



CALDERHEAD HIGH SCHOOL

Learning, Teaching & Assessment

POLICY



2025-2026

COMMUNITY

AMBITION

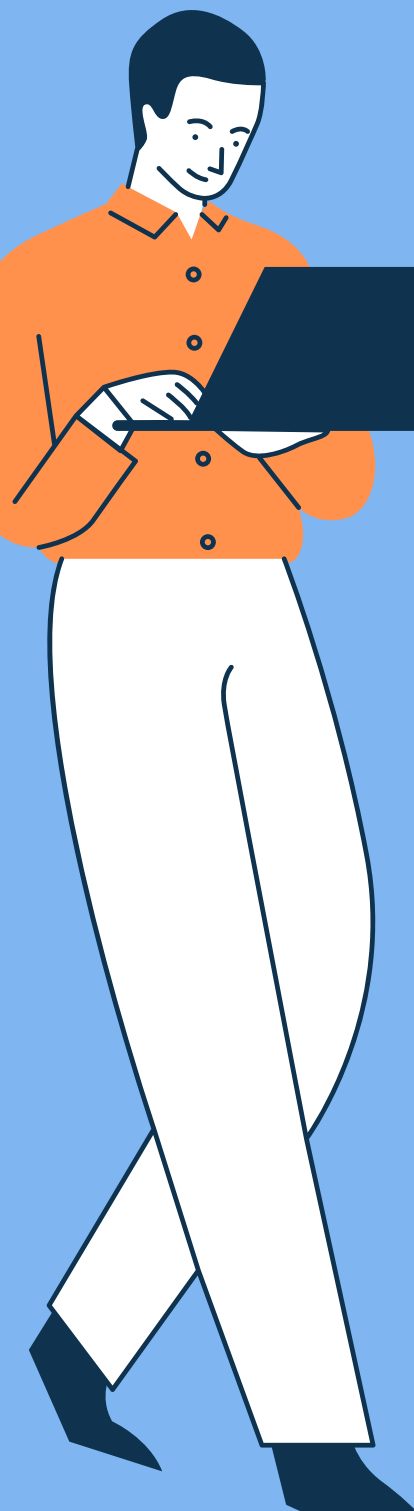
RESPECT

EQUITY

SUCCESS

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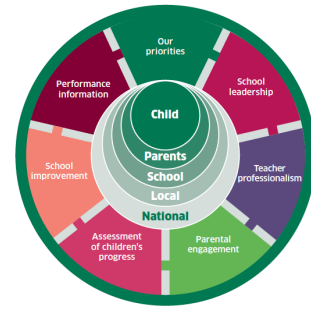


Rationale

Calderhead High School has a clear and longstanding commitment to the Curriculum for Excellence (CfE) which is achieved through our ongoing engagement with How Good is Our School (HGIOS).

The Curriculum for Excellence (CfE)

- All young people in Scotland receive a coherent, progressive education linked to attainment and achievement.
- Supports qualifications and essential skills for learning, life, and working towards sustained post-school destinations.
- Emphasises literacy, numeracy, and health and well-being.



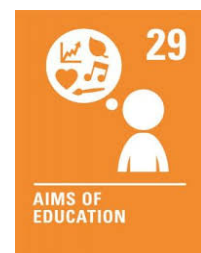
How Good Is Our School (HGIOS) 4

High-quality learning, teaching, and assessment. This aligns with national and local efforts to raise standards, improve outcomes, and close the poverty-related attainment gap. We use themes and challenge questions regularly to ensure high quality learning and teaching across the school.



UN Convention on the Rights of the Child (UNCRC)

Our learning and teaching policy is underpinned by the principles of the UNCRC, particularly Articles 28 and 29, which affirm every child's right to education and the development of their full potential. We are committed to providing an inclusive, high-quality learning environment where all children can access education without discrimination.



*"When one teaches,
two learn"*

Robert Heinlein

Policy Aims

- To promote an ethos and culture where our young people are fully engaged in their learning achieved through positive relationships, challenging and enjoyable experiences, an inclusive understanding of learning and opportunity to contribute and evolve.
- To promote a shared understanding of highly effective approaches and practice in learning and teaching - including digital technologies.
- To promote a shared understanding of highly effective approaches and practice in assessment. Our assessment is valid & reliable and will support all young people with their next steps.
- To promote a consistent approach to planning, tracking and monitoring which will evaluate the effectiveness of interventions designed to improve outcomes for all learners.

