PARKSIDE COMMUNITY PRIMARY SCHOOL

Teaching, Learning & Assessment Policy

December 2025

Last Reviewed: December 2025

Next Review: December 2026

Signed:

Chair of Governors: Mrs Emily Saunderson

Contents

NURTURING AND INSPIRING YOUNG MINDS TOWARDS A BRIGHT FUTURE

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1. Vision, Aims and Values

The vision of Parkside Community Primary School is to "Nurture and Inspire Young Minds Towards a Bright Future." This vision sits at the heart of all our policies, practices and decisions. Our Teaching, Learning and Assessment Policy outlines the expectations for high-quality teaching and effective curriculum delivery, ensuring every pupil receives an engaging, ambitious and inclusive education.

2. Quality-first teaching:

Our fundamental belief is that all children have the right to learn and that any barrier they face should be overcome for them to access the curriculum. It is the responsibility of the classroom practitioners to put in place the support and scaffolds to meet these needs in the classroom and not through removing children from the curriculum.

Through effective planning, scaffolding and support, all children work towards attaining the expected standard in their year group. Some children may require additional intervention to meet specific needs, this is assessed by the class teacher and overseen by the Special Educational Needs and Disabilities Coordinator.

3. Roles and responsibilities

Head Teacher:

- Sets the strategic vision for the school ensuring that the quality of education is of the highest standard.
- Designs the curriculum that the children receive and ensures it is implemented.
- Support subject and middle leaders' development and their ability to uphold standards in their subject.
- Leads performance management of senior leaders and all teachers.
- Monitors the quality of education using pupil book study, lesson observations, scrutiny of data etc.
- Leads Pupil Progress meetings termly, to ascertain the progress children are making, and to support teachers where appropriate.
- Provides high quality CPD either personally or by investing in training where appropriate.
- Is a support to the teachers in the delivery of the curriculum through attending PPA sessions, team teaching and offering guidance where needed.
- Provide clear feedback to staff on the direction for school improvement and key priorities.
- Work with Governors to set whole school improvement areas.

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Headteacher : Mrs May-Finnegan

Deputy Headteacher:

- To lead the support of teaching and learning across the school.
- To mentor teachers new to the profession and those who require support.
- To work with subject leaders, helping them to assess the strengths and areas for development in their subjects.
- Provides high quality CPD either personally or by investing in training where appropriate.
- Supports the planning of the curriculum by working with teachers and HLTA's in PPA or in separate meetings.
- To oversee the resources for the curriculum.

Special Educational Needs and Disabilities Coordinator:

- To lead the support of teaching and learning for children with SEND.
- To ensure that the scaffolds and support are in place for children with SEND meets their needs.
- To support the planning of lessons and creation of resources for children with SEND.
- To monitor the impact of wave 2 and 3 interventions ensuring that they have a clear rationale and impact on progress.
- To attend Pupil Progress meetings focusing on the progress of vulnerable children and those with SEND.
- To oversee the use of provision maps across the school and their implementation in the classroom ensuring they have an impact on learning.
- To be responsible for the standards of education for Pupil Premium children
- To assess the provision for SEND and Pupil Premium children

Subject Leaders:

- To evaluate the quality of education that is provided in the subject they lead.
- To ensure that monitoring of their subject is kept up to date and used regularly.
- To manage the budget for their subject area.
- To provide training either personally or through booking CPD in their subject under the direction of the Deputy Headteacher or Headteacher.
- To promote their subject across the school and work with teachers to support them in its delivery.

Teachers:

- To use the Parkside Community Primary School curriculum to plan their units of work.
- To teach the Parkside Behaviour Curriculum to children twice a week.
- To deliver "In-class assemblies" teaching the protected characteristics to children, once a week.

![Parkside Community Primary School logo]

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- To utilise planning, preparation and assessment time and subject leadership time effectively to ensure provision is of a high expectation and the needs of all pupils are met.
- To complete medium term plans for foundation subjects: Art/Design & Technology /RE/ Computing/ Music/ History and Geography.
- To adapt schemes used in PSHE (Jigsaw) PE (Real PE), French (Language Angels) and Science (SNAP Science)
- To plan high quality guided reading sessions for 4 days per week.
- To ensure classes visit the library once a week to listen to a story and choose a book to take home.
- To read a high-quality engaging text or novel to the whole class at the end of each day.
- To hear three pupils read 1:1 daily and keep a record of this on the class readers document. (Appendix 6.
- To use an adapted version of the Pie Corbett model for English planning, based on the three phases: immersion, imitation and innovation.
- To use the Hertfordshire Essential Maths scheme as the basis for Maths planning.
- To use Herts Essential Maths to deliver daily Maths Fluency sessions.
- To ensure that provision maps are updated and reviewed on a termly basis and are a regularly reviewed working document, relevant to classroom practice.
- To scaffold children of all abilities to reach expected standard or above in their year group.
- To communicate and direct support staff about the plan for every lesson and how they should support pupils to achieve the best outcomes.

