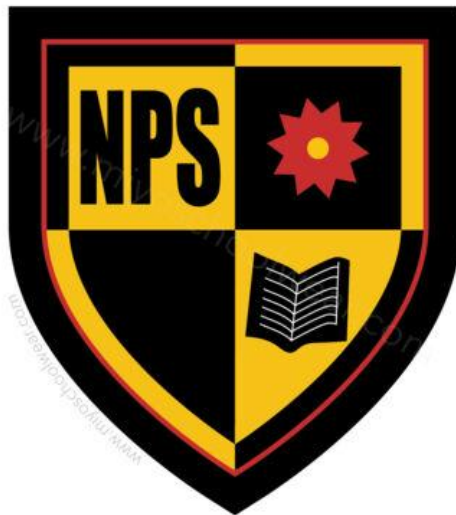


Learning, Teaching and Assessment Policy for Newmains Primary School



Policy Created: 2025/26

Review by: 2028/29



"Newmains Primary School C.A.R.E.S"



Introduction

Newmains Primary is committed to providing high quality learning, teaching and assessment for all children. Our approach is rooted in the Newmains CARES values community, achieve, respect, everyone and safe.

We recognise that effective learning and teaching are central to raising attainment, improving engagement and promoting wellbeing. Assessment is used as an integral part of the learning process, enabling staff to plan responsively, identify next steps and ensure that learning is challenging, relevant and accessible.

This policy outlines the expectations for learning, teaching and assessment across Newmains Primary. It reflects the school's commitment to inclusive practice, the development of a positive learning environment, high-quality feedback and assessment approaches that support progression for all learners. The policy should be read in conjunction with North Lanarkshire Council policies and guidance, national practice within Curriculum for Excellence, and local school priorities.

