

Hillside Primary School

Teaching, Learning & Assessment Policy



Hillside Primary School Curriculum Overview

Core values

We have spent a considerable amount of time in shaping the ethos and values for our school. We worked with staff, governors, parents and pupils to encapsulate the core values we felt were the most relevant to us at Hillside Primary School. We agreed that we wanted our children to be Resilient, Ambitious, Caring and Respectful. We felt it was vitally important that these core values were at the heart of everything we do and therefore also embedded within our school curriculum. We want our children to be ambitious and to set themselves short and long-term goals. We want them to work hard to reach their goals, developing a high level of resilience, so that they can cope with adversity, embrace challenge and enjoy solving problems. In addition to developing these effective behaviours for learning, we want our children to be kind and considerate human beings, who are caring and respectful members of their community, taking responsibility for their actions and understanding that actions have consequences.

Curriculum design

Our curriculum has been designed and shaped by extensive research and through discussion around the needs of our school community. We dedicated staff CPD and INSET sessions to plan and develop the curriculum. Our staff were given time to be creative and imaginative to develop a curriculum that is unique to our school whilst covering National Curriculum objectives.

Meeting the needs of Hillside children

Our curriculum has been carefully designed, planned and organised to ensure breadth, balance and depth for every learner in our school. We discussed our pupils' backgrounds, life and cultural experiences and this has helped us to design a curriculum that meets their needs. We felt that it was essential to provide opportunities for our pupils to experience a broader range of cultures, to learn about different ways of life and about the benefits of a multicultural society, as there isn't a great deal of cultural diversity within the locality. We wanted to be able to respond to national and world events, enabling the children to see different perspectives and develop their own opinions within an ever-changing world.

In addition, our school community also felt that our children needed to develop a better understanding of where they live. Therefore, we have tried to embed a local context throughout our curriculum and use this as an important driver for community engagement and personal development, helping to shape who they are.

We decided to take a mastery approach to learning, helping children to develop a concrete understanding of subject knowledge and skills. This approach enables us to take learning at a deeper and steadier pace, ensuring that no child is left behind, as well as providing richer experiences for children who are working above the national expectation for their age. We have blocked several subjects/objectives, combined similar curriculum themes and built in many opportunities for repetition and revisiting previous learning, making it easier for pupils to remember and make vital links between each piece of information to gradually develop a deeper understanding of the skills and processes within subjects.

At Hillside Primary School it is our underlying belief that every child should be included, feel valued and experience the feeling of success in a wide range of curriculum areas. Therefore, we designed our curriculum to ensure every child receives an appropriate mix of academic and personal development, which means in practice our curriculum places a high level of importance on core and foundation subjects. We also provide additional or bespoke support, resources and alternative teaching approaches

to make our curriculum accessible to all and recognise that for some children, we may need to deliver objectives from an earlier Key Stage or even a different curriculum.

Finally, we place priority on ensuring that we meet the emotional and well-being needs of our children. We understand that children will not be successful learners unless they are happy and emotionally secure, therefore we try to make learning fun, to teach the children strategies for regulating their emotions and have adopted a flexible approach to timetabling, so that we can quickly and effectively address any issues as soon as they arise.

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 **long-term plans (Teaching Overview and Curriculum Map)** which highlight the topics, units and National Curriculum objectives that are taught each term and over the course of the year. While each area of the curriculum is taught as a stand-alone subject, we have tried to group similar themes and adopt a cross-curricular approach to enable 'joined up/purposeful' learning to take place, in addition to reinforcing key concepts and vocabulary. We regularly review our long-term plans to ensure coverage of the National Curriculum across the Key Stages.

Within 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.

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 (**Skills Progression Documents**).

All of our 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 – Speaking & Listening, Reading, Writing, Phonics, Spelling, Handwriting*).

