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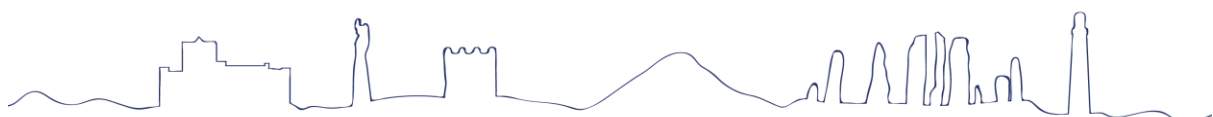
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Learning, Teaching and Assessment Policy: June 25

1 – Ro-ràdh/ Introduction

High quality learning, teaching and assessment is key to improving learners' outcomes. Our learners have the entitlement to the highest quality learning and teaching experiences.

The purpose of this Learning, Teaching and Assessment Policy is to provide a clear statement of expectation to ensure a consistently high standard of provision across all schools and settings in Comhairle nan Eilean Siar. The policy aims to build a shared understanding among practitioners of what constitutes highly effective practice which would create the right culture and conditions for learning.

This policy will support school leaders and practitioners, in partnership with learners, staff and parents/ carers to ensure a positive learning environment that maximises learning and progress through shared high expectations. The policy places relationships, inclusive approaches and children's rights as essential and integral parts of improving outcomes for all children and young people.

2 – Feallsanachd / Rationale

To support all children and young people to achieve their full potential, high-quality learning, teaching and assessment is at the core. This policy is intended to have a positive impact upon the quality of the learning and teaching process across schools and settings. It is important to foster an environment where learning can be enjoyed, and practitioners and learners can learn together.

Our policy for learning, teaching and assessment is informed by local and national policy drivers, [GTCS Professional Standards](#) and knowledge of our local context. There is a strong link between teachers' professional skills and competences and the quality of children's learning experiences. Ensuring the highest professional standards for all teachers will help to ensure the highest standards and expectations for all children.

This document links directly with Quality Indicator 2.3 in [How Good is Our School \(4th Edition\)](#) and is designed to support professional dialogue, inform self-evaluation, and most importantly, to identify areas for improvement that will result in better outcomes for our children and young people. The policy is based around key organisers identified nationally as contributing to effective practice in learning, teaching and assessment:

- Learning and engagement
- Quality of teaching
- Use of assessment
- Planning, tracking and monitoring



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Schools and settings should develop their own policy in line with this document, which may extend beyond these elements, if so desired.

Our framework makes connections to the [Northern Alliance Learning, Teaching and Assessment Toolkit](#). Schools and settings are encouraged to access the toolkit to develop and further improve practice within the identified themes. Selecting the images below will take you to the toolkit themes.



3 – Curraicealam na h-Alba / Scotland's Curriculum

[Scotland's Curriculum](#) for Excellence puts learners at the heart of education. Planned teaching and learning experiences allow learners to acquire the four capacities of Curriculum for Excellence, to become Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors, gaining the knowledge, skills and attributes needed for a life in the 21st century. Practitioners will plan high quality learning experiences across the four contexts for learning, opportunities for personal achievement, interdisciplinary learning, ethos and life of the school as a community and curriculum areas and subjects.

Schools/settings are encouraged to insert a link to their own current Curriculum Rationale here.



4 – Foghlam Gàidhlig/ Gaelic Education

All learners in Comhairle nan Eilean Siar have the opportunity to be immersed in Gaelic language, culture and heritage, accruing all the benefits of bilingualism.

All learners will develop Gaelic communication skills through Gaelic Medium Education or Gaelic Learner Education, with Gaelic language and culture permeating throughout all aspects of the curriculum. Gaelic language will be taught progressively through a range of approaches. It is the aim that learners will be confident in the use of Gaelic in a range of contexts, within and out with school. Strong community links and partnership working will ensure high quality experiences of learning Gaelic and learning through Gaelic.

Senior leaders and practitioners will use the [Advice on Gaelic Education](#) in conjunction with [HGIOS4](#), [HGIOELC](#) and [Realising the Ambition](#) to evaluate practice and plan for improvement in Gaelic Education.

All schools and settings should have their own Gaelic Policy to ensure consistent approaches across Gaelic Medium Education and Gaelic Learner Education.



