

Uplawmoor Primary School



Learning, Teaching and Assessment Policy



UN Convention of the Rights of the Child

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

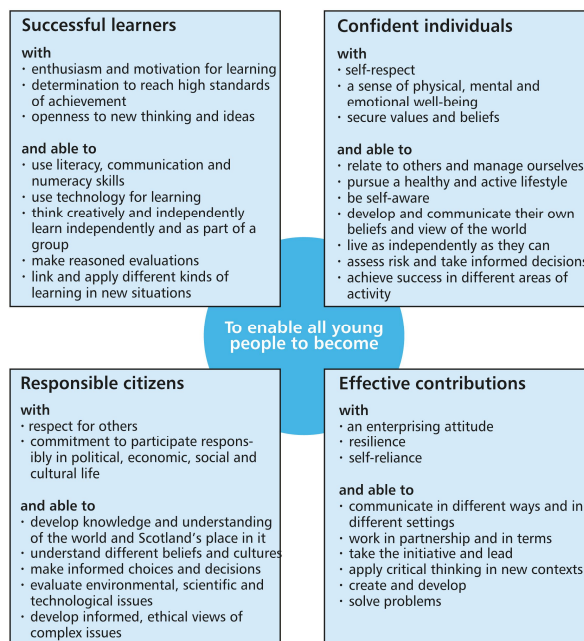
Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and show respect to other people.

A Curriculum for Excellence aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. This is encapsulated in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor.

Education Scotland (2017)

Rationale

In Uplawmoor Primary School, learning, teaching and assessment seeks to enable our pupils to fulfil the four capacities of a Curriculum for Excellence.



Aims

In Uplawmoor Primary School our aim is for all pupils to reach their full potential by:

- creating an ethos that reflects a commitment to children's rights and positive relationships
- being eager participants who are fully engaged, resilient, highly motivated and interact in activities

- offering experiences that are appropriately challenging and enjoyable and well matched to the learners' needs and interests
- allowing learners to exercise choice and take responsibility for and becoming more independent in their learning
- understanding the purpose of learning and having opportunities to lead the learning
- contributing effectively to the life of the school and the wider community in a range of well-planned activities
- seeking learners views and ensuring that these are valued and acted upon
- using a wide range of learning environments and using creative teaching approaches
- ensuring learning is enriched by and supported by the effective use of digital technologies
- using skilled questioning and engagement to promote curiosity, independence and confidence and enable higher order thinking skills in all of our learners
- ensuring assessment is integral to our planning of learning and teaching
- using a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum
- involving learners fully in planning, evaluating and setting next steps in their learning
- provide feedback to inform and support progress
- facilitating learning experiences that are imaginative, innovative, creative, stimulating and challenging
- encouraging learners to be imaginative, open-minded, confident to take risks who can ask questions, make connections, envisage what is possible and not possible, explore ideas, identify problems and seek and justify solutions

Approaches

Learning through Play

Play provides opportunities for children to experience learning in a meaningful and purposeful way. It allows children to develop their skills and capabilities to become effective learners. In Uplawmoor Primary we facilitate opportunities that builds on previous experiences and allow children to make connections in their learning in a safe and secure environment. Learning through play:

- promotes a positive attitude to and enjoyment of learning
- provides opportunities to learn in a more practical and engaging way
- develops natural curiosity and stimulates imagination
- encourages exploration, investigation, problem-solving, decision making and perseverance
- enables the development of language and communication skills
- encourages children to take responsibility for their own thinking and learning
- involves children in planning and evaluating learning experiences

Child Centred Learning

We all learn better when we are actively engaged in the process, as this allows for a deeper level of learning and develops essential skills for lifelong learning. In Uplawmoor Primary our children are encouraged to lead their own learning, developing the skills they need to become more resilient and self-motivating learners through engaging in active learning experiences across the curriculum. This is based upon:

- the use of relevant, real life and engaging contexts which build upon children's own experiences
- the interests and motivations of learners through responsive planning
- the development of independent thinking and learning
- making meaningful links for learners across different curricular areas
- incorporating the principles of Assessment is for Learning
- the development of exploration, investigation, problem solving and decision making skills
- developing perseverance and a "can to" attitude to learning
- collaborative working e.g. accepting and giving feedback and criticism, listening attentively to the ideas of others, defending a position or idea, making informed decisions
- the effective use of digital technologies to enhance learning
- learners developing a greater understanding of themselves as learners and how they learn
- developing metacognitive skills i.e. learners knowing what they know, don't know or misunderstand
- being fully involved in the learning process through planning, evaluation and setting next steps in learning
- learners developing the ability to evaluate themselves, their peers and their learning experiences

Outdoor Learning

Learning outdoors can provide space and freedom and a unique learning experience which cannot be given in a classroom. In addition, it brings all the health benefits associated with being outdoors. In Uplawmoor Primary we take every opportunity to take our learning outdoors not only in our extensive grounds but also in the local area and across Scotland. Learning beyond the classroom:

- makes learning more engaging
- makes learning more relevant by putting it into a more realistic context
- nurtures creativity and imagination
- develops learning through play, exploration and experimentation
- develops an interest in the environment and wider surroundings
- exposes children to new opportunities e.g. visiting museums, zoos, farms
- offers additional opportunity for fresh air and exercise
- offers unlimited resources

Assessment

Assessment approaches should help learners to show their progress through the levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning.

Building the Curriculum 5 (2011)

In Uplawmoor Primary assessment is planned as part of learning and teaching as these are inextricably linked, with each one informing the others. Evidence is gathered from across significant aspects of learning in a holistic way which provides robust, valid and reliable assessment information rather than assessment based on evidence from a single learning experience or one-off piece of work. The range of evidence gathered supports teachers in reaching a judgement of where children are in their learning.

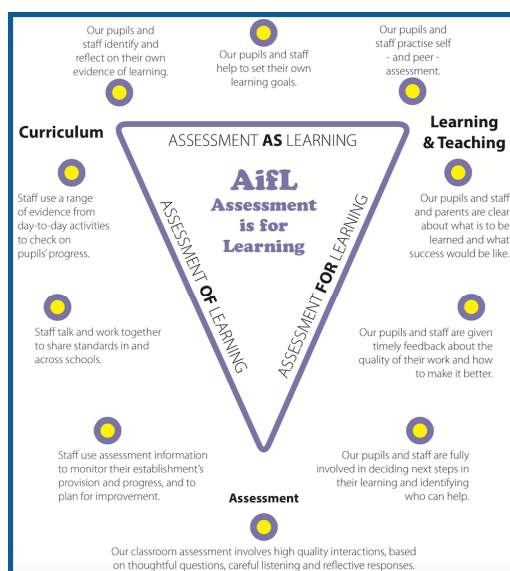
The range of information and evidence gathered is used to monitor and track progress and achievement - a key aspect of raising attainment. Through tracking and monitoring meetings, we ensure that the pace of learning is appropriate for each learner. Research in assessment suggests that learners learn best, and attainment improves, when learners:

- understand clearly what they are trying to learn, and what is expected of them;
- are given feedback about the quality of their work, and what they can do to make it better;
- are given advice about how to go about making improvements;
- are fully involved in deciding what needs to be done next, and who can give them help if they need it.

Education Scotland (2005)

In Uplawmoor Primary we use Assessment is for Learning approaches to provide a streamlined and coherent approach to assessment to ensure pupils, parents and teachers have the feedback they need about pupils' learning, progress and development needs.

Three main strands of assessment activity underpin the approach – assessment FOR learning, assessment AS learning and assessment OF learning. Each strand has a number of 'key features' attached to it as detailed below:



Education Scotland benchmarks provide clarity on the national standards expected within each curriculum area at each level. They set out clear lines of progression from Early to Fourth Levels (First to Fourth Levels in Modern Languages). Their purpose is to make clear what learners need to know and be able to do to progress through the curriculum levels, and to support consistency in teachers' professional judgements. The national expectations about progression through curriculum levels are shown in the table below:

Curriculum Level	Stage
Early	The pre-school years and P1
First	To the end of P4
Second	To the end of P7
Third, Fourth	S1 to S3 (Fourth level broadly aligns to SCQF level 4)
Senior phase	S4 to S6 and college or other means of study

For reporting purposes, the Education Department has adopted the terms “making progress”, “progressing well” and “achieved”. These have been extended from those in *Building the Curriculum 5 a framework for assessment: reporting* document.

These terms are used to assist with teacher professional judgement as detailed below:

“Making Progress”

The learner:

- has started to engage in the work of the new level;
- is beginning to make progress in an increasing number of outcomes (15% or more) across the breadth of learning described in the Es and Os for the level; and
- has started to provide evidence of making progress in the Es and Os.

“Progressing Well”

The learner:

- has achieved a breadth of learning across a significant number of the Es and Os (65% or more) for the level;
- can apply what he/she has learned in familiar situations; o is beginning to undertake more challenging learning and apply learning in unfamiliar contexts; and
- is progressing well with the Es and Os.

“Achieved”

The learner:

- has achieved a breadth of learning across almost all (85% or more) of the Es and Os for the level, including any significant aspects of the curriculum area;
- has responded consistently well to the level of challenge set out in the Es and Os; o has moved forward to more challenging learning in some aspects; and
- has applied what he/she has learned in new and unfamiliar situations.

Each learner will progress and achieve in different ways and at different rates.

Policy revised: September 2017

To be reviewed: September 2018

