



LEARNING TOGETHER

WORKING TOGETHER

SUCCESSING TOGETHER



# KSS

# LEARNING

# AND

# TEACHING

# POLICY



## LEARNING AND TEACHING STRATEGY



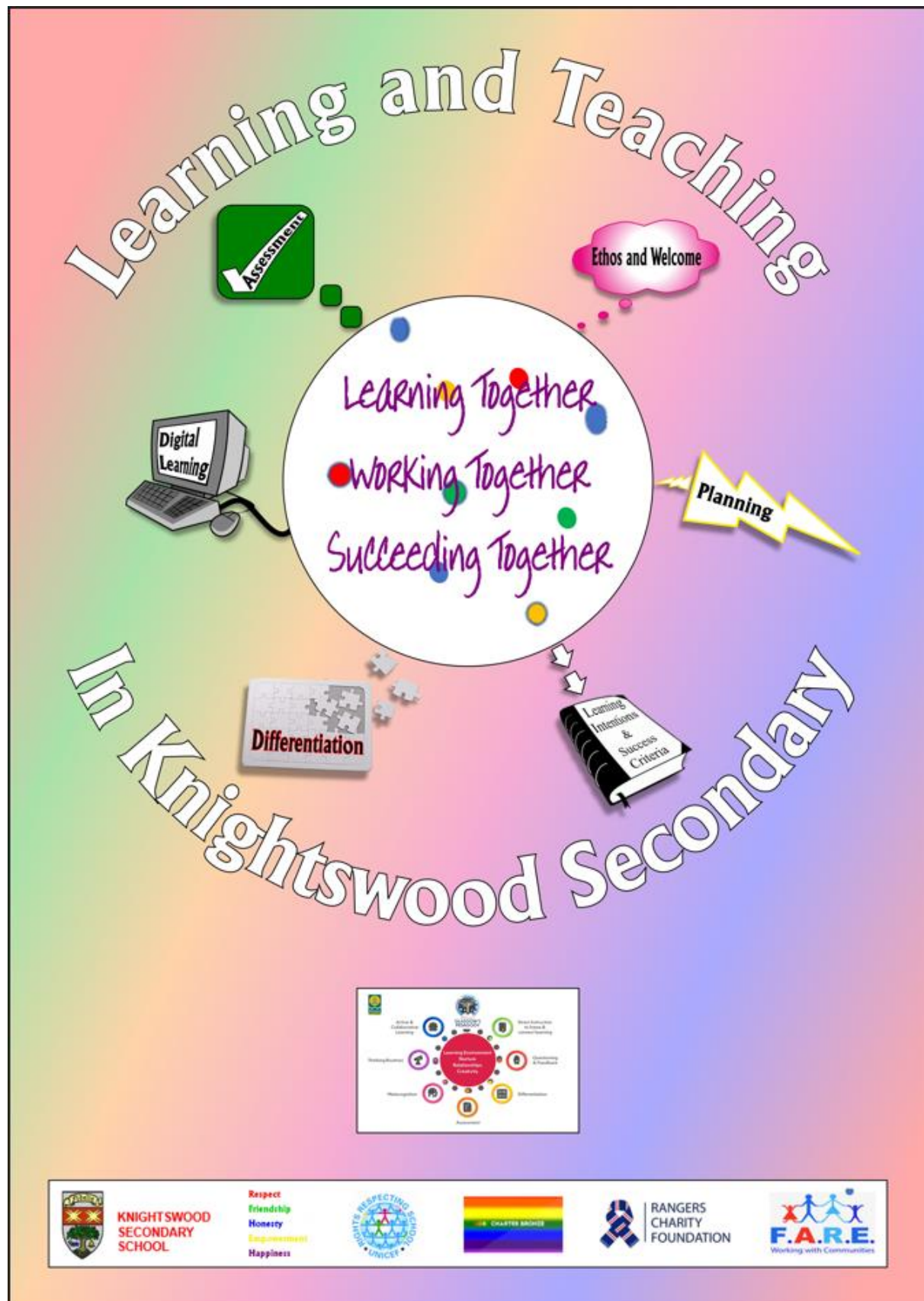
RESPECT

HONESTY

FRIENDSHIP

EMPOWERMENT

HAPPINESS



# KSS STEPS TO EFFECTIVE LEARNING AND TEACHING

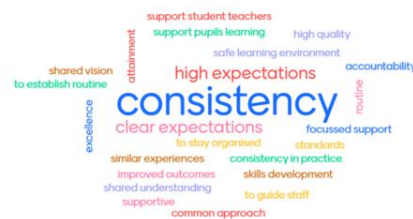
|   |           |
|---|-----------|
| <b>PURPOSE OF THE POLICY .....</b>                                | <b>4</b>  |
| <b>SUCCEEDING WITH SEVEN .....</b>                                | <b>5</b>  |
| ETHOS.....  | 6         |
| PLANNING .....  | 9         |
| LEARNING INTENTIONS AND SUCCESS CRITERIA.....                     | 10        |
| DIFFERENTIATION .....   | 11        |
| DIGITAL LEARNING .....  | 12        |
| ASSESSMENT .....  | 13        |
| <b>QUALITY ASSURANCE.....</b>                                     | <b>14</b> |
| <b>APPENDIX ONE – PLANNING TO MEET LEARNERS’ NEEDS .....</b>      | <b>15</b> |
| <b>APPENDIX TWO – LESSON STRATEGIES .....</b>                     | <b>16</b> |
| <b>APPENDIX THREE – LEARNING INTENTIONS STAFF EVALUATION.....</b> | <b>17</b> |
| <b>APPENDIX FOUR– LEADERSHIP TEAM COLLABORATION.....</b>          | <b>18</b> |
| <b>(DEC 23) .....</b>   | <b>18</b> |

## PURPOSE OF THE POLICY

All teaching staff were consulted on the purpose and creation of the policy during the consultation phase:



WHY SHOULD WE MAKE A KSS LEARNING AND TEACHING POLICY?



The policy will be used for the following purposes:



## SUCCEEDING WITH SEVEN

All staff/young people were consulted on the development of the KSS Learning and Teaching Policy.


The policy is based upon seven key areas reflecting local and national policies and the voices of KSS young people who provided the success criteria in all areas.

This resource will be reviewed and adapted by KSS Learning and Teaching Leaders in response to staff and pupil voice.



## ETHOS

The School Charter supports all stakeholders to create a nurturing, supportive and consistent ethos which is conducive to effective learning and teaching.



Learning Together Working Together Succeeding Together

 **KNIGHTSWOOD  
SECONDARY  
SCHOOL**



**OUR SCHOOL CHARTER**

**BE KIND**

**GIVE OUR BEST**

**BE HONEST**

**RESPECT OTHERS**

**BE RESPONSIBLE**

**INCLUDE EVERYONE**

 **RANGERS  
CHARITY  
FOUNDATION**



 **F.A.R.E.**  
Working with Communities

**Respect Friendship Honesty Empowerment Happiness**

# ETHOS

|  |   |
|--|---|
