

**CORNHILL PRIMARY SCHOOL**

**LEARNING, TEACHING & ASSESSMENT POLICY (Reviewed 02/20)**

**Introduction**

At Cornhill Primary, we have been developing our approaches to learning and teaching through the Visible Learning programme to ensure we are providing our learners with the highest quality learning experiences to support them to learn and build skills that they can apply across all areas of the curriculum.

We hold high expectations and the children understand our motto, ‘Strive for Excellence’. Our learners are actively encouraged to be respectful, focused, resilient, self-motivated, and inquisitive, and the use of Growth Mindset (the ‘can do’ attitude) is promoted throughout. These attributes are visible and used in all classrooms.

**Underpinning Principles**

The approaches to learning and teaching that we use are key to supporting the effective delivery of the principles underpinning the Curriculum for Excellence. Collectively, the approaches in the policy will ensure that our learners are receiving a school experience that is engaging and active; sets challenging goals; involves them in the planning, carrying out and assessment of the learning; and takes account of the ways different learners progress.

**Aim**

The overall aim of this policy is to set out the approaches to learning, teaching and assessment that we employ at Cornhill Primary to support our learners to develop the four capacities. Our learners will demonstrate this by becoming more independent and successful in their learning, by having greater ownership of their learning, having a more secure understanding, and by being able to transfer their knowledge. To this end, we have consulted with our staff, parents and pupils and their views have shaped this policy.

**Pedagogy**

The learning at Cornhill School will be;

* active, engaging and flexible
* driven by clear Learning Intentions (LI) and Success Criteria (SC) co-created with learners where possible
* designed to provide opportunities for achievement
* collaborative and interactive where appropriate
* differentiated to meet the needs of all learners
* planned/assessed in line with Curriculum for Excellence (CfE)
* supported by effective, open questioning designed to challenge
* based on Assessment is for Learning (AifL) strategies

All areas of the curriculum, at all stages, are enriched and developed through an active approach. Children learn by doing, thinking, exploring and investigating, and through quality interactions, intervention and relationships founded on children’s interests and abilities across a variety of contexts. At Cornhill School, learners will;

* be encouraged to be self-motivated by their learning and successes
* experience differentiation (in a range of methods) and challenge according to ability and resilience
* benefit from the creative use of resources
* be encouraged to develop resilience, perseverance and a ‘can do’ attitude
* be encouraged to lead the learning
* celebrate success in a variety of ways

In every classroom, the following can be evidenced:

|  |  |
| --- | --- |
| **LEARNING & TEACHING** | **QUALITY OF TEACHING** |
| Positive, respectful and nurturing ethos | Learning is relevant and built on previous learning |
| Learner attributes evident in all classrooms | Pupils are aware of learning expectations and know how to be successful in their learning |
| Classrooms are welcoming, attractive and well-organised | Learners are engaging in various types of learning experiences |
| Displays demonstrate a range of curricular areas and are accessible and used to reinforce learning | Learners are encouraged to develop higher order thinking skills |
| Pupil engagement, motivation and challenge is visible in the classroom | Learners are aware of timely, specific feedback and are given opportunities to act on this |
| Pupils are leading the learning (in the planning, carrying out, and next steps stages) | Presentation of work is of a high quality |
| High aspirations are evident | Digital technology is a feature of learning |
| Differentiated/personalised learning | Learners can relate learning to real life contexts |
| Effective use of PSA/targeted support | Learning will be supported by a range of effective questions |

**Assessment**

A mixture of formative and summative assessment is consistently practiced at Cornhill School to map learning, plan next steps, and to measure the effectiveness of the teaching and learning.

Summative assessments such as Scottish National Standardised Assessments (SNSA), Interactive Computerised Assessment System (InCAS), spelling/reading age tests etc. are used along with the Benchmarks to inform teachers’ professional judgements in relation to tracking the learners’ CfE results.

Formative assessment includes (but is not limited to) observations, peer/self-assessment, hot-seating, AifL strategies (e.g. whiteboards, thumbs up, no hands up, traffic lights, etc.) and questioning. The results of these AifL strategies should inform next steps and adapt practice.

