

# Torrance Primary School



## Learning, Teaching & Assessment Policy

March 2025

## Introduction

Our Learning, Teaching and Assessment policy is underpinned by the National Improvement Framework and Improvement plan. This sets out a Vision for Education as:

- *Excellence through raising attainment and improving outcomes*: ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens and effective contributors.
- *Achieving Equity*: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

Learning, Teaching and Assessment in East Dunbartonshire reflects the key priorities in the National Improvement Framework:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in attainment, particularly in Literacy and Numeracy.

The key drivers to achieve this are:

- School and EYC leadership;
- Teacher and practitioner professionalism;
- Parent/carers involvement and engagement;
- Curriculum and assessment;
- School and EYC improvement; and
- Attainment information.

Torrance Primary School is committed to raising attainment and ensuring excellence and equity for all children and young people. There are a number of key inter-related elements in place to ensure success:

- School vision, values and aims (Appendix 1)
- Effective pedagogy for learning and teaching
- Effective approaches to raising attainment and achievement (see Raising Attainment and Achievement policy)
- Curriculum design, pathways, courses and programmes of study (link to Curriculum Rationale, Appendix 2)
- Systems and processes for planning, assessment, moderation, monitoring and tracking
- High quality professional learning for teachers and practitioners
- Effective interventions for equity
- Parental engagement and involvement

Learning, teaching and assessment is a key priority for Torrance Primary School. Establishing and maintaining high quality learning and teaching, together with close monitoring and tracking of all learners' progress, ensures that every young person has the opportunity to experience success in the classroom.

This policy for learning, teaching and assessment gives direction to all partners involved in supporting learners and promoting effective practice across the school. It addresses the key aspects of learning, teaching and assessment that are required when delivering high quality learning experiences for all children and young people at Torrance Primary, led by the principles of the key priorities of the National Improvement Framework.

### The Curriculum



The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. We have a clear rationale for our curriculum, which takes account of our local context (see Appendix 2).

The Curriculum for Excellence design principles and the four contexts of learning (Curriculum areas and subjects, Interdisciplinary Learning, Ethos and Life of the School and Personal Achievement) underpin the learning and teaching experiences in Torrance Primary School.

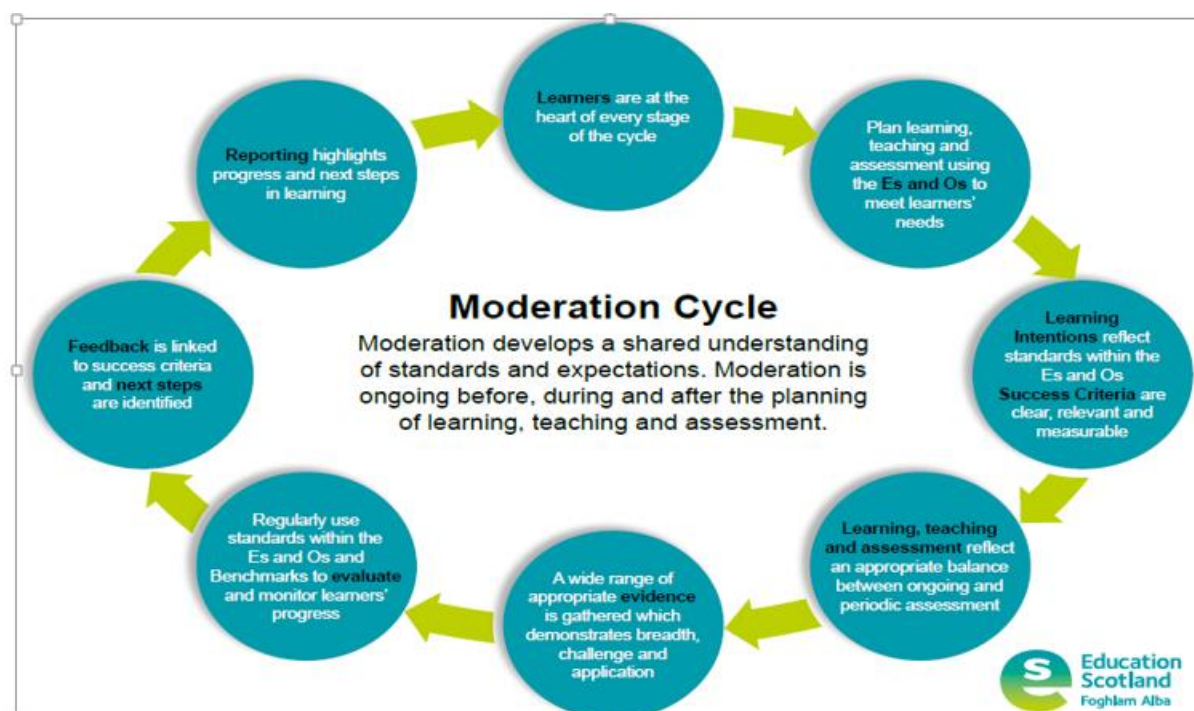
We have frameworks in place to support teachers' planning, taking account of these design principles. Skills progression pathways are clear within each of the curriculum areas.

