Effective Learning & Teaching

Teaching

in moray

the *moray* council

Contents

Introduction

'The successful implementation of Curriculum for Excellence has been a major step forward and one which has attracted international attention. It gives teachers more flexibility, provides a broader education and sets higher standards for achievement than ever before. It has transformed the quality of children's learning, and their confidence and motivation. Excellent learning and teaching is key to raising attainment.'

National Improvement Framework for Scottish Education
Rt Hon Nicola Sturgeon MSP
First Minister of Scotland
2015

In Moray we are committed to ensuring that every child is able to develop the knowledge, skills and attributes they will need to succeed in life, learning and work. We believe that every young person matters and can maximise their potential. We have high expectations and aspirations for our young people and we strive for excellence in the education we provide and the learning and teaching in our classrooms.

We recognise for effective learning and teaching to take place there needs to be a strong classroom ethos of promoting wellbeing, where every child and young person feels safe, happy, achieving, nurtured, active, respected, responsible and included.

Our Vision

We are committed to realising the potential of children and young people by being:

Ambitious to Achieve Excellence Together

As cited in Moray's 'Raising Attainment: Our Strategy', this means all of us who work to develop, deliver and support education maintain a clear and relentless focus on ensuring all young people in our schools are able to achieve the very best they can. This involves setting very high expectations not only for ourselves, but also for our children and young people, in essence getting it right for every child.

Purpose

The purpose of Moray's learning and teaching document is to provide an effective framework to assist schools in their efforts to ensure that our children and young people experience consistently high quality learning and teaching. By improving educational outcomes for all children and young people in Moray, we will enable them to become confident, successful, responsible and effective learners prepared with the knowledge, skills and attributes required to be successful adults.

Key Principles

Our principles are underpinned and align closely, with the GTCS standards for registration (see appendix A) and are compliant with the United Nations Convention on the Rights of the Child and are to:

- be Ambitious to Achieve Excellence for our young people
- ensure that young people are consistently at the heart of everything we do
- listen and take account of the voices of children and young people
- enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors
- continue to raise standards of achievement and attainment for all learners
- promote and recognise broader achievements
- engage young people in the highest quality learning activities, allowing them to become more confident in their learning by being given appropriate support and challenge
- meeting the needs of individual learners
- build capacity to enable staff to reflect on their own performance and use research to become leaders of learning
- support establishments in creating a safe, caring and purposeful learning environment which promotes wellbeing and respect
- ensure there is a holistic, partnership approach to learning and teaching

Framework for effective Learning & Teaching in Moray

Each of the areas outlined in the diagram below contribute to raising attainment and link to Moray's 'Raising Attainment: Our Strategy'. For the purposes of effective learning and teaching we have specifically focused on the three highlighted areas:

- culture, ethos and vision
- successful learners
- excellent learning and teaching

Consistent with the Raising Attainment Strategy, each section outlines what should happen in the classroom and within the school to promote high quality learning and teaching.

In doing so, pupils will be supported to develop as:

- Successful learners
- Confident individuals
- Effective Contributors
- Responsible Citizens

Culture, ethos and vision

Parents, carers and the wider community

Excellent learning and teaching

Ambitious to **Achieve Excellence Together**

Professional practitioners

Successful learners

Effective, enabled leaders

"A belief, modelled by all teachers and leaders that every child or young person matters and can achieve"

Culture, ethos and vision

Classroom level	School Community Level
A classroom where there is a culture of respect, care and high expectations for every child. This culture is modelled by the teacher.	A school community which has as its core the highest aspiration for every child and a belief, permeating every classroom, that there is headroom for improvement in outcomes for every child. This belief is demonstrated personally by the headteacher and all staff.
A classroom where praise and encouragement are used effectively, mistakes are used as a learning opportunity, and there is no fear of failure	A school community where everyone feels valued and learning is seen to be fun.
A classroom where good teacher management skills are evident in a business-like atmosphere, conducive to good learning where pupils know that their best is expected.	A school community where strategies to promote and support good behaviour, respect and pride in the school are clearly in evidence e.g. account is taken of details, presentation, punctuality, and mutually respectful communication.
A classroom where the teacher and those supporting pupil learning recognise the importance of effective partnership working to secure sustained progression for all children and young people.	A school community which recognises that investment in early and sustained intervention strategies fostered through effective partnership working is essential to secure sustained progression for all children and young people.

Excellent learning and teaching

Classroom level	School Community Level
A classroom where lessons are delivered enthusiastically and every attempt is made to make learning relevant and motivating for pupils.	A school community which develops well-researched programmes across the school and associated school group to improve pedagogy amongst teaching staff e.g. through teacher learning communities.
A classroom where learning is well planned and differentiated for all children to ensure that individuals' needs are met.	A school community where the curriculum is designed to meet the needs of all learners, including the more able and those whose prior attainment and earlier experiences are not positive.
A classroom where learning intentions and success criteria are shared so that pupils understand them and where all pupils know what it is they are expected to be learning and what success will look like.	A school where systems are devised which ensure that teachers use summative assessment formatively and where this happens consistently.

