

A Strategy for East Ayrshire




Dear Colleagues

I am confident that the Educational and Social Services **Learning, Teaching and Assessment Strategy** reflects our strengths and high aspirations. It draws on sound theory, research and current best practice and offers practical teaching strategies for classroom practice.

The **Strategy** is learner centred and rooted in the supportive communities of learning within East Ayrshire. It looks forward, exploiting opportunities offered by the implementation of Curriculum for Excellence and by developing technology.

Our Learning, Teaching and Assessment Strategy has the potential to transform not only learning and teaching, but also continuing professional development. It is, however, a starting-point, not a finished product and to be effective it must evolve and drive development for 21st century learners, whatever their age and stage of development.

I am grateful to colleagues who have developed our **Strategy** and commend it to you.



Graham Short
*Executive Director of Educational
and Social Services*

Contents

Learning, teaching and assessment - a strategy for East Ayrshire	3
Background.....	3
Purpose	3
Our Vision	3
Our Aims	3
Summary	3
The Framework.....	4
Learning and Teaching: putting our children and young people at the centre of their learning.....	4
Pedagogy	4
Planning for effective learning	5
How do we plan for successful learning?.....	5
Experiences and Outcomes	5
Effective learning, teaching & assessment	6
What makes learning successful?	6
How do we create an appropriate learning environment?	6
How do we create effective interaction?	6
How can we facilitate successful learning?	6
Lesson Content and Structure	7
Assessment of Learning	7
Recognising achievement, profiling and reporting	9
Reporting on progress	9
Profiling	9
Reporting to Parents/Carers	9
Achievement and attainment	10
Partnerships	11
Partnership roles and responsibilities	11
School-community partnerships	12
Partnerships between schools and colleges	12
Transitions.....	12
Definition of transition	12
Appendices	13
Roles and Responsibilities.....	13
Assessment fit for purpose	14
Interdisciplinary Learning.....	14
The Arts and Education	15

Learning, teaching and assessment - a strategy for East Ayrshire

Background

East Ayrshire Educational and Social Services is committed to achieving the highest possible quality of provision for all our young people and their families.

The children and young people of East Ayrshire deserve to be given the best possible opportunities to develop skills and attitudes which will serve them well throughout their lives. These include the ability to be problem solvers, to be enterprising, creative and adaptable to a changing environment, to apply new knowledge, to work and interact well with others and to be resilient in the face of adverse circumstances.

For the first time ever, Scotland has a single curriculum for all children and young people 3-18. The 'Curriculum for Excellence' allows for greater opportunity and choice to help young people realise their individual talents. It provides opportunities to implement a whole range of initiatives in a coherent manner and opens up the possibilities of exploring, recognising and celebrating the achievements of children and young people, ensuring deep and meaningful learning for all.

Links to Curriculum for Excellence

<http://eac.eu/5j>

<http://eac.eu/5j>

Purpose

The purpose of this strategy paper is to give direction to all partners involved in supporting learners in East Ayrshire. It is to support and promote **effective learning, teaching and assessment** practice across all educational establishments in East Ayrshire. It endorses wholeheartedly, for our young people and staff, the purposes and principles of *Curriculum for Excellence*. It is anticipated that this guidance will inform policy at establishment level and contribute to the professional development of staff.

Link to purpose of the curriculum

<http://eac.eu/5j>

Our Vision

'East Ayrshire will be a place with strong, vibrant communities where everyone has a good quality of life and access to opportunities, choices and high quality services which are sustainable, accessible and meet people's needs.'

East Ayrshire Community Plan 2003-2015

Link to the Community Plan

<http://eac.eu/5k>

In all our establishments, we strive to make learning challenging, active and engaging, and all children and young people are expected to participate fully in the learning experiences provided. We also expect that they make the most of the wide range of opportunities to achieve which are offered through the four contexts for learning: curriculum areas and subjects, interdisciplinary learning, ethos and life of the school and opportunities for personal achievement.

Link to understanding the curriculum

<http://eac.eu/5l>

Our Aims

The aims of this strategy paper are to help educators to:

- improve learning for all children and young people in East Ayrshire by raising standards of performance and achievement
- foster and support a consistent approach to the processes of learning, teaching and assessment across all East Ayrshire establishments
- ensure a range of assessment approaches are embedded in practice
- work in partnership with others to develop a flexible curriculum, suited to the needs of our children and young people, which takes account of the four contexts for learning
- continue to develop strategies and approaches to supporting **all** children and young people in their learning
- provide a forum and a context for sharing good practice
- make clear the roles and responsibilities of all involved in learning, teaching and assessment
- establish a basis for self evaluation and school improvement across East Ayrshire establishments

National Literacy Action Plan

<http://eac.eu/5m>

Early Years Framework

<http://eac.eu/5n>

Raising Attainment to Improve Life Chances

<http://eac.eu/5o>

ADES Raising Attainment Documents

<http://eac.eu/5p>

Summary

For children and young people's learning to be of the highest quality, our teaching must be the best it can be. For this reason, we recognise the importance of continuing professional development, research and innovation, and sharing of good practice. As an authority, we strive to evaluate and improve our practice so that the education we provide grows and changes to meet the needs of the children and young people we teach. This strategy sets out the expectations for learning, teaching and assessment across our authority and supports the processes of self evaluation.

The strategy sets out the aspirations we have for learning, teaching and assessment. It makes clear what effective learning, teaching and assessment is, how it can be facilitated and sets out the roles and responsibilities of all stakeholders to ensure this is delivered. In this respect, it does not seek to be prescriptive; rather it brings together accepted practice to provide a snapshot of the highest standards in pedagogy.

The Framework

Learning and Teaching: putting our children and young people at the centre of their learning

This strategy paper is organised into themed sections which address the key aspects of learning, teaching and assessment which need to be considered in order to deliver high quality learning experiences for all children and young people.

