



Rothienorman Learning, Teaching and Assessment Policy

Aim

The purpose of our Learning, Teaching & Assessment Policy is to promote a consistent understanding of standards and expectations at Rothienorman School. We recognise that for children to reach their full potential they need to feel welcomed, nurtured, safe and secure. This will be reflected in our practice at all times. We are committed to preparing our young people for the future with skills for learning, life and work.

Curricular Design

The curriculum is at the heart of everything we do at Rothienorman School and our Practitioners work in partnership to ensure that the curriculum reflects the 7 design principles of:

- 🌐 Challenge and enjoyment
- 🌐 Breadth
- 🌐 Progression
- 🌐 Depth
- 🌐 Coherence
- 🌐 Relevance
- 🌐 Personalisation and choice.

These principles must be taken into account for all children and young people. These principles are a basis for reviewing, evaluating and improving learning and teaching. We plan collegiately and undertake regular moderation exercises to ensure there is a consistent curriculum.

Collegiate Planning:

Collegiate planning sessions lead to improved understanding of progression within and across a level and provide a supportive context for professional dialogue. Assessment is central to the planning process and this collegiate approach is supporting consistency. Practitioners engage in collegiate planning to:

- 🌐 Ensure a shared understanding of standards and shared expectations
- 🌐 Provide consistency for learners and a coherent learning journey through the school
- 🌐 Plan for adapting learning, teaching and assessment to meet individual learning needs



- ④ Ensure learners progress at an appropriate pace without unplanned repetition or major gaps in their learning, whilst providing opportunities for consolidation, depth and application
- ④ Ensure that the planned learning offers opportunities for breadth, challenge and application across the school
- ④ Identifies bundles of Experiences and Outcomes, creating Learning Intentions and Success Criteria based on the standards within the selected Experiences and Outcomes

High Quality Learning and Teaching

At Rothienorman School we will ensure that the following take place to provide a consistent, high quality approach to Learning, Teaching and Assessment:

Before Learning:

- ④ Reflection on previous learning
- ④ Learning Intention shared with learners
- ④ Success Criteria discussed/constructed/agreed with learners
- ④ Engaging strategies used e.g. think/pair/share
- ④ High expectations which are made explicit to learners

During Learning:

- ④ Learners must be actively learning with higher order questioning evident
- ④ There is ongoing dialogue (Learner-Learner) (Learner – Teacher) (Teacher – Learner) linked to learning intention and success criteria
- ④ Ongoing feedback is provided
- ④ Evidence of support or challenge which is matched to individual needs

After Learning:

- ④ Time is set for a plenary session which allows learners to reflect on their progress against the learning intention and success criteria
- ④ Feedback is provided through teacher, self and peer assessment strategies
- ④ Next steps in learning are discussed and agreed with pupils
- ④ Teachers reflect on the impact of the lesson on learners progress to continually evaluate and assess the impact of learning & teaching



Assessment & Evidence

Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff, learners and parents / carers to check on progress and support further learning, and as such, assessment is recognised as being an integral aspect at the outset of the planning process. Staff get to know their learners well, build up a profile of their progress, strengths and needs and involve them in planning what they need to learn next. All assessments inform next steps in learning for children. They use the benchmarks for planning, evaluating and informing next steps for learners.

- ④ Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on progress. Teachers use a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do.
- ④ The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners' preferences about how to share what they have learned. Evidence comes from day-to-day learning as well as from specific assessment tasks, activities and learner conversations.
- ④ Assessment approaches should be proportionate and fit for purpose: different forms of assessment are appropriate at different stages and in different areas of learning. It is important that an overview is taken across all learners' assessment experiences to ensure breadth, balance and coherence in approaches.

Forms of Assessments

The following are examples of different forms of assessment used at Rothienorman School. These include, but are not limited to:

- ④ Ongoing Assessments – Questioning/Ongoing discussions, Self/peer assessment, Feedback, Observations
- ④ Periodic Assessments - End of unit/topic assessments, Review of KWL grids, One off performance, i.e. class talk, Health and wellbeing webs
- ④ Standardised Assessments - Baseline and follow up assessments, SNSA Assessments (P1, P4, P7), Commercially produced assessments
- ④ High Quality Assessments are created at the planning stage using selected Es and Os from planned learning, to assess breadth of previously taught concept through new or unfamiliar contexts for learning.

