

The creation of this policy has been a collaboration of work between all nursery and teaching staff during session 2023-24. The policy ensures a consistent approach to effective learning, teaching and assessment in Glencairn Primary and Nursery through a shared vision to raise attainment and provide equity of opportunity.

# Learning, teaching and assessment policy

Created December 2023



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# Rationale

Through this policy we aim for a consistent approach to achievement of a level in our school. We ensure that the seven principles of curriculum design are evident in our teaching approaches, and we agree standards and expectations. We keep up to date with current international and national policy and our teachers all participate in the PRD process, maintaining their GTCS standards by participating in high quality CPD. We observe practice and learn from each other by sharing and celebrating success through positive and constructive feedback. Assessment is valid, reliable and carried out with purpose at the right time to seek the right information to allow staff to plan next steps in learning.

Learning experiences in Glencairn start with the four capacities-

Confident Individuals, Successful Learners, Responsible Citizens and Effective Contributors and have evidence of the four contexts for learning-

Ethos and life of the school; Curriculum areas and subjects; Interdisciplinary learning; Opportunities for personal achievement.

Learning and teaching is fun, collaborative, reflective of different learner styles, engaging and active with shared expectations and standards.

Our school and nursery vision-

*We are committed to providing a nurturing and inclusive school and nursery where children can be curious, creative and connected; a place where children can aim to reach their full potential whilst developing skills for life, learning and work. Children and families are at the heart of everything we do.*

We follow a structure to literacy and numeracy lessons, whilst ensuring a consistent approach to Learning Intentions and the development of Success Criteria.

Planning is proportionate and relevant using the Experiences and Outcomes, ensuring breadth, challenge and application.

## Equity and Awareness of Barriers

### Equity

In Glencairn Primary, we strive to provide equity across the board. Equity of learning in class is provided through personalised teaching programmes and support provided in the classroom through the class teacher and any additional support.

Equity of opportunity is also a core part of the Glencairn Primary Community, where we work with a wide range of external agencies and support networks to ensure all of our families have the appropriate level of support and that the opportunities provided to them are equitable.

### Barriers to pupils learning

- Additional learning support needs
- Emotional barriers
- Financial constraints – uniforms, stationary
- Literacy difficulties
- Numeracy difficulties

- Care experienced pupils
- Motivation to learn

### **Support for Pupils' Learning**

We continue to evaluate the individual needs of our children, to ensure we Get it Right for Every Child. Bespoke support is put in place for identified children, to support their learning in class, through a wide variety of methods. We use:

- Grouping of children within classes
- All stationary provided for pupils
- Engaging teaching, ensuring the needs of all pupils are met
- ASN assistants support identified children for a range of additional needs
- Visual Timetables in all classes
- Nurture principles firmly embedded in the school ethos and evident all around the school
- Calm area within all classes
- Support for learning groups
- Use of ICT to support literacy difficulties i.e. typing work on laptop, using notes on iPad
- Counsellor to support individual children with social/emotional difficulties
- Educational psychologist supports children's psychological/educational needs
- Cluster support teachers work with identified children in SIMD 1-2 with literacy and social/emotional needs

Additionally, to all the above, staff regularly take part in training to continually develop their knowledge and understanding of children and childhood development, to ensure that the needs of all our pupils are met to the best of our abilities. Bespoke support is offered to meet the needs of identified children.

### **Barriers to Families**

- Financial constraints
- Parental challenges with reading
- Parental engagement

### **What Support We Offer Our Families**

- PEF funding is used to employ CLD worker to support families.
- CLD support worker supports identified families. Regular check ins and available to speak to them (Monday – Wednesday)
- CLD worker runs specific groups to support parents such as big cook, little cook, Solihull etc. These are for targeted parents known through CLD, as well as an opt in for other parents.
- Family engagement support worker liaises with school to support pupils and families with low attendance
- Parental workshops for maths and literacy to allow parents to support their own child's learning
- Management team are a visible presence at the gates in the morning and at home time to engage with families and build relationships
- Breakfast club provided free for P1-5
- Additional breakfasts provided for identified children who are often late
- Snacks provided to those without

- Pre loved uniforms washed and packed to look new, taking away the stigma of them being second hand
- Poverty proofing policy in place to ensure families are protected from financial pressures
- Emergency fund via local charity used to support families in urgent need
- Liaising with outside agencies to provide at home support
- Links with local charities to provide support at Christmas time
- Local charities provide school bags, lunch boxes and stationary for vulnerable families who school identify and provide subtly to the pupils

## Our Environment to Support Learning

Our classrooms are large and bright and well equipped for learning. Each room has a Smartboard and whiteboard and adequate storage space to organise materials. Seating is organised to suit the needs of the children and most classrooms have space for a whole class gathering area.

Classrooms have visual timetables, reward charts and responsibility charts. Literacy, Numeracy and Health and Wellbeing linked to the learning are displayed on the walls. The school vision and class Charter and clearly displayed as well as a recognition board. Children have access to all the equipment that they require each day, and they are encouraged to keep their work areas tidy. Shared resources are stored centrally and returned when not in use. Cloakrooms allow for more space in the classrooms. Infant classes are resourced for play and digital hardware is centrally stored and timetabled to maximise the capacity for its use.

We utilise our outdoor space to enhance learning. We have a large field, polytunnel, outdoor classroom and garden area. The resources include loose parts, natural materials and tools for gardening. Skills such as teamwork and leadership are encouraged through outdoor learning.

## Our Learning and Teaching Approaches

Staff follow the Nurture Principles, and our ethos is inclusive and based on mutually respectful relationships. In order to ensure a consistent and fair approach in our school, we have a policy for Cohesion, Progression and Display which can be found here-

[Policy for Coherence, progression, display GPS.docx](#)

### Learning and Teaching

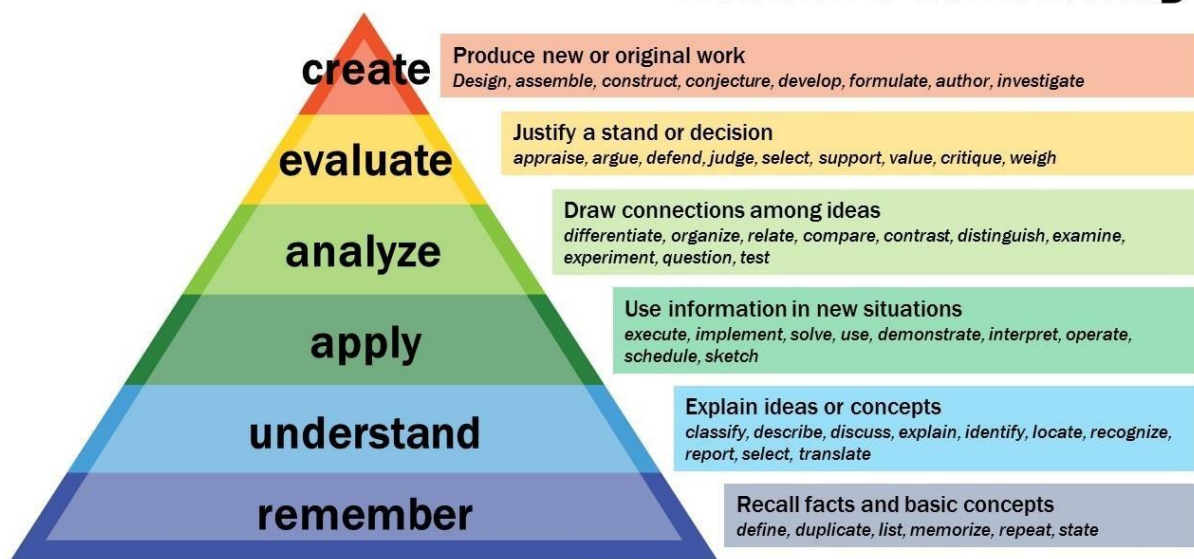
In each class in Glencairn Primary, you will observe:

- Learning intentions and success criteria are shared at the start of each lesson
- Learning intentions are written in pupils jotters, along with the date and title of the lesson
- Where possible, children help to create the learning intentions and success criteria. This co-creation comes through the children learning how to create success criteria through training
- Higher order thinking skills are used in classes to deepen understanding. This questioning is differentiated to meet the individual needs of learners. Blooms taxonomy (see diagram below) is used to help create questions.

“Learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve”

- HGIOS 2.3

## Bloom's Taxonomy



### Assessment

#### Teacher Assessment

A variety of assessments will be used in class by the class teachers. The principles of AifL will underpin the assessments carried out, and these will be both planned, high-quality assessments as well as live feedback to the pupils from the class teacher.

Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.

The feedback given to learners will be a combination of verbal and written feedback. Verbal feedback will be instantaneous, allowing learners the chance to reflect on their learning in the present moment, and make adjustments/ plan their next steps in real time.

Written feedback is given predominantly after work is completed by the class teacher.

We use the following marking code for literacy work:

Green – Good to be seen

## Pink – Have a think

These colours are used to add comments to the jotters of all learners, with green highlighting where success criteria have been met, and pink giving next steps for future learning.

### Self/ Peer Assessment

“Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve. “

#### HGIOS 2.3

Within our classes, children will be given regular opportunities for self and peer assessment. These assessment opportunities can take many different forms, relevant to the age and stage of the class. AifL strategies are embedded throughout the school to support assessment.

### What does Peer and Self Assessment look like in Glencairn?

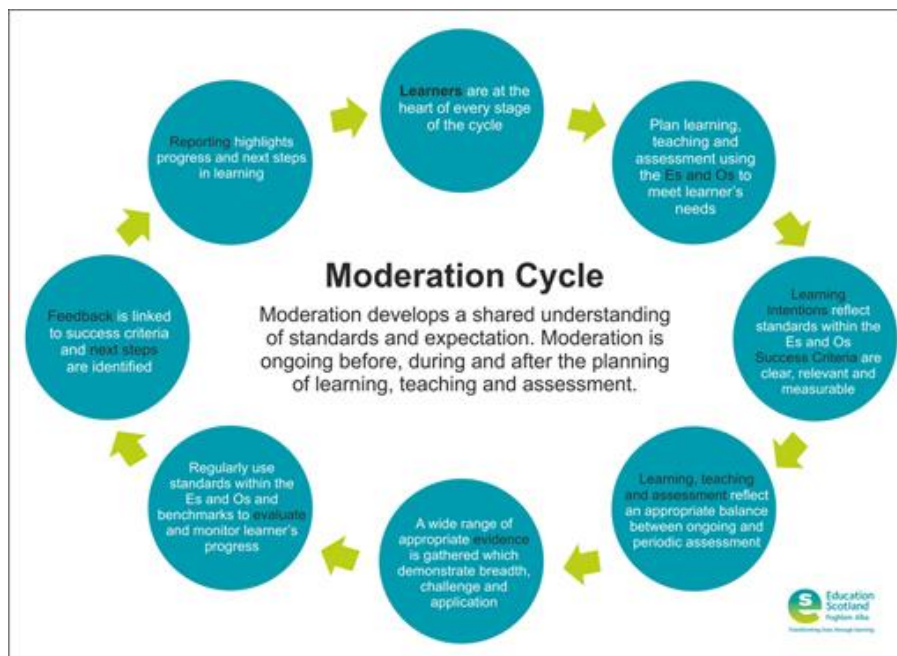
Self Assessment	Peer Assessment
<ul style="list-style-type: none"><li>• Children trained how to evaluate effectively</li><li>• Related to success criteria</li><li>• Traffic Lights</li><li>• Fists of 5</li><li>• Exit Passes</li><li>• Written assessment in own jotter</li></ul>	<ul style="list-style-type: none"><li>• Children first trained in self assessment before taking on peer assessment</li><li>• Children assess against success criteria</li><li>• Oral feedback</li><li>• Written assessment in jotter</li></ul>

### Moderation

Moderation of the learning and teaching is carried out by class teachers, to ensure consistency of the learning and teaching across stages. To facilitate this, non-class contact time is organised, where possible, to allow stage partners to plan collegiately. Planning is shared via the staff Teams page.

Moderation of assessment takes place during non-class contact time with stage partners also. To ensure progression and consistency, moderation at school level takes place and also, when possible, cluster wide moderation has taken place.

Moderation follows the moderation cycle as detailed below:



# Assessment

## Assessment Calendar

There are specific summative assessments that we administer throughout the year. Assessment fortnight is at the beginning of the new school term and at the beginning of term 4. The dates can be found on the school calendar. Please find an overview of the assessments that should be completed during these times. It should be noted that these assessments are for the pupils that can cope with the specific level of assessment suggested. Pupils can be assessed at a lower level and teachers are mindful of age ranges. If a child is assessed out with the age range, then the standardised score will be invalid.

