



*Wester Overton
Primary School*

Learning, Teaching and Assessment Policy

DRAFT



Rationale

The purpose of our school's Learning, Teaching, and Assessment policy is to establish a shared understanding among all staff members of what constitutes highly effective practices. These practices align with Wester Overton's vision for our learners. It is essential to review the Learning, Teaching, and Assessment policy alongside the Council's Equalities and Inclusion Policies to ensure that all educational practices meet the diverse needs of our learners. Additionally, the information provided to parents and carers should be tailored to meet their specific needs. Teachers are encouraged to consider potential barriers to involvement, including additional support needs, language, disability, gender, race, religion or belief, sexual orientation, and transsexual orientation, addressing both social and educational requirements.



Our Vision, Values and Aims underpin the ethos and life of our school. We want children at Wester Overton Primary School and Nursery Class to experience an inspirational, innovative, and progressive education. Our aims are as follows:

- To provide a nurturing and challenging environment for all children.
- To provide an ethos of mutual trust and respect where everyone tries their best.
- To prepare children for the future.
- To build strong community links.

These aims align with the Strathaven Learning Community's shared vision value and aim's to be:

RESPONSIBLE, RESPECTFUL and RESILIENT and its aspiration vision that **"Together We Thrive."**

This rationale has directly stemmed from:

- Collaborative teamwork, where everyone supports and challenges each other.
- Continued quality assurance of approaches and outcomes.
- Professional development for all staff.
- Moderation of well-planned, differentiated, and assessed learning.
- Distributed leadership among all staff members.

Learning and Engagement

Pupils are active and fully engaged, demonstrating resilience and high motivation while effectively interacting during lessons. Learners comprehend the purpose of their education and, when appropriate, lead learning, with staff ensuring relevance and clear context.



The curriculum builds upon prior learning experiences, presenting challenges that align with the individual needs and interests of the learners. Students are empowered with choice and increasing responsibility for their educational journey.

Digital technology is thoughtfully incorporated to enhance, support, and challenge learning and to reflect the skills required for working in the modern world. The language used in the learning process facilitates and encourages dialogue among learners. Self-assessment is integral to development, enabling pupils to recognise importance of learning from errors and developing the ability to apply newly acquired knowledge in various unfamiliar contexts.

A diverse range of engaging and pertinent resources enriches the overall learning experience. The learning environment is characterised by positivity and richness, encompassing well-organised classrooms, informative displays, and easy accessibility to resources both in the classroom and in other learning environments.

Relationships are developed through attachment informed practice and nurturing approaches such as Pivotal so that our highly skilled staff can work with children of all abilities to ensure learning is motivating and meaningful and ensures the four capacities continue to be embedded in practice.



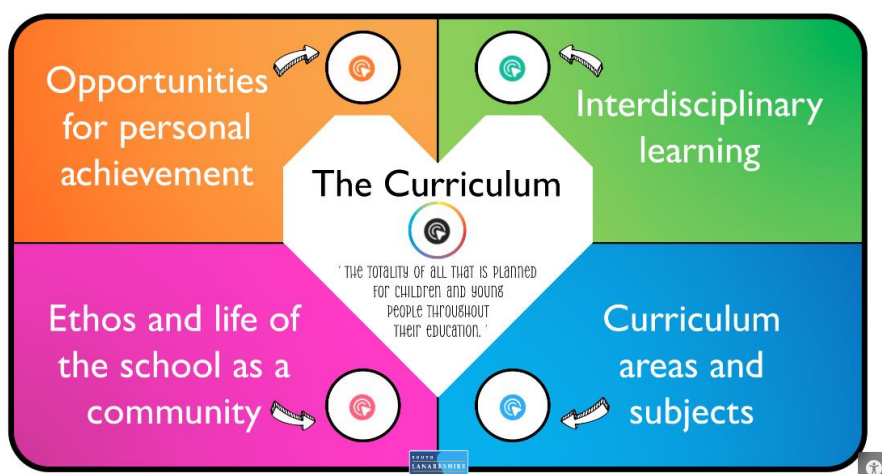
Quality of Teaching

Quality teaching in Wester Overton Primary School, under the framework of Curriculum for Excellence, embodies a dynamic and child centred approach. Teaching staff moderate areas of the curriculum to share good practice and consistently share their professional learning with others to allow everyone information and access to a variety of teaching methods to facilitate learning for their class and the groups and individuals within.

