



### Learning and teaching - Improvement guides Meeting children's learning needs

#### A school is good to the extent that...

Teachers have a good understanding of children's learning and development. They provide learning experiences which are appropriate to the learning needs of all children and young people. Teachers work closely with other agencies, parents and pupils to ensure continuity of learning approaches and experiences at transition stages.

Cooperative learning and group discussion take place on a regular basis.

Most lessons, activities and episodes of learning proceed at a brisk pace, adjusted as appropriate to children's needs. Allocations of time and deadlines are clear. Staff establish timetables and class routines to ensure that maximum use is made of learning time.

#### A school is excellent to the extent that...

Teachers have a deep understanding of children's learning and development. They provide high quality feedback personalised for each learner. They observe learners closely, and carefully assess and track their progress and achievements. They use the information to plan next steps. Teachers plan and work closely with other agencies and establishments to ensure continuity and progression for young people at transition times. They work in partnership to develop individual or extended transition programmes as required for particular children and groups of children.

Young people often engage in high quality cooperative learning and interactive discussion with other learners. Young people learn to work successfully in teams, take on leadership roles and value the different opinions and contributions of others. They are encouraged to show respect for ideas and attitudes which may differ from their own.

Children consistently work at a brisk and challenging pace, but are also given sufficient time to develop and make sense of their learning. Teachers think carefully when they allocate time to learning episodes, and signal changes of focus as appropriate. Every opportunity possible is seized for the purpose of learning both within and outwith the classroom.



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Teachers design or modify tasks and the necessary support, taking account of the rates of progress and needs of individuals and broad groups of learners. They state objectives clearly, outline the content of the lesson and point to the main ideas and the need to review them. Teachers give clear instructions and explanations and model active practice.

Teaching approaches are flexible and carefully matched to the needs of all learners. Teachers always take account of what motivates learners when planning their lessons. They are very aware of individual interests and needs. Young people are involved in creating and evaluating learning intentions and personal targets. Lessons and activities are always well organised and set in meaningful contexts with challenging outcomes. Materials are imaginatively presented to ensure that learners master basic concepts and are able to move onto appropriate next steps. Staff empathise with the varying needs of all learners and respond sensitively to children and their families. Children and young people feel safe and secure in their relationships with key staff and become more confident in their learning by being given appropriate support and challenge.