Successful learners

Classroom level	School Community Level
A classroom where good teacher management skills are evident in a business-like atmosphere conducive to good learning where pupils feel safe and valued and know the boundaries of engagement.	A school community where the views of pupils are listened to, heard and acted upon.
A classroom where learning intentions and success criteria are shared so that learners understand what it is they are expected to be learning and what success will look like	A school where systems are devised which ensure that teachers use summative assessment formatively and where this happens consistently

The Moray Learning Cycle

The Moray Learning Cycle (Figure 1) has been developed to help teachers deliver lessons that take account of the 'big' messages required for effective high quality learning and teaching. Every good lesson or group of lessons should include the core components of the learning cycle, which has been modelled on the National Assessment Resource (NAR) flowchart produced by Education Scotland.

Moray has chosen in its version to highlight continuous dialogue as a one of the most effective drivers in quality learning and teaching. Coaching conversations that can move learning forward are key. This involves teachers talking about learning with children and young people, groups of pupils assessing and discussing their own and each other's learning and professional dialogue between teachers' about shared standards.

The elements of the Moray Learning Cycle are aligned to the guidance and exemplification in *"Taking a Closer Look at NAR"* produced by Education Scotland, which is explained on the opposite page.
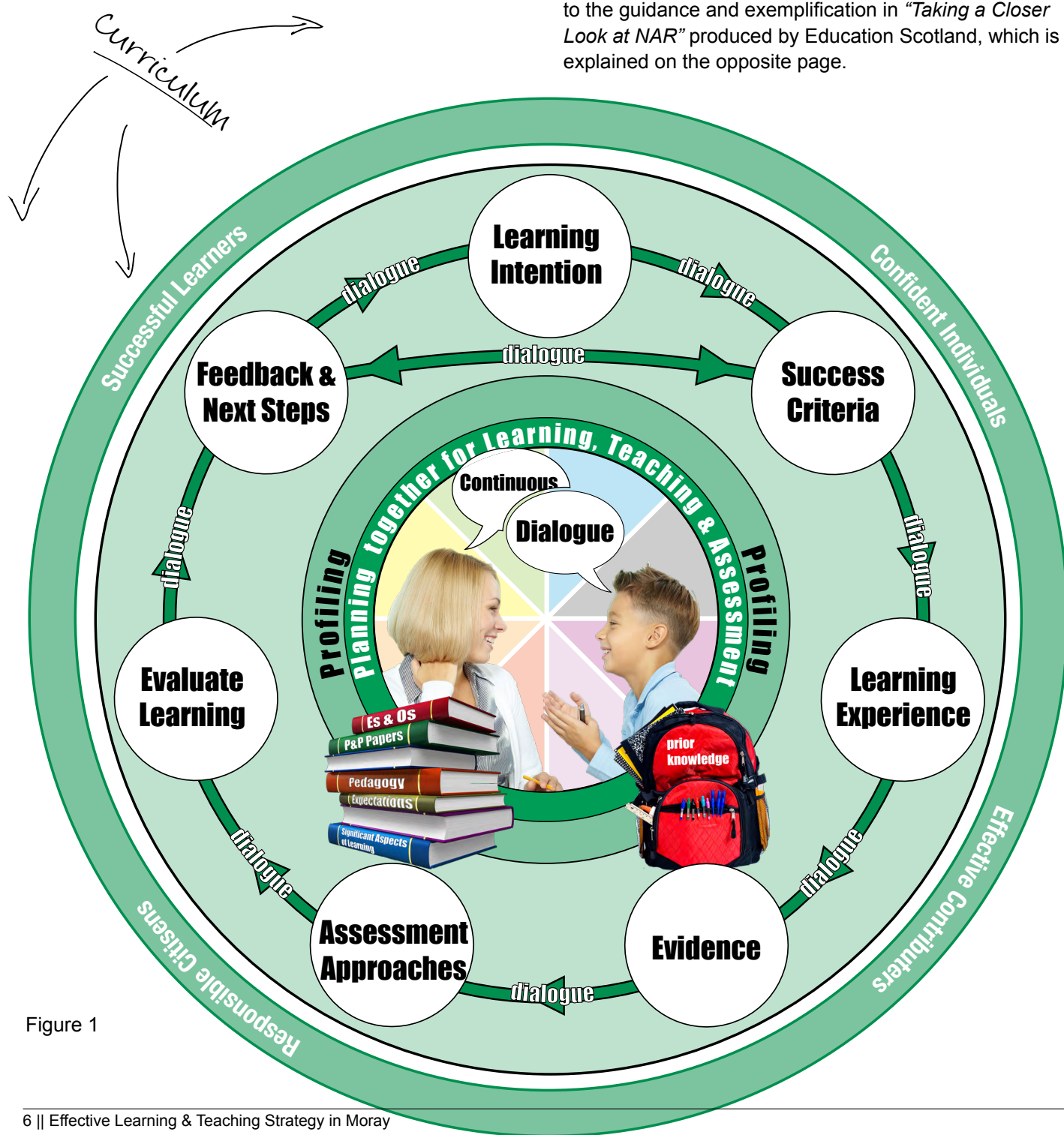

