

United in Purpose

to enhance:
our lives
our community
our world



Larbert Cluster Schools

Effective Contributors • Successful Learners • Responsible Citizens • Confident Individuals

LHS Looking Outwards Event

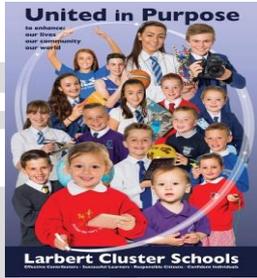
2.3 Learning, Teaching & Assessment

November 2017





Learning, Teaching & Assessment

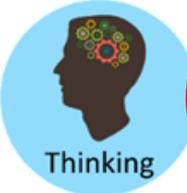


Learning Intention

To provide an overview of Learning, Teaching and Assessment and how we are moving forward post inspection.

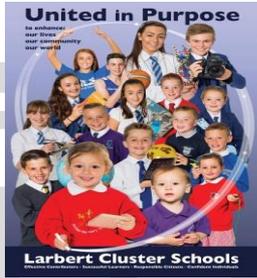
Success Criteria

Understanding of how 2.3 is delivered in LHS.
Increased awareness of how 2.3 is covered during inspection week.





This Evening...



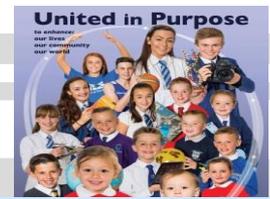
L&T at
LHS

Inspection
week

Moving
forward



Learning & Teaching



- L&T Policy
- Skills Framework
- Digital Learning Strategy
- Google Classroom



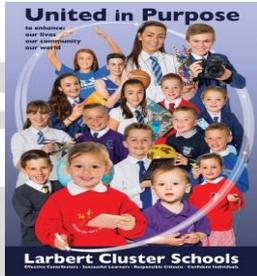
Click the Skills Icons to navigate to Skills Descriptors

LH\$ Digital Learning Strategy





Quality Assurance



- **SLT** Learning Walks (*weekly*)
- **PT** Learning Walks (*termly*)
- **Faculty** Learning Rounds (*termly*)
- **Pupil** Focus Groups (*weekly*)
- **Probationers and New Staff** (*on going*)
- **Learning and Teaching Review**



2.3 LEARNING, TEACHING AND ASSESSMENT

Themes:

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

Level 5 illustration:

■ Learning and engagement

The ethos and culture of our school relationships. Our children and young people are engaged, resilient, highly-motivated and take appropriate responsibility as they become more independent. They exercise choice, including the appropriate use of digital technologies, and contribute to their learning and have opportunities to be active and responsible. They contribute to a range of well-planned activities.

■ Quality of teaching

Our teaching is underpinned by high-quality learning environments and create opportunities for our effective use of digital technologies. Our highly-skilled questioning and engagement strategies regularly enable higher-order thinking and appropriate and well-timed interventions to support progress in learning.

■ Effective use of assessment

Assessment is integral to our planning and we use a range of approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.

■ Planning, tracking and monitoring

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young

Features of highly-effective practice: Challenge questions:

- ✓ The learning environment is built on positive, nurturing and appropriately-challenging relationships

- ✓ How well are learners enabled to select and make use of high-quality resources and equipment including digital technologies?

How do we use our community and spaces to enhance high-quality outdoor learning?

How do we motivate and engage all learners in their learning throughout school life?

How do we enable learners to become independent learners and develop the four

What are we that all learners experience which are varied, differentiated, active, and provide active support and challenge?

How do we communicate the purpose of learning and give effective explanations for all

How do our questioning strategies enhance the learning experience and enable higher-order thinking skills?

How do we deploy a wide variety of innovative resources and teaching approaches, including digital technologies?

How do we apply the principles of planning, assessment, recording and reporting as a feature of learning and teaching?

How do we make use of a range of valid, reliable assessment tools and approaches to improve the learning and development of children and young people?

How do we record, analyse and use assessment data to identify development needs for individual learners and specific groups?

How do we ensure that all learners, including the most deprived children and young people and those who are looked after,

- ✓ All teachers have well-developed skills of data analysis which are focused on improvement.

