



Carnwath Primary School

Learning, Teaching and Assessment Policy

Vision Statement

Our goal is to support and nurture our children in a happy and safe environment. We strive to develop a respectful school community where every child feels loved and is encouraged to achieve their full potential.



Rationale

The purpose of our Learning, Teaching & Assessment Policy is to promote a common understanding of what constitutes effective practice embedded across our school. To ensure the vision, values and aims promote excellence and equity of opportunity for the learners of Carnwath Primary School.

Aims

To ensure consistency and Improve teaching and learning throughout the school in order to:

- Raise attainment and achievement.
- Equip children with the skills and knowledge to be confident individuals, responsible citizens, effective contributors and effective learners for learning, life and work.
- Ensure every child is provided the opportunities required to reach their full potential.
- Provide our learners with the opportunity to learn from others, to be innovative, creative, problem solvers who can apply their learning.

We will:

- Ensure our Learning and Teaching & Assessment Policy reflect the Quality Indicators from How Good Is Our School 4 and How Good is Our Early Learning and Childcare;

Fig. 7: The quality indicators

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of staff 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Improving wellbeing, equality and inclusion 3.2 Raising attainment and achievement 3.3 Increasing creativity and employability

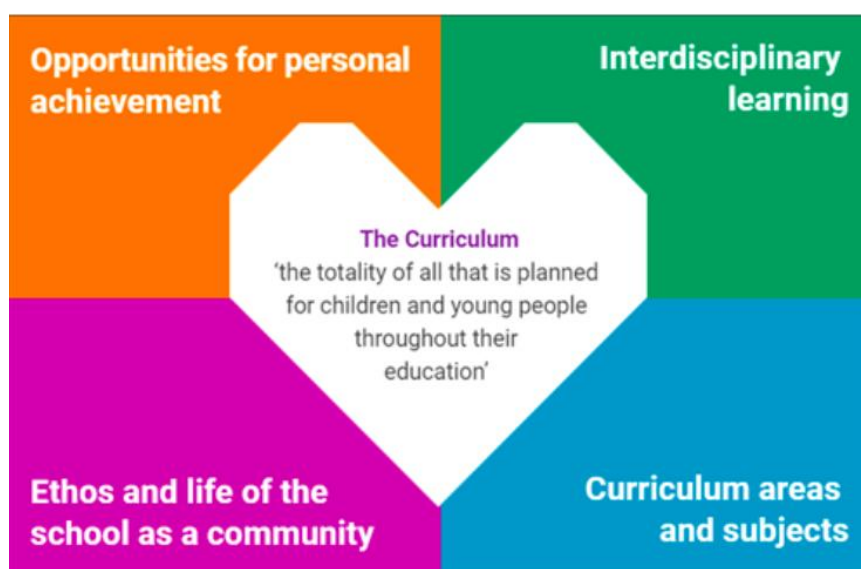
- Leadership of Learning & Curriculum (1.2, 1.3, 2.2) – endorse the values, principles and purposes of Curriculum for Excellence. We will endorse the SLC Policy on Leading Learning.
- Learning, Teaching, Assessment & Innovation (2.3, 3.3) – deliver well planned, high quality programmes of work which focus on learning experiences and learning outcomes. To provide dynamic and purposeful opportunities which motivate, including opportunities to think creatively and innovate learners to develop responsibility for their own lifelong learning. Effective assessment is an integral part of this process.
- Personalised Support & Universal Support (2.3, 2.4, 2.6, 3.1) – ensure we use a wide range of teaching strategies which meet individual learners needs by providing opportunities for interaction and regular feedback and taking account of recent developments in pedagogy. To have arrangements in place to ensure continuity in learning during transitions.
- Raising Attainment & Achievement (3.2) – set challenging but achievable expectations for all learners and recognise and celebrate individual and collective success.
- Safeguarding & Ensuring Wellbeing, Equity and Inclusion (2.1, 3.1) – promote an ethos of achievement by creating a positive, inclusive learning environment where learners feel safe and well cared for through positive relationships.
- Family Learning & Partnerships (2.5, 2.7) – develop and promote partnerships, to engage in dialogue about learning and the life of the school to ensure that learners make the best possible progress.
- Self-evaluation for Self-improvement (1.1) – outline self-evaluation strategies which support staff and learner development and ensure continuous improvement & impact on learners.

- Leadership (1.2, 1.3, 1.4) – develop the shared vision, values & aims of our schools within the Biggar Learning Community by building & sustaining opportunities for all stakeholders to change & continuously improve.