| <p><b>INCLUSION: What helps you to feel included in learning/lessons?</b></p> <ul style="list-style-type: none"> <li>✓ <i>A classroom culture where we don't feel judged by our peers or our teachers and everyone gets along (not necessarily friends).</i></li> <li>✓ <i>I connect better with the teacher if there is one-to-one interaction. When the teacher walks up to my desk and asks smaller questions, this helps me to understand the topic better.</i></li> <li>✓ <i>Teachers talking to us. Being a part of groups. Teachers welcoming us at the door.</i></li> <li>✓ <i>Group work.</i></li> <li>✓ <i>When you don't understand the work but the teacher still helps you.</i></li> <li>✓ <i>Being able to recognise myself and people like me in the lesson materials.</i></li> </ul> | <p><b>POSITIVE RELATIONSHIPS/HIGH EXPECTATIONS: How can teachers help you to reach the best you can be?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Teachers should challenge us.</i></li> <li>✓ <i>Start tasks immediately</i></li> <li>✓ <i>Plan all lessons.</i></li> <li>✓ <i>Offer help if we don't understand.</i></li> <li>✓ <i>Don't judge me.</i></li> <li>✓ <i>Be really involved in the lesson – don't give work and then just sit there.</i></li> <li>✓ <i>Create group projects.</i></li> <li>✓ <i>Go over our work with us to make sure we know what we are doing.</i></li> <li>✓ <i>Give us access to question papers (maybe at the end of the lesson) to see if we can attempt them – encourage us to test ourselves</i></li> </ul> |
| <p><b>FAMILY LEARNING: How can we involve families in learning and teaching?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Invite my Parents/Carers to be involved.</i></li> <li>✓ <i>At Parents'/Carers' Evenings, help my Parents/Carers to be involved/feel welcome.</i></li> <li>✓ <i>Showcase/share our work.</i></li> <li>✓ <i>School should promote a positive reputation and relationship with our families.</i></li> <li>✓ <i>Family learning opportunities – help us to learn together.</i></li> </ul>   | <p><b>How can teachers make sure you feel listened to in the learning environment/class?</b></p> <ul style="list-style-type: none"> <li>✓ <i>Avoid negative reactions and comments when we are struggling. Understand that the class may not know something.</i></li> <li>✓ <i>Answer my questions and listen to me.</i></li> <li>✓ <i>If I'm talking make sure you can hear me and people aren't talking over me in background.</i></li> <li>✓ <i>Make eye contact.</i></li> <li>✓ <i>Give me opportunities to give feedback.</i></li> <li>✓ <i>Create an ethos of mutual respect.</i></li> <li>✓ <i>Teachers should encourage questioning and share with the class to allow all to learn.</i></li> </ul>  |