- ✓ How effectively do we involve learners and parents in planning and evaluating learning?

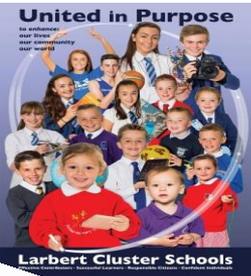
- ✓ How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?

Discussion Point

***How do you quality assure L&T?
Do staff all receive individual
feedback?
Would your staff know their L&T
development needs?***

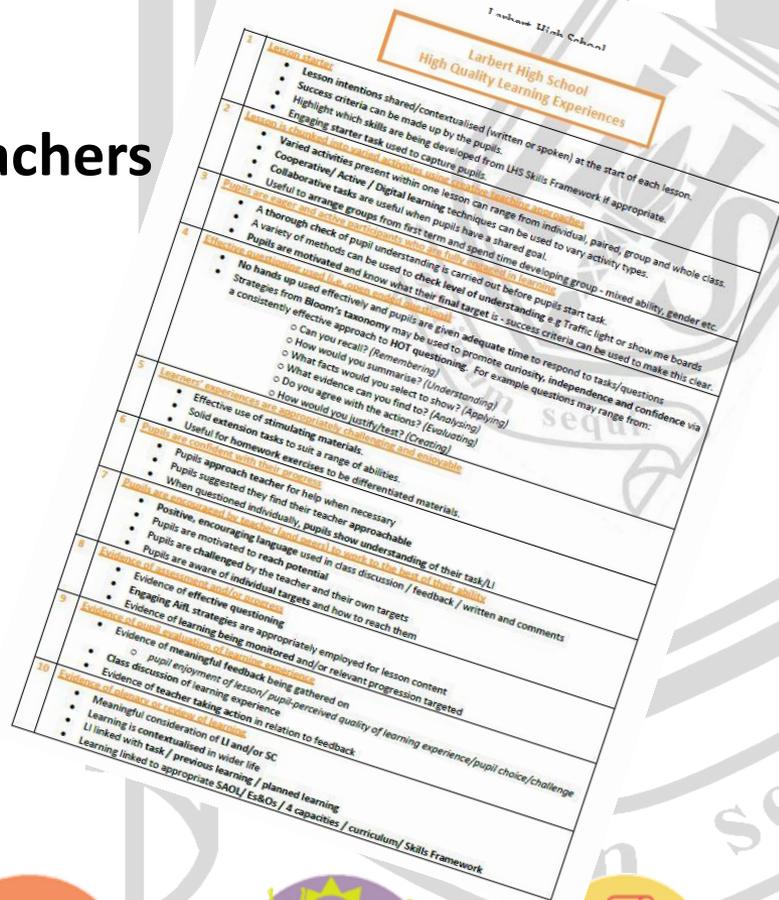


Teach Meets



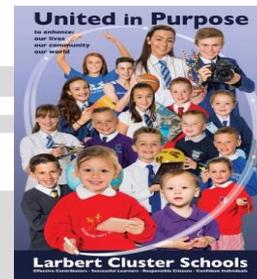
- All Staff Observed
- Enhanced Feedback to Individual Teachers
- Supportive Process
- Focus – L&T Priorities
- Standardised Observation Sheets

‘Great range of CPD available’
‘Meaningful observations with similar faculties’
‘Gained detailed feedback on my teaching’
‘Builds relationships and connections between faculties’





