



Learning, Teaching and Assessment Policy

Rationale and Aims

This policy aims to give a consistent and coherent approach to learning, teaching and assessment across the school. At Udston, we recognise that in order for learners to reach their full potential, they need to feel safe, welcomed and nurtured. Our motto and values were created in collaboration with all stakeholders and underpin everything we do at Udston.

Our Motto:

Learn Together, Laugh Together, Achieve Together

Our Values:

Trust ~ Teamwork ~ Respect ~ Effort ~ Kindness

As a staff team, we aim to provide an education which promotes:

- The development of knowledge, skills and understanding with a positive attitude to lifelong learning
- Continuity and progression, including opportunities to consolidate and build upon prior learning
- Pace and challenge to ensure learners reach their full potential
- A broad, balanced and relevant curriculum in line with national guidance which is sufficiently flexible to meet the needs of all learners
- The use of interdisciplinary learning and responsive planning to make learning meaningful and accessible for all learners
- Recognition of wider achievement and takes a holistic view of each child's development
- A learning environment where learners are motivated and engaged in their learning

School Curriculum

Curriculum for Excellence is the name given to the curriculum in Scotland for all learner's and young people aged 3-18. It is a forward looking, coherent, flexible and an enriched curriculum that provides young people with opportunities to engage with the knowledge, skills and attributes they will need to flourish in life, learning and work.

The curriculum places learners at the heart of education and, at its centre, are four fundamental capacities that we aim to develop in all our learners, so that they may become

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

The curriculum is made up of the following areas:

- Expressive Arts
- Languages and Literacy
- Health and Wellbeing
- Numeracy and Mathematics
- Religious and Moral Education



- Science
- Social Studies
- Technologies

Our learning and teaching activities are based on the outcomes and experiences in the guidelines that all schools have for Curriculum for Excellence.

Level	Stage
Early	The pre-school years and Primary 1, or later for some.
First	To the end of Primary 4, but earlier or later for some.
Second	To the end of Primary 7, but earlier or later for some.

Planning (Principles of Curriculum Design)

Effective planning lies at the heart of a high-quality learning environment. All teachers will plan using the principles for curriculum design to ensure that we promote learner's development and learning across a wide range of contexts. This will help to develop learners who are able to think critically and contribute actively during independent and cooperative learning experiences and social situations.

The following principles of curriculum design will be reflected in our planning:

- **Challenge and Enjoyment** – Learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, learners should experience an appropriate level of challenge, to enable each individual to achieve their potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable learners to sustain their efforts.
- **Breadth** - All learners should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that they will learn and develop through a variety of contexts, both within the classroom and other aspects of school life.
- **Progression** - Learners should experience continuous progression in their learning from 3 to 18 years. Each stage should build upon previous knowledge and achievements. Learners should be able to progress at a rate which meets their individual needs and aptitudes.
- **Depth** - There should be opportunities for learners to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.
- **Coherence** - Learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with learners in order to bring different strands of learning together.
- **Relevance** - Learners should understand the purpose of their learning and related activities. They should see the value of what they are learning and its relevance to their lives.
- **Personalisation and Choice** - The planned learning experiences should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once learners have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.



Quality of Learning and Teaching

It is important that our pupils know and understand what they are learning, why they are learning and what success looks like. Class teachers focus on the following:

- A clear lesson structure, but with opportunities for flexibility based on ongoing assessment of learning throughout the lesson.
- Learners should understand the purpose of their learning.
- Learning should be built on previous experience/prior learning.
- Learning should be challenging and well matched to learners' needs and interests.
- Learning intentions should be set in child-friendly language. The learning intention should be discussed at the start of the lesson and be displayed/be referred to throughout the lesson to remind learners of what they are learning.
- Success criteria should let learners know what success in the lesson will look like. Success criteria should be co-created with the learners. Success criteria highlight specific outcomes lined to the learning intention. They should focus on the process rather than the result and may sometimes use the "I can..." format.
- Explanations and instructions should be clear to all learners.
- A range of effective questioning techniques should be used by the teacher with appropriate response or thinking time and opportunities to develop higher order thinking skills.
- There should be a balance of whole class, group and independent learning used to meet the needs of learners.
- Clear differentiation should be in place to suit the needs of all learners.
- Resources should be appropriate, accessible, engaging and meaningful to the task.
- An agile learning culture should be encouraged, where there are no boundaries to where or how learners learn.
- Learners should be encouraged to take responsibility for their own learning.
- Teachers and support staff should be actively engaged with learners throughout the learning process.
- Staff/partnership working should be meaningful and measurable.
- Appropriate interventions should be used to support/challenge individual/small groups of learners.
- Staff should regularly link learning to the 4 contexts of learning (curriculum areas/subjects, interdisciplinary learning, ethos and life of the school, and opportunities for personal development), as well as highlight its relevance to the world of work.
- Digital technology should be used to enrich, support and challenge learning.
- Plenaries should be used to reinforce the learning process and to identify how successful learners have been in relation to the learning intention and success criteria. Pit stops or hinge-point questions should be used during the lesson, so they plenary should promote self and peer assessment by learner's reflecting on what they have learned and the work that they have produced. There are a variety of plenary ideas, such as exit passes, give me 3, etc. Plenaries should also focus on next steps for learners.
- A play-based pedagogy should be adopted within the infant stages, taking the wider needs of the cohorts into consideration each year to ensure the environment and approaches used are developmentally appropriate.

Assessment



Our Assessment Calendar identifies the assessments which should be carried out at various points during the school year. This ensures that our assessment process is robust, reliable and consistent, and it also helps us with early identification of needs.

