



# Cultercullen Primary School

## Learning Teaching and Assessment Statement



## **Aim**

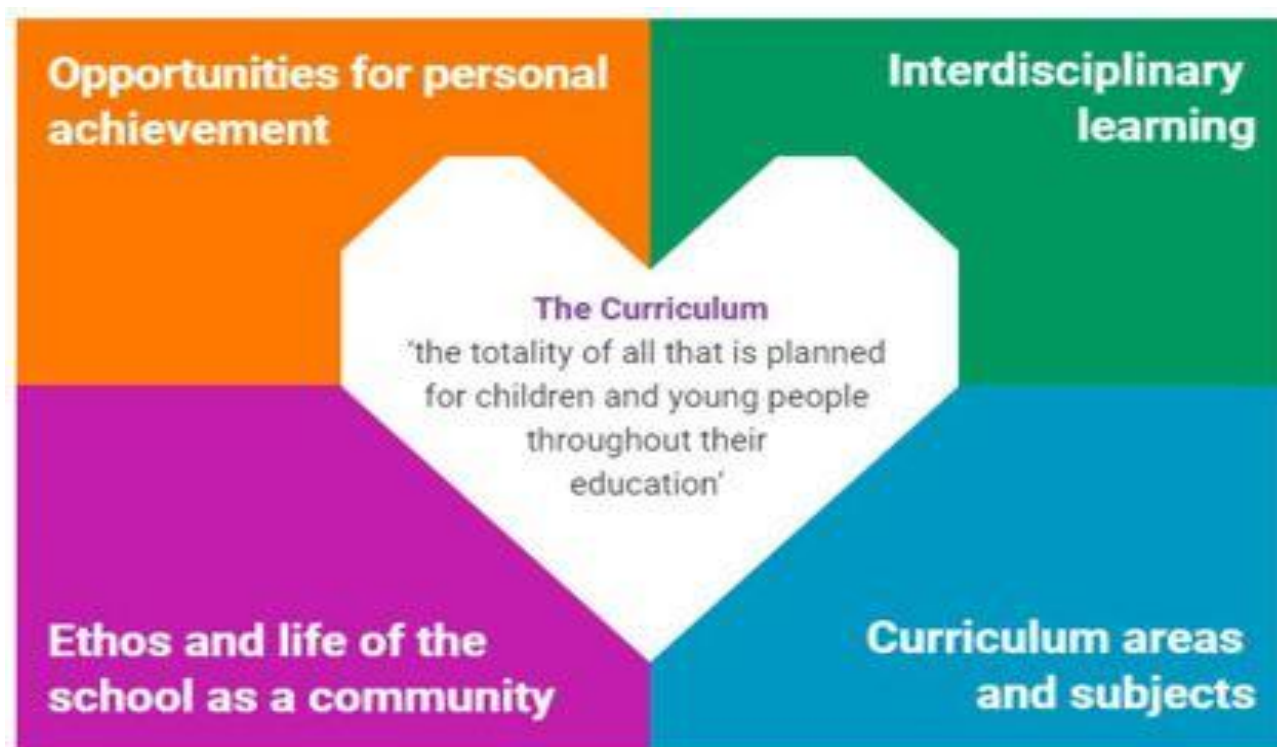
The purpose of our Learning, Teaching and Assessment Statement is to promote a consistent understanding of standards and expectations at Cultercullen School. We recognise that for children to reach their full potential they need to feel welcomed, nurtured, safe and secure. This will be reflected in our practice at all times. We are committed to preparing our young people for the future with skills for learning, life and work and providing equity of opportunity for all learners. Everything we do leads to us 'Growing hearts, Growing minds, Growing a community'.

## **Planning across the 4 Contexts for Learning**

Collegiate planning will be utilised to lead to improved understanding of progression within and across levels and to provide a supportive context for professional dialogue.

Effective partnership between parents/carers and our school is essential in ensuring that learners make the best possible progress. Putting the learner at the centre of planning for effective learning, teaching and assessment ensures Cultercullen staff meet the needs of all learners in our particularly neuro-diverse environment.

Using the 4 contexts for learning, as set out in the image below, Cultercullen staff are able to ensure that children are provided with a wide, varied curriculum which leads to transfer of skills across all areas and into real world contexts, whilst also recognising each child as an individual.



## **High Quality Learning and Teaching**

Below is an overview of the **key features of effective classroom practice**:

- Pupils feel safe in their environment. A warm ethos is present where everyone is treated equally.
- Children are aware of what they are learning and how they are going to get there. (Clear Learning Intentions and Success Criteria).
- Lessons are planned and linked to previous learning, and assessment approaches are used to identify next steps.
- Lessons are motivating, keep the interest of the child and are delivered at a suitable pace.
- Lessons are stimulating and are linked to real life contexts and any transferrable skills are highlighted to pupils.
- Pupils are working at a level that matches their needs. Differentiated material is used to support and/or extend learners. Additional support is planned for and used appropriately.
- Staff use effective questioning to support learning.
- Effective feedback is provided to support children's understanding and progression.
- A plenary is used to help check for understanding and reinforce what the children know and can do.
- Resources are appropriately used – technologies used effectively to support learning.
- Pupil voice is present and valued within the lesson. Children have opportunities to talk about their learning and next steps.
- Creativity and Problem Solving is used to stimulate children's thinking and challenge them. In our classes, it is expected that a balance of whole class, group and independent learning is used to meet the needs of learners. Pace, challenge, and support are effectively planned in every lesson (effective differentiation). Our teachers are actively engaged with pupils throughout the learning process – teaching, assessing, and intervening.