Pedagogy

Curriculum for Excellence is fundamentally about pedagogy and the redefinition of the role of the teacher/practitioner. This is not to say that it seeks to ignore existing good practice, rather that there is a recognition that effective continuing professional development which improves teachers'/practitioners' skills and abilities for the benefit of our children and young people, will change the nature of teaching.

Link to Page 13 Building the Curriculum 3
<http://eac.eu/4y>

Learning and teaching are at the heart of an effective curriculum. We now know much more about how children and young people learn and it is imperative that we all understand that **how** we teach is as important as **what** we teach. The focus will continue to be on improving learning experiences and pedagogy by building on work we already do and by responding to new research.

Children and young people benefit from exposure to a wide range of learning and teaching approaches and methodologies. The processes of learning and teaching should not be viewed as mechanistic or functional. They rely on complex relationships between staff and the learners themselves. One of the key features of effective learning environments is a sense of shared purpose: a community. In East Ayrshire we strive to spark a love of learning in our children and young people so that they fully engage with experiences which can change and develop them.

In every establishment, children and young people will be supported to become leaders of their own learning. When children are independent learners, they take responsibility, are more intrinsically motivated to succeed, and deep learning is more likely to take place. Where co-operative and collaborative working is promoted, staff will find that young people appreciate the social support of their peers, retention of knowledge is improved, and there is more on-task behaviour.

Creativity is important on a national and global level for economic growth and development. We must therefore encourage our children and young people to think creatively so that they are open to new ideas, are interested in discovering things for themselves, are more able to solve problems and can work well with others.

High quality learning and teaching requires staff to respond flexibly to the needs of learners. It involves the deployment of a range of strategies including:

- Learning through play <http://eac.eu/4z>

- Active Learning <http://eac.eu/50>
- Collaborative Learning
- Co-operative Learning Strategies <http://eac.eu/51>
- Interdisciplinary Learning <http://eac.eu/4u>
- Problem Solving Approaches
- Critical Skills Programme
- Feuerstein Approach <http://eac.eu/53>
- Harvard Teaching for Understanding <http://eac.eu/54>
- Reading Recovery/Mathematics Recovery <http://eac.eu/55>
<http://eac.eu/56>
- Assessment for Learning <http://eac.eu/57>
- Effective and creative use of ICT (especially mobile technology, apps and other interactive approaches)
<http://eac.eu/58>
- Outdoor Learning <http://eac.eu/59>
- Reggio Emilio Approach <http://eac.eu/5a>
- Nurture <http://eac.eu/5b>
- Inclusive Education <http://eac.eu/5c>
- Roots of Empathy <http://eac.eu/5d>
- Partnership working – e.g. Use of masterclasses
- The TEACH Approach <http://eac.eu/5e>
- Mobility Opportunities Via Education (MOVE) <http://eac.eu/5f>

Establishments will reflect on the opportunities they give children and young people for outdoor play and learning experiences. The outdoor space can be a natural extension of the indoor environment, providing a range of opportunities for formal and informal learning experiences. Visits to places of interest away from the establishment also provide a richness and relevance to classroom and playroom learning.

In summary, learning and teaching approaches should be flexible and creative, allowing for personalisation of learning, choice and challenge. They should be based on current research and be collaborative, and co-operative promoting quality social interaction between staff and children and young people.

Planning for effective learning

How do we plan for successful learning?

Time and consideration needs to be given to the planning process at all levels, taking into account the **totality of the curriculum**. This means that planning for effective learning applies beyond 'timetabled classes' and takes account of a child's or young person's learning both in and out with the 'classroom' (for example, through enterprise activities, health and wellbeing related work and special events).

All establishments will develop their own **high level curriculum plans** which reflect the features of curriculum design, as set out in Building the Curriculum 3: A framework for learning and teaching, ensuring the delivery of the broad general education (from early years to S3) and the Senior Phase. It is important that all establishments develop frameworks to support learning.

Link to Building the Curriculum 3: A framework for learning and teaching
<http://eac.eu/5g>

Link to Curriculum Models
<http://eac.eu/4x>

Curriculum for Excellence Briefing 1: Broad General Education in secondary schools
<http://eac.eu/5h>

Focused planning makes learning and teaching manageable and is central to effective learning. Staff have a responsibility to co-ordinate methods to assess, record and plan for learners' individual needs. It is important that planning takes account of prior learning and next steps, while emphasising progress, pace and challenge. Identification and use of resources and teaching strategies should match the needs and abilities of the individual learner.

There needs to be flexibility in planning for learning experiences so that the right blend and balance is achieved for each learner, suiting their particular age, stage, circumstances and learning style. This will require adaptation as the learner progresses and, for this reason, should be regularly reviewed. Providing continuity, progression and challenge will ensure learners are learning at a suitable pace.

Planning should take account of the **totality** of the curriculum through the **four contexts for learning**:

- Ethos and life of the school
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

and the **seven design principles** of the curriculum:

- challenge and enjoyment;
- breadth;
- progression;
- depth;
- personalisation and choice;

- coherence;
- relevance.

Experiences and Outcomes

Taken as a whole, the experiences and outcomes embody the attributes and capabilities of the four capacities. They apply to totality of the curriculum. The statements themselves describe national expectations of learning and progression from the early to the fourth level, during the period from early years to the end of S3. It is the responsibility of establishments and their partners to bring the experiences and outcomes together and apply the national entitlements to produce programmes for learning across a broad curriculum, covering the eight curriculum areas (including the Scottish dimension) and the responsibilities of all aspects of Literacy, Numeracy and Health and Wellbeing.

Link to the Experiences and Outcomes and to the planning tool: My Experiences and Outcomes
<http://eac.eu/5q>

Link to the National Assessment Resource Flowchart
<http://eac.eu/5r>

Effective planning is based on professional reflection and discussion – moderation in action! *Curriculum for Excellence* allows for both professional autonomy and responsibility when planning and delivering the curriculum.

