**The Journey to Excellence 1**

# **Learning and teaching – Improvement guides Planning the outcomes of learning**

**Curriculum planning takes full account of the design principles, contexts and entitlements identified in *Curriculum for Excellence.* It involves a coherent approach to planning the curriculum, learning and teaching and assessment. It is based firmly on a clear identification of the learning needs of all young people and is designed to address and meet these needs and develop all young people as successful learners, confident individuals, responsible citizens and effective contributors.**

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| **As a school to what extent ………** | **Where are you now……..** | **What are your next steps……** |
| Are the design principles taken into account when planning? |  |  |
| Are the four contexts for learning considered when planning for learning and teaching and assessment? |  |  |
| Have the learning needs of all young people been identified? |  |  |
| Is there coherence between planning the curriculum, learning and teaching and assessment? |  |  |
| Does planning address and meet the needs of all learners? |  |  |
| Does planning enable all learners to develop the four capacities? |  |  |

**The Journey to Excellence 1**

# **Learning and teaching – Improvement guides Ensuring quality and confidence in assessment**

**Staff use quality assurance and moderation guidance in self-evaluation effectively to lead to improvement in the consistency, quality and confidence in assessment judgements about standards and expectations. Staff participate in and are fully involved in a range of quality assurance and moderation activities including planning learning, teaching and assessment prior to delivery, sampling learners’ work and providing feedback on staff’s judgements to inform improvements in practices.**

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| **As a school to what extent ………** | **Where are you now……..** | **What are your next steps……** |
| Is moderation guidance in self – evaluation used? |  |  |
| Are guidelines used to lead to improvements in consistency, quality and confidence in assessment? |  |  |
| Do staff participate in a range of QA and moderation activities? |  |  |
| Is planning, learning, teaching and assessment moderated? |  |  |
| Does feedback on staff’s judgements inform improvements in practice? |  |  |

**The Journey to Excellence 2**

# **Learning and teaching – Improvement guides Ensuring quality and confidence in assessment**

**Staff work together to plan future outcomes, both curricular and relating to personal development, after reflecting on children’s previous learning. They participate in moderation activities to develop a shared understanding of standards and expectations, They involve young people, parents and other partners in planning future learning.**

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| **As a school to what extent ………** | **Where are you now……..** | **What are your next steps……** |
| Does your working time agreement facilitate a collegiate approach to planning? |  |  |
| Do staff take account of young people’s prior learning? |  |  |
| Do staff participate in moderation activities within school? |  |  |
| Do staff participate in moderation activities with other schools? |  |  |
| Do staff involve young people, parents and other partners in planning future learning? |  |  |

**The Journey to Excellence 2**

# **Learning and teaching – Improvement guides Planning the outcomes of learning**

**Staff work together to plan future outcomes, both curricular and relating to personal development, after reflecting on children’s previous learning. They participate in moderation activities to develop a shared understanding of standards and expectations. They involve young people, parents and other partners in planning future learning.**

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| **As a school to what extent ………** | **Where are you now……..** | **What are your next steps……** |
| Do staff reflect on learners’ prior learning? |  |  |
| Do staff work together to plan future outcomes based on prior learning? |  |  |
| Do staff participate in moderation activities within and outwith school? |  |  |
| Is there a shared understanding of standards and expectations? |  |  |
| Are learners, parents and other partners involved in planning future learning? |  |  |

**The Journey to Excellence 3**

# **Learning and teaching – Improvement guides Ensuring quality and confidence in assessment**

**Quality assurance and moderation approaches are embedded in the practices of schools and their partners. All staff including senior managers, departmental faculty heads and principal teachers provide a consistent and structured approach to quality assurance. They carry out learning visits, sampling learners’ work and have professional dialogue with staff about standards and expectations and learners’ progress and achievements. They monitor and track learner’s progress effectively and use benchmarking information well to inform improvement planning and to raise the achievement of all learners.**

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| **As a school to what extent ………** | **Where are you now……..** | **What are your next steps……** |
| Are QA and moderation approaches embedded in school life and partnership working? |  |  |
| Do all staff provide a consistent and structured approach to QA? |  |  |
| Are all staff involved in activities such as class visits, sampling learners’ work and professional dialogue about standards and expectations and learners’ progress and achievement? |  |  |
| Is learners’ progress monitored and tracked effectively to inform improvement planning and raise achievement of all learners? |  |  |

**The Journey to Excellence 3**

# **Learning and teaching – Improvement guides Planning the outcomes of learning**

**Staff agree targets with learners, depending on their age and stage of development. These targets set clear expectations of what and how the young people will learn.**

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| **As a school to what extent ………** | **Where are you now……..** | **What are your next steps……** |
| Are learners engaged in agreeing targets with staff? |  |  |
| Do learners have a clear understanding of what they are learning? |  |  |
| Do learners have a clear understanding of how they will meet their targets? |  |  |
| Do learners know when they have met their targets and how they can evidence their learning? |  |  |

**The Journey to Excellence 4**

# **Learning and teaching – Improvement guides Ensuring quality and confidence in assessment**

**Learners regularly contribute to moderation activities across their learning, where appropriate taking account of their additional support needs. This encourages them to reflect on their work and to develop an understanding of required standards and expectations. They are encouraged to develop this understanding by use of self- and peer-assessment and regular dialogue about learning.**

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| **As a school to what extent ………** | **Where are you now……..** | **What are your next steps……** |
| Do learners contribute to moderation activities, taking account of additional support needs? |  |  |
| Have learners developed an understanding of standards and expectations through reflection on their work? |  |  |
| Is self and peer assessment used? |  |  |
| Do learners engage in regular dialogue about learning? |  |  |

**The Journey to Excellence 4**

# **Learning and teaching – Improvement guides Planning the outcomes of learning**

**Learners have a detailed awareness of the skills they will learn through engaging in the planned activities, and the kind and quality of work required to meet the aims which have been outlined. Staff work alongside learners as role models, encouraging them to develop a positive attitude to learning. Staff encourage and act on feedback from learners about how successful the planned activities have been in helping them to learn.**

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| **As a school to what extent ………** | **Where are you now……..** | **What are your next steps……** |
| Do learners understand the skills they are learning and engage in planned activities to develop them? |  |  |
| Do learners have an understanding of what is expected of them and the quality of work required from them? |  |  |
| Are learners encouraged to develop a positive attitude about learning? |  |  |
| Do staff encourage and act on feedback from learners about planned activities? |  |  |