Curricular Design

Teachers work collegiately with colleagues throughout the learning community to ensure our curriculum provides:

- all learners with breadth, depth and progression at all stages
- continuity and progression between stages and at key transition points
- relevance and coherence
- opportunities for pupils to exercise personalisation and choice
- opportunities for challenge and enjoyment



Learning & Teaching Approaches

We believe that learners within Carnwath Primary learn best when:

- They are happy and feel safe.
- They explore, experiment and experience.
- There are clear and consistent high expectations.
- They are challenged and supported.
- They are interested, curious and motivated.
- They reflect on their mistakes and use them as learning opportunities.
- They experience high quality, well-paced lessons.

- The physical learning environment is stimulating and well resourced.
- They have opportunities to lead their learning.
- Pupil voice is central to learning.
- Pupils have the opportunity to work independently and collaboratively.

Children within the school are regularly consulted. Their views are valued and acted upon.

All staff working within classrooms use the L&T mat to embed the following in their practice:

- Use an agreed set of curricular overviews and progression frameworks to ensure a coherent and progressive approach to learning and teaching.
- Ensure planning builds upon children's prior learning using the information gained from appropriate assessments.
- Provide a balanced range of stimulating and motivating approaches to learning and assessment which should include active, collaborative, independent and written tasks.
- Take account of pupils' different learning styles.
- Ensure the children know the purpose of their learning by providing clear learning intentions, success criteria and quality feedback on how to improve.
- Use a range of strategies and appropriate differentiation to meet the needs of all learners, including those with additional support needs and those who require extra challenge.
- Use a range of assessment approaches which enable learners to demonstrate and apply their knowledge and understanding, skills and abilities.
 - Provide opportunities for learners to be involved in reflection, planning and evaluation of their own learning and that of peers.
- Ensure learners are fully involved in decisions about their next steps, and how to achieve these.
- Maintain and regularly review records of progress.
- Regularly evaluate the impact of learning and teaching to inform next steps in planning.

To help our learners feel happy and safe, we will:

- Treat them fairly and consistently.
- Show them that we work closely with their families in support of their welfare and education.
- Provide support and guidance that will allow them to develop positive, trusting relationships with adults.
- Value their ideas and opinions and make time to listen to what they have to say.

- Give them opportunities to be involved in developing & shaping the ethos and life of the school and community.
- Build children's confidence and self-esteem.
- Implement the Six Principles of Nurture throughout our practice.
- Work closely with our families to ensure equity and provide timely support when and if required.

To enable our learners to reach their full potential, we will:

- Implement the school's vision, values and aims consistently.
- Involve them in self-assessment and target setting.
- Make efficient use of South Lanarkshire Council's Staged Intervention process to ensure all barriers to learning are removed and appropriate supports are provided.
- Ensure that achievements are celebrated.
- Provide children with opportunities to develop leadership capacity.
- Have high and realistic expectations for every member of the school community.

Nurturing Principles

We have adopted a nurturing approach within our school. The nurturing approach allows staff to develop and embed a nurturing culture throughout the school, promoting healthy outcomes for children, by focusing on emotional needs and development.

The Six Principles of Nurture

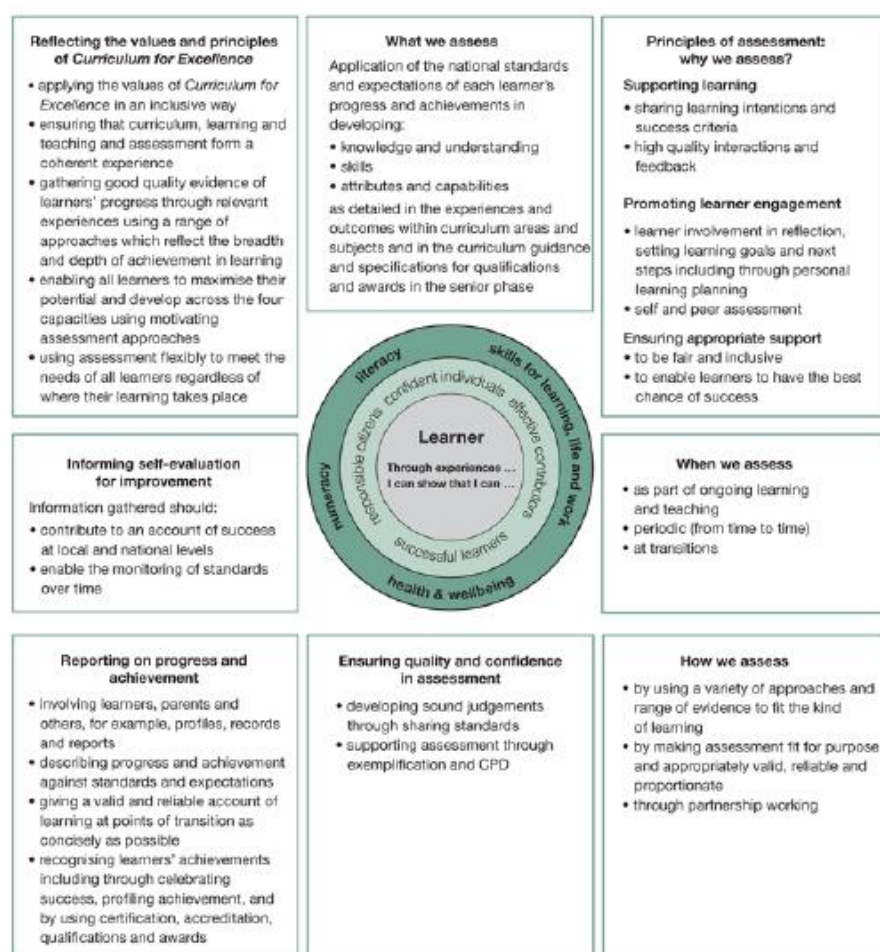
1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

