



**Kildrum
Primary School**

Learning, Teaching and Assessment Policy

High-quality learning, teaching and assessment to ensure every learner thrives, achieves and succeeds.

Introduction

At Kildrum Primary School, we believe high-quality learning, teaching and assessment enable every child to achieve their full potential. Through our values of responsibility, learning, respect, inclusion, creativity and nurturing, we create a safe, supportive and engaging environment where all learners can succeed. This policy reflects the expectations of Curriculum for Excellence, HGios 4, the North Lanarkshire Council Learning, Teaching and Assessment policy and the GTCS Standards.

Policy Rationale

Effective learning and teaching improve outcomes, raise attainment and support wellbeing. We are committed to providing inclusive, motivating and appropriately challenging experiences that develop the knowledge, skills and attributes children need for learning, life and work.

Aims

We aim to:

- Raise attainment and achievement for all learners.
- Promote equity, inclusion and wellbeing.
- Develop successful learners, confident individuals, responsible citizens and effective contributors.
- Encourage learner leadership, creativity and independence.
- Foster positive relationships built on respect and nurturing.
- Support staff to engage in ongoing professional learning and self-evaluation to improve outcomes for all.



Our School Values

At Kildrum Primary, our shared values guide every interaction and decision:



Respect: We are kind and listen to everyone. We care for ourselves, our school and the world.



Learning: We are curious and try our best, so we can discover new things.



Responsibility: We are accountable for our actions and our choices. We look after ourselves, others, and our planet.



Nurturing: We are caring and supportive of each other, creating a safe and happy place where everyone feels valued.



Creativity: We are imaginative and explore new ideas, allowing our unique talents to shine.



Inclusion: We are a team where everyone belongs.

These values were agreed in consultation with pupils, parents/carers, staff and partner agencies and are embedded in our curriculum, relationships, and everyday routines.

Created: December 2025
Last Review: December 2025
Next Review: December 2028

At Kildrum Primary School, positive relationships are at the heart of effective learning. In line with HGIOS?4 and the North Lanarkshire Learning, Teaching and Assessment Policy, we strive to create learning environments that are safe, calm, purposeful and inclusive. Relationships across our school community are built upon mutual respect, trust and high expectations, allowing children to feel valued, confident and supported in their learning.

Our classrooms reflect our commitment to the values of respect, inclusion and nurturing. Learning environments are stimulating, organised and accessible, promoting independence and encouraging children to take

responsibility for their learning. Learners' voices are actively sought and valued, with children contributing to classroom expectations, learning experiences and school improvement. Children's rights are embedded throughout school life, helping learners understand their responsibilities as members of our school community.

Consistent routines, visual supports and positive relationships promote wellbeing and engagement. We recognise that children learn best when they feel safe and supported, and we place a strong emphasis on developing resilience, confidence and a sense of belonging for all learners.

Planning for Learning

Planning for learning at Kildrum Primary School is informed by Curriculum for Excellence Experiences and Outcomes, National Benchmarks, North Lanarkshire progression pathways and professional judgement. Effective planning ensures progression in knowledge, understanding and skills while maintaining a clear focus on improving outcomes for learners.

Teachers plan learning experiences that are relevant, engaging and appropriately challenging. Learning is responsive to children's interests and needs and provides opportunities for creativity,

enquiry, problem-solving and higher-order thinking. Planning reflects the four contexts for learning and makes effective use of digital technology, outdoor learning and collaborative approaches to enrich children's experiences.

Children are encouraged to influence and shape their learning wherever possible. By involving learners in decisions about what and how they learn, we promote the values of responsibility, creativity and learning while developing independence and learner agency.

Learning Intentions and Success Criteria

Clear learning intentions and success criteria are central to effective learning and teaching. They help learners understand the purpose of their learning, what success looks like and the steps required to achieve it. Learning intentions and success criteria are visible, shared and regularly revisited during learning.

Children are supported to understand learning intentions and success criteria in ways that are appropriate to their age and stage. Staff increasingly involve learners in creating success criteria, helping them to take ownership of their progress and understand how to evaluate the quality of their work. These approaches contribute to greater independence, confidence and learner engagement.

