

Newbigging Primary School

Effective Learning, Teaching and Assessment Policy



Rationale

This policy outlines how learning is planned for and assessed, to ensure the best outcomes for all learners.

General Learning and Teaching Expectations

- All learning is planned for and differentiated to meet the needs of all learners
- All learners should be assessed regularly to ensure there is appropriate support and challenge. Please see the core assessment policy for more detailed information around expectations
- Children should be encouraged to take risks and realise that mistakes are part of the learning process
- A consistent approach to marking of work is expected. Please see the core correction policy for more detailed information
- A high expectation of presentation is required in all learning
- Pupil voice should be valued and time should be taken to gather children's views and opinions about their learning
- Ensure a range of teaching strategies and approaches are used to meet the needs of all learners
- Children should have opportunities to engage in active learning tasks, digital learning and outdoor learning to support and enhance their learning experiences
- Children should have opportunities to develop skills for learning, life and work
- Ensure that feedback is constructive and delivered in a positive manner
- Use a calm and nurturing approach to support all learners

Planning for Learning

All teaching staff has planning folders, which should be kept up to date and made available to SLT as required. Planning folders should include groupings, medium terms plans and a weekly timetable.

All staff will use progression pathways to plan effectively for learning and teaching. These will be passed on to the next teacher at the end of each academic year throughout each level. This will ensure breadth, depth, progression and coherence across all areas of the curriculum. Medium term planning in the form of WALT Grids (which are shared with parents), outlining the overarching plan for a block, and 6 weekly Progression Grids are used to record planning over the year. Planning documentation should be stored on the common drive in the class folders. Tracking documents that support planning, such as the hard copy progression pathways should be stored in planning folders. Planning should be shared with SLT each block at planning and attainment meetings to ensure a coherent and cohesive curriculum is being delivered effectively across all stages

Teacher will identify support and challenge needs for groups and/or individuals in their class and plan appropriately to meet the needs of all learners. IEP should be completed, as appropriate for individual learners.

Learning Intentions and Success Criteria

Learning Intentions (LI):

- Learning Intentions should begin with 'We are learning to...'
- Learning Intentions should be a general aim for what you want the children to achieve.
- Learning Intentions can remain the same for a block of learning.
- Learning Intentions should be displayed on the daily timetable in classrooms.

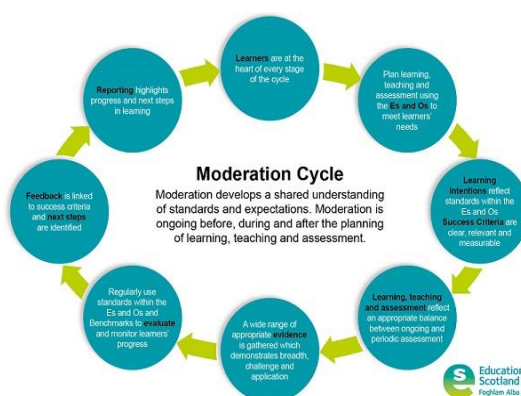
- Learning Intentions should not contain the context for learning e.g. We are learning to write a letter to Santa.

Success Criteria (SC):

- Success Criteria should begin with 'I can...'
- SC in P1-3 can be supported by pictures.
- SC should be how the children know if they have been successful in the task.
- Children should be able to self/peer assess their learning based on the SC.
- Feedback should be based on the SC for the lesson.

Moderation Cycle:

Moderation is a process that takes place before, during and after planning of learning, teaching and assessment and will link to the school improvement plan and staff development. Teachers will participate in moderation on a regular basis through both planned and informal opportunities. Where possible, staff will be encouraged and supported to work with others from the cluster, and at times, the local authority to moderate different aspects of their learning and teaching, as per the moderation cycle. Moderation will be planned for as part of the school improvement plan and opportunities planned for by members of the senior leadership team and/or the QAMSO.



Learning in Numeracy and Maths

All pupils will experience planned progression of numeracy and mathematics experiences and outcomes.

We use the Abacus Maths resource across the whole school which has a range of active learning opportunities, problem solving and written tasks. All pupils will be involved in 'hands on' learning, using concrete materials, will be actively encouraged when developing Numeracy and a greater allocation of time will be allotted to full and deep understanding of place value, the four basic numeric functions, time and money. Further mathematical learning experiences such as Shape, Position and Movement and Information Handling will be explored annually and, where relevant learning will link to a variety of meaningful contexts to increase relevance.

