

# Learning, Teaching and Assessment Standard

- We are ambitious for all our learners and strive to create a positive learning environment
- Our learners are engaged, resilient and highly motivated
- We ensure learning is appropriately paced, challenging and enjoyable, and is matched to individual needs
- We make appropriate use of a range of resources and supports - including digital technologies and the outdoor environment - to meet the needs and interests of all our learners

- We support all learners to develop strategies and skills which will enable them to take increasing responsibility for their learning
- We plan opportunities for learners to take the initiative, apply critical thinking and demonstrate deep learning
- We create opportunities for all learners to contribute effectively to the life of our setting and wider community
- We seek, value and act upon the views of all our learners

- Our vision and values are shared with our school community
- Our lessons are planned with clear success criteria and are structured to include a starter, learning activities and a plenary
- We use a range of teaching approaches, including digital technologies, to ensure appropriate pace and challenge

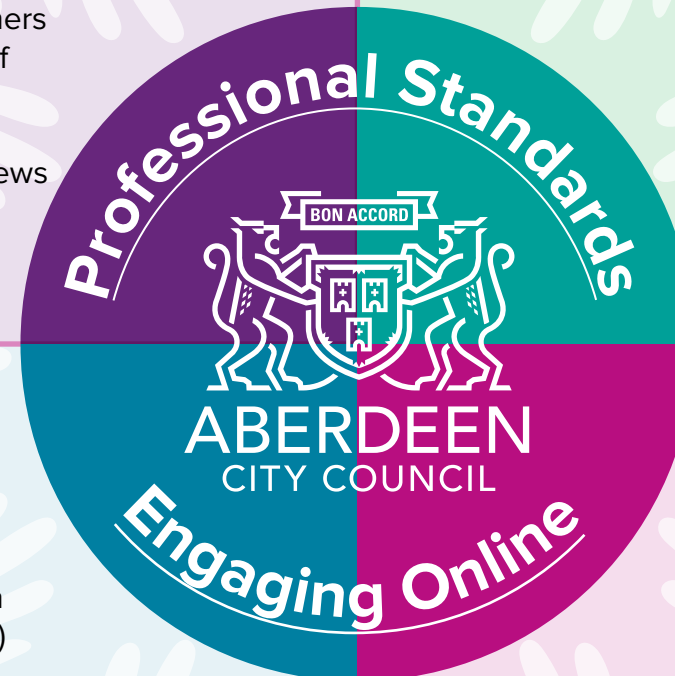
- We use skilled questioning to promote deeper understanding and to develop higher order thinking skills
- We use a range of feedback approaches to ensure learners know their strengths and next steps in learning
- We observe learners closely to inform future teaching

- Assessment is integral to our planning. Benchmarks and national standards are embedded in success criteria and in our classroom dialogue
- We assess learners' progress by working the classroom and making interventions as required
- We use a variety of assessment approaches to allow learners to demonstrate breadth, depth and application of learning
- National standards are shared with and understood by our learners. They provide a focus for learning conversations so that our learners have an understanding of their progress and can identify next steps

- We work with colleagues to share standards and build confidence in making professional judgements on CfE levels/SQA grades (moderation)
- Our professional judgements are based on a range of assessment evidence, such as day-to-day learning, home learning and planned assessments

- We plan to meet the needs of all learners across all areas of the curriculum
- Tracking is used effectively to secure improved outcomes for all

- Evidence is used to monitor progress and to secure improvement for all



Proudly working together as one team to keep children, young people and communities safe, healthy and thriving.