At Kildrum Primary School, high-quality learning and teaching place the learner at the centre of all practice. Learning experiences are carefully planned to engage, motivate and inspire children while providing appropriate support and challenge. Staff make use of evidence-informed approaches and professional judgement to ensure learning is meaningful, relevant and ambitious.

Children learn through a variety of approaches including direct teaching, active learning, play-based learning, enquiry, discussion and collaborative activities.

Opportunities are provided for learners to work independently and alongside others, develop leadership skills and apply their learning in a range of contexts. Learning activities encourage creativity, curiosity and critical thinking, while digital technologies are used purposefully to enhance and extend learning experiences.

A consistent approach to lesson structure helps maximise learning time. Effective starters, clear explanations, skilled questioning and meaningful plenary sessions are used to support engagement, consolidate learning and identify next steps.

Inclusion, Equity and Differentiation

Inclusion is a key principle of learning and teaching at Kildrum Primary School. We believe that every child should experience success and achieve their full potential regardless of their background, circumstances or additional support needs. Our values of inclusion, nurturing and respect underpin all aspects of our practice.

Teachers use a range of strategies to ensure learning is accessible and appropriately challenging for all learners. Differentiation may involve adapting tasks, resources, support, questioning or the learning environment.

Support staff work in partnership with teachers to provide targeted support and remove barriers to learning. Assistive technology and inclusive approaches are used to promote engagement, participation and achievement.

The CIRCLE Framework, staged intervention procedures and collaborative work with families and partner agencies help ensure that appropriate support is identified and provided. Learners are encouraged to challenge themselves, make choices and develop confidence in their abilities.

Assessment is an integral part of the learning, teaching and planning process. At Kildrum Primary School, assessment is used to monitor progress, inform next steps and improve outcomes for learners. Staff use a range of formative, summative and diagnostic assessment approaches to gather evidence of learning across the curriculum.

High-quality questioning, observation, learner conversations and assessment activities provide ongoing information about progress. Learners are regularly involved in self and peer assessment,

helping them to reflect on their learning and identify areas for improvement. Staff use assessment information to adapt teaching and ensure learning experiences remain appropriately matched to learners' needs.

Effective feedback is timely, specific and focused on improvement. Feedback links directly to learning intentions and success criteria and helps learners understand their strengths, identify next steps and take increasing responsibility for their learning.

Monitoring Progress and Achievement

Robust tracking and monitoring processes support our commitment to raising attainment and ensuring equity. A range of assessment evidence, professional judgement and attainment data is used to monitor progress and identify learners who may require additional support or challenge.

Staff monitor progress in literacy, numeracy, health and wellbeing and across all curricular areas. Achievements beyond the classroom are also recognised

and celebrated, reflecting our commitment to developing the whole child. Information gathered through tracking processes informs planning, interventions and professional dialogue.

Moderation activities within school, across the cluster and with authority partners support consistency and strengthen professional judgement. This collaborative approach helps ensure that assessment information is reliable and that expectations remain high for all learners.

Professional Learning and Improvement

The GTCS Standards highlight the importance of professional learning, reflection and continuous improvement. At Kildrum Primary School, all staff are leaders of learning who are committed to developing their practice and improving outcomes for children and young people.

Staff engage in professional learning, collaborative enquiry, moderation and professional dialogue to strengthen their

understanding of effective pedagogy and assessment. Self-evaluation is embedded across the school and is informed by HGIOS?4 quality indicators, learner voice and evidence of impact. Through a culture of collaboration and continuous improvement, staff share effective practice and work collectively to achieve excellence and equity for all learners.

These indicators support our commitment to providing high-quality learning experiences which improve outcomes for all learners.

QI	Title	Why It Matters
1.1	Self-evaluation for self-improvement	Promotes reflective practice, professional enquiry and continuous improvement in learning, teaching and assessment.
2.3	Learning, Teaching and Assessment	Supports high-quality, engaging and inclusive learning experiences which improve outcomes for all learners.
2.4	Personalised Support	Ensures learning is appropriately differentiated and barriers to learning are reduced.
3.1	Ensuring Wellbeing, Equality and Inclusion	Creates a safe, nurturing and respectful environment where all learners can participate and succeed.
3.2	Raising Attainment and Achievement	Promotes high expectations, effective assessment and targeted support to maximise learner progress.

