



## TEACHING AND LEARNING

### STAR Pedagogy

'Show it, Talk it, Apply it, Review it'

### **AIMS**

Children at Evergreen Primary Academy learn from an ambitious, well-designed, progressive curriculum to ensure that they develop the knowledge and skills needed to develop a sense of place and a sense of self for the future.

They gain the academic, cultural and social capital needed to respond and adapt to challenges they may face throughout their lives, with teachers delivering the best of what has been thought and said in a professional, reflective and research-based manner.

Disadvantage, in all its forms, is tackled with rigour, enabling all children to learn to their full potential and ensure that life-chances are maximised.

Children are taught to think logically, clearly and calmly when responding to challenge, as well as communicate their thoughts clearly and successfully in a range of different situations.

As part of the Evergreen Community, and as Evergreen Citizens, children learn to be kind, caring and respectful to people and their environment and recognise that this is important for their future and that of others.

### **PRINCIPLES OF TEACHING AND LEARNING**

Learning is the purpose of the whole school and is a shared commitment. At Evergreen Primary Academy, we recognise that education involves children, parents, staff, councillors, the community and the local partnerships, and that for optimum benefit all should work closely together to support the process of learning.

Our Star Pedagogy is built on Rosenshine's evidence-informed Principles of Instruction to ensure that children learn in the most effective way possible. Regular review opportunities are built into teaching cycles; questioning is used to effectively deepen and embed skills and knowledge; concepts are sequenced and modelled to enable all learners to progress over time; and children are allowed time for guided practice, with a high success rate, in order for skills and knowledge to become automatic. Principles of Instruction, Barak Rosenshine (2012); Rosenshine's Principles in Action, Tom Sherrington (2019)



## **Pedagogy**

Pedagogy is the art or science of teaching. This is distinct from the curriculum as it is the approach to how we teach the curriculum, not the content itself. At EPA we take a 'Centrist approach' in that there is a balance between teacher led and enquiry based activities, between skills and knowledge and individual or group work.

By taking this approach we believe that we are enabling children to move beyond basic memorisation and comprehension to complex learning processes like analysis, evaluation, and creation. It also enables them to develop our Evergreen Learning Behaviours.

This document includes:

- EPA 'STAR' approach
- EPA pedagogical model
- EPA question progression
- EPA oracy guidelines
- EPA tool boxes
- EPA Next step learning

### **EPA STAR pedagogy approach:**

EPA's pedagogical model is based on Rosenshine's Principles. EPA have summarised this as **Show it, Talk it, Apply it, Review it.** (STAR) What we understand by these is described below:

#### **Show it:**

[Cognitive Load Theory](#) explains how our working memory has a limited capacity. So, if pupils are presented with too much information at once, the brain suffers from something known as overload. This causes the learning process to slow down or even stop since the brain can no longer process all the information being presented at that one time. As a result, this principle suggests that information should be presented in small steps. This can be done by removing [any irrelevant material](#) from your lesson plan and just focusing on what your students need to know.

Providing a way for students to make connections and links within their learning not only enhances their memory recall, but also allows them to understand new information quickly. You can do this by providing pupils with the appropriate support.

Worked examples, demonstrating how to solve a problem, and thinking aloud are all modelling strategies that teachers can use to aid pupil learning. This is because it allows students to focus on the specific task at hand, reducing the overall demand on their cognitive load.

## **Talk it:**

Engaging in effective questioning techniques is one of the most powerful tools a teacher can use to enhance student learning and encourage them to explore a topic in more depth. Questions allow teachers to:

- Establish how well a class is engaging with material
- Determine whether to dedicate more time to explore a topic
- Improve their students' [metacognition](#)
- Encourage their students to be [inquisitive themselves](#)
- Enhance student learning by requiring them to practice retrieval

Rosenshine himself suggested [6 question templates](#) that can be used to get pupils to think more deeply about their learning as well as gauge their level of understanding. These are:

- **"What is the main idea of ...?"**
- **"What are the strengths and weaknesses of ...?"**
- **"How does this tie in with what we have learnt before?"**
- **"Which one is the best ... and why?"**
- **"Do you agree or disagree with this statement: ...?"**
- **"What do you still not understand about ...?"**

## **Apply it:**

Although scaffolding is important, pupils should also be able to complete tasks independently and [take responsibility](#) for their own learning. [Developing independent learners](#) is important as it helps pupils to stay motivated and improve their academic performance.

