



Teaching, Learning & Assessment Policy

~ Teacher Toolkit ~

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Nurture, Inspire, Enable



Enable ~ Inspire ~ Nurture



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Vision

We recognise that teaching is a great privilege and with this comes huge responsibility. We will always, in every area of school life look to put the needs of the child first, regardless of the circumstances. At Parkfield School, mutual respect underpins all that we do so that we can equip children with the skills to be kind, responsible and caring global citizens. With a deep understanding of the experiences of our students, we provide a curriculum that enhances cultural capital and endeavours to overcome any barriers that they may face. In a safe, happy and exciting learning environment, we strive for the highest standards of student attainment so that our children can enjoy limitless aspirations. To achieve this, we are committed to Quality First Teaching for all; staff will be continually supported to deliver ambitious, high quality teaching and learning which follows a consistent approach within the school. Developments in our teaching and learning practice are underpinned by sound educational research, including Hattie's Visible Learning, to offer the best and most current thinking. Strategies are continually evaluated for impact through a process of collaboration so that all teaching staff are involved and take responsibility for the continued improvement and evolution of teaching and learning in our school. Through a culture of trust, we will monitor and recognise the individual talents and strengths of staff members, as well as areas for development. Staff will be offered an individual development pathway, within the wider context of achieving our whole school improvement priorities, so that we may accomplish our goal of securing the best possible outcomes for our students.

"I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Haim Ginott

Aims

At Parkfield we aim to:

- ✓ Provide a learning environment where students feel safe, happy and engaged.
- ✓ Motivate children to work in a kind and collaborative school community.
- ✓ Create positive relationships underpinned by mutual respect.
- ✓ Deliver a rich curriculum underpinned by the National Curriculum, including the use of expert teachers in many subjects.
- ✓ Develop growth mindsets in students and staff that counteract a fear of failure and promote hard work.
- ✓ To develop resilience so that learning and curiosity become a lifelong goal.
- ✓ Develop our students' critical thinking, problem solving and reasoning skills.
- ✓ Ensure that all students have equal access to a curriculum that supports their needs.
- ✓ Equip our learners with the skills needed for the next stage in education and life beyond.
- ✓ Enhance the cultural capital of our pupils.

Aim of the Policy

The aim of this policy is to provide a clear set of high expectations and a common approach to teaching and learning at Parkfield School so that teachers, parents/carers and students are all aware of and can work towards the highest possible standards of education.



Roles and Responsibilities

Governors

- to ensure the effective and rigorous implementation and monitoring of the policy.

Leadership Team

- to provide appropriate support, training and resources for subject areas and individual staff.
- to work with subject leaders to identify CPD needs and opportunities to ensure the highest quality of teaching, learning and assessment.
- to monitor and evaluate the delivery and impact of the policy.
- to modify and update the policy in the light of ongoing developments and the changing needs of the school and its priorities.

Subject Leaders

- to be responsible for the co-ordination of long, medium and short term planning of schemes of learning, taking into consideration the aims and objectives of the policy.
- to monitor and evaluate consistent delivery of the policy at subject level.
- to provide appropriate support to team members by providing training materials or advice and guidance.
- to support staff to take risks in new teaching methods.

Teaching staff:

- to ensure that their own teaching meets the national Teachers' Standards; ensuring teaching and learning is at least good (Teachers' Standards are referred to within this document and see also the overview of *Teacher Standards in Appendix 1*).
- to implement this policy by planning and delivering high quality learning experiences.
- to have a growth mindset and be willing to take risks.
- to actively seek to reflect on their practice and work collaboratively with colleagues to share best practice and improve teaching (to practise deliberate professional togetherness).
- to know and understand the principles and content of the policy and how they can contribute to it.

Students

- to work positively within lessons to enable staff to implement the policy effectively.
- to adhere to the school's behaviour expectations to create the right and positive climate for learning.
- to engage with learning experiences outside the classroom by ensuring completion of the learning tasks set as home learning.
- to take responsibility for embedding their learning and developing their own learning independently through super-curricular activities.

Parents / Carers

- to support the policy of the School, in line with the Home-School Agreement, by providing support for students/children at home, allowing them to continue to develop their learning effectively.

This policy document is divided into 5 sections:

1. Teaching and Learning
2. Assessment and Marking
3. Literacy strategy
4. Home Learning
5. Appendices



Section 1: Teaching and Learning Policy

Ensuring Quality First Teaching for all

Teaching Pedagogy

As a school we commit to quality first teaching across the school. All teaching staff have contributed to this via working party meetings so that we can identify clearly the key elements of effective teaching in our school. They are the fundamentals for teaching at Parkfield School. *Teachers' Standards 1-7. Appendix 1.* The foundation of teaching and learning is informed predominately by Hattie's Visible Learning *Appendix 2.*

Teaching to the point of difficulty

We ensure challenge through our planning and within the delivery of our lessons for all our students by planning our lessons using excellent subject and pedagogical knowledge. Students have to think hard, deepen learning and communicate effectively.

Teaching responsively

We use formative assessment in order to check what students understand, know and can do and then adapt our future lessons accordingly. We reflect on what we have taught and what students show they have understood in order to ensure next lessons will clarify misconceptions, consolidate learning and when appropriate, move students forward in their learning.

Teaching to develop scholarly students

We create opportunities for students to extend their curiosity and expand their knowledge in our subjects through our development of the super-curricular outside of the classroom and our use of questioning and challenge within the classroom to ensure that all students are active and engaged. We want our students to develop effective learning dispositions through a shared language of learning.

Adapting teaching to respond to the strengths and needs of all students

We plan and teach our lessons to ensure all students achieve the best outcomes possible by providing stretch and challenge and, where appropriate, support those with additional needs. (*See the Parkfield School Directory of Strategies: Inclusive high-quality teaching for all students*)

Teaching the Parkfield Way: CLASSROOM NON- NEGOTIABLES

- ✓ Meet and greet students at the door.
- ✓ Students sit in accordance with seating plan; where appropriate PP and SEN students closest to the teacher.
- ✓ Register is completed in history view to prompt students who have been absent to catch up on work.
- ✓ Equipment and planners should be on the desk.
- ✓ All lessons start as students enter the classroom with a 'DO NOW' activity (retrieval practice/ recap of previous learning/ 'hook' to lead to new learning).
- ✓ Check understanding by checking and checking again that students know what to do – they should be able to tell you exactly what they are learning, doing & why?
- ✓ Students write date plus a title into their book.
- ✓ The learning intention and success criteria should be clear for students to see.
- ✓ Key words must be shared, visible, and practised; at GCSE, students will use a specification specific glossary.
- ✓ No hands up questioning and no opt out.
- ✓ Feedback is timely and effective and is in line with the policy.
- ✓ Rewards and praise should be a part of every lesson.
- ✓ Expect students to speak and answer like a scholar. Model this where appropriate.
- ✓ Demand pride in their work and presentation.
- ✓ Students should be held to account by the Parkfield rules:
- ✓ Be Respectful. Be Kind, Work Hard.



- ✓ Learning must be differentiated according to learner needs - scaffolding / starting point/ need/ activity/ stretch & challenge.
- ✓ Formal end to lesson: students stand behind chairs in silence until dismissed.

Parkfield Planning Cycle

Learning is cumulative, not isolated, and every Learning Objective (LO) sits within a sequence of learning with clear success criteria.

For this reason, before using the planning framework, first consider where the class is in the bigger picture:

1. Consult the Scheme of Work and/or mid-term plan.
2. Consider what stage the students are in learning this topic/module/ unit.
3. Have clear learning objectives and success criteria that support students to become visible learners.

When using the planning circle, it will depend on your subject and your class, how much of each element you need to do and in which order to do it in. However, this is the sequence of learning that we recommend. *See Appendix 3*

Developing teacher expertise - CPD

CPD will be delivered through a mix of after school sessions, phase meetings, external subject specific CPD (moderator/exam marker) and whole staff Teaching and Learning Inset. There is an expectation as a small school to be outward facing.

Teaching & Learning Coaching

As a school, we are developing a coaching culture as a powerful mechanism for our teachers to continue to improve and widen their skills in the classroom. Coaching enables colleagues to set and take ownership of their own goals, to recognise their own strengths but also crucially, to identify the actions they can take to continue to develop professionally. After learning walk 'drop-ins', a coaching conversation takes place to enable teachers to self-reflect and identify an area of focus; strategies are discussed and agreed on and the teacher puts these into practice; a further drop-in and review discussion follows, and the cycle is repeated as necessary. *Teacher Standard 8.*

Peer Observation

All colleagues complete a minimum of three observations of three teachers with a specific aimed at developing their own practice and linked to their Performance Management; provision for this is made in a disaggregated Inset day. *Teachers' Standards 4, 5 and 8*

'Happy to share' timetable

In the summer term, teachers will be invited to contribute to a sharing good practice timetable should they wish to carry out a peer observation. A timetable will be set up focusing on the CPD needs identified for teachers each academic year so that teachers can choose a specific area of focus for their observation, should they have one (for example; meeting the needs of able students; engaging boys; teaching mixed ability classes).

Monitoring the quality of teaching & learning:

Linked to the school's performance management policy, there is a robust system of monitoring the quality of teaching and learning. This system comprises of:

Lesson observations



Teachers will be observed once in the Autumn term as part of the annual performance management cycle; further lesson 'drop-ins' will take place through-out the year as part of strand/subject reviews and peer observations.

Book Looks

The quality of marking, assessment and feedback in books will be discussed as part of Line Management meeting using questions linked to Teacher Standard 6. Each half term, Secondary colleague will meet to compare individual students or classes to ensure that we have similarly high aspirations and expectations across subjects. Student voice activities will be included in the book look periods. *Teacher Standard 6.*

Analysis of assessment data

Each term, once teachers have inputted the current data for each student, this will be discussed within Line Management and Key Stage meetings, and strategies will be identified to ensure all students are making excellent progress. Teachers will review the specific students identified within Performance Management targets. *Teachers' Standards 2 and 6.*

Section 2: Assessment, Marking and Feedback

The key purpose of assessment and feedback is to promote progress, by providing information about what students learn, know and can do.

Assessments must test skills and knowledge that are essential for students to know and understand to progress and that are integral to schemes of work that students have been recently taught or have revised.

The marking of all assessments must be valid and rigorous: all departments will calendar standardisation and moderation to ensure consistent standards.

The outcomes of each assessment must be used appropriately to contribute to a judgement about current attainment and predicted grades / flightpaths, remembering that these overall judgements are holistic and should not be attributed to one piece of work.

Assessment must generate feedback which includes clear next-steps targets to be addressed by the student to improve their learning.

When feedback is given, it is essential that students are given the time and the opportunity to respond to the feedback they receive, closing the gap between the original work they did, and producing work at a higher level.

There is no one prescribed method of marking; departments and phases consider their own subject pedagogy and phase to determine whether they routinely use strategies such as whole class feedback...etc. This is not currently mandated.

The PRIMARY assessment schedule is set by Reach South and the SECONDARY assessment schedule is entered into the school calendar at the start of the year.

See Appendices 7 for Data Definitions



Assessment

Formative assessment

Formative assessment is assessment where students get feedback, designed to help them make improvements and move nearer to attaining an end goal. The result of the formative assessment is used to plan future lessons / sequences of learning, to enable students to make progress in their knowledge and understanding of a subject. Its primary purpose is diagnostic: it helps a teacher see what a student does or does not know and therefore allows a teacher to address those gaps in skills or knowledge or it helps a student to understand what they can or can't do, and what they need to address, to continue to make progress. Teachers should use a range of methods including mini whiteboards and stretch/ cold-call questioning.

Summative assessment

Summative assessment is the final levelling or grading of a piece of work, often a test, exam or set piece of controlled assessment. It evaluates the extent to which a learner has been successful in meeting the pre-defined goals or objectives of whatever unit of work has taken place. Its primary purpose is to judge a piece of work against set criteria and thereby to provide information to students, parents and teachers about the standard the student has reached.

Summative assessment:

- Where possible, should be standardised and moderated, to ensure consistency of standards within a subject/school.
- Must provide data which is rigorous and used to monitor progress at all key stages.
- PRIMARY assessment will be in line with Reach South monitoring schedule.
- KS3 and KS4 assessments should take place at least three times over the course of one academic year and will be in line with the subject assessment schedule within the SoW and/or examinations specification.
- Attainment will be recorded in the specified data package to effectively map progress.
- The final assessment of the year must be cumulative and require students to revise what they have learned across the whole year.

Cumulative assessment

This is assessment which tests not just what students have recently studied, but also tests knowledge/understanding covered at earlier stages in the course. With linear qualifications, where students sit exams at the end of their course, preparing students by giving them practice at revising previous work, and accessing ideas they have learned at different times, during an exam, is essential. Cumulative assessment does this as, in order to answer the questions, students must revise work done earlier on in the course.

Marking and feedback to students

Providing high-quality feedback to pupils is integral to effective teaching (EEF). Studies looking at delayed versus immediate feedback have demonstrated that those given immediate feedback displayed a larger increase in performance than those receiving delayed feedback (*Optiz, Ferdinand & Mecklinger, 2011*).

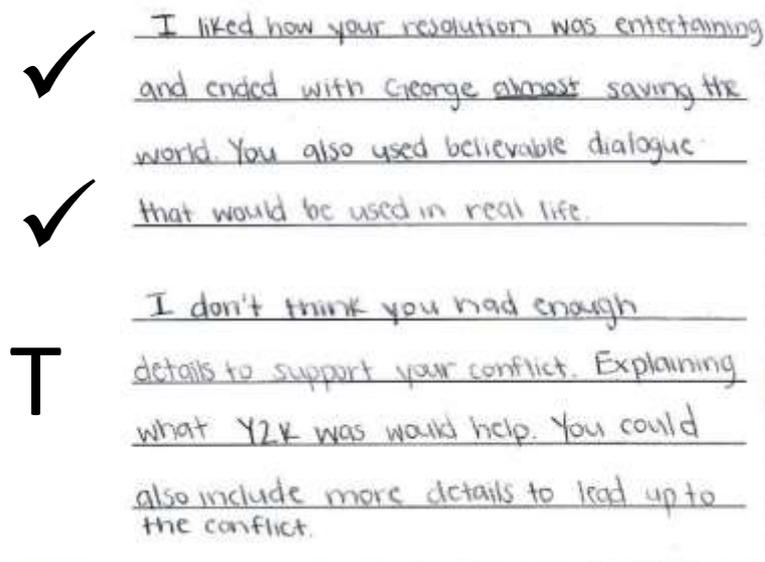
'The major message seems to be that students – regardless of achievement level – prefer teachers to provide more feedback that is forward looking, related to the success of the lesson, and 'just in time' and 'just for me', 'about my work' (and not about me). It is not sufficient simply to tell a student where they have gone wrong – misconceptions need to be explained and improvements for future work suggested. I discovered that feedback is most powerful when it's from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – the teaching and learning can be synchronized and powerful. Feedback to teachers makes learning visible.'

Giving written feedback & setting targets:

Feedback should regular (Core every 2 weeks 1 piece; non-core 2-3 per half term, timetable dependent) and timely and should be immediate and in the present, whenever possible.

Two ticks and a target (✓✓ + T) should be used for written feedback, where appropriate.

When students are given any written feedback that focuses on what they need to do next, we will refer to this as their 'Target' or T



Feedback from students – Response Time

When teachers have marked work, students must respond to this. When appropriate, students should use green pen to write their feedback. If peer assessment is used, students must be taught how to peer assess accurately and usefully and give feedback to each other.

When students are then expected to do some further work in order to try and meet their target, this work will be called their '**Response Work**'

When they complete their target work, they will complete it in **GREEN GROWTH PEN** (for growth)

- Feedback may be given individually, in groups, or to the class as a whole. (see Appendix 4)
- It should tell students what they do and don't know at that point.
- It should relate directly to the GCSE specification assessment objectives and/or lesson success criteria and, where appropriate, to IEP targets.
- It must include either a teacher-generated or a student-generated target which specifies 'next steps' (see Appendix 4.1 for ideas)
- It must be accompanied by time provided for students to read feedback and for them to respond to this feedback. This is just as important as the quality of the feedback itself.



- Deferred feedback should be marked for literacy, using the Primary or Secondary marking codes, to include incorrect spellings highlighted for students to correct and learn (no more than 5 in any one piece of work, where appropriate). See *Appendix 5 & appendix 6*.
- Students should be encouraged to demonstrate pride and neatness in work.
- If absent that must catch up.

Recording and Reporting

RECORDING and REPORTING ensures regular and relevant communication and progress to pupils, teachers, parents and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole school assessments policies.

Recording

Consistent record keeping by all teachers allows the effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods:

Good practice includes:

- Common Assessment marks recorded in Teacher Mark Books/Arbor
- Homework marks recorded in Teacher Mark Books/Arbor
- Internal Exams/Tests recorded in Teacher Mark Books/Arbor

Teacher records can then be used to inform reporting, both formal and informal, to pupils, parents, Heads of Department, Heads of Year and the Senior Leadership Team.

Reporting

Reporting can take many different forms including:

- Progress Checks – Years 7 to 11. Single page computer generated reports given to parents at the end of the Autumn and Summer term. These reports will have a Target Grade for the end of GCSE for each subject, a current working at statement and an attitude to learning judgement. There will be a percentage regarding Attendance and Punctuality.
- Primary Reports will be issued termly and the Summer term report will have a written comment from the class teacher regarding the Core subjects.
- Year 11s will be given a report after their mock examinations to show the outcome of practice examinations.
- Parents Meetings – Each year group will have one annual Parents' Meeting. Subject teachers have the opportunity to discuss with parents the pupil's progress/achievement/homework/class work/effort/attitude/targets for improvement
- External Examinations – reports are available on results



Attitude to Learning

Always:

This student, over a series of lessons always meets our PARKFIELD expectations as outlined below

Enable:

- ▶ Everyone to give of their best in class
- ▶ Your teacher to be able to teach their lesson
- ▶ Everyone to enjoy and achieve

Inspire:

- ▶ Be curious about your learning
- ▶ Look beyond what is taught in the classroom and be interested in the subject
- ▶ Inspire others through discussion and collaboration in class

Nurture:

- ▶ The spirit of Parkfield, it is truly unique and a great place to be
- ▶ Your own resilience to complete tasks – know when you've done a good job
- ▶ Your talents, don't hide them away, we are all good at something so we need to celebrate and share this

Mostly:

This student over a series of lessons mostly meets PARKFIELD expectations. On the rare occasions when they do not, a reminder quickly resolves the situation and learning continues without disruption.

Sometimes:

This student on a number of occasions over a series of lessons does not meet PARKFIELD expectations and reminders are often given and therefore learning is disrupted.

Rarely:

This student on a number of occasions often during one lesson (as well as across a series of lessons) does not meet PARKFIELD expectations. This happens on a regular basis and disrupts the learning of others.

Roles and Responsibilities

The Assessment Policy and its implementation within and across departments is monitored and evaluated by:

1. Principal
2. Vice Principal
3. Heads of Department
4. Student Outcomes Committee



Responsibilities

Heads of Department:

It is the responsibility of Heads of Department to apply and embed the principles of the School Assessment Policy within their own departmental practice. They should formulate and maintain a departmental policy on Assessment – which may be the whole school policy or one tailored to a particular subject.

In all departmental policies good practice will be clearly identified through:

1. Consistent departmental planning;
2. Assessment tasks fully integrated with the Schemes of Work;
3. Shared learning outcomes;
4. Standardised marking;
5. Constructive feedback;
6. Assessment data used to inform teaching and learning;
7. Assessment data regularly and consistently recorded;
8. Assessment data used regularly for reporting;
9. Regular self assessment by pupils and staff;
10. Liaison with Head of Year/Subject teacher re individual pupil performance as required;
11. Liaison with Examinations Officers re entries for all examinations;
12. Effective organisation re setting/ marking internal examinations;
13. Monitoring and evaluation of all departmental assessment practice and outcomes.

Subject Teachers

It is the responsibility of Subject Teachers to:

1. Implement departmental/whole policies on Assessment, evaluating their implementation;
2. Mark in accordance with departmental policy in a positive, accurate, meaningful and diagnostic way;
3. Compile and maintain individual pupil records;
4. Report to pupils, parents and staff on individual and group progress;
5. Liaise with the Head of Department/Year re individual pupil support as required.

Examinations Officers

It is the responsibility of the Examinations Officers to liaise with appropriate staff/pupils/parents/exam boards regarding all aspects of all Key Stage 3 and 4 Examinations.

Pupils

Pupils are encouraged to take an active part in their learning and to:

1. Participate and contribute to discussions involving learning intentions and success criteria
2. Participate in the techniques of self/peer assessment and evaluation
3. Act on feedback provided by teachers and peers
4. Help foster a positive learning environment through positive behaviour
5. Set personal goals and targets through self management
6. Value their learning
7. Accept responsibility for their learning
8. Understand that everyone has the potential to learn and succeed.

Parents and Carers

Parents/Carers will be asked to contribute to the evaluation of assessment in Parkfield School.



Section 3: Literacy Policy

*“While good readers gain new skills very rapidly, and quickly move from **learning to read** to **reading to learn**, poor readers become increasingly frustrated with the act of reading, and try to avoid reading where possible”*

The Matthew Effect Daniel Rigney

“Spoken language forms a constraint, a ceiling not only on the ability to comprehend but also on the ability to write, beyond which literacy cannot progress”

Myhill and Fisher

At Parkfield School, we are committed to raising the standard of literacy of all learners. Our learners need to be equipped with the necessary skills to cope with the requirements of the curriculum and also the demands of further education, employment and adult life. High standards of literacy lead to success, both at school and in adult life.

Regardless of key stage or subject, we are all teachers of literacy and reading *Teaching Standard 3 and Appendix 8*

Parkfield’s commitment

- Make raising standards in literacy the responsibility of all teaching staff.
- Demonstrate to learners the extent to which literacy skills are valued.
- Emphasise the central importance of literacy in the teaching and learning of individual subjects.
- Encourage and reinforce consistent standards of oracy that are appropriate to their ability and maturity.
- Ensure that students acquire a level of literacy that will enable them to cope with the increasing demands of subjects in terms of specific skills, knowledge and understanding.
- Ensure progression in literacy skills, including skimming and scanning skills, through Schemes of Work.
- Encourage Key Stages and subject areas to share good practice by exhibiting or exemplifying students’ work.
- Implementation of the Read, Write Inc. and Freshstart programmes in Primary and KS3 to support progress in literacy. *Appendix 7*
- Provide baseline testing for all new students and regular monitoring of progress – for reading this will be assessed and monitored through NGRT.
- Encourage parents to take an active role in the encouragement of reading.
- Celebrate students’ achievements in literacy.
- Ensure that our library is central to the success of the Literacy Policy through a collaborative commitment across key stages and subjects. *“Libraries have... the power to act as motors for more dynamic and effective learning”*
- Promote reading for pleasure as well as for the development of literacy and communication skills through DEAR, our Libraries and national events like World Book Day.

Identifying learners

All year 7 learners will take a NGRT test in the first term at Parkfield School. Information gathered from their KS2 data, literacy test and standardised score will help us identify a target group of learners who need additional support. They will have support through the Fresh Start reading intervention programme.

Key requirements:

Reading:

- To create an environment where reading is promoted across the school
- To provide time in school for all pupils to read
- To support reading through a range of varied and appropriately differentiated reading resources
- To promote and support reading in non-school hours



Writing:

- To provide pupils with a range of challenging writing tasks and support to meet the differing demands of each task in each subject.
- To provide pupils with 'real' audiences and creative writing outlets where possible.
- To support writing with frames or scaffolds where appropriate, and use modelling where possible.
- To ensure grammar, spelling and handwriting are supported in all subjects and rewarded in relevant formative assessments.
- Ensure that communications around the school and internally are correctly spelt and punctuated.

In addition, in order to enhance **spelling**:

- Revise key vocabulary and record in a glossary.
- Teach agreed learning strategies which will help students to learn subject spelling lists.
- Test or revise high frequency words regularly.
- Use Tier 3, subject-specific words regularly and support students to write and say them appropriately and confidently.
- In KS1 and KS2, set personal spelling targets.
- Support and encourage students to correct and learn their spelling mistakes.

Comprehension:

- Review and monitor the reading demands placed upon students in each subject area, ensuring that reading for understanding is explicitly taught.
- Provide opportunities to research and investigate from printed words, moving images and ICT texts.
- Ensure that student texts are suitably challenging to encourage inferential reading skills.
- Ensure that students understand the purpose of texts - whether the text being used is informative; or explanatory; or instructional; or discursive, or persuasive; or descriptive; and consequently, which reading skills are appropriate to use with the written materials provided.
- Reinforce the understanding of subject-specific words and terms.
- Encourage wider reading and independent reading in a variety of forms including newspapers, books and magazines – subscribe to subject specific magazine, such as BBC History, to encourage development of subject specific academic voice.

Oracy:

- To raise awareness across the school of the importance of speaking and listening, although no longer examined within the GCSE curriculum.
- To support all subjects in extended opportunities for oracy in lesson time.
- Having a culture of 'No -opt out'; 'I don't know' is replaced by 'I not sure but could it be...'
- Teach students how to participate orally in groups and in the whole class, including:
 - Using talk to develop and clarify ideas.
 - Identifying the main points to arise from a discussion.
 - Listening for a specific purpose.
 - Discussion and evaluation.
- Structure tasks in lessons so that students know the purpose for their listening, providing note-taking frames as appropriate.
- Development of nominalisation in KS3 and KS4 (*see David Didau: Nominalisation- the master skill*)

Practical Strategies for staff

- Year 7-11 students have the opportunity to focus on improving reading during DEAR time through appropriately selected texts.



- Reading is a regular feature of Parkfield School life and teachers do not shy away from extended reading of text in class.
- Student involvement in the libraries to be encouraged through the appointment of Student Librarians/Prefects.
- At appropriate points in the year, there are themed displays throughout Parkfield, e.g. Top 30 Reads, Latest Titles, Most Bizarre Books / Titles, Most Issued etc.
- There are regular poster campaigns on doors etc., with curiosity-provoking questions/ book quotes/ facts – leading to answers in the libraries.
- Students with EAL and SEN receive intensive literacy training at Key Stages 1-4 using a variety of approaches, including in class support, individual support, and small group support.
- Parents are encouraged to take an active role in their child's reading by devoting time, at home, to reading together.

To ensure progress in Literacy we should be developing:

- Skimming & scanning
- Predicting
- Identifying themes
- Summarising
- Questioning
- Visualising
- Retelling
- Reducing
- Making inferences

Assessment

- Assessment will be used to inform lesson-planning and target-setting, and to maintain the pace of learning for all students.
- Grammatical errors should be marked in accordance with the Parkfield marking policies and students encouraged in correcting their mistakes. Common spelling errors should be identified on the whole class feedback sheet.
- Where appropriate, literacy objectives will be embedded into lessons.

Section 4: Home Learning Policy

Context



The Education Endowment Foundation suggests that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) and that the most effective examples of homework are integral to learning, rather than add-ons. To maximise impact, it is important that students are provided with high quality feedback.

Research shows that home learning has the greatest impact when:

- It is set and due as part of a routine (5-10 hours/week at KS3 and at least 15 hours a week at KS4).
- It is set as an integral part of learning. Not a “bolt on”.
- All resources are available for students.
- Part of whole school culture- guiding principles for homework need to be similar across the school.
- Aims to embed, improve, extend, apply and review learning.
- The feedback is timely and specific.
- It’s valued by both teachers and students.
- Has been shown it can reduce achievement gaps.
- High expectations for all abilities.

Source of research: EEF toolkit, showing +5 months progress with low cost and high potential benefit.

Purpose

“Students need extensive, successful, independent practice in order for skills and knowledge to become automatic”

Our approach to teaching and learning is based upon John Hattie’s Visible Learning Principles. We consider home learning to be an integral part of this approach, focussing specifically on ‘independent practice’ and ‘weekly & monthly review’.

- To inspire independent learning beyond the classroom
- To support progress in learning through consolidation of classwork or preparation for future work
- To develop the skills and attitudes for lifelong learning in line with the Visible Learning Dispositions
- To encourage students to take responsibility for their own learning, to manage time effectively and to respect deadlines

Our policy states there must be at least 1 of 3 aims for all home learning:

- **Practice**
- **Preparation and/or**
- **Review**

Student

- Record HL in diary with deadline and work out when you will complete the HL.
- Complete the HL and bring it to class by the deadline.



- If you are unsure of the HL task, seek out help in your own time before the deadline.
- Ensure enough time is spent on HL to produce a quality piece of work presented in line with the school presentation expectations.
- Ensure the recommended time for HL is not exceeded, in order to strike a balance between work and leisure time.
- If absent, find out what work has been missed including HL, which will still need to be completed.

Parent/ Carer

- Sign the Home/School agreement in student diary.
- Sign student diary on a weekly basis reading any communication from community leader and teachers.
- Check that student is completing the expected HL, using the HL timetable recorded in the back of the diary.
- Offer encouragement to complete HL.
- If a student is unable to complete a piece of HL in the recommended time frame, sign in the margin so that the teacher is aware.
- Where students fail to reach deadlines, support the school with the HL Sanctions Policy (this includes organising transport where necessary for after school detentions if they are set).
- If a detention for HL failure is set, sign the diary next to the detention to acknowledge you are aware of this.

Teacher

- Communicate the expectations of the HL policy to students.
- See evidence in books/displays.
- Model expectations and share success criteria.
- Set HL on the correct days according to the HL timetable.
- Ensure HL set is either for **practice**, for **preparation** or for **review**. Make this explicit when the HL is set.
- Clearly communicate expectations and allow time for recording HL in the diary, including deadline.
- Be aware of students who struggle to record HL and check it is accurately recorded in student diary.
- Monitor the time students spend on HL.
- Provide feedback in response to HL in line with the School's Assessment and Marking Policy.
- Challenge HL that is below expectation (e.g. quality, presentation) and expect that students will redo it.
- Ensure that HL is not expected to be completed for the next day.
- Where students fail to reach deadlines follow the HL Sanctions Policy.
- Sign up and take part in whole school detention duty.

Community Leader

- Communicate the expectations of the HL Policy to Community Group students.
- Give students time in Community time to pre-populate diaries with weekly HL expectations.
- Provide students with strategies to manage time for HL.
- Check students and parents are signing diaries on a weekly basis.
- Ensure that students do not complete their HL in Community time to emphasise its importance and value.

Setting and Timings of HL

- HL must only be set according to the HL timetable that is updated in September each year.
- All HL must be followed up in a timely way and students must be given feedback.



KS2

The quantity, regularity and amount of time spent on homework is directed.

Subject	Regularity *According to the timetable	Amount of time
English	Weekly	At least 30 minutes
Reading for enjoyment	Daily	At least 20 minutes
Numeracy	Weekly	At least 30 minutes



Year	Subject	Time	Frequency
Yr 7 & Yr 8	Maths, Science	Up to 30 minutes	1 per week
	English	60 minutes to include reading	Spread over the week
	Subjects with 4 or more lessons per fortnight	Up to 20 minutes	1 per week
	All other subjects	Up to 20 minutes	At least 2 per half-term
Year	Subject	Time	Frequency
Yr 9	English, Maths	Up to 40 minutes	1 per week
	English	60 minutes to include reading	Spread over the week
	Science	Up to 20 minutes	2 per week
	Subjects with 4 or more lessons per fortnight	Up to 30 minutes	1 per week
	All other subjects	Up to 30 minutes	At least 2 per half-term
Year	Subject	Time	Frequency
Y10 & Y11 (KS4)	English, Maths & Science	40-80 minutes	1 per week (40 -80 minutes) Or 2 per week (up to 40 minutes)
	All other subjects	Up to 60 minutes	1 per week

Failure to complete HL

Failure to complete HL will lead to the application of the school's HL Sanctions Policy



HL support

At Parkfield School we recognise that students need relaxation time along with opportunities for extracurricular activities for enrichment and enjoyment. We would therefore like to ensure students are not overloaded with HL but can instead spread it out evenly during the week and plan for it carefully achieving a learning-life balance.