UNCRC - Key Articles

These articles support equity, inclusion, wellbeing and learner voice in all aspects of school life.

Article	Theme
2	Non-discrimination
12	Respect for the views of the child
23	Rights of children with disabilities
28	Right to education
29	Goals of education

Monitoring and Evaluation

Effective monitoring and evaluation are essential to ensuring high-quality learning, teaching and assessment across Kildrum Primary School. Through self-evaluation and professional dialogue, we will regularly review the impact of our practice on learner engagement, progress, attainment and achievement.

Monitoring activities may include:

- Learning visits and classroom observations.
- Sampling of learners' work and jotters.
- Professional dialogue and collegiate moderation activities.
- Analysis of attainment, achievement and wellbeing data.
- Pupil voice activities and learner feedback.
- Feedback from parents/carers and staff.
- Review of planning, assessment and tracking information.

Evidence gathered through these processes will inform professional learning, school improvement priorities and future developments in learning, teaching and assessment.

The Head Teacher and Senior Leadership Team will have overall responsibility for monitoring the implementation of this policy. All staff are responsible for embedding the principles outlined within it and contributing to ongoing self-evaluation and improvement.

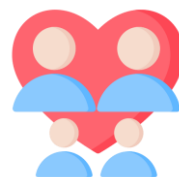
This policy will be reviewed every three years, or sooner if required, to reflect changes in national guidance, local authority priorities or school improvement objectives. The review process will involve consultation with staff, learners and parents/carers where appropriate.

Review Cycle

This policy will be reviewed every two years or sooner if required due to changes in legislation or guidance. The next scheduled review is **December 2028**.



Good Teaching in Kildrum Primary School: Classroom Environment



Good practice expected in Kildrum Primary:



- The classroom reflects a commitment to Children's Rights.
- At the start of the school session, a class charter is created with the children and is display throughout the year.
- The classroom reflects a commitment to our shared school vision and values.
- The classroom environment promotes a climate where children feel safe and secure.

- There is a calm, purposeful learning climate.
- The classroom environment is stimulating, attractive and tidy.
- Staff have high expectations and aspirations for all learners to raise attainment.
- The CIRCLE framework is regularly used by class teachers to evaluate and improve the classroom environment.
- Pupils are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities.



- Learners feel that their views are sought, valued and acted upon.

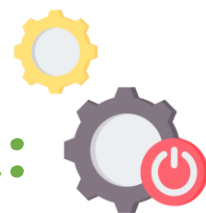


- The classroom includes a 'calm corner' containing the class 'calm kit'.
- The classroom is tidy and uncluttered.
- A class visual timetable (which uses the standard school symbols) is displayed where all children can see it.
- Children's work is on display, mounted and dated.
- Resources are stored so that they are easily accessible to children.
- Resources are clearly labelled using the standard school symbols.
- Tasks boards are displayed and uses the standard school symbols.



- Digital technologies such as QR codes are used to enhance displays.
- Class displays are visually appealing, useful and contain a variety of resources.
- Signs, displays and resources should reflect the diversity of our local and national community.

Good Teaching in Kildrum Primary School: Welcome and Starter



Good practice expected in Kildrum Primary:

- Children are welcomed by name.
 - Time is used effectively, for example, children are given a task to complete while the register and lunch orders are being recorded – children do not line up to order their lunch.
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- A daily review/starter task is used to promote recall of previous learning from all learners.
 - The class visual timetable is reviewed at the start of the day, after playtime and after lunch.
 - Emotional check-ins take place at the start of the day.
 - The same procedures are used at every activity transition to give the children routine and predictability.
 - Starter tasks such as
 - * 'Chilli challenges'
 - * Watching and discussing 'Newsround'
 - * Listening to a story
 - * Common word practice
 - * 'Question of the day'are used to ensure smooth transitions and a reduction of wasted time.

