



PARKSIDE

Community Primary School

Teaching and Learning Policy

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Guidance Note:	

Parkside Educational Teaching and Learning Policy

This Policy covers the following areas:

- Principles of teaching and learning
- Ethos
- Values
- Roles and Responsibilities
- Climate for learning
- Teaching for learning
- Handwriting
- Homework
- Appendices

Principles of teaching and learning

Learning is the purpose of the whole school and is a shared commitment. At Parkside Community Primary School we recognise that education involves children, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community
- recognise the needs and aspirations of all individuals and provide opportunities for all pupils to make the best possible progress and attain the highest personal achievements
- ensure children can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the pupils
- develop individuals with lively, enquiring minds, good thinking skills, self-respect, self-discipline and positive attitudes
- encourage all children to be enthusiastic and committed learners, promoting their self-esteem, self-worth and emotional well-being
- develop children's confidence and capacity to learn and work independently and collaboratively
- develop enduring values of respect, honesty, equality, integrity, tolerance, fairness and trust
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing worlds
- encourage children to value the diversity in our society and the environment in which they live
- encourage children to become active and responsible citizens, contributing positively to the community and society.

Ethos

In the course of their daily work the staff will contribute to the development of the school ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school's behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils' success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

Values

Resilience

Effort

Aspiration

Courtesy

Honesty

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs
- fostering and promoting good relationships and a sense of belonging to the school community
- providing a well ordered environment in which all are fully aware of behavioural expectations
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and work
- working as a team, supporting and encouraging one another

The role of governors

The governors monitor and review teaching and learning by:

- regularly monitoring the delivery of the curriculum and the effectiveness of the school's curriculum policies and schemes of work. Monitoring processes include liaising with subject coordinators and the Head of School's reports to the Governing Body
- ensure that continuing professional development and regular performance management policies take place to promote a quality of teaching that is good or better
- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are best used to support successful teaching and learning

The role of parents

We believe that parents play an important role in helping children to learn. We aim to keep parents well informed about their children's learning and progress in the following ways:

- holding parents' consultation twice a year to discuss children's learning and progress;
- sending information to parents in terms 1, 3 and 5 in which we outline the topics that the children will be studying during that term at school;
- reporting once a year to parents on their child's progress and attainment, indicating how the child can improve further;
- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, and support for older children with their projects and investigative work.

We believe that parents have a responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general;

Role of the teacher

The role of the teacher is to

- deliver a triangulated quality first teaching which is consistently good or better
- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement
- recognise and be aware of the needs of each individual child according to ability and aptitude
- ensure that learning is progressive and continuous
- be good role models, punctual, well prepared and organised
- keep up-to-date with educational issues

- provide clear information on school procedures and pupil progress
- have a positive attitude to change and the development of their own expertise
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life.

School leaders have a variety of roles.

These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in subjects and advising the Head of School on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.
- Teachers ensure breadth and balance to the curriculum and endeavour to make use of cross curricular opportunities to enhance learning.

Climate for learning

The learning environment will be managed in such a way as to facilitate different styles of learning.

Opportunities will be made for:

- whole class teaching
- group work, organised according to appropriate criteria e.g. ability, mixed ability, friendship
- one to one teaching
- conferencing
- collaborative learning in pairs or groups
- independent learning.

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

Classroom layout

Our classrooms should be attractive learning environments. Displays will be changed regularly to ensure that the classroom reflects the topics studied by the children. We ensure that all children have the opportunity to display their best work at some time during the year.

- All classrooms have a range of dictionaries and fiction and non-fiction books, as well as displays relating to English and mathematics.
- We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.
- All resources and curriculum areas should be clearly labelled and organised so that pupils have easy access to them. Layout needs to ensure that there are no bottleneck areas or congestion.
- Pupils are encouraged to take a pride in their classrooms and have responsibility for keeping it tidy and well-organised.
- Teachers will review their classroom organisation termly

At Parkside Additional adults in the classroom may be Teaching Assistants or volunteers. Their role is to enhance learning and this will be planned for and directed by the class teacher. Volunteers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. All adults have agreed to the Code of Conduct

Excellence

Excellence is celebrated in many forms. These could be:-

- having work displayed during the school year
- being identified as a talented writer
- being identified as a talented speaker
- being awarded 'Mathematician or Scientist of the Term'
- being awarded 'Sports Person of the Term'
- school events such as performances and assemblies
- 'Star of the Day or 'Star of the Week' awards
- Schools Values Awards
- Golden Assembly awards including Head of School award

