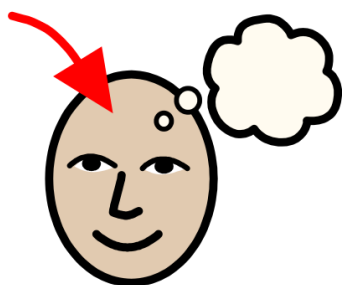




From mountain to sea

Barthol Chapel School

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 Barthol Chapel School - what constitutes effective practice which will embed our school vision, values & aims and ensure excellence and equity of opportunity for the learners of Barthol Chapel School.

Curricular Design

At the heart of everything we do at Barthol Chapel School is the Curriculum. Before we can think about high quality learning, teaching and assessment, we ensure that all staff have a solid understanding of the curriculum at Barthol Chapel School.

At Barthol Chapel School, practitioners work in partnership to ensure that the curriculum reflects the 7 design principles by:

- providing all learners with **breadth**, **depth** and **progression** at all stages.
- ensuring there is continuity and progression between stages and at key transitions.
- ensuring **relevance** and **coherence** to wider life.
- providing opportunities for pupils to exercise **personalisation and choice**.
- taking account of cross cutting themes and interdisciplinary learning to ensure **challenge and enjoyment**.

Further information regarding our curriculum design is contained within our Curriculum Rationale:

<http://bartholchapel.aberdeenshire.sch.uk/wp-content/uploads/Barthol-Chapel-School-Curriculum-Rationale.pdf>

We understand our unique setting and use this to provide meaningful experience for our learners. Procedures and expectations for planning learning teaching and assessment have been agreed by all staff. The aim of our procedures at Barthol Chapel School is that it **must** be a tool for professional dialogue. When planning takes place collegiately, moderation discussions become part of everyday practice.

Collegiate Planning:

- Ensures practitioners are discussing and agreeing the standards from the outset
- Allows practitioners to discuss and plan opportunities for learners to demonstrate breadth, challenge and application in learning experiences and in planned assessments.
- Embeds consistent practice across our school.
- Identifying bundles of **Experiences and Outcomes**, creating **Learning Intentions** and **Success Criteria** based on the standards within the selected Experiences and Outcomes.

Learning & Teaching Approaches

We believe that learners at Barthol Chapel School learn best when:

- They are happy and feel safe.
- They explore, experiment and experience.
- There are clear and consistent high expectations.
- They know what they are learning and why.
- They are challenged and supported.
- They are interested, curious and motivated.
- They reflect on their mistakes and use them as learning opportunities.
- They experience high quality, well-paced lessons.
- The physical learning environment is stimulating and well resourced.
- The classrooms are tidy and free of clutter
- They have appropriate resources according to their individual needs.
- They have access to different learning environment, outdoor spaces and educational visits.
- They have access to informative, interactive and celebratory displays.

All staff working within classrooms at Barthol Chapel School must embed the following in their practice:

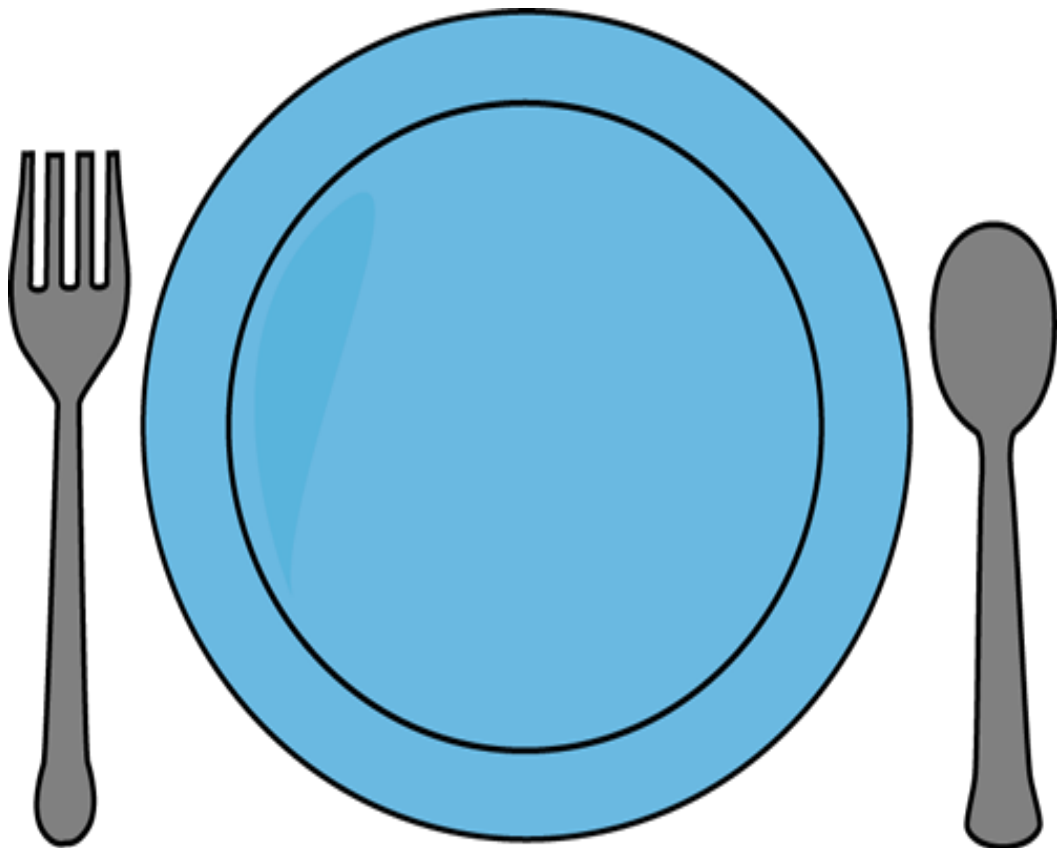
- Use Aberdeenshire Progression Frameworks to ensure a coherent and progressive approach to learning and teaching.
- Ensure planning builds upon children's prior learning using the information gained from appropriate assessments.
- Provide a balanced range of stimulating and motivating approaches to learning and assessment which should include active, collaborative, independent and written tasks.
- Take account of pupils' different learning styles.
- Provide clear learning intentions, success criteria and quality feedback on how to improve.
- Use a range of strategies to meet the needs of all learners including those with additional needs.
- Use a range of assessment approaches which enable learners to demonstrate and apply their knowledge and understanding, skills and abilities.
- Provide opportunities for learners to be involved in reflection, planning and evaluation of their own learning and that of peers.
- Use Education Scotland Benchmarks to evaluate learning and progression.
- Ensure learners are fully involved in decisions about what needs to be done and who and what can help them.
- Maintain and regularly review records of progress.
- Provide parents with clear information on their child's progress, next steps in learning and how they can support their child's learning.
- Regularly evaluate the impact of learning and teaching to inform next steps in planning.
- Rigorously implement equalities and positive relationships policies.

The Head Teacher will support implementation of this policy by:

- Providing class teachers and support staff with day-to-day, line management and support and a planned programme of career long professional learning opportunities.
- Oversee the implementation of the actions identified in the School Improvement Plan with opportunities to develop leadership capacity in all staff.
- Monitor the effectiveness of the learning & teaching through implementation of the quality assurance calendar which details regular self / peer evaluation opportunities, learning visits and other monitoring activities.
- Providing opportunities for professional dialogue, encouraging collegiate working and facilitating the sharing of good practice.
- Encourage shared moderation of standards.
- Ensure that resources are allocated appropriately.