Reading at Hillside is developed through the following approaches:

- Systematic Synthetic Phonics (including FFT phonics scheme of reading books)
- Book-bands (Key Stage One and some SEND pupils in KS2)
- Accelerated Reader for most of KS2
- Guided/Shared Reading particularly at KS1
- Individual practice with adult
- Comprehension skills - Year 2 weekly lesson and taught during whole class reading lessons in KS2
- Specific interventions
- Well-resourced library
- Class novels – quality texts/reading spine

Writing at Hillside is developed through the following approaches:

- ‘Talk for Writing’ teaching strategy
- Systematic phonics
- SPAG teaching
- Linked handwriting - from as early as Year 2 (when child is ready)
- Specific interventions

Non-negotiables/input:

- Reading for all classes – daily or more
- Phonics and/or spelling – daily in EYFS and KS1; at least weekly in KS2
- Grammar – daily in KS1; at least 2 times a week in KS2
- Handwriting – specific skills taught at least weekly in KS1, weekly in Y3, as necessary in Y4,5,6

Mathematics is taught using the objectives in the 2014 National Curriculum Framework (Refer also to the Calculations Policy). At Hillside Primary School we use the White Rose Mastery Curriculum framework, which we adapt to suit the needs of the school. The framework is used like a skeleton, where we add concrete, pictorial and abstract, in addition to real life contexts. Each year-group uses the long/medium/weekly term plans and adapts them accordingly, by using summative and formative assessments (Refer to medium term blocks for each year group). Other sources are used such as: NRICH, Number Sense, the NCETM mastery ideas and Maths Bots. Whilst curriculum coverage is broad, balanced and meets the requirements of the National Curriculum, teachers are given the flexibility to cover Mathematics in other lessons, such as Science, depending on what’s most appropriate for the unit of work or skills being covered. Occasionally, children may follow an alternative curriculum or approach, if they are unable to access the National Curriculum for their age-group, due to their Special Educational Needs.

In addition, there are whole school maths days which often involve the parents being invited into school to experience mathematics with their child, starting from the Nursery. All children are expected to undertake weekly homework tasks for Maths, including Maths challenges, Maths Monkey, Maths Bots, Times Tables Rockstars and CGP workbooks (Y5+6).

The coverage of the curriculum and progress for Mathematics is recorded on Pupil Asset on a termly basis. Also, end-of-unit assessment sheets are used to inform the class teacher of strengths, weaknesses and misconceptions. Children who are not working at the expected level for their age-group will receive some additional in-class support and may undertake same-day intervention or specific programmes such as Power of One and The Power of Two.

We also have daily non-negotiables/input: this can be around “Mental maths”, the four operations including problem-solving, reasoning and fluency, or White Rose Flashbacks. This is 10 mins extra time given to maths and can be slotted in when/ where appropriate.

Each class has a maths working wall which is used daily, this includes language, sequence of learning, stem sentences and mathematical questioning. We also have weekly maths challenges in paired year groups: EYFS, Y1+2, Y3+4 and Y5+6 and certificates for Times Tables which are given in our Celebration Assembly.

Science is taught following the National Curriculum 2014 with 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. Science is taught discreetly for the most part but some elements may have cross-curricular links, especially in EYFS. Science is taught weekly and in KS2 links with whole class reading during some weekly sessions to either further or contribute to the learning. All children have a science book in which they can record but recording is also done on pieces of paper or with photographs, depending on the learning with floor books being used to record scientific enquiry work.

We use the PLAN matrices to support delivery of objectives and vocabulary across the school as this provides teachers with their objectives, vocabulary and suggestions for evidencing learning. They also provide prior and future learning linked to that area so that staff know what the children should know and what they will need to prepare them for in the next year group/key stage. These matrices are used in conjunction with various different planning resources such as TAPs, STEM, Hamilton and many others.

Attainment is measured using our school assessment system and children are assessed on their learning in a variety of different ways, both formatively and with summative assessments (where appropriate).

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 and has a key emphasis on bridging the gaps within their key skills progression.

Religious Education at Hillside Primary School is taught according to the Norfolk Agreed Syllabus (2019) which aims to know about and understand a range of religious and non-religious worldviews by learning to see these through theological, philosophical and human/social science lenses. This enables us to express ideas and insights about the nature, significance and impact of religious and non-religious worldviews through a multi-disciplinary approach.

In EYFS, children experience RE in three key areas of learning in the new EYFS curriculum: Communication and Language; Personal, Social and Emotional development and Understanding the World. In Key stages one and two, four enquiries are explored each year. The sequence of enquiries can be found on the 'RE Long Term Curriculum Plan'. In EYFS, children experience RE primarily through the main festivals of the religious calendar. KS1 children focus mainly on Christianity and Judaism, with some elements of Hinduism; whilst KS2 cover aspects of other main world religions/ non religious world views. In both Key Stages, a greater focus is placed on Christianity than other religions, in accordance with the Agreed Syllabus.

The key objectives for each enquiry can be found on the RE Skills progression document.