**EXPECTATIONS: How can teachers create positive relationships in the classroom?**

- ✓ *Everyone should follow the School Charter.*
- ✓ *Mutual respect.*
- ✓ *Teachers should make lessons engaging.*
- ✓ *More groupwork. Come around during group work and give me feedback.*
- ✓ *Help me when I ask.*
- ✓ *Get to know the students more e.g. say "hi", ask me how I am.*
- ✓ *Be positive, supportive, fair and friendly.*
- ✓ *Smile.*
- ✓ *Remain calm.*
- ✓ *Allow us to chat to a partner about work if we are struggling when appropriate.*
- ✓ *Don't shout.*
- ✓ *Help us to not feel embarrassed asking for help.*
- ✓ *Help to improve corridor behaviour – be visible between classes.*
- ✓ *Teachers should make more of an effort to praise the students who are doing well in class.*
- ✓ *Teachers should meet us at the door.*
- ✓ *Create a purposeful learning environment.*
- ✓ *Use the school charter to champion positive behaviour more, rather than just focusing on using it to change more challenging behaviour.*

# PLANNING

## ACTIVE LEARNING: How can teachers help you to engage in and be leaders of your learning?

- ✓ Allow us to choose who we work with, where appropriate.
- ✓ Provide Competition and Game based learning, where appropriate.
- ✓ Create choices depending on what you want to do in the future - life skill-based learning, transferrable skills.
- ✓ Use starters at the beginning of lesson to help me remember the previous lesson.
- ✓ Breakdown work more, give me more ways to solve a problem: meet my needs
- ✓ Give me work on the iPad so I can refer back to help find answers where appropriate (striving for 7)
- ✓ When a teacher actually teaches us instead of handing us a booklet and saying just do it.
- ✓ Give questions to the whole class and set a time limit targets and then we go over it together to see if we got it right.
- ✓ Help us to memorise things.

## RECALL/RETRIEVAL/REVISION: How can teachers help you to revisit and remember information?

- ✓ Interactive learning.
- ✓ Link it to something else we have already learnt. Go back to the tests done in the past and review what we have done well.
- ✓ Allow us to work with others.
- ✓ Use starter questions at the start of the lesson that are about previous learning.
- ✓ Recap lesson instead of going 3 months without revising something.
- ✓ Provide revision regularly; little and often.
- ✓ Revision lessons based on learning from previous years (the gap becomes too big if you go years without revision.)

## CONNECTING THE LEARNING: How can teachers help you to link new learning to what you already know?

- ✓ Use real life examples and simplify things.
- ✓ Have open conversations with the class; almost an informal discussion.
- ✓ Provide more active learning and real-life examples.
- ✓ Use show me boards at the end – through games to link learning.
- ✓ Do it in a fun, engaging and memorable way so it makes people want to do it.

## LEARNING INTENTIONS AND SUCCESS CRITERIA

| What makes a good learning intention?  | How should teachers share success criteria?  |
|--|--|
| <ul style="list-style-type: none"> <li>✓ To know see and be aware of the learning intention each lesson.</li> <li>✓ Display Learning Intentions from the start of the lesson.</li> <li>✓ When the teacher refers back to the learning intentions in the plenary to see if we have been successful.</li> <li>✓ Learning intentions being accessible and achievable for young people. (Pupil Speak)</li> </ul> | <ul style="list-style-type: none"> <li>✓ Help us understand our success criteria.</li> <li>✓ Personalised and differentiated success criteria, where appropriate.</li> <li>✓ There should be a checklist for the success criteria where appropriate.</li> <li>✓ Using a range of Formative Assessment Strategies to access success</li> <li>✓ Keep it accessible/ visible for the full lesson.</li> <li>✓ Revisit success criteria at end of term</li> </ul> |

### STAFF CONSULTATION (JANUARY 2024)

KSS staff were consulted on “*what makes an effective learning intention*” in October 2023. The following conclusions were drawn:

KSS Learning Intentions will:

1. often begin *to know, to understand or to be able to*.
2. separate learning from context.
3. focus on skills and knowledge rather than tasks.
4. be shared verbally and visually (where possible) in pupil friendly language.
5. build on prior learning.
6. be referred to throughout the teaching process.
7. Define the learning for a single lesson or series of lessons.

In the BGE, learning intentions will be informed by Es and Os with success criteria informed by Cfe benchmarks. In Senior Phase, learning intentions will be informed by Course Specifications and assessment demands with success criteria informed by assessment marking criteria.

# DIFFERENTIATION

## PUPILS LEADING LEARNING: How can the teacher help you to be a leader of learning?

- ✓ Give us more choice about how to share our learning e.g. homework, write it down, use iPads.
- ✓ Give me responsibilities.
- ✓ Have other people hear my voice too (in the class)
- ✓ If I finish my work give me an extension task – challenge me!
- ✓ Where appropriate, let us focus on the areas that we need to focus on the most rather than making the whole class do the same thing: having choice to meet needs
- ✓ Revising in our own way.

## What helps you to feel included in the lesson?

- ✓ Use my name.
- ✓ Welcome us at the door.
- ✓ Teachers understanding pupils' personal situation/ needs rather than generalising the whole class.

