

Dean Park Primary School

Learning, Teaching & Assessment Policy



UN Rights of the Child

Article 28: (right to education) Every child has the right to an education and children should be encouraged to reach the highest level of education they can achieve.

Article 29: (goals of education) Children's education should develop their personality, talents and mental and physical abilities to their fullest potential. It must encourage children to respect human rights, as well as respect for their own and others' cultures and the environment.

| Contents | |
|----------|---|
| Page 2 | Curriculum Rationale |
| Page 3 | Classroom Environment Checklist |
| Page 4 | Learning Intentions & Success Criteria |
| Page 5 | Literacy Position Paper |
| Page 7 | Numeracy Position Paper |
| Page 10 | Assessment Policy |
| Page 16 | Presentation Policies |
| Page 18 | Example timetable incorporating weekly minimum expectations |

OUR DEAN PARK CURRICULUM RATIONALE



Our Dean Park Curriculum develops...

Through...

Collaborative working across a committed staff team
A commitment to meeting the needs of all learners
Learning in the outdoors (Pentland Hills & Water of Leith)
Working with our supportive parent body

Our anti-poverty strategy. Strong community links
Ensuring wellbeing is at the ❤️ of all we do.
A positive welcoming school ethos
Our school values FLOURISH

Is underpinned by...

Diversity
Technology
Equality
Rights
Equity
Inclusion
Personalisation & choice





Core Expectations for Learning and Teaching



A Dazzling Dean Park Classroom Environment

**These are our core expectations for all classrooms at Dean Park Primary School.
Consistent signage and resources are used for display.**

All classrooms have the following:

| | |
|--|--|
| Visual Timetable | |
| Book Corner/Reading Snug Area displaying Diversity books | |
| Worry Monster | |
| Flourish Poster | |
| Well-Being Indicators displayed | |
| Literacy/Numeracy Working Wall | |
| Class Charter | |
| Recognition Board | |
| Zones of Regulation System | |
| Clearly labelled resource cupboards/trays | |
| Safe spaces for children if required | |
| Edinburgh Sound Chart – also in upper | |
| WALT/WILF TIB posters | |
| Talking Partners display (can be small) | |
| Grey/White/Gingerbread coloured display boards | |
| Dean Park Digital Code | |

Learning Intentions (WALT)

A learning intention is **What** the children are learning and it should be unpicked from the Experiences & Outcomes and the Significant Aspects of learning. Although the **How** and **Why** of learning are very important and should be shared/discussed with the children, they are not learning intentions.

Learning intentions should...

- Begin 'We are learning to...'
- Focus on the transferrable skill in the lesson
- Be discussed regularly throughout the lesson
- Be clearly shared with pupils and written up
- Help to differentiate between the learning and the activity;
- Emphasise what the child will learn, rather than what they will be able to do
- Support the child to stay 'on task'
- Allow child to take more responsibility for learning.
- Be written in weekly plans

Success Criteria (WILF)

Steps to success are what pupils are required to do to achieve the learning intention.

Steps to success should...

- Be specific
- Be explained clearly
- Be differentiated as appropriate
- Be revisited throughout the lesson and at the end, to allow pupils to evaluate their own progress
- Allow for self-evaluation
- Assist peer feedback
- Support teacher to provide quality, kind, specific, useful feedback

Pupils should be allowed time during the plenary to assess their own progress and establish next steps linked to the success criteria and how this relates to the bigger target for the block of learning.

TIB

Highlight the purpose of what we are learning, relating to real life examples.

Use the [career skills framework](#) as a guide: Employability, Communication, Problem Solving, Working with Others & Self-Awareness.

You may also want to refer to the Sustainable Development Goals:

<https://sdgs.un.org/goals>



Dean Park Primary School Literacy Position Paper

Reading

P1/2/3

- Reading is taught, not just heard
- 3 ability-based reading groups
- 4 sessions per week for P1-2 and 3 sessions for P3
- Adult working with each group daily
- Literacy rich programme is followed, as well as ORT tricky words and books
- A variety of texts are used to widen pupil experiences
- P1-2 reading sent home every night with guidance for parents

P4/5/6/7

- 3 planned sessions per week (1. 'Before/During Reading', 2. 'After Reading', 3. 'Follow up')
- CEC progression pathways used to plan reading opportunities
- Teacher works with group for extended time once a week (P4-7)
- Group Novels should last no more than 3 – 4 weeks. If pupils do not finish the entire text, they should be given the opportunity to take the books home to complete if they want
- Use a variety of Genre. This should include non-fiction (including short reads), poetry, play scripts etc.
- Don't send home core reading books once pupils are reading fluently – encourage reading for enjoyment
- Regular sessions of ERIC time should be given to promote personal reading
- All pupils will visit library regularly.

