

Dykehead Primary School

'Determined Pupils Succeed'



Learning, Teaching & Assessment Policy

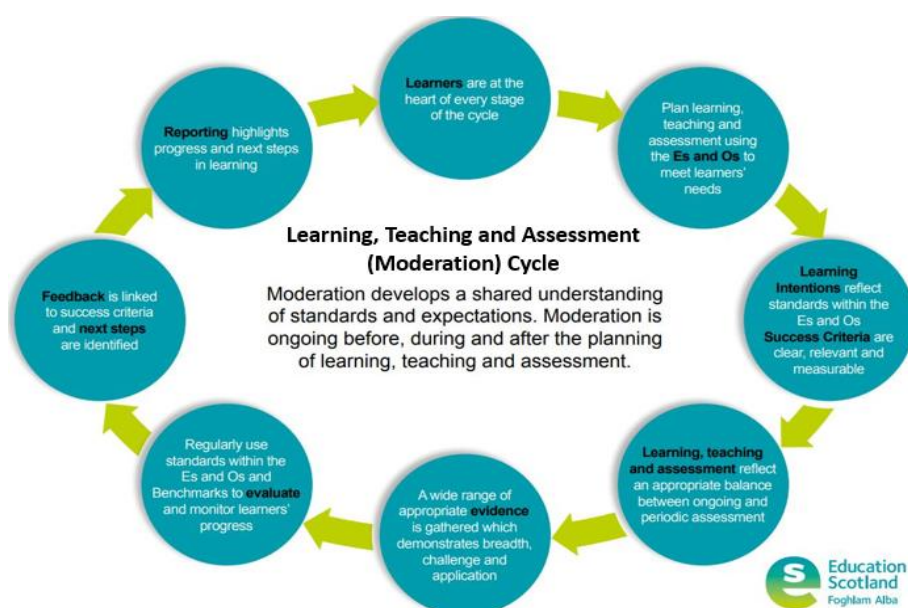
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Rationale

Excellence in learning, teaching and assessment (LTA) is the key to improving attainment for all, whilst also moving towards closing the gap in attainment and achievement between the most disadvantaged children and their peers. This policy considers what excellence look like in a rapidly changing educational context, and should be read alongside our Digital Learning & Teaching Policy. At Dykehead Primary School our approach is informed by;

- How Good is Our School 4th Edition
- The National Improvement Framework 2023
- The refreshed 2019 narrative on Scotland's Curriculum for Excellence
- Building the Curriculum 3; A Framework for Learning and Teaching
- The United Nations Convention on the Rights of the Child (UNCRC)

These are captured fully in the Education Scotland 'Learning, Teaching and Assessment Cycle' (previously the Moderation Cycle), illustrated below, which has been used to inform this policy.



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Curriculum Rationale

To get learning and teaching right, the learning experiences must be planned around a curriculum that is relevant, progressive, engaging, and reflects the needs of the community which the school served. It must be structured around the pillars of the Scottish Education system, which are the Curriculum for Excellence, the GIRFEC practice model for Health & Wellbeing, and Developing the Young Workforce. Furthermore, the Refreshed Narrative on Scotland’s Curriculum reminds us to consider the 4 **Contexts for Learning**, the 4 **Capacities** and the 7 **Design Principles** when planning.

To this end, and in consultation with all stakeholders, Dykehead Primary School created a rationale for our Curriculum. This informs how we plan learning experiences for, and with, our pupils.



Curriculum Rationale



The Importance of Context

At Dykehead we understand Curriculum as the totality of all that is planned for children, through school and beyond, and we plan experiences for learners across four contexts.

Environment & Outdoors

We learn outdoors and in our local environment whenever we can. It is great for our learning and our wellbeing. It is important to the Dykehead school community that we are active in caring for and improving our local environment, as well as being aware of global challenges.



What informs our Curriculum?

Curriculum for Excellence places learners at centre, and develops four fundamental capacities. GIRFEC, and the eight wellbeing indicators, reflects our commitment to provide all children, young people and their families with the right support at the right time.

Our curriculum is further underpinned by our own school vision, values and aims.



Mindset

Growth Mindset is the belief that your skills and abilities are not fixed and can improve. At Dykehead this affects the way we view challenges and setbacks, and we wish to share this resilience with our families and community.

Interdisciplinary Learning

In today's world, children must develop the skills to thrive in a future which is multi-faceted and unpredictable. That learning does not always sit within the limitations of discrete subjects. In our curriculum at Dykehead we use Interdisciplinary Learning as a vehicle for planned experiences that bring disciplines together in one coherent programme or project.

Empowerment

At Dykehead we continue to strengthen our partnerships, working together in an empowered system to make collaborative decisions which improve our curriculum offering for children.

Life Skills

We recognise that schooling is also about socialisation and life skills. Our Dykehead pupils and families value these broader skills and experiences. We work together not just on the knowledge we want to gain, but the type of people we aspire to be.