Pupil consultation through pupil voice groups informs practice across the curriculum both in the classroom and in extracurricular opportunities. Parents are updated on the school's improvement priorities through regular newsletters and their views sought through effective consultation procedures including questionnaires. We also liaise closely with our Parent Council on our improvement priorities.

With this consultation we develop a consistent approach to ensuring:

- Lesson structure is clearly defined, allowing for flexibility based on ongoing assessment of learning within the lesson.
- Collaboratively developed Learning Intentions and Success Criteria are revisited throughout lessons, building on prior knowledge and meet appropriate benchmarks and outcomes of CfE.
- The teacher provides clear explanations and instructions for all learners.
- Teachers actively engage with students throughout the learning process, encompassing teaching, assessing, and intervening as needed.
- Various effective questioning techniques are employed, offering appropriate responses, and thinking time, fostering higher order thinking skills.
- The teaching approach includes a balance of whole class, group, and independent learning to cater to diverse learner needs and provides differentiation to meet support needs and to challenge all pupils.
- Each lesson is well planned to incorporate a well-managed combination of pace, challenge, and support, demonstrating effective differentiation.
- Plenaries consistently conclude learning experiences.
- Resources, including digital technologies, are used throughout the curriculum, and continually audited to ensure appropriateness. Pupils have access to Chromebooks and/or iPads to support individual learners needs and to integrate digital learning in literacy and numeracy.
- Collaborative efforts among staff and meaningful interventions are evident.
- Learning is regularly linked to the 7 principles of CfE, emphasising their relevance to the world of work.
- The appropriate environment is selected to meet the needs of all learners from maximising the use of the classroom setting, adapting environments to suit needs, utilising outdoor spaces to using nurture-based environments where appropriate.



Effective use of Assessment

The principles grounding Curriculum for Excellence inform all aspects of assessment at Wester Overton. These principles emphasise inclusivity, serving as a catalyst for personal accomplishment, and fostering informed and responsible citizenship through a diverse range of experiences. Assessment, integral to gauging children's and young people's learning, necessitates making well-founded judgments. The critical decisions arising from these assessments should be rooted in robust evidence and professional integrity. Assessment methods must steer clear of preconceptions and stereotypes, and be fair to all stakeholders, including children, young people, their families, and communities.

As outlined in 'Building the Curriculum 5' the purposes of assessment are:

- to support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities for Learning, Teaching and Assessment Policy.
- to give assurance to learners, parents, and others, that children and young people are progressing in their learning and developing in line with expectations.
- to provide a summary of what learners have achieved, including through qualifications and awards.
- to contribute to planning the next stages of learning and to help learners progress to further education, higher education, and employment.
- to inform future improvements in learning and teaching.

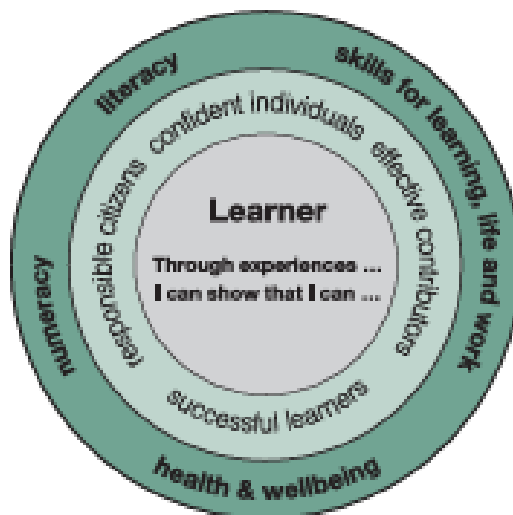
At Wester Overton, we have a robust approach to assessment and moderation, collaborating across the school and Learning Community. Assessment is built into our day to day learning and teaching. Our staff know our pupils well and use this knowledge to build a profile of the strengths and development needs, involving pupils in identifying their next steps. If a pupil is identified as not on track in their learning, interventions are put in place in a timely manner.