Planning will be a combination of:

- **Long-term plans** - high level curriculum plans that ensure the totality of the experiences reflect the entitlements and are based on the experiences and outcomes for all curriculum areas and the responsibilities of all aspects (Literacy, Numeracy and Health and Wellbeing).
- **Medium-term plans**, which support the implementation of high level curriculum plans and produce the kind of outlines that staff would normally prepare for 'blocks'. Planning involves thinking about the breadth of the curriculum offered, the balance of teaching approaches and knowledge of the needs and interests of children and young people.
- **Short-term plans**, which complement medium-term plans by providing the kind of detail which allows staff to plan work at individual, group or class level to progress children and young people's learning over a shorter period of time. Planning should focus on what children and young people will learn (knowledge, understanding and skills being developed) rather than on the activity. This approach will contribute towards the identification of a clear focus and purpose for each learning experience.

A flexible approach to planning learning experiences is required in order to be responsive to the needs and interests of the children and young people and to topical issues. There will be a greater emphasis on interdisciplinary tasks and a more dynamic curriculum will emerge, in response to staff skills, learners' interests and needs, current affairs and local contexts.

Effective learning, teaching & assessment

It almost goes without saying that the whole point of teaching is to make learning happen! High quality teaching is a key factor in achieving successful learning. Learners learn best when they are taught by staff who are professional, enthusiastic, passionate, knowledgeable and skilled.

What makes learning successful?

In order to support young people in becoming successful learners, confident individuals, responsible citizens and effective contributors we aim to:

- provide environments for learning which are stimulating, interactive, inspirational, and where effective organisation is evident
- ensure effective use of a wide range of learning and teaching approaches based on current research
- put learners at the centre of all planning and organisation
- support the social, emotional, physical and cultural needs of the individual
- support children and young people to recognise and talk about all their achievements

How do we create an appropriate learning environment?

All learning environments should have a positive influence on children and young people. This can be achieved by promoting inclusion and equality and through approaches to developing positive relationships and behaviour. Practitioners will focus on and address the needs of all learners and remove or reduce any barriers to learning across the curriculum, in every context and setting. All learners should be provided with activities which promote engagement and involvement, so that learning is personalised and all children and young people are enabled to meet their potential, from early years to positive, sustained destinations.

Learners learn most effectively when they are achieving, active, responsible, healthy, nurtured, respected and feel included and safe.

This happens when:

- we foster mutual respect, responsibility and tolerance among children and young people, staff and parent/carers
- all partners have high expectations of individuals and believe that each child and young person can succeed
- we recognise and celebrate success
- we develop individual self efficacy, self-esteem and independence.
- children are given the opportunity to make informed choices about tasks and activities so they can participate and engage more fully in the learning process
- we create an appropriately stimulating and challenging curriculum which nurtures a spirit of enquiry

- we provide a physical learning environment well matched to the needs of young people
- we value what children and young people bring to the learning environment
- we afford pupils the opportunity to demonstrate their learning
- we nurture the expectation of lifelong learning
- we promote literacy, numeracy, communication, creativity, enterprise, problem solving, critical thinking, technological expertise and the pursuit of a healthy, active lifestyle.

Link to GIRFEC
<http://eac.eu/5s>

How do we create effective interaction?

Staff should employ a range of methods and provide opportunities to encourage dialogue, collaboration, contribution and participation. This involves both staff and learner in reflection, review and decision making.

How can we facilitate successful learning?

Children and young people learn in many different ways. Staff must have knowledge of, and take into account, individual learning preferences. Provision must be made for learners to have the opportunity to encounter a broad range of experiences across a wide range of contexts.

Learners should be challenged, engaged and motivated. They should be active in their learning and given opportunities to develop and demonstrate creativity. Through these processes, pupils will begin to understand themselves as learners.

Through the development of thinking skills, learners will be able to deepen thinking and achieve advanced levels of understanding.

Successful learners are confident about their abilities and are able to move forward as independent learners.

Central elements of effective teaching should include:

- acknowledging prior learning
- sharing learning intentions
- creating success criteria with learners
- using effective questioning to extend thinking
- giving clear and specific advice to learners about how to improve (feedback)
- creating a positive climate in classrooms
- empowering learners to work collaboratively
- allowing learners to take responsibility for learning
- ensuring continuity and progression in learning
- ensuring improvement in skills and achievement
- reviewing learning for recall, retention and application.
- staff being facilitators and leaders in learning

Ongoing dialogue between teacher and learner informs learners of their strengths, development needs and next steps. This dialogue is central to effective teaching and learning. Teachers/practitioners must also use this process to inform their assessment of learning.

An inclusive approach to learning, teaching and assessment should be taken. Inclusion is more than meeting additional support needs. The inclusive school or community recognises and values the richness of pupil diversity and develops appropriate responses to this.

Getting it Right for Every Child is a person-centred approach to early intervention, single plan and multi-agency sharing, and working together to ensure all children and young people are protected and supported to fulfil their potential.

East Ayrshire Council recognises the individuality of all children and young people and values diversity. It strives to use all available resources to provide equality of opportunity for all children and young people. It is committed to the planning and delivering of effective learning experiences which support individual attainment and achievement with due regard to culture, race, gender, disability, sexual orientation, social background and additional support needs.

Link to Education (Additional Support for Learning)(Scotland) Act 2004
<http://eac.eu/5t>

The Equality Act 2010 Education Scotland: Supporting Learners
<http://eac.eu/5v>

Summarises the entitlement to support, the universal and targeted aspects, with links to further information on the Supporting Learners website.
<http://eac.eu/5u>

Curriculum for Excellence Cabinet Paper 26th September 2012
<http://eac.eu/5w>

Curriculum for Excellence Cabinet Paper 24th February 2010
<http://eac.eu/5x>

Priority to Attainment in East Ayrshire Schools Cabinet Paper 21st October 2009
<http://eac.eu/5z>

Curriculum for Excellence Briefing 5: Personalised Learning
<http://eac.eu/60>

Lesson Content and Structure

In East Ayrshire we do not subscribe to a single model for our lessons/learning experiences, however the following advice will help staff to deliver lessons/learning experiences that take account of the 'big' messages required for effective learning, teaching and assessment.