5 – Ionnsachadh agus dol an sàs / Learning and engagement

- The vision, values and aims of the school/setting promote a learning culture of shared high expectations and aspirations.
- The establishment of an inclusive, positive learning environment and ethos of achievement are crucial to effective learning, teaching and assessment.
- Quality learning takes place in a nurturing environment of trust, respect and a commitment to children's rights. Positive relationships are at the heart of our practice with children and young people at the centre.
- Our climate for learning promotes a sense of belonging, trust and is responsive to the needs of each child. Practitioners use nurturing approaches and trauma informed practice to ensure inclusion and equity for all learners.
- Practitioners and learners have high expectations of themselves and each other.
- A play-based approach to learning is introduced at Early Level. This approach is supported by evidence showing its positive impact on children's development and learning. Research indicates that play is crucial for developing social, emotional, and physical capacities, and for fostering knowledge and understanding. Play-based approaches, particularly in the early years, are recognised for facilitating the transition from early learning settings to primary school and for closing the poverty-related attainment gap.

What does **Learner Participation** look like in high-quality experience?

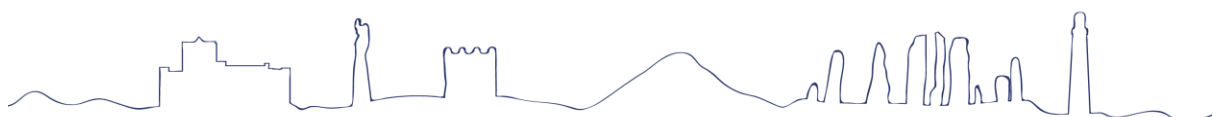
- All learners have opportunities for personalisation and choice, influencing what and how they learn.
- All learners participate in discussions about the approaches relating to what, how and where they learn, are taught, and assessed -e.g. topics, content, timetabling, learning environment, resources and equipment etc.
- Through participation, learners exercise a key role in their learning through on-going dialogue with practitioners and others.
- Learners demonstrate increasing confidence in taking responsibility for their learning, including learning independently and leading aspects of their learning.
- Practitioners make use of a range of learning and teaching approaches e.g. active learning and collaborative learning to enable learners to develop important Meta-skills such as focusing, communicating and creativity. This also builds capacity for meaningful learner participation within the life of the school and community.
- Digital technologies are used to enhance the teaching and learning experience.
- Opportunities for personal achievement can be shaped, designed or initiated by learners or may be provided in collaboration with practitioners and/or wider partners.



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What does Ownership of Learning look like in a high-quality experience?

- Practitioners and learners work together to ensure a supportive, inclusive and safe learning environment where all learners feel valued and empowered to contribute.
- All learners engage in planned and unplanned opportunities to reflect on their learning, which helps them to develop a deep understanding of themselves as learners and enables them to identify their areas of strength and areas for development.
- Learners develop and become confident in the use of vocabulary to describe their learning.
- Learners are skilled in self and peer assessment, with routines and structures in place to give and receive feedback. This supports learners to evaluate evidence of their learning and make informed decisions about their next steps.
- Practitioners support learners to become more reflective and as a result, learners are becoming more self-directed and able to set their own learning targets.
- Learners are highly motivated and fully engaged through well planned tasks, activities and resources that are:
 - well matched to high quality learning intentions
 - enjoyable and linked to interests
 - developmentally appropriate
 - recognised and reflect prior learning
 - connected to wider learning
 - personalised learning and enable learners to be leaders of their learning
 - purposeful, meaningful and relevant and link to real life



6 – Càileachd teagaisg / Quality of teaching

- Lessons have a clear structure, providing opportunities for flexibility based on ongoing assessment of learning throughout the lesson.
- Learning Intentions and Success Criteria are shared and when appropriate, co-created with learners. They are revisited throughout the lesson and should strengthen prior learning.
- Explanations and instructions are clear to all learners.
- A range of effective questioning techniques are used by the teacher with appropriate response or thinking time given and opportunities to develop higher order thinking skills.
- A balance of whole class, group and independent learning is used to meet the needs of learners.
- Pace, challenge and differentiation are effectively planned in every lesson allowing learners to achieve success.
- Plenaries should reflect the learning intention and success criteria and be used consistently.
- Resources are used appropriately, including the use of digital technologies to enhance the learning.
- Teachers are actively engaged with learners throughout the learning process – teaching, assessing and intervening.

