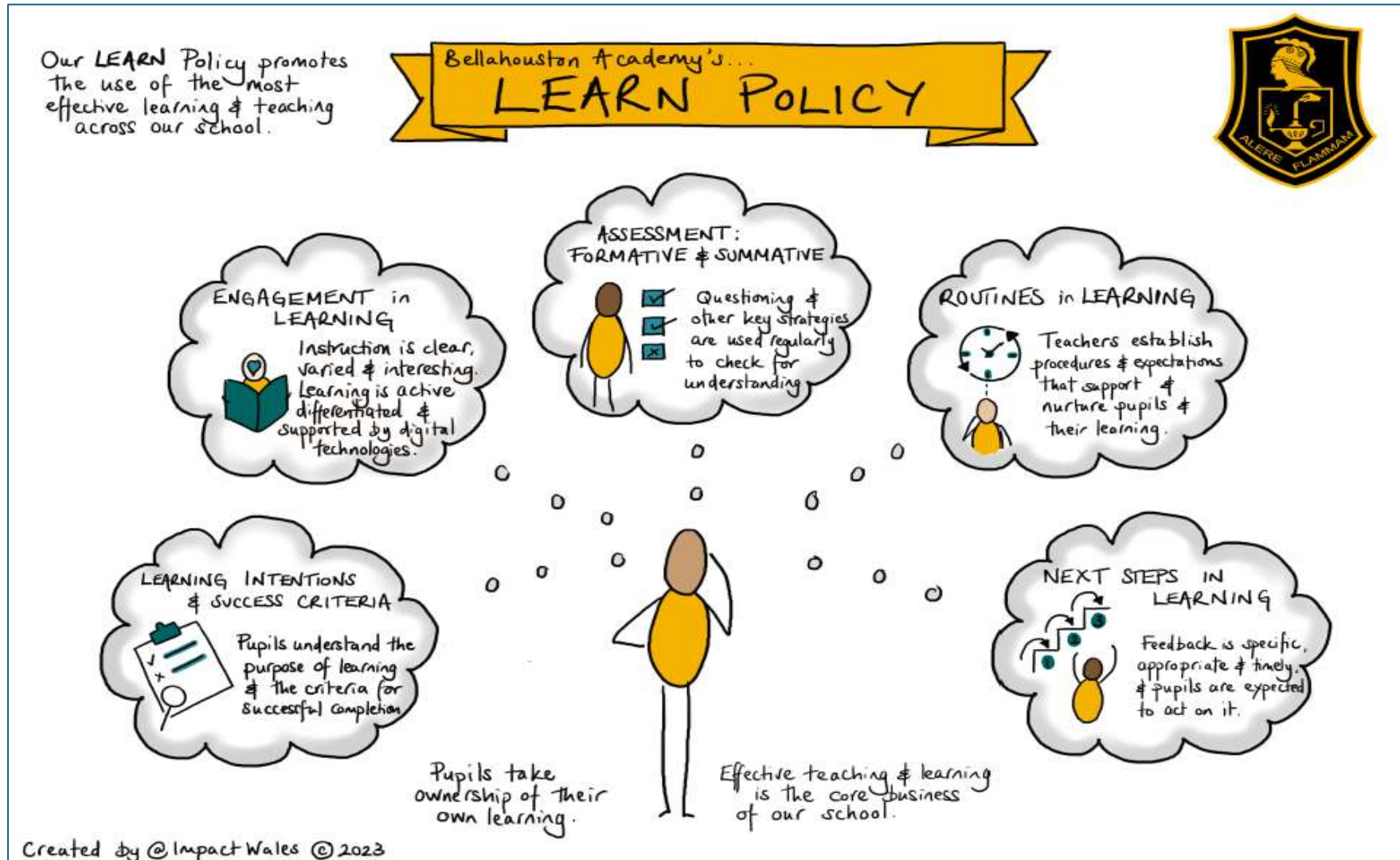


Parent Council

Learning and Teaching Workshop

- Our school's LEARN policy and Glasgow City Council's revised "Glasgow's Pedagogy" approach gives focus to school improvement in learning and teaching, and classroom experiences
- There are clear overlaps between LEARN and Glasgow's pedagogy:
 - promotion of **active learning** (collaboration and cognition);
 - **learner engagement** (including leadership of learning);
 - supportive **classroom environments** (supported by nurture and relationships) and;
 - encouraging **progression** (through effective assessment and feedback).
- Our School Improvement Plan 2024-2025 focus, in relation Learning and Teaching themes, is on:
 - **Pace and Challenge** (August-December);
 - **Pace and Challenge** and **Assessment** (January-June).

