**Whole School Ethos:**

All staff have a responsibility to ensure that they are nurturing, warm and welcoming to all children, staff and parents at all times. A ethos of mutual respect and relational trust should be the aim for all members of the school community.

All staff should strive to know the children and their circumstances well. It is the responsibility of all staff members to find out all they can about the children in their care and to treat all information discreetly and respectfully.

All children should be treated fairly and equitably.

**Planning**

When planning for learning teaching staff are required to find out what the children know, how they learn and how they make meaning. Teachers should know the stages in learning and where to go next.

Teachers are expected to present forward plans in the format agreed with SMT. IDL and thematic plans must be created in conjunction with the children and evidence of this must be presented to SMT and clearly displayed within the classroom. Teachers will meet at the beginning of each term and/or before beginning each IDL or thematic plan with SMT to discuss the teaching being planned and the justification for this. keep a record of the outcomes taught.

**Self-reflection, evaluation, Monitoring & observation**

Teachers are required to monitor the effect of their teaching through honest reflection and self-evaluation. Lessons should be responsive and as such teachers must have the confidence and ability to change lesson plans accordingly. Teachers must be prepared to share examples of their teaching with the rest of the teaching team. Lessons may be observed and/or recorded for reflection by the team. Teachers should view observation of teaching and learning as a positive experience and as such it must be approached in a non-judgemental manner.

Teachers may also wish to leave each other a “crumb”. This is a positive note to illustrate good practice by another teacher or member of staff.

Teachers are also expected to monitor examples of pupils’ work together and agree on the level awarded. Monitoring and observations can take place within the Fraserburgh North team or with teachers from other schools within and out with the Fraserburgh cluster.

Teachers should use their findings from self-evaluation to inform their professional development. All staff are expected to keep an up to date record of their professional reading and development. This should be discussed during the yearly PDR and a plan formulated for further professional development.

**Lesson structure**

**Dialogue:**

Dialogue should be central to each classroom and questions should be encouraged during the learning process. Learning should be collective (learning together), reciprocal (listening, sharing ideas, considering alternative), supportive (exploring ideas with no fear of negative repercussions), cumulative (building on own and others ideas) and purposeful.

Most lessons should be presented as whole class lessons with appropriate differentiation. Teachers should have high expectations of all children and aim to help all children achieve their potential

**LI and SC:**

The purpose of each lesson must be clear with explicit learning intentions and success criteria. Learning intentions should be appropriately challenging and supported through various strategies. Each set of learning intentions must have a balance of surface, deep and conceptual understanding. The teacher should aim for the learning to be at the level the children are at or just above. The success criteria must be clear at the start of the lesson and may be formulated in consultation with the pupils. The children must understand what success will look like.

**Learning strategies:**

Multiple learning strategies should be employed by the teacher and these should be taught to the pupils with emphasis placed on the need for practise and perseverance. For example, reciprocal teaching, acceleration, problem solving, cooperative learning and competitive learning with oneself should be in evidence.

Pupils need to be taught the necessary skills to access and make the most of the learning opportunities presented to them. They also need to be aware where the boundaries are and what to expect if they move out of those boundaries. For example, they need to be taught how to work collaboratively with others.

The aim is to promote self-regulation where children create the learning for themselves or with their peers.

The principles and practice papers of the all curriculum areas identify the key features of effective learning and teaching for each of the eight curriculum areas. The recurring features include:

* AiFL principles and the curriculum design principles
* Planned, purposeful, relevant and engaging learning experiences
* Creativity
* Appropriate, real, imaginary and virtual contexts for learning
* Active involvement in learning with opportunities to question, discuss, enquire, explore, play, solve problems, reflect, explain thinking and analyse, present and perform (cognitive skills)
* Independent, cooperative and collaborative learning opportunities
* Rich literacy, numeracy and health and wellbeing experiences
* Enterprise and employability skills
* Effective use of technology
* Outdoor learning opportunities
* Links are established across the curriculum
* Perseverance is encouraged and failure is learned from

**Differentiation:**

Teachers must have a clear reason for differentiation and relate this to the actions they take. For example, the amount of scaffolding provided. Formative assessment should be employed to monitor where the pupil is at in their learning and the support required in order for the pupil to have the opportunity to explore and apply the key concepts appropriately.

