

Hillside Primary School

Teaching, Learning & Assessment Policy



Our Values and Vision

Non-negotiables of teaching and learning

These essential elements of our vision will be a feature of teaching and learning within every classroom and in every lesson.

1. **Engagement** - all pupils are able to access lessons at their own level and will therefore be engaged in learning.
2. **Expectations** - all staff have high expectations for themselves and of all pupils in how they approach all aspects of learning and school life.
3. **Purpose** - pupils are given a clear purpose for their learning.
4. **Challenge** - pupils are encouraged to embrace challenge and take risks in their learning.
5. **Respect** - there is mutual respect between everyone.
6. **Personality** - the opinions of everyone are valued. Pupils and staff are encouraged to express their personality.
7. **Passion** - teaching promotes passion, enquiry, pride and a love of learning.
8. **Celebration** - pupil effort and achievement is regularly recognised and celebrated.
9. **Safety** - everyone is safe and secure.
10. **Environment** - the school provides a positive and effective learning environment both indoors and outdoors.

Our Curriculum

There is a buzz within classrooms where children and adults alike are excited by learning. We believe that a broad, engaging, challenging and mastery-based curriculum will enable children to reach their full potential and go on to be effective learners and employees. We will approach learning from different and more relevant angles, often giving children questions and statements to investigate and challenge. Topics beginning with 'wow' moments, will transport children to different times and places. We will stretch their imaginations, submerge them in new experiences and feed their curiosity.

Growth Mindset

There is an ethos of growth-mindset throughout the school, which is embedded in learning, feedback, celebration and displays. We want our children to become resilient learners, who take risks, thrive on challenge and see the easy option as being the boring one. Through the use of open-ended tasks and effective intervention, we try to remove any ceilings or barriers and increase pupil involvement in their own learning, so that they are confident in articulating their strengths and areas for improvement.

Mastery approach

We have a mastery approach to learning, where children are able to develop a concrete understanding of subject knowledge and skills. Teachers have the flexibility to block subjects and objectives on their weekly timetable, making it easier for pupils to remember and make vital links between each piece of information. This approach also enables us to take learning at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are working above the national expectation for their age.

Curriculum Organisation

Our curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the **National Curriculum (2014)**, but also the range of extra-curricular activities that the school organises in order to enrich the experience of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, resilient and responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Each year group has a **long-term plan (Curriculum Map)**. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We regularly review our long-term plans to ensure coverage of the National Curriculum across the Key Stages.

With our **medium/short-term plans**, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

Whilst curriculum coverage is broad, balanced and meets the requirements of the National Curriculum, teachers are given the **flexibility to block English and Maths lessons**, depending on what is most appropriate for the unit of work or skill being covered. This approach enables pupils to master and take their learning to a greater depth. It is easier for teachers to plan, resource the subjects, undertake more meaningful project work and reduce the amount of valuable time wasted on recapping and reinforcing learning from a previous week or term.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and there is planned progression in all curriculum areas.

Planning is shared amongst staff on our public server and specific schemes of work/procedures for each subject are held by the Subject Leaders/Teachers.

Curriculum Subjects

English at Hillside is taught following the 2014 National Curriculum (*Refer to English Policy – Reading, Writing, Phonics*).

Reading at Hillside is developed through the following approaches:

- Systematic synthetic Phonics
- Bookbands
- Guided Reading
- Individual practice with adult
- Comprehension skills
- Accelerated Reader for KS2
- Well-resourced library
- Specific interventions

Writing at Hillside is developed through the following approaches:

- 'Talk for Writing' teaching strategy
- Systematic phonics
- SPAG teaching
- Cursive handwriting + linking from as early as Year 1 (when child is ready)
- Specific interventions

Daily non-negotiables/input: Reading, phonics and/or spelling (at least 3 times a week), grammar (at least 4 times a week).

Mathematics is taught using the objectives in the 2014 National Curriculum Framework (*Refer to Calculations Policy*). Hillside Primary School uses the White Rose Mastery Curriculum framework to do this. Each year group uses the long/medium/weekly term plans and adapts them accordingly. Other sources are used such as: NRICH, Number Sense, and the NCETM mastery ideas. Teachers may use real life contexts, and all use C.P.A. (Concrete, Pictorial & Abstract). Mathematics is taught daily throughout the school. Some cross curricular teaching takes place, when appropriate. Cross-curricular teaching also takes place, when appropriate. Progress is recorded using Pupil Asset, with Y2 and Y6 using the interim frameworks.

In addition, there are whole school maths days which generally involve the parents being invited into school to experience mathematics with their child. This involvement starts in the Nursery. Homework is given at both Key Stages and parents are encouraged to support their child. All children at Key Stage 2 are signed into Sumdog at home and are entered into competitions. From Y1 to Y4 children are able to take home Maths Monkey and parents are encouraged to support their child with the activities that Maths Monkey does. Children practice their tables at home with parental support.