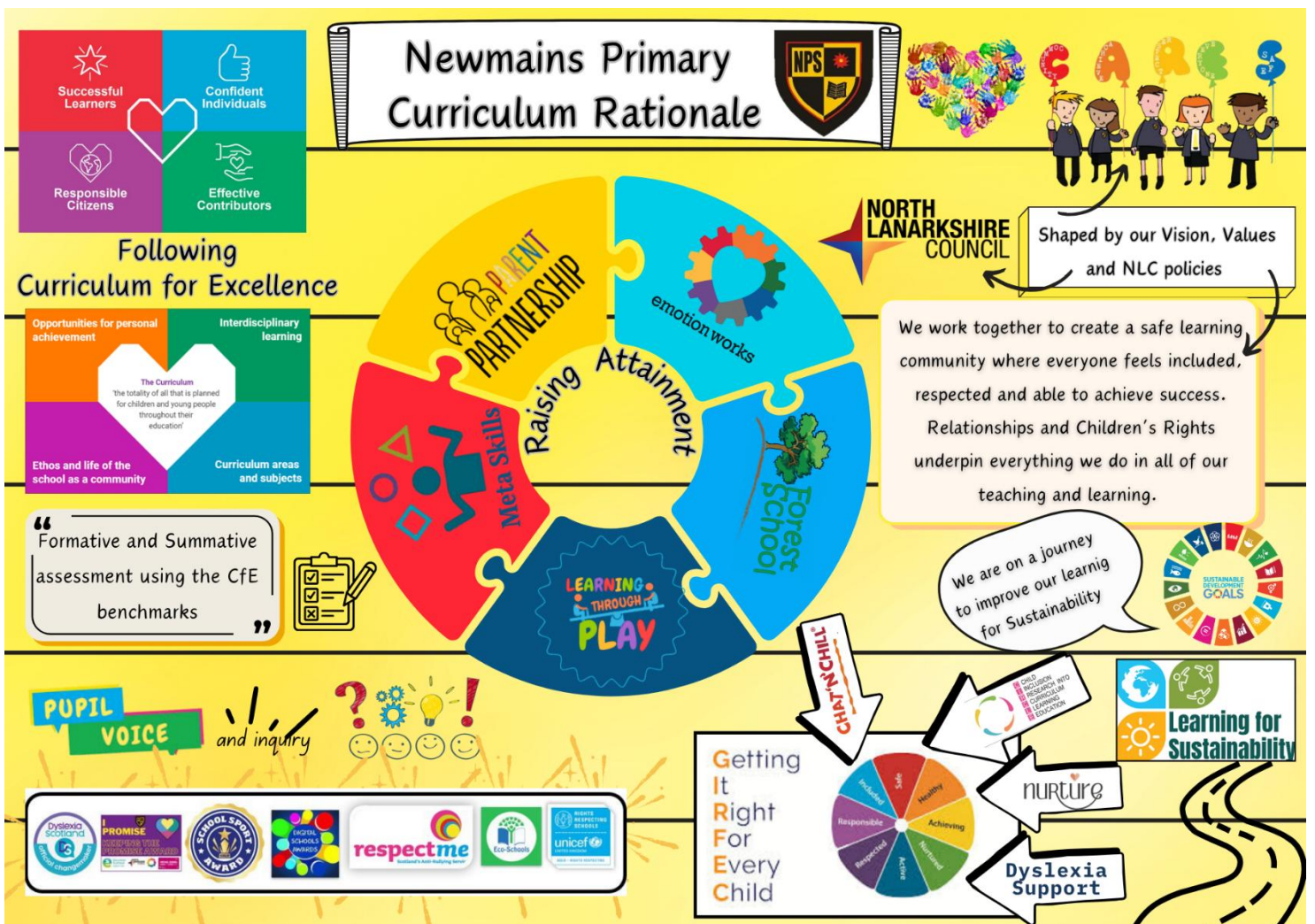


Our Curriculum

Our Curriculum Rationale- refreshed in 2025, outlines what the curriculum looks like at Newmains, this is linked to our Newmains CARES values and the vision that:

At Newmains Primary we work together to create a safe learning community where everyone feels included, respected and able to achieve success.

Relationships and Children’s Rights underpin everything we do in all of our teaching and learning.



Principles of Learning and Teaching

At Newmains Primary, learning and teaching are underpinned by the following principles:

- learning is purposeful, active and engaging
- teaching is responsive to individual needs and prior learning
- all learners are entitled to high expectations and appropriate support
- assessment informs planning, teaching and progression
- the learning environment promotes inclusion, independence and confidence
- relationships between staff and pupils are respectful, consistent and nurturing

In Primary 1 we follow a play pedagogy, where teachers aim to ensure that planning, application and evaluation of play allows for a balance of the day approach. Teachers provide a range of teacher led, teacher initiated and child led learning experiences throughout the day, as outlined in our [infant play policy](#).

Throughout the school, learning and teaching should reflect a clear understanding of how children learn best. Staff are expected to create lessons that are well structured, appropriately paced and matched to the needs of the class and individual learners. Children should be encouraged to take responsibility for their learning, reflect on their progress and understand how to improve.

Learning Environment and Inclusive Practice

A high-quality learning environment is essential to effective teaching and learning. Newmains Primary expects all classrooms to reflect the principles of an inclusive, supportive and stimulating environment. Staff should use the Circle Inclusive Classroom Scale as a tool for self-evaluation and improvement, ensuring that the environment supports accessibility, belonging and engagement.

An effective learning environment should:

- be welcoming, calm and organised
- celebrate diversity and promote a sense of belonging
- include visual supports, working walls and accessible resources
- support independent learning and appropriate choice
- be adapted to meet additional support needs and different learning styles
- promote positive behaviour and minimise barriers to learning

Classroom practice should be inclusive by design. Staff should plan with all learners in mind, considering how access to the curriculum, pace of learning, communication needs and wellbeing will be addressed. The environment should enable learners to participate fully, feel valued and experience success.

Differentiation

Differentiation is a core expectation in all classes. Planning should reflect the varied needs, abilities and interests of learners, ensuring that all children can access learning at an appropriate level of challenge. Differentiation may be achieved through the content taught, the process of learning, the outcome expected, the resources used or the support provided.