### Summative Assessments during Assessment Fortnight – Term 1

P1 Baseline Assessment – an individual assessment to measure the knowledge and understanding at the beginning of school.

### Pira (Progressing in Reading Assessments)

The assessments are used as follows (where appropriate);

- Pira P1 (Autumn) – N/A
- Pira P2 (Autumn) - P2
- Pira P3 (Autumn) - P3
- Pira P4 (Autumn) – N/A
- Pira P5 (Autumn) - P2
- Pira P6 (Autumn) - P3
- Pira P7 (Autumn) – P7

### Summative Assessments during Assessment Fortnight – Term 4

### Pira (Progressing in Reading Assessments)

The assessments are used as follows;

- Pira P1 (Summer) – P1



- Pira P2 (Summer) - P2
- Pira P3 (Summer) - P3
- Pira P4 (Summer) – P4
- Pira P5 (Summer) - P5
- Pira P6 (Summer) - P6
- Pira P7 (Summer) – P7

### **Maths Assessment of Learning & Teaching (MaLT) Assessments**

MaLT assessments should be administered at the end of each school session during the assessment fortnight in term 4. The results inform judgement of a pupil’s maths and numeracy levels as they transition into their new stage. In term 4, the MaLT assessments are administered as below-

- MaLT 5 – P1
- MaLT 6 – P2
- MaLT 7 – P3
- MaLT 8 – P4
- MaLT 9 – P5
- MaLT 10 – P6
- MaLT 11 – P7

### **Benchmarking**

Pupils should be benchmarked when there is a debate on which level a child is reading. Class teachers or additional members of staff may administer the assessment. Results are filed in the red Tracking, Monitoring & Assessment Teacher folder. A copy is filed in the purple Assessment Record folders outside the HT office if this assessment data is providing evidence for a literacy profile. Please see the benchmarking age range in appendix 1.

### **YARC/Early YARC**

For pupils who have been identified as displaying literacy difficulties, a YARC (York Assessment of Reading and Comprehension) can be administered by a trained member of staff. This will provide data to determine whether the child has a phonological difficulty or a comprehension difficulty.

The areas assessed are as follows.

#### **Early Reading**

- Letter sound knowledge
- Early word recognition
- Sound deletion
- Sound isolation

#### **Passage Reading**

- Single word reading
- Reading accuracy
- Reading rate
- Reading comprehension

- Fluency (Secondary)

Once assessed data will be provided and shared with appropriate members of staff. Results are filed in the red Tracking, Monitoring & Assessment Teacher folder. A copy is filed in the purple Assessment Record folders outside the HT office. These folders are categorised by the year the child started school. The record sheet should be filed along with the results for future reference.

### **PHAB2 (Phonological Assessment Battery 2)**

The PHAB2 is an ideal assessment for pupils with low scores in any phonics screening or literacy test. The test accurately assesses phonological areas of specific difficulty in detail and plan appropriate interventions.

The areas assessed are as follows-

- Alliteration
- Naming speed
- Rhyme
- Fluency
- Non-word reading
- Blending
- Phonological working memory
- Phoneme segmentation
- Phoneme deletion

Once assessed data will be provided and shared with appropriate members of staff. Results should be filed in the red Tracking, Monitoring & Assessment Teacher folder. A copy should also be filed in the purple Assessment Record folders outside the HT office. These folders are categorised by the year the child started school. The record sheet should be filed along with the results for future reference.

### **SNSA P1, P4, P7**

The National Standardised Assessments for Scotland (NSA) is the collective name for the Scottish National Standardised Assessments (SNSA). Children and young people in P1, P4, P7 and S3 complete online standardised assessments in literacy and numeracy as part of everyday learning and teaching. The assessments help to identify children's progress, providing diagnostic information to support teachers' professional judgement.

Children and young people do not have to revise or prepare for these assessments and there is no pass or fail. The assessments are as inclusive as possible to accommodate the needs of children and young people who require additional support with their learning.

The National Standardised Assessments for Scotland provide teachers with indicative, diagnostic information on the progress of learners from P1, P4, P7 and S3 in aspects of reading, writing and numeracy. The assessments are marked automatically, giving teachers immediate feedback to help children and young people progress through their learning.

Once assessments have been completed, a diagnostic report is generated for individuals and groups of learners. When considered alongside a wide range of assessment evidence, the information provided by the assessments is used by teachers to plan next steps in learning and to help inform their professional judgements about learners' progress. The reports provide indicative information, based on learners' assessment responses, identifying strengths and areas that require further support.

In Glencairn these tests are carried out using the laptops. A timetable and support will be given to class teachers to administer these. Pupil passwords and login details are given to them.

The tests are completed in class and during a specified time frame given.

### **Phonics and common words assessment**

These assessment grids can be found in the NLC Literacy Teaching Manuals. These can be copied and children can be assessed. The assessment sheets should be glued into the pupil assessment jotter.

### **Single Word Spelling Test and Single Word Reading Test**

Where appropriate, teachers can use the SWST and SWRT to assess spelling skills and sight word recognition/decoding skills. It is good practice to use this information as a pre-intervention data and administer again for post-intervention.

A list of words to be read out to the whole class at the beginning of the year for the appropriate stage. When a child is unable to spell 4 words consecutively, they stop at that point.

The SWST should be kept in the pupil assessment jotter.

### **Weekly Spelling Tests**

Weekly spelling tests should be carried out at the back of the Daily Writing jotter. A bumper test may be carried out after 3 weeks of spelling. The bumper test should be recorded in the Assessment jotter.

### **Weekly Mental Arithmetic Tests**

Weekly numeracy tests should be carried out at the back of the Numeracy & Mathematics jotter. A bumper test may be carried out after 3 weeks of numeracy work. The bumper test should be recorded in the Assessment jotter.

### **IDL Assessments**

IDL assessments should be carried out post theme. These assessments should be recorded in the Assessment jotter.

### **Assessment Folder**

Each child has a manilla folder with their name on it. These store pupils' assessment booklets. For example, PIRA and MaLt assessment papers. This provides 'housekeeping' for the papers. This ensures continuity across the school for storing assessment booklets. These folders are passed on to the next teacher as the pupil transitions to a new class.

### **Assessment Jotter**

This jotter is used to keep evidence of pupils' assessment pieces of work. As part of the Say, Make, Write and Do, for **WRITE** the assessments are stored in this jotter. Staff may wish to add photographs for anything pupils make or do that you feel evidence their achievement in your assessment. Each pupil is provided with an assessment jotter, and this is passed on to the next teacher until they require a new one. When the jotter is completed, it is numbered on front as 1 and stored in the pupil's assessment folder. Assessments can be written straight into the jotter or added (glued in/stapled etc.)

Assessments which you may keep in the jotter are as follows:

### **Writing Assessment**

Writing assessments are completed in the assessment folder. There is a cold piece written before writing skills input. On completion of a programme of writing, a final writing assessment piece is done.

### **Other assessments to be complete in assessment jotter**

Bumper/Consolidation Spelling Tests (3 weeks of spelling, on 4<sup>th</sup> week bumper test)

Bumper Numeracy Tests

End of topic assessments e.g. Numeracy, IDL

### **Tracking, Monitoring and Assessment Folder**

Each teacher will have a red Tracking, Monitoring and Assessment Folder. These folders are used to store 'data' based evidence of progress and attainment.

For example,

- PiRA – My Assessment and Reporting Kit (MARK) printed assessment marksheets/results
- YARC assessment results
- PHAB2 assessment results

### **Assessment is for Learning (AiFL)**

#### **What is it?**

Assessment is for Learning (AiFL) is about better learning and achievement in Scottish schools. It encourages everyone involved - pupils, staff, parents, the wider school community – to talk about learning and to use information from assessment as feedback to inform planning for improvement.

Some effective AiFL strategies that are used in our school are:

- No Hands
- Open Questions
- Hot Seating
- Wait/Thinking Time
- Jot Time (mini whiteboards)
- Thinking Partners
- Heads Down
- Talking Partners
- Post Box
- Snowballing
- Thumbs Up/Thumbs Down
- Mind Mapping
- Think/Pair/Share
- Lollipop Sticks/Ping Pong Balls/Name Randomisers (on Smartboard)

### **Assessment is for Learning Practical Strategies for Questioning**

#### **Open Questions**

This strategy is simply to ask open questions. An open question is a question that encourages the pupils to think deeper. It is any question that goes beyond recalling facts. We are expected to spend time planning questions to be used in lessons.

## **No Hands**

This can be used to prevent the same children answering questions. Simply tell the class “These will be no hands questions”. This can improve focus levels and encourage everyone to think about the questions.

## **Hot Seating**

This is a fun strategy. Pupils can volunteer for the hot seat, where they take on a role (e.g. a character from a book/topic etc.) and are then questioned by their peers. Through this method both the interviewer and interviewee reveal their understanding. It demonstrates how well the pupils understand the characters/their learning. Pupils can see things from others’ views/perspectives in a stimulating way.

## **Wait Time**

Research shows that teachers don’t wait long enough for an answer. It should be at least 5 seconds. This allows children to absorb the question and think of an answer. You can use a visual strategy of holding up five fingers and counting down the seconds from five. You can extend the wait time to ten seconds if your class need longer. Noone is allowed to put their hand up or given an answer until the teacher has counted down all the fingers.

## **Jot Time**

Each child is given a whiteboard and a marker. Before they give an answer, they have time to jot their thinking down on their whiteboard.

## **Thinking Partners**

Pupils are given a thinking partner by the teacher. Throughout the lesson you can choose to use these thinking partners to discuss questions and generate ideas. Each pair then reports back on their discussion and their answers.

## **Heads Down**

A simple strategy to allow more thinking time and develop the quality of answers from pupils. After you’ve asked the question, pupils put their heads down on their desks to encourage thoughtful reflection. The pupils only lift their heads when the teacher signals thinking time is over (this can be a clap/bell etc).

## **Talking Partners**

Once you have asked the question pupils turn to their partner to discuss. Get all the children to spend thirty seconds discussing a question with their partner before you take responses.

## **Post Box**

This works by setting up a post box for pupils to post questions on a topic. This is especially for good for pupils who have low self-esteem or are embarrassed to ask questions openly. This could be used at the end of lessons or at the start of a topic to work out what the pupils want to learn about.

### **Snowballing**

This works by first asking a question for pupils to discuss in pairs. After a given time the teacher shouts “Snowball!” and each pair joins up with another pair to make a four and discuss the same question. Repeat this process until children are in larger groups.

### **Thumbs Up/Thumbs Down**

A quick and easy strategy to gauge pupils understanding. After asking a question or a class discussion time ask your pupils to display their understanding using their thumbs. Thumbs up means I understand, and I have no problems. This allows the teacher to see harder questions may be needed to challenge thinking. Thumbs in the middle means I am unsure/understand a little bit. This allows the teacher to ask reinforcement questions. Thumbs down means I do not understand, and I need further clarification. This raises the teacher’s awareness of how much has been understood.

### **Mind Mapping**

This is a great strategy for generating questions and can be used individually, in pairs, as a group or class. It can of course now also be done on the computer/laptop. This strategy is fabulous for establishing what questions pupils want to get answers to at the start of a topic. In pairs or individually pupils can mind map the questions they would like to find out about. These could be displayed in the classroom and ticked off as the pupils’ learning progresses through the topic/lesson.

### **Think/Pair/Share**

This strategy encourages the pupil to consider and think about the questions by themselves first and then with others. A question is asked. Pupils will be asked to think about the question by themselves first. Then pupils would be asked to talk about the question with their partner. And finally, pupils would be asked to share their responses with the group or class. Again, this strategy focuses on making the pupil feel comfortable and encourages confidence to be gained.

## **Planning Learning and Teaching**

In school, we plan termly and record our planning in Forward Plan Folders. We use the North Lanarkshire Progressive Pathways for Literacy, Numeracy and Digital. We have created progressive planners for Cross-curricular Subjects which includes Sustainability and RME. We use the Healthy.scot planners at present. We have PE, music, drama and art progressive planners which can all be access on our school staff Teams page.

