Learning, Teaching, and Assessment Policy

St Cuthbert's Primary School

Learning and Growing together through Love and Respect

Last Updated: June 2021

Contents:

Rationale

The St Cuthbert's Way

Planning for Learning and Teaching.

Every Second Counts

5 Part Model

Assessment is for Learning

Task Boards

Teach, Practice and Apply – TPA

Make, Say, Write and Do.

Documenting Learning

Tracking Learning

Rationale of Policy Document:

This Document comes three years after the entire staff working collegiately to develop approaches to learning, teaching and assessment. Class Teachers and SLT have worked together to continually develop and review this. Our expectations at St Cuthbert's are high. We want the best for our children and community, and therefore we all strive to turn this policy into practice each and every day.

The developments which have taken place have led to an increase in attainment and achievement. The table below illustrates the value we have added to children's learning in the past three years.

This has been a direct result of:

-Everyone working as a team to support and challenge each other.
-Greater rigour around quality assurance of approaches and outcomes.
-Professional learning of all staff – some at masters level.
-Greater rigour around well planned, differentiated and assessed learning.
-Distributed Leadership of all staff.

These actions have led to:

Cohort	P1, 4, 7 (CfE Reporting Stage) 17-18	P1, 4, 7 (CfE Reporting Stage) 18-19	P1, 4, 7 (CfE Reporting Stage) 19-20 COVD 19 Closure	P1, P4, P7 (May 2021)	National Av	Comparator Schools
Writing	30%	66%	66%	71%	74%	79%
Reading	25%	63%	52%	73%	79%	79%
L&T	36%	56%	51%	78%	85%	92%
Numeracy and Mathematics	34%	63%	66%	61%	78%	74%
Reduction in Exclusions (number of exclusions)	7	2	1	1		

Some important factors to note when looking at the data above:

*Numeracy and Mathematics will not feature on our School Improvement Plan until 2021/2022, which is why this area has not made a notable increase.

*Listening and Talking may appear to be higher than it may actually be – this will not feature on our SIP until 2021/2022. As a result of this we will have greater rigour around assessment and moderation of listening and talking.

-Reading and Writing have been a focus, which attributes to the increase in attainment.

Ethos and Vision

Welcome!

A very warm welcome to St Cuthbert's. We hope that as soon as you walked through our door you realised that we are an inclusive and forward thinking learning community.

Our Moto is **'Learning and Growing together through Love and Respect'.** We hope that you see this in action as you work with us.

It is important, we feel, to talk about the importance of 'Learning' as we are striving to raise attainment for all of our learners. Staff and children are expected to *strive for excellence* in everything that we **write, make, say or do**. Our 'Three Star' approach to our rules are:

- Respect – for ourselves and for others - as reflected in our moto ''**Learning and Growing together through Love and Respect'.** This is firmly based on the gospel message.
- Excellence – in everything we Do, Say, Make and Write.
- Values – the St Cuthbert's way. Showing our values of:

Inclusion   Wellbeing   Faith   Achievement   Kindness

These values along with the 'Three Star Rules' should be displayed and referred to in classes, open areas and when children are moving around the school.

For example **'You are showing our value of inclusion by inviting your friend to join in your game'** or **'Wow – you have worked so hard on this piece of writing, even when it got really tricky – you have shown our value of Achievement'**

How it should happen - 'The St Cuthbert's Way':

All staff should ensure that children make good or better progress in reading, writing and numeracy. All staff will consistently and energetically use the most effective methods for teaching these basic skills.

Underpinning this will be:
- ✓ **outstanding** day-to-day assessment and marking of children's work
- ✓ **Robust** systems for tracking, identifying and celebrating children's progress
- ✓ an **exciting**, **relevant** and **inspiring** curriculum
- ✓ **excellent** support for the needs of each child

Classrooms will be vibrant, supportive and welcoming.

Staff will engage in professional learning, enquiry and be encouraged to lead learning and developments. The more you put in, the more you will get out of the process.

 Classrooms will be full of children motivated by positive, well-paced and purposeful lessons. And these lessons will be delivered by staff that are passionate about the children's success.