Staff CPD



Larbert High School CPD Overview 2016/2017

In-house CPD Programme

Week	Day	Focus	Staff	Room
20 10 16	Thursday	INSIGHT	C Meikle	Conf Rm
27 10 16	Thursday	UCAS Support	J Doherty	Conf Rm
03 11 16	Thursday	CPD Manager / ERD	J Wilson	Conf Rm
10 11 16	Thursday	Child Protection	J Doherty	C119
17 11 16	Thursday	One Note	M Thomas	C119
24 11 16	Thursday	Creating iMovies	L Kelly / K Couper	C119
01 12 16	Thursday	Google Classroom	D Paterson	Conf Rm
08 12 16	Thursday	Professional Learning	S Leach	Conf Rm
15 12 16	Thursday	Professional Learning	S Leach	Conf Rm
12 01 17	Thursday	Professional Learning	S Leach	D110
19 01 17	Thursday	Professional Learning	A Johnstone	Conf Rm
26 01 17	Thursday	Professional Learning	J Cairney	Conf Rm
02 02 17	Thursday	Professional Learning	J Cairney	Conf Rm
09 02 17	Thursday	Professional Learning	J Cairney	Conf Rm
16 02 17	Thursday	Professional Learning	J Cairney	Conf Rm
23 02 17	Thursday	Professional Learning	J Doherty	A113
02 03 17	Thursday	Professional Learning	L McAtasney	Conf Rm
09 03 17	Thursday	Professional Learning	J Reid	Conf Rm
16 03 17	Thursday	Professional Learning	C Meikle	Conf Rm
23 03 17	Thursday	Professional Learning	S Leach	Conf Rm
30 03 17	Thursday	Professional Learning	D McCulloch	Conf Rm
06 04 17	Thursday	Professional Learning	D Downie	Conf Rm
13 04 17	Thursday	Professional Learning	M Thomas	C119
20 04 17	Thursday	Professional Learning	C Meikle	C119
27 04 17	Thursday	Professional Learning	C Meikle	Conf Rm
04 05 17	Thursday	Professional Learning	CP/IR	Conf Rm
11 05 17	Thursday	Professional Learning	J Jackson	Conf Rm
18 05 17	Thursday	Professional Learning	K Chatburn	Conf Rm
25 05 17	Thursday	Professional Learning	K Chatburn	Conf Rm
01 06 17	Thursday	Professional Learning	CP/IR	Conf Rm
08 06 17	Thursday	Professional Learning	GTC	Conf Rm

Looking Ou.
Whole Staff Ex
School Visit.

SIP— Royal Blue
NIF— Purple
HGIOS— Blue / Orange / Green

SIP— Royal Blue
NIF— Purple
HGIOS— Blue / Orange / Green

June

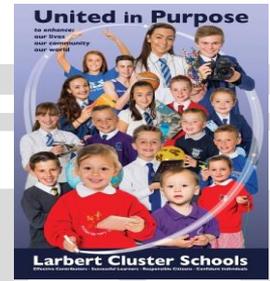
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Assessment and Moderation



- **Frequency**

Move to on-going tracking & monitoring throughout the session

Reporting to parents 4 times (Oct, Jan, Mar, May)