## How can the teacher best meet your learning needs?

- ✓ Teachers should ensure a knowledge of ASN and Pupil Plans.
- ✓ By listening to our suggestions and by giving us feedback.
- ✓ Being honest with us about how to improve.
- ✓ Give me realistic time scales for work.
- ✓ Make the lesson make sense to me (accessible)
- ✓ Ensure I can access a written copy of lesson information on teams - not just saying it. (striving for 7)
- ✓ Explain homework/lessons best way possible. Talk through the task beforehand. Share a clear time scale for Home Learning.
- ✓ Let you move if you can't see the board (at the back)/ Farley)

# DIGITAL LEARNING

Digital Learning and Teaching at Knightswood Secondary School is characterised and based upon our Striving for Seven structure below:

| Striving for Seven Step                          | School Aim   |
|--|--|
| 1. How to set up a Microsoft Team                | All classes and groups will have a Microsoft team set up for all subjects.   |
| 2. Creating a <a href="#">post/announcements</a> | Regular announcements will be made in the posts section.   |
| 3. Setting a meeting/lesson                      | Required in times of online learning e.g. self isolation of a class or teacher.<br>Required for setting staff meetings or CLPL sessions.                 |
| 4. Adding resources to Files/Chat on Teams       | Regular resources will be shared to allow pupils to access materials before lessons where possible.  |
| 5. Using iPads in lessons                        | OneNote will be used as a digital jotter/work book. A range of different apps and tools will be used across subjects across the school.                  |
| 6. Support for pupils                            | iPad accessibility features are known and utilised to support all learners who may benefit.<br><i>Will be covered in the 1<sup>st</sup> Pedagogy Pod</i> |
| 7. Creating assignments                          | Homework/home learning tasks will be issued through the assignments function on Microsoft Teams/OneNote.   |

## How can we best use the iPads in the class to help learning?

- ✓ *Help us to develop skills using iPads*
- ✓ *Sometimes we should have opportunities to choose between paper and digital.*
- ✓ *Using them safely – not accepting emails/airdrops from people that we don't know.*
- ✓ *Using core apps (TEAMS, ONE NOTE, ONE DRIVE, EXCEL, OUTLOOK, MS POWERPOINT, SATCHEL ONE, BBC BITESIZE, QUIZLET, SKETCHBOOK) for learning and teaching and innovation e.g. Safari for research; Pages for posters and Book Creator for writing. Share PowerPoints for survey in the files section.*
- ✓ *Using apps to help to translate.*
- ✓ *All teachers should use them regularly.*
- ✓ *Follow Striving for 7*

# ASSESSMENT

|   |  |
|---|--|
| <p><b>FEEDBACK: What does good/helpful feedback look like for you?</b></p> <ul style="list-style-type: none"> <li>✓ Learner conversations.</li> <li>✓ Honest feedback, not sugar coated.</li> <li>✓ Talking about how we can progress from that.</li> <li>✓ Provide feedback often.</li> <li>✓ Provide written feedback on assignments/tests, not just a mark.</li> <li>✓ Teachers providing verbal feedback.</li> <li>✓ Giving me exact details about my work. Like being told well done for my efforts too.</li> <li>✓ Instead of saying what to do differently explain how to do it differently as well. Have another solution to help me get there.</li> </ul>  | <p><b>LEARNING CONVERSATIONS: What makes a good learner conversation?</b></p> <ul style="list-style-type: none"> <li>✓ I think learner conversations only work when teachers actually sit down with you, chat and go over next steps.</li> <li>✓ The teacher is doing it with me - pointing out next steps, encouraging me to reach the next level. Give me more time to discuss my next steps so I understand.</li> <li>✓ Reassure me during it.</li> <li>✓ Discuss next steps for improvement</li> <li>✓ Personalise their report/feedback.</li> </ul>   |
| <p><b>DEMONSTRATING UNDERSTANDING: ASSESSMENT/INTERVENTIONS</b></p>   |  |
| <p><b>What information and support do you need from teachers before an assessment?</b></p> <ul style="list-style-type: none"> <li>✓ If we know how the questions will be worded/ structured, we can prepare better.</li> <li>✓ All assessment/ context information in clearly marked folders on Teams.</li> <li>✓ A range of revision resources e.g. video links, revision websites, retrieval activities, practise questions, supported study.</li> <li>✓ A quiz before the actual test: for revision.</li> <li>✓ Provide reassurance: the topics in the test where appropriate; revision in the classroom; when the test will be; what to do at home and structure.</li> <li>✓ Support assessment with appropriate AAA arrangements.</li> </ul> | <p><b>What information and support do you need from teacher after an assessment?</b></p> <ul style="list-style-type: none"> <li>✓ Clear written or verbal feedback, telling me how I can fix my mistakes</li> <li>✓ If the whole class or the majority of the class are struggling with a certain topic, then revisit it to consolidate concepts.</li> <li>✓ Go over the test where possible so we know how to do it next time. Let me know how I got on in the test. Give the test back instead of just telling me whether I have passed or failed.</li> <li>✓ Tell me privately how I got on so I don't feel embarrassed – don't compare me to others.</li> <li>✓ Give positive and effective feedback since negative feedback can be demoralising.</li> </ul> |



