

# **Fox Covert Primary School**



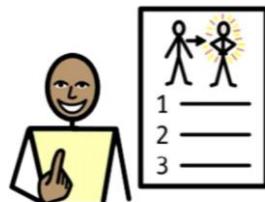
## **Learning, Teaching & Assessment Policy**

January 2026

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Fox Covert Primary School is a Gold rights Respecting School. Article 29 of the United Nations Convention on the Rights of the Child states that: **'Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other's cultures.'**



## Vision & Purpose of our Policy

At Fox Covert Primary School, we are committed to delivering excellent learning experiences for every child in order for them to thrive academically, socially, and emotionally. Our Learning, Teaching and Assessment Policy outlines our shared approach to pedagogy, ensuring consistency, excellence, and equity across all stages of learning. We firmly believe that all learners have the right to engaging, inclusive, and challenging opportunities that prepare them for the future.

## School Vision, Values and Aims

### Our Vision:

At Fox Covert Primary School, we foster a nurturing and inclusive community built on **kindness**, where every child feels valued and knows they belong. We **include** and celebrate the diversity and unique strengths of each child. We pursue excellence in both academic **achievements** and personal growth, ensuring every child has the opportunity to thrive and succeed.

### Our Values:

*Kindness  
Inclusion  
Achievement*



### Our Aims:

**We aim to:** ensure every child feels safe, valued, and part of a school where kindness and respect are at the heart of everything we do.

**We are committed to:** helping every children grow socially, emotionally and academically, providing rich learning opportunities that challenge, inspire, and prepare them for the future.

**We celebrate:** the unique backgrounds, talents, and interests of every pupil, encouraging each child to take pride in who they are and what makes them special.

## The Fox-C Four Framework

Our practice is guided by the *Fox-C Four Learning, Teaching & Assessment Framework*, developed collaboratively with our school team. This framework defines what excellent learning and teaching looks like at Fox Covert and is built around our **CORE FOUR** themes:

- **Engage** – Creating stimulating, relevant, and inclusive learning environments that spark curiosity and motivation. (Q.I.2.2, 2.3)
- **Activate** – Encouraging learners to take ownership of their learning through active participation, exploration, and collaboration. (Q.I.2.3)
- **Support & Challenge** – Providing differentiated support while promoting high expectations and resilience through appropriate challenge. (Q.I.2.3, 2.4, Q.I.3.2)
- **Evaluate** – Embedding ongoing reflection, feedback, and assessment to inform next steps and celebrate progress. (Q.I.1.1)

This framework ensures a coherent and consistent approach across classrooms, supporting both learner experience and professional practice.

The *Fox-C Four Framework* also underpins our Quality Assurance processes, providing a shared language and structure for evaluating and improving practice. It supports consistency across classrooms, from teacher and peer learning observations to professional dialogue and learner voice activities. Through this, we aim to foster a culture of reflection, collaboration, and continuous improvement.

Our framework and policy is not static—it continues to evolve through ongoing professional learning, feedback from staff, pupils, and families, and alignment with national guidance. Our policy and framework aims to empower teachers to reflect meaningfully on their classroom practice and for learners to be active participants in their own learning journeys.

Ultimately, the *Fox-C Four Framework* aims to ensure that learning, teaching, and assessment at Fox Covert Primary School are coherent, consistent, ambitious, and rooted in our shared commitment to excellence and equity for all.