In Glencairn nursery, we have a balance of intentional and responsive planning- To deliver the intentional planning we have devised a long-term plan as a backdrop for staff. To create this backdrop plan we followed the progression pathways for Early Level in both Literacy and English and Numeracy and Mathematics. To plan for the Health and Well Being we used the Health Schools Annual Progression Planner for early level, the nurture principles and the article representing children’s right were then carefully selected to support the health and

wellbeing outcomes. Using these supporting documents, we then devised a medium-term plan which focused on 2 outcomes for each overarching curricular area monthly.

Within our playroom and outdoor environment staff are allocated a play area where they facilitate play experiences and provide provocations for children either in response to children's interests, festivals/celebrations in the wider world or the curricular outcomes detailed in the backdrop plan. Staff are then responsible for completing planning sheets which detail the learning opportunities taking place. These completed planning sheets are then gathered towards the end of each month and are evaluated during a planning meeting which is led by a Principal Lead and is attended by 2 practitioners on rotation to allow all to be involved in the evaluation process. During the planning meeting we highlight the learning opportunities aligned with the health and wellbeing, literacy and English, numeracy and mathematics, nurture principle and children rights article. The information is then collated and an evaluation for each curricular area is recorded and details quantitative data that highlights how many children participated, have made achievements or gained success. The qualitative data is then compared to the qualitative data which is recorded on the tracking and monitoring spreadsheets and individualised SWAYS. This triangulation of information from the differing data sources and informs a robust overview of the learning, teaching and assessment taking place within Glencairn Nursery.

Responsive planning is reflective to staff observations, children's voice, celebrations, festivals our events which are important to our children and families. Responsive planning experiences are recorded in the same format as the intentional planning however, children may be learning about curricular outcomes which are not detailed within the backdrop plan. This then ensures that all curricular areas are being provided within our play-based pedagogy. Again, this is learning is highlighted during the planning meetings and is recorded for each play area to provide an overview of learning in each play area within the establishment.

All individual achievements and progress are added to the tracking and monitoring system as well as the children's individualised SWAYS and the information informs a holistic view of each child's capabilities and attainment levels. This information then leads us as a staff team to recognise the individual strengths and areas for development for each learner. With our practice thus informed we can then plan for each individual child by responding to developing areas either within their personal plan or GIRFme.

The triangulation of information gathered between the planning cycle, tracking and monitoring spreadsheets and individual learning journeys recorded via SWAY, provides a cognisant overview for all learners within the establishment. This overview thus informs staff if there are any specific gaps in learning, which are then planned for accordingly i.e. through the delivery of a specific initiative or through the universal support which follow the GIRFEC pathway.

## **Tracking of Attainment and Achievement**

Tracking and monitoring at Glencairn is split into 4 terms:

- August – October
- October – December

- January – April
- April – June

In each of these terms, class teachers make use of assessment data and professional judgement of the pupils, to update their tracking information on SEEMIS. This data should be updated prior to meeting with SLT

The pupils progress will be tracked using a traffic light system. Their progress will be assessed as:

**Purple** – Pupils who are on track and showing evidence of being 6 months ahead in their learning of their actual age. These pupils require additional challenge.

**Green** – Pupils who are on track with their learning.

**Amber** – Pupils who are not on track, whose working level is 6-12 months behind their actual age.

**Red** – Pupils who are not on track and whose working level is more than 12 months behind their actual age.

Class teachers meet 3 times a year with a member of the SLT to discuss the pupils' progress and to ensure all information on SEEMIS is correct. At these meetings, pupils' progress will be discussed, as well as discussions around what support the class teacher has in place for those children on amber or red. There will also be discussions around those pupils identified as in need of challenge to ensure that appropriate levels of challenge is in place.

### **Data**

Formative assessments are carried out in class and results are recorded onto the spreadsheet provided to teachers annually. This data should be added at the start of the year (Aug/Sep) and at the end of the year (May/June). The data from the end of one school year, to the end of the next school year, should aim to show a one-year progression in maths and literacy age. This applies to P2 – P7.

In Primary 1, baseline assessments are carried out in August and June to assess what knowledge children come to school with and what progress has been made in P1.

Data is used, alongside the tracking information from the previous year, to inform decisions around the future learning of pupils and the relevant support or challenge in given.

Information for tracking is stored in the class tracking folder. The table of Contents can be found in the Appendices.

## **Nursery Tracking**

We have created a backdrop plan of intentional learning opportunities focusing on the children's health and wellbeing, maths and numeracy and literacy and English experiences and outcomes. We use NLC progression pathways to provide a termly or monthly focus for learning teaching and assessment. We also encourage all practitioners to plan responsively following children's interests.

Planned experiences are developmentally appropriate and tailored to meet all children's individual learning needs. Practitioners use imaginative and appropriate ways to involve children in planning learning. We monitor and evaluate progress across the curriculum to improve children's learning. This includes those children facing additional challenges, for example looked-after children and those living with financial hardship especially those who are more vulnerable or disadvantaged. To ensure equity for all children and families we use the SIMD scale (added to the main page of the tracking). All children are treated the same, the nursery management provide additional support to families from



SIMD 1 and 2 where and when required, this is done discretely. We use information from a range of sources to evaluate the effectiveness of interventions designed to improve outcomes for all children and their families.

We have developed a collaborative system for tracking and monitoring which improve outcomes for learners. This system enables all early learning and childcare practitioners to both input and evaluate real time data on children's achievement, progress and attainment data. All staff are supported by Nursery Management Team to use their professional judgement and understanding of child development to add any significant learning. Each member of staff inputs data on a weekly basis during their time out. It provides an overview of individual children's progress and helps to identify support or interventions which may be required. The system enables planning for improvement in learning and teaching to better support needs as well as support professional dialogue and reflection on effective pedagogy. Tracking the children's progress provides information which can be used for reporting at key points throughout the year including points of transition. It also supports the identification of areas for improvement and targeting of resources as well as supporting the identification of learning and wider achievement gaps. This system enables us to track the children's progress within levels, including those who may not make progress in line with national expectations i.e. learners with complex additional support needs.

We use SWAYs to capture and share any learning and assessment with both the children and their families. The children are involved in planning and evaluating their learning through the 'reporter system' where we observe one child from each group per week highlighting significant learning within our planning and tracking. This is cyclical and takes 7 weeks to ensure all children have been the reporter.

Both the tracking and the SWAYs are monitored weekly to ensure any gaps are identified and acted upon.

### **Identified barriers**

We acknowledge that attendance, staff knowledge, children with additional support needs and English as a second language, communication delays, ICT and staffing issues can impact the information added and shared on the tracking.

*'A robust tracking system together with effective interventions ensures continuous progress for learners across the curriculum and at all phases in their education, including points of transition'*  
HGIOS4 pg. 50.

## **Monitoring of Learning and Teaching**

We have an agreed calendar of monitoring which includes class learning visits from SLT three times a year and one peer visit per year. Jotters are monitored by SLT over the course of the academic year. Pupil focus groups from P1, P4 and P7 are identified by the teachers as being on track to achieve a level. SLT meet with these pupils in April each year to verify their levels using the benchmarks and a range of evidence including class work and assessments. The monitoring feedback templates can be found in the appendices.

# Our Deaf Learners

Glencairn Primary, offers the opportunity of education for deaf children and young people in an inclusive setting. The focus in school is on deaf children being taught alongside their hearing peers. Our deaf children are central to our school's identity and are fully involved in the whole school community, as well as being part of their own, inspiring deaf community. Deaf children in Glencairn are surrounded by language in a natural and meaningful way. Our aim is to develop each child's skills by carefully planning to meet their needs in an engaging and language-rich environment.

Class teachers are offered CPD opportunities to increase their deaf awareness and to help them develop strategies and skills to support their teaching. They are also supported to manage and maintain children's audiological technology.

Specialist Teachers of Deaf Children and Young People work in partnership with class teachers to support learners. The main focus for support is to develop language and communication and literacy, but this is not exclusive and can vary from child to child. Children will work with Teachers of Deaf Children and Young people in small groups or individual sessions.

Support for learners may include:

- Assessing and tracking progress
- Audiological management and trouble-shooting
- Listening and attention skills – including auditory memory and sound discrimination
- Pre and post teaching for new skills and concepts
- Liaising with class teachers and working to address needs in a timely manner
- Target setting through our GIRFME planning
- Health and Wellbeing; including fostering a positive deaf identity and self-advocacy skills

Partnership working is a key priority, and we effectively liaise with other agencies to effectively plan and monitor learning experiences. We communicate regularly with a variety of agencies including our in-house Speech and Language Therapists, Crosshouse Hospital and Lanarkshire's Educational Audiologist. We value the essential role that partnership working brings to the development and progress of all children.

We understand the importance of working with families and view our parents as partners in their child's learning. We work closely with families and other agencies to develop GIRFME plans with clear targets where progress and achievement, and successes are shared. Communication is key to our ethos. We build trusting relationships with our families and opportunities are provided to meet in school through parent consultations, review meetings, assemblies and fun events.

At Glencairn Primary, deaf children celebrate success and contribute to making our school a community which values individuals equally and is a welcoming place for all. We understand the importance of mental wellbeing and continue to promote a positive deaf identity. Pupils learn how to be advocates for their needs and manage their equipment with pride and independence. Our weekly Skills-Club allows for pupil choice and supports social skills and the pragmatics of language. We regularly explore our local community and have visited Baron's Haugh Nature Reserve, The Lanarkshire Deaf Club, Aldi and Asda this session. Our Skills-Club offers our children an opportunity to develop friendship, team-building and fun!

# Professional Learning and Leadership

The head teacher leads CPD in August on the GTCS Standards as a basis for staff to plan their own professional learning. All teachers take part in an annual PRD with the HT or DHT. Plans for the year are discussed linked to the GTCS standards. Staff are encouraged to use their skills and talents to enhance the wider life of the school from attending or leading CLPL and running out-of-hours learning clubs. A form is sent to all teachers annually to gather information on their CPD plans and how this links to school improvement. All teachers and ASNAs are encouraged to lead in an area of their interest and to share their expertise with the whole school community.

## Literacy

### Active Literacy Weekly Structure for Each Stage

#### Early Level

#### Literacy Lesson Guidance Notes / Monitoring Information

Lesson Area / Key Aspects & Questions
<p><b>Learning Intention &amp; Success Criteria</b></p> <p><b>LI</b> – What the pupils are going to learn (not what they are going to do/activity). This should be context free.</p> <p><b>SC</b> - How will you know if they have been successful? How will the pupils know if they have been successful? Co-Constructed where appropriate.</p> <ul style="list-style-type: none"><li>• Be specific</li><li>• Child friendly language</li><li>• Appropriate vocabulary</li><li>• Expressed in knowledge, understanding &amp; skills</li><li>• Based on an Experience and Outcome</li><li>• Consider Benchmarks</li></ul>
<p>Active Phonics</p> <p><b>Days 1 and 3 – The teacher:</b></p> <ul style="list-style-type: none"><li>• Shares the learning intention and success criteria</li><li>• Introduces the new sound – Rhyme/Poem/interactive song</li><li>• Displays the new sound on the magnetic board</li><li>• Repeats the pronunciation of the sound (referring to Sunnybank mouth) more than once and ensures that the children do this also to their shoulder partner</li><li>• Writes the sound onto the magnetic board while verbalising the letter formation</li><li>• Ensures that the children practise tracing the letter in the air etc. The children also tell their shoulder partner how the letter is formed</li><li>• Gives the children new letter/sound and they position it correctly on alphabet overlay</li><li>• Observes children writing the sound while saying it</li><li>• Places the new sound at the beginning, middle and end of simple phonetic words – children identify</li><li>• Concludes the lesson by listening to the children tell their partner what they have learned and assesses their success</li></ul> <p><b>Days 2 and 4 – The teacher:</b></p> <ul style="list-style-type: none"><li>• Shares the learning intention and success criteria</li></ul>

- Revises the sound taught on previous day – correct pronunciation, correct letter formation
- Selects magnetic letters and models how to make a simple phonetic word containing the new sound using the **say, make/break, blend, read, write** process
- Ensures that the children mirrors the teacher’s actions with two or three CVC words
- Concludes the lesson by listening to children tell their partner what they have learned and say two words containing the new sound

**DAYS 2 and 4 should be gathering evidence of knowledge and understanding and application**

## **Spelling**

### **Whole Class Lesson**

#### **Day 1 – :**

- Teacher shares the learning intention and success criteria
- Teacher introduces the 3 new words to be taught using magnetic letters
- Teacher reads each word – children repeat
- Teacher asks the children the number of letters and the number of sounds in each word and demonstrates this
- Teacher models a strategy for each word
- Selected children are given the opportunity to apply the strategy
- Children trace words in air, floor, hand etc. before returning to their tables to practise writing each word three times, using correct letter formation
- Class teacher observes and intervenes/supports where necessary
- On completion of the above task, the children read each word to themselves and to a partner
- The lesson concludes with the children telling their partners what they have learned

