

Learning, Teaching and Assessment Policy

John Logie Baird Primary School,
Learning Centre and ELCC



1. Introduction

At John Logie Baird Primary School, we believe that learning, teaching and assessment lie at the heart of everything we do. Our vision is to create a vibrant, inclusive learning community where every child is valued, challenged and encouraged to thrive.

We are committed to providing quality learning experiences that reflect the richness of our diverse school community. Our approaches celebrate individuality, promote equity and foster respect for all cultures, identities and abilities.

This policy sets out our shared expectations for learning, teaching and assessment. It ensures consistency of practice across the school, supports staff in delivering engaging and relevant learning, and promotes a culture of continuous collaborative improvement. By aligning with national and local priorities including Curriculum for Excellence and the UNCRC Rights of the child. We strive to ensure that every learner experiences success and develops the knowledge, skills and attributes they need to thrive in life, learning and the future world of work.

The Scottish Curriculum for Excellence helps children and young people gain the knowledge, skills and attributes needed for life in the 21st century

Scotland's curriculum places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning.

They:

- ★ Recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and communities
- ★ Recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- ★ Enable children and young people to be democratic citizens and active shapers of the world.



At John Logie Baird Primary, Learning Centre and ELC the aims of the learning and teaching policy is underpinned by the five education priorities of “Our Children, Their Future: Thriving Together” and the Argyll and Bute Learning, Teaching and Assessment Framework, whilst also reflecting our uniqueness within the John Logie Baird Community.

We aim to:

Raise Attainment for All

- Provide quality learning experiences that engage, challenge and motivate all learners.
- Provide high quality learning and teaching within Literacy and Numeracy
- Provide a curriculum that links with our local community needs as well as incorporating the needs of our global community
- Use a range of assessment approaches to identify progress, celebrate achievement and plan next steps.
- Promote a culture of high expectations where every learner is supported to achieve their potential

Close the Poverty Related Attainment Gap

- Ensure equity of access to learning opportunities, resources and experiences for all children.
- Use data and evidence to identify barriers to learning and implement targeted interventions
- Embed inclusive and differentiated practice to meet diverse needs and reduce inequalities

Promote Health and Wellbeing

- Create safe, nurturing and supportive learning environments where all learners feel valued and respected
- Integrate wellbeing across the curriculum and empower learners to develop resilience, confidence, and positive healthy relationships
- Work in partnership with families and agencies to remove barriers to participation and learning

Develop Skills for Life, Learning and Work

- Offer a curriculum that is relevant, challenging and connected to real-life contexts
- Develop learners skills in creativity problem solving, collaboration, and digital literacy
- Support all learners to recognise and articulate their skills and achievements to prepare them for future pathways
- Provide a learning base for our children, families and wider community

2. The Learners

We have identified the key school values that we promote in our school. By focusing on these values across a broad and balanced curriculum, our children develop the skills and capabilities to become effective life-long learners.



Respect



Curiosity



Healthy
Relationships



Ambition



Equity

Skills for Life, Learning and Work:



Leading to:

Our Curriculum

A full curriculum is not complete unless school essentials are established. Our school essentials – the context, our values, the needs of our community and our vision and aims, define the content of our school curriculum.

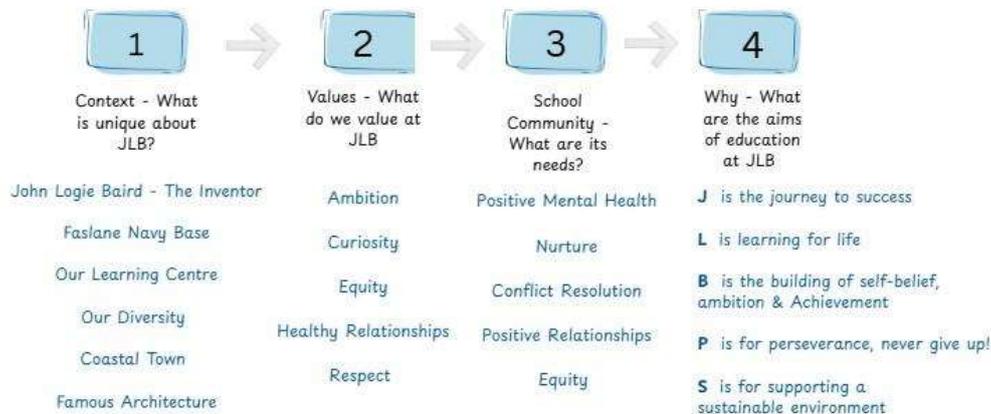
A key driver for our school is the legacy of *John Logie Baird*, the famous Scottish inventor, and our name sake. It serves as a reminder of the importance of the values of “curiosity” and “ambition” and shapes the way we build a Curriculum for Excellence around the needs and context of our school community

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:



We use our curriculum and supporting frameworks to provide a consistent approach to learning across year groups in the school. Our whole school curriculum provides a basis and ideas but is also responsive and adapted to be current, relevant and to take into account the interests of the group of learners being taught.

