

# **Crawford Primary**



## **Learning, Teaching and Assessment Policy**

### **Our Vision**

**Caring; Conscientious; Creative**

**To Be the Best We Can Be**

### **Our Values**

***Respect ourselves, others and the environment***

# Learning, Teaching and Assessment Policy

## 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 ensure excellence and equity of opportunity for the learners of Crawford 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 ready to grasp opportunities and reach their dreams.
- Provide our learners with the opportunity to learn from others, to be innovative, creative problem solvers who can apply their learning.

## The Four Capacities



## In Crawford Primary School 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?
<b>1.1</b> Self-evaluation for self-improvement <b>1.2</b> Leadership of learning <b>1.3</b> Leadership of change <b>1.4</b> Leadership and management of staff <b>1.5</b> Management of resources to promote equity	<b>2.1</b> Safeguarding and child protection <b>2.2</b> Curriculum <b>2.3</b> Learning, teaching and assessment <b>2.4</b> Personalised support <b>2.5</b> Family learning <b>2.6</b> Transitions <b>2.7</b> Partnerships	<b>3.1</b> Improving wellbeing, equality and inclusion <b>3.2</b> Raising attainment and achievement <b>3.3</b> Increasing creativity and employability

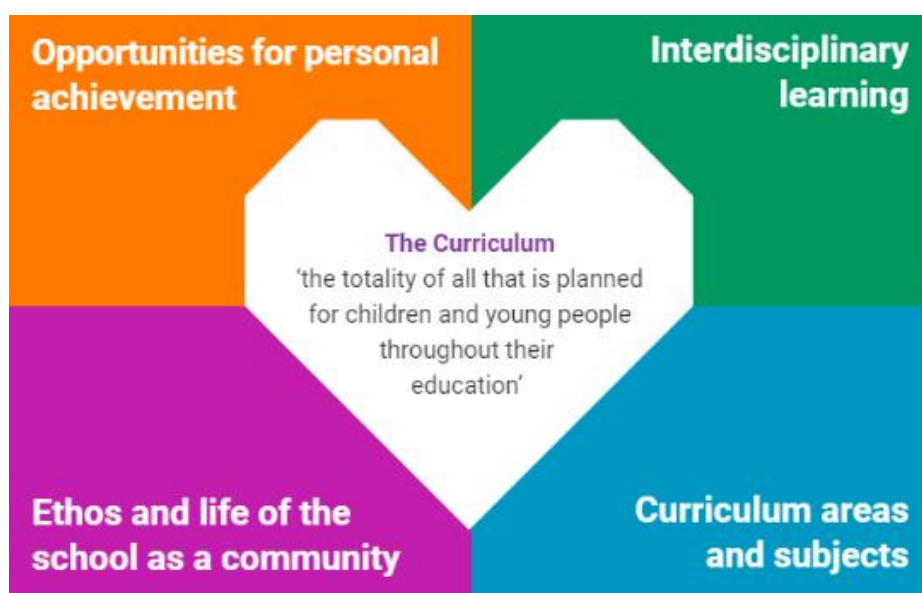
- Leadership of Learning & Curriculum (1.2, 1.3, 2.2) – endorse the values, principles and purposes of Curriculum for Excellence. We will endorse the SLC Policy on Leading Learning.
- Learning, Teaching, Assessment & Innovation (2.3, 3.3) – deliver well-planned, high-quality programmes of work which 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 Crawford Primary School by building & sustaining opportunities for all stakeholders to change & continuously improve.

## Curricular Design

Teachers work collegiately throughout the Learning Community to ensure our curriculum provides:

- breadth, depth and progression at all stages.
- continuity and progression between stages and at key transitions.
- relevance and coherence to wider life.
- opportunities for pupils to exercise personalisation and choice.
- opportunities for challenge and enjoyment.



## Curricular Planning

At Crawford Primary, staff use the SLC/Establishment/LC Progression Frameworks, including Together We Can We Will as well as ‘Realising the Ambition – Being Me in nursery, and Education Scotland Benchmarks as a “tool” for effective planning and assessment of our curriculum. Pupils value opportunities to have a say in what and how they learn.

## **Learning & Teaching Approaches**

We believe that learners within Crawford Primary School 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 can work independently and collaboratively.

Our children are regularly consulted and views sought, valued and acted upon how they learn best.