Figure 1

The Learner

The learner's wellbeing needs are placed at the very heart of the Moray Learning Cycle. For a child or young person to engage with the learning cycle and ensure continuous dialogue, it is imperative their wellbeing needs are, as far as possible, being met.

This means classrooms will be safe, supportive and inclusive environments. The achievements and efforts of all pupils will be recognised and valued and their voices will be respected and heard. Relationships will be underpinned by a culture of dignity, warmth, openness and mutual respect.

Planning together for learning, teaching and assessment

Teachers should start their thinking with the Experiences and Outcomes (Es and Os), the Significant Aspects of Learning (SAoL) and each curricula area's principles and practice papers. This will help to plan learning, teaching, assessment and moderation approaches and allow consideration and focus for learners' experiences.

The principles and practice documents outline the broad features of assessment for a curricular area and for the 'responsibility of all areas of the curriculum.

Some ideas for planning with learners could include:

• mind maps
• floor books and big books
• learning logs
• interactive wall displays displaying the learning journey
• the use of Glow / ICT
• Know Want Learned (KWL) grids and/or wall displays

What is a learning intention?

Standards and expectations for planned learning

Before considering learning intentions teachers must identify which experiences and outcomes are the focus for the intended learning.

The learning intention is what learners should know, understand or be able to do by the end of a learning experience. The focus should be on what is to be learned as opposed to the task, activity or context. By teasing out the learning from the chosen experience(s) and outcome(s), teachers will be able to develop learning intentions that focus specifically on what has to be learned. When clear about the learning intention, learners will be more focused and actively engaged in their own learning. Sharing the learning intention makes it easier to give quality feedback specifically on what has been learned.

• **Sharing learning intentions**

The learning intention can be shared:

- at the beginning of the lesson
- once learners are able to draw conclusions from exploring a problem, concept or challenge.

It is also important to capture learners' interest at the beginning of a lesson, creating an engaging context within which the learning intention is to be explored. In order to be effective, the learning intention must be in language learners can understand and use.

"Learning intentions help me because they are always there for me to look back on and tell me what I am trying to do in the lesson"

Ethan Lawrie S4

"It helps us remember what we are learning and we can look back in our jotters to remind us about what we learned."

Liam Sutherland P3

Success Criteria
Clear, relevant and measurable definitions of success.
Learners involved in creating them in pupil language

• What are success criteria?

Success criteria are suggested ways to achieve the learning intention. Sharing success criteria enables learners to feel confident about how to achieve success in a lesson. As teachers plan and consider success criteria they should ensure that they are directly linked to their learning intentions and the evidence of learning which they will be aiming to collect.

• Sharing success criteria

Teachers should have an idea of the success criteria before sharing the learning intention, but co-constructing success criteria with learners will improve the chances of it being referred to and actively used throughout the lesson. Involving the learners in agreeing the success criteria will also enable teachers and the learners to judge how much and how well they have learned. Learners benefit when they consider and discuss examples of work by other learners, especially when some of the examples meet the success criteria. This helps learners to develop an understanding and interpretation of the criteria.

"It's really cool when you (teacher) link all our learning all together so it's about the same thing. Like when we learned about habitats in science…   then wrote about mythical Dallas creatures and their habitat for our imaginative writing… then made our mythical creature and its habitats and learned about 3D modelling skills in art… then we made our stop motion animations and learned those skills for technology. It makes learning really fun!"

Callum Anderson P6

Learning Experiences
Rich activities planned to take account of the Es and Os and the design principles

Learning experiences planned with the experiences and outcomes and design principles in mind will be rich and fulfilling. As teachers plan a variety of experiences they will consider what activities will engage the learners and allow them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

• Seven design principles

The curriculum should be designed on the basis of the following principles:

• challenge and enjoyment
• breadth
• progression
• depth
• personalisation and choice
• coherence
• relevance

The principles apply to the curriculum at national, education authority, school and individual levels and need to be taken into account for all children and young people. The principles will assist teachers and schools in their practice, as a basis for continuing review, evaluation and improvement.

"Using success criteria helps me because then I know what my teacher is expecting of me for each task."

Chloe Shaw S4

"Our success criteria helps us check that we have learned what we are supposed to and included all the detail. I'm getting good at helping make the success criteria now because we didn't do it at my last school."

