

GREENSIDE FILM FACTORY

World Ready & Test Ready (Through The Power of the Arts & Film)



September 2022

The Local Governing Body of Greenside adopted this
Policy Guidance on 1st September 2018
(Updated each year since by LG)

Greenside Film Factory

Our Journey to Outstanding
The Year of Magic, Mystery & Miracles!
Live your best life!



Inspire Challenge Nurture

Breaking Boundaries – Flip the Learning!

***Greenside - A Curious & Inspirational Place of
Experiential Learning & Leadership***

**Film Factory
Learning is Everything, Everything is Learning!**

September 2022

Who? What? Where? When? Why? How?

World Thinking: Big, critical, curious questions



GREENSIDE Film Factory
Breaking Boundaries – Flip the Learning!
Greenside – A Curious & Inspirational Space of Experiential Learning and Leadership
Learning is Everything, Everything is Learning!

The Greenside Experiential Learning Cycle:

- a) Our students must be willing to be **actively involved** in every learning experience
- b) Our students must be able to **reflect** on their learning experiences
- c) Our students must possess and use **critical thinking & analytical skills** to conceptualize the experience
- d) Our students must possess **curiosity, creativity, decision making and problem solving skills** in order to use the new ideas gained from their learning experiences

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GREENSIDE FILM FACTORY
Leadership Quotes

“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”

— William Arthur Ward

“Keep your fears to yourself, but share your courage with others.”

— Robert Louis Stevenson

“If your actions create a legacy that inspires others to dream more, learn more, do more and become more, then, you are an excellent leader.”

— Dolly Parton

“Leadership and learning are indispensable to each other.”

(Undelivered remarks for Dallas Trade Mart, November 22 1966) — John F. Kennedy

“If one is lucky, a solitary fantasy can totally transform one million realities.”

. — Maya Angelou

“Some leaders are born women.”

- *Geraldine Ferraro*

“I'll let you be in my dream if I can be in yours.”

- Bob Dylan

“Whatever you are, be a good one.”

—Abraham Lincoln

“As a leader, you have to have the ability to assimilate new information and understand that there might be a different view.”

- Madeleine Albright

“My feeling is if you're going to be a leader, you have to carefully assess where people are and where people want to go.”

- Hillary Clinton

Greenside Film Factory
The Year of Magic, Mystery & Miracles - Making Stories!
2022 - 2023

We all make stories every day. How will you tell your story? How will you make the world a better place?

a) Apple b) Arts c) Nature Programme d) Student Stories (R,W & M): LEAF & Learning Evidence
 Student Leadership - Greenside Award 2023: Greenside Badges, Viva, Students as Teachers & Top 10 Digital Badges!

World Ready & Test Ready – through the Arts – our Film Factory - Breaking Boundaries & Flip the Learning

Experiential Learning Model – Engage, Articulate, Apply - Learning is Everything, Everything is Learning

Inspired by Film – Learning about Film, through Film, making Film. Learning Experiences

STAR Days: Mon- Wed - Weekly 'Hook' – Texts inspired by Film. Big, Critical, Curious Questions, Highest Challenge!

Film Crew Days: Thursdays – Crew mixed & vertical groups: World Ready Assessments & ICB

Greenside Growing Generation: 1) Apple, 2) Arts, 3) Nature, 4) Student Stories

SMSC-Student Leadership: *The Year of Magic, Mystery & Miracles - Making Stories!* We Act with **Good Chance** x3 projects & Magical Mystery Tour - songs, Greenside Digital Badges, Blue Peter Badges & TEFAT Award.

We Act with **Good Chance!** Equality & Diversity. Apple Distinguished Status, Arts Mark, World Class School.

Specialisms: Charity, Choir, Digital (Radio), Robotics, Shakespeare, Sports (French)

The Year of Magic, Mystery & Miracles - Stories! Global Citizens: curious, aspirational & changing the world!

1. Autumn Term: **Greenside Film Factory - The Year of Magic, Mystery & Miracles - Making Stories!**

STAR Days - Hugo - Films and Texts that explore 'magic' in some way - narrative films

Film Crew Days – - "Horrible Histories at Greenside" History x2 > Making a Film

2. Spring Term: **Greenside Film Factory - The Year of Magic, Mystery & Miracles - Making Stories!**

STAR Days – Magical Mystery Tour - 1 Documentary, 1 film exploring mysteries/ miracles 2 x Big Ideas films

Film Crew Days: Greenside Mystery Mystery Tour Photographic Exhibition: Local Geography + World Religion (philosophy)

3. Summer Term: **Greenside Film Factory – The Year of Magic, Mystery & Miracles - Making Stories!**

STAR Days - Magic Flute - Films that BB through storytelling: significant music, foreign language, black & white, silent.

Film Crew Days – Magic, Mystery & Miracles! STEAM & A Musical Festival > A Creative Musical & Technological Festival!

Autumn Term

Greenside Film Factory

- a) International Peace Day - Knit a G. blanket, Make G. hanging Art x5 (TEFAT, Caroline W, G. & **Good Chance**)
- b) National Poetry Day - Green Agenda & Environment >Poetry Slam = Podcast Special
- c) TEFAT - 10 Years - Students to lead a Photographic Project across the Trust
- d) Student Leadership x3 projects (Questions) + We Act with **Good Chance (>Food Experience charity day - Oct)**
- e) Performance - **Matilda**
- f) Community Council
- f) 1 second a day and photography stories
- f) The Year Ahead for Families & introducing new Head Girls & Boys = Google family review - Sponsored Read
- g) Film Sharing Events
- h) G&Gf Shared Days: Y5 & Y6
- i) Film Crew - History films
- j) Christmas Events: Singing in the Community, Nativity, Songs, **A Christmas Carol**

SMSC: **The Year of Magic, Mystery & Miracles - Making Stories!** We Act with **Good Chance** - Project 1 & Magical Mystery Tour - songs

Spring Term

Greenside Film Factory

- a) Student Leadership x3 projects (Questions) + We Act with **Good Chance (> Arts charity day - February)**
- b) Community Council
- c) 1 Minute Stories - Radio & Ted Talks (spring 1 - throughout the half term)
- d) Dance Festival (spring 1 - Feb)
- e) International Women's Day (March)
- f) World Book Day - Arts Event - Songwriting & Illustrations (March)
- g) G&Gf Shared Days: Y3&Y4
- h) Film Crew - The Greenside Exhibition 2023

SMSC: **The Year of Magic, Mystery & Miracles - Making Stories!** We Act with **Good Chance** - Project 2 & Magical Mystery Tour - songs

Summer Term

Greenside Film Factory

- a) Student Leadership x3 projects (Questions) + We Act with **Good Chance (> Sports charity day - June)**
- b) Community Council
- c) G&Gf Arts Events Day (3rd July)
- d) Shared Day: EYFS & Y1&Y2
- e) Sports Day
- f) Student Animated Film
- g) Y6 Events: Residential, Garden Party, Leaver's Play, Graduation
- h) Reception & Y2 Graduations
- i) Film Crew - Music Celebration: **Perfect Day**
- j) Performance - **Mary Poppins**

SMSC: **The Year of Magic, Mystery & Miracles - Making Stories!** We Act with **Good Chance** - Project 3 & Magical Mystery Tour - songs

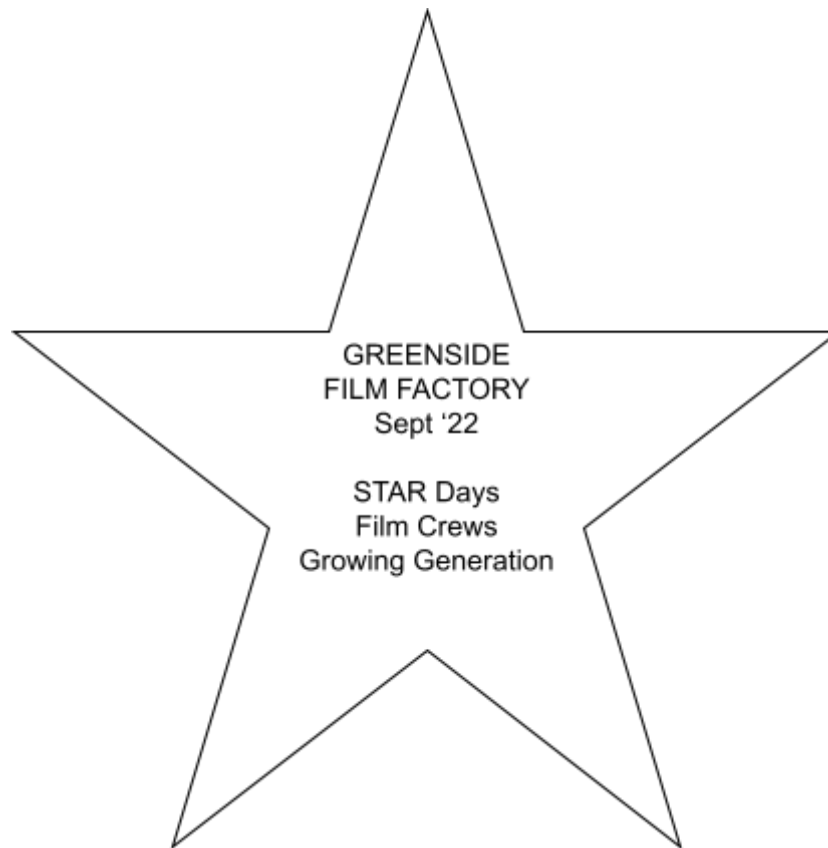
Improvement Cycle, IRDs, Checking, SSE – Experiential Learning Cycle, World Ready & Test Ready – World Thinking.

