

Canberra Primary School Learning, Teaching and Assessment Policy

January 2022

Rationale

Our school vision and aims underpin our approach to learning, teaching and assessment. We believe that children should be:
nurtured to ensure they are ready to learn;
inspired and *inspiring* to develop creativity and a desire to try new things;
strive to give of their best
And *work together* to provide support, motivation and enthusiasm for learning.

We believe that effective learning takes place when our learners are motivated, engaged and enthused to develop positive, independent learning behaviours. Effective learning takes place as a result of effective teaching based upon high quality pedagogy and the use of assessment to change and improve the learning experiences that we offer.

Aims

At Canberra we aim:

to create an innovative and flexible learning environment that encourages achievement for all
to promote a culture of hard work, dedication and growth mindset
to ensure that our learners have the confidence and skills to maximise their potential

Our Curriculum

Our Curriculum is based upon the Curriculum for Excellence and supports its aim to provide a coherent, flexible and child-centred curriculum which allows our learners to develop the four capacities of being *responsible citizens, effective contributors, successful learners and confident individuals*. We use the Experiences, Outcomes and Benchmarks to ensure progressive learning experiences are planned and assessed, across the 8 identified curriculum areas: *Languages; Numeracy & mathematics; Health & wellbeing; Sciences; Technologies; Social subjects; Religious & moral education and Expressive arts*. In doing this we provide our learners with a broad, interesting and relevant curriculum which meets the four identified contexts for learning: *Ethos and life of the school as a community; Curriculum areas and subjects: interdisciplinary learning and Opportunities for personal achievement* thereby equipping them for learning, life and work.

Our Policy

We developed our policy with our learners to set out the features of effective learning, teaching and assessment that are necessary to achieve our aims.



Open ended resources

Has flexible seating to promote learning and allows for socialisation

Is safe, warm, bright & welcoming

Integrates the outdoors

Trusting, positive relationships are promoted

Promotes a Growth Mindset

Has spaces to relax/rest and be calm

Is flexible and able to change e.g. outdoors

Encourages learners to make and learn from mistakes

An effective learning environment

Is learning focused, interactive and engaging

Where nurturing approaches are central

Children are valued, happy & relaxed

Well organised to promote independence

Has consistent behaviour management in place

Display is based on children's work and helps learning



Highly effective learning experiences ...

Encourage reflection

Embed AiFL

Have a clear introduction, teaching session and plenary (school)

Are explained well

Make the purpose of learning clear

Use technology

Promote engagement

Are play based or actively engaging

Promote leadership

Promote engagement

Include uninterrupted opportunities to explore, inquire and be creative

Employ smooth transitions

Are skills focused

Are well paced

Are creative, relevant and challenging

Are differentiated

Are child led

Are well prepared and resourced

Make cross-curricular and real life links

Involve gathering children's thoughts and opinions

Promote collaborative working

Utilise a wide range of methodologies, resources and activities



Adults

Are honest

Have positive, challenging and achievable expectations

Use open ended questions to develop thinking

Actively participate

Are happy and friendly

Respect others

Children

Encourage

Show empathy

Plan & deliver high quality learning experiences

Pace learning well

Are honest

Value others contributions

Lead their own and others learning

Reflect on their practice

Nurture

Are happy and friendly

Adult and child(school) roles

Have a Growth Mindset

Use appropriate voice levels

Listen carefully

Model positive relationships

Are patient

Promote mutual respect & trust

Learn from others

Have a sense of humour

Share their ideas and opinions

Focus and concentrate on learning

Help others

Value others contributions

Are consistent and fair

Inspire and motivate

Nurture & inspire others

Know when they are wrong

Have high standards

Be creative & innovative

Communicate well

Are flexible

Know when they are wrong

Undertake and apply professional learning

Learn from others



Assessment

Why do we assess?

Assessment is used to gather the information we need to judge if learners are making progress in meeting the expected milestones for their age and stage. Teacher professional judgement is the key measure that we use at Canberra to describe learners progress and attainment. These judgements are formed by taking account of a wide range of assessment evidence over the course of the school year. In literacy and numeracy, these judgements are used to report children's attainment levels as they progress through Curriculum for Excellence. Assessment provides information during learning to allow practitioners to be responsive to learners needs; helps practitioners plan future learning and individual next steps and provides evidence of learners attainment. We also use assessment information to help us track learning and in turn put interventions in place as required to support their learning journey. The process of making Professional Judgements is illustrated in the diagram overleaf.

How do we assess?

Assessment takes a range of different forms which includes *making, saying, writing* and *doing* to allow children to demonstrate their understanding in different ways. We use a range of assessments tools to capture this understanding and these are noted below.

Formative assessment (Assessment is for Learning: AiFL): Ongoing, regular, planned assessment which leads to immediate, responsive changes to the learning experience. An example is the teacher asking children to indicate by putting their thumbs up whether they agree with an answer given by another child. This helps them gauge who has understood a question and to adapt the teaching immediately for those who didn't.

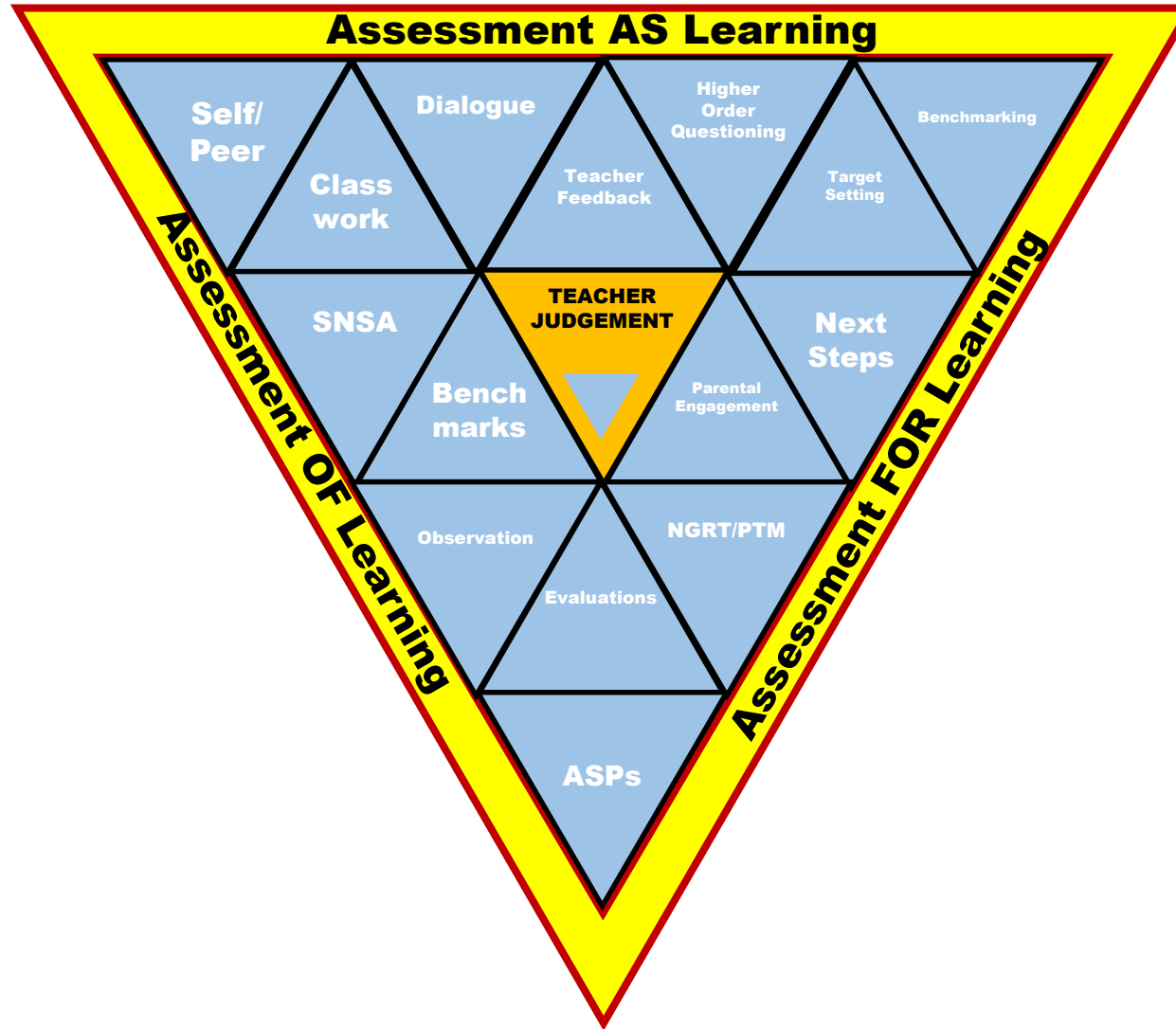
Summative assessment: End of topic assessment which assists practitioners in planning the next block of learner and provides evidence of attainment at a point in time. An example is a spelling test or the phonics assessments used in Primary 1 & 2 to check which sounds the children know.

Diagnostic/Standardised assessment: A standardised assessment that highlights areas of strength and development need to allow planning of next steps for an individual child or group. In addition these assessments give standardised scores that help us to track a child's progress in literacy and numeracy across their full school experience. An example is the National Assessments undertaken by P1, 4 & 7 in May each year.

At Canberra the full range of assessments is used to ensure that we have a wide range of evidence. The table overleaf shows our assessment schedule.



Making Professional Judgements



Assessment tool	Class	Frequency
Observations	Nursery	Weekly
AiFL strategies	Nursery-P7	Daily
North Lanarkshire Phonics assessments	P1 & 2	Four weekly
Heinemann Active Maths Question Banks	P2-7	End of teaching block
PM Benchmarking (reading)	P1-7	End of each book band
Single Word Reading Test	P2-7	August/September
Singled Word Spelling Test	P3-7	August/September
Progress Week	P1-7	November/February/May
PAST (early reading assessment)	P1	December/March/June
New Group Reading Test	P3, 5 & 6	May
Progress Test Maths	P3, 5 & 6	May
Scottish National Standardised Assessment	P1, 4 & 7	May
Quest (reading & maths)	P2	May



Moderation

Moderation is a central part of our learning, teaching and assessment cycle and plays an important role in helping practitioners make sound professional judgments about progress in learning. Moderation involves practitioners *working together* to compare pieces of learners work against criteria based on the Curriculum for Excellence Benchmarks, to check that they meet or exceed the accepted standard.

Moderation is undertaken informally at Canberra, when practitioners in their day to day practice speak to each other about learning outcomes for children and formally through planned whole school and Learning Community sessions.

At Canberra we moderate formally when planning for Progress Week to ensure that the assessments being created by practitioners are valid, robust and reliable. Once the assessments have been completed selected pieces of work are then moderated to ensure that the judgements being made are valid. This then allows practitioners to

Canberra is part of the Duncanrig Learning Community and opportunities are arranged during the school year for staff across the Learning Community to undertake both training and moderation activities. This ensures that standards across the Learning Community are consistent and provides robust transition information for Duncanrig Secondary regarding new S1 pupils.

