



Dalry Primary School

Learning, Teaching and Assessment Policy

Curriculum for Excellence cannot be delivered without high quality learning, teaching and assessment.

Fundamental to this are good relationships within a positive ethos and a climate of mutual respect and trust based on our shared values of together we are respected, responsible, included and kind.

This policy outlines good practice in Learning and Teaching. The strategies should be used by staff working with children, where appropriate, in order to enhance Learning and Teaching.

Updated August 2022

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- Curriculum for Excellence
- Four Phase Teaching Model
- Assessment
- Approaches to Learning
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Curriculum for Excellence

4 Capacities

Responsible Citizens	Effective Contributors
Confident Individuals	Successful Learners

8 Curricular Areas

Languages	Maths and Numeracy
Health and Wellbeing	RME
Sciences	Technologies
Social Studies	Expressive Arts

7 Principles of Curriculum Design

Challenge and Enjoyment
Breadth Depth Progression
Personalisation and Choice
Coherence Relevance

4 Contexts for Learning

Ethos and life of the school as a community
Curriculum areas and subject
Interdisciplinary learning
Opportunities for personal achievement

Four Phase Teaching Model

MAXIMISING ATTAINMENT AND ACHIEVEMENT

What does an excellent learning episode at Dalry look like?

Before the lesson, plan and share the strategies and tools that you will use to maximise active engagement.

Where appropriate, consider the ways in which ICT will be used to enhance learning.

Consider, what will be memorable about this lesson?

Phase 1: Overview and Context

- A context for the lesson is shared with pupils.
- Interest is generated and curiosity stimulated.
- Specific learning intentions are shared with pupils.
- Open questions are asked.
- Success criteria are discussed and shared.

Phase 2: Input

- Exposition is kept brief and does not exceed pupils' concentration span.
- Information is presented in short chunks throughout.
- Teacher frequently asks (closed) questions to check for (surface) understanding.
- New information is delivered in a variety of multisensory ways.
- Teacher checks that all pupils understand technical language and subject-specific terms.

Phase 3: Processing

- Frequent teacher-pupil and pupil-pupil interactions.
- Time allowed for pupils to think about and discuss their responses to questions.
- Opportunities for pupils to generate questions.
- Opportunities to hear and see examples of pupils' knowledge or skills (e.g. sharing a piece of writing in progress).
- Pupils given opportunities to process information and apply skills in their preferred style and in different styles.
- Support and Challenge opportunities are provided.

Phase 4: Review/Plenary

- Pupils actively engaged in the review process to inform next steps.
- Explicit reference to learning intentions/success criteria.
- Pupils encouraged to reflect on how they have learned in order to stimulate thought before future lessons.
- Higher order questions used to check a range of understanding.

Assessment

We use a range of assessment strategies in order to determine the progress that our learners are making, and to enable us to put relevant strategies in place, in order that we can most effectively meet our learners' needs. The assessment strategies that we use include formative assessment, summative assessment and diagnostic assessment.

We incorporate a range of formative assessment strategies into our everyday teaching and learning experiences, in order to actively engage children in their learning experiences, and to check for understanding throughout **(See appendix)**.

All teachers use summative assessments to determine children's progress against the benchmarks across the curriculum **(See appendix)**. Teachers use a range of summative assessments including national standardised assessments, City of Edinburgh Council Assessments, and assessments developed by the teaching staff. We use summative assessment data that we gather to track pupil progress, and in a formative way, to inform the necessary next steps in teaching and learning. Our teaching and Early Years staff engage in regular moderation dialogue, to help to develop a shared understanding of what 'secure' looks like at the Early, First and Second levels of the curriculum. We plan for ongoing opportunities for staff to engage in moderation dialogue at development sessions throughout the year, and there are opportunities to engage in cluster wide moderation dialogue. Staff are encouraged to plan and reflect on teaching and learning experiences in collaboration with colleagues, on an ongoing basis. On an annual basis, staff will engage in a 'learning partner' shared teaching experience.