Every good lesson or learning experience has a beginning, middle and an end.

An effective lesson or learning experience will include:

- sharing of the learning intentions
- connecting the learning – making connection with what the children and young people already know
- consolidating the learning through the review of previous work or of homework (if appropriate)
- negotiating the success criteria with the children and young people – agreeing exactly how the work will be judged and ensuring meaningful feedback related directly to the learning can be provided
- high expectations and a high level of challenge
- a range of tasks which are active, collaborative and cognitive – allowing children and young people to investigate, explore, ask questions, offer solutions, work individually or collaboratively and reflect on their learning

- clear teacher/practitioner explanation and exposition
- utilising a variety of techniques to support quality questioning – questioning which activates understanding and thinking, and focuses on the development of learning rather than a test of recall
- allowing children and young people to demonstrate their understanding in a range of ways – explaining to a partner, writing, recording, mindmapping, presenting to others, having a final 'product', debating, drawing, labeling, questioning/answering etc
- utilising a range of assessment approaches appropriate to the task
- providing opportunities for self and peer assessment
- evaluating the learning – a plenary session focused on dialogue with the learners
- setting of next steps for staff and individual learners – including appropriate 'homework' and/or independent study

This can be further simplified and expressed as three phases within a lesson/learning experience and one prior to it:

- planning and preparation
- starter – connecting to previous learning and/or introducing new learning
- main – children and young people discover new information or learning, use it and demonstrating their understanding
- plenary – children and young people consolidating their learning, evaluating how much and how well they have achieved, and setting next steps

This approach to learning makes the learning more visible to the learner and to the practitioner.

Link to St Joseph's learning and teaching policy
<http://eac.eu/61>

Journey to Excellence Improvement Guides
<http://eac.eu/62>

How Good is Our School and Child at the Centre
<http://eac.eu/63>

National Care Standards
<http://eac.eu/64>

Assessment of Learning

Assessment is a powerful lever to drive forward progress in learning. We need to ensure that our approaches to assessment realise the ambitions of *Curriculum for Excellence: supporting learning, promoting learner engagement and ensuring appropriate support*. Our approaches to assessment must build capacity throughout the system to allow children and young people to improve and progress.

Assessment takes place as part of **ongoing** learning and teaching, **periodically** and at **transitions**. Information gathered in this way provides a holistic view of a child's or young person's progress.

Formative assessment through interactive teaching, combined with summative assessment (e.g. through specifically designed assessment tasks, tests or activities), will provide children and young people, parents and staff

with an accurate picture of how learning is progressing. Evidence of learning will come from:

- Day to day learning
- Specific assessment tasks
- Activities
- Tests and examinations.

Link to BTC 5: Framework for Assessment
<http://eac.eu/65>

The Senior Phase of a young person's education builds firmly on the broad general education. The values, purposes and principles of will follow through from earlier phases of education. Assessment in the senior phase will focus on planned learning across the curriculum. A substantial part of assessment will contribute to young people gaining formal qualifications and awards. Young people who have an identified additional support need will be able to have special arrangements made in order for them to fully access assessments for qualifications. These arrangements are granted on the bases of evidence.

Link to SQA and other awarding bodies
<http://eac.eu/66>
<http://eac.eu/67>

The experiences and outcomes for each curriculum area and for the responsibilities of all aspects are set out in lines of development which describe progress in learning. Progression is indicated through curriculum levels (Early, First, Second, Third and Fourth and Senior Phase).

Link to the Experiences and Outcomes
<http://eac.eu/68>

The Principles and Practice papers provide an overview of how each curriculum area is structured and set out features of effective learning and teaching as well as broad features of assessment in relation to each curriculum area.

Effective assessment approaches are inclusive and accessible for all children and young people. Effective assessment involves gathering and considering a wide range of evidence of learning. Valid, reliable and proportionate assessment evidence may come from things that learners:

write make say/communicate do

Assessment evidence should take account of a child's or young person's learning both in and outwith the 'classroom'. This relies on staff employing a wide range of approaches to assessment, including self and peer assessment.

Children and young people learn best when they:

- understand clearly what they are trying to learn, and what is expected of them
- are involved in and are responsible for their own learning
- spend most of the lesson actively thinking and doing
- are able to discuss their personal targets and the progress they are making towards those targets
- can explain what they are learning about
- are given high quality oral and written feedback about the quality of their work and what they can do to make it better

- are clear about how to go about making improvements
- are fully involved in deciding what needs to be done next, and who can give them help if they need it

We can achieve this through processes such as:

- clarifying learning intentions at the planning stage
- encouraging children and young people to be involved in planning for learning
- negotiating and sharing the learning intentions and success criteria at the beginnings of lessons
- focusing feedback against the learning intentions and success criteria
- organising personal targets with children and young people based on prior learning
- using effective questioning techniques
- involving children and young people in self and peer evaluation
- engaging in dialogue and sharing learning through the plenary sessions
- providing high quality feedback in variety of forms
- celebrating success in learning

All partners need to be clear about what the learning intentions are and be involved in setting next steps to ensure the intended learning takes place.

The process of personal learning planning should be at the core of the educational experience for all learners. Learning targets are influenced by different aspects of learning and teaching, including prior learning and experience, as well as curricular guidance. Personal learning planning will involve parents and carers, children and young people and staff in a process which will focus on what young people are going to be learning, what evidence of achievements and progress will look like and planning together for the next steps. The collected evidence should be reviewed and fed back to support the creation of a new learning target which identifies the next step in learning.