By practising a task over and over again in their own time (or "overlearning"), students develop greater fluency and automaticity in the skill they're trying to learn. By overlearning a topic, pupils can recall this information automatically, keeping the space in their [cognitive load](#) free for new learning.

We develop independent learners in the classroom by encouraging pupils to:

- Develop [a sense of purpose](#)
- Collaborate with others via [group work](#)
- Think [reflectively](#)
- [Set goals](#)

## **Review it:**

It is important to space out reviews of previous learning over weekly and monthly timeframes. This combination of [spacing](#) and [retrieval](#) is a strategy called [successive relearning](#) which involves spacing out the use of retrieval practice techniques on several occasions over time, until a certain level of mastery has been achieved (I.e. correctly retrieved from memory multiple times).

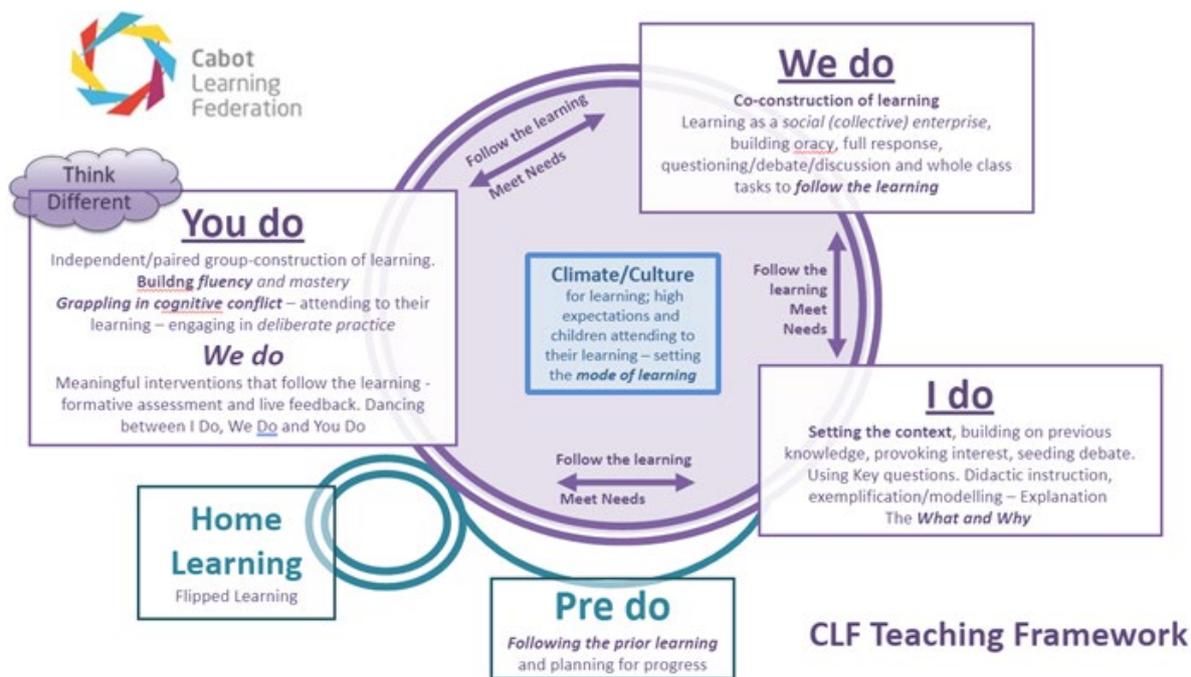
Successive relearning ensures pupils relearn content and maintain the ability to correctly retrieve this information. This allows them to make connections between new information and old knowledge, enhancing their understanding of a topic.

