Parkside Curriculum Policy

(including Teaching and Learning, Homework and Assessment)

Member of Staff Responsible:	Leanne Asher, Director of Teaching/Assistant Headteacher
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Approved by FGB **Note:** this policy will be assigned to the L&S Committee in the future	Approved on 9 July 2021 Minute No: 58/2020/21.9

'This policy was reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.'

Parkside Community School Curriculum Policy (including teaching and learning, homework and assessment)

This document provides an overview of the aims and implementation of the Parkside Community School Curriculum. It is the product of consultation with pupils, parents, staff, governors, local employers and destinations partners. Our curriculum is dynamic. It must be responsive to the changing needs of our pupils and changing conditions within and beyond individual classrooms and, indeed, the school. Alongside our approach to relationships, our codes of conduct and our values and ethos, the curriculum is the vehicle through which the vision of the school is achieved.

The 2019 Education Inspection Framework helpfully refers to three components of the work of schools concerning the curriculum, which together comprise the quality of education provided by the school. These are:

1.   Intent – what we intend for pupils to learn or develop as a result of teaching/experiences, including the breadth and level of ambition of the curriculum for all pupils.
2.   Implementation – how we ensure that the design and teaching of the curriculum and our use of assessment, ensures that pupils learn that which was intended.
3.   Impact – The extents to which pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well and are ready for the next stage of education, employment or training.

Contents

Section 1 : Parkside Curriculum aims
- **Values**
- **Principles (ambition and vision, great experiences, progression, personalisation and inclusion, community, numeracy and mathematics, language and literacy, PD)**

Section 2: Curriculum Design
Section 3: Curriculum Implementation: leadership and management
Section 4: Curriculum Impact, Assessment and Data
Section 5: Roles and Responsibilities Teaching and Learning

Section 1 : Parkside Curriculum Aims

The Parkside Community School curriculum follows the national curriculum in England. It provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

Our curriculum, alongside our ethos, also acts as the vehicle for the development of the values, attributes, skills and behaviours that our pupils will need to be successful learners, confident individuals and responsible citizens.

Values - To be encouraged, modelled and explored

The values of our school community inform and guide everything that we do. Of these values, integrity is the greatest. This means being honest and consistently adhering to our set of values:

Excellence through constant improvement and responsiveness to change
Humility
Innovation, Inquiry and Curiosity
Mutual respect
Partnership
Diversity and Equity
Community
Ecological sustainability
Democracy, the rule of law and individual liberty

Integrity

Principles:

Ambition

Education changes lives. Our curriculum is deliberately ambitious for our pupils and our community. It is designed to give all pupils, particularly the most disadvantaged, the knowledge, skills, attributes, values and cultural capital they need to succeed in life.

Vision - What we want for our young people

Our vision is for young people:

- who have the essential knowledge they need to be educated citizens
- who continue to develop the values, knowledge, competencies and attributes that will enable them to enjoy learning, achieve personal excellence, relate well to others and live safe, full, healthy and satisfying lives
- who appreciate and can contribute to human creativity and achievement and public service
- who will play a full and active part in society, with the skills and knowledge to explore issues critically, weigh up evidence, debate and make reasoned arguments

Great experiences

We believe that the secondary experience should motivate and inspire pupils to be the best they can, and to work towards aspirational academic and vocational destinations. Our planned curriculum aims to embed great experiences across all learning areas that reflect this belief; including trips/visits and specialist activities provided by external experts in school.

Progression
The Parkside Community School curriculum plans for progression in all learning areas. This is achieved through:

- effective sequencing in learning, so that new learning connects to existing knowledge and skills
- providing academic and vocational pathways between Key Stage 3 and Key Stage 4 curriculum areas
- programmes of study that effectively prepare pupils for aspirational Post-16 destinations

Personalisation and Inclusion
Teachers have high expectations for every pupil. As such, planned learning is sequenced according to the needs, starting points and aspirations of individual pupils and groups of pupils. Teachers use assessment to set targets which reflect those expectations. Our assessment, recording and reporting policy sets out our approach in detail.

Lessons are planned to meet the needs of pupils with special educational needs and pupils for whom English is an additional language. Our SEND policy provides detail on our approach to assessment of and provision for pupils' additional learning needs.

Community
Connecting the curriculum, learning activities and the community provides powerful opportunities for enhancing the meaningfulness and impact of pupils' learning and its application. It also develops connectedness, contributes to wellbeing, and is a powerful vehicle for celebrating pupils' achievements and enabling them to see their impact potential.