## APPENDIX ONE – PLANNING TO MEET LEARNERS’ NEEDS

### SEBN/CARE EXPERIENCED

- Strict classroom routines and repeated instructions
- Careful consideration of groupings to get positive outcomes
- Positive relationships and praise
- Seating plan
- Give trigger warnings if topic may have an impact on their emotional state
- Firm and consistent manner
- Missed lessons posted on Teams
- Patience
- Safe space
- Time outside the classroom where necessary (as discussed and agreed with pupil before lesson)
- Respond to data about literacy/numeracy levels – ensure resources meet these needs/differentiate
- Modelling work – providing sentence starters
- Seek advice from Pastoral Care/SfL
- Plan for gaps in learning
- Refer to School Charter
- Word banks
- Communicate instructions in appropriate/different ways

### EAL

- Dictionary to support learning
- Use iPad translation app
- Check understanding of tasks
- Drawings and illustrations to support learning
- Set individual targets
- Chunk instructions and small tasks
- Extra time for tasks where needed/possible
- Paired support with another pupil
- One to one teacher support and in the lessons
- Pre prepared translated instructions on iPad
- Clear instructions
- Translated resources
- Subject specific vocabulary
- Language websites – Linguascope/Duolingo
- Access to QR code videos for demonstrations of practical tasks
- Encourage reading in English and doing so outwith school
- Seat next to Top 20% CEM pupils
- Seat pupils near the front
- Provide transcripts for any audio recordings
- Partial success criteria

### ATTENDANCE

- Sit beside supportive peers
- Check pupils can access the work
- Plan work which will lead to success – build confidence and encourage better attendance
- Classwork uploaded to Teams
- A range of ways to complete tasks
- Bank internal qualifications where possible
- Adapt whole class lessons/tasks where possible to spend more time with pupil
- Pass on information about assessments
- Advance notice of activities in lessons
- Alternative qualifications
- Liaise with PTPC for insight into attendance issues
- Combined approach with DHT/ PC and parents to try and reengage
- Personalised / part-time timetable

### SEBN/ADHD

- Rewards in line with School Charter
- Relationship – connection before correction (common likes)
- Seat next to supportive peer
- Welcome at the door – early check in
- Fidget toys – where appropriate
- Reward chart – private from others
- Gaps in learning identified and supportive
- One to one support where possible
- Differentiated notes
- Clear instructions
- Catch up work opportunities on Teams – work ready if they have been absent
- Class buddy
- Chunk lessons to maintain attention
- Clear classroom routines
- Opportunities for leadership in the classroom
- FARE to work in conjunction with teachers

