



Carlisle
Primary School

LEARNING, TEACHING AND ASSESSMENT POLICY



Courage

We face challenges with bravery and a positive mindset.



Respect

We treat everyone with kindness and consideration.



Responsibility

We take ownership of our actions and strive to do our best.



Honesty

We are truthful and act with integrity.



Kindness

We look after one another and our school.



Trust

We are reliable, support each other and believe in one another.



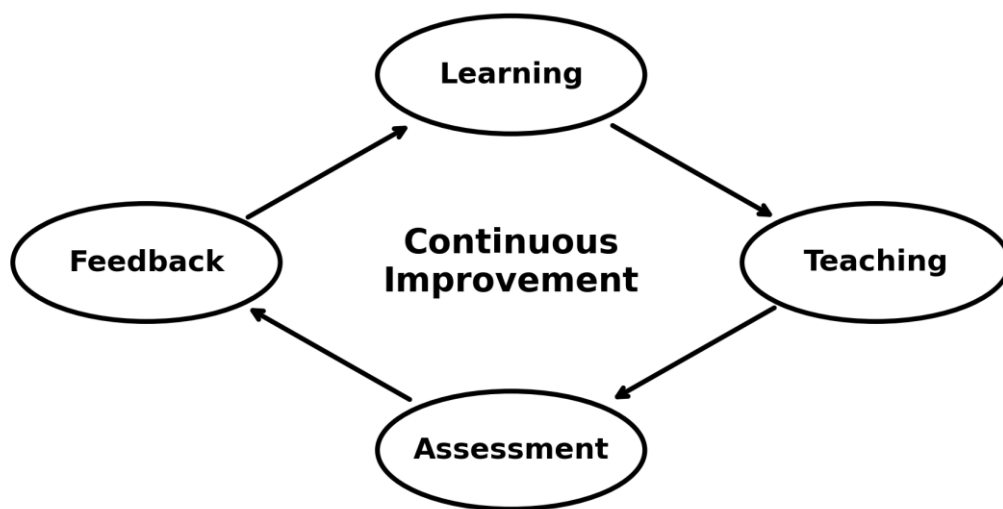
WORKING TOGETHER STRIVING FOR EXCELLENCE





Carluko Primary School

Learning, Teaching and Assessment Policy



1. Rationale

At Carluko Primary School, we are committed to delivering high-quality learning, teaching and assessment which enables all learners to achieve their full potential. Our approach reflects the values and entitlements of the Curriculum for Excellence and is underpinned by a strong focus on equity, inclusion and continuous improvement. Effective learning and teaching engages and motivates learners, provides appropriate challenge and support, responds to learners' needs, and leads to improved outcomes for all.

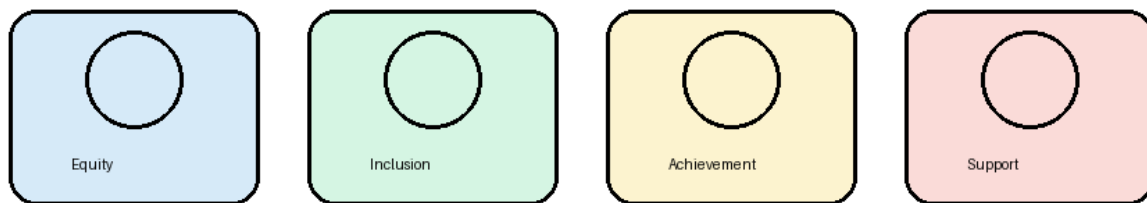
2. Learning and Engagement

We aim to create learning environments where all learners are actively engaged, motivated and involved in their learning. Learners are supported to understand the purpose of their learning and what success looks like, while learner voice is valued and encouraged throughout the school. Staff plan engaging learning experiences that meet the needs of all learners and provide opportunities for independence, resilience and confidence to develop.

3. Learning and Teaching Approaches

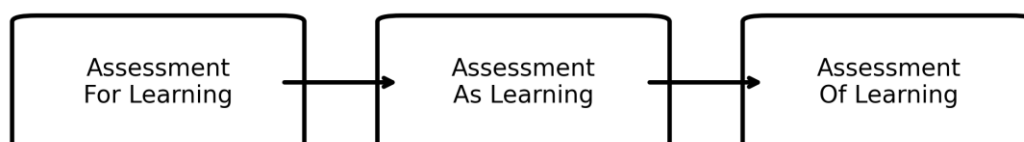
High-quality teaching is central to improving outcomes for all learners. Teaching approaches include a balance of direct instruction, active learning and collaborative learning experiences. Appropriate pace, challenge and support are provided to ensure learners make progress. Staff use a variety of teaching strategies, including questioning, modelling and scaffolding, to deepen understanding and promote higher-order thinking.

