Killermont Primary School

Learning, Teaching and Assessment in the Broad General Education Strategy

Raising attainment, achievement and ensuring equity for all children and young people within Killermont Primary School

1.0   Introduction

1.1   This strategy is underpinned by the National Improvement Framework and Improvement Plan. This sets out a Vision for Education as:

- *Excellence through raising attainment and improving outcomes:* ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens and effective contributors;
- *Achieving Equity:* ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

1.2   Learning, Teaching and Assessment in Killermont reflects the key priorities in the National Improvement Framework:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in attainment, particularly in Literacy and Numeracy.

1.3   The key drivers to achieve this are:

- School and ELC leadership;
- Teacher and practitioner professionalism;
- Parent/carer involvement and engagement;
- Curriculum and assessment;
- School and ELC improvement;
  and
- Performance information.

1.4   The purpose of this Learning, Teaching and Assessment Strategy is to promote a common understanding amongst all school staff who are involved with learners of what constitutes highly effective practices.

2.0   Curriculum Rationale
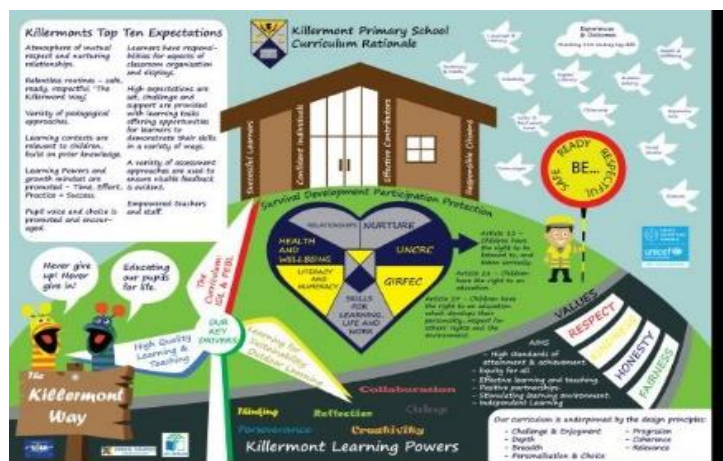
2.1   Killermont Primary School is committed to raising attainment and ensuring excellence and equity for all children and young people. There are a number of key inter-related elements which need to be in place to ensure success:

     2.1.1   Killermont vision, values and aims

     2.1.2   Effective pedagogy for learning and teaching

     2.1.3   Effective approaches to raising attainment and achievement

     2.1.4   Curriculum design, pathways, courses and programmes of study

     2.1.5   Processes for planning, assessment, moderation, monitoring and tracking

     2.1.6   High quality professional learning for teachers and practitioners

     2.1.7   Effective interventions for equity

     2.1.8   Parental engagement and involvement

     2.1.9   Learning, teaching and assessment is our core business. Establishing and maintaining high quality learning and teaching, together with close monitoring and tracking of all learners' progress, ensures that every young person has the opportunity to experience success in the classroom.

2.2   There are three principles that underpin our learning, teaching and assessment strategy: meeting learners' needs; health and wellbeing and our Killermont Learning powers which develop skills for learning, life and work.