## APPENDIX TWO – LESSON STRATEGIES

|  |  |   |
|--|--|---|
| <p style="text-align: center;"><b><u>SEBM</u></b></p> <ul style="list-style-type: none"> <li>• Time out when needed</li> <li>• Pay attendance to SEEMIS</li> <li>• Give some responsibility</li> <li>• Clean slate each lesson</li> <li>• Cool off periods</li> <li>• Build relationships</li> <li>• Short instructions</li> <li>• Clear instructions</li> <li>• Seating plans</li> <li>• Supportive chart</li> <li>• Routines</li> <li>• Break down tasks</li> <li>• Safe space</li> <li>• Praise</li> <li>• Short tasks</li> <li>• Nurturing approach</li> </ul> | <p style="text-align: center;"><b><u>ASN</u></b></p> <ul style="list-style-type: none"> <li>• Ensure pupils understand task</li> <li>• Starter on board</li> <li>• Class routine</li> <li>• Reassurance</li> <li>• Repeat instructions</li> <li>• Demo throughout, refer back to white board</li> <li>• QR codes</li> </ul> <p style="text-align: center;"><b><u>ASN – Literacy</u></b></p> <ul style="list-style-type: none"> <li>• Keywords</li> <li>• Key points copied</li> <li>• Writing tasks</li> <li>• Mind maps</li> <li>• Time out</li> <li>• Repeat instructions</li> <li>• Break down tasks</li> </ul> | <p style="text-align: center;"><b><u>ASD</u></b></p> <ul style="list-style-type: none"> <li>• Notes on Teams</li> <li>• Printed notes</li> <li>• Repeat instructions</li> <li>• Highlighting information in different colours</li> <li>• Short, clear instructions</li> <li>• Read questions</li> <li>• No reading out</li> <li>• Refer to SEEMIS for pupil information</li> <li>• Use iPad</li> <li>• Larger font</li> <li>• Seat in a quiet place with support</li> <li>• Use their name</li> <li>• Break down tasks</li> <li>• Visual demonstration</li> </ul> |
| <p style="text-align: center;"><b><u>EAL</u></b></p> <ul style="list-style-type: none"> <li>• iPad accessibility</li> <li>• Check for understanding</li> <li>• Visual demonstrations close to pupil</li> <li>• Notes on Teams</li> <li>• Prompt on using dictionary</li> <li>• Materials prepared</li> <li>• Clear instructions</li> <li>• Read over the work</li> <li>• Vocabulary defined</li> <li>• Print out a translation of lesson</li> <li>• Break down tasks</li> </ul>  | <p style="text-align: center;"><b><u>Attendance</u></b></p> <ul style="list-style-type: none"> <li>• Assignments on Teams</li> <li>• Notes from previous lessons on Teams</li> <li>• Materials available for pupils returning</li> <li>• Praise pupils for returning to class</li> </ul> <p style="text-align: center;"><b><u>ADHD</u></b></p> <ul style="list-style-type: none"> <li>• Use name often</li> <li>• Tasks to ensure movement and challenge</li> <li>• One to one encouragement</li> <li>• Nurturing approach</li> <li>• Keep lesson fast paced and engaging</li> <li>• Time out pass</li> </ul>      | <p style="text-align: center;"><b><u>Latecomers</u></b></p> <ul style="list-style-type: none"> <li>• Starter task on board</li> <li>• Classroom routine instructions on board</li> <li>• Individual support when other are working</li> <li>• Seated next to good attender</li> <li>• Getting settled without disruption</li> <li>• Catch up individually</li> <li>• Remember to update SEEMIS</li> <li>• At desk ready to go</li> </ul>  |
| <p style="text-align: center;"><b><u>Top 20%</u></b></p> <ul style="list-style-type: none"> <li>• Extension task research</li> <li>• More exam style questions</li> <li>• Measuring and recording tasks</li> <li>• Past papers</li> <li>• Should expect leadership skills</li> <li>• Support peers</li> <li>• Less teacher led</li> <li>• Extended starters</li> <li>• Focus on A type questions</li> </ul>  | <p style="text-align: center;"><b><u>Middle 60%</u></b></p> <ul style="list-style-type: none"> <li>• Consistently reaffirming</li> <li>• Class chanting</li> <li>• Word bank</li> <li>• Use example answers</li> <li>• Less challenging question</li> <li>• Past papers</li> <li>• Basic starter</li> <li>• Use SQA marking scheme</li> </ul>  | <p style="text-align: center;"><b><u>Bottom 20%</u></b></p> <ul style="list-style-type: none"> <li>• Achievable for all</li> <li>• Clear instructions</li> <li>• Check in times</li> <li>• Hot seating</li> <li>• Fill in the blanks</li> <li>• Support and challenge</li> <li>• Pair up with more able kids</li> <li>• More core questions aimed at level C</li> <li>• Scaffolding</li> <li>• Help when needed</li> <li>• Basic starter with hints</li> <li>• Work in pairs</li> </ul>   |

## APPENDIX THREE – LEARNING INTENTIONS STAFF EVALUATION

- Staff felt it was important to have learning intentions in pupil friendly language.
- Staff felt it was important to de-contextualise the learning intention.
- 63% of staff felt it was very useful to discuss learning intentions at the Ped Pod.
- 77% of staff felt it was useful to share best practice in relation to shared learning intentions.

### Future Planning

- Change groups at the start of the session
- Staff lead on particular area of the policy where they have a strength

## APPENDIX FOUR– LEADERSHIP TEAM COLLABORATION

### (DEC 23)

#### THE FOLLOWING WILL BE ADDED TO L AND T POLICY APPENDICES

##### 1. *What makes a good lesson?*

- *Enthusiasm & energy to connect to every young person*
- *Learners clear on what they are learning*
- *Praise linked to positive relationships – using nurturing approach caring sharing*
- *Support & challenge for all*
- *Effective use of resources*
- *Safe / inclusive*
- *Lesson starter - Consistent adult to promote PB and build relationships*
- *SC Co-created, Engaging work, Welcoming ethos & fun*
- *Differentiation*
- *Progress – Pupils clear on how they are improving*
- *Pupil demonstration of model example work*
- *Links to benchmarks / EOS & SQA course spec*
- *Pupil led interests / responsible*
- *Structure consistency – whole school approach*
- *Digital tools*
- *Pupil / staff passionate /teacher expertise*
- *Consistent expectations & routines*

- *Well planned / prepared – opportunities for all to succeed*
- *Feedback which moves learning forward – self/peer assessment*
- *Plenaries summarising learning & inform next step*

**Why is it important that we get Learning and Teaching right?**

- Improved behaviour leads to better outcomes / success
- Maximise learning experience for all
- Recognise achievement / improve attainment
- Help young people to navigate life and its challenges and to advocate for themselves
- Core business of a teacher's job
- Pupils feel safe & secure therefore more successful and motivated
- Learn skills for their future
- Help teachers change the narrative with parents / carers
- Create a welcome ethos and raise self-belief & aspirations for young people

