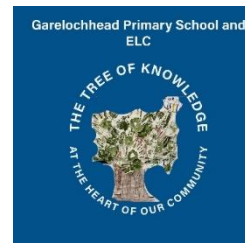


Garelochhead Primary School

Learning, Teaching and Assessment Policy



At Garelochhead Primary, our Learning Teaching and Assessment Policy is underpinned by “How Good is Our School” indicators shown below. Our aim is for each child to fulfil their individual potential. We strive to provide meaningful, rich learning experiences that inspire and motivate, and that support the development of skills for life, learning and work, helping our pupils gain the knowledge, skills and attributes needed for life in the 21st century. We further aim to develop the outcomes detailed for pupils in our education authority vision and strategy document – “Our Children, Their Future – Thriving together” and to build the four capacities in all of our children to enable them to become Successful Learners, Confident Individuals, Effective Contributors and Responsible Citizens.

HGIOS Quality Indicator 2.3 Learning, Teaching and Assessment

Learning and Engagement	Quality of Teaching	Use of Assessment	Planning, Tracking and monitoring
Climate for learning <ul style="list-style-type: none"> • Positive relationships • Expectations • Motivation • Engagement in learning Learning approaches <ul style="list-style-type: none"> • Independent learning • Taking responsibility for learning • Active learning • Collaborative learning • Use of digital technology 	Clarity & purposefulness of dialogue <ul style="list-style-type: none"> • Explanations and instructions • Questioning • Learning intentions • Success criteria • Plenaries Tasks, activities and resources that meet needs <ul style="list-style-type: none"> • Awareness of prior learning • Support and challenge • Pace 	Checking for understanding Assessment in the BGE <ul style="list-style-type: none"> • Application, breadth and challenge. • Use of national benchmarks • Moderation – understanding standards and progression. Assessment in the senior phase Use of assessment in improving teaching and identifying progress learners are making	Planning learning, teaching & assessment informed by assessment evidence. Overview of learners progress over time <ul style="list-style-type: none"> • Inform learner conversations • Inform planning at classroom teacher level • Inform planning at department level • Inform interventions at whole school level

We also take account of Quality Indicator 3.1 when considering all our learners:

HGIOS Quality Indicator 3.1 Ensuring Wellbeing, Quality and Inclusion

Wellbeing	Statutory Duties	Inclusion & Equality
There is a shared understanding of wellbeing and in the dignity and worth of every individual <ul style="list-style-type: none"> • Know and demonstrate performance against the wellbeing indicators - SHANARRI • All learners benefit from high quality education • Positive relationships are built on a foundation of mutual respect • There are shared values and high expectations • Each child and young person is considered as an individual with their own needs, risks and rights • Children and young people are active participants in discussions and decisions that affect their lives 	<ul style="list-style-type: none"> • Comply and engage actively with statutory requirements and codes of practice • Shared understanding of what is expected in these areas and everyone is involved in fulfilling statutory duties to improve outcomes for children and young people 	<ul style="list-style-type: none"> • Inclusion and equality leads to improved outcomes for all our learners • All learners are included, engaged and involved in the life of the school • All children and young people feel supported to do their best • Everyone in the school community is treated with respect and in a fair and just manner • Diversity is valued and celebrated • Discrimination is challenged • There are effective strategies to attainment and achievement for all children and young people facing challenges