Assessment is an integral part of our planning and is linked to the Curriculum for Excellence experiences and outcomes, as well as the Benchmarks. All assessments inform next steps for learners. They gather effective and timely evidence which staff use to inform their professional judgement and to report on pupil progress.

- Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on progress. Teachers use a range of formative and summative assessment approaches to assess pupil attainment and achievement across the curriculum. These assessments allow learners to demonstrate what they know, understand and can do both in familiar and unfamiliar contexts.
- Assessment approaches should be proportionate and fit for purpose. Different forms of assessment are appropriate at different stages and in different areas of learning. It is important that an overview is taken across all learners' assessment experiences to ensure breadth, balance and coherence in approach.

Moderation

A vital part of the learning, teaching and assessment process is moderation. As part of our annual Working Time Agreement, we value opportunities to work collegiately within our own school, as well as within our Learning Community and beyond to support career long professional learning and a shared understanding of standards and expectations.

Moderation with colleagues increases staff confidence and ensures consistency of teacher judgement in terms of achievement of a Curriculum for Excellence level.

Monitoring Attainment and Achievement

Tracking meetings take place three times annually with teaching staff and are planned as part of our Quality Assurance Calendar. During these, a member of the Senior Leadership Team (SLT) will meet with class teachers to identify those learners who are on track, those who are exceeding and those who are in need of further support in Literacy (Reading, Writing, Listening & Talking), Numeracy and Health & Wellbeing.

Collated attainment information is used to update the school's Tracking Database which then leads to us looking strategically at the data to ascertain any trends or patterns for different groups (including ASN, gender, and those who are disadvantaged through poverty, etc). Staff are also supported to analyse the data for their own class. This performance information is then used to make informed decisions linked to future plans for learning and teaching and our school improvement cycle.

Classroom and peer visits, as well as regular jotter monitoring and pupil focus groups, provide an opportunity for us to promote a consistency of practice across the school. The SLT collate information from these activities, which we then use to help us identify our priorities for improvement.

Attendance at extra-curricular clubs is tracked and monitored. This data is used to help us target and encourage all the learners in the school to become involved in extracurricular activities, particularly those at risk of missing out.

Additional Support Needs (ASN)



Learners with an identified need may have access to a targeted intervention delivered by staff in class, outwith the class but still within the school, through other partners within Education Resources, or from external agencies. We provide support at four interventions stages:

- Intervention Stage 1 - The additional support needs of the child are met and managed within class.
- Intervention Stage 2 - The additional support needs of the child are met and managed within the school. For example, this might include additional support from an additional teacher or a support assistant.
- Intervention Stage 3 - The additional support needs of the child are met and managed within the school with support from partner services and agencies from within Education Resources. For example, this might include support from the school's Educational Psychologist (Heather Kyle) or the Specialist Support Teacher (Frances Kirkland).
- Intervention Stage 4 - The additional support needs of the child are met and managed with the use of resources/support from partner agencies and services outwith Education Resources. This may include support from the National Health Service (NHS) or Social Work and can be in the form of a multi-agency approach. The additional support needs of the child may also be met and managed through placement in a specialist setting. For example, this might involve placement in a special school or service.

The school's SLT, ASN Coordinator and staff at all levels meet regularly to discuss pupil progress and needs. Depending on the needs of the child, the team will decide to:

- monitor progress
- carry out further assessment
- provide additional support as required

The impact of planned interventions is monitored regularly by teachers and support staff, as well as by the learners involved. The success of these will then determine whether or not an intervention should continue.

Some learners with long-term, significant additional support needs will have an Additional Support Plan (ASP), a Behavioural Assessment and Support Plan (BASP) or a Health Plan written by medical professionals in consultation with parents/carers and school staff. The Named Person for learners of school age and over is the head teacher (Michelle Parker). The Lead Professional is the person leading on the most significant aspect of support. Parents/carers should discuss concerns about their child's progress with their class teacher in the first instance.

Success and Achievements

Termly Achievement Assembly: At the end of each term, the SLT visit all classes where all learners are celebrated for their commitment to our School Values. During the final term, parents/carers are invited in to share this special occasion with their child.

Wider Achievements: Learners' out of school achievements are celebrated at our termly Wider Achievements Assembly and their photos are displayed proudly on our Wider Achievements display.

Hot Chocolate Friday: Class teachers are asked to nominate one pupil each week, who has gone above and beyond. This pupil will then enjoy a sweet treat and a blether with SLT. This is proving to be a very successful addition to the school week!

Partnership with Parents/Carers

Parents/carers are the most important influence in a child's life so we strive to involve families in their learner's learning wherever possible through a variety of events, such as open afternoons, school assemblies, parental workshops, etc. We also encourage partnership working from our



parents/carers through their involvement in the Parent Council and work linked to our School Improvement Plan, Curriculum Rationale, etc.

Pupils in Primary 1 and 2 follow **the 'Focus Child' Approach** where every week, a small selection of children from each class will be identified as a 'Focus Child' by their teacher and some of the interactions that happen between the adult and child will be recorded on a 'Learning Journey' sheet which is then shared with families. When your child is chosen as a Focus Child, you will be notified the week prior when their consultation sheet is sent home. At the bottom of the consultation sheet, there will be a date and time written for you to come into school the week following your child's focus week for a seven-minute Learning Conversation with the class teacher. The Learning Conversation will give you the opportunity to discuss your child's Learning Journey and to identify the next steps in their learning. Primary 1 and 2 pupils also receive a written report at the end of the school year, indicating what level their child is working towards.

For pupils in Primary 3-7, our Parent/Carer Consultations pupils take place in October and May, with a full written report sent home for each child just before the consultation in May. Parent/carers are encouraged to support their child with home learning and information about what is happening in the school is sent home via our new monthly SWAY newsletters.

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