We recognise the diverse needs within our school community and understand that some students struggle with the skills required to manage a HL timetable or to complete some HL tasks. We would like to support these students further and welcome communication through the diaries from parents and verbal communication with students and parents to support any issues related to HL that may arise. There is a HL club in the IT room on a Tuesday and a Thursday from 3.15 -4.00 which is a great opportunity to make a head start with HL when it is set.

HL Sanctions Y7-11 Home learning sanctions reset every term for Y7-11

HL1	First home learning failure for the subject in the half term.	Verbal warning given and handed in next lesson	NFA
HL2	Second home learning failure for the subject in the half term.	Bring work in for next day / lesson as agreed with class teacher.	Recorded in diary. Recorded on Arbor.
		Failure to bring in work transfers to After School Detention (ASD)	Record on Arbor and add ASD to Arbor Record ASD in student diary And email home
HL3	Second home learning failure for the subject in the half term.	After School detention (ASD) (next day 3.15-4.00pm)	Record in diary. Record on Arbor and set "after school DT" for next day And email home

Parental Concerns

Parent who have concerns about HL should contact the pupil's Community Leader in the first instance. The Community Leader will advise as to the best next step.



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

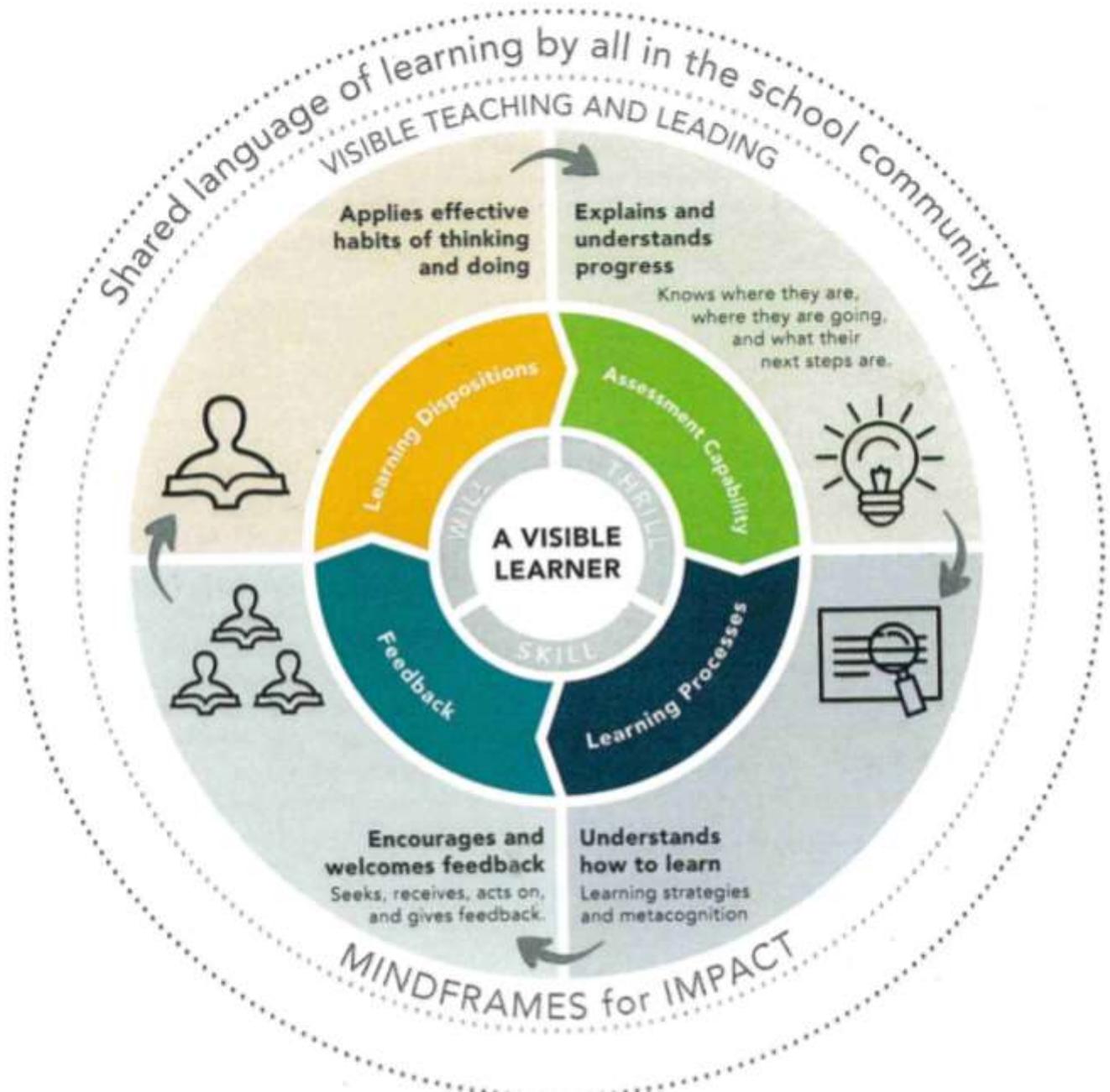
A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix 2: VISIBLE LEARNING

THE VISIBLE LEARNER





Parkfield's planning framework

Criteria for effective learning

Learning is cumulative and not isolated and every Lesson Objective (LO) sits within a sequence of learning.

For this reason, before using the planning framework, first consider where the class is in the bigger picture:

1. Consult the Scheme of Work and/or mid-term plan.
2. Consider what stage the students are in learning this topic/module

Stages of learning (Lesson Planning Tweaks for Teachers by Melanie Aberson and Debbie Light):

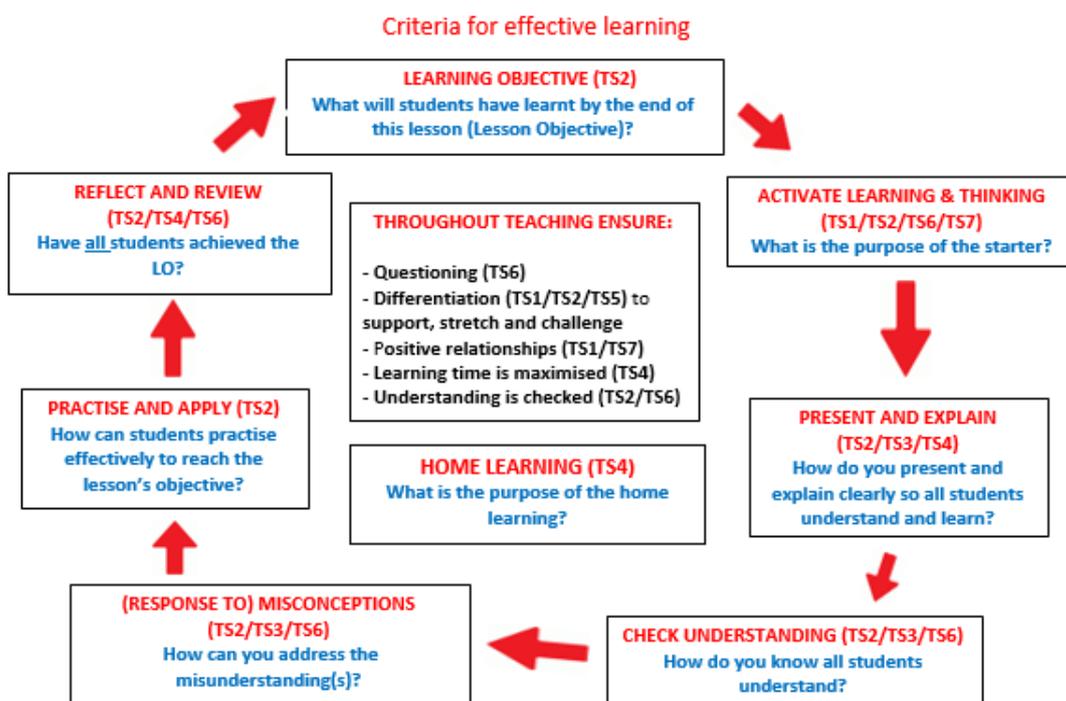
Stage 1 (novice): Introducing and explaining new learning

Stage 2: Monitoring students' learning *to check understanding*

Stage 3: Scaffolding activities for them to build confidence

Stage 4 (Expert): Allowing students to practise *independently* and embed learning without support

When using the planning circle, it will depend on your subject and your class how much of each element you need to do *and in which order to do it in. However, this is the sequence of learning that we recommend.*





Parkfield's planning framework (TS4)

Criteria for effective learning

LEARNING INTENTION & SUCCESS CRITERIA (TS2)

What will students have learnt by the end of this lesson (LI) and how will they know (SC)?

What will they need to **remember**?
Ensure there is a specific and visible LI set so students know what they are learning throughout the lesson.



ACTIVATE LEARNING & THINKING (TS1/TS2/TS6/TS7)

What is the purpose of the starter?

- A) Do students need to complete an activity **acting on AfL**? (e.g. addressing misconceptions to recall before new learning is introduced)
- B) Are you practising spaced learning so students need to retrieve and **recall prior learning unrelated to current learning**?
- C) Do they need to **retrieve prior learning** to make connections to new learning?
- D) Does it need to be a settler or an exciting hook that encourages **high order thinking**?



PRESENT AND EXPLAIN (TS2/TS3/TS4)

How do you present and explain clearly so all students understand and learn?

This could be the **new learning** or an **activity practising prior learning** dependent on the stage students are at.

But remember, to **optimise intrinsic load**, present only a small amount of new information.

What **examples and/or modelling** will be used so students are clear on what they need to know?

How can you ensure that students remember the new concept, e.g. **memorisation techniques**?

THROUGHOUT TEACHING ENSURE:

- **Questioning (TS6)** is effective and useful to gain information about what the students understand and to encourage broader class engagement and deeper student thinking with better answers

- **Differentiation (TS1/TS2/TS5)** is used to meet all students' needs (disadvantaged, one pager students, boys and AMA) to **support, stretch and challenge**

- There are **positive relationships (TS1/TS7)** between students and students and teacher

- **Learning time is maximised (TS4)** through timing, transitions and behaviour management

REFLECT AND REVIEW (TS2/TS4/TS6)

Have all students achieved the LO?