Diagram 1.1 (Fox-C Four Framework):

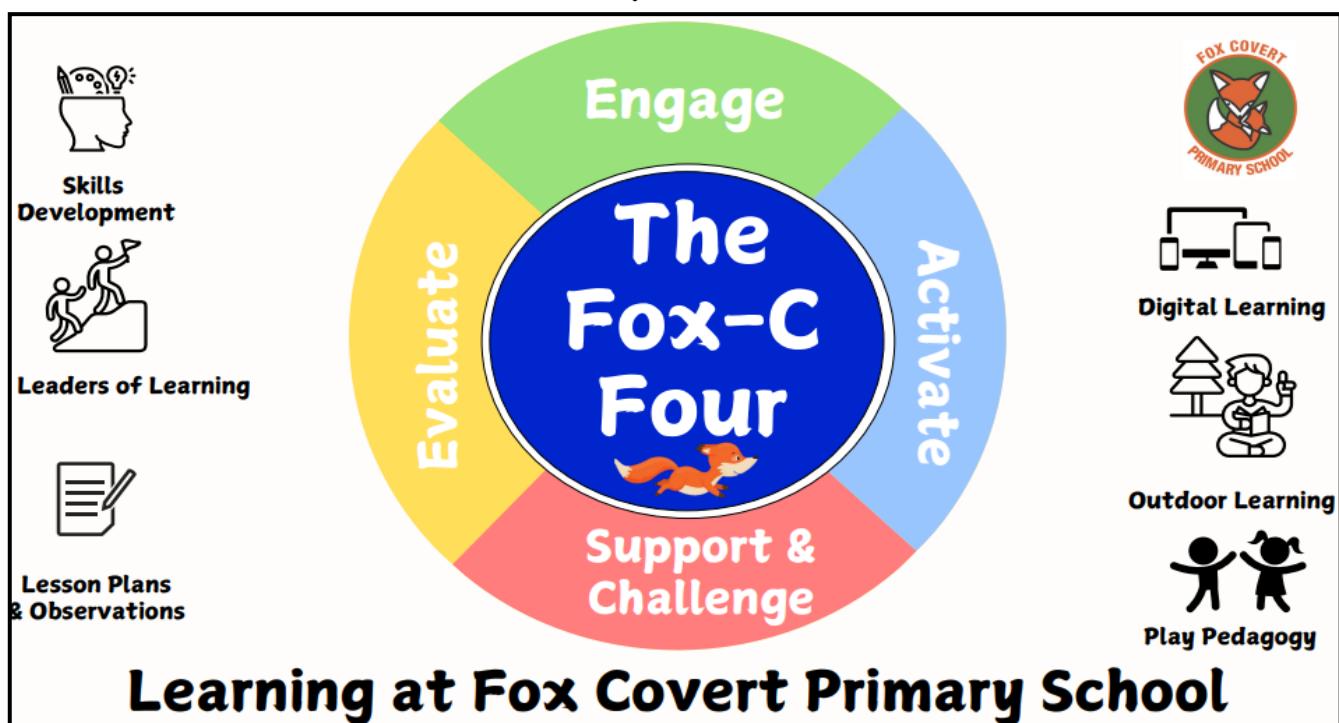


Diagram 1.2 (Agreed Excellent Learning & Teaching at Fox Covert PS): 