#### **Day 2, 3 & 4 - RT**

- A word list for each pair, one pupil to be the teacher – discuss strategy/tricky part, or the part they can’t remember
- Pupils in pairs have fun practising the words: colours, large words, choosing a variety of media/tasks to practise
- Pupils make a set of flash cards from the word list (3 words). They then have to take different roles at the start of each day to call the word, check the spelling and the handwriting
- With a partner, one pupil reads a sentence dictation strip, the other partner writes the sentence. Both check and change and if required. Roles are then reversed.
- **Teacher focuses on ASN group while pupils work in pairs**

### **Consolidation Weeks**

Every 4<sup>th</sup> week is a consolidation week and no new sound or common words should be introduced

During this week the teacher should ensure that the children can independently do all of the following:

- Use magnetic letters to make and break words
- Blend the consonants, vowels, consonants together and read words articulately
- Read the blended words and CVC words:
- Write the blended and CVC words containing single sounds and two letter phonemes independently and accurately
- Write common words independently and accurately and within the context of a sentence

There should be evidence of the above tasks in the Daily Writing jotter

### **Daily Writing**

- Tasks which are responsive to children's next steps in writing, not busy work
- Evidence of connections to ongoing reading/learning or IDL
- Frequent connections to Taught Genre Writing where relevant and/or the 4 contexts for learning
- Phonics and Spelling should be evident in this jotter (not daily but regularly – perhaps twice in the week), with the exception of the consolidation week – more evidence
- Evidence of handwriting practice within dictated sentence work
- Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation
- Writing should show increasing independence – pupils in a group should **not** all have the same writing (this would suggest copying)

### **Taught Writing**

#### **Taught**

There should be a taught, weekly writing lesson. When monitoring taught Writing, teachers and the SMT should look at the degree of independence which pupils are showing. There should also be:

- Evidence of pupils using word mats, vocabulary on the reading and writing wall and around the classroom (literate rich)
- Evidence of pupils beginning to use phonic knowledge (with increased accuracy) to write words themselves
- Narrative will be the main genre focus. Although narrative writing will be the genre developed from early P1, as pupils are showing increasing independence, they should have some experience of writing in the other 4 genres linked to across learning contexts

#### **Stage One - Preparing to write using prior learning/experiences, outdoor learning and other contexts**

- The context for writing should be linked to ongoing learning. If pupils are using the outdoor/indoor environment, there should be photos, simple words or notes on a whiteboard etc. which they can refer to before writing
- At the beginning of P1 Early level, pupils will plan their writing through drawing
- This should exist to help pupils to think about their writing. It is **not** an art activity. Pupils should have the opportunity to talk about their 'plan'/drawing prior to writing

#### **Stage Two - The Writing Process**

- Prior to writing, the teacher should share the success criteria with the pupils (this includes the simple features of the genre at this early level). The core skills should also be shared
- The teacher should be actively involved with the pupils during the writing time (encouraging pupils to have a go at words, to access vocabulary and to give feedback for improvement)

#### **Stage Three–Conferencing, Evaluating, Improving & Identifying Next Steps**

- Conferencing is carried out very simply at the Early level. Pupils read their own writing and are encouraged to make changes to improve it. A writing partner/partners also read the writing and are trained to give simple comments to their partner. The teacher is the third person in the process who also gives comments for improvement. Children should be trained to peer assess

### **Stage Four – Redrafting, Publishing and Celebrating Success**

- At this Early level, redrafting is ongoing throughout Stages 2 and 3. Redrafting is an active process to improve both the quality of the Writing and the technical skills
- Publishing should be carried out at a separate time from redrafting.
- The published writing should be an improved version of the first draft and not a typed or more neatly presented version of the first draft
- Schools should decide on the number of published pieces each term
- Success should be celebrated! At least one third of pupils should be awarded a Star Writer. Teachers should keep a record of who has been a Star Writer and when! There should be evidence of the Star Writers awards both in the jotters and on the walls

### **Guided Reading - 4 sessions per week**

#### **Day 1 and Day 3 - 2 new books per week**

#### **Introduction and Walkthrough Using Flashcards**

- Teacher plans and delivers a brisk walk through of the text teaching new and tricky words.
- Teacher uses word attack strategies and flashcards for new words

#### **Independent Read**

- Pupils read the complete text at their own pace, independently
- Teacher monitors each pupil and gives specific praise/uses notes for assessment
- Pupils read the text again, this time with a partner

#### **Return to the Text**

- Teacher discusses character/storyline/events
- Teacher asks the pupils to look again at difficult words, words containing the phoneme of the week etc.

#### **Follow Up Tasks**

- Pupils can begin to undertake independently a reading to write task. Child takes the book home to share with carer/parent

#### **Day 2 and Day 4 – revisiting taught text from previous day to teach comprehension**

As the child progresses through the levels, the books become slightly more inferential and lend themselves to more independent comprehension activities

- Pupils read again book from previous day (independently) and then read this again with a partner
- Teacher prepares one or two questions and models for pupils how to find the clues in the text
- Quality discussion of the text will take place between teacher and pupil

#### **Day 2 and Day 4 – from Blue band, children will engage in ‘Find it! Prove it! Talk about it!’**

### **First Level Stage 2/3**

### **Literacy Lesson Guidance Notes / Monitoring Information**

#### **Lesson Area / Key Aspects & Questions**

#### **Learning Intention & Success Criteria**

**LI** – What the pupils are going to learn (not what they are going to do/activity). This should be context free.

**SC** - How will you know if they have been successful? How will the pupils know if they have been successful? Co-Constructed where appropriate.

- Be specific
- Child friendly language
- Appropriate vocabulary
- Expressed in knowledge, understanding & skills
- Based on an Experience and Outcome
- Consider Benchmarks

Active Phonics

**Days 1 – The teacher:**

- Shares the learning intention and success criteria
- Introduces the new sound – Teacher reads the phoneme story with the pupils
- Teacher demonstrates and teaches the phoneme using say/make/break/blend/read/cover/write. Remember letter formation
- Teacher uses phoneme story and lists the words containing the focus phoneme
- Teacher, then pupils make 8/10 words using focus phoneme on their magnetic boards
- Concludes the lesson by listening to the children tell their partner what they have learned and assesses their success

**Days 2 and 3 –**

- Shares the learning intention and success criteria
- Paired work with word list and magnetic board. Make 8/10 words using the 5 fingered approach
- Pupils construct 2/3 sentences using focus phoneme words
- Read the sentences to a partner/to another pair
- Teacher selects some examples to read to the class
- A short plenary and pupils identify next steps

**DAYS 2 -4 should be gathering evidence of knowledge and understanding and application**

**Days 4 – RT**

- Pupils use elkonin boxes to record the words made from list
- Pair or teacher use dictation sentences from Active Literacy Book 2 and 2a to record dictation for phonics in Daily Writing jotter. All regularly dated
- **Teacher focuses on ASN group and tasks for more able day 2, 3 & 4**

**Spelling**

**Whole Class Lesson**

**Day 1 – :**

- Teacher shares the learning intention and success criteria
- Teacher introduces the new words to be taught using magnetic letters
- Teacher reads each word – children repeat
- Teacher asks the children the number of letters and the number of sounds in each word and demonstrates this
- Teacher models a strategy for each word
- Selected children are given the opportunity to apply the strategy
- Children trace words in air, floor, hand etc. before returning to their tables to practise writing each word three times, using correct letter formation
- Class teacher observes and intervenes/supports where necessary

- On completion of the above task, the children read each word to themselves and to a partner
- The lesson concludes with the children telling their partners what they have learned

### **Day 2, 3 & 4 - RT**

- A word list for each pair, one pupil to be the teacher – discuss strategy/tricky part, or the part they can't remember
- Pupils in pairs have fun practising the words: colours, large words, choosing a variety of media/tasks to practise
- Pupils make a set of flash cards from the word list (3 words). They then have to take different roles at the start of each day to call the word, check the spelling and the handwriting
- With a partner, one pupil reads a sentence dictation strip, the other partner writes the sentence. Both check and change and if required. Roles are then reversed.
- **Teacher focuses on ASN group while pupils work in pairs**

### **Consolidation Weeks**

During consolidation weeks no new sound or common words should be introduced

During this week the teacher should ensure that the children can independently do all of the following:

- Use magnetic letters to make and break words
- Blend the consonants, vowels, consonants together and read words articulately
- Read the blended words and CVC words:
- Write the blended and CVC words containing single sounds and two letter phonemes independently and accurately
- Write common words independently and accurately and within the context of a sentence

There should be evidence of the above tasks in the Daily Writing jotter

### **Daily Writing**

- Tasks which are responsive to children's next steps in writing, not busy work
- Evidence of connections to ongoing reading/learning or IDL
- Frequent connections to Taught Genre Writing where relevant and/or the 4 contexts for learning
- Phonics and Spelling should be evident in this jotter (not daily but regularly – perhaps twice in the week), with the exception of the consolidation week – more evidence
- Evidence of handwriting practice within dictated sentence work
- Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation
- Writing should show increasing independence – pupils in a group should **not** all have the same writing (this would suggest copying)

### **Taught Writing**

#### **Taught**

There should be a taught, weekly writing lesson. When monitoring taught Writing, teachers and the SMT should look at the degree of independence which pupils are showing. There should also be:

- Evidence of pupils using word mats, vocabulary on the reading and writing wall and around the classroom (literate rich)
- Evidence of pupils beginning to use phonic knowledge (with increased accuracy) to write words themselves



- There are 6 common genres to be taught at first level. Writing should be linked to one of the 4 contexts for learning and there will be evidence of strong links to Reading.

### **Stage One - Preparing to write using prior learning/experiences, outdoor learning and other contexts**

- The context for writing should be linked to ongoing learning. If pupils are using the outdoor/indoor environment, there should be photos, simple words or notes on a whiteboard etc. which they can refer to before writing
- Pupils should make a brief plan prior to Writing. Pupils should have the opportunity to talk about their 'plan' prior to writing

### **Stage Two - The Writing Process**

- Prior to writing, the teacher should share the success criteria with the pupils (this is the genre features). The core skills should also be shared
- The teacher should be actively involved with the pupils during the writing time (encouraging pupils to have a go at words, to access vocabulary and to give feedback for improvement)
- The writing time should be 'chunked' to allow pupils to concentrate on particular aspects of their writing. After each chunk, pupils should be encouraged to read their own writing and to make improvements
- The teacher provides some oral feedback during the writing process to enable pupils to make improvements during the writing time. The purpose is to also provide advice and encouragement

### **Stage Three—Conferencing, Evaluating, Improving & Identifying Next Steps**

- At the front of every 'taught' writing jotter, the date and genre type should be recorded with an area for the pupil to record his/her next steps
- Conferencing should involve pupils commenting on and evaluating their own and each others' work. The teacher is also a conferencing partner and will give useful advice and feedback at this time
- The teacher should evaluate and comment on at least one group during the writing process and at least one at the end of the lesson. The feedback should be based on the success criteria
- There should be evidence of peer comments – Children will have to be trained to relate this back to the success criteria
- Periodically, parents/carers will have the opportunity to read and comment on their child's writing

### **Stage Four – Redrafting, Publishing and Celebrating Success**

- Redrafting should be an ongoing process through stages two and three. Redrafting should be an active process to improve the quality of the writing and the technical skills
- The published writing should be an improved version of the first draft and not a typed or more neatly presented version of the first draft
- Schools should decide on the number of published pieces each term
- Success should be celebrated! At least one third of pupils should be awarded a Star Writer. Teachers should keep a record of who has been a Star Writer and when! There should be evidence of the Star Writers awards both in the jotters and on the walls

**Guided Reading - 4 sessions per week**

**2 days Fluency and 2 days Comprehension – Fiction and Non Fiction Text**

**Fluency**

- Teacher briefly draws the pupils’ attention to the front cover of the book and using the title and picture clues, asks them to predict what the book might be about.
- Teacher plans and delivers a well paced walk through of the text pointing out difficult words. Teacher models the word attack strategies. Teacher will have prepared a few flash cards of High frequency/unknown common words
- Pupils read the whole text independently – teacher monitors accuracy of reading and gives specific feedback
- Pupils read the whole text with their partner twice and gives formative assessment comments
- Book goes home to be read and shared

