

TEACHING, LEARNING AND ASSESSMENT

Caldmore Primary Academy is a learning community in which everybody wants to continuously improve, is expected to continuously improve and has a duty to help others to do so. There is a relentless pursuit by all staff to create a happy, respectful and purposeful learning environment. Our motto, *'Aspire, Believe, Achieve'*, is central to the inclusivity of the academy; there are strong, nurturing relationships between staff and pupils and an unswerving commitment to help all of our children fulfil their potential. All pupils, regardless of their starting points or backgrounds, are supported and challenged to be the very best that they can be. The combination of high expectations, an engaging and tailored curriculum and a dedicated, highly skilled team combine to create an ambitious academy that continuously strives for excellence.

The key features of Teaching, Learning and Assessment detailed below must be implemented with quality and consistency throughout the Academy, in conjunction with the Academy's marking and subject-specific policies.

During English and Maths lessons, all support staff must be deployed in classes, supporting and challenging pupils in order to ensure that teaching is tailored, closing gaps in pupils' knowledge skills and understanding and leads to substantial and sustained progress.

ALL LESSONS MUST:

- Be consistent across year groups
- Be engaging and promote positive learning behaviours.
- Demonstrate consistently high expectations of all pupils.

- Expect and encourage all pupils to work with positive attitudes so that they can apply themselves and make strong progress.
- Be planned using the Academy's ActivInspire format, taking account of prior learning and pupils' emerging needs. This planning must be saved in T:\2017-18\Planning at least one day in advance.
- Show a clear Learning Journey (LJ) in the form of a question in order to encourage pupils to be reflective and take ownership of their learning e.g. 'LJ: How well can I use a variety of sentence types to build tension?'
- Introduce subject content progressively, using models and images to support pupils' understanding.
- Capture 'in the moment' learning and display to support pupils.
- Create opportunities for pupil discussion/oral rehearsal, supported by appropriate prompts, giving sufficient time for pupils to review their learning and develop further.
- Enable staff to identify and support effectively those pupils who start to fall behind and intervene quickly.
- Develop pupils' communication skills and vocabulary, including the consistent use of the Academy's language strategies e.g. Word Aware, Colourful Semantics.
- Encourage challenge and independence for all pupils, including the consistent use of the Academy's rainbow success criteria and self-assessment strategies.
- Create opportunities for pupils to develop, consolidate and deepen their knowledge, understanding and skills across the curriculum.
- Utilise support staff effectively to support and challenge pupils, particularly those who need to catch up quickly

ALL BOOKS MUST:

- Be consistent across year groups
- Be clearly labelled using the Academy's format.
- Demonstrate that pupils take pride in their work.

- Show a clear Learning Journey (LJ) in the form of a question in order to encourage pupils to be reflective and take ownership of their learning e.g. 'LJ: How well can I use a variety of sentence types to build tension?'
- Be marked following every lesson.
- Use Next Step (NS) marking to support and challenge pupils and develop knowledge, understanding and skills where appropriate; a minimum of once every week for English and Maths, leading to ongoing teacher/pupil dialogue.
- Contain photographs to document practical activities and bring pupils' learning journey to life.
- Demonstrate challenge and the development of independence for all pupils, including the consistent use of the Academy's rainbow success criteria and self-assessment strategies.
- Show pupils' application of a range of skills across the curriculum.
- Document the 'rapid response' to pupils' misconceptions prior to the next lesson in order to accelerate progress.

ASSESSMENT

We aim for the highest quality of teaching and learning; at the heart of this is effective assessment, underpinned by our unwavering belief that all pupils can and will succeed. We use three main forms of assessment: formative, summative and national standardised assessment.

Assessments are used to enable:

- Teachers to respond timely and accurately to the learning needs of each pupil and, with the contribution of support staff, give ongoing support to enable all pupils to make progress
- Target setting
- Pupils to demonstrate what they know, understand and can do in their learning
- Pupils to have an active role in identifying their own learning needs and know how to improve their work
- Parents to support their child's learning
- Leaders to evaluate and continually improve on the quality of provision for all pupils