Planning for Learning and Teaching:

Long Term Planning: At the start of each session the Class Teacher is responsible for 'mapping out' the year ahead using the YOOC (Yearly Overview of Contexts). This will ensure that contexts are explored at key times where learning will be maximised. At this point, you will also consider when best to teach key STEM outcomes, Expressive Arts and Literacy, for example. The YOOC would be completed in August by the new class teacher. The Literacy and Numeracy plan for the class for Term 1 would be completed by the previous class teacher in June. This means that no time is wasted in August for key learning. The assessment calendar and WTA are also in place to ensure that teachers can do their YOOC based on when assessment weeks will be held, for example. This should be kept electronically on the server. As an Eco school, we do not print plans for folders.

Medium Term Planning: The TOOC (Termly overview of Contexts) is our medium term planer. This plan would be completed by the class teacher at the start of each term, and should come directly from the YOOC.
This allows the teacher to plan an overview of how they plan to connect each part of their plan. This should be kept electronically on the server. As an Eco school, we do not print plans for folders.

Short Term Planning: This the daily/weekly planning which is done to support the teacher's organisation and highlight key LIs for each group. This plan is for the teacher's use but should always be available in case of absence. This can be kept on the server or on the teacher's desk in a hand-written format.

Colour Codes: See the section below which outlines the organisation of planning for each term. This allows you to map out the different colours for each term and to have a clear overview of pace of learning.
Groupings: To ensure continuity across the school all groups will be named the same for Literacy and Numeracy. This supports a common language when discussing learning and progress at tracking periods.

There are 4 planning blocks in St Cuthbert's. The 3 terms are:

| Block 1 | August – October (approx.9 week) The Literacy and Numeracy plan for August-October is completed by previous Class Teacher. This ensures no time is wasted in August. |

| Block 2 | October – December (approx.9 week) |

| Block 3 | January – March (approx..8 weeks) |

| Block 4 | March - June (approx.. 10 weeks) |

JUNE – Time will be given to begin planning for Block 1 (Literacy and Numeracy)

Showing Planning/Evaluation:

Highlighting shows you have planned to teach this aspect in the given term.

A line through something, shows that you have taught this but should come back to this.

A double line through text, shows that this has been taught and assessment/teacher judgement confirms the child has understood this.

Groupings:

*Each group should have their own planner with the group name clearly written on the front. To ensure consistency and to make stage planning and tracking more effective, we use a consistent approach to grouping formation and naming throughout the school. These are:

Primary 1-4				
Group	Reading	Writing	Spelling	Maths
Significant Support	Yellow	Fir	. (full stops)	Diamonds
Support	Red	Oak	… (ellipsis)	Triangles
Core	Orange	Elm	, (comma)	Squares
Secure	Green	Ash	? (q. mark)	Rectangles
Further Challenge	Blue	Willow	! (exc. mark)	Circles

Primary 5-7				
Group	Reading	Writing	Spelling	Maths
Significant Support	Wilson	Similes	. (full stops)	Cubes
Support	Walliams	Nouns	… (ellipsis)	Cuboids
Core	Dahl	Adjectives	, (comma)	Triangular Prisms
Secure	Rowling	Verbs	? (q. mark)	Cylinders
Further Challenge	Morpurgo	Adverbs	! (exc. mark)	Spheres

Curriculum for Excellence – A Refreshed Narrative

When Planning, you may come across terminology which is important to understand to ensure that your planning is coherent.

'The 4 Contexts for Learning':

Curriculum Areas and Subjects	IDL
The curriculum areas are the organisers for ensuring that learning takes place across a broad range of contexts, and offer a way of grouping experiences and outcomes under recognisable headings.	Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people. Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view.
Ethos and Life of the School	**Opportunities for Personal Achievement**
Children and young people should be encouraged to contribute to the life and work of the school and, from the earliest stages, to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.	Personal achievement provides children and young people with a sense of satisfaction and helps to build motivation, resilience and confidence. This is one of the key areas where schools need to work closely with voluntary youth organisations to help young people access information and opportunities and make their voices heard.

The Four Capacities for Learning:

We encourage the development of the four capacities through:

- Weekly Tickled Pink Certificates: Each member of staff nominates a child who has demonstrated one of the capacities. These awards are shared at Assembly.
- Through our 'Skills Characters': Each of the skills we aim to develop at St Cuthbert's are clearly identified and are discussed in lessons.
- Our Wider Achievement Programme which is focused on children securing different levels of Bronze, Gold and Silver for demonstrating the four capacities (to be introduced in 2021/2022).

