



sustainable thriving achieving

East Dunbartonshire Council

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Craigdhu Primary School
Learning, Teaching & Assessment Policy
2025/2026



Working together to develop confident learners for a bright future

ENDEAVOUR

High quality learning and teaching is at the heart of what we do. We understand that learners will thrive in a nurturing environment in which every child is supported to achieve their full potential.

At Craighdu our Vision, Values and Aims underpins all aspects of school life as follows:

Vision

At Craighdu we create a safe, happy and caring community where everyone feels included, valued and respected.

by following our **Values:**

- Kindness
- Effort
- Teamwork

Aims to support every child's journey at Craighdu Primary.

1. Inspire a love of learning through exciting, challenging and creative teaching.
2. Help every child grow their greatness by developing confidence, curiosity and resilience.
3. Foster kindness, respect and collaboration so that friendships, teamwork and positive relationships can flourish.
4. Celebrate creativity and innovation so children can think deeply, solve problems and share their ideas.
5. Work together with families and the wider community to prepare our learners for the future, helping them make a difference in the world with kind hearts, creative minds and skills for life.

This policy sets out the framework within which we will work as a school community to achieve our aim of maximising each young person's potential. We aspire to support our young people in becoming Successful Learners, Confident Individuals Responsible Citizens and Effective Contributors.

Advice about how to achieve the best for our pupils is organised within five key areas:

- Our Ethos
- Learning environment organisation
- Quality learning and teaching
- Effective use of planning and assessment
- Quality assurance

Our ethos

See also our Positive Behaviour Policy.

All staff in the school have an important role in ensuring a positive ethos is promoted and maintained. There is a visible consistency across the school to ensure every child feels safe and supported in the school environment:

- All adults model desired behaviour; they are respectful to one another and to the children with whom they work.
- All adults establish strong relationships with learners. Learners know they will be listened to and their views considered, valued and acted upon.
- We have high expectations of all learners and recognise those who go above and beyond this.
- We recognise achievement through assemblies and our growing greatness wall for weekly certificates.
- There is a challenging but supportive ethos in the classroom; good order and discipline are evident in classes with pupils engaged and on task.
- Genuine praise and encouragement are given; all adults deliberately recognise and acknowledge desired behaviours.
- There is an inclusive approach to learning; equality of opportunity is actively sought and stereotyping avoided.
- Pupil work is displayed in classrooms, around the school and within the community.
- Wider achievements are recognised, celebrated and displayed throughout the school.

Learning environment organisation

See also 'The Circle' Guidelines.

In the classroom, the organisation is conducive to excellent learning experiences. The teacher ensures that:

- Materials and equipment are in good order, labelled, tidily stored and easily accessible to pupils.
- Only resources relevant to current work are in the classroom.
- Developmentally appropriate resources relevant to pupils' ages/abilities and to current classwork are available and used effectively by pupils.
- There are clear classroom routines for collecting and giving out work.
- The system for retrieval and return of resources is clearly understood by pupils.
- The provision and organisation of furniture takes account of pupils' size, safety and needs.
- Pupils' work is displayed attractively, is clearly captioned with I can statements and updated regularly.
- Pupils are encouraged to walk around the school and behave appropriately and responsibly in public spaces such as the corridors and toilet areas.

Quality learning and teaching

Our teaching staff are highly skilled and understand that their actions have a major impact on the success of our learners, the priorities of which are reflected in the school improvement plan.

Our teachers:

- Understand our children's previous experiences building upon their previous skills and knowledge.
- Plan for experiences which will allow pupils to develop their knowledge, understanding and skills in a variety of contexts which motivate and challenge them.
- Co-construct, share and communicate learning intentions and success criteria with learners. This ensures that expectations are shared and visible.
- Choose and use resources which will develop learning and strategies, providing challenge.
- Will use the local environment and our outdoor spaces to enhance learning experiences.
- Will differentiate learning, whilst not limiting opportunities for learners.
- Will use a range of strategies and experiences to achieve learning outcomes.
- Recognise that there should be a balance between teacher and learner talking, listening and doing.
- Provide opportunities for learners to work together and learn from and with one another.
- Ask open ended and inferential questions to extend learning and encourage thinking.
- Engage learners in quality, appropriate self and peer assessment.
- Identify successes with learners and support them in identifying next steps to ensure progression.
- Use a variety of assessment tools to plan the next stage of learning. (AiFL)

Differentiation strategies can be seen in this table below, produced by East Dunbartonshire Council.