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

- Use the SLC/Establishment/LC 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 to meet the needs of all learners including those with additional needs.
- 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 what needs to be done and who and what can help them.
- Maintain and regularly review records of progress.
- Provide parents with clear information on their child's progress, next steps in learning and how they can support their child's learning.
- 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.
- Smile at them, greet them and ask about their welfare so that they 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.
- Provide opportunities for relaxation/energising where appropriate.
- Ensure that the school is visually attractive and welcoming.
- Ensure that they feel 'ownership' through personal spaces, name tags, classroom responsibilities etc.
- Rigorously implement equalities and positive relationships policies.

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

- Implement the school's vision, values and aims consistently.
- Give children clear goals and time limits.
- Have high and clearly communicated expectations that every member of the school community will set a good example.
- Involve them in self-assessment and target setting.
- Explain the learning expectations clearly.
- Ensure that they experience success and praise.
- Provide children with opportunities to develop leadership capacity.

**Nurture and Attachment Principles**

In Crawford Primary School 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 and young people, all 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

We have high expectations for effort and behaviour, and we aim to create a climate where children can develop into Confident Individuals, Successful Learners, Effective Contributors, and Responsible Citizens. This is guided by the six attachment pledges:

- See the whole person
- Hear their voice
- Recognize behaviour as communication
- Respond with compassion
- Act to make a difference
- Believe in change

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

- Provide class teachers and support staff with day-to-day, line management 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 Crawford 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.



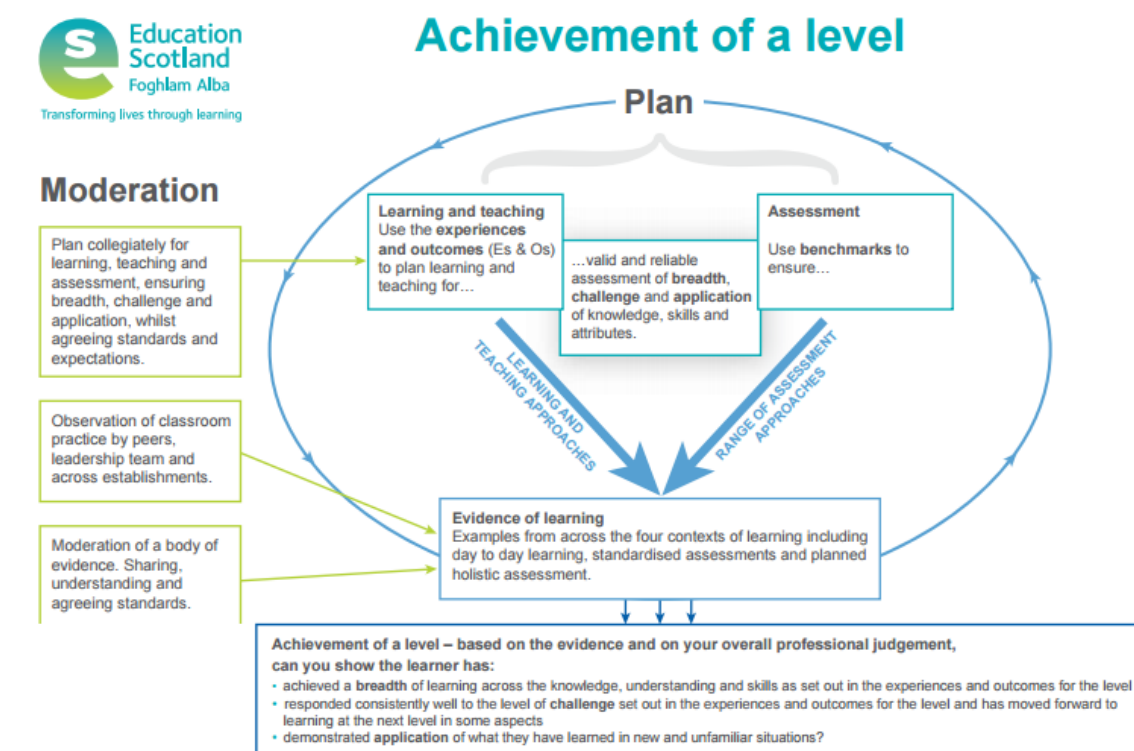
This diagram provides a summary of the national Framework for Assessment created to support the purposes of learning which we base our principles on. The standards and expectations that form our aspirations for all learners in Crawford Primary School are set out for the whole curriculum in the experiences and outcomes and the nationally published Benchmarks of Curriculum for Excellence.



