Rationale and Aims

The aim of this policy is to provide guidance to all staff regarding a universal, coherent approach to learning and teaching throughout all the stages of the school. The onus is on the teaching staff to ensure the advice is applied and adhered to in their class.

A nurturing and supportive school ethos is fundamental to promoting and maintaining a positive learning environment. At Eyemouth Primary School, our aim is to establish an environment in which all children feel safe and valued and provides opportunities to ensure children become responsible citizens, successful learners, confident individuals and effective contributors to society.

Our responsibility as educators is to prepare our young people for the future with the skills for learning, skills for life and skills for work.

Introduction

Our teaching and learning is underpinned by our shared school vision and values:

Our school vision statement is "From the sea to the stars…be the best you can be". We strive to provide a positive, inclusive and respectful learning environment in which children can reach their goals.

We want our learners to be **ready** to learn, to be **respectful** of themselves and each other and to feel **safe**.

To provide an inclusive learning environment, the delivery and content of learning should be sufficiently differentiated to ensure all pupils access and achieve within the curriculum with the GIRFEC model at the heart of all that we do. Teachers need to take into account barriers to learning, gifted and talented pupils, and language stage needs when planning and teaching lessons to ensure opportunities are provided which match pupils' ability and potential.

Quality of Learning Experience

We aim to provide high quality learning experiences for all children and young people. Learning and teaching in Eyemouth Primary School promotes:

- The development of knowledge, understanding, positive attitude and, above all, enjoyment in the process of learning
- Continuity and progression, including opportunities to consolidate and build upon prior learning
- Pace and challenge through having high, but realistic, expectations
- Achievement of potential, taking account of the needs of the whole child and equality of opportunity for all
- A broad, balanced, real and relevant curriculum in line with national guidance which is sufficiently flexible to meet needs of the children
- Use of cross-curricular links to make learning meaningful and opportunities for in-depth learning particularly in the middle and upper primary stages
- Use of homework to consolidate learning and to keep parents aware of what is being learned
- Promotion of personal and social development as well as academic achievements

To help pupils grow into independent learners, our pupils are encouraged to:

- Participate in peer and self-assessment
- Make decisions on what is to be learned and plan and organise their own work
- Recognise their own strengths and next steps in their learning
- Work independently and collaboratively with others
- Reflect on what they have learned

Parental Involvement in Learning

We value the parental/carers' roles in supporting their child's learning and encourage parents to be involved by:

- Consulting with parent/carers to gain views and ideas to develop Eyemouth Primary
- Ensuring good school attendance and punctuality
- Supporting positive relationships
- Supporting learning including homework
- Attending parent-teacher consultations
- Attending curriculum evenings and open days
- Helping to prepare pupils for transitions
- Volunteering some time for school events where possible

Whole school approach to teaching and learning

- At Eyemouth Primary School our staff team continually strive towards improving and developing their pedagogy of learning, and are encouraged and supported to do so. A culture of sharing good practice and professional dialogue is valued by all staff members.
- approach to learning and teaching throughout school using the 4 part lesson model with a continued focus on the following elements in 2021-22

Learning and Teaching toolkit created by teaching staff in 2019/review August 2021

1. **Shared Learning intention an d success critieria:**
- Share the purpose of the learning and how it can be applied in real life situations and other areas of learning
- Learning intentions are shared and success criteria are co-created where appropriate and used as an assessment tool

Teacher should ensure that:
- *The shared use of the language 'Learning Intention and Success Criteria' is used consistently across the school.*
- *Links are made to the purpose of the lesson and how it is relevant to other areas of learning.*
- *Learning intentions are focused on specific skills (not the task). They focus directly on the 'key learning' within the lesson and are written in a language which the child understands.*
- *Children contribute to creating the Success Criteria when at all possible.*
- *The success criteria are referred to during critical points of the lesson including feedback and plenary sessions.*

1. ***High quality learning and teaching activity which is linked to the success criteria***
- The teacher regularly models the learning e.g. What a good one looks like
- The learning is carefully scaffolded to support and challenge children
- The lesson is well paced with an appropriate balance of talking, listening and doing

Teachers ensure that lessons include;
Modelling
- *The teacher regularly **models** the learning, e.g. 'what a good one looks like'.*
- *Learning walls are used to show good examples of work, and to show the steps and progress made throughout the 'journey of learning'.*

Scaffolding
- *The learning is **scaffolded** using frameworks, alternative models or support materials to allow all children to achieve success in their learning.*
- *All children are given opportunities to practise and develop skills with concrete materials.*
- *'Help desks' are available for children to access additional support materials.*

