



# David Livingstone Memorial Primary School

## Learning, Teaching and Assessment Policy



**December 2023**

### **Rationale and Aims**

This policy will give guidance to staff regarding a consistent and coherent approach to learning, teaching and assessment across the school. We recognise that in order for children to reach their full potential, the need to feel welcomed, nurtured, safe and secure. Our school ethos is grounded in our vision and values which are as follows:

Our Vision = We aim to provide an inclusive and nurturing environment where everyone can learn and grow.

Our Values = Respect, Inclusion, Nurture

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 children
- 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
- An agile learning culture where children are motivated and engaged in their learning.

### **School Curriculum**

Curriculum for Excellence is the name given to the curriculum in Scotland for all children 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
- Mathematics and numeracy
- 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.

<b>Level</b>	<b>Stage</b>
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 children'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** – Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, children should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their efforts.
- **Breadth** - All children 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 within both the classroom and other aspects of school life.
- **Progression** - Children should experience continuous progression in their learning from 3 to 18 years. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their individual needs and aptitudes.
- **Depth** - There should be opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.
- **Coherence** - Children's 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 children in order to bring different strands of learning together.

- **Relevance** - Children 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 learning planned for children should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children 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 children know what they are learning, why they are learning and what success looks like. Therefore, we should be focusing on the following:

- A clear lesson structure, but with opportunities for flexibility based on ongoing assessment of learning throughout the lesson.
- Children 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 children of what they are learning.
- Success criteria should let children know what success in the lesson will look like. Success criteria should be co-created with the children. 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 children learn.
- Children should be encouraged to take responsibility for their own learning.
- Teachers and support staff should be actively engaged with children throughout the learning process.
- Staff/partnership working should be meaningful and measurable.
- Appropriate interventions should be used to support individual/small groups of children.
- 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 children 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 children 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 children.

## **Assessment**

We have in place an Assessment Calendar which clearly 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 in learning for children. 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 approached.

## **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 3 times annually with teaching staff. These meetings are planned as part of our Monitoring Calendar and take place in October, February and May/June. During these, a member of the Senior Leadership Team (SLT) will meet with class teachers to identify those children who are on track, those who are exceeding and those who are in need of further support in Reading, Writing, Listening & Talking and Numeracy. In addition, we also track children's attainment in other curriculum areas twice annually (November and May/June).

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, boys vs girls, and those who are disadvantaged through poverty, etc). Staff are also supported to analyse the data for their own class. We then use this performance information 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 lunchtime and after-school clubs is tracked and monitored. This data is used to help us target and encourage all the children in the school to become involved in extra-curricular activities, particularly those at risk of missing out.

### **Additional Support Needs (ASN)**

Children 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 4 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 or the Specialist Support Team (SST).
- 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 children involved. The success of these will then determine whether or not an intervention should continue.

Some children 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 children of school age and over is the head teacher. 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**

Wider achievements are made visible for all and celebrated in school. There is a 'Calendar of our Year' and a Golden Standard display in the main foyer. Personal achievements are shared via X (formerly known as Twitter) and in our school newsletter. Children are encouraged to talk about their wider achievements at our whole school assemblies, including the skills that they have helped to develop as part of these activities.

As we are committed to supporting children to be successful learners, confident individuals, responsible citizens and effective contributors, we celebrate achievements that develop these capacities through our 'Weekly Awards' at our whole school assemblies.

### **Partnership with Parents/Carers**

David Livingstone Memorial Primary School is a welcoming place for all. We strive to involve families in their children's learning wherever possible through a variety of events, such as class showcases, Open Afternoons and school assemblies. We also encourage partnership working from our parents/carers, the local community and local businesses as part of special focus weeks, such as World of Work and Health Week, and through their involvement in school committees and work linked to our School Improvement Plan.

Our Parent/Carer Consultations take place bi-annually in October and May, with a full written report sent home for each child just before our second set of consultations. Parent/carers are encouraged to support their child with home learning and information about what is happening in the school is sent home via monthly newsletters.

December 2023