Flexible groupings should also be used to make the most of difference or commonality. These will also allow for the staccato process of learning.

**Feedback:**

Teachers must teach pupils to ask for, understand and use the feedback provided. Pupils must also be taught to give others appropriate feedback. Teachers need to listen to the learning occurring and work out where (or not) to intervene in order to advance learning. Feedback should focus on the task and not the leaner. It must be specific, clear, timely and relevant.

It is not knowledge and ideas that are critical but how learners construct ideas and knowledge, develop problem solving thinking and discover learning.

**Skills for life, work and learning**

Taxonomy of learning skills can be used as a guide to the development of different levels of cognitive function. Teachers should use taxonomy to up level tasks in order to ensure not only the progression of skills but also the appropriate challenge. Moreover, skills for life and work should be actively encouraged and opportunities should be embraced to develop these within a meaningful context. Where appropriate, children should be encouraged to practise their skills across the curriculum to ensure transference.

**Target setting**

In order to develop motivation, children need to buy into the learning experience by taking ownership and by recognising the gap between where they are in their learning and where they need to go.

 Achievable and measurable targets should be set in conjunction with all children on a four weekly basis. Targets should be reviewed regularly and referred to within the everyday teaching and learning. A copy of targets must be sent home to share with parents.

**Classroom ethos**

Classrooms should be a place of security, motivation and inspiration. A high level of mutual respect between staff and pupils should be evident through visible care and commitment. Teachers should ensure that they are passionate about learning and understand that they are responsible for pupil attainment. Children should be given the confidence to experiment with their knowledge and skills. Mistakes should be viewed as opportunities for learning through allowing for the exploration of knowledge. Classroom dialogue should be central to learning and questioning by pupils should be strongly encouraged.

Mistakes should be viewed as opportunities for learning and as such, reflected upon, analysed and correction encouraged.

**Classroom display**

Displays within class should reflect the learning that has taken place and the majority should consist of the children’s own work or ideas. Each class should have numeracy and literacy working wall with the opportunity for children to add comments or ideas to reflect their thinking.

Classroom charters must also be created and displayed within the class.

The majority of displays must be child led, consist of the children’s work and display various levels of examples. Therefore, not only the best example from the class should be highlighted but also different degrees of achievement. In this way all children will be encouraged to try and have some degree of success.

**Equity and Equality**

Teachers must ensure that all children can access the same learning opportunities. Therefore, it is the teachers responsibility to ensure that pupils have the necessary equipment/and or adaptions to ensure that they can access the curriculum fully. For example, enlarged print for pupils with visual difficulties. The school will endeavour to provide the necessary resources.

**Celebration**

Through pupils being active agents in their own learning, progress and achievement should be a reward for hard work and perseverance. However, in order for children to remain motivated achievement and hard work should be praised and celebrated. Each week teachers will be asked to nominate two pupils from each class to receive Star of the Week. House points can also be distributed by all members of staff. Pupils can be sent to the HT to share significant examples of progress or work that they are particularly proud of.

Other forms of celebration can be chosen by each class teacher and may take the form of stickers, good news notes home etc. Teachers must be prepared to discuss when and how they celebrate success with the HT.

All rewards should be made with reference to the four capacities.

**Recognition Boards**

At Fraserburgh North School we are strong advocates of celebrating success. Each classroom has a recognition board for noticing members who are achieving success towards an agreed target. The following have been agreed regarding the operation of recognition boards:

* Boards can be used to target learning attitudes as well as functional behaviours.
* Behaviour being targeted must raise the expectations of the children and not just be something they can already do.
* Names go on the board to recognise those demonstrating the desired attitude.
* Names are never removed from the board, learners who disrupt are dealt with privately. Once a name is on for good conduct it cannot come off for poor conduct. A different response is required.
* Learners can nominate others to be put on the board.
* Emphasise peer responsibility, it is not a competition between individuals.
* The boards may be refreshed hourly, daily or weekly depending on the age and stage of the pupils and the specific context.
* Pupils are recognised for effort, not achievement. The recognition board should be for everyone not just high achievers.