**Comprehension – Find it! Prove it! Talk about it!**

- Pupils revisit the text from the previous day, read the text independently and again with a partner
- Teacher gives the pupils a question and they try to locate the clues in the text. They use Find It, Prove It, Talk About It
- Teacher models returning to the text – finding clues and notetaking facts
- Pupils record the clues in note form
- Teacher monitors and joins group discussion (once pupils record answers from the text)
- Pupils refer back to the text to locate the clues. They find the clues (‘find it’), justify to each other (‘prove it’) why these clues help to answer the question and talk about them to each other (‘talk about it’) Children are encouraged to use these Higher Order Thinking skills and apply them to other contexts
- The teacher monitors how the pupils go about this task and intervenes when appropriate
- Pupils generate their own question using, who, what, where, when, how and why flashcards
- Plenary – Self and Peer Assessment

**First/Second Level Stage 4/5****Literacy Lesson Guidance Notes / Monitoring Information**

<b>Lesson Area / Key Aspects &amp; Questions</b>
<p><b>Learning Intention &amp; Success Criteria</b></p> <p><b>LI</b> – What the pupils are going to learn (not what they are going to do/activity). This should be context free.</p> <p><b>SC</b> - How will you know if they have been successful? How will the pupils know if they have been successful? Co-Constructed where appropriate.</p> <ul style="list-style-type: none"> <li>• Be specific</li> <li>• Child friendly language</li> <li>• Appropriate vocabulary</li> <li>• Expressed in knowledge, understanding &amp; skills</li> <li>• Based on an Experience and Outcome</li> <li>• Consider Benchmarks</li> </ul>
Phonics in to Spelling

### **A Problem Solving Approach – Diacritical Marking**

**(10 day programme wk 1 & 2 – 15 mins daily)**

- Pupils should have a firm knowledge of Stage 3 Phonics and be able to apply this prior knowledge readily
- Class Teacher to select focus phoneme
- Class Teacher to share the learning intention and success criteria
- Class Teacher constructs the Phoneme Chart of phoneme representations using feedback from pupils
- Pupils are encouraged to Look, Think, Investigate and Discuss phonemes and their different representations with a partner
- Pupils read Phoneme Chart – top to bottom and left to right randomly
- Class Teacher models the **Elkonin box** using words from phoneme chart
- Pupils use Elkonin boxes independently
- Pupils given opportunity to use Elkonin boxes with a partner – reciprocal teaching
- Partner spelling of selected words
- Class Teacher models **diacritical marking** using A3 phoneme chart and diacritical marking code:
  - Single sounds are marked with a dot under the sound
  - Joined phonemes are marked with a line underneath
  - Split phonemes are marked with a joining loop shape
- With a partner, pupils diacritically mark their own charts – much discussion should be evident
- Class Teacher to assess and give feedback
- The diacritical marking continues over **two days** – where the in-depth discussion about the words is as important as getting the correct number of phonemes
- Class Teacher introduces the phoneme story
- Pupils should be able to read and mark the appropriate phoneme story readily
- Evidence of partner dictation using phoneme story in Daily Writing jotter – at least one paragraph

Last day of this approach is a consolidation day when pupils chose one activity as their task. Opportunity for assessment by Class Teacher.

### **Phonics in to Spelling - Thinking Strategies Approach**

**(10 day programme wk 3 and 4 – 15 mins daily)**

- This approach is used for any words which cannot be sounded out phonetically – common, tricky, topic, cross-curricular etc.
- This approach builds on strategies taught in Active Literacy Stage 1-3
- If the list of words given in the Active Literacy Stage 4/5 Book 1 are too easy – pupils can select their own 15 focus words – from taught lesson, daily writing or cross curricular work

#### **Days 1-5**

- Whole class lesson to start – class teacher to share the learning intention - teacher modelling a few strategies with a few words, using think aloud
- Pupils, using whiteboards, show and share an appropriate strategy for selected words
- Pupils practise selected strategies using reciprocal teaching over a few days
- Pupils discuss:
  - How they learned the words
  - The difficult parts they have learned

- How to remember the difficult parts (which strategy)
- Evidence of words learned and dictated paragraphs should be found at the back of the Daily Writing jotter – work must be dated

### **Days 6-10**

- Class lesson on selected spelling rules – Class Teacher to share the learning intention and model one or two rules giving examples to illustrate the rule
- With a partner, pupils think about other words to illustrate the chosen rules
- Teacher dictates selected words appropriate to strategy/rule
- Partner marking – discussion – reciprocal teaching
- New words – new rules – composed by pupils
- Reciprocal teaching of rules learned during the week
- Pupils choose a spelling rule to consolidate their learning

In pairs, pupils praise their partners success in using a strategy or rule and suggest next steps – this can be shared with the class/group.

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### **Consolidation Weeks**

After every unit there should be a consolidation week. During consolidation weeks no new sound or common words should be introduced. The focus should be on application of skills.

### **Daily Writing**

- Tasks which are responsive to children's next steps in writing, not busy work
- Evidence of connections to ongoing reading/learning or IDL
- Frequent connections to Taught Genre Writing where relevant and/or the 4 contexts for learning
- Phonics and Spelling should be evident in this jotter (not daily but regularly – perhaps twice in the week), with the exception of the consolidation week – more evidence
- Evidence of handwriting practice within dictated sentence work
- Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation
- Writing should show increasing independence – pupils in a group should **not** all have the same writing (this would suggest copying)

### **Taught Writing**

#### **Taught**

There should be a taught, weekly writing lesson. When monitoring taught Writing, teachers and the SMT should look at the degree of independence which pupils are showing. There should also be:

- Evidence of pupils using word mats, vocabulary on the reading and writing wall and around the classroom (literate rich)
- Evidence of pupils beginning to use phonic knowledge (with increased accuracy) to write words themselves
- There are 6 common genres to be taught at first level. Writing should be linked to one of the 4 contexts for learning and there will be evidence of strong links to Reading.

#### **Stage One - Preparing to write using prior learning/experiences, outdoor learning and other contexts**

- The context for writing should be linked to ongoing learning. If pupils are using the outdoor/indoor environment, there should be photos, simple words or notes on a whiteboard etc. which they can refer to before writing

- Pupils should make a brief plan prior to Writing. Pupils should have the opportunity to talk about their ‘plan’ prior to writing

### **Stage Two - The Writing Process**

- Prior to writing, the teacher should share the success criteria with the pupils (this is the genre features). The core skills should also be shared
- The teacher should be actively involved with the pupils during the writing time (encouraging pupils to have a go at words, to access vocabulary and to give feedback for improvement)
- The writing time should be ‘chunked’ to allow pupils to concentrate on particular aspects of their writing. After each chunk, pupils should be encouraged to read their own writing and to make improvements
- The teacher provides some oral feedback during the writing process to enable pupils to make improvements during the writing time. The purpose is to also provide advice and encouragement

### **Stage Three—Conferencing, Evaluating, Improving & Identifying Next Steps**

- At the front of every ‘taught’ writing jotter, the date and genre type should be recorded with an area for the pupil to record his/her next steps
- Conferencing should involve pupils commenting on and evaluating their own and each others’ work. The teacher is also a conferencing partner and will give useful advice and feedback at this time
- The teacher should evaluate and comment on at least one group during the writing process and at least one at the end of the lesson. The feedback should be based on the success criteria
- There should be evidence of peer comments – Children will have to be trained to relate this back to the success criteria
- Periodically, parents/carers will have the opportunity to read and comment on their child’s writing

### **Stage Four – Redrafting, Publishing and Celebrating Success**

- Redrafting should be an ongoing process through stages two and three. Redrafting should be an active process to improve the quality of the writing and the technical skills
- The published writing should be an improved version of the first draft and not a typed or more neatly presented version of the first draft
- Schools should decide on the number of published pieces each term
- Success should be celebrated! At least one third of pupils should be awarded a Star Writer. Teachers should keep a record of who has been a Star Writer and when! There should be evidence of the Star Writers awards both in the jotters and on the walls

### **Reading Fiction and Non Fiction - 4 sessions per week**

All reading sessions to involve the use of quality texts—integrated novels/sources of information etc

#### **Fluency -**

**Teachers should recognise the importance of continuing the practice of regular reading aloud in both fiction and non-fiction. This will not be possible during every reading session but teacher should have observe/listen to pupils for rate, accuracy etc**

- The pupils will read aloud identified chapters/sections for fluency practice

- The teacher will monitor ('listen in to') the accuracy and fluency, commenting and giving feedback for improvement

### **Comprehension**

- Teacher introduces same text to the group and models the same comprehension strategies, as appropriate:
  - Prior knowledge of the topic/theme
  - Metalinguistics (word knowledge/vocabulary building of topic specific vocabulary)
  - Visualisation/semantic organisers
  - Inference (where appropriate)
  - Theme/Main ideas
  - Summarising
- When Reading Non fiction the teacher will have identified relevant sources of information. If the non-fiction topic is linking to the wider IDL context, these sources of information will be those that pupils are also accessing for that purpose.
- It may be beneficial for the teacher to exemplify the comprehension strategies to one or two of these sources of information. This reminds pupils how they can be applied to non-fiction texts.
- The pupils should also have opportunities to carry out extended writing linked to reading. Pupils should use the success criteria for the genre in which they are writing. Teachers should use as many natural opportunities as possible to link reading with writing. Teachers may select good quality writing tasks from the novel notes

## **Second Level Stage 6/7**

### **Literacy Lesson Guidance Notes / Monitoring Information**

<b>Lesson Area / Key Aspects &amp; Questions</b>
<p><b>Learning Intention &amp; Success Criteria</b></p> <p><b>LI</b> – What the pupils are going to learn (not what they are going to do/activity). This should be context-free.</p> <p><b>SC</b> - How will you know if they have been successful? How will the pupils know if they have been successful? Co-Constructed where appropriate.</p> <ul style="list-style-type: none"> <li>• Be specific</li> <li>• Child friendly language</li> <li>• Appropriate vocabulary</li> <li>• Expressed in knowledge, understanding &amp; skills</li> <li>• Based on an Experience and Outcome</li> <li>• Consider Benchmarks</li> </ul>
<p><b>Active Spelling – Strategy Spelling</b></p> <p><b>Four days – 10/15 mins per day</b></p> <ul style="list-style-type: none"> <li>• Pupils should have a firm knowledge of Spelling Programme Stages 1-5 and be able to apply this prior knowledge readily and with increasing independence</li> <li>• Whole class lesson</li> <li>• Class teacher to share learning intentions and co-create the success criteria with the pupils</li> <li>• Class teacher to select the focus of the taught lesson e.g. common words, subject specific words, topic words etc.</li> </ul>

- Class teacher to model two strategies for a few words, using think aloud
- Pupils, using whiteboards, show and share a few words, using think aloud
- Pupils, using reciprocal teaching, are given opportunities over the next few days to practise using a variety of strategies
- By the end of the week, pupils should be more able to spell the selected words and identify the strategy used to aid improvement
- Discussion of appropriate strategies is an essential component of this programme
- Readiness of application should be apparent and used as one form of assessment
- Homework should reflect the above process

### **Active Spelling – Building Vocabulary**

#### **Four days – 10/15 mins per day**

- Whole class lesson.
- Class teacher to share the learning intentions/success criteria having identified which aspect will be the focus of the lesson
- Class teacher to model the identified aspect, e.g. prefixes etc. using think aloud
- From an identified list of words, and through discussion with a partner, pupils will work out the root, the prefix and the meaning of the new word
  - *From an identified list of prefixes or suffixes the pupils are asked to construct new words and give their meaning*
  - *Pupils could also be given a list of words with prefixes/suffixes, and asked to identify the root and also the meaning*
- Over the next few days pupils are given the opportunity to practise this format with a partner – building their knowledge of vocabulary
- By the end of the week the pupils should be able to construct sentences which include the new words
- All the above tasks should involve focused discussion
  - Homework should reflect the above process

### **Consolidation Weeks**

After every unit there should be a consolidation week. The focus should be on application of skills.