Differentiation Strategies

Differentiation - Key Elements	Reading	Writing	Numeracy & Mathematics
Modifying Content e.g. use of learning materials at different levels	• Simplifying/Extending texts/length of text • Level of questioning • Different focus on reading tools • Additional scaffolding e.g. word banks / peer support • Comprehension - extra clues e.g. page number • Use of e-books • Preparation before text e.g. tricky words • Larger sheets • Reciprocal approaches • Same text different tasks • Homelink e.g. games, words etc • Blooms questioning • Games/activities to reinforce learning • Highland Literacy Project resources • PM Benchmarking/Comprehension Box • Range of library resources - fiction/non-fiction • Use of Fidgets, Tangles • Use of a coloured reading ruler	• Talk4Writing • Writing frames • Planning sheets • Wordlists/word bank • Teaching walls • Modified writing starters e.g paragraph starters / sentence starters/openers • Different targets / checklist • Exemplar materials to assess as class & model • Images / props / visual aids • Less input for more able pupils • IWB for modelling writing and upleveling • ICT support resources e.g. Clicker 6, CoWriter, Word • Simplify S.C/ children create their own S.C • Clear checklist • Model teacher/peers • Visualisers/VCOP/dictionaries/thesaurus • Use of Fidgets, Tangles • Use of Pocket Spellchecker • Use of Doorway Online • Nessy • Sumdog literacy	• Appropriate level of T/B for pupil • More active content for some groups • Games • Simpler version/strategy for calculation • Varying the language content • Practical examples • Application of N&M - real life contexts • Appropriate targets • Use of IWB • ICT - Topmarks (Hit the Button), Sumdog • Support Materials, e.g. table square, number line, calculator, cubes. • Concrete materials • Task boxes/challenge cards • Tom Renwick materials • Problem solving • Numicon • Number Talks • Fidgets, Tangles

	Paired reading/Reading Buddies		
Modifying Process e.g. varying the length of time children take to complete a task	- Independent reading of a text or reading within support of a group - Peer support / co-op learning strategies - Different questioning (Bloom's Taxonomy) - Cloze/sequencing/ordering - Directing to specific questions - Level of Support from Teacher / CA - Provide with smaller/specific content - Use of ICT e.g. cd/mp3 - Less/more time - Reciprocal approaches - Independent activities - Reading Journal activities - Timers - Teacher expectations	- Time to complete task - Success criteria - Additional planning / structuring time - Thinking time / talking time (perhaps with peers) - Breakdown of instructions - Level of Teacher / CA support - Oral responses / Using Whiteboards - Differentiated questioning - Timers - Carousels - Pencil grips/sloped boards 'Check in' - midway - Scribing - Word Processing - Dictaphone/iPad	- Level of Teacher / CA support - Time given - Number of Questions - One to one time - Timers - Coop - Peer/partner/ mixed ability groupings - Pace - Times challenges - Differentiated questioning - Select w/b or t/b questions to be completed - Completion of challenge questions for more able children

Modifying Product e.g. giving children choice in how to express ideas or required learning	• Product is reflective of targets- leaflet, poster etc... • Tiered success criteria • Write/say/make/do/draw • Group/Paired/Individual • Oral rather than written comprehension • Use of ICT - clicker, CoWriter, boardmaker • Differing expectations • Reading schemes - rapid readers, rainbow readers etc... • Cloze, sequencing, ordering	• Choice of person (1st/3rd) • Style e.g. diary entry/flashback • Tense • Writing partners • Use of ICT - blog • Differing expectations • Tiered success criteria • Presenting writing in form of poster/diagram etc • Bullet point instead of narrative text • Orally record - talking postcards	• Oral/written response • Tiered success criteria • Written or show practically - whiteboards/number fans • Expectation of quantity • Differing expectations • Say/write/make/do • Choice of resources • Coop • Create board game/loop game • Be the teacher
Modifying Learning Environment e.g. giving children areas to work which suit their learning styles - quiet areas	• Quiet reading area • Ear Defenders/think tanks • Overlays/ sloping boards • Size of print • Moving seats within class • Use of library area • ICT - computer / e-books - can read aloud • Word walls - literacy rich environment • Visual timetable, visual aids, task charts • Physical layout of class • Mixed ability grouping/pairing • Level of adult support	• ICT - use of computer • Type of paper • Controlled with expectations agreed with children • Pencil grips/sloping boards • Type of jotter/sheet used • Visuals • Outdoor as stimulus • Structured, quiet writing times (clock on board) • Use of Timers (Countdown Timer) • Wall displays - rich literacy environment • Visual timetable • Level of adult support • Mixed ability e.g. editing of writing • Calming music/Quiet area	• Maths seats/Quiet area • Groups/pairs/individuals • Ear defenders • Quiet individual working/practical group tasks • Practical maths • Outdoor learning • N & M vocabulary wall • Practical materials • Learning in context e.g. shop • Visual timetable • Task boards • Physical layout of class/learning locations

