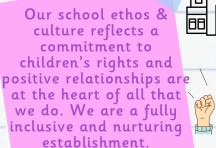




## Theme 1: Learning and Engagement





Almost all learners are eager and active participants who are fully engaged, resilient and interact well during activities. Activities are appropriately challenging and enjoyable and well matched to their needs allowing them to exercise choice.



2.3 Learning,

Teaching and

Assessment

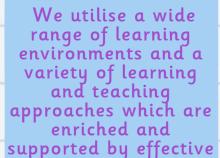
2024-2025



## Theme 2: Quality of Teaching



Teaching is underpinned by our shared school vision & values ensuring that there is a consistent approach and ethos which is responsive to the needs of our school community.



use of resources.



Learners contribute effectively to the life of the school and the wider community, and they know their views are sought and acted upon. We have a very active Pupil Parliament who use Wee HGIOS as a framework for consultation and improvement.



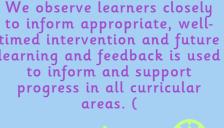
These are some of our highlights scan the QR code to see the full selfevaluation.







All staff ensure that explanations and instructions are clear and we use skilled questioning to regularly enable higher order thinking skills. Our shared understanding and expectations documents and careful monitoring ensure that there is a consistent approach to this.





## Theme 3: Effective use o Assessment

We use a variety of assessment approaches. Our evidence is valid and reliable and is used to report on the progress of learners.



We have shared expectations for standards to be achieved and have robust arrangements in place for moderation within school and within the cluster across stages and across the curriculum. Assessment & Moderation is embedded across our cluster with us currently on our third cycle.



Our planning and progress calendar and moderation activities ensure that we meet the needs of all learners at appropriate times throughout the session ensuring we act challenge where appropriate.



We have clear information on the attainment across the school. We use our data to evaluate the effectiveness of interventions designed to improve outcomes for learners.



Nurturing approaches throughout school are evident in every class. Class Teachers utilise the CIRCLE framework to continuously selfevaluate our environments and quality interactions.

Theme 4: Planning, Tracking and

Monitoring



Professional dialogue/learner conversations during 'Snapshot Week" and on learning visits demonstrate that collaborative work between staff on HOTS, LIs and SC is embedded throughout the school and part of daily practice.



Class Teachers are confident in and use current educational research to inform improvement and initiate well informed





Children are identified at the beginning of the year during P&P meetings and tracked throughout to ensure they are receiving appropriate interventions. Almost all children have made the desired progress.



A range of formative and summative assessment is used daily including self and peer to support and inform TPJ. Trackers are well used to track success and identify any gaps in learning timeously.



Principal Teachers work alongside class teachers delivering interventions and communicate informally and formally to track and monitor progress. This ensures there is a consistent approach and ensures our learners can transfer their learning into class.