Neo Hatch P6

Evidence
A range of appropriate evidence

It is essential that teachers use evidence of learning from a broad range of contexts to check how a learner is progressing and that learning is secure. The evidence will be different depending upon the kind of learning being assessed, the learning activity and learners' preferences about how to show what they have learned. Evidence will come from day-to-day learning as well as from specific assessment tasks. The National Assessment Resource can help practitioners when deciding on what learners would need to say, write, do or make to demonstrate success. Consideration should be given on how to reflect, share, discuss and agree these expectations with learners and with colleagues.

Sources of evidence can include:

• observations of learners carrying out tasks and activities, including practical investigations, performances, oral presentations and discussions
• records (oral, written, audio-visual) created by children and young people which may include self-assessment and/or peer assessment or may be assessed by the teacher
• information obtained through questioning in high quality interactions and dialogue
• written responses
• a product, for example, a piece of artwork, a report or a project
• accounts provided by others (parents, other children or young people, or other staff) about what learners have done.

Assessment Approaches
Assess: Progress
Assess: Breadth, challenge, application

Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. This range allows learners to demonstrate what they know, understand and can do. The range and variety of assessment approaches should take account of the relevance of contexts to learners' prior experiences, interests and aspirations and should link across learning where possible. Teachers need to consider children's and young people's learning against the Significant Aspects of Learning (SAoL) for each curricula area and in terms of breadth, challenge and application.

• **What is breadth?**

Breadth refers to the number and range of experiences and outcomes encountered by learners. Learners need to be fully involved in planning how breadth, suitable to their needs, will be increased, and how they will show what they have learned.

• **What is challenge?**

Challenge refers to the attributes, capabilities and skills (including higher order thinking skills) which are embedded in learning and may be planned through personalisation and choice.

• **What is application?**

Overlapping with breadth and challenge, application refers to how knowledge and understanding, attributes, capabilities and skills (including higher-order thinking skills) are used in new and unfamiliar contexts so that they become transferable and secure. This is about learners becoming flexible and adaptable in the way they apply their learning.

Evaluate Learning
Collaborative approaches to evaluate the evidence of learning

Evaluating the learning involves you in both considering the progress of each learner and considering the impact of the learning on the whole class/group. Consistent judgements are made when staff has been collaboratively planning at all of the steps in the process. When learners reflect on their own learning, they come to understand what they have achieved, what they can do to improve and how to go about it.

- Learners can be helped to reflect on what they have understood and where they still need help or further explanation. This can be done by taking an example of work previously completed, and using it as the focus for group or class discussion.

- Learners will need help and careful monitoring in the initial stages of introducing self-assessment as it can prove difficult for some young people. They need to be trained, supported and encouraged to develop these skills.

- Self-assessment opportunities should be planned alongside the curriculum, teaching and learning. Self-assessment works best when it is not a bolt-on activity.

- Teachers may need to adapt their teaching to take account of pupil feedback from a self-assessment activity

Feedback and Next Steps

Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils' next steps in learning.

- The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.
- Written feedback is more helpful to learning if it is in the form of comments and not marks or grades.
- Feedback is most effective when it indicates positive aspects of work and provides guidance on what needs to be done to meet the success criteria or for learners to move on in their learning.
- Feedback should give suggestions for improvement but should also encourage learners to think things through for themselves. They should be encouraged to ask for help when they feel they need it. A supportive ethos will encourage them to do this.
- Providing feedback also involves making time to discuss with learners, the links between their work and the learning intentions and success criteria, and teaching them how to be reflective about their work.
- Feedback is most effective when learners are given time to reflect on the advice and guidance received and to reconsider or redraft a part of the work.

"I feel peer assessing improves my learning as I am not only able to see how other people interpret the question but I am able to add good practice to my own work."

Jodie Hunter S5

"I like when we go back to the success criteria after our learning activity to check how I've got on. It helps me see what I've managed and what I need to work on."

Leah Sutherland P6

Good feedback and being told targets for our next steps help me learn better as it helps you know if you are doing things right and helps you to head in the right direction"

Maximilyon Sladden S5

Profiling

Profiling means that learners will be engaged in regular, on-going dialogue with their teacher about their learning and progress. This continuous process is integral to the production of a profile, a series of snapshots of progress in learning and achievement. It is important for teacher's to develop in children the skills that support the profiling process of being self-reflective.

Key features of the profiling process:

* the focus remains on improving outcomes for young people through coaching conversations
* the relationship with an adult who knows the student
* regular dialogue between learners and practitioners should help each learner to evaluate her/his own achievements
* the process of profiling can be a powerful motivating influence giving individuals a real sense of personal ownership of their own learning
* most young people are likely to need guidance to develop their skills in bringing together the learner statement

The learner has ownership of the profile and it contains the information that they choose to share with others. It is the culmination of an ongoing profiling process which supports learners in developing their awareness and understanding of their own learning and resulting successes.