For children with additional support needs or those requiring a coordinated support plan, assessments are tailored to their individual requirements.

We have bi-annual assessment of the children through SWST (spelling), PIRA(reading) and PUMA(maths) assessments to inform class groupings and future learning and teaching. These happen in Term 1 and Term 3 and allow both the planning and implementation of appropriately staged lessons and to monitor progression across the year.

Data is analysed to inform the structure of classes and to identify support needs. This data also forms the basis of discussion in termly professional dialogue meetings to ensure needs and challenges are being met and where staged interventions may be appropriate.

Collected data also informs parental/carer discussions and is used by those members of staff specifically working with pupils on staged interventions.



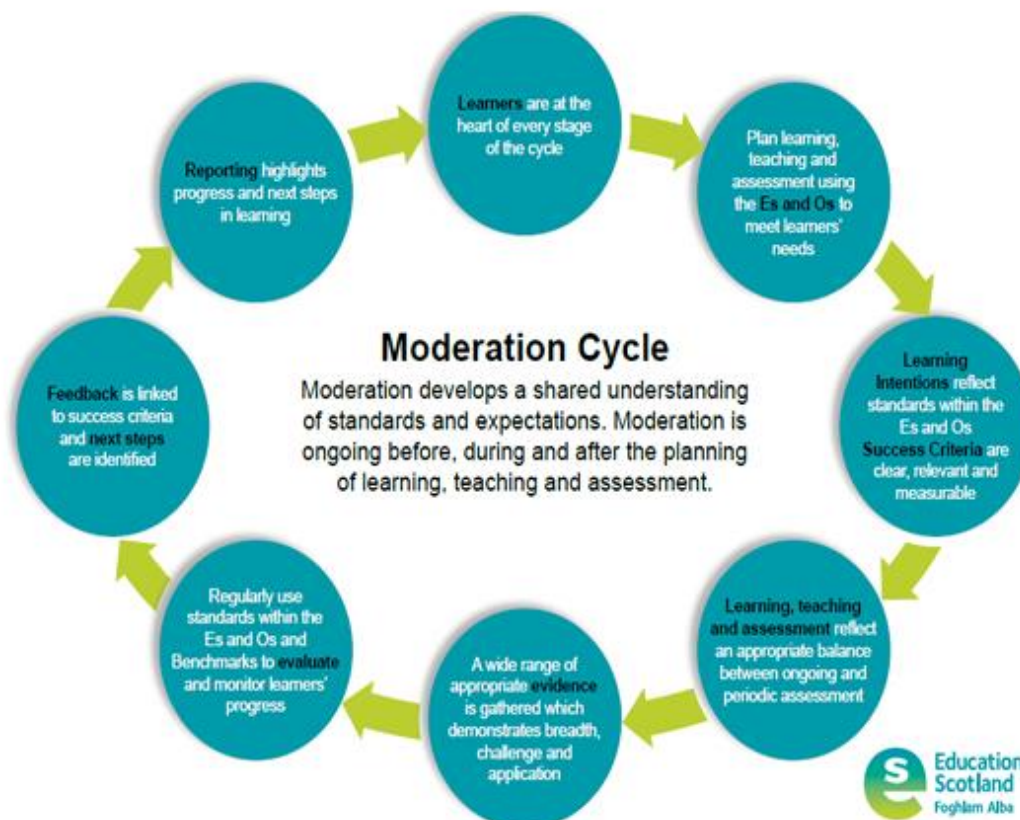
Data collected from assessment is the basis for ensuring quality transition within the school from stage to stage but also in transitions from early years and to secondary establishments.

