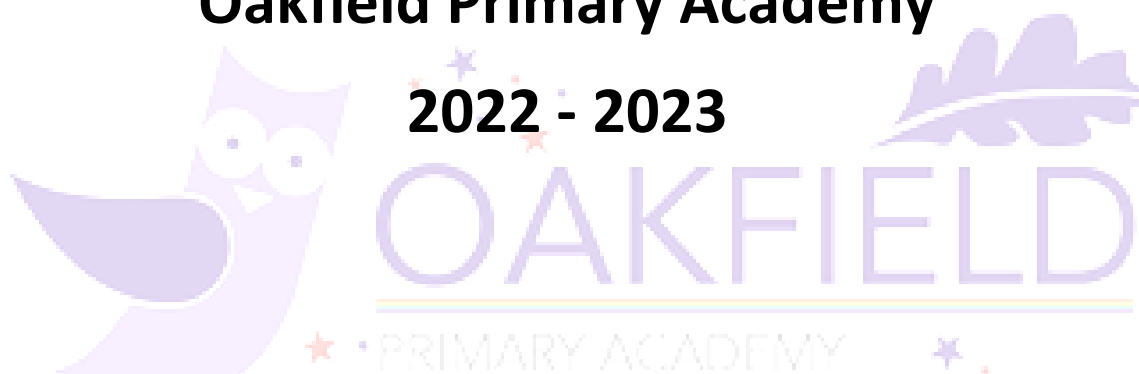


The  Galaxy Trust

Teaching, Learning and Assessment Policy

Oakfield Primary Academy

2022 - 2023



Date Approved	July 2022
Date of Next Review	July 2023

1. Aims

The Galaxy Trust believe that every child in our schools is entitled to the best possible education that we can provide.

We will ensure that all our pupils achieve their full potential and gain the skills and knowledge necessary to access secondary education and beyond.

We believe that consistently high-quality teaching and learning is key to achieving our aims with assessment used as a crucial tool for tracking progress, planning next steps, reporting, and involving parents, children, and young people in learning. This policy reflects our high expectations of all staff and children who work across our schools.

The purpose of this policy is:

- To ensure that high quality learning takes place in every lesson, which results in a high standard of pupil achievement for all children.
- To embed an agreed range of good practice across the schools, that is developed to meet the individual needs of each school.
- To ensure consistency throughout the schools whilst not impacting on each school's identity.
- To provide new staff with a clear vision of the Trust's expectations.
- To provide agreed focus for monitoring learning and classroom practice.

2. Trust Values

Respect

- We show respect for others opinions, beliefs, and cultures.
- We respect the ability to discuss, challenge and disagree with others.
- We respect ourselves by behaving in the best way possible.
- We respect our property as well as the property of the school and of our peers.
- We respect the rules of our school, our family rules, and the laws of our country.

Responsibility

- We are responsible for our own actions and accept the consequences of our actions too.
- We share responsibility for our class, our year group and our school.
- We will take responsibility when things go wrong.
- We will share responsibility when things go well.
- We are responsible for our own learning, our own happiness, and our success.

Equality

- We treat everyone equally – but not necessarily the same.
- We will see the person before we see the skin colour, religion, sexuality, gender, or disability.
- We will challenge when we witness inequality.
- We will try and find the best in every situation, not the worst.
- We will treat people as we would want to be treated.

3. Pupil Voice

Children are at the centre of everything we do at the Galaxy Trust; therefore their contribution to all parts of school life is integral. Giving them a voice helps to develop their self-worth, helps them understand democracy and encourages them to be independent thinkers. Children are encouraged to offer ideas and take responsibility for shaping learning in all our schools. Involving them gives the children ownership of their learning and with this comes a dedication and responsibility to do something about their own education.

In class:

- Class roles and responsibilities,
- Encouraging children to feedback to each other using supportive language,
- Asking children what they would like to learn.

As a school:

- Children nominating peers to be their representatives on the School Council,
- Involving children in the recruitment of new staff,
- Seeking views on key aspects of school life.

All these opportunities and activities give students a powerful voice that leads to development and change driven by learners themselves.

4. Assessment Principles

Assessment is ongoing and informs planning which means teaching is targeted to diminish the gap between groups. Formative assessment takes place weekly against each school's curriculum and informs teacher planning. There is a culture of ongoing pupil and adult feedback across all our schools. Summative assessment takes place at key points across the academic year, following teacher assessment, tests, and moderation.