Profiling helps encourage each individual to achieve their best, helping them to have a real sense of personal ownership of their learning and achievements, promoting their understanding of their own skill development and enhancing a range of skills, including literacy, and other attributes and capabilities.
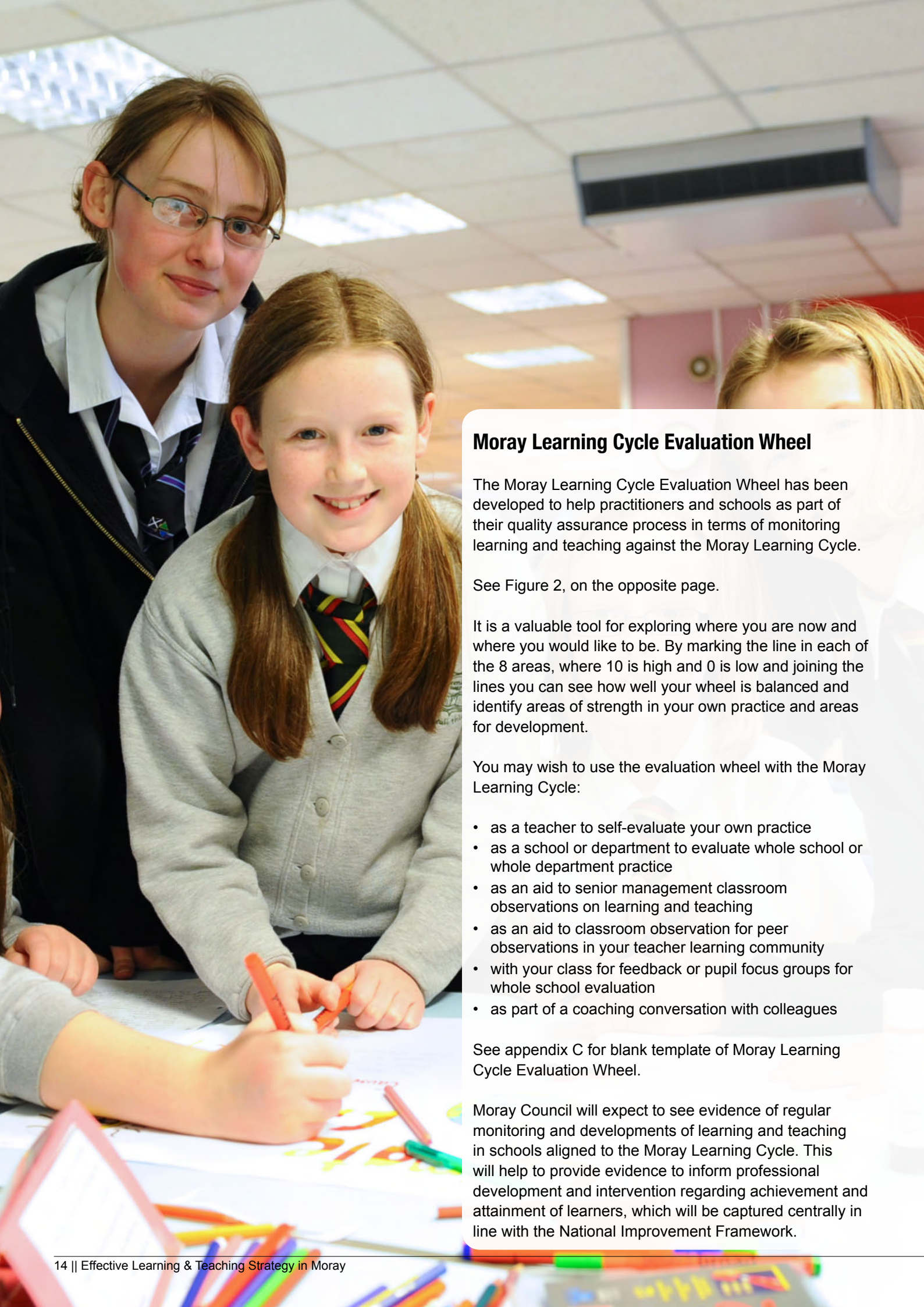
Moray Learning Cycle Evaluation Wheel

The Moray Learning Cycle Evaluation Wheel has been developed to help practitioners and schools as part of their quality assurance process in terms of monitoring learning and teaching against the Moray Learning Cycle.

See Figure 2, on the opposite page.

It is a valuable tool for exploring where you are now and where you would like to be. By marking the line in each of the 8 areas, where 10 is high and 0 is low and joining the lines you can see how well your wheel is balanced and identify areas of strength in your own practice and areas for development.