At Wester Overton, we use a wide range of both summative and formative assessment and teaching approaches to validate our professional judgements:

- AifL approaches are used consistently throughout classes for example peer and self-assessment, observations, effective questioning and traffic lighting.
- Evidence from jotters with regular jotter monitoring by SLT in place.
- Summative Assessments on a weekly, termly, end of topic basis such as numeracy check-ups and topic summaries, weekly active literacy strategies including diacritical marking and dictation sentences, end of topic quizzes, PM benchmarking in reading and comprehension activities.
- Ongoing tracking with reference to Benchmarks in continued progression in literacy and numeracy tasks as well as Talk for Writing criteria.
- Holistic approaches which opportunities to apply learning in different situations – assessments involving challenge which allow pupils to demonstrate breadth of learning across Es and O's.
- Standardised Assessments to attain progress in literacy and numeracy and single word spelling tests.
- SNSA annually in P1, P4 and P7.
- Planning of lessons ensures ongoing assessment throughout a lesson with reference to agreed success criteria with time for adapting to results and plenary.

Moderation

In Wester Overton moderation serves several important purposes to ensure consistency, fairness, and reliability in the assessment and evaluation of pupils' achievements. Moderation helps maintain a consistent standard of assessment across different stages, levels and across the Strathaven Learning Community. This is crucial to ensure that students are assessed fairly and that their achievements are measured against consistent benchmarks.



It serves as a quality assurance measure by validating the reliability and accuracy of assessments and also provides an opportunity for teachers to engage in collaborative discussions about the assessment process. By regularly sharing and discussing assessment practices and examples of work, our staff develop a shared understanding of standards, expectations, and criteria for evaluating student work.

Moderation is a valuable tool for professional development. Our staff learn from each other, share best practices, and gain insights into effective assessment strategies. This collaborative process allows educators to discover innovative and effective approaches to supporting student learning and achievement and allows new members of staff the opportunity to see school practice and the progression pathway of our pupils.

Moderation offers a platform for teachers to receive constructive feedback on their teaching assessment and to share good practice. This feedback encourages reflection and improvement in teaching and assessment methods and access to staff trained in specific curricular areas.

Moderation in Wester Overton plays a crucial role in maintaining standards, ensuring fairness, and fostering continuous improvement in teaching and assessment practices.

Skills for Lifelong Learning and Work

At Wester Overton, we recognise our responsibility to equip children with the knowledge and abilities essential for success in their future educational pursuits and eventual entry into the workforce.



As a learning community we have adapted the SLC Skills Framework to suit the needs of the children and young people in our establishments. The framework is made up of eight (key skill) organisers aligned to the four capacities of Curriculum for Excellence.

Key skills:

- Personal skills
- Interpersonal skills
- Employability
- Innovation
- Leading and working with others
- Skills for learning
- Digital Technology
- Communication

Stages within the framework

The stages within the framework will be covered at the following points:

Stage 1:	P1-3
Stage 2:	P4-7
Stage 3:	S1-3
Stage 4:	S4-6

This is the intention; however, learners may achieve the skills at different stages and at different times depending on curricular course coverage.

Next Steps in Learning

It is important in Wester Overton that our pupils are involved and supported in identifying their next steps in learning. In discussion with teachers and support staff, pupils can identify their strengths and areas they think they need to improve. They articulate these in their snapshot jotters which demonstrate good examples of their work and are passed home for continued consultation with parents and carers.

Learning conversations between pupils and staff are prevalent throughout all lessons.

These are particularly relevant in our writing lessons where through the Talk for Writing process teacher and pupil work collaboratively over a series of lessons to produce plans for and success criteria for pieces of extended writing in both fiction and non-fiction.

Number Talks are used daily throughout the school. These allow for meaningful discussion on numeracy and allow children to be involved in naming, choosing, and using strategies which suit their individual needs working with the four operations, mental maths and problem solving. Lessons are planned and implemented to allow meaningful discussion where pupils can articulate their next steps and are given time to act upon in future lessons.