To enable our learners to experience a high-quality curriculum we will:

- Provide all staff with support and a planned programme of career long professional learning opportunities.
- Fully implement the actions identified in the School Improvement Plan with opportunities to develop leadership capacity in all staff.
- Monitor the effectiveness of our learning & teaching through implementation of our quality assurance calendar.

Principles of Assessment

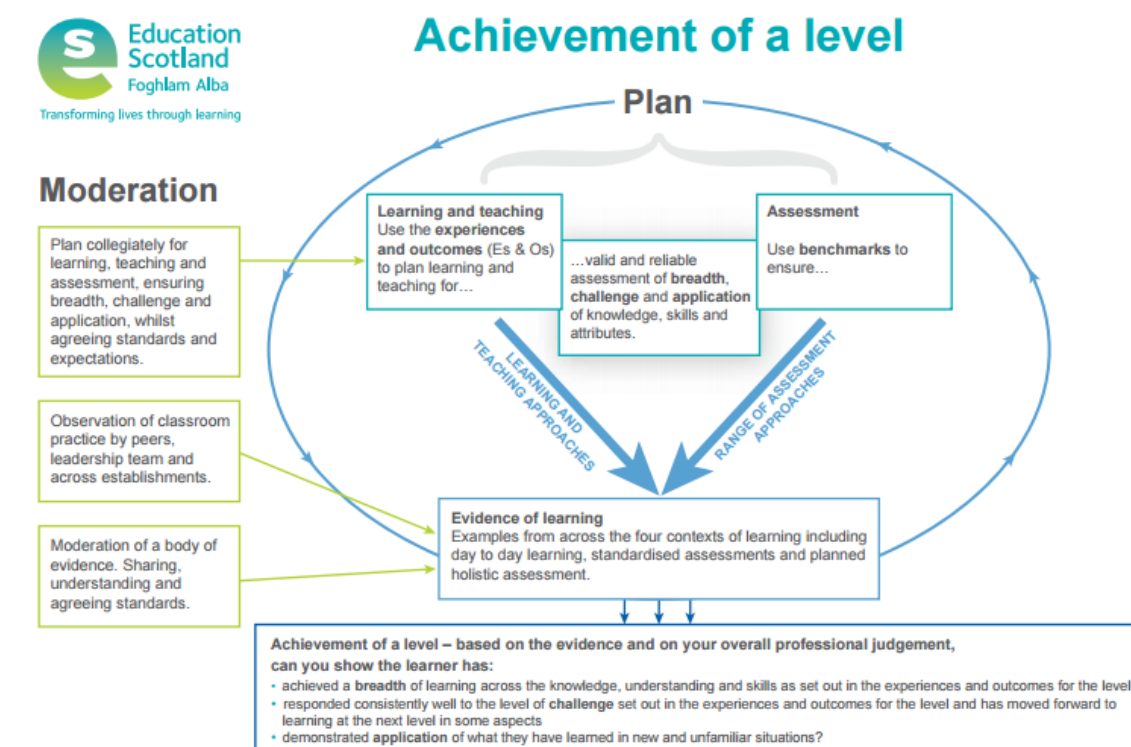
In Carnwath Primary, assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. Assessment approaches promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential.