Staff assess spelling and reading using the SWST and SWRT in August from P3 to P7. This information supports initial groupings for literacy, and identification of pupils for literacy interventions for the current academic session. In addition to this there are two planned assessment stops in January and May. Children undertake a range of planned assessment across the curriculum, which inform next steps in learning and support reporting to parents. The children capture their learning during these assessment stops in their learning journals which allows pupils, parents and staff to record their progress across a level and throughout their time at school.

Learning and Teaching Approaches

‘Learning should be constructed to challenge and motivate learners, help them take responsibility for their own learning and develop new thoughts and ideas.’ (Education Scotland)

Developing a Learning Culture

At Dalry all staff have high expectations and aspirations for all of our pupils. At the heart of this is developing an inclusive and supportive school ethos, and a culture of learning.

Learning Powers (Meta-cognition)

‘Meta-cognition is the term used to describe learning about learning, or what learning consists of.’

Shirley Clarke – Outstanding Formative Assessment Culture and Practice 2014

At Dalry we use the child friendly learning powers to explain meta-cognition to our pupils.

- Concentrate
- Don't give up
- Be cooperative
- Be curious
- Have a go
- Use your imagination
- Keep improving
- Enjoy learning

Mixed Ability Learning

At Dalry we know the importance of discussion and learning from others, in a world where knowledge and excellence are increasingly shared rather than kept to oneself as evidence of one's own personal achievement. Talk partners, shoulder partners and learning partners are some of the terms which describe pupils discussing together, planning together and cooperatively improving each other's learning together.

Established Literacy Interventions

We provide two very successful literacy interventions at Dalry through Read Write Inc and Fresh Start. These interventions support our transient and EAL population, as well as those pupils experiencing ongoing difficulties with literacy.

Creativity

Creativity is a higher order thinking skill, which can help learners not only survive, but to thrive in our fast changing world. Creativity skills help learners to be:

- Motivated and ambitious for change;
- Confident in their capabilities and the validity of their own viewpoint;
- Able to transfer their creativity skills to other contexts;
- Able to lead and work well with others.

Creativity can be the hook which engages learners, influencing their attainment and achievement. In addition, as they are core to employability, creativity skills can help learners not only prepare for the world of work but also to shape their own future job opportunities.

Teaching staff signal clearly to learners where creativity skills are being developed within learning activities. In order to further the development of creativity skills, teaching staff actively explore ways of giving learners more responsibility for planning and managing a creative project, making learning activities more open ended and providing effective coaching support to learners as they develop their ideas. Teaching staff ensure that all children and are supported to develop creativity skills in ways which build on their personal strengths, whether as individuals or in group activities.

To further enhance our creativity skills, we use the Edinburgh Creativity Skills framework as well as developing strong creative partnerships with a range of partners.

ICT to Support and Enhance Learning

We aim to place ICT at the core of Dalry Primary School, providing a range of technologies, capabilities and the creativity for transformative, lifelong learning in the classroom, across the school and in the community.

In order to best prepare our learners for success in tomorrow's rapidly evolving and digital world, Dalry is aiming to deliver two key objectives:

- ICT is routinely and effectively embedded in all aspects of learning and teaching.
- Learners and teachers have personal access to ICT whenever and wherever it benefits learning and teaching.

1:1 digital learning helps meet these objectives by:

- providing access to up-to-date, authentic information from a huge variety of sources
- allowing us to personalise and transform learning and teaching using a wide range of digital tools
- allowing us to extend learning, collaborate and publish beyond the classroom
- helping develop the learning, thinking and digital literacy skills vital for success in today's rapidly evolving, technology rich society.

Pupils in P6 and P7 with access to 1:1 devices will:

- Have access to ICT whenever and wherever it is beneficial to support learning in school.
- Make effective use of online learning resources and tools and a wide range of ICT applications to demonstrate and improve their learning across the whole curriculum.
- Develop safe and responsible attitudes and aptitudes relating to technology that will enable them to engage effectively in lifelong learning and the world of work.
- Agree to a code of conduct for the use of ICT within the school.

Staff will:

- Raise the achievement of all pupils through the development of ICT and the effective deployment of a range of stimulating and creative technologies for learning across the whole curriculum and age range.
- Continue to improve their ICT capabilities through the school and local authority CLPL programme.