The coverage of the curriculum and progress for Mathematics is recorded on Pupil Asset on a regular. Termly written assessments using the White Rose sheets are done at Key Stage 2. Children who may not reach the required end of year expectations are identified and intervention is given. Reception class has a TA who gives extra support, while the rest of the school mainly use the Power of One and The Power of Two intervention programmes.

Daily non-negotiables/input: Mental maths (the four operations including problem-solving, reasoning and fluency.)

Science is taught following the 2014 National Curriculum, each year group learning the relevant content and developing the skills of 'Working Scientifically.' Application of these skills is recorded for each year group to ensure balance and coverage. In EYFS and KS1, Science is taught within cross-curricular topics, whilst in KS2 it is taught discretely for the equivalent of two hours weekly. Teachers may use the new Hamilton scheme of work, which sets a real life context for each unit. The order of coverage through the year is planned to support cross-curricular topics where possible, as shown on the long term curriculum plan. Progress in Science is recorded using Classroom Monitor, with Y2 & Y6 also using the Interim Frameworks.

In addition, whole school Science days are held, with a joint focus, and Science shows or visitors are enjoyed by the whole school. In the Spring term, Lynn Grove Academy pupils bring a Science roadshow to Hillside for Y5 pupils.

Art & Design and Design Technology are taught through the integrated curriculum, hence the subjects are part of the planned teaching and learning in a particular theme or topic.

Plans for Art and Design and Design Technology for Key Stage One and Two have been developed to provide a comprehensive, balanced progression of subject-specific skills, cross-curricular links and activities that cover the requirements of the primary National Curriculum programme of study.

Religious Education at Hillside Primary School is taught according to the Norfolk Agreed Syllabus, usually in the context of RE focus days, each based around a key question (*Refer to Collective Worship Policy*). The sequence of questions can be found on the long term curriculum plan. Children explore the question through an enquiry approach, which may include drama, art, ICT and other skills, alongside discussion and learning about and from religion. In EYFS, children experience RE primarily through the main festivals of the religious calendar. KS1 children study Christianity and Judaism, whilst KS2 cover aspects of the six main world religions. In both Key Stages, a greater focus is placed on Christianity than other religions, in accordance with the Agreed Syllabus.

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future.

The aim of **History** teaching here at Hillside is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this they develop a sense of identity, and a cultural understanding based on their historical heritage. The children learn to value their own and other people's cultures in modern multicultural Britain and by considering how people lived in the past. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving.

Music is an important feature of Hillside Primary – the children are able and enthusiastic singers, with a song for every occasion. Singing is a real strength within Hillside and everyone is encouraged to join in, whatever their talents. Charanga is now the basis for our school's music education. It is used in many ways: as a scheme of work with 6 half term units for every year group (except EYFS), as a resource bank for listening and appraisal activities, as a teaching and learning tool for class instrument learning, as a

source of individual themed units appropriate to a current topic, etc. Music is taught in EYFS through song and activities, in KS1 for about an hour a week, in LKS2 for about 40 minutes a week and in UKS2 for an hour a week in alternate half terms.

It is the plan that all children within Hillside will learn a variety of instruments throughout their primary school experience and, through this, consolidate their learning and understanding of the basics of music, its theory, practice and enjoyment – covering all the objectives of the National Curriculum.

Private lessons are available, for those in KS2 who are interested, including piano, keyboard, flute, clarinet, guitar and drums. There are also a KS1 and KS2 choir.

Opportunities for performance are provided in class, assembly, concerts, school performances and joint school performances.

From September 2017, Hillside Primary are focussing on French as their main language in the teaching of **MFL**. The experience of French as a language will be extended to the Foundation Stage, KS1 and SRB through the use of everyday language, labels and simple songs. The change (from Spanish in LKS2 and French in UKS2) to one continuous development of a language throughout the Primary school range will allow a much greater depth of learning and achievement to happen. This will not only happen because of the increased opportunities for teaching and learning, but there will be great benefits from the whole school approach to French. In LKS2, French will be taught for up to an hour a week, in UKS2, for an hour a week for alternate half terms.

