**Learning, Teaching and Assessment Quadrants**

| Learning and Engagement |
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|  | QA Processes |
| * Positive relationships in place between staff and learners. An ethos of mutual respect exists which is conducive to learning and teaching.
 | Learning walks/focus groups |
| * Ongoing learning experiences are underpinned by school vision, values and aims.
 | Learning walks/pupil leadership conversations/planning |
| * Learners have an understanding of their rights and respect for the rights of others.
 | Pupil leadership conversations/RRS group work/policies/HWB curriculum |
| * Learners’ wellbeing is a consistently high priority across all classes.
 | Learning walks/staged intervention processes, tracking and monitoring/HWB curriculum/PEF planning |
| * Learners are motivated and engage effectively with their learning. Opportunities to exercise choice and make use of real-world contexts ensures personalisation, meaning and relevance.
 | Learning walks/planning/pupil leadership conversations |
| * Learners are supported by a variety of high-quality, innovative and creative teaching approaches, including the use of digital technologies.
 | Learning walks/planning/pupil leadership conversations |
| * Learning activities meet the developmental needs of all.
 | Learning walks/planning/tracking and monitoring/staged intervention review/sampling |
| * Learners are increasingly responsible for and actively involved in planning and leading learning. Their views are sought, valued and acted upon across the school and wider community.
 | Learning walks/planning/pupil leadership conversations/sampling |
| * Learners are supported in the development of skills for the 21st century (critical thinking, communication, collaboration and creativity) and attributes within the 4 capacities.
 | Learning walks/planning/pupil leadership conversations/sampling |
| * Learners have an increasingly accurate understanding of their own and others’ learning and are encouraged to talk about strengths and identify next steps.
 | Pupil leadership conversations/tracking and monitoring/pupil focus groups/sampling |
| * Learners are able to articulate their developing skills and value these in terms of future learning and career pathways.
 | Learning walks/sampling of profiles/pupil focus group/pupil leadership conversations |

| Quality of Teaching |
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|  | QA Processes |
| * Staff treat pupils with respect and develop positive relationships, thus creating an ethos which is conducive to learning and teaching.
 | Learning walks/focus groups |
| * Our teaching is underpinned by school vision, values and aims which reflect UNCRC. These are evident in our daily practice.
 | Learning walks/planning/pupil leadership conversations |
| * Staff know learners well. They make very good use of learning profiles and data to support the learning and wellbeing of all children and young people.
 | Planning/learning walks/tracking and monitoring |
| * Staff have high expectations of all learners.
 | Planning/tracking and monitoring/learning walks/pupil leadership conversations/sampling |
| * Staff give clear explanations and instructions to learners, building on prior knowledge and understanding.
 | Learning walks/planning/pupil leadership conversations |
| * Staff plan and differentiate effectively to meet the needs of all learners, making use of all resources (including staff) ensuring appropriate support and challenge.
 | Planning/staged intervention review/learning walks/sampling/pupil leadership conversations |
| * Staff make use of different learning environments and a wide range of innovative, creative teaching approaches, to meet the needs and interests of their learners.
 | Planning/learning walks/sampling/pupil leadership conversations |
| * Staff integrate technology into the delivery of learning and teaching experiences and provide ongoing opportunities for learners to develop and enhance their digital skills.
 | Planning/learning walks/pupil leadership conversations |
| * Staff develop links between ongoing learning, skills, and their relevance to learners’ economic futures.
 | Planning (DYW)/pupil leadership conversations/sampling/learning walks |
| * Staff provide effectively organised and well managed learning experiences, clearly identifying the purpose of the learning and what learners need to do to be successful.
 | Planning/learning walks (pupil focus) |
| * Staff ensure that their learners understand the purpose of their learning and are provided with ongoing opportunities to plan and lead.
 | Planning/learning walks (pupil focus)/pupil leadership conversations |
| * Skilled questioning is used by staff to challenge and extend higher order thinking skills.
 | Planning/learning walks (pupil focus) |
| * Staff provide quality feedback that helps learners be clear about strengths and next steps in learning.
 | Planning/learning walks (pupil focus)/sampling |
| * All staff use assessment data effectively to plan and secure improved outcomes for each of their learners.
 | Planning/tracking and monitoring |
| * Through their ongoing commitment to professional enquiry, staff are accessing and utilising research to inform learning and teaching.
 | Collegiate activity/PRD |

| Effective Use of Assessment |
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|  | QA Processes |
| * Learning, teaching and assessment are planned in an integrated manner identifying what is to be learned and assessed at the planning stage.
 | Planning/tracking and monitoring/moderation/collegiate activity |
| * Assessment approaches are matched to the needs of the individual learners to allow them to demonstrate their knowledge, understanding, skills, attributes and capabilities.
 | Planning/tracking and monitoring/moderation/learning walks |
| * There is effective use of a wide range of assessment information, including formative (ongoing), summative and standardised (periodic), to inform teacher/practitioner judgements.
 | Planning/tracking and monitoring/learning walks/moderations/sampling |
| * National benchmarks are used to improve the validity and reliability of professional judgements of learners’ progress and attainment.
 | Planning/tracking and monitoring |
| * A quality body of evidence is used to support assessment judgements/decisions about progress and next steps.
 | Tracking and monitoring/moderation/sampling |
| * Outcomes from assessment are shared with learners to engage them in reflection and identification of strengths and areas for development.
 | Planning/sampling of profiles/learning walks/pupil focus group/pupil leadership conversations |
| * Moderation processes and approaches are applied to all aspects of learning, teaching and assessment to improve the validity and reliability of judgements of progress and attainment within and beyond the school.
 | Moderation/collegiate activity/tracking and monitoring |

| Planning, Tracking and Monitoring |
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|  | QA Processes |
| * Planning is proportionate and manageable and clearly identifies what is to be learned and assessed in all areas of the curriculum. Learners are involved in the planning process.
 | Planning/focus groups/tracking and monitoring/sampling |
| * Effective tracking and monitoring of attainment across all areas of the curriculum provides reliable, accurate and up to date data regarding the progress of all learners.
 | Tracking and monitoring  |
| * Analysis of such data leads to appropriate interventions to address gaps in attainment and achievement. Interventions are regularly reviewed for impact.
 | Tracking and monitoring/staged intervention review/PEF planning |
| * Tracking and monitoring processes include analysis of data linked to any barriers to learning. This may include SIMD profiles or any identified additional support need. As a result, pupils’ needs are well identified across the school.
 | Tracking and monitoring/staged intervention review/PEF planning |
| * Analysis of data including comparator data informs improvement priorities, planning and practice.
 | SIP/collegiate activity |
| * Identified areas for improvement are monitored and measured for impact.
 | SIP/PEF plan |