The lesson design enables teachers to think about their questioning, adjustments, target children, engagement, opportunities for application, resourcing and environment, how to utilise adults and a reflection of the lesson. It is expected that lesson designs are annotated to reflect changes to the lesson and thoughts about subsequent lessons. In order for lessons to reflect the learning that children require, we do not expect teachers to plan any more than two days at a time.

At Evergreen Primary Academy we follow the CLF curriculum. This curriculum aims to ‘Enable children to understand their **place in the world**, which they exploit because of a developed **sense of self** and **agency** that is built on an ability to **seek meaning** and make connections based on evolving **understanding** secured through a foundation of **knowledge** and **skills**.

Lesson Designs are based upon previous assessment data, pupil need and subject expectation. Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Subjects are taught discretely with connections being made between subjects if meaningful. At Evergreen Primary Academy we are committed to raising standards of basic skills. By basic skills, we mean the ability to read, write and speak in English and to use Mathematics at a proficient level to facilitate learning across the curriculum.

EPA uses the CLF Teaching Framework to support the structure of the lesson sequence:



## Ethos

The ethos and atmosphere underpin the agreed aims of the school. In the course of their daily work the staff will contribute to the development of this ethos through:

- providing a calm and effective working environment, in which each child can produce his or her best work;
- providing a welcoming environment, in which courtesy, kindness and respect are fostered;
- providing positive role models;
- providing a fair and disciplined environment, in line with the school’s behaviour policy;
- effective management of their professional time;
- developing links with all stakeholders and the wider community;
- valuing and celebrating pupils’ success and achievements;
- reviewing personal and professional development in order to ensure a high level of professional expertise.

## **Roles and Responsibilities**

Learning and teaching is a shared responsibility and all members of the school community have an important part to play. (See Home-School Agreement)

All members of the school community should work towards the school's aims by:

- esteeming children as individuals and respecting their rights, values and beliefs;
- fostering and promoting good relationships and a sense of belonging to the school community;
- providing a well-ordered environment in which all are fully aware of behavioural expectations;
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures;
- encouraging, praising and positively reinforcing good relationships, behaviours and work;
- working as a team, supporting and encouraging one another.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- be good role models, punctual, well prepared and organised;
- keep up-to-date with educational issues;
- provide clear information on school procedures and pupil progress;
- have a positive attitude to change and the development of their own expertise;
- establish links with the local community to prepare pupils for the opportunities, responsibilities and experiences of life;
- work collaboratively with all involved in education to develop a shared philosophy and commonality of practice.

Parents are encouraged to support their child's learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health;
- ensuring that their child arrives at school wearing the correct uniform and bringing necessary equipment;
- providing support for the discipline within the school and for the teacher's role;
- supporting the work of educational targets and becoming actively involved in the implementation of any support programme;
- participating in discussions concerning their child's progress and attainment;
- ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour;
- support the school's homework policy and give due importance to any homework;
- ensuring that all contact addresses and telephone numbers are up to date and correct;
- allowing their child to become increasingly independent as they progress throughout the school;
- informing the school of reasons for their child's absence;
- actively supporting the Home-School Agreement.

Pupils are encouraged to support the school's aims by:

- attending school in good health, maintained by adequate diet, exercise and sleep;
- attending school regularly and punctually;
- being organised, bringing necessary equipment, taking letters home promptly, etc;
- conducting themselves in an orderly manner in line with the expected behaviour policy;
- taking increased responsibility for their own learning.

The community is invited to support the school by:

- contributing to activities, such as assemblies, specialist outings, clubs, etc;
- presenting themselves as positive role models to be emulated;
- organising activities and events throughout the year to extend and deepen pupils' knowledge and skills;
- supporting school events;
- voluntarily helping in the classroom.

## **Best practice**

### **Planning**

Teachers at Evergreen Primary are expected to have a Long-term plan, medium term plan and lesson designs for each lesson.

### **Long term planning**

The long-term plan provides a broad overview of the year, organised by term, and coverage of the subject areas. The long-term plan enables us to ensure there is coverage of all the curriculum areas and there are meaningful links.