Our curriculum and pedagogy is evaluated in line with How Good Is Our School? Quality Indicator self-evaluation cycle to ensure relevance and coherence, as part of School Improvement Planning. Our Curriculum at Torrance Primary takes account of the refreshed narrative on Scotland's Curriculum.

## Moderation

Moderation is an ongoing process which features at all stages of the learning, teaching and assessment cycle. National Guidance stipulates that learners should be at the heart of the moderation process.

Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.



At Torrance Primary School, collegiate moderation activities at school level take place throughout the year, as stated in our Working Time Agreement (WTA).

Opportunities for moderation activities at cluster, local authority, West Partnership and national level are supported to improve the quality of practice and professional judgement. Through collegiate moderation, teachers and practitioners can achieve a shared understanding of standards and expectations supporting robust and rigorous professional judgement.

## The Learner

***"... all learners should be involved in planning and reflecting on their own learning."***

***(Building the Curriculum 3)***

At Torrance Primary School, high quality and moderated planning, learning, teaching and assessment meets the needs of all learners, providing appropriate pace, support and challenge.

All learners are actively involved in the planning of their learning, particularly through our IDL approach. They are supported to understand the purpose and relevance of their learning and are able to confidently talk about it.

Children are encouraged to use metacognition as part of learning. Metacognition is simply *“Thinking about thinking and learning about learning to make decisions about the best way to learn.”*

Metacognition is part of three essential components that encourage learners to self-regulate their learning:

- **Cognition strategies:** acquiring knowledge and completing learning tasks
- **Metacognition strategies:** monitor and control our cognition strategies
- **Motivation:** convincing oneself to undertake challenging tasks and to persevere when faced with difficulties

It is important to provide explicit instruction in metacognitive self-regulation strategies when:

- **Planning:** how they will approach the task; understanding the goal; activating relevant previous knowledge and the task; selecting appropriate strategies; and consider how to allocate their effort
- **Monitoring:** assess the progress they are making through self-questioning and self-assessment; and make changes to their chosen strategies
- **Evaluating:** appraising the effectiveness of their plan and its implementation

Metacognition strategies are:

- Activating prior knowledge
- Explicit strategy instruction
- Modelling of learned strategy
- Memorisation of learned strategy
- Guided practice
- Independent practice
- Structured reflection

Metacognition skills are important because our learners live in an ever changing world and they need meta skills for life, learning and work. Developing these skills as part of everyday learning and teacher empowers children and young people to be successful learners and confident individuals; enabling them to reach their full potential throughout their learning journey, and beyond.

### **Experiences and Outcomes**

The curriculum is defined by Experiences and Outcomes.

*Experiences:* the quality of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning.

*Outcomes:* what is to be achieved.

Taken as a whole, experiences and outcomes embody the attributes and capabilities of the four capacities; Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. They apply to the totality of experiences which are planned for children and young

people including the ethos and life of the school and interdisciplinary studies as well as learning within curricular areas and subjects. This means that they apply beyond curriculum subjects; they are considered in all.

