



# Braehead School Learning, Teaching and Assessment Policy

*Our Vision - grow together, work together, achieve together! Be the superhero in your own story!*

*Our Values - believe, respect, achieve, encourage, honesty, equality, acceptance, determination.*



'Throughout our Learning and Teaching at Braehead, we reference the articles of the UNCRC and strive to work as a Rights Respecting School'.

Learning and Engagement	Quality of Teaching
<ul style="list-style-type: none"> <li>◆ We are committed to building positive relationships, getting to know our learners interests and individual needs</li> <li>◆ We strive to provide a calm and purposeful climate for learning where expectations and aspirations are high</li> <li>◆ Learning intentions, success criteria and social goals are used to allow children to lead, apply and evaluate their learning</li> <li>◆ We make clear links with previous learning and ensure experiences are purposeful, relevant and meaningful</li> <li>◆ We use a variety of teaching approaches to ensure our learning is appropriately paced, challenging and motivating</li> <li>◆ We consider the most effective use of resources and supports, adapting where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>◆ We aim to create lessons that promote curiosity, creativity and exploration to develop and extend their range of skills and knowledge</li> <li>◆ Our lessons have a clear structure with appropriate starter, engaging activity and plenary which checks understanding of success criteria</li> <li>◆ We give clear instructions and explanations, checking for understanding through the use of a range of strategies</li> <li>◆ Digital technologies are used to support, extend and enhance learning experiences and knowledge</li> <li>◆ We give learners feedback in a variety of ways to support, challenge and identify next steps allowing time to reflect on and improve their work</li> <li>◆ We use a range of questioning techniques to develop higher order thinking skills, building</li> </ul>
Effective use of Assessment	Planning, Tracking and Monitoring
<ul style="list-style-type: none"> <li>◆ A range of assessment approaches using a say, make, write do approach include opportunities for self/peer assessment are used to ensure appropriate and timely interventions, monitor and evaluate children's progress and attainment and to help inform transitions and reporting to parents</li> <li>◆ National Benchmarks are used to inform planning and identify appropriate success criteria and next steps.</li> <li>◆ Learning conversations and target setting throughout each term allow children to reflect on their targets and collect evidence of achievement</li> <li>◆ Our professional judgements are based on a range of assessment evidence, such as day to day learning, observations, standardised assessment, moderation activities, planned assessments within learning journeys and SNSA analysis.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Progression pathways are used for the basis of all planning to ensure depth, breadth and application</li> <li>◆ Clouds of Wonder are used as a tool to ensure learners are fully involved in the planning process</li> <li>◆ Audit of Pupil wellbeing is central to effective planning and identification of those requiring additional support or challenge—academically, socially or emotionally. Interventions are planned, implemented and reviewed.</li> <li>◆ Use of tracking data is used to measure pupil progress and termly meetings allow us to reflect, evaluate and identify next steps.</li> <li>◆ Learning Journeys are used to collate a range of evidence at key milestones, transitions and achievement of a level</li> </ul>