

Cornbank Primary School

where everyone works together to inspire learners
to be their best now and in the future

Learning, Teaching and Assessment Policy

2020/21



Respect

Inclusion

Safe

Excellence

Contents

Introduction

Learning

Cornbank Toolkit
Midlothian Learner Statement
Growth Mindset
Lifelong Learning
Feedback
Support for Learning

Teaching

Establishment Phase
Curriculum Rationale
Planning for Teaching
Pedagogy
Cornbank Teacher Statement

Assessment

Planning for Assessment
Formative Assessment
Summative Assessment
Communication of Assessment Information

Introduction

Our Shared Vision, Values and Aims, which were developed and agreed after full consultation with all stakeholders in Session 2018/2019, are paramount to Learning, Teaching and Assessment at Cornbank Primary School. By embracing these objectives and thereby providing high quality, inclusive experiences for all pupils, we aim to close the attainment gap so that every child, regardless of barriers to learning, reaches their full potential, and becomes a Successful Learner, Confident Individual, Effective Contributor and Responsible Citizen.

Our Shared Vision

Cornbank - Where everyone works together to inspire learners to be their best now and in the future.

Our Core Values

Respect

Inclusion

Safe

Excellence

#RISE

Our Aims

- To form strong and trusted partnerships within our learning community
- To support and challenge our pupils to develop and apply their skills in literacy and numeracy
- To use our Cornbank Toolkit to support development of skills for lifelong learning and for pupils to be Successful Learners, Responsible Citizens, Effective Contributors and Confident Individuals
- To nurture and support emotional and social well being for all
- To encourage respect for each others' differences and embrace and celebrate diversity as a Rights Respecting School
- To ensure everyone's voice is valued, and they are able to contribute to and lead improvements

Learning

Education Scotland states that:

'During the broad general education, children and young people should:

- achieve the highest possible levels of literacy, numeracy and cognitive skills;
- develop skills for learning, skills for life and skills for work;
- develop knowledge and understanding of society, the world and Scotland's place in it;
- experience challenge and success so that they can develop well-informed views and the four capacities.'

In order to achieve these objectives, we encourage pupils to recognise, develop and use the different learning dispositions in our Cornbank Toolkit.

- Confidence
- Creativity
- Cooperation
- Perseverance
- Initiative
- Concentration
- Curiosity
- Enthusiasm

Staff refer to these dispositions regularly and, every week, we celebrate pupils who have worked hard to achieve one of these. Children are awarded a postcard and are invited to Tea with HT. Learning is shared with families in many ways, both formal and informal, eg parental consultations, classroom visits, assemblies, Learner Profiles, and Twitter posts.

The Midlothian Learner Statement, which sets out the aspirations for all learners in every learning community in Midlothian, is displayed prominently around the school, and also referred to regularly by staff. It encourages learners to develop the attributes, knowledge and skills they need for life, learning and work, and to strive to exceed their potential.



Growth Mindset displays and classroom discussions focus on resilience, and stress the positive aspects of mistakes.

A programme of CLPL opportunities, both within and outwith Cornbank Primary, together with Professional Review and Development meetings and GTCS Professional Update (for teaching staff) and Making Performance Matter meetings (for Learning Assistants) ensure that staff continue their lifelong learning journey. During PRD meetings, teaching staff highlight areas from GTCS Professional Standards as personal development targets for the coming year, and their learning journeys for the year ahead are based on these. In addition, staff may undertake research-based practitioner enquiry to develop their knowledge and skills.

Feedback

At Cornbank, we believe that nurturing a culture of feedback is key to learning and is a two-way process between staff and learners. Clear learning intentions and success criteria allow the feedback to be specific and focused. Feedback should take place not only at the end of a lesson, or completion of a task, but also throughout the learning process. Feedback should be in the shared language of learning understood by the pupils, and its purpose should be clear.