Staff should use professional judgement to determine the most effective ways to adapt learning. This may include:

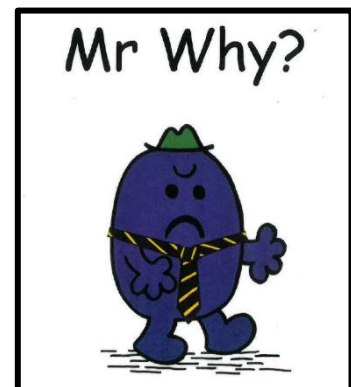
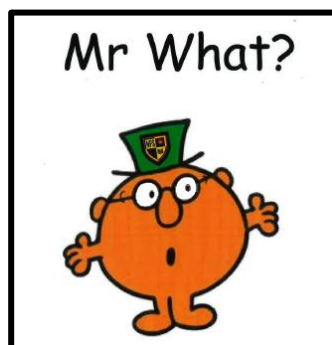
- providing scaffolded support or additional challenge
- using practical, visual or verbal approaches
- offering flexible groupings
- adapting tasks to suit individual learning needs
- providing extension activities to deepen understanding

Where required, GIRFMe plans should be used to outline, staged intervention, support for learning strategies and partnership working used to remove barriers and promote progress.

Sharing Learning Intentions and Success Criteria

Learning intentions and success criteria must be clearly shared with pupils in lessons. At Newmains Primary, we use the approach of Little Miss How, Mr Why and Mr How from P1-P6 to support clarity and understanding.

- **Mr What** explains what the learners are going to learn.
- **Mr Why** sets out why we are learning what we are.
- **Little Miss How** describes how pupils will know they have been successful.



This shared language helps learners understand the purpose of the lesson, the process of learning and the standards expected. Learning intentions should be expressed in child-friendly language, should be context free, and revisited during and after the lesson. Success criteria should be specific, manageable and linked to the intended learning, these should be co-created with pupils where possible. Pupils should be encouraged to refer to these criteria when self-assessing and peer-assessing their work.

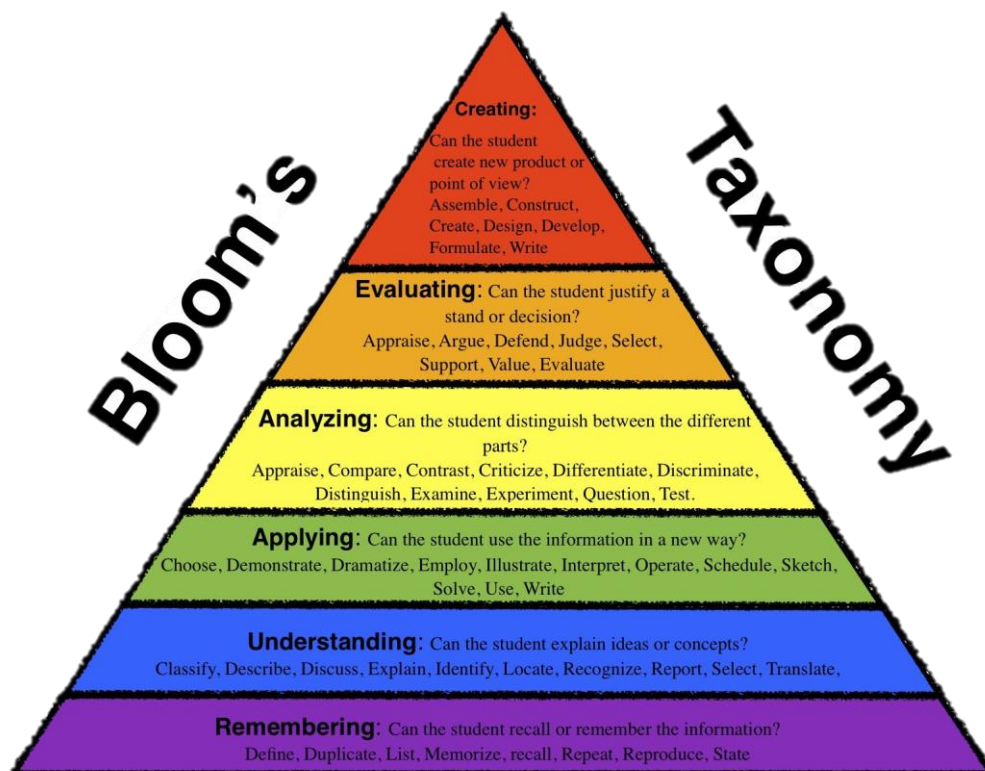
Effective Questioning and Bloom's Taxonomy

Questioning is a key strategy in high-quality teaching. Staff should use questioning effectively to check understanding, deepen thinking and promote discussion. Questions should be planned carefully and adapted in response to pupils' answers. All learners should be given sufficient thinking time and opportunities to explain their ideas.