Pupil voice underpins learning and teaching in Wester Overton. The Pupil Voice Groups inform learning and teaching across the wider curriculum and work collaboratively with staff leaders to inform next steps in development in all these areas.

Through the use of AifL strategies, children are given independence to be involved in self and peer assessment and group discussions where they can identify their own next steps with increasing confidence to become responsible, effective and successful learners.

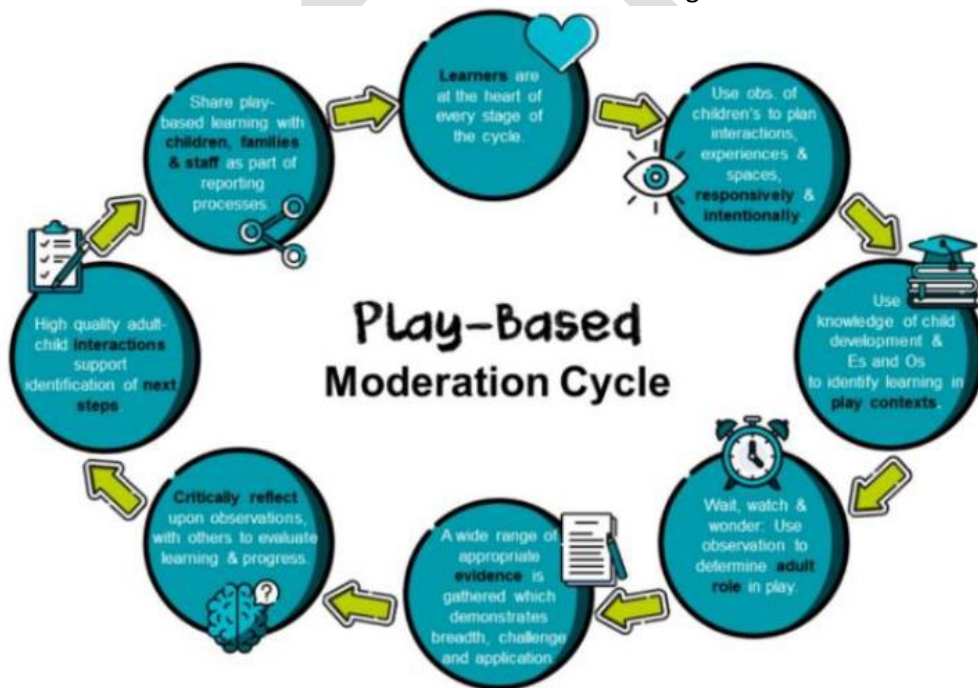
Play Based Learning

Every day our pupils in P1-3 enjoy the opportunity to engage in a variety of play activities which provides a seamless transition from early years to primary school. The children decide where they will play, and the staff observe and plan responsively.

The play areas are planned and monitored with a teacher led task central to the learning.

Themed areas of play include:

- Construction
- Small World Play
- Creative Play
- Mark Making and Writing
- Home Corner
- Sand Play
- Water Play
- Reading Corner
- Numeracy and Maths



This pedagogy allows for the appropriate development of critical thinking, fine and gross motors skills, investigation and critical thinking.

As the pupils continue through Wester Overton play-based learning provides the bedrock for our older pupils and key life skills, stimulating critical thinking skills and encouraging students to analyse situations and make decisions. Whether engaged in role-playing, creative arts or collaborative projects, play fosters imaginative thinking, originality, and the ability to generate unique ideas.

Many play-based activities involve group or team settings, promoting collaboration and cooperation among older children. Teamwork helps develop interpersonal skills, resilience, communication, and the ability to work effectively with others.

Through play, our pupils develop empathy, self-regulation and resilience, essential skills for success in school and beyond. Older children engaging in play learn to articulate their thoughts, express ideas clearly, and listen actively, strengthening their verbal communication skills.

Incorporating play-based learning into the educational experience of all children can contribute to a well-rounded and effective approach to learning, addressing not only cognitive development but also social, emotional, and practical skills essential for their overall growth and success.