# Learning, Teaching and Assessment Standard

## ► Learning and Engagement

- **We are ambitious for all our learners and strive to create a positive learning environment**
  - Collaborative and inclusive relationships (online dialogue)
  - Positive relationships policy (clear guidance on [online safety](#))
  - Vision and Values
  - Learning environment (engaging, scaffolding, interesting...)
  - Mix of synchronous (real time) and asynchronous teaching and learning
- **Our learners are engaged, resilient and [highly motivated](#)**
  - Well-planned activities take account of prior learning
  - Well-planned activities take account of mental health and wellbeing (greater emphasis on [Creativity](#), HWB and [Expressive Arts](#))
  - Resilience, e.g. Growth Mindset, BounceBack, etc.
  - [Learning is relevant](#)
- **We ensure learning is appropriately paced, challenging and enjoyable, and is matched to individual needs**
  - Knowing our learners and understanding their domestic context
  - Planned differentiation
  - Support and challenge
- **We make appropriate use of a range of resources and supports - digital technologies and the outdoor environment - to meet the needs and interests of all our learners**
  - Effective use of support staff to support wellbeing
  - Quality questioning
  - Relevance
  - Support services and partner agencies
  - [Proportionate use of digital technologies](#)
  - Parent Partnerships
- **We support all learners to develop strategies and skills which will enable them to take increasing responsibility for their learning**
  - Planning
  - Learning conversations
  - Skills development, including [Developing the Young Workforce](#)
  - Family learning activities which focus on life skills, e.g. cooking, baking, gardening, making/DIY, budgeting (virtual shopping), etc.
- **We plan opportunities for learners to take the initiative, apply critical thinking and demonstrate deep learning**
  - [Higher order thinking skills](#)
  - Critical thinking, e.g. Philosophy for Children
  - Opportunities for learners to plan and organise their learning
- **We create opportunities for all learners to contribute effectively to the life of our setting and wider community**
  - Consider the context of the setting
  - Connections with other community members, e.g. businesses, church etc.
  - Awards and programmes
  - Extra-curricular activities
  - HGIOURS
  - Learning shared with families
  - Provide opportunities for learners to share achievements, linking to existing rewards or schemes where possible
  - Community connections, e.g. letters/art work to care home residents/elderly neighbours, FaceTime with family members/friends
- **We seek, value and act upon the views of all our learners**
  - Pupil participation groups through Google Meet
  - Pupil Voice
  - Learner conversations
  - Regular audits of wellbeing
  - Learner Participation in Educational Settings (3-18), National Improvement Hub

# Learning, Teaching and Assessment Standard

## ► Quality of Teaching

- **Our vision and values are shared with our school community**
  - Created through collaboration with stakeholders
  - [Relevant to school context](#)
  - Reviewed regularly
  - Evident in the curriculum rationale and associated offer
- **Our lessons are planned with explicit success criteria and as a result, learners understand the purpose of their learning and how to achieve success**
  - Learning intentions and [success](#) criteria evident in every lesson and understood by learners
  - Learning intentions and success criteria used to evaluate learning
  - Evidence of co-constructed success criteria
  - [Planned and effective differentiation](#)
  - Appropriate pace and challenge
  - Timely interventions to support learning
  - Learning environment well organised and resources accessible to all
- **We use a range of [teaching approaches](#), including digital technologies, to ensure appropriate pace and challenge**
  - Both teacher and learners know where learners are on their journey and can identify next steps
  - Account is taken of prior learning
  - Learning intentions and success criteria are shared and known
  - We give clear explanations and instruction and check that all learners understand
  - Teaching is relevant and timely to promote deeper learning
  - Learning is flexible and adaptive based on learners needs
  - Opportunities for pupil led activities
  - Co-operative learning opportunities are planned
  - Direct teaching in groups, whole class as appropriate
  - Scaffolding and modelling used to support learners
  - Digital technologies are used to add value to the learning
- **We use skilled questioning to promote deeper understanding and to develop higher order thinking skills**
  - Culture of trust within the learning environment
  - Questions are relevant and timely promoting deeper understanding
  - Learners are encouraged to question each other and the teacher
  - Teachers have the confidence to reflect and move on
  - Questioning is multi layered to maximise impact
- **We use a range of feedback approaches to ensure learners know their strengths and next steps in learning**
  - AifL is used to support future learning
  - Feedback is
    - routinely shared with learners throughout the lesson
    - used to inform the learning and next steps
    - of high quality and linked back to the learning intention and success criteria
    - supportive of learner progress
    - kind, specific and helpful
- **We observe learners closely to inform future teaching**
  - Observations are
    - targeted
    - purposeful
    - well timed
    - planned
    - used to inform future learning and ensure pace and challenge

