



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 live and contribute to our diverse society by being 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](#)

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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	2.1 Safeguarding and child protection	3.1 Improving wellbeing, equality and inclusion
1.2 Leadership of learning	2.2 Curriculum	3.2 Raising attainment and achievement
1.3 Leadership of change	2.3 Learning, teaching and assessment	3.3 Increasing creativity and employability
1.4 Leadership and management of staff	2.4 Personalised support	
1.5 Management of resources to promote equity	2.5 Family learning	
	2.6 Transitions	
	2.7 Partnerships	

Leadership of Learning & Curriculum (1.2, 1.3, 2.2) – endorse the values, principles and purposes of Curriculum for Excellence and Building the Ambition: Being Me

• **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.

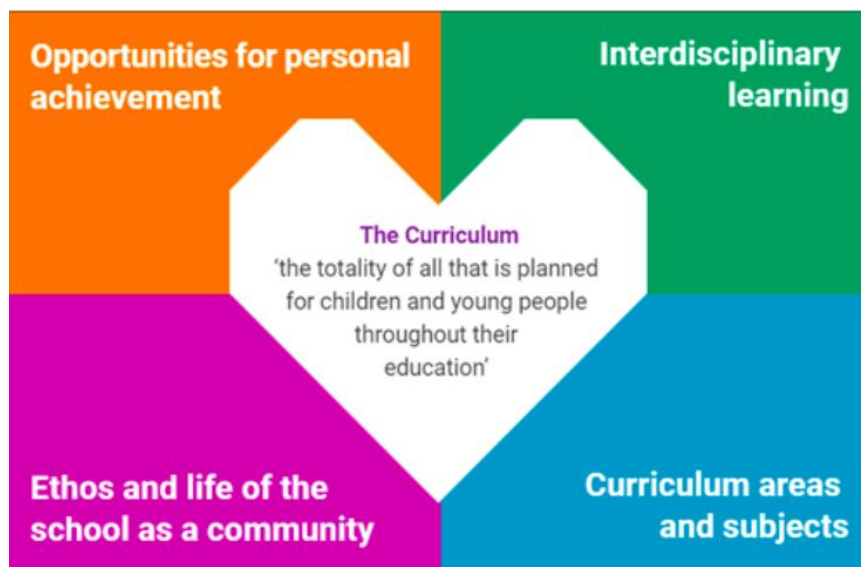
• **Family Learning & Partnerships (2.5, 2.7)** – develop and promote partnerships, to engage in dialogue about learning and the life of the school to ensure that learners make the best possible progress.

- [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 appropriate 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 and 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.
- Ensure children are aware of the skills they are developing, their rights and the global goals and how these link to the curriculum we provide.
- Strive to ensure the children can see themselves within the curriculum we provide whilst being able to understand the lives of others through it.

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 and continue working towards being a fully accredited Attachment Informed, Trauma Sensitive School.
- 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 all 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.

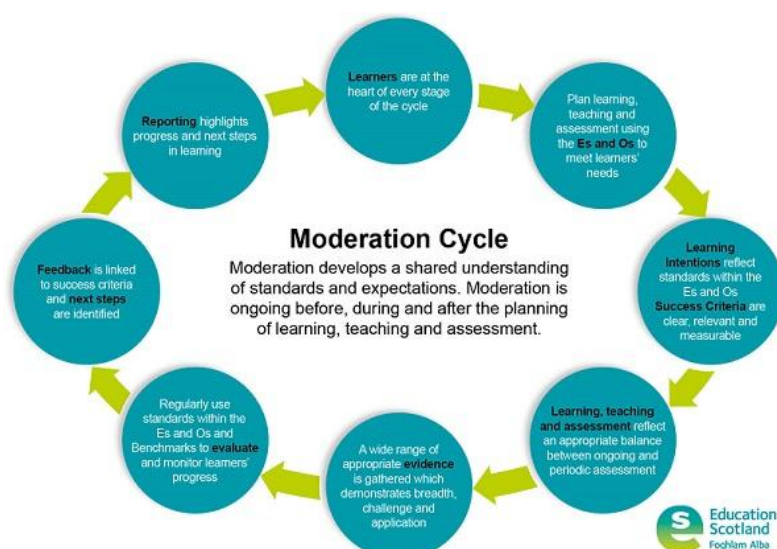
Framework for Assessment

In Carnwath Primary, our Framework for Assessment is designed to support the purposes of Curriculum for Excellence. We use assessment to:

- Support learning that develops the knowledge and understanding, skills and attributes and capabilities which contribute to helping our children become successful learners, effective contributors, responsible citizens and confident individuals.
- Give assurance to parents, children and others, that our children are progressing in their learning and working towards and achieving the high expectations we have for them.
- Provide a summary of what learners have achieved.
- Contribute to planning for the next stages of learning and help learners progress at a pace appropriate to their abilities.
- Increase the chances of positive destinations for all our learners.
- Inform future improvements in learning and teaching.