To encourage ownership of the learning and to aid formative assessment of the learning, learners will have the opportunity to

* understand the purpose of the learning and the learning intentions
* set targets and receive specific feedback on how to improve
* be supported to define success criteria to measure success
* progress at an appropriately challenging pace
* receive timely support (scaffolding) and enrichment when appropriate
* be supported to develop skills in peer and self-assessment

To formatively assess teaching, teachers will;

* share practice with colleagues
* engage in self and peer reflection
* use data to measure impact effectively to support evolving practice
* collaborate to build a culture of improved standards
* evaluate practice against General Teaching Council Scotland (GTCS) standards

Teachers and learners at Cornhill School will design opportunities that allow the learners to develop depth, breadth and relevance in their learning, meaning they have the chance to;

* routinely develop and practise higher order thinking skills (e.g. Bloom’s taxonomy)
* apply learning in different contexts
* interact with, justify and collaborate with other during some tasks
* learn in a range of contexts
* undertake interdisciplinary learning to enable them to make meaningful connections across learning
* participate in the life and ethos of the school and wider community
* understand what they are learning and why
* experience a curriculum that connects the class to other areas of their lives
* develop life skills

**Meeting Learners’ Needs**

A range of methods are employed at Cornhill School to meet the needs of our learners. Various forms of differentiation is used such as; by task; by resource; by language; by depth; by expectation; and so on to scaffold, support or challenge learners. Use of PSAs, small groups, support resources (such as number squares or acetate overlays), among others are used in class to meet the needs of individuals. Beyond the classroom, provisions such as Support for Learning or Enhanced Learning Room sessions may be made available, along with the allocation of a paired reader or maths supporter. Resources such as Toe by Toe are available where necessary, as are a range of nurturing services such as Mud Pies, Thera-Pet or Music Therapy which are reviewed and adapted as learners’ needs change. All supports are allocated after discussion between the senior management team and teaching staff, and in consultation with parents.

**Enhancing Learning Opportunities**

To increase engagement and motivation and provide relevant contexts and motivational, active experiences we will make effective use of;

* a range of technology and associated software
* school trips
* visiting specialists or partner agencies
* enterprising events
* outdoor learning opportunities
* whole school or departmental initiatives

**Effective Planning**

Effective planning lies at the heart of providing a high quality learning environment at Cornhill School. All teaching staff will plan in accordance with the principles from ‘Effective Learning & Teaching in Aberdeen City’ along with this Policy to ensure that we promote children’s development and learning across a broad range of contexts. Our staff plans collaboratively with stage partners and, in the case of initiatives such as the IDL, across stages. Planning is based on a range of aspects such as summative data, formative assessment, CfE predictions, handover information (including knowledge of pupil wellbeing), and Benchmarks. The Learning Unlimited curricular overview is used to ensure coverage of the experiences and outcomes.

**Monitoring**

Monitoring the learning and teaching as set out in this policy will be undertaken by a variety of means, including;

* Planning, Assessment & tracking (PAT) meetings with teaching staff to discuss the ongoing work of the class, assess the impact learning experiences have had on learners, ensure next steps are meeting the needs of all learners and track progress across the range of curricular areas.
* Classroom Observations to allow the senior management team to work alongside teaching staff during their delivery of a range of learning and teaching experiences. This will support a consistency of approach across the school and allow appropriate supports to be provided where necessary.
* Jotter Sampling/Moderation to support consistency and high standards across all levels in the range of curricular areas.
* Learning Walks
* Learner Focus Groups to discuss a variety of topics with learners and gauge their views/perceptions, understanding and involvement of and in the learning process.
* TLC discussions and tasks to provide for peer and self-assessment and reflection.

It will be the responsibility of the senior management team to review the policy annually using the information gathered from the monitoring procedures and consultation exercise. Formal evaluation will be undertaken within the annual School Improvement Planning process using the performance indicators ‘How Good is Our School’. Staff, pupils and parents participate in this review process. This will identify strengths and areas for further development. As a result all parties will be consulted during a period of review.