



Saint Peter's Primary School

Learning, Teaching and Assessment Policy

Introduction

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

Article 29 of the UNCRC.

Renfrewshire Council is committed to providing a safe, caring, and supportive environment for all people in its educational establishments. Here at Saint Peter's Primary School, our values are kindness, respect, honesty, fairness and responsibility. We have been developing our approaches to learning and teaching to ensure we are providing our learners with the highest quality learning experiences which support them to learn and develop skills that they can apply across all areas of the curriculum.

Aims

The overall aim of this policy is to set out the approaches to learning and teaching we employ at Saint Peter's Primary to support our learners to develop the four capacities. The approaches to learning and teaching that we use are key to supporting the effective delivery of the four contexts for learning.

Curriculum for Excellence identifies four contexts for learning:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Collectively, the approaches in the policy will ensure that our learners are receiving a school experience that is engaging and active, sets challenging goals, involves them in the planning, carrying out and assessment of the learning and takes account of the ways different learners progress.

The Curriculum

Curriculum for Excellence (CfE) is the curriculum followed in all Scottish establishments and is built on the values of wisdom, justice, compassion and integrity. All children and young people should develop skills for life, skills for learning and skills for work which will prepare them for a world that is changing very fast. The curriculum in our school will continue to develop over coming years to ensure that all our children and young people become successful learners, confident individuals, responsible citizens and effective contributors.

The Curriculum is organised in 8 subject areas

- Literacy and English
- Mathematics and Numeracy

- Health and Wellbeing
- Religious and Moral Education
- Expressive Arts
- Social Studies
- Technologies and ICT
- Sciences

The following is a guide in relation to pupil's attainment and achievement within Curriculum for Excellence:

- Early Level Almost all pupils should be secure in this level by the end of Primary 1, some will attain earlier and some later.
- First Level Almost all pupils should be secure in this level by the end of Primary 4, some will attain earlier and some later.
- Second Level Almost all pupils should be secure in this level by the end of Primary 7, some will attain earlier and some later.
- Third Level Almost all pupils should be secure in this level by the end of S3, some will attain earlier and some later.

The National Improvement Framework, updated in 2020 sets out activity the Scottish Government and partners will take to drive improvement for children and young people. Crucially, it sets out a clear vision for Scottish Education:

- Excellence through raising attainment: ensuring that every child achieves the highest standards in literacy and numeracy, set out within Curriculum for Excellence levels, and the right range of skills, qualifications and achievements to allow them to succeed; and
- Achieving equity: ensuring every child has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap

Our Approaches to Learning and Teaching

- *Renfrewshire's Nurturing Relationships Approach (RNRA)*

Renfrewshire Educational Psychology Service, in partnership with their PT Nurturing Attainment Teachers and local authority managers, have developed an approach entitled Renfrewshire's Nurturing Relationships Approach (RNRA). It is focused on the development of whole school nurturing approaches to support the wider needs of school communities.

In Saint Peter's Primary School our teachers have a clear understanding of the nurture principles and use these to assess the environmental factors and children's readiness to learn. Along with the nurture principles, our teachers have a clear understanding of the wellbeing indicators and use both priorities to support the closing of the poverty related attainment gap. Teachers complete the wellbeing web with children termly and share these with the Senior Management Team at GIRFEC meetings once per term. Staff are encouraged to use the wellbeing indicators if they have any concerns about a child.

- *Renfrewshire's Inclusive Communications Environments (RICE)*

Renfrewshire's Inclusive Communication Environments (RICE) is an approach which is delivered jointly by Renfrewshire Educational Psychology Service and Renfrewshire Health and Social Care Partnership. The aim is to develop the capacity of all educational establishments to support and develop the language and communication skills of all children through training to develop knowledge and understanding and coaching from specialist staff in Education and Speech and Language Therapy to develop skills and practice. In Saint Peter's Primary School, we have adapted classroom environments and focus on daily tasks to support the key indicators of RICE. The indicators are listed below:

1. A physical environment that enhances and promotes opportunities for speech language and communication for all pupils
2. Adult talk that encourages and promotes participation from all learners.
3. Adult interaction styles that are responsive to individual pupils needs
4. The use of supportive learning strategies to develop language and communication skills
5. The establishment can demonstrate an ongoing development to meet the speech, language and communication needs of all pupils within a staged approach.

Evidence in the classroom includes visual timetables, task boards, now/next boards for individual pupils, visual prompts on lanyards/cupboard doors/drawers/baskets, question / challenge boards, calm area within the classroom, sensory/play based materials etc.

- *Positive Alternative Thinking Strategies (PATHS)*

Barnardo's has been delivering the The PATHS® Programme for Schools since 2013. It is a programme for educators designed to facilitate the development of self-control, emotional awareness and interpersonal problem-solving skills. The programme consists of a variety of lessons, and additional materials and charts. The purposes of the PATHS® programme are to enhance the social competence and social understanding of children, as well as to facilitate educational processes in the classroom. In our ELCC and classrooms, we select a new child each day to be 'Pupil of the Day'. This is an important factor in PATHS as it boosts self-esteem and allows us to celebrate each individual pupil. We focus on formal class lessons twice per week using the PATHS folder. These lessons can be adapted to suit the class and there are extension materials available.