Staff have an important role to play in developing learners' assessment literacy by regular reflection on learning through activities appropriate to age and stage. By working on these skills, young people are effectively "learning to learn": developing the confidence, resilience and motivation which will enable them to succeed in learning, life and work.

Assessment can be used to:

- help build learners' understanding as part of learning and teaching
- monitor and track progress in learning within the school
- provide information to learners, their parents and carers on learners' progress and achievements
- provide information for use beyond the school, including for qualifications and awards

In line with best practice in self-evaluation and planning for improvement, a range of information, including data on learners' performance, and the views of learners, their parents and carers, staff and partners, should help direct improvements in learning, teaching and assessment.

‘Planning can be done in many ways, but the most powerful is when teachers work together to develop plans, develop common understandings of what is worth teaching, collaborate on understanding their beliefs of challenge and progress, and work together to evaluate the impact of their planning on student outcomes’

Visible Learning for Teachers, Maximising Impact on Learning, John Hattie 2012

East Ayrshire’s approach to moderation supports these aims

Link to Moderation Paperwork for East Ayrshire
<http://eac.eu/69>

All establishments will have a learning, teaching and assessment policy which includes clear advice to staff on formative assessment and summative assessment including how the assessment information is to be used. In planning for improvements in learning and teaching it is essential that the views of children and young people, their parents and carers, teachers and other staff supporting learners are taken into account, as well as data on performance.

Link to BTC 5: A framework for assessment
<http://eac.eu/6a>

National Assessment Resource
<http://eac.eu/6b>

Journey to Excellence
<http://eac.eu/6c>

SQA
<http://eac.eu/6d>

Recognising achievement, profiling and reporting

Reporting on progress

Recognising achievement, profiling and reporting are closely linked and there are a number of principles which apply across them all which should inform practice.

Recognising achievement, profiling and reporting should:

- relate to the full range of achievement in learning
- be appropriate to the learner’s age, stage of development, individual needs and interests and support further learning
- be fair, inclusive and manageable
- promote learner ownership through reflection by learners and dialogue with learners as central features
- focus on the progress which the child or young person has made and take account of the **breadth, challenge and application** of learning
- recognise that children and young people learn and progress in different ways and at different rates
- be useful to learners and to those within and outwith the school system
- take account of parents/carers views

Establishments will undertake a range of activities and processes to support recognising achievement, profiling

and reporting. Establishments hold a range of information about the progress and achievements of learners, including class assessment records, tracking records, attainment data and information on additional support needs. This store of information will be drawn upon in recognising achievement, the development of a profile and reporting on progress to parents/carers and others.

Curriculum for Excellence Briefing 2: Assessing progress and achievement in the 3-15 broad general education
<http://eac.eu/6e>

Profiling

The Purposes of Profiling

Profiling is an essential part of the assessment, recording and reporting process. To maximise the potential of each child, the teacher needs to understand the whole child – what they are interested in, how they learn best, and what their strengths are. Profiling boosts self esteem, improves motivation and in so doing improves learning. It is fundamental to the overall aims of Curriculum for Excellence: raising attainment, reducing the achievement gap and preparing for the future. Profiling is the process of collecting a wide range of evidence of learning and assessment information.

A **profile** is a snapshot of a learner’s best achievements at a given point in time. It is one of the ways in which a learner’s achievements can be recognised. Profiles draw together a range of information about a child’s or young person’s learning. Profiles will be produced by children and young people at key transition points (for example Early Years, P7 and S3).

Link East Ayrshire Guidance on Profiling P7 East Ayrshire GLOW Group
<http://eac.eu/6f>

Curriculum for Excellence Briefing 3: Profiling and the S3 profile
<http://eac.eu/6g>

Reporting to Parents/Carers

Building the Curriculum 5: A framework for assessment recognising achievement, profiling and reporting, sets out two main purposes for reporting:

to provide clear, positive and constructive feedback about children’s and young people’s learning and progress, looking back on what has been achieved against standards and expectations;

to create an agenda for discussions between learners and those teaching and supporting them about their next steps in learning.

Reporting makes the child’s or young person’s individual learning and achievement explicit to all and helps engage parents/carers actively in their child’s learning. It encourages parental involvement as well as providing information and feedback to them on their child’s progress and achievements.

Reporting comprises a **range of activities** to share information and engage parents/carers in the process:

These include (although not exclusive):

- written reports and profiles,
- children presenting their learning to parents,
- parents' consultation meetings,
- peer and self evaluations
- personal learning planning
- book looks
- multi agency meetings,
- ongoing oral discussions,
- learning walls,
- home link work
- special events

Reporting should provide a recognisable picture of the individual learner. In order to achieve consistency in approach, East Ayrshire has developed guidance for reporting based on national guidance in Building the Curriculum 5, and a suggested format for summative reporting in primary schools. A suite of support resources, including exemplars is, available on GLOW.

Achievement and attainment

Our aim is to promote, identify and recognise pupils' achievement at every stage of their learning through a variety of key strategies.

These may be grouped under four main headings:

Curriculum

- We ensure that learners experience a coherent curriculum in which they can achieve across the four contexts of learning.
- By focusing on the experiences and outcomes from Curriculum for Excellence and the essential knowledge, understanding and skills required to achieve qualifications and awards, we plan opportunities for progression and achievement to ensure learners build progressively on all aspects of their learning.
- We ensure that staff track learners' participation and achievement effectively, in the range of available activities and opportunities

Reflection and planning

- We promote children and young people's' ownership and engagement through reflection on and dialogue about their learning. This helps pupils to understand what they have learned and recognise their own achievements.
- We encourage children and young people to participate in a wide range of opportunities to promote breadth of achievement, encourage the development of a range of skills for learning, life and work and build on their own interests, strengths and aspirations.
- We support learners in planning which aspects of their learning outwith school they want to build on through opportunities for personal achievement in the curriculum.