**THE FOLLOWING WILL BE FURTHER DISCUSSED WITH SLT/LT MEETING:**

**What are the challenges to staff implementing the KSS L and T Policy?**

| YOU SAID...   | WE COULD...  |
|---|--|
| <ul style="list-style-type: none"> <li>Time – so many things to do &amp; is limited, lack of time to plan with others</li> <li>Pupil absence &amp; lateness</li> <li>Range of abilities – different ASN in classroom. Experience, knowledge, confidence, relationships, differentiation (e.g. Course (BGE) below L3), Number of young people with ASN how to effectively support all – lack of alternative to mainstream</li> <li>Some staff may feel threatened if confronted with an area of their practice which needs to be developed/<br/>Challenging conversations</li> <li>Prioritise collaborative planning.</li> <li>Staff skills in managing day to day transactions</li> </ul> | <ul style="list-style-type: none"> <li>A planned/consultative approach with Middle Leaders regarding planned L and T activities on calendar. Supportive activities to minimise PT preparation. Implementing follow up QA task in relation to this.</li> <li>We are looking at the data regarding this.</li> <li>Ped Pod consultations regarding required CPD. Please encourage staff to request this.</li> <li>Is there a requirement for a Leadership/PT buddy group CPD regarding this?</li> <li>Middle Leaders can suggest/plan for this with their staff. This works in other departments.</li> <li>Unsure what this refers to.</li> <li>Pastoral staff to continue to discuss this at DM's if it causes concern.</li> </ul> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Lack of information on pupils / PPR's</li> <li>• ICT issues / access to CPD</li> <li>• Mobile / screen addiction – Ipads used inappropriately</li> <li>• Entry levels &amp; info shared by primary school</li> <li>• Change of staff i.e. cover</li> <li>• Adequate notice of new / returning pupils</li> <li>• Corridor misbehaviour</li> </ul> | <ul style="list-style-type: none"> <li>• Ped Pod consultations regarding required CPD. Please encourage staff to request this. Please report any ICT issues via the tile on Glow.</li> <li>• Please address this as PPB issue.</li> <li>• Transition spreadsheet being updated.</li> <li>• PT's should notify for a staff buddy and sign post new staff to CPD's and all whole school policies.</li> <li>• SLT/PTPC notify staff as soon as possible. Staff should plan for full class list.</li> <li>• Welcome and ethos is part of our L and T policy.</li> </ul> |
|---|---|

**How can we now ensure this together? What steps need to be taken? How can we support one another and our colleagues?**

| <b>YOU SAID...</b>  | <b>WE COULD...</b>  |
|---|---|
| <ul style="list-style-type: none"> <li>• Development days / protected time for faculties to plan</li> </ul> | <ul style="list-style-type: none"> <li>• Time is provided for departmental collaboration during exam leave</li> </ul> |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Time during Inset to action our needs rather than training</li> <li>• SIPS rather than PED PODS for <u>established staff</u>. Staff may not join group but want to take an area forward because these are done in <u>our own time</u></li> <li>• More time for sharing good practice</li> <li>• Time for the LT to collaborate on consistent approaches to standards/quality assurance approaches</li> <li>• Time to discuss “how to approach difficult conversations” regarding L and T</li> <li>• Increased collaboration with PTS / PTPC (thinking about quality assurance)</li> <li>• Simple check lists – lesson planning support document e.g Essential, Desirable, Occasional</li> <li>• Consistency across faculties – using planning time more efficiently</li> <li>• Late comings: take names, detention – go straight to hall work done their so less disruption</li> </ul> | <ul style="list-style-type: none"> <li>• Inset day activities are related to agreed SIP priorities and are often proposed by GCC.</li> <li>• The group agreed that staff will continue to learn from others regardless of how experienced they are.</li> <li>• A planned/consultative approach with Middle Leaders regarding planned L and T activities on calendar. Supportive activities to minimise PT preparation. Implementing follow up QA task in relation to this.</li> <li>• Is there a requirement for a Leadership/PT buddy group CPD regarding this?</li> <li>• Is there a requirement for a Leadership/PT buddy group CPD regarding this?</li> <li>• Is there a requirement for a Leadership/PT buddy group CPD regarding this?</li> <li>• Is there a requirement for a Leadership/PT buddy group CPD regarding this?</li> <li>• This is the role PT</li> <li>• We are looking at the data regarding this.</li> </ul> |
|---|--|

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Simplify L &amp; T policy into what the “Knightswood Lesson” would look like. Allows for self-evaluation / quality assurance</li> <li>• Free up time DM’s for discussion &amp; planning of L &amp; T</li> <li>• Cover folder how well is this used?</li> <li>• New staff (non probationers) allocate weekly time</li> </ul> | <ul style="list-style-type: none"> <li>• We will discuss this with L and T Group. There is a one page summary available.</li> <li>• A planned/consultative approach with Middle Leaders regarding planned L and T activities on calendar. Supportive activities to minimise PT preparation. Implementing follow up QA task in relation to this.</li> <li>• The structure has been provided. Perhaps PT’s could collaborate/share practice regarding the successful implementation of this within the proposed buddy CPD?</li> <li>• This could be shared amongst Middle Leaders as good practice where required.</li> </ul> |
|  |   |

