

# **Learning, Teaching and Assessment Framework**

## **Morebottle and Yetholm Primary Schools**



This document aims to bring together key thinking around the practices within our schools for Learning, Teaching and Assessment from Building the Curriculum 2 (see appendix 4).

Each school has their own Vision, Values and Aims documents as well as their own Curriculum Rationale which encompasses some of the uniqueness of the curriculum in each school and adds to the ethos and life of the school in conjunction with the experiences and opportunities that are offered to our learners.

"Learners at the heart of what we  
do!"

**Our Core Provision at Morebattle and Yetholm Primary School and ELC**  
**"Every lesson, every day, every child"- SBC underpinning principle**

- Literacy and English
  - ✓ Reading needs to be taught (focus on skills across genres and text types) and time given every day although this may not be every group.
  - ✓ Primary 4-7 will read from age-appropriate novels, focussing on the 6 skills of reading comprehension (prior knowledge, metalinguistics, visualisation, inference, summarisation and main ideas).
  - ✓ Reading for enjoyment needs time daily and a planned focus termly.
  - ✓ Taught writing at least once/week.
  - ✓ Writing should be closely linked with Listening and Talking ("Talk For Writing" approach informing this- if you cannot describe your ideas then you'll struggle to put them onto paper).
  - ✓ Support tools will be accessible and available (including iPads for some learners).
- Numeracy and Maths
  - ✓ Focus on numeracy and number processing should be daily (either taught lesson or mental maths including transition points such as when lined up).
  - ✓ We want to see a balance of input to allow for coverage of the curriculum, breadth and depth. This includes mental maths and problem solving.
  - ✓ Tools and manipulatives should be accessible and available to all learners in almost all lessons.
  - ✓ Make real-links where possible e.g. in plenaries
- Health and Wellbeing
  - ✓ 2 hours of PE per week
  - ✓ We use a range of resources and programmes to deliver all of the organisers within Health and Wellbeing- which are planned on the yearly overview.
- ELC
  - ✓ Child-led learning based on their interests with planning changed regularly
  - ✓ Children have time outside every day and the community environment is used where possible
  - ✓ Personal Plans (Care Plans and Learning Journeys including chronologies) are updated regularly and reviewed termly by O.1/SLT/YET.
  - ✓ Learning Journey's are updated regularly and sent home at least monthly (these should be a working document and not a "shiny, finished product").
  - ✓ Floor books reflect what is happening/ children have been learning and are updated weekly.
  - ✓ Information boards, social media and Showbie is used to keep parents/carers/families informed and these are up to date.
  - ✓ Developing independence is key (e.g. using cutlery, dressing, changing shoes, tidying up...)
- Assessment in Action
  - ✓ There will be daily opportunities for peer/ self-assessment.
  - ✓ Plenaries will be used as part of a lesson structure to feed into teacher professional judgement on success of the lesson.
  - ✓ Results of any daily assessments (formative and summative) will work alongside teacher professional judgement to help inform next steps in learning.

## **The Curriculum**

To examine and interrogate pace of learning staff will create a Yearly overview.

When designing medium and long Term planning and/or focussed theme weeks staff should:

- ✓ Use curriculum coverage folders to identify gaps in learning.
- ✓ Differentiate learning based on prior knowledge which reflects the different ways pupils learn and progress.
- ✓ Ensure principles for curriculum design are integrated with planned activities and opportunities, including planned opportunities for challenge/ extension of learning.
- ✓ Actively work towards encouraging pupils to be informed and responsible citizens
- ✓ Allows pupils to develop personal values (wisdom, justice, compassion and integrity from Education Scotland) alongside our school values and the school/ class charters.
- ✓ Help to build upon the 4 capacities, including skills for life and work, Global Citizenship, Rights Respecting Schools, Eco Schools and Digital Schools awards.
- ✓ Use a “plan-do-review” cycle.

