

# How good is Our Learning, Teaching and Assessment?

## Learning Climate, Culture and Ethos

### AS A LEARNER...

I am supported by respectful, nurturing relationships which allow me to feel safe, secure and valued.

I am confident and happy within a purposeful, stimulating learning environment.

### AS A PRACTITIONER...

I ensure that positive, trusting, and respectful relationships underpin children's high quality learning experiences.

I regularly review my learning environment and teaching approaches to engage all learners.

## Skills and Knowledge

I am involved in planning my learning, building on prior learning.

I benefit from research-based interventions that positively impact my learning.

I am involved in pupil voice groups and/or learner conversations about school/nursery improvement.

I am given opportunities to take responsibility for my own learning and I understand my steps to success and what I need to do to improve. I can use this to self and peer assess.

I enjoy learning and have opportunities to make choices about things that interest me.

I have opportunities to learn in a variety of ways and in different contexts, and to demonstrate my learning in different contexts.

I participate in learner conversations with my peers, staff and others by engaging in a variety of feedback strategies.

I plan effective learning experiences for all, based on Es and Os, benchmarks or SCQF standards, that builds upon prior learning at all levels.

I engage regularly in self-evaluation activities, professional learning and practitioner enquiries that positively impacts practice.

I provide learning experiences that are intentional and responsive and use approaches which motivate, engage and support independence.

I regularly engage in moderation at all stages within the learning, teaching and assessment cycle.

I use a range of ongoing, periodic and high-quality assessments to inform professional judgements and plan next steps in learning.

I have an understanding of data and can track and monitor pupil progress ensuring improvement for all learners.

I have an understanding of effective interventions to support all learners. I can effectively intervene at universal, additional and intensive levels.

## Features of Highly Effective Practice

I have an active role in my learning.

I can use a range of learning strategies confidently.

I can use feedback effectively to ensure I am successful.

I use a balance of "make, write, say, do" assessment approaches to demonstrate my success in learning.

I ensure appropriate pace for all learners through effective differentiation and challenge.

I provide learning intentions, success criteria and clear explanations to ensure the purpose of learning is clear.

I regularly reflect on my questioning techniques to ensure they are sensitive, inclusive and develop higher order thinking.

I use formative assessment approaches to inform children and young people of their next steps in learning and to support future planning.

I ensure learning is enriched and supported by innovative and creative resources and teaching approaches, including digital technologies.

I provide learners' experiences that are appropriately challenging and enjoyable and well matched to their needs and interests.

I ensure learners exercise personalisation and choice and undertake opportunities to have responsibility for their own learning.

I provide learners with high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.

I use assessment evidence effectively to inform improvements in learning and teaching.