Learning & Teaching Expectations at Barthol Chapel School

Teachers are at their most effective when teaching directly. We see direct teaching as being an effective teaching tool. Collegiate working at Barthol Chapel School provides staff with the opportunity to explore effective learning and teaching. A clear “guide” enables us to *Focus on Our Delivery (F.O.O.D.)*. It provides a structure, clear expectations and allows us to ensure consistency across all classes.



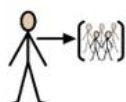
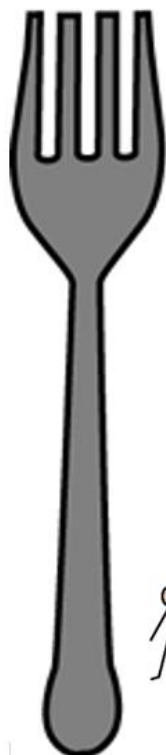


Learning & Teaching Guide – Focus On Our Delivery (F.O.O.D.)

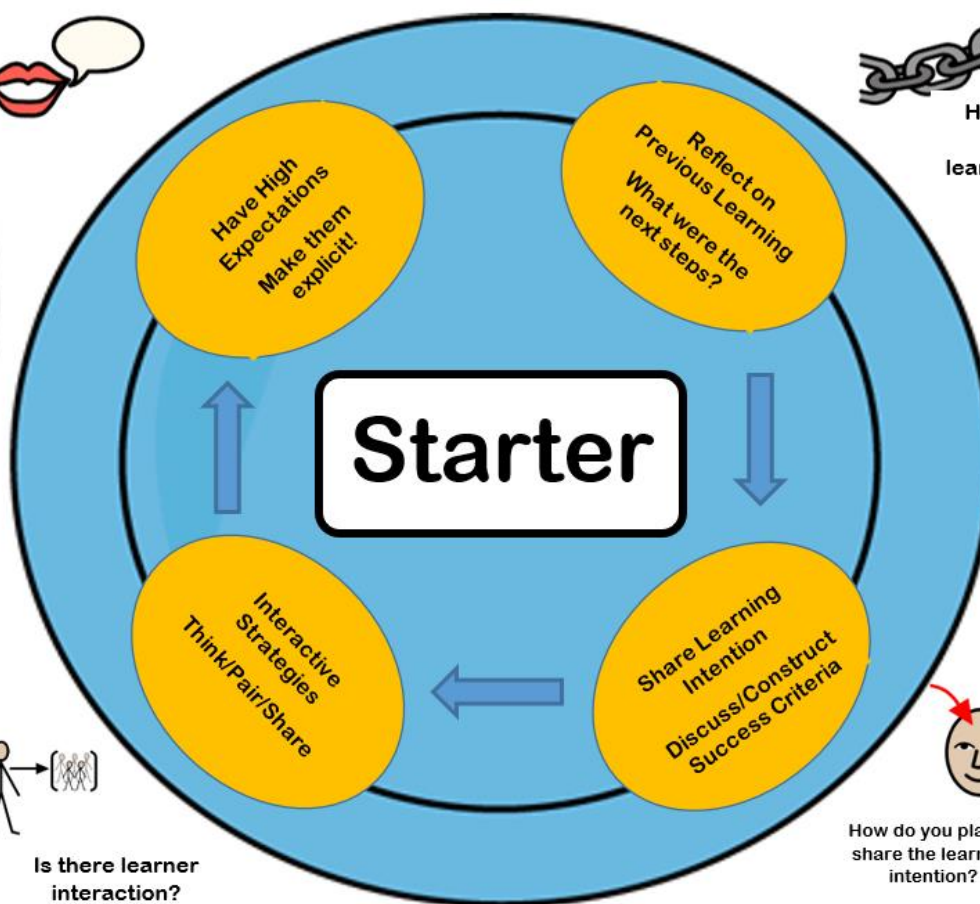
How do you plan to involve learner voice & choice?



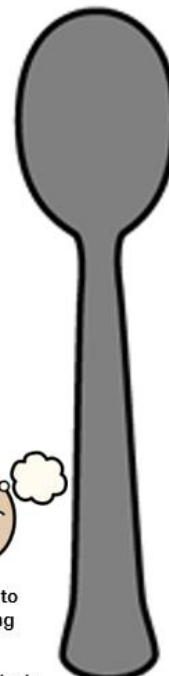
Have you made explicit links to previous learning/knowledge/skills?



Is there learner interaction?



How do you plan to share the learning intention?
Will the success criteria be co-constructed?

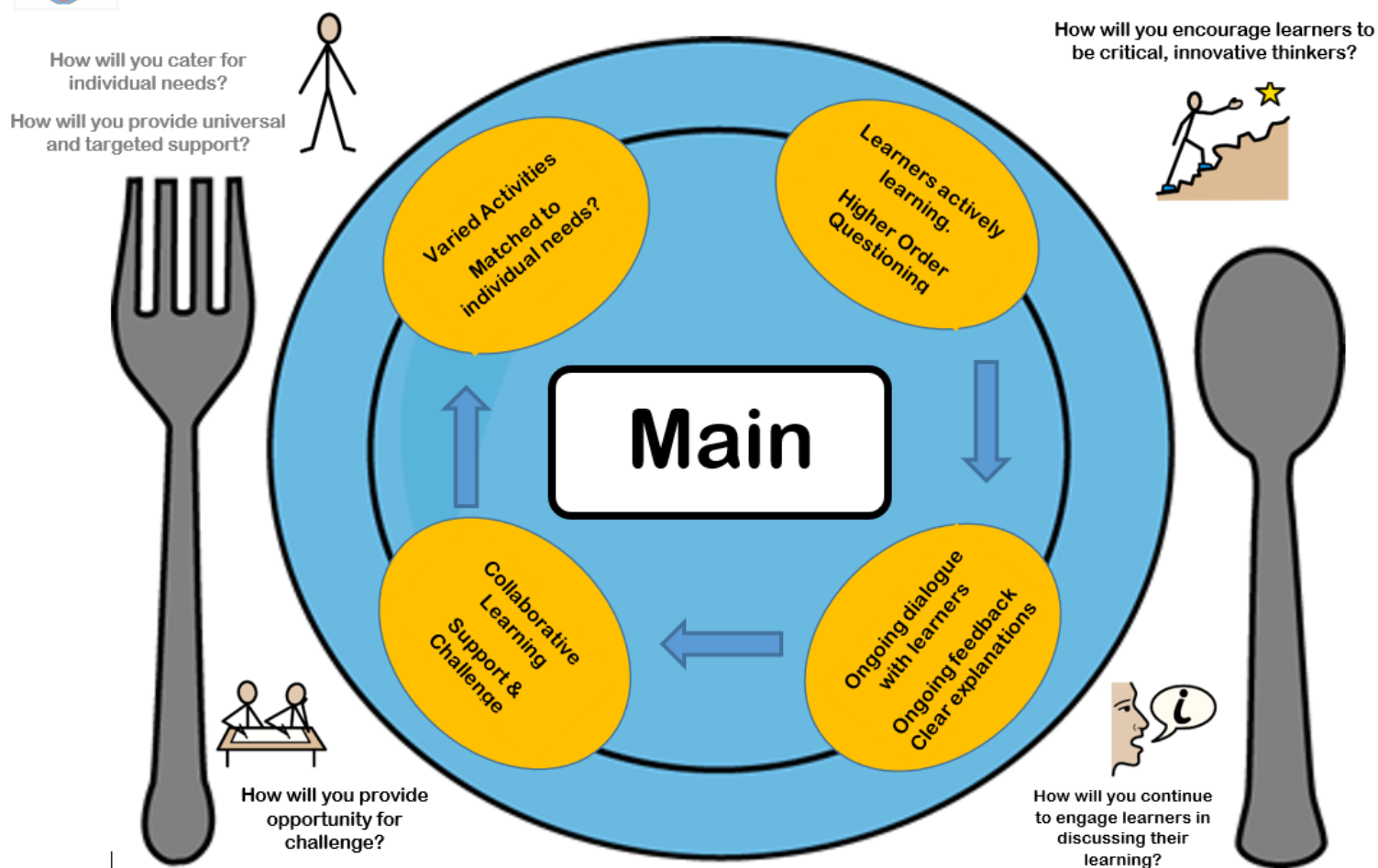


All lessons at Barthol Chapel School begin with **THE STARTER.** Collegiately all staff agreed the following non-negotiables for effective learning & teaching during THE STARTER:

- Reflection on previous learning
- Learning Intention shared with learners
- Success Criteria discussed/constructed/agreed.
- Interactive strategies e.g. think/pair/share
- High expectations which are made explicit.
- Learners voice is vital.



Learning & Teaching Guide – Focus On Our Delivery (F.O.O.D.)



All lessons at Barthol Chapel School include **THE MAIN**.
Collegiately all staff agreed the following non-negotiables for effective learning & teaching during THE MAIN:

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



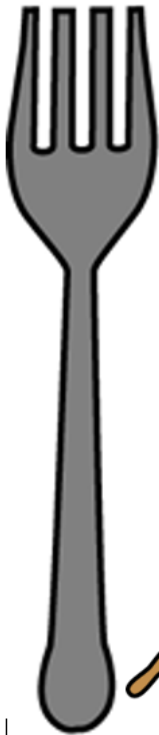
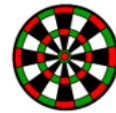
Learning & Teaching Guide – Focus On Our Delivery (F.O.O.D.)



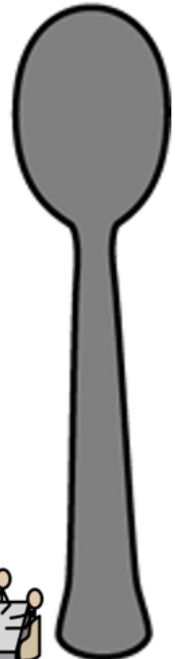
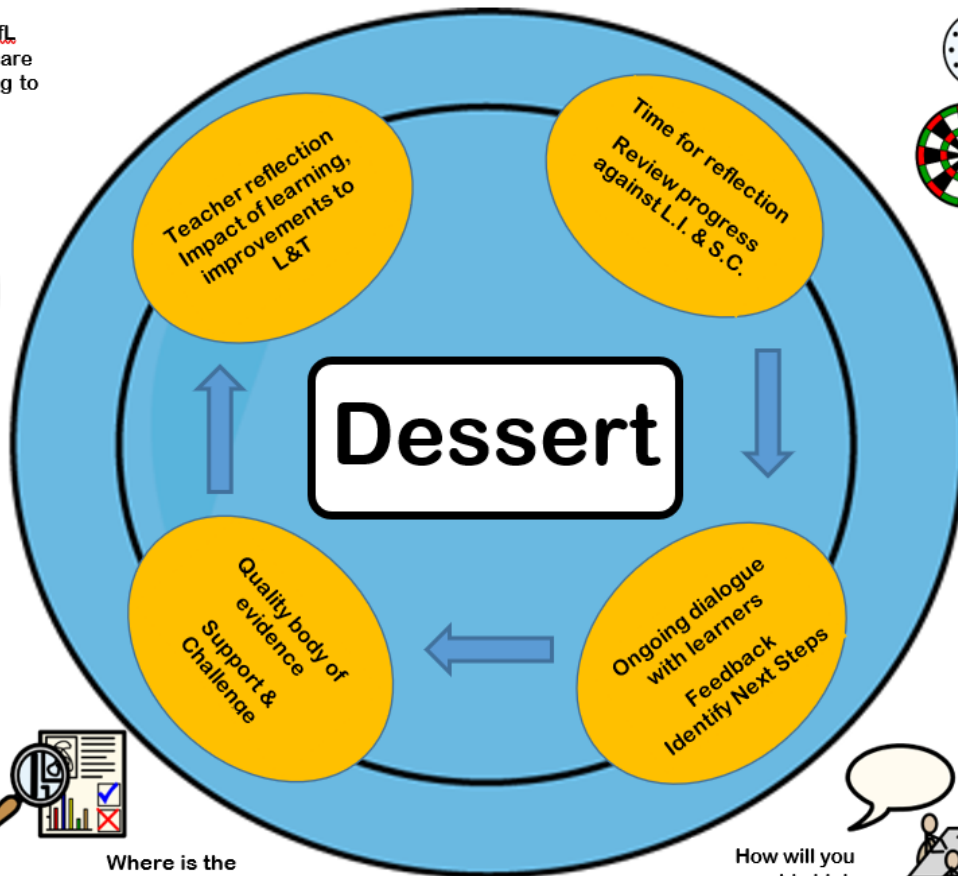
Which Aifl Strategies are you planning to use?



How do you plan to reflect on learning with learners during a planned plenary?



Where is the evidence of learning?



How will you provide high quality feedback?

All lessons at Barthol Chapel School include **THE DESSERT**. Collegiately all staff agreed the following non-negotiables for effective learning & teaching during THE DESSERT:

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

Organisation of Classes at Barthol Chapel School

All our classes are multi composite, and to cater for the needs of all learners, we organise them in a variety of flexible ways:

Attainment Grouping

This allows time for direct teaching, based on good quality assessment evidence which is used to build on prior learning. It offers appropriate challenge and motivation for the pupils within the group and provides opportunities for pupils to move between the attainment groups.

Mixed Ability Grouping

The benefit of mixed ability groupings is that the presence of a range of abilities in the one classroom can allow pupils the opportunity to work together. We use working pairs and trios effectively. Pupils can serve as a model for others in the group/trio and an ethos of achievement can be fostered.