What does pace look like in a high-quality experience?

- Prior knowledge is accounted for to ensure learners are working at an appropriate level. Pre-assessments can be used to ensure learners avoid practicing skills which have already been achieved.
- Pace is considered at both the planning stage and throughout the activity. Pace and/or strategy are adjusted based on assessments.
- Progression pathways are used effectively to ensure progression in learning.
- Understanding is checked throughout the lesson e.g. use AifL strategies or a hinge question to judge pace and adapt accordingly.
- Feedback is provided throughout the activity to move learning forward.
- Clear timings for the activity maximise learning, avoiding too much time on explanations, organising resources and transitions.
- Plenaries are used to evaluate learning against the success criteria. This should inform the next steps in learning.



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What does challenge look like in a high-quality experience?

- Practitioners consider prior learning and pupil ability, when planning next steps.
- Learners and practitioners share high expectations so that every learner is supported to achieve their full potential.
- Learners are appropriately challenged to apply, extend and acquire knowledge, understanding and skills.
- Practitioners take account of different rates of learning and use learner pathways and [benchmarks](#) to inform next steps.
- Learners apply skills in a wide range of more complex contexts in learning and life.
- Skilled questioning and discussion stimulate interests and promotes critical thinking.
- Decreased levels of support and scaffolds as learners move towards increased levels of responsibility and independence in learning.
- Learners respond to and produce increasingly complex pieces of work, information and concepts.
- Structures and routines support learners to evaluate their own and others' learning.
- Subject specific language is modelled and expected.
- Learners are supported to set goals for learning and regular opportunities are provided for learners to reflect on their progress and next steps.
- The learning culture and routines promote and support all learners to lead their own learning.

What does differentiation look like in a high-quality experience?

- By differentiating learning, practitioners develop pathways which are tailored to learners' individual learning needs. This can be achieved through modifying the following aspects of learning:
 1. Content e.g. use of learning materials at different levels
 2. Ownership – e.g. giving learners choice in how to express ideas or required learning
 3. Learning environment e.g. wider learning spaces in class/school/setting
 4. Use of accessibility technology support learners e.g. Immersive Reader, Dictate
 5. Encouraging enquiry, research and independent learning
 6. Pace of learning – flexibility and being responsive to the needs of each learner
 7. Role of the teacher during activities-differentiation in the moment and deployment of support staff
- High quality learning activities are planned, using the most appropriate teaching approaches, environment, resources and support (including digital).



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- Collaborative planning involving relevant agencies in place to meet learners' needs. This is particularly important for learners with more complex needs.
- An inclusive learning culture ensures all learners are achieving their full potential.
- Practitioners make effective use of a range of assessment data to identify where learners are in their learning and use this to plan appropriately to meet their individual needs.

Schools/settings are encouraged to create a summary of what a high-quality lesson should look like and include this in the appendix.



7 – Feum èifeachdach de mheasadh / Effective use of assessment

- Assessment is an integral aspect of planning and delivery of learning and teaching. It is well matched to the learning needs of children and young people and teachers reflect and assess their progress on a regular basis.
- Practitioners provide a range of evidence, both formative and summative that demonstrates learners' progress.
- Practitioners have an overview and can speak in detail about each learner's progress and achievement over time.
- Practitioners plan and implement strategies that lead to improved outcomes for learners.
- Learners can speak in detail and with confidence about their progress. Learners can explain what helps them to make progress and identify their next steps.
- Assessment evidence is used to report formally and informally on learners' progress and achievements.
- A range of approaches are carefully planned to ensure assessment is:
 - ❖ valid and reliable
 - ❖ proportionate and manageable



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- ❖ well matched to the holistic needs of the learner
- ❖ part of the process and each learner is able to clearly demonstrate where they are in their learning
- ❖ broad, challenging and well matched to the holistic needs of the learner

What does **effective use of assessment** look like in a high-quality experience?