## **Learning and Teaching**

Across all curriculum areas lessons should:

- ✓ Build on prior knowledge to be relevant for each individual
- ✓ Have learning intentions and success criteria shared (see appendix 2)
- ✓ Develop independence, where appropriate, and allowing opportunities for collaboration between pupils
- ✓ Encourage enterprising attitudes and higher order thinking skills (see appendix 3),
- ✓ Contain links to digital literacy (including use of resources) where appropriate
- ✓ Be creative (including pupil choice)
- ✓ Be enjoyable, motivating and active, informed through pupil voice
- ✓ Embed communication skills
- ✓ Make links to life beyond the classroom (to understand the purpose of learning and/or application of skills, knowledge or understanding)
- ✓ Encourage reflective learning, such as in plenary activities and/or peer and self-assessment

Support staff in class (Support for Learning Teacher, Additional Needs Assistants, classroom assistants, volunteers and other agencies) and resources to support learning will be directed by the teacher to target those in need of it. These will be used in a balanced way to ensure all groups of learners receive direct teacher input.

For pupils requiring CSP's, IEP's or a Child's Plan these will be updated regularly at agreed periods. We will use SBC templates and advice. We will work with other agencies directly, including parents/guardians, to set agreed targets.

## **Assessment**

- ✓ Assessment will be planned alongside curricular content.
- ✓ Will be an ongoing process- see QAM calendar for specific dates.
- ✓ Assessments should be made of knowledge and understanding; attributes and capabilities; and skills. Where appropriate these may be “holistic” and account for more than one curricular area.
- ✓ A range of “Assessment is for Learning” strategies are used throughout lessons.
- ✓ Feedback on all lessons will be concise and constructive while providing praise where it has been earned. This may be whole class feedback on common themes.
- ✓ Staff will use National Benchmarks and school progressions to track learning in literacy, numeracy and health and wellbeing.
- ✓ Breadth, challenge and application should be accounted for.
- ✓ Moderation activities between staff will help inform judgements, between our two schools and as part of the learning community.
- ✓ Staff and Pupils will update their Showbie Learning Journey digital folders termly- while these are not a record of assessments the overviews and the work which pupils select should demonstrate progression.

## **Ethos and Life of the School and Pupil Voice opportunities:**

- ✓ We will take advantage of the excellent outdoor environments that each school has access to as much as possible- the grounds, the community and the links between and beyond the villages.
- ✓ We will invite community members, parents, volunteers and agencies into school to extend our learning opportunities taking account of any and all guidance from SBC and government and in line with child protection protocols.
- ✓ Planning input, including key questions that pupils want to find out about.
- ✓ Wider achievements are acknowledged and celebrated by our whole school approach.
- ✓ Skills, talents and personal interests are used to develop and support learning where appropriate within and beyond the classroom.
- ✓ Pupils will have direct leadership roles within groups (eco schools, pupils council, house team, JRSO and Digital Leaders).
- ✓ End of term evaluations from the pupils will inform teaching and learning.
- ✓ Monitoring and evaluation work carried out by management will include direct work with pupils.
- ✓ Lunchtime and after school activity groups to develop skills and opportunities (tracked on Wider Achievements template).
- ✓ Pupils will have direct input on classroom displays
- ✓ Showbie Learning Journey digital folders will give pupils the chance to identify their own key pieces of their learning that they are proud of.

## **Our Expectations for Our Teaching**

Teachers design lessons around the 5-part lesson process:

1. A clear learning intention (“to know...”, “to understand...” or “to be able to...” ) with reference to shared success criteria. See page 8 below for further details.
2. A retrieval practice activity (such as a quiz which assesses recent and less recent learning)
3. High-quality teaching input or resources which students can access to learn new material (such as reading, video presentations, PowerPoint presentations etc.)
4. Relevant practice activities (either individually or as part of a group, clearly linked to the learning intention). This should address pupil’s Higher Order Thinking Skills (see Bloom’s Taxonomy, page 10 below).
5. A task which assesses student learning towards the end of the lesson referring to the success criteria in almost all instances. This might be done as part of the plenary.

*This should be read in line with Cheviot Learning Community Toolkit (see appendix 1).*

## **Our Expectations of Our Learners**

Learners will:

- be **ready** for lessons and school as far as possible.
- be **respectful** towards staff and each other.
- be **safe**, with the way they treat equipment, by staying within the boundaries set out to them and by following instructions first time.
- demonstrate the **school values** in their day-to-day learning and engagement in school life.

