



St. Andrew's Primary School & Nursery Class



Learning, Teaching and Assessment Policy



St. Andrew's Primary & Nursery Class Learning & Teaching Policy

Rationale

At Saint Andrew's 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 well-being 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 – respect, value and support 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 – 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 (page 18 BtC3) 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 Saint Andrew's Primary takes on 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 takes account of the significant aspects of learning..



Daily planning is completed and evaluated at least two days in advance.

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 will recognise and consider barriers to learning and pupil involvement in their learning arising from additional learning needs, language, disability, gender, race, religion or beliefs and background and how 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 do best when;

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

Please refer to Appendix 1 – ‘What is and AiFL School?’

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 judgement where possible)
- Provide a balanced range of stimulating and motivating approaches to learning and assessment which should include active, collaborative, independent and written tasks(say, make, write, do included Forward Plans)
- 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(staff will refer to Professional Papers for each curricular area and make opportunities for skills to be transferred to unfamiliar contexts and different curricular areas)
- Engage in planned moderation activities at school, cluster and national levels
- Provide opportunities for children to be involved in reflection, planning and evaluating their own learning and that of peers
- Provide opportunities to involve parents/guardians in the learning of every child
- Support out of school learning through varied, stimulating and enjoyable homework tasks and activities
- 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 team will support staff by;

- Providing opportunities for professional dialogue and moderation
- Guiding staff towards area 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



Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners.

Effective learning could include:

Investigation and problem solving	Research	Whole-class work	Group work (in groups selected for different reasons)
Paired work	Individual work	Independent work, which is child directed	Collaborative work
Designing and making things	Setting challenges for themselves	Participation in athletic or physical activity	Drama techniques
Selecting and using relevant resources to support learning	Use of IT including visual images, film, interactive teaching resources etc	Asking & answering questions	Debates, discussions, oral presentations and other speaking and listening strategies

Children should be taught to take **responsibility** for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

To ensure that children receive consistently high quality learning experiences in Saint Andrew's Primary School, every member of staff should refer to the following guide when planning, implementing and evaluating;

Learning Intentions			
Clear and focussed. Based on learning rather than task	Displayed	Discussed and understood by children. Use questioning to determine whether this is the case	Based on prior attainment, knowledge and understanding
Success Criteria			
Include the steps or 'ingredients' the children need to be successful – think of the analogy of opening a door	Are normally generated with the children when discussing the Learning Intention	Are identified and highlighted by teacher during the planning process – Four Feature Plans will capture this	May be written up and referred to during the lesson and as part of the plenary
Plenary			
Planned times both during and at the end of the lesson to reflect on progress towards learning intention and success criteria	Allows adults and children to address any misconceptions, make improvements and add further challenge	Allows the learning to be recovered or redirected when appropriate	Creates opportunities to transfer skills and apply learning to different contexts
Targets			
Individual targets for each child will be shared weekly in homework diaries	Individual targets as well as learning intention will be commented on when reflecting on progress	Termly targets will be shared and included in homework diaries	Termly targets will be created to reflect planning in forward plans and daily planners
Outcomes			
What will be achieved by the children by the end of the lesson	The activity/evidence of learning	Sufficient time given to enable children to achieve meaningful learning	Differentiated to ensure that the needs of all children are addressed and according to the levels at which the children are working
Differentiation			
May occur through adult support, range and level of resources, task, different outcomes	Takes place throughout the lesson and is highlighted in planning – termly and daily	Is closely matched to children's targets, levels and next steps in learning	When planning work for children with Additional Support Needs or Highly Able Children, targets in Learning Plans and ASPs are addressed and evaluated
Questioning			
Questions will be used to assess learning, challenge and deepen	The range will include open and closed questions, higher and	Classroom Management will support questioning through	Children will be encouraged to develop their own questions