We support our pupils in developing 21st Century skills through embedding skills for life, learning and work.



Our Curriculum Rationale:

3. Learner Pathways

‘Effective learner pathways are about a unique learner journey which values the young person in their entirety... It is about developing skills which are transferable and that our young people can articulate. It is also about realising passion, raising individual aspiration and developing an understanding of self.’ (Education Scotland, Learner Pathways: A key to successful curriculum design)

In John Logie Baird Primary, Learning Centre and ELC practitioners build learning experiences where children can learn from each other and progress through their own pathways with timely interactions from the adults around them. Practitioners make use of the revised progression pathways within the core subjects; Literacy, Numeracy and Health and Wellbeing to plan effectively for a range of knowledge and skills for children.

A range of information informs our learner pathways and supports the continued progress of our children:

- Literacy Progression Framework
- Numeracy Progression Framework & Numeracy Block Progression
- Health and Wellbeing Progression Framework
- Discrete Subject Planning Overviews
- IDL Planning Tool
- Curriculum for Excellence Benchmarks (Early, First, Second and Third Levels)
- Argyll and Bute’s Assessment Level Progress measures (XBRA - eXploring, Building, Reinforcing and Applying)
- Tracking and Monitoring sessions (3 key points in the session)
- Stage / department planning sessions (Quality assured by senior leaders)

- Moderation sessions (In departments and with cluster schools)
- A Range of Assessments
- Professional development sessions within Learning, Teaching and Assessment
- Additional Support Needs co-ordinator (HT) and support staff team (Pupil Support Teacher, ASN assistants, Classroom assistants, Pupil Support assistants and partners to the school)

4. The Teachers

At John Logie Baird we work alongside our Education Team within the council to support and realise the vision and aims of our LA (Local Authority). Our Key Drivers are influenced by the Learning, Teaching and Assessment framework provided by the LA. Our teachers and practitioners are supported to continue to develop high quality learning, teaching and assessment, using professional learning within their own pedagogy.

Engaging in professional dialogue and collaboration is essential and opportunities for dialogue are created throughout the school year focusing on:

- ★ The annual PRD cycle
- ★ Attainment meetings to discuss learning across all classes
- ★ Impact reviews to measure impact of interventions
- ★ Partnership working with HALCO schools
- ★ Staff meetings and INSETs
- ★ Achievable and accessible targets for Literacy and Numeracy created and evaluated in learning conversations between learners and their teacher.
- ★ Targets personalised to match individual needs and opportunities to celebrate success with peers and families are provided throughout the school year.

Environments

A positive classroom ethos is created in classrooms in which confidence and success is built and mistakes are encouraged and celebrated as a way of building learners' confidence and encouraging barriers to be broken down. Our learning environments are planned to ensure that children are able to immerse themselves in a meaningful contextual way when building new concepts and engaging in activities. The environment can be both physical and digital depending on the purpose of the learning and the pedagogies used.

Types of environment staff should consider:

Classroom learning – is the space matched to the experience planned for?

- Is learning collaborative / individual / whole class

- Is the space matched to the subject covered e.g. quiet reading areas, adult supported areas
- Is learning at tables appropriate to the intended outcomes

Outdoor learning

- Is learning easily linked to the outdoor area identified e.g. seed dispersal – using trees within the school grounds
- Is learning relevant to the outdoor area

Digital learning

- Is the use of technology enhancing learning
- Are devices simply replacing other materials e.g. Chromebooks used instead of paper worksheet

Planning

We use technology to support the most impactful, responsive planning that occurs in playrooms and classrooms on a daily basis. All planning takes place online via Google share drives where all staff can access planning at each stage.

Planning is a mixture of predicted coverage of experiences and outcomes across a yearly overview, shorter termly overviews responding to changing needs within the session and weekly responsive planning that adapts to learners choices and enjoyment in learning experiences.

Predicted coverage of experiences and outcomes across the year ensures equitable and consistent learning and teaching for all children and young people. Staff will refer to progression frameworks for curricular subjects spread across Early, First and Second Level.

Short, termly planners will provide adapted experiences with key vocabulary and reading texts essential to the content and knowledge children will require across the term to apply learning within wider curriculum subjects. The IDL planning toolkit will sit alongside the core subject termly planners for a range of learning experiences that provide opportunities for curiosity in key interests learners express.