At all stages, pupils will further develop their knowledge and skills through their application to familiar and less familiar contexts.

Teachers use Abacus Progression Pathways, the Abacus Online Platform and Numeracy Progression Pathways when planning for learning and teaching in numeracy and maths. Progression pathways

are linked to the benchmarks to help assess whether learners are making suitable progress towards the national standards expected.

Abacus Assessments and Angus Maths Progress Checks should be used to support planning for learning and teaching. The resultant evidence is then used to plan children's next, challenging steps in learning.

Learning in Literacy

All pupils will experience planned progression of literacy experiences and outcomes.

We use Read Write Inc (RWI) in early and first level as our main reading and spelling programme. Children begin the RWI Phonics Programme in P1. When children complete RWI phonics they move onto RWI spelling as they move further up the school. They also use several other resources including Nelson Grammar and Comprehension, Literacy Boxes and novels. Other reading resources such as Keys to Literacy, Reading Apples and Moving Image Education are all used to support children's reading comprehension and higher order reading skills throughout the whole school.

We use the Explicitly Teaching Writing approach to teach writing across the whole school, following our scoping and sequence document.

Teachers use Literacy Progression Pathways, RWI Handbooks, and structured writing exemplar documents when planning for learning and teaching in literacy. Literacy skills will be developed through, and applied to, a range of meaningful learning contexts at each stage of the CfE Literacy curriculum. Progression pathways are linked to the benchmarks to help assess whether learners are making suitable progress towards the national standards expected.

RWI Assessments, ETW success criteria, York Reading Assessments and Schonell Spelling Assessments, as well as National Standardised Assessments, are used to assess children in literacy. The resultant evidence is then used to plan children's next, challenging steps in learning.

Learning in Health & Wellbeing

All pupils will experience planned progression of Health and Wellbeing experiences and outcomes.

Staff will continue to support healthy eating and tooth-brushing within the Early Years in nursery.

We use Emotions Works across the whole school to develop the Emotional Literacy of the children and to help them develop their understanding of their own emotions and those of others.

Teachers use Health and Wellbeing Progression Pathways when planning for learning and teaching in HWB. Progression pathways are linked to the benchmarks to help assess whether learners are making suitable progress towards the national standards expected. The progression pathways also make clear links with SHANARRI indicators (**S**afe, **H**ealthy, **A**chieving, **N**urtured, **A**ctive, **R**esponsible, **R**espected and **I**ncluded.)

Wellbeing Webs are completed termly to track children's wellbeing. The resultant evidence is used to support children where required and look at areas for development. Concerns about a child's responses should be shared with senior leadership who may be able to support by seeking further assistance from external agencies.

We all have a responsibility to ensure children understand the United Nations Convention on the Rights of a Child. UNCRC activities should be planned for regularly both through the article of the month on the rights calendar, and as relevant to planned learning and teaching. Children should also learn about the global goals and how they can contribute to the achievement of these.

Throughout the school, staff ensure that all pupils have **2 hours of quality physical education, both outdoors and indoors**. These sessions are planned for using the significant aspects of learning to ensure children develop a wide range of skills through the context of physical education.

With regard to Relationships, Sexual Health and Parenting lessons, we follow suggested teaching from the online resource rshp.scot. Families should be contacted by class teachers prior to delivering any lessons around reproduction so that they are prepared to support their children with any further questions they may have.

Learning Contexts

All pupils will experience planned progression of inter-disciplinary learning (IDL).

Experiences and outcomes from CfE have been bundled appropriately over a 3 year rolling plan to ensure appropriate coverage and exposure at early, first and second levels. This means that as children move through a level, they will experience a broad general education. Teachers refer to these documents when planning for context learning.

Teachers should ensure that they capture pupil voice to involve all learners in the planning of activities, so the learners are motivated and inspired to learn.

Through ongoing use of KWL grids, pupils have choices in their learning.

- **What do I know** about this topic?
- What do I **want to know**?
- What have I **learned**?

Teachers should plan for opportunities to involve the local community to extend and enhance learning. This should also extend to encompass each child's role as a global citizen and the important part they can play in a sustainable future.

Wider Achievement

It is important that we value children's learning outside of school and celebrate this in school. Each class has a success board, where we display pictures sent to us by parents/carers. Children should be encouraged to share their wider achievement in school.

Our Active schools co-ordinator completes surveys with the children yearly about what clubs the children attend outside of school. We then use this data to target children who are not attending any clubs outside of school to ensure they are participating in extra curricular activities.