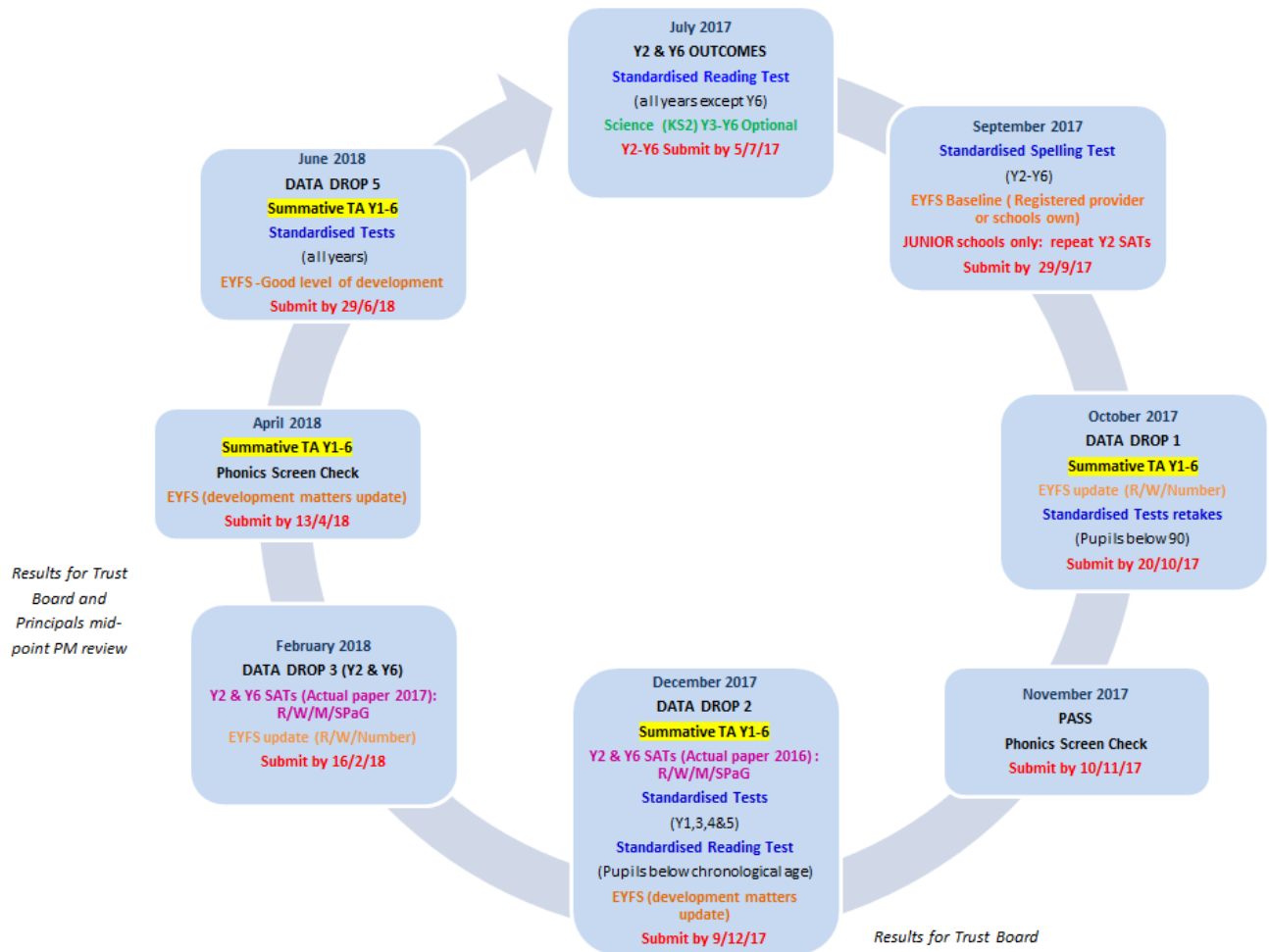
Typical methods of formative assessment include:

- Observations
- Questioning
- Opportunities for pupils to make their learning visible, for example on mini-whiteboards
- Discussions between staff working with groups of pupils
- Verbal and written feedback, including the consistent use of the Academy's rainbow success criteria and self-assessment strategies

We ensure consistency in our summative assessments by:

- Using the EYFS and national curriculum assessment criteria set out in the 'Objective Analysis Tool' within our tracking system, School Pupil Tracker Online
- Moderating within year groups, phases and across all staff for Reading, Writing and Maths on a termly basis
- Using GL Assessment tools to support the validation of teacher assessment judgements
- Attending Academy Transformation Trust and Walsall Local Authority moderation meetings

Assessment and Reporting Schedule 2017-18:



MARKING

At Caldmore Primary Academy, all marking provides an opportunity to value pupils' work, identify misconceptions or next steps and evaluate the extent to which the objective has been achieved. Marking must be a process of creating a positive dialogue with the children, through which feedback can be exchanged and questions asked; the pupils are actively involved in the process.