4. Planning expectations:

All teachers receive one morning of PPA with their year group partner weekly to plan for the week ahead. HLTAs receive an afternoon to plan for the lessons they are teaching the following week.

Planning non-negotiables:

All lessons should be planned for (including clear scaffolding for most challenged learners) and all resources for the week must be saved in "Planning Shared" by the Friday before each week.

English writing outcomes are planned for in unit plans based on three phases: Immersion, Imitation and Innovation. A skeleton of the whole unit should be planned before teaching begins and adaptations should be made including scaffolds and details of activities each week. (see appendix 1).

Maths planning is based on Herts Essential Maths and Guided Reading is based on VIPERS. Written plans for these are not required. However, "scaffolding actions" (see appendix 3) should be outlined and saved in the year group planning file in "Planning Shared" along with the scaffolds themselves and any other high-quality resources to be used.

Medium term plans are completed for foundation subjects before the start of every half term and should be saved in "Short Term Planning" in "Planning Shared" (see appendix 2).

Planning principles:

Vocabulary:

We believe that teaching vocabulary is essential for children to make progress in their learning. In all units of work vocabulary should be planned for and explicitly taught to children.

Tier 2 and 3 vocabulary is taught and revisited every Guided Reading lesson and tiered vocabulary is displayed on "tiered cake" visuals for every core and foundation subject. The medium-term planning format allows space for staff to explain the tier 2 and 3 vocabulary that will be covered each unit.

The meaning of tiered vocabulary is regularly revisited in teaching:

Tier 2: Ambitious vocabulary that is not subject specific and can be applied to a variety of contexts.

Tier 3: Ambitious, subject specific vocabulary.

Scaffolds:

All lessons that are taught at Parkside will require scaffolds for children to access the learning. These should be planned for and should support children to reach the expected standard in

their year group. Teachers should create scaffolds and adaptive strategies that include all children in learning.

Revisiting learning:

When planning units of work, we believe that it is essential to continually revisit learning for children to remember more of what they have learnt. This emphasis on revisiting prior learning takes place primarily at the start of lessons where children can practise a recently learnt skill, recall vital knowledge, practise vocabulary or apply existing knowledge to a thought-provoking question. Children's books are a tool for them to remember more using teacher-led models and tasks which promote memory retention.

Big question/piece:

All units of work planned in the foundation subjects have a clear and defined focus using a big question/big piece. These assessment questions/pieces are to be introduced at the start of a unit, and children are to work towards answering these at the end of a block of learning. All lessons taught within the unit of work should provide children with greater knowledge and skills to be able to fully answer their assessment question. Big Questions and Big Pieces are celebrated at the end of a unit and shared amongst the school.

Sequence of learning:

All units of work should have a clear and logical sequence; stand-alone lessons are not taught and learning all moves towards its assessment focus. Units of work should be able to clearly show how knowledge and understanding is built over time, acknowledging that difficult and complex concepts will need to be frequently revisited as the unit progresses. All learning sequences should provide children with the opportunity for repeated practice and new content should link to prior knowledge.

Linking understanding:

As a school we believe that all the curriculum links together and our aim is to build on children's understanding of the world. At the start of each unit of work teachers must place the learning within its wider context. In History, chronology must be introduced in the first lesson of the unit, in Geography the location of the country studied must be placed in its regional, national and international context. Throughout the children's learning at Parkside, teachers plan for opportunities for children to make links across the curriculum using questioning and explicitly teaching curriculum linkage.

Expected knowledge:

Before planning any unit of work teachers must use the Parkside curriculum to decide what knowledge must be acquired by children in their classroom. These are broken down into three distinct categories – working towards, expected and greater depth. Teachers decide what

knowledge fits into each of these categories with the intention of trying to ensure that all children can meet the expected standard or above.