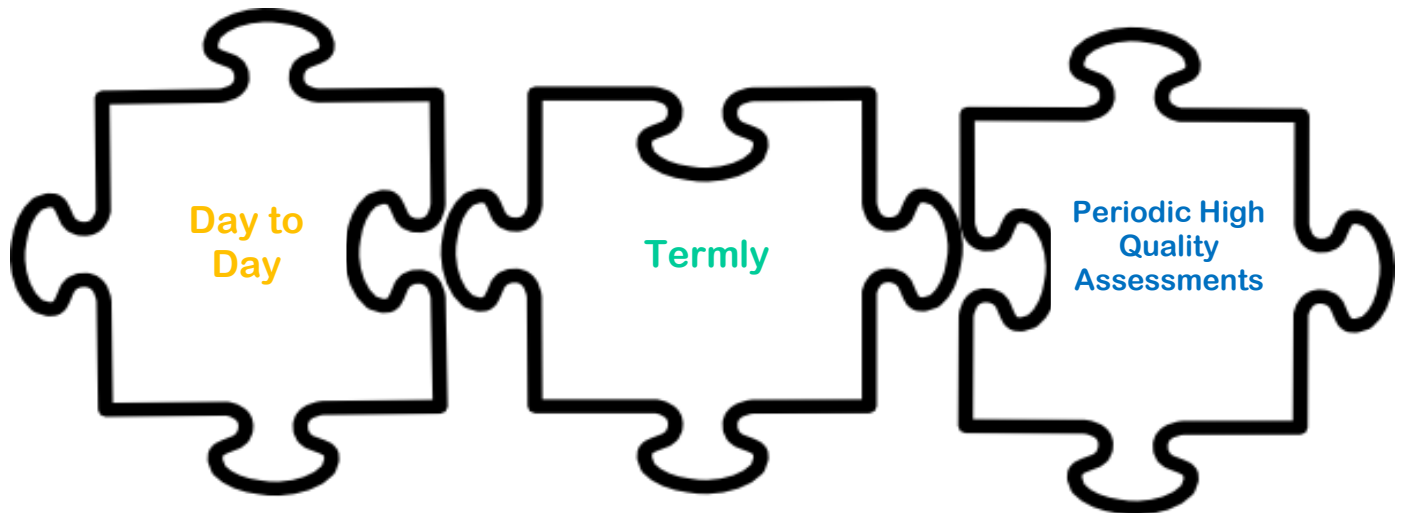
Managing differentiation in a class with a wide range of abilities makes demands on the teachers. We present work in a way that motivates all pupils. In order to accommodate this, we try to have no more than 4 teaching groups within a class whenever this is possible.

Individuals

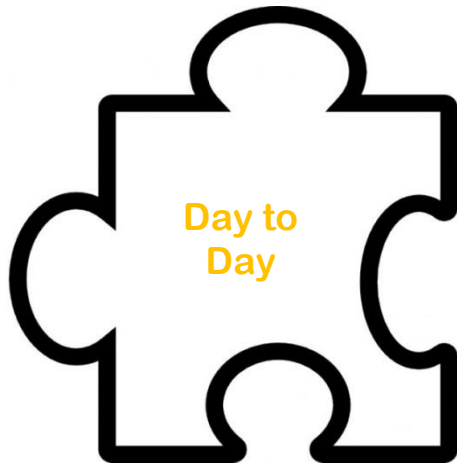
There are opportunities for aspects of individual learning. This is often appropriate for able pupils and pupils with specific needs, particularly those with Individual Educational Plans. Teachers will plan and deliver, in collaboration with Additional Support Needs Teacher, a suitable learning and teaching programme for pupils

Principles of Assessment & Evidence

At Barthol Chapel School, assessment and evidence gathering is viewed as a '**Jigsaw**'. An appropriate balance of evidence between ongoing and periodic assessment is gathered to gain an understanding of progress and to make reliable valid judgements on achievement of a level. It will come from a wide range of sources and will be gathered over time.



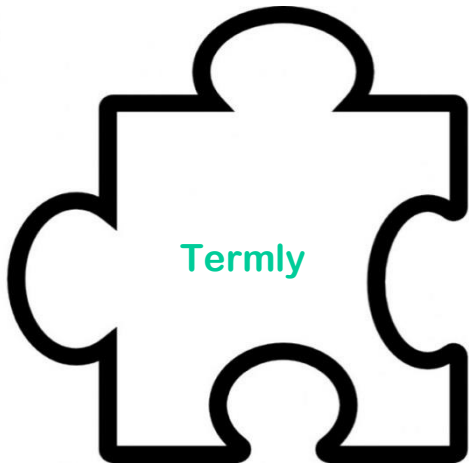
When	How	Purpose	Evidence
Day to Day	Reviewing day to day learning against Experiences & Outcomes, Learning Intentions & Success Criteria.	Learners To provide accurate feedback and identify next steps Practitioners To evaluate learners short-term progress	Jotters / Classwork Annotated Photographs Artwork Ongoing Dialogue Observation of learning Evaluations in Weekly Planning Written Feedback in jotters Learners self/peer assessment
Termly	Reviewing a range of evidence from recent learning & application of previous learning against Es & Os and Benchmarks	Learners To inform Learning Passports and promote ownership of learning. Practitioners To evaluate medium-term progress.	Reflections & Assessment pieces after block of work Data from agreed Baseline Assessments Learning Conversations Learning Passports Accounts Provided by others (pupil, parents, support staff)
Periodic High Quality Assessments	Reviewing a range of evidence against Benchmarks . Considering breadth, challenge and application . <i>*SNSA(p1, p4, p7)</i>	Learner To apply a breadth of learning in an unfamiliar situation Practitioners To make judgements on progress towards or achievement of a level.	Periodic High Quality Assessments to evidence Application, Breadth & Challenge. <i>*SNSA Data (p1, p4, p7)</i>



Day to day assessment at Barthol Chapel School links everyday assessment practices with learning and teaching. It is the process of interaction and observation that occurs **day to day** between staff and the learner as they all promote learning by:

- Discussing what is to be learned.
- Recognising when learning has taken place.
- Providing useful and timely feedback that supports next steps in learning.

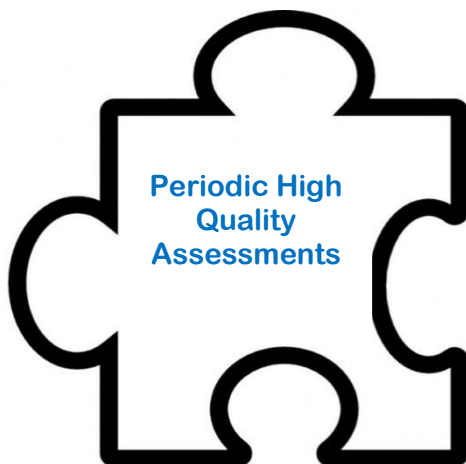
A range of formative assessment strategies are used by staff and learners to continuously gather a range of evidence to make judgements on progress.



Termly assessment at Barthol Chapel School provided learners and practitioners with the opportunity to review a range of learning and evidence across a block of learning.



- Reflecting on what has been learned.
- Identifying strengths and next steps.
- Setting targets for future learning.

This data can come from a range of sources; learning conversations, baseline assessments, block assessments (e.g. at the end of a unit of work) etc. with evidence recorded in assessment folders. Our Learning Passports allow us to formalise this process and provide continuity across the school. It allows learners and practitioners to identify latest and best examples of progress.



Periodic High Quality Assessments allows learners to demonstrate that their progress is secure over the Long Term and that they are making progress through a level and/or achieved a level. Periodic assessment will provide opportunities to show that learners:

- Can **apply** what they have learned in new and unfamiliar situations.
- Have achieved a **breadth** of learning across the experiences and outcomes for an aspect of the curriculum.
- Can respond to the level of **challenge** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects.

