

Greengairs Primary School



Learning, Teaching & Assessment Policy

Happy

Safe

Included

Achieving



Rationale

At Greengairs Primary School, we strive to engage every child in their learning journey. Every child will be equipped with skills, knowledge and attributes which will support them to be Confident Individuals, Effective Contributors, Successful Learners, and Responsible Citizens who play their part in making their community and their world a better place to live and to learn.

Our children will learn through teaching, which is interactive, dynamic, and based on sound and up to date knowledge of local and national priorities and approaches which ensure quality learning and teaching experiences.

Aims

The aims of this learning and teaching policy are:

- To ensure consistently high learning experiences in line with the aims of Curriculum for Excellence, HGIOS 4 and Building the Curriculum guidelines.
- To develop a community of learners where learning is valued, enjoyed, supportive and structured to ensure that the needs of our children are recognised and addressed.
- To help children, staff and families to work together to ensure a positive attitude to school, our community and the wellbeing of all school users.
- To ensure that every teacher and partner plans, assesses, supports and challenges our children appropriately and consistently.

Learning Culture

- We will ensure that every child feels safe, and respects, values and supports each other as learners.
- We will take calculated risks to make learning experiences better.
- We will be confident enough to make mistakes and value these as learning opportunities.
- We will have consistently high expectations with regards to presentation, behaviour, targets etc.
- We will ensure an 'I can' attitude.
- We will develop positive working relationships with each other and display respect for all school users.
- We will be positive role models for each other.
- We will ensure that every child is treated fairly.

Curricular Design

All staff will work as a team to ensure that the seven design principles (*see page 18 of Building the Curriculum 3 for more details*) are reflected in the learning experiences we provide by:

- Providing all learners with breadth, depth, and progression at every stage
- Ensuring there is continuity and progression between stages and at key transitions.
- Ensuring relevance and coherence to wider life
- Providing opportunities for children to exercise personalisation and choice.
- Taking account of cross cutting themes and interdisciplinary learning to ensure challenge and enjoyment.



Learning, teaching and planning

Planning in Greengairs Primary takes three forms – long term planning, short term planning and daily planning.

Long term planning is the overview of anticipated learning taking place throughout the term.

Short term planning is captured in our forward plans and take account the significant aspects of learning.

Daily planning is the day-to-day programme of learning, teaching, and assessment delivered by staff and experienced by pupils.

For our planning to be effective we will ensure that:

- All planning will start with assessment – all staff will use detailed consistent, progressive plans alongside curricular frameworks.
- All planning will highlight Es and Os being developed.
- All planning will explicitly highlight the skills, knowledge and attributes being developed.

Learning, teaching and assessment

All staff recognise and consider barriers to learning and pupil involvement arising from additional learning needs, language, disability, gender, race, religion or beliefs and background and strive to ensure that these can be overcome. We will work as a team alongside our community and our families to ensure that the needs of every child are known and considered.

Research and data confirm that learners learn best when:

- Clear learning intentions and success criteria are shared and understood.
- Learners are given feedback on the quality of their work and given opportunities to understand how to improve.
- Learners are fully involved in decisions about what needs to be done and what can help them to get better at what they do.

All staff working in classrooms will embed the following in their practice:

- Ensure planning builds upon children's prior learning using information from appropriate assessments, including professional judgements.
- Provide a balanced range of stimulating and motivating approaches to learning and assessment which should include active, collaborative, independent and written tasks.
- Provide clear learning intentions, success criteria and quality feedback on how to improve.
- Use a range of strategies to meet and assess the needs of all children, including those with additional needs and highly able children.
- Use a range of assessment approaches which will allow children to demonstrate their knowledge and understanding, skills and abilities.

- Provide opportunities for children to be involved in reflection, planning, and evaluating their own learning and that of their peers.
- Provide opportunities to involve parents, guardian in the learning of every child.
- Maintain and regularly review records of children's progress.
- Provide parents with clear information on their child's targets and progress and how they can support their child's learning.
- Regularly evaluate the impact of learning and teaching to inform next steps in planning to meet the needs of every child.

The management will support staff by:

- Providing opportunities for professional dialogue.
- Guiding staff towards areas of professional reading and ensuring feedback on findings.
- Encouraging and facilitating collegiate working.
- Undertaking structured and agreed monitoring activities to constantly review and improve performance.
- Recognise and facilitate the sharing of good practice.
- Facilitate opportunities for agreeing and moderating standards.
- Ensuring that resources required are in place and accessible.
- Tracking and monitoring attainment at all stages.

Moderation of Learning, Teaching and Assessment

Moderation of Learning, Teaching and Assessment will take place in a variety of ways:

- Informally, as part of staff discussions.
- Through professional dialogue and reading.
- As part of termly school improvement meetings between staff.
- Through classroom learning visits from management.
- At a cluster level, in consultation with other staff and schools to develop a shared understanding of LTA at each stage and level.