As a school that aims to be at the heart of improvements across the community, such work is valued because of its transformative potential and capacity to engage otherwise hard-to-reach members and sections of our community.

Numeracy and Mathematics, Language and Literacy
Confidence in numeracy and mathematics and fluency in the English language provide access to and underpin success across the entire curriculum.

Numeracy and Mathematics: Teachers develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and sense check their work.

Pupils apply their geometric and algebraic understanding and relate their understanding of probability to the notions of risk and uncertainty. They also develop understanding of the cycle of collecting, presenting and analysing data. They are taught to apply their mathematics to both

routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

Disciplinary Literacy

Disciplinary literacy focuses on improving literacy skills across the curriculum; it recognises both the general and subject specific literacy skills required for students to be successful.

All teachers develop disciplinary literacy in every subject through structured talk, reading, writing and vocabulary instruction.

Structured Talk: Pupils are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. Using academic vocabulary, they are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This enables pupils to clarify their thinking as well as organise their ideas for writing.

Reading: There are three key strands to teaching reading: catch-up and recovery strategies, developing students' ability to read complex academic texts, and nurturing a practice of reading for pleasure.

The school aims to improve the reading of all those students who are operating below their chronological reading age. This recovery programme includes participation in the Catch-up Reading scheme for identified students in Years 7 and 8 and dedicated reading lessons for all students in Years 7-9.

Teachers develop pupils' ability to read complex academic texts in every subject. Pupils are taught to read fluently and engage actively with what they are reading; this is activated by prior knowledge, prediction, questioning and structured talk. Students will work as a whole class and in groups before being encourage to read more complex texts independently.

The school is committed to developing a love of reading in every student. The benefits of reading for pleasure extend beyond academic attainment and result in increased empathy, improved relationships, mental health and personal wellbeing. A love of reading is promoted through various whole school activities throughout the school year: competitions, assemblies and mentor time activities.

Writing: Pupils develop the resilience and skills required to approach complex writing tasks across the curriculum. Teachers break down extended writing tasks, providing structured support and planning tools to enable students to organise their ideas, explain in detail and at length, whilst paying explicit attention to accurate spelling, grammar and punctuation. Targeted support is offered to students who struggle to write fluently. Teachers use a variety of approaches to support good writing, including writing frames, paired writing, collaborative whole class modelling and by combining writing instruction with reading activities.

Vocabulary instruction: Pupils' acquisition and command of vocabulary are key to their learning and progress across the whole curriculum. Teachers in every subject provide explicit vocabulary instruction using Word Power. Teachers promote tier 3 subject specific vocabulary, as well as tier

2 academic vocabulary, to enable students to access learning and express their own ideas. Students are taught the specific definitions of new vocabulary and encouraged to use this vocabulary both in their structured talk and written work. Students are encouraged to make connections between new words by studying their etymology and morphology.

Personal Development:
There are 2 key intentions of the Personal Development curriculum at Parkside:

· To eradicate preconceived barriers and prejudices and allow students to see the possibilities of the world's horizons thus enabling them to rise above and see beyond their own experience and upbringing.

· To arm and equip our students with the knowledge to make the right choices in the life whether that is the right to give consent or to make healthy living choices.

The PD curriculum goes beyond the lessons taught and aims to integrate our fundamental ethos of "Caring about the choices we make" into our day to day lives. We do this visually through symbols around the school and through our interactions and the language we use. For example, by seeing and knowing the meaning of the symbols around the building, we want students who may be questioning their sexuality or gender to have tangible evidence that they are not alone, that the very fabric of the buildings around them reflects the diversity of the people within it.

Ultimately, we want our students to be better human beings than us, their parents, or their friends. We want them to go beyond their own limiting notions of 'themselves'.

Our PD curriculum is based around the recommendations of the PSHE association and follows a thematic modal, modified for our own context. As a predominantly white working-class school with high levels of deprivation, we consider it imperative that we discuss and tackle issues around tolerance, racism and aspirations within our curriculum. This is supported through a program of assemblies and outside speakers.

Within the PD curriculum we have themes that interrelate and interlink. Though these links are often implicit, teachers direct students' attention to them and they are discussed explicitly. For example, when talking about alcohol and its physical effects on the body in our we discuss the connections with RSE and Consent.

We feel it is vital that these connections are alive in the students every day choices and interactions.

British values are integrated into the delivery of PD, for example: we emphasise that the rules of our classrooms are a microcosm of the wider rules of our society. We all have the right to be heard but also must be tolerant of others opinions. British values interlink and inform different schemes. For example, in our scheme about diversity we discuss the rights and freedoms we have within the country to have different beliefs.