When	Term 1	Term 2	Term 3	Term 4
Day to Day	<p>(Day to Day) Observation & Formative Assessment Approaches Learning & Teaching in all curricular areas</p> 			
Termly	<p>Literacy Target Setting Skills Target Setting (August)</p> <p>Spelling Baseline (August)</p> <p>Reading PM Benchmarking Star Reader (August)</p> <p>Numeracy Baseline (August)</p> <p>Writing - Creative (Sept / Oct)</p> <p>Learning Conversation (October)</p> <p>Block / End of Unit Assessments (Ongoing)</p>	<p>Numeracy Target Setting Skills Target Setting (October)</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>Writing - Functional (December)</p> <p>Learning Conversation (December)</p> <p>Block / End of Unit Assessments (Ongoing)</p>	<p>Context for Learning Target Setting Skills Target Setting (January)</p> <p>Spelling Progress (February)</p> <p>Reading PM Benchmarking Star Reader (January)</p> <p>→</p> <p>Writing - Creative (February/March)</p> <p>Learning Conversation (March)</p> <p>Block / End of Unit Assessments (Ongoing)</p>	<p>HWB Target Setting Skills Target Setting (April)</p> <p>Reading PM Benchmarking Star Reader (April)</p> <p>Numeracy Progress (May)</p> <p>Writing - Functional (May)</p> <p>Learning Conversation (March)</p> <p>Block / End of Unit Assessments (Ongoing)</p>
Periodic High Quality Assessments	<p>SNSA Standardised Assessments (p1, p4, p7) Primary 7 – (September) Primary 4 – (September) Primary 1 – (May)</p> <p>High Quality Assessment <i>Collegiately plan periodic High Quality Assessments to demonstrate genuine understanding of learning, to promote pupil engagement, to give pupils more independence as learners, to enables clearer identification of next steps to provide a fuller range of evidence and to INCREASE ATTAINMENT.</i></p> 			

(SNSA) Standardised Assessments

Standardised assessments in literacy and numeracy involve all children at the P1, P4, P7 and S3 stages of their education, focusing on aspects of reading, writing and numeracy. This provides another tool for teachers to analyse and discuss learners' progress. At Barthol Chapel School, SNSA Assessments will be used as a diagnostic tool, to identify strengths and next steps for learners.

Achievement of a Level

By 'achievement of a level' we mean the learner has achieved a breadth of learning across the experiences and outcomes, has responded consistently well to the level of challenge set out in these experiences and outcomes, has moved forward to more challenging learning in some aspects; and can apply what they have learned in new and unfamiliar situations.

Achievement of a level **cannot** be determined by evidence related to an individual outcome or provided by a single isolated piece of work or test. A quality body of evidence of learning is used to support assessment judgement and decisions about next steps. However, our **teachers do not spend onerous time gathering evidence** as this evidence is gathered through the everyday practice in our classrooms.

Education Scotland Benchmarks set out clear lines of progression in learning. They are referred to when making a professional judgement about achieving a level and also during professional dialogue around progress. The Benchmarks are used to:

- Support teacher professional judgement of achievement of a level.
- Should be used to monitor progress towards achievement of a level.
- Should be used to review a body of evidence to determine if the standard has been achieved.

'It is not necessary for learners to demonstrate evidence of every aspect of learning within the Benchmarks before moving on to the next level. However, it is important that this is interpreted in ways to ensure no major gaps in children and young people's learning, for example with respect to the relevant organisers on each curriculum area.'

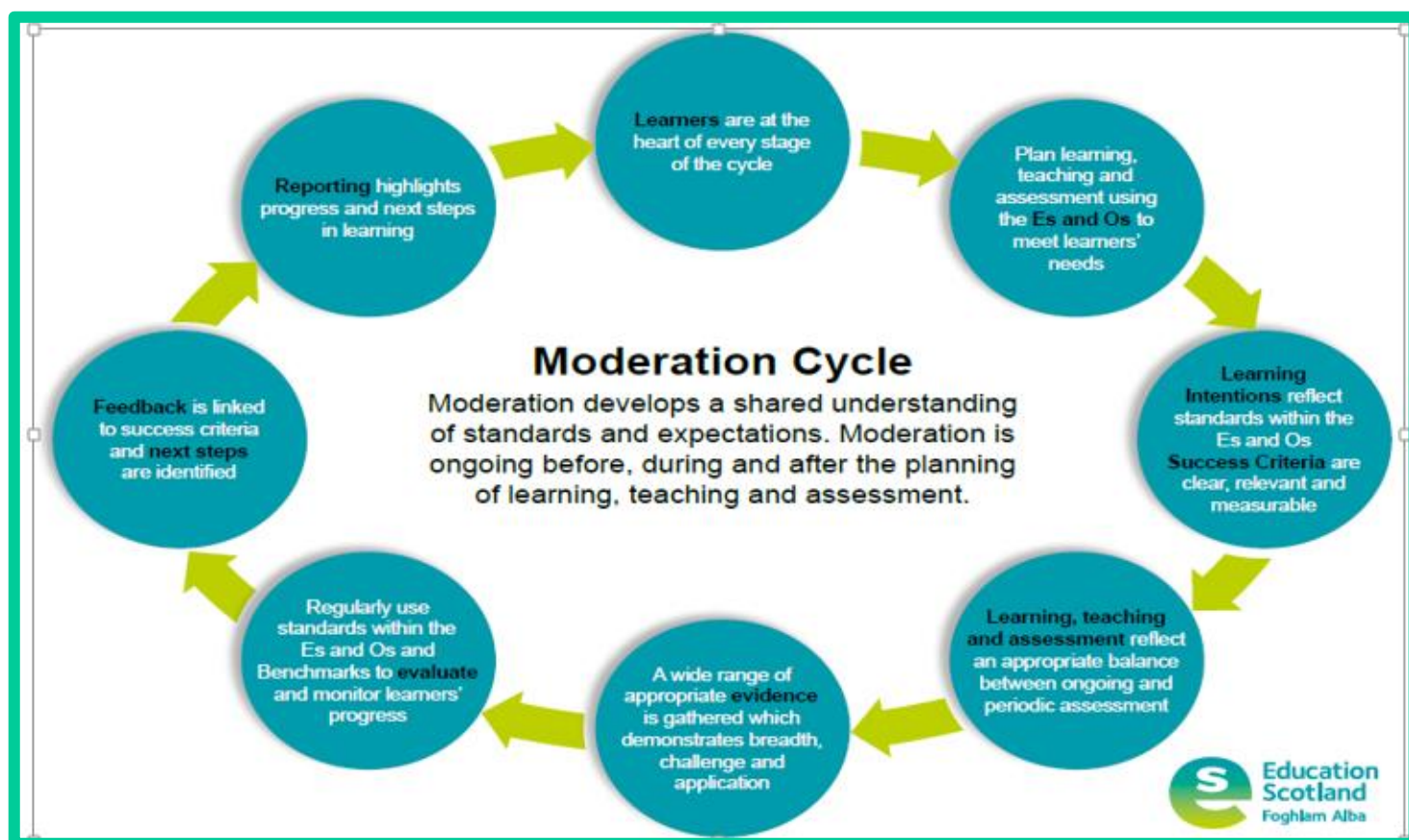
ES Benchmarks, August 2016

Moderation

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations. At Barthol Chapel School it involves teachers, and other professionals working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- Plan learning, teaching and assessment
- Check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used
- Sample evidence from learners' work and review teachers' judgements
- Agree strengths in learners' performances and next steps in learning
- Provide feedback on teachers' judgements to inform improvements in practices

The Moderation Cycle is a tool used at Barthol Chapel 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.



'Moderation is the way in which practitioners arrive at a shared understanding of standards and expectations.'

(Statement for Practitioners 2016)

We have pulled all this information together to produce a flowchart.