Partnership working

- We work with partners in the community to provide a range of opportunities for achievement to meet the needs of all learners. These include sporting, cultural, enterprising and citizenship contexts.
- Partners are involved in planning outcomes for learning and contribute to recording progress and achievements.
- We target children and young people at risk of missing out by aiming to address any inequalities of access to opportunities within and outwith school.

Recording and Celebrating Achievement

- In identifying and recognising achievement, we use approaches which are manageable and appropriate to learners' age and stage
- We ensure these approaches meet individual needs and interests and support further learning.
- In particular, profiles, awards and qualifications are used effectively to recognise and provide accreditation for achievement.

BTC 5: Recognising Achievement, Profiling and Reporting
<http://eac.eu/6h>

Partnerships

Partnership working is a vital component in getting it right for every child and young person. Strong partnerships with parents, employers, community learning staff, further education colleges, Skills Development Scotland, youth work staff, health professionals, training providers, children's services staff and voluntary sector providers helps deliver education to meet the needs of all children and young people. The capacity to work effectively in partnership at all stages, especially at points of transition, represents a key indicator of the success of a school, learning provider and their partners.

A successful partnership will include a number of **key principles** such as:

- openness, trust and honesty between partners
- agreed shared goals and values
- regular communication between partners
- clear identification and role expectation for each partner

To achieve a co-ordinated service partners need to:

- communicate
- co-ordinate
- co-operate

All staff share a responsibility for identifying the needs, including care and welfare needs, of children and young people, and working in partnership to put support in place to meet those needs. Partnership working must therefore be an important element when planning teaching, learning and assessment. To make a partnership successful, a collaborative approach is required to ensure progression within and across levels, especially during times of transition. Regular professional dialogue across the partnerships through sharing knowledge, information, ideas and expertise will enhance partnership working.

Partnership roles and responsibilities

Partnership with parents

The Scottish Schools (Parental Involvement) Act 2006 recognises the vital role that parents play in supporting their children's learning. It also places a statutory duty in promoting the involvement of parents. Strong and effective partnership with parents and carers will assist in promoting a learning community in which children and young people can engage positively. The areas in which parents can play a crucial role are:

- being involved with their child's education and learning
- being an active participant in the life of the school
- being encouraged to express their views on school education in general

By engaging effectively with parents and carers we recognise the role they play in their child's learning and development, and maximise opportunities to create a supportive learning community in which children and young people can thrive.

Parents as Partners

<http://eac.eu/6k>

Engaging with Parents

<http://eac.eu/6l>

Partnership with employers

Young people in education today are tomorrow's employees, employers and entrepreneurs. Schools and employers are increasingly recognising the value of working in partnership towards the shared ambition of developing our young people's skills, attitudes, knowledge and values in order to equip them for success in the modern world of business.

The skills, experience and professional networks of employers are invaluable to schools as they plan rich, broad, and deep learning work experiences. Through recognising the role they play, employers can:

- bring real inspiration and relevance to the curriculum for both young people and staff in schools by setting learning in a meaningful context
- introduce practical, real-life experiences into the curriculum which stimulate learners and extend the learning for all partners

Owing to a clear commitment to develop effective and meaningful partnerships with employers, young people have the opportunity to progress towards employment, stay in employment, and move on in the workplace.

Opportunities for All

Young people are entitled to a senior phase of learning so that they can continue to develop the four capacities of the curriculum for excellence and also obtain qualifications. All young people receive an appropriate and relevant offer of learning in advance of their school leaving date. While this offer is universal, there is a particular focus on meeting the needs of vulnerable young people through a partnership approach with inputs from a variety of learning providers, including youth work.

Opportunities for All provides existing national and local policies and strategies with a single focus to improve young people's participation in post-16 learning or training, and ultimately their employment, through appropriate intervention and support until at least their 20th birthday. This builds on and adds impetus to existing entitlements and commitments to support youth employment and on-going participation in learning or training through Curriculum for Excellence Senior Phase, Skills for Learning Life and Work detailed in Building the Curriculum 4, robust transition planning through 16+ Learning Choices and support offered through More Choices, More Chances. It seeks to ensure access for all our young people to a wide range of opportunities, including staying

on at school, Activity Agreements, additional opportunities offered through Inspiring Scotland, Community Jobs Scotland and other ventures, National Training Programmes, university and college courses and Jobcentre Plus provision for young people.

The Business Enterprise and Skills Centre initiative in secondary schools allows them to better prepare young people for the local job market, through participation in an extensive range of work related and entrepreneurial experiences, supported by business leaders. The initiative aligns with the Scottish Qualifications Authority's (SQA) Skills Framework, which is a component of the National Qualifications development programme in support of Curriculum for Excellence. This framework focuses on enabling young people to develop the skills, understanding and personal attributes necessary to facilitate transitions from school to the world of work. It is specifically designed to ensure young people are 'business ready' and prepared to face the world of work.

SQA Skills Framework
<http://eac.eu/6m>

Partnership with Employers
<http://eac.eu/6n>

Building the Curriculum 4
<http://eac.eu/6o>

East Ayrshire Chamber of Commerce and Industry
<http://eac.eu/6p>

School-community partnerships

Schools and colleges working in partnership provide an enriched curriculum which brings learning to life, improves and raises standards and enables professional development for teachers and employees. Schools are more effective where they are an integral part of the community. Developing partnerships in the wider community allows practitioners to provide new contexts and enhanced learning experiences for all children and young people. Supporting children and young people is a whole-community responsibility. Where school communities are able to establish effective partnerships, there is a much greater chance of developing comprehensive, integrated responses to the needs of children and young people.

To help support the role of the community in developing meaningful and sustainable partnership working between schools and themselves, the following principles will help to build the confidence and motivation of young people and allow them to develop skills for learning, life and work, in preparation for future roles in society.