Writing

Under review Session 2024-2025.

Drawing Club will be used in P1.

Talk for Writing will be trialled across P2-P7.

Grammar progression planner used to plan grammar experiences

Handwriting

Agreed rhymes for letter formation will be used in P1-3 from RWI flashcards

Clear and neat presentation allows pupils to communicate effectively. Pupils should be able to write legibly with increasing fluency and speed by:

- Having correct pencil grip
- Knowing all letters start from the top, except d and e which start from the middle
- Forming all letters correctly
- Knowing the size and orientation of letters



Teaching Handwriting

There should be a minimum of 3 x 15-minute taught sessions (to include teacher modelling). Incorrect letter formation should be corrected, as should reversals. Some children will be targeted for more intensive intervention.

Model used

Dean Park Primary school uses the Nelson Thornes Handwriting scheme.

The break letters (letters that aren't joined from) are:

b g j p q x y z

Handwriting Jotters

In P1, children use whiteboards and multi sensory approaches, with some opportunities to use pencil and paper to record their writing

In P2-7, pupils may use A5 handwriting books with 4 lines, which give guidance for correct height of ascenders and descenders, where required.

Spelling

Literacy Rich used in P1-3. SWST scheme be used for spelling P4-7.

Listening and Talking

CEC progression pathways used to plan whole class experiences.

Talking partner activities are an integral part of learning and teaching across the curriculum. Talk partners should be changed on a regular basis to give children an opportunity to work with a variety of peers.

Consider trying oracy activities (School 21) as recommended by Edinburgh Learns.



Dean Park Primary School Numeracy and Maths Position Paper

Learning and Teaching

Children's experience of mathematics should enable them to develop:

- a secure understanding of the concepts and processes of mathematics
- the confidence to apply their skills in different contexts including the world of work
- essential numeracy skills which will allow them to participate fully in society
- an understanding of maths, its impact on our society, past and present and its potential for the future
- an understanding that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- an ability to interpret numerical information and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- the confidence to apply their skills and understanding and creatively and logically to solve problems, within a variety of contexts.

Planning

- Teachers should ensure that adequate pace and progression of numeracy/mathematics topics takes place. An example annual pace and progression planner provides a suggestion as how this could be accomplished. This is a guide and topics can be moved to better fit with cross-curricular links.
- Additional opportunities for application of learning in numeracy and maths through interdisciplinary learning will be planned as appropriate.
- In the Nursery, numeracy and maths are planned for as part of the ongoing experiences and activities, with one group focus session per week as well as planned SEAL experiences designed to support and challenge children.
- At Primary 1, 2 and 3, numeracy is taught 4 sessions per week using SEAL, and maths one session per week.
- In Primary 4, children who have not finished block 8 of SEAL should continue to be given weekly opportunities to progress through this. Whole class and differentiated teaching may also take place for those children who have finished the SEAL program and to cover Es and Os that are not covered by SEAL.
- All pupils experience at least 5 hours of discrete numeracy/maths per week, including a daily session of mental agility.
- The composition of maths groups may vary depending on the topic being taught. Where appropriate, a pre-topic assessment is carried out by the class teacher and the results used to inform the composition of the groups and the aspects which need to be taught.



Nursery to Primary 3/4

- Nursery, Primary 1, 2 and 3 use the SEAL planners for numeracy, supported by Teaching Number in the Primary Classroom ('the Green Book').
- Nursery, P1, 2 and 3 use one SEAL planner per group. The key adult ticks and dates the lines of progression as they are completed.
- For P1, P2 and P3 use one **benchmarking overview plan for the whole class** to track coverage and assessment **in maths only**, in the same way as it is used in Primary 4 to 7 (see below). Please note, teachers do not need to fill in the 'number processes' section as detailed tracking and evaluation will be contained in the SEAL planners.

Primary 4 to 7:

- One **plan** is used **per class** to track coverage and assessment (these list the benchmark criteria for each outcome).
- Each of the benchmark criteria for a particular outcome is **ticked** and **dated** once they have been completed and any 'shocks and surprises' noted in the WT (working towards) and AB (achieving beyond) columns next to the relevant outcome.

Mental Agility

- Mental agility is taught based on the City of Edinburgh Mental Agility Progressions and Guidelines.
- Teachers plan a short session of quality whole class mental maths every day e.g Daily Ten, maths warm-up etc. Resources may be used to supplement this, such as Big Maths Beat That or CLIC maths.
- The Dean Park Mental Agility Tracker can be used for each block. Teachers should tick and date these when covered. Most learning outcomes will be covered more than once across the year.
- Mental agility is taught as a whole class experience and is challenging.