- **Levels**

Second Level, Third Level, Fourth Level

- **Degree of Achievement within Level**

Bronze, Silver, Gold



Thinking



Digital Learning



Enterprise



Leadership



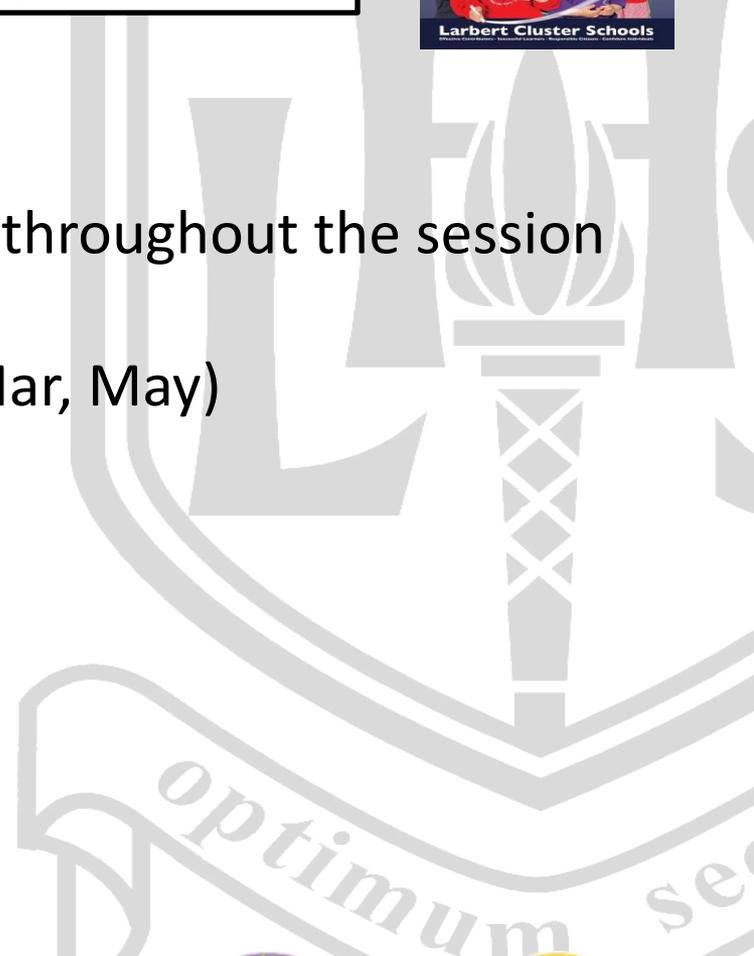
Literacy



MESP