| Engage   | Activate   | Support & Challenge  | Evaluate   |
|--|--|--|--|
| <b>Starter Task</b>  | <b>LI &amp; SC</b>   | <b>Questioning</b>   | <b>Plenary</b>   |
| Making lessons relevant to <b>all</b> pupils lived experiences and interests – relating the learning to what our pupils want to learn about.<br><br>Effective ways to gauge interest that appropriately challenges and provides opportunities for children to be curious about their learning.<br><br>Use of KWL grids for topics, having strong relationships within the classroom. | All children have a shared understanding of both the learning intention and success criteria.<br><br>Clear expectations of lessons through communication and co-creation of learning intention and success criteria.<br><br>Opportunities to check progress towards the success criteria.  | Highly effective higher order questioning strategies are used to engage and challenge <b>all</b> learners.<br><br>Using a mix of digital and physical learning resources to vary how pupils approach a task.<br><br>Tasks and activities which reinforce learning with the appropriate support and challenge.  | All children are supported to meaningfully reflect on their learning in an effective plenary.  |
| <b>Positive Relationships</b>  | <b>Variety &amp; Pace</b>  | <b>Differentiation</b>   | <b>Feedback</b>  |
| Teacher builds a positive, supportive culture and ethos where expectations are high for <b>all</b> pupils.   | Reviewing prior learning.<br><br>A variety of resources are used to introduce new learning such as visual and concrete materials, and digital technologies.<br><br>Using both indoor and outdoor environments as learning spaces appropriately and effectively.<br><br>The teacher sequences learning activities in a way that promotes the engagement of <b>all</b> children. | <u>Outcome</u> - to be varied to suit the needs of <b>all</b> learners, this can be a variety of ways – written, drawn, digital.<br><br><u>Support</u> - Peer, group, teacher and learning assistants effectively supporting children with <b>all</b> parties clear on the task and expectation. If pupils need support out-with the classroom this will be timetabled and resourced and effectively managed.<br><br><u>Task</u> - <b>All</b> tasks meeting LI & shared SC. <b>All</b> tasks relevant and suitable for the individual or group. An outcome may be the same for <b>all</b> pupils but the levels of support and differentiated may be varied.<br><br><u>Resources</u> - concrete materials and visual supports readily available and differentiated, including digital resources. | Effective, consistent, positive and supportive feedback enables <b>all</b> children to understand progress made and to build on further learning.<br><br>Giving clear and specific feedback helps <b>all</b> children manage their targets and guide next steps in their learning. |
| <b>Inclusive Learning</b>  | <b>Learning Through Play</b>   | <b>Time</b><br><br><b>Groupings</b> - groupings reviewed regularly and effectively and planned for in lessons. Monitoring of groups effectively using assessment data.   | Time- time given to think, plan, reflect, edit, complete and collaborate on activities.<br><br>Groupings- groupings reviewed regularly and effectively and planned for in lessons. Monitoring of groups effectively using assessment data.   |
| <b>Leadership of Learning</b>  | <b>Modelling</b>   | <b>Assessment</b>  | <b>Home Learning</b>   |
| Children take ownership of their learning developing independence, confidence, and resilience.   | Modelling and exploration of the process by the teacher to effectively support and challenge, and to facilitate pupils development of their understanding.   | Assessment of <b>all</b> pupils used to both facilitate learning and provide data that can be acted upon.<br><br><b>Assessment is for Learning</b> is a key feature of our assessment practice.  | Equitable, meaningful home learning helps to reinforce and/or stretch learning for <b>all</b> pupils.  |

## **Planning for Literacy, English, Mathematics and Numeracy**

At Fox Covert Primary School, planning for learning, teaching and assessment is guided by the *City of Edinburgh Literacy and English Progression Pathways* and the *Mathematics and Numeracy Progression Pathways*. These pathways provide a clear structure to ensure that learning experiences are coherent, progressive, and aligned with national expectations.

### **Key Principles:**

**Consistency and Progression:** Staff use the pathways to plan learning that builds systematically on prior knowledge, ensuring continuity and progression across all stages.

**Breadth and Depth:** Pathways support the design of learning that reflects breadth and depth, enabling learners to consolidate core skills while applying them in meaningful contexts.

**Relevance and Application:** Teachers plan opportunities for learners to apply literacy and numeracy skills across the curriculum, reinforcing their importance in everyday life and interdisciplinary learning.

**Assessment for Learning Pathways** are used alongside assessment strategies to identify next steps, track progress, and provide timely feedback that moves learning forward.

**Equity and Inclusion:** Planning through the pathways ensures that all learners have access to appropriately challenging experiences, with support and differentiation embedded to meet diverse needs.

### **Moderation Approaches:**

Moderation is a key component of our approach to ensuring consistency, equity, and high standards in learning, teaching, and assessment. At Fox Covert Primary School, moderation is carried out regularly throughout the academic year, both internally within our school and collaboratively with colleagues across our learning community.