Assessment

- Assessment is ongoing and formative, using a variety of strategies.
- There are assessments available on the Heinemann Active website.
- Regular discussion with SLT will help to ensure that learners who are not on track get appropriate support and intervention.
- Teachers in Primary 1 to 3 use SEAL assessments to assess pupils' stage of early arithmetical learning, as required, to assist them in forming their numeracy teaching groups.
- AiFL strategies are embedded in daily maths lessons, including opportunities for peer and self-assessment.



Creating a learning environment where everyone has the opportunity to flourish...

- Word problems are a very effective tool for assessing progress and skill development. Opportunities to practice these should be built into planned experiences.
- Dean Park numeracy and maths assessments will take place twice a year during assessment weeks. Primary 1, 4 and 7 teachers can use these at their discretion, in combination with NSAs.



Assessment Policy

At Dean Park we understand that assessment is an essential part of daily teaching and learning and plays an important part in creating an environment where all learners can flourish.

Why do we assess children's learning?

We assess children's learning to:

- Support learning and enable all learners to have the best chance of success
- Check progress against national standards and expectations
- Contribute to planning for children's next steps for learning and identify any additional support they might need
- Inform planning for future teaching and learning
- Summarise children's achievements (e.g. at the end of a year or level)

How do we assess?

Teachers assess constantly as an integral part of daily learning and teaching. We do this in a range of different ways, for example, by watching and listening to learners completing tasks, by looking at what they write, make and do, and by considering how they answer questions.

We use evidence about learning to provide useful feedback to learners, to adapt learning and teaching approaches to meet their needs and to revisit areas where learning is not yet secure.

Teachers use a range of assessment approaches to assess the many different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do, and how they can apply their learning to unfamiliar contexts.

What does effective assessment look like at Dean Park?

Effective ongoing assessment is about establishing where children are in their learning, where they are going and how best to get there.

Planning

Assessment is planned using the curriculum benchmarks and progression pathways. Key assessment weeks will be detailed on the Termly Plan.

Daily Assessment is For Learning (AiFL) strategies

These are ongoing learning strategies used to regularly monitor and assess progress in a child-friendly way, and to help children to become more reflective and independent learners.

Staff regularly use assessment for learning strategies to gauge children's understanding, help them develop into autonomous learners, set aspirational but achievable goals and monitor progress. Examples include:

- Using whiteboards and "1-2-3 show me" to gauge understanding
- Using talk partners or think-pair-share strategies
- Giving children enough wait time to process and respond to questions
- No hands up questioning using lolly pop sticks or name generator
- Multiple choice questions (e.g. Kahoot quizzes)



Clear learning intentions and success criteria

We have a consistent whole-school approach towards sharing learning intentions and success criteria with children. Each class uses WALT (We Are Learning To) to clearly communicate what we want children to know, understand or be able to do and WILF (What I'm Looking For) to share "I can..." or step-by-step statements about what children need to do to achieve the learning intention. These can then be used by staff and children to assess learning. TIB (This Is Because) is used alongside WALT & WILF to make links to real life contexts and to highlight particular skills being learned through lessons or blocks of lessons.

Pre/Post Assessments

These are carried out before a unit of teaching to find out what children already know, or what they have learned and to help teachers plan for next steps and differentiation. Sometimes additional assessments may take place sometime after the unit of teaching, to measure what pupils have retained and to see if they can apply their learning within a different context.

Feedback

It is important that children are given timely, specific and evaluative feedback on their learning. Time to respond to feedback should be built into lessons. Examples of individual feedback include:

- Whole class evaluations (e.g. What have we learned so far? What did we find tricky? Where do we need to go next in our learning? How are we going to get there?)
- Written or verbal feedback that include feed-forward comments to help children understand their next steps for learning.
- Learning conversations between children and their class teacher to discuss their progress and co-create their next steps for learning.
- Peer and self-assessment. Children should have regular opportunities to practise self-assessing their own and others' learning against the success criteria.

When do we assess against national standards?

National Standardised Assessments (NSAs)

Children in P1, P4 and P7 complete online standardised assessments in literacy and numeracy. The assessments help to identify children's progress and provide diagnostic information to support teachers' professional judgement. The assessments are adaptive and are as inclusive as possible to accommodate the needs of children who require additional support. There is no pass or fail and children do not have to revise or prepare for these assessments.

SWST/ SWRT

We use the Single Word Spelling Test (SWST) and the Single Word Reading Test (SWRT) to assess children's progress in spelling and reading.