Mastery:

As children progress in their understanding, knowledge and skills our aim is for them to reach a stage of mastery. Mastery is the ability to apply the child's learning to a variety of situations and use their understanding to solve problems. Our big questions and pieces offer opportunities for mastery as well as the meaningful live feedback that class teachers provide to all pupils, every lesson. We use "live feedback stickers" which we have adapted from the NCETM to facilitate meaningful mastery opportunities from live feedback. (see appendix 4)

5. Classroom Environments and Displays

Classrooms should be calm and settled environments to learn in. Additionally, the school believes that displays are important to celebrate children's work and to support learning in the classroom. Guidance on how to set up a classroom and maintain displays:

- Classrooms must remain tidy and free of clutter.
- Book corners must be engaging, interactive spaces where children can enjoy reading and access a variety of books. Books in reading corners should be organized into genres.
- Walls should be free of clutter and only resources which aid learning should be visible. Resources should be posted only onto display boards and not onto walls, doors or windows.
- **All displays should be backed with brown paper and a black border. Headings should be on black card written in cursive handwriting with a silver or gold pen.**
- **Every KS1 And KS2 classroom must have the following display boards: English Working Wall, Maths Working Wall, Science Working Wall, Reading Working Wall and History/ Geography Working Wall.**
- Working walls must have the following content (with headers) "what we already know" (before a unit of work begins) "what we want to find out", "key vocabulary" (illustrated in a Tier 2 and 3 cake pictorial) and "Assessment".
- Models from paper flipcharts should be added to the learning wall as the unit progresses.
- English working walls should reflect the current week's learning.
- Maths working walls should reflect the current week's learning.
- All classrooms must display the Jigsaw Charter from the PSHE scheme.
- All classes must display the poster for Parkside's "Safe Hand".

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6. Assessment

Live Feedback:

At Parkside Community Primary School, we follow the three key principles: meaningful, manageable and motivating, when providing feedback to pupils. There is no expectation for class teachers to "mark" or write comments in pupils' workbooks after the lesson. Instead, class teachers should ensure well-paced lessons and focus groups to provide live feedback to every pupil during lessons.

- Feedback should be meaningful in that it is based on the skills of the lesson.
- When providing praise, teachers should ensure that this is precise and motivating.
- All pupils should receive live feedback from the class teacher or teaching assistant/ learning support assistant (with guidance and supervision from the class teacher) every lesson.
- Pupils will respond to live feedback with green pens to ensure their progress within the lesson is evident.
- In Maths, the "next steps for greater depth" stickers can also be used to guide for live feedback (see appendix 4)
- Sometimes it may be necessary for teachers to draw or write models or guides in pupils books to support with feedback, in this case, teachers should use black pens and teaching assistants/ learning support assistants should use purple pens.

Yellow Box Editing:

Yellow box editing highlights an extract from a pupil's work (by drawing a box around it with a yellow highlighter pen) The teacher provides live feedback in-line with the success criteria and the pupil responds and edits this section of their work with green pen. The focus on a smaller section of work for improvement, reduces cognitive overload and enhances progress.

Yellow box editing can be delivered by the class teacher or teaching assistant/ learning support assistant with direction from the class teacher.

Formative assessment:

Formative assessment is ongoing assessment which teachers gain in the classroom and through looking at the learning produced by children. Teachers should aim to use a range of assessment for learning techniques within their classroom to ascertain children's progress. It is vital that formative assessment feeds into the planning process and teachers are to use the evidence gained within lessons to inform future learning.

Examples of techniques:

- Meaningful and motivating live feedback
- Mini plenaries

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- No hands up approach to questioning – instead, encourage pupils to discuss with their peers, the teacher will then listen and feedback they heard to the whole class (misconceptions are also addressed through this approach)
- Effective pace, challenge and content in lessons.
- Teachers observing pupil's learning.
- Use of whiteboards.
- Regular reference and guidance to a skills-based success criteria.

Summative assessment:

Foundation Subjects:

Big questions and Big pieces are used to assess foundation subjects and are completed at the end of each unit. Foundation assessments are completed termly and uploaded to the staff drive. Knowledge organisers are used as a tool at the end of each PSHE unit.

Core Subjects:

Maths – HFL Maths Diagnostic Tests with gap analysis.

Writing – Independent writing based on a visual stimulus or book. Assessed against The Assessment Framework.