- Empowerment – increasing the ability of individuals and groups to influence issues that affect them and their communities.
- Participation – supporting people to take part in decision-making.
- Inclusion – equality of opportunity and anti-discrimination

- recognising some people may need additional support to overcome the barriers they face.

- Self-determination – supporting the rights of people to make their own choices.
- Partnership – recognising that many agencies can contribute to community learning and development to ensure resources are used effectively.

Partnerships between schools and colleges

The overall aim for partnerships between schools and colleges is to enable colleges to help schools in their task of developing the 4 capacities as outlined in Curriculum for Excellence, namely successful learners, confident individuals, responsible citizens and effective contributors. In acknowledging the role played by the colleges, partnerships will:

- widen pupils' opportunities for progression and prepare them for further learning;
- ease pupils' transition from school to further learning training or employment;
- broaden pupils' curricular choices, and
- enrich pupils' educational experiences.

HMIE Journey to Excellence Partnership Improvement Guide
<http://eac.eu/6q>

Transitions

Effective transitions are central in enabling young people to develop as successful learners, confident individuals, responsible citizens and effective contributors. Curriculum for Excellence sets out 7 principles for curriculum design which assist us in supporting the above objectives.

Well-planned and effectively delivered transition arrangements can support the implementation of these principles. Change is a foreseeable part of life, and learning how to prepare for, and manage change at transition stages is a valuable and essential skill. Each stage in a young person's education provides opportunities to build on prior learning. It is vital that all staff in educational establishments and partner centres support children and young people at these points and provide them with opportunities to develop and make progress.

Definition of transition

Transitions occur at many points in children and young people's lives. Key transition points include:

- home to pre-school establishments
- ante pre to pre-school
- pre-school to primary
- stage to stage
- primary to secondary
- from the broad general education to the senior phase

- transitions between curriculum levels
- transitions to positive and sustained destinations (i.e. Further/Higher Education)
- school to school across and outwith the authority

In recent years educational establishments have improved the transfer procedures to enhance the transition process and allow individual children and young people to feel valued and well prepared for the next stage of their education. By continuing to build on the strengths of the current transition process, staff will be able to contribute to improvements in the quality of learning and teaching, widening achievement and raising attainment through the process of self evaluation. Through close partnership working between early years establishments, primary, secondary and other educational centres and services, creative solutions and programmes can be produced to provide continuity and progression of learning for all children and young people.

It is essential that key information is passed on and discussed, and that we offer continuity and progression in learning and in approaches to learning and teaching.

Enhanced transition arrangements are required for our vulnerable children and young people.

The critical areas of transition are the extent to which there is:

- continuity and progression in learning
- a common understanding of assessment approaches and standards
- use of assessment information to plan children's progression

Appendices

Roles and Responsibilities

The Department of Educational and Social Services will:

- ensure a coherent and integrated approach to effective learning and teaching throughout the authority
- identify and disseminate good practice in learning and teaching
- create a climate which supports partnership working within and across establishments
- provide guidance, support and opportunities for continuing professional development to all staff
- monitor, evaluate and report on performance in all aspects of learning and teaching
- support the promotion of a positive learning for life culture in all establishments
- celebrate success in learning and teaching.

Educational establishments should:

- produce a written policy on learning and teaching
- work in partnership with parents to ensure learners' success, and encourage parental involvement in working out ways forward for their child's educational future
- give clear information on the aims and objectives of the establishment, both in terms of the curriculum and procedures

- identify and disseminate good practice in learning and teaching
- encourage co-operation and consultation between teachers and children and young people in supporting learning
- maintain an overview of the effectiveness of learning and teaching throughout the establishment
- support and challenge teachers and learners with new initiatives, and benchmark performance
- monitor, evaluate and report on performance in all aspects of learning and teaching
- celebrate success in learning and teaching.

Teachers and educators should:

- ensure all learners experience a variety of modes of learning
- employ an appropriate range of effective teaching and learning approaches
- create a learning ethos which values and encourages a high standard of challenge, achievement and attainment
- encourage and support learners to take responsibility for, and become active in, their own learning
- develop skills and expertise in formative assessment strategies
- develop their own skills through appropriate CPD
- assist in the development of partnership working with parents
- provide opportunities for the development of thinking skills, problem solving and creativity
- evaluate their own effectiveness
- celebrate success in learning and teaching

Assessment fit for purpose

Judgements about children's and young people's learning need to be **dependable**. This means that assessments should be valid and reliable.

Validity in assessment depends on assessing the breadth of learning in the curriculum using a range of evidence so that staff can draw conclusions about what learners can do. Assessments need to measure what they intend to measure. They need to be fair, fit for the purpose of describing the intended learning, and based on sound criteria.

Validity is improved when assessment tasks and activities closely match the intended outcomes and allow learners to produce evidence of their knowledge and understanding, skills, attributes and capabilities. The assessment activity should be designed to enable the learner to demonstrate 'how well' and 'how much' they have learned through the breadth, challenge and application of learning.

Reliability is the extent to which the assessment would give the same result if repeated. Reliability in assessments means that they provide high-quality evidence and information that is comparable (i.e. they stand up when compared to judgments across learners, contexts and settings – for example, departments or schools).

Many factors affect the reliability of an assessment including, for example, the clarity of instructions to learners about how to demonstrate their learning, the timing in relation to programmes of study and consistency of marking from one teacher to another. Reliability and consistency of teachers' judgements is improved through participation in moderation, which is the process by which teachers share standards and expectations.

It is also important that assessment is **proportionate** and that arrangements do not place excessive burdens on learners and teachers which divert their time and effort from learning and teaching. Further, the costs for the education community of high-quality assessment must be achievable within reasonable constraints of time, effort and resources.