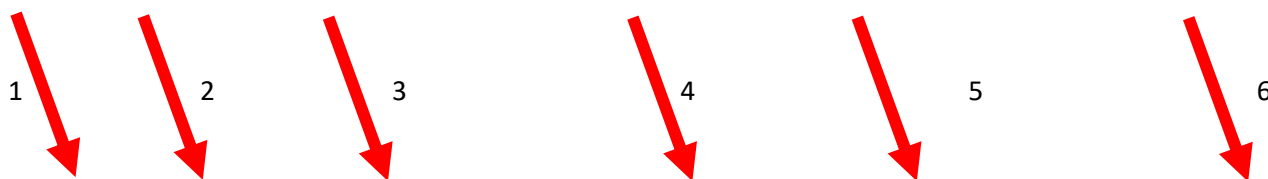## Pathways for Literacy and Numeracy:

In order to provide teachers with a clear overview of Experiences and Outcomes, Benchmarks and Skills Progression we use Education Scotland's pathways for planning learning in Numeracy and Mathematics, Literacy and English, and Science.

An example of this pasted and annotated below.

As stated above, each group would have their own pathway clearly labelled.

These pathways form your Medium-Term Plan and should be used to break learning down into your daily and weekly plan.

Example extract is: Listening and Talking First Level.

1   2   3   4   5   6

| | | Literacy and English | | | |
| | | First Level Skills Progression | | | |

Listening and Talking

Organiser	Experiences and Outcomes	Benchmarks	Skills Progression → →		
Enjoyment and choice - within a motivating and challenging environment developing an awareness of the relevance of texts in my life	I regularly select and listen to, or watch texts which I enjoy and find interesting, and I can explain why I prefer certain sources. I regularly select subject, purpose, format and resources to create texts of my choice. LIT 1-01a / LIT 2-01a	• Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.	• In class, group or individually, with support, I am beginning to recognise different types of texts. • With support, I can select texts that are suitable for me that I enjoy and find interesting. • I am able to say why I liked certain texts and their sources. With increasing independence, confidence and complexity: • I can create a text about a topic I have chosen. • I can say why I have chosen a topic. • I can explain the purpose and the intended audience for my text. • I can explain the format I will use for my text. • I can select suitable resources for my texts and explain my choices.	• In class, group or individually, I can recognise different types of texts and sources. • With increasing independence, I can select texts that are suitable for me that I enjoy and find interesting. • I am able to share my feelings and thoughts on the text/source I have chosen.	• In class, group or individually, I can recognise an increasingly wider range of texts and sources. • I can select texts that are suitable for me that I enjoy and find interesting. • I am able to explain why I prefer my chosen text or source.
Tools for listening and talking - to help me when interacting or presenting within and beyond my place of learning	When I engage with others, I know when and how to listen, when to talk, how much to say, when to ask questions and how to respond with respect. LIT 1-02a I am exploring how pace, gesture, expression, emphasis and choice of words are used to engage others, and I can use what I learn. ENG 1-03a	• Takes turns and contributes at the appropriate time when engaging with others in a variety of contexts. • Listens and responds appropriately to others in a respectful way, for example, by nodding or agreeing, asking and answering questions. • Applies a few techniques (verbal and non-verbal) when engaging with others, for example, vocabulary, eye contact, expression and/or body language.	• I can talk appropriately to a range of audiences. • I can listen actively in a range of situations. • I can show I understand the needs of others when talking and listening and I'm beginning to ask and answer questions. • I can understand 2-3 part instructions • I can be aware of what the listener already knows and checks, e.g.' You know where I live right? Well in that big house by the shop.' • Through discussion and practical experiences I can show my increasing understanding of how pace, gesture, expression, emphasis and choice of words can be used to engage with others. • Copy's others language and begins to be aware of current peer language	• I can talk appropriately to a range of audiences in and beyond my setting. • I can listen actively in a range of situations some of which are out with my setting. • I can show I understand the needs of others when talking and listening and engage with increasing appropriateness. • I am beginning to understand more complex 2-3 part instructions	• I can engage with others in a variety of settings, responding in an appropriate manner. • I can use a range of skills to show that I value others' contributions and use these contributions to develop my thinking, with support. • I can use and experiment with different styles of talking, with different people • I can use complex 2-3 part instructions
Finding and using information - when listening to, watching and talking about texts with increasingly complex ideas, structures and specialist vocabulary	As I listen or watch, I can identify and discuss the purpose, key words and main ideas of the text, and use this information for a specific purpose. LIT 1-04a As I listen or watch, I am learning to make notes under given headings and use these to understand what I have listened to or watched and create new texts. LIT 1-05a I can select ideas and	• Identifies the purpose and main ideas of spoken texts and uses the information gathered for a specific purpose. • Makes relevant notes under given headings and can use these for different purposes. • Uses notes to create and sequence new texts.	• With support, I can identify the purpose of a text. • With support, I can identify the key words in a text. • With support, I can identify the main ideas of a text. • With support, I can use what I have heard or seen to complete a task. • I can use pictures and word prompts to help me organise my writing. • I can use a simple planning format with given headings to help me organise my ideas. • I can use a mind map with support. • With support, I can find one or two ideas or relevant items of information.	• With some support, I can identify and talk about the purpose of a text. • With some support, I can identify and talk about the key words in a text. • With some support, I can identify and talk about the main ideas of a text. • With some support, I can use what I have heard or seen to complete a task. • I recognise that notes are not full sentences. • I can use planning formats with given headings to help me organise my ideas. I can create a mind map with support. • I can find one or two ideas or relevant items of information.	• I can identify and talk about the purpose of a text. • I can identify and talk about the key words in a text. • I can identify and talk about the main ideas of a text. • I can use what I have heard or seen to complete a task. • • I can suggest the kinds of words you can miss out when taking notes. • I can locate the key words in a simple piece of information text. • I can use my notes to help me create new texts. • I can suggest some simple headings, with support, to help me create new texts. • I can create my own mind map to generate and organise my ideas and explore given problems. • I can find some ideas or relevant items of information on a given topic.