This process involves:

- **Joint planning and review of learning experiences**, ensuring alignment with national benchmarks and progression frameworks.
- **Shared evaluation of learner evidence**, supporting consistent professional judgment and reliable assessment of progress.
- **Dialogue around expectations and standards**, fostering a shared understanding of what success looks like across stages and curricular areas.
- **Use of exemplars** helping staff reach their judgments and refine their practice.

Moderation is embedded in our **Quality Assurance cycle** and supports reflective practice, professional learning, and continuous improvement. It strengthens our collective capacity to deliver high-quality learning experiences and ensures that assessment is consistent and meaningful for all learners.

## **Professional Learning and Collaboration at Fox Covert Primary School:**

Our staff are committed to reflective practice and continuous professional growth, recognising that high-quality learning and teaching evolve through collaboration, inquiry, and evidence-informed strategies. We foster a culture of professional learning through:

- **Peer observations and learning walks**, which promote shared understanding of effective pedagogy and encourage constructive feedback.
- **Professional dialogue and collaborative planning**, enabling staff to co-design learning experiences and reflect on impact.
- **Engagement with national guidance, current research, and practitioner enquiry**, ensuring our approaches align with best practice and evolving educational thinking.
- **Opportunities for leadership and innovation**, empowering staff to lead curricular developments and drive school improvement.

We are also beginning to embed structured approaches such as **Teaching Sprints**, a research-informed model that supports short-cycle, focused professional learning. Through this method, staff identify specific teaching challenges, trial targeted strategies, and evaluate their impact on learner outcomes. This cyclical process strengthens reflective practice, builds collective efficacy, and enhances the quality of learning and teaching across the school.

We work closely with colleagues in the **Edinburgh Learns Team** to access a broad range of professional learning opportunities. This collaboration allows us to engage with current research, share effective practice, and strengthen approaches to teaching and learning. By doing so, we continue to enhance staff expertise and ensure learners benefit from evidence-informed strategies that support progress and achievement.

### Continuous Professional Learning at Fox Covert Primary School:

|   |  |
|---|--|
| Teaching Sprints – Simon Breakspear (Prepare-Sprint-Review) |  |
| Differentiation/Mastery Teaching                            |  |
| Pace & Challenge – Practice, Apply, Challenge, Extend       |  |
|   |  |
|   |  |

## Formative Assessment for Learning (AifL):

**At Fox Covert Primary School, colleagues embed *Assessment is for Learning (AifL)* strategies into everyday teaching through our *Learning to Learn Toolkit*. This approach ensures that practice is purposeful, reflective, and forward-looking.**

Teachers gain valuable information about the learning being undertaken by their learners through these strategies. This helps identify progress, misconceptions, and next steps.

Teachers provide relevant, constructive, and timely feedback throughout lessons based on strategies used in the toolkit. This feedback moves learning forward and encourages learners to take ownership of their progress.

Learners are given structured opportunities to reflect on their own learning. This deepens their understanding, builds skills and independence.

AifL strategies informs planning for future learning experiences. This ensures lessons are responsive, targeted, and aligned with learners' needs.

| Learning to Learn Toolkit  |  |
|--|--|
| Specific Strategies used across all classes to support learning:   | General strategies used across all classes to support learning:  |
| Teach Teddy<br>Think, Pair, Share<br>Magpie Minute<br>Show you Know<br>Reflect and Connect<br>Two Stars and a wish<br>Test the Teacher | Wait time/thinking time<br>No Hands Up<br>Traffic Lights<br>Fist to Five<br>Tickled Pink/Green for Growth<br>Peer Assessment/Self-Assessment |

## Diagram 1.4 Three Year Learning Pathway:

To provide a curriculum that reflects breadth, depth, relevance, and progression, we have introduced a three-year model incorporating our newly developed IDL curriculum. This structure ensures that key aspects of wider learning are revisited and explored in greater depth across each year. In doing so, all learners are offered meaningful opportunities to engage with and build understanding in the areas outlined below.

