Bellsbank Primary School

Monitoring Policy
(Learning, Teaching and Assessment)

Date : Oct 2023

Contents

1. **Rationale**

Our Vision
Bellsbank Primary School and Early Childhood Centre (ECC) is committed to become:

"A centre of excellence for learning which is a driving force for positive change across the community."

Our Values

Our core values of **honesty, respect, responsibility, equality, inclusion, fairness** and **compassion** are at the heart of everything we do"

Our Aims

- Provide challenging and inspiring opportunities that enable our children to maximise their potential in life.
- Provide a safe, secure and nurturing learning environment.
- Provide high quality learning experiences that engage children fully in their learning.
- Provide a well-planned and progressive curriculum that meets the needs of all children.
- Value and develop strong trusting relationships with parents from an early stage.
- Develop a sense of pride which has a positive impact on our community.

Learning and teaching are at the heart of an effective curriculum. **How** we teach is as important as **what** we teach. High quality teaching is a key factor in successful learning and in raising attainment.

Our Learning, Teaching and Assessment Policy sets out our expectations for a consistent, 'whole school' approach to learning, teaching and assessment. As a school, we strive to evaluate and improve our practice so that the education we provide grows and changes to meet the needs of the young people we teach.

This document sets out our expectations and supports the processes implemented for the monitoring of learning, teaching and assessment.

2. Monitoring Teacher Planning

All teachers' plans should be uploaded to the Digital Planning Teams area and should be kept up to date throughout the year. The Management Team (MT) will monitor the contents of all the planners formally 3 times per year. This includes:

- **Backdrop Planner**
- **EAC Skills Progression Frameworks (Termly Planners)**
- **Topic Planners** (IDL) and **Units of Study Planners** (e.g. book studies, maths topics) where appropriate.
- **3-Year rotational planners** (as appropriate)
- A sample of **weekly plans***

Details of the expectations for effective planning are documented in The Teaching, Learning and Assessment Policy. Observation checklists and feedback sheets are included in *Appendix 1*.

*The MT will only monitor a sample of weekly plans, however all weekly planners should be stored within the Digital Planning teams area or in a centralised place (e.g. the Work Base) for purposes of cover during an absence.

3. Learning and Teaching Observations

Learning and teaching observations will be carried out by the MT in each class each term. These observations may take place in the classroom, gym hall, outdoors etc. and will be scheduled and agreed with class teachers beforehand. An observation will last no more than 30 minutes.

The focus for these observations will include:
- Variety of Approaches
- AifL
- Differentiation
- Pupil Responsibility
- Relationships & Inclusion
- Physical Environment

Details of the expectations for effective Learning and Teaching are documented in The Teaching, Learning and Assessment Policy. Observation checklists and feedback sheets are included in *Appendix 2.*

4.   Sampling Children's Work and Children's Views

Samples of children's work (e.g. jotters) will be monitored 4 times per year. This includes:

- **Samples of Literacy work** (e.g. daily writing jotter, story writing jotter, floor books)
- **Samples of numeracy work** (e.g. numeracy jotters, floor books)

The samples should be from a few children with different abilities (including ASN). Checklists and feedback sheets are included in *Appendix 3.*

The views of children will be gathered 3 times per year as follows through pupil surveys, one to one discussions and focus groups. The information gathered will be fed in to the Self Evaluation process and discussed collegiately with all staff so that appropriate improvements can be made.

5.   Moderation

Documentation and evidence from the moderation processes employed by East Ayrshire will be gathered and collated each year. We will follow the schedule set by the Education Group. Informal moderation activities should take place each term (e.g. planning together, cross marking & professional dialogue between colleagues).

6.   Monitoring and Tracking Systems

Staff should update the assessment spreadsheets on the shared drive as and when assessments are made (e.g. spelling ages, reading ages). Details of assessments to be undertaken throughout the year are within the Tracking & Assessment Timetable.

Teacher predictions & judgments should be entered into the EAC Tracking and Monitoring System in line with EAC timetable. (September, November, February, May). A final entry will be made for the end of June and this will become the baseline entry for the following year. The management team will monitor these systems to gain an overview of progress in attainment.

7.   Pace and Challenge Meetings

Pace and challenge meeting will take place between the Class Teacher and Management Team 3 times per year. Using the data gathered from the other monitoring activities and from the tracking & monitoring system, the pace of learning in class and the level of challenge for learners will be discussed and recorded as well as supports required. *(Appendix 4)* This will feed into the self-evaluation process so that appropriate improvements can be made.

9. Monitoring Timetable

	August				September				October				November				December				January				February				March				April				May				June			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Teachers' Plans									X																		X									X								
Class Observations							X	X							X	X									X	X											X	X						
Samples of children's work												X										X										X										X		
Monitoring & Tracking Systems							X							X											X												X				X			
Children's Views							X																X																X					
Moderation					X					X												X				X								X				X						
Pace & Challenge Meetings												X												X												X								

Appendix 1
Monitoring Teacher Planning (Checklist & Feedback Sheet)

Monitoring Teacher Planning	
Class Teacher:	Class:
Date:	Monitored by:

Backdrop Planner

- Summary of the focus of T&L throughout the year
- Interdisciplinary learning documented
- Es&Os link to rotational planners
- Literacy & Maths link to EAC Literacy & Maths pathways respectively

Termly Planners

- Demonstrates breadth of the curriculum offered
- Links to the EAC progression planners for Literacy & Numeracy
- Demonstrates progression

Topic Planners / Units of Study Planners

- Outlines 'blocks' of learning.
- References the Es and Os that are being covered in the 'block'.

