

Keithhall School



Learning, Teaching and Assessment Policy

Rationale

The purpose of this policy is to promote a common understanding of what constitutes highly effective teaching practice amongst all stakeholders who are involved with our pupils. All children have the right to high quality learning experiences. Below we set out how we plan, track and monitor attainment at Keithhall to ensure clarity and consistency across the school.

Ethos and Vision

A very warm welcome to Keithhall School. Our school rules are '**Work Hard, Be Kind and Stay Safe**' so that we can all **Learn, Develop and Grow**. We hope that you see this in action as you work with us.

The ongoing learning experiences are underpinned by our school vision, values and aims which reflect the UNCRC. Staff know our children very well. Our pupil wellbeing is a high priority across both classes and children have a good understanding of their rights and those of others. Positive relationships and an ethos of mutual respect can be seen and felt across the school. Everyone works together to support and encourage each other to be the best they can be.

It is important to talk about the importance of 'Learning' as we strive to raise attainment for all our learners. Staff and children are expected to strive for excellence in everything they write, make, say or do. We have high expectations for all our pupils.

Planning for Learning and Teaching

- Teachers plan and differentiate effectively to meet the needs of all pupils, ensuring appropriate support and challenge.
- All staff effectively use the different learning environments at Keithhall and provide organised well managed learning experiences.
- Teachers give clear explanations and instructions to ensure that pupils understand the purpose of each learning activity.
- All subject areas of the curriculum have a progressive programme of work which clearly identifies what is to be learnt and assessed.
- Learners are involved in the planning process to ensure that knowledge and understanding is built upon, and links are developed between ongoing and prior learning.
- Opportunities are provided for pupils to exercise choice and make use of their real-world contexts ensuring personalisation, meaning and relevance.
- Pupils are supported by high quality, innovative and creative teaching approaches including the use of digital technologies.
- Learners are encouraged to talk about their strengths and identify their next steps which encourages pupils to be leaders in their learning and further develop attributes within the four capacities.
- Teachers use effective questioning to challenge and extend higher order thinking skills.
- Staff effectively plan for learning opportunities that encourage skills for the future workplace and an awareness of different career pathways.
- By undertaking regular professional learning opportunities staff ensure that learners are supported in the development of skills for the 21st century.
- Teachers engage in moderation and evaluative activities with the Head Teacher to ensure that the school continues to strive for excellence. This involves working together, drawing on guidance and exemplification and building on existing standards and expectations.
- Through regular quality assurance activities and moderation opportunities staff develop a shared understanding of standards and expectations. Moderation is ongoing, during and after the planning of learning, teaching and assessment.

Long Term Planning

At Keithhall we have a 3-year rolling programme that plans for the Early, First and Second level experiences and outcomes to be taught consecutively over a 3-year cycle. This allows each child the opportunity of learning across every level within Science, Technology, Expressive Arts and Social Sciences. It ensures that learning is built upon, allowing for coherency, depth and progression. Planning across Maths, Literacy and Health and Wellbeing is continuous from Early, through First and second level with some pupils working at third level. This is reflective of individual pupil needs and assessed vigorously to ensure learning has been embedded and skills can be transferred across the curriculum. Teachers plan topics collegiately to ensure consistency and progression. Children share their learning with each other and during class time, assemblies, and whole school shows where Parents/Carers are invited to attend.

Medium Term Planning

Teachers share their termly plans through curricular newsletters with Parents/Carers at the beginning of each term. This clearly indicates the learning that is to be taught within all areas of the curriculum. We encourage Parent/Carer engagement using their skills to contribute to developing knowledge and understanding of career pathways. Termly plans are colour coded to show coverage of each curricular experience and outcome.

Short Term Planning

Daily/weekly plans are used to organise each week and are available for any staff should there be an absence.

Affective Use of Assessment

All staff use assessment data effectively to plan and secure improved outcomes for each pupil. Learning, teaching and assessments are planned in an integrated manner identifying what is to be learned and assessed at the planning stage. Assessment approaches are matched to the needs of the individual pupils to allow them to demonstrate their knowledge, understanding, skills, attributes and capabilities. There is effective use of a wide range of assessment information, including formative (ongoing), summative and standardised (periodic) to inform teacher judgements. National benchmarks are used to improve the validity and reliability of professional judgements.

At Keithhall we understand how important it is for learning to be visible. Teachers use quality feedback based on clear success criteria to ensure that pupils are clear about their strengths and what/how they can improve.

Tracking and Monitoring Attainment

Tracking and monitoring processes is ongoing throughout each session with termly meetings between the Head Teacher and teachers to track and monitor attainment. This includes analysis of data linked to any barriers of learning and identified additional support needs. Comparing our data includes the comparison of attainment data across cluster schools and Scotland's National data which informs our improvement priorities, planning and practice. Identified areas for improvement are recorded in the school improvement plan and the impact is regularly evaluated with all stakeholders. An assessment, tracking and reporting calendar is issued at the beginning of each session for parents/carers information.

Sharing Learning

A formal report is issued once a session outlining children's achievements, strengths and next steps in their learning. The report is discussed with each pupil before being sent home to ensure pupils are actively engaged in the measuring of attainment and reporting process.

Each pupil has a learning profile which gives examples of progression of their learning across the curriculum. Children are encouraged to identify examples and reflect on their strengths and next steps. Pupils are encouraged to take responsibility and ownership for their learning profiles, building confidence, reflective and evaluative skills as they consider their progress. Parents/Carers are invited into school to share the profiles and jotter work alongside their children to further give pupils the opportunity to develop attributes under the four capacities.

The Four Capacities



Raising Attainment

Wider Achievement

Celebrating achievements is very important to us at Keithhall. We ensure all our pupils feel valued and confident in all their accomplishments. This is in school through curricular learning, sporting activities, school groups and for those that shine through their example of keeping school rules and displaying behaviours under the four capacities. We celebrate out of school achievements giving recognition through certificates at our assemblies for Accreditation, Commitment and Engagement.

Leading Learning

Pupils are increasingly responsible in leading school improvements. Views of all pupils are sought and acted upon with our Learning Council working with 'How Good is Our School' and regular Pupil Council meetings with the Head Teacher to ensure everyone has a say in school improvement. Our Rights Respecting Group ensure that all pupils throughout the school know what their rights are and ensure pupils' voices are valued and heard. Our Eco Group are committed to learning and promoting sustainability and responsible for organising and measuring and evaluating Eco Schools activities including developing the outdoor space and garden.

Homework

In consultation with parents at Keithhall it was decided that there would not be a formal setting of written homework on a weekly basis. However, homework would continue to be proportionate and planned for some children depending on individual need to consolidate learning. For example, the practise of reading, spelling and times tables.

Consultation of this policy as draft was with Keithhall staff and Keithhall Parent Council.

Date of Policy - May 2023

To be reviewed annually