Parents will:

- Access information about the life and work of the school via the school website.
- Work in partnership with the school to support learning.

Active Learning

Active learning is learning which engages and challenges children and young people's thinking using real-life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play
- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching.

All active learning opportunities are supported through considered intervention, to support and extend learning. All areas of the curriculum, at all stages, can be enriched and developed through an active approach.

Children learn by doing, thinking, exploring, through quality interaction, intervention and relationships, founded on children's interests and abilities across a variety of contexts. All combining to building the four capacities for each child.

Practitioners plan for child-centered learning experiences and environments, which support and enable children to build on from previous experiences. Children are actively engaged in their learning experiences, and are involved planning and evaluating their learning.

Skills progression

We offer a wide variety of learning experiences that require pupils to develop their skills in different curricular areas as well as transferring skills to different situations. Across Early Level we have a skills progression that we share with parents. This helps parents/carers prepare their child for P1 and beyond. These skills are mainly life skills and will promote independence for our youngest learners.

Masterclasses provide our P4 to P7 pupils with a variety of opportunities to develop skills on a 3-weekly basis which all staff plan for. Pupils choose which Masterclass they want to attend; this could be anything from running to knitting, and try to develop their skills. We have an overview of skill progressions within Dalry Primary school taking into account the wide variety of learning opportunities we have at each stage.

Interdisciplinary Learning

Interdisciplinary Learning, based upon groupings of experiences and outcomes from within and across curriculum areas, provides relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children.

Revisiting a concept or skill from different perspectives deepens understanding, and can also make the curriculum more coherent and meaningful from the learner's point of view.

Interdisciplinary learning can also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Effective interdisciplinary learning at Dalry:

- can take the form of individual one-off projects or longer courses of study
- is planned around clear purposes
- is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- ensures progression in skills and in knowledge and understanding

The curriculum includes space for learning beyond subject boundaries, so that children can make connections between different areas of learning.

Interdisciplinary learning is an important element within Curriculum for Excellence. It constitutes one of the four contexts for learning in 'Building the Curriculum 3'.

Outdoor Learning

Curriculum for Excellence offers opportunities for all children and young people to enjoy first-hand experience outdoors. Such experiences motivate our children and young people to become successful learners and to develop as healthy, confident, enterprising and responsible citizens.

Well-constructed and well-planned outdoor learning helps develop the skills of enquiry, critical thinking and reflection necessary for our children and young people to meet the social, economic and environmental challenges of life in the 21st century.

Outdoor learning connects children and young people with the natural world, with our built heritage and our culture and society, and encourages lifelong involvement and activity in Scotland's outdoors. The core values of Curriculum for Excellence resonate with long-standing key concepts of outdoor learning. Challenge, enjoyment, relevance, depth, development of the whole person and an adventurous approach to learning are at the core of outdoor pedagogy.

The outdoor environment encourages staff, pupils and parents/carers to see each other in a different light, building positive relationships and improving self-awareness and understanding of others.

We plan for all children, from nursery to P7, to engage in regular outdoor learning experiences, within our school grounds, local community and further afield. Our yearly program of outdoor learning experiences includes: a residential trip for P6 or P7 pupils, Forest Schools for P4 and P5 and termly Woodland Explorers outings for our nursery children. We also engage in the RSPB Wildlife Challenge in P4 and the John Muir award at P5.

The learning potential of our playgrounds has been enhanced by the inclusion of 'loose parts play' resources, carefully assessed risk-taking and relevant training for all staff. Early Level pupils share the Dalry Road playground which is divided into Nursery and P1 areas, within which staff have carefully created child centered areas to allow children to freely explore a wide range of opportunities that enhance learning across all curricular areas.

These experiences contribute to the wellbeing of our children, and enables them to become resilient, responsible citizens and successful lifelong learners, who value our landscape and culture and contribute effectively to our local and global society.

Cooperative Learning

In cooperative learning, pupils work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

In small groups, pupils can share strengths and also develop less established skills. They develop their interpersonal skills and learn to deal with conflict. When cooperative groups are guided by clear objectives, pupils engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, three things are necessary. Firstly, pupils need to feel safe, but also challenged. Secondly, groups need to be small enough that everyone can contribute. Thirdly, the task pupils' work together on must be clearly defined.

Cooperative learning provides an opportunity where:

- Learners actively participate;
- Teachers become learners at times, and learners sometimes teach;
- Respect is given to every member;
- Projects and questions interest and challenge students;
- Diversity is celebrated, and all contributions are valued;
- Pupils learn skills for resolving conflicts when they arise;
- Members draw upon their past experience and knowledge;
- Goals are clearly identified and used as a guide;
- Research tools such as Internet access are made available;
- Pupils are invested in their own learning.

Learning and Teaching Appendices

[Formative Assessment_Learning Intentions](#)

[Formative Assessment_Success Criteria](#)

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Appendix 1- Learning and Teaching Policy

Formative Assessment Learning Intentions

A learning intention is a description of what you want your pupils to know, understand or be able to do by the end of a lesson. It tells pupils what the focus for learning is going to be, and should be based on prior learning and understanding and put into the wider context to explain why we are learning this.

Discussing learning intentions helps focus you and the pupils on the learning rather than the activity.

- Should be child friendly
- Use learning language
- Use positive language
- Set challenging expectations.
- Focus on generic, transferable skills (decontextualised)
- Should be shared with pupils at the beginning of every lesson
- Displayed during lesson and referred to throughout – not on Clever Touch Board

Good examples

- **We are learning to work effectively in groups**
- **We are learning to use evidence to support an opinion**
- **We are learning to carry out a fair test**
- **We are learning to interpret data**

Appendix 2- Learning and Teaching Policy

Formative Assessment Success Criteria/Steps to Success

- Are linked to the learning intention
- Are specific to an activity
- Are **discussed and agreed** with the pupils prior to beginning the learning activity (overview phase)
- Scaffold and focus pupils while they are engaged in an activity
- Are used as the basis for feedback and for self and peer assessment
- Clearly displayed so that the children can refer to it throughout a lesson(s) to self/peer assess

A good example

**LI: I am learning to write a story in a specific genre
or**

LI: We are learning to write a specific type of story

Activity: Ghost Story

SC: I will be successful if I -

- Set the scene in the opening paragraph
- Use descriptive language to build up tension/suspense
- Use spooky adjectives and powerful verbs to create atmosphere
- End with a cliff hanger

Appendix 3- Learning and Teaching Policy

Effective Questioning

High quality interactions between learners and staff lie at the heart of assessment as part of learning and teaching. These interactions should promote thinking and demonstrate learning and development. They should be based on thoughtful questions, careful listening and reflective responses and effective feedback strategies. Conversations about learning between practitioners and children, among practitioners and among learners should be part of the planned activities or experiences.

Bloom's Taxonomy

Practitioners use Bloom's Taxonomy as a framework for planning and reflecting on the range of questions that are used to stimulate thinking and learning across the curriculum. (See appendix)

From the earliest stages, children are exposed to a wide range of higher order questions, which they are supported to understand and formulate answers to. Children are also supported to create and ask their own questions, to help them to develop their understanding of what they are learning, and to support them to take their own learning forward.

Children are given regular opportunities to engage in open-ended learning tasks, which allow them to demonstrate their developing understanding in different areas of learning.

Thinking time / Wait time

Children are offered extended time to think, before being asked to answer a given question.

No hands up Classroom Culture

In order to ensure that *all children* are actively engaged in class discussions, all children are required to consider possible answers to questions posed. This can be achieved through the use of 'ask anyone' lollipop sticks. Any child can be chosen at random to answer at any time, which creates the possibility of any child being required to share their ideas with the class. Alternatively, questions can be posed to 'talk partners', requiring all children to share their thoughts, and in turn, listen to the thoughts of their partner.

Talking partners

Randomly generated Talk Partnerships will be created on a regular basis. Working in their talking partnerships, the children will have the opportunity to answer questions posed by the teacher, and to formulate and ask their own questions

Appendix 4- Learning and Teaching Policy

Formative Assessment Review/Plenaries

- Pupils are actively engaged in the review process to inform next steps.
- Explicit reference is made to learning intention(s) and success criteria.
- Pupils are encouraged to reflect on how they have learned in order to stimulate thought before future learning.
- Higher order questions are used to check a range of understanding.
- Support pupils to put learning into the wider context. 'Why am I learning this?'

Some suggestions for reflective plenaries are:-

Shorter Reviews

Plenary dice

1. What did I learn today?
2. What did I find most difficult?
3. What could I learn next?
4. What did I find most helpful?
5. How did I achieve what I was asked to do?
6. How can I improve next time?

One Minute Challenge

With a partner talk for 1 minute about everything you remember about the lesson and share.

Review LI/SC

With teacher/group/elbow partners

Mid Length Reviews

Alien to the classroom

What would you tell an alien about what you have learned?

Puppet mistakes

Puppets make deliberate mistakes – spot them, correct them, explain why.

True/False

Teacher writes 3 true and 3 false statements. Pupils say which true/false.

Longer Reviews/End of sequence reviews

Vocabulary Challenge

List vocabulary used/learned in lesson, add to display.

Top Tips

List 3-5 top tips covered in the lessons. Compare lists with peers.

Quiz

Create a quiz for class, group. Complete a quiz in pairs, groups.

Review race

Groups/teams take part in a learning relay race. One team member records as much as can about a topic on a large sheet of paper (pinned up) before passing pen to next person.

Appendix 5- Learning and Teaching Policy

Formative Assessment Teacher's Toolkit

Think / Pair / Share

Traffic lights

Thumbs

Show me five/fist of five

Lollipop Sticks

LI/SC (shared/created with children)

2 * and a wish

Self / peer assessment

Thinking Time

H.O.T. Questioning

KWL grids

Mind Maps

Assessment toolkits

Mild/Spicy/Hot (Challenge Levels)

Mini whiteboards/show me

Tickled pink/green for growth

No hands up (if my hand is up I have a question)

Child Friendly Scottish Criterion Scale (in Big Writing Folder on shared drive)

Appendix 6- Learning and Teaching Policy

Formative Assessment Self and Peer Assessment

Early Level

- Use success criteria as feedback
- Strategies from Teacher's Toolkit
- Plenary discussions
- Partner feedback – 2 stars and a wish (verbal)

First and Second Level

- As above
- Checklists
- Cheers – pupils choosing a 'cheer' when they have been successful during a task
- Perfect partner – pupils are given a card when they show good partner or group work skills
- Traffic lights (coloured cups, cubes, fans) to be used throughout the lesson
- Writing partners
- Modelling – verbal feedback
- Ipad used to record and watch presentations to help with self and peer assessment
- Setting and monitoring own targets
- Partner feedback – 2 stars and a wish (written and verbal)

Appendix 7- Learning and Teaching Policy

Learning Environment

All classrooms are set up in an inclusive, engaging and stimulating manner following clear guidance from the CIRCLE document, which provides our children with an environment that supports and stimulates learning.

We use boardmaker across the school from early to second level as part of the Visual Support Project to label classroom and school areas. Every class has a visual timetable to support learners with their daily timetable and routine.

Children's work is celebrated and displayed in an attractive manner. Classroom displays are interactive, and adapted and changed over time. Classrooms displays contain a carefully balanced mix of learning aids and examples of good work. An explanation of learning should be included as part of displays of children's learning.

Appendix 8- Learning and Teaching Policy

Edit Code

Symbols to be written in the margin where appropriate

sp	spelling mistake
cl	capital letter needed
c	capital letter not needed
.	punctuation is missing (?,!'"")
.	punctuation not needed (eg. Full stop)
^	insert word
()	this piece of writing needs to be deleted
tense	check tense
1*	read this next
??	writing does not make sense
NP	new paragraph
//	take a new line
	good idea
	swap around
	join together

These can be introduced with classes as appropriate as they progress through school. There may be additional symbols that class teachers agree with a class, but these should not be alternatives to the above.

