**Rationale**

There has never been a greater need to continue to improve the attainment and achievement of children and young people, particularly those from the most disadvantaged backgrounds following the Covid-19 pandemic.

The attainment of young people across our community has been affected by two periods of extended lockdown and home learning in the 2019-2020 session and the 2020-2021 session. Accordingly, this policy aims to support raising the attainment of all learners, with a particular focus on improving the outcomes of those learners from the most disadvantaged backgrounds.

Our young people are competing in a global market. National Outcome 2 (realising our full economic potential with more and better employment opportunities) and National Outcome 3 (being better educated, more skilled and more successful) are both dependent on Scotland’s ability to raise educational attainment.

The best way to improve attainment is to improve the quality of learning and teaching (OECD, 2012). Below you will find guidance and support for developing highly effective learning and teaching within Corsehill.

**Stimulating Environment**

Effective learning and teaching begins with the environment we create within our classrooms to support children with their learning. Within Corsehill, staff have reviewed best practice and developed a consistency guide (See Appendix 1). This guide will ensure you are creating the most effective learning environment for your pupils to develop and learn within.

**Consultation**

In order for children to see the value and importance of their learning, they should be consulted and involved in planning their learning. Teachers should take into account children’s prior knowledge and ensure the learning experiences they plan are responsive in order to meet learner’s needs.

Within Corsehill there are a number of ways in which we consult with our learners. This should be an on-going process at the start of a topic of work or series of lessons. All children will have their own display space within the classroom known as the ‘Wall of Wonder’ where they can display their targets and key pieces of their work that they are proud of. Teachers should consult with children about why they have selected this piece of work as a key aspect of their learning. Children will have their own Seesaw account where they can store their achievements and the evidence of their progress to achieve their targets. Children will also have a Box of Brilliance that they can store a physical copy of their achievements within.

**Overview of Lesson – Effective Learning and Teaching**

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes.

Each lesson should have a good balance between direct teaching and independent learning using a variety of learning styles in order to meet the needs of all learners.

All staff have been trained on restorative approaches and will use these to positively resolve any possible disruptions to learning and teaching. We have a nurturing approach to learning and teaching and ensure we take a holistic view of the learner.

**An effective lesson has three distinct phases**

Below are the three distinct phases on an effective lesson. These are a guide and should be used by teaching staff to inform their practice to ensure they are providing the best learning experiences possible to pupils.

**1.Introduction**

* sharing the purpose and objectives of the lesson
* connecting the learning
* setting an appropriate context for learning

**2. Time on task – Active Learning**

* planned opportunities where learning is active and pupils are involved
* good thinking opportunities and questioning takes place
* pupils can demonstrate their understanding

**3. Brief Plenary – Review and recall**

* time set aside to review and recall learning outcomes
* pupils and teachers evaluate their learning alongside the success criteria
1. **Introduction**

**Context**

* be thoroughly prepared and be there to welcome the class
* ensure a calm beginning

**Connect**

* use a pupil-centred approach starter activity which allows pupils to link the lesson to what they already know and perhaps other curricular areas

**Purpose and objectives**

* Share the ‘big picture’ – the purpose of the lesson – Why are we learning this?
* Present the learning outcomes – What are we learning today?
* Explain the success criteria – How will I know I have been successful?
1. **Time on Task – Active Learning**

**Learning Styles**

* be aware of pupils and their preferred learning styles and provide a range of activities to meet these needs and encourage different styles

**Questioning**

* good questioning promotes the learning dialogue. Skilful questioning includes a range of factual questions but also those which promote creative thinking and help to form opinions (refer to HGIOS4 2.3). All staff have received training on Higher Order Questioning and resources to support this are available

**Active/cooperative Learning**

* include collaborative learning opportunities in pairs and in groups

**Differentiation**

* Learning tasks should be differentiated in order to support and challenge children to meet their needs
* Differentiation can come in a number of forms. Some of which include:
	+ Task
	+ Grouping
	+ Resources
	+ Pace
	+ Outcome
	+ Dialogue and Support
	+ Assessment

**Demonstrate knowledge and understanding**

* learners should be able to express what they have learned and understand to the teacher and others
* Provide sensitive feedback to pupils
* Use self and peer assessment against the success criteria
1. **Plenary**
* review the learning outcomes and success criteria
* evaluate the lesson
* set homework to consolidate and promote further learning if appropriate
* ensure a calm end to the lesson

**Assessment**

In order to evidence pupil progress over a period of time, there needs to be robust examples of assessment evidence. AIFL strategies should be in place to ensure effective formative and summative assessment. Holistic assessments should be designed to ensure experiences and outcomes and benchmarks are grouped to assess a wide range of learning through a meaningful context.

