

New Monkland Primary School



Getting it Right for Every Child

Teaching and Learning Policy



Written: October 2025
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Learning, Teaching and Assessment Policy

“Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.”

Article 28 UN Conventions on the Rights of the Child (UNCRC)

Within New Monkland Primary School, we have high expectations of all learners in our care and have a progressive and responsive curriculum, in line with Article 3 of the UNCRC. We endeavour for our curriculum to be creative and derive from pupil choice, where appropriate. Staff regularly engage in continuing professional development to deliver the best learning and teaching for our pupils. Staff regularly work collaboratively in school and at local and national level to further develop their own skills and knowledge and witness best practice from other establishments.

In addition, we have an inclusive and diverse Health and Wellbeing programme which underpins our curriculum, and we truly believe for our children to achieve and be successful we must meet their Health and wellbeing needs firstly. Through GIRFEC – Getting it Right for Every Child and DYW - Developing the Young Workforce children are provided with a variety of opportunities to engage with meeting their individual needs.

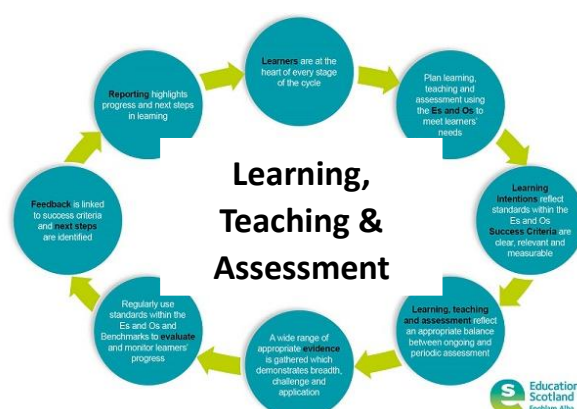
We follow a variety of programmes of work for Literacy, Numeracy and Health and wellbeing. We also have access to many resources that can support and challenge learners beyond these programmes of work. Programmes of work are tailored to meet the individual needs of all learners and staff use their own professional judgement and expertise to provide meaningful learning experiences. Staff, pupils and parents/carers are also supported by a range of external agencies who can provide a more specialist service.

Curriculum for Excellence expects our pupils to be challenged and have enjoyment through their learning and for our programmes of work to have breadth challenge and application where depth of learning is provided through coherent and relevant programmes of work. Pupil voice is encouraged, and the children have a right and a say toward developing and improving their school. Please see the Curriculum for Excellence refresh using the following link <https://scotlandscurriculum.scot/>

It is vital that children access the Broad General Education and get the opportunity to showcase and develop their talents beyond the core subject areas of Literacy, Numeracy and Health and Wellbeing. We use our outdoor environment to allow children to develop skills for life, learning and work. Children can participate in Woodland visits, walks in and beyond the local community and outdoor PE. We aim to encourage opportunities for personal achievement and showcase these at our weekly assemblies as well as in the class. As a school we provide opportunities for the children to go on outings to enhance their learning and for them to experience something new and different. We also have a great network of agencies

and volunteers who come into the school to work with pupils on specific areas that are at times related to their learning or an initiative the school is supporting.

“Assessment is integral to planning of learning and teaching. Assessment happens in different ways at different times throughout the learning process. A variety of assessment approaches can be used to allow learners to demonstrate knowledge and understanding, skills, attributes and capabilities within different contexts across the curriculum.” *Education Scotland 2020/21*



Assessment information can be gathered in four different ways:

1. High Quality Assessments
2. Ongoing Assessments
3. Periodic Assessments
4. Standardised Assessments

When implementing High Quality Assessments as part of the Learning, Teaching & Assessment Cycle, it provides opportunities to gather evidence of **breadth**, **challenge** and the **application** of learning, which complements ongoing assessment by helping to evidence learners' progress. High Quality Assessments are created at the planning for teaching and learning stage.

High Quality Assessments allow for learners to:

Demonstrate **breadth** of learning

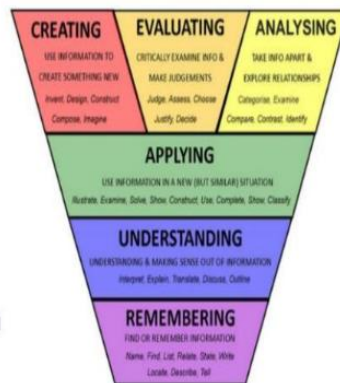
- Requiring the learner to draw on a range of learning from a number of E's and O's across different organisers.

Demonstrate **challenge**

- Promote higher order thinking skills- creating, evaluating, analysing

Demonstrate **application** of learning in new and unfamiliar situations (4 contexts of learning)

1. Curriculum areas and subjects
2. Interdisciplinary Learning
3. Ethos and the life of the school
4. Opportunities for personal achievement



When High Quality Assessments are used periodically, throughout the school year and across a level, it forms part of the evidence base to highlight progress through and achievement of a level for each individual learner.

UNCRC Links

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful and help you find and understand the information you need.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people