Bellahouston Academy LEARN Policy



GCC Glasgow's Pedagogy



LEARN and Glasgow's Pedagogy

Created by @ImpactWales © 2024

Bellahouston Academy's... LEARN Policy and links to Glasgow's Pedagogy Approach



Key principles within our Learning & Teaching Policy - LEARN - reflect specific **strategies** and the underpinning **values** within the GLASGOW'S PEDAGOGY APPROACH.



GROWTH

Both LEARN and Glasgow's Pedagogy reflect our value of GROWTH: We believe all learners can meet their potential by making progress in their learning every day.



LEARNING INTENTIONS & SUCCESS CRITERIA

- **Direct Instruction to Frame and Connect Learning** clarifies its purpose, highlighting relationships with prior and future learning, both within subject areas and across the curriculum.
- **Assessment** is linked to the identified aims of the learning.

ASSESSMENT - FORMATIVE & SUMMATIVE

- **Assessment** allows regular checks for understanding, identifying learners' strengths and needs; **Feedback** highlights how learners can progress.
- Inclusive and participative **Questioning** engages high-order thinking.
- Self-assessment supports reflection and **Metacognition**.

ENGAGEMENT in LEARNING

- **Direct Instruction to Frame and Connect the Learning** links learning to wider aims: developing skills for life, learning, and work.
- **Differentiation** scaffolds activities, supporting and challenging learners according to strengths and needs.
- **Active and Collaborative Learning** promotes higher-order thinking, co-operation and **creativity**; learners lead their own learning.
- **Thinking Routines** foster cognition, reflection and **Metacognition**.



ROUTINES for LEARNING

- Classroom Routines create a welcoming **LEARNING ENVIRONMENT** where learning is valued; we organise resources in ways which promote inclusivity and **NURTURE**.
- Constructive **RELATIONSHIPS** make expectations clear; pupils know how to access support.
- **Thinking Routines** foster cognition, reflection and **Metacognition**.

NEXT STEPS in LEARNING

- Varied **Feedback** approaches (verbal, written, individual; whole-class; peer/self-assessment; and plenaries) show learners how to progress.
- **NURTURE** means that learning is understood developmentally; all learners can - with **Differentiation** - make progress towards targets.
- Through self-assessment and plenaries, we promote **Metacognition** and reflection.

How do we quality assure classroom experiences?

- Learning Walks
- Class Visits
- Validated Self-Evaluation

And, from May-June 2025

- Teacher Learning Community Collaborative Practitioner Enquiry and related Peer-Peer Class Visits
- PT/FH Pupil Shadowing Days

How do we quality assure classroom experiences?

- **Learning Walks**

- Led by pairs of middle leaders/senior leaders (to standardise expectations)
- See 3 x 15 minute “mini-lessons” (start/middle/end) within a faculty in a single period
- 13 yes/no questions which identify where key aspects of practice were/were not used effectively
- Questions derived from our LEARN policy
- Feedback is anonymised and quantitative, e.g.
 - *75% of observed lessons involved the effective use of success criteria and learning intentions*
 - *66% of lessons “ends” used an effective plenary to encourage learner reflection*
- Is intended to initiate reflective discussion, rather than facilitate evaluative judgement

SLT Learning Walks

1. Which Faculty/Department was observed?
2. Which year group were observed?
3. Which period of the day were the class observed?
4. Which part of the lesson was observed?
5. Were learning intentions and success criteria either explicitly or implicitly apparent to young people?
6. Were the skills being developed within the lesson made clear to young people?
7. Was there any reference to: the school's vision, values and aims; the Rights Respecting Schools charter; or the school's curriculum rationale?
8. Were digital technologies used effectively to promote engagement in the lesson?
9. Was cognitive load managed effectively?
10. Were young people collaborating and/or supporting the learning of others by working effectively in groups?
11. Was there evidence of effective differentiation?
12. Were inclusive questioning approaches used effectively by the teacher?
13. Did questioning approaches effectively promote cognition and/or higher-order thinking?
14. Were classroom routines used effectively to cultivate a calm, constructive learning environment?
15. Was there an effective plenary or other opportunities for learner reflection/metacognition?
16. Was effective feedback given to young people?
17. Please use the space below if you wish to make any notes.
18. One positive thing I can take from the lesson visited is that . . . (please remember to email the answer to question 18 to the visited colleague)

SLT Learning Walks



Questions most relevant to Oct-Dec Focus on **Pace and Challenge**

Questions most relevant to Jan-June focus **Pace and Challenge** and **Assessment**

QR Code Link to Microsoft Form – To be completed and submitted by SLT Member(s) leading Learning Walk

SLT Learning Walks

- Were learning intentions and success criteria either explicitly or implicitly apparent to young people?
- Was cognitive load managed effectively?
- Was there evidence of effective differentiation?
- Were inclusive questioning approaches used effectively by the teacher?
- Did questioning approaches effectively promote cognition and/or higher-order thinking?
- Was there an effective plenary or other opportunities for learner reflection/metacognition?
- Was effective feedback given to young people?