	• Children as leaders of their own learning • Neutral Learning environment (Walls Displays) • Coloured paper • Different font size • Clock Partners	• Lighting/mood candles • Ear defenders • Neutral Learning environment (Walls Displays)	• Children as leaders of their own learning • Wall displays - maths vocab wall in classroom • Neutral Learning environment (Walls Displays)
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Effective use of planning and assessment

All staff must be familiar with the advice available in recent publications with regards assessment and self-evaluation. For example, **Refreshed Narrative of CfE, Building the Curriculum 5, How Good Is Our School 4 and the Moderation Cycle.**

The principles and practice documents in each of the eight areas give advice on assessment in each curricular area. The Education Scotland website is also a source of valuable information and examples of good practice in assessment. East Dunbartonshire Council Policy supports understanding of progress in Literacy, Numeracy and Health & Wellbeing. Benchmarks are used to measure progress and identify the achievement of a level. This is further moderated across the stages.

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in a range of contexts across the curriculum. We use a variety of formative and summative methods to ensure progress in learning and inform next steps. We track pupil progress termly and set targets for individuals. This performance information is readily available to teaching staff.

Planning, tracking and monitoring

Programmes of study and strategic overviews are in place to ensure whole school continuity and progression.

Teachers plan learning experiences on a termly basis, using school progression pathways and curricular planners. Forward plans should identify assessment focus and strategies. Results of assessment should impact next steps in learning. Learners are involved in planning the learning where appropriate. These plans are monitored by the Senior Leadership Team and feedback is provided.

Weekly plans are required to be kept on the teacher's desk. This will ensure that, in the case of absence, there will be no disruption to planned learning.

Termly Target Setting and Support for Learning meetings discuss learners' individual progress. This is recorded on the class tracker, interventions are discussed with staff and notes of meetings saved in staff folders. This enables the Senior Leadership Team to ensure that appropriate interventions are in place for those learners who require support or challenge. Pupil targets are discussed with pupils, displayed within the classroom, shared on SeeSaw and within jotters. Pupils discuss and review their targets with Class Teachers and SLT.

Pupil attainment is tracked. Numeracy and reading summative assessments are recorded along with summative assessment and achievement of a level information. Agreed whole school procedures for gathering evidence as to pupil progress should be followed. Teaching staff have access to this information and we use this data to inform our practice, identify school improvement priorities and report attainment information to parents, local authority and the Scottish Government. Assessment data should be updated regularly on the stage tracker by Class Teachers. This will support staff in identifying those pupils who are on track and ensure challenge and support is appropriate. Results of summative assessments such as the National

Standardised Assessments are used effectively to plan whole school developments, class and group lessons and individual interventions when appropriate.

Reporting

Effective communication with families is vital to allow them to support their child's learning.

Our approach in Craighdu Primary School includes the use of a wide range of digital mechanisms to share information about whole class or school learning including

- School / class newsletters shared via groupcall-Sway or Seesaw
- Class and school assemblies and events shared via SeeSaw and social media
- Learning and curriculum update on school website and email
- Digital Platforms such as SeeSaw, Teams and Google Drive
- School social media - Facebook or Instagram

We use a variety of platforms to communicate learning with parents, agreed with Parent Council.