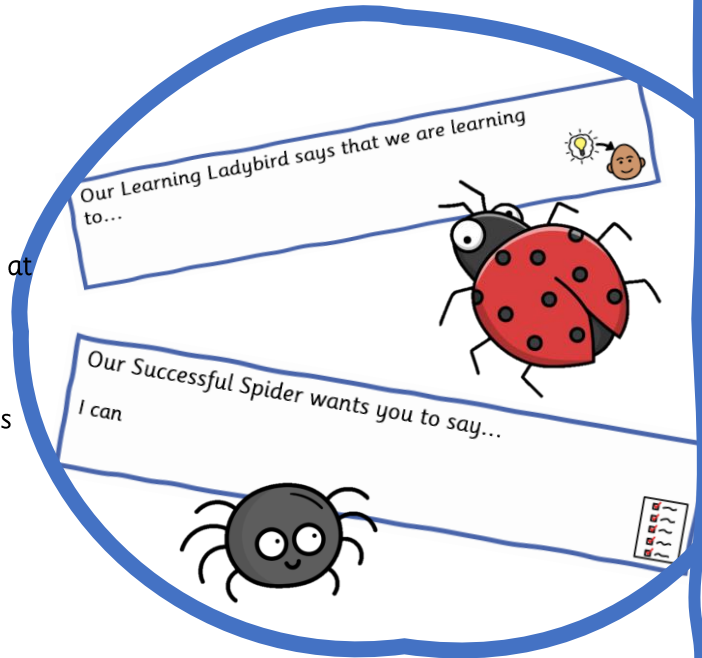


Good Teaching in Kildrum Primary School: Learning Intentions and Success Criteria

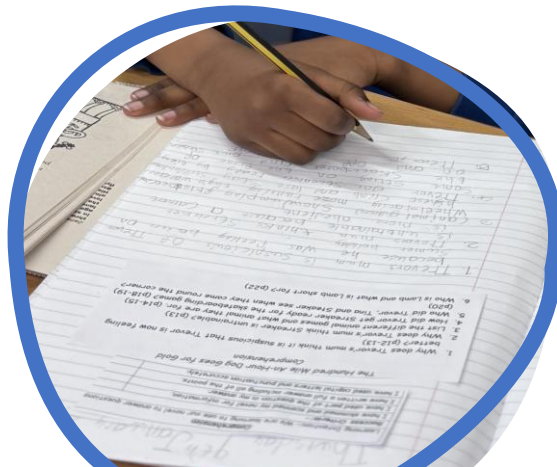


Good practice expected in Kildrum Primary:

- Learning intentions and success criteria are visible and are shared/agreed/created.
- In younger classes, learning intentions and success criteria are referred to as 'Learning Ladybirds' and 'Successful Spiders'.
- Staff ensure that children understand what learning intentions and success criteria are, at a level appropriate for their age and stage.
- Learning intentions set out precise learning goals, which could be long or short term.
- Success criteria communicate clearly what is being looked for/what success looks like.



- Children are involved in forming success criteria.
- Learning intentions and success criteria are referred to throughout the lesson and in the plenary session.
- Learning intentions and success criteria are displayed using a standard format in all classes.
- Staff access the school bank of learning intentions and success criteria and adapt these to meet the needs of their children.



Good Teaching in Kildrum Primary School: Learning Activities



Good practice expected in Kildrum Primary:

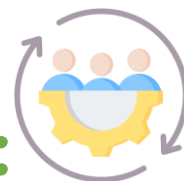


- All lessons are well planned, assessed and evaluated to raise attainment for all learners.
- Resources, including staff, are used effectively.
- Learners are fully involved in planning learning.
- Learners take on leadership roles in the classroom, around the school and in the community.
- Learners' activities are varied and children are actively involved.
- Learners have the opportunity to work independently and co-operatively.
- Opportunities are provided for learners to take responsibility for their own learning.
- Class teachers and learners use digital technologies to support learning.

- Learners are able to select and make use of resources to support their learning.
- Learning activities opportunities for learners to exercise choice.
- Activities encourage learners to use higher-order thinking skills.
- Lesson are designed around contexts which are of interest to the children.
- Lessons involve learning outside and outdoor learning whenever possible.
- Activities are play or enquiry based.
- Concrete resources are used to enhance learning and teaching.