### **Daily lesson designs.**

It is an expectation that teachers plan for every lesson they teach. Each lesson uses the EPA STAR pedagogy as a basis:

### **Ready to learn**

It is expected that teachers will be prepared for the day in front of them by following these principles:

- Having all resources ready for the day (photocopying done, equipment for lessons out - this includes pencils, etc.)
- Books need to be out – Children should not be giving them out in learning time (on rare occasion a child may have specific responsibility as part of plan)
- No child should be sat with nothing in front of them or not doing something (eg. actions for talk for writing) EVER! No passive learning of just listening.
- Tool boxes should be available to all children across the school at all times!
- You must be PROMPT in picking up your children from break and lunch – be out 2 minutes before end of break and lunch!
- Make sure you've got guided group planned. This is not just sitting with a group. It's addressing gaps identified from assessments and marking.
- Hinge questions should be planned in but may be adjusted to the needs of the lesson.
- No child should leave/finish that lesson not having completed enough work.
- Quantity expectations should be set for each child. This doesn't mean you sit with them to complete task. You make them aware of their responsibility – be explicit/target.
- NEVER EVER, EVER, must a child be given a holding task of drawing or reading once they've completed learning. You MUST have an extension task ready for that learning!

## **EPA Next step learning:**

### **‘All children will be able to say how they can improve themselves’**

An important part of the learning process is knowing ‘how’ and ‘what’ to improve. At EPA we call this ‘Next Step Learning’. Our expectation is that children can articulate how they **have improved** and what they **have learnt**, and **how they are going to improve** further.

We will enable this to happen by ensuring that:

- Children understand when they are building on learning and deepening understanding
- Children should be taught what they don’t know
- Children must be able to articulate what their next step is and understand what it means
- Children will have access to resources to help them with their next steps (without asking for them)
- Time is regularly given to allow children to work on next steps & targets
- Children have a target card for writing, which is updated regularly
- Targets for parents to support with for reading, writing and maths are sent home at the beginning of each term
- Teaching partners should know children’s next steps
- Teachers should model how to improve work
- Children should know the results of tests and what they can do to improve
- Guided groups will address gaps in learning
- Gaps analysis grids are used to inform planning
- Next steps should be clear and precise
- Feedback should be given regularly – in written form or verbal
- Children should respond to feedback
- Children should always know there is room for improvement and not think they are amazing at everything
- Feedback needs to be specific not generic

## **Subject leaders**

Subject leaders have a variety of roles. These include:

- taking the lead in policy development and the production of schemes of work designed to ensure progression and continuity in their subject throughout the school;
- supporting colleagues in their development and implementation of the scheme of work, and in assessment and record-keeping activities;
- monitoring progress in their subjects and advising the Principal on action needed; taking responsibility for the purchase and organisation of central resources for their subjects;
- using release time to support colleagues;
- keeping up-to-date through reading and attending relevant courses.

Teachers ensure breadth and balance to the school curriculum.

## **Learning Environment**

The learning environment will be managed in such a way as to facilitate different approaches to learning.

Opportunities will be made for:

- whole class teaching;
- group work, organised according to appropriate criteria (i.e. ability, mixed attainment, friendship, etc);
- one to one teaching;
- conferencing;
- collaborative learning in pairs or groups;
- independent learning.
- Learning beyond the classroom

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate knowledge, skills and understanding.

The classroom will be organised to facilitate learning and the development of independence. For example:

- resources in each area will be grouped according to curriculum subject; there will be a maths working wall, a literacy working wall, a science working wall & a humanities working wall and an area for Evergreen Citizen work.
- book corners will be comfortable and attractive;
- labels and posters should be used wherever possible/appropriate to reflect the language diversity in the school;
- areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner;
- pupils will be involved in the maintenance and care of all equipment and resources.

Classrooms provide a stimulating and purposeful learning environment, including thought provoking and stimulating displays.

Classroom support is available in the form of both learning support assistants and volunteers. These are used at the discretion of the SENDCo. Volunteer helpers assist with the many aspects of school life, including supporting reading and providing assistance with school visits. Students are welcomed into school and certain standards of dress and conduct are expected.