Calderhead High School uses the [How Good Is Our School 4 \(HGIOS4\)](#) framework to demonstrate effective learning, teaching, and assessment practices. Designed to support continuous improvement through self-evaluation, the framework is applicable to staff at all levels.

Our aims are directly linked to the themes of Quality Indicator 2.3 (Learning, Teaching and Assessment) and they should also be considered as part of the wider areas of HGIOS 4.

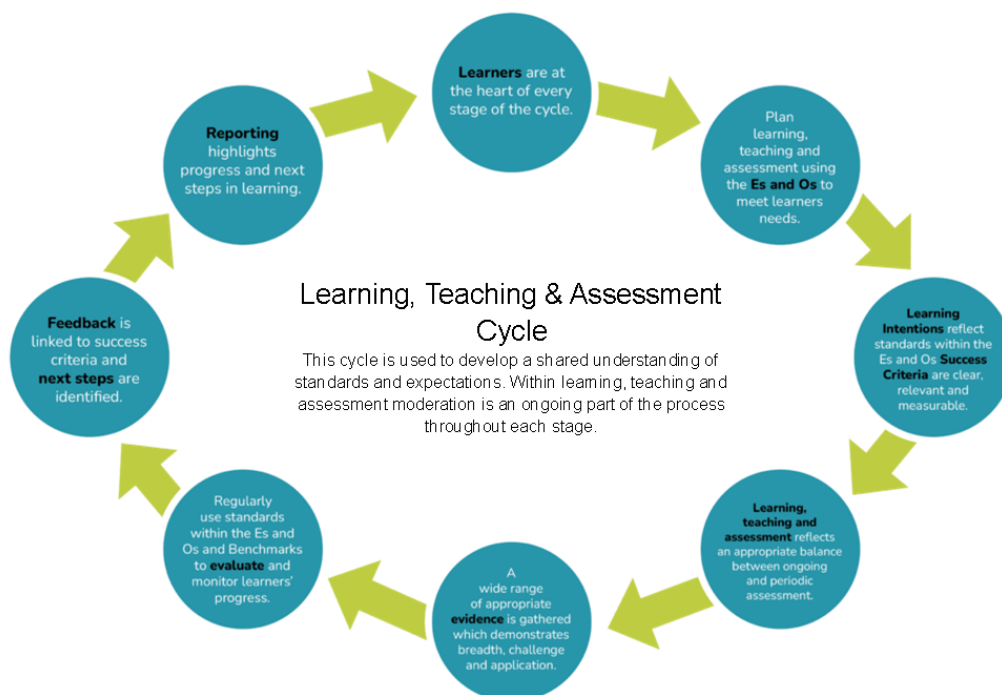


LTA Cycle

A clear, consistent, and shared understanding of the Learning, Teaching, and Assessment (LTA) Cycle is essential for all staff to improve their practice and to appreciate the interconnected nature of its components. By **placing learners at the centre of planning**, we ensure learning experiences are relevant and meaningful. This approach supports the use of robust, reliable assessments that effectively guide and **plan each learner's next steps**.

The West Partnership have created a variety of accessible Professional Learning Videos as well as detailed PowerPoint Presentations which can be accessed by using the link [here](#).

Each resource can be adapted to suit your needs with reflective questions, activities and further reading for every stage of the Learning, Teaching and Assessment Cycle.



Roles & Responsibilities

LEADERS OF LEARNING

All teachers are leaders of learning. In this role, our actions and relationships are guided by strong values, enabling us to take responsibility for our professional growth and contribute to a shared understanding of effective learning and teaching.

We ensure that our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities.

Outcome

All leaders of learning should promote a culture of creativity and collegiality within which learning is always the prime focus and embodies the kind of distributive leadership which is expected in all establishments and services in North Lanarkshire.

