

Fox Covert Primary School



Learning, Teaching & Assessment Policy

School Vision, Values and Aims

Our vision is to deliver an exciting and vibrant curriculum, providing high quality learning opportunities for all within a safe, secure and stimulating environment. We believe that this will inspire a love of learning and unlock the potential that lies within all our children, preparing them to be happy, successful, and responsible citizens in the future.

Values

Growth is at the heart of all we do.

Goals

Resilience

Outstanding

Wonder

Teamwork

Honesty

Aims

- To nurture and support all abilities, helping every child to achieve their potential in all areas of learning - intellectual, emotional, physical, social, moral, spiritual and cultural.
- To allow pupils to become literate and numerate through high quality learning experiences.
- To equip children with the resilience and perseverance to become creative and independent thinkers and to become learners for life within an ever-changing world.
- To provide an environment where children feel safe, happy and secure.
- To foster an enquiring mind, with the ability to question, choose, evaluate and argue rationally.

Overall aim of Framework

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed. Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Key Research Informing Practice

Guidance from Education Scotland (How Good is our School? 4, How Good is our Early Learning and Childcare?, and How Good is OUR School?) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicators and key themes have been used to provide the guidance which is developed through the Key Strategic Actions section of this Framework.

- **Quality Indicator 2.2 Curriculum**
 - Rationale and design
 - Development of the curriculum
 - Learning pathways
 - Skills for learning, life and work
- **Quality Indicator 2.3, Learning, Teaching and Assessment**
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
 - Planning, tracking and monitoring
- **Quality Indicator 2.4, Personalised Support**
 - Universal support
 - Targeted support
 - Removal of barriers to learning

Key Themes/Actions

Universal Support

We aim to provide an environment which is caring, inclusive, fair and which focuses on staff delivering learning which meets the individual needs of our learners and encourages them to meet their potential. Personal learning planning is at the heart of supporting learning and ensuring that we get it right for them.

We aim to recognise early signs of any difficulties being experienced by learners and adapt our learning and teaching approaches accordingly. This takes place through effective assessment, planning, action and review. This inclusive approach allows all learners to thrive and also supports building their appreciation and understanding of diversity.

Fox Covert Primary Staff work collaboratively with a range of different partners to ensure that we provide a range of support which promotes inclusion, equality and wellbeing through:

- Adopting a rights and participation approach
- Ensuring that our whole school culture promotes inclusion, participation and learning
- Adopting relational approaches
- Ensuring that child protection and safeguarding are at the heart of our procedures
- Providing support for all learners and for those who require additional support
- Providing support for mental health and wellbeing
- Providing strong Corporate Parenting practice
- Demonstrating knowledge and expertise in the delivery of universal and targeted interventions

Formative Assessment for Learning

Key features of highly effective practice should include:

- A positive, supportive ethos, in which the 'story' of each learner, particularly those living in poverty or who are care experienced, is taken into consideration
- Structured, well-paced lessons, which include starter and plenary
- Clear learning intentions and co-constructed success criteria
- Planned opportunities for quality individual, paired and collaborative group work

- Opportunities for children and young people to discuss and evaluate their learning, and 'lead the learning'
- Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment
- Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

In Fox Covert Primary, all staff are expected to use our Learning to Learn toolkit consistently in lessons to:

- encourage and support staff to gain valuable information about the learning being undertaken by their learners
- allow staff to provide relevant, purposeful and timely feedback throughout lessons to support moving learning forwards
- provide learners with opportunities to reflect on the learning being undertaken
- support staff with the planning of future learning

