



### **Introduction**

At Moss Valley Primary Academy, we believe in lifelong learning and that both adults and children learn new things every day. We maintain that learning should be a fun and rewarding experience. Through our commitment to high quality teaching and learning we equip children with the skills, knowledge and understanding necessary to enable them to make informed choices about the important things in their lives. We believe that teaching and learning experiences help children to lead happy and rewarding lives as well raise standards of achievement and progress of all learners.

### **Aims and objectives**

In our school, we provide a rich and varied learning environment that allows children to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- enable children to become confident, resourceful, enquiring and independent learners;
- foster children's self-esteem and help them build positive relationships with other people;
- develop children's self-respect and encourage children to respect the ideas, attitudes values and feelings of others;
- show respect for all cultures, promoting positive attitudes towards other people;
- enable children to understand their community and help them feel valued as part of the Patricroft and wider Salford community;
- help children grow into reliable, independent and positive citizens;
- take a pride in their work and the work of others;
- challenge themselves and others throughout every learning experience;
- provide a curriculum which promotes the spiritual, moral, social, cultural, physical, mental and emotional development of the children;
- provide rich and varied contexts and experiences for pupils to acquire, develop and apply a broad range of knowledge, skills and understanding;
- encourage children to respond positively to the opportunities, challenges and responsibilities of a rapidly changing world;

As a Trust, we are committed to our mission statement: ***"Believe, Achieve, Succeed."*** At Moss Valley Primary Academy our aim is to nurture and empower our learners to achieve their own academic potential and gain the confidence and skills to ensure that they excel at our school, higher education/university and beyond.

### **Effective learning**

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that suit them best. We offer opportunities for children to learn in different ways including:

- investigation and problem solving;
- philosophical discussion and debate;
- co-operative work; pair work; group work; whole-class work and independent work;



- responding to tasks in their own chosen way;
- asking and answering questions;
- use of ICT;
- educational visits and visitors;
- creative activities;
- designing and making things;
- participation in athletic or physical activity;
- after school clubs and enrichment;

### **Effective teaching**

When teaching, we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum so that they can reach their full potential. We use the school long term curriculum plan to guide our teaching.

Teachers make ongoing assessments of each child's progress and they use this information when planning their lessons. It enables them to take into account the abilities of all the children. This includes developing depth and mastery in all year groups. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning learning for children with special educational needs, we use information and targets in the children's Individual Education Plans (IEPs); EP or PIT targets.

In the Nursery and Reception, teachers work from the Framework for Early Years and Foundation Stage. In years one to six, teachers use the National Curriculum and keep on-going records for all subjects. Progress is monitored termly in Reading, Writing, Mathematics and EGPS; half termly in Science and at the end of a programme of study for all other subjects. Lessons are planned with clear learning objectives that are shared with the children.

Teachers and pupils have opportunity to share their learning with parents and carers through See Saw, our online learning platform. Early Years staff will also observe and report to parents on progress towards 'Development Matters' steps and 'Early Learning Goals' as well as 'Characteristics of Effective Learning' set out in the revised EYFS. These are Playing and Exploring (Engagement), Active Learning (Motivation), Creating and Thinking Critically (Thinking).

Learning Support Assistants are deployed to meet the needs of the children either through one-to-one support; small groups for interventions or targeted provision within the classroom. All Learning Support Assistants work in partnership with the teaching staff to support the learning.

We work hard to ensure that the school, the classrooms and communal areas, are clutter free and attractive. Displays celebrate the children's work and learning walls in all classrooms scaffold independent learning. All classrooms have reading areas and the children have access to a range of fiction and non-fiction books. 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 children.

We conduct all our teaching in an atmosphere of trust and respect for all. When evaluating teaching and learning in school, we have agreed to consider:

1. Lesson Observation:
  - objectives and success criteria (where appropriate)
  - differentiation
  - questioning
  - High Quality Talk and talk opportunities

## Moss Valley Primary Academy Teaching, Learning & Assessment Policy



- AfL and quality first teaching (See Appendix 1)
  - plenary / reviews
  - dyslexia resources
  - Maths Mastery approaches, using Power Maths resources
  - deployment of LSAs and other adults
  - classroom observation / environment
  - Scrutiny of books
  - Challenge within marking, including response to marking
  - Depth and mastery
  - Coverage of skills
  - Adherence to presentation and marking policy
2. Scrutiny of planning
    - Elklan, vocabulary, Blank Level questioning and open-ended questions.
    - Planned activities to promote high quality talk
    - Mastery and Challenge
    - Deployment of adults
  3. Walk throughs and drop-ins
  4. Learning and Environment walks
  5. Pupil voice