Within the wider curriculum links are highlighted and discussed. These are referenced using the various symbols on class room door. For example, when the issue of Gender arises in an English lesson, students will be shown the appropriate symbols and its links to PD discussed.

As the students enter Key Stage 4 the emphasis shifts to practical matters around careers, wellbeing and study. We continue to encourage students to care and make the right choices that will lead them to having a brighter future, supporting them to make strong post-16 decisions.

Anti-discrimination:
Parkside Community School is committed to being an anti-discriminatory and anti-racist school. All subject areas are responsible for integrating diversity, anti-discrimination and cultural capital into their specific curriculum models. This is mapped and cross referenced so that a clear and consistent message is given to all members of the school community. The aim is to challenge inequality, achieve cultural inclusion and respond to the differences in children's lives caused by racism, poverty and discrimination. We also explore and challenge, micro aggressions and embedded attitudes of white privilege, that stand in the way of our students' ability to understand race.

We also aim to develop the concept of Global Citizenship as our curriculum provides students with the opportunity to reflect on their roles and responsibilities regarding issues of equality and justice in human development – individually, locally and globally. The curriculum aims to:
- support pupils to acquire knowledge, understand and develop critical thinking skills to analyse and assess global issues and interconnectedness and interdependency of countries and different populations. We make every effort to 'decolonise' the curriculum
- supporting pupils to have a sense of belonging to a common humanity; sharing values and responsibilities, sharing empathy, solidarity and respect for differences and diversity
- supporting pupils to act responsibly for a more peaceful, sustainable world

Section 2: Curriculum Design

Our curriculum design is based on evidence from principles of learning, on-going assessment and organisation and cognitive research (EEF, Cognitive Science research)
The main principles which underpin curriculum design are:
- start from a learner's existing understanding
- involve the learner actively in the learning process
- develop the learners' overview. i.e. metacognition – this requires that students have a view of purpose, have an understanding of the criteria of quality of achievement and self-assessment
- Organisation of curriculum enables learners, opportunities for constant recapping of knowledge and skills through spaced practice retrieval and interleaving

We deliver a coherently planned curriculum with a progressive development and understanding of key knowledge, skills and concepts, which will be re-visited regularly.
Memory platforms at the start of each lesson form an integral part of our systematic way to either:
a) Recall prior learning
b) Address misconceptions from previous lessons
c) Recall key knowledge in order to activate prior learning connected to new learning in the lesson

Independent learning

Knowledge Builder homework

The knowledge builder homework complements the curriculum, in that it too, builds effective revision strategies into students outside of lessons. Our approach is centred upon teaching and learning research-based evidence that if our pupils do well, will enable them to build solid knowledge that will underpin strong examination performance. Knowledge Retrieval Application, using the 'Review-Cover-Apply-Identify and Fill Gaps' (RCAG) technique, when done in regular small chunks, is one of the best ways pupils can learn and retain relevant knowledge over time. All homework set by the subject, English, Science, Languages and Humanities follows this approach to homework, and is set in manageable amounts, to ensure students are not overwhelmed with homework, while making sure that the work they do complete, is of a good quality and beneficial.

At the start of every new topic or term, students will be given a knowledge organiser for subjects that require learning to take place outside of the classroom. These will show the exact facts, dates, events to be learnt.

Creativity Builder

The creativity curriculum enables pupils to develop creative thinking and related processors. Our approach is centred upon teaching and learning research-based evidence that, if our pupils do well, will enable them to develop solid creative ways of working that will underpin strong performance in both academic and creative subjects.

The creativity builder, based upon the Inspiration, Ideation, Develop, Rework, Present (IIDRP) technique, when done in regular small chunks, is one of the best ways in which pupils can develop creative ways of working over a period of time. The process of creativity is challenging and can often lead to pupils giving up at the first attempt. It is therefore critical that the process of creativity

is understood, as often, pupils can develop a fear of failure without realising 'failure' is an important part of the process.

Section 3: Curriculum Implementation: leadership and management, pedagogy

Our approach to the leadership and management of curriculum implementation is as follows:

All subject areas specify long-term curriculum intent and implementation plans in line with the principles outlined within this document through their department 'Learning Journey' which details:

- The department vision for the intended curriculum
- How the curriculum is implemented
- How the impact of the curriculum is measured
- A topic-level long-term plan for the learning for each year group
- Brief descriptions of each topic, providing an overview of what will be learned and how this connects to prior and subsequent learning
- A learning outcomes summary for each year group – brief statements of what pupils are expected to know and/or be able to do as a result of teaching across a topic

This enables all stakeholders to be clear about what pupils will be expected to know or be able to do as a result of teaching.