The Es and Os for a curriculum area illustrate the expectations for learning and development for 8 curricular areas:

- Expressive Arts
- Literacy and Languages
- Health and Wellbeing
- Numeracy and Maths
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

At Torrance Primary School, learning, teaching and assessment is planned together from the Es and Os. These are bundled together to link concepts meaningfully and provide opportunities for breadth, challenge and application of learning, for example, in Interdisciplinary Learning. Staff have the opportunity to plan collegiately to ensure a breadth of experiences and facilitate moderation discussions. Our Working Time Agreement outlines time allocated for collegiate planning on a regular basis throughout the year.

### **Learning Intentions and Success Criteria**

Learning Intentions are linked to Experiences and Outcomes and describe what the learners should know, understand or be able to do for new learning. The focus is on knowledge and transferable skills, not the context for learning. Clear language is used that the learners can understand, including Higher Order Thinking skills. Learning Intentions are shared with learners and referred to throughout the learning experience. They link with planned assessment activities.

Success Criteria outline the ways in which the learner can achieve the Learning Intention and are clear, relevant and measureable definitions of success. They scaffold and support learning and improve understanding of what success looks like and how to achieve it. Success Criteria references the benchmarks. They outline clear steps or processes towards achieving the Learning Intention and focus on key elements or steps of the process, not the product. They are differentiated to meet the needs of learners and are not self-limiting. Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It includes modifying content, process, product and the wider learning environment.

Staff are encouraged to use a standardised PowerPoint slide to display Learning Intentions, Success Criteria, Meta-Skills, Sustainable Development Goals and Children's Rights, as appropriate. Learners have opportunities to co-construct the Success Criteria and exemplar models of success are shared (What a Good One Looks Like).

## **Assessment**

At Torrance Primary School, learning, teaching and assessment is planned together using Es and Os allowing for breadth, challenge and application. High quality assessments bundle Es and Os to avoid assessing every individual E and O.

Benchmarks are used to provide clarity on the national standards within each curricular area at all levels and provide progression across levels. Staff refer to the benchmarks when planning assessment and to support assessment, including teachers' professional judgement of a level.

Assessment provides evidence and data to demonstrate how much and how well learners have achieved. At Torrance Primary School, we have a balance of formative and summative assessment approaches (Appendix 3).

## **Assessment is for Learning (AiFL)**

Formative assessment strategies and approaches are part of our culture at Torrance Primary School, ensuring children and young people know how to learn and can reflect on their progress and achievements. At Torrance Primary School, a culture of formative assessment is evident through:

- Involving pupils in planning learning;
- Pupils knowing what the intended learning is and collaborating with the teacher and each other to create success criteria and know what excellence looks like;
- Effective questioning;
- Effective self, peer and teacher feedback, where learner are given timely feedback that focuses on what learners need to do to improve;
- Teachers and learners model success and strategies for improvement;
- Learners are involved in reviewing and reflecting on their learning, identifying next steps and goals for improvement;
- Teachers and practitioners moderate to share standards in and across schools;
- Formative assessment provides a valuable contribution to teacher's professional judgement and the overall picture of progress and achievement for the learner.

Various AiFL Strategies are encouraged and each class is provided with a set of "AiFL Strategy Cards" (see Appendix 8).

## **Effective Questioning:**

Effective questioning is pivotal in learning, teaching and assessment. Questions are considered as part of planning for learning and teaching, identifying a balance of question types and selecting questions to promote thinking and deep learning. Quality questioning leads the learner on a journey in which there is a balance between content (who, what, when) and process (how, why).

Effective questioning supports learners to engage in critical thinking, higher order thinking skills, analysis, problem solving and reflection. It also enables children and young people to make connections across their learning. Teachers build in thinking time and ask learners to share their thinking during lessons. Learners are encouraged to ask questions and view mistakes as opportunities in learning.