Bloom's Taxonomy should inform the range and depth of questioning across the curriculum. Staff should include questions that move from recall to higher-order thinking, such as:

- remembering and understanding key facts
- applying knowledge in familiar and unfamiliar contexts
- analysing information and identifying patterns
- evaluating choices, evidence or outcomes
- creating ideas, solutions or responses

Effective questioning should be open-ended where appropriate, encouraging pupils to reason, justify and reflect. Teachers should use probing questions to extend thinking and identify misconceptions. Questioning should also be inclusive, ensuring that all learners are supported to contribute in ways that are appropriate to their stage and needs.

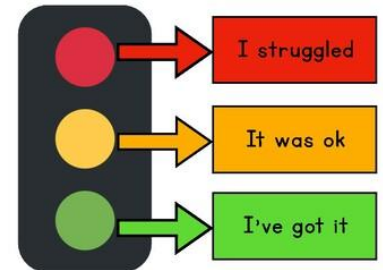


Formative Assessment

Formative assessment is embedded in daily classroom practice and used to inform teaching and next steps. Staff should use a range of strategies to gather evidence of learning and to support self-regulation, reflection and progress.

Formative assessment approaches at Newmains Primary include:

- traffic lighting
- exit passes
- thumbs up responses
- target tick lists



These strategies help staff and pupils to identify what has been understood, what requires further practice and what the next learning step should be. Traffic lighting can support quick self-assessment and teacher awareness of confidence or difficulty. Exit passes provide a short record of understanding at the end of a lesson. Thumbs up responses offer a rapid check for whole-class understanding. Target tick lists help pupils track progress against agreed criteria and take ownership of their learning.

Formative assessment should be used alongside observation, discussion, marking and feedback to build a clear picture of progress. Feedback should be timely, specific and constructive, focusing on improvement rather than simply evaluation.

Summative Assessment

Summative assessment provides formal evidence of attainment and progress at key points across the year. At Newmains Primary, a range of summative assessments is used to support professional judgement and planning. These include but are not limited to:

- **SOFA – P2, P3, P5 & P6 – May/June**
- **SNSA- P1, P4 & P7 – May/June**
- **PHAb2 – Literacy assessment where required**
- **YARC- before and after any literacy intervention**
- **P1 baseline- August/September**
- **P1 pre-writing assessment – August/September**
- **SWST(Single word spelling test) – August/September**
- **Phoneme literacy assessment – as outlined in active literacy programme**
- **Numeracy assessments- teacher identified at the end of each numeracy topic**

These assessments help staff to identify levels of attainment, monitor progress over time and respond to learners' needs. Results should be considered alongside day-to-day classroom evidence, teacher judgement and wider professional observation. Summative

assessment should never be used in isolation. Instead, it should contribute to a rounded understanding of each child's strengths, areas for development and next steps.

Assessment information should be used responsibly and sensitively. It should inform intervention, differentiation, reporting and discussions with parents and carers. Staff should ensure that assessment is purposeful and proportionate, with a clear link to learning and progression.

Use of Assessment Information

Assessment information is valuable only when it informs action. At Newmains Primary, staff are expected to use evidence from formative and summative assessment to shape planning, identify gaps and support improvement. Assessment should lead to responsive teaching, targeted support and appropriate challenge.

Data, evidence and expected attainment of a CfE level is reviewed in October, February and May through teacher professional discussions with the head teacher. This enables teachers to identify trends, discuss next steps and respond to the needs of groups and individuals.