Column	Information
1	Organiser – this explains which specific developmental part of Listening and Talking this section links to.
2	Experience and Outcome – this column details which E and O this section of learning links to.
3	Benchmarks – This column is what we use to assess. Generally speaking, we would be looking at this column at the end of a level (P1, 4 and 7). However, we must always be mindful of this to ensure that children who are able to achieve a level earlier are considered for doing so. In essence, the Benchmarks are what we are always 'working towards'.
4-5-6	These columns outline the key learning steps which are needed for each individual to achieve the benchmarks. In theory, each column is a stage. For example – on the first level planner column one details learning for most children at P2; the second column denotes learning at P3 and then the final column denotes learning at P4. Again, a ceiling should never be put on learning and children do not need to master ever single bullet point listed. We would aim for around 80% coverage.

Every Second Counts

- ✓ Children should <u>not</u> be gathered on the floor at the beginning of the day but instead have a well-planned activity on their desks. This should be linked to current learning to allow for consolidation. I.e – spelling stations. Brain-teaser 9 O'clock challenges are good for this too.
- ✓ A self-registration system should be set up, with the teacher doing a final head count before sending to the office. Dinner orders are made the afternoon of the previous day. The Red Register would still be updated.
- ✓ Silent Reading of Accelerated Reader Books must feature for at least 15 minutes each day. This is a good time to allow children to drink their milk. This is a measured activity which is monitored closely in terms of tracking and assessment of reading skills.
- ✓ Remember that children's attention span is usually their age + 2. So a P2 would roughly be on the carpet for no longer than around 8-9 minutes before moving to activity.
- ✓ If learning is not well differentiated then not all needs are being met. Consider how well you are doing this? Are you planning to reflect the forward plan you spent time doing? Use your Task Boards effectively to support this.
- ✓ When children are lining up use this time to question/assess/quiz current and past learning.
- ✓ Before Huddle on a Monday plan a well-paced and active lesson so children are not sitting passively for a whole afternoon.

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Well planned differentiation

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Fast finisher activities linked to learning.

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5 Part Model to guide and support learners

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Have a think…

A child only spends around 14% of their waking hours in school by the age of 18. Imagine a child who learns in a home with little stimulation, or where they are not encouraged to read or learn beyond school…

What we do with the time we have in school is very important.

🤔

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5 Part Model

What is this?