Excellence is celebrated in display and performance. Each child is given an opportunity to have work displayed during the school year. Sustained effort, including drafting and reworking, is encouraged to enhance standards. School events such as performances and assemblies are seen as opportunities for all pupils to demonstrate their own best performance. Pupils are encouraged to believe that any exhibited work (performance or display) should represent their highest standards of personal achievement. This is also recognised in assemblies.

## **Adaptions**

The principles of our adaptations are based on what is required to meet with needs of the children in the class. The starting point is the objective for the learning that is taking place. The expectation is that you would want all children to achieve highly.

So that we always have the highest possible expectations of individual learners and so they can demonstrate what they can do, understand and achieve, teachers will make adaptations to meet individual needs.

[Differentiation and adaptation / Effective pedagogy for all students / Implementing an inclusive curriculum / Inclusive practices / Kia ora - NZ Curriculum Online \(tki.org.nz\)](#)

Adaptions can be made through:

Other lessons may include differentiation through considering these strategies:

- pace;
  - how will questioning be differentiated?
  - What will happen to the more able when waiting for the less able to answer and vice versa?
- content;
  - what will be used to support less able / more able in the delivery – visual aids/ resources for particular children
- task;
  - do all children need the same thing to start / do first?
- relevance;
  - do all children need to sit through every part?
- resources/ tool boxes ;
- extension; (remember this is not the point at which they apply)
  - how will children know?
- autonomy;
  - when/ where are the opportunities to develop ideas independently or as a group/ whole
- outcome;
  - is it clear that there are expectations for all?
- teacher/adult support.
  - What will the adult be doing to facilitate learning? Is it effective?

Pupils with special educational needs (including gifted and talented children) receive support provided by a learning support teacher, Principal, Vice Principal and inclusion manager where appropriate. Additionally, advice is sought from relevant external support agencies when and where the need demands it. (See Special Educational Needs Policy)

Teachers set individual targets each term per child in writing. This is in addition to the formative assessment targets the teachers communicate to the children on a weekly or daily basis where appropriate. These are shared with the child and parents to encourage partnerships in learning.

**EPA Toolboxes:**

It is expected that all children from year 1 have a tool box that supports them with their learning. These should include:

<b>Literacy</b>	<b>Numeracy</b>
<b>Year 1 and 2</b>	<b>Year 1 and 2</b>
<ul style="list-style-type: none"> <li>• Joined up writing guide</li> <li>• Common exception word mat y1/y2</li> <li>• Capital/lower case formation sheet</li> <li>• Differentiated grammar rules</li> <li>• Sound mat</li> <li>• Sound fan</li> <li>• Vocab mat</li> <li>• Sentence starters</li> <li>• Pencil grips</li> </ul>	<ul style="list-style-type: none"> <li>• Numberline 1-10 or 1-20 showing odds/evens</li> <li>• Numicon (1 bag for a child at A)</li> <li>• Tub of dienes</li> <li>• Sentence starters specific to topic</li> <li>• Multilink</li> <li>• Vocab cards relevant to topic</li> <li>• Add/takeaway operations guide supported with visual representation</li> <li>• Place value chart</li> </ul>
<b>Year 3 and 4</b>	<b>Year 3 and 4</b>
<ul style="list-style-type: none"> <li>• Different sentence types with key parts highlighted</li> <li>• Punctuation checklist and examples</li> <li>• Talking tins</li> <li>• Headphones to block sound</li> <li>• Chunky lollipops for finger spaces</li> <li>• Phonics prompts</li> <li>• Tricky words</li> <li>• Common exception words</li> <li>• Own spelling dictionary</li> <li>• Handwriting cards to show capital and lowercase</li> <li>• Noun cards</li> <li>• Adjective cards</li> <li>• Adverb cards</li> <li>• Verb cards</li> <li>• Conjunction list</li> </ul>	<ul style="list-style-type: none"> <li>• Place value grid (inc decimal places)</li> <li>• Number formation cards</li> <li>• Fraction wall</li> <li>• Laminated clock</li> <li>• 3D shapes &amp; properties</li> <li>• Definitions of key words, e.g prime, factors, multiples, odd, even, add, take</li> <li>• Numbers as words</li> <li>• 100 square</li> <li>• Multiplication square</li> <li>• 4 operation method reminder</li> <li>• Number line</li> <li>• Counters</li> <li>• Ruler</li> <li>• Dienes</li> <li>• Stress ball/ fiddle</li> </ul>
<b>Year 5 and 6</b>	<b>Year 5 and 6</b>
<ul style="list-style-type: none"> <li>• Common incorrect phrasing ( and correct version), e.g</li> </ul>	Multiplication grid 100 square