**Sharing learning throughout the school**

Each class will be given the opportunity to share their learning with the whole school. This can be done informally during weekly assemblies by the HT asking some pupils form each class to share what they have learned that week. Class teachers can also decide in consultation with pupils to perform a formal assembly for the whole school and their parents.

SMT will randomly select a group of pupils drawn from across the school once a month to gauge their views on the school. This will involve discussions on learning and teaching as well as any other issues the pupils feel are relevant.

**Restorative Practice**

All members of the school community are expected to implement restorative practice in response to times of conflict. An ethos of mutual respect and high regard must be displayed throughout the school. Pupils must be taught how to resolve conflict appropriately, manage their emotions and build resilience. Therefore, staff must conduct themselves professionally and model desirable behaviour at all times. Please refer to the Managing Positive Relationships policy for more guidelines.

**Assessment Profiles**

Each child must have an assessment profile. These are the responsibility of teachers to update and will be a record of attainment that will follow the pupil throughout their time at Fraserburgh North School. Please see Profiling Policy for more details.

**School Development**

Teachers are expected to undertake aspects of school development identified through the school improvement plan. Working parties will be formed with teachers taking ownership of part of the improvement plan. Teachers are expected to meet regularly and set achievable targets for improvement. There is an expectation that learning will be shared and any suggestions to improve learning and teaching will be discussed by the whole teaching team. The merits and justifications for any necessary changes made to school policy will be debated and reflected upon by the whole school community under the direction of SMT.

**Attainment and achievement**

Child development is not a linear process, therefore when assessing children, teachers are required to take a holistic approach. Areas of development that do not lend themselves to a quantifiable conclusion should be assessed using observations drawn from across the curriculum. For example, the development and increasing use of compromise.

At the beginning and end of each academic year, staff will conduct summative assessments of each child in the areas of literacy and numeracy in line with the school assessment policy. This will enable teachers to measure the impact of teaching and learning in these curriculum areas. Teachers may decide to conduct summative assessments out with these times to measure progress as they see fit. Staff are required to inform the SMT of assessment results in order to maintain the assessment data base. These result are submitted three times a year, (see summative assessment section).

Teachers are required to use the results of summative and formative assessment to inform their professional judgement and take action as required to ensure each child fulfils their potential. Results should be analysed and discussed with SMT. Evidence of pupil attainment and achievement must be defensible and dependable.

Teachers are required to identify children who are not progressing as expected and put appropriate measures in place through consultation with ASL and SMT where appropriate.

Once a year, teachers will conduct a formal interview with parents and complete a written report to be sent home with each child.

**The attainment and achievement of all pupils is the responsibility of the classroom teacher.**

**Assessment, Recording and Reporting**

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.

This policy reflects the current guidelines in **Curriculum for Excellence: Building the Curriculum 5: A Framework for Assessment** and on existing good practice. It is based on learning and teaching throughout the school and outlines how we assess progress in Fraserburgh North School.

Aims

The purposes of assessment are to:

* Provide a summary of feedback to pupils, parents and teachers about what learners have achieved

support learning that develops the knowledge and understanding, skills, attributes and capabilities of children and young people

> give assurance to parents, children themselves, and others, that children and young people are progressing in their learning and developing in line with expectations

> provide a summary of what learners have achieved, including through qualifications and awards

> contribute to planning the next stages of learning and help learners’ progress to further education, higher education and employment

> inform future improvements in learning and teaching

Approaches

Assessment in Curriculum for Excellence will involve a broad range of approaches that allow children and young people to demonstrate what they know, understand and can do. Assessment will support learning and promote learner engagement resulting in greater breadth and depth in learning, including a greater focus on the secure development of knowledge, understanding and skills. It will ensure children and young people are making progress across all aspects of planned learning.