Teaching should be responsive to learning, and should adapt to respond to the needs of pupils as identified through formative and summative assessment. Any significant variations from the curriculum plan (i.e. variations that will lead to end-point learning deficits) must be discussed with and approved by Curriculum Directors.

Curriculum planning must be systematically reviewed and updated to ensure that teaching has the intended impact on learning. Our use of collaborative planning and other directed time must involve the routine and continuous improvement of our curriculum implementation. Detailed implementation planning will sit at subject level, overseen by Curriculum Directors. Each subject area will develop and publish Schemes of Learning for each topic/unit work learning that specify the following information:

- Topic
- Learning outcome(s)
- Disciplinary Literacy (including vocab acquisition)
- Memory platforms
- Homework
- National Curriculum / Accredited qualification reference

The Curriculum Assistant Headteacher will lead Curriculum Directors and other leaders in monitoring the implementation of the curriculum and evaluating its impact to facilitate continuous improvement.

Teaching pedagogy

We seek not to prescribe a preferred lesson format but to encourage teachers to use their training, judgement and experience to deliver good to outstanding lessons.

Our teaching and learning pedagogy is clear and concise and we strive to create a shared understanding of what constitutes good teaching. We have based our pedagogy upon the following principles:

Behaviour and relationships: It is essential that teachers create an environment in which all students feel they belong and feel safe; and environment that allows all students to thrive as individuals and as learners. This requires all teachers establishing appropriate learning-focused relationships where expectations are set high and where everyone knows the routines and the boundaries.

Relationships support the needs and rights of everyone on the classroom to feel safe, respected and valued; to feel they belong. Teachers at Parkside should have clear expectations for behaviour, communicate kindness and combine assertiveness with warmth. Children respond much more to the positive than the negative and interventions should be made to correct behaviour in a positive and constructive way, using positive framing techniques. Positive language corrects and guides behaviour in lessons to make sure the outcomes for students are the best they can be. This framing technique should be used in conjunction with the School Code of Conduct.

Strong curriculum planning: There is a close link between curriculum and pedagogy; what we teach and how we teach it. Through our 'Learning Journeys' each subject area has outlined their curriculum vision, from the big picture overview, down to the fine details of what students should know, the experiences we should provide and the kinds of questions we should ask.

Explaining and modelling: A central feature of effective pedagogy is the process of enabling students to develop their knowledge and understanding of concepts and processes and the ability to apply their learning to a range of situations. Explaining and modelling are a core element of a teacher's pedagogy, from building student vocab, confronting misconceptions head on, exploring difficult concepts, modelling excellence and narrating the thinking process.

Questioning and Feedback: In order to secure deep learning with all students in a classroom, questioning and feedback needs to be strong. Teachers need to have the capacity to be responsive, adjusting their lessons based upon their AFL evaluation in order for students to move forward, deepening their understanding or gaining fluency. This can be seen in our cycle for responsive teaching mat, Making our best practice our standard practice (appendix 1)

Practice and Retrieval: Students can improve their confidence and fluency with a wide range of knowledge and physical through engaging in practice. The role of retrieval practice in securing student fluency in storing and retrieving information from their long-term memory is primordial.

Student metacognition and self-regulation: Metacognition and self-regulation approaches aim to help students think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. Interventions are designed to give students a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.
Self-regulated learning can be broken into three essential components:

- cognition - the mental process involved in knowing, understanding, and learning;
- metacognition - often defined as 'learning to learn'; and
- motivation - willingness to engage our metacognitive and cognitive skills.

Staff CPD is structured around these key principles, in order to maximise teaching pedagogy.

In addition to the principles outlined above, we believe great lessons are characterised by high level of rigour. Rigour is part of a great teacher's attitude; it is part and parcel of every lesson, relentless and automatic.

In order to develop rigour, Parkside Teachers must:

- pitch the material very high; there is no doubt that the most able students in the room are challenged and engaged.
- present a strong command of the subject and uses that to select appropriately probing questions and tasks
- respond intelligently to questions and can back-fill or widen discussion with examples, counter-examples and tangential ideas.
- encourage students to give precise answers, extended answers and answers that focus on the Why and How… not just the What.
- use accurate subject specific language
- be prepared to challenge students and accept challenging questions and responses
- deliver lessons where there is usually a general sense of high expectations in range of areas: concentration span; extended writing; independence and self-help; maturity and sophistication etc.
- deliver lessons where the focus is on intrinsic reward and motivation through the learning
- plan for the appropriate use of silence during lessons. The use of silence in lessons creates an atmosphere that means something specific. It gives time for students to think properly, creates focus in a set time limit which in turn increases the level of accountability.