GREENSIDE FILM FACTORY
World Ready & Test Ready (through the Power of the Arts & Film)
'Breaking Boundaries – Flip the Learning'
Greenside – A Curious & Inspirational Space of Experiential Learning and Leadership
Film Factory – Learning is Everything, Everything is Learning

1. Vision & Philosophy

5. Breaking Boundaries:
Our Curriculum plan
'Flip the Learning'

2. Our Greenside
Students



4. Local & National Context - GGL & TEF

3. Greenside Context
Lessons learnt, priorities, developments & challenge

We aim to 'live' our vision statement every day: Inspire, Challenge, Nurture.

At Greenside we believe students learn best when they are challenged, stimulated and engaged. We believe students learn best through a holistic curriculum when skills and knowledge are intrinsically and explicitly linked, learning is contextualized and also applied.

Our **Breaking Boundaries** Learning Model aims to enhance the range of learning opportunities, the depth of learning opportunities and the challenge we offer all students.

We aim to explore 'The Power of Film' to support learning and ensure all students make excellent progress and meet age related expectations at the very least. All our students will be 'World Ready and Test Ready' through a Film and Arts education. SMSC and Student Leadership sit at the heart of our curriculum model.

We believe in the concept of lifelong learning and the idea that both students and adults learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be creative and enjoyable. Through our teaching we equip our students with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help students to lead happy and rewarding lives at Greenside and beyond.

In 2022-2023 we will continue to refine our Learning Model to inspire students, raise expectations and aspirations and support success in World Ready and Test Ready ventures – working hard to close the gap between student achievements and progress for individuals and groups within our cohort.

GREENSIDE FILM FACTORY

Shared Vision

We aim to 'live' our vision statement every day: Inspire, Challenge, Nurture

At Greenside, we believe that high quality holistic and experiential teaching and learning:

- Is the single most important factor in raising the achievement of students, enabling them to progress and achieve their personal best
- Should lead to an enjoyment and engagement with learning
- Should help to develop confident, motivated, questioning, disciplined and independent learners
- Should promote positive, respectful and thoughtful attitudes towards all members of Greenside, the wider community, all cultures and the immediate and wider environment
- Should provide a safe, happy and vibrant work-place for students and staff
- Should be continually monitored, evaluated and shared across our Greenside community

Our **Greenside Growing Generation Programme** will be developed further in 2022-2023 to bring together all the strands that we believe help promote happy and successful students – across the GGL Federation this is our **Student Personal Development Programme** (see below)

We promote teaching that is:

- Holistic and experiential
- Linked to and promoting The Power of Film
- Informed by clear and challenging learning objectives
- Based on high expectations of students
- Premised on exciting independent learning and student leadership
- Inspiring and motivating
- Varied in style, approach and outcomes
- Highly focused with a fast pace
- Targeted and personalized to students' needs

We promote learning that is:

- Holistic and experiential
- Linked to and promoting The Power of Film
- Active and highly-motivated
- Purposeful
- Creative and imaginative
- Reflective
- Useful and meaningful
- Increasingly independent
- Linked to personal or group targets
- Based on a critical thinking/ World Thinking model

We promote positive behaviour management that is:

- Positive
- Solution-based
- Supporting resilience
- Based on mutual respect
- Consistent
- Fair
- Appropriate
- Supports learning
- Based on a model of Restorative Justice

GREENSIDE FILM FACTORY
World Ready & Test Ready
STAR Days & Film Crew Days - 2022-2023

1. English & Maths matched in every way. 111 to GDS
2. English - Publishing, Words & Ideas
3. Maths - Mahara's Maths Revolution - Year 3
4. STEAM - Breaking Boundaries - Engage, Articulate & Apply, knowledge, skills & understanding
5. Spelling Bee/ Spellodrome, Handwriting, Mathletics, TT Rock-Stars, Numbots
6. Google World - Year of Chaning Places
7. Technological Revolution - Radio and podcasts
8. ArtsMark - Performances, Poetry SLAM and curating our Festival
9. Greenside Rewilding
9. Liniking World Ready & Test Ready - Ethics, Philosophy & Politics - Going Places
10. Home Learning Programmes - PP to GDS

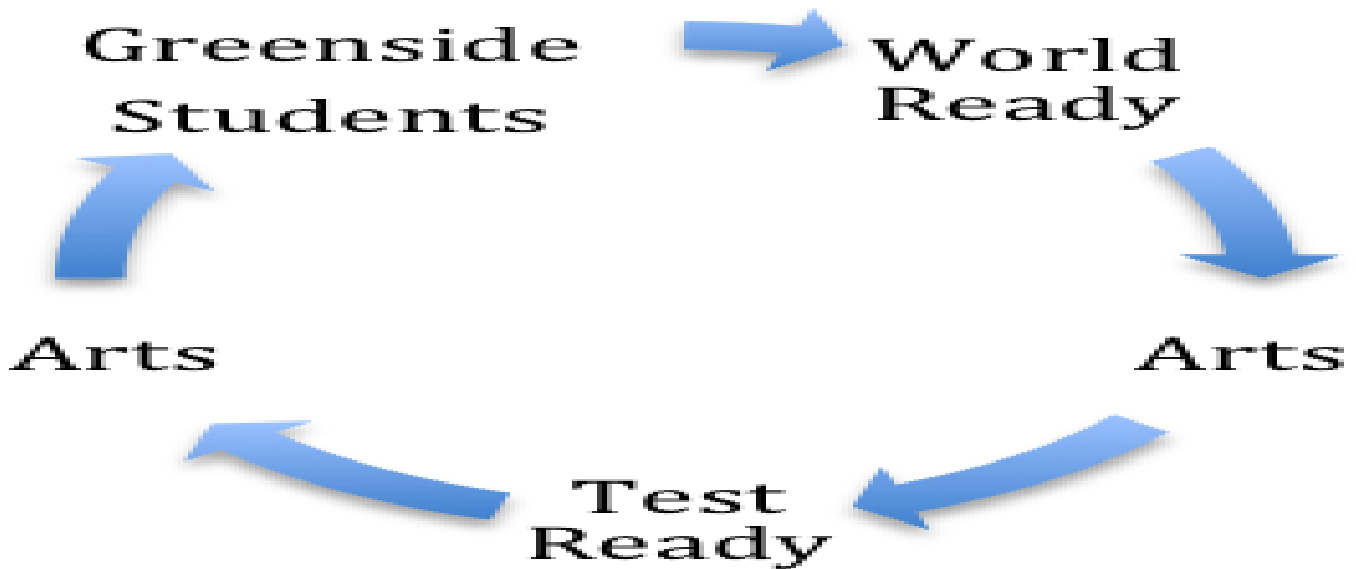
GREENSIDE FILM FACTORY
World Ready & Test Ready
Greenside Growing Generation - 2022-2023

1. After School Provision
2. Arts Mark Award - Performances, LAMDA
3. Attendance
4. Behaviour - Inclusion/ RJ
5. Breakfast Club
6. Case Studies
7. CiN and CP
8. Charity - **Good Chance**
9. Clubs – 8.00am, Lunch & 3.30pm: Choir, Chess, Spelling Bee, Sports, Science, Art
10. Community Links & Projects
11. EHC Plans
12. E-safety
13. Ethics, Politics & Philosophy
14. Food Experience
15. GGL & TEF
16. Green Programme
17. Parent/ Carer Workshops & Forum > New Comminuty Council
18. Personal Development - Nature Programme
19. PE & Sports + Grant - competition
20. PSA
21. Pupil Premium Grant
22. SENCo plan & SEND Intervention Programmes - No 111, access to GDS
23. Student Leadership - - Students as Teachers - Ideas x3, Digital Badges, Vivas. Head Girls & Boys
24. SMSC & Board
25. Specialisms - Our Awards & Vivas - Digital Badges, Star Badges.
26. Trips & Visits



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1. World Ready

Vision

Being 'World Ready' encourages our teachers and support staff to look beyond the National Curriculum and Into The Film Factory Learning Model to recognize skills that students should develop in order to become well-rounded, confident citizens of the world.