Achievement of a Level Flowchart

WHAT

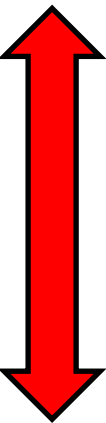
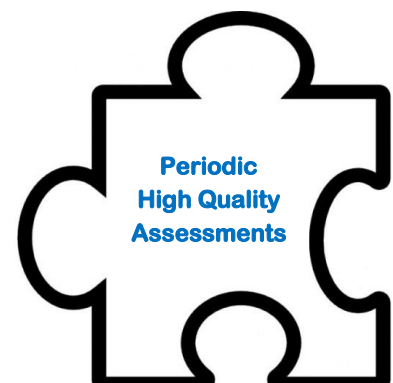
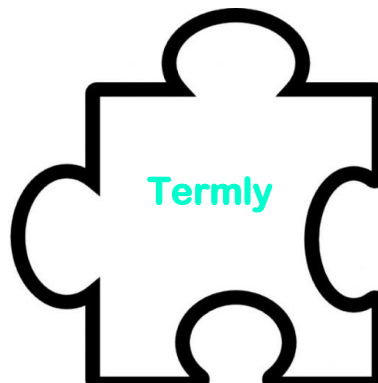
Practitioners collaboratively plan using Es & Os, Progression Frameworks & Benchmarks to plan learning and teaching.



Assessment opportunities planned at this stage, considering the body of evidence that will be generated.

MODERATION

WHEN



MODERATION

HOW

Body of EVIDENCE

Evidence from **Day to Day**, **Termly** & **Periodic High Quality Assessments**

Evaluate Learners Progress using the Benchmarks to support overall professional judgement of progress through a level and when a learner has achieved a level.

Achievement of a Level – Can you show the learner has?

achieved a breadth of learning across the knowledge, understanding and skills as set out in the experiences and outcomes for the level?

responded consistently well to the level of challenge set out in the experiences and outcomes for the level and has moved forward to learning at the next level in some aspects?

demonstrated application of what they have learned in new and unfamiliar situations?

At Barthol Chapel School, we recognise that assessment has to be fair and inclusive and must allow every learner to show what they have achieved and how well they are progressing. Staff ensure that assessment meets all learners' needs by providing each child and young person with the most appropriate support. In doing so, they ensure that every learner has the best chance of success.

We keep records of our learners' achievements and progress in and out of school. Staff use assessment information from a wide range of sources to monitor learners' progress and plan next steps in learning. We track the progress of all our learners - details of procedures at Barthol Chapel School can be found in our Delivering Excellence & Equity Policy.

Reporting on Progress and Achievement

Assessment information is shared and discussed with the learner, parents, and partners involved in supporting learning. All can contribute at appropriate times to setting targets for learning and ensuring appropriate support for each child and young person.

Parents receive regular information about their children's strengths, progress and achievements. This includes brief descriptions of progress across the curriculum areas and through the curriculum levels. We are at the early stages of implementing Personal Learning Plans (PLPs) at Barthol Chapel School.

In addition to individual reports on the progress of the child or young person, parents will receive information on:

- how well all learners and particular groups of learners are achieving
- the performance of children and young people in the school in relation to expected levels at particular stages in key areas such as literacy and numeracy

Points of Transition

Staff transfer 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 moderation activities, increase the validity, reliability and shared understanding of the information.

Monitoring, Evaluation and Review

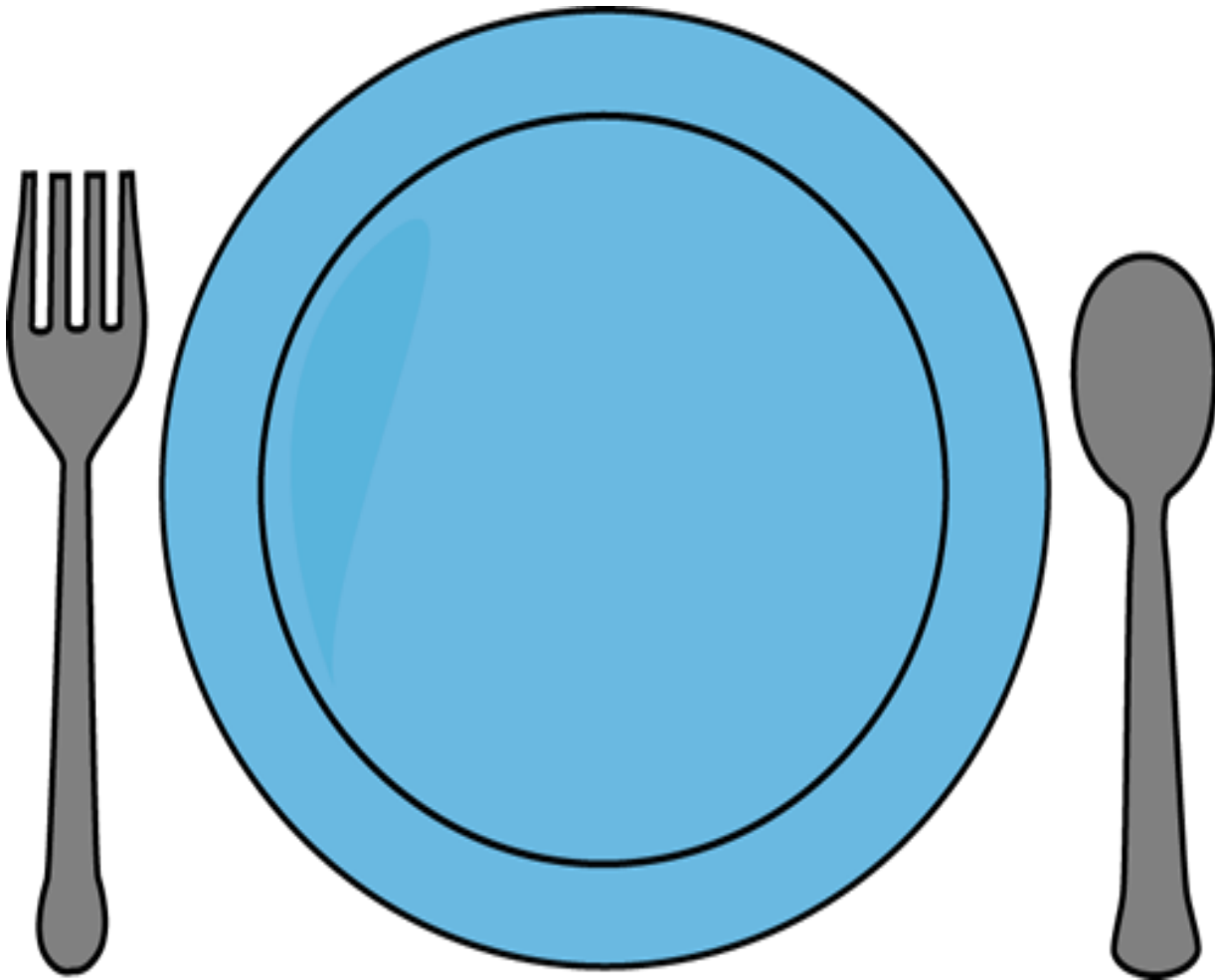
This policy has been written in consultation with staff, pupils, parents and the wider community.

A copy of the policy will be made available to all stakeholders and monitored and evaluated in line with our Quality Assurance procedures.

This policy is a working document and will be reviewed on an annual basis as informed by local and national developments

Focus On Our Delivery (F.O.O.D.) (Appendix)

The visual of our agreed Learning & Teaching Structure at Barthol Chapel School is contained on the next three pages.