Section 4: Curriculum Impact, Marking and Feedback, Assessment and Data

The impact of the curriculum should be the realisation of the school's vision.

Curriculum implementation is designed to achieve the aims and intent of the curriculum. This means that:

- All pupils would acquire and develop the subject-specific knowledge and techniques, and the ability to apply this learning to achieve excellent outcomes in public examinations
- Pupils' work and achievements, within and beyond the classroom, will reflect that they have learned, developed, participated and contributed as intended
- All pupils, including disadvantaged pupils and pupils with SEND, will acquire the knowledge, competencies and cultural capital they need to succeed in life
- All pupils will have the knowledge, understanding, awareness, skills and attributes that enable them to live safe, healthy lives and will hold a set of pro-social personal values that are provide them with a sense of purpose and identify
- At all stages, pupils will be ready for the next stage of their learning or training
- All pupils will be able to read at least at a functional level which will enable students to access a full secondary curriculum

Use of evidence to evaluate curriculum impact

Everyone involved in facilitating learning should continuously reflect on and consider the extent to which learning activities achieve their intended outcomes, and dialogue to discuss improvement should be facilitated.

The following sources will be used to support evaluation of the impact of the curriculum:

- Outcomes of public examinations and other externally assessed units/qualifications
- Nationally generated performance information about pupils' progress and attainment
- Professional reflections and subject reviews, which inform planned professional development and individual and collaborative improvement planning
- Discussions with curriculum leaders and teachers about their views on the planned curriculum, including how pupils' learning is progressing
- What pupils know, remember, and are able to do, as demonstrated through:
  - Application within internal assessment
  - Observations of and interviews with pupils or classes, including scrutiny of pupils' work and discussions with pupils at different stages of preparation for, and after, internal and public examinations
- Destinations data, including the extent to which pupils achieved and sustained aspirational planned target destinations
- Stakeholder surveys, including interviews with students, parents, employers and progression partners, to establish the extent to which pupils have retained and can demonstrate the intended values, competencies, knowledge and skills

Summative Assessments

There will be two summative assessments per year (mid-year and end of year). Whilst 'data' on student progress can and will be captured and used to monitor progress and inform intervention, the primary purpose of assessments is to inform future teaching. Focussed cross-department work for each summative assessment takes place, which designs to improve validity and reliability.

Deep marking of assessments is not directed. The emphasis must be on teachers making valid assessments of the impact of teaching on learning and using this information to inform future teaching. Students should understand areas of learning in which they need to improve, and future teaching should ensure that this happens. This can be through immediate responses or through adaptions to planned sequences of learning.

Formative use of assessment supports our drive for responsive teaching and efficiency to minimise teacher time and maximise impact.

Marking and feedback

Quality teaching is at the heart of our approach to addressing misconceptions.

Teachers use their professional judgement whilst making decisions about how to use their time to assess the impact of teaching on learning and subsequently adapt future teaching. Activities teachers might undertake include:

- Book scans followed by adapted planning and/or group and individual feedback.
- Traditional marking and feedback. Feedback can take a variety of forms including written feedback, verbal feedback and EBI lessons.
- Other activities that make the best use of time spent and have the greatest impact on learning.

Directors will work with subject teams to develop agreed approaches to marking and feedback across their curriculum areas. This will also include agreed assessment points. This approach will enable us to effectively manage the marking workload and support collaborative planning and review.

Opportunities to discuss student progress and modify planned learning take place through Faculty Directed Time meetings. During these meetings, time will be dedicated to curriculum development and responsiveness, allowing frequent opportunities for teams to discuss student progress and adapt planned schemes of learning.

Students are expected to regularly self and peer mark their work. Evidence of this should be shown in green ink and the type of marking should be indicated. Teachers are expected to make appropriate use of both peer feedback and self-assessment in order to further improve students' work.