# Learning, Teaching and Assessment Standard

## ► Effective Use of Assessment

- [Assessment](#) is integral to our planning. Milestones, [benchmarks](#) and national standards are embedded in success criteria and in our classroom dialogue
  - Assessment is for Learning
  - Quality success criteria
  - Learner friendly benchmarks
  - Learning conversations
  - Assessment is ongoing and timeous
- **We assess learners' progress by engaging with learners and making interventions as required**
  - Working the classroom
  - Effective interventions e.g. Support for Learning, specialist resources, PSA deployment
- **We use a variety of assessment approaches to allow learners to demonstrate breadth, depth and application of learning**
  - High quality questioning
  - Approaches to assessment
- [National standards](#) are shared with and understood by our learners. They provide a focus for learning conversations so that our learners have an understanding of their progress and can identify next steps
  - Teacher : teacher, teacher : learner and learner : learner dialogue
  - HGIOURS ([part 1](#)) ([part 2](#))
  - Learner friendly benchmarks
- We work with colleagues to share standards and build confidence in making professional judgements on CfE levels/SQA grades (moderation)
  - [Professional reading](#)
  - Moderation activities e.g, using Google Slides, Google Meet with school/ASG/LA colleagues
  - [Progression frameworks](#)
- **Our professional judgements are based on a range of assessment evidence, such as day-to-day learning, home learning and planned assessments**
  - [Peer assessment](#)
  - Self-assessment
  - [SNSA](#)
  - [Refreshed milestones](#)
  - Adapted curricula
  - Summative assessment
  - Formative assessment
  - Insight
  - Alternative assessment methods
  - Intervention resources, e.g. TextHelp, ReadingWise etc.



# Learning, Teaching and Assessment Standard

## ► Planning, Tracking and Monitoring

- **We plan to meet the needs of all learners across all areas of the curriculum**
  - We plan appropriate pathways based on learners' needs
  - We use all current pupil information to support planning for learners
    - tracking data
    - assessment evidence
    - wellbeing information
    - tracking system
    - IEP as necessary
  - We seek pupil views and involve them in reviewing and planning learning
- **Tracking is used effectively to secure improved outcomes for all**
  - All staff have access to and make effective use of the data available to improve outcomes for all learners
  - All teachers have well developed skills of data analysis which are focussed on improvement
  - Trackers are updated as part of regular tracking discussions and feature on the Quality Assurance calendar
  - Tracking data is used to measure progress and the impact of interventions
  - Trackers are accessed regularly to support meaningful learning conversations
  - We identify learners who are facing additional challenges and use tracking data to plan and evaluate interventions
- **Evidence is used to monitor progress and inform next steps to secure improvement for all**
  - Effectiveness of interventions is evaluated regularly through planned professional dialogue.
  - All staff engage in classroom observations providing challenging, robust and honest evaluation of learning
  - Learner attainment is monitored regularly to ensure interventions are timeous and appropriate
  - Through professional dialogue, all staff reflect on their practice





# Professional Reading



[Creating Trauma-Informed Distance Learning Environments: Guidance for School Leaders and Practitioners](#)

[ACC Digital Ways of Working](#)

[ACC Digital Learning Online: Advice for Pupils, Parents and Staff](#)

[GTCS: Engaging online: a guide for teachers](#)

[Great Tools for Distance Learning](#)

[CfE Benchmarks](#)

[Revised Curriculum for Excellence](#)

[Education Scotland: Supporting online learning – links for practitioners](#)

[Learning Through Play](#)

[Supporting science, technologies, engineering and mathematics \(STEM\) at home](#)

[Education Scotland: Assessment within the BGE: a thematic inspection](#)

[Creativity and Learning: what is the connection?](#)

[Education Scotland: Learner Pathways: a key to successful curriculum design](#)

[Education Scotland: Interdisciplinary Learning: ambitious learning for an increasingly complex world](#)

[Scottish Government Coronavirus \(COVID-19\): guidance on preparing for the start of the new school term in August 2020 – version 3](#)

[ACC Supporting Learners: Guidance for Practitioners Working with Children and Families](#)

[ACC Staged Intervention Framework](#)

[ACC Learners Returning to School August 2020](#)

# Professional Reading: Covid-19



[HundrED Research \(includes Spotlight: Quality education for all during Covid-19 crisis\)](#)

Not-for-profit organisation conducting multi-stakeholder research which focusses on the continual improvement of education around the world

C. Lehmann (2020a March 29<sup>th</sup>): [Teaching Without Compulsory School \(blog post\)](#)

C. Lehmann (2020b March): [Doing School in the Time of Coronavirus \(blog post\)](#)

D. Netolicky, K. Timmers & F. Tuscano (2020): [Thinking about Pedagogy in an Unfolding Pandemic](#)

A. Schleicher (2020 March 23<sup>rd</sup>): [Coronavirus: Why collaboration is the key for teachers \(blog post\)](#)

GoGuardian blog (2020 March 6<sup>th</sup>): [5 ways teachers can use online learning to spark remote engagement in students](#)

R. Richards & S. Valentine (2020 March 17<sup>th</sup>) EdSurge: [How to keep school rhythm and routines for young children at home](#)

TES blog, A. Reid (2020 April 14<sup>th</sup>): [5 tips for remote primary teaching after 7 weeks](#)