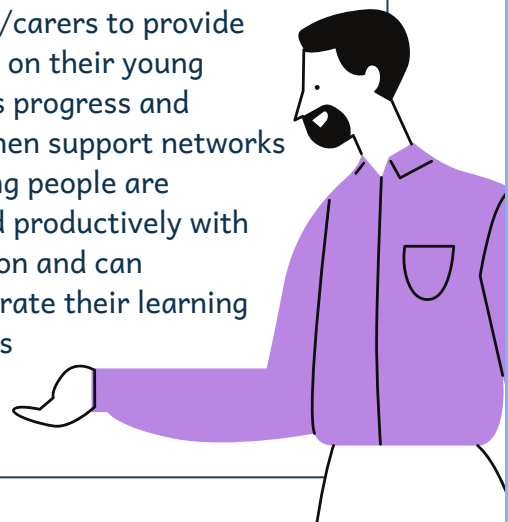
Leading learning in the classroom

Looks like . . .

- Developing open, positive, supportive relationships where children, young people, parents/carers feel that their views/opinions are valid
- Creating a climate in which young people feel safe and secure and that underpins the values of CARES
- Recognising individual needs and setting high standards with all learners
- Planning for and using a range of evidence to assess learners' progress and to plan for future learning
- Promoting a culture of achievement to develop the skills and attitudes necessary for lifelong learning

Feels like . . .

- Having positive interactions with pupils built upon trust and mutual respect
- Having regular learner conversations with young people to provide continued support and feedback, and to establish next steps in their learning journey
- Having regular contact with parents/carers to provide updates on their young person's progress and strengthen support networks
- All young people are engaged productively with the lesson and can demonstrate their learning and ideas



Roles & Responsibilities

LEARNERS IN THE CLASSROOM

Calderhead High School learners play an active role in the school and wider community and regularly take on leadership roles, including leading learning. All young people are encouraged to participate responsibly in decision-making, contribute as leaders and role models, offer support and service to others, and play an active part in putting the values of CARES into practice.

Outcome

Learners have an entitlement to:

- experience a coherent curriculum 3-18: What is Curriculum for Excellence?
- experience a broad general education: Broad General Education
- experience a senior phase: Senior Phase
- develop skills for learning, work, and life: Skills for work

Taking responsibility for your own learning

Looks like . . .

- Having opportunities to make informed choices and decisions
- Seeking out learning opportunities linked to your own interests and aspirations
- Having opportunities to plan your own learning
- Acknowledging and valuing your learning journey through reflection on your learning experiences and set targets for next steps in learning

Feels like . . .

- Having personal control over your learning
- Having an increased awareness of yourself as a learner
- Having autonomy and confidence when setting new learning targets
- Feeling like you are ready to take on challenges with your learning



Make Learning Happen

LEARNER'S TOOLKIT – THE QUALITY OF TEACHING

Beginning

A warm welcome to class

1

Looks like:

- You are greeted at the door
- Staff welcome you to your learning
- Your register is taken timely
- You prepare to start your lesson

Feels like:

- You feel welcomed in your learning environment
- You feel safe and secure while learning
- Your teacher is aware of you and your learning that is about to take place

Lesson Starter

Preparing for lessons with a clear purpose

2

Looks like:

- Relevant Starters
- Learning Intentions
- Success Criteria
- Skills framework (Meta-skills)
- Links to your prior learning

Feels like:

- Your mind is focused
- Your interests are stimulated
- You know what and why you are learning
- You feel confident about what is expected

Middle

An experience will be created to engage and challenge you

3

Looks like:

- Pace and challenge in your lesson
- Clear progression in your lesson
- Effective questions to engage you
- Assessment opportunities with feedback
- Meeting your individual needs
- Working independently and with peers

Feels like:

- You are actively engaged and motivated in your learning
- You feel supported and challenged
- You contribute to the lesson in your own way

End

Assess the progress you have made through reflection and target setting

4

Looks like:

- You are actively engaged in reflecting on your learning intention and success criteria
- You engage in a plenary task
- You engage in a focused conversation with your teacher
- You will set targets

Feels like:

- You will be aware of what you have learned
- You will be aware of what you have achieved
- You will know what your strengths and next steps are