We believe that our students should be able to apply a range of 'life skills' to a range of different experiences, beyond primary and secondary education. The students that we are now teaching are a generation whose career paths may not yet be clear; it is likely that their jobs have not been created due to growing technology and evolving industries and it will be necessary for our students to know how to transfer a range of skills in different workplaces.

This is the reason behind implementing a World Ready Assessment Program; to ensure that we are empowering our students to access, develop and effectively use a range of skills that will allow them to perform well not only during primary and secondary school, but onwards into their futures.

Concepts & Skills

We have 3 key concepts: Academic Learning, Student Personal Development (Greenside Growing Generation) and SMSC (this included the new guidance on RHE)

There are also 5 key 'World Ready' skills that we will focus on:

- Independence
- Organisation
- Resilience
- Reflection
- Team Work

Under these headings, teachers will provide opportunities throughout the week (with a greater emphasis on Film Crew days) to allow students to explore the many aspects of these skills. Teachers can refer to the following ideas and further ideas will be discussed through staff meetings and CPD sessions throughout the year.

In addition to this, teachers will encourage students' holistic Learning Experiences by identifying opportunities to explore and celebrate our 3 key concepts: Abilities as Academic Learners, Students' personal development & wellbeing and how they embed the values and concepts of SMSC within their day-to-day Greenside & community life.

Practice and Assessment

Students will use a range of recording and reflection resources throughout the Academic year to create a World Ready Portfolio. Staff also assess these skills formally throughout the year.

Reflection Tasks and Assessment

In Autumn 1 students will use World Ready Reflection tasks, which will be used each Thursday afternoon during Film Crew sessions to reflect on their use of the skills targeted for that day. Class teachers will discuss the 8 World Ready skills and highlight ways that students may have accessed and worked on these skills in the past week. Students will then spend time making notes about their work and development of these skills within the book. Teachers work to develop student's understanding of these skills and concepts throughout the year, and will use these sessions to highlight this. Film Group leaders will assess students against the 8 core World Ready skills using the 1/2/3 approach at the end of Autumn 1. Class teachers can then look at these and make changes after discussion with Film Leaders/LG members.

iPad Devices

Throughout the week students can take photos and make notes within Google Docs in their Google Drive about any World Ready skills that they recognize themselves using and developing. These will later be used to help them reflect during Thursday sessions, and will be developed into an online portfolio later in the academic year using Google Classroom so class teachers can also access their reflections to support their assessments.

SMSC - World News

Having an understanding and awareness of local, national and international world news links to our World Ready program as this allows students to become informed citizens who are able to comment on current issues, link them to past stories/events and be able to form an opinion. Students will be engaged in world news on a weekly basis as part of the SMSC provision. Students will explore various elements of the Social, Moral, Spiritual and Cultural aspects of various news stories by watching BBC's Newsround, and will then discuss, debate, explore and connect stories. As appropriate the Executive Head and Head of School will send focus stories to class teachers so that there is a common discussion running throughout Greenside. Reflection work will be recorded in a Greenside SMSC book for the year, and news-related tests and assessments will sometimes appear in General Knowledge quizzes and end of year Viva Voces.

Evidence will be captured, collated and led by Y6 Student Leaders with Student Voice members of other year groups in an SMSC Black Book.

Active Citizens

All students will take part in the Free the Children's 'We Act' local and/or international action programs over the course of the academic year. As part of the Friday specialisms sessions, students will take part in a campaign that is selected, designed and implemented by their student group. Teaching staff and external Free the Children leaders will guide students as they become compassionate leaders and active citizens for issues that matter most to them both locally and internationally. The 'We Act' program encourages students to focus on the 'we rather than me' and therefore allows students to gain diverse skills, come together in active citizenship and create change. By engaging with the community, students will develop their understanding of real-world issues, teamwork, and the power that comes with working together to have an impact. Students will complete a record log of their work during the half terms that they complete a local or global action. This will become part of their World Ready portfolio.

Greenside Specialisms Award Scheme.

Our Greenside Specialism Award Scheme is a programme that engages our students with purposeful learning experiences set within the context of our World Ready programme.

- These sessions take the form of a 6 week 'course' and aim to provide in depth sessions.
- Small vertical learning groups of students from Y1 – Y5
- World Ready skills are key
- There are two groups in each Specialism

- Short courses written by staff with paired groups sharing planning
- Sessions must be focused around big questions and big experiences. What skills do you want students to learn? These should be engaging and active sessions.
- The final session will be focused around application, celebration and reflection.
- Staff to create a booklet for each week – these will be kept by staff then filed in green folders at the end of each half term.
- All students do all 6 short courses over the year
- Students will be grouped and remain in these groups as they rotate each course over the year
- These build towards our award system and students receive a Bronze Award for each course they complete

- Y6 will be taking part in a separate STEM for Life session
- Completion of all 6 courses links into rewards for the Specialism Awards Scheme and each student will receive a digital badge for the completion of each course.

Tutorials & Appraisal

Small groups of students will be assigned a key-worker who will meet with them at the end of each half term to discuss and review how students are progressing with their World Ready skills. This will be an opportunity for students to recognize and discuss strengths and areas for development, and set goals to make further progress in the next half term. Teachers make World Ready assessments each term.

GREENSIDE FILM FACTORY World Ready Skills 2022 - 2023				
The Fab Five!				
Independence	Organization	Resilience	Reflection	Team Work
<ul style="list-style-type: none"> • Good listening skills • Following instructions • Working without distraction • Knowing what to do when stuck or finished 	<ul style="list-style-type: none"> • Knowing what you need to do • Knowing how to achieve it • Being ready for learning e.g. have the resources etc you need • Managing your time/ meeting deadlines 	<ul style="list-style-type: none"> • Not giving up • Seeing errors as part of learning • Regulating your own behaviour • Reengaging quickly 	<ul style="list-style-type: none"> • Listening to & acting on feedback. • Critically thinking about the quality of your work and areas for development. • Considering how your learning behaviours contribute to your success or impact others. • Questioning assumptions and stereotypes. 	<ul style="list-style-type: none"> • Working positively with others • Compromising • Being inclusive • Resolving conflict
Gaining Greenside Digital badges & STAR awards (with a viva!) for recognition of World Ready & Test Ready achievements.				



GREENSIDE Film Factory
Breaking Boundaries – Flip the Learning!



Greenside – An Inspirational Space of Experiential Learning
Learning is Everything, Everything is Learning!

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Test Ready

1. At Greenside we will be basing our test ready assessments on the students' progress towards the National Curriculum 2014 end of year age related expectations.
2. The main purpose of assessment is to ensure that students are progressing towards completion of the objectives for their age phase. Therefore, using the end of year expectations as their continual benchmark from the start is crucial to ensure staff are able to target appropriate skills through gaps analysis and consider early focus work and intervention where students are not on track to achieve all statements. The minimum (expected rate of progress and achievement) is 'age related' / 'expected' (ARE or 2) and a significant number of students at Greenside will be striving to attain 'exceeding' (GDS or 3).

All our marking, feedback, dialogues, assessments and tests should help students to improve their understanding of how to become more 'World Ready' and 'Test Ready'.

3. At Greenside it is key to the Learning Experiences that students have a wide range of opportunities and significant time to acquire skills, gain knowledge and then apply these to real life scenarios within a holistic experiential Learning Model. We are ensuring breadth & depth and a rich range of experiences.
4. Assessment must be accurate and provide a positive view of a student's learning, progress and attainment.
5. Always consider the reason/ purpose, impact and consequences of any kind of assessment.
6. Questioning is key for us. Our students are curious, critical thinkers and leaders.
7. Types of tests & assessments
 - a) The main focus of our work will take place in the day-to-day assessments and tests teachers make as they continually assess students using a range of different methods for different purposes to ensure new learning, application of learning and matching strengths & gaps.
 - b) We will continue with our Data Capture occasions when we will make judgments based on agreed defined tests and assessments to moderate and support teacher judgments being made in classrooms.
 - c) Students will be working towards the end of KS1 and KS2 National Tests. These will test age related criteria within the NC. We will need to ensure students are also 'test ready' in terms of the language of tests, working to time, working under pressure, independence etc. and the skills of taking a test more generally. This will require appropriate practice over the years.
8. Drawing upon our enormous experience of levelling we will continue to build our expertise of assessing students using a 1, 2, 3 system (using + and -) to indicate below, at or above age related expectations at any point in time.
9. At Greenside we will be giving students access to the curriculum beyond their age range and so judgments can be made against higher age related expectations.
10. Good progress will show students on track to meet age related expectations throughout the year. Outstanding progress will show students are beyond this point.
11. During the year we need to ensure students are always on track to meet the end of year age related expectations. We will be assessing, testing and checking.
12. If students are on track to meet age related and meet them they should be ready to attain National expectations in the National tests.