- Day to day, we gather evidence from a variety of ongoing assessment approaches including:
 - ❖ observational assessment
 - ❖ learner conversations
 - ❖ scanning and marking work
 - ❖ higher order questioning
 - ❖ self / peer assessment
 - ❖ exit passes
- From time to time, we use periodic assessment approaches including:
 - ❖ high-quality assessments
 - ❖ end of unit assessments
 - ❖ national assessments
- We use information from assessment formatively to:
 - ❖ support responsive teaching
 - ❖ inform future planning for next steps in teaching and learning
 - ❖ support progression
- We use information from summative assessment to identify progress towards and achievement of national standards including:
 - ❖ national benchmarks
 - ❖ standardised assessments
 - ❖ national qualifications
- We work with colleagues to develop our understanding about shared standards and build confidence in making professional judgements through:
 - ❖ professional dialogue and learning
 - ❖ well-planned moderation activities
 - ❖ robust tracking and monitoring cycles



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- We use learner conversations to provide high quality feedback to help children and young people know themselves as learners, to understand their progress, achievements and what they need to do to improve. Some examples of these may be:
 - ❖ Conversations at reporting times
 - ❖ Pupil focus groups
 - ❖ Target setting
 - ❖ Profiling

What does **strong use of data analysis skills** look like in a high-quality experience?

- Practitioners have access to a range of relevant data on the learners in their class.
- Practitioners understand what the data says about the learners, including their progress.
- Data is used regularly and systematically to identify trends and patterns that inform decision making about learning, teaching and assessment.
- Practitioners can accurately articulate any gaps in learning and the steps they are taking to address this. This includes the prompt identification of learners who either require increased challenge, or those falling below their expected milestones.
- Practitioners work together to make sense of data, formulating questions and interpreting results.
- Reference is made to stage and school, local authority and national data to broaden discussion and draw comparisons.
- Data analysis enables planning to ensure that learner outcomes are improving. The approaches that are having a positive impact in improving children's progress and attainment are identified and shared systematically.
- Schools should ensure that they have a clear programme of assessments in place to support tracking and monitoring of attainment.
- Summative Assessment – All schools are expected to complete National Standardised Assessments (NSA) (MCNG) and CATS as required.

8 - Building a shared understanding

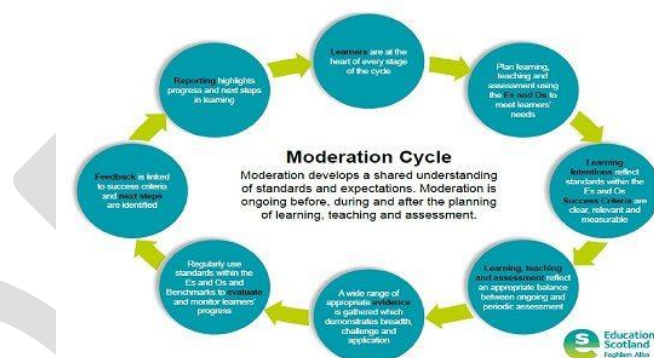


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- Practitioners work collaboratively to plan the curriculum, learning, teaching and assessment in a coherent way to achieve breadth, challenge and application of learning by using the [Moderation Cycle](#).
- Practitioners discuss, share and peer observe to develop a shared understanding of standards and expectations through participating in moderation of learning across the curriculum.
- Opportunities are in place for professional learning and for standards and expectations to be moderated within and across settings and sectors. Practitioners lead and take part in quality assurance activities which include highlighting effective practice.

Assessment and Moderation

The Moderation Cycle outlines each stage of the moderation process and enables practitioners to develop a shared understanding of standards and expectations in the Broad General Education.



Learners are at the heart of every stage of the cycle.

Learners are fully involved in planning and reflecting on their own learning, giving learners a sense of ownership and belonging.

Plan learning, teaching and assessment using the Experiences, Outcomes and National Benchmarks to meet learners' needs.

Assessment evidence is used to inform the planning of learning, teaching and assessment.

Experiences and Outcomes can be grouped together in a way that links concepts appropriately and which best suits the learner, based on prior learning and next steps.



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Learning experiences ensure progression within and across levels, providing opportunities for breadth, challenge and application.

Assessments are planned alongside learning and teaching, providing opportunities for the learner to demonstrate the expected standards within the Experiences and Outcomes.