## Appendix 1

**Every day, every lesson, every child:** The Cheviot toolkit for supporting the evaluation of excellent teaching and learning

| Environment/Ethos                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Teaching                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <ol style="list-style-type: none"> <li>1. The environment and resources are <b>stimulating, organised</b> and <b>safe</b>. Displays support learning.</li> <li>2. <b>Learning spaces/environments</b> are used effectively (outdoors, atriums, classrooms).</li> <li>3. A <b>calm</b> and <b>nurturing</b> ethos encourages <b>independence</b> and <b>resilience</b> for all learners, with children's wellbeing at the centre.</li> <li>4. <b>Relationships</b> are positive, with behaviour managed fairly, sensitively and consistently.</li> <li>5. There is meaningful recognition of learners' <b>effort, progress</b> and <b>achievement</b>.</li> </ol> | <ol style="list-style-type: none"> <li>6. Learners show high levels of <b>motivation, engagement</b> and <b>enjoyment</b>.</li> <li>7. Learners increasingly demonstrate <b>responsibility</b> for their own learning and use strategies to develop their increasing <b>independence</b> and <b>confidence</b>.</li> <li>8. Learners use <b>digital technology</b> effectively and responsibly to enrich their learning.</li> <li>9. Learners <b>lead</b> learning in a variety of ways and work <b>collaboratively</b>.</li> <li>10. Learners demonstrate <b>creativity</b> and can verbalise their <b>thinking</b>.</li> <li>11. Learners <b>reflect</b> on learning and feedback, identifying next steps through meaningful self, peer and adult evaluation.</li> </ol> | <ol style="list-style-type: none"> <li>12. Learning is <b>relevant, well planned</b> and <b>organised</b>, taking account of prior learning, knowledge and/or preconceptions.</li> <li>13. A <b>variety of teaching approaches</b> and digital technology is used to enrich the lesson.</li> <li>14. Learners know <b>what</b> they are learning and <b>why</b> through clear and appropriate LI and SC.</li> <li>15. Appropriate stimuli are used to <b>engage</b> and promote learning. Explanations and instructions are clear and concise.</li> <li>16. High, achievable <b>expectations</b> are set and maintained.</li> <li>17. Appropriate <b>differentiation</b> and <b>support</b> ensures that <b>all</b> learners participate.</li> <li>18. <b>Questioning</b> is used effectively to engage and extend the thinking of all learners.</li> <li>19. There is suitable <b>pace</b> and <b>challenge</b> and opportunities for <b>personalisation</b> and <b>choice</b>.</li> <li>20. A variety of <b>assessment approaches</b> is used for learners to apply their learning. High quality <b>feedback</b> is given. Teaching is responsive to these.</li> </ol> |

## **Appendix 2**

### **What makes a good learning intention?**

You may find it helpful to pick out the actual learning intended by considering the actual words and phrases from the E's and O's. You will not necessarily be covering all of a particular E & O at any one time, so focus in on the part that you will be including in your planned experiences.

- Involves the learner by listening and taking on board their previous knowledge, interests, skills and understanding.
- Is focussed on the learning, not the task/activity.
- Should start with "To know...", "To understand..." or "To be able to..."
- Is accessible to learners through conversation, display, recording in jotter, heading on task, etc.
- Makes links to facts, concepts and skills that have already been previously learned- prior knowledge.
- Provides a focus for reflection in, after, and during the next lesson.
- Uses 'mature' but 'child-friendly' language, dependent on age and stage.
- Might include an element that helps the learner understand how the learning sits in relation to the 'real world' – how it will be useful, significant, etc. This may also fit in the plenary of the lesson.

