

Learning and Engagement	Quality of Teaching
- At Elrick School we pride ourselves in having a nurturing environment, underpinned by our agreed values – KIND; RESPECTFUL and SAFE. - Staff work collaboratively with parents, families and multi-agency partners to support children. - Staff implement a variety of approaches to support children's wellbeing and remove barriers to learning. Children's wellbeing is monitored through a regular wellbeing audit. - Technology is used to complement and support learning experiences. - Staff are encouraged and supported to be innovative and creative, exploring new pedagogies to meet children's needs with relevant and motivating learning experiences. - Assessment strategies are embedded in the learning process and learning experiences are differentiated to meet the various needs.	- Relationships are key. Staff treat all pupils with respect and develop positive relationships, thus creating an ethos which is conducive to learning, supporting children to 'give it a go'. - Consistent high-quality learning and teaching is evident across classes. - Staff willingly support one another and share good practise. - Wider achievements are tracked and shared at monthly celebration assemblies. - Thinking Routines are implemented throughout the school to promote critical thinking and encourage children to make their ideas visible. - Learning Intentions and Success Criteria are visible and referred to across all stages and subject areas to ensure pupils understand the purpose of their learning and what they, as learners, need to do to be successful. - Learners play an active role in the school.
Effective use of Assessment	Planning, Tracking and Monitoring
- Assessment evidence is used to identify areas of strength and next steps learners. - Teacher feedback provides next steps and areas for development. - Self-assessment and peer assessment are used, using strategies such as 'Tickled Pink/Green for Growth' and 'Two stars and a wish'. - A variety of effective assessment approaches are implemented and evidenced. These include: RAGGED observations; Highland Literacy Reading Assessments; Maths Recovery; End of unit assessments; Learning conversations; Schonell spelling assessments; Single Word Spelling Tests; Benchmark Assessments; Pre and Post topic assessments; National Standardised Assessments for Scotland - Moderation processes and approaches are applied to support consistency in standards and expectations.	- We believe that planning should be in a format that benefits the teacher and the class. Children should be fully involved in planning and assessment of their learning. - Pupil progress is tracked in three blocks across the school year (Nov/Feb/June). Teachers work with stage partners and across stages to moderate the tracking process. 20/60/20% trackers are used to highlight where challenge and support is required. - Long/med/short term planning is used to ensure breadth, balance and depth of learning whilst considering changes in individual needs and interests. Staff are encouraged to plan collaboratively. - SLT meet with staff each block to discuss progress and review planning and tracking. - QA visits are planned collaboratively with staff with an agreed focus. - School referral process in place to highlight where targeted support is required. - Robust planning process in place for children with additional support needs.