At Hillside we have a stimulating and well-organised **Geography** curriculum that provides many opportunities for enquiry-based learning, applying substantive and disciplinary knowledge to make sense of the physical wider world around us, and promoting an understanding of how our Geography learning ties in to previous years' learning. We use a wide range of resources to do so, such as school trips to local Geographical sites and landmarks, Geography-themed days, and quality Geographical texts and sources to motivate and inspire our children. Geography is taught during 2, 3-week whole-school blocked subject units, covering areas of learning within Locational Knowledge & Geographical Skills, and Human & Physical Geography, from EYFS through to Year 6. The aim of teaching a broad and balanced range of subjects within Geography is to ensure coverage of the National Curriculum, and to also stimulate and promote children's interest and understanding about the world we live in and the environment around us. We teach children an understanding of their local area and their lives in this environment compared to the lives of others from different regions around the world. They learn how to draw, plot and interpret maps, and through this disciplinary practice they develop the skills of research, investigation, analysis and problem-solving. Children will gain an understanding of their own identities through learning of human features within our Geography curriculum, along with a cultural understanding and appreciation based on geographical ancestry and heritage. Geography at Hillside Primary also motivates our children to find out more about the physical world, and enables them to recognise the importance of sustainable development and environmental preservation.

History at Hillside Primary is taught during 3, 3-week whole-school blocked subject units, covering areas of learning within British Timeline, Ancient Civilisations, Pre and Post 1066, Significant People/s and a Local Study. The aim of teaching such a broad and balanced range of subjects within History is to ensure coverage of the National Curriculum, and to also stimulate and promote children's interest and understanding about people who lived in the past. We teach children a sense of chronology from EYFS to Year 6, and through this they have space and understanding of their own identities, along with a cultural understanding based on historical heritage. The children learn to value their own and other people's cultures in modern multicultural Britain, and compare this to how people lived in the past. We teach children how to enquire critically and objectively, which allows them to understand how events in the past have influenced our lives today. Enquiry, analysis, investigation, interpretation and problem-solving skills are at the forefront of our curriculum objectives. At Hillside we have a stimulating and well-organised History curriculum that provides many opportunities for enquiry-based learning, applying substantive and disciplinary knowledge to make sense of the wider world around us, and promoting an understanding of how our History learning ties in to previous years' learning, ranging back from EYFS to KS2 knowledge and skill. We use a wide range of resources to do so, such as school trips to local Historical sites and landmarks, History-themed days, and quality Historical texts and sources to motivate and inspire our children.

Music is a highly valued subject taught at Hillside Primary; the children are able and enthusiastic singers, with songs for every occasion. Singing is a real strength within Hillside and everyone is encouraged to join in. Kapow Music is now the basis for our school's music provision, with Charanga also used in some instances. Kapow is used in many ways. For example, as a scheme of work with units for every year group from Years 1-6, a resource bank for listening and appraising within the teaching schemes and as a teaching and learning tool for whole class instrumental tuition. Music is taught in EYFS through songs and activities, in KS1 for an hour a week and in KS2 for an hour a week in alternate half terms.

It is the objective that every child at Hillside Primary will learn to play a variety of classroom instruments throughout their primary school experience and, through this, consolidate their learning and understanding of the rudiments of music, its theory, practice and enjoyment, while also covering the objectives set out in the National Curriculum. Year 4 also has the provision of professional instrumental

tuition delivered by the Norfolk Music Hub. This is in the form of whole-class learning, playing in unity and learning to collaborate their individual skills.

Peripatetic lessons are available for those in KS2 in guitar and drums. There is also a KS2 choir. Opportunities for performance are provided in class, assembly, concerts, school performances and joint school performances with the Great Yarmouth Schools Music Association.

At Hillside Primary French is our chosen **MFL** language. French will be taught in all KS2 classes and celebrated on Bastille Day throughout the school. By having one continuous development of a language throughout the Primary school range, it allows a much greater depth of learning and achievement to happen. We aim to promote the love of languages. We display and celebrate the children's learning not only in the KS2 classrooms, but also within the hall, so that this can be celebrated by other children. In KS2 French key words and phrases are used throughout the day, such as a calendar in French and asking to go to the toilet in French. We also hold cultural days/events throughout the year, which allows the children to learn about and explore new cultures and languages. This year we are introducing the children to online games/songs which link to their current French lessons, so that they can access languages both inside and outside the classroom.