STEM & Digital

As a school community we all see value in a focus on STEM subjects and Digital skills, as we believe these will be important in the future we are preparing for. This keeps our Curriculum relevant.

Community

At Dykehead we are a school family, with a strong sense of belonging. In planning our contexts for learning we want to engage in, and experience achievement through, community projects and cultural events.

Creativity

Creativity is a process which generates new ideas and is one of the top skills sought after by employers. We aim to explore and embed Creativity into our curriculum experiences.

DYW

We endeavour to make meaningful links for learners to the world of work, and forge partnerships with employers and business partners, to enhance pupil experiences.

LIVE
LEARN
WORK
INVEST
VISIT

Excellence in Learning, Teaching & Assessment

At Dykehead Primary School, planning for quality learning experiences should be supported by the stages of the Learning, Teaching and Assessment Cycle.

Experiences & Outcomes

The Curriculum for Excellence 'Experiences and Outcomes', are a set of clear and concise statements about children's learning and progression in each curriculum area. They have been very carefully worded to tell us:

1. *How the children are expected to learn – the kind of **experience** the learners should have*
2. *What they are expected to learn – the **outcome** anticipated*
3. *How they should demonstrate their learning – the kind of **evidence** indicated in the "I can" statements*

*I use **practical materials** and can 'count on and back' to help me **understand addition and subtraction**, **recording my ideas and solutions in different ways**. MNU 0-03a*

Planning by **bundling** of experiences and outcomes, such as in Inter-disciplinary learning, supports learning by making meaningful and coherent links, supporting breadth and depth of learning, and enables application of learning in new or unfamiliar contexts. It supports assessment by reducing bureaucracy and enabling high quality assessment.

In planning Inter-disciplinary learning we;

- Start with a few **carefully selected** Es and Os.
- Involve learners in planning by **building on their existing** knowledge and skills, whilst also ensuring **progression** and **coherence** within an overall framework which has been designed by staff based on the **principles of curriculum design**.
- Ensure that learners and staff are clear about the **knowledge and skills** being developed through interdisciplinary learning, and that this does not become lost within the context.
- Identify clear **learning intentions** and **success criteria** within planning.

Key Features of Effective Planning at Dykehead Primary School

At Dykehead Primary School we take a collegiate approach to planning, creating the time and space for stage partners to have dialogue and moderation of planning. We continually review planning processed to review unnecessary bureaucracy. Through the planning of Interdisciplinary learning experiences we make meaningful links across the curriculum and provide space and time for depth of learning by decluttering planning.

We share our planning with parents and carers via the termly 'Learning Letter', which is emailed out to all families and shared on the class team.

Learning Intention & Success Criteria

Learning Intentions identify the new learning for the learners. They should be directly drawn from the selected bundle of **Experiences and Outcomes** and be **context-free**. They should be written in **clear language** the learners will understand and **shared** with learners and **referred to throughout** the learning process. They should be linked to planned **assessment** activities.

Success Criteria outline the ways the learner can achieve success. They are;

- ✓ Closely **linked to the learning intention**
- ✓ **Measurable** and **specific** to an activity or skill
- ✓ Focus on the **key ingredients** or **elements of the process** rather than the product
- ✓ Written in **appropriate language** for the learner
- ✓ **Discussed and agreed** with pupils prior to undertaking the activity
- ✓ **A scaffold** and focus for pupils while engaged in the activity
- ✓ Identification significant aspects to be **assessed** or evaluated
- ✓ Used for **feedback** and peer/self-assessment
- ✓ **Differentiated** according to the needs of the learners.

Involving learners in creating the Learning Intentions and Success Criteria

How to co-construct and share

Invest time in training and supporting the learners with this

Ensuring learners are clear about the intended learning

Engage in dialogue with the learners

Demonstrating or modelling a technique

Scaffolding through looking at finished examples of work

Improving poor examples

Comparing 2 examples of differing quality

Complete a task first and then evaluate how to improve

Learning & Teaching at Dykehead Primary School

Key features of high-quality learning and teaching include;