You may wish to use the evaluation wheel with the Moray Learning Cycle:

- as a teacher to self-evaluate your own practice
- as a school or department to evaluate whole school or whole department practice
- as an aid to senior management classroom observations on learning and teaching
- as an aid to classroom observation for peer observations in your teacher learning community
- with your class for feedback or pupil focus groups for whole school evaluation
- as part of a coaching conversation with colleagues

See appendix C for blank template of Moray Learning Cycle Evaluation Wheel.

Moray Council will expect to see evidence of regular monitoring and developments of learning and teaching in schools aligned to the Moray Learning Cycle. This will help to provide evidence to inform professional development and intervention regarding achievement and attainment of learners, which will be captured centrally in line with the National Improvement Framework.

Feedback & Next Steps
is an area to focus on...

Learning Intention

Dialogue

Success Criteria

10

0

Feedback & Next Steps

Learning Experience

Evaluate Learning

Evidence

Assessment Approaches

...and **Assessment Approaches** are a major strength
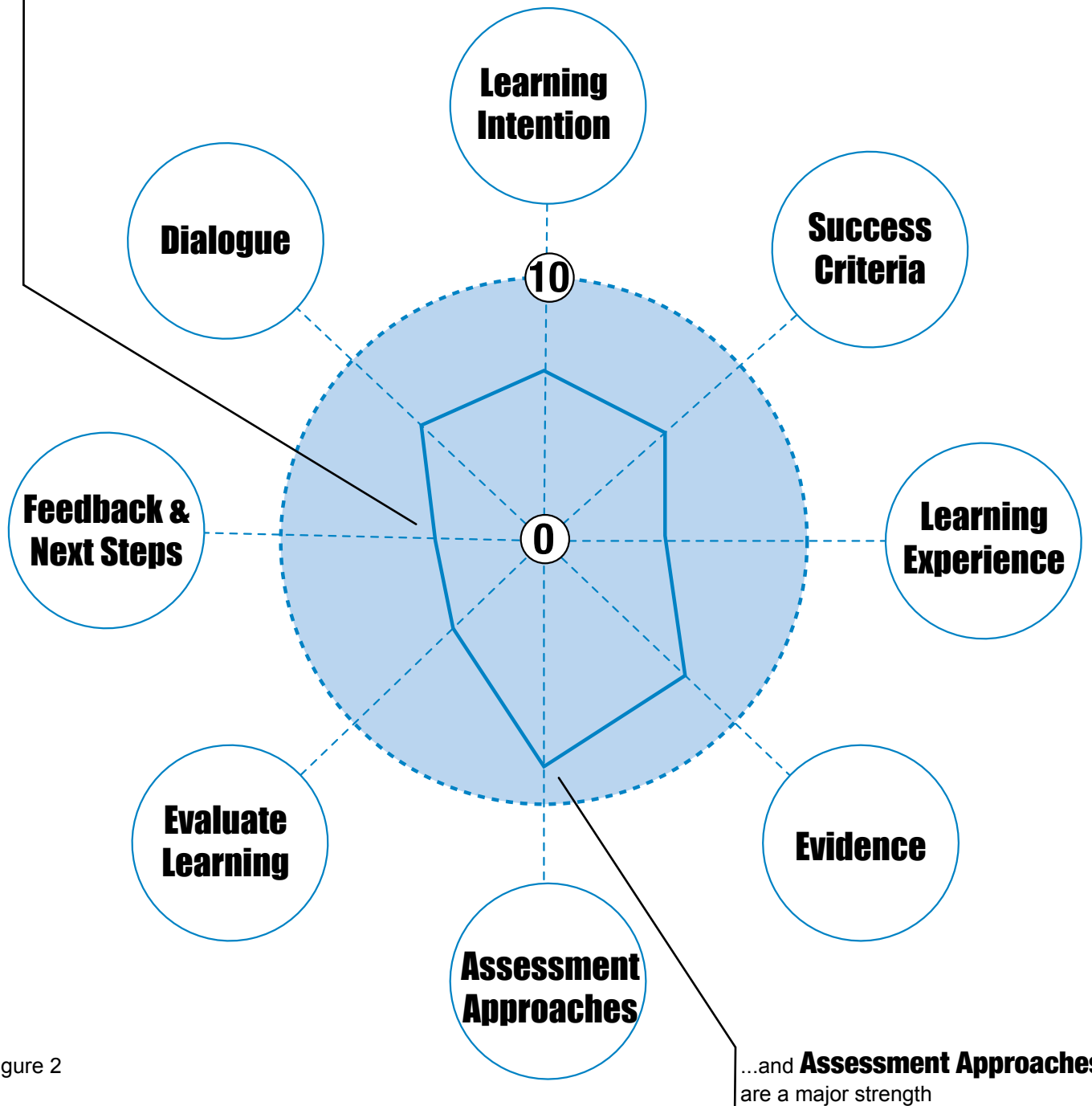
Figure 2

Appendix A – GTCS Standards

All teaching staff should be familiar with the standards for full registration and engage with the standards on a regular basis. The Career Long Professional Learning standards will support staff in their self reflection and evaluation to identify areas of strengths and areas for development.