**Retrieval Practice:**

Retrieval is the act of recalling learned information from memory (with little/no support). Every time that information is retrieved, or an answer is generated it changes the original memory to make it stronger. There are lots of ways to implement retrieval into a lesson without it dominating a lesson/ becoming extra planning. Examples include:

- Lessons starters: 5 minutes retrieval activity e.g., challenge grid, brain dump. Instead of the teacher TELLING, ask the children to retrieve e.g. What did we learn last week in numeracy... brain dump on your whiteboard!
- Plenaries: Quizzes, multiple choice questions, picture prompts, bingo, exit tickets
- Mini-whiteboards; don't underestimate the power of it and how it can be used and adapted in ALL stages e.g., Primary 1 sounds lesson.

For further ideas, see "Retrieval Practice" by Kate Jones or <https://www.retrievalpractice.org/library>

**Effective Feedback:**

At Torrance Primary School feedback is heard, mistakes welcomed and challenge acted on. Learners feel empowered within their classroom to improve their learning. They receive high quality feedback and have an accurate understanding of their progress and what they need to do to improve. Learners feedback is clearly linked to Success criteria and next steps are identified in learning.

**Target Setting:**

Opportunities to discuss learning with pupils is an integral part of learning and teaching. Pupils are supported to review their learning over a period to set longer term targets which are proportionate and manageable for both teachers and pupils. An example of our Target Setting profile used with P4-7 learners can be found in Appendix 4. These are completed termly, uploaded to SeeSaw and discussed at Parents' Evening. P1-3 set shared targets for each term and this is visually displayed in the Infant Area.

**Self and Peer Assessment:**

Children are trained on peer assessment before undertaking self-assessment. Talk partners are assigned termly and when giving feedback, they are encouraged to think: Is it helpful? Is it specific? Is it kind? They agree in partnership what should be improved and feedback should be provided on post-it notes, not directly onto children's work. To assist pupil's with this, feedback language is displayed in each classroom (Appendix 9)

**Marking:**

Teachers plan to "live mark" and we encourage in the moment feedback to ensure learners can respond in a timely manner. Within literacy, we use "tickled pink, green for growth" ensuring comments are specific to the Success Criteria.

**Jotter Presentation:**

As a school, we have agreed standards for jotter presentation which can be found in Appendix 5 and 6. These should be displayed in each classroom.



### **Summative Assessment approaches:**

At Torrance Primary School, we follow a robust assessment calendar for summative assessment approaches (see Appendix 3).

Information gathered through standardised assessments is used as part of a suite of information to inform learning and teaching. Together with assessments from day to day learning, other assessment tasks or activities and professional judgement, standardised assessments provide a detailed picture of children's progress.

Assessment data is discussed in detail at Meeting Learner Needs Meetings twice yearly and at Tracking meetings in November (literacy focus) and May (Numeracy focus) and appropriate next steps planned.

Assessment folders are used to gather information throughout the year and should include marked samples of writing, end of unit maths assessments, reading assessments and ongoing spelling and phonics records.

See Assessment, Recording and Reporting policy for further information.

### **Evidence**

At Torrance Primary School, we use a range of evidence to consider achievement of a level and progress within a level. The evidence should demonstrate breadth, challenge and application. Evidence should:

- Evidence the learning, not the activity
- Relate to the success criteria set
- Involve the children
- Be proportionate
- Be manageable

It is not necessary for learner to demonstrate evidence that they have mastered every individual E and O within a curricular area, however, it is important that there are no major haps in learning when considering the organisers in each area.

### **Evaluation**

Evaluation of learning, teaching and assessments allows teachers to identify if the learner(s) have:

- Met the success criteria
- Applied knowledge from one organiser to another
- Demonstrated breadth of learning
- Demonstrated application in new and unfamiliar situations
- Responded consistently well to challenge and moved on to some aspects of the next level
- Shown standards of achievement within, and of, a level.

Evaluation of learner's progress should inform next steps in learning and teaching.

Our tracking and monitoring calendar allows for timely discussions around data and progress providing an overview of each learner's progress and achievement over time. Our tracking system allows analysis of progress of different groups of learners across the school e.g. at stage, by gender, ethnicity, those with additional support needs, SIMD, attendance, care experienced.

The class "story" is shared and understood by practitioners allowing them to see the progress in relation to the class data. Tracking discussions allow for the identification of support and challenge groups and interventions are planned in response to this.