thinking and understanding	lower order (Bloom's Taxonomy) and will be differentiated to support and challenge	Co-operative Learning groups of four to ensure use of Numbered Heads Together to raise accountability	
Active Learning			
Children are given opportunities to be involved in the learning throughout the lesson & a		There is an appropriate balance of adult/pupil talk	
Feedback and Marking			
Linked to Learning Intention, Success Criteria and Individual Targets	Regular feedback will be given to children – teacher, parents, management, peer and self	Opportunities are planned for children to regularly respond to feedback and marking. Focus groups will discuss the impact of feedback and marking	Identifies success and areas for improvement/next steps in learning. Should be used by children during reflections and when reflecting on weekly targets in diaries
Self and Peer Assessment			
Children are trained to self and peer assess. They link the assessment to the Learning Intention, Success Criteria and Targets	Jotters are sent home at least termly for children to self-assess with their parents/guardians. Parental involvement templates will be used at all stages	Teachers will ensure that self and peer assessment is highlighted appropriately in jotters – SA and PA	Weekly reflections will be used to enhance and support self and peer assessment. R symbol will be added to jotters/diaries.
Jotters			
Children must be encouraged to take pride in every piece of work	Presentation and layout should be to a consistently high standard. All work must start with an underlined date and heading and be underlined at end of task	All jotters should be sent home at least once termly and parental involvement templates stapled/stuck into jotter to evidence this	Full pages must be complete and new pages only taken when appropriate. Children must be trained to do this effectively.
Homework Diaries			
All section of homework diary should be utilised effectively	Termly targets should be included which match with forward plan and which are evident in homework issued	Weekly Literacy, Numeracy and HWB Targets must be included	Diaries should be on every child's desk and RAG Cards used. Children should highlight any parental notes and appropriate response should be ensured.
Target Setting			
Termly individualised targets to be set for each pupil in: Literacy Maths HWB Smart Vision	Targets should be made in response to learner conversations with teachers.	Targets should be shared with parents via seesaw.	Targets to be reviewed termly.
Learning Environment			
Classrooms should be well organised with health and safety considered at all times	Children should be encouraged to respect and manage their classroom.	Children should work in a range of groups – ability, social and co-operative learning teams	Classroom should be tidy and should be word and number rich. Resources should be appropriately stored
Displays			
Each class should have an area to celebrate success and achievement – Star Writers/HT Award Winner/Wider Achievements/Class Trips	Displays should support classroom organisation – timetables, registration/lunch, golden sun in every class	Promote independence by providing support and prompts	
Support learning – working walls, presentation examples, interactive and challenging	Changed regularly and reflect current learning/themes	Highlight IDL, transfer of skills, Es and Os developed and make reference to Four Capacities and Seven Design Principles	



Moderation

To ensure a clear understanding of the standards and expectations of pupils at each stage of the curriculum, staff engage regularly in professional dialogue.

At the beginning of each term, staff work collegiately plan learning and teaching. Planning for assessment is also carried out at this time. Plans are moderated by stage partners at school level, to ensure:

- Experiences and outcomes well-connected;
- Learning intentions link clearly to Es and Os and are pupil friendly
- Planned activities are rich, varied and engaging
- Evidence is gathered and filed in a moderation folder, to exemplify the learning of three pupils at each stage –more able, average ability and lower ability. These three pupils are tracked throughout each of the primary stages.

Subsequent moderation sessions are planned to review and evaluate the evidence of pupil learning that has been gathered. Professional dialogue takes place to make decisions about pupil progress towards achievement of a level.

Teacher feedback is also evaluated to ensure it is accessible and child-friendly, relates to the success criteria and gives next steps that will move the learner forward.

In addition, external moderation takes place at planned cluster and national events.



Teaching Assistants

Teaching Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

Supporting learning and children's progress	Supporting assessments of children's understanding developing children's independence
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The Role of SMT:

attainment in subject areas and action plan to address areas of need within their team	Support colleagues to develop practice and subject knowledge to maximise progress & take the lead in policy development	Have responsibility for purchasing and organising of resources for their team and in some cases for the whole school	Keep up to date with developments in all subject areas and are responsible for sharing this with colleagues within their team
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Role of Parents

Parents have a fundamental role to play in helping children to learn. St Andrew's ensure they are informed about what and how their children are learning by:

evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed	Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement	Explaining to parents how they can support their children with homework
Holding parent workshops to explain the work covered and the strategies and methods taught to the children	Sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term	Keeping parents informed of a pupil's progress on a more regular basis if appropriate

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.