- The 5 Part Model provides a consistent approach to how learning is delivered and shared with children across the learning community. It has 5 key elements:

Part	What?	When?
1	LI (We are learning)	Shared in all lessons (Must be displayed for Literacy and Numeracy)
2	SC (Steps to success)	Shared in all lessons (Must be displayed for Literacy and Numeracy)
3	Skills for learning, life and work	At least 1 lesson per day -Skills Characters Posters to be used.
4	Assessment – How will we assess our learning?	Must be displayed for Literacy and Numeracy
5	Plenary	Must be displayed for Literacy and Numeracy

Some examples of how this is used:
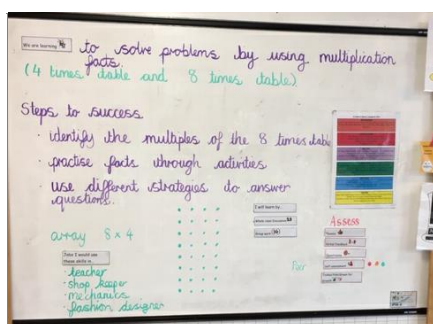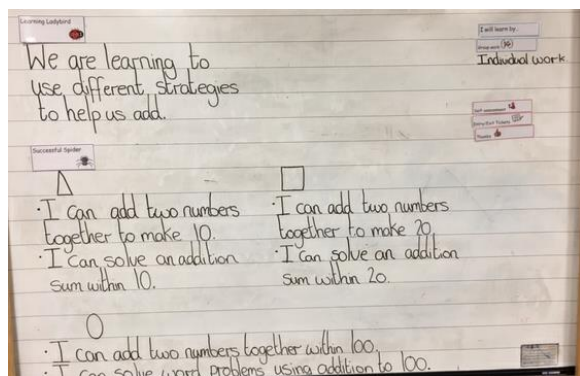
Hints and Tips:

-Keep language short and child friendly

-Use symbols to illustrate things

-Use your Red Triangle Pyramid Boards for group-based activities – it doesn't all have to be on the big board.

-Refresh your own professional knowledge of constructing good LI and SC. This is really important!

-Use your Bloom's Language to help construct the language of differentiated LI/SC.

-Talk to the children regularly about their learning and how they know if they have/have not been successful. What do they need to do next?

Skills for Learning, Life and Work:

At St Cuthbert's, we are very aware that our job is to prepare children with the knowledge and skills that they will need to be successful in future learning endeavour and then onto the world of work. You may see eye-catching illustrations around the school of characters. We call these our 'skills characters', and were designed by our children.

In 2019/2020, we spent some time exploring the key skills we want to give our children.

Good Teachers have always planned lessons which develops these skills, but we feel there is a definite place for making them more explicit to learners.

In your 5 Part Model, we would expect that at least one lesson per day, features a lesson which explicitly focuses on one of the key skills.

Children in the upper school would be encouraged to record their learning in the purple 'Skills Development' Folder.
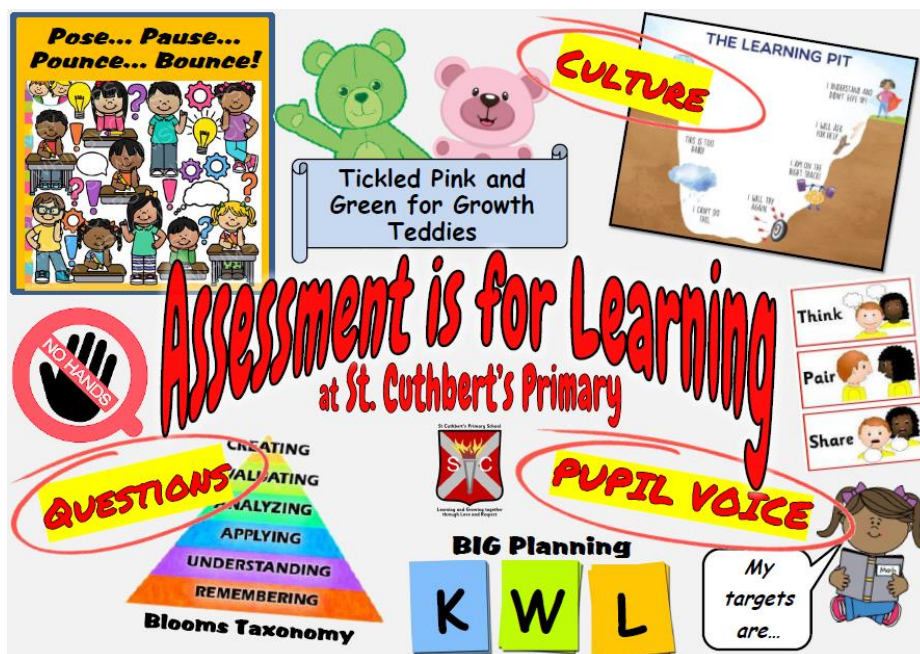
Fun Facts:

- ✓ We encouraged children to think about diversity when creating these characters.