We strive to ensure that staff/partnership working, and interventions are meaningful. At Cultercullen School we regularly link learning to the four contexts of learning, and their relevance to the world of work.

We purposefully cultivate an atmosphere where mistakes are a welcome and necessary part of learning and where feedback is used to help us to improve.

Teachers are invited to plan collaboratively, visit each other's classes to feedback to each other using the agreed criteria (features of effective classroom practice above) and extend their practice by visiting and sharing with colleagues at other Meldrum cluster schools.

## Assessment

As outlined in 'Building the Curriculum 5' the purposes of assessment are:

- to support learning that develops the knowledge and understanding, skills, attributes and capabilities which contribute to the four capacities:
- to give assurance to learners, parents, and others, that children and young people are progressing in their learning and developing in line with expectations
- to provide a summary of what learners have achieved
- to contribute to planning the next stages of learning and to help learners progress to further education, higher education, and employment
- to inform future improvements in learning and teaching



Cultercullen Primary School operates an assessment calendar which is shared with staff and families at the beginning of a school year. An example of this is below:

Month	Specific Assessments	Ongoing throughout the year
August	P1 Emergent Literacy Phonological Awareness P1 pre-writing skills assessed. P1 Oral language assessment P3-7 GL Reading Assessment	P1 Emergent Literacy/skills assessed/Oral language assessment progress tracked (teacher to continually assess using professional judgement)
September	Health and Wellbeing profiles P7 SNSA	P5-7 Maths topic assessments  P1-2 PM Benchmarking  Learning Intentions and Success Criteria are always created for: <ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Writing</li> <li>• Topic</li> </ul> DYW Profile  Ongoing Listening and Talking Assessments  P1-7 Big Maths Assessments
October	Listening and Talking Assessment - Individual	
November	Whole School Writing Assessment – Personal Writing	
December	High Quality Assessment P1-7 (by end December)	
January	P4 SNSA	
February	P3-7 GL Reading Assessment	
March	Health and Wellbeing Profile Whole School Writing Assessment – Imaginative Writing Listening and Talking Group Assessment High Quality Assessments P17 (by end March)	
April		
May	P1 SNSA Whole School Writing Assessment – Functional Writing	
June		

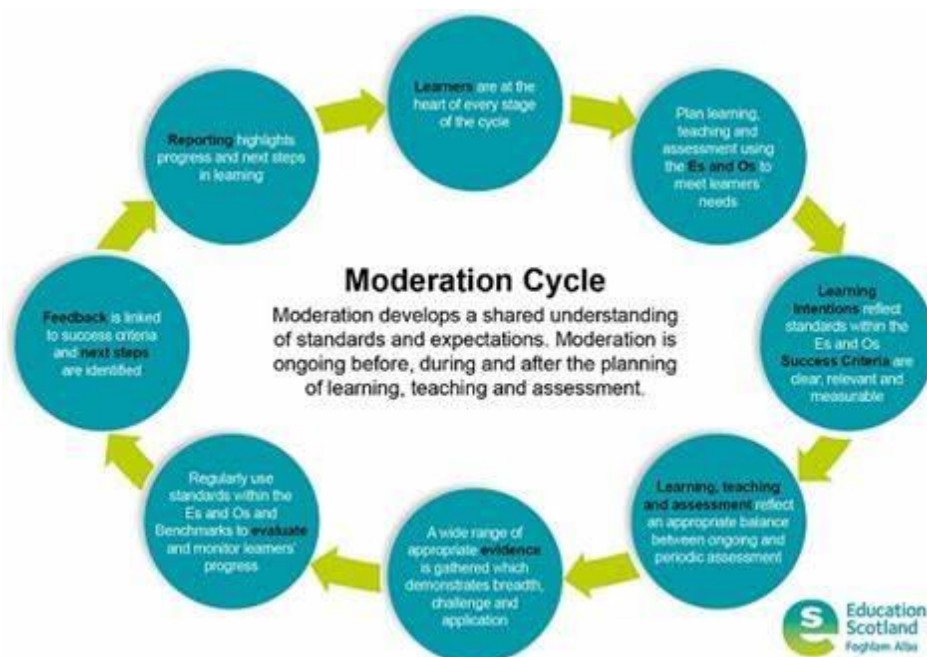
## Forms of assessment

The following gives a brief overview of what types of assessment are used in Cultercullen school.

- Ongoing assessments – Questioning/Ongoing discussions, self/peer assessment, feedback, observations.

- Periodic assessments – End of unit/topic assessments, review of pupil led planning, one off performance i.e. class talk.
- Standardised assessments – Baseline and follow up assessments, SNSA Assessments (P1, P4, P7), commercially produced assessments.
- High quality assessments are created at planning stages using selected Es&Os from planned learning, to assess breadth of previously taught concepts through new or unfamiliar contexts for learning.

## Moderation



Cultercullen school uses the Moderation Cycle tool devised by Education Scotland. This tool helps to ensure consistency and a shared understanding of children's progress and achievement of a level within the Curriculum for Excellence levels. In our school, we work together at all stages of the Moderation Cycle to plan teaching and learning as well as building on a large range of assessment evidence to ensure our judgements are as sound as they can be.

Periodically, we work with our colleagues from other Meldrum cluster schools to further moderate our evidence and judgements to create as robust a framework for assessing and comparing judgements as possible.

In Cultercullen School we believe that:

“Moderation helps to ensure that there is an appropriate focus on outcomes for learners, that learning is at the appropriate level and that learners develop the skills for learning, skills for life and skills for work, including higher order thinking skills, which will allow them to be successful in the future. Teachers involved in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development.”

***Building the Curriculum 5 (2010)***