13. For Reading, Writing, GPS and Maths we will be preparing students to reach, at least, age related expectations in each year group.

14. Drawing on the wealth of knowledge across the GGL Federation we will utilise this link to conduct shared moderations, collate a database of comparative exemplars, share resources and explore different assessment approaches.

The key documents to support judgments and ensure students achieve the appropriate coverage in Reading, Writing, GPS and Maths will be:

- a) National Curriculum Document
- b) KS1 Reading, GPS and Maths Test/Teacher Assessment Frameworks
- c) KS2 Reading, GPS and Maths Test/Teacher Assessment Frameworks
- d) English Curriculum Assessment Grid (CAG)
- e) Maths Curriculum Assessment Grid (CAG)

14. It is essential that planning and assessment also reflect the changes to the 2016 National tests (to be continued in the 2018 Interim frameworks)

15. KS1 National Tests - These returned in 2022.

a) Phonics Screening Check remains

b) Reading Test Framework – document

There are 2 parts to the test - Reading paper 1 and Reading Paper 2

- 1) = Integrated reading & answer booklet, 20 marks (approx. 30 minutes)
- 2) = Reading booklet with separate answer booklet. 20 marks (approx. 40 minutes)

They must be done in 1) 2) order. Approximately 70 minutes in total.

c) GPS Test Framework – document

Do check the Framework carefully for differences in spoken & written language.

- 1) Paper 1 - Spelling Test, 20 marks, (approx. 15 minutes)
- 2) Paper 2 - GP & vocabulary, 20 marks (approx. 20 minutes)

d) Maths Test Framework – document

There are 2 Test papers

- 1) Arithmetic paper, 25 marks (approx. 20 minutes)
- 2) Reasoning & problem solving questions, 35 marks (approx. 35 minutes)

Overall total = 60 marks – recommended time approx. 55 minutes. No calculators

Raw scores will be converted into a scaled score.

Students will also receive an overall result indicating whether they have met expected standards.

16. KS2 National Tests

In 2020 Y4 students were the 1st cohort to take a statutory Maths Multiplication on-line National Check.

KS2 – Test Materials are available.

Tests will take place during May 2023.

There will be no teacher assessments for Reading or Maths.

Tests and assessments will reflect the 2014 National Curriculum and will be reported as a scaled score.

Students' results will be reported as scaled scores with national lessons learnt from 2022. The expected standard will be a score of 100, and scores of above and below 100 will show students exceeding and failing to meet the expected standard.

KS2 English

a) Reading Test Framework – document

Reading Paper – Reading booklet and separate answer booklet, a selection of texts,

1 hour – 50 marks, no scale conversion tables are included.

- The focus is on a mixture of fiction and non-fiction texts that are unrelated. There will be 3 texts that will get progressively difficult. This will also be assessed through on-going Reading Tree Group sessions. Here is a breakdown of the assessment focuses for the 2018 testing.

b) GPS Test Framework – document

GPS Paper 1 – questions (sample) 50 marks, no conversion tables are included (45 minutes)

GPS Paper 2 – spelling (sample) 20 spellings, 20 marks, (approx. 15 minutes)

KS2 Maths

c) Maths Test Framework – document

In the KS2 Maths test framework, for example, the document explains that the cognitive domain aims to make explicit the thinking skills and intellectual processes required for the test.

Each question in the test will be rated on a scale of 1 to 4, according to how much it expects of students in each of these 'strands':

- Depth of understanding
- Computational complexity
- Spatial reasoning and data interpretation
- Response strategy
- **Maths:** No mental Maths test. We will continue to provide students with mental Maths experiences, as it is a vital element for fluency and speed. No calculators.
- **Paper 1 (30 mins):** Arithmetic paper - Questions will be context free. They will assess the students' fluency in the Number & Place Value, Calculations and Fractions sections of the new national curriculum.
- **Paper 2 & 3 (40 mins each):** Reasoning paper – Questions will be a mix of contextualized and context-free questions, real life and abstract problems. They will assess students' ability to apply Maths to problems and reason.

d) Science

There were KS2 Science Sampling Tests from 2022.

The Power of Questions.

In 2022-2023 we will build upon our questioning work from the last academic year – developing and using a wide range of opportunities to use deep and rich questions. We are developing our learning through the idea of World Thinking: Big, Critical, Curious Questions.

Ensure you are referencing our Experiential Learning Cycle in your questioning.

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KS2 Tests – research based on Bloom's Taxonomy as:

- Remembering: knowing facts such as the date of the battle of Hastings
- Understanding: when you can explain these facts and talk about a subject
- Applying: using skills learnt in everyday life. For example, using mental arithmetic in the supermarket
- Analyzing: pulling ideas apart to see how they work. For example, why do so many fairy stories have three brothers? Are there any with two?
- Evaluating: judging the usefulness of our learning and estimating our own success. For example, I learnt from my mistakes in a Maths lesson
- Creating: when we take all our learning and skills and use it to make something new. For example, a poem, story, computer code or a new game in the playground

Techniques to include in questioning:

1. Open questioning where it is not possible to give a 'yes' or a 'no' answer so that students have to think carefully about their answer. "What would have happened if"? "How could you find out more"? "Where else is that likely to happen"?
2. Try not to use the word 'why' it is judgmental and suggests that the teacher knows better and the student is wrong, it is nearly always possible to find another open beginning to change a why into a 'what', a 'how' or 'when'. "Why did you do it that way?" could be changed to "What was your reason for choosing that method?"
3. Find a way to feedback that allows the student to find their own solution or suggest their own ways to improve. What would you do differently next time? What do you think would improve this piece of work? Read it out loud, how does it sound to you?
4. Ensure that all students know what they are learning and why they are undertaking the task or activity.
5. Create opportunities for students to work together in pairs to share their own understanding of the lesson or topic objectives
6. When introducing theme ask students to think about where else they may have been working on something similar, help them to make connections with other subjects and skills such as a English, Maths or World Ready skill they have used elsewhere
7. Create opportunities for peer assessment where students can learn more by helping each other to learn through shared learning activities and by assessing each others work
8. Involve all students in the learning by asking them to pose a question about their learning that they can ask the teacher or another student in the class
9. Allow students to have some thinking time to come up with answers to questions from the teacher either in pairs or in groups
10. Challenge students to use connectives such as but, therefore, however or alternatively to extend their thinking and help them to think beyond what they are being told
11. Ensure students reflect on how they have learnt a topic or aspect of a subject and not just what they have

learnt. For instance, "Today I learnt about the parts of a flower" is **what** they have learnt, "Today I learnt about the parts of a flower by working with a partner and working out together which labels to put on the different parts of the flower, we shared ideas, we found the information from a book and looked it up on the internet" is **how** they have learnt