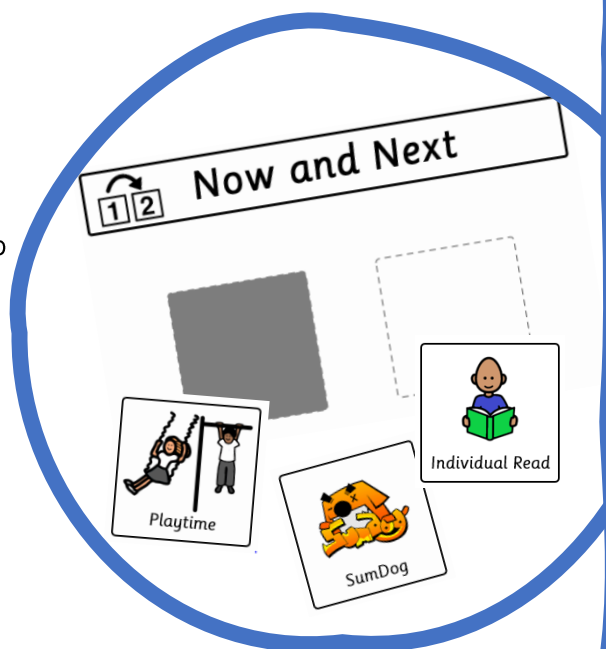


Good Teaching in Kildrum Primary School: Inclusion and Differentiation



Good practice expected in Kildrum Primary:

- Lessons are differentiated to meet the needs on individual learners.
- Learners are provided with support and challenge to achieve success in their learning.
- Learners' experiences are matched to their needs and interests.
- Individuals are provided with equipment to support their learning.
 - * Visuals
 - * Standing desks
 - * Slopping desks
 - * Lap boards
 - * iPads/Laptops
 - * Calm kits
 - * Coloured acetates
- Brain breaks and movement breaks are used to reduce anxiety and improve concentration.
- Children have access to a 'calm corner' (safe space) within their classroom.
- Support staff provide effective additional support to those who need it.
- Lessons include opportunities for children to make choices.
- Lessons include opportunities for children to challenge themselves.
- Assistive technology is used effectively to reduce barriers to learning.



Good Teaching in Kildrum Primary School: Questioning and Feedback

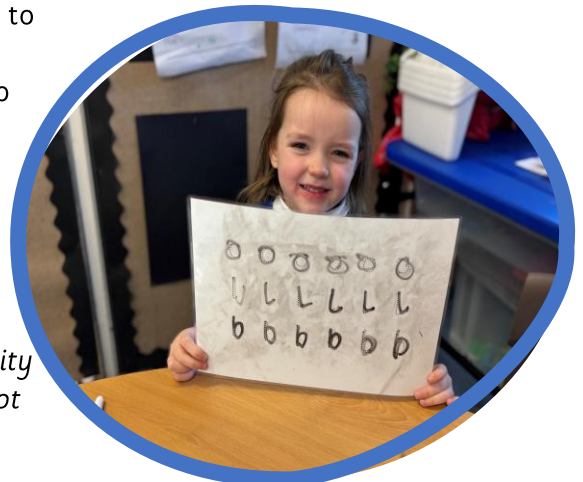


Good practice expected in Kildrum Primary:

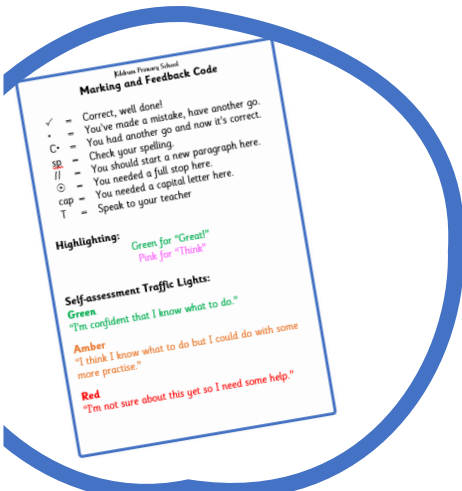
- Explanations and instructions are clear to ensure all learners are included.
- Staff use questions skilfully to enhance the learners' experience.
- Teachers use skilled questioning and engagement to promote curiosity.
- Staff ensure that children have the opportunity to answer questions and are encouraged to do so through the use of 'Assessment is for Learning' strategies such as:

- * Individual whiteboards
- * Lollipop sticks
- * Digital pupil selectors

Staff will ensure that children have the opportunity to 'opt out' or 'phone a friend' so that they do not feel unnecessary pressure.