Use of data and reporting to parents
• The focus of assessment will move away from relatively meaningless nomenclature and towards specific detail on the extent to which children have learned what was intended.
• Parents value detailed information on what their children have learned and the progress their children are making in their learning. They want to be able to support their children in their learning. Parents will receive information on student progress through 2 methods:
- Annual report(s) following data collection points with the opportunity to discuss progress where necessary
- Year group parents' evenings

Section 5 Roles and Responsibilities Teaching and Learning

All teachers are expected to meet the Teachers' Standards (appendix 3) which define the minimum level of practice expected from the point of being awarded qualified teacher status. In addition to these standards, we have identified the following responsibilities for key stakeholders:

Governors' Responsibilities
- ✓ Ensure that the curriculum reflects statutory requirements.
- ✓ Require a rigorous analysis of student progress and attainment information with comparison against local and national benchmarks and over time.
- ✓ Ensure as far as possible that the school has effective curricular resources for learning.
- ✓ Oversee plans to ensure that key duties are undertaken effectively across the school such as inclusion, special education needs and disability (SEND), and monitoring and overseeing the impact of student premium and other targeted funding streams.
- ✓ Ensure that spiritual, moral, social and cultural (SMSC) development is effectively promoted and ensure that there is an effective programme for sex and relationship education.
- ✓ Ensure that the curriculum at Parkside Community School prepares students for their adult lives

Headteacher / Curriculum Assistant Headteacher Responsibilities
- ✓ Ensure that the educational provision supports and strengthens the ethos of PCS
- ✓ Establish effective plans for teaching and learning priorities in accordance with the agreed guidance of the governing body.
- ✓ Develop effective continuous professional development (CPD).
- ✓ Quality assure schemes of learning, and regular monitoring through work scrutiny and sampling.
- ✓ Quality assure teaching and learning through learning walks and coaching.
- ✓ Oversee management of performance over time in line with the Teachers' Standards.
- ✓ Ensure the delivery of a broad and balanced curriculum.
- ✓ Communicate effectively with all stakeholders.

Curriculum Directors and Heads of Faculty Responsibilities
- ✓ Develop a culture of highly effective teaching and learning in accordance with whole school priorities.
- ✓ Communicate the vision and strategies for improvement to teaching staff.
- ✓ Ensure that the educational provision supports and strengthens the ethos of PCS
- ✓ Develop and promote effective curriculum plans and detailed schemes of learning.
- ✓ Develop and promote effective disciplinary literacy plans
- ✓ Monitor and embed new initiatives.
- ✓ Provide support to teachers.
- ✓ Ensure consistency of practice.
- ✓ Embed effective approaches to the curriculum and assessment to support student progress and learning.
- ✓ Support and develop teachers through lesson observations, work scrutiny, and the celebration of the work undertaken by students in their lessons.
- ✓ Oversee and improve the quality of curriculum being delivered.
- ✓ In consultation with the SLT, ensure that subject areas are provided with effective resources for learning.
- ✓ To conduct quality assurance activities to monitor and evaluate the delivery and impact of the curriculum

- Assist in the analysis and interpretation of data on students' performance against school expectations and other comparative data, and arrange suitable interventions as appropriate.
- Ensure that members of the teaching staff follow the agreed marking, feedback and assessment policies.
- Assist in the management of external examinations, assessment exercises or tests, and ensure that these are moderated so that all students are assessed at the same standard.
- Maintain centralised records of progress attained throughout the year.
- Listen to student views and be open to their opinions.

Lead teachers' responsibilities
- To be a role model for teaching and learning and make a distinctive contribution to the raising of pupil standards through curriculum planning and evaluation
- To be actively involved in developing pedagogy & practice within the classroom.
- To be actively involved in developing departmental disciplinary literacy plans
- To be responsible for the coordination of long, medium and short-term planning of schemes of learning and contribute effectively to the leadership of the curriculum.
- Monitor and evaluate the implementation and impact of the curriculum on learning
- To establish network links with other schools/consultants to improve curriculum planning.
- To take advantage of appropriate opportunities for professional development and use the outcomes effectively in improving students' learning.
- Listen to student views and be open to their opinions.

Teachers' Responsibilities
- Consistently deliver engaging, well-planned, differentiated lessons that allow all students to make at least good progress.
- To exhibit features of good lessons at Parkside (see appendix 2) and use professional judgement to integrate responsive teaching into day to day practice (see appendix 1)
- Be responsible for the progress of all students in their class to ensure students make at least good progress.
- Ensure that work is marked in accordance with marking and feedback expectations.
- Provide the Lead Teacher/Head of Faculty/Curriculum Director with records of scores and grades attained throughout the year.
- Ensure that AFL is used regularly in lessons and misconceptions/gaps in learning are addressed
- Set regular knowledge builder or creativity builder homework
- Provide opportunities for students to apply and develop their literacy, following the Department Disciplinary Literacy plans.
- Work collaboratively by identifying and sharing good practice across all areas of the curriculum.
- Be open to professional development, regardless of their teaching career stage.
- Listen to student views and be open to their opinions.
- Understand how the educational aims of PCS reflect the school's vision and values and support this endeavour