Corsehill has a calendar to show when Standardised Assessments should be undertaken with different stages across the school (See Appendix 2).

Staff should be confident in using data and evidence generated from holistic assessments, standardised assessments and teacher observations to meet the needs of learners and to inform tracking dialogue with SLT about pupil progress.

**Learning outwith the classroom**

Within Corsehill learning will occur in a variety of different contexts, not just within the classroom. There are three distinct zones within the school where children will apply the skills they have been taught in class independently in different contexts to access a wider world of learning.

These zones include the Play Zone for Primary 1 pupils, the Learning Zone for Primary 2 - 4 pupils and the Discovery Zone for Primary 5 – 7 pupils. The outdoors also offers a range of learning experiences. Teachers should utilise this resource to develop an understanding of learning for sustainability and STEM subjects.

**How learning and teaching is monitored within Corsehill**

To ensure learning and teaching is of a high quality and the best possible experiences are being provided for children, learning experiences will be monitored throughout the session to highlight good practice and share this across the school. Monitoring will take a number of different forms from teacher learning rounds, peer and trio observations, pupil focus groups and SLT monitoring visits.

**Resources**

Incorporating high quality resources in order to support, challenge, motivate and inspire learning will support Learning and teaching. ICT should be embedded within learning experiences across the curriculum.

For more specific guidance on Literacy, Numeracy and Health and Wellbeing please see the specific policy booklets for these key areas.

Appendix 1: Classroom Consistency Guide

****

**Quality Assurance & Improvement Professional Dialogue**

**Peer-Evaluation of Consistency across the School.**

At a previous collegiate activity we agreed what our whole school vision for our classrooms in Corsehill would be. With your learning partner have a look at the statements and take some time for professional dialogue and note any actions you may like to progress.

|  |  |  |
| --- | --- | --- |
| Description | Self-evaluation(Six Point Scale) | Action |
| * Targets are displayed and easily seen by teacher/pupils
* Blooms Taxonomy / SHORS – children see it everywhere
* Box of Brilliance are accessible and have significant learning added
* Children can talk about displays within class and discuss
* Children can identify their progression and know next steps
* Success Criteria evident in jotters and displays where appropriate
* School values embedded and displayed within the classroom
* Class charters relating to R.R.S. and reviewed each term
* Clearly labelled classroom for children to easily access
* Continuity in children’s work layout – monitored by class teacher
* Continuity in jotters – consistent approach to hand writing
* Display should be current to teaching & learning – visual aids for learning
* Easily accessed planning – on the wall (Weekly, literacy, numeracy clipboards above teacher desk following school planning format from OneDrive)
* Encouraging independence
* Evidence of the children’s work and skills - where appropriate
* General information about class for visitors – need to know
* Hand written signs in class to model handwriting – balance with print
* Houses on the wall
* Interactive wall displays (70% children’s work) (possibly laminated due to COVID-19)
* Calm corner/boxes used for self-regulation
* Consultation with children (mind mapping, KWL grids…)
* Modern languages – 1 & 2 evident in class and around school – labels, classroom commands etc.
* Respecting environment
* Rights of the child’s embedded and displayed
* Wow wall has current work displayed for children
* Cloakroom has labelled pegs and dockets
* Corridor outside of classroom kept clear for health and safety.

Additional Suggestions/Good practice |  |  |

Staff Member: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class: \_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Staff Learning Partner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix 2: Corsehill Assessment Calendar

**Corsehill Primary School and EYC**

**Standardised Assessments**

**What are standardised assessments?**

Standardised assessments in schools are assessments that look to place an individual pupil in a wider context, comparing their results to their peers on a national basis and offering a range of scores that help teachers understand and monitor performance over time.

For UK schools, standardised assessments provide objective, quantitative data in the form of Standard Age Scores (SAS), which are a simple numerical indication of a student’s (or group of students’) performance compared to those of the same age nationally. A Standard Age Score of 100 represent the national average for any age. This makes it very easy to see how a pupil is performing in comparison to a group of peers.

**Why use standardised assessments?**

When standardised assessments are used year-on-year any changes in a pupil’s score can be carefully monitored. By looking at scores over time it is possible to indicate what is average or expected progress and were progress diverges and is either above or below average of what is expected. This type of analysis is based on large, representative numbers of pupils to ensure the comparisons are robust and reliable for each pupil.