Ask all students to reflect on what they have learnt and what they still need to learn using varied diagnostic tools (AfL plenary).

Check what students know and can remember. Can they recall the essential knowledge?

Ensure this feeds into your planning. Do students need:

- reinforcement
- more independence
- new learning?



PRACTISE AND APPLY (TS2)

How can students practise effectively to reach the lesson's objective?

Do students need **guided or independent practice** to get it into their long-term memory?

Be aware of expertise reversal effect

Novice –include worked examples then practice

HOME LEARNING (TS4)

What is the purpose of the home learning?

Is it to **activate learning & thinking**?

Is it to **present and explain** new learning?

Is it to **practise and apply** what they have learnt?

Is it to **reflect and review** what they have learnt?

(RESPONSE TO) MISCONCEPTIONS (TS2/TS3/TS6)

How can you address t... understanding(s)?

Another explanation in a different way (or a student explains)? More live examples/models?

Ensure students have clear and direct feedback. What do students who understand need? (Do they need more challenge or can they continue to practise and apply (might be in a different way)?)

CHECK UNDERSTANDING (TS2/TS3/TS6)

How do you know all students understand?

Provide opportunities for all students to **reflect on what they have learnt and what they still need to learn (AfL mini-plenary)**.

Use this to help you to identify **misconceptions** and decide **next steps**.



Appendix 4: Whole class feedback

Whole Class Feedback Sheet Date:

Lesson:



Work to Praise and Share	Need Further Support
Presentation	Basic Skills Errors
Misconceptions and Next Lesson Notes	

Appendix 4.1: Marking and feedback

Efficient target setting



What is it:

As you mark each student's work, type up each different target you find yourself setting onto a ppt slide, rather than writing it onto the student's book. Give each target a number / letter.

Instead of writing out the target on their work, write down the number onto the book, of the target you would set that student. (There are usually only a finite number of targets generated by a piece of work, so gradually you will find that you are not having to add any new targets to your ppt slide.)

When you give the work back, display the ppt slide: students need to locate and copy out their target out at the end of their piece of work.

(This also works with Response to feedback activities:

Have a pre-written list of alternative response tasks, (or generate them as you mark each student's work), labelled with the task and an associated target. On the bottom of a student's work, you simply write the codes – T4. When work is returned to students, display the slide with the target and its associated task on it; students write down their target and then complete the task.)

Resources needed:

Access to ICT and powerpoint

What are the advantages?

It is quicker and less tedious than physically writing out a target / a range of targets 25 times.

It gives some responsibility back to students for being clear about what their target is.

When might I use it?

Whenever you are marking formatively and giving feedback for students to then work on, to improve.

Is it worth it?

Yes! You write each target down once, rather than repeatedly, taking less time to mark each piece.

The process the students then go through of identifying which one from the list their target is, and writing it out at the end of their work means that firstly, they have more familiarity with what target they have been set and secondly, it gives you a few minutes to give any extra feedback verbally to specific students.

Number:	Target:
1	improve accuracy of punctuation
2	improve the variety of punctuation
3	Secure organisation: better use of paragraphing to show changes in time / place / topic/...etc
4	Audience: write with the audience in mind: tone / appropriate vocabulary / the way you address them...etc
5	Sustained writing: your points need to be developed further: you move too quickly from one to another
6	Range of vocabulary needs widening
7	Range of points needs increasing
8	Range of sentence structures, crafted for effect, needs increasing
9	Purpose: write with the purpose fully in mind and therefore the audience
10	General proof reading needed: careless errors and slips
11	improving spelling (especially of common words)
12	Paragraphing: using connectives to link paragraphs together and create a coherent piece
13	Accuracy of basic sentence structures

Appendix 5: Marking Codes (Secondary)

Marking for literacy



Teacher code:	Meaning:	Student action:
sp	spelling	<ul style="list-style-type: none"> Use the 'Look, Cover, Write, Check' method to learn highlighted spellings. Use a dictionary to check how to spell the word correctly. Highlight part of word that is not correct. Use a mnemonic to learn the word correctly. Break down into chunks rather than attack the whole word. Write down a new sentence using the word, making sure this time, you spell it correctly.
p	punctuation	<ul style="list-style-type: none"> Use the internet or ask your teacher to check you know the rule regarding the punctuation which has been highlighted.
sent	sentence structure	<ul style="list-style-type: none"> Read the sentence you wrote originally out loud: can you see why the teacher has highlighted it?
//	paragraphing	<ul style="list-style-type: none"> Can you remember what Tip Top stands for to help you remember to start a new paragraph? Time Person Topic Place. Review your work – do you keep forgetting the same one? Revise three or four connective words to help you have a bank of ways to start new paragraphs (firstly, however...etc).

Teachers are free to use other subject specific marking notation but where errors feature under these headings teachers should use these codes:

Teacher code:	Meaning:	Student action:
?	Unclear	<p>This means: it is hard to understand exactly what you mean from what you've said.</p> <p>You could:</p> <ul style="list-style-type: none"> Re-write the sentence in a different way, to make sure your meaning is clear Ask the person next to you to read your sentence and tell you which bit isn't clear to them and why.
RTQ?	Relevance to the question?	<p>This means: you are not answering the question, but have gone off the topic / drifted into writing about other things.</p> <p>You could:</p> <ul style="list-style-type: none"> Re-read one paragraph and put a mark where you have gone off the topic. Rewrite the paragraph, sentence by sentence, stopping after each one and referring back to the task or question, to check your writing is still focused. Use a highlighter pen to highlight key words in the question next time.
Eg	Example/example needed	<p>This means: either you have rightly included an example, or you need to include one.</p> <p>You could:</p> <ul style="list-style-type: none"> Go back to the original source, find an example and add it to your work
rep	repetition	<p>This means: you have written the same thing more than once.</p> <p>You could:</p> <ul style="list-style-type: none"> Find the point you have repeated and think of a different one – add it to your work. Next time, plan and number your points before you start writing the full answer to make sure you don't repeat yourself.
SYW	Show your working	<p>This means: you might have the right answer, but you haven't shown the steps you have taken to get there.</p> <p>You could:</p> <ul style="list-style-type: none"> Go back to the problem and write out the working.
T	target	<p>This means: whatever the teacher has written after the 'T' is what you need to do to make more progress next time.</p> <p>You could:</p> <ul style="list-style-type: none"> Re-write one answer / paragraph / section / sentence, trying to meet the target they have set you. Decide when you will be able to work on meeting that target next and remember to check back at this target before you start that piece of work. Write a response to your teacher's target, identifying what you will do to try to meet it next time.



Appendix 6: Primary Marking Policy

Our Feedback Strategy

'Perfect Pink' and 'Growing Green' Within Primary we will use two colours of highlighter to underpin our written feedback to students:

- Pink highlighter 'Perfect Pink' indicates areas of success against the success criteria
- Green highlighter 'Growing Green' indicates an area for development, improvement or correction

Written comments will be in purple and reflective work by the pupil will be completed in green. When pupils work to improve an activity using a 'green pen' we call this 'green time'. Opportunities for green time will be provided each week.

Verbal Feedback

Verbal Class/Group Feedback

It is important for learners to have verbal feedback as research shows that this is highly significant in supporting learning. This can be delivered generally to the whole class, to groups of learners and to individuals. Verbal feedback will be marked in the students book with a VF symbol.

1-1 Verbal Feedback/Conferencing

- Talk about their feelings about doing the activity
 - Ask the child if they would like to read their work or prefer you to read it.
 - Use pink to highlight where they have achieved the SC
 - Discuss the next steps and they write a green comment. Children go away and edit their work using the feedback given.
- Spelling errors are either written or underlined for children to use dictionary. Teacher discuss where they had gone wrong with the spelling pattern.

Teacher responses to error – 'My Wonderful Mistake'

We believe that errors in learning create opportunities, which can lead to opportunities by acting as a by-product of active learning. Teachers should address errors through formal dialogue and use this to create further learning opportunities within the lesson.

Written Feedback

Pink highlighters should be used to identify where the success criteria has been achieved. Green highlighters should be used to identify spelling errors or areas for improvement. This should be followed by a written comment which explains the misconception or provides a teacher model to support the child in editing and improving their work. Where the success criteria has been achieved, a written challenge question may be given. This should aim to deepen the child's learning further.

Literacy Marking

- Following the teachers input, verbal teacher feedback should take place throughout the lesson. Teachers may mark this as VF in the child's book.
- All SPaG work should be self/peer marked in the lesson and WALT highlighted in pink if achieved.
- Each week, a child will receive verbal feedback through 1-1 conferencing with the teacher. The child will respond to the feedback using a green pen to edit and improve their work.
- A sample group of 5-6 books will be marked following each literacy lesson. A specific written comment, which relates to the success criteria, will be provided to help support the child edit and improve their work the following lesson.
- Common misconceptions should be addressed at the beginning of the following lesson.
- Challenge comments should be added to deepen learning if the child has met all areas of the success criteria.
- In final written work, a paragraph in each final piece will be deep marked and each child will receive a written target. 2 of these pieces per half term will be marked against the RS assessment framework.



- In EYFS/KS1 a maximum of 3 x spellings should be identified, written correctly by the teacher and self-corrected by the child.
- In KS2 (including year 3) 3 x spellings should be underlined and the child should be given time to correct them using spelling mats and a dictionary.

Numeracy Marking

- UPKS1/KS2 all classwork should be self/peer marked at least once within each lesson.
- Yr 1 – a majority of the work should be marked by the end of the lesson.
- Verbal feedback should be provided throughout each lesson. This may take place as a class/group or individual feedback.
- A sample group of 5-6 books per day will be provided with specific written feedback which each child be required to respond to using green time pen the next lesson. Yr 1 & 2 will respond in pencil.
- Any green time/challenge pupil responses need to be acknowledged e.g pink dot
- Where misconceptions have taken place, teacher modeling should be used to address the misconception.
- Challenge questions to deepen the learning on the same objective. This should be indicated by a small letter C in a circle.

HUMS/Science

In HUMS/Science, it is important that literacy skills are reinforced, particularly in relation to the spellings of subject specific terminology.

- Feedback is to be provided on at least one piece of work per week. This feedback must be specific to the WALT/success criteria.
- Weekly, a green time comment/question can be provided as written or verbal feedback. This can be responded to via green pen in the child's book.
- Each green time should deepen the child's learning or address a misconception from the lesson.