### **What makes good success criteria?**

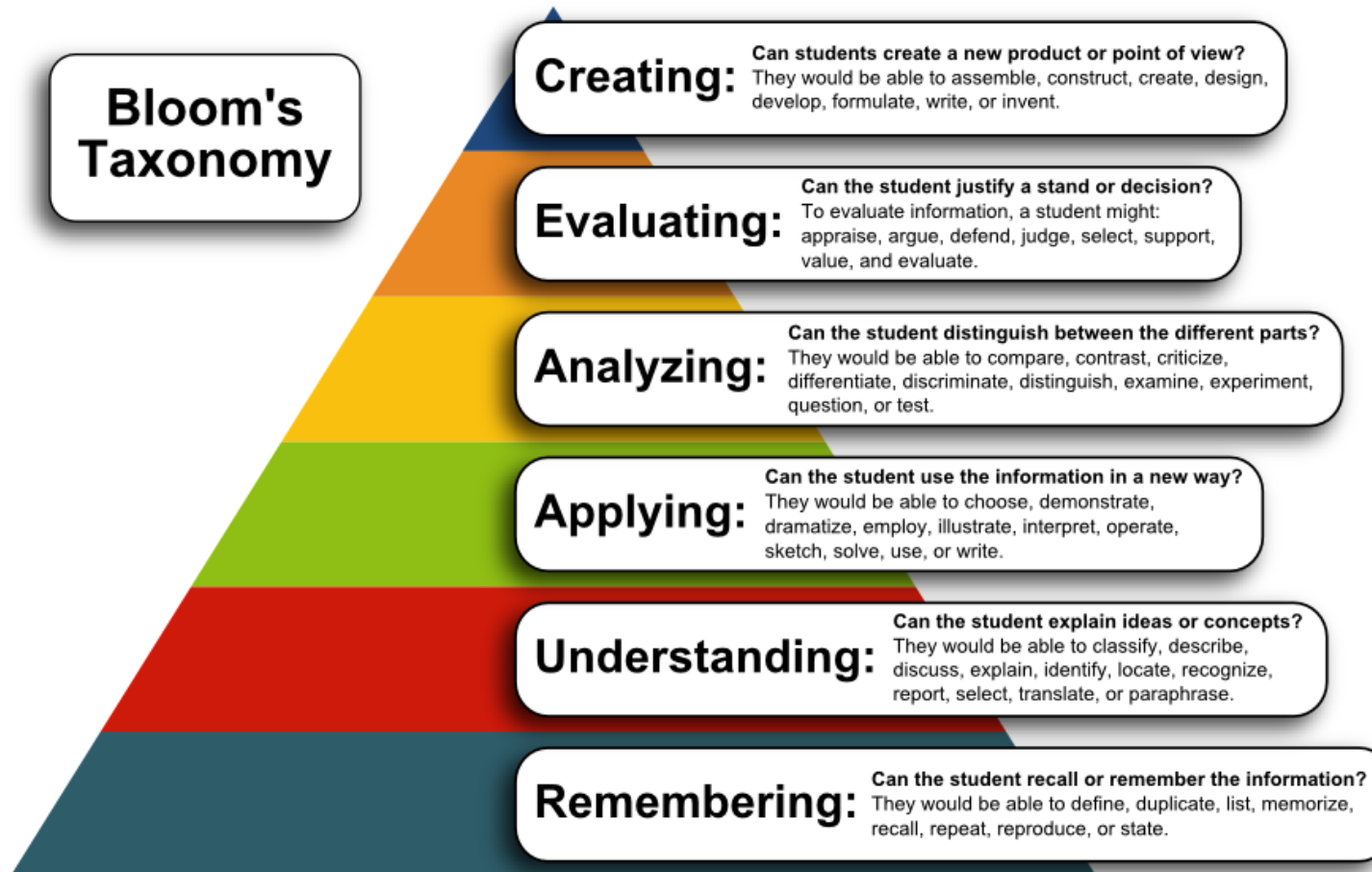
As you plan, you should also consider the success criteria you will use to evaluate the evidence. Your success criteria should be discussed and agreed with the learners and then used by both the teacher and learner to judge how much and how well they have learned.