How do we quality assure classroom experiences?

- **Class Visits**

- Led by the Faculty Head or Link DHT
- See a single teacher's 50 minute lesson
- Written feedback is collated by the observing colleague, and is evaluative, comparing the observed practice with the good practice identified within our LEARN Policy
- A feedback discussion takes place between the colleague observing the lesson and the lesson being observed. This should be a coaching discussion.
- The focus is on both the identification and sharing of good practice and identifying and supporting improvement where less effective practice is apparent.



Teacher Visited: _____ Class: _____ Teacher Visiting: _____ Date: _____

Lesson Focus: _____

Practice most relevant to Oct-Dec
Focus on **Pace and Challenge**.
Practice most relevant to Jan-June
focus **Pace and Challenge** and **Assessment**.

Learning Intentions & Success Criteria **Engagement in Learning** **Assessment: Formative & Summative** **Routines** **Next Steps**

Aspect of LEARN	Illustrations of practice	Areas of Strength	Next Steps
Learning Intentions and Success Criteria:	<ul style="list-style-type: none"> Purpose of learning is clearly explained to pupils: verbally and/or in writing Criteria for evidencing or exemplifying learning are: <ul style="list-style-type: none"> ✓ Clearly explained to pupils, verbally and/or in writing; ✓ Used to support peer and self assessment; ✓ Referred to throughout lesson; ✓ Used to support plenary; ✓ Modelled clearly. 		
Engagement in Learning	<ul style="list-style-type: none"> Teacher instruction/explanation is clear and interesting, and strategies used are varied; strong pupil-teacher relationships are apparent. Differentiation supports less able and challenges more able; ASN are planned for, and support strategies are in place Unfamiliar content is scaffolded; learning is organised into manageable chunks. Digital platforms/resources are used appropriately. Activities promote active learning (i.e. cognition and/or collaboration) There are opportunities for learners to take responsibility for their own learning, and lead learning. Learning is connected to wider purpose (e.g. skills for life, learning and work, other curricular areas, etc.) 		
Assessment: Formative and Summative	<ul style="list-style-type: none"> Questioning strategies used: <ul style="list-style-type: none"> ✓ are inclusive (e.g. Pose, Pause, Pounce, Bounce; Think, Pair, Share; whole class response systems, such as mini-whiteboards; Mentimetre; opinion corners; exit passes); ✓ promote higher order thinking and cognition (e.g. Making Thinking Visible). Regular checks for understanding and low stakes assessment promote retention (e.g. retrieval practice, quizzes, multiple choice questions) Lower frequency of higher stakes summative assessment 		



Learning Intentions & Success Criteria Engagement in Learning Assessment: Formative & Summative Routines Next Steps

Aspect of LEARN	Illustrations of practice	Areas of Strength	Next Steps
Routines in Learning	<ul style="list-style-type: none"> Established procedures are in place for a welcoming, safe, and orderly entry and exit from class. There is a consistent seating plan which facilitates peer support and ensures good order. Pupils are aware of expectations; the teacher supports them to adhere to these. The classroom environment is organised in way which promotes nurture and inclusivity. Resources are organised and made available in a way which promotes responsibility and independence. Effective and fluent transitions linking each stage of the lesson (e.g. from teacher explanations to independent practice, to review and feedback) are in place, including support for learners who may find these transitions challenging. Learners are aware of how they may seek support during the lesson. An appropriate timeframe is granted for each activity to facilitate pace and challenge. 		
Next steps in Learning	<ul style="list-style-type: none"> Feedback describes a goal which is specific, allowing the learner to understand exactly what they must do to progress or improve. Verbal feedback is provided during the lesson. Time is set aside for whole class feedback on tasks (from this or previous lesson); a follow-up task offers learners the opportunity to show that they have learned from and can action this feedback. Written feedback is given where this is appropriate. Opportunities for self and peer assessment are built into the lesson. Plenary gives opportunities for reflection and metacognition. 		

The section below should be completed when the colleague who visited the lesson meets for a reflective discussion with the colleague whose lesson was visited.

