

**Carstairs Primary School**  
**Learning, Teaching & Assessment**  
**Position Statement**

2024 Update (*DRAFT 1*)

## **Carstairs Primary School**

### **Learning, Teaching & Assessment Position Statement**

At Carstairs Primary School, we consider learning, teaching and assessment to be the central component of the work that we do: this is our core business. We keep our learners at the centre of our decision making and actions and we consider the pursuit of the highest quality of learning, teaching and assessment to be our most noble cause. The goal of challenging and supporting our learners highly effectively to reach, and exceed, expected milestones in their learning across the curriculum, is central to our daily work, actions and dialogue.

#### **Rationale**

Our position statement seeks to map out, promote and secure a strong, consistent understanding of the expectations for learning, teaching and assessment, at Carstairs Primary School. It aims to succinctly summarise core components of highly effective learning, teaching and assessment, in order to secure excellence and equity in our classrooms. The document aims to support our team to ensure that consistently high standards are reached and maintained, across all stages of education within our establishment. We believe that consistently high standards in learning, teaching and assessment provide us with the greatest potential to continue to raise attainment and achievement for all, including those considered to be affected by poverty or experiencing other barriers to learning. The document is best read in conjunction with our Curriculum Rationale and Rainbow Wall, and our Inclusion and Additional Support Needs Position Statement.

#### **School Vision and Values**

All of our actions, and daily interactions, are underpinned by our school vision and values, which have been agreed in consultation with children, families and staff. We are proud of our warm, welcoming and nurturing school ethos, which actively embraces and promotes our vision and values. Our school vision and values permeate all formal and informal learning experiences, that take place both within and out with our classrooms. We proudly consider ourselves a 'Can Do' school.

***Our School Vision Statement: Be Safe, Be Happy, Be All you Can Be***

***Our School Values: Effort - Respect - Confidence - Kindness***

Our position statement is also underpinned by our commitment to the highly effective delivery of children's curriculum entitlements, set within the refreshed curriculum narrative.

## **Learning and Engagement**

*Our team are committed to the consistent promotion and elevation of:*

- High quality relationships and children's rights (all classes must uphold Nurture UK Non Negotiables and Nurture UK's Six Nurture Principles, along with creation and implementation of Class Charters, in line with UNICEF Rights Respecting School / UNCRC)
- A focused learning culture, which celebrates attainment and achievement
- Successful, confident, responsible learners
- Well planned lessons, which allow learners to understand the purpose of their learning
- Learners taking increasing responsibility for, have choice in, and lead their learning
- Learners contributing to the wider life of the school and community
- Learners' views being regularly sought and acted upon
- Learners as active participants in their learning and life of the school

## **Quality of Learning and Teaching**

*Our team are committed to the consistent promotion and elevation of:*

- Learning experiences which are underpinned by our school vision and values
- A wide range of teaching approaches in a wide range of teaching environments
- Digital technologies that support and enrich learning
- Clear explanations and instructions
- High quality questioning, which entices engagement, curiosity, independence and confidence
- Higher order thinking skills
- High quality, timeous feedback, that informs and support next steps in learning
- Close observation of learners to inform action
- Timely use of appropriate interventions to support learning progress

## **Effective Use of Assessment**

Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning. Assessment approaches need to promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential (BtC5 and see also Assessment within BGE Update, 2021).

*Our team are committed to consistently:*

- Ensuring that assessment is integral to teaching and learning, planning quality assessment at the beginning of the learning, teaching and assessment (moderation) cycle (*see appendix 2*)
- Implementation of a variety of assessment approaches – formative and summative, formal and informal, giving a range of opportunities to make, say, write, do and demonstrate
- Including opportunities for self and peer assessment
- Providing learners with quality opportunities to demonstrate knowledge and understanding, skills, attributes and capabilities, in a variety of contexts (across CfE four contexts for learning)
- Upholding ideas promoted within the Assessment is for Learning Triangle (*see appendix 3 and 3a*)
- Engaging formally with team members and colleagues out with our establishment to agree shared standards
- Engaging in high quality dialogue with stage partners within our establishment, and out with, across the school year (where possible and appropriate), to share and agree standards
- Using the outcomes of assessment and moderation rigorously to plan effectively for continued progress
- Providing a range of reliable evidence at all stages, and at key milestones, facilitating quality reporting on children's progress in learning