Appendix 9- Learning and Teaching Policy

Blooms Taxonomy

Creating

How could you change ...? Can you create a diff ending? Suppose you could? How would you justify? How would you adapt.....?

Evaluating

Give arguments for and against....? Do you agree with? What is your opinion of? Would it be better if ...? How would you prove...?

Analysing

What evidence can you find...? How did they create...? What patterns can you see....? What is the relationship?

Applying

What questions would you ask...? Use in diff context....
What would you do...? What facts would you select?

Understanding

Give an example of...? In your own words ... How would you compare? Which words justify...? Can you explain what it means by...?

Remembering

Who? What.....? Where.....? When.....? How.....?

Appendix 10- Learning and Teaching Policy

Ryan's Thinking Keys

These keys are used to extend pupils thinking, they can be used across all curricular areas.

What if... Serious or silly	Alphabet Make an a-z	Ridiculous Try to prove a ridiculous theory	Brick Wall Think of a way to break down a generally held belief
Reverse What would you not find?	Variations How many ways can you...?	Commonality Find things that two different things have in common	Construction Use construction to solve a problem
Disadvantages List disadvantages and think of solutions	Picture Link the picture to your topic	Question Write 5 questions that give the answer...	Alternative Solve a problem in an unusual way
Combination Combine two things to make something new	Prediction Make predictions about the future	Brainstorming Solve a problem	Interpretation Describe or explain an unusual situation
BAR Bigger Add Replace	Different Uses How many...	Inventions Design an invention	Forced Relationships Solve a problem using two or three separate things

Appendix 11- Learning and Teaching Policy

Cooperative Learning Strategies

Placemat

Carousel

Line Ups

Clock partners

3 stay – 1 stray

Corners

T – Charts

Team building (i.e. flag, chant)

Shoulder/elbow/
face partner

Round Robin

Inside/outside circle

Give one – get one

Voice on the table

Jigsaw

Home/Away teams

Graffiti wall

Appendix 12 – Learning and Teaching Policy

Planning

All practitioners plan to create rich, challenging and meaningful learning experiences for every child, building on their individual talents and needs. Planning starts with the child, involves skillful observation and assessment, takes account of the principles of design within Curriculum for Excellence, and considers the experiences and outcomes in order to develop and support every child's needs.

Annual Planning

(August)

- Key events across the year are mapped, considering timing and timescales
Opportunities for IDL are developed
Discrete Subjects are planned for
Other key events are included in annual planning (e.g outdoor learning experiences, Nativity, whole school focus weeks etc)

Termly Planning

(August, October, January, April)

At the outset of each planning block:

- IDL bundle plans developed following a child-centered planning approach (practitioners planning for key questions)
- Discrete subjects planned for

Weekly Planning

(Completed in advance, on a weekly/daily basis)

- Planning to be visible on desks for the day ahead with learning evident in plans
- Learning Intentions identified for learning activities is good practice
- Can be created on a weekly, or daily basis, at least one day in advance of teaching
- Amended as required to meet the learners needs, based on on-going assessment information

Appendix 13 – Learning and Teaching Policy

Profile Arrangements

Each child will have a profile jotter which will be collated over the course of their seven years in primary school. The purpose of this learning profile is to collate a snapshot of the child's latest and best work across the curriculum, at identified periods throughout the year, from P1 to P7.

Each year the class teacher(s) will select, in collaboration with the child examples of high quality work in Literacy, Mathematics, and other curricular areas. Each piece of work selected should be self or teacher assessed.

Across each year, and from year to year, each child's profile jotter should demonstrate progress against the benchmarks across the curriculum.

The use of information gathered during planned assessment stops and in My Learning Journal will support teachers plan effectively to meet learners needs, to inform next steps in learning and to support reporting to parents. Pupils will be involved in discussing progress with their learning and setting targets for their next steps.