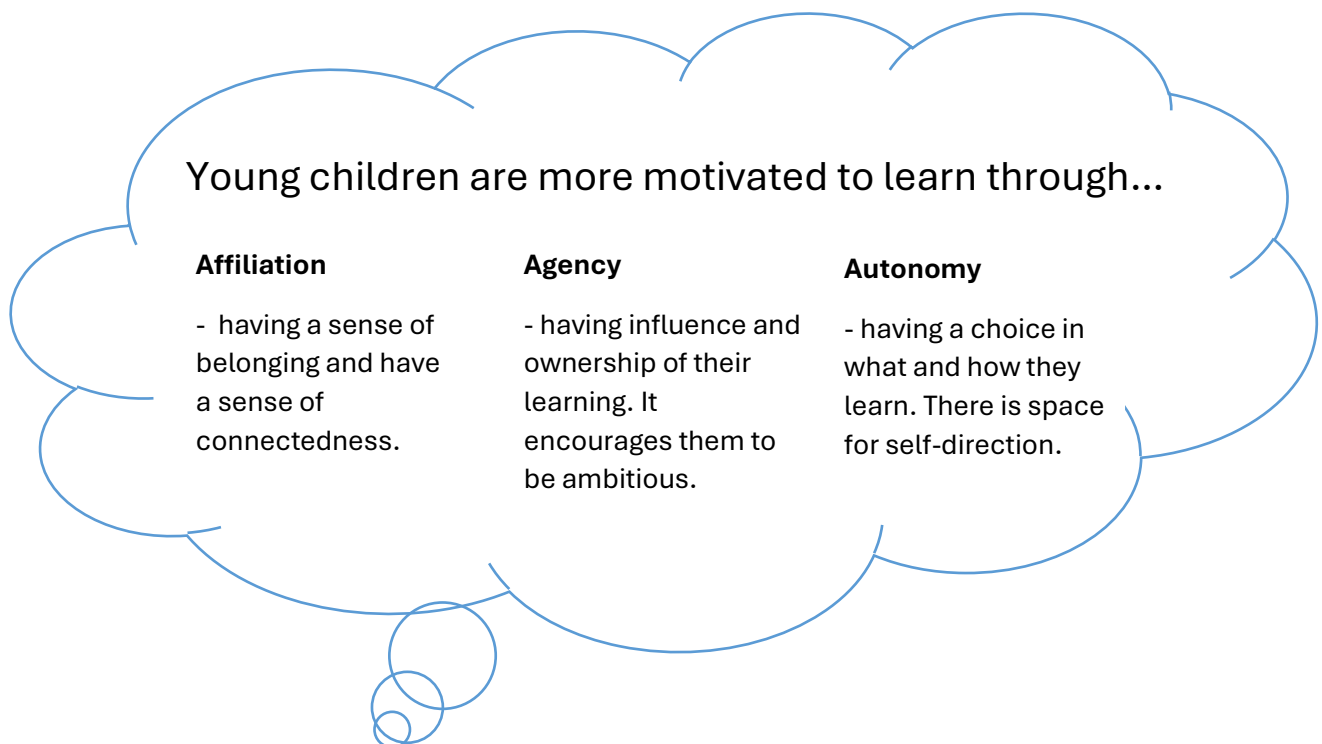
Introduction

At our core we share the following beliefs about learning, teaching and assessment:

- Children should be supported to develop the attributes that allow them to be great learners and thinkers.
- All children have the right to access and master all learning; it is our job to ensure that all children are enabled to do this.
- Children should not just acquire knowledge outlined in CfE objectives, but also develop the four capacities through rich, deep learning experiences.
- Our curriculum should be delivered through thoughtfully planned sequences of learning.
- Individual lessons are precisely structured in order to create learning, not deliver teaching.
- Our classroom practice is based on sound pedagogy and the belief that children learn best through collaboration and enquiry.
- Assessment in all its forms is at the heart of teaching and learning; it gives direction and impact to what we do.

Whilst this policy articulates a clear approach to be adopted by our school, it is important to remember that adopting a broad template for structuring teaching, learning and assessment does not preclude opportunities for spontaneity, creativity and imagination.

All of our approaches are enhanced by comprehensive, meaningful CLPL that improves learner outcomes and supports continuous professional growth.



The Learner

We have identified the key learner attributes which, along with our school values (be kind, be ambitious, be safe, be respectful), we promote in our school. By focusing on these attributes, across a broad and balanced curriculum, we aim to support our children to develop the skills and capabilities to become effective life-long learners.

Attributes:



Capabilities and skills:



Leading to:



School essentials

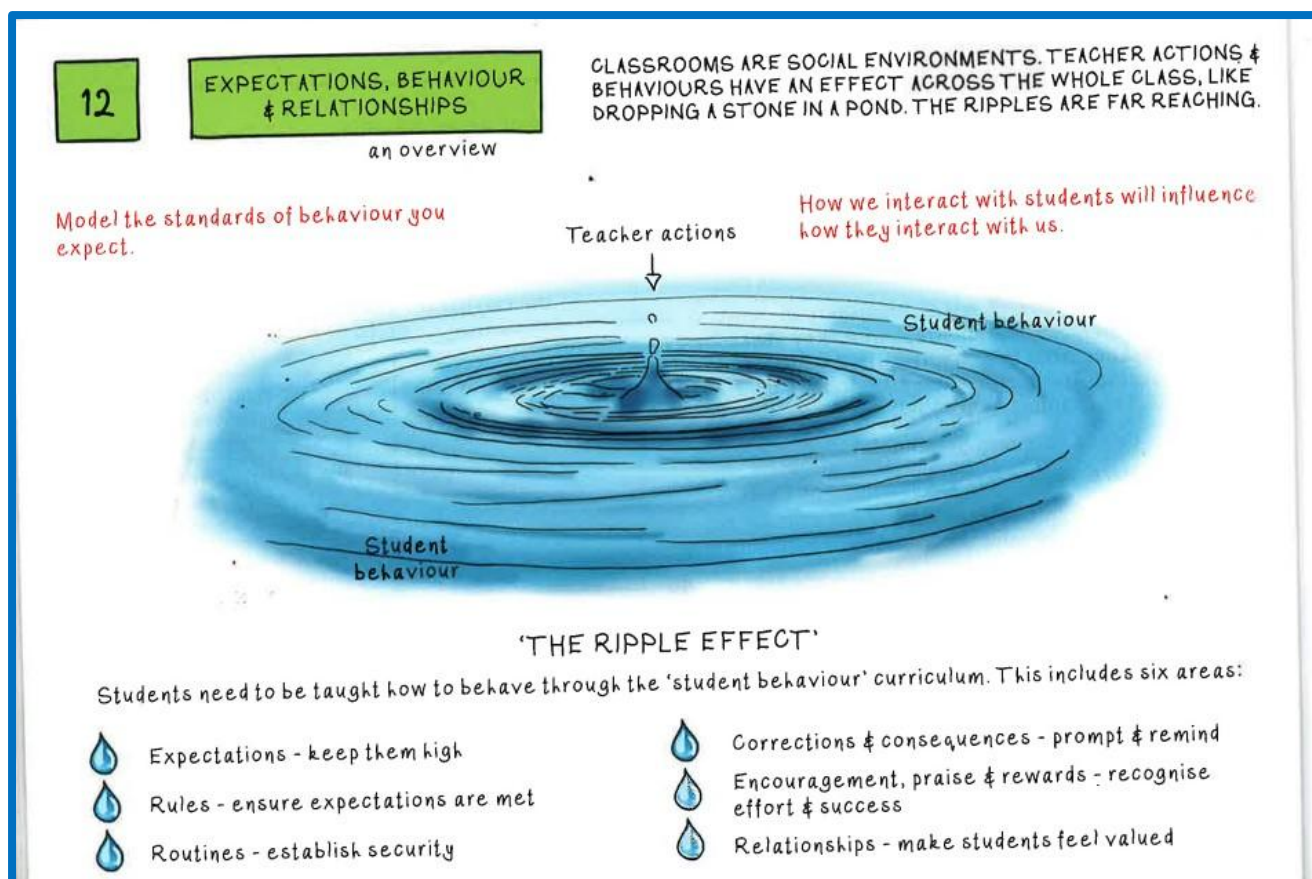
A full spectrum curriculum is not complete unless school essentials are established. These school essentials define the content of our school curriculum. In making these the drivers of our curriculum, we shape the Curriculum for Excellence around the needs of our school. Using contributions from staff, parents, children and partners we have identified important aspects of our context which should be considered and included in our curriculum:

Our rural location on the shores of the Gareloch with our school being situated within Bendarroch Park.	The importance of our local history including Garelochhead, Helensburgh and HMNB Clyde.	Opportunities to experience nature locally in our community context, developing our outdoor skills.
Our position as ‘the tree of knowledge at the heart of our community’.	Road and Water Safety – RNLI and Bikeability.	Creating children who are life-long readers, and who find joy in reading.
Our use of the 6 principles of nurture, which support and include everyone.	Opportunities to celebrate our culture, and the cultures of the wider world.	Our position in Scotland and in the wider world, and our responsibility to contribute positively as global citizens.

Our Approach to Learning

We use our curriculum and supporting frameworks to ensure a consistent approach to learning across all year groups in the school. The curriculum we deliver, and teaching approaches employed are cohesive in order to engage children through meaningful and engaging experiences. Our whole school curriculum provides a foundation and ideas that are adapted to ensure learning is current, relevant and responsive to the interests of each group of learners.