High quality professional dialogue provides opportunities to regularly use standards within Es and Os and Benchmarks to evaluate and monitor learners' progress.

### **Reporting**

Reporting at Torrance Primary provides information on progress made in the curriculum and information on personal achievements pupils have gained inside and outside of school. Reporting describes next steps in learning, any additional support a child may need and how parents/carers can help.

Reporting on pupil progress is ongoing throughout the school year. At Torrance Primary, we share an example of literacy, numeracy, health and wellbeing and another curricular area via individual SeeSaw profiles each term. Class updates are shared weekly. P4-7 pupils set termly targets which are reviewed and used to plan next steps in learning. These are shared on individual SeeSaw profiles. End of year reports are shared in June.

An example of reporting activities can be found in the table below:

Reporting activities for individual learners	Reporting activities for groups/class/school
Learning conversations – pupil and teacher	Assemblies
Learners' reflections on their learning	Sharing the learning/stay and play events
Parent Consultation meetings involving parents and children	'Meet the teacher' sessions
Home learning activities	Achievements assemblies and display
Written reports	Learning walls within school
Termly target setting	School and class newsletters
Progress with Action Plans	Curriculum workshops
Interagency meetings	Information events
On-going feedback in classwork	Twitter
Evidence of progress and achievement over time	Parent Council and Pupil Council meetings

At points of transition, profiles are shared with relevant staff to ensure continuity in learning, teaching and assessment.

Early years to Primary 1 transition profiles outline progress, wellbeing information and information from parents/carers. Transition events take place throughout the year ensuring children are happy and safe in their new environment.

Class – class transition folders are used to share key information and supports discussions at transition meetings. This includes tracking data, the class "story," assessment information and examples and "What I want my teacher to know" activity.

Primary 7 to S1 transition profiles outline learner progress, support and challenge information. Transition events are robust and planned in collaboration with Boclair Academy to ensure a smooth transition.

**Quality Assurance Procedures:**

To ensure we maintain consistently high standards of learning and teaching, a quality assurance monitoring calendar is in place. Senior leaders observe practice twice annually and staff engage in peer observations and learning walks yearly. Jotters are monitored in line with class observations and pupils are given the opportunity to discuss learning within their class with senior leaders.

Together, staff agreed a “Good Lesson Guide” outlined in Appendix 7.

