

Learning, Teaching & Assessment Policy

Wallace Hall Academy
2024



**Wallace Hall Academy,
Primary & ELC**

"Together we grow, learn and achieve"

Learning, Teaching & Assessment Policy

Aims of the Learning, Teaching & Assessment Policy

Wallace Hall Academy aims to achieve a coherent framework for all learning, teaching and assessment in order to meet the school aims and ensure high quality education for all.

In order to do this we must establish clear links between educational research, i.e. what is known about how people learn, with the methods of teaching employed at Wallace Hall Academy.

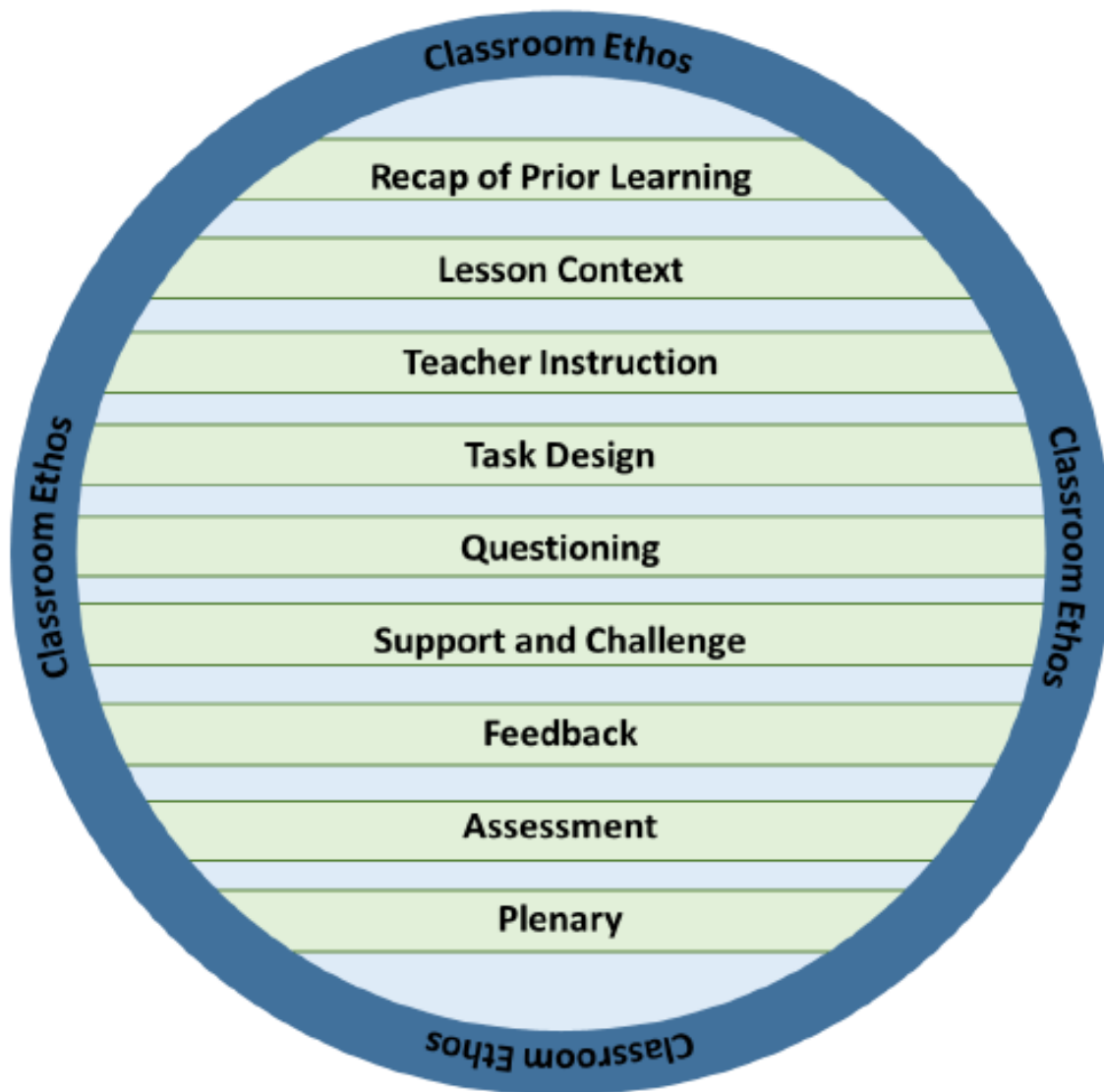
We aim to provide clear guidelines for all staff in planning and delivering the curriculum as well as to inform outside agencies of our school policy in learning, teaching and assessment.

Pupils must feel safe and secure within Wallace Hall Academy. Positive relationships must be maintained with staff and this can be achieved by having high expectations of behavior, learning and teaching. Pupils must have an influence over the environment and the way in which they learn and teachers must ensure that they are planning appropriate lessons that meet the needs of all learners.

Principles of an Effective Lesson

Staff have been extensively involved in creating our Learning and Teaching improvement strategy. Together, staff have used the latest research along with experience to identify what great learning and teaching should look like in the classroom.