Ongoing moderation forms part of the Galaxy Trust Continuing Professional Development (CPD) and ensures that all staff are aware and proficient in the practice of assessment, enabling pupils to achieve the best outcomes. This is supported by testing and pupil progress meetings. Children are tracked against Age Related Expectations (ARE) and statutory Key Stage Assessments within each year group, across the schools.

Summative Assessment measures used with the school and reported to parents and carers are referred to as:

- Pre-Key Stage: PK
- Working Towards (WTS)
- Expected Standard (EXS)
- Greater Depth (GDS)

Please note: If a child is working below ARE then the objectives from the relevant year group or Pre-Key stage standards need to be referenced.

5. Marking and Feedback

We see the greatest impact when we agree, adopt, and maintain a consistent approach, which is age and ability appropriate. Marking is a tool for formative ongoing assessment and ensures children are effectively challenged.

The Galaxy Trust believes feedback provides a positive reinforcement of the teaching and learning process. We believe that pupils' self-esteem and resilience will develop through a range of quality feedback, including verbal feedback, teacher assessment, self-assessment, and peer assessment.

Refer to each school's individual Marking and Feedback Policy for specific expectations.

6. Key Principles

- Children learn best when activities are well planned, ensuring progress in the short, medium, and long-term.
- Children learn best and develop curiosity and enthusiasm when teaching and learning activities enthuse, engage, and motivate them to learn.
- Children learn best when assessment informs teaching so that there is provision for support, time to embed and extension of learning for each child, at every level of attainment.

- Children learn best when the learning environment is ordered, the atmosphere is purposeful, and they feel safe. Within the classroom structure is made explicit and routines, expectations and targets are clear.
- Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued, and developed.
- Children learn best when their teachers and associate teachers are reflective and are given the opportunity to develop professionally, consider their pedagogy; its strengths and weaknesses, and access training that addresses this.

7. Key Principle 1

Children learn best when activities are well planned, ensuring progress in the short, medium, and long term. Staff will ensure that:

- Planning outlines the learning for each day and is in response to ongoing formative assessment.
- Planning must include learning intentions, success criteria, differentiation, assessment opportunities, modelling, scaffolding and questions.
- Planning adheres to the framework of the National Curriculum or Early Years Foundation Stage Framework.
- They use up-to-date and accurate subject knowledge when planning.
- Resources are prepared in advance to support the learning in the classroom, including visitors and visits.
- Questioning is used to extend children's thinking, encourage engagement and involvement in their learning.
- They have high expectations of learning outcomes.
- Planned lessons lead to progress in the children's learning demonstrated in their books, on working walls, through interactions including feedback and pupil voice.
- They plan for the development of children's social and emotional wellbeing.

8. Key Principle 2

Children learn best and develop curiosity and enthusiasm when teaching and learning activities enthuse, engage, and motivate them to learn.

Staff will ensure that:

- They use targeted questions and quality interactions to promote deeper learning and positive learning behaviours.
- They adapt the lesson when necessary as it progresses.
- Pace is adapted to continuously motivate and engage pupils.
- Children's home learning is valued.
- Children are given opportunities to collaborate.
- Achievements are celebrated within class and throughout the wider school community.

9. Key Principle 3

Children learn best when assessment informs teaching so that there is provision for support, time to embed and extension of learning for each child, at every level of attainment.

Staff will ensure that:

- There are open ended tasks and extended learning opportunities.
- Developmental feedback is given within lessons.
- Children are using peer and self-assessment to inform their own understanding of their level of attainment.
- Children are motivated to learn through differentiated learning activities that builds on their prior attainment.
- Child-led learning enables pupils to talk about their strengths and areas for development and the strategies to achieve improved outcomes.

- Early intervention is timely and addresses any gaps in pupil learning.
- Feedback is in line with the school's Marking and Feedback Policy.
- They keep agreed assessment records and submit data at key points to enable wholeschool and/or Trust data tracking.

10. Key Principle 4

Children learn best when the learning environment is ordered, the atmosphere is purposeful, and they feel safe. Within the classroom structure is made explicit, and routines, expectations and targets are clear.