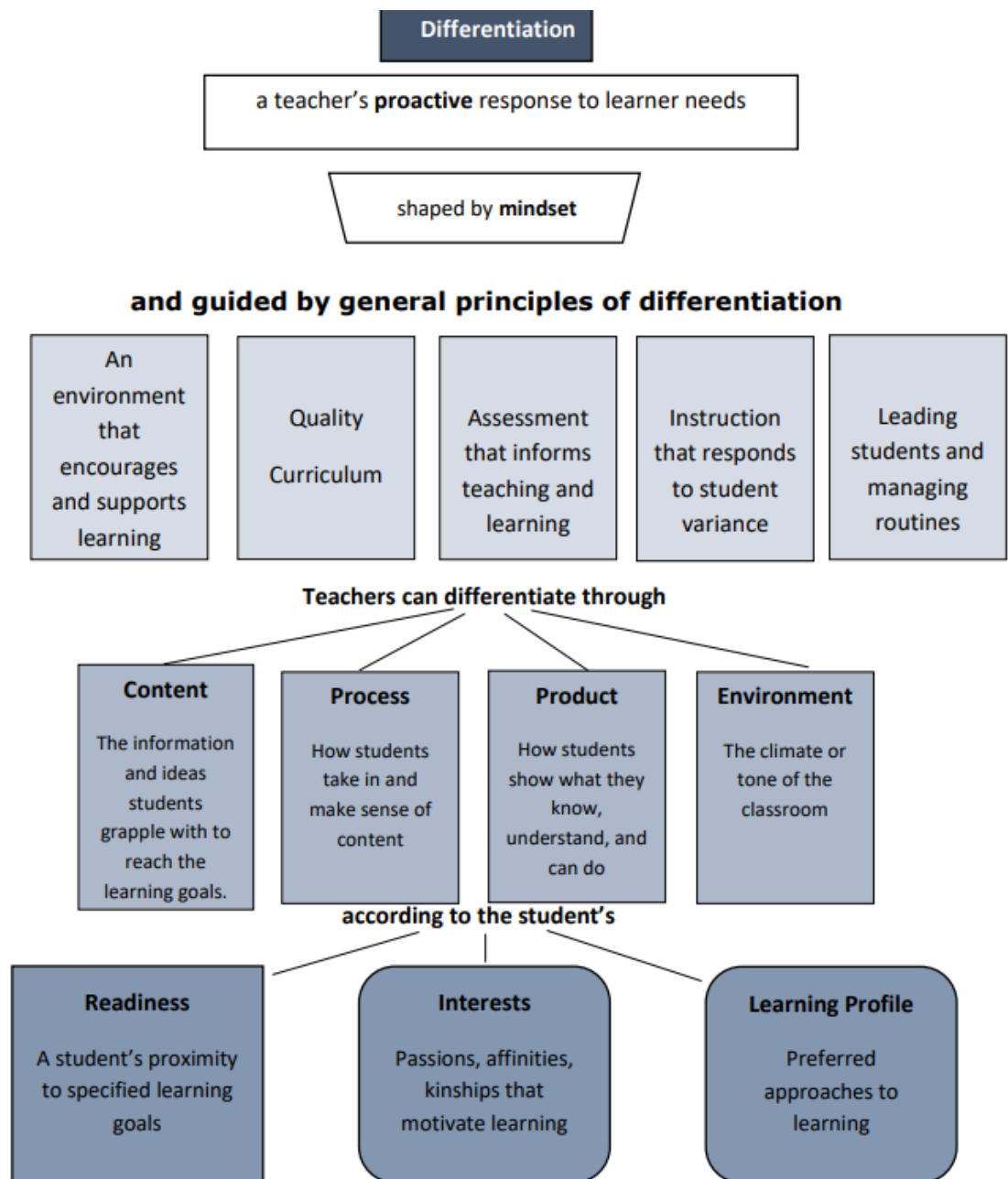
Learning to Learn Toolkit		
P1-P3 learners	P4-P7 learners	All learners
Teach Teddy Link Lizard Alien School	Think, Pair, Share Magpie Minute Show you Know President Linking Peer Assessment Reflect and Connect Reflection Cards Two Stars and a wish Tip for the Teacher Test the Teacher Key words One minute Summary 1,2,3 Review Rock "n" Roll Review	LI & SC Mr What, Miss How, Mrs Why Wait time/thinking time No Hands Up KWL Grids Thumb Tool Elbow Partners Traffic Lights Fist to Five Tickled Pink/Green for Growth Next Steps Stand Up Plenary

