

Learning Journals Policy

November 2018

# Rationale

In line with the National Improvement Framework (ScotGov, 2016) and the Clackmannanshire NIF Action Plan (2018) we are introducing Learning Journals as part of our parental reporting strategy.

*Parents who take on a supportive role in their children's learning make a difference in improving achievement and behaviour. The active involvement of parents can help promote a learning community in which children and young people can engage positively with educators and their peers.*

– Clacks Council, 2018

By communicating with parents, and involving them in the reporting and discussion of learning; including wider success throughout the year, we aim to promote dialogue around learning and remove potential barriers around parental engagement.

We aim to create a more holistic view of assessment and reporting, as an ongoing process, rather than a summative report.

## Why learning journals?

* Online Progress Record and Reporting System.
* Interactive to share learning and wider achievement.
* Secure
* App and Website based.
* Transitional from Nursery.
* Exportable (Printable/Shareable)



# Guidance on the use of learning journals:

## Expectations:

One entry per term for each of the curricular areas:

* Literacy
* Numeracy
* Health and Wellbeing

Plus, one entry for each additional curricular area, over the course of the session:

* Expressive Arts
* Social Studies
* Technology
* Religious and Moral Education
* Science

IDL entries are allowed, with up to 3 curricular areas selected.

Grouped entries are acceptable, so long as learning intentions are relevant to every child within the group. Next steps may require further differentiation through editing the entry.

## Observations:

* Observation should be built from learning intention (intentions covered if IDL). This should not focus on the activity.
* Photos can be added of individuals or their work, do not upload group photos with identifiable children.
* Link CfE statements (pathways where appropriate) and traffic light against these.
* Next steps should be formative and linked to success criteria.

# Parental contributions:

Parents/carers may comment on posts and upload their own entries to share wider achievement, however this should not be used as a platform for open dialogue.

All parent communication should be carried out over the phone or face to face.

* If a parent comments negatively let a member of the Senior Leadership Team know ASAP.
* If a parent asks a question via comments please discuss this using the established channels above.

If a parent forgets their log in please refer them to the office, where the designated ICT leader (Phill Mathis) can be notified.