Staff will ensure that:

- There is an atmosphere of mutual respect between the adults and children.
- Clear classroom routines are in place and that children are familiar with these.
- Children feel secure to speak and act freely, enjoying freedom from bullying that may include prejudice-based bullying relating to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability.
- Good behaviour is always modelled when interacting with children and other adults.
- Positive strategies for managing pupil behaviour are employed so that children understand the school's expectations.
- Good behaviour is recognised by rewards and sanctions in line with the school's Behaviour Policy and these are applied fairly and consistently.
- Conflict and behavioural issues are dealt with in a calm and fair manner, using a restorative approach.
- Children are encouraged in their learning and their efforts are praised both in the classroom and wider school community.
- Feedback is constructive, and children's self-esteem will always be maintained.
- The building is secure, well signposted and children are aware of emergency procedures.

11. Key Principle 5

Children learn best when there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued, and developed.

Staff will ensure that:

- Useful feedback about children's learning is given regularly to parents, both informally, where necessary, and formally, through parent consultations and written reports.
- Parents know how they can support their child's learning at home or in school.
- They are approachable and available to parents (by email and appointments if necessary).
- Details about class trips, school events and other relevant information is communicated to parents via planners, emails, letters, texts or through the school's social media platforms.
- Parents are invited to view their child's work and take part in learning with them at appropriate times throughout the year.
- Home visits are undertaken for any new pupils and that these happen as close to the child's start date as possible.
- Websites and social media pages are kept up to date.
- Children's home-learning is valued and celebrated (this includes tasks set by the teacher and those that occur independently).
- There is an ongoing open-door policy across the school.
- Parents, children, and school staff work in partnership, to raise standards by working together.
- Parents and family members are invited to volunteer around the school, on trips and at events organised by the school.

12. Key Principle 6

Children learn best when their teachers and associate teachers are reflective and are given the opportunity to develop professionally, consider their pedagogy; its strengths and weaknesses, and access training that addresses this.

Staff will ensure that:

- They continuously build on their subject knowledge by keeping up to date with the specific content which needs to be taught.
- They continuously reflect on methods and strategies in which to deliver high quality lessons.
- They are confident to adapt their teaching to support the needs of the class and individual children.
- They commit to whole school improvement and self-development.
- They take an active role in the monitoring cycle of the school by building on strengths and addressing areas for development for the whole school.
- They take ownership of their strengths and address any areas for development in their own practice.
- Their specialism is used to train and inform staff via delivery of INSET, coaching, mentoring, and team-teaching.
- They disseminate knowledge, information and ideas from courses and training they have attended.



Oakfield Primary Academy firmly believes that every child has the potential to become masters of their learning, develop subject-specific skills and ask wider questions; applying this learning to local, national and global environments and becoming community-conscious citizens.

We believe children should be confident, articulate and independent learners; demonstrating through recorded work and learning conversations that they can build on existing knowledge to explore challenge and extend their learning:

What am I learning?

Why am I learning it?

How do I know I have achieved well?

Our teachers work hard to plan, resource and differentiate learning that allows every child to achieve their full potential.

What am I teaching?

Why am I teaching it?

How will I know children have achieved well?

This results in children building on previous learning and thus, **'If we know more, we can remember more which means we can do more'**. Our learning environments constantly evolve to reflect the needs and interests of the class.

Non-negotiables elements in practice for all year groups...

- Differentiation and lesson structure is appropriately decided according to the needs of the class
- Direct teaching of key vocabulary, so that every child develops subject-specific vocabulary to enrich their receptive and expressive language skills
- Live and direct feedback to individual pupils to constantly move pupils on and to challenge
- Key questions throughout every single lesson for understanding, consolidating and to challenge
- Constant opportunities for speaking and discussion
- Range of teaching methods used to fit learning purpose
- Variety of learning tasks planned
- Pre-teaching is used effectively to prepare children for the learning ahead and develop independence
- Range of groupings used according to learning
- Learning objectives, success criteria, outcomes are identified, shared and discussed where relevant
- All learning is modelled to pupils; children are shown 'ready made samples'.
- Learning walls are used to support teaching for learning and show how knowledge and skills are developing
- Outdoor Learning (including curriculum enrichment trips) are an entitlement
- Children are exposed to challenging texts and given ample opportunities to read aloud
- A skills based curriculum at the heart of 'The Learning Journey'
- Discrete teaching of RE, Science, Modern foreign languages and Computing to develop subject specific knowledge and skills
- At least two hours of physical activity for every child in KS1 and KS2 to develop core skills and maintain well-being
- **All** adults are actively involved in learning and facilitate productive learning conversations to ensure sustained progress
- Good quality early morning challenges are planned for all year groups

Our learning environments focus on the needs of ALL pupils

- Learner centred: Well-organised resources to promote independence; Tailor-made lessons, effective behaviour management
- Language & Knowledge centred: 'Thinking' classrooms rich in questioning and enquiry; knowledge rich; language rich
- Discussion Centred: Constant opportunities for discussion and speaking prior to task completion
- Skills centred: Knowledge delivered and displayed through a skills based curriculum.
- Nurturing: promoting confident, resilient learners who feel 'safe' to engage in challenge
- Assessment centred: Meaningful interactions, dynamic learning conversations, scaffolding of learning
- Community centred: Links with community, sharing values with home

How is teaching and learning monitored...?