- ✓ We were asked by the authority to share this work with other schools.

Assessment is for Learning (AifL)

Although we do use assessments periodically to gather summative information about a child's learning, we always use effective AiFl strategies to gauge how a child is learning and what they need next. This is the most child-centred way to assess and should be integral to everything we do.

In 2019/2020 all staff worked in collaborative trios to research certain aspects of AifL and we have since agreed to always have the key elements on the poster below in our lessons. This is not exhaustive and the AifL cards in your 5 Part Model pack will help you to explore other methods.

Pose, Pause and Bounce	Good Questioning is really important. It's more effective to ask 1 or 2 really good questions to gauge understanding and how a child is thinking about a problem. This technique encourages teachers to plan a really effective 'hinge question' and then to pose it to the class or a group/individual.
Tickled Pink and Green for Growth	To ensure consistency across the school, we use Tickled Pink and Green for Growth, instead of Traffic Lights. This is more powerful for developing a Growth Mindset.
Learning Pits	The language of Learning is really important and the Learning Pit allows you to model with children, every so often, how we all struggle in learning. The discussion should focus on 'how do we get out' of the pit. The mantra is 'If something is too easy, we are not learning and stretching our brain.'
No Hands/Think, Pair and Share.	You should avoid children putting up their hand to answer a question. This makes the interaction only between you and one child and eliminates the rest. Instead, children should be encouraged to discuss a question in their pairs or trios and then you would use a randomiser (lollipop sticks, for example) to choose a child to feedback.
KWL	KWL grids should be used at the start of a new topic of learning. They can be done as a class or individually. K – what do you already know about this topic. W – What would you like to learn L – what have we learned? (comes in the middle review point of a topic or unit of learning).
Target Setting	Empowering children to create their own targets is important. This can be done through discussions, but is done formally in our Learning Journals.
Bloom's	Bloom's Fans should be used to develop your questioning techniques. They are useful, for example when reading a book with children.

Taskboards

Taskboards are used throughout the school in Literacy/English and Numeracy/Mathematics lessons. They have the following benefits:

-Allows children to develop independence from P1 in organising their own learning.
-Allows the Teacher the have a clear oversight of how he or she is differentiating.
-Allows for easy fluidity of mixing groups depending on the lesson context to extend or support key children.
-Allows for more active learning approaches to be used within a lesson. I.e – not all teacher talk and then a worksheet to complete.
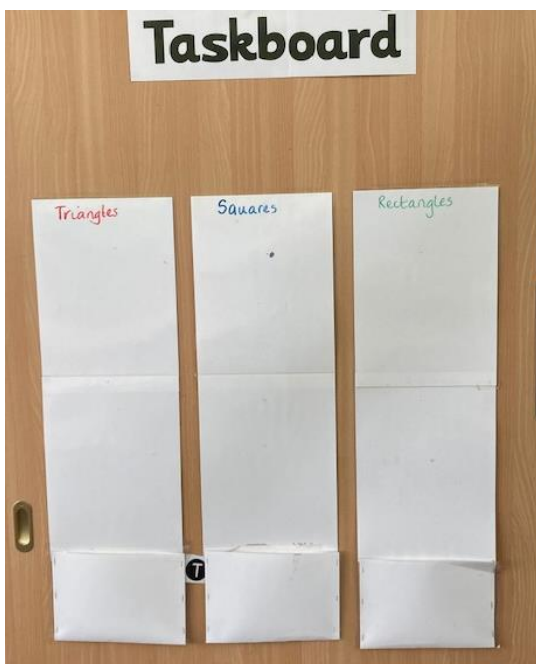

The example here is a Taskboard in a P2 class set up for a Literacy Lesson.

The 'T' stands for Teacher and refers to the Teacher or SfLW working directly with a group.

In this example, the Teacher chose to merge the Yellow and Orange Group for this lesson.

Infant Classes have coloured Taskboards.

Although this Taskboard is blank, it would be used in a very similar way as the one above. This would belong in a class for older children.

Teachers are expected to make their own 'activity cards' as this is personal to their teaching approach and activities they use in their own classroom.