Active approaches which support pace of the lesson
- *The activities planned are clear and focus on the learning intention and success criteria.*
- *Each lesson has **direct focused teaching** where there is direct involvement with the activity in order to observe/ question or enhance the learning experience.*
- *The lesson is **well paced** with an appropriate balance of talking, listening and doing. (13)*
- *Children are **actively** engaged in learning and are given opportunities to lead the learning.*
- *Children are supported and challenged to achieve their potential through differentiation.*

2. **Feedback – progress and next steps**
- High quality feedback that moves the learning forward is given at key points in the lesson e.g. self, peer and teacher assessment
- Provides clear next steps to ensure children know what they need to do to improve and move forward in their learning.

Teachers should ensure that:
- *Feedback is focused and linked to the Success Criteria*
- *Next steps are identified*
- *Links are made between next steps and next lessons to ensure improvement/ progress*
- *A variety of approaches to giving feedback are used such as peer, self and teacher feedback*

See Feedback Guidance document 2020-21 for examples

3. **Plenary- review learning**
- Children have the opportunity to reflect on how and what they have learned and progress is recognised, referring to purpose, learning intention and success criteria

Teacher should ensure that Plenaries, whether they happen during the lesson or at the end, should:
- *occur at a strategic moment in the teaching sequence*
- *·draw together the learning of the whole group and the individual*
- *summarise and take stock of learning so far*
- *consolidate and extend learning*
- *direct pupils to the next phase of learning*
- *highlight not only what has been learned but also how it has been learned*
- *help determine the next steps in learning.*

Plenaries need to be planned as part of the planned learning episodes (spontaneous plenaries tend to be less effective). They should link carefully to the objectives, outcomes and success criteria of the lesson as a whole.

Assessment

Assessment is integral to our planning of learning and teaching. It is the responsibility of all teachers to apply the principles of assessment when planning teaching and learning activities. Periodically holistic and summative assessments are used to pull together the learning in a joined up way.

The two main types of assessment we plan for are:

Summative assessments
• Summative assessment evaluates children's learning at the end of an instructional unit by comparing against some standard or benchmark. Through this type of assessment, we can be surer that children have retained and transferred what they have been taught.
Formative assessments
• Formative assessment is a range of assessments which allows the teacher to be more responsive to the learner. This will inform how teaching needs to be adapted to the needs of the learners, and identifies the next steps in learning. • This responsive approach to teaching recognises AIFL strategies are not just cosmetic tools but the deeper forms of looking for 'proof of learning'.

Purpose of Assessment

A range of summative and formative assessment evidence is collated. The purpose of this evidence is used to;

- Identify progress and attainment
- Plan next steps in learning for the children.
- Identify where additional support and challenge may be required.

Assessment judgments are based on the *Benchmarks* for each curriculum level. The Benchmarks are designed to support teacher professional judgment of both, progress towards and achievement of a level.

Evidence of Assessment

The Class Assessment File
Purpose
This folder gives a class overview of assessment information for each class. The evidence gathered allows staff to: ✓ Make clearer judgements of where children are in terms of levels ✓ Analyse their classes progress and identify next steps for all learners ✓ Be clear of strengths and next steps of learner when reporting to parents ✓ Feed information into the whole school tracking systems at attainment meetings
Individual Assessment Folios (learning journals)
Purpose
These folders collate individual samples of work for each child in the school. The evidence gathered allows staff to; ✓ Collect valuable evidence to support their assessment data and professional judgments ✓ Involve children in the process by asking them to select their latest and best work. ✓ Gather evidence across a whole level to validate a child achieving benchmarks and achieving a level ✓ Highlight progress to pupils and parents

Assessment file content guidance -

1.	**Pupil Attainment** • Class Attainment overview for current session (on track information) • Class Attainment overview for previous years to track progress • Pupil support plan information
2.	**Phonics , Decoding and Spelling** • Phonics and Decoding Assessment overview and assessment notes (emergent literacy) • SWST results for current session • SWST results for previous year to track progress
3.	**Writing** • Scottish Criterion Scale • Holistic assessments
4.	**Reading / Listening and Talking** • AR star reading assessment results • ORT criterion scale information • Holistic assessments
5.	**Numeracy** • Holistic assessments • Class Assessment Overviews for each group
6.	**HWB-** • HWB wheel data updated 3 times a year
7.	**SNSA** • Overview data for Literacy and Numeracy – Primary 1, 4 and 7.
8.	**Benchmark and transition information – updated 3 times a year**

Eyemouth Primary School
Learning,Teaching and Assessment Guidance 2022-23