Fox Covert Learning Powers Toolkit

Independent Iggy 	" <u>what</u> do I do when I'm stuck?"	" <u>what</u> tools can I use?"	" <u>use</u> what you know to help you with what you don't"
Persevering Pablo 	" <u>stick</u> with it"	"don't give up"	" <u>be</u> prepared to make mistakes - and learn from them"
Determined Danny 	" <u>set</u> goals"	" <u>challenge</u> yourself"	" <u>manage</u> distractions"
Confident Cassie 	" <u>give</u> it a go"	" <u>be</u> positive"	" <u>embrace</u> the feeling of learning"
Curious Calvin 	" <u>ask</u> questions"	" <u>notice</u> and see patterns"	" <u>reflect</u> to help move forward"
Resilient Robbie 	" <u>bounce</u> back"	"don't be put off by setbacks"	" <u>embrace</u> the emotions of learning"

Differentiation

Tasks, activities and resources are differentiated to provide all learners with support and challenge to progress at an appropriate pace. These are clearly planned and detailed in either teachers' daily plans or Individualised Education Plans. The diagram below displays the different ways in which teachers can differentiate lessons to support learners effectively in the classroom.



Skills

All teachers provide opportunities to develop children and young people's skills for learning, life and work. They make explicit reference to the relevant skills at the beginning of every lesson and display them alongside the Learning Intentions and Success Criteria. They

ensure that children and young people self-evaluate their progress in terms of learning, and of skills development. All staff take responsibility for developing the following core skills and there is a school/centre policy for how this takes place:

- literacy
- numeracy
- health and wellbeing
- employability, including enterprise and creativity
- thinking/cognitive
- digital

******INSERT INFORMATION ABOUT SKILLS BASED APPROACH IN FOX COVERT WITH REGARDS TO EXCELLENT LEARNING, TEACHING & ASSESSMENT FOLLOWING CLPL CARRIED OUT – EDINBURGH LEARNS TEAM ******

Leadership of Learning

Leadership of learning is the responsibility of all members of the school community. The ways in which it is carried out are detailed in the school/setting's Teaching and Learning Policy. These include:

- Providing opportunities for children and young people to lead their own learning
- Embedding leadership of learning in learning, teaching and assessment
- Promoting learners as leaders in the classroom and beyond

as well as the strategic oversight for quality assurance of teaching and learning and the professional learning of staff (including support staff). A senior member of staff has the strategic remit for Teaching and Learning and ensures that the guidance contained within this Framework, and the school's own policy, is consistently applied and sustainably embedded.

Learners, staff and parents are actively encouraged on an annual basis to undertake leadership roles to lead various curricular developments to implement change and support continuous improvement. Staff are committed to ongoing professional learning, using opportunities well to enhance their knowledge and skills. They undertake the Professional Review and Development (PRD) process annually, ensuring that they evaluate the impact of their practice and set new targets linked to the GTCS professional standards.

Additional Features

Play to Learn: The Importance of Play

We recognise and appreciate the value of play in allowing children to develop and make meaning of their learning. Play provides children with the time to make sense of their thoughts and learning, to experiment and challenge themselves further, and provides open-ended opportunities for children to demonstrate progress while maintaining motivation and enthusiasm for learning. The impact of play-based learning gives all children the opportunities to:

- Be more actively engaged in their learning
- Explore/experiment with new learning and challenge themselves without pressure
- Develop important social skills through shared learning experiences
- Become confident, resilient and reflective learners

- Demonstrate teamwork and problem- solving skills
- Develop gross motor control and fine motor skills in a more organic way
- Learn from each other
- Consolidate and secure skills in a comfortable, unpressured environment

Play also allows for valuable teacher observation that can be built into planning. Observation provides opportunities for teachers to reflect on the children's experiences and learning, allowing us to implement effective responsive planning opportunities

Digital Learning

We aim to develop pupil's digital capabilities and ensure that they are all given opportunities to develop the knowledge and skills needed for life, learning and work. We aspire to use digital technology to enrich our teaching and learning across all areas of the curriculum. We aim to equip our children and young people with the vital digital skills needed to adapt in our ever-changing technological society.