This diagram provides a summary of the National Framework for Assessment created to support the purposes of learning which we base our principles on. The standards and expectations that form our aspirations for all learners are set out for the whole curriculum in the experiences and outcomes and the nationally published Benchmarks of Curriculum for Excellence. Assessment approaches help learners to show their progress through the levels and enable them to demonstrate their achievements in a range of ways which are appropriate to learning. For learners to demonstrate that their progress is secure and that they have achieved a level, they will need opportunities to show that they:

- can apply what they have learned in new and unfamiliar situations
- have achieved a breadth of learning across the experiences and outcomes for an aspect of the curriculum
- can respond to the level of challenge set out in the experiences and outcomes and are moving forward to more challenging learning

Teachers can use these three aspects to decide when a learner has met agreed expectations and achieved a level, either in a part of a curriculum area such as reading, or in a whole curriculum area. The achievement of a level diagram supports teachers in making a judgement as to whether a child is secure at a level or not.



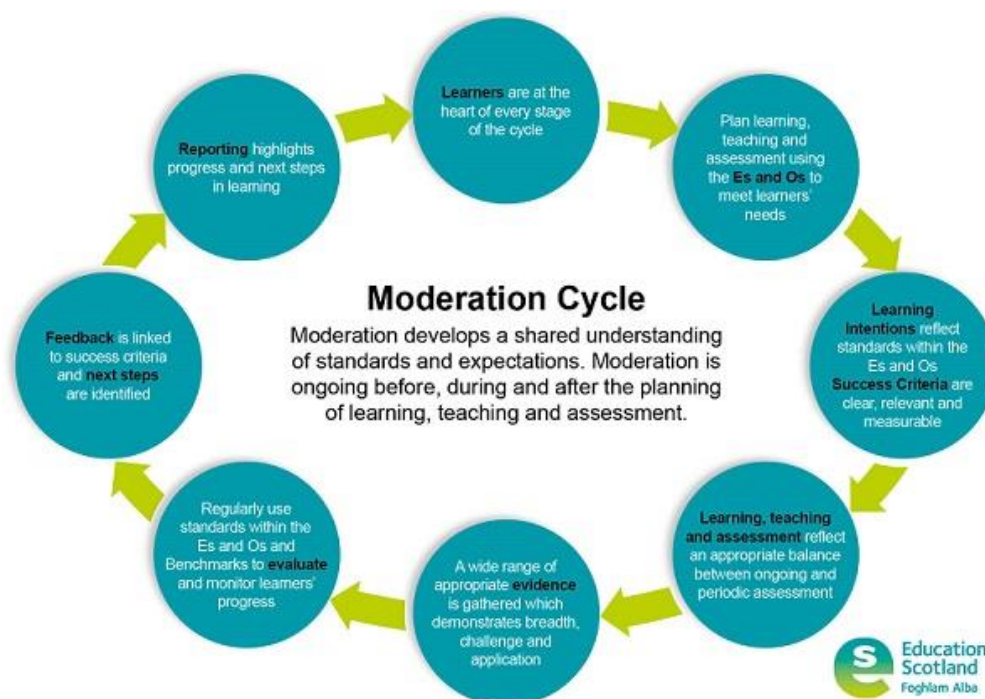
How we assess

Assessment is an integral part of the teaching and learning cycle and is central to ongoing classroom practice. Summative assessments are used periodically in Literacy and Numeracy for all pupils. Scottish National Standardised Assessments (SNSA) involve all children at the P1, P4, P7 stages of their education, focusing on aspects of reading, writing and numeracy and mathematics.