Consistencies:

Teachers must write in **green** pen.

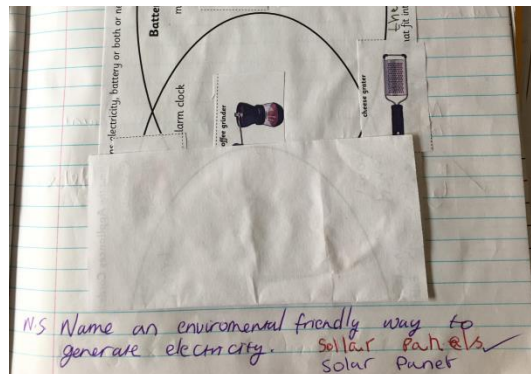
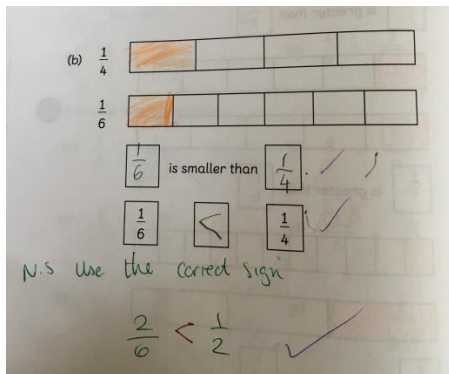
Support staff must write in **purple** pen.

Supply staff must write in **black** pen.

Pupils must respond to marking in **red** pen.

NS – 'Next step'. This must be short, sharp and task based. Pupils' responses must be checked and any misconceptions addressed.

VF – 'Verbal feedback'. This is written when a task or misunderstanding has been discussed with the pupil but written evidence is not provided.



	1 st set of coordinates	2 nd set of coordinates	3 rd set of coordinates	4 th set of coordinates
	X	Y	X	Y
b) $y = x + 1$	1	2	3	4
$y = x + 4$	2	6	5	9
$y = x + 7$	0	7	2	9

c) I noticed that the lines are straight and they are parallel. ✓

d) $y = x + 13$ 3, 13

NS Explain what parallel means. ~~Parallel~~ Parallel means has opposite angles that don't meet. They have to 2 lines that are parallel.

NS Correct this $y = x + 10$

No angles involved.

When pupils are working through the process of an initial draft → edit → final piece of writing, they must also be supported by pink/green highlighting to identify strengths and areas for development within their draft.

	I think	My partner thinks..	My teacher thinks...
Organise your work into paragraphs.	✓	✓	✓
Introduce a writing setting.	✓	✓	✓
Describe the setting using adjectives and adverbs.	✓	✓	✓
Introduce your main character- name, age, who they live with, what they look like.	✓	✓	✓
Introduce the story of your evil character- they are not in the setting yet but your character has heard of them.	✓	✓	✓

If you travel far North, you will reach a bustling, grody town called Hollam. In this town, it is always boots busy, snowy and freezing cold like the Arctic.

A young, 8 year old girl named Lily lived in this town. She lived in an old, tatty, crooked house, with her mom and dad and Tin brother Liam. Lily had blonde hair, eyes like diamonds, a kind, generous personality and love for her family and everyone. also Lily and her family were poor.

Although the town was full of busy, chattering, rushing people, a few times every year a sinister silence laid over the town. People The people in the town didn't dare to open their windows or doors. The town's people did this because they knew the Ice queen (Queen) would be rounding her

If you travel far North, you will reach a bustling, grody town called Hollam. In this town, it is always boots busy, snowy and freezing cold like the Arctic.

A young, 8 year old girl named Lily. Lily lived in an old, tatty, crooked house, with her parents and twin brother Liam. Lily had blonde hair, eyes like diamonds, a kind generous personality, and love for everybody. Lily and her family were poor.

Although the town was full of busy, chattering, rushing people, a few times every year a sinister silence laid over the town. The people in the town didn't dare to open their windows or doors. The town's people did this because they knew the Ice queen (Queen Mary) would be rounding her wolves up, and getting her sledge cleaned. It This had been happening for centuries. Hundreds of children had already been kidnapped and taken to the Ice queen's