Other Curriculum Areas

- Other subject areas must be marked once a week and the WALT highlighted accordingly.
- If the child has made numerous errors or is repeatedly making the same error e.g. not answering in full answers, the teacher should provide feedback either verbal or written.
- Feedback may be given in the form of questions. Errors in misspelt common/high frequency words or subject specific terminology to be addressed.
- Feedback in PE/Arts should be verbal in nature.

General Presentation Expectations

- Each piece of learning should have a date.
- All class work should have a WALT and Success Criteria visible.
- All letters and numbers must be appropriately formed and judged on an age appropriate basis.
- A line should be left free under each heading.
- All questions and answers should be clearly numbered.
- Rulers should be used for underlining headings.
- Correct basic punctuation appropriately, considering the year group.
- Children should not be penalised in their attempts to expand their vocabulary but incorrectly spelt high frequency words, spelling words and common misconceptions.
- All children should be encouraged to demonstrate pride, and neatness, in work.
- When pencils are used they should be sharp. Colours should be produced using coloured pencils, not felt tip pens or crayons.
- Children should correct any errors by putting a line neatly through a word, with the correction written above or next to it. The use of rubbers should be discouraged.



- If able, use // to indicate where a new paragraph should start. Written in the correct place for younger/less able pupil. Written in the margin for more able pupil so they can find the place themselves.

Parkfield Primary Marking Codes

I	Independent work (used in EYFS/KS1)
LSA	Work that is LSA led (LSA to initial)
VF	Verbal feedback given to child
WALT	We are learning to.....
SC Success Criteria	What is expected to be included in pupil's work, or, how to complete the work in succinct step by step process. Mark the steps pink/green as appropriate (EYFS/Y1)
SP	Spelling mistake to be underlined
//	New paragraph
○	Missing punctuation – Circle the space where the punctuation is missing, or, CL is incorrect.
^	Something is missing
	Pink highlighter indicates success or correct work
	Green highlighter indicates an area for development, improvement or correction
©	Challenge question



Appendix 8: Data definitions

Key Stage 1 and Key Stage 2 Grade descriptors

PK = working below the key stage

WTS = working towards the expected standard

EXS = working at the expected standard

GDS = working above the expected standard

- **Working towards** the expected standard for their age.
- **Working at** the expected standard for their age
- **Working above** the expected standard for their age (also called 'Greater Depth' level)
- **Working below** the expected standard for their age.

Key Stage 3 and Key Stage 4 Target Grades and Attainment

Teachers are provided with targets for all students from FFT20, which use KS2 prior attainment mapped against national GCSE outcomes. To remain on target, a student needs to continue to produce work which is judged to meet the relevant subject grade descriptors (these can be found on the Parkfield website) and/or the GCSE or BTEC grade descriptors.

Data is entered three times a year in accordance with the Parkfield calendar and will be reported to parents/carers against targets using the following descriptors:-

- Exceeding target = +2 level and above
- Above target = +1
- On target = target grade
- Below target = -1
- Well below target = -2 and below

Current attainment and grade:

Current Attainment at Key Stage Three and Key Stage Four:

This is the grade which reflects the standard the student is working at given a particular point in time and answers the question "If I were to sum up the overall achievement level of a student, what is their grade in this subject now?"

Although the most recent assessment result should of course be taken into account, the grade given for current attainment is a holistic one. This includes the wider picture of that student's attainment: work in class, on-going informal assessment and the teacher's own knowledge of that student's strengths and weaknesses is key when deciding on a grade.

The current attainment judgement should be based on both skills and knowledge in a given subject AND the full breadth of assessment taken and yet to be taken in a particular course.

At Key Stage Four, this is reported with a sub grade. For example:-

- 4+ working towards the next grade
- 4 secure at this grade



4- not secure at this grade yet

Predicted Grade at Key Stage Four: (PG)

This is the grade or level which the teacher predicts the student will get at the end of the course or key stage, if they carry on working in the way they are working now. In other words, if their attitude, work ethic, organisation, general level of aptitude remains reasonably similar, this is the grade they would be expected to achieve.

This means that with the additional skills, knowledge and level of maturity which the student will gain in the remaining months/years of the course, their attainment level (the grade they get at the end) may often be slightly higher than where it is at present (current attainment).

Predicted grades, however, must not be used as a motivational or aspirational grade, but must give an accurate picture of the actual potential outcome for the student. This means the data can then be accurately used to identify students who need intervention.

There are 3 entry points of a student's current attainment and predicted level/grade for each academic year.

Each set of current & predicted grades is accompanied by a full Progress Check, including information about attitude to learning in the classroom and attitude to learning at home.

Following each capture of current and predicted grades, the information will be analysed by subject leaders, class teachers and line managers to identify issues and agree further actions.

Attitude to Learning

Students are also given a termly grade for their Attitude to Learning (AtL) within their lessons:-

Grade 1 - Always:

This student, over a series of lessons always meets our PARKFIELD expectations as outlined below

Enable:

- ▶ Everyone to give of their best in class
- ▶ Your teacher to be able to teach their lesson
- ▶ Everyone to enjoy and achieve

Inspire:

- ▶ Be curious about your learning
- ▶ Look beyond what is taught in the classroom and be interested in the subject
- ▶ Inspire others through discussion and collaboration in class

Nurture:

- ▶ The spirit of Parkfield, it is truly unique and a great place to be
- ▶ Your own resilience to complete tasks – know when you've done a good job
- ▶ Your talents, don't hide them away, we are all good at something so we need to celebrate and share this

Grade 2 - Mostly:



This student over a series of lessons mostly meets PARKFIELD expectations. On the rare occasions when they do not, a reminder quickly resolves the situation and learning continues without disruption.

Grade 3 - Sometimes:

This student on a number of occasions over a series of lessons does not meet PARKFIELD expectations and reminders are often given and therefore learning is disrupted.

Grade 4 - Rarely:

This student on a number of occasions often during one lesson (as well as across a series of lessons) does not meet PARKFIELD expectations. This happens on a regular basis and disrupts the learning of others.



Appendix 7: RWI and Reading Policy

Aspects of the 2014 National Curriculum for English that are applicable to the early stages of the teaching of reading, aim to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

At Parkfield we strive to teach children to read effectively and quickly using the Read Write Inc. Phonics programme (RWI) which includes teaching synthetic phonics, sight vocabulary, decoding and encoding words as well as spelling and accurate letter formation.

Using the RWI scheme to teach children to decode and then read, we aim to teach children from EYFS up to Year 2 to:

- Apply phonic knowledge and skills as a way to decode words
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ common phonemes
- Read accurately by blending sounds in unfamiliar words that contain the grapheme phoneme Correspondences (GPC's) that they have been taught
- Read common exception words, noting unusual correspondences between spelling and sound
- Read words containing taught GPC's and -s, -es, -ing, -ed, -er and -est endings
- Read words of more than one syllable containing taught GPC's
- Read words with contractions and understand that the apostrophe represents the omitted letter(s)
- Accurately read aloud books, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- Re-read books to build up their fluency, accuracy and expression and hence develop confidence and enjoyment of reading
- Read most high frequency regular words quickly and accurately, without overt sounding and blending; only needing to sound out unfamiliar words
- Spell words containing each of the 40+ phonemes by segmenting the sounds in words
- Spell common exception words correctly
- Add prefixes and suffixes to previously taught words
- Spell effortlessly and with confidence, so that their focus when writing can be about composition
- Make plausible attempts at spelling words correctly
- Select correct GPC for words that contain sounds that have more than one GPC
e.g. ay, ai, a-e
- Form each letter correctly using RWI letter formation rhymes to encourage correct entry and exit points, orientation and letter size.

At Parkfield, these skills are embedded within the daily RWI lessons. By focussing on the teaching of reading in the Early Years and KS1, using the synthetic RWI phonics scheme, children learn to read unfamiliar printed words by blending (decoding) and speedily recognise familiar printed words by sight.

We want all the children to enjoy and experience early success in learning to read and therefore develop a love of reading.



1. Teaching and Learning

RWI is taught by daily lessons. We assess all pupils from EYFS to Year 2 using the RWI Assessment materials. We then use this information to place them into groups where they are taught sounds in order. They practice Fred Talk (a green frog called Fred, who helps us sound out the decodable green words) daily to develop decoding skills and also read and write words using their GPC knowledge. We also incorporate the Year 3 readers as part of the daily RWI groupings.

EYFS start their lessons as soon as baseline assessment is complete by the end of September.

KS1 RWI lessons start when all have been assessed and grouped.

The lessons are based on the 5 P's:

Praise – children learn quickly in a positive environment

Pace – good pace is essential to the daily lessons

Purpose – every part of the lesson has a specific purpose

Passion – this is a prescriptive programme. The energy, enthusiasm and passion that teachers put into the lessons, bring them to life!

Participation – a strong feature of the RWI lessons is partner work and the partners 'teaching' each other. Based on research, which states that, we learn 70% of what we talk about with our partner and 90% of what we teach.

The delivery of phonics is set in a specific and strategic way:

- Initial sounds are to be taught in a specific order
- Sounds taught are pure e.g. 'b' not 'buh' which is central to phonic teaching and ability to recognise sounds in words
- Blends are de-clustered e.g. 'bl' is taught as two sounds b and l
- Pupils are taught that the number of graphemes in a word always corresponds to the number of phonemes, which greatly aids spelling.
- Set 1, Set 2 and then Set 3 are taught in order

EYFS

RWI is implemented as soon as baseline activities are completed. Lessons take place daily in 2 separate sessions focussing on teaching and learning of the sound and then the writing of the sound. Pupils orally learn the sound and then put them into simple words when a set of 4 have been taught. Each sound is recapped everyday in the oral sessions, as repetition is the key

KS1

RWI groups are daily 40 minute sessions following the RWI scheme of work.

10 minutes of phonics input, where new sounds are taught and previous sounds reviewed. Pupils then learn to apply the phoneme/grapheme knowledge to reading 'green' decodable words and 'red' irregular exception words e.g. said. Following on from this, pupils are taught to read these words in ditties or storybooks matched to their phonic ability.

KS2

RWI groups take part as daily intervention during the reading comprehension sessions for those children in Year 3. Pupils in Year 4, 5 and 6 will be taught via the RWI 'Fresh Start' programme, which runs like the RWI phonics prescriptive scheme, focusing on reading, fluency and comprehension.



2. Assessment

Assessment for Learning (AfL)

The RWI programme's 'cycle of instruction' means that, after the direct instruction and guided practice part of the session, the pupil's become the 'teacher' to rehearse and consolidate what they have been learning with their partner. Teacher's assess pupils phonic knowledge by the speed at which they can read the text and the understanding they have of the stories they have read – comprehension.

