Colinton Primary School

Learning, Teaching and Assessment Policy

Vision

Learning and achieving together, nurturing creative and inquisitive minds to fulfil their potential

Values

Respect, Responsibility and Resilience

Aim

Our aim is to instill our vision and values in every pupil to help them achieve success and develop skills for learning, life and work

This policy outlines good practice in Learning, Teaching and Assessment. The strategies should be used by staff working with children in order to enhance Learning and Teaching.

Updated January 2022

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What is Curriculum for Excellence?

Aim - *Curriculum for Excellence is intended to help children and young people gain the knowledge, skills and attributes needed for life in the 21st century, including skills for learning, life and work.*

Purpose - *Its purpose is often summed up as helping children and young people to become:*
- *Successful learners*
- *Confident individuals*
- *Responsible citizens*
- *Effective contributors.*

What is the curriculum and what does it include?

Curriculum for Excellence is designed to achieve a transformation in education in Scotland by providing a coherent, more flexible and enriched curriculum from 3 to 18. The term curriculum is understood to mean - everything that is planned for children and young people throughout their education, not just what happens in the classroom.

Curriculum for Excellence includes four contexts for learning:

- *Curriculum areas and subjects*
- *Interdisciplinary learning*
- *Ethos and life of the school*
- *Opportunities for personal achievement.*

Curriculum areas

There are eight curriculum areas:

- *Expressive arts*
- *Health and wellbeing*
- *Languages (including English, Gaidhlig, Gaelic learners and modern languages)*
- *Mathematics*
- *Religious and moral education*
- *Sciences*
- *Social studies*
- *Technologies.*

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the 'responsibility of all' staff.

Principles of curriculum design

There are seven broad principles that practitioners should take into consideration when planning children's learning:

- *Challenge and enjoyment*
- *Breadth*
- *Progression*
- *Depth*
- *Personalisation and choice*
- *Coherence*
- *Relevance*

Reference: Education Scotland Website – What is Curriculum for Excellence?
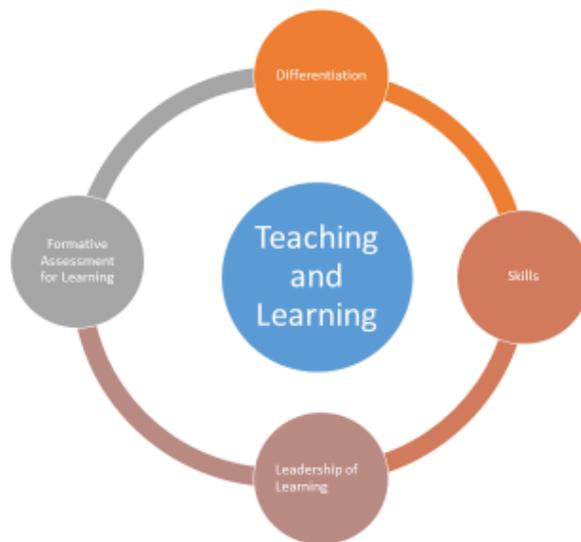
Ref: Edinburgh Learns – Teaching and Learning October 2018

Leadership of Learning

Leadership of learning is the responsibility of all members of the school community.

The Head Teacher has the strategic remit for quality assurance of teaching and learning and the professional learning of all staff (including support staff).

The Head Teacher ensures that the guidance contained within our school policy, is consistently applied and sustainably embedded.

Planning

- Annual Planning Overview will be completed during the 2 – day Inset in August. 2 hours are allocated to this through Working Time Agreement
- Each teacher has a planning folder which helps to support the learning and teaching in each class. This includes curricular progressions appropriate to age and stage.
- Level Team Planning Meetings termly and individual planning meetings as appropriate

Differentiation – 4 Modifications

Tasks, activities and resources are differentiated to provide all learners with support and challenge to progress at an appropriate pace. These are clearly planned and detailed in either teachers' daily plans or Individualised Education Plans. Adaptations to lessons are based on one or more of the following aspects:

Modification of content   Modification of process

Modification of product   Modification of the learning environment

CEC Edinburgh Learns – October 2018

Groupings

Within every class, children will learn as a whole class, in mixed ability groups, in streamed groups and individually.
- Whole class – this includes whole class instruction, common themes and topics, class novels etc.
- Mixed ability groups – learners benefit from peer support with a range of abilities and confidence. Each learner has the opportunity to support and be supported as they take on different roles within the group.
- Streamed groups – allows learners to work with others who are at a similar working level to themselves or who have similar strengths, areas to develop or interests.
- Individually – this may be on a personal project or working on a personal target with support from teacher.