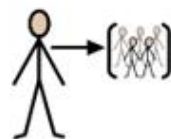
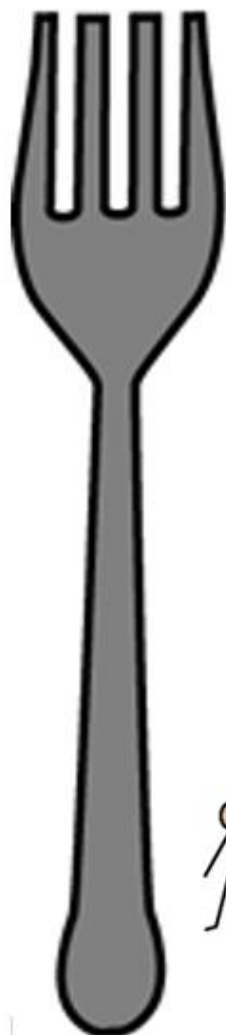
Overview

- 3 Key Areas of Lesson Design (**Starter, Main, Dessert**).
- Agreed by all practitioners.
- Used as a tool for Quality Assurance purposes.
- Allows for moderation of standards and expectations
- Allows us to support one another to ensure consistency in the quality of learning and teaching across the school.

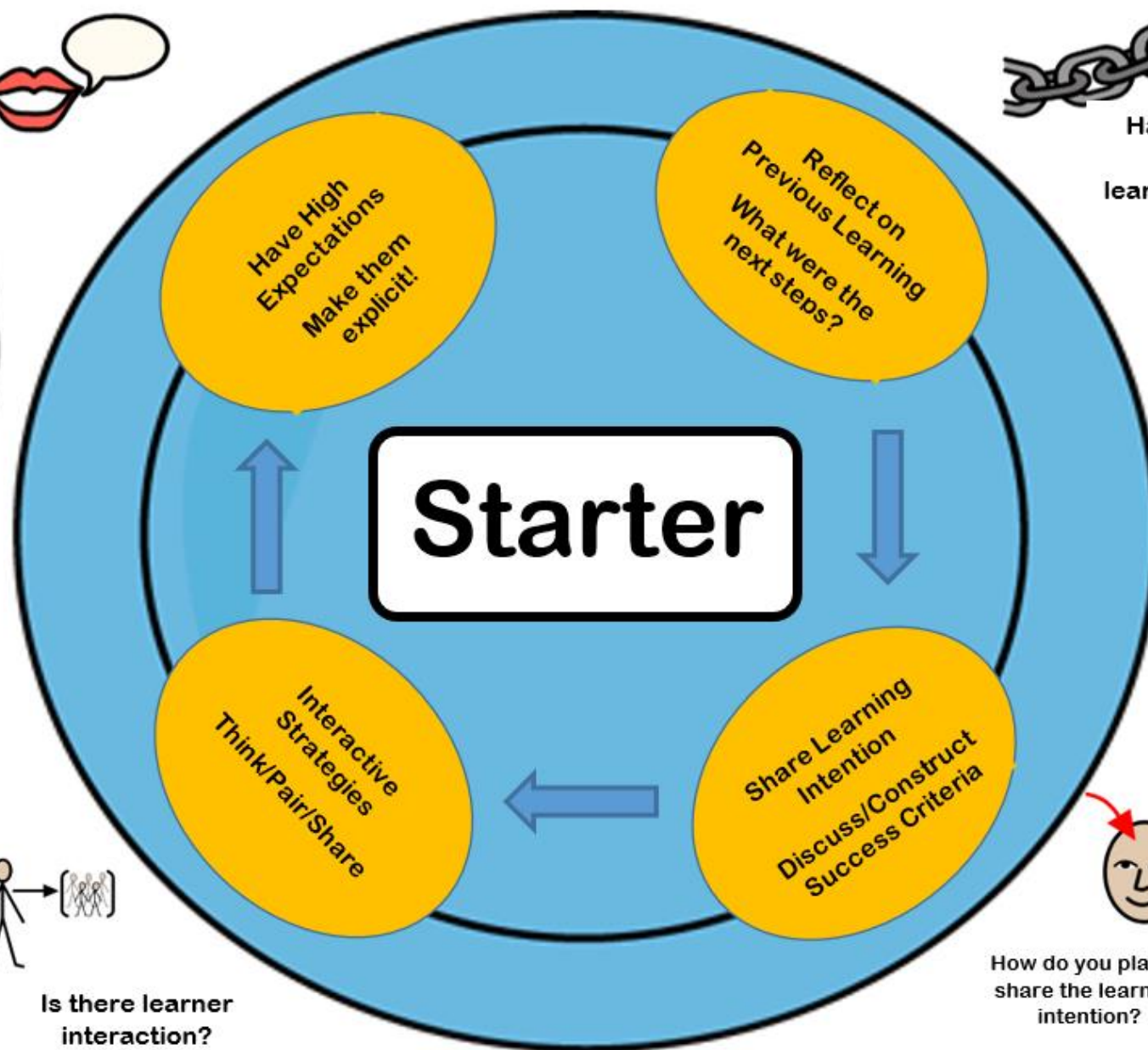


Learning & Teaching Guide – Focus On Our Delivery (F.O.O.D.)

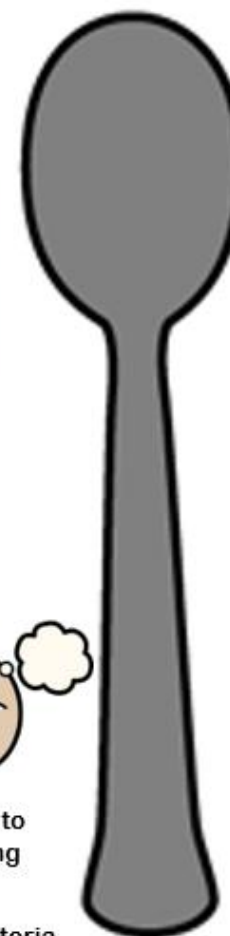
How do you plan to involve learner voice & choice?



Is there learner interaction?



Have you made explicit links to previous learning/knowledge/skills?