- Is focussed on the learning, not the task/activity.
- Reflects the learning, knowledge and understanding, thinking or skills.
- Is it about both the end product and the journey/process and beyond.
- Considers carefully how specific it should be, must be manageable and differentiated (All, Most, Some...)
- Is created by both children (where appropriate) and teachers.
- Might start with "*I can...*"
- Should be flexible enough to follow the children's interests/questions.
- Should be shared with learners, support staff and visitors.
- Uses 'mature' but 'child-friendly' language, dependent on age and stage.
- Should be revisited within a lesson, at the end, and during the next steps.
- Must be clearly link to the Learning Intention.

**How are we planning for Pace and Challenge?**

- Pace should be accounted for in a yearly overview of learning.
- Yearly overviews should give an indication of what is going to be covered in each curricular area throughout the year- this will allow staff and management to see how much is to cover and align this with coverage to ensure pupils have had planned opportunities for exposure to CfE.
- This should simply be a statement/ heading of an intended topic- it does not need to contain ex/o's.
- When designing this teachers should pair up curricular subjects where natural connections can be made. Where connections do not fit these subjects should be taught as "stand alone" or discrete areas.
- Challenge should be planned for at the start of a unit/ term/ input, not necessarily every lesson although this might be appropriate at times.
- Challenge should be planned for independent learning as far as possible.
- Create systems and routines where pupils can access these once they are aware of them- consider how this might look/ what support may be necessary for it to be successful.

## Appendix 3



## Appendix 4

### A curriculum framework to meet the needs of all learners 3 to 18 *A schematic guide for curriculum planners*

#### Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

#### The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

#### Learning and teaching

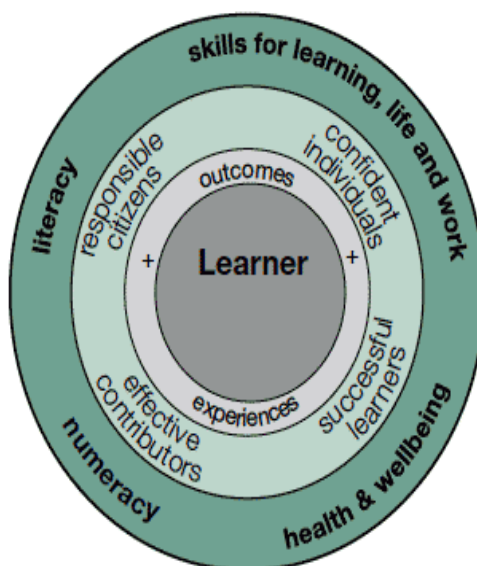
- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

#### Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing

- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.



#### All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- opportunities to move into positive and sustained destinations beyond school

#### Personal support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

#### Principles for curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

#### Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

support the purposes of learning

## ***Supporting Documents:***

- Vision, values and Aims- school specific documents
- Curriculum Rationale- school specific documents
- MPS/ YPS Planning Guide
- Monitoring and Evaluation Calendar (2020-2021)
- MPS/YPS annual calendar overview template (for teaching staff- coverage and pace of curriculum)
- MPS/YPS visual prompts for staff to support LTA
- MPS/YPS health and wellbeing rolling programme for substance misuse
- Mathematics and Numeracy Approach (MPS/YPS)
- Literacy and English Approach (MPS/YPS)
- Health and Wellbeing Approach (MPS/YPS)
- Glasgow Counts- Maths Planning (Early, First and Second Level available)
- Read, Write Inc- spelling and reading
- Fresh Start (via Support for Learning)
- Emotion Works- mental and emotional health and wellbeing resource
- Building Resilience (pupils) and Growing in Confidence (staff development)

Please note that advice and support for other curricular areas is available in each school- check resource areas if these would be useful to aid your learning, teaching and assessment.

### References and Professional Reading/ Research which has informed this document:

- Education Scotland- Curriculum for Excellence Experiences and Outcomes/ Benchmarks
- GTCS- Standards for Continuous Lifelong Learning/ Leadership
- How Good is Our School 4- Quality Indicators
- How Good is Our School- Pupil Version
- The Learning Rainforest (Tom Sherrington)
- Inside the Black Box (Dylan William and Paul Black)
- Embedding Formative Assessment (Dylan William)
- Bloom's Taxonomy- Higher Order Thinking Skills (Benjamin Bloom)
- Principles in Action (Barak Rosenshine)
- Visible Learning (John Hattie)