Carleton Primary



Learning, Teaching and Assessment Policy

February 2026

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https://blogs.glowscotland.org.uk/fi/carletonps/

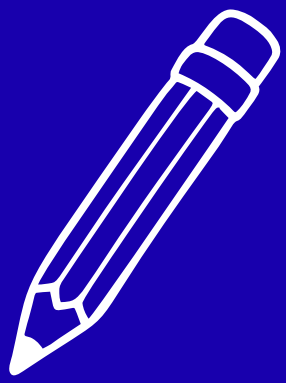


Table of Contents

01 Our Rationale

02 Our Vision for Learning

03 Core Principles of L&T

04 Planning Expectations

05 Literacy and Numeracy

06 Differentiation

07 Learning Environment

08 Feedback and Marking

09 Assessment & Moderation

10 Monitoring, Quality Assurance and Improvement

11 Professional Learning

12 Policy Review



1. Our Rationale

At Carleton Primary School, quality learning and teaching are the core of our work. Everything we do is designed to improve outcomes for learners — academically, socially and emotionally.
Our rationale is simple:
We want learners to be proud of where they come from, equipped with the skills and character to shape where they are going.
Situated in Glenrothes, we serve a diverse community with a wide range of strengths, needs and aspirations. Our responsibility is to ensure that every child experiences learning that is ambitious, inclusive and empowering.

Values

Our values shape everything we do:

Caring – We prioritise wellbeing, belonging and support.

Achieving – We maintain high expectations and celebrate progress

Respectful – We build positive relationships and foster a culture of mutual trust

Learners – We cultivate curiosity, independence and lifelong learning.

These values are not aspirational statements; they are visible in every classroom, every lesson and every interaction

2. Our Vision for Learning

At Carleton, effective learning is:

- Ambitious and appropriately challenging (Achieving)
- Inclusive and responsive to need (Caring)
- Rooted in positive, trusting relationships (Respectful)
- Designed to develop independence and metacognition (Learners)
- Evidence-informed and reflective



Teachers are leaders of learning. They exercise professional agency within clear, shared expectations that ensure consistency for all learners.

3. Core Principles of Learning and Teaching

1 High Expectations for ALL – Achieving

- Learning is planned in line with Curriculum for Excellence.
- Data informs next steps..
- Challenge is integral not an add-on.

Support scaffolds learning without lowering ambition.
Achievement at Carleton means progress, effort and resilience — not just attainment

2 Relationships First – Caring & Respectful

Teachers will:

- Establish predictable routines.
- Model respectful communication.
- Use restorative approaches.

A calm, purposeful classroom environment enables learning to flourish.
Respect is reciprocal for ALL

3 Developing Independent Learners

Teaching will:

- Explicitly teach learning strategies.
- Provide opportunities for choice and reflection.
- Encourage goal-setting.
- Build resilience when learning feels challenging

Learners are active participants in their learning.
Learner voice is valued and informs classroom practice.

4 Clear Lesson Design – Achieving & Learners

- LI & SC – shared and revisited throughout the lesson
- Explicit modelling – reducing cognitive overload.
- Guided practice – structured support.
- Independent application – consolidation and stretch.
- Review and reflection – identifying next steps.

Clarity supports confidence.
Structure supports progress.

5 Assessment to Improve Learning – Achieving & Learners

Teachers will:

- Use high-quality questioning.
- Provide specific feedback that moves learning forward.
- Adapt teaching responsively.
- Involve learners in self and peer assessment.

Assessment is used to improve learning not to label learners.

6 Inclusion and Equity – Caring

We are committed to equitable outcomes.

- Planning anticipates barriers to learning.
- Support is proportionate and targeted.
- ASN provision aligns with classroom learning.
- Support staff are deployed strategically.

Inclusion is everyone's responsibility.

7 Digital Technology

Teachers will:

- develop learners' digital literacy progressively across the curriculum
- select digital tools that support the intended learning
- use technology to reduce barriers and support inclusion
- teach safe, responsible and ethical participation in digital environments
- provide opportunities for learners to create, communicate, collaborate and solve problems digitally.

3. Core Principles of Learning and Teaching

In every classroom learners experience:

- A calm, inclusive and purposeful learning environment.
- Positive relationships and consistently high expectations.
- Clear learning intentions and an understanding of what successful learning looks like.
- Explicit teaching, modelling and appropriate scaffolding.
- Opportunities for guided practice and independent application.
- Questioning that checks understanding and promotes thinking.
- Appropriate pace, challenge and support.
- Feedback that helps learners identify and act upon next steps.
- Opportunities to discuss, reflect on and take responsibility for learning.
- Teaching that is responsive to assessment evidence.
- Meaningful opportunities to develop literacy, numeracy, digital and transferable skills.
- Support and reasonable adjustments that enable full participation without unnecessarily limiting challenge

In every classroom agency is developed through opportunities for learners to :

- understand the purpose of their learning;
- contribute to learning contexts, approaches and success criteria where appropriate;
- make informed choices about how they approach or demonstrate learning;
- use feedback to identify and act upon next steps;
- set, review and evaluate personal learning goals;
- reflect on the strategies that help them learn;
- contribute views about their learning experiences and the support they receive.

4. Planning Expectations

Planning at Carleton reflects all four values and is carried out collaboratively across whole staff, phase groups and stage groups. Planning anticipates barriers before learning begins.

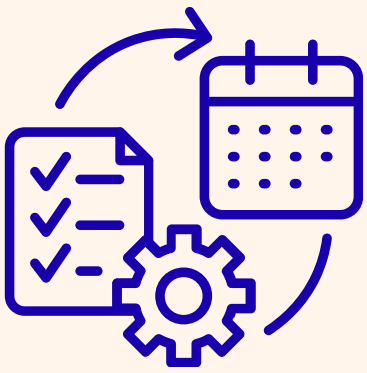
Teachers will:

- Plan medium-term learning across curriculum areas.
- Identify progression and depth.
- Integrate literacy and numeracy meaningfully.
- Ensure differentiation and challenge.
- Identify assessment strategies.

Planning should demonstrate:

- Ambition (Achieving)
- Inclusion (Caring)
- Clear structure (Learners)
- Thoughtful relationships and context (Respectful)

Skills Development



Planning identifies opportunities for learners to develop and apply transferable skills across different curricular and real-life contexts. These include communication, collaboration, creativity, critical thinking, problem-solving, leadership, resilience and digital literacy.
Skills are explicitly taught, modelled and discussed. Learners are supported to recognise the skills they are developing, explain how they have used them and transfer them to new contexts.

5. Literacy and Numeracy

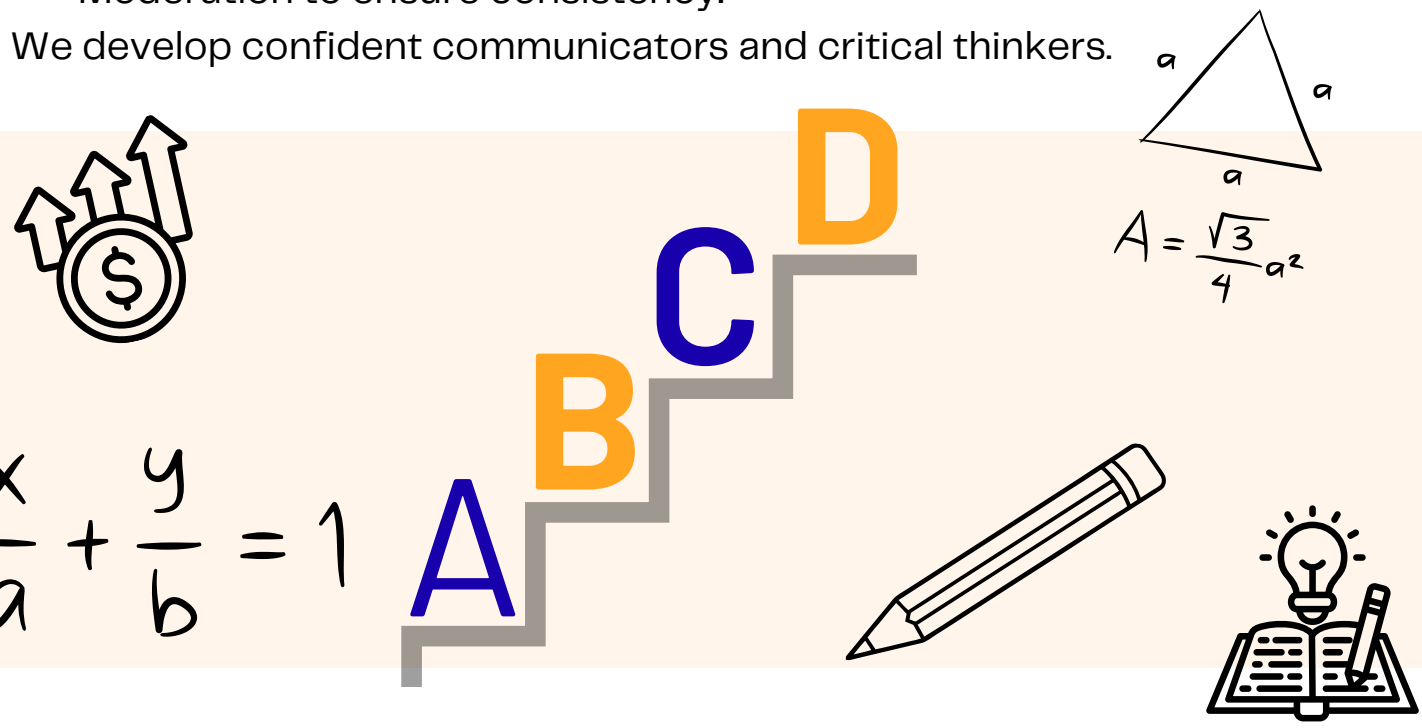
Literacy – Achieving & Learners

Literacy is the responsibility of all staff.

We prioritise:

- Structured reading instruction.
- Explicit teaching of writing.
- Vocabulary development.
- Oracy and listening skills.
- Moderation to ensure consistency.

We develop confident communicators and critical thinkers.



Numeracy – Achieving & Learners

Numeracy is a life skill that permeates learning.

We ensure:

- Deep conceptual understanding.
- Daily practice and application.
- Clear progression in number and problem-solving.
- Consistent calculation strategies.

We aim to develop confident, capable problem-solvers.

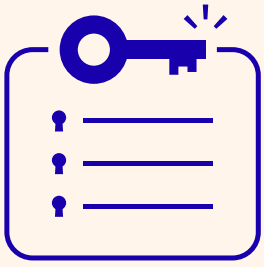
6. Differentiation

At Carleton Primary School, differentiation ensures that all learners can access, engage with and be appropriately challenged by their learning. It is not about lowering expectations or routinely providing separate activities. It involves anticipating barriers and adapting teaching, resources and support while maintaining ambition for every child,

Teachers will:

- Plan for different needs, starting points and potential barriers.
- Adapt teaching, pace, questioning, resources and support responsively.
- Provide additional challenge through depth and application.
- Use scaffolding to support success while promoting independence.
- Ensure targeted support connects clearly to classroom learning.
- Review impact through progress, engagement and learner independence.

Key Message



Differentiation does not mean routinely planning separate tasks for different groups of learners. It is planned for responsive use of on-the-spot questioning, feedback, flexible grouping and adjustments to teaching, alongside universal and targeted supports, to ensure that all learners can access shared learning with appropriate support and challenge that allows for clear progress.

7. Learning Environment

Our classrooms communicate care and high expectations. They are orderly, inclusive and purposeful, showing learners that they are respected as learners and capable of achieving.

Classrooms will:

Be calm and purposeful

Resources are ready and available. High standards are applied to caring for resources.

Promote Independence

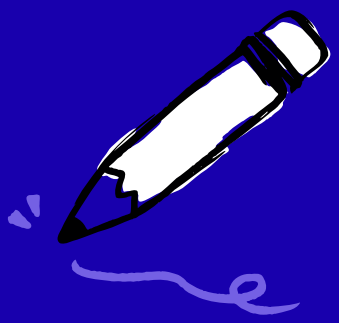
Learners take responsibility by making use of resources and support tools to help them achieve.

Display Current Learning

Achievement is celebrated regularly. Ongoing opportunities are available for reflection and goal setting.



8. Feedback and Marking at Carleton



In line with Fife Learning Standard, at Carleton, marking is concise, focused and actionable. Teachers prioritise verbal feedback and responsive teaching, ensuring learners know how to improve and are given time to act on guidance.



Feedback should:

- Be timely, specific and evidence based
- Come from a variety of sources such as teachers, self & peers
- Promote reflection
- Support next steps.
- Motivate learners and raise apsirations



Teachers will:

- Ensure feedback is focussed on Success Criteria
- Tailor feedback to the needs of the learner
- Provide opportunites to act on feedback
- Use a consistent marking code using green and amber to show achievements and areas for improvment

9. Assessment and Moderation

Assessment is an integral part of learning and teaching. It is used to identify what learners know, understand and can do; determine appropriate next steps; adapt teaching; and evaluate progress over time.

Staff use a proportionate range of assessment evidence gathered through:

- observation of learning;
- high-quality questioning and professional dialogue;
- learner explanations and demonstrations of understanding;
- classwork and independent application;
- planned assessment tasks;
- standardised and diagnostic assessments, where appropriate;
- learner self-assessment and reflection.

No single piece of evidence determines a learner's progress or achievement. Teachers make professional judgements using a range of relevant, valid and reliable evidence. Judgements take account of the learner's ability to demonstrate breadth, challenge and application across different contexts.

National Benchmarks

Benchmarks support professional judgement by clarifying the national standards expected within each curriculum level. Benchmarks are used to support planning, assessment and moderation.

Achievement of a Level

Informed by evidence that a learner has:

- achieved a breadth of learning across the Experiences and Outcomes
- responded successfully to an appropriate level of challenge
- applied learning in new and unfamiliar contexts.

Moderation

Planned and ongoing process that supports shared understanding of standards and greater consistency in professional judgement. Staff moderate through:

- collaborative planning of learning and assessment
- discussion of standards and National Benchmarks;
- review of learner evidence
- agreement of success criteria and expectations.

Moderation takes place before, during and after learning—not only when final attainment judgements are made.



10. Monitoring, Quality Assurance & Improvement

Monitoring at Carleton is focused on improvement. Through professional dialogue, classroom visits and review of planning and attainment data, we evaluate the impact of our practice. Quality assurance is developmental, ensuring consistency and supporting better outcomes for learners.
Quality assurance exists to improve learning, not to police practice. Monitoring is regular, transparent and rooted in evidence. We look at what works, address what doesn't and ensure consistency so every child receives high-quality learning every day.

Evaluating impact on learners
The effectiveness of learning and teaching is evaluated primarily through its impact on learners. Evidence of impact includes:

- improved progress and attainment over time
- reduction of identified attainment and participation gaps
- increased learner engagement, motivation and attendance
- improved independence, confidence and ability to articulate learning
- successful application of knowledge and skills in new contexts
- improved quality of learner work and responses
- learners identifying their progress and next steps
- improved wellbeing, participation and inclusion
- sustained improvements for individuals and targeted groups.

Quantitative and qualitative evidence is considered together. Impact is demonstratedwhere there is an identifiable improvement in learners' experiences, progress or outcomes.

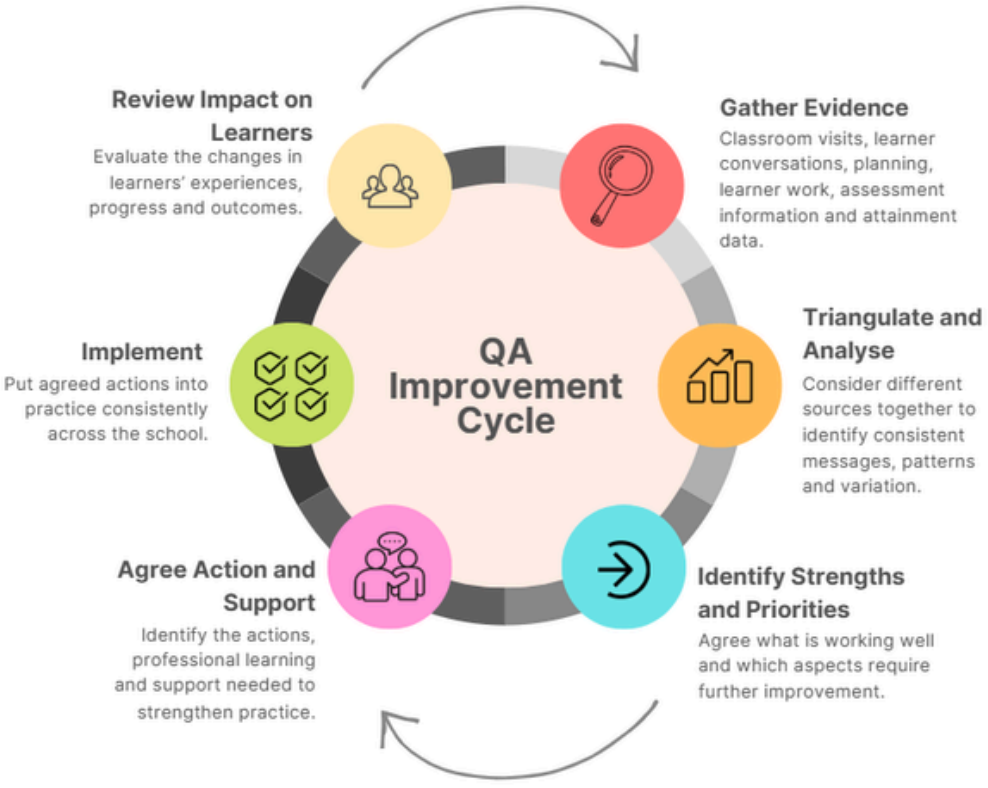
10. Monitoring, Quality Assurance & Improvement

Quality assurance evidence is triangulated rather than considered in isolation. Leaders and staff draw together evidence from classroom visits, learner conversations, planning, learner work, assessment information, attainment data and professional dialogue.

Findings are used to:

- identify strengths and effective practice;
- determine variation within and across classes;
- agree focused improvement priorities;
- plan professional learning, coaching or support;
- adjust systems, resources or teaching approaches;
- evaluate whether previous improvement activity has benefited learners.

Key findings and agreed actions are shared with staff. Follow-up activity evaluates whether changes in practice have been implemented consistently and whether they have improved learner outcomes



11. Professional Learning

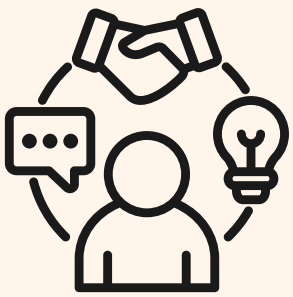


Professional learning is not an add-on, it is central to improving outcomes. At Carleton, development is focused, evidence-informed and impact-driven. We expect learning to enhance practice, not just knowledge.
As a community of learners, we model the habits we seek to develop in learners. Professional learning is collaborative, reflective and rooted in our shared values. We engage with research, dialogue and enquiry to strengthen practice and improve outcomes for all.



Staff engage in professional learning that:

- Aligns with school priorities.
- Is evidence-informed.
- Focuses on impact.
- Encourages enquiry and reflection.







12. Policy Review

This policy will be reviewed annually with staff consultation to ensure it remains relevant, purposeful and impactful.

Created by:
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Shared with parents and partners – June 2026
Next Review – February 2027



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