Teacher Judgement & Achievement of a level

Staff use evidence of learning from a broad range of contexts to check how a child is progressing and that their learning is secure. Evidence will come from day-to-day learning as well as from specific assessment tasks and activities.



For learners to demonstrate that they are making progress against the benchmarks and that they have achieved a level, they need to show that they:

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

Teachers will use these three aspects in a 'best-fit' model to decide when a child has met agreed expectations and achieved a level, either in a part of a curriculum area such as reading, or in a whole curriculum area.

Achievement of a level judgements are made in relation to the benchmarks for Reading, Writing, Listening and talking, Numeracy & Mathematics and Health & Wellbeing. These are submitted at the end of P1 (Early Level), P4 (First Level) and P7 (Second Level). If a child does not achieve a level, they should continue to access learning at the level they are currently working within.

Progress and wellbeing meetings

Teachers meet with the Senior Leadership Team four times per year to track children's progress and plan for interventions. This information is also shared at points of transition, such as at the end of the year when children are moving on to their next teacher.

Moderation

We create regular opportunities to moderate our judgements across year group teams and stage levels. This is to ensure all staff have a shared understanding of what achievement of a level 'looks like' and to create a consistent approach towards standards and expectations.

Reporting on progress and achievement

Parents will get regular information about their children's strengths, progress and achievements. This information will be shared through our online communication tool, Learning Journals, in written reports, through learning conversations and during parents' evenings.

Link to Curriculum for Excellence Benchmarks:

<https://education.gov.scot/improvement/learning-resources/curriculum-for-excellence-benchmarks/#>

We robustly monitor learning, teaching and assessment processes through our self-assurance calendar.



Assessment at Dean Park Primary School

Minimum Expectations for Staff

Literacy

- National Standardised Assessments (NSA) carried out annually for P1, P4 & P7.
- Single Word Reading Test (SWRT) & Single Word Spelling Test (SWST) carried out for P3-7 annually.
- Writing Assessment carried out twice a year during planned assessment weeks and assessed using Big Writing criteria.

Numeracy

- National Standardised Assessments (NSA) carried out annually for P1, P4 & P7.
- Dean Park Numeracy Assessments carried out for P1-7 twice a year, during planned assessment weeks. (P1,4, and 7 teachers can use these at their discretion, to supplement NSAs)
- End of block assessments carried out for each topic covered.

Other Curricular Areas

- One assessment per term focusing on a different curricular area.

In addition to the above, you could also try the following assessment strategies:

| Literacy | Numeracy | | |
|---|---|-----------------|------------------------|
| Literacy Rich end of block assessments Weekly spelling tests Oracy assessments (school 21) Listening and Talking assessment rubrics – talk partners/prepared talks Microsoft Forms Kahoot quizzes Observations | Sumdog diagnostic assessments End of topic assessments – TeeJay/Heinemann Pre/post topic assessments Big Maths Beat That CLIC maths SEAL assessments Kahoot quizzes Observations | | |
| Other Curricular Areas | | | |
| Examples of Assessment Evidence | | | |
| 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 | Mind map | Product | Market and launch |
| Peer assessment | Report | Game | Presentation to others |



Creating a learning environment where everyone has the opportunity to flourish...

| | | | |
|------------------|-------------------|---------------------|--------------------------------|
| Self assessment | Poster | Video | Take photo |
| Group discussion | Make notes | Jingle | Dance |
| Debate | Planner | Art work | Experiment |
| Questioning | Poem | Jigsaw | Slideshow |
| Agreeing targets | Story | Toy | Singing/Performing |
| Narration | Recipe | Map | Visit/Tour |
| Interview | Leaflet | Plan | Activity/Game |
| Hotseating | Play script | Animation | Research |
| Verbal response | Summary | Textile | Survey |
| Instructions | Quiz | Cutting activities | Jigsaw |
| Recall | Song | Plasticine | Excursion |
| Show and tell | Detailed drawings | Sand/foam | Show and tell |
| Thinking hats | Essay | Interactive display | Ed City |
| Presentation | Comic | Storyboard | Run a workshop to teach others |
| Role play | News article | Podcast | Puppet show |
| Evaluations | Email | Garage band | Animation |

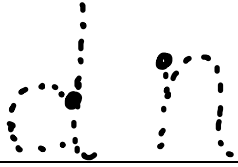











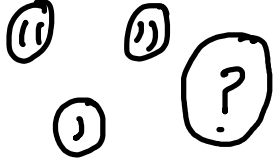



Two assessment weeks have been set aside in our annual calendar. The results of these assessments will help to contribute towards your teacher judgement about children's progress. This will then inform discussions at parent consultations and in learning conversations/end of year reports.