In Crawford Primary School, 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. Assessment focuses on learners' knowledge, understanding and skills, ensuring a holistic view of progress. 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 the knowledge and skills they have learned in new and unfamiliar situations.
- have achieved a breadth of learning and skills development 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 in some respects.

Teachers can use these three aspects - breadth, challenge and application - to make professional judgement about 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 slide below illustrates what breadth, challenge and application might look like when assessing if a child is secure at a level. The achievement of a level diagram also supports teachers in making a judgement as to whether a child is secure at a level or not.



In all areas of the curriculum in Crawford Primary School, Education Scotland Benchmarks of Curriculum for Excellence describe the expectations for learning and progression across all levels. The knowledge and understanding, skills, attributes and capabilities that contribute to the four capacities\* are embedded in the experiences and outcomes and form the basis of day-to-day assessment.

\*Four Capacities – Responsible Citizens, Confident Individuals, Successful Learners and Effective Contributors.

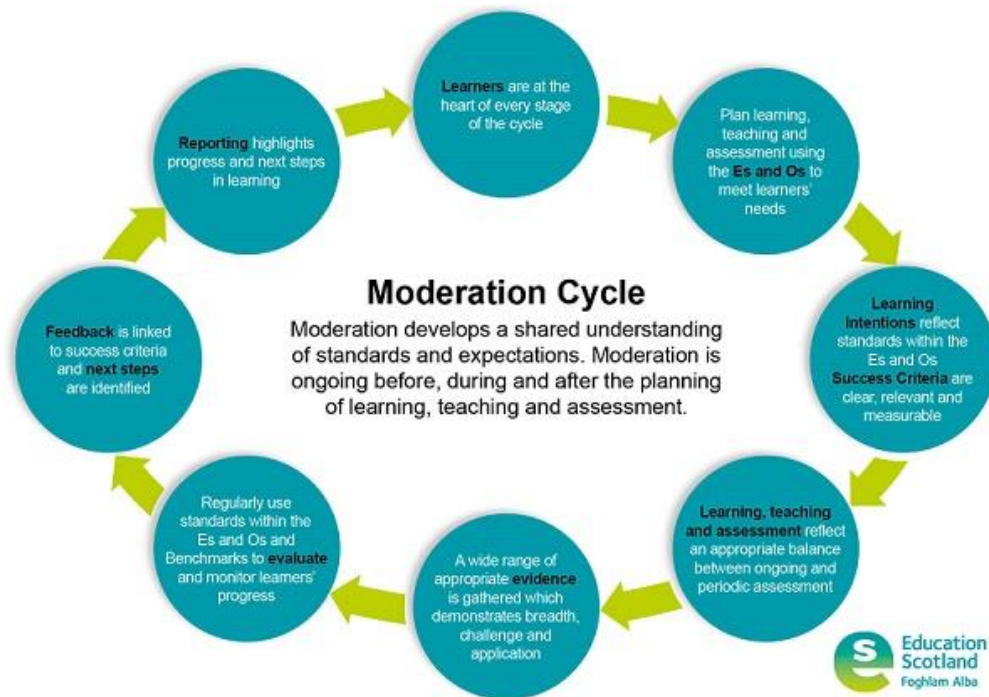
### **How we assess**

**Assessment** is an integral part of the teaching and learning cycle and is central to ongoing classroom practice. Standardised assessments are used annually in Literacy, Numeracy and Mathematics for all pupils. The Scottish Government has introduced a new system of standardised assessments, called the Scottish National Standardised Assessments (SNSA). The assessments involve all children at the P1, P4, P7 and S3 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 for the broad general education. In Crawford Primary School it involves teachers, and other professionals as appropriate, working together, drawing on guidance and exemplification (see achievement of a level diagram/benchmarks and breadth, challenge and application diagram) 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.