2.3   This Strategy should be read in conjunction with EDC's Equalities and Diversity Procedure Manual and the Including Every Learner Strategy to ensure that all learning and teaching meets the needs of all learners. Staff should consider barriers to involvement in learning arising from additional support needs, language, disability, gender, race, religion or belief, sexual orientation.
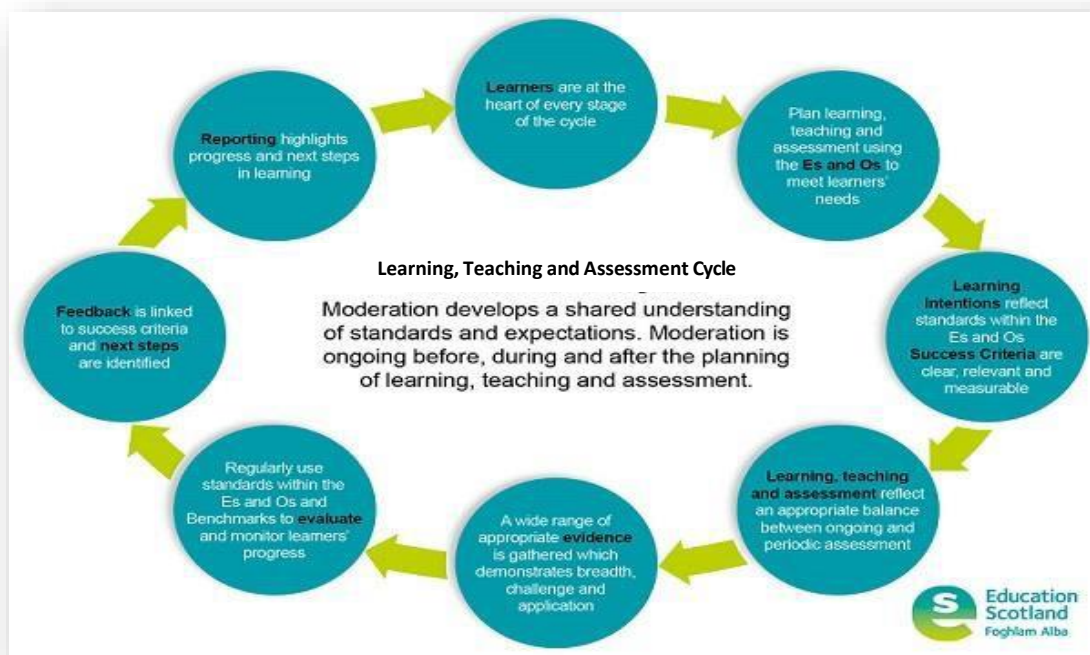
3.0   The Curriculum
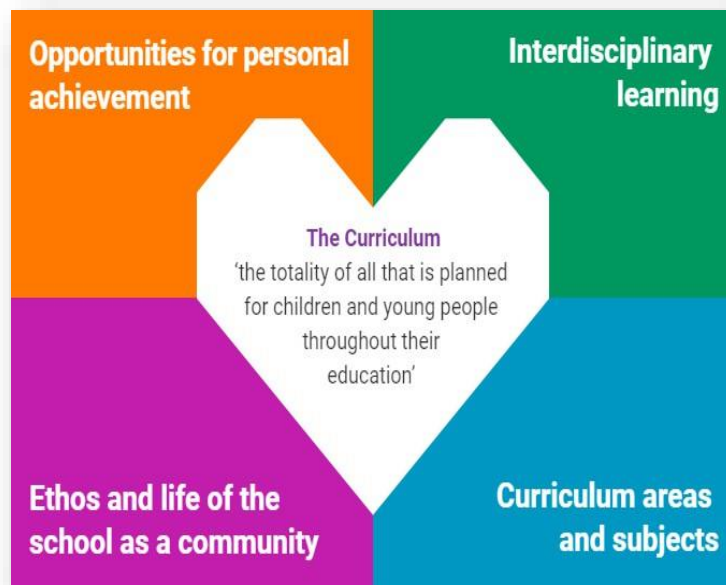
Curriculum for Excellence is designed to provide flexibility for educational establishments to plan learning suitable for their own context and to meet the needs of individuals and groups of learners. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

3.1   Killermont Primary has a clear rationale for the curriculum, which also takes account of the local context and the Refreshed Curriculum Narrative (https://scotlandscurriculum.scot/) *Appendix 1: A schematic guide for curriculum planners*

3.2   Killermont Primary has developed clear curricular frameworks to support teachers' planning, which takes account of the design principles and the four contexts of learning: Curriculum Areas and Subjects, Interdisciplinary Learning, Ethos and Life of the School and Personal Achievement.

3.3   Skills progression pathways are clear within each of the curriculum areas. Killermont school context has been taken into account when developing clear progression pathways.

3.4   Evaluation of the curriculum and pedagogy forms an integral part of self-evaluation processes as part of School Improvement Planning. Killermont Improvement Planning frameworks and guidance supports this process and are available on the school website.