The standard of teaching and learning is determined by triangulating lesson observations, book scrutiny findings, pupil conferencing and progress data.

Feedback and Assessment

Feedback

At Oakfield Primary Academy, feedback is our key driver to pupil progress whether it is verbal or written and shared with our children. Teachers plan opportunities in all lessons for promoting and developing learning conversations between themselves and their pupils.

As a result, pupils are...

- confident in their skills and knowledge
- resilient to process and act upon feedback
- challenged to dig deeper and therefore 'If we know more, we can remember more which means we can do more'
- capable of producing work that evidences their progress

Our non-negotiable elements in practice for all year groups.

- Regular, planned assessment opportunities by all adults
- Identification of and discussion around 'Marvellous mistakes'
- Active listening and focused observation by all adults
- Adjustment of teaching to take account of assessment results
- Open style tasks offering the opportunity for collaborative discussions and peer assessment
- Regular circulation of teacher during pupil activities
- Regular opportunities to employ assessment and feedback strategies with individual children
- Evidence in pupil work consistently and effectively demonstrates that prior knowledge has been built on and progress has been made

Our learning conversations...

- Learner centred: quality dialogue during lessons; either within a focus group or 1:1
- Knowledge centred: Children discuss, demonstrate and contribute to key criteria to move their learning on
- Skills centred: Children are supported in understanding how they can close the gap between their current performance and the performance they are targeted to achieve
- Assessment centred: Relevant to the lesson, unit or learning objective or individual SMART targets
- Community centred: Teacher/pupil conferencing; self-assessment and peer assessment

Assessment

Formative - this is carried out within a high challenge/low threat learning environment using the feedback strategies detailed.

Summative – this sums up what a pupil has achieved at the end of a period of time relative to the learning objectives and national curriculum expectations. This may take the form of: Pixl assessments, an observation, a learning conversation or a set independent task. It will summarise attainment at a particular point in time and may provide individual and cohort data that will be useful for tracking progress and for informing stake holders.

- We submit three data drops across the academic year
- We secure our judgements by hosting internal and external moderations throughout the year. Time is also allocated on a weekly basis to moderate work across the year group, identify gaps, celebrate achievements and ensure consistent and accurate assessment.
- We discuss progress at least three times a year in pupil progress meetings led by the senior leadership team.
- We assess and evaluate our termly targets on our provision maps and set new SMART targets three times a year.

We share progress with the parents and carers in the following ways:

- consultation evenings
- summary assessment report in term 2
- in depth assessment report in term 6
- open communication between teacher and parent or carer where families are actively encouraged to engage in learning conversations

Well-Being

This policy has been formed taking into consideration the great deal of research into the most effective feedback. We will be measuring the well-being of each child, 3 times a year, through the Leuven Scale. If required, children will be further assessed using ELSA assessments and Boxall Profile.

Marking, Feedback and Assessment at Oakfield Primary Academy

At Oakfield Primary Academy, feedback is our key driver to pupil progress whether it is verbal or written. Our aim is to help children bridge a gap or develop a deeper understanding – it should move them from their current situation, to a new improved one.



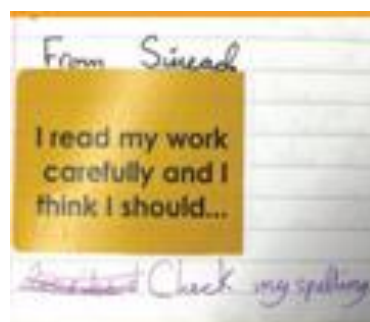
At Oakfield Primary Academy, we believe in marking LESS but BETTER.
We provide feedback in a variety of ways:

1. **Live Marking** – marking the books in the lesson and providing face to face feedback, to the pupil, in the moment. Children are supported in understanding how they can close the gap between their current performance and the performance they are targeted to achieve. Since the marking is completed within the lesson, pupils' responses are immediate and effective. Therefore, time can be spent after school preparing resources in response to the pupils' needs and next steps.
2. **Distance Marking** – extended pieces of writing, either first drafts or finished pieces, are marked in depth away from the pupil. This allows for teachers to deeply assess a variety of skills taught across the week in order to understand how to move the learning forward.
3. **Peer and Self-Assessment** – work that involves simple checking, such as fluency questions in maths, can be marked by the pupils themselves. Pupils are taught to self and peer assess work accurately and honestly. Pupils are given clear, concrete examples and success criterias to help them evaluate work. Pupils use editing pens to make improvements to their work.
4. **Verbal Feedback/Conferencing** – Every child has face to face meetings with their teacher. During these sessions, the adult provides detailed feedback to the pupil on a piece of work and they agree next steps. This is done most effectively when they receive verbal feedback as soon as they have done the work or at least on the same day. Where common misconceptions occur, whole class feedback is given in the next lesson. Children are able to verbalise their learning in a meaningful way using appropriate **subject-specific vocabulary**. Children can confidently answer the following **key questions**:

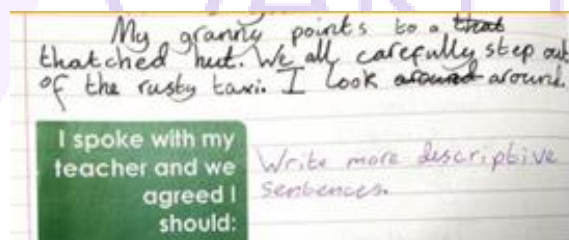
What have I learnt? Why have I learnt it? How do I know I have achieved well?

For some pieces of work, children will be asked to record their responses to given feedback.

Evidence of self-assessment



Responses to verbal feedback



Marking Codes

L.O. highlighted in pink for achieved
L.O. highlighted in green for not achieved
Teachers will mark work using a red pen.

✓ - correct

- (red dot) – incorrect

T – when a **teacher** has supported the learning

AT – when an **associate teacher** has supported the learning

Where an entire piece of work has been supported, this should be indicated next to the LO.

Across the curriculum:

sp – spelling error (use sparingly and less towards the end of the year when children can self-correct)

gr – grammar needs editing

p – punctuation needs editing

// - new paragraph needed

'Self' and 'Peer' marking and feedback:

Purple Pen – children use this when they: edit their own work; self-assess; and act upon feedback

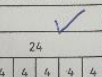
Black Pen – assessed by a peer

I ~~don't~~^{do} agree because 4 and 8 are not odd.

Do multiples of 4 only end in 4 or 8? no the also end in 2, 6, and 0, 0 is wrong because recheck 1. One is bigger than the other and one is smaller than the other LO. I can ^{ones} multiply by 4

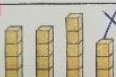
1) Paulo says, "There are no odd numbers in the answers to the four times table."
Do you agree? Explain why.

2) Paulo has represented some facts from the four times table in different ways. He has got some of them wrong. Tick or cross each representation and then explain the mistakes he has made.

a)  ✓

b) $2 \times 2 \times 3 = 24$ ✗

c) $4 + 4 + 4 + 4 + 4 = 16$ ✗

d)  ✗

e) There are four lots of 4 in 16. There are two lots of 16 in 32. This means that there are eight lots of 4 in 32. ✓

f)  ✗

Dressing up is fun but when you're wearing smart wear trust me people's lives are so much better. When you're fighting crime this will be your best friend.

If you're a fashionista this is your hi-tech faultless, flawless fashion. All your friends will be green-eyed with envy. This kit of amazing accessories includes headphones that make you hear 100x than more than a normal human can. Also, you can get the voice controlled coat you can fly, turn invisible and run really fast on that just sayin' 1000000! like any spy kit what do you have? Of course your spy glasses look through information. Now you've got your far-off normal from watchin' holographic intel screen. I love this you'll will too.

As a result of our marking and feedback, our pupils are:

- confident in their skills and knowledge
- resilient to process and act upon feedback
- challenged to dig deeper and therefore 'Know more, Remember more and Do more'
- capable of producing work that evidences their progress

Feedback and Assessment in the Early Years

Q: Do we assess and give feedback in EYFS?

A: Of course – continuously! It just looks a little different...