Computing at Hillside is taught following the 2014 National Curriculum. The 'Teach Computing' scheme of work is used to deliver our 'core' Computing curriculum. Online Safety is taught on a half-termly basis. We follow Somerset's LEA ELIM / Activebytes Online Safety scheme of work to deliver our Online Safety curriculum (*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 Teach Computing's Program of Study: **Computing Systems & Networks, Creating Media (2 units), Programming (2 units) and Data & Information**. Online Safety is always taught during the first Computing lesson of every half-term, using ELIM / ActiveBytes Online Safety scheme of work.

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 unit 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 on a termly basis and is collated by the Computing Subject Lead.

Pupils at Hillside will have the opportunity to use a variety of I.T devices, including laptops, Chromebooks, iPads, Beebots, Roamer Robots, Micro:Bit (depending on the needs of the class and the unit currently being taught).

In addition to the weekly computing lessons, Online Safety is also covered in PHSE lessons, assemblies. And whole-school Safer Internet Days.

PSHE/RSE at Hillside is taught following SCARF Coram education scheme of work for PSHE and Wellbeing education. As a school we follow the six suggested half-termly units and adapt the scheme of work where necessary to meet the local circumstances of our school.

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement.
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

SCARF scheme of work covers the DFE requirements of Relationships, Sex and Health Education (RSHE) which became statutory in September 2020 and the PSHE Association advisory content, which together, ensure a comprehensive, spiral curriculum for PSHE education.

PSHE is taught as a weekly directed subject in every year group using SCARF. PSHE is embedded in all areas of our curriculum and is also taught indirectly throughout the day. It requires many essential everyday skills including social and communication skills and wellbeing.

Pupil Voice is promoted through a number of roles and responsibilities such as the School Council, Well-being 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 (incl. learning, safeguarding and well-being) and are regularly interviewed by Subject Leads to discuss their learning.

At Hillside, our focus is on developing all aspects of **Physical Education**, ensuring that the 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 fundamental 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 use Real PE in our curriculum delivery to help us deliver and 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. Through using this approach we aim to ensure that children enjoy PE, regardless of perceived ability in sport, and make progress in every lesson in either the fundamental physical skills such as balance, or in the social, personal, cognitive and health elements of PE.

Attainment is measured using the Fundamental Skills Framework.

Homework – See Appendix 2

The Early Years Foundation Stage

The Nursery and Reception follow the framework as outlined in the Early Years Foundation Stage (EYFS) document, which is available for download at <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>. They also use the Development matters document, which you can download here <https://www.gov.uk/government/publications/development-matters--2>, to help them to design their curriculum.

The EYFS is based upon four principles:

- A unique child – constantly learning and can be resilient, capable, confident and self-assured
- 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, 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 and Understanding and Speaking
- **Physical Development** – Gross Motor Skills and Fine motor skills,
- **Personal, Social and Emotional Development** – Self-regulation, Managing self and Building Relationships

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

- **Literacy** – Comprehension, Word Reading and Writing
- **Mathematics** – Number and Numerical Patterns
- **Understanding the World** – Past and Present, People, Culture and Communities and The Natural World
- **Expressive Arts and Design** – Creating with materials and Being imaginative and Expressive.

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

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

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.

Hillside Primary is a very inclusive school and we believe that all children have the right to be educated in their locality. We are also very supportive of parents who want their child to be educated in a mainstream setting, where appropriate, even if at some stage they may need to access a specialist placement.

As a result, approximately 9% of our children have more significant SEND needs and have an EHCP, which is over double the National Average for a school of our size.

Therefore, as many of our pupils with SEND have significant and very specific needs, that often require alternative approaches, we have enhanced our provision by creating **3 alternative pathways for our children with SEND; Formal, Semi-formal and Pre-formal**.

Each Pathway offers a different approach and level of support, creating a more personalised provision for the pupils. The Pathways also help us to articulate our provision, raise the profile of SEND across (and beyond) our school, in addition to giving the staff a clear framework and expectations to work within.

We are flexible with our approach and children may move from one pathway to another over the duration of their school career, depending on their development.