Appendix 14 – Learning and Teaching Policy

Say Write Make Do

SAY	WRITE	MAKE	DO
Describe a model	Draw a model	Model	Demonstrate a model
Explain a process	Description	Create an image	Role play/drama
Discuss: Think, Pair, Share	Instructions	Book	Book launch
Brainstorm	Mindmap	Product	Market a product
Peer Assess	Report	Game	Presentation
Self Assess	Poster	Video	Take photos
Group Discussion	Make notes	Jingle	Dance
Debate	Planner	Artwork	Experiment
Questioning	Poem	Jigsaw	Slideshow
Agreeing targets	Story	Toy	Singing/performance
Narration	Recipe	Map	Visit/tour
Interview	Leaflet	Plan	Activity/game
Hot Seating	Play script	Animation	Research
Circle time	Graffiti wall	Bridge	Test
Verbal response	Summary	Textile	Survey
TV report	Letter	Collage	Programme beebot
Directions	Directions	Mask	Show a website
Instructions	Quiz	Cutting activities	Jigsaw
Recall	Song	Plasticine	Excursion
Show and Tell	Detailed drawings	Sand/foam	Show and Tell
News Time	Technology/ICT	Letter necklaces	Assemblies
Thinking hats	Essay	Interactive display	ED City
Presentation	Comic	Storyboard	Run a workshop
Inside/outside activities	2 stars and a wish	Puppet	Demonstration
Role play	News article	Podcast	Puppet Show
Evaluations	Email	Garage band	Animation
Podcast	Blog	Graph	Advert
	Wiki	Spreadsheet	Enterprise challenge
	Fact file	Cookery	Interview a visitor
	Information booklet	Fabric item	Set up an exhibition
	Alternative story ending	Recipe	Buddy teaching
		Quiz	Cooperative groups
		A circuit	Create a website

Appendix 15– Learning and Teaching Policy

Summative Assessment

Scottish Government Requirements

Scottish National Assessments at P1, P4 and P7

P1 – Literacy and Numeracy (Usually administered in April/May)

P4 and P7 – Reading, writing and numeracy (Usually administered in October)

City of Edinburgh Council Assessments

Term 1

- P1 – Baseline Assessments in Literacy and Numeracy

School Requirements

Term 1

- P2 – Literacy and Dyslexia Phonic Assessment (reading)
- P3-P7 – SWST and SWRT (Single Word Spelling/Reading Test)

Term 3

- Big Writing
- TJ Assessments/ Leckie and Leckie Maths Assessments
- Miscue Analysis (where required)

Term 4

- Big Writing
- TJ Assessments/ Leckie and Leckie Maths Assessments
- Miscue Analysis (where required)

Ongoing

- P1, P2 and P3 – Edinburgh Literacy Rich Teacher Block Assessments
- P1 – P3 – on-going SEAL trackers (numeracy)
- P1 – P7 – Teacher based end of unit Maths topic assessments

Appendix 16 – Learning and Teaching Policy

Tracking

City of Edinburgh Council Requirements

- SEEMIS records for all children at P1, P4 and P7
 - Highlighting children who are secure at the Early, First and Second Levels of the curriculum in:
 - Reading
 - Writing
 - Talking and Listening
 - Numeracy
 - PE

School Requirements

Standardised assessment scores will be tracked using Excel Spreadsheet called Dalry Primary School Pupil Tracker.

The standardised assessments in numeracy that will be tracked are P1 Baseline, P1, P4 and P7 Scottish National Assessment in numeracy.

The standardised assessments in literacy that will be tracked are P1 Baseline, P1 Scottish National Assessment in Literacy and P4 and P7 Scottish National Assessments in reading and writing.

When the standardised score is entered a red, yellow or green button will appear beside it to indicate if the children are in core, support or challenge bandings.

Support – below 86

Core – 86 to 110

Challenge – Above 110

The coloured bandings have also been aligned with the long scale for the Scottish National Assessments.

In addition to the above standardised assessment scores, Big Writing assessments will be entered twice per year in January and May. This should be entered as EL, FL or SL followed by the number e.g. FL6

EAL Stages of English Acquisition and the first languages of pupils will also be held in the tracker and updated twice per year in May and late August/early September.

Other information stored in the tracker will be SIMD data, pupils date of birth, Scottish Candidate number, gender and date the pupil started at Dalry Primary School.

Staff are responsible for keeping this information up to date at regular intervals throughout the year.