### Role of the Parents and Carers

We believe that parents and carers have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- holding parents' and carers Learner Review Days to discuss progress and attainment, attitude to learning, behaviour, attendance, punctuality, homework and reading at home
- annual reporting of attainment and progress through a written report
- All Parents/Carers are included in their child's learning journey via Seesaw
- explaining to parents/carers how they can support their children with home learning (See Homework Policy)

We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would like parents to:

- ensure that their child has the excellent attendance (See Attendance Policy).
- ensure that their child is ready for learning and punctual in full school uniform with the necessary equipment
- do their best to keep their child healthy and fit to attend school every day
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home/school agreement

### Equality Policy

All children have equal access to the curriculum regardless of their ability or disability; gender; race; religion or belief. We plan work that is differentiated for the performance of all groups and individuals and are committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment to achieve their potential (See Equality Policy).

### Aims of Assessment

Assessment is a continuous process which is integral to teaching and learning, allowing children to reach their true potential. The main aim of assessment is to recognise the strengths and talents of



pupils, and to identify and support their areas for development. It should be incorporated systematically into teaching strategies in order to promote good progress for individuals, groups and cohorts. Assessments are used to inform teachers, parents/carers, governors, the LA and other relevant bodies about the progress that children make.

### **Effective assessment**

Teachers continually assess pupils' performance through their observation of children on tasks set and through the work they produce.

Marking of pupils' work is done in accordance with the school's 'Marking and Feedback' policy and highlights what a pupil has done well and indicates how a pupil can improve a piece of work. This process encourages self and peer assessment which are believed to be fundamental elements in the assessment process.

Effective assessment involves:

1. Sharing of learning objectives with pupils – making it clear the purpose of the lesson.
2. Helping pupils know and recognise success criteria which may be evident in books or displayed on the white board; IWB, working wall or orally.
3. Providing feedback and marking that helps pupils to identify how to improve (See Marking and Feedback Policy).
4. Pupils learning self-assessment and peer assessment techniques to discover areas they need to improve.
5. Use of effective questioning to assess progress including misconceptions; differentiated in particular, with relation to SEND, EAL and D & M. Prior attainment should also be considered. (See Appendix 2)
6. Tracking pupil progress through diagnostic assessments and Question Level Analysis resources informs planning, therapy groups and interventions.
7. Recognising that both motivation and self-esteem, crucial for effective learning and progress, can be increased by effective assessment techniques.

A range of evidence is kept in the form of (See Appendix 3):

- Assessment manager (SIMs)
- Termly test results and teacher assessment based on PiXL assessments and tracking.
- Foundation subject skills assessment
- Phonic assessment and phonic check
- Scrutiny and moderation of books
- IEPs and play plans
- Subject coordinator file (See Assessment Timetable)
- Termly 'Achievement for All' records

### **Formal Assessment**

a. **Formative:** This is the on-going, day-to-day assessment which is carried out by teachers and is key to effective classroom practice. Learning outcomes are shared with pupils and they play an important role through self-assessment of their own learning. Formative assessment is used by teachers to inform planning, resources and support in order for all children to progress. Completion of Early Years Development Matters for Nursery and Reception pupils is on-going throughout the year based on observations and evidence-based assessments across the range of areas covered.

b. **Summative:** Children in KS1 and KS2 are assessed periodically and progress and attainment data is recorded on SIMs assessment manager. Test materials are used to support teachers with making accurate teacher assessment judgements. These assessments are carried out in line with the PiXL timetable (three times per year) and are used to monitor the performance of individuals, groups and



cohorts as well as identifying gaps and next steps for planning in conjunction with the individual child's books and teacher knowledge.

For EYFS, our summative assessments look at the children's attainment in relation to age related expectations, taken from the Development Matters. Assessment information is collected termly and analysed as part of our monitoring cycle. This process provides an accurate understanding of the quality of education to inform further curriculum developments and supports children to make progress towards the next stage of learning. During their time with us pupils make progress towards the early learning goals (ELG's). The ELG's are used to support teachers to make a best fit judgment of a child's development and the completion of the EYFS profile at the end of Reception.