Driving forward professional standards for teachers

The Standards for Registration: mandatory requirements for Registration with the General Teaching Council for Scotland December 2012.

Professional Skills and Abilities

3.1. Teaching and Learning

3.1.1. Plan coherent, progressive and stimulating teaching programmes which match learners' needs and abilities

Registered teachers:

- plan appropriately, in different contexts and over differing timescales, for effective teaching and learning in order to meet the needs of all learners, including learning in literacy, numeracy, health and wellbeing and skills for learning, life and work.

3.1.2. Communicate effectively and interact productively with learners, individually and collectively

Registered teachers:

- model appropriate levels of literacy and numeracy in their own professional practice;
- use a range of communication methods, including a variety of media, to promote and develop positive relationships to motivate and sustain the interest and participation of all learners;
- communicate appropriately with all learners, and promote competence and confidence in literacy;
- communicate the purpose of the learning and give effective explanations at the appropriate level(s) for all learners;
- create opportunities to stimulate learner participation in debate and decision-making about issues which are open-ended, complex, controversial or emotional;
- reflect on the impact of their personal method of communication on learners and others in the learning community demonstrate effective questioning strategies varied to meet the needs of all learners, in order to enhance teaching and learning;

3.1.3. Employ a range of teaching strategies and resources to meet the needs and abilities of learners

Registered teachers:

- consistently select creative and imaginative strategies for teaching and learning appropriate to the interests and needs of all learners, as individuals, groups or classes;
- skilfully deploy a wide variety of innovative resources and teaching approaches, including digital technologies and, where appropriate, actively seeking outdoor learning opportunities;
- justify consistently and evaluate competently professional practice, and take action to improve the impact on all learners;
- create opportunities for learning to be transformative in terms of challenging assumptions and expanding world views.

3.1.4. Have high expectations of all learners

Registered teachers:

- ensure learning tasks are varied, differentiated and devised to build confidence and promote progress of all learners, providing effective support and challenge;
- identify effectively barriers to learning and respond appropriately, seeking advice in relation to all learners' needs as required;
- show commitment to raising learners' expectations of themselves and others and their level of care for themselves, for others and for the natural world.

3.1.5. Work effectively in partnership in order to promote learning and wellbeing

Registered teachers:

- establish a culture where learners meaningfully participate in decisions related to their learning and their school;
- create and sustain appropriate working relationships with all staff, parents and partner agencies to support learning and wellbeing, taking a lead role when appropriate

3.2. Classroom Organisation and Management

3.2.1. Create a safe, caring and purposeful learning environment

Registered teachers:

- ensure their classroom or work area is safe, well-organised, well-managed and stimulating, with effective use of display regularly updated;
- plan and organise effectively available space to facilitate whole-class lessons, group and individual work and promote independent learning;
- use outdoor learning opportunities, including direct experiences of nature and other learning within and beyond the school boundary;
- enable learners to make full use of well-chosen resources, including digital technologies to support teaching and learning;
- know about and apply appropriately health and safety regulations as an integral part of professional practice.

3.2.2. Develop positive relationships and positive behaviour strategies

Registered teachers:

- demonstrate care and commitment to working with all learners;
- demonstrate a secure knowledge and understanding of the wellbeing indicators;
- show in-depth awareness of educational research and local and national advice, and use in a consistent way, a variety of strategies to build relationships with learners, promote positive behaviour and celebrate success;
- implement consistently the school's positive behaviour policy including strategies for understanding and preventing bullying, and manage pupil behaviour in and around the school, in a fair, sensitive and informed manner;
- seek and use advice from colleagues and promoted staff, as appropriate, in managing behaviour;
- evaluate and justify their approaches to managing behaviour and, when necessary, be open to new approaches to adapt them;
- recognise when a learner's behaviour may signify distress requiring the need for further support, and take appropriate action.

3.3. Pupil Assessment

3.3.1. Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning

Registered teachers:

* systematically develop and use an extensive range of strategies, approaches and associated materials for formative and summative assessment purposes, appropriate to the needs of all learners and the requirements of the curriculum and awarding and accrediting bodies;
* enable all learners to engage in self-evaluation and peer assessment to benefit learning;
* record assessment information in a systematic and meaningful way in order to enhance teaching and learning and fulfil the requirements of the curriculum and awarding bodies;
* use the results of assessment to identify development needs at class, group and individual level and as a basis for dialogue with learners about their progress and targets;
* produce clear and informed reports for parents and other agencies which discuss learners' progress and matters related to personal, social and emotional development in a sensitive and constructive way.

