



Dunnottar School

Learning, Teaching & Assessment Statement – Updated 2022/23

Mental Health

At Dunnottar School we work as a team to ensure that each of our learners can reach their full potential. To support emotional, social and behavioural developments we analyse the general wellbeing of our learners by supporting them to complete a wellbeing web assessment termly; using our own professional and pastoral knowledge of the children, and through collaboration with their parents/carers.

In each of our classes we follow a Health & Wellbeing programme of work as well as using a variety of Mindfulness techniques to reduce anxiety, increase self-esteem, strengthen self-control and learn how to pay attention to the present moment. We also offer a range of school-based interventions to further support our learners when required. Support can be offered in a variety of ways and by a variety of professionals:

- PSW support (Pupil Support Worker)
- IPT (Intervention & Prevention Teacher)
- ASL (Additional Support for Learning) staff
- Therapist sessions
- Mindfulness Group sessions

Vision, Values & Aims

Our teaching is strengthened by our shared Vision, Values & Aims. We use a wide range of learning environments and innovative teaching styles. We use a range of teaching approaches to ensure all of our learners reach their maximum potential.

Getting it right for every child – Otterly helpful kits, Therapets, wellbeing indicators, pupil voice/leadership celebrating diversity, equality and equity.

OUR VALUES

- Welcome
- Determined
- Respect
- Explore

Dunnottar School

Our commitment to high quality teaching and learning, and robust assessment calendar ensure every child makes the best possible progress.

A wide range of opportunities to develop **LEADERSHIP** and **TEAMWORKING** skills.

Learning for **SUSTAINABILITY** in our unique contexts for learning

The **INCLUSIVE** nature of the school **promotes EQUITY FOR ALL**

allotment

All learning experiences from P1 -7 are set within a progressive framework of bundled Es and Os across the four contexts of learning.

Logos: UNICEF RIGHTS RESPECTING SCHOOLS, Aberdeenshire COUNCIL, Education Scotland Foghlam Alba

Ethos & Engagement

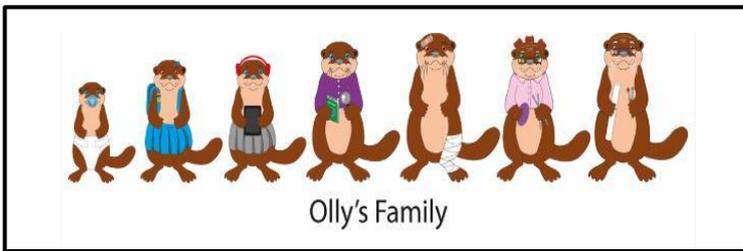
The ethos and culture of our school reflects a strong commitment to children’s rights and positive relationships. We are a “Rights Respecting School” and are very proud to have been awarded Gold Level recognition.

Staff work together to ensure that high-quality learning experiences motivate our learners. Activities are challenging, enjoyable and well matched to the needs of our learners. Learners are very actively involved in the life of the school.

- Opinions are sought, valued and acted upon
- Leadership groups are targeted to the development of the school improvement plan
- Pupil Voice Groups - Digital Leaders, Pupil Council, Eco/Allotment, Mindful Champions, Librarians)

Pupils lead their learning in a variety of ways:

- By using ‘Big Questions’ when planning their class mini or main topics linked to the CfE E&Os and national benchmarks.
- By having a clear focus on next steps in their learning.
- By being visible learners, considering the learning characteristics linked to Olly’s family.
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Brave Bertie rises to a challenge. (Baby)
 Independent Izzy is always organised and works well on her own. (Little sister)
 Communicating Cally shares her ideas. (Big sister)
 Questioning Queeny always likes to find out more. (Mum)
 Reflective Ronny always learns from his mistakes. (Dad)
 Practising Penny puts in the effort so she never forgets. (Granny)
 Creative Colby has fun and explores. (Granda)

Planning, Assessment & Tracking

Assessment is integral to our planning of learning and teaching. Our team uses a range of assessment strategies to monitor progress. We have a shared understanding of expectations and have robust arrangements for moderation across stages and across the curriculum.