## **Planning, Tracking and Monitoring**

*Our team are committed to consistently:*

- Undertaking high quality, progressive planning across the curriculum, which builds on children's prior learning
- Involving learners in planning learning, including setting their own personal learning targets on a termly basis
- Providing clear information which demonstrates attainment across the curriculum
- Carefully analysing data gathered to inform next steps in learning and support the removal of barriers to learning
- Timeously evaluating the impact of interventions implemented to help learners overcome barriers to learning and acting on outcomes
- Participating in regular tracking meetings with senior leaders

- Using tracking and monitoring outcomes promptly, including to inform liaison with other agencies, as appropriate, to best secure continued progress
- Using evaluation of learning experiences and outcomes, to continually enhance and refine learning experiences offered

### **Managing Change / Staffing Transitions**

Senior leadership are wholly cognisant of, and committed to, the need for consistency of staffing in support of ensuring that all of the above is upheld to the highest possible standards. We are proud of the very strong record of staff retention that we hold, which strongly supports consistency of approach, over time. Where changes in staffing are unavoidable, senior leaders are committed to supporting new / temporary staff members with additional buddy time (as per our welcome leaflet for new teaching staff) and additional support time, as required, to support new staff to align with our whole school expectations and persistent drive for consistency across the school. Senior leaders are committed to being entirely open and honest with central staff with responsibility for allocation of temporary employees, about best meeting the needs of our school in terms of deployment of staff and making requests for our school that are considered the very best fit for our team.

### **Further Explanation**

Our appendices (1, 1a, 2, 3, 3a, 4), shared overleaf, provide further guidance and detail on our standards, expectations and commitments.

Improving Our Classrooms – Whole School Model  
 Carstairs Primary School



Features of highly effective classroom practice

	Activate Prior Knowledge	Effective Use of LI and SC	Effective Questioning	Active Learning	Metacognition <i>(Thinking about thinking / learning to learn)</i>	Effective Feedback	Formative Assessment	Differentiation	Pace	Plenary
Term 1										
Term 2										
Term 3										
Term 4										

Please consider your own practice across the curriculum, in relation to how you implement the features of highly effective practice as listed above.

Remember that relationships, skills for learning life and work, use of community and outdoors (high quality outdoor learning), development of independent learners and four capacities, innovation, creativity and playful approaches, digital technologies and involvement of learners in planning and evaluating learning all need consideration and attention, in the delivery of the most highly effective practice.

Red / Amber / Green your practice in each area on a termly basis, using this as a tool to help you focus in on areas of your work that may need it. 😊

### Starter / End Tasks

◆ May be used to assess prior learning and settle class but most importantly it should motivate, stimulate curiosity and get the pupils ready for learning.

Puzzle    Verbal tennis    Tarsia    Card sort    Bingo    Show me boards    I am who is    Dingbat    Quizdom    Odd one out    Hot seat    Lucky dip  
 Think pair share    Question ball

### Plenary

- ◆ Sums up success criteria
- ◆ Allow moments of reflection
- ◆ Can take place throughout the lesson
- ◆ Allows planning of next steps
- Post its
- Whiteboards
- Showing fingers
- 3 most important things
- Traffic lighting.....

### Learning Intentions

◆ The focus of your lesson:

- To remember
- To understand
- To apply
- To analyse
- To evaluate
- To create

The active verbs of Bloom's taxonomy should be the basis for planning.

### Range of Activities

- Activities are designed to meet the needs of all learners.
- Young people are doing the work not the teacher

should consider:-

- A challenging level of subject knowledge
- Active, collaborative learning
- Choice of activities or of approaches to them
- Variety of types of questions (higher order)
- Visual aids and practical activities.
- Use of technology
- Pace and timing

### Success Criteria

◆ Advise young people what they need to do to achieve the learning intention.

- Recall, memorise, recognise, name, define, select, match, find...
- Explain, solve, display, understand, classify, sort, summarise.....
- Carry out, use, calculate, apply, interpret, predict...
- Compare, organise, investigate, research.....
- Assess, conclude, compare.....
- Design, construct, deconstruct, create, demonstrate, plan.....

◆ Even better if they also identify skills or values we want to encourage

- Listen, negotiate, collaborate, compromise, cooperate, participate
- Question, present.....

◆ should be differentiated

- I can, I must, I should
- Even better if.....

◆ Maybe allow pupils to decide their own at the beginning of the lesson.

Personalisation / choice/ ownership of success criteria can lead to increased pupil motivation.

### Differentiation By

task

By outcome

By assessment

### Assessment of learning

◆ How young people will demonstrate what they have learned.