4. Inclusion and Equity



We are committed to ensuring all learners have equitable access to high-quality learning experiences. High expectations are maintained for every learner and barriers to learning are identified and addressed proactively. Staff provide targeted support where required and monitor the progress of all learners, particularly those at risk of underachievement, within an inclusive and respectful environment.

5. Assessment and Feedback



Assessment is integral to learning and teaching and is used to support progress and achievement. A range of formative and summative assessment approaches are used to inform professional judgement and next steps in learning. Feedback is timely, specific and focused on improvement, ensuring learners understand their progress and how to improve further. Opportunities are provided for learners to reflect on and respond to feedback as part of the learning process.

6. Planning for Progression

Planning for learning ensures continuity and progression across all stages. Learning is planned using Experiences and Outcomes alongside national benchmarks to ensure consistency and challenge. Collaborative planning supports professional dialogue and helps staff meet the diverse needs of learners while maintaining appropriate pace and progression

7. Tracking, Attainment and Wider Achievement

Learner progress is tracked regularly to ensure all learners achieve their potential. Data is used to identify gaps in attainment and inform targeted interventions where required. Wider achievement is recognised and celebrated across the school.

8. Roles and Responsibilities

All staff are responsible for delivering high-quality learning, teaching and assessment while maintaining high expectations for all learners. Staff engage in ongoing professional learning and self-evaluation to support continuous improvement. School leadership provides strategic direction, monitors the impact of this policy and ensures consistency in practice across the school.

9. Non-Negotiables

The following are consistent expectations across all classes:

- Clear learning intentions and success criteria
- Regular use of formative assessment
- High-quality feedback focused on improvement
- Evidence of differentiation
- High expectations for all learners

10. Final Statement

This Learning, Teaching and Assessment Policy reflects our shared commitment to continuous improvement and ensuring the best possible outcomes for all learners. Through high-quality learning experiences, effective teaching approaches and meaningful assessment practices, we aim to support every learner to achieve success and fulfil their potential.



WHAT A GREAT LESSON LOOKS LIKE

in Carluko Primary School



01 STARTER TASKS



May be used to assess prior learning and settle the class but most importantly starter tasks should motivate, stimulate curiosity and get the pupils ready for learning



02 PLANNING



- Starting point – experiences and outcomes
- Responsive and progressive
- Differentiation – by task, by outcome, by assessment
- Clear Learning Intentions and Success Criteria – encourage learners to be involved in co-constructing SC
- Opportunities for Moderation
- Use of Technology
- Provide opportunities to learn outdoors
- Play based learning
- Cross curricular links evidenced
- Engaging experiences

03 MEETING LEARNERS' NEEDS



- High expectations and aspirations for all learners
- Build in appropriate pace and challenge
- Variety of teaching approaches
- Set termly individual learning targets
- Opportunities for learners to reflect on their learning
- Targeted support
- Effective use of Support Assistant

04 LEARNING EXPERIENCES



- Build a positive and nurturing classroom ethos
- Promote a growth mindset
- Provide opportunities for pupils to lead their learning
- Promote higher order thinking skills
- Effective use of questioning – plan questions that make learners think or give the teacher evidence of learning
- Incorporate personalisation and choice
- Use modelling
- Promote high levels of pupil engagement



05 ASSESSMENT AND ATTAINMENT



- Summative and formative assessment used
- Track & monitor regularly
- Use of data
- Benchmarks
- Variety of assessment approaches
- AiFL strategies used in lessons



06 SKILLS DEVELOPMENT



- Skills for Learning – develop thinking skills which will encourage deep learning
- Skills for Life – develop core skills required to enable learners to make meaningful contributions
- Skills for Work – skills developed in relevant and real life contexts
- Learners can talk about and apply their skills
- Pupil leadership opportunities



07 VISIBLE LEARNING



- Child led displays
- Engaged, on task pupils
- Independent learners
- Self/peer evaluation
- Effective feedback
- Confident learners with a clear understanding of their next steps
- Restorative conversations/ positive relationships policy



08 PLENARY



- Relates back to the success criteria and learning intentions
- Allow for moments of reflection
- Discussion of next steps



09 SKILLS FOR LIFE, LEARNING AND WORK



We develop the skills, knowledge and values our learners need to thrive today and succeed tomorrow.