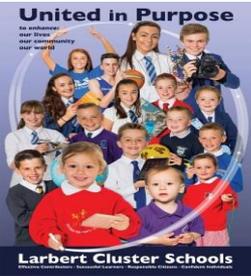


Numeracy

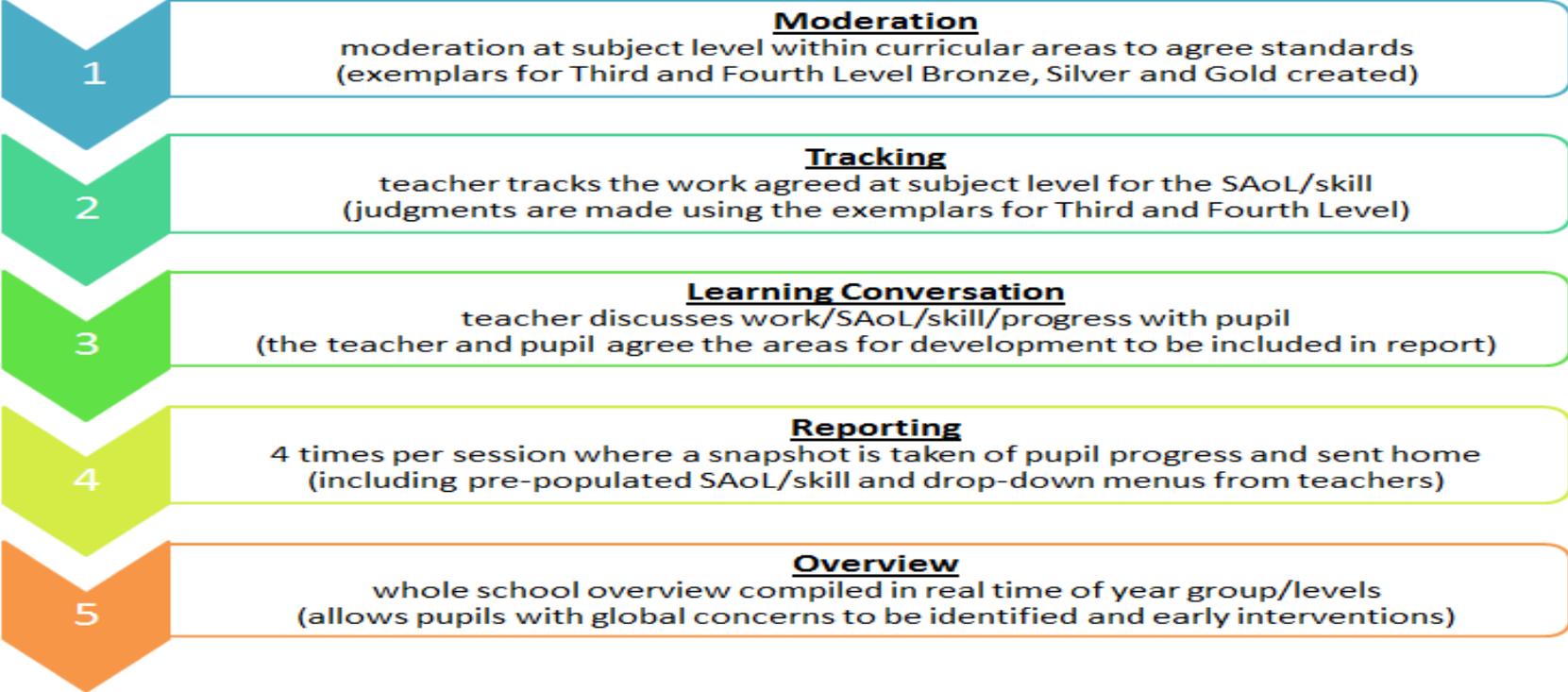




Assessment and Moderation

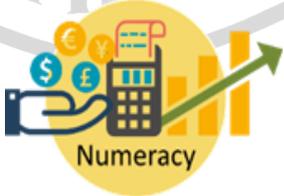
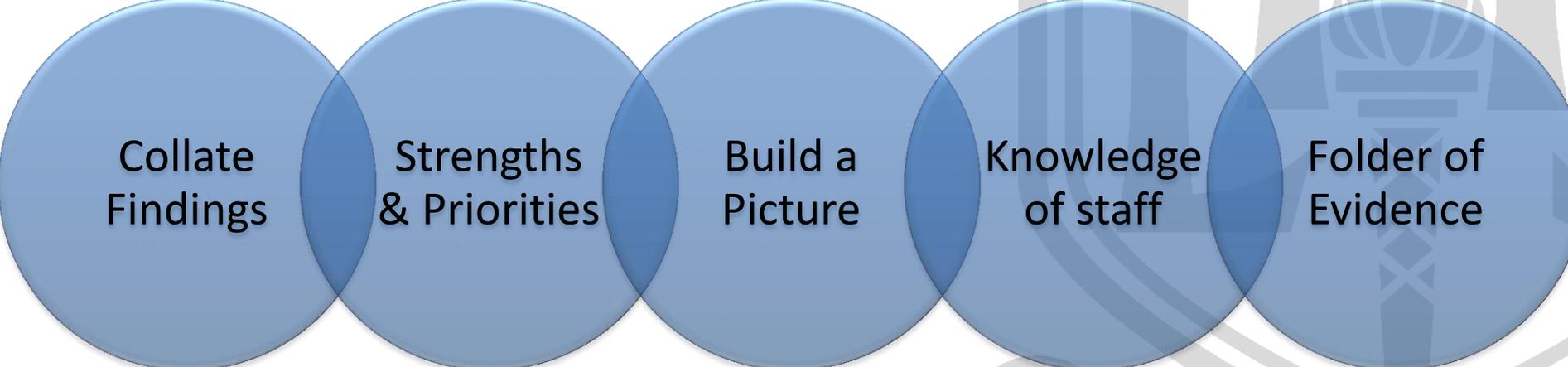
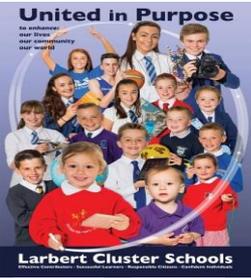


