



## Theme 2: Quality of Teaching



## Theme 1: Learning and Engagement

# 2.3 Learning, Teaching and Assessment

2024-2025

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.

We utilise a wide range of learning environments and a variety of learning and teaching approaches which are enriched and supported by effective use of resources.

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.

We observe learners closely to inform appropriate, well-timed intervention and future learning and feedback is used to inform and support progress in all curricular areas. (

These are some of our highlights – scan the QR code to see the full self-evaluation.



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.



Our school ethos & culture reflects a commitment to children's rights and positive relationships are at the heart of all that we do. We are a fully inclusive and nurturing establishment.



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.



## Theme 3: Effective use of Assessment

## Theme 4: Planning, Tracking and Monitoring

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 timeously to support or 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 self-evaluate our environments and quality interactions.

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 change.

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.