- 'showing work' to other adults including the Head of School
- awards linked to afterschool clubs

Children as Learners

We aim to see the children developing as learners in all classes according to the following criteria:

- Children build on previous learning in their current work
- Children understand the context for their work
- Children see where their work is leading them
- Children respond readily to the challenges set
- Children transfer skills between curriculum areas
- Children learn with enjoyment
- Children work on their own with perseverance
- Children use the right resources for the learning they are doing
- Children remain on-task in lessons
- Children contribute to the learning of the group
- Children learn from other members of the group
- Children self-assess how well they have done their work
- Children raise questions related to the work
- Children understand what they need to do to improve
- Children make consistent progress

Teaching for Learning

In order to achieve the above, teachers will:

- make clear the learning objectives for each lesson
- make connections with previous learning and with the 'big picture' of what is being taught
- make clear the purposes and standards expected for all work (Appendix C: Presentation)
- pace lessons well, with a balanced range of activities
- set clear deadlines for tasks
- provide interesting learning activities and use a variety of methods to promote learning which may include:
 - investigation and problem solving
 - research and finding out
 - group work
 - pair work
 - independent work
 - whole-class work
 - asking and answering questions
 - use of the computer
 - fieldwork and visits to places of educational interest
 - creative activities
 - watching television and responding to musical or tape-recorded material
 - debates, role-plays and oral presentations
 - designing and making things
 - participation in athletic or physical activity
- plan learning experiences to meet the needs of individual children and set differentiated tasks
- plan to ensure that additional adults are clear about their role in any given task in order to promote learning
- review learning during and at the end of lessons
- mark and assess work regularly, in line with the guidance in Appendix A: Assessment and Appendix B: Feedback and Marking
- give all children constructive feedback on their learning regularly
- provide opportunities for children to take responsibility for their own learning
- set clear targets for individuals or groups of pupils to enable progress to take place
- routinely ask open-ended questions and encourage children to ask questions
- ensure the participation of all boys and girls in lessons over the period of a day
- ensure that their time and teaching input is divided evenly between all groups of children within the class

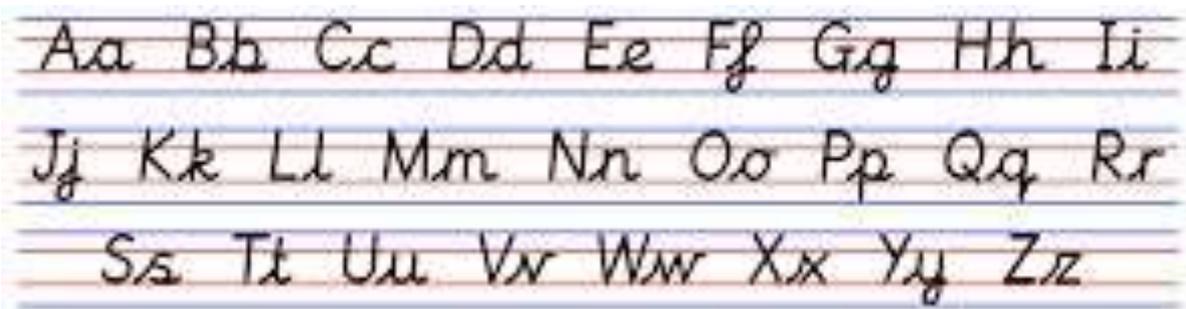
Handwriting

Aims

- To have a consistent cursive approach across the whole school to ensure high levels of presentation
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources
- Children achieve a neat, legible style with correctly formed letters in cursive handwriting
- Children are able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes

Teaching and Learning

- Teachers and Learning Support Assistants to model the agreed cursive style when writing in classes, on displays and in feedback in books
- Our agreed cursive style is as below:



Early Years Foundation Stage (EYFS):

Children in the Foundation Stage should be:

- Introduced to pre-cursive and cursive script at the earliest stages of writing
- Writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability. However, the expectation is that by the end of Reception pupils will start to transfer towards a cursive script depending on their skill and ability
- Exposed to displays that include models of cursive script

The children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities
- Practise patterns and free flowing hand motions
- Use a range of writing implements and mediums to rehearse prewriting and writing skills
- Write both lower case and upper case letters
- Write from left to right and from top to bottom
- Start and finish letters correctly

Key Stage 1 & Key Stage 2

- KS1 pupils will have daily handwriting sessions
- KS2 pupils will have a specific handwriting session for 10minutes per week
- Handwriting sessions will also be used to support spelling, relevant key vocabulary, sentence and paragraph work through adult modelling and then by pupil imitation

Posture

- Chairs and desks within classrooms are matched to children's age and height
- Children's backs should be straight and feet resting on the floor
- A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right
- A correct pencil grip should be used
- Ensure that the hand which is not holding the pencil or pen holds the paper
- A standard HB pencil, well sharpened or a pen should be used

Pupils with special educational needs or disabilities

The SENCO will provide resources for those who have difficulty with fine motor skills – pencil grips, fine motor control programmes and referrals where necessary.