The **SEND Policy, SEND Information Report, SEND Pathways Doc and Accessibility SEF** describe our provision for SEND pupils in great detail and 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 using a 6-point scale for English and Mathematics against their year group criteria. Children working significantly below their year group will be assessed against expectations for their working age and the work that they are completing. Pre-Keystage Standards will be used when needed and may be applied to those children working in Pre-Formal settings. For those pupils meeting the expected 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 for English, Mathematics and end of year Science are recorded using **Pupil Asset** and based on independent work that has been assessed against objectives, and class work that shows understanding of a particular element of the curriculum. Foundation subjects will be assessed at the end of the unit of teaching using a cold and hot task format which may include quizzes to support judgement and assessed against unit objectives and expected standards of learning. These judgements are recorded by teachers on our school network. Assessments in PE are made against the Fundamental Skills of movement elements of teaching.

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 and provide Same Day Interventions to fill gaps. 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, some pupils have weekly/regular 'feedback' conferences with the teaching assistant or teacher.

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. When children enter Reception they undertake the Reception Baseline Assessment within the first 6 weeks. Ongoing judgements on progress against targets and learning goals are recorded on Pupil Asset. 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 year-group criteria which is applicable to their needs, Pre-Keystage Levels or alternative systems such as Tapestry for SEND children. Progress is tracked and reviewed termly at pupil progress meetings. Our SENDCO 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 6-point system in Reading, Writing and Maths, which is based on teacher judgements using a wide range of evidence e.g. year group expectations, 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 school data taken from Pupil Asset, the LA Data Dashboard and IDSR.

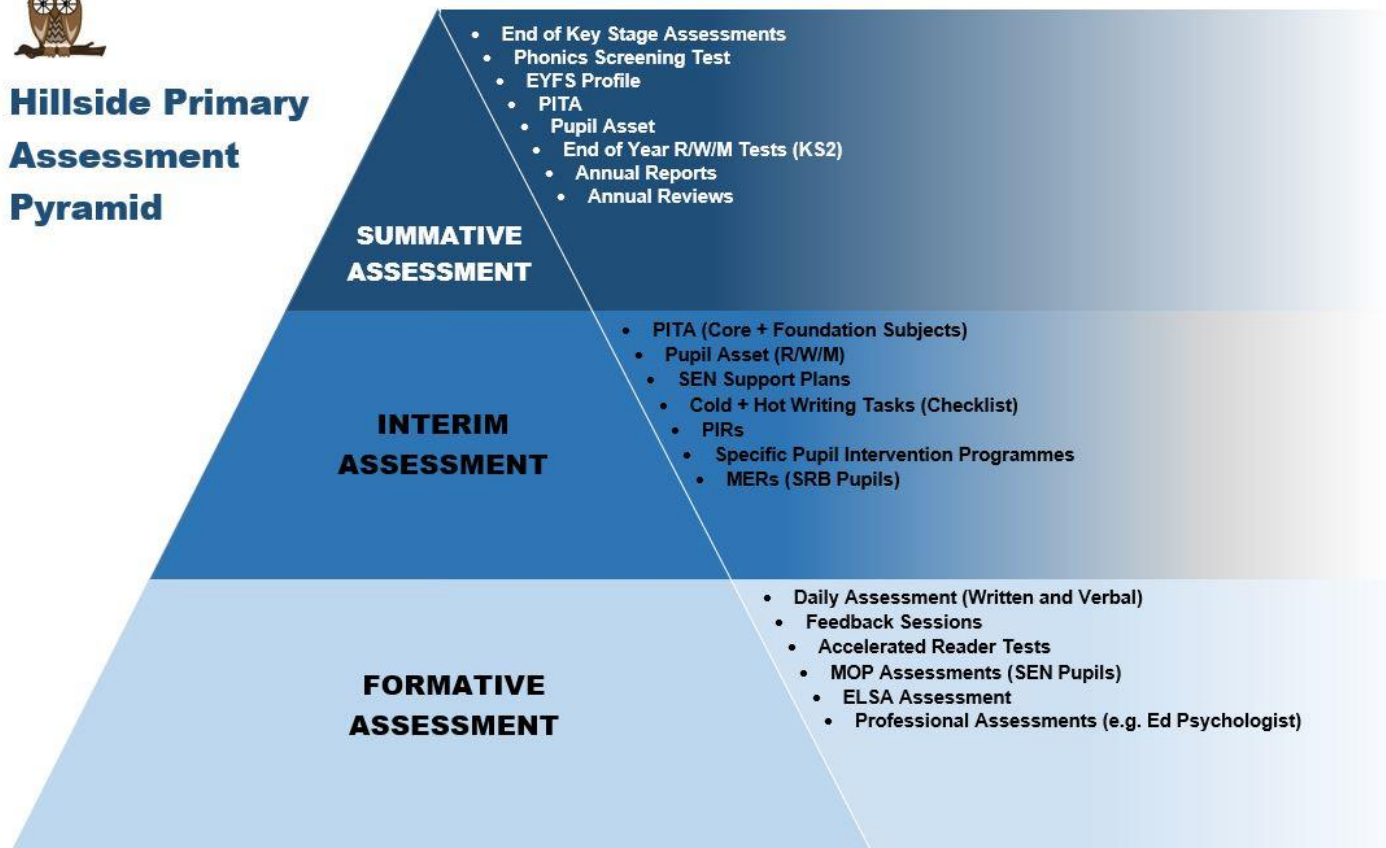
Through working with other local schools within our Cluster or Broader Horizons group, and using external tests and assessments, we will compare our performance with that of other schools. Where possible, **moderation** both internal and external will be used and developed to support our understanding of making judgements. We use QLA support sessions provided by the LA/VNET to look at how previous cohorts have performed in KS2 tests as well as using our own QLA measures following summer maths tests to support and inform the next year's class teacher.