What they

- say
- do
- make
- Write
- Demonstrate

### Questioning

?

### Responsibilities of all

◆ Will learning activities allow young people to achieve any literacy, numeracy or health and wellbeing outcomes?

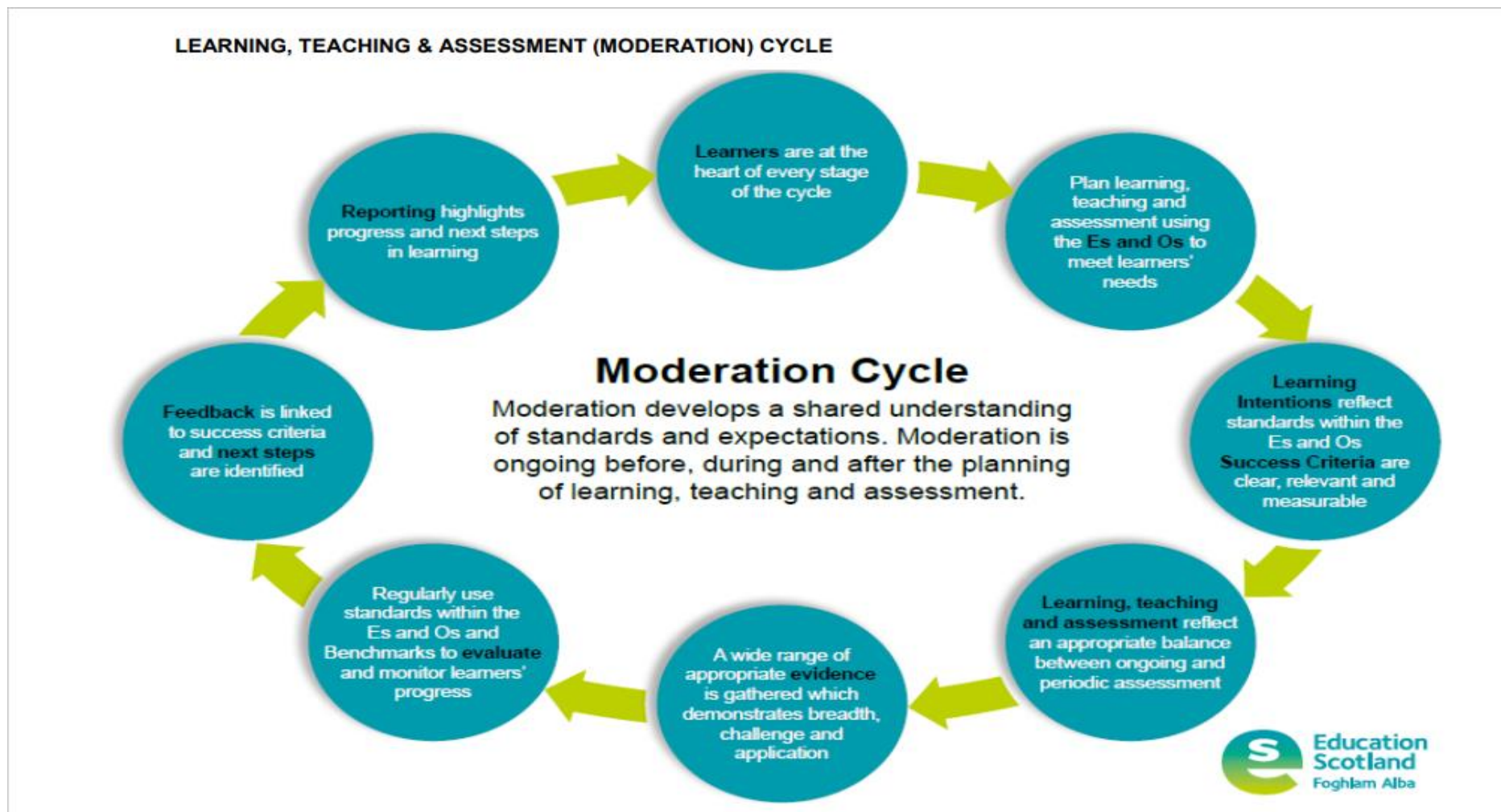
Will they:

- Talk
- Read
- Write
- Extend vocabulary ...
- Measure,
- Calculate
- Handle data
- Present data.....