Moderation:

In order to ensure that there is uniformity across the school it is important for children's work to be moderated across the school year. Each term, staff meet during inset time to moderate the assessment levels of the children.

Pupil progress meetings

Pupil Progress meetings are held with the class teacher, Head teacher and Special Educational Needs and Disabilities Coordinator. The purpose of these meetings is to discuss the progress that children who are not working at age related expectations identify barriers and set smart targets that can be achieved in 8 weeks to help close the gap.

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7. Monitoring

Throughout the year teaching and learning is monitored through a range of activities. It is the responsibility of the Head teacher to ensure that there is a rigorous assessment of teaching and learning in place.

Activities will include:

- Pupil book study
- Learning walks
- Data analysis
- Local authority SEA visits
- Book scrutiny
- Pupil voice
- Lesson observations

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8. Review

The Headteacher and the Governing body will review this policy annually. Staff will be consulted on an annual basis as to their views on the policy.

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Overview of Assessment, Recording and Reporting Timetable

PM Benchmark assessments to be conducted at least once per half term by class teachers to assess that pupils are reading the appropriate stage book. – To be recorded on the PM Benchmark document. (appendix 5)

Autumn Term	
September	1. Identify target children including SEND/Pupil premium/vulnerable 2. EYFS Baseline Assessment 3. Review and update provision maps 4. Complete lowest 20% readers intervention
October	Pupil progress meetings for all teachers to set targets (8-week cycle)
October/November	Parent consultations for all parent/carers
November **Core Assessments**	Class teachers to review support plans and set new targets for Spring Term SEND Parents Evening Teachers to benchmark Maths, Writing and Science using HfL Assessment criteria. HFL Maths Diagnostic tests for Years 1 – 6. EYFS EXS checkpoints assessment. (On track/ not on track) **Submit data on Arbor**
December	**Pupil progress meetings for all teachers** – review targets and progress data for the cohort; set new targets.

Spring Term	
February	**Pupil progress meetings for all teachers** – review targets and progress data for the cohort; set new targets.
March	EYFS EXS checkpoints assessment. (On track/ not on track) EYFS GLD predictions. Parent consultations for all parents/carers. SEND Parents Evening
March **Core Assessments**	Teachers to benchmark Maths, Writing and Science using HfL Assessment criteria. HFL Maths Diagnostic tests for Years 1 – 6. Class teachers to review support plans and set new targets for Summer Term **Submit data on Arbor**

Autumn Term	
April	**Pupil progress meetings for all teachers** – review targets and progress data for the cohort; set new targets.

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May	KS2 SATS
June	Year 1 Phonics screening check
June	Year 4 MTC (Multiplication Tables Check)
June	LA organised moderation KS2 writing data
June	Submission of end of KS2 data to the LA
June	Class teachers to review support plans and set new targets for the new class teacher in Autumn Term.
End of June **Core Assessments**	Teachers to benchmark Maths, Writing and Science using HfL Assessment criteria. Reception GLD to be submitted to county. HFL Maths Diagnostic tests for Years 1 – 5. Nursery - EXS checkpoints assessment. (On track/ not on track) **Submit data on Arbor**
July	**Pupil progress meetings for all teachers** – review targets and progress data for the cohort; set new targets.
July	Annual written reports to parents/carers.

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Appendix 1

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English Planning

Teacher:	Class/Year Group:	Term:	Incidental Writes:	End of unit writing outcome:	Texts / Resources:	Curriculum Links

Grammar Expectations for unit

Word	Sentence	Text	Punctuation

Phase 1 Immersion This phase lasts approximately 2 weeks | Overview of Activities

| Week 1 Lesson 1 | Content of Lesson

Learning Objective:

Success Criteria:
1.