- Staff check children's understanding throughout each lesson.
- Learners receive high quality feedback on their progress and what they need to do to improve.
- Feedback links to learning intentions and success criteria.
- Verbal feedback is given during lessons to ensure that mistakes and errors are rectified quickly.
- Written feedback is formative and can include the use of standard school stampers.
- Staff put in place procedures to ensure that children read written feedback and are encouraged and supported to act on it.



- Written feedback follows the school marking policy.
- Children are given the opportunity to peer and self-assess, including giving feedback.



Good Teaching in Kildrum Primary School: Assessment



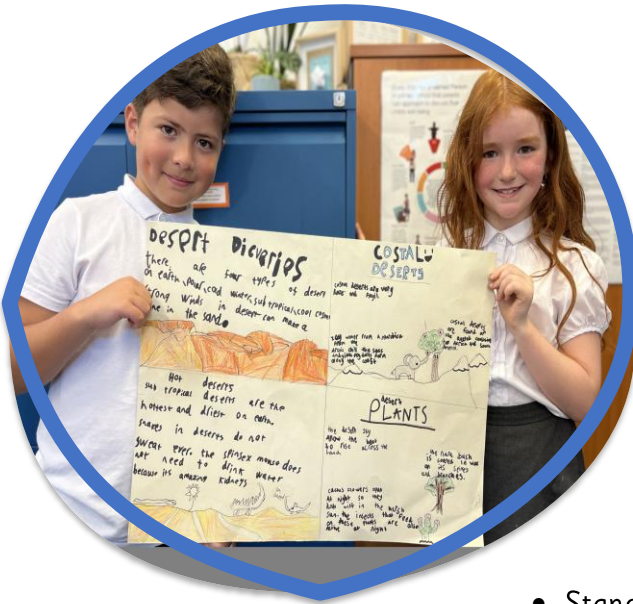
Good practice expected in Kildrum Primary:

- All learners are engaged in self and/or peer assessment to assess their learning and inform next steps.
 - Assessment is integral to our planning or learning and teaching.
 - A variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum.
 - Formative assessment is used throughout all lessons.
 - Assessment evidence is valid and reliable.
 - Staff use assessment results to evaluate and improve their teaching.
 - Pupils regularly self-assess their understanding of what is being taught using 'traffic lights'.

- Standard assessment sheets are used within Taught Writing lessons.

- Standardised assessments such as:
 - * PM Benchmarking
 - * YARC
 - * MALT
 - * National Standardised Assessment

are used periodically to review learning, highlight gaps and identify next steps.



Good Teaching in Kildrum Primary School: Plenary



Good practice expected in Kildrum Primary:

- A plenary session takes place at the end of every lesson.
- Plenary sessions recap on learning in relation to learning intentions and success criteria.
- Plenary sessions allow learners to review and consolidate their learning.
- Plenary sessions provide learners with the opportunity to discuss their next steps and celebrate good work.
- Staff access the school bank of plenary ideas to provide variety and consistency.

Plenary
on a Plate



Learning, Teaching and Assessment Policy

Rationale

Curriculum for Excellence (CfE) is built on the premise that all young people in Scotland are entitled to experience an education which is coherent and progressive across all stages, and which helps them to not only gain qualifications in the senior phase but to develop the skills they will need for learning, life and work, with a continuous focus on literacy, numeracy and health and well-being, as a responsibility for all. As professionals we also have responsibility to ensure learners' entitlement is to be equipped to move beyond school into positive and sustained destinations.



North Lanarkshire has a clear and longstanding commitment to promoting high quality learning, teaching and assessment throughout all establishments. This is an integral part of both the national and the local agenda to improve standards and outcomes for young people and reduce the attainment gap.

Aims

- To promote a shared understanding of highly effective approaches and practice in learning, teaching and assessment and to support all establishments to identify where they are in their journey.
- To set out the expectation that all staff, across all establishments, will draw on the vast body of knowledge, understanding and expertise that currently underpins high-quality learning, teaching and assessment.
- To promote a consistent understanding of how high-quality learning, teaching and assessment contributes to engaging, motivating and enthusing children and young people as active participants in their own learning.