Students' Responsibilities
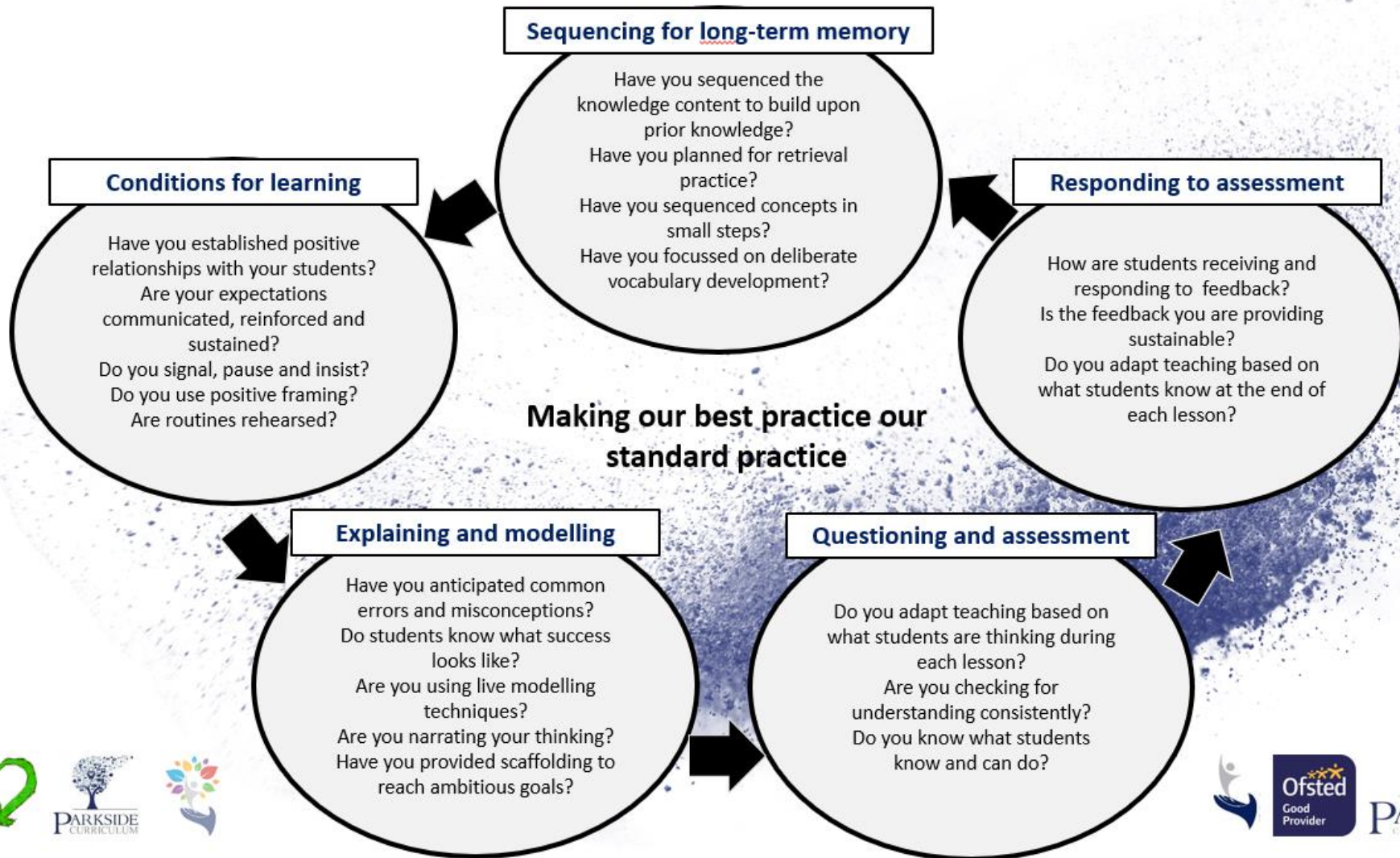- Follow the Code of Conduct and respect the rights of other students and adults in the school.
- Ensure that their work is presented clearly, neatly, coherently and effectively.
- Show a positive attitude towards learning, act on feedback from teachers about how to progress further in their learning with high aspirations to becoming independent and collaborative learners.

✓ Complete independent learning tasks
✓ Review Show My Homework and complete work to a high standard

Responsibilities of Parents, Guardians and Carers
✓ Support the School in maintaining an orderly learning environment and fulfil their responsibilities as laid out in the Home School Agreement and support the School in ensuring that their child is learning appropriately both at school and at home.
✓ Regularly review Show My Homework.
✓ Engage positively with the School to resolve any difficulties regarding their child.
✓ Attend events such as parents' evenings.