| Year          | Year 1  | Year 2   | Year 3   |
|---------------|---|--|--|
| Term 1<br>(B) | SHANARRI: Healthy<br>UNCRC Articles: 2, 8, 12, 19<br>SDG: 12 – Responsible Consumption<br>ECO: School Grounds<br>Metaskill: Collaborating | SHANARRI: Healthy<br>UNCRC Articles: 7, 9, 30<br>SDG: 3 – Health & Wellbeing<br>ECO: Health & Wellbeing<br>Metaskill: Feeling                                  | SHANARRI: Healthy<br>UNCRC Articles: 5, 10, 40<br>SDG: 15- Life on Land<br>ECO: Litter & Waste<br>Metaskill: Adapting                      |
| Term 2<br>(D) | SHANARRI: Nurtured<br>UNCRC Articles: 4, 17, 26, 32<br>SDG: 5 – Gender Equality<br>ECO: Heritage<br>Metaskill: Integrity                  | SHANARRI: Safe<br>UNCRC Articles: 1, 3, 21, 25, 36, 37<br>SDG: 1- No Poverty<br>ECO: Transport<br>Metaskill: Critical Thinking                                 | SHANARRI: Included<br>UNCRC Articles: 16, 18, 34, 35<br>SDG: 11- Sustainable Cities<br>ECO: Food & the Environment<br>Metaskill: Integrity |
| Term 3<br>(E) | SHANARRI: Respected<br>UNCRC Articles: 6, 27, 41<br>SDG: 13- Climate Action<br>ECO: Biodiversity<br>Metaskill: Curiosity                  | SHANARRI: Active<br>UNCRC Articles: 22, 24, 39<br>SDG: 14- Life Below Water<br>ECO: Water<br>Metaskill: Sense-Making   | SHANARRI: Achieving<br>UNCRC Articles: 19, 23, 38<br>SDG: 2- Zero Hunger<br>ECO: Climate Action<br>Metaskill: Focusing                     |
| Term 4<br>(C) | SHANARRI: Achieving<br>UNCRC Articles: 13, 28, 31<br>SDG: 4 – Quality Education<br>ECO: Global Citizenship<br>Metaskill: Creativity       | SHANARRI: Responsible<br>UNCRC Articles: 14, 15, 29<br>SDG: 9- Industry, Innovation, and Infrastructure<br>ECO: Global Citizenship<br>Metaskill: Communicating | SHANARRI: Nurtured<br>UNCRC Articles: 10, 18, 42<br>SDG: 16 – Peace, Justice, and SI<br>ECO: Energy<br>Metaskill: Leading                  |

## Fox Covert Meta-Skills

At Fox Covert Primary School, we recognise that developing transferable, higher-order skills is essential for equipping children with the adaptability and resilience needed for lifelong learning and future success. Our approach to skills development is informed by Education Scotland's Meta-skills Framework (see diagram 1.1 below, which identifies three overarching skill categories:

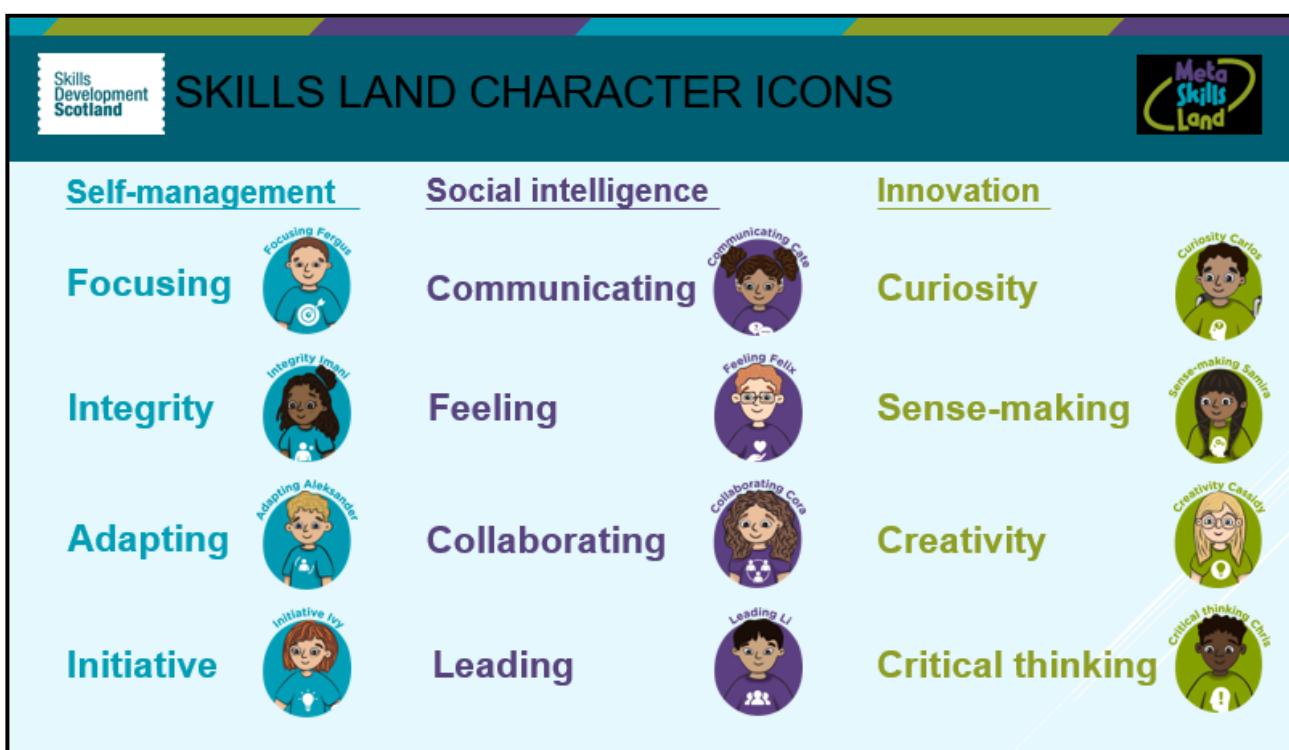
- Self-management (e.g. initiative, adaptability, integrity)
- Social intelligence (e.g. communication, collaboration, leadership)
- Innovation (e.g. curiosity, creativity, critical thinking)

These meta-skills are embedded across our curriculum and learning experiences, from early years through to upper primary, and are made explicit and visible to learners through planned opportunities for reflection, exploration, and application. We support learners in recognising and articulating their skill development, helping them understand how these skills apply across contexts and contribute to their personal growth. Each term, we highlight a specific meta-skill as part of our weekly whole-school assemblies, with class teachers reinforcing and embedding this focus through ongoing learning across the term (see diagram 1.3 below)

Staff use tools such as the Meta-skills Progression Framework and engage in Teaching Sprints—short, focused cycles of professional inquiry—to trial and refine strategies that enhance skill development. This approach promotes evidence-informed practice, encourages collaboration, and ensures that our teaching remains responsive to learner needs.

By integrating meta-skills into our learning, teaching, and assessment practices, we aim to nurture confident, capable, and future-ready learners who can thrive in an interconnected and evolving world.