Formative Assessment

Daily assessment opportunities are built into every RWI lesson and takes the form of:

- Choral response
- Reading the grapheme chart
- Reading the decodable green words and then the reading of red words
- Decoding Ditties/storybooks
- Comprehension of the ditty/storybook

This allows fluidity for the pupils so they can change groups and move according to their progress.

Summative Assessment

All pupils are assessed 6-8 weeks, or more frequently for those making speedier progress, using the RWI assessment materials. This is conducted by the reading leader and considers the phonic knowledge as well as the fluency of the pupil's reading.

3. Monitoring and Review

The RWI manager: Mrs Claxton

- Assesses pupils and assigns them to the correct groups
- Quality assures the teaching of the RWI sessions through observations
- Coaches the RWI teachers
- Regularly checks the pupils are assigned to the correct groups
- Update the RWI teachers and class teachers on the pupils' progress
- Reports to the Associate Principal on RWI progress and impact on standards

4. Equal Opportunities

At Parkfield, we are committed to providing a teaching environment which ensures all pupils are provided with the same learning opportunity regardless of social class, gender, culture, race and disability. The school works to ensure the active participation and progress of all children in their learning.

RWI at Parkfield provides equal opportunities to achieve their best possible standard, whatever their current attainment, irrespective of gender, ethnic, social or cultural background, home language.

5. Inclusion

All pupils are entitled to access to the RWI resources and teachings at a level appropriate to their level of need.



Pupil's making accelerated progress will move groups to ensure that an appropriate level of challenge is provided.

Pupil's in need of additional support to consolidate their phonic knowledge and understanding in reading will be taught at their appropriate level, giving them a chance to consolidate before moving on. Specific arrangements for the provision of SEND will be communicated to parents and carers during consultations.

Pupil's with EAL consistently thrive using the RWI scheme and it naturally lends itself to progression in reading.

6. Reading across Primary

Please see below for Primary Reading Requirements:

Primary Reading Expectations		
EYFS	KS1	KS2
<i>Individual Reading</i>		
<p>When appropriate, pupils given picture books to take home along with a reading record.</p> <p>Reading is for sharing and for pleasure. Questions to understand the book they are reading is encouraged at home.</p>	<p>All children take home an appropriate book for their level along with a home reading record.</p> <p>Reading for pleasure – a range of books can be accessed from an 'in class' library.</p>	<p>All children take home an appropriate book for their level along with a home reading record.</p> <p>Reading for pleasure – a range of books can be accessed from an 'in class' library.</p>
<i>Frequency of Reading</i>		
<p>Every child shares a book with an adult 1:1 at least once a week</p> <p>Targeted children are given further support and read with additionally.</p> <p>Reading records are brought in daily. A running record is in every class to record all evidence.</p>	<p>Every child shares a book with an adult 1:1 at least once a week</p> <p>Targeted children are given further support and read with additionally. Reading data helps inform this.</p> <p>Reading records are brought in daily. A running record is in every class to record all evidence.</p>	<p>Every child shares a book with an adult 1:1 at least once a week</p> <p>Targeted children are given further support and read with additionally. Reading data helps inform this.</p> <p>Reading records are brought in Friday.</p>
<i>Reading Comprehension</i>		
<p>RWI allows for reading comprehension when reading ditties and storybooks.</p>	<p>RWI allows for reading comprehension when reading ditties and storybooks.</p> <p>Daily Reading Comprehension lessons following a Reading Reconsidered style to ensure specific reading skills are taught.</p> <p>All allowing attainment to be assessed for teachers.</p>	<p>RWI allows for reading comprehension when reading ditties and storybooks.</p> <p>Daily Reading Comprehension lessons following a Reading Reconsidered style to ensure specific reading skills are taught.</p> <p>All allowing attainment to be assessed for teachers.</p>



7. Home – School Partnership

IN EYFS, parents will be given the 4 weekly taught sounds each week to help them understand what the pupil is doing at school.

Across the Primary we want the pupil's to read daily at home for 10/15 minutes.

Across EYFS, Yar1 and Year 2, home readers will incorporate the RWI level which is appropriate to the child at that time, ensuring they can read at home and with parental support, answer questions relating to the book they are reading.

Across KS2 the pupils will take home a reading record and a book appropriate to their reading level and change their books on a Friday.

We invite EYFS to initial RWI workshops at the beginning of the year. Whether this is in person or virtually. This is led by the RWI manager.

We encourage parents to help their child read daily at home and change their book twice weekly. Re-reading the same text is also key to remembering words.

Parents are informed of their child's progress in reading at three points throughout the year.

For further information, we encourage parents to use the following link to gain further information:

<https://www.ruthmiskin.com/en/find-out-more/parents/>

Policy Agreed 2020

Policy Reviewed 2022

RWI Lead: Mrs Claxton

Appendix 8: Glossary of literacy terms



These terms are used in literacy. All teachers in England are expected to be proficient in these terms.

A

Abbreviation A shortened form of a word or phrase; usually, but not always, consisting of a letter or group of letters taken from the word or phrase. For example, the word approximately can be replaced by the abbreviation 'approx'.

Acronym An abbreviation made from the initial letters of a group of words and often pronounced as a single word, for example, RAM (random access memory).

Adjective A word used to describe somebody or something, for example, the blue table, the happy child. An adjective phrase is a group of words built round an adjective, for example, he's a very old man. A clause which functions as an adjective is sometimes called an adjectival clause, or more often, a relative clause. Relative clauses add information to the noun or pronoun they modify.

Adverb Adverbs are used to modify a verb, an adjective, or another adverb:

She walked briskly - modifies a verb.

He is happily married - modifies an adjective.

He speaks incredibly slowly - modifies another adverb.

Luckily, all the children were happy with the arrangements - modifies a whole sentence.

Adverbs are often (but not always) formed by adding the letters 'ly' to the end of an adjective.

Adverbs of manner are used to describe the way in which something is done (slowly, noisily); adverbs of place describe where (here, home, everywhere) and adverbs of time show when an action happened (now, yesterday, later), the duration (all day, since last year) and the frequency (sometimes, never, often).

Adverbial clause This is a clause that functions in the same way as a single adverb: *The pupils lined up outside the door when they saw the teacher.*

Adverbial phrase A group of words built up around an adverb by adding words before and/or after it. For example: 'as economically as possible'.

Agree/agreement Correspondence in gender, number, case or person between words:

John plays guitar. The verb agrees with the single subject.

The children play instruments. The verb agrees with the plural subject.

Analogy Drawing a comparison to show a similarity, for example, if you were describing the flow of electricity, you might choose to use the flow of water as an analogy.

Apostrophe A punctuation mark that is used for 2 purposes:

to show that something belongs to someone (the possessive form), for example, *'the pupil's work'*

to show that letters have been missed out (a contraction), for example, *'you've'* is the shortened form of 'you have'

Attachment ambiguity Ambiguity indicates that a grammatical structure, such as a sentence, can be interpreted in more than 1 way:



'The pupil greeted the woman with a beaming smile'. Here, it is unclear (ambiguous) who was smiling - the pupil or the woman.

Audio Of or relating to sound.

C

Clause A clause is a group of words that has a subject actively doing or being something: 'when the woman drank some water' ('the woman' is the subject; 'drank' is the verb); 'he likes cheese' ('he' is the subject; 'likes' is the verb).

Note how a clause differs from a phrase:

Example	Explanation
his charming smile	phrase - there is no verb saying what the charming smile did or what happened to it
his charming smile dazzled me	clause - the charming smile did something

A sentence is made up of 1 or more clauses:

Example	Explanation
He bought me coffee.	one clause
He bought me coffee and we had a chat.	two main clauses joined by and
He bought me coffee <i>when I forgot my purse.</i>	main clause containing a subordinate clause - the subordinate clause in italics

A main clause is complete on its own and can form a complete sentence. A subordinate clause 'when I forgot my purse' - is part of the main clause and cannot exist on its own. In the following examples, the subordinate clauses are in italics:

- You'll hurt yourself *if you're not careful.*
- Although* it was cold, the morning was bright.
- Where are the biscuits (that) *I bought this morning?*
- John, *who was losing his temper,* began shouting.

Although most clauses require a subject and verb, some subordinate clauses do not. In many such cases, the verb can be understood. For example:

- The morning, though cold, was bright. (= though it was cold)
- When in Rome, do as the Romans do. (= when you are in Rome)

Coherence/cohesion An effective text needs to be coherent and cohesive. The term 'coherence' refers to the underlying logic and consistency of a text. The ideas expressed should be relevant to one another so the reader can follow the meaning. The term 'cohesion' refers to the grammatical features in a text **which** enable the parts to fit together. One way of creating cohesion is the use of connectives:

He had asked for a pay rise. Instead, he got fired.

The word 'instead' connects the 2 events.

Cohesion is achieved by the use of words (such as pronouns) that refer back to other parts of the text. In the examples below, such words are in italics:

- There was a man at the door. I had never seen *him* before.
- We haven't got a car. We used to have *one*, but we sold it.
- I wonder whether Sarah will pass her driving test. I hope *she does.* (= I hope Sarah passes her driving test).



Colloquial A colloquialism is a term used in everyday language rather than in formal speech or writing, for example, the word 'kids' instead of 'children'.

Colon See 'punctuation'.

Comma See 'punctuation'.

Compound word A word made when 2 words are joined to form a new word, for example, 'headteacher'. Sometimes a hyphen is used between the 2 parts of the word.

Conjunctions (see also connectives) These are words used to join words, phrases or clauses, for example, 'and', 'but' and 'or'. There are 2 kinds of conjunction:

Coordinating conjunctions ('and', 'but', 'or' and 'so'). These link items that have equal status grammatically, for example, 'we could fly to Paris or take the train'.

Subordinating conjunctions ('when', 'while', 'before', 'after', 'since', 'until', 'if', 'because', 'although', 'that'). If the 2 items do not have equal status, a subordinating conjunction is used. Most commonly, this happens when a main clause is joined to a subordinate clause, for example, 'I was late for the meeting because my car broke down'.

Connectives A connective is a word that connects words, phrases, clauses and sentences. Connectives are often conjunctions, but adverbs and adverbial phrases and clauses can also work as connectives. For example, 'however, finally, in other words, that is to say'.

Consistency Maintaining a style or pattern, for example, always spelling organise with an 's', or always writing 'headteacher' as 1 word. Other examples include not mixing a formal style and an informal one, and not mixing tenses. See 'agreement'.

Consonant Consonants are letters and speech sounds that are not vowels. See 'vowel'.

Contraction A shortened form of a word or phrase that is created when 2 words are combined, with some letters missing, for example, 'you've, doesn't, we're'. See 'apostrophe'.