3.4. Professional Reflection and Communication

3.4.1. Read and critically engage with professional literature, educational research and policy

Registered teachers:

* read, analyse and critically evaluate a range of appropriate educational and research literature;
* systematically engage with research and literature to challenge and inform professional practice

3.4.2. Engage in reflective practice to develop and advance career-long professional learning and expertise

* reflect and engage in self-evaluation using the relevant professional standard;
* demonstrate an enquiring and critical approach to their professional practice and development and engage in systematic professional dialogue;
* evaluate, and adapt their classroom practice rigorously and systematically, taking account of feedback from others, to enhance teaching and learning;
* demonstrate constructive participation and engagement with curriculum development, Improvement planning and professional review and development;
* work collaboratively to contribute to the professional learning and development of colleagues, including students, through offering support and constructive advice and through disseminating experience and expertise, seeking opportunities to lead learning;
* maintain an effective record and portfolio of their own professional learning and development and a professional development action plan, including analysis of impact on learners and on own professional practices.

Appendix B –
Moray Learning Cycle Poster
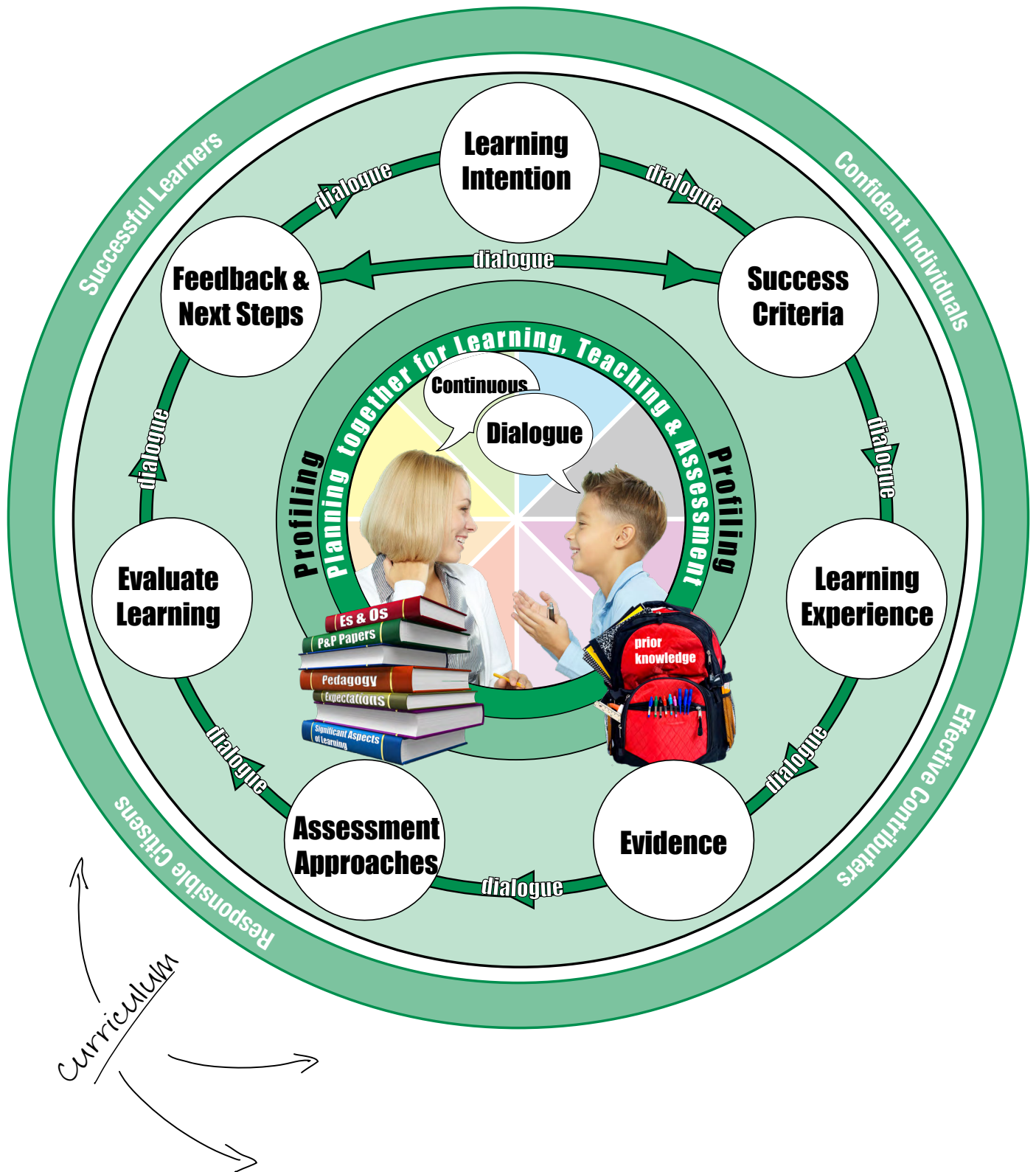
Appendix C –
Moray Learning Cycle Evaluation Wheel
(Blank Template)