**Learner Dialogue**

Learners are provided with regular opportunities to reflect on their learning and evaluate their progress at appropriate points in the learning journey. Such opportunities are naturally incorporated into active learning experiences, courses and learning programmes and focus on skills development and significant aspects of learning within and across curricular areas. Learners identify their next steps (learner’s targets) to improve their learning as part of the process and are supported by staff to do so. Profiling tools with latest and best evidence can be used to inform this dialogue.

ONGOING REGULAR AND ROBUST **TIMETABLED** CONVERSATION BETWEEN THE LEARNER AND THEIR KEY ADULT

SENIOR

PHASE

**Target Setting Reports - Secondary**

The completion of regular target setting reports allows learning targets to be formalised and communicated to parents/carers. These report s require staff to support learners to identify their key targets for learning across each of the curricular areas including progress in significant aspects of learning. Target setting reports should be completed as part of the Learner Dialogue process.

**Full Reports – Secondary**

The completion of full reports may allow a more comprehensive look at previous learning targets to be reviewed, formalised and communicated to parents/carers. This report requires staff to support learners to reflect on their year’s learning and identify areas of strength and further targets for learning across each of the curricular areas.

**Profiling Tools – Nursery/Primary**

Profiling tools based on a wide range of learner evidence including progress in significant aspects of learning should be used to help make professional judgements about **‘how well’** children/young people are progressing and achieving. These tools should be used to support learner dialogue. This process requires staff to support learners to identify their key targets/next steps for learning across each of the curricular areas and allows learning targets/next steps to be formalised and communicated to parents/carers.

**Reporting – Overarching principles**

Reporting has two main purposes; to provide clear, positive and constructive feedback about children’s and young people’s learning and progress and to create an agenda for discussion between a learner and their key adult.

Reporting provides parents with regular information about their progress in different aspects of the curriculum and a chance to give their views on their children’s progress. It also allows staff to meet the needs of parents to understand how they can support their children to develop their learning further. Learners themselves should be in a good position to contribute to discussions about written reports and about their progress in learning at consultation meetings with parents.

Parents are entitled to this information. They should be informed about any gaps in their children’s progress and ways that they can help.

**Planning Learners’ Experiences**

Planning should be learner centred (involving learner’s and partners where appropriate) and take account of different learner journeys and build on their prior learning. Learners are entitled to coherent, **progressive** and **relevant** experiences which are planned using experiences and outcomes across the **4 contexts of the curriculum**. The key ideas of formative assessment and opportunities for breadth, challenge and application should be embedded in all curricular planning.

**Tracking Learners‘ Entitlement**

Staff should ensure that their curriculum planning meets learners’ entitlements to a broad general education. Fit for purpose whole school tracking of **‘how much’** is essential to gain a complete picture of the learner experience. Grouping (bundles) of related experiences and outcomes, significant aspects of learning and learner pathways will be a key focus in tracking this entitlement.

This aspect of the process will be supported by Alison Kidd and \*\*\*\* (Primary/Early QIO?)

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As a learner progresses through these processes within the BGE they should be increasingly confident in identifying their skills and abilities and be able to discuss how they learn best as an individual. These skills should be used to inform personalisation and choice throughout the entire 3-15 curriculum. By the end of S3 the knowledge gained should inform Senior Phase personalisation, specialisation and choice (Including National Qualifications).

**P7 – S1 Transition**

Effective cluster transition arrangements should ensure that progressive development of the four capacities is clearly recognised. Transfer of clear information about each child’s or young person’s progress, achievements and support needs is necessary. Staff at the next stage should use this information to ensure that they build on children’s and young people’s previous learning and

experiences

**Profiles – Nursery P1/P7/S3**

The end of nursery, P7 and S3 represent important milestones in every child and young person’s education.

All children and young people will produce their own profile at these stages, supported by staff, which gives a reflective summary statement of their progress and achievements. In producing the profile children and young people have an opportunity to reflect on evidence of their learning and achievements and include what they feel are their latest and best successes. This will allow them to recognise and share their progress in learning and will support and inform transition at these key stages.

**Tracking Achievement**

A summary of a learner’s personal achievements to develop the skills attributes and capabilities of the four capacities within the different contexts for learning should be monitored and tracked. This can be recorded and tracked in a variety of ways.

**Tracking ‘how well’ Learners have achieved across Experiences and Outcomes**

Every learner’s journey through the Broad General Education will be different. Some groups of learners will require consolidation of the previous level’s work before progressing into the next level; some learners may need to be provided with enhanced learning opportunities to allow them to progress into learning in a higher level. Learners should be recorded as having achieved a level in SEEMIS (where appropriate) as and when they achieve it, the key driver for data entry being when appropriate for each individual learner. Establishments/Departments should use their own methods for keeping track of each learner’s individual progress through the BGE. A range of assessment evidence should be used to support teachers’ professional judgements.