Weekly Planners

- Plans work at individual, group & class level
- Takes account of prior learning
- Identifies a clear focus and purpose for each learning experience in the form of a **learning intention**.
- Includes information on:
  - Context
  - Tasks/activities
  - Resources
  - Homework
- Demonstrates progression, pace and challenge.
- Resources and teaching strategies match the needs and abilities of learners.

Four Contexts For Learning: Ethos and life of the school; Curriculum Area and Subjects; Interdisciplinary learning; Opportunities for personal achievement.
Seven Design Principles Challenge and enjoyment; Breadth; Progression; Depth; Personalisation and choice; Coherence; Relevance

Key Points from the Observation

Actions/Next Steps

Appendix 2
Learning and Teaching Observations (Checklist & Feedback Sheet)

Learning and Teaching Observation	
Observee:	Observer:
Class:	Subject/Lesson:
Date:	Focus :

Learning & Teaching Observation : Checklist
(*A subset of the following points will be chosen depending on the observation focus)*

Set the Scene for learning (AifL)
- Connect/acknowledge prior learning (retrieval practice)
- Share learning intentions and success criteria

Variety of approaches
- Learners experience **creative** teaching approaches within a variety of contexts
- Activities are well matched to learners needs and interests
- Activities are personalised to learners interests
- Learners exercise **choice** including the use of digital technology
- Learning is well paced
- Learners acquiring and applying a tool-set of skills, strategies and making decisions

Variety of questioning techniques (AifL)
- Questioning promotes **curiosity, independence** and **confidence**.
- Questioning enables **higher order thinking skills**
- Questioning informs formative assessment judgements

Differentiation
- Activities promote independence
- Activities provide effective **support** and **challenge**
- Learners are encouraged to be independent
- Differentiation promotes effective pace and challenge for all learners

Variety of assessment techniques (AifL)
- Learners demonstrate their knowledge through a variety of approaches
- Assessment approaches are matched to the learning needs of the learners
- A range of quality evidence is used to support assessment judgements and inform next steps

Quality Feedback (AifL/Attainment)
- Learners receive high quality feedback from a variety of sources
- Learners have an accurate understanding of their progress and how to improve
- Learners are able to give **effective feedback** to peers on their learning

Reviewing the learning (AifL)
- Plenary assesses individual, group and/or class progress
- Learners are encouraged to focus on the main objectives of the lesson
- Next steps in learning are clear

Pupil responsibility
- Learners organise and take responsibility for personal targets

- Learners have opportunities to lead learning and undertake leadership roles
- Learners are **engaged**, **resilient** and **highly motivated**
- Learners are **confident** and interact well during activities

<u>Relationships & Inclusion</u>
- Learning environment is nurturing and leads to high quality outcomes
- All relationships are positive
- Staff and learners demonstrate a commitment to the vision and values of their school
- Learning environment promotes high wellbeing and involvement

<u>Physical Environment</u>
- Environment promotes engagement and learning:
  - Organised
  - Structured
  - Tidy
  - Resources clearly labelled
- Display boards well maintained:
  - Class Structures and Routines
  - Emotional Literacy
  - Interactive learning walls
  - Feedback
- Environment meets children's needs:
  - Appropriate groups and seating plans
  - Labelled resources
  - Different learning areas

Learning & Teaching Observation : Feedback Sheet

Key Points from the Observation

Actions/Next Steps

Appendix 3
Sampling Children's Work (Checklist & Feedback Sheet)

Sampling Children's Work	
Class Teacher:	Class:
Date:	Monitored by:

Links to Teacher's Plans

- Coherent with teacher's planners/ EAC progression planners
- Coherent with pupil's attainment level (in tracking & monitoring system)

Marking/Feedback

- AifL marking strategies used where appropriate: e.g.
  - Using comments only marking (no grades)
  - Using +,-,= (plus, minus, equals)
  - Using 2 stars and a wish
  - Comments are positive and focus on the task/subject not the person
  - Marking refers to success criteria
  - Pupils able to respond to marking
  - Pupils using comments to improve future work
  - Using traffic lights, highlighters, prompts, bubbles & boxes
  - Using marking codes (e.g. LI, SC, T)
  - Pupils' work respected
- Self and peer assessment strategies used: e.g.
  - Traffic lights
  - Checklists and mark schemes
  - 2 stars and a wish
  - Swap, compare, discuss

Quality of Presentation

- Work dated
- Reference to task/resource where applicable
- Learner taking pride in their work
- Tasks Completed
- Thinking visible

Key Points from the Observation

Actions/Next Steps

Appendix 4 **Pace & Challenge Meeting (Record of Discussion)**

Bellsbank Primary School	Pace & Challenge Meeting		Record of discussion	
Date:	Class:		Discussion By:	

HGIOS 4 and HGIOELC

1.1 Self-evaluation for self-improvement

Within in our school and across our learning community we engage regularly in effective quality improvement and moderation activities and have agreed standards and expectations

2.2 Curriculum

Our curriculum provides flexible learning pathways which lead to raising attainment through meeting the needs and aspirations of all our learners. Learning pathways support children and young people build on their prior learning and ensure appropriate progression for all learners

2.3 Learning, Teaching & Assessment (Effective use of assessment)

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.

- Assessment approaches are matched to the needs of the learners and are used to support them to demonstrate where they are in their learning
- A quality body of evidence is used to support assessment judgements and decisions about next steps

3.2 Raising Attainment And Achievement (Attainment in literacy and numeracy)

Confident teacher judgements together with benchmarking and an appropriate range of assessments are leading to improvements in attainment.

Use Information gathered from : **Teacher's Plans**, **Class Observations**, **Samples of Children's Work**, **Monitoring & Tracking** and any **Moderation Activities**			
How well are you doing? **What's working well for your learners?**	**How do you know?** **What evidence do you have of positive impact on learners?**	**What are you going to do now?** **What are your improvement priorities in this area?**	**Supports Required?**