# Learning, Teaching and Assessment Policy – Fortrose Academy

## Learning and Engagement

- We are ambitious for all our learners and this translates into high expectations in every class.
- We build positive relationships in our classroom and apply our Positive Behaviour Policy consistently.
- We share the purpose of learning and work with learners to create specific Learning Intentions/Success Criteria (often linked to benchmarks) which pupils understand and which are used by us and pupils to evaluate learning and set next steps.
- We use a variety of teaching approaches and contexts to ensure learning is appropriately paced, challenging and enjoyable for each individual learner.
- We provide opportunities for all learners to work co-operatively and collaboratively.
- We use a variety of differentiated approaches and supports, including effective use of our pupil support staff, to meet the needs of all our pupils.
- We plan class and homework activities which prepare, consolidate and extend learning, thus promoting pupils' independent learning and responsibility.

## Quality of Teaching

- The quality of learning and teaching is consistently high both in the classroom and across the school.
- Our lessons have a clear structure with starter, learning activities (Say, Write, Make, Do) and a plenary which checks understanding of success criteria.
- We give clear explanations and instructions and check that all pupils understand.
- We use skilled questioning to promote deeper understanding and to develop higher order thinking skills.
- We support learners to identify and discuss core and transferable skills.
- We strive to deliver creative and innovative teaching approaches which motivate our pupils.
- We use digital technology, including Google Suite, to support and enrich learning.
- We use a range of feedback approaches to ensure pupils know their strengths and next steps in learning.

## Effective use of Assessment

- Assessment is integral to our planning. Benchmarks and SQA standards, including literacy, numeracy and health and wellbeing, are embedded in success criteria and in our classroom dialogue.
- We assess pupils' progress by 'working the classroom' and making interventions, as required.
- We use learning conversations with pupils to assess progress and identify next steps in learning.
- We use a variety of assessment approaches to allow for depth, breadth and application of learning.
- We work with colleagues to share standards and build confidence in making a judgement on CfE levels/SQA grades (moderation).
- Benchmarks and SQA standards are shared with and used by pupils. Our pupils know the level they are working at and how to improve.
- Our professional judgements are based on a range of assessment evidence such as day-to-day learning, homework and planned assessments.

## Planning, Tracking and Monitoring

- In order to plan effectively, we consult our 'Pupil Needs' file to source ASN information on SEEMiS to ensure use of appropriate strategies.
- We build on prior learning to ensure each pupil is challenged appropriately.
- We consult our 'Pupil Needs' file to identify pupils who are facing additional challenges, such as socio-economic disadvantage. We plan interventions and provision of resources to ensure all our pupils are well supported.
- We contribute to each pupil's profile by recording tracking data at Faculty and school level. Tracking meetings will take place between SMT and HOD.
- We use tracking data including SNSA and RAG to measure pupils' progress and the impact of planned interventions to inform next steps both throughout the year and at times of transition.
- We will communicate information about progress to parents and Guidance regularly.
- We seek pupil views and involve them in reviewing and planning learning.

**This policy sits alongside the School Vision, Values and Aims, the School Improvement Plan and the Self-Evaluation Policy.**