12. Allow students to focus on the mistakes they have made and what they could do next time to make sure they don't make the same mistake again. "What went well but what would you change next time to make sure that the paragraph is easier to read"?
13. Always start with a positive and use the positive to allow the student to consider how they might use that skill or achievement to build on where they need to do to improve
14. Consider carefully the barriers that exist that might stop students from learning such as difficulty in comprehending text in a Science textbook written for the subject and not to the reading age of the student or lack of concentration due to circumstances beyond life at Greenside
15. Create highly effective opportunities for students to work together in groups. All too often when groups are created students do not have a good understanding of how to work effectively as a group. Students need to be encouraged by the teacher to focus on the reason for the group, the dynamics of the group in relation to who is doing what, what will happen if all parts of the group are not working in synergy and what the expected outcomes are from the group activity
16. Learn the power of the pause. Sometimes students need time to think before they answer, they may prefer time to discuss their answers with a partner before they give their answer to the teacher
17. Don't answer the question before the student has had a chance to have a go, research suggests that teachers often answer the question before the student has had any time to frame a response
18. Link the approach to learning of a particular subject to the individual student's own experience, interests or hobbies, this will help when trying to find deeper questions to help with extension work or reinforcing certain concepts
19. Give students opportunities to problem solve by asking them questions such as "What would happen if?" "How would you respond if?" "What would you do in that situation?"
20. Provide students with questions in the lesson to take away from the lesson and apply in different contexts
21. Use models such as KWL to organize research K = knowledge; what do I know already? W = What; what do I need to find out? L = Learnt; what have I learnt or QUADS Q = questions, A = answers D = details S = source
22. Find the right questioning technique to extend the learning and stretch the student to go that extra mile such as, "How can you develop this piece of work further?" "What other ways might you justify your answer?" "What conclusions can you draw from your analysis"?
23. Use opportunities for indirect questioning where the use of an image or an object can evoke discussions at the start of a topic or as part of an extension to learning such as a piece of art that depicts a particular event in history, the different images on the front of a novel over time and how they depict changing thinking about the content of the book
24. Create opportunities for students to create a reflective journal that helps them to record their learning in each lesson both the knowledge and the skill. This can be used by teachers, support staff, parents/ carers and peers to engage in really effective learning conversations about the learning that has taken place over a given period of time and give students an opportunity to see connections in their learning, understand more fully the skills that they are developing that enable them to learn and feel more confident about how they will learn in future lessons.

GREENSIDE FILM FACTORY

3. LEAF - Learning Evidence, Assessment & Feedback

Planning and Assessment Guidance

Well thought out planning is essential to good and outstanding teaching and cannot be carried out effectively without the precursor of assessment. The quality of planning & assessment will impact on Teaching and the Learning, achievement, attainment and progress of students. Our key question:

What do we want students to learn? How? Why?

From September 2014 all planning became 'live' and shared on-line.

The main purpose of these plans is to support Teachers in their planning & assessment.

The process of planning and assessment should inform T&L to ensure teachers are planning for accelerating student progress. They should track the monitoring of student progress and show how teachers are breaking down barriers to learning and narrowing the achievement & attainment gap to ensure at least expected levels of progress for every student. Planning should evidence a Greenside approach, including consistency between classes & progress across each year group as we evidence a learning journey from Nursery to the end of Y6.

Planning Expectations:

- Long term planning completed before the start of the Autumn term
- Medium term planning for all areas of learning to be completed before the start of each half term
- Short term planning (weekly and daily) is via Flips and these are annotated as the week progresses and saved in allocated folders on Google-Drive
- Session plans are expected for lesson observations and will also be expected from under-performing teachers
- Opportunities for assessment should regularly be a feature of planning
- Maths planning will be informed by the Maths 10 Point Vision (See Appendix 1)

Online Planning Expectations:

- STAR Days: medium term plans at beginning of half term plus daily flipcharts
- Daily flipcharts will include the learning objective (KS2) or WALT (EYFS/KS1), plenary/reflection questions, success criteria (KS2) or WILF (EYFS/KS1) and a range of interactive activities.
- We plan our lessons with clear learning objectives referencing the National Curriculum 2014 and the Early Years Foundation Stage Curriculum 2012.
- Our medium and short-term lesson plans contain detailed information about the learning objectives, teaching activities and tasks to be set.
- When planning work for students with special educational needs we give due regard to information and targets contained in the student's education plans (as appropriate).
- We ensure that all tasks and activities that the students do are safe. When we plan to take students off site, we first inform parents/ carers and obtain their permission. In doing so, we follow the LA guidance on Off-Site visits.

We have high expectations of all students, and we believe that the vast majority of their work is of the highest possible standard.

LEAF
(Learning Experiences, Assessment and Feedback)

Assessment & feedback includes marking.
Learning is Everything, Everything is Learning
Flip the learning and the Feedback

Why?

- To impact positively on progress
- To motivate our students
- To help us understand learning or gaps
- We can see an opportunity to move learning on by:
 - Addressing a misunderstanding or misconception
 - Reinforcing a skill or key piece of information
 - Extending our students' understanding or ability to do something

When?

As part of the learning experience and as soon as possible after the learning experience to provide an opportunity to revisit or act upon marking whilst it is still relevant.

How?

Written 'in depth', learning conversations, modelled / worked examples, quick comments, a question that requires thought and a response, peer review, self review, Individual tutorial, carousels, ipad spoken comments, home learning, tests.

The assessments made across our Learning Model day-to-day give the most important indicators of student progress, learning and gaps to be addressed. We are looking for rich and varied assignments and opportunities allowing students to explore in depth and evidenced across a breadth of evidence.

Assessment Methods	Teaching Methods	Evidenced by
Observation Discussion about work in progress Questioning to prompt new thinking Feedback to: <ul style="list-style-type: none"> • specify attainment • identify difficulties • specify improvement • construct achievement • construct a shared way forward • identify targets 	Sharing learning intentions Questioning Modeling Scaffolding Demonstrating Explaining Differentiation Exemplification of standards Shared success criteria for next step Shared involvement in and construction of activity Guided tasks Independent working Collaborative working and partnerships Rich descriptions of learning Qualitative recording Routines for student self evaluation	Reflection Drafting Revisiting Revising Exploration Editing Interaction and collaboration Talk Students designing own tasks Students' self evaluation Students' improved self- esteem

Implications for teaching

Teachers will:

- Provide a periodic summary through teacher assessment and tests
- Identify gaps in students' knowledge and understanding
- Identify weaknesses in the taught curriculum and in specific areas of learning through analysis of performance to guide future planning
- Implement strategies to accelerate progress to meet local and national expectations (closing the gap) ensuring at least Age Related Expectations
- Mark and measure against scores and new national expectations in 2016.

Impact on learning and the learner

The student will:

- Be able to gauge own performance in comparison to others and against previous performance
- Be able to measure own performance against externally agreed criteria and standards
- Have a measure of performance at specific milestones in life
- Know what standards and expectations are required

Role of Leaders

Leaders will:

- Ensure responsibilities are clear in relation to assessment so that there is compliance with curriculum requirements and with statutory assessment arrangements
- Monitor the delivered curriculum
- Provide, use & analyze data to promote public scrutiny, enable external accountability & raise attainment
- Involve governors in their accountability role
- Keep parents/carers informed and involved
- Use assessment information to inform the SiP and identify learning and CPD needs
- Monitor the impact of the planned curriculum and compare performance across different subjects
- Analyze data to identify groups at risk and to focus intervention on underachieving groups

GREENSIDE FILM FACTORY
Marking for Improvement through LEAF

In 2022-2023 we will continue to trial new, different & innovative ways of marking and giving feedback to secure even more effective methods. This will involve teachers & students in different year groups and include creative and innovative methods and use of ICT.

The purpose of effective marking is to:

- To positively impact on progress
- To motivate our students
- To help us understand learning or gaps
- Provide a tool for teacher assessment
- Help teachers evaluate teaching and inform future planning and next steps in learning
- Help parents/ carers to understand the strengths and areas to develop in their daughter/ son's work

Depending on the age of the student, teachers should always endeavour to provide verbal feedback. Verbal feedback is an extremely powerful means for teachers and support staff to model how to evaluate and reflect. For significant pieces of work, when teachers are mainly giving verbal feedback (e.g. in Reception class) they must also add footnotes to students' written work. These footnotes must include an improvement target or 'next step'. In all cases teachers need to be aware of their own handwriting and presentation – many students simply cannot read their teacher's writing!

Basic Marking Expectations Across the Curriculum:

The learning objective and date will be at the top of all pieces of work.

Basic marking will:

- Be done using a green pen
- Be positive, highlighting things students have done so they know to repeat these things again
- Give students specific praise for the success of their work, showing it is valued
- Include verbal feedback during/after the lesson
- Make use of the Marking Key (Appendix C)
- Relate to learning objectives and success criteria for each lesson
- Show consistent codes and procedures throughout Greenside
- Only sometimes include comments at the end, but teachers will take the opportunity to comment on spellings, grammar, presentation, layout, number/letter formation etc.
- Show when a student has achieved a target set and this must be acknowledged
- Show the use of self and peer-assessment/markings

Effective Marking of Writing:

1. Marking is directly linked to the success criteria in the first instance.
2. Marking keys are used to focus on positive aspects of work as well as help students to identify errors.
3. As a way of 'moving students on', marking should be a combination of symbols from the Marking Key alongside comments, or modelled examples to support the students' area for improvement.
4. Comments should be a combination of questions and statements.
5. On 'significant' pieces of work, there will be comments and questions at various points in the margin, to show an engagement with the text, not just at the end.
6. Time and space should be given for student response to comments. A simple tick should be given to show the response has been seen. Read & Respond time: This is an opportunity for students to read class teacher comments and questions and respond thus developing a strong learning conversation within the books. Read & Respond time should be planned into the beginning of sessions and discussions will take place about the quality and content of responses from students.
7. Shorter tasks will have 'light touch' marking to acknowledge it has been seen.
8. Written targets are set by teachers, when the teacher is fairly certain the student can achieve them

Effective Marking of Maths

1. Be immediate as often as possible, where a conversation with the student takes place.
2. Incorrect answers should be circled. Corrected answers should then be ticked.
3. Any errors in the working out should be circled so the student knows where they went wrong.
4. If there is a fault in the method, the correct method should be written in the book next to the original working out. This allows the student to see the steps taken in order to arrive at the correct answer.