- SeeSaw- be used to share pupil learning and achievement with parents/carers
- Phone calls-between 8.30am-5pm
- Written reporting- March
- Face to face parent interviews- October and April

Further information and dates can be found in the Parental Calendar and the Communication Policy.

Our written report will report on individual pupil progress in Literacy, Numeracy and Health and wellbeing. It will provide information on the young person's current CfE level, clear and agreed next steps in learning and an overall comment on achievements and successes across the session.

Quality Assurance

An annual quality assurance programme is in place. Evidence for evaluation of the effectiveness of this policy may be gathered through reading, listening, observing, talking and working with staff and pupils.

All staff have a responsibility to be reflective practitioners and work with colleagues in and beyond the school to ensure the highest quality provision for all our pupils. Opportunities are available for staff to work together to plan learning within the collegiate calendar. This will be achieved by engaging in the moderation process. The moderation cycle will support the consistency of teacher's professional judgement and ensures a shared understanding of shared expectations. Teachers should work together and share ideas about learning and assessment activities. It is the responsibility of SLT, to monitor the implementation of policy within the quality assurance framework. This will involve both formally structured and informal activities.

Monitoring

General observation while walking round school - playground, classrooms, communal areas
Feedback from Parent Council, PTA, other stakeholders and visitors to Craigdhu.
Talking with pupils, all staff & parents / Feedback from SeeSaw
Assemblies & SIP pupil groups
Classroom observations related to statements of good practice/outline plan by management and peers.
Sampling pupil jotters/folders across all curricular areas
In classroom discussion with pupils about their work
Analysing records of pupil achievements
Tracking progress in core skills
Analysis of assessment information
Discussion with teachers regarding planning, implementation and professional performance
Tracking pupil achievement through monitoring of progress using agreed targets.
Discussion with teachers regarding pupil performance and progress
Staff review and development meetings
Feedback from surveys - pupils, staff & parents
Comments on pupils work when shared with parents

In addition to school quality assurance procedures regular visits from officers of East Dunbartonshire Council support management and staff to ensure high quality provision for all.

Professional Development and Support

All staff have a right to be supported in their professional learning and have both a responsibility to participate in, and an entitlement to, professional development activities within and out with school.

It is the responsibility of senior leadership team to plan for this within the framework of the school plan and personal reviews, with careful calculation being made of staff time, resource requirements and budget implications in order to ensure appropriate pacing.

A skilled well informed team is necessary for successful development and implementation of policies and guidelines. In this school we facilitate the work of staff in providing quality learning experiences for our pupils in a variety of ways

- Development of appropriate policy, guidelines and programmes with full staff consultation and involvement in line with the school plan
- Provision of a variety of high quality resources for pupil and staff use
- Promoting an inclusive collegiate climate in which active staff participation in school life is valued and welcomed and positive relationships the norm
- Operating an open door policy for staff
- Advising staff on continuous professional and personal development, both informally and formally through the review process

- Offering appropriate professional challenge to all staff through delegation and opportunities to use current skills and develop new ones
- Where possible, offering opportunities to share practice within school.
- Creating time for planning and consultation with visiting specialists, support teachers and other professionals involved with our pupils
- Fostering whole school approaches to the celebration of success and achievement within a positive ethos in order to raise the self-esteem and attainment of pupils

Partnership

Partnership with professionals from out with the school, with parents and others in the community enhances the quality of the learning experiences through the shared knowledge of the school's aims and strategies for learning.

In this school we involve, inform and communicate with other adults through

- Disseminating information about the school and its work through, for example, the school website, regular newsletters, class newsletters, SeeSaw, Twitter, curriculum updates, the Standards and Quality Report, share the learning, stay and play, open days, concerts and special assemblies (when mitigations allow)
- Sharing children's learning through SeeSaw.
- Encouraging comments and feedback from parents about the work of the school via parental consultations
- Ensuring that the school's aims and values are agreed, articulated to the school community and evident in actions and interactions
- Working with and supporting the Parent Council
- Providing information of curricular developments to parents.
- Encouraging parents and other members of the community to come into school to share their talents and expertise and experiences (when mitigations allow)

This will ensure a quality learning experience for the young people in Craighdu Primary School.

Updated - November 2025

Review - November 2027