Through these aims, we ultimately lead to improved attainment by encouraging learners to lead and direct their own learning and to help them to develop the skills, capabilities and attributes they will need to succeed in the fast-changing world beyond school.

The key frameworks for all establishments which illustrates highly effective practice of learning, teaching and assessment are exemplified in How Good Is Our School 4 (HGIOS4) and How Good Is Our Early Learning and Childcare (HGIOELC). The frameworks are designed to support continuous improvement through self-evaluation within an establishment and can be applied by

staff at all levels. Although Quality Indicator 2.3 Learning, teaching and assessment (LTA) sits within the Learning Provision and is a focus for this policy, it cannot be viewed in isolation, as there is a strong relationship between all other areas.



The policy is split into 3 interconnected parts which form the essence of ensuring high-quality learning, teaching and assessment, these are: -

- Learning Climate, Culture and Ethos
- Skills and Knowledge
- Features of Highly Effective Practice

Learning Climate, Culture and Ethos

Learning experiences will take place within the context of the Vision, Values and Aims of each establishment. Relationships are key to a conducive, purposeful and mutually respectful learning environment, where children and young people are safe, secure, and valued. Positive learning environments are inclusive, nurturing and built upon mutual trust and respect. This provides a culture for children and young people to develop as resilient, motivated and enthusiastic learners.

There should be ongoing opportunities for children and young people to lead their learning and their views should be sought on a regular basis. The United Nation's Convention on the Rights of the Child (UNCRC) underpins classroom and wider learning environments, and staff have a responsibility to promote this within and outwith their classroom, across all learning spaces.

Learning takes place in a variety of ways and across a range of contexts, primarily via curriculum areas and subjects, but also through engagement in the life and ethos of establishments, and through opportunities for interdisciplinary learning and personal achievement beyond school. It may take place within the school, centre or playground, the outdoor environment, via digital technology, within the wider community or further afield. The ethos in all learning spaces should be safe, calm and purposeful.

Skills and Knowledge

Planning, teaching and assessing for effective learning should take account of the seven design principles at the heart of CfE. This should draw upon Realising the Ambition, HGIOELC/HGIO54, the CfE Progression Frameworks, Experiences and Outcomes (Es and Os), the National

Benchmarks, or appropriate National Qualifications. Planning should be focused on facilitating progressive high-quality learning, teaching and assessment, being clear on the knowledge and skills that underpin individual curriculum areas. Learning activities should be both enjoyable and sufficiently challenging for all learners with opportunities built in for learners to exercise choice as to what or how they will learn. Plans should always be flexible enough to accommodate learners' own interests and to take advantage of learning moments or unforeseen opportunities as and when these arise.

Assessment is integral to planning of learning and teaching. A variety of assessment approaches should be used to allow children and young people to demonstrate knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Approaches including formative, summative and diagnostic should be used to determine the progress of learners and plan next steps. The use of ongoing, periodic and high-quality assessments strengthens professional judgements and provides evidence of breadth, challenge and application in learning. Assessment judgements should be based on the Benchmarks for each curriculum level.

Ensuring reliability and consistency of professional judgements through effective moderation is key. Moderation is an ongoing process and unlike verification, it starts at the planning stage and carries through with collaborative professional dialogue, to gathering evidence and validating professional judgements. Through this ongoing process, a shared understanding of standards is developed.

Opportunities for regular moderation within, across and beyond establishments should be planned to improve assessment practice and strengthen the validity and reliability of professional judgements on learner's progress towards, and achievement of, a level.



All staff should develop a robust understanding of tracking and monitoring attainment and wider achievement and develop their expertise in the skilful use of data to improve learner outcomes.

Planning and assessment, monitoring, tracking and reporting processes work best when they are based on trusting relationships with colleagues, rich professional dialogue, and a shared understanding of what is most likely to meet and record the learning needs of children and young people. Processes should be manageable and focused on improving outcomes for our learners.