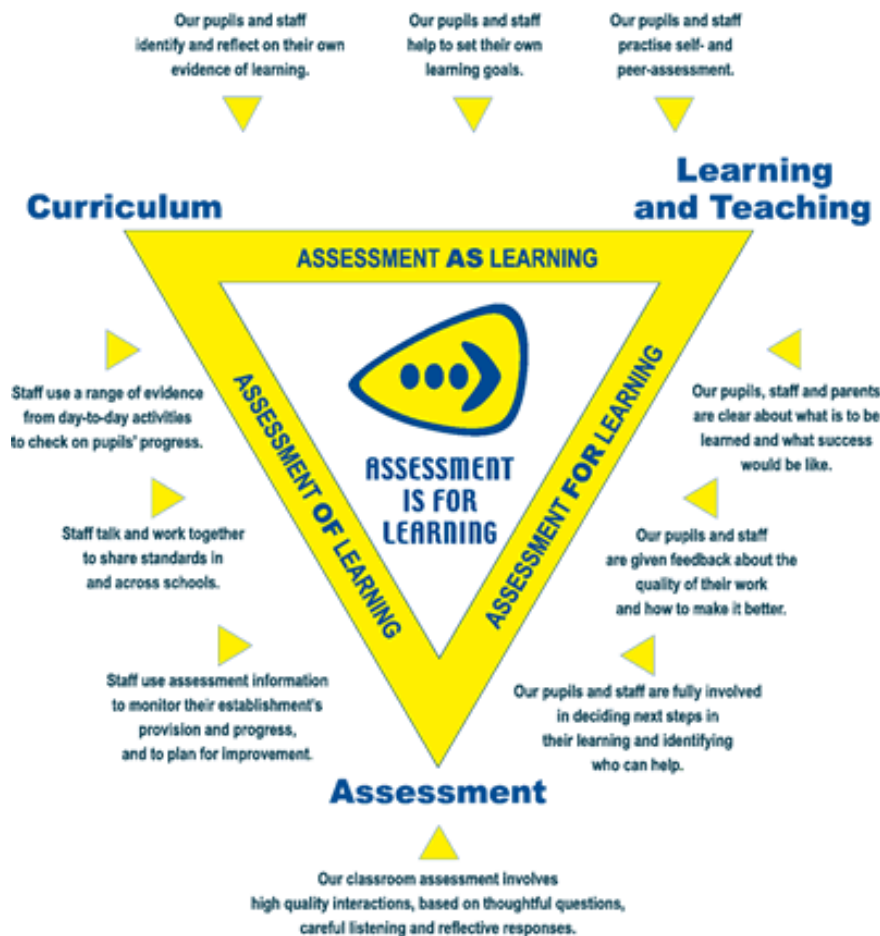
The Moderation Cycle/Learning, Teaching and Assessment Cycle is a tool used in Crawford Primary School to place assessment and moderation within the process of teaching and learning, providing a **HOLISTIC APPROACH**. By ensuring that the Moderation Cycle/Learning, Teaching and Assessment Cycle is used, a firm foundation is in place to improve quality professional dialogue on teaching and learning.



Assessment for learning strategies, is an extension of formative assessment. It is the process of seeing and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there. It is ongoing and part of effective learning and teaching.

# What is an AiFL School?

A place where everyone is **LEARNING TOGETHER**



## 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 themselves, and others.
- provide a summary of what learners have achieved.
- contribute to planning the next stages of learning ensuring learning is coherent, has breadth and depth.
- inform future improvements in learning and teaching.

### Monitoring Standards over Time

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

As a learning community we work together and with our local authority officers to support the development of a shared understanding. This ensures we achieve consistency in standards

and expectations. To build trust and confidence in our judgements and assurance, we are consistently applying national standards and expectations.

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 Peer School Review (PSR) programme within South Lanarkshire.

The Peer School Review involves schools working together in a structured way towards improvement and raising attainment for all children and young people in South Lanarkshire

The Peer School Review Programme operates under the following core principles:

- A collective commitment to better outcomes for all children and young people across South Lanarkshire
- A professional commitment to self-evaluation and school improvement post-pandemic, acting on the identified next steps following a review.
- The process is rigorous, and objective based on evidence and centred around the question, 'What are we going to do now?'
- Complements the approaches outlined in the School Improvement Manual and empower school leaders to develop self-evaluation process which best reflect their own establishments.
- A review is completed in an open and transparent manner using an evidence-based approach to build deeper relationships and drive improvement across establishments.
- Further South Lanarkshire Council's commitment to continuous improvement; supporting excellence and equity.

## **Reporting on Progress and Achievement**

Assessment information is shared and discussed with the learner, parents, and partners involved in supporting learning. Parents receive regular information about their children's strengths, progress and achievements.