A coherent approach to planning the curriculum, learning, teaching and assessment is necessary, as illustrated in the following diagram:

Diagram on page 6

In order to gather good quality evidence of learners’ progress through relevant experiences, staff will plan to use a range of approaches that reflect the breadth, challenge and application of learning and the wide range of skills being developed. The active involvement of children and young people in assessment is essential to ensure they have a well-developed sense of ownership of their learning and help one another.

(include page 10)

Assessment can take on many forms. It can be

* Formative – ongoing assessment that provides the teacher with up to date information and measures the effectiveness of learning and teaching.
* Summative – used mainly for the purpose of recording and reporting back in detail
* Self-assessment – used to self-evaluate
* Peer assessment – when pupils are given the opportunity to analyse each other and provide constructive criticism

Formative assessment is the most valuable type of assessment as it is fundamental to effective learning and teaching. It can identify areas of weakness or gaps in a pupils learning whilst acknowledging the effectiveness of the teaching approach used. Teachers should use their professional judgment alongside accessible evidence to report on pupil's progress and attainment. Assessment will improve the quality of learning and teaching if information is focused, gathered systematically and used appropriately. Assessment must be an integral part of planning, teaching, recording, reporting and evaluating.

Key Principles

At School, all learners have entitlement to an assessment process which:-

* Provides reliable and credible information to support progression in learning.
* Accurately identifies and tracks their progress with opportunities to share progress with others and request support when required.
* Highlights strengths and difficulties together with strategies to manage them and identify next steps learning.
* Raises the expectations of success and celebrates a broad range of achievements.
* Is motivating and actively involves them in review and target setting with the expectation that progress will be measured against the agreed target.

At School, teachers are expected to develop and evaluate assessment and recording procedures which

* Support quality teaching and learning.

From School, parents have entitlement to an assessment and reporting practice which:

* Involves them in helping their child to meet learning targets.
* Highlights their child's success and progress.
* Identifies areas of development and how they will be addressed.
* Provides them with opportunities to review and discuss their child's achievements; and areas for development.
* Ensures that information about their child is detailed, specific and easy to understand.

Teachers should use the results of their assessments both formative and summative, to set work that is well matched to their pupils' capabilities and to inform next steps in teaching and learning.

Planning for Holistic Assessment

Staff should plan discussions, tasks and activities so that learners can provide evidence of their knowledge and skills from a range of sources and with choice of approach. These should include both in-school and out-of-school activities and should provide opportunities for learners to progress over time and across a range of activities. Staff should decide, with learners, on the most appropriate approach to assessment for a particular outcome or set of outcomes.

Teaching

In tea*c*hing, staff need to ensure tasks are planned which are interesting, varied and challenging. Children should be given the opportunity to explore new ideas and activities. All work must be considered and evaluated before moving on. Areas requiring further development should be identified. Assessment of the teaching must also be carried out. To do this we may ask ourselves the following questions­:-

* Was the lesson challenging and stimulating?
* Did we use the appropriate teaching approach?
* Did we meet the needs of all our pupils?

Teachers are expected to perform ongoing daily/lesson evaluations and adapt and respond appropriately based on daily formative assessment information. Learners should be encouraged to take part in continuous evaluation as part of the ongoing learning process.

Recording

Recording enables teachers to share with pupils, parents and other teachers learning successes, areas for development and next steps. It will monitor the effectiveness of teaching and pupil progress in relation to attainment targets. Teacher's Forward Plans should double as records of work and should form the basis of reports to parents and staff. Staff should keep records of pupil attainment and samples of work in the pupil assessment folio. Recording should happen during and at the end of a planned block of teaching prior to the planning of the next section. Records should be updated as and when necessary but at least termly.

**Ways of recording evidence**

* Recorded on video
* Photography
* Examples of pupils work
* National Assessments
* Notes in teachers’ Forward Plans
* Pupil Profiles
* Floorbooks

**Types of evidence**

* Written evidence- pupils work
* Feedback written on pupils work
* Observation
* Discussion with pupils, parents and teachers
* Oral questioning
* Summative tests (inc. National Assessments)
* Wall displays
* Self/peer assessment
* Discussion of targets set/met with pupil

These lists are by no means exhaustive.

