports and parent/carer consultation evenings and respond to enquiries as per guidelines and protocols of each individual school
- Set, mark and record homework in line with each school's homework policy
- Attend CPD sessions as directed by school leaders and take responsibility for their own CPD too

Support staff will:

- Work positively with children and provide appropriate support and/or challenge so as to meet individual learning needs
- Create a positive learning climate where children can succeed with increasing independence
- Support teaching and learning with flexibility and resourcefulness and follow advice and guidance from teachers and leaders
- Meet the expectations set out in this framework and in each Trust school's own Teaching and Learning and CPD policy

Subject Leaders will:

- Be responsible for the quality of education in the department that they lead
- Provide regular subject-specific CPD to their department (this is likely to be linked to The Spire Trust Learning Partnership - STLP)
- Provide age-related and exceeding exemplar portfolios to ensure all staff have a consistent understanding of what pupils should be able to achieve in each unit of work for their department
- Create a well-sequenced, broad, balanced and ambitious curriculum which builds knowledge and skills and prepare pupils well for the next stage of their education
- Sequence lessons for their subject in a way that ensures children make good progress from their starting points
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning

- Drive improvement in their subject, collaborating with individual teachers to identify and address any challenges
- Report subject developments and pupil outcomes to governors of individual Trust schools
- Create assessment opportunities, analyse data, draw conclusions, and adapt sequences of learning where necessary to ensure all pupils make expected progress including identifying and addressing any gaps between key pupil groups
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data
- Work closely with partner schools to ensure sharing of best practice and rigorous moderation (this will not just be limited to schools within the STLP)
- Ensure QA and monitoring outcomes drive any necessary development
- Create and share clear intentions for their subject
- Encourage teachers to share ideas, resources and good practice
- Identify any pupils requiring intervention in their subject and address appropriately and promptly
- Attend The Spire Trust Learning Partnership (STLP) meetings as directed by school senior leaders and disseminate good practice accordingly (this will include setting agendas and taking minutes if requested to do so by the Senior Leadership Team)
- Take responsibility for their own CPD as well as following the CPD policy/plan for their own school

Senior leaders will:

- Have a clear vision for providing high-quality, ambitious, and inclusive education for all pupils in line with the principles of this Trust-wide Teaching and Learning and CPD Framework
- Celebrate achievement and have high expectations for everyone
- Hold staff and children to account for their teaching and learning and CPD
- Plan and evaluate strategies to secure high-quality CPD and teaching and learning across their own school
- Manage resources to support high-quality CPD and teaching and learning in line with Trust finance protocols and value for money principles
- Provide support and guidance to other staff through sharing good practice
- Co-ordinate an appropriate CPD policy/plan and monitor the impact of this, taking appropriate steps to ensure its effectiveness and impact
- Monitor the overall progress of all pupils across the school in relation to the quality of education provided
- Support subject leaders to address underachievement and intervene appropriately and promptly
- Attend the Trust's CPD/Teaching and Learning Senior Leader Network meetings and work under the direction of the Trust's Executive Headteacher (School Improvement and Teaching and Learning)
- Attend STLP and any other leadership meetings as directed by the Trust's Executive Headteacher/CEO and/or Executive Headteacher (School Improvement and Teaching and Learning)
- Take responsibility for ensuring their own CPD is kept up to date

Children will:

- Take responsibility for their own learning, and support the learning of others (as much as they are able to)
- Meet the individual school's expectations for good behaviour for learning (according to their own learning needs)
- Attend lessons on time and be ready to learn, with all necessary equipment according to the policy of the school they attend
- Be curious and ambitious learners and through collaboration with others gain a sense of belonging and personal growth.
- Know how to improve by engaging with, and responding to feedback provided by staff
- Put maximum effort and focus into their work and work to the best of their abilities
- Complete homework activities as required (according to their own learning needs) and each individual school's policy

Parents and carers will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day
- Ensure good attendance
- Participate in discussions about their child's progress and attainment
- Communicate with the Trust schools to share information promptly
- Encourage their child to take increasing responsibility for their own learning
- Support and give importance to homework

Governors will:

- Monitor that resources and funding are allocated effectively to support the school's approach to CPD and Teaching and Learning in line with Trust finance protocols and value for money principles
- Monitor the impact of Teaching and Learning and CPD strategies on children's progress and achievement
- Monitor the effectiveness of the school's own Teaching and Learning and CPD policy and hold the SLT to account for its implementation
- Review the school's own Teaching and Learning and CPD policy annually