There are a number of key benefits to using trusted, well developed standardised tests as part of a schools assessment regime. These assessments are ideal for:

* **Tracking progress**

Schools are looking for a reliable and practical way of tracking and showing progress. These standardised assessments provide reports featuring a standard age score (SAS) – the most important piece of information derived from any standardised test. The SAS is one of the fairest and most accurate ways of benchmarking pupils and monitoring their progress, enabling schools to compare the performance of different pupils within a year group, across year groups and against the national standard. Using SAS also enables scored from more than one test to be compared meaningfully as the average standard age score is always 100, irrespective of the test type or the difficulty of the test.

* **Benchmarking pupils’ performance**

Standardised tests help schools to understand how their pupils’ performance compares with other children of the same age across the UK. They also offer a reliable way of benchmarking a pupil’s performance before intervention and of assessing the impact of that intervention at a later date.

* **Screening**

Large groups can be screened easily to identify individuals for further investigation or special assistance, for example to identify pupils with additional needs, including the more able or gifted pupils.

* **Diagnosis**

Diagnosis can also be assisted by comparing a pupil’s performance on different kinds of tests. For example, comparing attainment in areas like literacy and mathematics against scores on reasoning tests can identify possible underachievement.

* **Establishing a Baseline**

Standardised tests provide an accurate baseline of the skills, abilities or knowledge pupils have brought with them on entry to school, measured against national standards, other schools and for the same school over time. Tests of reasoning abilities are frequently used for baselining because they give teachers a reliable picture of how well their pupils are able to think in different contexts.

* **Target Setting**

By indicating potential performance at a later date, targets for future attainment can be set.

* **Providing evidence of value-added**

This can be established easily by measuring the progress made by a group of pupils relative to their baseline scores.

* Evaluating intervention

Standardised tests offer an independent and reliable way of measuring the outcomes of an educational intervention, such as a new reading scheme or a new student mentoring programme.

* **Reporting to parents and HMIE**

Comprehensive reports with clear narrative help to communicate pupils’ attainment and progress to pupils, parents/carers, senior leadership teams and HMIE.

* **Improving teaching and learning**

The wealth of information provided by standardised tests can be applied at individual or group level to improve teaching and learning.

Standardised tests are only part of a complex system fo assessment and should never be the only piece of information used to make decisions about performance. Testing must be part of a whole process which looks at the individual student as a person and a s a learner through the quality of work in the classroom and through his/her teacher’s professional judgement about performance and progress.

**What assessments should I be using with my class?**

The following guide identifies the assessments that should be administered within Corsehill Primary and EYC. For further support on administering the tests, generating reports and analysing the results please speak to Mr Kirk or Mrs Marshall.

|  |  |  |
| --- | --- | --- |
| **Stage** | **Month** | **Standardised Assessment** |
| EYC Pre-School | May | Developmental Milestone (Paper version supplied by NAC) |
| Primary 1 | August | Baseline |
| September | PASS 1-1A |
| March | PASS 1-2A |
| May | P1 SNSA |
| Primary 2 | September | PASS 1-1A |
| March | PASS 1-2A |
| Primary 3 | September | PASS 1-1A |
| March | PASS 1-2A |
| May | Progress Test in English 7 (PTE 7) |
| Progress Test in Maths 7 (PTM 7) |
| Primary 4 | August | Single Word Spelling Test 7 (SWST 7) |
| September | PASS 2-1A |
| October | Dyslexia/Dyscalculia Screener (Individuals) |
| March | PASS 2-2A |
| April | NGRT |
| May | Single Word Spelling Test 8 (SWST 8) |
| P4 SNSA |
| Primary 5 | August | Single Word Spelling Test 8 (SWST 8) |
| September | CAT4 Level A |
| PASS 2-1A |
| March | PASS 2-2A |
| May | Single Word Spelling Test 9 (SWST 9) |
| Primary 6 | August | Single Word Spelling Test 9 (SWST 9) |
| September | PASS 2-1A |
| March | PASS 2-2A |
| May | Progress Test in English 10 (PTE 10) |
| Progress Test in Maths 10 (PTE 10) |
| Single Word Spelling Test 10 (SWST 10) |
| Primary 7 | August | Single Word Spelling Test 10 (SWST 10) |
| September | PASS 2-1A |
| March | PASS 2-2A |
| April | NGRT |
| May | Single Word Spelling Test 11 (SWST 11) |
| P7 SNSA |