Teach, Apply and Practise (TPA)

Good Teaching should always aim to make children independent thinkers and learners. Our TPA approach encourages children to be owners of their own learning and to work through a process whereby they are able to apply their learning in unknown and unfamiliar contexts. For example, doing a page of addition sums will not allow you as the teacher to know that a child would be able to confidently add measurements together when they come to one day measure a room to buy a carpet or another example might be – learning to write a story is important, but if children only ever write a story in their writing jotter, will they learn about the process of applying this to writing a book for a real audience. Or, if they are only learning to spell by learning a list of words for a test, will they ever remember to use these words correctly in their extended writing? This is what we call 'application'.

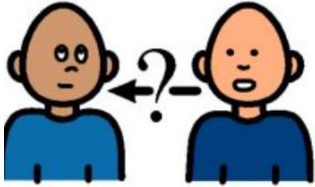|	
TEACH	Direct teaching Modelling – perhaps model how to write a letter or how to read whilst taking notice of commas in a text, for example. Question – model then ask questions. Find out what children know? Ask Higher order questions to differentiate.
PRACTISE	A well-structured task to allow children to tackle a challenge independently (or in a group). Careful choice of resource – if it's a textbook, why that resource? Game based learning/Ipad etc
APPLY	A well-structured problem for children to apply their learning to. For example: Skimming and Scanning in reading – skim and scan a newspaper article for real information about a given subject. Multiplication – measure the room and work out the area

Make, Say, Write and Do (MSWD)

In order to ensure that learning is varied and interesting, we use the Make, Say, Write and Do model.

This should support your TPA approach and within your TPA approach, you will have a variety of MSWD activities.

MSWD is also useful when considering inclusive ways to assess a child, who may for example be a dyslexic learner.

Tasks can be focused on the different elements of this approach. For example, in a spelling lesson children may move around different stations with MSWD used as the structure.

Learning Intention: To learn words ending in -imple	
SAY station	Work with a partner to spell -imple words out from the cards. Can your partner guess what -imple word you are saying?
MAKE station	Make a song or poem use -imple words
WRITE station	Write a three paragraph story or report using -imple words.
DO station	Work with a partner to test each other. Ask each other to write a word in turn. Mark your partners work. Spot what they might be finding tricky and teach them.

Documenting Learning

We use a variety of approaches to document learning. The most obvious ways are:

-Jotter Work
-'Must Do' tasks which can then be stuck into jotters, or in a separate folder.
-Observation Walls and Books.
-Teacher Record Keeping
-Teacher Assessment Files – can be kept electronically.
-Photos and Videos – Ipads.
-Learning Journal jotters – see information below.
-Each child has their own individual Make, Say, Write and Do folder. This is useful for keeping assessed pieces of work and will be used in tracking meetings with the HT, when looking at a range of evidence.
-Floorbooks (HWB and IDL) – see information below.

Floor Books:

Floor Books provide children with a rich reminder of their learning. It also allows for their voice to be captured whilst documenting some of the key learning. They can be used for any curricular area, but as a school we decided to use them to show learning across IDL and HWB. However, some teachers use these to document other curricular activities too

What Floor Books sould be:

- ✓ Kept out at all times (can be nice in the Library corner) for children to look at, review and add to. You will need a healthy supply of stationery for them to do this.
- ✓ A balance between pupil voice/work, and some reference made by the teacher to what the planned learning is/was.
- ✓ The contents should be a mix of work/photos stuck in, as well as work drawn straight into the Floor Book.

What floor Books should not be:

- ✓ A work of 'teacher art'
- ✓ Completed completely by the teacher
- ✓ Have only worksheets stuck in.

Classroom and Corridor Displays

Classroom display boards should feature an attractive balance of teaching aid materials and learners' work.

Displays should be updated regularly to show-case current learning.

Learning Journeys

Children leading their learning and having a voice in how they see their learning progressing is an important part of the learning process. Our Learning Journey jotters are a tool we use to allow children time and space to set targets for their learning and to review their contribution to the life and ethos of St Cuthbert's. This process has evolved and has moved away from Teachers setting targets which essentially becomes a teacher led task, leaving little room for pupil voice.

Main features of the Learning Journey are:

- ✓ Children have space to evaluate their progress towards showing the school values
- ✓ My Wider Achievement Wall allows children to document their contributions to showing the 4 capacities for learning.
- ✓ Learning Across the Curriculum Targets – these would be completed either by the teacher or by the children, but should always be shared and discussed with children. These would be reviewed and self-assessed at the 3 weekly self-evaluation period.
- ✓ Personal Target setting for Literacy and Numeracy – this would be completed by children in a group with the support of a teacher. This would be called 'Tutor Time' and would feature every Friday afternoon across the school. The teacher will see children on a rotational basis.