### Diagram 1.5 Skills Development Scotland Meta-Skills Framework:



## Interdisciplinary Learning at Fox Covert Primary School

At Fox Covert Primary School, interdisciplinary learning is planned through a structured model to ensure breadth, depth, relevance, and progression. This approach provides meaningful opportunities for learners to connect across subjects, engage with their community, and develop essential skills for life and work. Our IDL curriculum is planned through our **CORE FOUR** central themes: **Belong, Discover, Explore & Create.**

### Our CORE FOUR IDL themes:

- **Belong:** Learners explore themes of community, identity, responsibility, citizenship, and diversity. Experiences include local partnerships, service projects, and reflection on rights and democracy.
- **Discover:** Learners investigate heritage, transformation, fairness, and conflict. They engage with Scotland's history, significant figures, and global issues, fostering curiosity and critical thinking.
- **Explore:** Learners focus on sustainability, stewardship, and environmental responsibility. Activities include map skills, food journeys, climate change, biodiversity, and residential experiences.
- **Create:** Learners express creativity through music, storytelling, performance, and digital media. Collaborative projects link with older pupils, local groups, and cultural traditions, building confidence and pride.

Our IDL learning is aligned with the UN Sustainable Development Goals (SDGs) and the United Nations Convention on the Rights of the Child (UNCRC). Learners develop Meta-skills such as collaboration, communication, adaptability, integrity, curiosity, and leadership throughout our **CORE FOUR** IDL themes.

### **The aims of our re-structured IDL curriculum are to ensure all learners:**

- Experience a broad and balanced range of interdisciplinary opportunities.
- Develop a strong sense of belonging and responsibility within our local community.
- Build knowledge and skills that connect local, national, and global contexts.
- Engage meaningfully in creative, reflective, and skills-based learning.

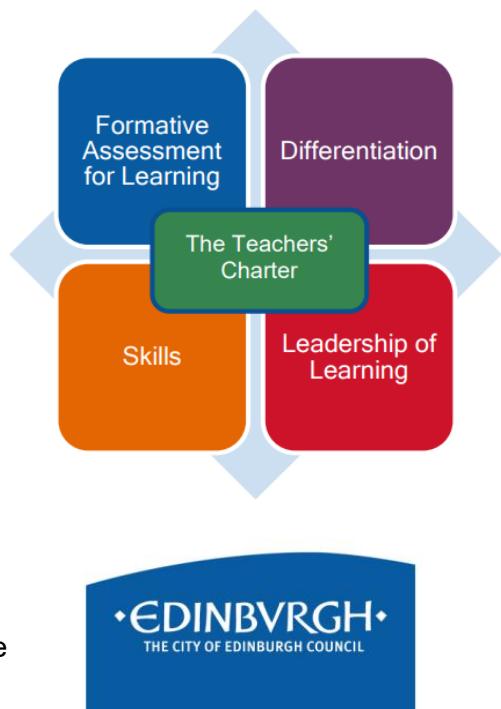
**Diagram 1.6**  
Example of  
planning of Belong  
**CORE FOUR**  
theme:

|  | P1   | P2  | P3   | P4   | P5  | P6   | P7   |
|--|--|---|--|--|---|--|--|
| <b>Belong</b>  | Belonging Community Identity<br><br>e.g. transition to Primary School, being part of the school, buddies.  | Belonging Community Responsibility<br><br>e.g. link up with a local group which helps within our local community (FoCH, Earth Calling, Botanic Gardens)   | Belonging Community Citizenship/ Duty<br><br>e.g. look at local areas around us and how to be a good citizen.<br><br>Make links to map skills  | Belonging Community Well-being Stewardship<br><br>e.g. look at nutritional and basic needs of people and where we can get involved in our local community. Debates relating to needs and wants. (Harvest)  | Belonging Community Service/Common Good<br><br>e.g. regular project such as litter pick and minimising environmental damage.  | Belonging Community Rights Democracy<br><br>e.g. explore meaning of democracy and the right link to this and meaning of agency.<br><br>Make links to map skills  | Belonging Community Tradition Diversity<br><br>e.g. Link with local Primary/High School to investigate a global issue such as refugees, exploring local traditions and histories and talk to family members.   |
| Community Connection (Belong)<br><br>Community Action Projects | People who help us<br>e.g.ollipop Lynn, police   | School Community (Woolies Garden, local allotment, Botanic Gardens, Lauriston Castle, Earth Calling)  | Local Community Action Group e.g. safety/politics, church groups   | Local Community Action Group e.g. foodbank, possible link to school in the countryside.  | Sustainability (Friends of Corstorphine Hill/Earth Calling)   | Local Amenities (Local MP and parliament)  | Link with local school or refugee charity (S1 and P7 buddies)  |
| SDGS<br>UNCRC<br>MetaSkills                                    | SDG 3 – Good Health and Wellbeing<br>SDG 5 – Gender Equality<br>Article 8 – identity<br>Article 19 – protection from violence<br>Article 26 – social and economic help<br>Article 30 – minority, culture, language and religion<br>Adapting<br>Collaborating<br>Communicating<br>Feeling<br>Adapting<br>Collaborating<br>Communicating<br>Feeling<br>Collaborating | SDG 11 – sustainable cities and communities<br>SDG 13 – climate action<br>SDG 15 – life on land<br>Article 13 – sharing thoughts freely<br>Article 14 – coming up and joining groups<br>Article 24 – health, water, food and environment<br>Integrity<br>Adapting<br>Collaborating<br>Communicating<br>Feeling<br>Collaborating | SDG 13 – climate action<br>SDG 15 – life on land<br>Article 13 – sharing thoughts freely<br>Article 14 – coming up and joining groups<br>Article 24 – health, water, food and environment<br>Integrity<br>Adapting<br>Collaborating<br>Communicating<br>Feeling<br>Collaborating | SDG 1 – no poverty<br>SDG 3 – reduced inequalities<br>SDG 11 – sustainable cities and communities<br>SDG 13 – climate action<br>SDG 15 – life on land<br>Article 1 – no poverty (linking to community focus to help others in need)<br>Article 2 – no discrimination<br>Article 12 – respect for children's views (Eco ambassadors or child mayors)<br>Article 13 – sharing thoughts freely<br>Article 14 – freedom of thought and religion<br>Integrity<br>Adapting<br>Collaborating<br>Communicating<br>Feeling<br>Collaborating | SDG 11 – sustainable cities and communities<br>SDG 13 – climate action<br>SDG 15 – life on land<br>Article 1 – no poverty<br>Article 2 – no discrimination<br>Article 12 – respect for children's views<br>Collaborating<br>Adapting<br>Communicating | SDG 10 – reduced inequalities<br>SDG 11 – sustainable cities and communities<br>SDG 13 – climate action<br>SDG 15 – life on land<br>Article 1 – no poverty<br>Article 2 – no discrimination<br>Article 12 – respect for children's views<br>Collaborating<br>Adapting<br>Communicating | SDG 5 – gender equality<br>SDG 10 – reduced inequalities<br>SDG 11 – sustainable cities and strong institutions<br>Article 2 – no discrimination<br>Article 8 – identity<br>Article 22 – refugee children<br>Article 30 – minority culture, language and religion<br>Communicating<br>Feeling<br>Curiosity |

## **Edinburgh Learns Teacher Charter**

Fox Covert Primary School is committed to embedding the principles of the **Edinburgh Learns Teachers' Charter** as a framework for continuous improvement in teaching and learning. This charter is founded on four key themes:

- **Formative Assessment for Learning** – ensuring that assessment is used to inform teaching, guide learners, and support progress.
- **Differentiation** – providing inclusive learning experiences that meet the diverse needs, abilities, and interests of all learners.
- **Skills** – developing core skills for learning, life, and work, equipping pupils with the competencies required for future success.
- **Leadership of Learning** – fostering a culture where teachers and learners take responsibility for driving improvement and innovation in learning.



Areas for development are identified through robust self-evaluation processes and targeted professional learning opportunities are introduced to address identified needs, ensuring staff have the knowledge, skills, and confidence to deliver high-quality learning experiences. Progress is monitored through ongoing reflection, collaboration, and sharing of effective practice across the school community.