Impact of the Class Visit for the colleague who visited the lesson (What will you do next?)	Impact of the Class Visit for the colleague whose lesson was visited (What will you do next?)

How do we quality assure classroom experiences?

- **Validated Self-Evaluation**

- Led by a pair of Faculty Heads (Subject)
- Involves peer-peer class visits between the two faculties involved
- Feedback is generic and anonymised, and given at faculty level
- The focus is on creating opportunities for peers in different subject areas to share good pedagogical practice, particularly where this may be transferrable or relevant to other subject areas.

Bellahouston Academy Validated Self-Evaluation

Joint Review



Principal Teachers/Faculty Heads should use this sheet **at the end of the VSE** to:

- Compare the strengths and areas for development identified by each department/faculty in the Initial Self-Evaluation Summary with the evidence collated from VSE Focus Groups and Class Visits;
- In light of the above, identify next steps for each department/faculty;
- Comment on colleagues' experience of the VSE, so that the process can be continuously improved.

Dept/ Faculty	Initial Self-Evaluation: Strengths <small>Please copy and paste from Initial Self-Evaluation Summary</small>	Initial Self-Evaluation: Areas for Development <small>Please copy and Paste from Initial Self-Evaluation Summary</small>	Evidence from VSE Pupil Focus Groups <small>Please identify strengths and areas for development, and consider whether these reflect the Initial Self-Evaluation Summary</small>	Evidence from VSE Class Visits <small>Please identify strengths and areas for development, and consider whether these reflect the Initial Self-Evaluation Summary</small>

Department/Faculty	Next Steps

Please use the space below to comment on your experiences of our VSE process. Please consider how the process might be adapted in order to make it more proportionate, more participative, and more purposeful.

Strengths:	Areas for Development
------------	-----------------------

Reflection

Think about your own school days.

Which learning activities did you like you like and/or find helpful?

Which learning activities did you dislike and/or find unhelpful?

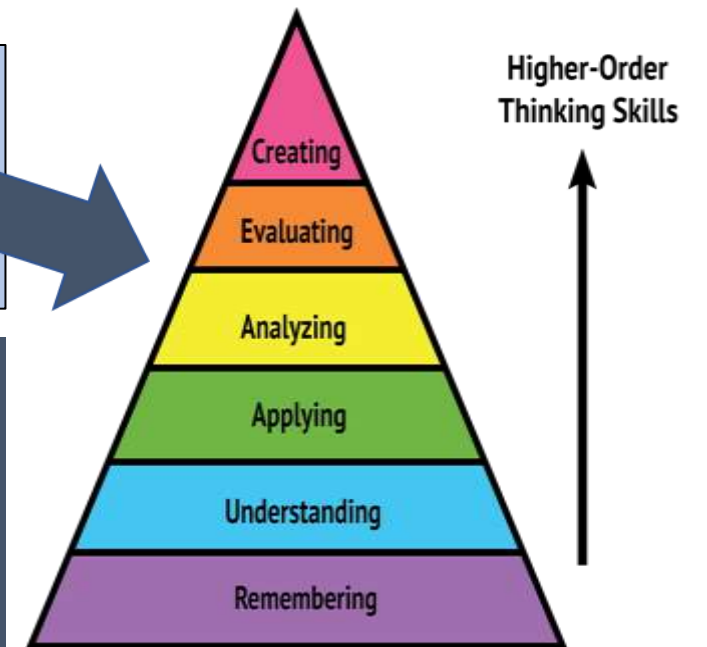
	Lesson One	Lesson Two
<p><u>Learning Intention</u> We are learning about how poets create meaning in their work by using poetic techniques and language features.</p> <p><u>Success Criteria</u> We will be able to identify and analyse examples of simile, metaphor, descriptive word choice, rhythm and rhyme.</p>	<p><u>Structure/Format</u> The lesson is structured in a lecture format, with the teacher speaking at the front of the room, perhaps using a Powerpoint or visual aid, and the pupils listening/making notes.</p> <p><u>Teacher's Role</u> The teacher's role is to read through, the poem line-by-line, explaining meaning, and identifying the effect of any poetic techniques or language features. The teacher may, at various stages, ask questions to check for understanding, or ask questions to give pupils the opportunity to give their own thoughts.</p> <p><u>Learner's Role</u> The learner's role is to listen carefully, and annotate their poem as instructed, so that they have a note of the teacher's remarks. They may also ask questions, if unsure or to deepen their understanding.</p>	<p><u>Structure/Format</u> Pupils are split into groups of 4, with each group being given responsibility for a particular stanza of the poem. Pupils are issued with 4 broad prompt questions to stimulate discussion, in order to help them identify the most significant ideas within their stanza, and help them identify and analyse any poetic techniques or language features they have found. Each member of the group of 4 will be assigned one of the 4 questions, on which they must lead discussion within the group.</p> <p><u>Teacher's Role</u> The teacher's role is to issue broad questions to guide more independent understanding and analysis of the poem, then circulate amongst groups, checking for understanding and offering prompts (both for additional support and for additional challenge) as groups discuss their own stanza. 10 minutes into the on-task part of the lesson, the teacher will lead a plenary class discussion, looking at each groups' answers to the first of their group questions.</p> <p><u>Learner's Role</u> The pupil's role is to apply their existing knowledge of poetry and of literature to a new poem. They will take an investigatory approach to understanding and analysing the poem, using the issued questions (and their own resulting questions) as a stimulus for discussion. They could also use online resources for assistance. Less able pupils can be supported by more able counterparts, if groups are created with this possibility in mind. Following completion of the initial task, each group will then teach the others the stanza on which they are now experts. This could be presented as a poster, a mini-essay, an annotated stanza, a mini-lesson, a storyboard, a mind-map, etc.</p>
<p>Which of these two lessons would you, as a learner, prefer? Why?</p>		