Effective Questioning
High quality interactions between learners and staff lie at the heart of assessment as part of learning and teaching. These interactions should promote thinking and demonstrate learning and development. They should be based on thoughtful questions, careful listening and reflective responses and effective feedback strategies. Conversations about learning between practitioners and children, among practitioners and among learners should be part of the planned activities or experiences.

Bloom's Taxonomy
Practitioners use Bloom's Taxonomy as a framework for planning and reflecting on the range of questions that are used to stimulate thinking and learning across the curriculum.
From the earliest stages, children are exposed to a wide range of higher order questions, which they are supported to understand and formulate answers to. Children are also supported to create and ask their own questions, to help them to develop their understanding of what they are learning, and to support them to take their own learning forward.
Children are given regular opportunities to engage in open-ended learning tasks, which allow them to demonstrate their developing understanding in different areas of learning.

Learning Environment
Creating an inclusive, engaging and stimulating environment

"An inclusive classroom is one where the teacher routinely incorporates key supports and strategies into their everyday practice. These supports and strategies focus on "tuning" the physical and social environment; establishing structures and routines throughout the school day; and implementing learner- centred approaches to enhance motivation and engagement with the learning process." CIRCLE collaboration 2015

Classrooms in Colinton are set up in an inclusive, engaging and stimulating manner following clear guidance from the CIRCLE document, which provides our children with an environment that supports and stimulates learning and facilitates the participation of all. Classroom layout and routines are regularly reviewed to ensure they meet the needs of all learners.

Children's work is celebrated and displayed in an attractive manner. Classroom displays are interactive, adapted and changed over time. Classroom displays contain a carefully balanced mix of learning aids and examples of good work. Learning intentions and success criteria, or an explanation of learning, are added to displays of children's learning. All classes celebrate children's learning within, and outwith their classrooms in external display areas.

Individual Circle Participation Scale (CPS)

For individual learners, further evidence may need to be gathered and then acted upon, to ensure they are achieving their full potential. The CPS is a measure of participation in school life. It has been designed as an initial assessment to give an overview of a learner's strengths and potential areas for development. It assesses the physical and social environment, structures and routines, motivation and skills in the following areas:

Attention and Concentration   Organisation and Planning
Posture and Mobility   Dexterity and Manipulation
Socialising   Emotions and Relationships
Verbal and Non-verbal Communication

Once completed for any individual pupil, in consultation with SLT or SFL team, teachers will summarise the concerns, plan a programme of support which highlights the successful strategies which have been used, the strategies which are required to be used consistently, the desired outcome and next steps.

Outdoor Learning

Our curriculum will be delivered indoors and outdoors in all weathers. This includes in the playground, Room to Grow, Redford Woods and wider community. Every month has a school-wide theme which can be adapted/interpreted to each individual class and stage based on their experience and ideas. Aim is to keep it child-led, not too prescriptive and reflect the children and staff's individuality. Each month has a curricular focus on
Science **T**echnology **E**ngineering **A**rt **M**aths.

We also reflect significant dates within each month. Progression comes as the pupils experience more outdoors and extend their learning and skills.

Four Phase Teaching Model

Points to consider:
- What does an excellent learning experience at Colinton look like?
- Before the lesson, plan and share the strategies and tools that you will use to maximise active engagement.
- What will be memorable about this lesson?
- What will the children know at the end of the lesson that they did not know at the start?

Phase 1: Overview and Context
- A context for the lesson is shared with pupils to ensure engagement in the learning.
- Lesson is connected to previous learning – recap on prior knowledge.
- Interest is generated and curiosity stimulated.
- Specific learning intentions and success criteria are shared / co-constructed with pupils.
- Open questions are asked.

Phase 2: Input
- Exposition is kept <u>brief</u> and does not exceed pupils' concentration span.
- Information is presented in short chunks throughout.
- Teacher frequently asks questions to check for understanding.
- New information is delivered in a variety of multisensory ways.
- Teacher checks that all pupils understand technical language and subject-specific terms.

Phase 3: Processing
- Frequent teacher-pupil and pupil-pupil interactions.
- Time allowed for pupils to think about and discuss their responses to questions.
- Opportunities for pupils to generate questions.
- Opportunities to hear and see examples of pupils' knowledge or skills (e.g. sharing a piece of writing in progress).
- Pupils given opportunities to process information and apply skills in their preferred style and in different styles.
- Support and Challenge opportunities are provided.

Phase 4: Review/Plenary
- Pupils actively engaged in the review process to inform next steps.
- Explicit reference to learning intentions/success criteria.
- Pupils encouraged to reflect on how they have learned in order to stimulate thought before future lessons.
- Higher order questions used to check a range of understanding.
- Appendix 1 has many more examples of how to implement each phase of the lesson

Pupil Voice and Pupil Progress Jotters/Taget Setting
Opportunities for Personal Achievement

Pupil Voice

High quality interactions between learners and staff lie at the heart of assessment as part of learning and teaching. These interactions should promote thinking and demonstrate learning and development. They should be based on thoughtful questions, careful listening, reflective responses and effective feedback strategies. Conversations about learning between practitioners and children, among practitioners and among learners should be part of the planned activities or experiences.