Monitoring

Monitoring of handwriting will be ongoing and throughout all written pieces of work.

Homework

Homework is considered to be a valuable element of the learning process. We encourage parents to work with their children at home.

We believe that homework should be set:

- to involve parents in their children's learning
- to help parents keep abreast of what their child can and cannot do
- to take advantage of the home context to apply learning
- to encourage children to talk about their work to their parents and explain what they are doing and how
- to extend the time for learning, thus enabling children to practice and consolidate their skills and knowledge and strategies
- to prepare children for secondary school experiences of homework
- to view learning as a lifelong process and not just restricted to school hours
- The schools agreed practice for homework is that:
- homework is set on a regular basis, for all years, in line with our homework policy
- homework will generally follow on from work which has taken place in class but may take many different forms, including reading, learning multiplication facts and spellings. It should not entail new ideas that require explanation from a teacher
- homework may sometimes consist of preparation for work yet to be done
- children should understand exactly what they are expected to do, how to do it, and how long it should take
- homework should sometimes involve the participation of the parents
- children who have made insufficient effort during class time may occasionally be asked to complete work at home

The purpose of homework is:

- To develop an effective partnership between the school and parents and other carers in pursuing the aims of the school. (This is also the purpose of home school agreements)
- To consolidate and reinforce skills and understanding, particularly in literacy and mathematics;
- To use home resources for learning of all kinds
- 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 on their own, and to prepare them for the requirements of secondary school.

The main focus for homework will be literacy and mathematics with science and other subjects being added as children move up the school. It is the involvement of parents and carers in joint activities which is most valuable in promoting children's learning. Regular reading is vital and reading practice and listening to others read should continue right through primary school. For children in KS1, homework should very largely consist of regular reading with parents and carers, hearing, discussing and enjoying books together. In KS2, homework will consist of a mixture of Literacy and mathematics and is used to support the learning of the children in the day to day lessons rather than an 'add on' with little or no purpose.

English related homework will include;

- Learning spellings/phonics
- Practising correct punctuation
- Dictionary skills
- Fiction and non-fiction writing tasks to reflect text and grammar taught in class
- Literacy games
- Research
- Reading in preparation for lessons
- Preparing oral presentations

In mathematics, homework may include;

- Number games and tasks e.g. Learning times tables
- More formal tasks for older children

A regular pattern is important, and a familiar routine is very helpful for children, parents/carers teachers and support staff. Examples of activities

Year Group	Activity
YR	<ul style="list-style-type: none"> • Reading at least 3 times/week • Words of the week. • Home learning activity twice a term
Y1	<ul style="list-style-type: none"> • 10 mins/night sharing books • Weekly phonics activity – 10 mins a week • Cornerstones activity twice a term
Y2	<ul style="list-style-type: none"> • Approximately 15mins/night reading • Spellings 15mins/week • Maths 10 mins/week
Y3 & Y4	<ul style="list-style-type: none"> • Approximately 15mins/night reading • Spellings 15mins/week • Tables 10mins/ Week • Further tasks as determined by the Cornerstones Curriculum
Y5 & Y6	<ul style="list-style-type: none"> • Approximately 20 mins/night reading • Spellings 30 mins/week • Tables 10 mins/day • Further tasks as determined by the Cornerstones Curriculum
Y6	<ul style="list-style-type: none"> • Additional subject specific work will be included in the run up to SATS in May.

Some AEN children may benefit from special tasks separate from the homework set for other children in the class. Any tasks should;

- Have a very clear focus and time-guideline;
- Give plenty of opportunities for pupils to succeed;
- Help develop social as well as other skills where necessary;
- Be varied- not purely written assignments;
- Be manageable for teachers.

Appendix A: Assessment

Our school complies with all requirements of summative assessments within each key stage. Arrangements can be found within the DfE website at

<http://www.education.gov.uk/schools/teachingandlearning/assessment>.