Make Learning Happen

LEARNER'S TOOLKIT - LEARNING STRATEGIES

COLLABORATIVE LEARNING

Looks like:

- Working in partnership and in teams
- Debating with others to develop informed views
- Discussing learning and providing explanations to others
- Leading others and taking on a variety of roles and responsibilities

Feels like:

- Having an awareness of opinions and respect for others opinions and ideas
- Becoming a learning resource for your peers

LEADING LEARNING

Looks like:

- Independently working and making decisions
- Initiating and organising tasks
- Asking questions and finding information

Feels like:

- Feeling a sense of enjoyment and achievement
- Understanding your strengths and next steps in learning

LEARNING THROUGH ASSESSMENT

Looks like:

- Ongoing and continuous throughout a lesson and series of lessons
- Working with your peers and teacher to identify your strengths and next steps in learning
- Working on activities like starter tasks or exit passes; questioning; think, pair, share activities; digital quizzes, etc
- Working as individuals or as a whole class

Feels like:

- Understanding what you have learned and how well you have learned it
- Understanding your next steps in learning
- Engaging in your learning and feeling motivated to work harder
- Having a sense of achievement

LEARNING THROUGH EFFECTIVE QUESTIONING

Looks like:

- Linking questions to the Learning Intentions and Success Criteria
- Promoting discussion within the classroom which focuses on learning rather than recalling facts
- Using questions throughout the lesson e.g beginning, middle and end
- Using lower order and higher order questions where appropriate

Feels like:

- Having more confidence in your learning
- Prompting you to ask further questions
- Having a deeper understanding of an idea
- Understanding your next steps

Make Learning Happen

TEACHER'S TOOLKIT - LESSON STAGES

Clear Purpose

- All staff should meet pupils at the classroom at the door, welcoming them to their learning environment.
- The register should be taken timely for accurate attendance registers.
- All lessons will begin with a relevant starter task for learners to complete. It could be based on prior learning, or it could be about a general skill in the subject.
- A recap of the previous lesson(s) identifying the plan for this lesson, so learners are aware of the previous focus and immediate focus.
- Learning Intentions and Success Criteria will be shared with all young people and will take the format:
 - Learning Intention: **We are learning to . . .**
 - Success Criteria: **I can . . .**
- All learners should feel confident about what is expected throughout the lesson and curious to learn more.

Engage and Challenge

- Learners will be challenged in their learning to allow for progression
- Opportunities for learners to explore new ideas and lead their own learning should be created
- Learners should have the opportunity to work alone or with peers in a variety of learning experiences
- Learners will feel supported with the work set
- Learners should be able to confidently contribute to discussion by providing their opinion, asking and answering questions

Reflect & Target Set

- Learners will be able to evaluate how well they progressed through the learning intention and success criteria
- Learners should be able to identify their strengths and next steps in learning from plenary activities
- Learners will refocus on the Learning Intentions and Success Criteria of the lesson
- Learners will be aware of what they have learned and should be able to identify their strengths and next steps in learning.
- Learners will have had the opportunity for dialogue with their teacher – learner conversations – and will use this to set relevant future targets

Make Learning Happen

TEACHER'S TOOLKIT - EFFECTIVE QUESTIONING

Questioning is at the heart of effective learning. It should be a key priority in each lesson and should:

- Promote a climate of enquiry through the use of open questions
- Have a purpose that is clear to pupils and teachers
- Promote discussion about thinking process to improve meta-cognition
- Be linked to LI and SC

Questioning is valuable because it:

- Develops confident learners
- Creates an environment of creativity and thought in the classroom
- Encourages learners to ask questions
- Allows learners to develop a deeper understanding of an idea
- Promotes understanding and thinking
- Focuses on learning rather than recall of facts



What types of questions should we be asking?

- Lower Order Questions
- Higher Order Questions
- Hinge Questions
- Open Questions

Some examples include:

- Open, opinion orientated questions - 'What do you think . . . ?'
- Predictions - 'What do you think would happen in...?'
- Follow-up questions - Can you give me an example?
- Alternative thought-provoking questions - 'Can you think of three possible answers? Now select the best' ...
- Thinking time questions - 'In two minutes I am going to ask you...'