		Group 1	Group 2	Group 3
CYCLE 1	Week 1	Tutor Time	Other Meaningful Activity	Other Meaningful Activity
	Week 2	Other Meaningful Activity	Tutor Time	Other Meaningful Activity
	Week 3	Other Meaningful Activity	Other Meaningful Activity	Tutor Time
CYCLE 2	Week 4	Tutor Time Review targets and make new ones	Other Meaningful Activity	Other Meaningful Activity
	Week 5	Other Meaningful Activity	Tutor Time Review targets and make new ones	Other Meaningful Activity
	Week 6	Other Meaningful Activity	Other Meaningful Activity	Tutor Time Review targets and make new ones
CYCLE 3	Week 7	Tutor Time Review targets and make new ones	Other Meaningful Activity	Other Meaningful Activity
	Week 8	Other Meaningful Activity	Tutor Time Review targets and make new ones	Other Meaningful Activity
	Week 9	Other Meaningful Activity	Other Meaningful Activity	Tutor Time Review targets and make new ones

Term 3 has 13 weeks, so this allows for a degree of flexibility.

How children will make targets?

- ✓ At the Tutor Session children should have access to their jotters. Time should be taken to show children how to look through their books at feedback. Feedback that is consistent should then form a target. For example, the teacher may be regularly reminding the learner to use more adjectives in writing – this would then form a target.
- ✓ The Learning Conversation prompts should be used and displayed in the classroom.
- ✓ This session can take anything from 30-60 minutes.
- ✓ The rest of the class will be engaged in another meaningful task – perhaps, re-drafting or fixing/finishing work, or some revision task to deepen learning from the week.

How will we share these books with Parents/Carers?

- ✓ These books will go home after each target review for parents and carers to see. They will also go home with the literacy and numeracy jotters. This allows parents and carers to see how children are progressing, whilst avoiding the lengthy task of teachers gluing in work. In other words, this process is more authentic.
- ✓ At the end of each term the jotter will go home with a one sheet of A4 report card completed by the class teacher.
- ✓ At the end of each term the jotters will go a member of SLT for a review comment.

Report Card

Due to the nature of the Learning Journal, and the frequency of how often it goes home, we decided to strip back our final end of year report card. This was partly to reduce workload but also to ensure parents/carers are not overwhelmed with information.

Tracking Learning

Each teacher is given a Class Overview Tracker at the start of session. This is an excel document which outlines all the key information you need.

Each level that is recorded, is a child's latest attained level and is your starting point.

SLT regularly monitor attainment and the Head Teacher will meet with teachers regularly for formal tracking meetings. At these meetings, a range of evidence may be looked at and a discussion will take place around a child's learning.

Throughout the year we gather summative information on the following:

- Writing – every 4-5 weeks children will be assessed in writing using Roots Through Writing.
- Reading – Children P3-7 will sit regular Star Reader assessments. This is based on our Accelerated Reader Programme. Children should read independently for pleasure at least 15 minutes per day. This is in addition to their set reading book.
- Maths – Unit assessments are carried out at regular intervals using our new Leckie and Leckie assessments.
- Spelling and Phonics – Regular dictation activities provides the class teacher with an overview of progress in spelling.

Levels at expected stages

	Achieved by most:
Early Level Phase 1	Nursery Year 1 (N4)
Early Level Phase 2	Nursery Year 2 (N5)
Early Level Phase 3 E.3	By the end of P1
First Level Phase 1 1.1	By the end of P2
First Level Phase 2 1.2	By the end of P3
First Level Phase 3 13	By the end of P4
Second Level Phase 1 2.1	By the end of P5
Second Level Phase 2 2.2	By the end of P6
Second Level Phase 3 2.2	By the end of P7

Colour coding for tracking

Illustration of colour coded tracking:

Ahead of CfE level and challenge planned

 On Track – On track to achieve the CfE Level for the appropriate stage.

On Track perhaps in line with broad CfE level but interventions planned as chronological age does not match CfE Pace

Not on track – an entire CfE level behind or a phase behind. E.g A P3 child being less than 1.2

END OF POLICY DOCUMENT

Individual Curricular Areas and Relationships are discussed in separate policy documents