Our school is currently part of a multi-collaboration working party designing a response to assessing within the new national curriculum. The working party ethos is directed by the following criteria:

- Schools should work in collaboration, for example in clusters, to ensure a consistent approach to assessment
- External moderation is an essential element in producing teacher assessment that is reliable and comparable over time
- Schools should be prepared to submit their assessment to external moderators
- Pupils should be assessed against objective and agreed criteria rather than ranked against each other
- Pupil progress and achievement should be communicated in terms of descriptive profiles
- The working party has formulated criteria that describe pupils' achievement at different points of their learning journey through the National Curriculum. There are three learning steps in each year group and pupils who achieve the 21st step will have mastered the National Curriculum. The school moderates pupils' work with other schools, both locally and within other collaborations.

Our schools also tracks pupils reading ages using the Salford Reading Test and tracks pupil's phonic understanding through the Letters and Sounds phases.

We collect teacher assessment for Speaking and Listening, Reading, Writing, Mathematics and Science termly. This information is used to evaluate individual pupil progress and arrange additional support where necessary. We monitor the progress of all vulnerable groups within our school to ensure the achievement of all pupils. Data is discussed with teachers at termly Pupil Progress Review Meetings and termly SEN meetings with teachers individually.

We use our school tracking sheets, which are monitored by our SLT to inform both teacher assessments and pupils' next steps. Each teacher compiles and maintains an assessment folder that contains up to date information on pupil progress, attainment and tracking of pupil's progress through the National Curriculum. The core purpose of assessment within our school is to ensure teaching and learning is consistently good or better.

Good systems ensure teachers, pupils and parents know what skills, knowledge and understanding pupils currently can do and what they need to learn next. This enables teachers to plan effectively and pupils to engage with their learning.

To ensure this high standard of teaching and learning teachers provide feedback to pupils that recognises pupils progress towards success criteria, provides pupils with a model to improve their work, promotes self-assessment and sets pupil expectations.

When working with a focus group, the teacher gives written and oral feedback, marking work with the pupils. Pupils will be given clear expectations through feedback of high standards of presentation.

Teachers assess achievement against Learning Objectives using red, orange and green dots on the label. Green pen may be used to show where the pupil has achieved the learning outcome.

Pupils are encouraged to be part of the assessment process by reflecting on their progress towards success criteria in lessons, self-evaluation of personal learning and collaborative evaluation with learning partners.

Rules are formulated within each class to ensure the wellbeing of all pupils engaged in personal or peer evaluation.

We value and recognise the role of parents in their children's education so our school shares information with parents to enable them to support their child.

Parents are invited to formal consultation twice a year and informal consultation at any time. Parents of children with additional education needs are invited for individual consultations with the SENCO, in addition to parent consultations to discuss their child's progress. The school provides an annual report for parents of their child's achievements and next steps. Through all of this information we aim to enable all families to engage with their child's personal development.

When a child transfers from our school to another, all relevant records are sent via a Common Transfer File, as well as their individual records and their most recent books as soon as possible.

The effectiveness of this assessment policy is monitored regularly through book monitoring led by subject leaders and reported to the governing body.

The school's assessment policy is shared with all agencies the school works with to ensure all stakeholders understand the school's approaches.

Appendix B: Feedback and Marking

Why?

Effective marking and feedback raises standards through being:-

- Directly related to learning outcomes
- Directly related to the 21 Steps
- Clear and constructive in its guidance to individual pupils which is consistently applied and followed up
- Balanced in pointing out strengths as well as weaknesses
- A way of comparing present with past work and celebrating progress
- A way of building pupils confidence and ability to self- assess
- A part of the assessment process and so informing teachers' planning

How?

- Visual and oral feedback given in a way that maintains the dignity and self-esteem of the pupil
- Written (formative) comments
- Marking for literacy
- 'Light touch' marking
- Summative assessment where appropriate
- Modelling e.g. by sharing examples of pupils work
- Asking pupils to explain their work and commenting on their explanation
- Discussing work in progress with pupils
- Talking the whole class through common achievements, errors and ways to improve
- Peer assessment
- Self-assessment