## APPENDIX FIVE – POST PRELIM FACULTY RAISING ATTAINMENT STRATEGIES (LTM JAN 2024)

### MUSIC

- Detailed LCs including realistic (modified) working grades, pupil and teacher next target grades and an aspirational final grade.
- RAG rated performances to date to ensure all are aware of next steps.
- Overtaking externally submitted components very early to give over more class time to other elements which pupils need more practise with.
- Detailed analysis of listening prelim (question by question).
- Plan for class/ cohort deficiencies/areas of weakness and also individual pupil study programmes

### SCIENCE

- Analysis of Prelim to identify areas of strength and development need  
Resources by key area so pupils can work on individual needs  
Focus on skills to ensure pupils minimise “silly mistakes”
- Hyperlinked PPQs by topic key area by key area. Starts in S3 and sits there as an opportunity for starters and extension.
- 2. Shared common resources across the department - with regular dialogue with staff and you people.
- 3. Year group teams - each class has their own channel etc. PPTs and notes shared. Big announcements shared across all channels. This has improved consistency of experiences and resources for all. This goes hand in hand with shared OneNotes with space for each class. Great for digital record of work. Helps to provide fully worked examples and to support young people who are irregular attenders. These are live documents- notes and problems which are updated for each days work. Also great for S6s to keep track of work when they cannot attend every class.

### MATHS

- Question-question-breakdown of prelim for each class ((used by teacher to direct starters)
- Pupil has a feedback sheet with direction to work to address issues in prelim Homework created, issues 1-3 times a week addressing each of the prelim questions

### TECHNOLOGIES

1. Answer grids for exam questions to support SQA answer structure.
2. Weekly assignment deadlines and coursework checkpoints for staff and pupils.
3. Reward incentives for hitting coursework deadlines.

## SOCIAL SUBJECTS

- 6-week plans: lesson-by-lesson breakdown for each level to ensure consistent approaches are used in all class Mark It; Fix It; Write It: sheet issued to pupils each week. Period 1- mark a model answer, Period 2 - fix an answer, Period 3 - write an answer
- Doubling Up: for some pupils who have achieved N4 and not planning to stay on, we are getting them to do N3 in another social subject
- Question by question spreadsheets for post prelim analysis. Helps identify skills and questions that were done well for each pupil and each cohort.
- Individual teacher class analysis sheet that informs PT/ staff conversation about levels and progress.

## PASTORAL CARE

- Study skills lessons prior to prelims. Introducing various study techniques, trying them in class, creating study plans, sharing supported study timetables, identifying most appropriate subjects for supported study.
- Prelim debrief lessons in PSE. This is used to have meaningful learner conversations about progress.  
Speaking to class teachers for updates, liaising with Parents regarding progress and arranging parental meetings to discuss next steps and pupil pathways.
- Relentlessly chasing poor attenders and making it clear we will not give up the effort to get them back into the building to help them achieve

## BUSINESS AND COMPUTING

- Using prelim data and pupil survey feedback in 1-1 meetings to plan lesson by lesson preparation for assignments and final exam
- Building in retrieval practice from older topics and exam skills for a period each week
- Giving pupils question a day and task a day to help with exam preparation and to encourage "little and often" studying

## ENGLISH

- We have scheduled meetings to allow class teachers to review pupil progress with the PT and then devoted DM time to sharing practice and devising bespoke classroom strategies.
- Different challenge and course content form class to class.
- Intervention: texts to invite pupils to Supported Study; a Supported Study calendar shared in Teams; and liaison with PTPCs.
- Time for staff collaboration, pupil self-assessment used to inform analysis and subsequent tracking/level change meetings with PT, shared calendar for future timed assessments for each exam element

## MODERN LANGUAGES

- Menti-meter for starter tasks to encourage peer assessment and highlight reoccurring mistakes
- Well-executed learner conversations which create accountability
- WAGOLL - What a good one looks like - marking model essays and asking pupils to explain why it's good

## P.E. AND DANCE

- New seating plan structured in A,s, B.s C,s to help with tailoring differentiated lesson resources
- New CID writing structure to self and peer mark for assisting with understanding the question. This helps with using the correct structure for the command word in the question.
- Tailoring the practical curricular activities offered based on the interests of the YP and their preferred assessment.

## ART/DRAMA

- ART: Starting externally submitted evaluations earlier, capturing the process and progress to be added onto folios (worth 20 marks)
- DRAMA: Analysing breakdown of prelim Higher/ N5 answers to identify weaknesses.
- Photography: printing off folios much earlier. Waiting for final images before writing evaluation on it. Many different strategies this year after MG SQA marked last year