We recognise the importance of nurture and relationships and believe that these are paramount to ensuring a positive learning culture and in creating learners who have a strong belief in their own abilities. We work with our entire school community to develop a shared understanding of wellbeing, underpinned by the Rights of the Child. We focus on creating positive relationships to ensure that all of our learners feel included, engaged and involved in the life of our school.



Robertson, B. and Wilson, F. (2023) Power up your pedagogy: The illustrated handbook of teaching. Melton, Woodbridge: John Catt.

The Teacher

We encourage a culture of innovation and creativity which means best practice developed by staff at all levels can be shared to improve outcomes for learners. Engaging in professional dialogue and collaboration is essential and opportunities for dialogue are created throughout the school year focusing on:

- The annual PRD cycle
- Meetings to discuss learning across all classes
- Partnership working with HALCO schools
- Staff meetings and In-Service Days
- Looking outwards, engaging beyond our own setting to build connections, share best practice and learn from others

All of our approaches are enhanced by continuous professional learning which is undertaken by all staff, supported by Argyll and Bute Council's CLPL Calendar, Education Scotland and professional reading.

Teaching - Planning Sequences of Learning

We strive to ensure progression in learning across all eight curricular areas. Sequences of lessons are planned to ensure all children can master the knowledge, skills and understanding required. We continually adapt our planning to respond to the needs of all learners. We recognise that planning is critical and underpins effective teaching, playing an important role in shaping our children's understanding and progression. It is the area of work where teachers can bring their passion for a subject and their desire to make a difference together. All our teachers and leaders consider the following to ensure planning is purposeful and sustainable:

- Planning a sequence of lessons is more important than writing individual lesson plans; teachers must ensure coherence, progression and meaningful learning over time
- Planning should start from the curriculum to be taught not the activities – what is being taught today, not 'what we are doing today'.
- We recognise that pupils make progress by building content and conceptual knowledge over time. Planning should therefore identify what needs to be taught across a sequence of lessons.
- Planning needs to be responsive to the children's learning and continually adapted based on the ongoing assessment of children's knowledge, skills and understanding.

In line with the Argyll and Bute Council's Framework for Learning, Teaching and Assessment, the following are always considered when planning:

- Learning Intentions and Success Criteria
- Differentiation and Challenge
- Effective Questioning
- Feedback and plenaries
- Metacognition
- Motivation and Engagement
- Collaboration including cooperative learning approaches

Individual Lesson Structure

When planning learning it is useful to consider the different phases that may take place within one lesson. Teaching and learning are not the same thing. Encountering information is not the same as understanding it. Whilst the stages are inextricably linked, they are separate processes. This must be reflected in the lesson. Staff refer to and use Bruce Robertson's key elements of pedagogy to inform and strengthen their teaching practice, ensuring they are consistently present in all lessons:

- Expectations, Behaviour and Relationships
- Prior Learning and Daily Review

- Learning Intention, Success Criteria and Presenting Content
- Practice, Differentiation and Assessment
- Questioning and Discussion
- Feedback and Plenary

These elements are not always sequential and will be woven throughout lessons as appropriate.

Pedagogical strategies

Garelochhead Primary teachers use a range of pedagogical strategies to ensure high quality teaching, learning and assessment at every stage. We know learning takes place when teachers make appropriate and precise decisions about the teaching strategies they use.

What are the five pillars of pedagogy?

The five pillars of pedagogy typically refer to foundational principles that support effective teaching and learning. They include:

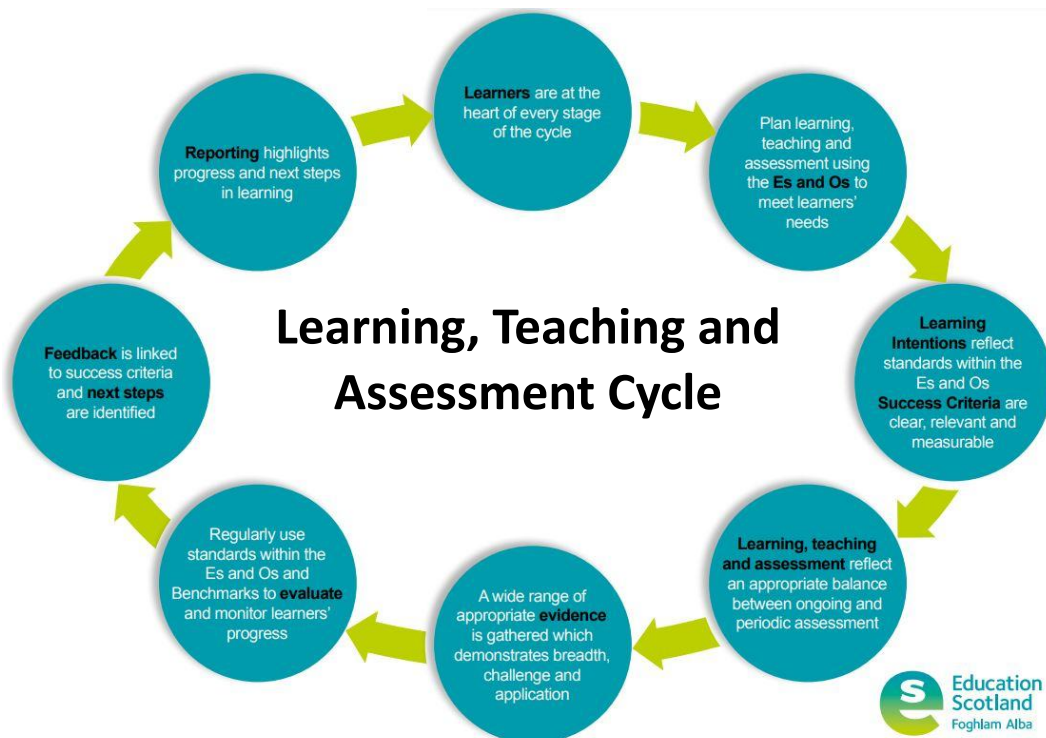
1. **Content Knowledge:** Understanding the subject matter being taught.
2. **Pedagogical Knowledge:** Mastery of teaching methods and strategies.
3. **Curricular Knowledge:** Familiarity with the curriculum and learning standards.
4. **Assessment Knowledge:** Ability to assess student learning effectively.
5. **Contextual Knowledge:** Awareness of the learning environment and student needs.

To effectively blend different pedagogical approaches, staff consider and reflect on the following steps continuously:

- Assessing the learners in front of you: Understand learning styles, interests, and needs.
- Identifying Learning Goals: Determine what is being taught and what is being learned.
- Experimenting with Strategies: Trying different approaches in lessons and observe student engagement and understanding.
- Reflecting and Adjusting: Continuously reflect on teaching practices and making adjustments based on feedback and performance.

Feedback and Assessment

Assessment and Feedback are key drivers within the Learning, Teaching and Assessment Cycle. Moderation should be ongoing and occur before, during and after the planning of learning, teaching and assessment. Below is the Education Scotland Learning, Teaching and Assessment Cycle (formally Moderation Cycle) which forms the basis of planning learning and teaching in our school.



Marking and Feedback

A small number of basic principles underpin our approach to marking and feedback.

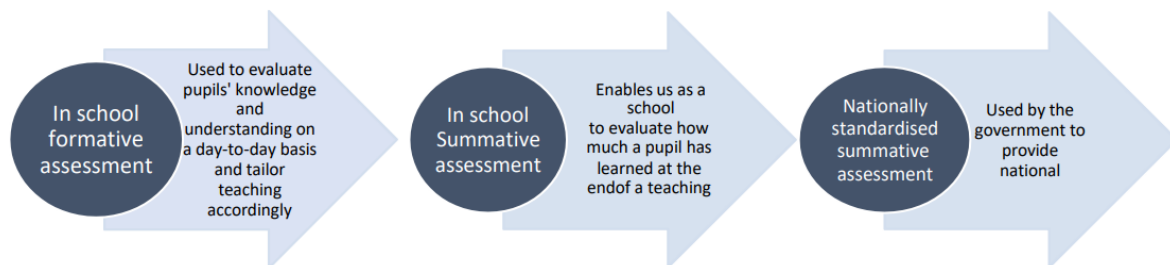
- Teachers must use pupils' recorded work to assess understanding and address pupil misconceptions as part of the teaching cycle.
- All work should be acknowledged however, this might be by the teacher or through peer or self-assessment.
- Peer and self-assessment are powerful tools and pupils should be guided in their appropriate use. Pupils should also be encouraged to reflect on their own learning.
- Marking should be proportionate and often verbal feedback will be given in place of this when working in small groups or with our younger learners. The important point is that children receive feedback on their work and advice on how to progress with next steps