Formal and Statutory testing:

- EYFS initially undergo Reception Baseline Assessment
- 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 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 the DFE, the LA and parents.
- Year 2 take non-statutory SATs papers and Years 3, 4 and 5 undertake end-of-year assessments using Testbase 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 and opportunities for professional development, to enable them to effectively 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
- EYFS Policy
- Prevent Policy
- Online-Safety Policy

- SEND Policy
- SRB Policy
- PSHE/RSE Policy
- Equality and Diversity Policy
- Collective Worship Policy
- Pupil Premium Policy/Strategy Statement
- Calculations Policy/Procedures
- Marking and Feedback Policy (see Appendix 1)
- Behaviour Policy
- British Values Policy
- English Policy – Reading, Writing & Phonics
- Homework Policy
- Children with Health Needs who Cannot Attend School Policy

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 Link Governor: Tbc

Name/Signature of Headteacher: Simon Minter

Date: Sept 23

Review date: Sept 26

Appendix 1

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 and 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

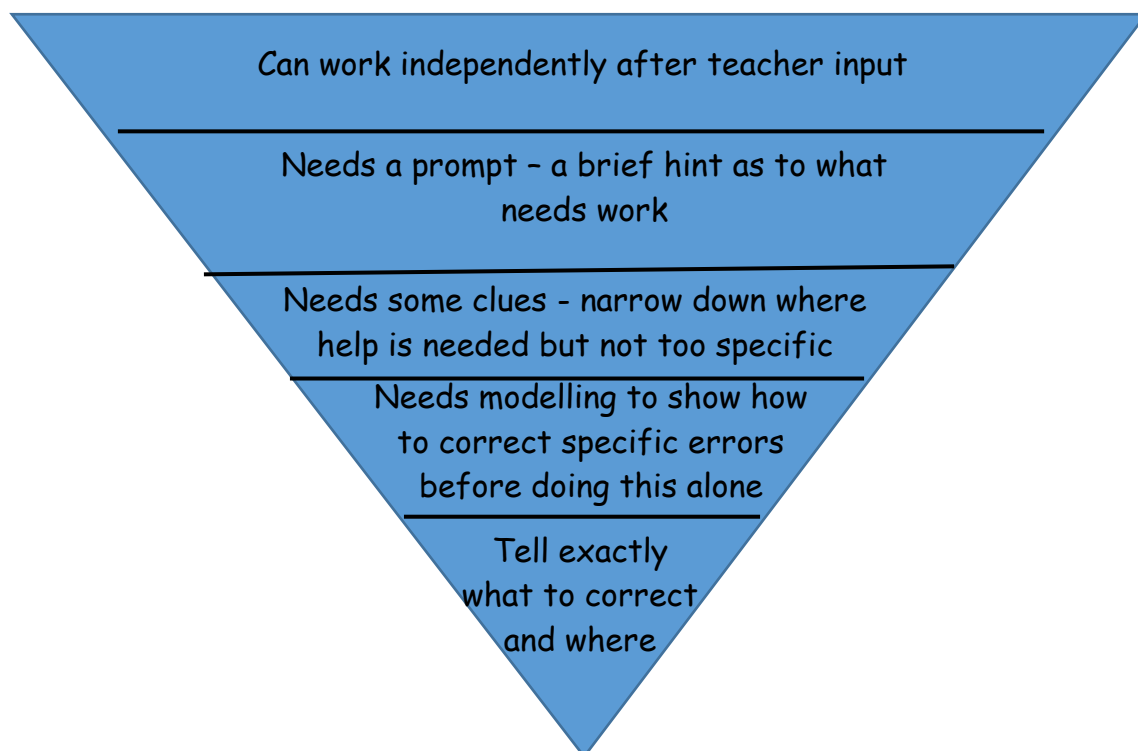
In most cases, written comments will be focused on pieces of written work, or extended tasks but may be present in any work deemed to require them.