All assessment should be valid, in order to be fair to all learners and to support progress in their learning. The relative importance of validity and reliability depends on whether the information from assessment is for informal, day-to-day assessment to be used to provide immediate feedback to learners, to provide a summary of learners' progress and achievements, or if the results are to be used by others beyond the immediate context of the learner, teacher and parent.

Assessment can be used to:

- help build learners' understanding as part of learning and teaching
- monitor and track progress in learning within the school
- provide information to those outside the school on learners' progress and achievements
- provide information for use beyond the school, including for qualifications and awards

All assessment that provides a summary of learners' progress and achievements for those beyond the school requires high

credibility and therefore needs to have both high validity and high reliability.

As part of planning, staff should build in opportunities to discuss and share assessment approaches and expectations with colleagues to ensure their appropriateness for the intended outcome (validity) and that they are fairly and consistently applied for all learners (reliability). Such sharing and reflection will develop staff's common understanding of the outcomes and criteria for arriving at sound evaluations of learning.

Link to assessment information
<http://eac.eu/6r>

Interdisciplinary Learning

Interdisciplinary learning enables teachers and learners to make connections in their learning through exploring clear and relevant links across the curriculum. It supports the use and application of what has been taught and learned in new and different ways and provides opportunities for deepening learning (for example through answering big questions, exploring an issue, solving problems or completing a final project). Learning beyond subject boundaries provides learners with the opportunity to experience deep, challenging and relevant learning.

Practitioners can achieve this by:

- having a clear focus on a small number of different curriculum areas/aspects of a curriculum area or subjects(for example music and drama)
- making clear connections with literacy, numeracy and health and wellbeing across learning
- focusing on a few carefully selected and relevant experiences and outcomes
- involving learners in in-depth investigation, drawing on various sources of information and developing experience and awareness of different curriculum areas in the process
- choosing a theme or problem which requires knowledge and skills from different curriculum areas, aspects of curriculum areas or subjects
- capitalising on themes for development across learning, including developing global citizenship, financial education and outdoor learning
- responding to a significant event

High quality interdisciplinary learning provides:

- stimulating learning and teaching activities which include frequent explicit reference to the knowledge and skills being developed and the connections across and within curriculum areas and subjects

It involves:

- active, collaborative learning
- challenging, thought-provoking tasks
- critical thinking

It requires clear planning across curriculum, learning, teaching and assessment which identifies:

- the specific learning intentions of the interdisciplinary work
- the experiences and outcomes from each curriculum area which are being developed
- how a range of evidence of what has been learned will be gathered and assessed, including through discussion with the learner

Many establishments are now working towards an overall strategy for interdisciplinary learning, which includes consideration of:

- appropriate balance of disciplinary and interdisciplinary learning
- appropriateness of learners' progression
- coherence in learners' experiences
- effective organisation of learning and/or timetabling
- provision of appropriate time and support for teachers' planning
- evaluation of learning.

Link to interdisciplinary learning
<http://eac.eu/6s>

Curriculum for Excellence Briefing 4: Interdisciplinary Learning
<http://eac.eu/6u>

The Arts and Cultural Education

Arts and Cultural Education is powerful in developing the whole person, promoting and enhancing self-esteem and self-confidence and increasing motivation for learning. It is vital to the intellectual and personal development of young people.

The Creative Minds Strategy supports an interdisciplinary programme of arts and cultural opportunities and activities across East Ayrshire addressing, in particular, areas of socio-economic deprivation and geographic isolation through providing access and opportunity for all our young people. Arts and Cultural Education includes, but is not limited to, visual art, music, dance, drama, museums & heritage, creative writing, film and digital media.

Curriculum for Excellence (CfE) emphasises the development of the whole child and the provision of rich and varied learning experiences, including opportunities to develop creativity and participation in the arts. This is further supported through the role of arts and education, and the promotion of a collaborative partnership approach to learning involving creative practitioners directly in the learning experiences of pupils, ensuring that: "children's learning is enhanced and enriched through partnerships with professional arts companies, creative adults and cultural organisations" (Curriculum for Excellence Expressive Arts Experiences and Outcomes).

Educational establishments are further supported through the Creative Minds Learning Network. This offers a range of high quality creative learning experiences for pupils and a portfolio of CPD opportunities with a particular focus on creativity and its practical application as a higher order thinking skill. This

is a national initiative led by Creative Scotland and Education Scotland and aims to champion creativity, the arts and culture in schools and communities within the overarching context of CfE.

Through the Instrumental Music Service (IMS), the Council provides opportunities for pupils to receive specialist music tuition in a range of instruments including brass, woodwind, strings, percussion, voice, guitar and keyboard. Based on an agreed formula (Entitlement and Provision), the IMS provides tutors to each Learning Community.

The IMS works on the premise that musical performance forms only part of the educational experience for young people. The sense of teamwork involved in rehearsing and performing a composition is an educational outcome, as well as meeting the challenge of giving a public performance. Taken together, the skills and experiences gained reflect the aims of the four capacities of CfE. Music activities, opportunities and partnerships are further enhanced through the council's Youth Music Initiative programme supported by Creative Scotland.

Arts and Cultural Education:

- contributes to raising the attainment of pupils
- supports pupils in acquiring skills which will allow them to enjoy and become actively involved in a wide range of arts and cultural experiences contributing to lifelong learning
- promotes the expressive and creative ability of pupils through access and participation
- develops pupils' understanding of their own and other cultures
- enables pupils to realise their full potential
- enhances self-confidence and develops a sense of personal achievement and self-expression in pupils
- supports pupils in their preparation for national examinations
- contributes to the vibrancy and sustainability of our communities

Link to Creative Scotland Creative Learning Network
<http://eac.eu/6x>

Link to Education Scotland Expressive Arts
<http://eac.eu/6y>

Link to Creative Scotland Youth Music Initiative
<http://eac.eu/6z>



East Ayrshire
COUNCIL