5. If it is obvious the student has misread or misunderstood something in the question, underline the key words.
6. Any comments given must relate to the success criteria or any of the above.
7. Questions may sometimes be asked in terms of a challenge. This would be expected typically of someone whose book rarely has any reworking out. If the student is always getting it right, are they being challenged enough?
8. Peer assessment is vital as it helps to check the mathematical process and builds on their skills to spot mistakes.
9. Teachers check that students have responded to any questions and a tick acknowledges these. Students are expected to show evidence of these 'next steps' in their subsequent work.

Types of marking

Work and assignments will indicate the type of learning:

- Notes
- Worked examples
- Spider Diagrams
- Pair or group work
- Significant Piece

There is an expectation that Significant pieces produced in STAR day sessions each week will be marked in depth. Any of the other types of writing above may be marked to acknowledge the work with a tick and/ or teacher signature and occasionally with positive comments or targets – all opportunities to support next step learning with guidance should be exploited by the teacher.

All students can expect a piece of in depth/ significant marking each week.

There should also be evidence of feedback and learning conversations in Maths within STEM books each week.

These guidelines and expectations will vary according to age.

All marking should be personalized to the needs of students.

GREENSIDE FILM FACTORY
LEAF - Learning Evidence - Assessment & Feedback

English Books	STEAM Books	Greenside Film Factory Portfolios	I-Pads
Reading Tree	Maths in the Movies	Film Learning	Google Classroom
GPS/ Spellings/ Spelling Bees	Times Tables, Arithmetic, Messy Maths	Film Crews	Test Papers
Writing	Reasoning, problem solving, application	SMSC	Artifacts & pictures
Handwriting/ presentation	Mathletics	ICB	Student Google Drive
Writing for different reasons, audiences and purposes - content & presentation	Logic	Friday Specialisms	
Q&A Notes Spider diagrams Drafts > publishing Straight to final draft		Student Leadership	
Verbal feedback I-Pad feedback Written acknowledgement Picking up errors & misconceptions Targets and next steps > redrafting In-depth marking Test - gaps analysis Big Write	Presentation Shared language	Specialism Award	
Home Learning	Maths Concept Films		
Specialism Award & Badges	Vivas		Vivas

Marking Writing KS1

For Teachers:

The 'Support Needed' box will have one of the following written within it, to identify the level of dependency on adult support:

I = Independent MA = Minimal Assistance WS = With Support
WMS = With Maximum Support IR = Intervention Required

For Students:

You might find these on your writing:

^ missed word (insert on line above)

~~~~~ error (check margin for information)

You might find these in your margin:

p punctuation

sp spelling mistake


g grammar

T. (or CL) capital letter/full stop

// new paragraph


Other simple notes such as: choose a different word, repetition

At the end of a significant piece of marked work, you will find:

A comment about your work, and a target, with 'Next Step(s)' /  to help you improve your writing

Other symbols you might see on your page:

VF Verbal Feedback

 ? Does it make sense?



Interesting vocabulary/language



Time words



Describing words




Finger spaces

1, 2, 3... Order



Connectives

You will colour in your self-assessment at the end of each piece of work: 

Green I understood all of my work


Yellow/Orange I understood some of my work but need a little more help

Red I found this hard and will need some more help from my teachers

**Greenside Film Factory**  
**Key Stage 2 - Marking - Writing**

Marking and feedback is an absolutely crucial part of how we learn and improve. Your teacher will mark your learning & books and add feedback comments or questions that we expect you to respond to so that we can get an even better understanding of what you have learnt and what you need to help you improve.

Where am I? Where am I going? How am I going to get there?

|                                                                                   |                                       |
|-----------------------------------------------------------------------------------|---------------------------------------|
| ^                                                                                 | Missing word (insert on line / above) |
|  | Error (check margin for information)  |

**You might find these in your margin:**

|    |                                          |
|----|------------------------------------------|
| p  | Punctuation error                        |
| sp | Spelling error                           |
| g  | Grammatical error                        |
| CL | Capital Letter error (underline on text) |
| // | New Paragraph                            |

simple notes such as: unclear / check / re-read

**At the end of a significant piece of marked work, you will find:**

A comment about your work:

- Successes: **WWW** (What Went Well – linked to the success criteria, personal targets or age related expectations/ level descriptors)
- Target / Area for Improvement: **T / EBI** (Target / Even Better If – linked to missing elements of the success criteria or further suggestions for additional improvement from level descriptors.) Showing steps forward to make your writing better
- Ticks throughout the work to indicate positive points against your ‘success criteria’ or age related expectations/ level descriptor.
- Questions or further examples for you to complete followed by a star for you to record your answer.

Your work may also show that it was assessed & feedback was given verbally by your Teacher – V  
Or that you worked with your Teacher during the Learning Experience – T.



**Greenside Film Factory**  
**Key Stage 2 - Marking Maths**

Marking and feedback is an absolutely crucial part of how we learn and improve. Your teacher will mark your learning & books and add feedback comments or questions that we expect you to respond to so that we can get an even better understanding of what you have learnt and what you need to help you improve.

Where am I? Where am I going? How am I going to get there?

**You might find these on your text:**



Error (check margin for information)

Simple notes such as: unclear / check / re-read

**At the end of a significant piece of marked work, you will find:**

A comment about your work:

- Successes: **WWW** (What Went Well – linked to the success criteria, personal targets or level descriptors)
- Target / Area for Improvement: **T / EBI** (Target / Even Better If – linked to missing elements of the success criteria or further suggestions for additional improvement from level descriptors.) Showing steps forward to make your writing better
- Ticks throughout the work to indicate positive points against your ‘success criteria’ or level descriptor.
- Questions or further examples for you to complete followed by a star for you to record your answer.

Your work may also show that it was assessed & feedback was given verbally by your Teacher – V  
Or that you worked with your Teacher during the Learning Experience – T.

**GREENSIDE FILM FACTORY**  
**Key Maths Vocabulary for 2022 - 2023**

To help build the consistency across the whole of Greenside, it is important that we are using the same everyday language in our Maths lessons. Here are a few things we should all ensure we into lessons to help students make progress with their Maths. Please also see Maths Calculation Policy.

**General Approach**

Constantly asking students...

*'What is a reasonable answer?'*

*'What is your estimation?'*

*'Does your answer seem to be a reasonable response?'*

**Place Value**

Remind students that zero is very important, as it is a place holder.

We use a base 10 counting system – this means that once we have 10 of a certain value it is renamed as something else – Eg – 10 ones is known as one 10, 10 hundreds are known as 1 thousand etc. We use the terms 'Place value' and 'Face value' to distinguish the difference in what we are focusing on with a number.

Encourage students to verbally state numbers and provide opportunities to write in numerals and in words.

Decimal point – ensure that students understand the numerals following a decimal point have a value of less than one. They are called '*tenths*' because you need ten tenths to make a whole. They are called '*hundredths*' because you need a hundred hundredths to make a whole. Etc...

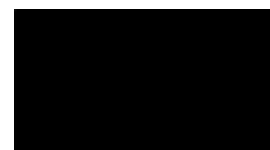
**Solving Algorithms**

When students are required to solve an addition, subtraction or multiplication problem, they often form misconceptions due to the language. Many students will be familiar with '**Exchanging**', however will have been taught many different ways of doing or phrasing this process (such as 'carrying' or 'borrowing' or 'put it at the top/bottom').

All Teachers should teach students the process of exchanging:

**Working Example:**

|   |   |    |
|---|---|----|
| 2 | 6 | 4  |
| + | 2 | 7  |
| 2 | 8 | 11 |



|   |   |   |
|---|---|---|
| 2 | 6 | 4 |
| + | 2 | 7 |
| 2 | 9 | 1 |

This approach applies partitioning skills learnt in EYFS and KS1.

## Peer and Self-Assessment

- Peer assessment must be managed carefully.
- Peer assessment is not for the purpose of ranking students
- Ask students to look at examples of other students' work that does and does not meet the success criteria
- Self-assessment needs time for students to reflect on their own work
- Students to be supported when self assessing as there is often a strong aversion to admit problems
- Students need time to learn how to self assess
- Students use the tick / highlight system to indicate how well they have undertaken a task in relation to the agreed success criteria (or 'WILF') This is particularly useful with both students and with parents/ carers during open evenings.

### **KS1 Self Assessment Smileys**

- In Y1 students are taught to associate these colours with their level of understanding and confidence in their work.
- Students who complete the task easily enough or with minimal assistance colour the self-assessment smiley in green, if they had some difficulties but are on the track to understanding the concept/skill then they colour it orange/yellow, and if they found it hard and think they need some extra work on the concept/skill then they colour it red.
- Students progress to reading their WILF in more detail in Y2, and colour their self-assessment smiley as indicated in the notes above, looking at the specific success criteria and assessing their work against it.

### **KS2 Self Assessment**

#### **Y3 & Y4**

At the end of each session, students are given time for self-assessment. They use the success criteria on the learning objective sheets stuck into their books to tick off what they have achieved and put a dot to indicate what they have not. In the box provided they write an observation of their learning journey: what they have learnt, how they have developed a skill, something that was of interest to them, what they would like to try again or learn more about. Time is spent to teach and develop this skill and students are expected to write extended self-assessment comments during the course of the week which allow for reflection and consolidation of their learning. Peer assessment forms an integral part of the learning experience. Students read each other's work and provide an assessment based on how that piece of work matches the success criteria. They then write a comment to share with their partner relating to things they felt were successful about the piece and areas for improvement. Peer assessment should be seen by students as an integral part of critical talk and positive learning.

#### **Y5 & Y6**

Students will record their self-assessment as "SA" and their peer assessments as "PA".

The class teacher will plan in a 10-15 minute slot at the end of each session for self-assessment / reflection. This time will include class discussions about the new learning that has taken place, misconceptions that have been corrected, aspects the students are unsure about, new questions that have arisen, links to other learning and next steps. These are all elements, along with reference to the success criteria that could be included in an SA/ PA.

Students can also record this information on the form of WWWs (What Went Well) and EBIs (Even Better If). This is also an opportunity to recap on what makes a strong / weak self-assessment.

Students will then be given time to write their SA/ PAs before sharing examples and discussing strengths and weaknesses.

We believe marking should provide constructive feedback to every student, focusing on success and improvement against learning objectives and success criteria. Marking should help students to become reflective learners and give them strategies to be able to improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and continuous, across each stage within Greenside, that informs and influences our planning and which enhances student's learning.

Teachers must build in periods of reflection and feedback/ dialogue for students to actively engage with teacher marking and respond accordingly. These occasions will increase as students move through Greenside. The responses from students will increase in range and sophistication.

### **Physical Education & Sports**

P.E. is the only subject that is concerned exclusively with the development of the 'physical' student. It involves the development of the physical skills, knowledge and understanding in games, dance, athletics, outdoor adventurous activities and swimming.

P.E has a high profile in Greenside and contributes to our aims and ethos through providing opportunities for developing independence, teamwork and raising self esteem. All students are expected to take part in the full range of activities appropriate to their abilities regardless of gender. Gender- typical attitudes are challenged.

Y1 – Y6 share the PE/ Sports Experience together as a whole community each Friday afternoon. Students have access to a range of sports across each key stage. They are encouraged to specialize in a key sport and to experience new sports each year. Classes learn together with an additional 'expert' at stations to ensure a range of skills and application.

### **Principles**

P.E. is important because:

- Physical activity can provide challenge and fulfillment throughout life;
- Good habits of exercise contribute to a healthy lifestyle;
- Knowledge and understanding of all areas of activity increases enjoyment as a spectator and contributes to cultural understanding;
- Regular exercise is important for physical growth, leading to a greater mechanical strength in bones and muscles and improving the cardiovascular system

Students also have opportunities for P.E. and sport enrichment and enhancement activities.

We also promote competitive sport for both individual students (e.g.; tennis and running) as well as for Greenside teams.

### **Computing and ICT**

We are developing a highly interactive approach to ICT using ipads to challenge the way students think, learn and communicate using 21<sup>st</sup> century technology. See ICT Plan for advice and guidance. The new computing curriculum means there is now a focus on students learning about computers, as well as how to use computers. The curriculum will be covered by all classes under three headings: Computer Science, Information Technology and Digital Literacy.

Computer science will essentially be taught through discrete units of work or through the Specialism Programme on Fridays and mainly targets the programming elements of the new curriculum. Students will learn how to write algorithms, debug programmes and use logical reasoning to predict outcomes of detailed algorithms. These will be completed through links to real world scenarios where possible.

Information technology covers the digital presentation of the student's work in a variety of creative formats and will therefore be integrated into all subjects. Our main tools for presenting work are: Book Creator, Explain Everything, iMovie, Puppet Pals, PowerPoint, Word, Excel, Adobe Voice, iMotion, Garage Band, Pic Collage. This provides a combination of formats on different hardware thus engaging the students in a wide range of experiences. This area will also develop our student's understanding of computer systems through learning to navigate our internal server and network of drives as well as cloud based systems through student Google Drive accounts. Students will share a range of their work using the Google Classroom as well as Greenside Youtube / Vimeo channels where appropriate and will share appropriate content via our school Twitter/ Instagram account.

Digital literacy ensures that all our students are responsible digital learners and users. This will provide them with the knowledge and understanding on how to use technology safely both at Greenside and in the wider world. Each term classes will have a specific digital literacy session and then digital literacy will be referenced on every occasion where technology is being used. Students will understand the wider use of technology in the real world, what information is safe to share online, how to report any concerns and have a clear understanding of what digital behaviour is responsible and irresponsible.

### **Home Learning**

Reception:

Spelling list (based on phonics phase), sound/ handwriting work + alternate English/ Maths skills sheet + levelled reading books with accompanying flashcards.

KS1:

Spelling list (based on phonics phase) + sentences, maths work based on the focus of the week + leveled reading scheme books. Y2 will get more test-style Maths questions in Spring term in the lead up to end of KS1 tests. Students will also be given Mathematics challenges to complete online at home for additional challenges.

KS2:

KS2 students will be given home spellings and timetable work followed by an English task. This will take different forms and could be reading, writing or GPS based. It will have a focus and purpose, linked to class work in some way and so therefore be meaningful to students. Students will also be given Mathematics challenges to complete online at home.

Y6 will be set maths each Monday, reading each Tuesday, GPS each Wednesday and spellings each Thursday.

Please Note in KS1 & KS2 Parents / carers who wish for extra homework for their daughter/ son should ask teachers for guidance. Teachers may give out extra homework based on weekly or noted gaps, and this will be discussed with parents/ carers and set at a personalized level. Families also have access to Mathematics, TT Rock Stars and Spellodrome for the student logins at home.