BGE Tracking & Monitoring and Reporting



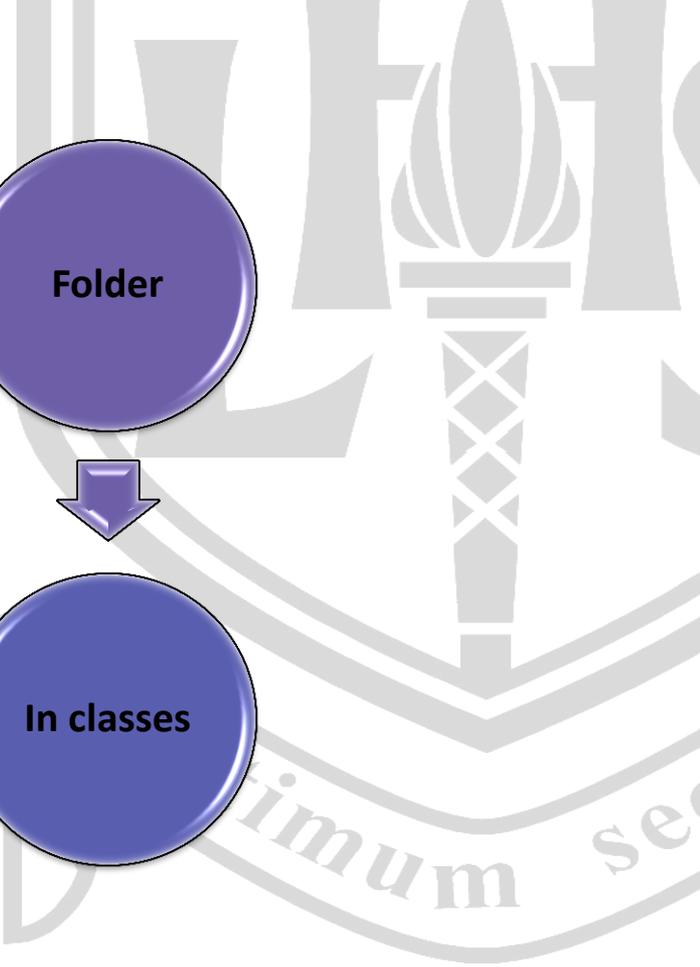
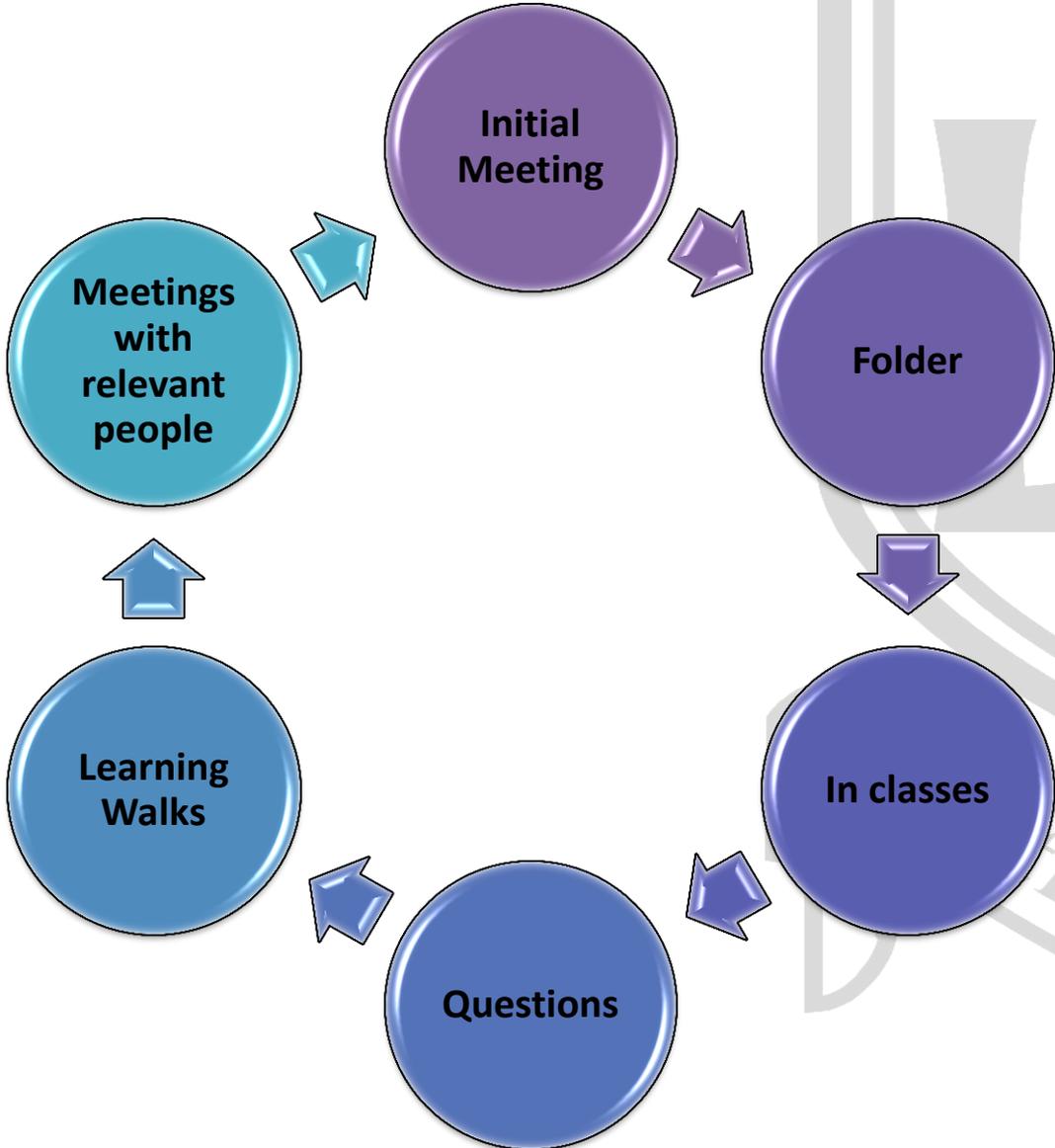
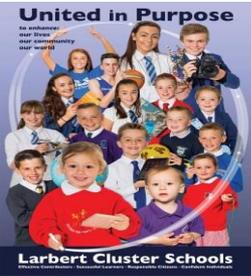