4.0   Moderation

4.1   Moderation is an ongoing process at Killermont which features at all stages of the learning, teaching and assessment cycle. National Guidance stipulates that learners should be at the heart of the moderation process.

4.2   Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

5.0   The Learner

'…all learners should be involved in planning and reflecting on their own learning.'
(Building the Curriculum 3)

5.1   High quality and moderated planning, learning, teaching and assessment meets the needs of all learners, providing appropriate pace, support and challenge.

5.2   All learners are actively involved in the planning of their learning. They should understand the purpose and relevance of their learning and be able to confidently talk about it.

5.3   Teachers at Killermont use metacognition as part of learning to support the learner. Metacognition is simply '*Thinking about thinking and learning about learning to make decisions about the best way to learn'.* The Killermont learning powers were created by pupils and staff to provide a clear framework for the development of these skills across the school. Insert photo of learning powers and superheroes.

5.4   Metacognition is part of three essential components that encourage learners to self- regulate their learning:

- **Cognition strategies:** acquiring knowledge and completing learning tasks
- **Metacognition strategies:** monitor and control our cognition strategies
- **Motivation:** convincing oneself to undertake challenging tasks and to persevere when faced with difficulties

    It is important to provide explicit instruction in metacognitive self-regulation strategies when:
- **Planning:** how they will approach the task; understanding the goal; activating relevant previous knowledge and the task; selecting appropriate strategies; and consider how to allocate their effort
- **Monitoring:** assess the progress they are making through self-questioning and self-assessment; and make changes to their chosen strategies.
- **Evaluating:** appraising the effectiveness of their plan and its implementation

5.5   Metacognition strategies are:

- Activating prior knowledge
- Explicit strategy instruction
- Modelling of learned strategy
- Memorisation of learned strategy
- Guided practice
- Independent practice
- Structured reflection

5.6   Metacognition skills are important because our learners live in an ever changing world and they need meta skills for life, learning and work. Developing these skills as part of everyday learning and teaching will empower children and young people to be successful learners and confident individuals; enabling them to reach their full potential throughout their learning journey, and beyond.

6.0   Experiences and Outcomes

6.1   The curriculum is defined by Experiences and Outcomes.

6.2   *Experiences*: the quality of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning.

6.3   *Outcomes*: what is to be achieved.

6.4   *Benchmarks*: developed to provide clarity on the national standards expected within each curriculum area at each level.

6.5   Taken as a whole, experiences and outcomes embody the attributes and capabilities of the four capacities; Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. They apply to the totality of experiences which are planned for children and young people including the ethos and life of the school and interdisciplinary studies as well as learning within curricular areas and subjects. This means that they apply beyond curriculum subjects; they are considered in all.

6.6   The Experiences and Outcomes for a curriculum area illustrate the expectations for learning and development in:

- Expressive Arts
- Languages
- Health and Wellbeing
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

7. 6   Learning, teaching and assessment at Killermont is be planned together from the Experiences and Outcomes. These should also be bundled together to link concepts meaningfully and provides opportunities for breadth, challenge and application of learning, for example, in Interdisciplinary Learning. Practitioners should evidence that pupils have achieved a breadth of learning across knowledge, skills and understanding as set out in the Experiences and Outcomes for the level.

7.7   Staff use Experiences and Outcomes to plan for learning, teaching and assessment.

7. 8   Staff have opportunities to plan collegiately to ensure a breadth of experiences and facilitate moderation discussions. WTAs supports collegiate planning.

8.0   Formative Assessment

8.1 Formative assessment strategies and approaches should be part of the learning culture in every classroom; ensuring that children and young people know how to learn and can reflect on their progress and achievements.

8.2 Formative assessment is a participative pedagogy and is most effective when learners are fully involved and engaged in conversations about learning.

8.3 **A culture of formative assessment** is evident through the following:

- Involving pupils in planning learning;
- Pupils knowing what the intended learning is and collaborating with the teacher and each other to create success criteria and know what excellence looks like;
- Effective questioning;
- Effective self, peer and teacher feedback, where learners are given timely feedback that focuses on what learners need to do to improve and how to achieve this;
- Teachers and learners model success and strategies for improvement;
- Learners are involved in reviewing and reflecting on their learning, identifying next steps and goals for improvement;
- Teachers moderate learning to share standards in and across schools;
- Formative assessment is recognised as providing a valuable contribution to teacher's professional judgement and the overall picture of progress and achievement for the learner

8.4   Learning Intentions and Success Criteria are linked to Experiences and Outcomes, taking cognisance of the benchmarks, providing appropriate experiences for achieving these through the four contexts of differentiation. *Appendix 2: Four contexts of differentiation*

8.5   Learning Intentions should clearly outline what the learner should know, understand or be able to do by the end of a lesson, series of lessons or block of learning. The focus should be on what is to be learned as opposed to the task, activity or context. High quality learning intentions support learners to engage in their learning. Learning intentions can focus on skills, knowledge and understanding. Sharing Learning Intentions makes it easier to give quality feedback, specifically on what has been learned. *Appendix 3: Learning Intentions, Success Criteria and the Experiences and Outcomes.*

8.6   Success Criteria should outline what the learner has to do to be successful in achieving the learning intention. They should be clear, relevant and measurable and be co-constructed with learners, where appropriate. They should be used as a tool to ensure progress towards learning throughout the lesson and support pace.

8.7   Success Criteria should clearly highlight how to achieve the intended learning, support engagement in self and peer assessment and allow pupil reflection on learning and next steps. They should be written in language learners understand and limited in number. Success Criteria should be differentiated to challenge, scaffold and support learning.

8.8   The sharing of Learning Intentions and Success Criteria should be meaningful to learners and be proportionate and manageable for staff. An appropriate balance of visual and oral LI and SC should be agreed at school level. Pupils should not be expected to copy learning intentions or success criteria however, they should be visible for them to see throughout the lesson.

8.9   Effective questioning at Killermont Primary is pivotal in learning, teaching and assessment. Questions should be considered as part of planning for learning and teaching, identifying a balance of questions types and selecting questions to promote thinking and deep learning. Quality questioning leads the learner on a journey in which there is a balance between content (who, what when) and process (how, why).

8.10   Effective questioning supports learners to engage in critical thinking, higher order thinking skills, analysis, problem solving and reflection. It also enables children to make connections across their learning. Teachers should build in thinking time and ask learners to share their thinking.

8.11   Learners should be encouraged to ask questions as part of peer coaching in learning. Teachers should anticipate where mistakes may arise and consider how to harness errors as an opportunity for learning.

8.12   Teachers should carefully consider how to embed formative assessment approaches as part of learning, teaching and assessment, considering what strategy is being employed, why it is being used and intended outcome or impact.

8.13   There should be a culture of feedback. Feedback should be heard, mistakes welcomed and challenge should be acted on. Learners should feel empowered within their classroom to improve their learning. They should receive high quality feedback and have an accurate understanding of their progress and what they need to do to improve.

8.14   Learners feedback should be clearly linked to Success Criteria and ensure that next steps in learning are identified.

8.15   Opportunities to discuss learning with pupils should be an integral part of learning and teaching. Pupils should be supported to review learning over a period to set targets. It should be

proportionate and manageable for both teachers and pupils.

9.0   High Quality Assessment

9.1   Learning, teaching and assessment should be planned together using Experiences & Outcomes allowing for breadth, challenge and application. Assessment must be an integral part of the planning process.

9.2   High quality assessments should bundle appropriate Experiences and Outcomes to avoid assessing every individual Experience and Outcome.

9.3   Assessment should be an integral part of the planning process and applied to everyday learning and teaching. Teachers should use a wide range of assessment approaches flexibly to identify pupil strengths, learning needs and appropriate support. There should be a balanced approach between ongoing and periodic assessment.

9.4   High quality assessments should provide the learner with the opportunity to demonstrate breadth, challenge and application in new and unfamiliar situations.

9.5   Benchmarks provide clarity on the national standards within each curriculum area at all levels. They set out clear lines of progression in all curriculum areas from early to fourth level. Staff should use benchmarks to support assessment and consistency in teachers' professional judgement of a level.

9.6   Assessment provides evidence and data to demonstrate how much and how well learners have achieved. Schools should integrate a balance of formative and summative assessment.

10.0   Standardised Assessment

10.1   Within Killermont, Primary 1, Primary 4, Primary 7 pupils will participate in National Standardised Assessments (SNSA). Scottish Government Guidance on the administration of SNSA should be followed. *Appendix 4: Scottish Government SNSA administration guidance*

10.2 Consideration should be given to the diagnostic purpose of SNSA and how teachers and schools analyse the information in order to support learners and school priorities.

10.3 Information gathered through standardised assessments is used as part of a suite of information to inform learning and teaching. Together with assessments from day to day learning, other assessment tasks or activities and professional judgement, standardised assessments provide a detailed picture of children's progress.

11   Evidence

11.1   A wide range of evidence should be considered when making judgements around progress through, or achievement of, a level. Evidence should demonstrate breadth, challenge and application.

11.2   Evidence should:

11.2.1 Evidence the learning not the activity
11.2.2 Relate to the Success Criteria set
11.2.3 Involve the children
11.2.4 Be proportionate
11.2.5 Be manageable

11.3   Evidence to support professional judgement of progress towards and achievement of a level, should come from a range of sources including:

11.3.1 Day to day learning

11.3.2 Coursework

11.3.3 Pupil observations

11.3.4 Periodic high quality assessments

11.3.5 Information from standardised assessments

11.4   Teachers should use their professional judgment to evidence achievement of level using curriculum benchmarks. It is not necessary for learners to demonstrate mastery of every individual aspect of learning within benchmarks at a particular level, and before moving on the the next level.

12   Tracking and Monitoring

12.1   Killermont has a tracking and monitoring system which is informed by high quality professional dialogue, assessment and evidence in all curricular areas.

12.2   Tracking provides an overview of each learner's progress and achievement over time.

12.3   Tracking supports analysis of the relative progress of different groups of learners across a school, stage or department. For example; by gender; ethnicity; those with additional support needs; SIMD; Care Experienced, attendance.

12.4   Tracking system used is manageable and allows for identification of support and challenge of pupil learning.

12.5   Tracking system supports professional dialogue to improve learning and teaching as well as identify areas of strength within the school and areas that require further development**.**

13.0   Reporting

13.1   The purpose of reporting is to support and improve learning for young people.

13.2   Reporting should provide information on progress made in the curriculum and also include information on the personal achievements pupils have gained inside and outside of school.

13.3. Reporting should describe next steps in learning, any additional support a child may need and how parent/carers can help.

- Reporting on pupil progress should be ongoing throughout the year and involve parents/carers and pupils.

- Teachers use a range of approaches to reporting for individual learners and group/class/school and setting. These include parents' consultation meetings which involve parents, teachers and learners, as appropriate, written reports, review meetings, on-going feedback in classwork via Seesaw, evidence of progress and achievement over time, sharing the learning events for parents, information events and school website, X and newsletters.

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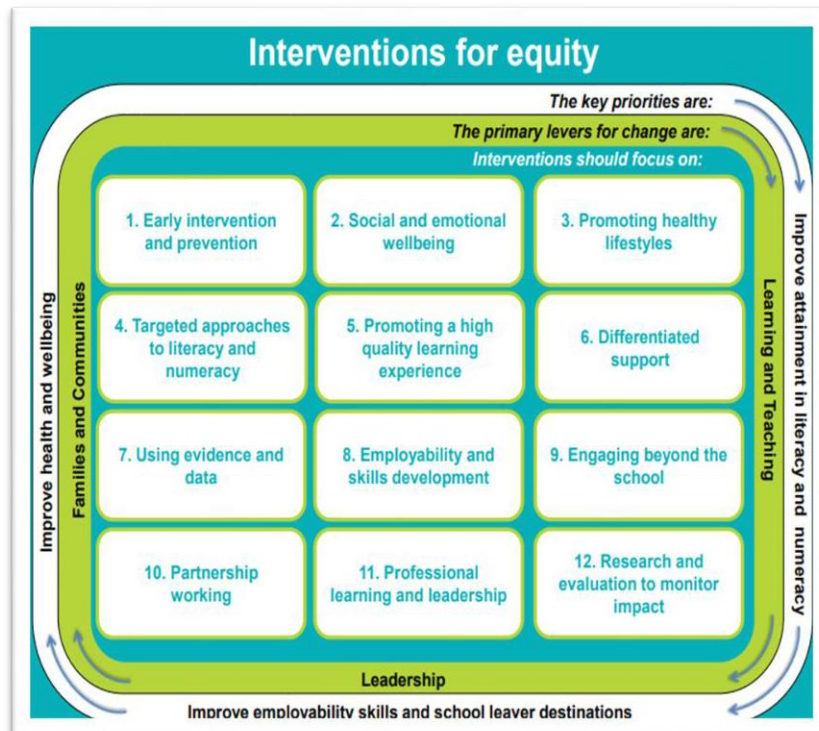*Appendix 1: A schematic guide for curriculum planners*
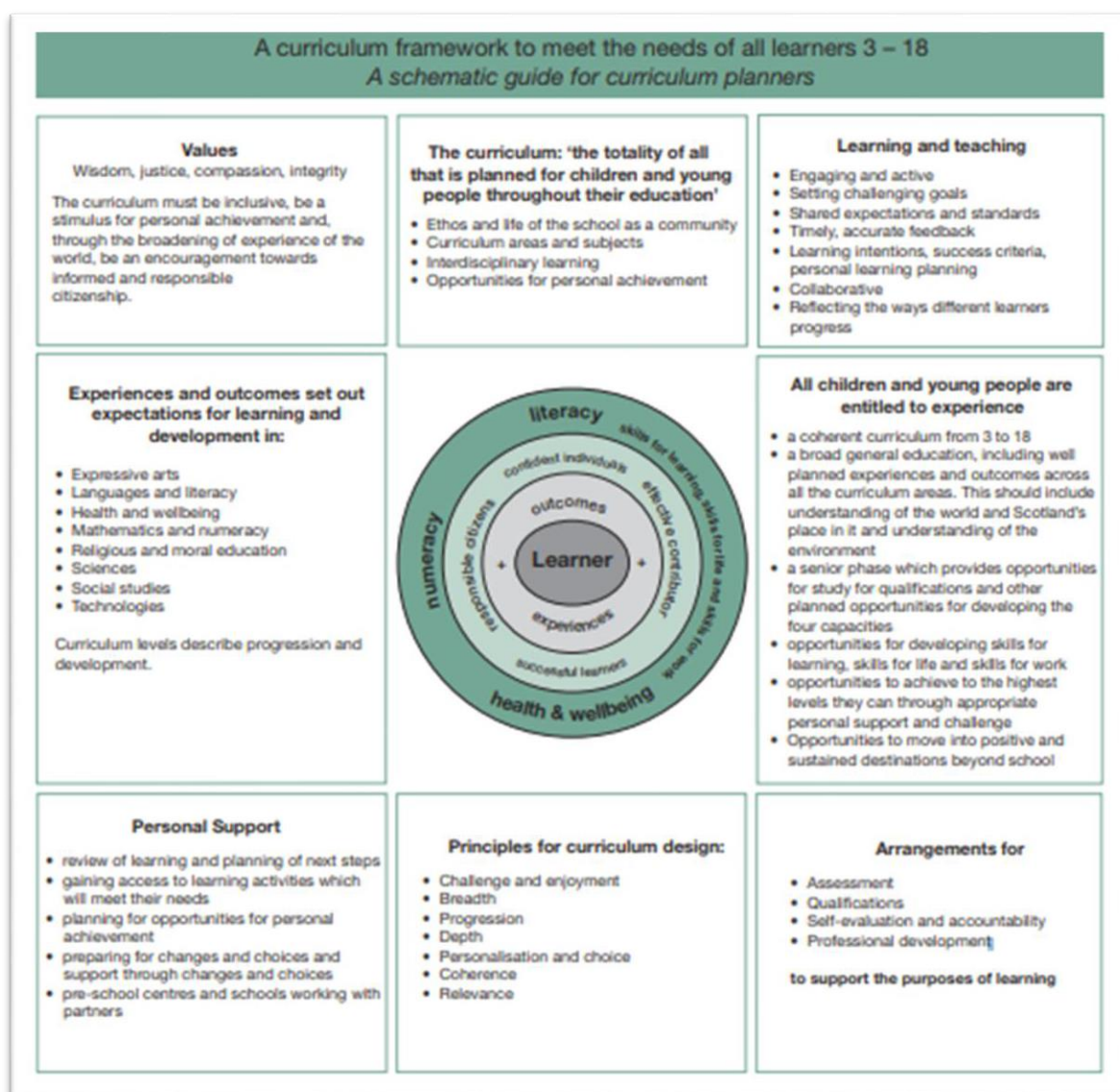
Building the Curriculum 3: a framework for learning and teaching, pg 13.

Appendix 2: Four contexts of differentiation

Differentiation is one dimension of _equitable_ teaching and is at the heart of Universal Support for all learners.

> Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It is not a single approach but includes a number of elements, for instance modifying learning content, processes, products or the wider learning environment. It is an integral part of learning and teaching. (Education Scotland, 2015)

Differentiating the content (What has to be taught)

- Content is comprised of the knowledge, concepts and skills that learners need to learn based on the curriculum.
- Differentiating the contents involves:
- Providing students with choices in order to add depth to learning
- Providing students with additional resources that match their levels of understanding
- Varied time allotments
- Assessment supports differentiating the content by ensuring that pupil learning is appropriately matched to their needs

Differentiating the Process (How learning will occur)

- Differentiating the process refers to how students think about or make sense of ideas and information. It is the 'how' of teaching, how students engage in learning and is often a synonym for 'activities'.
- Differentiating the process involves:
- Increasing the variety of ways in which learners are asked to learn
- Adding greater complexity or abstractness to tasks
- Engaging students in critical or creative thinking

Differentiating the Product (Evidence of Student Learning)

- Differentiating the product allows the learner to apply or extend their learning.
- The product tends to be tangible and reflects student understanding e.g. speeches, performances, diagrams, leaflets etc.
- Differentiating the product involves
- Providing challenge, variety and choice
- Encouraging students to express what they have learned in a variety of ways. For example, *write, make, say and do*
- Allowing for varied working arrangements such as individual, pairs, or groups
- Varied scaffolding

Differentiating the Learning Environment

- The learning environment:
- Is the 'climate' of a classroom
- Includes the operation and tone of the classroom. For example, class rules, furniture arrangement, lighting, procedures and processes
- Differentiating the learning environment involves:
- Providing a safe and positive learning environment
- Allowing for individual work preferences
- Considering the look and feel of the classroom
- Varying the places where learning occurs

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Appendix 3: Learning Intentions, Success Criteria and the Experiences and Outcomes

Curriculum for Excellence Experiences and Outcomes provide information to support the creation of Learning Intentions and Success Criteria whilst making reference to the Benchmarks.

The Es & Os should be considered in the following way:

What is the experience? – What are the activities taking place to achieve the outcome?

What is the outcome? – What have they learned?

What is the demonstration of the learning? – How are they going to show what they have learned?

For example:

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.

LIT 0-09b / LIT 0-31a

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.

SOC 1-17a

Learning Intentions and Success Criteria for a series of lessons can be created when bundling Es & Os. For example:

Experiences and Outcomes

I can display data in a clear way using suitable scale, by choosing appropriately from an extended range of table, charts, diagrams and graphs, making effective use of technology.

MTH 2-21a

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.

TCH 2-03a

Learning Intentions

To select an appropriate form to display data

To present the data in an appropriate way To use a software programme

To interpret the information from a graph

Success Criteria

I can select a survey question and choose an appropriate graph to show my data I can state the key properties of the

different types of graphs

I can present my information in a table I can present my information in a graph

I can create a graph to display my information using Excel I can draw conclusions from my graph

Learning, Teaching and Assessment

Appendix 4: Scottish Government SNSA Administration Guidance

SNSA Guidance.pdf