Pupil Progress Jotters/Target Setting

The Pupil Progress Jotter is a tool to promote pupils reflecting on their learning through ongoing target setting, self-evaluation and pupil-teacher dialogue. Pupils should become increasingly familiar with their strengths and areas for development through this process and be able to identify what they need to learn and how they are going to achieve. The jotters will be looked at by the class teacher but not marked. Each term these jotters should include, as a minimum, entries that include:-

- Target Setting- children will set targets linked to Es and Os and benchmarks each term on a different curricular area. By the end of the year, Learning Journeys will include targets for Literacy, Numeracy, Health and Wellbeing and another curricular area of the child's choice. Children will evaluate each target, at the end of a term and record their next steps in this area.

- Learning Reflections- children will have the opportunity to reflect on a variety of learning experiences. Pupil Progress Jotters will have a minimum of four reflections per term. This could include a reflection for the week, a specific curricular area or a trip etc

- Self-Assessments- children will have the opportunity to self-assess their learning in a variety of ways. Progress Jotters will have a minimum of one self-assessment per term. This could include examples of work highlighted with 'tickled pinks' and 'greens for growth', an end of topic assessment, work assessed by peers etc

- Photographs- all jotters will include a minimum of one photo per term. This could be a photo from a class trip, class assembly, group work etc

- Wider Achievement- all jotters will include one example of wider achievement from the year. This could include a photocopy of a certificate, a photograph, a sentence or a picture.

- Learning Conversations- children will have the opportunity to engage in dialogue about their learning (peers, teachers, SLT, parents, PSAs, visiting specialists.) Progress Jotters will have a minimum of three learning conversations across the year.

- How Often- learning reflections to be added to once a fortnight by the class.

Assessment, Intervention and Transition

HGIOS 4 - "Assessment is integral to our planning of learning and teaching"

Edinburgh Learns - "Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

We use a range of assessment strategies in order to determine the progress that our learners are making, and to enable us to put relevant strategies in place. This helps us ensure that we can most effectively meet our learners' needs. The assessment strategies that we use include formative assessment, summative assessment and diagnostic assessment. We are also developing a rigorous transition assessment programme to support the transient nature of our school population.

We incorporate a range of formative assessment strategies into our everyday teaching and learning experiences. This allows us to actively engage children in their learning experiences, and to check for understanding throughout.


Teachers use a range of summative assessments including national standardised assessments, City of Edinburgh Council Assessments, SEAL assessments and assessments developed by the teaching staff. We use summative assessment data that we gather to track pupil progress, and in a formative way, to inform the necessary next steps in teaching and learning. Moderation dialogue with colleagues will help to develop a shared understanding of what 'achieving a level' looks like at the Early, First and Second levels of the curriculum.

Transition Program and Assessments
During the first weeks of a new pupil beginning at Colinton Primary School a member of the SFL team will meet with the pupil to carry out the agreed transition baseline assessments. Class teachers or PSAs will complete the transition booklet. Information about this process will be shared with the parents at the enrolment meeting or introductory phone call. Once the transition information has been gathered and analysed, the SFL teacher will meet with the class teacher and parents to discuss the child's learning and agree starting points for literacy and numeracy.

Intervention Programmes for Literacy and Numeracy
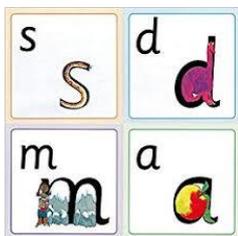
Support for Learning (SfL) team, including teachers and PSAs, deliver literacy and numeracy intervention programmes. The children are selected following discussions around data gathered from standardised assessments, "transition-in" assessments, SNSAs or by referral to SfL team by class teachers.

Feedback
We use a wide range of techniques to provide meaningful feedback to learners. Feedback should be linked to success criteria and/or learner targets. Some examples:

- Live marking. Feedback should be given in a prompt and timely manner through live marking. Evidence of live marking should be clear in the learners' jotters. Immediate feedback has been shown to have a greater impact on progression than delayed jotter marking.
- Butterfly feedback. This technique is used in to support literacy progression for the whole class. Evidence of good work and pieces that need improved are shared with the whole

class. For this type of feedback, the class are actively involved in identifying successes and next steps.

- Learners are supported with a variety of peer and self-assessment opportunities where they learn to evaluate and give/receive constructive feedback. This will look different at every age and stage.
- Displays are used to showcase good examples of work and/or highlight progress.