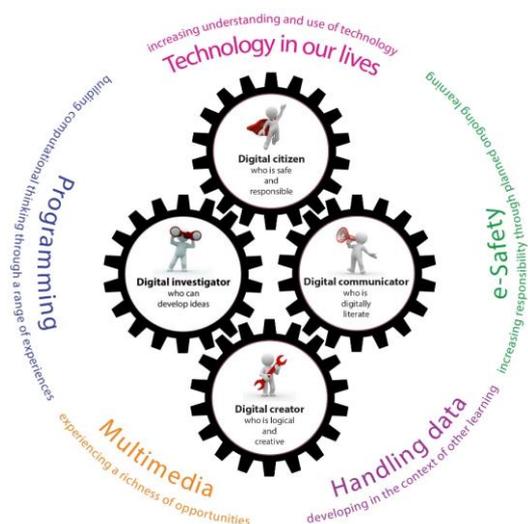
Other languages / cultures will be experienced through specific days or events held throughout the year.

Computing at Hillside is taught following the 2014 National Curriculum and contains some 'big ideas' based around the Somerset Model for Primary Computing (*Refer to e-Safety Policy*).

We want our learners to be:

- Digital citizens – who are safe and responsible
- Digital communicators – who are digitally literate
- Digital creators – who are logical and creative
- Digital investigators – who can develop ideas

To keep the cogs turning, the teachers keep 'pulling the threads' which run through the Hillside Program of Study: **Programming, Multimedia, e-Safety, Technology in our lives and Handling Data**. Each area of study is split into blocks with teachers at Hillside being encouraged and supported to flexibly build a curriculum for their learners.



The core skills are taught in each year group through either discreet computing lessons or cross curricular. Application of these skills are recorded for each year group to ensure balance and coverage. Teachers may use the Wessex Planning materials, blending in other learning opportunities and resources from other sources, especially Espresso coding. The order of coverage throughout the year is planned to support cross-curricular topics where possible, as shown on the long term curriculum plan.

Assessment of computing at Hillside is a child-led, manageable assessment process that encourages progression and is sustainable in an ever-changing world. Teachers maintain an ongoing record of the attainment of pupils for each thread and often use open ended tasks to develop computational thinking for children who are assessed as working at age expectations. Progress in computing is recorded using Classroom Monitor and used to inform future planning.

In addition to the weekly lessons, whole school computing days are held, such as Safer Internet Day and key areas such as e-Safety are reinforced through assemblies.

PSHE at Hillside is taught following the PSHE Association's Programme of Study 2017 (this also refers to Safeguarding, Keeping Children Safe, Sex and Relationships, Online-Safety, Prevent, British Values, Anti-Bullying, Behaviour, Equality & Diversity Policies and the SMSC SEF).

The three Core Themes of this Programme of Study are:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

PSHE is taught as a discrete subject in every year group using the Dimensions (3D PSHE) materials. We are also bringing in a new scheme to deliver SRE (Sex and Relationships Education) which is from CWP resources, which reflects the recent developments in SRE and the Science National Curriculum. PSHE is embedded in all areas of the curriculum, it requires many essential everyday skills including social and communication skills. At Hillside we reinforce the essential skills and attributes that are included in PSHE throughout all parts of our school day. In September 2020, **health education and relationships education/RSE aspects of PSHE will be compulsory to teach.**

Pupil Voice is promoted through a number of roles and responsibilities such as the School Council, Friendship Friends (Anti-Bullying Ambassadors), Team Captains, Prefects, Librarians, Sports Leaders and Traffic Wardens. Pupils feel safe in our school and are happy to be here and learn. The pupils also undertake an annual questionnaire and on occasions are interviewed by staff and each other allowing them opportunity to voice their opinions.

At Hillside our focus is on developing all aspects of **Physical Education**, ensuring that children are able to participate, compete, enjoy and learn about sports, skills and the importance of physical activity for a healthy lifestyle. We are committed to developing key skills as well as sporting competency and positive competitive attitudes. It is important that children have opportunities to participate in a variety of different sports through lessons, activities, clubs and input from outside agencies to follow pathways to clubs, so they can further participate and progress. We are introducing Real PE into our curriculum delivery to help us to develop this holistic approach to PE and run alongside our skills based lessons to ensure that every child, regardless of ability, is able to benefit and progress in all areas of PE.

The Early Years Foundation Stage

The Nursery and Reception follow the curriculum as outlined in the Early Years Foundation Stage (EYFS) document, which is available for download at

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/299391/DFE-00337-2014.pdf. (Refer to EYFS Policy)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates.

The EYFS framework includes seven areas of learning and development, all of which are seen as important and interconnected but three areas are seen as particularly important for igniting children's curiosity and enthusiasm for learning, for building their capacity to learn and form relationships and thrive (DfE 2014: 1.3), they support children's learning in all other areas, they are known as the prime areas.