Weekly planners will provide the planned learning intentions from progression frameworks along with research based quality resource listings and assessment processes. Weekly planners will be located in the teacher Google Drive a week ahead of time. These will be edited and adapted through the week according to the actual learning achieved with children. We have staff who create learning environments built on positive, nurturing and appropriately challenging relationships which lead to quality learning outcomes.

Depth, breadth, challenge and application are developed across a curriculum which allows individual learning pathways to be tailored to the needs and context of the learners.

A Quality Lesson

Across John Logie Baird Primary school, Learning Centre and ELC we aim to have a consistent approach to planning the structure of our lessons to ensure that quality teaching and learning takes place. We have developed a curriculum and programmes of study to ensure the progression of learning across all subjects. Lessons are planned to ensure all children can achieve the knowledge, skills and understanding required and that any ceiling to learning is removed.

We continually adapt our planning to respond to the needs of all learners through many support mechanisms, some of these include:

- ★ Differentiation of task to suit learner ability
- ★ Learning scaffolded by teacher
- ★ Learning Support Teachers
- ★ Nurture Teacher
- ★ Peer Support
- ★ Nurturing Classroom Environments
- ★ Wide variety of practical resources to support mastery
- ★ Support Staff in classes
- ★ Staged Intervention Processes
- ★ GIRFEC
- ★ Other External Agencies Support

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. When planning learning it is useful to consider the structure that takes place within one lesson.

Teaching and learning are not the same thing. Encountering information is not the same as understanding it. While the stages are inextricably linked, they are separate processes. This must be reflected in the lesson.

Features of Effective Practice:

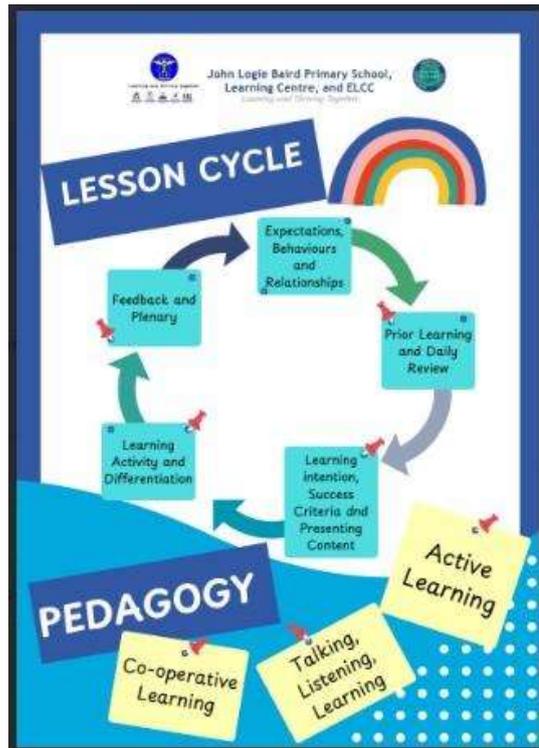
- ★ Learning Intentions and Success Criteria
- ★ Differentiation and Challenge
- ★ Effective Questioning
- ★ Feedback and Plenaries
- ★ Metacognition
- ★ Motivation and Engagement
- ★ Collaboration, including cooperative learning approaches

To support the features of effective practice, John Logie Baird Primary has refined a rubric for ensuring teachers and practitioners are providing high quality experience for our children. This rubric supports professional discussions and highlights key areas for practitioners to celebrate their expertise in and areas for continued professional development.

Key components are:

- ★ Expectations, Behaviour and Relationships
- ★ Prior Learning & Daily Review
- ★ Learning Intentions, Success Criteria and Presenting Content
- ★ Learning Activity and Differentiation
- ★ Questioning and Discussion
- ★ Feedback and Plenary

The Lesson Cycle



Teachers and practitioners make use of the revised lesson cycle further supporting their pedagogy to ensure there is quality within the learning experiences:

The table below provides an indication of timescales. This allows for appropriate pace within lessons. It is important for teachers and practitioners to consider the context of the class and adapt approaches and timing to match the needs of children.

Expectations, Behaviour and Relationships	Set from the beginning of a lesson and consistent throughout
Prior Learning / Review	5 minutes – warm up and linking to new concepts
Learning Intention, Success Criteria and Presenting	10 minutes – Active and concise – co-created
Learning Activity & Range of Differentiation	25-30 minutes – Well matched to learners and relevant to success of LI and builds evidence
Feedback & Plenary	10 minutes – concise feedback and next steps – evidencing learning achieved

Questioning and Discussion underpin all features of our high quality learning rubric. Teachers should take time to carefully plan for the high quality interactions they have with their children. Our interactions with children are central to ensuring they are highly motivated and engaged in their learning at all times.