- Develop self-awareness( for pupil profiles)
- Develop respect for others
- Experience personal achievement
- Meet challenges
- Make choices
- Work with other
- Peer and self assess

## Appendix 2: Learning, Teaching and Assessment Cycle

(Assessment within the BGE 2021 update, Education Scotland)





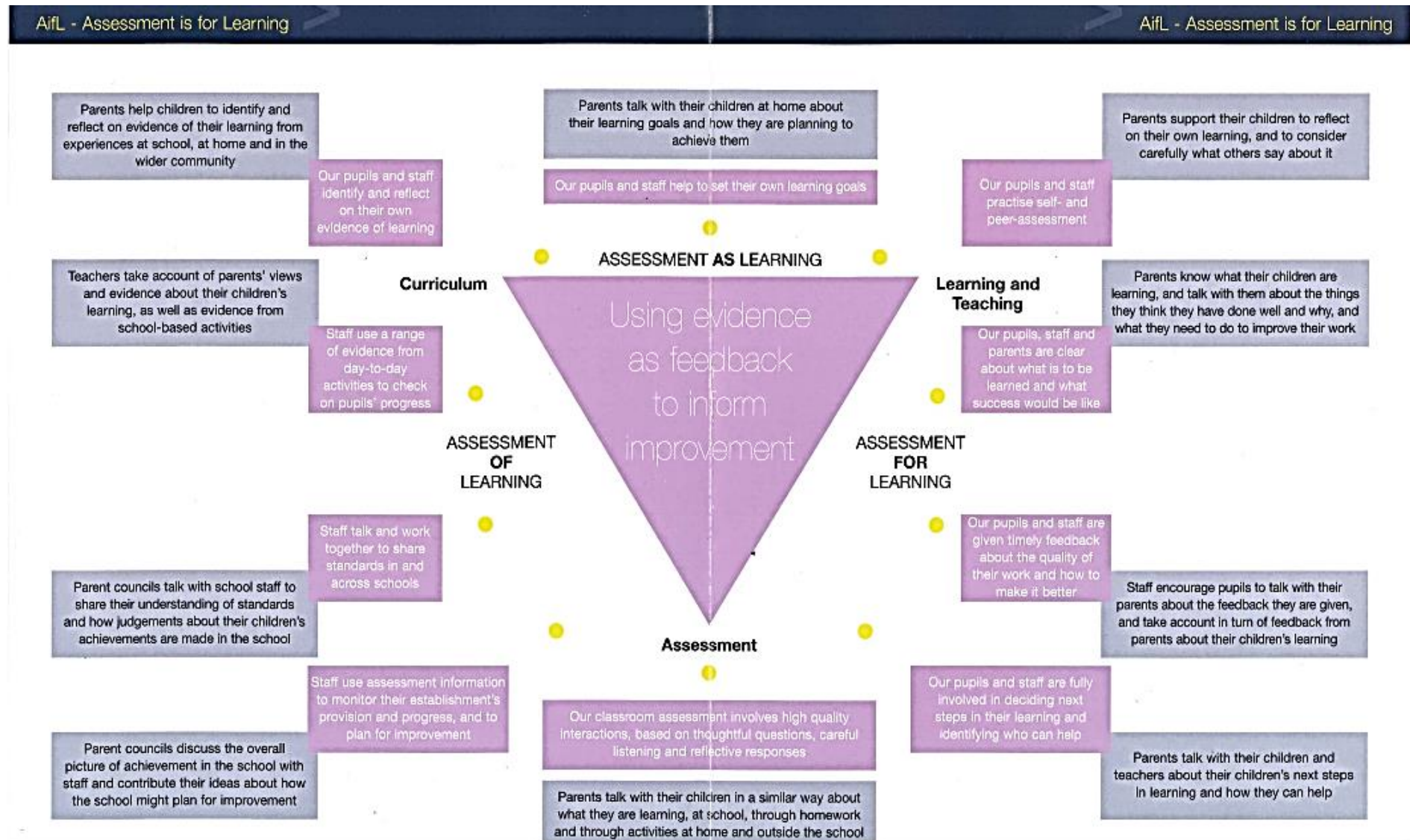
# The AifL Triangle

## What is an AifL School?

A Place Where Everyone is Learning Together



## Appendix 3a AifL Triangle (Parentzone)



### Appendix 4 Stakeholder Summaries – What Makes a High Quality Lesson / What Helps Us Learn Best?

Carstairs Primary School Learners	Carstairs Primary School Staff	Carstairs Primary School Community
<p>When we work in teams            When we can decide where we do our work            When it is quiet            When we are moving            When we can be creative            When we are outside            When we listen and concentrate            When we work together and support each other            When we do it on our own            When we use materials to help us (like tens and units)            When it's exciting            When we keep to the charter            When we have a Can Do Attitude            When we understand the WALT &amp; WILF            When I get feedback and understand            When it's fun and we like it            When we listen            When we concentrate            When we play games            When it is fun            When we use imaginative play            When the class is quiet            When we use resources to help us            When we work together            When we use our skills            When we use maths and literacy games before writing answers as I get to communicate more with my friends            When we check the success criteria to know how to get it correct            When we get clear learning intentions to know and remember what we are doing            When my work is organised – it helps us stay on my work when it's laid out            When we get practical, hands on tasks to help us learn            When I get quiet, calm working space where I can focus to work individually            When we use chromebooks to help us with spelling            When we do cold and hot tasks</p>	<p>Provision of a safe, nurturing environment</p> <p>Relevant content – curriculum and wider world</p> <p>Resources – visuals</p> <p>Resources - tactile approaches and varied learning spaces</p> <p>Resources - technology based, where appropriate</p> <p>Clear learning intentions and success criteria to promote</p> <p>Appropriate challenge</p> <p>Appropriate differentiation</p> <p>Targeted support – collaboration amongst relevant staff members</p> <p>Timely feedback to learners – both written and verbal</p> <p>Staff having time to collaborate to plan, share ideas and share practice</p>	<p>Patient teaching/support staff and fun, enjoyable lessons</p> <p>Interaction, fun, laughter, visual stimulus, listening ears</p> <p>Weekly tests in literacy and numeracy - this is a good guide for children and parents to assess areas of success and areas that need a bit of extra effort</p> <p>Variety of learning methods ie visual/storytelling etc T&amp;L through interesting and engaging topics</p> <p>Reinforcement at home</p> <p>For some, reward/recognition</p> <p>Being well rested, being well fed, an environment that supports the learning, time to ask questions, different options to match how they learn best, finding a way to make it fun</p> <p>1. When they are not sitting at their desk. 2. When lessons are fun. 3. When the teacher introduces humour or a 'quirky' fact about the topic. 