The Assessment of Learning

Our approach to assessment aims to:

- Ensure no learning is left behind.
- Enable all children to know their strengths and areas for development.
- Ensure that children progress in and across lessons.
- Ensure lesson planning is adapted so teaching responds to the needs of all children.
- Gather information about the progress and attainment of individual pupils, groups and cohorts, which is used to set specific targets, and identify strengths and areas for development in learning.
- Inform parents of their children's progress on a regular basis.
- Monitor and record the attainment and progress of individuals, groups and cohorts.
- Inform key partners about progress and achievement.
- Support teachers in their continuing review of learning on a consistent basis in order to identify gaps and misconceptions.

The Three Aspects of Assessment



In School Formative Assessment

In school formative assessment is used to evaluate pupils' knowledge and understanding on a day-to-day basis and to tailor teaching accordingly.

- Formative assessment is used daily to assess knowledge, skills and understanding, and to identify gaps and misconceptions.
- A range of methods are used to evaluate pupil understanding and enable teachers to be responsive to the needs of the pupils.
- Pupils across our school play a pivotal role in the assessment process, providing a useful insight into their own understanding through peer and self-assessment processes.

- The model for assessment ensures pupils with ASN are assessed appropriately and effectively in line with the purposes and principles of inclusive assessment.

Ongoing assessment makes up part of the teachers’ repertoire of pedagogical strategies:

Formative assessment strategy	Purpose
Planning	Identifies valid learning and assessment objectives to ensure progression in the delivery of the curriculum. Next steps identified in lessons feeds into short term planning and focus groups are planned for
Sharing learning intentions and success criteria	Pupils and teachers are clear about the learning. Success criteria provide a structure to assess learning within each lesson
Feedback	Feedback is meaningful and can be verbal or written. It is diagnostic and informs pupils of successes and next steps providing clear strategies for improvement
Peer and self-assessment	Pupils are taught how to evaluate their own learning and the learning of others. They identify opportunities to extend, consolidate or improve their learning
Questioning	Questioning promotes thoughtful, purposeful and focused dialogue. It can be used to assess pupils’ understanding. We use talk partners and mini whiteboards/technology to give opportunities for the whole class to feedback. This is used as a checkpoint to assess learning
Prove its	Teachers use a range of mini assessments to provide ongoing opportunities for children to apply their learning. We know that just because we have taught it doesn’t mean children have learnt it. As a result, us a range of ‘prove its’ to check that the learning has ‘stuck’

In-School Summative Assessment

In school summative assessment enables our school to evaluate how much a pupil has learned at the end of a teaching period.

- All summative data is used by teachers as part of the Learning, Teaching and Assessment cycle.
- Summative assessment is targeted and appropriate for informing our teaching and learning.
- Standardised commercial tests used within school have been validated and are administered in line with test protocols. The information provided is then used by teachers to feed into next steps for children. This is done as part of a moderation process and is well grounded, ethical and supportive of our approaches to teaching and learning.
- We are aware of the strengths and weaknesses of different approaches to assessment and as a result deploy a range of strategies to support teachers to make professional judgements.
- Standardised tests are used to support the accuracy of teacher assessment.

National Standardised Assessments

The Scottish National Summarive Assessments are provided by the Scottish Government and are used by teachers with pupils in Primaries 1, 4 and 7 to assess them in reading, writing and numeracy. They are provided with a scaled score and a 'performance descriptor' against the expected standard. The results from these tests are used by teachers as a diagnostic tool for future planning for specific learners, to identify whole class and school trends, and to continue to improve the learning and teaching within the school.

Tracking attainment and progress

The way that we track progress and attainment ensures that we have a comprehensive online tracking tool. We recognise pupils make small steps towards each outcome throughout the year and that learning does not take place in convenient termly 'chunks'. We, therefore, formally record the outcomes for pupils at checkpoints which are identified in the yearly quality assurance planner, collegiate planner and encompass the dates for the Argyll and Bute XBRA data uplift.