<p>Might of... I done...</p> <ul style="list-style-type: none"> <li>• Handwriting example mat</li> <li>• Checklist of golden rules</li> <li>• Noun cards</li> <li>• Adjective cards</li> <li>• Adverb cards</li> <li>• Verb cards</li> <li>• Conjunction list</li> <li>• Sentence openers</li> <li>• Alphabet strip</li> <li>• Dictionary</li> <li>• Phonics grid</li> </ul>	<p>Steps for: area, perimeter, volume, Square numbers/prime number definition and example Shapes &amp; features Number line Place value grid Counters Rounding rules Reminders for 4 operations Fraction wall</p>
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### **Questioning**

Questioning forms a key part of teaching and learning. It is a way of not only eliciting whether a child understands something but it is also a tool for extending a child's thinking. At Frome Vale, adults are expected to use a variety of questions from the areas defined in Blooms Taxonomy. Examples have been written progressively for these areas (see below)

EYFS	KS1	LKS2	UKS2
<b>Knowledge – recall</b>			
<ul style="list-style-type: none"> <li>• Why did?</li> <li>• Where is?</li> <li>• What is?</li> <li>• Show...</li> <li>• Name...</li> <li>• Who was?</li> <li>• When did?</li> </ul>	<ul style="list-style-type: none"> <li>• How did...happen?</li> <li>• List...</li> <li>• Find...</li> <li>• Can you select...</li> <li>• Can you recall...</li> <li>• When did...happen?</li> <li>• Choose...</li> </ul>	<ul style="list-style-type: none"> <li>• Locate...</li> <li>• Which of these is true or false?</li> <li>• How does that work...?</li> <li>• What happened after?</li> <li>• Summarise in 10 words...</li> <li>• What happens here?</li> </ul>	<ul style="list-style-type: none"> <li>• Define...</li> <li>• Examine...Teach me how to do that...</li> <li>• What do you mean by...</li> <li>• Can you compare?</li> </ul>
<b>Comprehension – organisation/selection of facts &amp; ideas</b>			
<ul style="list-style-type: none"> <li>• Can you describe...</li> <li>• Can you tell me the main...</li> <li>• Put in order...</li> <li>• Can you predict?</li> <li>• Why, what...?</li> </ul>	<ul style="list-style-type: none"> <li>• How do you know...?</li> <li>• Can you explain...?</li> <li>• Can you retell...?</li> <li>• What is the main...?</li> <li>• How do you know...?</li> <li>• Can you predict?</li> <li>• Why, what...?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How would you summarise...?</li> <li>• How does x affect x?</li> <li>• What is the purpose of...?</li> <li>• Can you predict...?</li> <li>• Why, what...?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How would you paraphrase...?</li> <li>• How would you convert, interpret, rephrase, rewrite,</li> <li>• Where does x originate from?</li> <li>• Can you predict...?</li> <li>• Why, what...?</li> <li>•</li> </ul>
<b>Application- use of facts/ rule/principles</b>			
<ul style="list-style-type: none"> <li>• Show me how...</li> <li>• Show me why...</li> <li>• Why is this important?</li> <li>• How do we use this...?</li> <li>• Give an example</li> <li>• Draw your learning about...</li> <li>• Make a model that shows...</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how you know...</li> <li>• What can you find using...</li> <li>• Illustrate your thinking/learning on...</li> <li>• How can we solve...?</li> <li>• How would you solve this?</li> </ul>	<ul style="list-style-type: none"> <li>• How could you find a pattern?</li> <li>• What other examples/instances can you give for this?</li> <li>• What can you conclude from</li> <li>• How is x related to y?</li> <li>• What did you do to solve?</li> </ul>	<ul style="list-style-type: none"> <li>• How could you find a rule/principle?</li> <li>• How could you use this information to solve...?</li> <li>• Where else could this occur/happen?</li> <li>• Could this have happened to... why?</li> <li>• What other methods are there to solve this?</li> </ul>