Pedagogical Strategies

John Logie Baird Primary School, Learning Centre and ELC teachers and practitioners use a range of pedagogical strategies to ensure high quality teaching, learning and assessment is taking place within each phase, at every stage. We know learning takes place when teachers make appropriate and precise decisions about the teaching strategies they use some examples are:

- ★ Talking Listening Learning Strategy
- ★ Cooperative learning
- ★ Active Learning
- ★ Encouraging children to lead the learning

5. Assessment is for Learning

Feedback and Assessment

Assessment and Feedback are key drivers within the Learning, Teaching and Assessment Cycle. At John Logie Baird moderation is planned and ongoing, occurring 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, teaching and assessment in our school.



Marking and Feedback

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

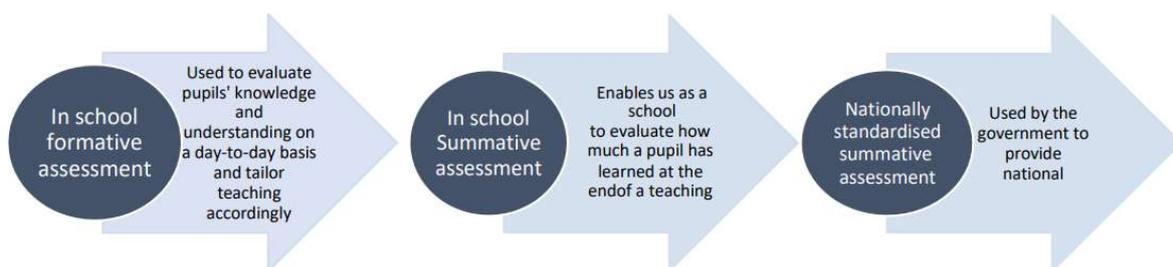
1. Teachers must use pupils' recorded work to assess understanding and address pupil misconceptions as part of the teaching cycle.
2. All work should be acknowledged however, this might be by the teacher or through peer or self-assessment.
3. Peer and self-assessment are powerful tools and pupils should be guided in their appropriate use. Pupils should also be encouraged to reflect on their own learning.
4. 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 that in planning learning lessons are amended to ensure that teaching and learning is responsive 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.
- Support teachers in their continuing review of learning on a consistent basis in order to identify gaps and misconceptions.

The Three Aspects of Assessment



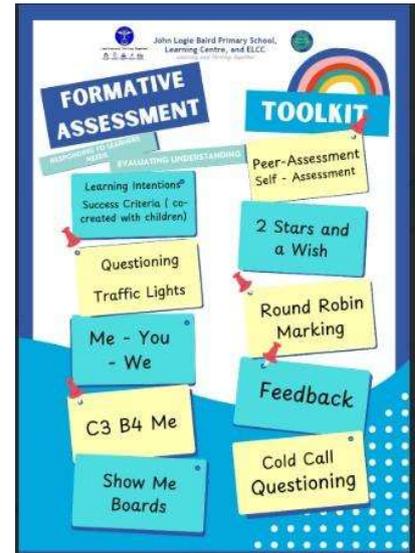
Formative Assessment Toolkit

In John Logie Baird Primary School, Learning Centre and ELC, 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 to assess knowledge, skills and understanding, and to identify gaps and misconceptions. A range of methods are used to complement our Formative Assessment Toolkit and allow teachers to evaluate pupil understanding and enable teachers to be responsive to the needs of the pupils.

These include:

- ★ Learning Intentions
- ★ Success Criteria (co-created with children)
- ★ Peer-Assessment
- ★ Self - Assessment
- ★ Questioning
- ★ Traffic Lights
- ★ 2 Stars and a Wish
- ★ Me - You - We
- ★ Round robin Marking
- ★ C3 B4 Me
- ★ Feedback
- ★ High Quality Assessments



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.

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.

National Standardised Assessments

National standardised summative assessment is used by the government.

At the end of P1, 4 and 7 will be assessed in reading, writing, maths. They will be given 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.

Our approach to teaching, learning and assessment is designed to ensure all children leave our schools with the attributes and capabilities to be life-long learners. At John Logie Baird Primary we believe that improved outcomes equate to improved life chances for our pupils.

Tracking attainment and progress

The way that we track progress and attainment ensures that we have a comprehensive online tracking tool for attainment throughout all curricular areas and wider achievements on our shared Google Drive.

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.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and statutory guidelines where appropriate.

At John Logie Baird Primary School we fully endorse the Argyll and Bute Learning, Teaching and Assessment Framework.