Fox Covert has an Empowered Learning approach which embeds digital learning within our curriculum. The Empowered Learning program – 1:1 for P6 and P7 pupils and Empowered Learning rollout for P1 to P5 will improve digital access for all pupils. Every classroom has an Apple TV, IWB and WIFI hub to improve access throughout the school.

We are committed to developing the skills of educators. Staff have opportunities to share best practice in school, through Twitter and by keeping Digital Learning on staff meeting agendas. There are opportunities for in-school training from staff as well as through Edinburgh Learns, ClickView, Microsoft Educator Centre and Apple Teacher. Teams and Twitter are used to share learning with carers and parents. Digital Pupil Groups are to be introduced to allow the sharing of digital learning with the younger stages. SAMR resources and other digital tools are shared and a CLPL monthly newsletter goes out to staff. Acceptable use policies are adhered to by staff and pupils.

At Fox Covert we use progression planners for the teaching of Digital Safety, Digital Literacy and Computer Science, appropriate to stage. Planning and Tracking is completed digitally to allow for easier sharing using Teams, Apple Classroom OneDrive and One Note. Teams is used to share Home Learning activities and technology is used across the curriculum where appropriate. Assessment tools such as Accelerated Maths, Accelerated Reader, Literacy Planet and Sumdog and websites and apps such as Minecraft Education, Kahoot!, Plickers, Blookit and Microsoft Forms are used to enhance teaching and learning.

Fox Covert is committed to empower our leaders by having digital embedded in the School Improvement Plan which will help enable us to work towards our Digital Schools Award

Outdoor Learning

Outdoor Learning has many advantages including the opportunity to explore and discover as well as allowing for planned and managed "risk taking" to take place. Mentally, physically and emotionally the outdoors is a very different place from the classroom. Planned opportunities for Outdoor Learning and Learning Outdoors take place in a number of different contexts including using the school grounds for both the formal curriculum (e.g., taking Maths outdoors) and the more vocational or extra-curricular learning such as developing a school garden or using the local environment.

Many experiences and outcomes can be developed through outdoor learning and the use of the wider community. The outdoors can provide challenge and enjoyment, additional health benefits and importantly, can sometimes provide more connected and meaningful experiences than the classroom environment.

In Fox Covert Primary School, Outdoor Learning should occur daily/weekly to connect learning. These should be planned experiences to ensure breadth, depth and progression.

Home learning

Our home learning policy and approach was devised through consultation with learners, staff and parents/carers. In Terms 1 and 3, a more traditional approach to homework is followed whilst in Terms 2 and 4, learners undertake a more creative and enquiring approach to homework. This allows a variety of activities to be provided throughout the year which accommodated the different views expressed by learners, staff and parents/carers.

All learners from P1-P7 have access to a Class Teams page which is set up annually and allows Class Teachers to post work and interact with learners immediately if required due to any unforeseen circumstances arising, e.g., Snow Day, Strike, Covid-19. All learners are provided with a Teams username and password to allow them to access their class page.

Roles, Remits, Responsibilities

To ensure improved quality in teaching and learning, senior leaders should:

- Ensure that Teaching and Learning features in the annual self-evaluation and improvement planning cycle and is robustly and consistently developed across all classes
- Work with other senior leaders to review QI 2.3 as part of Leadership Learning Partnerships
- Lead on a range of activities to ensure consistency with a clear ongoing focus on developing an understanding of high-quality learning, teaching and assessment.
- Share and promote a clear expectation of the key features of highly effective practice which should appear in every learning experience
- Ensure practitioners engage with the core aspects of the Teaching Charter
- Provide opportunities for staff at all levels to develop their leadership of learning
- Lead on the planning professional learning opportunities for all staff including opportunities for teachers to observe and learn from each other
- Support staff to plan opportunities for all children and young people to develop skills including employability, creativity and digital learning skills
- Have in place robust procedures for quality assurance, based on a range of evidence, including the views of all stakeholders
- Support the use of How Good is OUR School by encouraging and supporting activities in which learners evaluate 'Our Learning and Teaching'