LEARN

Think creatively, reflect and keep improving



LIVE

Be confident, resilient and responsible



WORK

Collaborate, communicate and contribute



WORKING TOGETHER, *striving for excellence*





WHAT A GREAT CLASSROOM LOOKS LIKE

in Carluke Primary School



1 ENVIRONMENT



Classroom environment is calm, safe and welcoming



Classroom is well organised and well resourced



Learning displays are child led and celebrated



Environment encourages independence and ownership of learning



Learning spaces are flexible and purposeful



Pupil voices are visible and valued



Environment promotes wellbeing and respect

2 STRUCTURES AND ROUTINES



Clear and consistent routines are in place



Transitions are smooth and well managed



Expectations are high and consistently reinforced



Routines promote independence and responsibility



Time is used effectively to maximise learning



Behaviour for learning is positive and restorative



Clear systems support organisation and learning

3 LEARNER MOTIVATION



Learners feel valued, respected and included



Learning is relevant, engaging and meaningful



High expectations inspire learners to do their best



Praise and recognition celebrate effort and achievement



Learners have a voice in their learning



A growth mindset is promoted



Positive relationships drive motivation

4 LEARNER SKILLS



Learners can think critically and solve problems



Learners are independent and resilient



Learners collaborate and communicate effectively



Learners are reflective and self aware



Learners show creativity and curiosity



Learners can apply skills in real life contexts



Learner leadership opportunities are encouraged

5 SUPPORT STRATEGIES



All learners are known, understood and supported



Individual needs are identified and addressed



Targeted support is timely and effective



Support Assistant input is purposeful



We work together with families and partners



Inclusive practices ensure no one is left behind



Wellbeing needs are prioritised



Support helps every learner to succeed



WORKING TOGETHER, *striving for excellence*





LEARNING, TEACHING AND ASSESSMENT POLICY



1 LEARNING AND ENGAGEMENT



We aim to create learning experiences that encourage children to be active, motivated, confident, and involved in their learning.

In our school, children will:

- ✓ Take part in meaningful and enjoyable learning experiences
- ✓ Understand what they are learning and what success looks like
- ✓ Have opportunities to share their ideas and opinions about their learning
- ✓ Be encouraged to develop independence, resilience, and confidence
- ✓ Feel supported and motivated to try their best



Staff will:

- ✓ Build positive relationships with children and their families
- ✓ Plan engaging learning experiences that meet the needs of all learners
- ✓ Encourage learner voice, independence, resilience, and confidence in every classroom
- ✓ Create a welcoming and supportive learning environment for all children

2 LEARNING AND TEACHING APPROACHES



We use a variety of high-quality teaching approaches to support the different needs and strengths of our learners.

In our school, children will:

- ✓ Experience a balance of teacher-led learning, active learning, and opportunities to work with others
- ✓ Be appropriately challenged and supported in their learning
- ✓ Be encouraged to think deeply, ask questions, and develop understanding
- ✓ Receive clear explanations and guidance to help them succeed



Staff will:

- ✓ Use a range of teaching strategies to support learning and engagement
- ✓ Adapt learning to meet individual needs
- ✓ Use effective questioning to develop thinking and understanding
- ✓ Provide clear explanations, modelling, and support where needed
- ✓ Encourage children to become confident and independent learners

3 ASSESSMENT



Assessment helps us understand children's progress and identify the next steps in their learning.

In our school, children will:

- ✓ Take part in a range of assessment activities that support learning
- ✓ Receive regular feedback to help them improve
- ✓ Be supported to understand their strengths and next steps
- ✓ Be encouraged to reflect on their own learning and progress



Feedback helps us grow!

Staff will:

- ✓ Use ongoing assessment to check understanding and inform teaching
- ✓ Use a range of assessment approaches, including formative and summative assessment
- ✓ Ensure assessment is meaningful, manageable, and appropriate
- ✓ Provide timely feedback to support progress and achievement
- ✓ Use assessment information to plan next steps in learning

4 INCLUSION AND EQUITY



We are committed to ensuring every child feels included, valued, safe, and supported.

In our school, children will:

- ✓ Feel nurtured, respected, and part of the school community
- ✓ Have trusted adults who support their wellbeing and learning
- ✓ Learn in a safe, structured, and predictable environment
- ✓ Receive support to help overcome barriers to learning



Staff will:

- ✓ Create nurturing classroom environments with clear routines and expectations
- ✓ Build positive relationships that support children's wellbeing
- ✓ Identify and respond to barriers to learning as early as possible
- ✓ Provide targeted support where needed
- ✓ Keep accurate and up-to-date records to ensure children's needs are understood and supported effectively

5 TRACKING AND ATTAINMENT



We track and monitor progress to ensure every child is supported to achieve their full potential.

In our school, children will:

- ✓ Have their progress regularly monitored and discussed
- ✓ Be involved in conversations about their learning and achievements
- ✓ Receive support quickly if they need extra help
- ✓ Be encouraged to celebrate progress and success



Staff will:

- ✓ Use assessment and tracking information to inform teaching and support
- ✓ Monitor attainment and progress over time
- ✓ Work together professionally to discuss children's progress and next steps
- ✓ Evaluate the impact of interventions and support strategies
- ✓ Use a "Fact, Story, Action"



6 PARTNERSHIP WITH FAMILIES

We believe strong partnerships between home and school are essential for children's success.



We will communicate openly and regularly with families



We will celebrate achievements and share progress



We will work collaboratively to support children's learning and wellbeing



We will listen to and value parent and carer feedback



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