## Appendix 1: Vision, values and aims



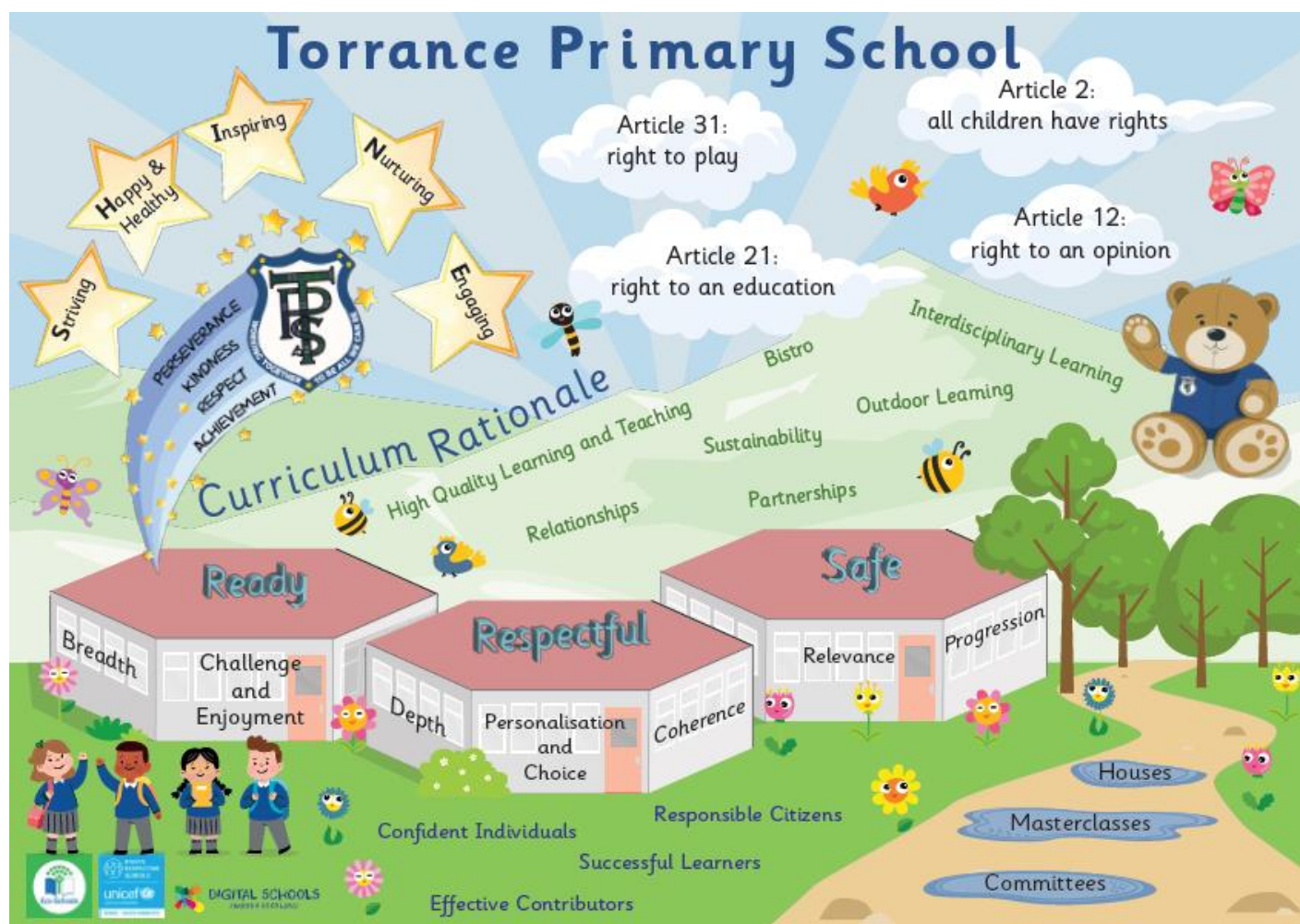
We aim to **SHINE!**

We are:

- S**TRIVING: for high standards in learning and teaching to enable pupils to achieve their full potential. (Article 28)
- H**APPY AND HEALTHY: Promoting positive health and wellbeing of the whole school community through a caring, respectful ethos. (Article 24, 31)
- I**NSPIRING: Fostering a love of learning and curiosity about the world around us. (Article 29)
- N**URTURING: Building confidence and resilience in a supportive environment ensuring the needs of everyone are met. (Article 12, 23)
- E**NGAGING: Providing rich experiences that challenge thinking, encourage ambition and promote success. (Article 28)