The **prime** areas are;

- **Communication and Language** – Listening and Attention, Understanding and Speaking
- **Physical Development** – Moving and Handling and Self care
- **Personal, Social and Emotional Development** – Making relationships, Managing feelings and behaviour and Self-confidence and Self-awareness

The **specific** areas of learning develop essential skills and knowledge for children to participate successfully in society. The specific areas are;

- **Literacy** – Reading and Writing
- **Mathematics** – Numbers and Space, Shape and Measures
- **Understanding the World** – People and communities, The world and Technology
- **Expressive Arts and Design** – Exploring and using media and materials and Being Imaginative

The EYFS also includes the characteristics of effective teaching and learning. The Nursery and Reception teachers plan activities within the Nursery and Reception classrooms with these in mind. They highlight the importance of a child's attitude to learning and their ability to play, explore and think critically about the world around them.

The three characteristics are;

- **Playing and Exploring** – children investigate and experience things, and 'have a go'
- **Active Learning** – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- **Creating and Thinking Critically** – children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Children with special educational needs and disabilities (*Refer to SEND and SRB Policies*)

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If necessary we adapt the curriculum to meet the needs of individual children.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the **SEN Code of Practice** in providing for children with special needs. If a child displays signs of having special needs, the class teacher will liaise with the **SENCO** to make an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers. Where pupils need additional support from external agencies, they will be given an **SEN Support Plan (SSP)** or even an **Education, Health and Care Plan (EHCP)**.

If a pupil's special educational need relates to cognition/learning they may be considered for a place in the school's **Specialist Resource Base (SRB)** for a period of two terms.

Each class has a **Pupil Intervention Record (PIR)** which records all the pupils who have special needs. The PIR describes the needs of the pupils, their areas for development and how these are being supported. Advice from the appropriate external agencies is incorporated into the PIR.

The **SEN Policy**, **Accessibility Plan** and **SEN Report** are all updated on an annual basis.

Assessment

At Hillside, we endeavour to support children to achieve to the best of their abilities and reach their full potential. We believe that assessment and feedback are fundamental to being able to extend and challenge children in their learning. Our main aims for assessment are:

- To gather information about the performance of individual pupils, groups and cohorts, which is used to set specific targets, and identify strengths and areas for development in learning at different levels
- To provide information for planning, teaching, curriculum and whole school development, as well as monitoring for SEND and interventions
- To inform parents of their children's progress at Parent consultations in the Autumn and Spring terms and through the annual report in July
- To ensure that children progress in lessons, knowing what they have done well and what they need to do to improve further
- To internally track the progress and attainment of pupils, year on year
- To ensure teacher planning is amended in order that teaching and learning meets the needs of all children

Assessment criteria are derived from the new **National Curriculum 2014**. Each pupil is assessed as being either 'entering', 'developing' or 'secure' within their year group criteria. **Expected outcomes** are for children to be at 'entering' for their year group by the end of Autumn Term, 'developing' at the end of Spring term and 'secure' at the end of Summer Term. For those pupils meeting the secure standard, work will be provided at a more challenging level within the year group criteria. However, we will always strive to provide mastery level learning within our teaching. Assessment judgements are recorded using **Pupil**

Asset (National Curriculum KPI system) and based on independent work that has been assessed against objectives, and class work that shows understanding of a particular element of the curriculum

Assessment for Learning (AfL) is pivotal and underpins Hillside's approach to Teaching and Learning. Staff use Learning Objectives, Steps to Success, effective marking, and peer and self-assessment to engage pupils in their own learning journey and to inform them of their next steps. AfL is used on a daily basis, along with observation and marking of pupils work to provide formative assessment judgements. Teachers will use AfL to determine individual intervention following lessons and prior to lessons, meaning that areas can be addressed as and when needed to best suit the needs of the children. Teachers will regularly set informal targets for their children as a result of AfL. This can be seen on a lesson-by-lesson, daily or weekly basis and may or may not be recorded but will be structured to support progress, therefore assessment opportunities are identified on planning when possible.

Feedback is a vital element of assessment. Feedback is information given to the **learner and/or the teacher** about the learner's performance relative to learning goals, which may be either verbal or written, including **marking**. Feedback redirects or refocuses either **the teacher's or the learner's** actions to achieve a goal. Feedback is part of the teaching team's role and therefore includes the Teaching Assistants. When giving feedback (verbal or written), all staff will highlight strengths and provide pupils with an opportunity to discuss and improve their learning, by giving specific instruction. All classes follow the school's 'Marking and Feedback Policy' (see Appendix 1). Pupils will also be given opportunities to provide verbal and written feedback to one another. In addition to ongoing feedback within the classroom, individual pupil 'feedback' conferences are held weekly and run via discussion between class teachers and teaching assistants.