### **Handwriting**

Greenside uses the Jarman handwriting scheme and students are taught to add flicks to their letters from the first stages of learning how to write in Nursery. Students progress to cursive writing throughout Y1 and Y2. Teachers also adopt cursive/ joined handwriting so as to constantly model good practice.

Students in Nursery are taught common letter patterns, then the letters that are associated with each of these. They are also taught how to write the numbers correctly, and how to write their name. All letters are introduced through the phonics program. Students in Reception are taught the lower case letters much more explicitly, and move on to the most common capital letters. These are all revised in Y1. In Y1 students begin to join simple words, and from Y2 upwards students are taught to write all words in cursive. A forward slope is encouraged by using tram-line cards, however teachers recognize that students will begin to develop their own style of handwriting. From Reception upwards write in ruled workbooks and are taught to 'touch the line' to ensure their writing sits neatly on the line. Ascenders and descenders are also checked and corrected. Students in Reception through to Y3 have regular handwriting sessions using tram-lines and the CJ scheme.

### **Presentation**

All classrooms are equipped with the correct writing tools and we teach students how to take care of them. All students in Key Stage 2 use a pen. At Greenside, students use a blue ink/gel pen.

All work should start with the date (in words) on the top line starting at the margin.

The learning objective/title is written on the next line then leave two lines before starting the task.

Key Stage 1 students may write on every other line when working on draft pieces only. This is used mainly towards the end of Year 2 when students begin to learn about re-drafting and editing as they prepare for KS2. This is to allow ease of marking and to encourage the skills of editing e.g. correcting spellings, tense and other grammatical errors and inserting missed words. It should also allow space to correct handwriting errors such as ascenders and descenders.

Key Stage 2 students will publish significant pieces throughout the year for their writing portfolio. Editing and improvement will form part of the success criteria regularly so students understand the significance of this process in our real world writing. These pieces of work will also have more in-depth marking and that is what the extra space should be used for. Often these pieces of writing may be referred to as a 'first draft' and sometimes students may choose or be asked to rewrite a published second draft. This will not be always, but as appropriate.

Any work that is rewritten for display should be written on lined paper. This applies to KS1 and KS2.

If less than half a page has been used, students should leave 3 lines then rule off before starting the next task. If more than half a page has been used, start a new page.

As students progress through Greenside, particularly through Y5 and Y6, there needs to be some distinction, which sets them apart. Presentation should be seen, as any other area of learning and class teachers should use their judgment in Y5 and 6 as to who can show a more sophisticated level of progress in preparation for secondary school. Examples of this would be:

- Underlining dates and titles in a tidy manner
- Using own judgment to centralize titles rather than starting at the margin
- Making their own decisions on how to present depending on the task
- Developing their own style of handwriting

## **Display**

We aim to make our classrooms and corridors attractive learning environments. We change displays at least once each half term, to ensure that they reflect the Film Factory Learning Experiences. We ensure that all students have the opportunity to display their best work at some time during the year as well as displays relating to STAR Days.

We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the students.

### **Displays**

- Should be exciting, challenging and for a purpose
- Should be changed at least once each half term unless specific skills reference displays
- Should have titles, headings/ captions
  
- Should be backed using mint green backing paper and white border unless the material chosen is for artistic purpose and adds something to the display
- If newspaper is used, content and pictures will be checked beforehand
- Ensure all mounting is even and neat with approximately a 1cm border on all edges

### **Classroom Displays:**

- Will consist of a board for STAR Days and a Question Wall linked to the class film text
- STAR Day displays will be a combination of information to aid learning and students' work
- Provide examples of displays for student reference e.g. maths vocab, writing criteria, place value grids
- Classroom doors are used as an 'entry point' into the learning going on within the class and are decorated in a way that reflects the film.

### **Hall Displays:**

These will be decided by staff at the start of each term to inspire and reflect the Film Factory theme.

### **Corridor Displays:**

- Each class is allocated display boards in the corridors and hall
- Corridor displays should all reflect the Film Factory theme of the term
- Each board will have the same title (theme) with the year group underneath
- Student's work will be supported by headings and captions to explain what they did
- We understand that boards in communal areas are easily damaged. Please be responsible and 'fix' them quickly
- The main entrance to Greenside has an eye-catching display welcoming visitors to Greenside and reflects the Film Factory theme.
- The main entrance is equipped with a digital screen; this is used to showcase photographs of our learning journey and to celebrate our successes.
- The Greenside Arts Leader will work in conjunction with the Display Leader to research new display ideas and guide class teachers in the corridor displays each term.

## **The Role of the Trust**

Our link Trust Leaders determine, support, monitor and review the policy on World & Test Ready. In particular they:

- Support the use of appropriate teaching strategies by helping to allocate resources effectively
- Ensure that the Greenside buildings and premises are best used to support successful teaching and learning
- Monitor how effective teaching and learning strategies are in terms of raising student attainment through visits to Greenside;
- Ensure that staff CPD and Appraisal policies promote good quality teaching and learning
- Monitor the effectiveness of our teaching and learning policies through our self-review processes.

Our Greenside & Griffin colleagues, Progress Partner and Regional Director also play a key role in challenging and supporting our practice.

### **The Role of Parent/ carers**

We believe that parents/ carers have a fundamental role to play in helping students to learn.

We inform parents/ carers about what and how their students are learning by:

- Sending information to parents/ carers or posting on the Greenside web site, at the start of each half term in which we outline the curriculum that students will be studying during that half term;
- Sending annual reports to parent/ carers in which we explain the progress made by each student and indicate how the student can improve further;
- Explaining to parents/ carers how they can support their daughters/ sons with Home Learning.
- Suggesting, for example, regular shared reading with very young students, and support for older students with their projects and/or investigative work.
- Holding parent/ carers' Open evenings, which provide an opportunity to discuss progress students are making.

We believe that parents/ carers have the responsibility to support their students and Greenside in implementing key policies. We expect parents/ carers to:

- Ensure that their daughter/ son has the best attendance and punctuality record possible
- Ensure that their daughter/ son is equipped for learning with the correct uniform and PE kit
- Ensure that their daughter/ son is supported with homework activities, which consolidate learning
- Do their best to keep their daughter/ son is healthy and fit to attend Greenside every day
- Inform staff if there are matters at home that are likely to affect a students' performance or behaviour at Greenside
- Promote a positive attitude towards Greenside and learning in general
- Fulfill the requirements set out in the home/ school agreement.

### **Equality statement**

The Trust and Greenside staff are committed to providing the full range of opportunities for all students, regardless of gender, disability, ethnicity, social, cultural or religious background. All students have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

**GREENSIDE FILM FACTORY**  
**Mahara's Maths Revolution - 10 Point Vision!**  
**From September 2020**

|    |                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <p>10 Point Vision<br/>English &amp; Maths Matched in Every Way.</p> <p>Raising an equal profile:</p> <ul style="list-style-type: none"> <li>a) Film Immersion Days</li> <li>b) Film Crew Days - 1 per project</li> <li>c) Specialisms &amp; Awards - 1 per project if appropriate</li> <li>d) Profile around Greenside - displays</li> <li>e) Newsletter</li> </ul> | <p><a href="https://youtu.be/ytVneQUA5-c">https://youtu.be/ytVneQUA5-c</a><br/>Five Principles of Extraordinary Maths Teacher</p> <ol style="list-style-type: none"> <li>1. Start with a question</li> <li>2. Students need time to struggle</li> <li>3. You are not the answer key</li> <li>4. Say 'yes' to their ideas (not misconceptions!)</li> <li>5. Play! ('the highest form of research' - Einstein)</li> </ol> <p><a href="https://youtu.be/3icoSeGqQtY">https://youtu.be/3icoSeGqQtY</a><br/>How you can be good at Maths and other surprising facts about learning</p> |
| 1  | Calculation Policy                                                                                                                                                                                                                                                                                                                                                   | <p>Our guiding document<br/>A shared common language – used consistently and relentlessly</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 2  | CPD                                                                                                                                                                                                                                                                                                                                                                  | <p>Keeping it consistent across 8 years – CPD planned sessions at Staff &amp; Key Stage Meetings and beyond</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 3  | Fun in Maths<br>'5 Minute Learning Bank' & Maths Films                                                                                                                                                                                                                                                                                                               | <p>Mathletics, TT Rockstars, active learning/ games - '5 minute learning bank'<br/>Make Maths concept films /tutorials to support learning at Greenside &amp; home.<br/>STEM Ambassadors - students leading learning experiences</p>                                                                                                                                                                                                                                                                                                                                              |
| 4  | GDS                                                                                                                                                                                                                                                                                                                                                                  | <p>How? Evidence? What Learning Experiences are we offering?<br/>Deepening the experiences for students.<br/>NCTEM, White Rose, NRICH resources</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5  | Logic in Maths                                                                                                                                                                                                                                                                                                                                                       | <p>A shared vocabulary &amp; tools for approaching Maths through logic.<br/>Accessing Maths and finding a 'way in' to problems<br/>Questions, progression, pitch</p>                                                                                                                                                                                                                                                                                                                                                                                                              |
| 6  | Presentation of Maths                                                                                                                                                                                                                                                                                                                                                | <p>Perfect &amp; consistent!<br/>Supporting logical thinking, organisation &amp; progression</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| 7  | Test Ready                                                                                                                                                                                                                                                                                                                                                           | <p>Tracking students in their test performance – Year groups &amp; 111</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 8  | The Perfect Balance                                                                                                                                                                                                                                                                                                                                                  | <p>Fundamentals &amp; Fluency<br/>Arithmetic &amp; Tables<br/>Logic, Reasoning and Problem Solving<br/>Maths in the Movies, STEM (application)<br/>Games &amp; Mathletics<br/>Messy Maths</p>                                                                                                                                                                                                                                                                                                                                                                                     |
| 9  | Resources Rule!                                                                                                                                                                                                                                                                                                                                                      | <p>A range of resources used by all abilities effectively to support concrete &gt; visual &gt; abstract - progression</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 10 | Transition: Nursery, Y1, Y3 and Y5                                                                                                                                                                                                                                                                                                                                   | <p>Meeting the transition challenge</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |