

## Learning, Teaching and Assessment Policy



### Pitteuchar East Primary

January 2024

*“It’s all about the children’s.”*

At Pitteuchar East we are committed to ambitious standards of learning and teaching. We believe that strong relationships and our values of Nurture, Compassion, Inclusion, Respect and Ambition are linked, strongly, to how well our children learn.

The [National Improvement Framework](#) states that everyone involved in education should work on the following improvement priorities:

- ✓ Improvement in attainment, particularly in Literacy and Numeracy
- ✓ Closing the attainment gap between the most and least disadvantaged children
- ✓ Improving children’s health and wellbeing
- ✓ Improvement in employability skills and sustained, positive school leaver destinations.

This policy outlines how we support our learners in all aspects of their education and is based on Education Scotland’s document, [How Good is Our School? 4th Edition](#) .

#### **Learning and Engagement:**

We have high expectations of all our learners and build on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes. Our children get feedback in many ways - “tickled pink” and “green for growth” on written work, verbal feedback from grown-ups, as well as feedback from their peers. We know that our children value feedback, and mistakes are expected, respected, inspected, and corrected, to use them as an opportunity for deeper understanding.

Grown-ups make sure that children know what they are learning (Learning Intentions), what they need to do to succeed (Success Criteria), as well as their next steps in learning. We do this in ways which are appropriate to their age and stage. We ensure that the children understand the purpose of their learning, linked to skills for learning, life and work, and try to encourage them to lead their own learning.

We try to match tasks to the children’s’ interests and make sure that tasks are challenging. We use Play Pedagogy across the Early Level (Curriculum for Excellence).

We give the children a degree of choice in their learning, including how they use digital technologies. We use digital technology a lot, to support learning.

Teachers use relevant research findings to inform their practice and create learning opportunities to develop [Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors](#) across the [Four Contexts for Learning](#).

Grown-ups regularly ask children for their views, and act upon these.

### **Quality of teaching:**

All our work is underpinned by our values and vision.

<https://sway.office.com/5723CGpzW0CV10v7>

We use a variety of learning environments and creative teaching approaches, e.g. Outdoor Learning, play pedagogy, thoughtful use of digital technologies, and learning in our local area. We use cross curricular links and promote creativity amongst our children across the curriculum.

We make sure our instructions and explanations are clear and support all learners through differentiation, a variety of approaches, and our symbolised environment. We link feedback and plenary session to skills for learning, life and work.

Grown-ups use skillful questions to encourage [Higher Order Thinking Skills](#), independence, curiosity, and deeper understanding. We use our observations of our children to intervene if there is an opportunity for further learning/ understanding, and to create more learning opportunities. We try to give children leadership roles in class, across the work of the school, and in the wider community.

### **Effective use of Assessment:**

As well as adult feedback, children's regularly give feedback to each other, often using the same feedback code as the class teacher. We use a variety of assessment approaches, such as using skills in other areas of the curriculum, observations, real life contexts and children presenting their learning to others. We use assessment continuously to monitor progress and inform the next steps in learning. At key points, we use standardised/ summative assessments to moderate our own assessment data, as well as working with colleagues in school and beyond.

We are creative in the way in which we assess children's work: Children often have a choice in how to share their learning. E.g. ICT, visuals, models etc., and use a range of evidence such as jotter work, photographs, observations, discussions etc.

### **Planning, Tracking and Moderating:**

There are a wide range of opportunities for children to lead planning in learning. Early level children use floor books and learning walls to support this.

Our long-term and mid-term planning systems ensure that agreed coverage of skills at certain stages avoids duplication or gaps in learning.

Tracking and attainment is moderated frequently. We update our records as soon as children attain a Curriculum for Excellence level and monitor projection dates around this, through regular attainment meetings. Children's who are not on track have Short Term Targets which are evaluated by the class teacher.

Fife Council's Progression Pathways are used to inform planning and assessment across the curriculum. Progress is recorded on Fife's Records of Understanding in literacy and numeracy.