At key points through primary school, children are assessed against national expectations. These are:

- End of EYFS
- End of Year 1 (Phonics Screening)
- End of KS1 (Year 2 SATs)
- Y4 Multiplication Check
- End of KS2 (Year 6 SATs)

### **English and Mathematics**

- a. Every child is regularly assessed in reading, writing, EGPS & mathematics and personalised targets are set through marking.
- b. Pupils experiencing difficulty in accessing the curriculum are identified for intervention programmes. They receive small group or 1-1 tuition, including speech and language & Phonics until it is considered that they have made sufficient progress to finish the identified intervention.
- c. Pupils, who have not met learning objectives, take part in 'Fix it interventions' and PiXL therapies to eradicate misconceptions ready for the next session.

### **Tracking**

- a. End of term assessment data for reading, writing, EGPS, mathematics and science is entered into the school tracking system and analysed by the Headteacher (Assessment Coordinator) who invites class teachers and phase leaders to a pupil progress meeting where class, group and individual pupil progress are discussed and analysed and pupils making insufficient progress are identified for intervention.
- b. Every term, there will be a series of phase meetings dedicated to the monitoring of pupil progress.
- c. Work will be scrutinised and moderated in all subjects, across the Partnership, year group clusters and Local Authority moderation and training activities.

### **Assessment Criteria**

In years 1-6, pupils are assessed in year group 'stages,' (Stage 1 - Stage 6) which are divided as follows: Below (BLW); Working towards the Standard (WTS); Achieved the Expected Standard (EXS); Greater Depth Standard (GDS).

Children working well below their expected stage are assessed at the stage

### **Early Years Assessment**

On entry to Nursery and Reception we will use our professional judgment to assess the age band children are working 'within' across the areas of learning. These bands are birth to three; three and four; and Reception. In Reception the children will also complete the Reception Baseline Assessment within the first 6 weeks of starting school to assess their starting points for language, communication and literacy; and mathematics. In Nursery we focus on the Prime areas of learning which underpins

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the learning within the Specific areas. As the year progresses children are monitored on their development and progress in all areas.

Staff use assessment information to inform their short-term planning and interventions. Progress is recorded using examples of independent work in provision; floor books; and observations of children on Seesaw. Early Years staff also have regular conversations as a team to discuss their observations of children during experiences and play. Data is recorded on entry and at the end of the year on ScholarPack.

## Appendix 1

AFL	Teaching and Learning Strategies	Questions
<ul style="list-style-type: none"> <li>• Hands up – pairs up</li> <li>• Use of whiteboards</li> <li>• Peer to peer coaching</li> <li>• BOGOF</li> <li>• Feedback what your partner said</li> <li>• Self-assessment orally or through signals</li> <li>• Justify your answer</li> <li>• Pick-a-sticks</li> <li>• Think- pair share</li> <li>• Popcorn</li> <li>• Rally robin and round robin</li> <li>• Loop games</li> <li>• Addressing misconceptions through pupils (mantle the expert)</li> <li>• Peer assessment orally or written</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• WAGOLL</li> <li>• Pre-teach and group/plan accordingly</li> <li>• Plan and adjust to learning styles</li> <li>• Creating a hook</li> <li>• Sharing of methods; orally or written (journaling)</li> <li>• Mini-plenaries</li> <li>• My turn- your turn</li> <li>• Modelling and sharing of examples</li> <li>• Sharing learning objectives</li> <li>• Differentiation</li> <li>• Deployment of adults</li> <li>• Use of an object, picture or music</li> <li>• Working walls and relevant current learning</li> <li>• Talk Prompts</li> <li>• High Quality Paired Talk activities</li> </ul>	<ul style="list-style-type: none"> <li>• Open ended questions</li> <li>• BAD questions</li> <li>• ELKLAN</li> <li>• Science question stems</li> <li>• Depth and mastery questions in marking</li> <li>• Teacher Talk Moves</li> </ul>

## Appendix 2

Basic	Advancing	Deep
List, Describe, Locate, Write, Find, State, Name, Follow, Complete, Recall, Ask, Use, Match, Report, Measure, List, Illustrate, Label, Recognise, Tell, Repeat, Arrange, Define, Memorise.	Apply, Solve, Explain, Classify, Infer, Categorise, Identify, Organise, Modify, Predict, Interpret, Summarise, Observe, Estimate, Compare.	Select, Choose, Decide, Justify, Debate, Argue, Recommend, Assess, Discuss, Prioritise, Determine, Create, Invent, Compose, Plan, Construct, Design, Imagine, Propose, Devise, Formulate.



## Talk Promises and Talk Prompts

EYFS

### TALK PROMISES

We show we are listening by looking at the speaker.

**We join in because all ideas lead to learning.**

We speak in full sentences in a clear voice that can be heard by everyone.