Assessment in EYFS is based on the **EYFS Statutory Framework**. Evidence is collected through observations and discussions and these are recorded on **Tapestry** and within pupils' individual learning journeys. Judgements on progress against targets and learning goals are recorded on Classroom Monitor. Photographic evidence and pupils' quotations are also gathered. Along with written work, these form the basis of the on-going teacher assessments in line with National Expectations. Progress of pupils is tracked and reviewed regularly due to the nature of EYFS ongoing assessment but is discussed during termly pupil progress meetings and staff appraisals.

Pupils identified as having **SEND** may also be assessed using P Levels or the year group criteria which is applicable to their needs. Progress is tracked and reviewed termly at pupil progress meetings. Our SENCO and class teachers conduct MOP assessments – Measuring Outcomes Pack - which is the cluster agreed package for first response assessments to deem whether CEPP members are called in to do further assessments of children's needs. A variety of baseline assessments – such as Salford Reading and Comprehension tests - are used to identify and establish need in children who join our **SRB**. These include assessments for emotional literacy and receptive language, such as BPVS (British Picture Vocabulary Scale)

Teachers use a **Point in Time Assessment (PITA)** system to summarise individual pupil attainment in all subjects, against the 'Expected Standards' for their year group. Pupils are graded on a 7-point system in Reading, Writing and Maths, which is based on teacher judgements using a wide range of evidence e.g. Classroom Monitor, tests, lesson outcomes, observations etc. Pupils are judged as Working Towards, Expected or Exceeding in the rest of the subjects. These scores/judgements are then used by leaders to track and analyse attainment and progress for pupils and classes. **Termly Pupil Progress meetings** are held between teachers and leaders, to identify vulnerable pupils or those who are not making appropriate progress. Interventions are implemented and recorded on **Pupil Intervention Records (PIRs)**. **Governors** have access to anonymised Raise Online data in the form of our 'user friendly' Arbor Report to support and challenge the school.

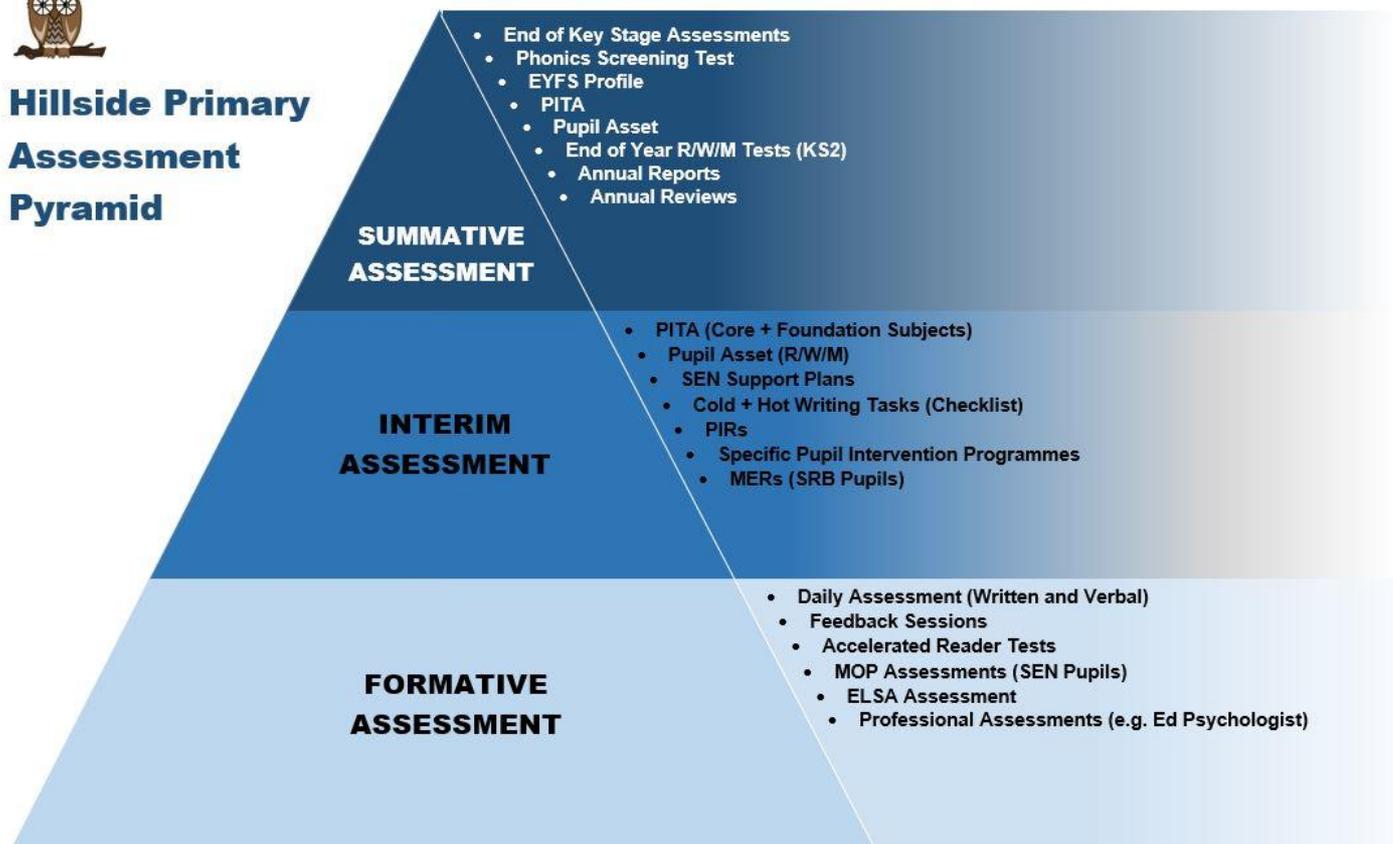
Through working with other schools, especially in our cluster, and using external tests and assessments, we will compare our performance with that of other schools. Where possible, **moderation** both internal and external will be used and developed to support our understanding of making judgements.

