Seaton School – Learning, Teaching and Assessment Policy

Learning and Engagement

At Seaton …

- We work effectively in partnership within the diverse and unique Seaton community to ensure a purposeful, inclusive and relevant curriculum.
- Are ambitious for all our learners and encourage them to be positive, determined, resilient, creative and curious to develop the skills for learning, life and work.
- Keep the Rights of the child at the heart of all relationships and the work of the school. We model respectful, inclusive and supportive relationships and take a consistent, trusting and nurturing approach to promoting positive behaviour.
- Ensure that learners, parents and carers have a voice and choice within our school and ELC, and this influences genuine change.
- Actively promote a supportive ethos which values the making of mistakes as integral to learning.
- Build upon prior knowledge, understanding and skill development to ensure progression.
- Support learners to understand the purpose of their learning through consistent use of specific learning intentions and success criteria in partnership with learners.
- During conversations with learners, we use our shared language of learning to evaluate progress and plan next steps.
- Value the important role that parents and carers play at supporting their child through their learning.
- Are developing a culture of feedback across our school and ELC, which values and uses feedback as part of their learning process for both children and adults.
- Support learners to be independent using a wide range of resources, working in partnership with them to set appropriate pace and challenge.
- Aspire to engage all learners through varied and differentiated teaching approaches, including opportunities for collaborative learning.
- Measure learner engagement, where appropriate, to develop next steps.

Quality of Teaching

At Seaton …

- Provide learning opportunities that are purposeful, relevant and have appropriate breadth, depth and challenge.
- Plan regular opportunities for learners to apply their learning across a range of contexts and curricular areas, making meaningful connections.
- Regularly check understanding throughout the lesson.
- Meaningful plenaries are used to gauge learner understanding against success criteria and provide opportunities for self - reflection.
- Deliver lessons which ignite determination, creativity and curiosity in our learners through using varied creative teaching approaches.
- Responsive to the emerging needs of learners in our care.
- Know all learners well and effectively differentiate the curriculum to support individuals.
- Support learners to set their own levels of pace and challenge through varied means such as learning in a more complex context, varying the levels of support and by varying task complexity.
- Look beyond the confines of our classroom to capitalise on sources of support available across our school and out with to ensure successful learning.
- Use a wide range of learning environments, including our local outdoor space to motivate learners.
- Aspire to make creative use of digital technology to develop and extend digital skills as well as enriching all learning, deepening understanding, promoting engagement, independence and choice.
- Aim to use higher order questioning to promote curiosity, independent thought, opportunity to confidently express views and evoke interest.
- Promote a shared language of learning and use a range of approaches to ensure all learners know where they are in their learning, where they are going to next and how they are going to get there.
- Inspire motivation by promoting a sense of connection within our classrooms and school.

Effective Use of Assessment

At Seaton …

- Possessing a clear understanding of each individual's learning journey and the steps required to achieve this.
- Developing a robust, valid, reliable and consistent approach to assessment, which is integral to effective and responsive planning of learning and teaching.
- Supporting our learners to develop the skills required to discuss their progress through using a range of effective feedback approaches.
- Using Milestones, benchmarks and curricular progressions to identify learner progress towards achievement of a Level.
- Assessment approaches which consider and help us to identify additional support needs.
- Capturing progress of all learners through assessment folders and identifying common misconceptions to determine future learning.
- Using information from pre and post assessments across our school, to inform us about the effectiveness of our teaching and ensure appropriate levels of differentiation, pace and challenge.
- Taking into account prior learning and using this to plan next steps.
- Developing confidence in using a variety of assessment evidence, to inform our professional judgements using a range of diagnostic, formative and summative approaches, as well as focused learning observations.
- Looking out with the confines of our classrooms and school to ensure assessment information is moderated to provide confident and consistent CfE judgements.

Planning, Tracking and Monitoring

At Seaton …

- Systematically and rigorously using assessment information to plan for learning and next steps.
- Developing a consistent approach to planning across the totality of the curriculum
- Effectively tracking individual attainment across time.
- Ensuring planning is informed by prior learning, reflecting learners experiences and fuelled by their interests.
- Understanding that tracking and monitoring encompasses daily responsive observations of progress, as well as summative data.
- Identifying relevant contexts for learning and set appropriate pace and challenge in partnership with learners.
- Making effective use of opportunities to plan collegiately.
- Valuing feedback as integral to the planning cycle.
- Tracking attainment data in a clear, consistent cycle and using it effectively to monitor and analyse progress.
- Using data to identify and target interventions ensuring equity for all learners, with an aim to closing the poverty related attainment gap.
- Working in an effective partnership with learners, parents and multi-agency colleagues, to plan and review interventions and support.
- Leadership and peer monitoring of learning and teaching which evaluates the impact of our practise.
- Utilising a monitoring and reflection model based on our shared language of learning. .

Kassie
The Kind Kangaroo

Sally
The Successful Squirrel

Rory
The Responsible Lion

Rocky
The Respectful Racoon