Partnerships with Parents and Carers

We recognise the importance of positive partnerships with parents and carers and are committed to working collaboratively with families to support learners. We will share information about learning and progress, encourage parental involvement, and communicate regularly with parents and carers to ensure effective support for all learners. We report on pupil progress and encourage parental involvement through-

- Parents evenings – October and March
- Pupil Progress reports – June
- GIRFMe planning
- Classroom connections – open classroom afternoons
- Padlet homework – homework refresh in 2025
- Team around the child planning meetings
- Informal discussions in person or on the phone

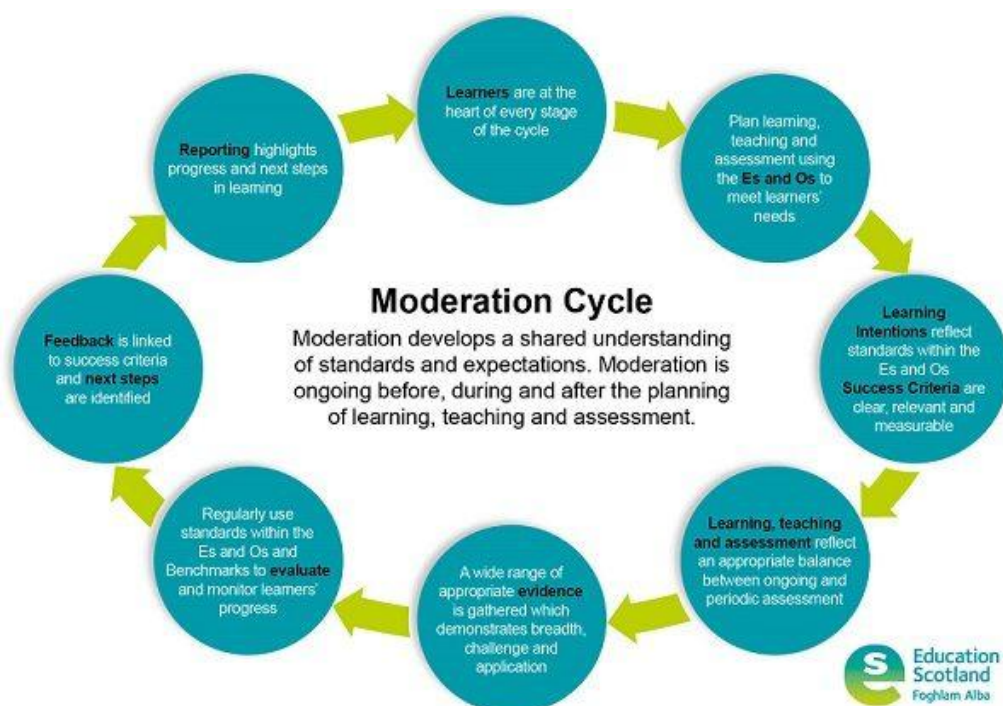
Quality Assurance

The school is committed to ensuring high-quality learning and teaching through a programme of quality assurance activities, including classroom observations, learning walks, sampling of learners' work, professional dialogue, attainment meetings, and self-evaluation activities. These activities are outlined in the annual calendar and alongside assessment, form a fuller picture of pupil progress.

Alignment with North Lanarkshire Policies

Newmains Primary operates within the framework of North Lanarkshire Council policies and guidance. Staff are expected to follow relevant local authority procedures relating to curriculum, assessment, inclusion, support for learning, safeguarding and data handling. The school's learning, teaching and assessment practices should be consistent with local and national expectations and should contribute to continuous improvement across the school community.

Where updates to North Lanarkshire policies are issued, staff will be informed and supported to implement these effectively. The policy will be reviewed regularly to ensure that it remains current, relevant and aligned with both local and national priorities.



Responsibilities

All staff have a responsibility to uphold this policy through high-quality classroom practice and professional reflection. Teachers should plan engaging, differentiated and inclusive learning experiences, use assessment effectively and maintain high expectations for all learners. Support staff should work in partnership with teachers to promote access, participation and achievement. Senior leaders should monitor implementation, support professional learning and ensure consistency across the school.

Conclusion

Newmains Primary is committed to providing high quality learning, teaching and assessment that supports every child to learn, achieve and thrive. Through inclusive classrooms, clear learning intentions, effective questioning, thoughtful differentiation and robust assessment, we aim to create a learning culture where all pupils can succeed.

Resources

[NLC- Learning, Teaching & Assessment toolkit](#)

[NLC – Learning, Teaching & Assessment Policy](#)

[Newmains Primary – Guide to staged intervention](#)

[Newmains Primary Homework Strategy](#)

[Curriculum for Excellence Website](#)

[West Partnership – Learning, Teaching & Assessment](#)