The values that underpin Curriculum for Excellence inform all aspects of assessment. Our curriculum is inclusive, a stimulus for personal achievement, and through broadening of experience, encourages informed and responsible citizenship. Assessment involves making judgements about children's learning. The important decisions that are made on the basis of these judgements are made using sound evidence and professional integrity, ensuring equity for all.

A coherent approach to planning the curriculum, learning, teaching and assessment is ensured through effective use of the Learning, Teaching and Assessment Cycle as shown below:



In order to gather good quality evidence of learners' progress through relevant experiences, staff will use a range of approaches that reflect the breadth, challenge and application of learning and the wide range of skills being developed. The active involvement of children in assessment is essential to ensure they have a well-developed sense of ownership of their own learning and can also help one another. Our established Target Setting Programme provides opportunities for children to engage in their learning and develop a range of skills through evaluating their work and taking into account feedback from their peers and their teacher in order to set, work towards and assess individual targets on a regular basis.

Assessment in Carnwath

In Carnwath Primary School, we follow a carefully planned assessment calendar which ensures children are assessed regularly so successes can be celebrated, interventions introduced where required and next steps can be identified in order to maintain an appropriate pace of learning. Assessment takes a holistic approach within a structured framework which supports teachers as they make judgements about pupil learning and plan next steps. Individual assessment information for literacy and numeracy is contained in each pupil's assessment folder which travels with them from P1 to P7. These folders contain evidence of the level have achieved and is used to collate evidence for the level they are currently working towards. Results of annual assessments are recorded on the tracking and monitoring spreadsheet. Group information is contained in the class assessment folder.

Personal Target Setting

We have spent several years developing and improving our current Target Setting approach. Children are supported to identify their strengths and areas for development and to use this information to set themselves relevant learning goals. Each child from P2-P7 has a target setting book on Book Creator. Targets are set and updated at least 3 times per year. Children can decide how to evidence the work they have done towards their targets. The targets for P1 children are recorded on their 'Being Me' wall.

At the end of the session, a QR code is created, and children are encouraged to share their target setting book with parents and carers. These books also document achievements within and out with school. There is also opportunity for this to be shared at various events throughout the year, and parents are given the opportunity to comment and contribute ideas to the learning goals.

Assessment of Other Curricular Areas

Through long-term planning, we have a carefully constructed plan to ensure every child is assessed once every session for each of the other curricular areas. It is important that this is recorded and celebrated as these areas are often where children can enjoy real success with subjects they are passionate about.

This approach means every child has three assessments for each curricular area as they progress through first and second level which gives evidence of progress.

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.

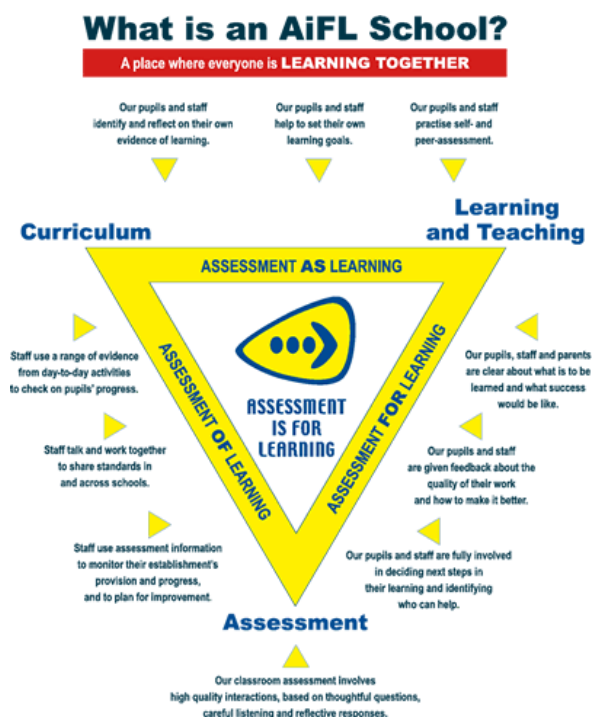
Moderation

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 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.
- Ensure the quality of learning, teaching and assessment is consistent and coherent throughout our schools by agreeing on what high-quality lessons look like.

Assessment for learning strategies (AiFL)

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.



Peer School Review

We are also involved in the Peer School Evaluation process within South Lanarkshire and work closely with Neilsland Primary School in Hamilton and Loch Primary School in Rutherglen.

Aims of the programme:

- To work with colleagues to validate self-evaluation and share good practice
- To support establishments to secure improvements in performance
- To widen the framework for support for senior leadership and teachers
- To provide challenge to current practice

Attainment Families

The school has recently been given an attainment family to work with. These are schools that have been identified by using information such as catchment, SIMD and FSME levels, ASN levels, size.

We plan to work within the family to look closely at attainment, achievement and attendance and support each other by sharing knowledge, skills and information that ensure we are providing the best possible education for all children.

Conclusion

At Carnwath Primary School providing the best possible experience and education for all our children is paramount. This is a complex task but by keeping our vision and values at the heart of everything we do, we ensure our focus remains on this extremely important mission.