- *Active Learning and Interdisciplinary Learning*

At Saint Peter's Primary active learning engages and challenges our children and young people's thinking using real life and imaginary situations. Interdisciplinary learning brings learning to life and is a planned approach which uses links across different subjects to enhance learning. We take full advantage of the opportunities for learning presented by:

- spontaneous play
- planned, purposeful play
- investigating and exploring
- events and life experiences

Children learn by doing, thinking, exploring, through quality interaction, intervention and relationships, founded on children's interests and abilities across a variety of contexts. Interdisciplinary and active learning impacts our children by allowing them to become leaders of their own learning. We can do this through focus weeks, using class novels/story books or class topics. All of these combine to build the four capacities for each child.

- *Outdoor Learning*

Outdoor Learning is a broad term that includes: out door play, school grounds projects, environmental education, recreational and adventure activities, personal and social development. We value the importance of using the natural environment for the stimulation of learning and the promotion of health and wellbeing. We have a well established ECO group who work hard to ensure that we focus on global citizenship lessons and projects. We recently gained our 7th school ECO flag and are working on our new priorities.

Effective Planning

Effective planning lies at the heart of providing a high quality learning environment. All teaching staff will plan using the principles for curriculum design to ensure that we promote children's development and learning across all contexts. Teachers complete a forward planner online once per term. This is a working document and is referred to throughout teaching. Teachers can plan across stages or participate in a joint topic/novel study. Children should be given an opportunity to discuss and request to focus on particular

areas of interest/novel studies etc. Planning should be responsive and reflect the children's views/opinions. After completing a forward plan document, teachers can then complete long term and short term planners, including their daily classroom plans. Daily plans should record the learning intentions for each curricular area as well as list any resources/materials required. Daily plans should be accessible in the event of an absence.

Pupils who have Child's Plans should meet termly with their teacher and support assistant to discuss their targets. Teachers should update these documents regularly as they will be used to support the overall assessment and wellbeing for pupils. Targets should be shared with parents at regular points throughout the year.

Star pupils are selected each week across the whole school and ELCC. Children should be selected based on who has demonstrated one of the four capacities that week. Certificates are awarded to the children from the Head teacher.

Assessment

We focus on both **summative** assessment and **formative** assessment. At some level, both happen in almost all classrooms. Formative assessment takes place on a day-to-day basis during teaching and learning, allowing teachers and pupils to assess attainment and progress more frequently. Formative assessments may be questions, tasks, quizzes or traffic lights, self/peer evaluations or discussions. Often formative assessments may not be recorded formally however, lesson plans should address the next steps indicated. Summative assessment sums up what a pupil has achieved at the end of a period of time, relative to the learning aims and the relevant national standards. A summative assessment may be recorded through writing, through photographs or other visual media, or through an audio recording. Whichever medium is used, the assessment will show what has been achieved.

Below lists the formal assessments which take place in Saint Peter's Primary. Scores are recorded, used to inform next steps and passed on to the next teacher during transition periods.

Primaryes 1-7
<ul style="list-style-type: none"> -Wellbeing webs (once per term or more often if required) -Reading running records (once per term) -Phonics assessment for P1, P2, P3 or individuals (once a term) -Writing Benchmark assessment (once per term) -Schonell Spelling assessment (twice per year) -Renfrewshire's Numeracy Pathways (end of level) -GL online Assessments for P2, P3, P5, P6 (May/June) -GL online PASS wellbeing assessment all stages (May/June) -SNSA online Assessment for P1, P4, P7 (May/June) -Dyslexia Assessment for individual pupils if required. -School reading assessments at each level if required. -SEAL Maths diagnostic assessments if required. -Highland Literacy Phonics diagnostic assessment if required.

Tracking

Information on learners' progress gathered through planned assessments are recorded within a systematic tracking system. We use the Benchmarking Tool which is an online spreadsheet file. This allows all staff to have a clear picture of whether individual learners are progressing through experiences and outcomes at an appropriate pace. Within the tracking system, progress is recorded with reference to a 'developing', 'consolidating' and 'secure' learner. This information informs formal reports used during parents' evenings and pupil progress reports at the end of the year.

Monitoring

The implementation of this policy will be monitored by the SMT. Monitoring will be undertaken by a variety of means, including:

- GIRFEC and attainment tracking meetings with teaching staff to discuss the ongoing work of the class, assess the impact learning experiences have had on learners, ensure next steps are meeting the needs of all learners and track progress across the range of curricular areas.
- Team Around the Child (TAC) meetings will provide more in depth discussions involving individual children and will include members of the senior management team, support staff, teaching staff, parents/carers and possibly outside agencies.
- Classroom support visits will allow the senior management team to work alongside teaching staff during their delivery of a range of learning and teaching experiences. This will support a consistency of approach across the school and allow appropriate supports to be provided where necessary.
- Moderation of standards through staff involvement in Assessment and Moderation work and sharing good practice will ensure assessments are valid and reliable and support teacher judgment.

Body of Evidence Folder

The 'Body of Evidence' folder is a collection of work for each child which is passed onto the new class teacher in June. Each child should have a folder with the following evidence:

- Wellbeing Webs (one for each term)
- Schonnell Spelling assessment (P3-P7, twice per year)
- Phonics assessment (P1 and P2, twice per year)
- Reading running records (one for each term)
- Renfrewshire Numeracy Pathways (one for the end of a level)
- St Peter's Reading assessment (one for the end of a level)

If a child is being assessed for Dyslexia – evidence should be collected over 2 years. This includes copies of work from jotters, assessments, free writing tasks etc. This should be decided in conversation with DHT and Educational Psychologist.

Policy Review and Development

This policy was developed in line with the revised Renfrewshire Council's Assessment Policy and Education Scotland.

A consultation with pupils, parents and staff took place in February 2025 in the form of online and paper questionnaires.

This policy will be reviewed no more than 3 years after its implementation date in line with national guidance. It will be reviewed 2028.