Formal and Statutory testing:

- EYFS undergo baseline assessment using Classroom Monitor and PITAs.
- EYFS end of year assessment is currently in place which indicates whether pupils have achieved a 'good level of development'
- Pupils in Y1 are assessed at the end of the year in phonics
- Pupils in Y2 and Y6 undergo SATs in reading, SPAG, maths, and science when selected, along with teacher assessment in writing.
- Results of statutory tests and teacher assessments are reported to parents the LA, SPTA and the DFE as required
- Year 3, 4 and 5 will undergo end of year assessments



Hillside Primary Assessment Pyramid



We celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, behaviour, and social and emotional development.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders regular non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

Links to other policies/procedures

- Safeguarding Policy
- Prevent Policy
- Online-Safety Policy
- SEND Policy
- SRB Policy
- Sex and Relationships Policy
- Equality and Diversity Policy
- Collective Worship Policy
- Pupil Premium Policy
- Calculations Policy/Procedures
- Marking and Feedback Policy (see Appendix 1)
- Behaviour Policy
- British Values Policy
- English Policy – Reading, Writing & Phonics

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors are linked to each subject area and meet regularly with subject leaders.

The Headteacher and Senior Leadership Team (SLT) are responsible for the day-to-day organisation of the curriculum and for monitoring teaching and learning. The Headteacher and SLT monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school and the progress that pupils are making. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed

Designated Governor Committee: Curriculum + Pupils

Name/Signature of Headteacher: Simon Minter

Date: Dec 18

Review date: Dec 19

Marking and Feedback Policy

At Hillside, we recognise the importance of feedback as part of the teaching and learning cycle, and aim to maximise the effectiveness of its use. However, we are also mindful of the workload implications of written marking, and of the research surrounding effective feedback.

Our policy is underpinned by evidence of best practice from the Education Endowment Foundation whose research shows that effective feedback should:

- Redirect or refocus either the teacher's or the learner's actions to achieve a goal
- Be specific accurate and clear
- Encourage and support further effort
- Be given sparingly so that it is meaningful
- Provide specific guidance on how to improve and not just tell students when they are wrong

As the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor, we aim to find alternatives to onerous written marking which provide effective feedback in line with the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be meaningful, manageable and motivating. We have also taken the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.

Key Principles

Our policy on feedback has at its core a number of principles to ensure that it is both manageable and sustainable:

- the sole focus of feedback and marking should be to further children's learning;
- evidence of feedback and marking is incidental to the process and although we do not provide additional evidence for external verification, work scrutinies will enable monitoring of progress and support internal and external moderation especially at the end of KS1 and KS2;
- written comments should only be used where they are accessible to students according to age and ability;
- feedback delivered closest to the point of action is most effective, and as such feedback delivered in lessons is more effective than comments provided at a later date;
- feedback is part of assessment processes in the classroom, and takes many forms other than written comments;
- feedback is a part of the school's wider assessment processes which aims to provide an appropriate level of challenge to pupils in lessons, allowing them to make progress;

Within these principles, our aim is to make use of the good practice approaches outlined by the EEF toolkit to ensure that children are provided with timely and purposeful feedback that furthers their learning, and that teachers are able to gather feedback and assessments that enable them to adjust their teaching both within and across a sequence of lessons.

We believe that pupil's self-esteem and resilience will develop through positive yet challenging feedback. As a result, this will accelerate progress. For this reason, all marking and feedback is underpinned by this policy, which all pupils and staff follow on a day to day basis.