### **Daily Writing**

- Tasks which are responsive to children’s next steps in writing, not busy work
- Evidence of connections to ongoing reading/learning or IDL
- Frequent connections to Taught Genre Writing where relevant and/or the 4 contexts for learning
- Phonics and Spelling should be evident in this jotter (not daily but regularly – perhaps twice in the week), with the exception of the consolidation week – more evidence
- Evidence of handwriting practice within dictated sentence work
- Pupils should use core targets to remind them to use appropriate punctuation, spelling, grammar and presentation
- Writing should show increasing independence – pupils in a group should **not** all have the same writing (this would suggest copying)

### **Taught Writing**

## **Taught**

There should be a taught, weekly writing lesson. When monitoring taught Writing, teachers and the SMT should look at the degree of independence which pupils are showing. There should also be:

- Evidence of pupils using word mats, vocabulary on the reading and writing wall and around the classroom (literate rich)
- Evidence of pupils beginning to use phonic knowledge (with increased accuracy) to write words themselves
- There are 6 common genres to be taught at first level. Writing should be linked to one of the 4 contexts for learning and there will be evidence of strong links to Reading. At second Level, there may be a need to focus less on genres such as Instructions and Recounts but spend more time on genres that pupils have had less experience writing in.

### **Stage One - Preparing to write using prior learning/experiences, outdoor learning and other contexts**

- The context for writing should be linked to ongoing learning. If pupils are using the outdoor/indoor environment, there should be photos, simple words or notes on a whiteboard etc. which they can refer to before writing
- Pupils should make a brief plan prior to Writing. Pupils should have the opportunity to talk about their 'plan' prior to writing

### **Stage Two - The Writing Process**

- Prior to writing, the teacher should share the success criteria with the pupils (this is the genre features). The core skills should also be shared
- The teacher should be actively involved with the pupils during the writing time (encouraging pupils to have a go at words, to access vocabulary and to give feedback for improvement)
- The writing time should be 'chunked' to allow pupils to concentrate on particular aspects of their writing. After each chunk, pupils should be encouraged to read their own writing and to make improvements
- The teacher provides some oral feedback during the writing process to enable pupils to make improvements during the writing time. The purpose is to also provide advice and encouragement

### **Stage Three—Conferencing, Evaluating, Improving & Identifying Next Steps**

- At the front of every 'taught' writing jotter, the date and genre type should be recorded with an area for the pupil to record his/her next steps
- Conferencing should involve pupils commenting on and evaluating their own and each others' work. The teacher is also a conferencing partner and will give useful advice and feedback at this time
- The teacher should evaluate and comment on at least one group during the writing process and at least one at the end of the lesson. The feedback should be based on the success criteria
- There should be evidence of peer comments – Children will have to be trained to relate this back to the success criteria
- Periodically, parents/carers will have the opportunity to read and comment on their child's writing

### **Stage Four – Redrafting, Publishing and Celebrating Success**



- Redrafting should be an ongoing process through stages two and three. Redrafting should be an active process to improve the quality of the writing and the technical skills
- The published writing should be an improved version of the first draft and not a typed or more neatly presented version of the first draft
- Schools should decide on the number of published pieces each term
- Success should be celebrated! At least one third of pupils should be awarded a Star Writer. Teachers should keep a record of who has been a Star Writer and when! There should be evidence of the Star Writers awards both in the jotters and on the walls

### **Reading Fiction and Non Fiction - 4 sessions per week**

All reading sessions to involve the use of quality texts—integrated novels/sources of information etc

#### **Fluency -**

**Teachers should recognise the importance of continuing the practice of regular reading aloud in both fiction and non-fiction. This will not be possible during every reading session but teacher should have observe/listen to pupils for rate, accuracy etc**

- The pupils will read aloud identified chapters/sections for fluency practice
- The teacher will monitor ('listen in to') the accuracy and fluency, commenting and giving feedback for improvement

#### **Comprehension**

- Teacher introduces same text to the group and models the same comprehension strategies, as appropriate:
  - Prior knowledge of the topic/theme
  - Metalinguistics (word knowledge/vocabulary building of topic specific vocabulary)
  - Visualisation/semantic organisers
  - Inference (where appropriate)
  - Theme/Main ideas
  - Summarising
- When Reading Non-fiction the teacher will have identified relevant sources of information. If the non-fiction topic is linking to the wider IDL context, these sources of information will be those that pupils are also accessing for that purpose.
- It may be beneficial for the teacher to exemplify the comprehension strategies to one or two of these sources of information. This reminds pupils how they can be applied to non-fiction texts.
- The pupils should also have opportunities to carry out extended writing linked to reading. Pupils should use the success criteria for the genre in which they are writing. Teachers should use as many natural opportunities as possible to link reading with writing. Teachers may select good quality writing tasks from the novel notes

### **Listening and Talking**

Listening and Talking progression planners can be found on Glow and Teams:

Glow – E&F tile <https://glowscotland.sharepoint.com/sites/NLEducationSharePoint>

Learning Hub on Teams

<https://glowscotland.sharepoint.com/:f:/r/sites/LearningHub/Shared%20Documents/Literacy/Planning/Forward%20Planners%20%26%20Activities?csf=1&web=1&e=Sg0qzu>

## **Handwriting**

P1 and P2 follow the NLC programme to develop basic letter formation. We follow the Nelson progression pathway from P3 to P7. Handwriting is taught weekly. Teachers will start at the most appropriate stage for their class and pass on the progress made to the next class teacher.

## **Grammar**

We follow the Nelson Grammar programme from P2 where appropriate for our pupils. Lessons link to the Active Literacy Programme for reading and writing where appropriate. The structure is progressive with revision built in.

## **Pathways and Planners**

Pathways and Planners for each level can be found on the [Learning Hub Team](#).

# **Numeracy and Maths**

At Glencairn Primary we aim to encourage children to-

- Develop mathematical knowledge and understanding
- Understand and apply key concepts, facts and techniques
- Develop, use and apply a variety of mathematical strategies in a variety of contexts
- Engage in mathematical activity to develop procedures, process and knowledge
- Take responsibility for their learning
- Explore mathematical concepts with confidence
- Develop problem solving skills across learning
- Develop core mental maths skills and quick recall of basic facts
- Use the skills in real life contexts across their learning
- Understand and use mathematical language
- Use technology to support and enhance learning

## **Curricular Planning**

In planning, teachers will:

- Use the experiences and outcomes from Curriculum for Excellence
- Use NLC planning pathways to ensure consistency and progression
- Implement a range of learning experiences, teaching approaches and resources
- Build in challenge and enjoyment
- Include opportunities for personalisation and choice
- Include additional support programmes for identified children – this may tie in with GIRFME planning
- Regularly identify a focus for assessment ensuring a balance of formative, summative and diagnostic assessments
- Use evaluations to inform next steps in teaching and learning

- Use a range of resources to meet needs

### Methodologies – What can we do to support recovery and accelerate progress?

There is emerging evidence of positive impact when:

- Lessons will have clear learning intentions and success criteria which are discussed and shared with the children
- ICT is used to enhance learning and teaching experiences
- Pedagogy ensures children gain a depth of understanding, rather than relying on procedures and algorithms.
- Manipulatives are used to support understanding.
- The CPA model is promoted.
- Mathematical reasoning is developed through use of a variety of approaches, for example – bar modelling or non-routine tasks.
- Discussion of strategies is encouraged through talking about number calculations.

### Structure of a Lesson

Approx. Time	Activity		
5 minutes	Learning Intention and Success Criteria Displayed and Discussed		
10 minutes	Mental Maths (e.g. - Addition – including friendly numbers)		
15 minutes	Mental Agility - Number Talks (e.g. Exploring Friendly Numbers as a specific strategy for addition)		
30/40 minutes	<u>Main Section of the Lesson</u>		
	<u>Group 1</u>	<u>Group 2</u>	<u>Group 3</u>
	<u>Direct Teaching</u> IA6.5: Jumping Back from a Decuple with Mini Ten-Frames	<u>Activity/Game</u> IA6.3: Decuple Tag	<u>Pencil Task</u> Decuple Worksheet
	<u>Pencil Task</u> TJ Page 25	<u>Direct Teaching</u> A6.4: Jump Across a Decuple	<u>Activity/Game</u> IA6.3: Decuple Tag

	<b><u>Activity/Game</u></b> IA6.4: Adding to 50 Game	<b><u>Pencil Task</u></b> HAM Pupil Sheet 20	<b><u>Direct Teaching</u></b> A6.2: Jump Forward from and Jump Back to a Decuple
<b>10 minutes</b>	Plenary Teacher/self/peer assessment		

## **Resources**

Main teaching resources include –

- TJ Textbooks
- Heinemann Active Maths
- Sumsdog (Digital)
- SEAL resource boxes in every class
- Numicon
- The school has a variety of concrete materials stored in the Maths resource area

## **Number Talks**

Number Talks outlines the range of mental strategies for solving number-based problems for all four number operations (addition, subtraction, multiplication and division). Throughout Number Talks sessions, the teacher will choose questions related to a range of strategies for their stage, engaging the children in a variety of active experiences that familiarise the children with the process of each mental strategies.

<b>Number Talks</b>	<b>Scottish Education</b>
<b>Kindergarten</b>	Primary 1

<b>Grade 1</b>	Primary 2-3
<b>Grade 2</b>	Primary 4
<b>Grades 3-5</b>	Primary 5-7

The numbers selected for each strategy should be age/stage appropriate to develop confidence. As confidence develops, the size of the numbers can be gradually increased.

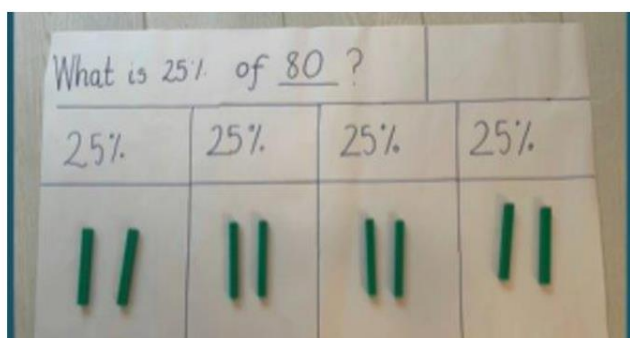
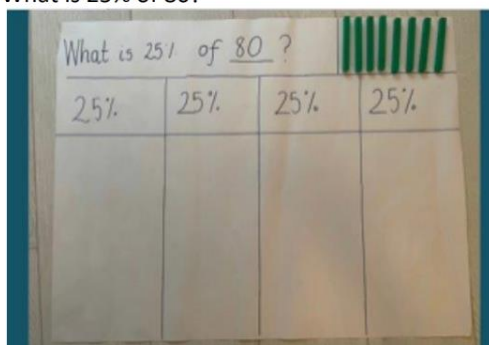
### Concrete, Pictorial and Abstract

The CPA approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Pupils are introduced to a new mathematical concept using concrete resources. When they are comfortable solving problems with physical aids, they are given problems with pictures. Then they are asked to solve problems where they only have abstract i.e., numbers of other symbols.



### Concrete

What is 25% of 80?



### Pictorial

What is 25% of 80?

<b>80</b>			
<b>25%</b>	<b>25%</b>	<b>25%</b>	<b>25%</b>
<b>20</b>	<b>20</b>	<b>20</b>	<b>20</b>

### **Abstract**

What is 25% of 80?

## **Cross Curricular Learning and Skills Development**

The Curriculum for Excellence (CfE) defines our aim: to provide an excellent curriculum for all our pupils. We constantly reflect on our provision to ensure improvement and continue our journey to achieve excellence.

In Glencairn Primary School, we want our pupils to become;

- Successful Learners,
- Effective Contributors,
- Responsible Citizens and
- Confident Individuals.

We do this by;

- planning and delivering high quality learning experiences in the Curriculum Areas and Subjects,
- devising opportunities for Interdisciplinary Learning,
- having an inclusive ethos and encourage children to participate in extra-curricular activities and
- by providing opportunities for personal achievement.

Our curriculum provides opportunities for our pupils to develop socially, emotionally and cognitively in a motivating and challenging environment, recognising and supporting individual needs from nursery to P7 and celebrating success along the way.

The Curriculum has seven areas:

- Literacy
- Numeracy
- Health & wellbeing
- Social studies
- Science
- Technology
- Religious and Moral Education

Knowledge, understanding and skills are developed within each curricular area as well as through cross-curricular activities. Pupils are given many opportunities to develop skills in a variety of contexts to deepen understanding and provide a clear purpose for their learning.

At Glencairn, we are beginning to develop a shared language and approach to Skills development. We believe it is important that pupils identify and talk about the transferable skills that they have acquired in order to help them self-assess and understand their next steps in learning. We believe that our curriculum should be exciting and accessible for all. A range of teaching approaches are implemented to ensure individual learning styles are catered for. The planning grids for Cross Curricular Themes can be found in the appendices. This is a guide to ensure a balance of experiences and outcomes and to enable progression throughout the stages. Contexts can be changed to suit pupil interests, local circumstance and current affairs.