**We give each other time to think.**

**We build on, or challenge with respect, each other's ideas.**

**We ask questions if we don't understand or would like to learn more.**

### PUPIL TALK PROMPTS

#### Stating an idea:

- I think that...

#### Thinking aloud:

- Why...?
- I wonder...

#### Explaining:

- Please will you repeat that?

#### Giving reasons:

- Because...

#### Agreeing:

- I agree with Jack because...

#### Disagreeing:

- I have a different idea...

# Talk Promises and Talk Prompts

## Year 1 and 2

### TALK PROMISES

We show we are listening by looking at the speaker.

We join in because all ideas lead to learning.

We speak in full sentences in a clear voice that can be heard by everyone.

We give each other time to think.

We build on, or challenge with respect, each other's ideas.

We ask questions if we don't understand or would like to learn more.

### TALK PROMPTS

#### Stating an idea:

- I think that...
- I strongly believe...

#### Thinking aloud:

- Why...?
- I wonder...
- Why is it that...?
- I am wondering if...

#### Explaining:

- Please will you repeat that?
- Could you explain what you mean please?

#### Giving reasons:

- Because...

#### Agreeing:

- I agree with Jack because...
- I like Jack's idea because....

#### Disagreeing:

- I have a different idea...
- I disagree...

#### Rewording:

- I think Jack's is saying that...

#### Building on:

- Adding to what Jack said...

#### Seeing things from a different viewpoint:

- Some people think that...

#### Concluding:

- My final thoughts are...

# Talk Promises and Talk Prompts

## Year 3 and 4

### TALK PROMISES

We show we are listening by looking at the speaker.

We join in because all ideas lead to learning.

We speak in full sentences in a clear voice that can be heard by everyone.

We give each other time to think.

We build on, or challenge with respect, each other's ideas.

We ask questions if we don't understand or would like to learn more.

### TALK PROMPTS

#### Stating an idea:

- I think that...
- I strongly believe...
- It is my opinion that...

#### Explaining:

- Please will you repeat that?
- Could you explain what you mean please?

#### Agreeing:

- I agree with Jack because...
- I like Jack's idea because...
- Jack's point about \_\_\_\_\_ was important because...

#### Rewording:

- I think Jack is saying that...
- In other words, Jack is saying...

#### Seeing things from a different viewpoint:

- Some people think that...
- What if...

#### Thinking aloud:

- Why...?
- Why is it that...?
- I am wondering if...
- The question is making me ask myself...

#### Giving reasons:

- Because...
- The idea that \_\_\_\_\_ makes sense to me because...

#### Disagreeing:

- I have a different idea...
- I disagree...
- I would like to challenge something that Jack said...

#### Building on:

- Adding to what Melinda said...
- Building on what Melinda has said...

#### Concluding:

- My final thoughts are...
- In conclusion...
- I can see both sides of the argument, however...