Feedback and Marking in Practice

It is vital that teachers evaluate the work that children undertake in lessons and use the information obtained from this to adjust their teaching. Based on the work of the Assessment Commission, feedback

will be given in three ways and aims to give teachers the ability to use the most effective forms of feedback:

1. Immediate feedback – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

The stages are deliberately numbered in order of priority, noting that feedback closest to the point of teaching and learning is likely to be most effective in driving further improvement and learning. At Hillside, this can be seen in the following practices:

Type	What it looks like	Evidence (for observers)
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering and providing feedback from teaching (whiteboards, book work etc) • Takes place in lessons with individuals or small groups • Often given verbally to pupils for immediate action • Given by CT and TA to provide support or further challenge • May re-direct the focus of teaching or the task (through effective questioning , mini-plenaries) • Include annotations according to the marking code 	<ul style="list-style-type: none"> • Lesson observations/ learning walks • Some evidence of annotations or use of marking code
Summary	<ul style="list-style-type: none"> • Often takes place at the end of a lesson or activity • Often involves whole groups or classes • Provides an opportunity for evaluation of learning in the lesson • May take the form of self or peer-assessment against an agreed set of criteria • May guide a teacher's further use of review feedback, focusing on areas of need 	<ul style="list-style-type: none"> • Lesson observations/learning walks • Evidence of self and peer-assessment • May be reflected in selected feedback/marketing sessions • Same day intervention sessions
Review	<ul style="list-style-type: none"> • Takes place away from the point of teaching • May involve written comments/ annotations for pupils to read/ respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for pupils' future attention or immediate action • Focuses feedback for Pupil Feedback Sessions 	<ul style="list-style-type: none"> • Acknowledgement of work completed • Written comments and appropriate responses/actions taken • Adaptation to teaching sequences • Use of annotations • Pupil feedback sessions

Light touch/acknowledgment marking

Work will be acknowledged in some form by class teachers or teaching assistants. This may be through simple symbols such as ticks, dots or by marking of the learning intention/enquiry question. Where a child has achieved the intended outcome and is well-prepared for the next stage in learning this need not be annotated.

Developmental/Quality Marking

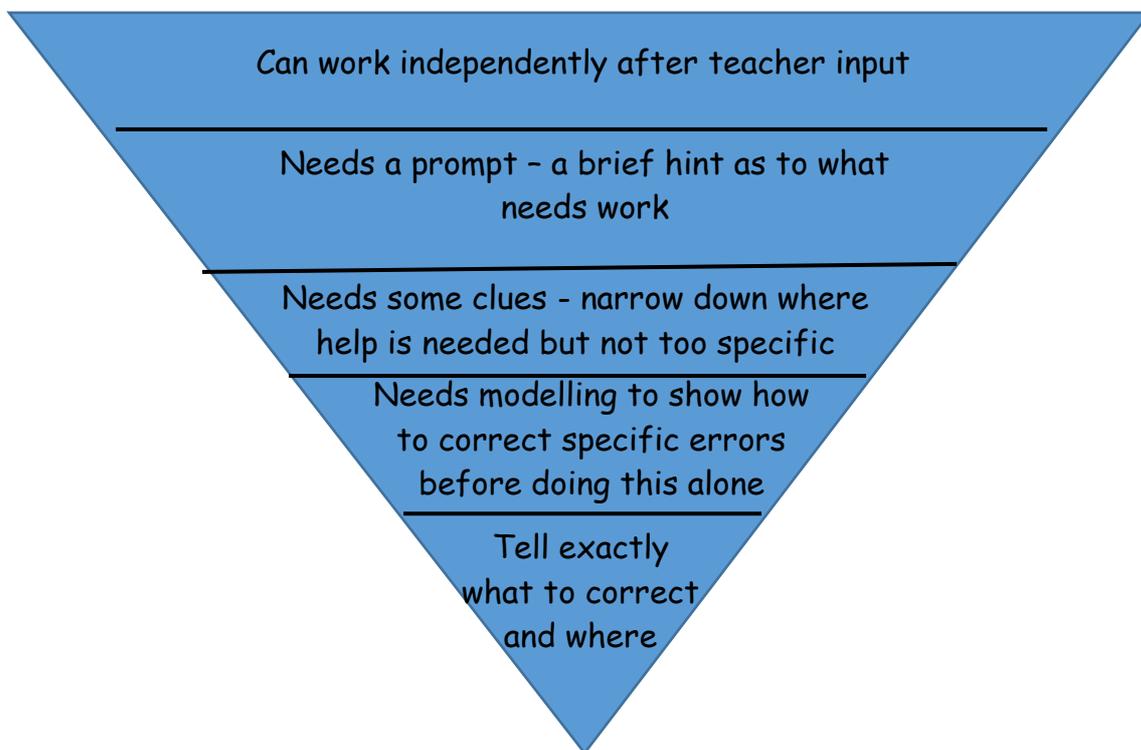
In most cases, written comments will be focused on pieces of written work, or extended tasks but may be present in any work deemed to require them.