Analysis- separating a whole in parts			
<ul style="list-style-type: none"> <li>• Give an example of...</li> <li>• Show me that...</li> <li>• Tell me what/how...</li> <li>• How does that work?</li> <li>• What is the difference between x and y?</li> </ul>	<ul style="list-style-type: none"> <li>• Show how you know...</li> <li>• Compare x to y</li> <li>• What other instance is there of ...?</li> <li>• Prove...</li> <li>• What evidence is there that...?</li> <li>• Show the difference between x and y</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate how you know that...</li> <li>• What evidence can you present that shows...</li> <li>• Can you categorise your ideas?</li> <li>• What does the evidence infer about...?</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse the evidence and draw a conclusion on...</li> <li>• What deductions can you make about... from the evidence?</li> <li>• What evidence is there to support...?</li> </ul>
Synthesis- combine ideas to form a new whole			
<ul style="list-style-type: none"> <li>• Could you find an answer to...?</li> <li>• What would happen if...?</li> <li>• Can you show how....</li> </ul>	<ul style="list-style-type: none"> <li>• What would happen if...?</li> <li>• What will happen next and why?</li> <li>• How would you solve this?</li> </ul>	<ul style="list-style-type: none"> <li>• Could you design... to show...?</li> <li>• Can you create... to show...?</li> </ul>	<ul style="list-style-type: none"> <li>• How would you suggest that we solve...?</li> <li>• Can you predict the next...?</li> <li>• How would you design...?</li> <li>• What solutions might you suggest for...?</li> </ul>
Evaluation- develop opinions/judgements/decisions			
<ul style="list-style-type: none"> <li>• What do you think about...?</li> <li>• What do you think will happen if...?</li> <li>• Find me a _____ that tells me that _____?</li> </ul>	<ul style="list-style-type: none"> <li>• What is the most important and why?</li> <li>• In what ways do you agree or disagree?</li> <li>• What words/evidence tell you that?</li> <li>• What do you think will happen if...?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• How are these opinions the same or different?</li> <li>• How effective is this, why?</li> <li>• What impression do you get of, why?</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritise... according to....</li> <li>• What criteria would you use to assess...?</li> <li>• How do these ideas contrast to....?</li> <li>• Conclude your ideas/thoughts in 5 sentences</li> <li>• Summarise what you think about...</li> </ul>

## Assessment, Recording and Reporting

Regular assessments are made of pupils' work in order to establish the level of attainment and to inform future planning. Formative assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and what therefore should be the next stage in his/her learning.

Termly summative assessments can be seen on the assessment overview form.

Formal summative assessment is carried out at the end of each National Curriculum Key Stage (i.e. in Years 2 and 6) through the use of SATs and teacher assessment. Phonics are tested in Year 1 and re-tested where necessary in Year 2.

Baseline assessment is used in Reception/Early Years within six weeks of starting school. .

At Evergreen Primary Academy we recognise the importance of formative assessment and the important role it has to play in creating a learning culture. We believe that formative assessment furthers and deepens learning and consists of four basic elements, underpinned by confidence that every child can improve and an awareness of the importance of children's high self-esteem. **The four elements are: sharing learning goals; effective questioning; self and peer evaluation; effective feedback.** Formative assessment carries with it the expectation that, when properly motivated and appropriately taught, all learners can reach a level of achievement which may currently appear beyond them. It provides a breadth of proven life-long learning skills based on an understanding of how we learn rather than what we ought to be learning. This includes:

- creating a positive learning environment;
- focusing all feedback on specific performance improvements which can be acted on;
- sharing an overview of content, process and benefits of the learning to come;
- engaging learners by posing problems and challenging thinking;
- providing opportunities for learners to meet the challenge in a variety of pairings and with multiple ways of representing their understanding;
- creating space for reflection and meaningful dialogue;
- reviewing what has been learned, how it was learned and how it will be used.