## Play Pedagogy

### Rationale

‘...play at this time is not trivial, it is highly serious and of deep significance’ (Froebel, 1826)

Play is an intrinsic part of human nature and development. For babies and children, the essential role of play is well documented. Through play a child develops their cognitive, social, emotional and physical capacities (Realising the Ambition 2020).

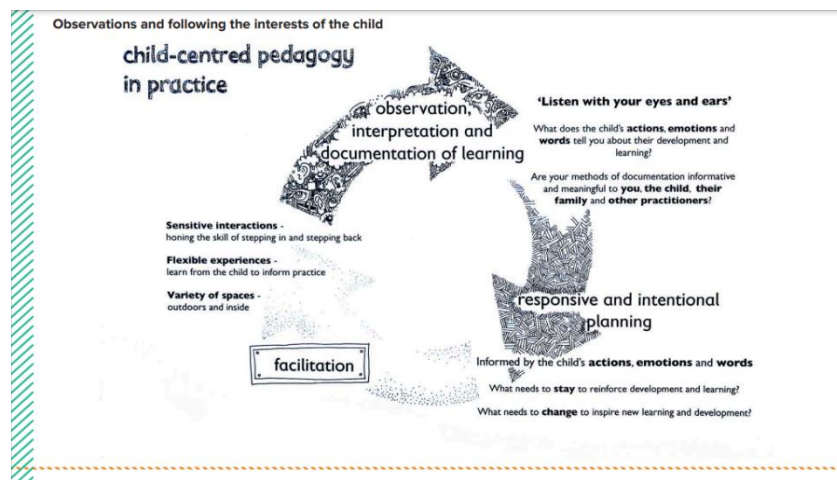
We know how important it is for children to be given time to play throughout the day to follow their own line of enquiry or individual interest. Play is often thought of as children’s work (Isaacs, 1930) and anyone observing children absorbed in play can see how hard they work.

Play can be and mean many different things to children and adults. We may describe activities we plan as ‘play’ whereas a child may not see these as play at all. ‘Play’ is therefore both a tricky word and concept to describe. It can be fun and joyful or difficult and complicated. This is a challenge for us at the act can be misinterpreted- as being ‘just play’. The intrinsic value of what a child is actually doing and learning can be missed or ignored and therefore seen as less valuable. We also may consciously or unconsciously place more value on tasks we plan and lead with pre-determined outcomes.

Through play, the child can learn to answer their own questions, learn new skills and learn to work collaboratively with other children or adults. Whitbread (2012) tells us about two areas in particular where the evidence about the benefits of play is strong. Firstly, early language development through imaginative play either with another adult or with other children. Secondly, through play, the child’s ability to self-regulate is enhanced.

United Nations Rights of the Child Article 31: Every child has the right to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

(Realising the Ambition: Being Me (2020))



In the infants we embed play through the following:

### **Soft Start**

Nursery children have a 1hr soft start after arriving. In P1 & P2 there is a 30 minute soft start. This time is dedicated to free play, allowing the children to select toys and resources of their choosing.

### **Environment**

All our infant classes have a home corner, creative resources, construction resources.

### **Outdoor Learning**

Both the nursery and school have opportunities for outdoor play in the school grounds.

### **Learning and Teaching**

Learning and teaching in the infant classes encompasses a variety of approaches. Active and playful learning is used to allow children to be curious, explore and build their skills in curricular areas such as Literacy, Numeracy and Maths.



## When I am a young child...

- Provide different opportunities for me to express my thoughts, feelings and opinions, and consider those of others, with adults and my peers in one to one situations and in small groups
- Encourage me to notice patterns, similarities and differences in sounds and words.
- Play with language - encouraging me to have fun investigating and experimenting with words, rhymes, songs and musical instruments, drawing attention to familiar words, phrases and names in my environment.
- Continue to enrich and extend my verbal and non-verbal interactions using familiar and unfamiliar language and vocabulary, relating to my home and life experiences.
- Extend role-play - building on my life experiences and interests encouraging interactions, conversations and new vocabulary.
- Continue to provide me with quality picture books alongside a range of different media, fiction and non-fiction texts, connecting with my interests and family life, encouraging reciprocal story-telling between me and you.
- Encourage enjoyment, engagement and meaning of stories and explore the connections between text and illustrations.
- Continue to give sensory and tactile experiences by providing resources which support talking about stories and factual texts and having fun with books.
- Encourage me to notice the purpose of writing in all environments and to enjoy communicating my ideas through the written word.
- Provide me with lots of opportunities to develop my gross and fine motor skills.

*(Realising the Ambition: Being Me (2020))*

# Digital teaching and learning

## Leadership and Vision

Glencairn works in collaboration with the cluster schools and this links into our school improvement plan. Digital threads throughout all aspects of learning and our working party group make links with other working parties such as Developing the Young Workforce groups.

In our school, all teachers model a positive attitude towards digital technology and have a clear understanding how it will enhance teaching and improve learning. We have 2 staff members designated as Digital Champions and all teachers participate in peer observation and moderation to ensure consistent approaches. The leadership team use Teams Forms and Padlet as collaborative tools.

## As a Communication Tool

Teachers create termly Sways to showcase each classes learning journey. Staff are available through email. Upper school pupils use Teams to develop their digital skills.



We currently have 21 Digital Leaders, from p4-7 classes. Every academic year new P4 applications/interviews are considered by the leaders and appointed. They are trained by the current leaders. The children meet weekly. They assist the digital champion by leading the learning across the school. Furthermore, their remit is to take care of the computer area, ensuring all devices are charged and operational.

## CLPL

Our Digital Champion audits the staff expertise and offers drop-in training sessions to bridge any gaps, in particular with new staff. Where required, the champion leads the digital skills provision with support from the digital leaders and team-teaches to develop staff confidence. Training videos uploaded to Teams for staff to refer to. Staff also have access to The West Partnership training videos through Teams , the NLC Hub and the virtual Classroom.



are also

## Resources and Infrastructure

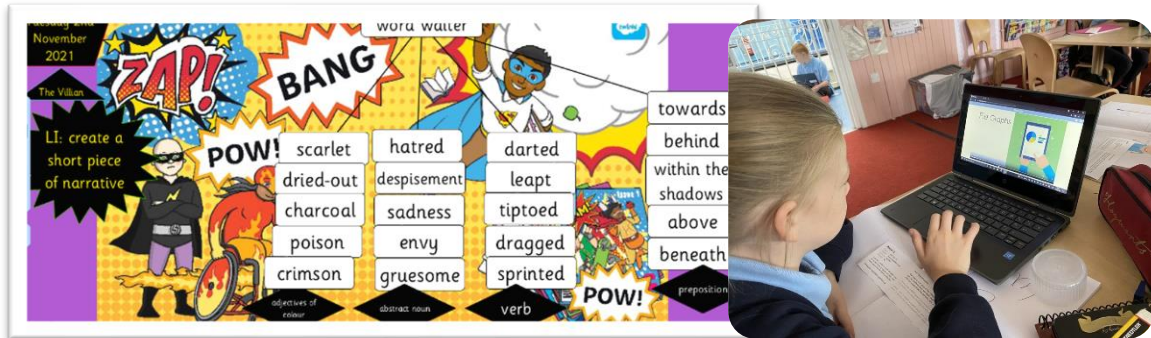
Hardware that we use;

- ✚ 25 Touchscreen Laptops for pupils
- ✚ 30 teacher Elite Notebooks
- ✚ 7 infant iPads, 7 middle school & 18 for upper school
- ✚ Each class teacher is allocated an ipad (14)
- ✚ Interactive Boards in all classrooms

## Digi Tech and the Curriculum

Teachers appreciate that technology engages learners, from the simplest of tools such as Morning Challenges on the interactive boards to interactive media clips as a stimulus to a lesson.

Examples of how we use applications



- **Literacy** – Touchtronics, Educandy, Oodlu, Chatterpix, Clicker 8, Oxford Owls, Epic Books, Doorway online
- **Inter Disciplinary Learning** – Clickview interactive media, Twinkl , MentiMetre, Kahoot, Blooket quiz
- **Maths** - Active Learn, TopMarks, SumDog challenges, BBC Bitesize, Wordshark, Numbershark
- **STEM** - Stop Motion, Scratch, Dancemat Typing, Lego WeDo 2, Live Lesson, Tech Tuesdays, Hour of Code, Microbits, Green screens, I-movie, Explorify
- **Art** – Splosh
- **Accessibility tools** - SAM Group resources, Immersive Reader, Dictate Functions
- **Assessment** - Benchmarking through Teams Reading Progress, SNSA, Yarc. All pupils are tracked using an Excel document and the next steps in learning are based on this data. Formative tools such as random name generators are also used.



## Internet Safety

The pupils sign a code of conduct form and are taught about safety online and digital citizenship using the digital benchmarks. Suggested websites are CEOP and Barefoot.

## **Skills Development**

By following the NLC pathways, pupils are taught the skills needed to be digitally literate and independent users. They can then apply this knowledge across the curriculum working with alone or with others to create e-books, presentations, quizzes etc. The school has an overview with suggested programs [ICT Overview revamped 2021.docx](#) and staff access Tech Tuesday resources through the NLC Virtual Classroom on glow.

## **Next Steps on our Digital Journey**

The school are in the process of attaining their digital award. Some identified targets are for P5-7 to use Teams – setting assignments through forms and giving feedback/praise as a formative assessment tool.

## **Pupil voice and leadership**

Glencairn Nursery staff value a child centred approach to learning that meets individual needs and interests through active participation during free flow play. All staff are knowledgeable in the United Nations convention on the rights of the child and in particular articles 13 freedom of expression and opinion, to have their voices heard, article 28 the right to an education, article 29 education should help all children to develop to their full potential, learn to respect their own rights and the rights of others and article 31 the right to relax and play.

All staff listen to, recognise and encourage children to share their opinions and contribute to their learning. We support and guide children to become successful learners, effective contributors, confident individuals and responsible citizens.

Through observations, adult interaction, open ended questioning and discussions children are given the opportunity to make choices freely allowing their voices and opinions to be heard, valued and acted upon.

In the school, our vision and values are Rights based and we have a school and class charter. School assemblies focus on children's rights and sustainability. All classes are nurturing environments and staff know and understand children well.

## **Pupil Leadership Groups**

Pupil Leadership Groups meet weekly. The groups include School Council, ECO, Gardening, Charity, Community, Right Respecting, Playground Leaders, Sports Leaders, Enterprise, Art, Outdoors, Road Safety and Sustainability Champions. Some groups are working towards accreditation and others focus on improving our school and building community links.

## **DYW**

Developing the Young Workforce is integral to our planning. As well as an annual DYW week where parents and other volunteers come into school to talk about their jobs, pupils are beginning to understand the skills that they are learning and how these skills are required in the workplace. Pupils in P5 to P7 have a profile on My World of Work to record their skills and they learn about relevant jobs.

# Appendices

Appendix 1- Our Curriculum Rationale

Appendix 2- Planning folder contents page

Appendix 3- Monitoring of Learning and Teaching Observation Record

Appendix 4- Peer Observation Format

Appendix 5- Cross Curricular whole school planner

# Appendix 1- Our Curriculum Rationale



## Curriculum Rationale

### Our vision-

We place our learners at the heart of everything we do at Glencairn. Our curriculum's purpose is to develop in children the four Capacities of Successful Learners, Confident Individual, Responsible Citizens and Effective Contributors.



We know the children as individuals and encourage them to build positive relationships. We strive to understand our learners, adapting plans as required. We aim to raise standards, close the poverty-related attainment gap and prepare children for their future.

We plan a coherent, flexible and enriched curriculum that is differentiated, reflecting the uniqueness of our community, offering support and challenge in a broad, balanced and coherent way. We are developing a range of digital skills across the curriculum.

We are developing creative ways to use our spaces to maximise opportunities for play and experiential learning. We are preparing children for a rapidly changing and uncertain world and to help them to connect to their world as they grow and develop their knowledge and skills.

### Our approach-

The curriculum we are developing will be underpinned by children's rights, learning for sustainability, creativity and meta-skills. We are conscious to plan a curriculum that has



relevant and engaging context that help children to understand the world around them and their place within it.