Learning Intentions reflect standards within the Experiences and Outcomes and Success Criteria are clear, relevant and measurable.

When planning learning, teaching and assessment, practitioners use the Experiences and Outcomes to develop relevant Learning Intentions. Learning Intentions describe what children are going to learn, not what the children are going to do.

When planning learning, teaching and assessment, practitioners and learners use the agreed Learning Intention(s) to co-create relevant Success Criteria.

Success Criteria outline the ways in which the learner can achieve the Learning Intention. They are clear, relevant and measurable definitions of success.

Benchmarks within each curriculum area and within each level should be used to support consistency in practitioners' professional judgements.

Learning, teaching and assessment reflects an appropriate balance between ongoing and periodic assessment.

Experiences and Outcomes are used to plan learning, teaching and assessment.

Assessments are planned when selecting the Experiences and Outcomes.

High quality assessments are used to draw on a wide range of learning and provide the learner with an opportunity to demonstrate;

1. breadth
2. challenge
3. application in new and unfamiliar situations.

A range of assessments (ongoing, periodic, high quality, standardised) are used to inform next steps and interventions.

An Assessment Framework outlines key checkpoints for assessments.

A wide range of appropriate evidence is gathered which demonstrates breadth, challenge and application.



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Evidence to support teacher professional judgement of progress towards and achievement of a level, comes from a range of sources including day to day learning, coursework (including tests), observations and periodic high-quality assessments.

When considering achievement of a level, learner evidence will demonstrate breadth, challenge and application, but will not capture everything. It is not necessary to demonstrate evidence of every aspect of learning within the Benchmarks, but it is essential that there are no major gaps, for example, with respect to the relevant organisers in each curriculum area.

Regularly use standards within the Experiences and Outcomes and Benchmarks to evaluate and monitor learner's progress.

Practitioners evaluate learning based on a range of assessment evidence.

Make judgements around progress using the Benchmarks.

Evaluation of learning supports assessment and informs planning for learning and teaching.

Learners have the opportunity to reflect on their own learning, review and understand the progress they are making and identify next steps.

Feedback is linked to success criteria and next steps are identified.

Feedback is focused on the agreed success criteria.

Feedback identifies area of strength and directions on how to improve.

Oral feedback is given during the lesson and 'in the moment' where appropriate.

Written feedback is given, where appropriate, after the task. Time should be factored in to ensure meaningful engagement with learners as part of this process.

Self/peer assessment(s) and feedback will build greater ownership of learning.

Reporting highlights progress and next steps in learning.

Reporting provides a clear account and shared understanding of progress throughout the year.

Reporting informs future learning by identifying strengths, areas for development and next steps in learning.

9- Planadh, tracadh agus sgrùdadh / Planning, tracking and monitoring

- A coherent approach to planning learning, teaching and assessment is required. Practitioners should plan appropriately over different timescales to meet the needs of



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learners across all areas of the curriculum using the CfE Experiences and Outcomes and Benchmarks

- Learning is planned to ensure progression and continuity in learning; developing the knowledge, understanding and skills of all children and young people.
- Planning is specific to the needs, interests and local context and provides appropriate challenge to ensure progression in learning across the curriculum.
- Learning outcomes are derived from the planning and are clear, specific and linked to what is to be learned and assessed.
- Learners are fully involved in planning their learning. In daily learning, learners are involved in co-creating learning intentions and success criteria. They should have a sound understanding of what they are learning and how they will achieve success.
- As a result of tracking and monitoring, pupil progress and the analysis of data, all learners experience appropriate support and challenge within their learning.
- Information and data are used effectively to plan progression in learning. Practitioners use a range of formative, summative and standardised assessments to assess the children's progress. These approaches are used to capture progress and allow children and young people to demonstrate their knowledge and understanding, skills, attributes and capabilities across the four contexts of learning.
- Children and young people are confident and articulate in sharing their learning.
- Practitioners are confident in reviewing assessments and change and alter planning accordingly.
- Assessment information is valid and reliable, based on a shared understanding of the national benchmarks.
- Practitioners engage in school and across school moderation to make informed and robust judgments related to children and young people's progress. The data and information gathered is analysed and allow teachers to make holistic judgements and report on the progress at key milestones over the course of the school year.

What does **planning, tracking and monitoring** look like in a high-quality experience?

Planning should meet the needs of all learners and be informed and supported by:

- pupil voice
- prior learning
- experiences and outcomes
- progression pathways
- professional dialogue and moderation
- assessment data and evaluations



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During learning conversations, information is gathered and evaluated to monitor and track progress which:

- enable learners to understand and articulate their learning and future learning needs
- provides an overview of progress and achievement over time
- identifies strengths and next steps in learning
- informs transitions
- supports parents/carers to understand their child's learning

Tracking and monitoring systems are in place to:

- evaluate the pace of learning, teaching and assessment
- identify trends and patterns
- identify gaps in learning
- provide an overview of data over time
- identify areas for development e.g. school, department, subject area, class, group and individual levels

Schools/settings are encouraged to include their Assessment and Moderation Calendar as an appendix.

10 Dearbhadh càileachd agus fèin-mheasadh / Self-evaluation and quality assurance

Schools and settings will undertake a planned programme of quality assurance and self-evaluation to ensure consistently high standards of learning, teaching and assessment that are resulting in positive outcomes of achievement and attainment for all learners. Schools and settings will follow the guidance outlined in the CnES Quality Assurance Policy and Framework. This policy will be reviewed in March 2026.



Useful Links

Advice on Gaelic Education

[Advice on Gaelic Education - Updated March 2022](#)



Benchmarks

[Benchmarks | Curriculum for Excellence documents | Curriculum for Excellence | Education Scotland](#)

Better relationships, better learning, better behaviour

[Better Relationships, Better Learning, Better Behaviour \(education.gov.scot\)](#)

Building the Curriculum 2: Active learning in the early years

[Building the Curriculum 2 \(education.gov.scot\)](#)

Building the Curriculum 3: A framework for learning and teaching

[Building the Curriculum 3: A Framework for Learning and Teaching \(education.gov.scot\)](#)

Building the Curriculum 4: Skills for learning, skills for life and skills for work

[Building the Curriculum 4: Skills for learning, skills for life and skills for work \(education.gov.scot\)](#)

Building the Curriculum 5: A framework for assessment

[BtC5 Framework \(education.gov.scot\)](#)

Classical languages: Principles and practice

[Classical languages: Principles and practice \(education.gov.scot\)](#)

Expressive Arts: Principles and practice

[Expressive arts: Principles and practice \(education.gov.scot\)](#)



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Gaelic (learners): Principles and practice

[Gaelic \(learners\): Principles and practice \(education.gov.scot\)](#)

GTCS Professional Standards

[65de1052167fdf3d4d70eeda GTCS The Standard for Full Registration.pdf \(website-files.com\)](#)

Health and wellbeing: Principles and practice

[Health and wellbeing: Principles and practice \(education.gov.scot\)](#)

Health and wellbeing across learning: Principles and practice

[Health and wellbeing across learning: responsibilities of all: Principles and practice \(education.gov.scot\)](#)

Highland Council Collaborative Improvement Framework

[Highland Council Collaborative Improvement Framework](#)

How good is our school?

[How good is our school? \(4th edition\) \(education.gov.scot\)](#)

How good is our early learning and childcare?

[How good is our early learning and childcare? \(education.gov.scot\)](#)

How good is OUR school?

[How good is OUR school? Part 2 \(education.gov.scot\)](#)



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[realisingtheambition.pdf \(education.gov.scot\)](#)

Religious and moral education: Principles and practice

[Religious and moral education: Principles and practice](#)

Religious education in Roman Catholic Schools: Principles and practice

[Religious education in Roman Catholic schools: Principles and practice](#)

Responsibility for all

[Curriculum for Excellence: Experiences and outcomes \(education.gov.scot\)](#)

Sciences: Principles and practice

[Sciences: Principles and practice \(education.gov.scot\)](#)

Social studies: Principles and practice

[Social studies: Principles and practice \(education.gov.scot\)](#)

Technologies: Principles and practice

[Technologies: Principles and practice \(education.gov.scot\)](#)

The UN Convention on the Rights of the Child

[UNCRC summary-1 1.pdf \(unicef.org.uk\)](#)

[Northern Alliance Learning, Teaching and Assessment Toolkit](#)

[Learner Participation in Educational Settings](#)