Contradict To contradict is to state that something is the opposite of what has been said; a contradiction is a statement that contradicts.

Convention The accepted way of doing things. For example we follow conventions in grammar, punctuation and spelling, which are generally accepted as the way to do things.

D

Definite article The (see 'determiner').

Determiner These are words used with nouns to help define them, for example, this computer, a pencil, the book. The determiner limits, or determines, the reference of the noun in some way. Determiners include:

- articles (a/an, the);
- demonstratives (this/that, these/those);
- possessives (my/your/his/her/its/our/their);
- quantifiers (some, any, no, many, few, all, either, each);
- numbers (one, two, and so on); and some question words (which, what, whose).



Words that are used as determiners are followed by a noun (though not necessarily immediately)

Which black pen is mine?

This book is yours.

Many determiners can also be used as pronouns. These include demonstrative pronouns, question words, numbers and most quantifiers. When used as pronouns, determiners are not followed by a noun – their reference includes the noun:

This is for you (this book, this school, and so on).

Dialect A version of a language spoken in a particular region or by a particular group of people. For example, the Yorkshire dialect, which contains words and phrases not used in standard English (which is in itself a dialect).

Dialogue A conversation between 2 or more people.

Digraph Two letters representing a single sound; for example, 'ph' in photograph or 'th' in this and thin.

Discourse marker A word or phrase that is used to signal a pause or change of direction in conversation. For example, 'however', 'nevertheless', 'well', 'OK'.

E

Ellipsis The omission of 1 or more words from a sentence, especially when what is omitted can be understood from the context. Ellipsis is sometimes used to avoid repetition or give emphasis and it is a common feature of everyday conversation:

Have class 4 finished in the hall?

Yes, break time this morning! (Yes, they finished in the hall by break time this morning.)

Ellipses also occur in writing. For example: '*The professor, although clever, was poor*'. The words 'he was' are left out ('although he was clever') but the sentence is still understood.

Ellipses are also represented by 3 dots ... to show that a number of words have been deliberately left out, or at the end of a sentence to show an unfinished thought.

Evaluate To assess. When asked to evaluate whether a statement is supported or implied by a text, you are being asked to judge how clearly the text does or does not spell out the information given in the statement.

G

Grammar A term used to refer to various aspects and levels of language as a system. For example, the conventions which govern word formation and word order within sentences. More broadly, it covers the construction of larger units such as paragraphs and complete texts.

Grammatical relationships within and between sentences are signalled by cohesive devices (see 'cohesion'). Grammar includes syntax (the study of sentence structure) and morphology (the study of word structure).

I

Imply, implied, implicit Something implied is hinted at without being stated explicitly. It is implicit.

Indefinite article A or an. See 'determiner'.

Infinitive The base form of a verb, usually used with 'to': For example, 'to read', 'to teach'.

M



Morpheme The smallest unit of language that can convey meaning. A morpheme cannot be broken down into anything smaller that has a meaning. A word may consist of 1 morpheme ('need'), 2 morphemes ('need/less', 'need/ing') or 3 or more morphemes ('un/happi/ness'). Suffixes and prefixes are morphemes.

Morphology See 'grammar'.

N

Noun Words used to identify people, places, things and ideas. The suffix 's' is often added to nouns to indicate a plural (more than 1). Some nouns do not normally take a plural form, for example, 'money'.

Collective nouns These are nouns that refer to a group of things or people, for example, 'collection', 'family'. Collective nouns may either have either singular or plural agreement with a verb, depending on the intended meaning. For example, 'his family is large' but 'his family are all elderly'.

Proper nouns These nouns refer to the name of people, places or things that are unique and are normally written with an initial capital letter. Brand names of products and companies are proper nouns.

Noun phrases These are groups of words doing the work of a single noun, for example: the chairman of the board of governors.

P

Paragraph A distinct division of text that begins on a new line and consists of 1 or more sentences, usually dealing with a single thought or topic or quoting 1 speaker's continuous words.

Parenthesis When a word or phrase is put in parenthesis it is separated from the main part of the sentence by a pair of brackets or dashes. The plural form, parentheses, is sometimes used as a synonym for brackets.

Participle A verb form derived from its infinitive or base form and which can be used as an adjective.

There are 2 participles in English, the present participle and the past participle:

The present participle is formed by adding '-ing' to the base form of a verb: 'working', 'reading', 'going', and so on. The '-ing' ending is also used for a verb functioning as a noun. For example: '*Teaching* is my chosen career'. This form is sometimes called a verbal noun or a gerund.

The past participle often ends in '-ed', but many common verbs are irregular and have other endings.

Past participles are used after 'have' to make the perfect tense (for example, 'I have taught'), and to make the passive form (for example, 'he was pushed').

Participles, present and past, are sometimes used as adjectives: 'falling leaves', 'stolen goods'. They can also be used to introduce participle verb phrases: '*Being a teacher, I work with young people*'.

Phoneme A speech sound. In writing, words are made up of letters and in speech they are made up of phonemes. There are 44 phonemes in standard English, evenly divided between vowels and consonants. Phonemes can be represented by a single letter and sometimes by a combination of letters.

Phonetic/phonetically Phonetic/phonetically refers to the description of sounds used in speech.

Phrase A group of words not containing a verb, that acts as 1 unit. Some phrases act as nouns, for example, '*a newly qualified teacher*'; some as adjectives, for example, '*she is utterly determined*'; and some as adverbs, for example, '*he goes to the gym every now and again*'. Many phrases are prepositional phrases (see preposition).



Plural The form taken by a word to indicate that it is referring to more than 1 item. The plural form of many nouns is indicated by the ending 's' but some plural forms are irregular.

Possessive A word which shows the possessor (owner) of a noun. For example, 'my book' shows that I am the owner of the book, and 'the teacher's book' shows that the teacher is the owner. In these cases, the possessives are also determiners. However, if you omit the noun, you would use a possessive pronoun. For example, 'mine', 'yours'.

9

Predicate The part of a sentence which is not the subject but which gives information about the subject, for example: 'the parents *attended a meeting*' - 'attended a meeting' is the predicate.

Prefix A prefix is a morpheme which can be added to the beginning of a word to change its meaning. For example, '*un/done*', '*over/done*'.

Preposition Prepositions are usually attached to a noun or noun phrase, showing the position or relationship of 1 thing to another and include words such as 'at', 'over', 'by' and 'with'. When a prepositional phrase is formed, it usually does the work of an adverb or adjective.

Pronoun A word used in place of a noun, a noun phrase or several nouns. For example:

Personal pronouns: 'I/me', 'you', 'he/him', 'she/her', 'we/us', 'they/them', 'it';

Possessive pronouns: 'mine', 'yours', 'his', 'hers', 'ours', 'theirs', 'its';

Reflexive pronouns: 'myself', 'herself', 'themselves';

Indefinite pronouns: 'someone', 'anything', 'nobody', 'everything';

Interrogative pronouns (used in questions): 'who/whom', 'whose', 'which', 'what';

Relative pronouns: 'who/whom', 'whose', 'which', 'that'.

Punctuation The standard set of marks used in written and printed texts to clarify meaning and separate sentences, words and parts of words.

S

Sentence The items in a sentence are linked by grammatical rules concerning the order of words and the type of words included.

A 'simple sentence' contains just one clause: 'Mrs Peacock laughed.'

A 'compound sentence' contains 2 or more main clauses joined by 'and', 'or', 'but' or 'so': 'Mrs Peacock laughed but Mr Peacock smiled drily.'

A 'complex sentence' contains a main clause plus 1 or more subordinate clauses: 'Although Mrs Peacock laughed, she wasn't amused.'

Sentences can be:

- declarative: 'the lesson finished on time'
- interrogative: 'is that your book?'
- imperative: 'give me that book!'
- exclamatory : 'oh no!'



Singular A word form used to refer to 1 of something. When more than 1 is referred to, a plural form is used. Verbs can be singular or plural (see 'agreement').

Standard English The variety of English used in public communication, particularly in writing.

Statement A sentence that contains a fact or proposition.

Subject This refers to the person or thing that the sentence is about. For example, in the sentence 'His father attended the meeting' 'his father' is the subject (see also 'predicate').

Suffix A morpheme added to the end of a word. For example, in 'hope/less' - 'less' is a suffix.

Syntax See 'grammar'.

T

Tautology *The unnecessary repetition of the same idea in different words in the same sentence. For example, 'the annual poetry festival is staged every year.'*

V

Verb A 'doing' or 'being' word that expresses an action or a state.

Verbs change their form, or tense, according to when the action takes place. So verbs may be in the past, present or future tense.

Modal verbs are ones such as 'can', 'may', 'might', 'will', which are used to express different degrees of certainty. See also 'participle', 'infinitive' and 'agreement'.

Voice This refers to the way a verb is used in a sentence – to describe whether someone is doing something (active voice) or something is being done (passive voice). For example, in 'she praised the pupil' – the verb is in the active voice. In 'the pupil was praised' the verb is in the passive voice.

Verbs change their form, or tense, according to when the action takes place. So verbs may be in the past, present or future tense.

Modal verbs are ones such as 'can', 'may', 'might', 'will', which are used to express different degrees of certainty. See also 'participle', 'infinitive' and 'agreement'.

Vowel The letters a, e, i, o, u. See also 'consonant'.



Parkfield School

Classroom Non-negotiables

- ✓ Meet and greet students at the door.
- ✓ Students sit in accordance with seating plan; where appropriate PP and SEN students closest to the teacher.
- ✓ Register is completed in history view to prompt students who have been absent to catch up on work.
- ✓ Equipment and planners should be on the desk.
- ✓ All lessons start as students enter the classroom with a 'DO NOW' activity (retrieval practice/ recap of previous learning/ 'hook' to lead to new learning).
- ✓ Check understanding by checking and checking again that students know what to do – they should be able to tell you exactly what they are learning, doing & why?
- ✓ Students write date plus a title into their book.
- ✓ The learning intention and success criteria should be clear for students to see.
- ✓ Key words must be shared, visible, and practised; at GCSE, students will use a specification specific glossary.
- ✓ No hands up questioning and no opt out.
- ✓ Feedback is timely and effective and is in line with the policy.
- ✓ Rewards and praise should be a part of every lesson.
- ✓ Expect students to speak and answer like a scholar. Model this where appropriate.
- ✓ Demand pride in their work and presentation.
- ✓ Students should be held to account by the Parkfield rules:
Be Respectful. Be Kind, Work Hard.
- ✓ Learning must be differentiated according to learner needs - scaffolding / starting point/ need/ activity/ stretch & challenge.
- ✓ Formal end to lesson: students stand behind chairs in silence until dismissed.