Overviews of assessment evidence should be kept in forward planning & assessment folders.

Pieces of work should be kept in each child's individual assessment folder.



Writing Marking Symbols:

| | | | |
|---|-----------------------------|--|---|
|  | Letter formation |  | Re-read to check something |
|  | Finger spaces |  | This doesn't make sense |
|  | Sitting letters on the line |  | Spelling |
|  | Capital letters |  | New sentence |
|  | Full stops |  | New paragraph |
|  | Something's missing |  | Check your grammar (tense, subject verb agreement, first/second person) |
|  | Other missing punctuation |  | Develop your ideas |
|  | What went well |  | Next steps |

Presentation Policy

Lined Jotters

- Write your date in the left margin and your title in the middle.
- Underline **only** the writing – not the full length of the jotter – using a **ruler**!
- If you are continuing the page underneath another piece of work...
 1. Leave 1 line under last piece of work.
 2. Draw a full line along the length of your jotter using a **ruler**!
 3. Write your date and title directly underneath this line and underline it using a **ruler**.
- **Always** miss 1 line after your date and title!
- Do not miss pages between pieces of work.

I knew that I had it in me to achieve jotter perfection. I worked hard on my work so I thought I should try really, really hard to make sure that my jotter was as neat as my work is!

10/03/24

How to Achieve Jotter Perfection

Start writing here...



Presentation Policy

Squared Jotters

- Write your date in the left margin and your title in the middle.
- Underline ONLY the writing – not the full length of the jotter!
- If you are continuing the page underneath another piece of work...
 4. Leave 1 line of boxes under last day's work.
 5. Draw a full line along the length of your jotter.
 6. Write your date and title directly underneath this line.
- ALWAYS miss 1 line of boxes after your date and title!

For maths and numbers...

- Each box should contain only 1 number or symbol!
- Leave 1 box between, above and underneath every sum.
- All questions should be written with a dot after them – 1.
- All parts of the question should be written with brackets - a) b) c)

[illegible]

Example Weekly Timetable incorporating weekly expectations:

| | Before School | Before Break | | After Break | | After Lunch | | | After School |
|-------|---------------|--|---|------------------------------------|--|--|--|--|--------------|
| Mon | FLOW | 9-10: Spelling Hour New words to each group, discuss patterns, independent practice | 10-10.20: Modelled handwriting Model the handwriting goal for the week. | Milk and Newsround/ class story | Numeracy/Maths | Silent Time (15 mins) ERIC | <u> literacy input</u> In this short session, I introduce the key 'grammar' focus for the week, e.g. speech marks/past tense. This is often revision of weak spots in learning, but can link to weekly writing. | <u>Reading Groups</u> Support – practice the literacy input/revision. Core – read with teacher Challenge – pre-read task/follow up task from last week. | |
| Tues | FLOW | PE (1 hour) | HWB focus (class discussion, links to assembly etc) | Milk and Newsround/ class story | Numeracy/Maths | Silent Time – Handwriting) | <u>Reading Groups</u> S- read with teacher C- follow up task Ch-practice literacy input | IDL | |
| Wed | FLOW | NCCT NCCT teacher covers two areas per term, e.g. languages and maths, or PE and RME. Areas are chosen to be more 'stand-alone' so the NCCT teacher can plan and assess these curricular areas. This reduces timetable pressure – in this example, the NCCT is covering maths and RME, so only 4 other maths/numeracy sessions are planned. | | | <u>Reading Groups</u> Support – follow up task Core – practice literacy input Challenge – Read with teacher | Library Time – personal choice. Teacher reads with insecure readers. | *IDL | | |
| Thurs | FLOW | <u>Dictation</u> Short session – 15 mins with 1 sentence per group, on WBs, active marking with group. | <u>Writing</u> Main writing lesson – this can be a discrete lesson, a focus on the grammar revision for that week, or even part of a bigger piece of writing you are building up to through IDL or across a few weeks. | Milk and Newsround/ class story | Numeracy/Maths | PE | Assembly | Handwriting practice (Independent, check-ins with key children.) | |
| Fri | FLOW | Numeracy/Maths | | Milk and Newsround/ class story | *IDL | Change Talk Partners Awards Weekly Review | | <p><u>*IDL</u> This works best when you block other curriculum areas, rather than try to cover all each week. E.g. 2 terms RME, 2 terms modern languages. Plan IDL that links to literacy where possible. E.g. science on food chains or water cycle links very well to reading non-fiction texts and using reading as research, then building up to writing a non-chronological report linked to the topic.</p> | |