Suitable tasks for formative assessment include:

- group discussions;
- short tests in which pupils write answers;
- specific assignments for individual pupils;
- discussions in which children are encouraged to appraise their own work and progress;
- pupil observations;
- SATs.

Feedback to pupils about their own progress is achieved through discussion and the marking of work.

Effective feedback – (see Feedback Procedure for more detail):

- helps children understand how to improve and feedback aims to be positive and constructive;
- is often done while a task is being carried out through discussion between child and teacher;
- of written work is used sensitively and with discretion so that a child can assimilate a limited number of corrections at one time. This will vary according to the age, ability and task.

All results from assessments are analysed and used to inform future planning. (See Assessment Policy)

Cross phase continuity is ensured by:

- pre-school liaison meetings;
- cross-phase liaison meetings;
- in-school liaison meetings between staff;
- liaison meetings between Year 6 teachers and those from prospective secondary schools;
- visits to secondary schools by Year 6 pupils;
- transfer of pupil records of progress and summative assessment results.

Records of progress kept for each child are:

- Sims records – updated 1,2,4,6
- Writing summative assessment sheet
- Ready to Progress in maths

- Reading records

Reporting to parents is done twice a year through consultations and once through a written report. Results of individual pupils' assessments are made available to the parents concerned and the overall statistical profile (but not individual results) is made available to parents, Academy Councillors, Cabot Learning Federation and LA and national government.

### **Monitoring and Evaluation**

Pupils' work will be monitored and moderated regularly in each of the core curriculum areas by the subject leaders and the Principal and Vice Principal. A fortnightly review of monitoring procedures is held with all members of the teaching staff in the form of Core Team Meetings which includes discussions around our whole school Provision Map and the impact of the interventions that are used. Subject leaders will regularly monitor children's books. The Principal, Vice Principal and Assistant Principal will observe each class teacher in a specified curriculum area on a regular basis. The Professional Development cycle informs learning and teaching. (See Professional development Policy).

### **EPA Oracy guidelines:**

At Evergreen we believe that oracy is a central part to children's learning. EPA uses the following guidelines for discussion:

- Always respect each other's ideas
- **Be prepared to change your mind**
- Clarify, challenge, summarise, and build on each other's ideas
- **Invite someone to contribute by asking a question**
- Show proof of listening
- **Speak in full sentences**
- Control your voice
- **Use excellent grammar**
- Use the right words

EPA uses the following roles in the classroom to enable good discussion:



**Challenger**

Disagrees with or presents an alternative argument

**Will say:**

- "That's true, but have you considered..."
- "You mentioned X but what about..."
- "I hear what you're saying, but..."



**Clarifier**

Makes things clearer and simplifies ideas by asking questions

**Will say:**

- "What do you mean when you say..."
- "Could you tell me more about..."
- "Does that mean that..."



**Prober**

Digs deeper into the argument, asks for evidence or justification of ideas

**Will say:**

- "What evidence do you have to support that?"
- "How does that support your argument?"
- "How did you come to that conclusion?"



**Summariser**

Presents reflections on the discussion. May offer a conclusion or balanced assessment of the main points

**Will say:**

- "Overall, the main points covered were..."
- "In summary..."
- "From today's discussion, it's clear that..."



**Instigator**

The person who starts the discussion

**Will say:**

- "I would like to start by saying..."
- "I think the first thing we should consider is..."
- "To begin with let's talk about..."



**Builder**

Develops, adds to or runs with an idea

**Will say:**

- "I agree and I'd like to add..."
- "Linking to your point..."
- "Building on that idea..."

“Cats make better pets than dogs!”