

“Every teacher needs to improve, not because they are not good enough, but because they can be even better.” (Professor Dylan Wiliam)

At West Kilbride Primary, staff strive to be ‘The Very Best’ in line with our school vision, by engaging with robust Career-Long Professional Learning (CLPL) opportunities and professional dialogue in order to continuously reflect and improve upon Teaching, Learning and Assessment in line with HGIOS 4 Quality Indicator 2.3.

What should each learning experience look like?

Advanced planning and assessment is clear within teacher planning documents. Teachers have a clear vision of intended assessment at the planning stage and consider the moderation cycle.

Opportunities for self, peer and teacher assessment are embedded throughout learning and teaching in meaningful ways.

The elements of a good learning experience are outlined below.

- **A short starter** will be linked to the learning experience or support learners to access prior learning via retrieval practice. This activity should be a short review of familiar learning.
- **Learning Intentions** are shared with the class orally, written or both – children do not need to copy down the learning intention. The language used is always, ‘We are learning to...’ The Learning Intention informs pupils that by the end of a learning experience they will either know, understand or be able to demonstrate new knowledge and skills.
- **Teaching inputs** are short and engaging with high expectations of all learners. Each teaching point will be focussed with time allocated for children to practice the skills after delivery. (Further reading on Specific/ Non-Specific Teaching is available in p56-61 of Bruce Robertson ‘The Teaching Delusion’ within our Staff Library).
- **Success Criteria** is used to assess the learning taking place and supports assessment and feedback. Although learning needs to be evidenced to demonstrate its effectiveness, this does not always need to be written evidence (photos, videos, pupil voice, teacher observations). Success Criteria is written in ‘I can...’ statements, including verbs which make clear the evidence needed to demonstrate the learning. Helpful words include: state, write, describe, explain, draw. Children, where possible, support in co-creating the Success Criteria. Success Criteria are revisited throughout the learning experience e.g. during mini-plenaries or where further teaching inputs

are needed from judgement of the learning so far. Stopping the lesson at various points to question/model good practice/assess/aid supports this.

- **Differentiation** does not always mean setting groups of children to different tasks- it takes account the support that is available. E.g. the amount of one-to-one time that a teacher spends with a group or individual, paired working, writing frames etc. All children could be working on the same context with different levels of support/scaffolding. Staff may refer to previous training in 'Adaptive Teaching' in order to support this. Feedback is important when differentiating and oral feedback is given while circulating as the children practise skills taught. ICT accessibility is used to support individual learners as identified by the Class Teacher.
- **Challenge** should also be differentiated. Providing choice can aid differentiation but the choice provided should be within the learning task rather than planning lots of different activities for pupils to do. Careful consideration of learning tasks should ensure the learning progresses and becomes more challenging. Teachers are responsive to how a learner is managing the learning task, and use their questioning skills to provide further challenge in response. Shirley Clarke's 'Chilli Challenge' is an example of pupils choosing their difficulty level, thus empowering children to be ambitious within their own learning. More able pupils receiving challenge should have opportunities to 'peer teach' those who have not yet mastered a skill. This can consolidate the learning for more able pupils and flag up misunderstandings that may not have been picked up on otherwise.
- **Active Learning** means that children are being actively engaged. This means that the children are engaging their critical thinking skills. Pupils do not need to be out of their seats or moving around the classroom to be actively engaged. There is a blend of individual, collaborative and teacher-led learning tasks. Transitions from one activity to the next are efficient to maximise the time at each learning experience. Opportunities for pupils to share their thinking and prompt discussion for misconceptions and new learning are embedded throughout the lesson. Pupils use a range of resources, including ICT, to support their learning. Pupils are able to access resources independently in order to support themselves. Some staff utilise 'Stuck Stations' which learners can access independently if needed- these can include dictionaries, alphabet strips, 100 squares etc.
- **Questioning** throughout a learning experience promotes pupil thinking and helps teachers to check for understanding. It is good practice to effectively plan questions for teaching inputs. The responses allow Class Teachers to decide whether or not the Learning Intention has been met and can progress, or learning should be revisited to address any misunderstandings. Targeted questioning is used to support and challenge students. A mixture of open and

closed questions are used, depending on the desired outcome. Bruce Robertson advocates the '*pose, pause, pounce, bounce*' approach to questioning. This means; ask your question, allow thinking time for every pupil, ask someone for an answer, ask someone else something about the answer that was given. 'Think-pair-share' is another approach that can be used to allow pupils time to think about the answer to a question and discuss their thinking with another pupil before sharing their thinking more widely with the group/class. Whole class responses to questioning can be done effectively with 'show me' whiteboards as this allows you to assess all pupils' responses. Further reading on questioning can be found on pages 192-205 in 'The Teaching Delusion' by Bruce Robertson.

- **Feedback** is clear, precise and linked to the Success Criteria. Feedback can also be an opportunity to feedback on personal targets or expectations such as capital letters/ full stops, which may not be part of the Success Criteria. Feedback is given individually, to a group or the whole class. Learners have opportunities to read and action feedback. Where written peer assessment has taken place, 'PA' should be noted alongside the comment from the peer and the peer name. The original learner should initial the comment to say they have read and discussed the feedback.
- **A plenary** at the end of the learning experience has two purposes: recapping the learning that took place, and formatively evaluating what has actually been learned. Revisiting the Learning Intention and Success Criteria at the end of a lesson makes it clear to children what they should have learned in that lesson. Effective plenaries such as Exit Passes, are used to produce reliable evidence of learning. A plenary is also a place for children to share pupil voice to aid the teacher in evaluating the lesson. Staff often utilise AifL strategies such as the use of 'thumbs tool' or 'fist to five' to promote pupil voice.
- **Assessment** is integral to teaching and learning. It is an ongoing process. When planning learning experiences, teachers include a range of approaches to formative assessment which best reflect children and young people's circumstances. This considers breadth, challenge, and the application of learning. Assessment should not hinder learning but reflect and be driven by it. Within each learning experience there are clear opportunities for formative assessment throughout, in order to allow teachers to make judgements and inform next steps. At the end of a sequence of learning experiences, there are clear and relevant summative assessments which allows teachers to identify gaps and direct support and challenge. Opportunities for self-assessment are also given and are marked using 'SA' to indicate self-assessment. Pupils may be asked to use a traffic light system to evaluate their work.



Learning, Teaching and Assessment Policy (QI 2.3)



Teaching, learning and assessment is monitored across the school to ensure that our pupils make the best possible progress from their starting points, achieving their own potential.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress of individual learners and cohorts.
- To evaluate the performance of individual teachers against The Standard for Full Registration (GTCS) and check that high standards of professional performance are established and maintained.
- To identify training needs across the staff team and drive CLPL offerings.

SLT will monitor and evaluate the impact of teaching on student's learning through:

- Classroom Observations
- Jotter, planning and assessment folder audits
- Tracking and monitoring meetings & data analysis

Article 28: The Right to an Education