Tier 2 and Tier 3 Vocabulary:

Tasks:

Live Feedback questions:

Scaffolds
WTS:
EXS:
GDS: | |

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English Planning

Phase 2 Imitation The phase during which skills are rehearsed. Incidental writes are taught and rehearsed based on the skills required for the upcoming innovation stage. This phase will include shared writes, purposeful mistakes and AFL strategies including live feedback. These should be modelled alongside success criteria based on the Year group's TAFs. Overview of activities Diary entry Recount Character/ setting description Conversation between two characters	Overview of activities
Week 1 Lesson 4	Content of Lesson Learning Objective: Success Criteria: 1. Tier 2 and Tier 3 Vocabulary: Tasks: Live Feedback questions: Scaffolds WTS: EXS: GDS:	Key questions: Key features of a letter?
Phase 3-Innovation: In this phase pupils will apply the skills they have learnt to a final writing outcome. Plan – note and develop initial ideas, draft – develop ideas from the plan into structured written text (2 days), revise – change and improve the draft (1 day) Pupils respond to live feedback. Overview of activities Narrative	

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English Planning

Recount- newspaper report Alternative endings Play script Persuasive letter Poetry		
Week 2 Lesson 3	**Content of Lesson** **Learning Objective:** **Success Criteria:** **Tier 2 and Tier 3 Vocabulary:** **Tasks:** **Live Feedback questions:** **Scaffolds** WTS: EXS: GDS:	Key questions:

Appendix 2

Year/Class:		Unit/Topic:		Duration:	
Prior Learning:		People of interest and their impact on society:			
Assessment: The Big Question/Big Piece:		Tiers 2 Vocabulary:		Tier 3 Vocabulary:	
Lesson 1: Date:	Learning Objective	Key Skills (reference: National Curriculum):	Task: Scaffolds:	Live Feedback Questions:	Resources:

Appendix 3

Parkside Community Primary School's Maths Scaffolding Actions

Class:	
Date: Learning Sequence and Step: Learning Objective: Success Criteria:	Brief summary of lesson: Scaffolds: Pre K: WTS: EXS: GDS: Planned live feedback (Next step for greater depth sticker):
Date: Learning Sequence and Step: Learning Objective: Success Criteria:	Brief summary of lesson: Scaffolds: Pre K: WTS: EXS: GDS: Planned live feedback (Next step for greater depth sticker):
Date: Learning Sequence and Step: Learning Objective: Success Criteria:	Brief summary of lesson: Scaffolds: Pre K: WTS: EXS: GDS: Planned live feedback (Next step for greater depth sticker):

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Appendix 4

Answer	**'What's the question?'** If this is the answer, what could the question have been?	**!**	**'What's wrong with this?'** Can you explain what is wrong with the example below and correct the error?
Draw it!	**"Draw it"** Create a pictorial model (bar model, cherry diagram etc) To support equation.	First I … Oh, I see! **Explain**	**'Reason it'** Explain to your partner how you know. Remember to use the star words!
Prove it!	**"Prove it"** Prove it with a drawing or explanation.	**?**	**One Harder, one easier.** Pupils create one question harder and one easier and explain what it is that makes them harder or easier.
	'Find a pattern' Can you see a pattern (in the numbers)? Can you see a pattern in the answers?	↓ △ □ △ □ ↓	**'Before and after'** What came before? What comes next? Explain how you know
Maths Story	**'Tell a story'** Make up a real-life story using your equation/numbers or shapes.	**Odd one out**	**'Odd one out'** Find an odd one out and explain why it doesn't fit. Could another one be the odd one out? Why?

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Appendix 5

Oxford Reading Tree - Colour Book Bands

Phonics Phase	2	3	3	4	5	5									
Reading Age	< 5 Years	< 5 Years	5 Years	5 Years +	5.5 Years	6 Years	6.5 Years	7 Years	7.5 Years	8 Years	8.5 Years	9 Years	10 Years	10 -11 Years	10 - 11 Years
Book Band	Pink	Red	Yellow	Blue	Green	Orange	Turquoise	Purple	Gold	White	Lime	Brown	Grey	Dark Blue	Burgundy
PM Level	1, 2, 3, 4	5, 6, 7	8, 9, 10	11, 12	11, 12	13, 14, 15, 16	17, 18	19, 20	21, 22	23, 24, 25	26, 27	28, 29	30		
ORT Stage	1 +		2	3	4	5	6	7	8	9	10	11	10/11	12 - 14	15/16	16 +
Year 3															
Year 4															
6R															
6P															

Key:		PM Benchmarking							PM Benchmarking				
WTS	Stage		PM Level	Date Assessed	Stage	Monitoring				PM Level	Date Assessed	Stage	Monitoring
EXS													
GDS													

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Appendix 6

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<u>**Pupil Reading Record**</u>
<u>**Spring 1**</u>

Name	W/C 05.01.26	W/C 12.01.26	W/C 19.01.26	W/C 26.01.26	W/C 02.02.26	W/C 09.02.36