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[Forth Valley West Lothian Improvement Regional Improvement Collaborative Interactive Learning, Teaching and Assessment Guide](#)

[The West Partnership – Learning, Teaching and Assessment Cycle](#)

[Dundee City Council Pedagogy Team Moderation Toolkit](#)

[Dundee City Council Pedagogy Team The Teaching Cycle](#)

Gaelic Language Plan

[https://www.cne-siar.gov.uk/sites/default/files/2025-01/CnES Gaelic Language Plan 2023-2028.pdf](https://www.cne-siar.gov.uk/sites/default/files/2025-01/CnES_Gaelic_Language_Plan_2023-2028.pdf)

CnES Promoting Positive Relationships and Behaviour Policy

Appendix One

Learning Approaches

Independent learning

Independent learning is an approach where learners have control and ownership of their learning. They direct and evaluate learning, managing their own motivation towards this. To



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be successful, learners need to be equipped with the skills to self-regulate, set goals, plan, monitor and evaluate their own learning and progress.

Observations show that learners are:

- taking decisions
- initiating and organising tasks
- asking questions and finding information
- demonstrating self-reliance
- being clear about one's own learning needs
- effective self-management
- having opportunities to reflect on and understand what has been learned

Taking responsibility for learning

Teach and support learners to take responsibility for their learning by:

- Creating an ethos in the classroom which is focused on achievement and includes goal setting, choices and self-directed opportunities for learning.
- Offering choices in learning activities to motivate and match to interests and abilities.
- Equipping learners with skills and strategies to take on challenges and problem solve.
- Using profiling regularly and effectively to develop children and young people's knowledge of themselves as a learner, their strengths and next steps.
- Supporting learners to develop skills of time management and organisation.

Observations show that learners are taking responsibility by:

- taking personal control of own learning
- influencing and contributing to planning own learning
- developing an increased awareness of oneself as a learner
- seeking out learning opportunities linked to own interests and aspirations
- a willingness to take on challenges
- making informed choices and decisions; and monitoring own progress and, as appropriate, modifying strategies

Active Learning

Active learning is learning which engages and challenges children's thinking using real life and imaginary situations. It takes full advantage of the opportunities for learning presented by:

- spontaneous play



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- planned, purposeful play
- investigating and exploring
- events and life experiences
- focused learning and teaching

This is supported, when necessary, through sensitive intervention to support or extend learning.

Engaging Teaching Strategies: Teachers design lessons that actively involve children in the learning process. This may include discussions, group activities, projects and practical applications of knowledge.

Critical Thinking: Encouraging children to think critically and analytically, fostering skills such as problem solving, creativity and decision making.

Collaborative Learning: Emphasising collaborative learning experiences where children work together to solve problems, share ideas and build a sense of community within the classroom.

Real-World Connections: Connecting classroom learning to real-world applications, helping children understand the relevance of what they are learning and how it applies to their lives.

Reflection: Providing opportunities for students to reflect on their learning experiences, encouraging metacognition and self-awareness.



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Collaborative Learning

Collaborative learning works well when you have group goals, so that you have children working as a group rather than just working in a group, with individual accountability so that every child is individually accountable as well as collectively accountable. Collaborative learning can look like:

- working in partnership, groups and teams
- taking initiative and leading
- acting as learning resources for one another
- working on team challenges and research tasks
- taking on roles and responsibilities
- demonstrating awareness and respect for others
- debating to develop informed views
- discussing learning and providing explanations to others

Cooperative Learning

Cooperative Learning is used when learners are being asked to work together as a pair, trio or group. It is recommended not to exceed four members as this reduces the accountability of each person within the group.

Use of Technology

Learners and staff use digital tools to support high quality learning and teaching. Staff are confident and knowledgeable about which digital tools and technologies enhance learning. Learners are increasingly confident in using a wide range of digital tools to reduce barriers to learning. Effective evaluations of digital learning include whether or not learning is being enhanced or enriched through the use of digital technology. For example:

- Is there deeper understanding?
- Are learners more engaged, inspired or motivated?
- Are learners demonstrating greater independence in their learning through digital tools?
- Are goals achieved through learners sharing and refining ideas using real time online collaborations?

Staff actively provide opportunities for learners to collaborate within learning using digital technology.