Make Learning Happen

OUR LESSONS

Within Calderhead High School we have defined the learning experience as:

- A unique and personal process that gets it right for every child
- Opportunities to develop new skills
- Pushing beyond what a young person already knows
- Motivating and challenging pupils to achieve
- A reflective journey
- A learning experience embedded in our CARES school values

Differentiation

Differentiation is a key principle in ensuring equity and inclusion within our classrooms. It involves proactively planning and adapting teaching, learning activities, and assessment to meet the diverse needs, abilities, and interests of all learners. By using a variety of approaches—such as flexible grouping, personalised learning targets, and varied levels of support—teachers create inclusive environments where every pupil is challenged appropriately and supported to achieve their full potential. Differentiation reflects our commitment to the values of Curriculum for Excellence and the principles of Getting it Right for Every Child (GIRFEC).

Our Lesson

Within Calderhead High we have a shared understanding of what an excellent lesson looks and feels like. This is summarised by our LTA information poster – [Appendix 1](#) – which is displayed in all classrooms.



Clear Purpose



Engage &
Challenge



Reflect &
Target Set

Assessment

What have young people learned and how do we know?

The key role of assessment is to **support learning**.

Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable.

We have robust arrangements for moderation across stages and across the curriculum.

Why?

Why do we assess?

- To support learning and planning future learning
- To promote learner engagement and motivation
- To ensure appropriate and timely support
- To report on progress and achievement and identify next steps in learning.

When do we assess?

- As part of ongoing learning and teaching
- Every lesson by checking for understanding
- Summative assessment at the end of units, topics, activities
- BGE summative assessments, S3 Exams and SQA Exams

When?



How do we assess?

Formatively

- Starter/Exit activities
- Questioning
- Digital learning
- Show me boards
- Teacher observation

Summatively

- End of unit tests measured against benchmarks
- Essays/Reports
- SNSA
- S3 Exams
- Prelims
- SQA Exams

How?

What do we assess?

- Knowledge and understanding
- Skills
- Attributes and capabilities

What?

CLPL

Calderhead High School encourages its staff to engage in further Professional Learning by taking advantage of the professional reading materials collated in the Learning, Teaching and Assessment Team and the school library. CLPL opportunities are also available through North Lanarkshire Council's [LearnNL](#) portal.

Calderhead High School also provides a robust and comprehensive CLPL programme throughout the academic session at a departmental level, at staff meetings and on in-service days. Staff can attend and/or share their own area of expertise at any of these meetings or through our twilight CLPL sessions.

Members of the LTA Group will take a lead role in the delivery of CLPL sessions and as a staff body we welcome opportunities to learn from colleagues in a supportive and informed environment. Any staff wishing to lead or partake in any CLPL sessions should speak to our CLPL co-ordinator, Mr Graeme Russell.

There are several key CLPL opportunities that we encourage all teaching staff at Calderhead High School to undertake:

- [Active learning and teaching methods.pdf](#)
- [Inclusion in Mainstream - NL Learn](#)
- [Improving Our Classrooms - The West Partnership](#)

All staff are encouraged to meaningfully engage in the Professional Review and Development process where each teacher records their professional learning journey. They should also assess the impact of their learning on their teaching practice and pupils. The PRD meetings are held on an annual basis with teachers' line managers to ensure that they fully meet the requirements of the General Teaching Council of Scotland. It is every teacher's duty to ensure that they maintain the Professional Standards which are set by the GTCS.

At each PRD meeting, staff are actively encouraged to consider their next steps, and all staff are aware of the following professional learning courses available on the [Education Scotland](#) website to aid them to progress in their personal career goals:

- [Aspiring to Middle Leadership](#)
- [Middle Leaders Leading Change](#)
- [Depute Head Teacher Leadership Course](#)
- [Head Teacher Leadership Course](#)

Sharing of Good Practice

There is an annual programme of Sharing of Good Practice which provides an opportunity for all staff to reflect on their learning, teaching and assessment practice.

Each session will have a specific focus linked to the School Improvement Plan. Staff will be observed by SLT, their line manager and a peer throughout the academic year.



Appendix 1