Our practitioners continually plan 'in the moment.' **Each time** they interact with a child, they are observing, assessing, planning for, and responding to (i.e. giving feedback to) that individual child. The traditional cycle of observation, assessment and planning is recommended in numerous documents including Development Matters and The National Strategies document 'Learning, Playing and Interacting'.

In the Early Years, this is crucial because our children are, 'experiencing and learning in the here and now, not storing up their questions until tomorrow or next week. It is in that moment of curiosity, puzzlement, effort or interest (**the teachable moment**) that the skilful adult makes a difference. By using this cycle on a moment by moment basis, the adult will be always alert to individual children (**observation**), always thinking about what it tells us about the child's thinking (**assessment**), and always ready to respond by using appropriate strategies at the right moment to support children's well-being and learning (**planning** for the next moment and **implementation** of response).'

From National Standards document Learning, Playing and Interacting P.22-23



Adults are trained to **spot teachable moments** while children are engaged, they **know the children very well** and have a **sound understanding of child development**. This ensures the adult **enhances** and **extends** the learning at the appropriate level for each unique child. Generally, the adults go to the children. The children become involved in activities of their choice. The adults *observe* the children carefully, *join* them when appropriate and *engage in quality interactions* (teaching) to move the learning on. When deeply engaged children's brains will be lit up, adults will notice when and if support is needed, interactions will ensure that obstacles are overcome or that new directions and possibilities are available and learning will be meaningful and fun. The **children are the focus** of feedback rather than an activity planned by the adult:-

'The effective practitioner tunes into the child rather than expecting the child to tune in to them.' (Julie Fisher 2016)

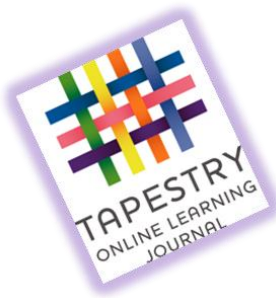
Our EYFS adults 'teach' and give feedback through a number of ways including:

- Modelling of skills and language/ narrative
- Showing, explaining, demonstrating
- Aiding thinking and explaining ideas

- Developing children's sustained shared thinking
- Encouraging questioning
- Recalling past learning and suggesting links
- Setting further challenges to extend
- Provide resources to move learning on
- Encourage skills of peer and self-assessment

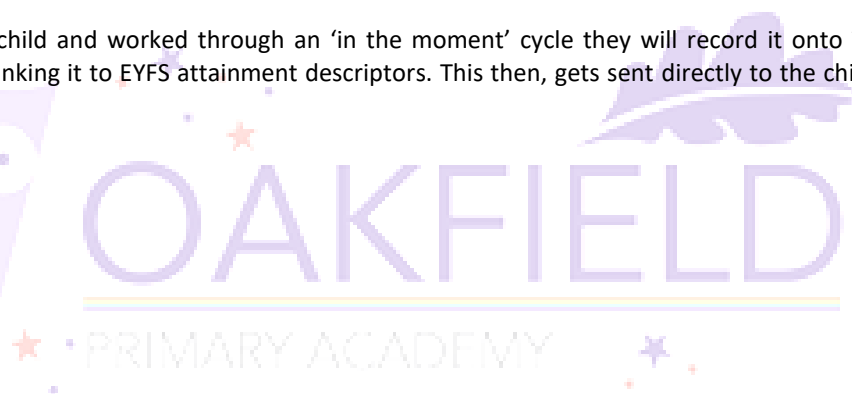
Using this methods, if a child encounters a challenge, then they will not give up. Rather they will be supported to persevere, overcome the challenge and move forward in their learning.

EYEFYS also submit three data drops across the academic year:



We also give written feedback continuously and directly to the children's parents and carers via **Tapestry** and their children's online learning journals.

When an adult has engaged with a child and worked through an 'in the moment' cycle they will record it onto Tapestry, highlighting all the steps above and linking it to EYFS attainment descriptors. This then, gets sent directly to the child's adult and looks similar to the image below:



The child's adult can comment and a dialogue can happen between them and the teacher to promote home-school learning links and promoting the child's progress and 'next steps' where appropriate.

Parents and carers can also upload evidence of their child's learning at home, which creates a strong partnership working ethos.

All observations are linked to the EYFS Framework areas and inform all data drops onto OTrack.

Other ways we give feedback to parents are:

- **Parent consultations**
(after their child is a 'focus child' twice a year, once across terms 1 / 2 and once across terms 3 / 4)
- **Report Term 6**
- **At Parent Carer Workshops (approx. 7 per academic year)**