To ensure improved quality in teaching and learning, Class Teachers should:

- ensure that they fully know and understand the context of each learner, particularly the care experienced and those living in poverty
- *plan systematically for effective teaching and learning across different contexts and experiences*, by developing a positive learning environment, with explicit reference to skills, formative assessment for learning strategies and differentiation to meet the needs of all learners

- *have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners*
- *understand their role as leaders of curriculum development (GTCS: The Standard for Full Registration and GTCS: The Standard for Career Long Professional Learning, January 2021)*
- plan for learning and teaching and assessment using current Education Scotland guidelines
- prioritise professional learning for high quality learning, teaching and assessment
- engage with professional learning around the core aspects of the Teaching Charter
- involve learners in evaluating the effectiveness of their learning experiences and leading their own learning
- engage with How Good Is Our School?4 as a tool for self-evaluation and improvement

Learners

At Fox Covert Primary School, we are committed to developing an ethos of high ambition and fostering in our pupils the drive to be all they can be, not only while they are with us, but throughout their life. Our aim is to encourage all our young people to achieve their academic and personal potential and to help them in becoming Successful Learners, Confident Individuals Responsible Citizens and Effective Contributors.

This policy sets out the framework within which we will work as a school community to achieve our aim of maximising each young person's potential. Research has shown that learning is most effective when individuals:

- Know what they have to do
- Understand why they are doing it
- Know the criteria by which they will be judged
- Are involved in reviewing their own progress and setting and sharing goals
- Are encouraged to verbalise ideas and reasons behind them
- Are given time to reflect and internalise learning
- Develop and consolidate skills, knowledge and understanding at a pace which suits them-challenging and supporting us as required.
- Have access to appropriate resources
- Are motivated and enjoy learning
- Are interested in what they are doing
- Take personal responsibility for their own learning
- Can think creatively and problem solve
- Are given opportunities to practice and apply ideas in different situations
- Believe that they have the ability to succeed
- Are not afraid to take risks
- Work collaboratively with others
- Have the support of their teachers, peers and wider community

Parents and Carers

Parents and carers are fundamental in their children's development and learning; therefore, we actively seek to learn from them and share with them in all aspects of their child's learning. We will foster this relationship through:

- Having an open-door policy to support working in partnership

- Ensuring that the school's vision, values and aims are articulated to the school community and are evident in all actions and interactions
- Ensuring access and removing barriers to engagement
- Providing up-to-date communication about the school and its work through the school website, twitter, weekly bulletins, class newsletters, curriculum updates, Standards and Quality Report, School Improvement Plan, open days etc
- Providing opportunities for parents to come into school
- Working with and supporting the Parent Council
- Providing information regarding curricular developments to parents
- Encouraging parents and other members of the community to come into school to share their talents and expertise and experiences
- Encouraging comments and feedback from parents about the work of the school

Arrangements for Quality Assurance and Review

To ensure learning and teaching is effective, consistent and current across our school we have developed a robust and supportive self-evaluation process to regularly review how we are doing, how do we know and where are we going to next. Evidence for evaluation is gathered through a range of activities and through working with staff, pupils and parents/carers. Activities may include:

- General observation while walking round school – playground, classrooms, communal areas
- Comments from visitors to school
- Comments from the Parent Council and Parents
- Discussions with pupils, staff, parents
- Classroom observation related to statements of good practice carried out through Shared Classroom experience visits, visits from Senior Leadership Teams, Local Authority etc
- Sampling pupil jotters/folders across all curricular areas
- Analysing records of pupil achievements
- Tracking progress in core skills
- Analysis of assessment information
- Discussion with teachers regarding planning, implementation and professional performance
- Tracking pupil achievement through monitoring of progress
- Discussion with teachers regarding pupil performance and progress
- Staff review and development meetings
- Feedback from surveys