Dunnottar School Assessment/Tracking Calendar						
August ASN overview update Wellbeing wheel Emergent Literacy Phonological Overview	September SWST (Single word spelling test) Salford Reading Wider Achievement update	October ASN overview update	November CFE tracker update Wellbeing wheel	December	January ASN overview update	On-going assessments, when appropriate - 1/3 of class weekly extended writing formally assess - Weekly CLIC - Weekly Beat That - Maths/Numeracy topic assessments - Maths online assessments - Holistic Assessments - Reading fluency/comprehension assessments - Listening & Talking Grids
February CFE tracker update Wider Achievement update SNAS P7	March Wellbeing wheel SNAS P4	April ASN overview update	May SWST (Single word spelling test) Salford Reading SNAS P1	June CFE tracker update ASN overview update Wellbeing wheel Emergent Literacy Phonological Overview	ASL identification & assessment/evidence: - Dunnottar Assessment Record Grids (SWST, Salford) - Dunnottar Tracker overview with actions/ reflections - Aberdeenshire’s Collaborative Procedures in Identifying Dyslexia (ASL & school involvement in creation, piloting, authority roll-out, training, mentoring) - ASL Action Grid - ASL Identification – Tracking- Monitoring overview - Review of Evidence reports - Scottish Govt Working Definition of Dyslexia Planning Tool - ASL Pupil files - Termly plans - Parental Other Factors Dialogue, Home Questionnaire - Pupil Questionnaire - ES Route Map - POLAAR - Emerging Literacy phonological overviews - Laterality overview - Addressing dyslexia toolkit	
Ongoing Assessment Strategies Could Include: Think/Pair/Share – TPS Traffic Light – TL Target Setting – TS Pupil as teacher – PT Reflective Questions – RQ Two stars & a Wish – 2* No Hands Up – NH Extended Wait Time –EWT Comment Only Marking – CO Exploring Wrong Answers – WA			Assessment Evidence Could include: Photos/Video – PV Observations – O Group Presentation – GP Portfolio Assessment – PS Individual Presentation – IP Concept Cartoons/Illustrations – CI Self-Assessment – SA Peer Assessment – PA Performance Based Assessment – PB Question/Answer – QA			

Tracking and monitoring systems are robust (see calendar below). Pupils requiring additional support are highlighted and to the ASL and SLT team.

Reporting

Reporting comprises a range of ongoing activities throughout the school year including:

- Written reports.
- Children presenting their learning to parents through assembly presentations, ‘Community Cafes’, open afternoons etc..
- Parent/Carer consultation meetings.
- Ongoing formal/informal discussions.
- Seesaw profiling tool.

At Dunnottar School we ensure that our learners are involved in reporting activities, whenever appropriate, in order to promote pupil ownership of their learning.

Reporting Calendar – Opportunities for **Parental Involvement** and **Parental Engagement**



	Parent Interviews	Pupil Presentations	Open Sessions/ Transitions	Report	Children’s Work	Individual Feedback	Ongoing Activities
Term 1	Direct contact with parents where any concerns arise early in Term 1 Nursery Parent prestart interviews	<ul style="list-style-type: none"> • Class Assemblies • Community Cafés <p>Each class will hold one Café and one Assembly per session to showcase Learning Across <u>The Curriculum</u> Dates will be communicated in term 1 via newsletter.</p>	<p>WELCOME (whole school) Class Open Day (settling in/back, targets for the session, jotters on view)</p> <p>P1 Curriculum Evening</p>	<p>Ongoing SEESAW</p> <p>Learning Targets Evidence of work Feedback and self-evaluation from children</p> <p>Nursery parent info sessions: Stay and Play</p>	<p>SEESAW</p> <p>Writing Wall - weekly</p> <p>Wall Displays</p>	<p>Early Intervention to support P7 transition if necessary</p> <p>Individual Education Plans</p> <p>Education Psychologist review meetings</p> <p>Multi-Agency Action Plan meetings</p> <p>School Doctor reviews</p> <p>Dental Reviews</p> <p>Open Door <u>policy</u>: parents can raise concerns with class teachers or SMT at any point</p> <p>Enhance and Extended Transition (decided through single or multi agency action planning)</p>	<p>Newsletters</p> <p>School Website Nursery weekly plan on display</p> <p>Homework Diaries</p> <p>Parent Council meetings and minutes</p> <p>Community Events</p> <p>Pupil Voice Updates</p>
Term 2	Additional Support for Learning Reviews	Christmas / Nativity – P1					
Term 3		<p>P7 Burns Supper</p> <p>P1-7 Burns Poetry Recitals</p>	<p>ALEC Caravan</p> <p>P7 Residential Trip Evening</p>	E-Report (March)			
Term 4	Parent Consultations (ASL Attendance)	<p>Sport’s Day</p> <p>Leavers Assembly</p> <p>Enterprise Projects for Xmas Fair Classes (focus on learning to share)</p>	<p>P1 Induction Workshops</p> <p>P5-7 Relationships and Sexual Health – Parent Information</p> <p>P7 Induction for transition programme to Mackie</p>				

Lesson Evaluation Toolkit

This session we are developing a lesson evaluation toolkit to support us with focused, ongoing review of our teaching practice. As part of our commitment to ensuring our learners have access to high quality teaching and learning experiences, we have developed this toolkit to support us to ensure high standards and consistency across the school. The toolkit enables all practitioners to focus on elements of lessons that they wish to develop, as part of self, peer or quality assurance processes and determines their professional learning journey.

