

Session 2021-22

School: Balmerino	Date of Visit: 23/11/21
LP Members: Janet Barker, Anna Coggins, Sarah Else & Lucy Jess	

Overview of focus/format of Learning Partnership: (Please be very clear on focus/purpose of visit)

The previous learning partnership visit was held on 10th November 2020. This visit focused on assessment and the use of data. The strategic advice from that visit was the development of an assessment strategy and a tracking system to ensure we have a good picture of each learner's progress and can plan interventions accordingly. The evaluation of the progress of this work has not been the main focus of the visit today but it is worth noting that this work has been shared with Jackie Funnell who was involved with the previous learning partnership and with Sarah Else, now the Education Manager for the school for feedback and advice. During the visit, staff have spoken positively about their use of data for improvement and to provide targeted learning interventions.

The focus of the visit today has been upon 2.3 (Learning, Teaching and Assessment) and 1.3 (Leadership of Change). Specific areas were:

- Learning and Teaching practice within classrooms.
- Vision, Values and Aims
- Opportunities for leadership at all levels
- The extent to which learners can articulate their learning and next steps and how parents are involved in this

The format of the visit:

- Observation of Assembly and in all four classes (in person)
- Focus group discussions with staff, older pupils and parents (via Teams)

Strengths identified:

Learning and Teaching practice within primary classrooms:

- ✓ In all classrooms, our visitors observed: positive relationships, shared understanding of learning intentions and well timed interventions.
- ✓ Almost all learners were noted to be engaged in their learning.
- ✓ Examples were noted of creative teaching approaches (including playful pedagogy) and effective use of technologies.
- ✓ Examples were noted of use of scaffolding to support literacy (e.g. Clicker)
- ✓ Almost all children were noted to be articulate well-behaved learners. Examples were noted of children being able to discuss their current learning and next steps.

Vision, Values and Aims:

- ✓ Within Assembly and focus group discussions, the older children were noted to be able to discuss the school's vision values and aims and how it applies to their lives and learning.
- ✓ Within focus group discussions with staff, they identified that the values are beginning to become embedded in the ethos of the school and that the pupils (particularly the older pupils) make use of this language.
- ✓ Within the focus group discussion, parents spoke positively about the school's sense of community, communication, promotion of positive behaviour (through the recently reviewed policy) and celebration of personal achievement.
- ✓ A warm and nurturing ethos was observed in nursery and a system for emotional check in was noted. This ethos was also reflected in parental discussion.

Opportunities for leadership at all levels:

- ✓ Staff report feeling part of a team and strengths within collaborative working.
- ✓ Older pupils are able to articulate their own leadership opportunities – peer mediators and House Captains. The Pupil Council is being re-established to allow for leadership opportunities across the age range and, through pupil focus groups, children are able to discuss issues they could take to pupil council and how their voice can be heard.
- ✓ Through focus groups, staff members report a range of opportunities where they can take the lead and where pupil voice is heard, allowing children to take the lead.
- ✓ In terms of leadership of change, staff report there is a clear direction of travel and within this there are opportunities for them to reflect and voice opinions. Staff report a sense of embedding one change before moving onto the next.

Planned next steps:

- **To develop a consistency of approach to the sharing of learning intentions and success criteria throughout the school to support all pupils' ability to articulate their learning in school and at home.**
- **To develop a consistency of approach across the school to setting and sharing of targets and next steps.**
- **To develop a consistency of approach across the school to reflection and sharing learning on Seesaw.**
- **To extend principles of emotional check-in to P1-7 classes as part of developing Relationships and Behaviour Policy and practice.**
- **To make sure links between School Values and the Wellbeing indicators/UNCRC are explicit.**

Report completed by

Lucy Jess

Headteacher

Sent to Education Manager

Sarah Else

Date 3/12/21