Higher Order Thinking Skill and Cognition

- Regardless of the lesson's format or structure, learners should have opportunity to engage in Higher Order Thinking;
- Higher Order Thinking skills elicit deeper learning and, therefore, more consistent, effective recall.

Bloom's (Revised) Taxonomy is a clear way of conceptualising how different thinking skills develop the intellect more deeply.

The following slide, using the previous example of a lesson on poetry, will give examples of questions which would require lower and higher order thinking skills.



Higher Order	Thinking Skill	An Example of Questioning Which Might Encourage These Thinking Skills to be Used
	Creating	Can you come up with your own metaphor or simile to effectively describe romantic love?
	Evaluating	Burns uses the simile: "My love is like a red, red rose". Is this an effective simile to describe romantic love? If so, why? If not, why not, and how might it have been made better?
	Analysing	Burns uses the simile: "My love is like a red, red rose". How is romantic love similar to a red rose?
	Applying	Can you find me another example of simile or metaphor in the poem we have read?
	Understanding	Here's an example of a metaphor. Can you explain to me how we can say it's a metaphor?
Lower Order	Remembering	In the last lesson, we covered the definitions of metaphor and simile. Can you remember what they were?



Some different ways to engage in paired discussion as a lesson starter . . .

Discuss capital punishment with your partner.

What is capital punishment?
Discuss this with your partner.

In discussion with your partner, name some countries which still use capital punishment.

What is capital punishment?
Discuss this with your partner, and come up with a definition of around 50 words; write it down on the mini-whiteboard provided.

Some different ways to engage in paired discussion as a lesson starter . . .

What is Capital punishment?
Discuss the definition you have been given; tick the parts you think are correct, and change/add anything you feel is required. One partner should use the green pen (provided), and one partner should use the red pen (provided) when writing on the sheet.

Discuss with your partner the arguments for and against capital punishment.

Using a Think, Pair, Share, discuss whether you think that capital punishment should be re-introduced in the UK, and why you think this way.

Some different ways to engage in paired discussion as a lesson starter . . .

Discuss with your partner the arguments for and against capital punishment; each partner will take it in turn to give an argument either for or against. The partner nearest the door – regardless of their own view – must only give arguments FOR capital punishment; the partner nearest the window – regardless of their own view - must only give arguments AGAINST capital punishment. When one partner is speaking the other should be listening carefully, and summarising (in around 10-15 words) the point being made (using the mini-whiteboard provided).

THEN:

In 6 minutes, you will make a new pair with someone else. One partner will focus on the arguments FOR capital punishment; the other partner will focus on arguments AGAINST capital punishment. You will then debate – with your new partner - whether we should re-introduce capital punishment in the UK; the teacher will tell you which side of the debate you are to argue (you will not get to choose).

Some different ways to engage in paired discussion as a lesson starter . . .

You will be given 8 arguments AGAINST the capital punishment; in pairs, decide which 4 are the most convincing.

You will be given 5 arguments AGAINST capital punishment; in pairs, decide which are more convincing, and put these in order, beginning with the most convincing.

Last period, we read about the story of Derek Bentley. In discussion with your partner, describe what happened to him.

Last period, we read about the story of Derek Bentley. In discussion with your partner, pick out the key points of his story which support the argument AGAINST capital punishment. Between you, agree on which three points of his story are most significant, in supporting the argument AGAINST the death penalty.