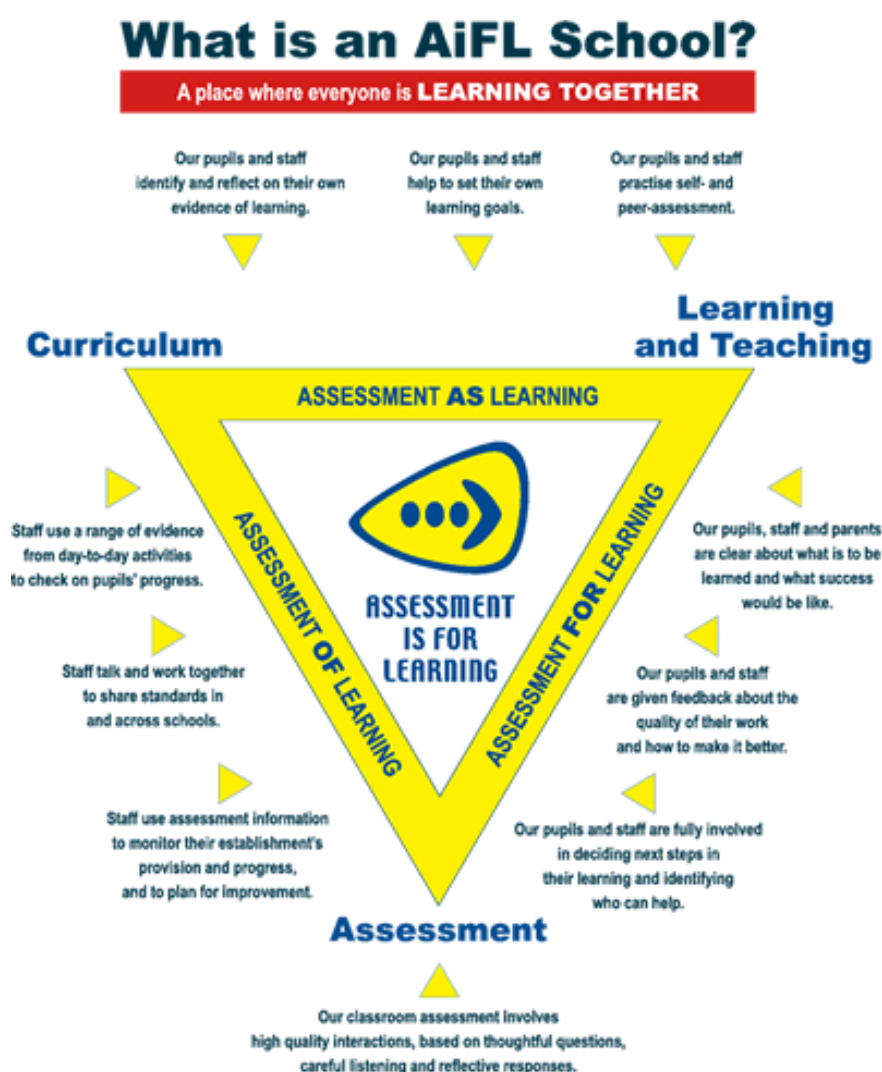
Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations. In Biggar Learning Community it involves teachers, and other professionals as appropriate, working together, drawing on guidance and exemplification (see achievement of a level diagram/benchmarks) and building on existing standards and expectations to:

- Plan learning, teaching and assessment.
- Check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used.
- Sample evidence from learners' work and review teachers' judgements.
- Agree strengths in learners' performances and next steps in learning.
- Provide feedback on teachers' judgements to inform improvements in practices.

The Moderation Cycle/Learning, Teaching and Assessment Cycle is a tool used in Biggar Learning Community to place assessment and moderation within the process of teaching and learning, providing a holistic approach. Using the Moderation Cycle/Learning, Teaching and Assessment Cycle ensures a firm foundation is in place to improve quality professional dialogue on teaching and learning and ultimately, improved outcomes for learners.



Assessment for learning strategies (AiFL), is the process of seeking and interpreting evidence to decide where the learners are in their learning, where they need to go next and how best to get them there.



Why we assess?

The purposes of assessment are to:

- support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities.
- provide feedback to parents, children and others.
- provide a summary of what learners have achieved.
- contribute to planning the next stages of learning ensuring learning is coherent and has breadth and depth.
- inform future improvements in learning and teaching.

Monitoring Standards over Time

All staff in Carnwath Primary are dedicated to providing the children with the best possible opportunities for learning and are committed to raising standards.

As a learning community, and with our local authority, we work to support the development of a shared understanding. This ensures we achieve consistency in standards and expectations. We are consistently applying national standards and expectations to build trust and confidence in our judgements.

We track the progress of all our learners. For monitoring and tracking to be successful, we keep records of our learners' achievements and progress in and out of school. Staff use assessment information from a wide range of sources to monitor learners' progress and plan next steps in learning.

We are also involved in the Validated Self Evaluation (VSE) programme within South Lanarkshire.

Aims of the programme:

- To achieve a system which is centred on outcomes for learners
- To support establishments to secure improvements in performance
- To strengthen the establishment's self-evaluation processes and ascertain the capacity for further development and improvement

The intentions of the VSE model are:

- VSE will help establishments to confirm their self-evaluation work
- VSE has strong parallels with the new inspection model and frameworks for Inspection

Reporting on Progress and Achievement

Assessment information is shared and discussed with the learner, parents, and partners involved in supporting learning. The purpose of which is to describe progress and achievements against shared standards and expectations. There is an initial pupil progress meeting held in October where aspirations for the year are outlined. A full written report is provided annually in March, to support the second pupil progress meeting of the session. Additional reviews are held throughout the year for children with Additional Support Plans, to discuss their progress in relation to personal learning targets.