4. When they are relaxed</p> <p>A mix of learning options and a range of approaches to learning</p> <p>Engagement, active learning, interesting topics, mutual respect</p> <p>Lesson needs to be interesting, engaging and at the right level for the children to learn and also to provide challenge. Should be active so that children are not just</p>

<p>When we work in pairs or groups collaboratively using chromebooks to research</p> <p>When we use games to support our learning</p> <p>When we do active activities like 'Show Me' during mental maths or active spelling</p> <p>When we use visuals, clips, podcasts to support learning</p> <p>When we feel safe to make mistakes and not worry about it</p> <p>When I use games to help us learn and practice what I'm learning in class</p> <p>When there is routine and we know what to do and when</p> <p>When we communicate with each other</p> <p>When we learn a mix of curricular areas together (our maths and art work was cool and different)</p> <p>When we are calm and settled – shorts tasks / breaks help us achieve this</p> <p>When we all listen and ask questions to build our understanding</p> <p>When we are engaged and focused</p> <p>When we are happy</p> <p>When we feel good</p> <p>When we work hard and give our best effort</p> <p>When we use games</p> <p>When we use chromebooks to research and learn</p> <p>When we have a choice in our learning spaces, like our quiet space, including working individually</p> <p>When we work in partners or small groups which is fun, but it allows us to support each other too</p> <p>When we can have some extra time / help (for example School Support Assistant)</p> <p>When we have confidence to talk about mistakes</p> <p>When we follow our class charter</p> <p>When we have reflective time to talk about success criteria</p> <p>When we can improve our work based on the feedback given – for example, highlighting (self-assessing) of our written piece</p> <p>When activities are creative and organised</p>		<p>sitting listening all of the time. Children should be aware of what it is they are learning from the outset. Classroom environment is also so important, children's learning shouldn't be constantly interrupted by the poor behaviour of others</p> <p>Inspiring teacher and calm atmosphere to be able to hear and concentrate</p> <p>Teachers and staff who know the children well. Differentiation of work for children at different levels to continue challenging our children or supporting catch up where needed. Recognition of achievement which keeps children motivated. Good attendance. Consistency in teaching staff</p> <p>Two-way communication and a good sense of humour always helps</p> <p>A mix of independent and group work, 2-way feedback, practical as well as theoretical activities</p> <p>Be engaging, practical interests, visually appealing, intriguing their interest, different ways of learning, fun, being listened too, working together, time for breaks and time to learn. Mind reset break</p>
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