Self/Peer Assessment

Staff should give pupils the opportunity to self-assess on a regular basis. Pupils can self-assess or peer assess using discussed and agreed criteria. This form of assessment is successful, as children will strive to meet individually set targets. Peer assessment can be very valid, as most pupils will value the judgment passed onto them by their classmates.

National / Summative Assessments

National Assessments, such as SNSAs and INCAS, will provide further evidence that pupil attainment is on track. Summative Assessments will also help to provide assessment. Data from both National and Summative Assessments should be collated and sent to the HT who will populate the ‘tracker’. Pupils should be given oral feedback on their results and new targets should be set.

Summative Assessments

PUMA Maths Assessment – September, June

Single Word Reading Test – September, June

Single Word Spelling Test – September, January, June

Big Writing Assessments – September, January, May

P1 Emerging Literacy Assessments

SNSA P1,4 and 7

Reporting of assement

In order for assessment to be most effective we must ensure that we have reporting systems in place. Reporting provides instant feedback to pupils, provides information for parents about their child's progress and informs teachers as the child moves through the school.

Reporting Assessment Information to Pupils

Through effective feedback, teachers can report back to children in many ways, some simple- a sticker/a star/ points for the team or some more detailed- a discussion/a comment identifying areas of strength and setting targets for areas of development. Reporting back should be varied and should be carried out at different times- at the end of a topic, when a set target has been met or as part of the daily work of the class.

Feedback should be timely, relevant and help move learning forward. Children should be assessed daily against the agreed success criteria and this should form the basis of feedback. Feedback should be a two-way process with teachers using comments, evaluation and pupil achievement as a gauge to the success of the lesson. This should be the major factor in determining the format/content of the next lesson.

Reporting to Parents

Fraserburgh North Primary issues one written pupil report per year in March. There are two Parents Evenings (October and March) when each parent has the opportunity to meet with the class teacher and /or Additional Support Staff to discuss his or her child's progress. Parents are also encouraged to contact the school at the earliest opportunity if they have concerns regarding their child's attainment.

Reporting to parents also occurs through numerous planned events throughout the school year such as Community Cafes, Assemblies, Open afternoons, Join the Learning Journey Activities etc. Dates are organised at the beginning of each session and shared with parents as soon as possible.

Reporting to Teachers

Teachers should complete and pass on transition notes and assessments in the red folders to the next teacher. Informal discussions should take place as each pupil moves from teacher to teacher.

Evaluating Assessment

Teachers should continue to use information from assessment and feedback to evaluate the effectiveness of learning and teaching and to inform all future learning and teaching.

Evaluation should also consider:

* the success of teaching strategies
* the appropriateness of the learning aims, learning intentions and success criteria
* the appropriateness of resources
* the progress of individuals, groups and classes.

Evaluation and Marking

All written work should be regularly marked and the children given both positive feedback and a clear explanation of work that is incorrect so that:

* Both the teacher and the children know the progress that is being made and where groups or individuals are having problems
* Standards of work, and of presentation of work, are maintained
* A working ethos is established

Correction

The teacher should review the level of work of individual children who consistently find the tasks too difficult or who do not finish within the time allowed. Staff should use this information to ensure learners are receiving the appropriate level of challenge, breadth and depth. Opportunities should be given to deepen knowledge and skills through application across CFE areas.

Tracking Achievement

Achievement of a level

Moderation

Triangulation of evidence

Monitoring and Review Monitoring

The following indicators, based on "How Good is our School 4" will provide a base for on-going monitoring of the effectiveness of our assessment procedures.

* How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
* How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people’s learning?
* How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
* How effectively do we involve learners and parents in planning and evaluating learning?
* How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?

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Sharon Mellin

The following sources were used when creating this document:

Outstanding Formative Assessment- Shirely Clarke

Visible Learning- John Hattie

Education Scotland- Approaches to Teaching

 Principles and Practise Papers

Building the Curriculum 4