Sequencing for long-term memory

Have you sequenced the knowledge content to build upon prior knowledge?
Have you planned for retrieval practice?
Have you sequenced concepts in small steps?
Have you focussed on deliberate vocabulary development?

Conditions for learning

Have you established positive relationships with your students?
Are your expectations communicated, reinforced and sustained?
Do you signal, pause and insist?
Do you use positive framing?
Are routines rehearsed?

Responding to assessment

How are students receiving and responding to feedback?
Is the feedback you are providing sustainable?
Do you adapt teaching based on what students know at the end of each lesson?

Making our best practice our standard practice

Explaining and modelling

Have you anticipated common errors and misconceptions?
Do students know what success looks like?
Are you using live modelling techniques?
Are you narrating your thinking?
Have you provided scaffolding to reach ambitious goals?

Questioning and assessment

Do you adapt teaching based on what students are thinking during each lesson?
Are you checking for understanding consistently?
Do you know what students know and can do?

PARKSIDE
COMMUNITY SCHOOL

PARKSIDE
CURRICULUM

Ofsted
Good
Provider

PARKSIDE
COMMUNITY SCHOOL

Appendix – 2 Great Learning at Parkside

GREATLEARNING – Pupils are…

Highly engaged (T1). We know this because they:
Show enthusiasm, enjoyment and positive body language
Show interest in their work
Are well motivated
Demonstrate excellent concentration
Listen well to the teacher and others' contributions
Are keen to ask and answer questions
Are keen to do their best work

Independent Learners (T1) who:
Are able to apply skills and learning
Regularly complete homework tasks successfully
Are confident to make mistakes
Show resilience & perseverance
Demonstrate confidence to tackle problems & take risks
Select and use resources effectively

Able to make great progress in learning(T2) by:
Building on prior knowledge, understanding and skills
Acquiring new skills, knowledge and understanding
Working at a good pace
Being able to explain their work and learning
Producing great work

Developing strong Literacy skills (T3). They can:
Express ideas clearly
Read at an appropriate level, with confidence
Use technical terms/subject specific vocabulary
Write extended answers competently
Show grammatical accuracy
Use a wide range of vocabulary and tenses

Active Assessors for Learning (T6). They routinely:
Ask and answer questions with thought and insight
Peer and self-assess accurately
Know when they are successful in their learning and talk detail about the progress they have made in their learning
Use feedback to improve their work and support future learning

Ready to learn, follow rules and foster relationships (T7). They:
Follow the school code of conduct
Follow health & safety rules
Have the correct equipment
Make smooth transition between parts of lesson
Interact positively with each other and the teacher
Work collaboratively

TEACHING – Establishing the conditions for teaching and learning

Intent (T4): Teachers plan to design a curriculum in which:
Learning intent is clear and communicated to all stakeholders
Schemes of work include retrieval practice and spaced learning
Planning incorporates concepts drawing upon knowledge from previous learning
Learning builds in schemas, and teachers invest heavily into building secure foundations
Baseline data informs planning
Teachers teach to the top
Success criteria is conveyed to students in every lesson
A Memory platform which activates prior learning is used
Plenaries and AFL activities are used to inform future planning
Pace & Time management maximise learning time
Appropriate tasks build knowledge
Structured and specific homework tasks are set to consolidate learning
Planned effective deployment of additional adults strengthens teaching

Implementation(T5): Teaching repertoire builds the knowledge structure and includes:
Expectation of rigour
Sharing of learning intentions
Clear & concise instructions and explanations
Effective modelling
Varied practice through active learning activities
Responsive teaching (timely addressment of misconceptions/gaps in learning)
Subject knowledge use to challenge & inspire
Use of voice / format matters

Impact: Assessment for Learning (T6). Teachers:
Give quality verbal/written feedback on a regular, timely basis
Use systematic questioning to check/develop understanding of core learning
Use ratio through questioning; wait time, cold call, challenging questioning sequences
Use show call for public critique, addressing misconceptions
Use repeated low-stakes testing
Activate students as learning resources for one another, class critique, peer assessment
Activate students as owners of their own learning – self-quizzing, self-assessment

Establishing Conditions for Teaching & Learning (T7). Teachers:
Have clear and high expectations and establish effective behaviour routines
Foster positive relationships that support students' self-esteem, motivation and engagement and remove barriers to learning
Use seating plans judiciously
Consistent and effective use of school code of conduct and rewards poli

Teachers' Standards

Department for Education

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