The outcome of this was used to create our 'Principles of an Effective Lesson', which are the key features that make a great lesson at Wallace Hall Academy. These ten principles, shown below, have been agreed by staff but are open to future updates or modifications through agreement if necessary.



Planning

Effective planning is vital for effective learning, teaching and assessment. When departments are planning courses or units of work, the 'Principles of an Effective Lesson' are the key aspects that should be considered. Along with these principles, areas such as support required for pupils with particular areas of need and possible AAA needs, moderation, timelines and methodologies to be used should also be taken into account.

Consideration should also be given to the way in which we learn, in particular the relationship between working memory and long term memory. Aspects such as retrieval practice, spacing effect and cognitive load should also be taken into account when planning either lessons, units of work, assessments or courses.

Methodology

All teachers must be aware of different ways pupils learn and take account of these differences when planning and delivering courses. A range of activities should be considered in lesson and course planning. Different teaching approaches could include but are not limited to; whole class teaching, group work, oral presentations, note taking, debates, competitions, extended writing, practical experiments, audio material, dramatic reconstructions, investigations and multiple choice tasks.

Furthermore, it is expected that; teachers share good practice and stay informed about current thinking and researching on learning, ICT should be used as appropriate to enhance learning and teaching using the wide range of hardware and software available and work should be differentiated in recognition that pupils learn and work at different rates.

For more information on ICT, please see the Wallace Hall Academy ICT Policy.

Differentiation

Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It is not a single approach but includes a number of elements, for example modifying content, processes and products, or wider learning environment. It is an integral part of learning, teaching and assessment.

It is the responsibility of the class teacher to ensure that classwork, homework and assessments are differentiated in order that all students within their class are able to progress using work that is both challenging and achievable. This includes extension tasks so that all pupils are sufficiently challenged. Work will be set for students after assessment of individual ability. Differentiated resources will be created and moderated at class and faculty level with good practice shared within and between faculties.

For more information on Differentiation, please see the Wallace Hall Academy ASL Policy.

Assessment

Assessment is an essential part of the learning process.

Summative assessments identify progress and should help in planning and discussing next steps.

- In S1-3 summative assessments will take the form of end of unit/topic assessments.
- In S4-6 summative assessments become more formal and will be closely linked to SQA exams.

- Formal exams take place at the following time;
 - N5/H/AH prelims – January.
- The SQA/NQ final exam diet is in April – June. Some practical subject’s external assessment takes place before Easter (February/March).

For more information on Assessments, please see the Wallace Hall Academy SQA Policy.

Formative assessment is **assessment for learning**. This type of assessment is ongoing and involves the teacher and pupil working together to improve the learning that takes place. It includes:

- Sharing the learning intentions.
- quality feedback from teachers and other pupils
- ongoing review and reflection of progress being made
- gauging what has been learned and allowing for future planning.

Target Setting

Effective target setting involves far more than indicating a grade that a learner should aim for. It will involve dialogue between a teacher and a learner so that the learner is clear about what their target is and the next steps that are required for them to achieve the target.

In the BGE learners are less likely to be given a specific numerical target or target grade to aim for, although many learners do find it highly motivating to improve on their test scores in class. The conversations with learners should focus on specific, small scale targets in the first instance but can become progressively more complex as the learners move through the BGE. Teachers are free to have target setting conversations with learners at any point during the BGE, although there will be a key focus each term built into the standing DM agendas where discussions will take place regarding the criteria and time management of the appropriate planned learning/target setting conversations.

At various points across the academic year all class teachers will formally submit a target grade for each learner completing an SQA qualification in the Senior Phase as part of the reporting process. This target grade will be shared with parents through the reporting process. It is, however, important that a discussion around the target grade has taken place with each individual learner so they are clear on the next steps they need to complete in order to reach this target. It is also likely that many of these next steps will also go into the report which goes home to parents or that they are discussed at a parents’ evening although staff should not feel restricted to only discuss targets with Senior Phase pupils at these times.

For more information please see the Wallace Hall Academy Tracking and Monitoring Policy.

Professional Learning and PRDI

Staff should regularly engage in a mix of both compulsory and voluntary professional learning to help develop areas of their personal development. The opportunities which are on offer to staff are shown in the schools 'Professional Learning Pathways' grid below, although this is not exhaustive.

Whole School Development	Individual (optional)	External	Sharing 'best practice'
Learning and Teaching improvement framework	Professional reading group	CPD courses (recommended and self identified)	Termly Newsletters
L&T Specific staff meetings	15 Minute Forums	SQA Understanding Standards events	15 Minute Forums
Department observation and review programme	Peer observations	SQA marking opportunities	Department meetings
Working groups (Literacy/ Numeracy etc.)	Newsletter professional learning		
Leadership academy	Voluntary working groups		

Yearly PRDI's will take place for staff to think critically, reflect on their professional practice and to consider and plan their professional learning. 'Professional Learning Plans' will be used by staff to identify and plan the development of one of our 'Principles of an Effective Lesson' across the year. This will then be reviewed during the PRD process at the end of the academic year.