We take into consideration the seven principles of curriculum design- challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance when planning learning experiences. We plan for the four contexts of learning to include curricular areas, interdisciplinary learning, opportunities for personal achievement and ethos and life of the school as a community.



## **Our community-**

Job density in Motherwell is lower than the national average, with only two out of three working age people in employment.

2020 SIMD data states that the most deprived communities in North Lanarkshire are located in Motherwell. 32% of children live in low-income households, nearly twice the national average. (Scottish Government, 2021 *Fair Start Scotland: evaluation report 4*)

Evidence tells us that a majority of people who grow up in Motherwell make a decision to stay in this community as adults and the jobs they go on to do contribute to the local community. Most jobs held by people in Motherwell are in retail, the local Council, education and care and in healthcare. If our children want to follow in their parents' footsteps and contribute to this community, we will help them develop the skills needed to do this. We will also enable them to discover possibilities of job opportunities in local cities and beyond by ensuring that we understand the future job-market.

Our school community is diverse and thriving. Children engage enthusiastically in all aspects of school life and parents and carers are very supportive. Some of our children attend our fully inclusive Hearing-Impaired Unit. We have strong links with Dalziel High School, Raven's Court Housing Care, The Maranatha, The Kings and St Mary's churches.

## **Practical approaches-**

We have had training and support from Education Scotland and North Lanarkshire Education to help us to develop our curriculum and opportunities to observe how other schools design their curriculum.

Future skills are beginning to be developed through experiential learning opportunities and a range of contexts. This will be further progressed as our curriculum develops.

We are increasing the opportunities for children learn in our local community- parks, nature reserve, library, Heritage Centre and Sports Centre.

We recognise religious festivals and world days such as Earth Day. We are building up our range of reading texts to include diversity in religion and race and to include relevant world issues such as climate change.

We are beginning to build links with local businesses and community partners. We have parents who can support Developing the Young Workforce and visit the school to talk about their careers.

We will continue to develop the children's talents and interests, increasing their opportunities for personalisation and choice in learning.

Our pupils participate in leadership groups that improve our school and local community- Sustainability Ambassadors, Eco Committee, Enterprise, Road Safety, Charity Champs and Pupil Council. P1 to P3 participate in skills-based groups for art, music, STEM, drama and sign language. We are beginning to develop a tracking system for skills.

Most of our pupils are interested in sport and we are proud to have achieved our School Sports Gold Award in 2024. Sport is a key feature of out-of-hours learning opportunities- A range of skills are developed through sport.

Cross-cutting themes of Learning for Sustainability, creativity and the world of work are in the early stages of becoming embedded into our planning and these themes provide relevant contexts for learning.



## Appendix 2- Planning folder contents



### Planning and Evaluation folder contents

	Term 1	Term 2	Term 3	Term 4
<b>Section 1- Class information</b>				
Timetables- detail what you are teaching				
<b>Section 2- Literacy and English</b>				
Reading/spelling/writing groups				
NLC Pathways				
Checklist of reading books/novels				
Grammar overview				
Handwriting overview				
Planning, assessment and evaluations				
<b>Section 3- Numeracy and Maths</b>				
Maths/Numeracy groups				
NLC Pathways				
Number Talks				
Seal Planner				
Planning, assessment and evaluations				
<b>Section 4- Health and Wellbeing-</b>				
PE Planners				
Healthy Scot overview				
Planning, assessment and evaluations				
<b>Section 5- IDL</b>				
Term 1-				
Term 2-				
Term 3-				
Term 4-				
<b>Section 6- Expressive Arts</b>				
Art Planner				
Music Planner				
Drama Planner				
Planning, assessment and evaluations				
<b>Section 7- Modern Foreign Languages</b>				
French Planner				
Spanish Planner				
Planning, assessment and evaluations				
<b>Section 7- Digital</b>				

NLC Progressive Pathways				
Planning, assessment and evaluations				
Section 8- Leadership Groups				
Planner				
Evidence				

Highlighter colours-

Term 1- August to October- Green

Term 2- October to December- Orange

Term 3- January to March- Pink

Term 4- April to June- Yellow



## Tracking, Monitoring and Assessment Contents

	Term 1	Term 2	Term 3	Term 4
<b>Section 1- Girfec and Health</b>				
Medication and diet information				
Correspondence/plans from other agencies				
Current girfme plans				
<b>Section 2- Handover information</b>				
Handover information from previous class				
Previous girfme plan				
<b>Section 3- Tracking</b>				
Tracking overview spreadsheet				
Tracking of children at risk of not achieving				
Minutes of tracking meetings				
<b>Section 4- Assessments</b>				
Literacy assessment results				
Maths and numeracy assessment results				
High Quality assessments				
Benchmark and baseline results				
<b>Section 5- Quality Assurance</b>				
Feedback from class learning visits				
Pupil focus group feedback				
Peer learning visit feedback				
Evaluations from interventions				

# Appendix 3- Monitoring of Learning and Teaching

## Monitoring of Learning and Teaching

### 2.3 Learning, Teaching and Assessment (HGIOS 4)

Class Teacher:                      Stage/Class:                      Observation date/time:

Observation completed by:

<p><b>Learning and Engagement</b></p> <ul style="list-style-type: none"> <li>• Positive and nurturing classroom environment.</li> <li>• Children’s learning is well planned.</li> <li>• Lesson is structured, well organised and manageable.</li> <li>• Children understand the purpose of their learning. Learning intentions and success criteria are shared.</li> <li>• Children are motivated and engaged in planned learning activities.</li> <li>• Children’s learning is matched to their needs.</li> <li>• Opportunities to develop as independent learners.</li> <li>• Opportunities to lead learning.</li> <li>• Evidence of support and challenge.</li> </ul>	<p><b>Evidence from Observation/Learning Walk</b></p>
<p><b>Quality of Teaching</b></p> <ul style="list-style-type: none"> <li>• Opportunities for learner to select and make use of resources and equipment (including digital technology).</li> <li>• Skilled questioning and engagement to promote curiosity, independence and confidence.</li> <li>• Higher order thinking skills are promoted and developed in all learners.</li> </ul>	<p><b>Evidence from Observation/Learning Walk</b></p>
<p><b>Effective use of assessment</b></p> <ul style="list-style-type: none"> <li>• Feedback effectively to inform and support progress in learning.</li> <li>• Learners can discuss ‘next steps in learning’.</li> </ul>	<p><b>Evidence from observation/Learning Walk &amp; Planning/Pupil’s work</b></p>
<p><b>Planning, Tracking and Monitoring</b></p> <ul style="list-style-type: none"> <li>• Planning and lesson implementation shows clear differentiation.</li> <li>• Planning includes a range of different teaching methodologies</li> </ul>	<p><b>Evidence from teacher’s planning, pupil’s work and dept/school QA processes</b></p>

<ul style="list-style-type: none"><li>• Evidence of appropriate pace, challenge and progression in planning, jotters etc.</li></ul>	
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**Additional Observations/Follow-up Discussion**

# Appendix 4- Peer Observations



## Peer Observation Form

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

Lesson Title: \_\_\_\_\_

Observer: \_\_\_\_\_ Time: \_\_\_\_\_

<p><b>Ethos and relationships</b></p> <p>Examples</p> <ul style="list-style-type: none"> <li>• Positive interactions</li> <li>• Praise</li> <li>• Independence</li> <li>• Rewards</li> <li>• Encouragement</li> </ul>	<p>I saw...</p>   <p>I like it because....</p>   <p>I think it accomplishes.....</p>
<p><b>Active Learning</b></p> <ul style="list-style-type: none"> <li>• Students are interactive with their own learning</li> </ul> <p>Examples</p> <ul style="list-style-type: none"> <li>• Shared expectations</li> <li>• Collaborative activities</li> <li>• Design- challenge and enjoyment</li> <li>• Reflection</li> </ul>	<p>I saw...</p>   <p>I like it because....</p>   <p>I think it accomplishes.....</p>

<p><b>Feedback</b></p> <ul style="list-style-type: none"> <li>• Students know how they are being evaluated</li> <li>• Students are given regular, clear feedback on work</li> <li>• Feedback is proportionate and timely</li> </ul> <p>Examples</p> <ul style="list-style-type: none"> <li>• Clear instructions</li> <li>• SC links to LI</li> <li>• Pupils know their next steps</li> </ul>	<p>I saw...</p> <p>I like it because....</p> <p>I think it accomplishes.....</p>
<p><b>Challenge and enjoyment</b></p> <ul style="list-style-type: none"> <li>• Differentiation</li> <li>• Positive online climate where students feel encouraged to seek help</li> <li>• Pupil led learning/choice</li> </ul> <p>Examples</p> <ul style="list-style-type: none"> <li>• Variety of activities</li> <li>• Support and challenge</li> <li>• Children engaged and happy</li> </ul>	<p>I saw...</p> <p>I like it because....</p> <p>I think it accomplishes.....</p>

(Debrief) A Question I have is:

# **Appendix 5- Cross Curricular Planners**



Glencairn Primary School  
Early Level Cross Curricular Progression Planner



Stage	Our Scientific World	Our Technological World	Our Religious World	Our Geographical World	Our Healthy World	Our Historical World	Our Sustainable World
Primary 1	Weather and The Seasons	The Farm	Religious Stories	Katie Morag and Scotland	My Body and My Senses	The Dinosaurs	Global Goals – 3 Good Health and Wellbeing (Healthy Eating and Food Waste)
Primary 1/2							

To ensure progression and continuity, contexts can be changed and adapted to suit the children's interests/current news/local events etc, as long as the Es and Os are covered however, please do not use the contexts listed for other stages to avoid repetition.  
The order of topics is just a suggestion to tie in with recognised weeks within the school. This is not prescribed.





## Glencairn Primary School First Level Cross Curricular Progression Planner



Stage	Our Scientific World	Our Technological World	Our Religious World	Our Geographical World	Our Healthy World	Our Historical World	Our Sustainable World
Primary 2	Houses and Homes	Toys	Religious Stories	Polar Lands	Glencairn Hospital	Knights and Castles	Global Goals – 6 Clean Water and Sanitation
Primary 2/3							
Primary 3	Scottish Inventors/ Inventions	Rosie Revere Engineer	Religious Celebrations Throughout the Year	Africa	Emotions/ Inside Out	Ancient Egypt	Global Goal – 9 Industry, Innovation and Infrastructure (Transport)
Primary 3/4							
Primary 4	The Water Cycle	Robotics	Places of Worship	Scotland and Mythical Creatures	Healthy Eating	Native Americans	Global Goals – 12 Responsible Consumption and Production (Waste & Recycling)
Primary 4/5							

To ensure progression and continuity, contexts can be changed and adapted to suit the children's interests/current news/local events etc, as long as the Es and Os are covered however, please do not use the contexts listed for other stages to avoid repetition. The order of topics is just a suggestion to tie in with recognised weeks within the school. This is not prescribed.



## Glencairn Primary School Second Level Cross Curricular Progression Planner



Stage	Our Scientific World	Our Technological World	Our Religious World	Our Geographical World	Our Healthy World	Our Historical World	Our Sustainable World
Primary 5	The Human Body System and Cells	Bridges	Religious Traditions at Home	Space	Me, Myself and I Being Unique	The Jacobites	Global Goals – 11 Sustainable Cities and Communities <small>(School Grounds/Green Space)</small>
Primary 5/6							
Primary 6	Natural Disasters	Christmas Adverts	Religious Lives (Religious Rites of Passage)	Japan	Healthy Mind, Body and Soul	Titanic	Global Goals – 14 Life Below Water <small>(Marine Life and Litter)</small>
Primary 6/7							
Primary 7	The Rainforest/ Plant Life Cycle	Dalziel Science Fayre – Topical Science	Religions and Belief Systems Around the World	Glasgow	RSHP Friendships/ Sexual Health/ Families/ Inheritance	World War 2	Global Goals – 13 Climate Action <small>(Biodiversity and Global Citizenship)</small>

To ensure progression and continuity, contexts can be changed and adapted to suit the children's interests/current news/local events etc, as long as the Es and Os are covered however, please do not use the contexts listed for other stages to avoid repetition. The order of topics is just a suggestion to tie in with recognised weeks within the school. This is not prescribed.



Glencairn Primary School- Primary Cross Curricular Planner



**Our World**

**Context-**

Term	Es & Os	Benchmarks	Big Questions/IDL Opportunities	Learning Experiences	Skills developed and/or extended
				<b>Assessment</b>	<b>Cross Cutting Theme Links/Opportunities</b>
<b>Assessment/Evaluation/Next Steps</b>					