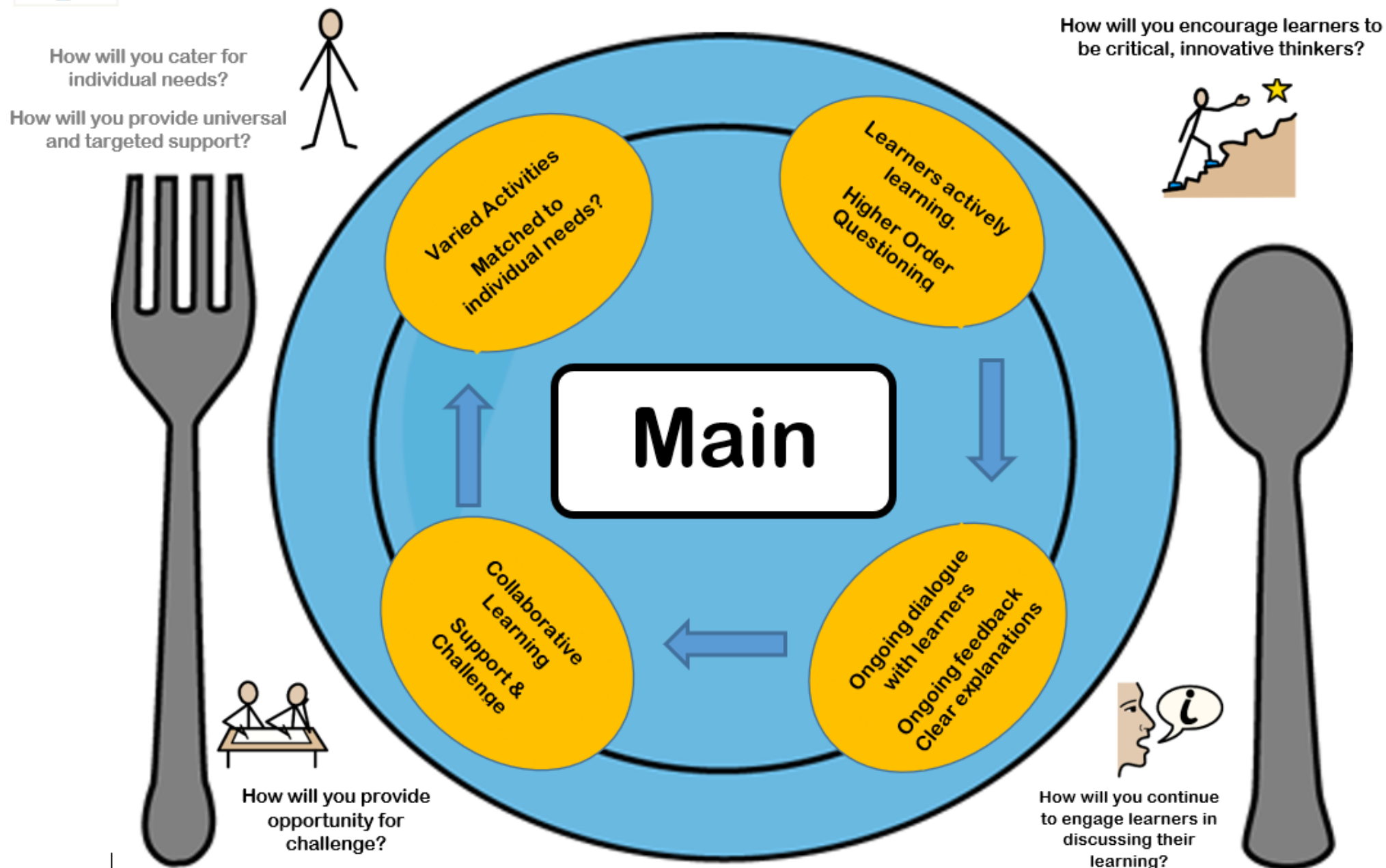


How do you plan to share the learning intention?

Will the success criteria be co-constructed?



Learning & Teaching Guide – Focus On Our Delivery (F.O.O.D.)





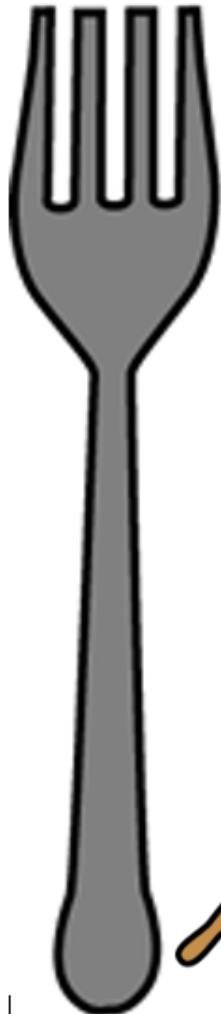
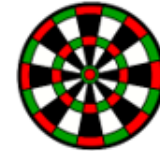
Learning & Teaching Guide – Focus On Our Delivery (F.O.O.D.)



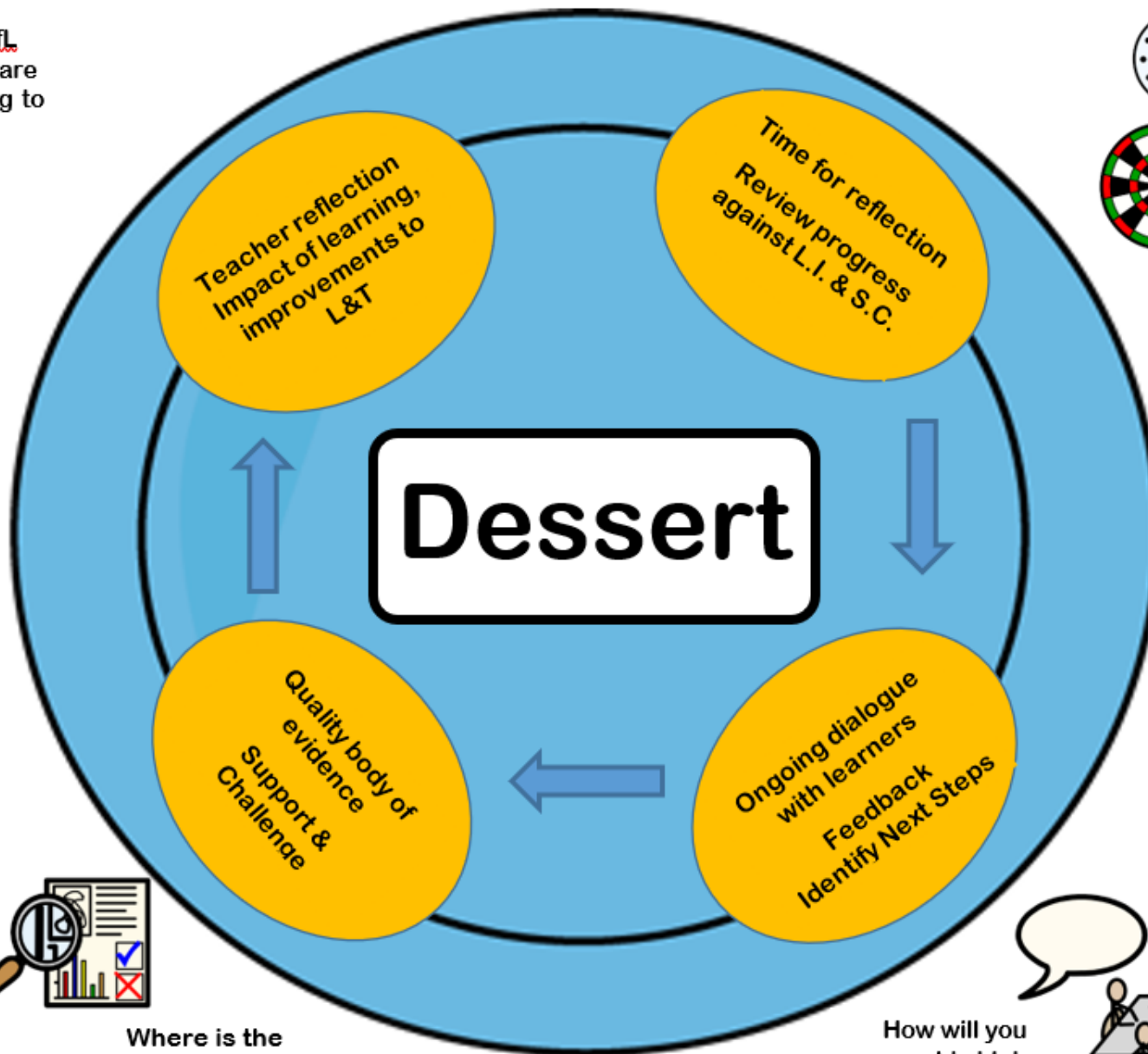
Which Aifl Strategies are you planning to use?



How do you plan to reflect on learning with learners during a planned plenary?



Where is the evidence of learning?



Time for reflection
Review progress
against L.I. & S.C.

Teacher reflection
Impact of learning,
improvements to
L&T

Dessert

Ongoing dialogue
with learners
Feedback
Identify Next Steps

Quality body of
evidence
Support &
Challenge

How will you provide high quality feedback?



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