Hattie and Clarke state that 'the power of feedback depends on the receiving skills of the learner as much as the feedback messages provided by the giver.....and critically, it depends on whether the receiver not only hears and understands the feedback but also whether they can use it to advance their learning.' (Visible Learning Feedback, p169)

With this in mind, at Cornbank we:

- May use classroom feedback visuals to ensure learning is visible and relevant to our learners.
- Use benchmark statements to inform our next steps which are then shared.
- Use verbal feedback such as learning chats, questioning and peer assessment.
- Individualise feedback with the use of stampers, stickers and written comments.
- Use a range of other strategies.

Effective feedback helps to close the gap between where the child's learning is, and where it aims to be.

Support for Learning

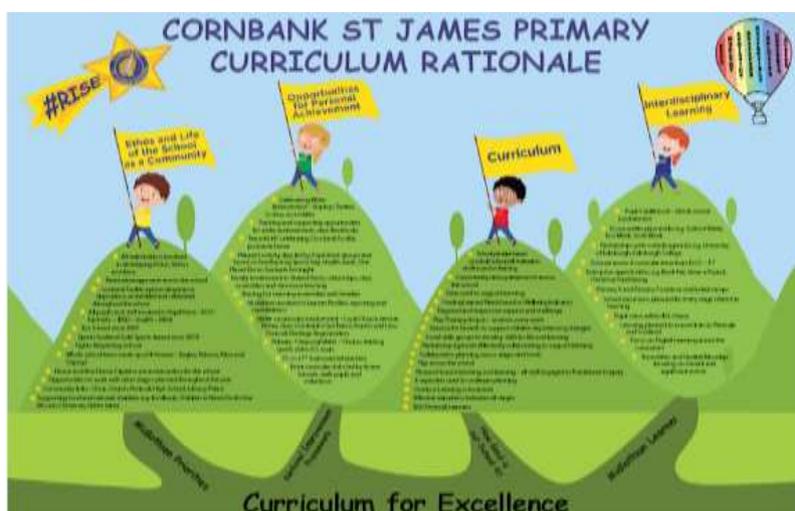
Regular tracking meetings and robust professional judgement, together with assessment, both formative and summative, help to identify those pupils who would benefit from additional support. This support focuses on overcoming barriers to learning, and may involve individual or small group work, as well as in-class support. In some cases, Individualised Education Plans with SMART targets are created. If appropriate, professionals from other agencies may be involved. A small number of children benefit from attending an alternative provision for some part of the school week. Support may also be provided for those children who are working beyond the expected level for their stage.

Learning outwith the Classroom Day

It is acknowledged that children learn from their experiences outwith the classroom day, eg. through clubs and societies, skills taught at home etc., and they are encouraged to share this learning through the use of floorbooks and Jamboards.

Teaching

Each academic year's teaching begins with The Establishment Phase. This is the period in which rights, rules, expectations and responsibilities are outlined. It includes class and whole school expectations. Across the school it is important that all staff and children have the same high expectations and this provides a format to do this successfully. Ideas for teaching are shared, and pupils present the Class Charters, prepared during this time, to the rest of the school, before being displayed in class to be regularly referred to during the year. The expectations agreed during The Establishment Phase, together with the use of Zones of Regulation and other Health and Wellbeing strategies to support learner dispositions, help to ensure that pupils at Cornbank are ready to learn.



Curriculum Rationale

Our Curriculum Rationale, created following consultation with staff, pupils and families, ensures curriculum planning and delivery of teaching includes both discrete and interdisciplinary learning experiences, as well as opportunities for personal achievement, and involvement in creating the ethos and taking part in the life of the school. It promotes inclusion and celebration of individuality.

Teaching covers the 8 curricular areas:

- Health and Wellbeing
- Numeracy and Maths
- Languages
- Expressive Arts
- Social Subjects
- Sciences
- Technologies
- Religious and Moral Education

For some of the above areas (e.g. Languages, and Numeracy and Maths) individual policies give detail about teaching methods, resources etc. These policies can be found on the school server.

Planning for Teaching

Teachers work together to create long, medium and short terms plans, aiming to cover the relevant experiences and outcomes across a level (Early, First or Second), and use benchmarks to be clear about what pupils need to know and are able to achieve. Plans aim to include teaching across the 4 contexts of learning;

- Learning in discrete subject areas

- Interdisciplinary learning

- Learning to develop ethos and values

- Learning which includes opportunities for personal achievement

Planning builds on prior knowledge gathered from assessments and transfer of information, and includes pupil voice, wherever possible. The use of digital technology to enhance learning is strongly encouraged, and staff provide support to each other to raise skills and confidence levels across the whole school.

Pedagogy

The way in which staff teach is guided both by the needs of learners, and by their own styles. Their knowledge, skills and styles may vary over time, and be influenced by CLPL, professional dialogue and practitioner enquiry. However, all teaching reflects the 7 principles of Curriculum for Excellence;

Personalisation and Choice

Relevance

Coherence

Challenge and Enjoyment

Breadth

Depth

Progression

Depending on the knowledge, skills, attributes and habits being taught, lessons may include individual, pair or group work. Pupils may learn through an active, 'hands on' approach, or spend time completing written work. The lesson may stand alone, or be one of a series of learning experiences. The teacher will have planned the structure and learning intention of the lesson in advance, based on the current knowledge and skills of the learners, and the learning objective. However, by listening and reacting to pupil voice and formative assessment during the lesson, there will be a need for flexibility to ensure that the teaching is as effective as possible. 'Pre-assessment is one of the most valuable tools in the outstanding teacher's toolkit. It saves you time and energy by helping you to discover where your learners currently are and what has to be done to get them to the desired destination' (Teaching Backwards, Griffiths and Burns 2014, p86)

Observed lessons and peer visits, followed by reflective professional learning conversations, help to support and develop high quality teaching. The quality indicators and challenge questions from 'How Good Is Our School 4' which was "designed to promote effective self-evaluation as the first important stage in a process of achieving self-improvement" are used as a basis for reflection during these conversations.

The Cornbank Teacher Statement was developed in consultation with staff, pupils and families, and reflects the qualities deemed most important for an effective teacher.



Assessment

Planning for Assessment

Planning for assessment is an integral part of long, medium and short term planning. In order to suit all learning styles, assessment contains a mix of 'make, say, write and do' tasks. Where possible, assessments are 'high quality' assessments, ie they demonstrate breadth of learning that comes from a range of Es and Os across different organisers. Assessments will vary from stage to stage, and should demonstrate challenge, asking pupils to use a range of higher order thinking skills such as analysis, creation, evaluation, problem solving, tackling multistep tasks and interpreting tasks. Assessments should allow children to apply the learning in both familiar and new contexts. Further information about assessment can be found in curricular-specific policies on the school server.

Formative Assessment

This should take place both during and at the end of lessons. It may include a range of Assessment is for Learning strategies, such as;

Peer and self assessment

Fist to five

2 stars and a wish

Traffic lights

Think/pair/share

Clear learning intentions (what you want to pupils to know, understand or be able to do) and success criteria (to scaffold and focus pupils during the activity) provide a basis for effective formative assessment. Where possible and reasonable, success criteria should be co-constructed with learners. Ongoing formative assessment allows pupils to become assessment capable learners who are able to set realistic learning goals for themselves.

Summative Assessment

A range of summative assessment methods are also used. Some follow national guidance (e.g. SNSAs) and others are prescribed at Local Authority level (eg MUMP assessments) or in school. Summative assessments which include a degree of subjectivity, eg Writing Assessments, are moderated both in school and within the ASG.

Communication of Assessment Information

Assessment information is discussed with SLT during termly Tracking Meetings, which are detailed in the annual assessment calendar, created at the beginning of each session. This allows the identification of pupils who may require some additional support to meet

the levels of learning expected of them. Some assessment information is stored on the school server and this, together with handover information, is communicated to the new class teacher before the beginning of an academic session. Parents and carers are provided with details of their children's progress through the sharing of learner profiles at parental consultation meetings, and at the end of session. The information shared will include strengths, next steps, and the CfE level within which the child is working.

Transition

Robust assessment information from Nursery to P1, between each primary stage, and from P7 to S1 is essential to allow learning to continue in the most effective manner at the beginning of each new academic year. In addition to assessment data, details covering pupils' Health and Wellbeing, and other relevant information is also shared in this way.

Other Documents

How Good Is Our School 4 - Education Scotland
GTCS Professional Standards