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 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

Children will always receive regular feedback during class time using the marking and feedback processes and codes. In addition, some pupils will receive 1:1 Individual Feedback sessions on a weekly (Disadvantaged) or Half-termly (Y5+6) basis. 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.

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 Year 6 as part of their end-of-key stage assessments.

Unit Objectives

Objectives for a unit of work 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.

For some subjects (such as Maths) we indicate the achieved standard for that unit on the objectives list. This assessment will be reflected on Pupil Asset and internal subject assessment documents.

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

Appendix 2

<p style="text-align: center;">Hillside Primary Homework Policy 2023-24</p>		
Homework	KS1 (Y1+2)	KS2 (Y3 to 6)
English	<p>Reading – Children are expected to read with an adult at least 4 times a week for 10 minutes.</p> <p>We would also advise that children are regularly read to at home e.g. bed time story which allows children to have lots of exposure to modelling of tone, intonation, expression etc.</p> <p>Every time a child reads at home, this should be recorded in the Yellow Reading Record book and signed by an adult, so that it counts towards the Reading Rewards Scheme.</p>	<p>Reading - Children are expected to read 15 minutes of their reading book each night; if children do not manage it one night, they should read extra pages on other nights. Although many children in KS2 are ‘free readers’ it is important that they still get regular opportunities to read aloud to an adult, to support their development of reading fluency and expression.</p> <p>As in KS1, having stories read aloud to them should continue, further developing tone, intonation and expression as the text becomes more complex. Exposure to and discussion around word meaning, inferred messages and news and magazine articles is beneficial.</p> <p>Every time a child reads at home, this should be recorded in the Yellow Reading Record book and signed by an adult, so that it counts towards the Reading Rewards Scheme.</p>
	<p>Spelling – Children will receive a list of words (or possibly letter sound/s) to practise every week, in preparation for a test.</p>	<p>Spelling – Children will receive and be tested on a list of words every week. The spelling lists will be based on statutory words and topic words, including mathematical language.</p>
		<p>Additional English homework – Children in Y6 will receive additional weekly tasks (Grammar, Comprehension, Writing projects etc.) to help extend their learning and prepare them for their SATs.</p> <p>Work won’t be handed back to the children, but may be discussed or shared. Y6 also have a Homework Club on Mondays for those children who don’t manage to complete their work at home.</p>
Maths	<p>Y1 to 4 – Children will have weekly calculations tasks to complete at home on the Numbots or Times Tables Rock Stars App.</p> <p>Y5 and Y6 – Children will have weekly Mathematical tasks to complete at home in their CGP Maths Work Books. They will also do Times Table Rock Stars.</p> <p>SEND – Some children with Special Educational Needs will be given activities to complete online through a virtual tutor programme called Maths-Whizz.</p>	

	<p>Maths Monkey – Children in Y1 will be able to take the Maths Monkey for a week and are encouraged to do lots of maths-related activities with them and record these in a diary (writing and/or photos).</p>
EYFS	<p>Maths Monkey – Children in Reception and Nursery will be able to take the Maths Monkey home for a week and are encouraged to do lots of maths-related activities with them and record these in a diary (writing and/or photos).</p> <p>Bingo- Children in Reception and Nursery will be given a Bingo sheet each half term with ideas of activities that can be done at home, which will support the learning we do in class. When the activity is done, Parents can upload pictures to tapestry and we will show them in show-and-tell sessions. Every time a child completes a home-learning activity, they will earn themselves 1 team point.</p> <p>Reading- Children in Reception are expected to read at home least 3 times a week. If they read three times a week, they earn themselves 1 team point. If they read at least 3 times every week over a term, at the end of the term they receive 5 extra team points and a prize.</p>