Preparing for Inspection





Inspection Week



2.3 LEARNING, TEACHING AND ASSESSMENT

Themes:

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

Level 5 illustration:

■ Learning and engagement

The ethos and culture of our school relationships. Our children and young people are engaged, resilient, highly-motivated and enjoy appropriately challenging and enjoyable activities. They exercise choice, including the appropriate use of digital technologies, and take responsibility as they become more independent learners and have opportunities to lead and support their learning and have opportunities to be responsible. They contribute effectively to a range of well-planned activities. The

■ Quality of teaching

Our teaching is underpinned by our learning environments and creative use of digital technologies. Our effective use of digital technologies, skilled questioning and engagement strategies regularly enable higher-order thinking and problem-solving. We use appropriate and well-timed interventions and support progress in learning.

■ Effective use of assessment

Assessment is integral to our planning of learning experiences and approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of all children and young people. Across our learning community we have shared expectations for standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum.

■ Planning, tracking and monitoring

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

This indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly-skilled staff who work with children, young

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- ✓ The learning environment is built on positive, nurturing and appropriately challenging relationships.
- ✓ How well are learners enabled to select and make use of high-quality resources and equipment and technologies?

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learners, including the most deprived children and young people and those who are looked after.

- ✓ All teachers have well-developed skills of data analysis which are focused on improvement.
- ✓ How effectively do we involve learners and parents in planning and evaluating learning?
- ✓ How well do we enable all children and young people to engage in self- and peer-assessment to improve their learning? How do we know this benefits learning?

Overall, the quality of teaching is **very good**.

Almost all staff create a **positive learning environment**, underpinned by the school's vision and aims.

They use **cooperative learning very well**, and they **intervene skilfully to maximise the learning experiences of young people**.

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Level 5 illustration:

- Learning and engagement
The ethos and culture of our relationships. Our children engaged, resilient, highly-responsible, highly-motivated and appropriately challenging activities. We offer choice, including responsibility as they become more independent in their learning and have opportunities to be active and responsible. They complete a range of well-planned activities.
- Quality of teaching
Our teaching is underpinned by a range of learning environments and our effective use of digital technologies. We use skilled questioning and encourage learners to regularly enable higher-order thinking. We use appropriate and well-timed feedback to support progress in learning.

- Effective use of assessment
Assessment is integral to our learning and teaching approaches to allow learners to demonstrate their capabilities in different contexts. Our assessment is reliable. At key milestones, our assessment tracks the progress of all children and young people against expectations for standards to be achieved at different stages and across the curriculum.

■ Planning, tracking and monitoring

We plan appropriately over different timescales to meet the needs of learners across all areas of the curriculum. Learners are fully involved in planning learning. As a result of our manageable processes to monitor and evaluate learners' progress we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

Challenge questions:

How can we ensure all learners are enabled to select and make use of resources and equipment and technologies?

How do we ensure our community and spaces to support outdoor learning?

How do we ensure we motivate and engage all learners in their learning?

How do we ensure we are enabling learners to become independent and develop the four capacities?

How do we ensure that all learners experience a range of varied, differentiated, active, and challenging opportunities and support and challenge?

How do we ensure we communicate the purpose of learning and provide active explanations for all learners?

How do we ensure that questioning strategies enhance the learning and enable higher-order thinking?

How do we ensure we use a wide variety of innovative resources and teaching approaches, and technologies?

How do we ensure we apply the principles of planning, assessment, recording and reporting as part of learning and teaching?

How do we ensure we use a range of valid, reliable assessment tools and approaches to assess the learning of children and young people?

How do we ensure we record, analyse and use assessment data to identify development needs for individual and specific groups?

How do we ensure we involve learners and parents in the process of evaluating learning?

How do we ensure we enable all children and young people to use self- and peer-assessment to improve their learning? How do we know this benefits learning?

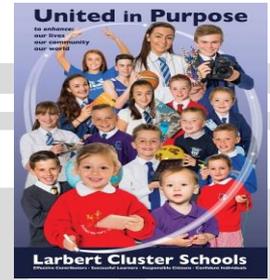
Teachers could make **better use of assessment to personalise all learners' experiences and meet their needs.**

Teachers use questioning well to challenge young people's learning, there is room for this practice to be developed more **consistently.**

Almost all teachers provide high quality oral feedback to learners, although in a few areas **written feedback is inconsistent.**

Learning Intentions and Success Criteria are used well in most lessons – **not all.**

School L&T Priorities



Differentiation

- Co-op Learning
- Inclusion
- Effective Questioning
- Chunking Lessons
- Skills Framework
- Flipped Learning
- Digital Learning Strategies

Quality of Feedback

- AiFL Techniques
- Starter & Plenaries
- Learner Conversations
- Digital Learning – Feedback

Sharing LI, SC & Skills

- Lesson Holding Slide
- Starter & Plenaries
- Skills Framework



Thinking



Digital Learning



Enterprise



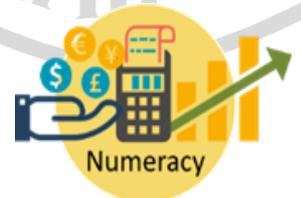
Leadership



Literacy



LHSMESP
MESP



Numeracy

LHS Digital Learning Strategy



Substitution

Technology as a direct tool substitute



Augmentation

A direct tool substitute with improved function



Modification

Technology allows significant task re-design



Redefinition

Technology allows creation of new tasks



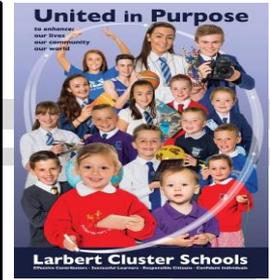
Develop staff skills & confidence to use technology effectively

Improve access to digital technology for all learners

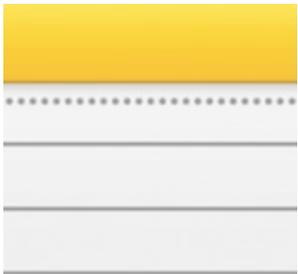
Integrate technology as a key part of curriculum delivery and assessment



Digital Learning Strategies to enhance Quality of Feedback



- Comment dialogue with pupils
- Re-submitting work
- Colour code content
- Colour code marks
- Class feedback - pupils process & amend
- Upload annotated model answers

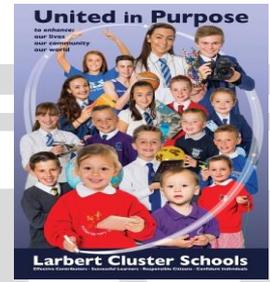


- Annotate model answers
- Annotate student work
- Airdrop to pupils
- Upload to Classroom





Learning, Teaching & Assessment



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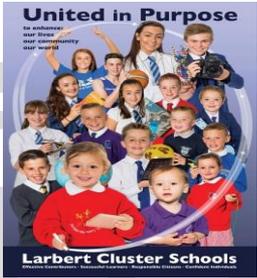
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Understanding of how 2.3 is delivered in LHS.
Increased awareness of how 2.3 is covered during inspection week.





Learning, Teaching & Assessment



Questions?



Thinking



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