Class teachers have time allocated in their working time agreement to run a lunchtime or after school club to provide children with a range of opportunities for wider achievement.

Use of Digital Technology

There is an expectation that all learners are given the opportunity to access digital technology to become more independent in their learning. Learners should be taught how to use technology safely and responsibly.

Learners should have access to a range of relevant and appropriate software, e.g. Active Learn or Busy things, and hardware including Prowise boards, chrome books and i-pads.

Technologies outcomes are included in IDL planning to ensure progression of skills in digital technologies. These experiences are essential to supporting skills for learning, life and work.

Digital and assistive technologies should also be used to support children with additional support needs. If you require assistance with this, a referral can be made to the ASN team for support.

Outdoor learning and learning for sustainability

Outdoor learning supports children's knowledge and skills as well as their emotional, social and physical well-being. Learning outdoors connects children to the world around them, creating resilient, responsible citizens and successful lifelong learners.

There is an expectation that all learners are exposed to outdoor learning opportunities as appropriate. Learners should be encouraged to take risks, engage in problem solving and co-operative tasks, to develop social skills, fine and gross motor skills and skills for learning, life and work. Outdoor learning should be planned for regularly to compliment other learning opportunities and should not be seen as an additional requirement.

Learning for sustainability should offer equitable and varied learning experiences for all our children in areas such as global citizenship, social justice and discrimination. It is important that our children have a broad experience of learning across the curriculum.

Assessment for Learning

Diagnostic approaches to learning are central to all key learning experiences and will be used to plan next steps for learning.

Both formative and summative assessments will be used in key curricular areas of HWB, literacy and numeracy to inform next steps and to support teacher judgement.

Please refer to the core assessment policy for more detailed information about the assessment processes and expectations.

Assessment folders for individual children should be kept up to date with the relevant assessment. Core assessment policy details what should be kept in the folder.

Giving feedback is a big part of helping children to understand their own progress and be able to identify their own next steps. This can be done in a range of ways such as pupil to pupil, teacher to pupil and can be verbal or written. Feedback should always include a next step to support children to improve. **Please refer to corrections policy for how to share feedback with pupils on their work.**

Attainment Data

Class teacher will update attainment data 3 times a year into the pupil tracking system (Nov, Feb, May)

Teaching staff should pass on attainment data to the next class teacher as part of transition in June alongside transition document.

Developmental milestones for children in the ELC provision will be completed 3 times per year, as above, and these will be shared with the P1 teacher to support transition to school.

Leaders of Learning

Teachers will adopt approaches which ensure pupils are leaders in their own learning through planning a curriculum which allows some personalisation and choice. Through end of topic evaluations using the KWL grids created by the children, they can reflect on their own learning, drawing their own informed conclusions. In addition, the use of cold and hot assessments and

sharing learning intentions, success criteria and feedback further provides opportunities for children to see and be leaders of their learning.

All teachers will have a role in ensuring they are an integral part of the learning process and model life-long learning. They undertake an annual professional review and development where they evaluate and reflect on their own practice and identify next steps. Teachers are also required to engage in CLPL activities linked to their own review and development.

Each teacher also has a champion role in some aspect of the curriculum, attending curriculum groups and feeding back to the rest of staff any information of note.

Early Level - ELC

The Senior Early Years Practitioner (SEYP) and Early Years Practitioners (EYPs) will meet regularly with both the Head Teacher and with the Early Years departmental staff including the P1 teacher, to ensure that there is progression and challenge throughout the Early Years Level and to ensure smooth transition for all children from Early Years provision to P1.

Monitoring and Evaluation

We ensure effective Learning and Teaching lies at the heart of everything we do therefore we have an annual quality assurance calendar which provides opportunities to discuss pupils' assessment information and data; periods of observations and liaison; SLT learning visits; peer learning visits; pupil learning walks, planning and attainment meetings, pupil focus groups and jotter sampling.

In summary, implementation of this policy is monitored through:

- ✓ Use of How Good Is Our School?4
- ✓ Use of How Good is Our Early Learning and Childcare?
- ✓ Classroom Observations from peers, pupils and SLT
- ✓ Professional Discussions between teachers and between teachers and the SLT
- ✓ Sampling of pupils' learning from both written work and focus group discussions with the pupils
- ✓ Planning and Evaluations.

Summaries of main strengths and next steps from across the school are shared and discussed with staff and used to inform further development/school improvement.

Policy Review

Reviewed by Senior Leadership Team, March 2025

Policy review date: March 2026