## Appendix 2: Our Curriculum Rationale








### Appendix 3: Core Assessment Calendar

	Focus	Stages	Term1	Term2	Term3	Term4	How Assessed	Evidence/Record
<b>Formal Assessment</b>	<b>Wellbeing Assessment</b>	P1-7	Aug			April	P1-3 – SHANARRI wheel P4-7 – Glow form	P1-3 assessments kept in pupil file Glow form
	<b>P1 Baseline Assessment</b>	P1	Aug				Baseline Kit	File tests in Pupil File Record on Year Group Assessment Tracker/Send to HT
	<b>Single Word Spelling Test P2 NL phonics</b>	P3-7 P2	Aug				Standardised Spelling Tests	File tests in Pupil File Record on appropriate <b>Group Record</b> <b>Send to HT/Year Group Assessment Tracking</b>  Further diagnostic testing will be carried out where appropriate.  Results discussed with class teachers and parents (as appropriate).  Bring assessment information to Tracking meetings
	<b>PM Reading Benchmarking</b>	P2, P3		Oct		May	PM Benchmarking Kit P1 as required	
	<b>NGRT Reading Test</b>	P5, P6		Oct			Standardised Reading Tests	
	<b>SNSAs - Literacy</b>	P4, P7		Oct			SNSA online assessment	
	<b>Progress Test Maths (PTM)</b>	P5, P6				May	Standardised Maths Test	
	<b>SNSAs - Numeracy</b>	P4, P7				May	SNSA online assessment	
	<b>SNSAs – Literacy and numeracy</b>	P1				May	SNSA online assessment	
	<b>TPS End of Level numeracy</b>	P2, P3				May	TPS End of level assessments – Teams folder	
	<b>Writing</b>	P1-7	Hot pieces from Talk for Writing block 3x year				Writing criteria grids	
<b>ONGOING ASSESSMENTS</b>	<b>Phonic Checklist</b>	P1 & P2	As Appropriate/NL checkpoints				School phonic checklists	Record levels on Group Phonic Record
	<b>Spelling</b>	P3-7	As Appropriate				Regular ongoing spelling check-ups Spelling ability in extended writing tasks Monthly dictation with various word patterns	Record levels on Group Spelling Record
	<b>Listening &amp; Talking</b>	P1-7	As Appropriate				Personal Talks/Collaborative Working	Record on Class Record Listening & talking Toolkit
	<b>HAM topic assessments</b>	P2-7	As Appropriate				End of Topic Context Assessments	Test in Pupil Assessment File Record results on Group Maths Record
	<b>Boxall Assessment</b>	P1-7	As Appropriate for targeted individuals				Boxall Assessment	Share with SLT

# Appendix 4: Target setting profile



Torrance Targets			
Name:	Class:		Date:
	Term 2	Term 3	Term 4
Literacy 			
How did I do?			
Numeracy 			
How did I do?			
Health & Wellbeing 			
How did I do?			

Communicating 

Feeling 

Curiosity 

Creativity 

Focusing 

Integrity 

Collaborating 

Leading 

Sense-making 

Critical thinking 

Adapting 

Initiative 



## TPS Jotter Standards

Wednesday 6th November ← **Date and title underlined**

Comprehension

**Question numbers in the margin - with a bracket**

1) The girl was sad because she had missed her bus and she was going to be late for work.

2) After the girl missed the bus she had to run for the next train. **Draw a line under completed work**

**Use the page for the next task if there is half a page or more left!** →

Thursday 7th November

Grammar

1) A noun is the name of a person, place or thing.

**Miss a line after the title, date and each question!**

### Always:

- Use a sharp pencil
- Use a rubber for mistakes
- Use a ruler
- Take your time - work should always be your best handwriting!





## TPS Jotter Standards

Question numbers with a bracket

One digit per box

Date and title underlined

Draw a line under completed work

Miss two boxes between questions

Use the page for the next task if there is half a page or more left!

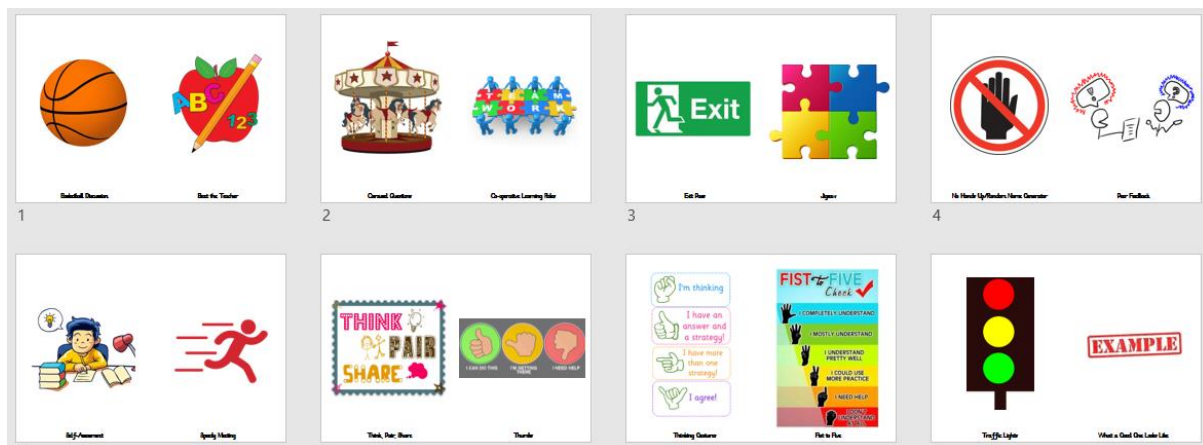
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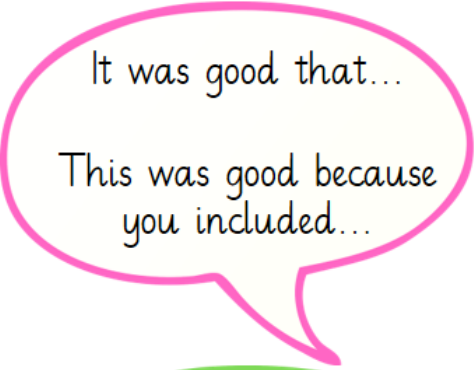
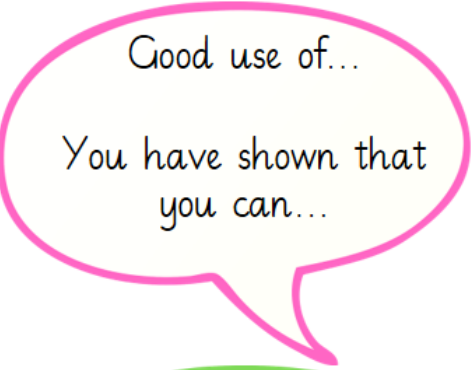