# Talk Promises and Talk Prompts

## Year 5 and 6

<h3 style="text-align: center; color: purple; text-decoration: underline;">TALK PROMISES</h3> <p style="text-align: center; color: blue;">We show we are listening by looking at the speaker.</p> <p style="text-align: center; color: green; font-weight: bold;">We join in because all ideas lead to learning.</p> <p style="text-align: center; color: purple;">We speak in full sentences in a clear voice that can be heard by everyone.</p> <p style="text-align: center; color: blue; font-weight: bold;">We give each other time to think.</p> <p style="text-align: center; color: green; font-weight: bold;">We build on, or challenge with respect, each other's ideas.</p> <p style="text-align: center; color: purple; font-weight: bold;">We ask questions if we don't understand or would like to learn more.</p>	<h3 style="text-align: center; color: green; text-decoration: underline;">TALK PROMPTS</h3> <div style="background-color: #e0f0e0; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: red; font-weight: bold; margin: 0;"><u>Stating an idea:</u></p> <ul style="list-style-type: none"> <li>I think that...</li> <li>I strongly believe...</li> <li>It is my opinion that...</li> </ul> </div> <div style="background-color: #e0f0e0; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: blue; font-weight: bold; margin: 0;"><u>Explaining:</u></p> <ul style="list-style-type: none"> <li>Please will you repeat that?</li> <li>Could you explain what you mean please?</li> <li>I'm confused when you say _____ can you elaborate?</li> </ul> </div> <div style="background-color: #e0f0e0; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: green; font-weight: bold; margin: 0;"><u>Agreeing:</u></p> <ul style="list-style-type: none"> <li>I agree with Jack because...</li> <li>I like Jack's idea because...</li> <li>Jack's point about _____ was important because...</li> <li>The evidence for _____ is convincing when you consider...</li> </ul> </div> <div style="background-color: #e0f0e0; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: green; font-weight: bold; margin: 0;"><u>Rewording:</u></p> <ul style="list-style-type: none"> <li>I think Jack is saying that...</li> <li>In other words, Jack is saying...</li> <li>Am I right in saying that you believe...?</li> </ul> </div> <div style="background-color: #e0f0e0; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: green; font-weight: bold; margin: 0;"><u>Seeing things from a different viewpoint:</u></p> <ul style="list-style-type: none"> <li>Some people think that...</li> <li>What if...</li> <li>It could be argued...</li> <li>A counter-example would be...</li> <li>Might it be possible to see this from a different perspective?</li> </ul> </div> <div style="background-color: #e0e0ff; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: red; font-weight: bold; margin: 0;"><u>Thinking aloud:</u></p> <ul style="list-style-type: none"> <li>Why...?</li> <li>Why is it that...?</li> <li>I am wondering if...</li> <li>The question is making me ask myself...</li> </ul> </div> <div style="background-color: #e0e0ff; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: red; font-weight: bold; margin: 0;"><u>Disagreeing:</u></p> <ul style="list-style-type: none"> <li>I have a different idea...</li> <li>I disagree...</li> <li>I would like to challenge something that Jack said...</li> <li>On the other hand...</li> <li>I would like to respectfully challenge...</li> </ul> </div> <div style="background-color: #e0e0ff; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: red; font-weight: bold; margin: 0;"><u>Concluding:</u></p> <ul style="list-style-type: none"> <li>My final thoughts are...</li> <li>In conclusion...</li> <li>I can see both sides of the argument, however...</li> <li>There are lots of powerful arguments, but my own opinion is...</li> <li>For me, the strongest argument is...</li> <li>Having listened carefully, I am forced to conclude that...</li> </ul> </div> <div style="background-color: #e0e0ff; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: red; font-weight: bold; margin: 0;"><u>Giving reasons:</u></p> <ul style="list-style-type: none"> <li>Because...</li> <li>The idea that _____ makes sense to me because...</li> <li>There is evidence to suggest that...</li> <li>One reason this makes sense is...</li> <li>We already know that _____, therefore...</li> </ul> </div> <div style="background-color: #e0e0ff; padding: 5px; margin-bottom: 5px;"> <p style="text-align: center; color: red; font-weight: bold; margin: 0;"><u>Building on:</u></p> <ul style="list-style-type: none"> <li>Adding to what Melinda said...</li> <li>Building on what Melinda has said...</li> <li>It was mentioned earlier that...</li> <li>I have been listening carefully and I would like to add a new point...</li> </ul> </div>
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## Teacher Talk Moves

### HELP CHILDREN SHARE, EXPAND AND CLARIFY THEIR OWN THINKING

#### 1. *Time to think*

Pair talk  
Writing as think time  
Wait time

#### 2. *Say more*

“Go on...” “Tell me more”  
“Can you say a bit more about that?”  
“What do you mean by that?”  
“Can you give an example?”

#### 3. *So, are you saying...?*

“So, let me see if I’ve got what you’re saying. Are you saying...?” (always leave space for the child to agree or disagree and say more)

### HELP CHILDREN DEEPEN THEIR REASONING

#### 5. *Ask for evidence or reasoning*

“How do you know?”  
“Why do you think that?”  
“What’s your evidence?”  
“How did you arrive at that conclusion?”

#### 6. *Challenge or counter-example*

“Does it always work that way?”  
“How does that idea fit with Mark’s example?”  
“What if it had been a two-digit number instead?”

### HELP CHILDREN LISTEN CAREFULLY TO EACH OTHER

#### 4. *Who can rephrase or repeat?*

“Who can repeat what Maya just said, or put it into their own words?”  
“What did your partner say?” (after pair talk)

### HELP CHILDREN THINK WITH OTHERS

#### 7. *Agree/Disagree*

“Do you agree/disagree? (and why?)”  
“What do people think about what Cleo said?”  
“Does anyone want to respond to that idea?”

#### 8. *Add on*

“Who can add onto the idea that Jamal is building?”  
“Can anyone take that suggestion and push it a little further?”

#### 9. *Explaining what someone else means*

“Who can explain what Aisha means when she says that?”  
“Who thinks they could explain why Sam came up with that answer?”  
“Why do you think he said that?”