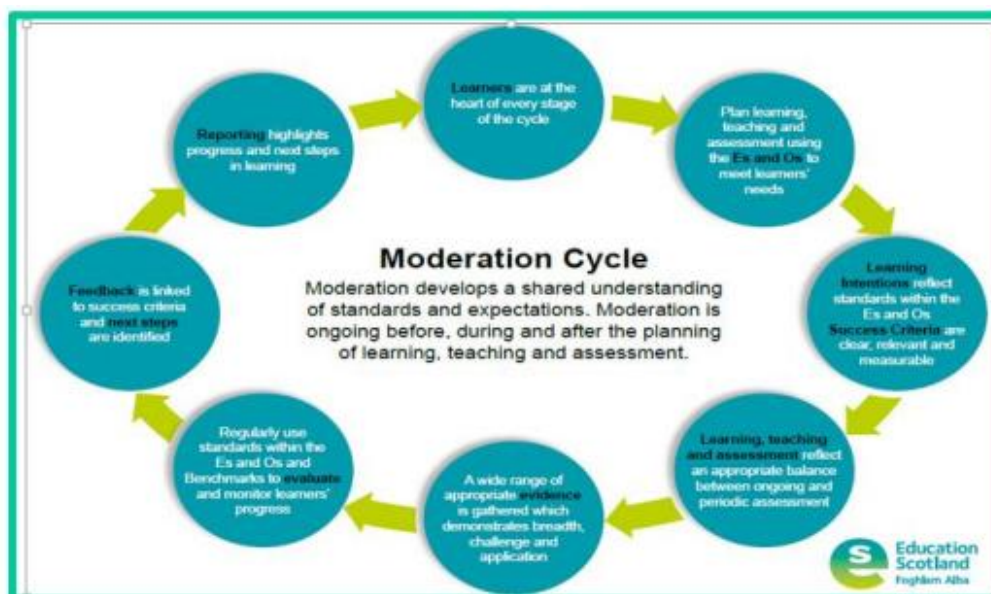
Moderation

Moderation is the way in which practitioners arrive at a shared understanding of standards and expectations. It is integral to planning learning, teaching and

assessment and is a process rather than a one-off activity or event. Moderation is on-going throughout the learning and teaching process. At Rothienorman School it involves teachers, and other professionals working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- ④ Plan learning, teaching and assessment
- ④ Check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used
- ④ Sample evidence from learners' work and review teachers' judgements
- ④ Agree strengths in learners' performances and next steps in learning
- ④ Provide feedback on teachers' judgements to inform improvements in practices
- ④ Participate in HT/peer observations to learn from one another and share good practice across the school

The Moderation Cycle is a tool used at Rothienorman School to place assessment and moderation within the process of teaching and learning. By ensuring that the Moderation Cycle is used, a firm foundation is in place to improve quality professional dialogue on teaching and learning.



Reporting on Progress and Achievement

Dialogue with pupils and parents / carers is regarded as an integral part of the on-going learning and teaching processes. Formal Reporting on pupil progress is undertaken at four points within the Session. Parents are invited to meet with teachers in the first term to discuss settling into the new session. In term 2 parents receive an interim report that provides a snapshot of pupil progress and shares



effort, enjoyment and participation. At the end of term 3 parents receive a full written report for their child that is followed up by a parent interview in term 4 with the class teacher and ASL teacher, if appropriate. Informal reporting will be ongoing throughout the year using a variety of methods such as termly class newsletters and technology.

Points of Transition

Staff share clear information about each child's or young person's progress, achievements and support needs. Staff at the next stage can use this information to ensure that they build on children's and young people's previous learning and experiences. It is important that information on progress and achievements provides a valid and reliable account of the amount and quality of learning as concisely as possible. Information relates to aspects of learning across the curriculum and include details of personal achievements and the knowledge and skills gained through them. Effective partnership working across transitions, including participating in collegiate planning and moderation activities, increase the validity, reliability and shared understanding of the information.