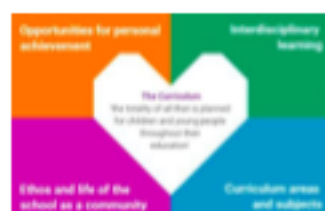
It is important that all staff critically reflect on and evaluate their own practice, and adapt as appropriate to improve outcomes for learners. All staff are leaders of learning as we continue to learn, develop and share expertise within an extended network of professional learning communities. Through engaging in CLPL staff will be challenged and supported to learn from one another and to continuously extend and enrich their practice and pedagogy.

Continuing to reflect on and developing a deep understanding of pedagogy and pedagogical approaches is key to delivering high-quality learning, teaching and assessment for all practitioners.

"I must be accountable for the quality of my work and take responsibility for maintaining and improving my knowledge and skills."
SSSC, 2024, p12

"As a registered teacher you are required to demonstrate a depth of knowledge and understanding of pedagogical and learning theories, and draw on these appropriately to inform.... classroom organisation, learning environment and structures; planning, learning and teaching and assessment...." GTCs, 2021, p7:2.1
Curriculum and Pedagogy

Features of Highly Effective Practice



Learners should be at the heart of all daily, weekly and termly planning, with the four contexts of learning being a footprint for planning and offering a wide range of opportunities for assessment of progress.

Learning experiences should be carefully planned, providing rich opportunities for learners to be innovative and creative through a variety of appropriate and inspiring approaches and resourcing. Digital technologies should be embedded in learning and teaching to support and enhance experiences. Opportunities for learners to exercise choice and to lead their own learning should be part of our pedagogical approaches to learning and teaching.

Having a clear, consistent and shared understanding of the learning, teaching and assessment cycle is essential for all staff to continue to improve approaches and understand the interconnectedness of LTA. By putting learners at the heart of planning we ensure relevant, meaningful experiences for all learners and ensure judgements on progress are robust and reliable and used to plan next steps in learning based on these robust assessment approaches.



Context free learning intentions should reflect the standards within the Es and Os, whilst success criteria should be clear, relevant, and measurable. As learners progress through the BGE and Senior Phase they should be increasingly involved in leading their learning through the co-creation of success criteria.

Planning should reflect NLC progression pathways within the BGE, using the benchmarks to progress through a level. We do not plan for individual benchmarks however these should be referred to when planning learning, teaching and assessment. Practitioners should assess using the benchmarks.

Appropriate pace and challenge are planned for all learners through effective questioning and differentiation. Effective differentiation can be achieved through resources, tasks and experiences, the environment and quality questioning. Different types of questions, using higher order thinking skills and inclusive types of questions, should be planned by considering their purpose for learners. This further supports staff to facilitate excellence and equity.

Different forms and types of effective feedback should be developed in all establishments (from early years through to Senior Phase) to inform and support progress in learning. Feedback is linked explicitly to effective success criteria and can be both written and/or verbal and happen before, during and after learning. Providing learners with regular, quality feedback, along with frequent opportunities for planned self and peer assessment (a type of feedback) will enable them to take ownership of their learning, become independent and to understand what they need to do next.

Questioning and feedback are part of assessment evidence and should be used to inform next steps and improvements in learning and teaching. This ensures we are providing learning experiences that are appropriately challenging and enjoyable and well matched to learners' needs and interests.

In conclusion

"Our children and young people are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities. Learners' experiences are appropriately challenging and enjoyable and well-matched to their needs and interests." HGIOS4, p36

This policy cannot and does not attempt to do justice to the vast body of professional learning materials, research, advice and expertise available online and within our schools and centres. Its purpose is to highlight some of the characteristics of what we know to be highly effective practice ensuring that all our children and young people have access to the kind of learning and teaching which we know has the potential to radically improve their life chances. Our aspirations and expectations are that we continue to self-evaluate and reflect on what we are doing well and how we can continue to improve, across all establishments.

This policy should be read in conjunction with appropriate national policies and documents including HGIOS74, HGIOELC, SSSC Registration, GTC Standard for Full Registration, Career Long Professional Learning, Middle Leadership and Headship and Getting it Right for Every Child. Colleagues are also advised to access the wide range of online support materials, presentations, workshops and advice available from Education Scotland and other agencies.