Teachers will provide feedback on a lesson by lesson basis, this may be verbal, written or both. Written feedback will be regular and used to inform individual Pupil Feedback Sessions and/or interventions. The marking will be appropriate to the child and to the work, based upon The Strategic Minimum Marking Triangle shown below. The aim is to provide what is needed based on the class teacher's knowledge and to have children working independently.

The key element to our marking approach is the assumption that all children can work independently given prior input: meaning that the teacher should increase the amount of intervention only if the child really cannot get on without it and ensure it is in addition to, and not instead of, the teacher modelling/input.

Some children will need also need a prompt to narrow their focus when editing (a pointer – description, figurative language) while others will need more support in the form of a clue (indicate the section/paragraph to edit with the clue, eg speech marks, tenses). If mistakes are deeply entrenched the teacher or TA will do some direct modelling eg addressing confusion with apostrophe use.

Strategic Minimum Marking Triangle



Marking codes

Where written marking or annotations are appropriate, the intention is that minimum teacher time should lead to maximum outcomes. Marking codes have been developed for consistent use across the school to make feedback accessible for children and to make marking and feedback manageable for teachers.

Coding for marking:

(Letters in circles)

C – Challenge – This indicates that challenge has been provided to push the child's learning on and may or may not be present in their book as the challenge may be given verbally, a grouped/paired task/game or as a deepening activity.

R – Reminder – this may be a reminder given where a simple or recurrent error has occurred, such as forgetting to regroup a number or misuse of an apostrophe, and the teacher or TA has discussed this with the child.

E – Example prompt – may be an example of something to try or a prompt to direct thinking eg Choose one of these words instead of...

S – Steps – High level support or reframing work done with the child by the teacher or TA

PM – Peer Marked

'Tick' for correct

'Dot' for incorrect

*These codes may or may not be accompanied by a comment or example e.g. 'R – Full Stops' dependent on need and the Strategic Minimum Marking Triangle shown above.

**Teacher marking in light blue.

***Self marking in dark blue (KS2) or pencil (KS1)

Foundation Subjects

These should be marked regularly in a way appropriate to the task and learning intention– this can take the form of written, verbal, peer or self-assessment and will be done to a depth deemed appropriate to the class teacher.

At Hillside, we strive to ensure that we use our foundation subjects to enhance and practise skills learnt, especially in English. Some written work linked to foundation subjects may be found in English books.

Children as Markers (Self and Peer Assessment)

Self and peer assessment have a key role to play in effective marking and feedback – they empower children to take control of their own learning.

Peer Assessment

Children peer assess using the agreed prompt sheets/editing stations and marking codes. Peer assessment should be modelled by the class teacher using visualisers or appropriate strategies.

Whole Class Feedback

Pupils may be given feedback as part of a wider group or class in whole class feedback sessions. These sessions are designed by the teachers to address areas of work that may need attention by groups of children rather than individuals or address multiple elements that have become a need and where a written comment may not have the impact needed or modelling is required. They may also include classroom analysis of work children have done as What A Good One Looks Like (WAGOLL) examples work done that meets criteria set and show where developments have been made to encourage other children to challenge themselves and help children know what they are aiming for. Children will be consulted when their work is selected for whole class feedback to ensure that they are happy to share what they have done.

Individual Feedback

All pupils will have Individual Feedback sessions at least every half-term (Disadvantaged pupils once a week). Brief comments will be recorded in Feedback/Intervention Folders on a recording form. These comments will show what has been discussed but writing and maths feedback will also be written directly into pupil exercise books. Children will always receive regular feedback during class time using the marking and feedback processes and codes.

Cold & Hot Tasks (Writing)

Cold tasks (corner highlighted blue) and Hot tasks (corner highlighted pink) will be used to assess independent writing skills and progress. They will not be marked using the marking codes but will be assessed using a checklist of skills (Year Group Writing Standards) to inform planning (from the Cold Tasks) and assessment (from the Hot Task). Teachers may also assess additional pieces of writing, particularly in Years 2 and 6 as part of their end-of-key stage assessments.

Unit Objectives

Objectives for a unit of work/lesson will be stuck in to pupil books as “I can...” statements. These objectives will be discussed and on occasions assessed with tick, by the teacher and/or the pupil.

A label will be used to show the end of mathematics units that will enable the teacher to indicate the assessed levels for that unit. This assessment will be reflected on Pupil Asset.

Policy Monitoring, Review and Evaluation

Marking and feedback will be closely monitored by subject leaders, SLT and Governors through:

- Lesson observations/learning walks
- Book scrutiny
- Pupil discussion
- Moderation