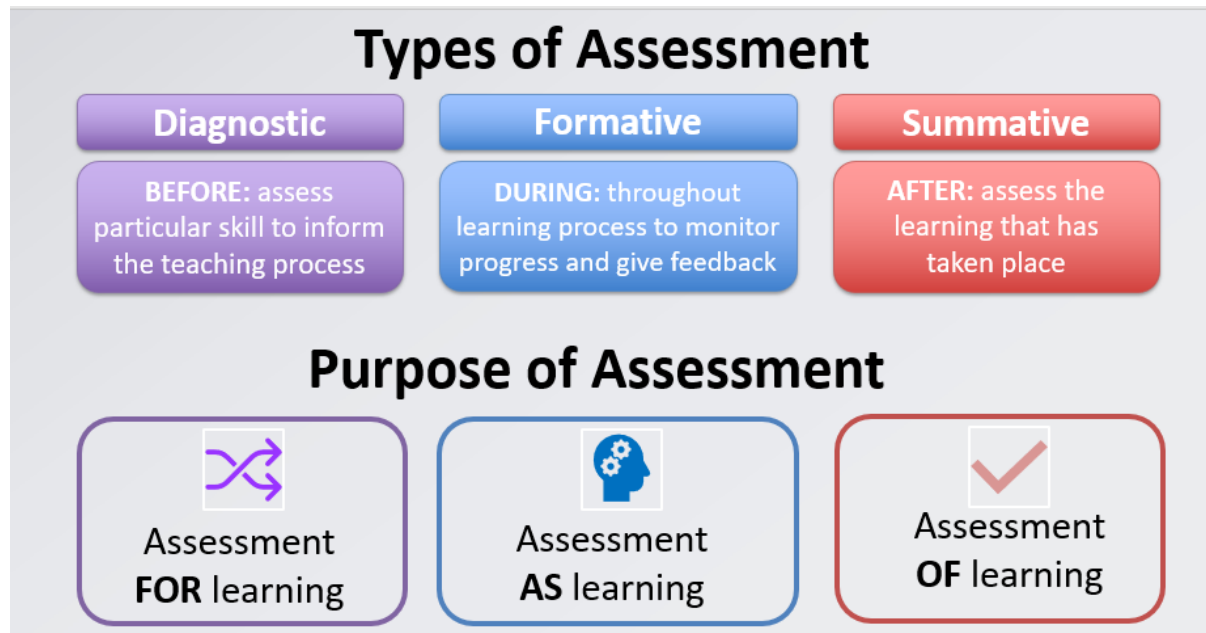
- ✓ Our learning environment is supportive, nurturing and appropriately challenging.
- ✓ Our teaching approaches ensure learners are engaged and motivated.
- ✓ Our Learners are encouraged to become increasingly independent in their learning, and to foster a Growth Mindset.
- ✓ Our Learners have opportunities to lead their own learning.
- ✓ Our Teaching approaches are differentiated according to learners' needs.
- ✓ Our Learning and teaching approaches promote higher order thinking.
- ✓ Our Learners have opportunities to apply their learning in new and unfamiliar contexts.
- ✓ Effective questioning and well-timed interventions are used throughout lessons to support and challenge learners.

Assessment

The planning of assessment activities are carried out at the **same time** as the planning of learning experiences. At Dykehead Primary School we use assessment to:

- **Create consistent and smooth links** through early learning, primary, and into secondary education.
- Assess progress to support learning and to **flexibly meet learners' individual needs**.
- To support learning – it helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that **progress and next steps can be discussed and planned**.

Ongoing assessment is used to give feedback and plan next steps. This can include conversations with learners and teacher observations. **Periodic assessments** at the end of a sequence of lessons and those at points of transition are also important. Practice is most effective where teachers use a **range of assessment approaches** flexibly to identify strengths, learning needs and appropriate support. Assessment should consider breadth, challenge and application of learning.



Evidence of Learning

Evidence for the purposes of assessment may come from presentation, discussion, performance or practical investigation. Evidence could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

Quality rather than **quantity** should be the focus. We aim to have a richer mix of high-quality assessment formats, and also to reduce the overall burden of assessment for ourselves and for our students. **We need to measure less, but measure it better.** Evidence should be **relevant, varied and manageable.**

For high quality assessment we should:

- Bundle the Experience and Outcomes.
- Involve the learners in documenting their progress.
- Keep the focus on the intended learning.
- Sample a small, targeted group or individual.
- At the planning stage, design the evidence to be gathered.
- Record routine observations.
- Use formative assessment strategies to check for understanding.

- Use practical systems to track and analyse the data.

For learners to demonstrate that their progress is secure and that they have **achieved a level, they will need opportunities to show breadth, challenge and application.** This means they will have achieved a **breadth of learning** across the experiences and outcomes for an aspect of the curriculum, can respond to the **level of challenge** set out in the experiences and outcomes, and are moving forward to more challenging learning in some aspects, and finally can **apply what they have learned** in new and unfamiliar situations

Breadth of learning

Breadth refers to the number and range of experiences and outcomes encountered by learners.

Challenge in learning

Challenge refers to the attributes, capabilities and skills, including higher order thinking skills, which are embedded in learning.

Application of learning

Application refers to how knowledge and understanding, attributes, capabilities and skills, including higher order thinking skills, are used in new and unfamiliar contexts so that they become transferable. This is about learners becoming flexible and adaptable in the way they apply their learning.

Skilled analysis and interpretation of high-quality assessment data supports robust tracking and monitoring of learners' progress. It ensures that next steps in learning for individuals and groups of learners are identified accurately.