Written feedback/marking

- Written feedback should focus on helping pupils gain a clear understanding of how well they have gained knowledge, concepts and skills and explaining what they need to do to improve
- Not all work can or should be marked in detail. Each teacher should identify key pieces of work once a week for more in depth quality marking for improvement. Dialogue marking comments may be written in a speech bubble and these will be initialled by the Class Teacher when completed.
- Teachers assess achievement against Learning Objectives using red, orange and green dots on the label. Green pen may be used to show where the pupil has achieved the learning outcome.
- In English and Mathematics, one piece of writing is marked for improvement each week. The developmental comment may include a model for the pupils to make their improvement. Pupils must respond to developmental feedback. Marking and feedback also focuses on spelling, the use of phonics, key numbers facts and knowledge of tables
- In Science, after investigations, the write-up will be marked for improvement. Marking may focus on extending learning through open-ended questioning or clarifying process or knowledge. Pupils must respond to developmental feedback.
- To support the giving of quality feedback other work will be marked in a variety of ways. This will include self and peer assessment which enables pupils to recognise their own and their peers strengths and weaknesses. This will be written in purple pen.
- 'Light touch' marking will include acknowledging work including peer and self -assessment. It may be observed as use of ticks, stickers, initials and brief comments

- Time should be built into teaching to allow pupils to reflect on marking and respond to it. They should be taught the skills to respond appropriately. Future marking should acknowledge improvements made in response to feedback given in any form
- Written feedback by teachers must be legible modelling the expected handwriting style in green pen.

	Marking symbols
I	Will be used to indicate where a challenge has been given by the adult including RAPID Maths
TA CT V	Will be used to indicate where support has been identified. The ratio should be marked e.g. 1:4
Ind	Will be used to indicate where children have worked independently
Underline	Spelling mistakes may be underlined and written correctly on the page by the class teacher or looked up by the child. Corrections must be acknowledged.
Circle	Errors in the use of punctuation can be circled by the class teacher. In Maths any incorrect digits will be indicated by a circle.
VF	In the Early Years Foundation Stage and KS1, oral feedback will be used more frequently than in KS2, and will be given whilst tasks are being completed, or shortly afterwards. Significant pupil remarks will be recorded appropriately. When the teacher talks with a child the following symbol should be used to indicate this, and written notes added if appropriate.
SA	Self-Assessment (purple pen) Pupils can assess their own learning against the Learning objective and success criteria. Children must be guided as to whether they are underlining where they have been successful or writing a comment regarding their success. In KS1 children begin this process through the use of smiley, straight and unhappy faces.
PA	Peer Assessment In KS1 and KS2 pupils can give oral feedback acknowledged with VF or written feedback using a purple pen. This will be acknowledged by the teacher.
<i>Practical Activity</i>	There are times when recording in books is not appropriate – different media e.g. drama, construction, and practical investigations should be recorded as Practical Activity. This should be written on the LO label and dated. Photographic evidence may be referenced in the class book
√	To acknowledge correct work √ - and add a comment when appropriate

Appendix C: Presentation

Poor presentation must always have a comment. Improvements must always be acknowledged.

Exercise Books – Front Covers

This should show:

- The child's name – written in full
- Class name and year
- Subject
- Book Number (eg Book 1)

Size of Lines

- Lined exercise books for the majority of children will be:

Year R	Follow Early Years Foundation Stage Curriculum
Year 1	15 mm
Year 2	15 mm
Year 3-6	8 mm

- From May (start of Term 6), if children are ready, special needs to be taken into consideration before in readiness for the new academic year children will use the exercise book for their new year group.

Year 1	15mm
Year 2	8mm
Key Stage 2	Unchanged

Size of squares

- Squared exercise books for the majority of children will be:

Year R	Follow Early Years Foundation Stage Curriculum
Year 1	20mm
Year 2	20mm
Year 3-6	10mm

- From May (start of Term 6), if children are ready, special needs to be taken into consideration before in readiness for the new academic year children will use the exercise book for their new year group.

Key Stage 1	20mm
Key Stage 2	10mm

Pencils and Pens

All children should start each day with a sharp pencil and have access to sharp pencils throughout their working day.

Pencils should be used by all children in their mathematics work.

Drawings in science should be in pencil and annotated in pencils as appropriate.

All lines should be drawn in pencil using a ruler.

The majority of Years 4 – 6 children should be using pens.

Children in Year 3 should use pens initially for neat work and then use pens for all written work, when appropriate

If appropriate, pens can be introduced to Year 2 children.

Date/Headings

From Year 2 onwards dates to be written in the following format:

- Monday XXth/st Month 20XX
- or
- 20.05.XX for Maths and worksheets

Rubbers

Rubbers are not used for written work.

Mistakes should be indicated with one line through the word/sum and the correct word/answer written.

This policy is reviewed annually or earlier when required