## Appendix 7: The Good Lesson Guide

The Good Lesson Guide	
Classroom climate	<p>Learning is well paced and matches the needs of learners so that they are engaged and on-task</p> <p>An inclusive ethos is underpinned by Children's Rights</p> <p>Praise is used frequently and use of recognition board supports this</p> <p>Children have the opportunity to work together and discuss their learning</p> <p>Children take responsibility for and ownership of their own learning</p> <p>Classroom displays show a good balance between working walls and children's work</p> <p>The CIRCLE supports the development of an orderly environment and appropriate noise levels for different activities</p> <p>There are clear expectations and procedures for the presentation of work and the use of resources</p>
Connecting the learning	<p>Lessons are enjoyable experiences</p> <p>When introducing a new learning theme, learners are encouraged to lead their own learning through an enquiry based approach and can make links across the curriculum</p> <p>Rights are promoted through learning and teaching to advocate for global citizenship and sustainable living</p>
Learning Intentions and Success Criteria	<p>Learning Intentions are clear and displayed throughout the lesson</p> <p>Success criteria indicate what learners have to do to be successful in their learning</p> <p>Learners are involved in co-creating the success criteria</p>
Learners are actively involved in their learning	<p>Our explanations and directions are clear</p> <p>Teacher input is short and concise and learners are actively involved at an early stage of the lesson</p> <p>Our tasks are differentiated through the 4 contexts to meet the needs of all learners</p> <p>We take account of Universal Support Plans and Action Plans</p> <p>We make good use of other adults to support children's learning</p> <p>Effecting questioning encourages curiosity and Higher Order Thinking skills</p> <p>We make good judgements about when and how to challenge, support and scaffold learning</p> <p>Meta skills are explicitly taught and promoted to encourage collaborative learning</p> <p>We are responsive to children's motivation and engagement levels</p> <p>Appropriate digital technology is used to enhance learning</p>
Demonstrating learning	<p>We use a variety of approaches to demonstrate understanding and display learning</p> <p>Children are encouraged to share and explain their learning to others</p> <p>In the moment feedback ensures children are aware of next steps and can act on this</p> <p>Pace ensures learning is always progressive</p> <p>Children use self and peer assessment</p>
Review and recall	<p>We draw learning together in a short plenary at the end of the lesson</p> <p>We recap the main ideas and key knowledge/skills from a lesson</p> <p>Learners evaluate their performance against the success criteria</p>

## Appendix 8: AiFL Strategy Cards



## Appendix 9 – Differentiated Feedback Phrase Prompts

 <p>It was good that... This was good because you included...</p>	 <p>Good use of... You have shown that you can...</p>
 <p>Next time... Think about...</p>	 <p>Next time try to... Try to work on...</p>