



# Calderwood Can: Profiling

At Calderwood, we recognise that profiling is creating a holistic overview of the child as a learner through reflection and dialogue. This is central to practice in recognising achievement, profiling and reporting.

## What is profiling?

Profiling means that learners will be engaged in regular, on-going discussions with staff about their progress. This is a continuous process for all learners from 3 to 18. Profiling is integral to the production of a profile, a 'snapshot' of progress in learning and achievement, which happens at Primary 7 and S3.

## What is profiling?

- Capturing a record of the progression in learning.
- Allows the learner to contribute to the learning process.
- Children & adults identifying key achievements in learning and next steps.
- Supports a learner at different parts of transition.

## Features of profiling:

- Evidence of pupil voice.
- Evidence of dialogue between staff and learners.
- Summary of learner achievements and next steps.

## Main Approaches to Profiling

Jotters	Seesaw: P1-3	Teams: P4-7
<ul style="list-style-type: none"> <li>• A space to record learning explored by individuals and groups of learners. This promotes learner agency and flexible approaches to learning.</li> <li>• A long-term record of learning for students and parents, which shows progression.</li> <li>• A safe space for children to develop their written skills, make mistakes with time to action feedback, and showcase their achievements.</li> <li>• Evidence of progress towards achieving targets and levels.</li> <li>• Assessed pieces.</li> <li>• <b>Evidence of learning may include:</b> worksheets, written tasks, QR code links to Sways.</li> <li>• <b>Feedback on learning:</b> All tasks will be assessed. Feedback on learning will be either; teacher, self or peer. Feedback will always be linked to the success criteria and children have time to action their next steps. Pieces of writing will use the genre specific success criteria checklist. Teacher feedback will include written, verbal feedback by Qwiqr or a record of learner conversations.</li> <li>• <b>Presentation:</b> All pieces of work will have a date and title. Writing jotters should have the long date. Jotters have a printed label with the child's name, clan and curriculum area. Children should learn to respect their jotters, there should be no graffiti on the front covers. They should be encouraged to use neat handwriting and good presentation skills. All worksheet should be trimmed and stuck into jotters.</li> </ul>	<p>Seesaw is an online space for champions to use to share progress in learning. Children will develop approaches to independently share their learning on Seesaw.</p> <p><b>Learning Tasks:</b> Tasks include learning intention, success criteria and details of the learning task.</p> <p><b>Learning Observations:</b> Observations may be in groups or individual and will include the success criteria and next steps in learning.</p> <p><b>Feedback:</b> All learning will be assessed in line with the success criteria and will have either self or teacher feedback. This may be recorded or written. Parents/carers are able to leave verbal or written feedback as a comment.</p> <p><a href="#">Seesaw Video Guide</a></p>	<p>Teams is an online space for children to use to independently, and collaboratively, share their learning.</p> <p>All Clans have <a href="#">a Teams responsible use agreement</a>. Opportunities for profiling and sharing learning in Teams include:</p> <ul style="list-style-type: none"> <li>• <b>OneNote:</b> Online individual jotter for children to record and share their learning. Tasks should be recorded as long date and then the task title.</li> <li>• <b>Assignments:</b> These learning tasks request that the child posts evidence of their task in their online jotters or attached a document.</li> <li>• <b>Channels:</b> Group tasks and learning tasks are set, organised by curriculum area.</li> <li>• <b>Posts:</b> These are used to issue key information by adults, or set key tasks.</li> <li>• <b>Document store:</b> For sharing and saving files.</li> </ul> <p><b>Learning Tasks:</b> Tasks include learning intention, success criteria and details of the learning task</p> <p><b>Feedback:</b> All learning will be assessed in line with the success criteria and will have either self or teacher (recorded verbal or written feedback).</p> <p><a href="#">Guidance for Glow</a> <a href="#">Advice on how to access Teams</a></p>

Type of Profiling	Early	First	Second
<p><b>Jotters</b> Our jotters are our main profiles, as these have evidence of targets, learning and assessment. There will be evidence of teacher, self and peer feedback.</p>	<p>Children set learning targets each term for reading, writing and numeracy/maths in jotters. There is evidence of learning conversations. QR codes may link to sways to show progress in learning through photos and videos.</p>		
<p><b>Seesaw: Primary 1-3</b> Seesaw is one of our main profiling tools which has evidence of learning and assessment. There will be evidence of teacher, self and parent/carer feedback.</p>	<ul style="list-style-type: none"> <li>● <b>Calderwood Communicates:</b> <ul style="list-style-type: none"> <li>- At least one genre focussed extended piece of writing per week.</li> <li>- Evidence of other literacy tasks including phonics, handwriting, free writing, listening and talking, etc.</li> </ul> </li> <li>● <b>Calderwood Counts:</b> <ul style="list-style-type: none"> <li>- At least one written piece of learning a week.</li> </ul> </li> <li>● <b>Creative Calderwood:</b> <ul style="list-style-type: none"> <li>- Opportunities for recording learning across the curriculum.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Calderwood Communicates:</b> <ul style="list-style-type: none"> <li>- At least one extended piece of genre focussed writing per week.</li> <li>- At least one written piece of reading learning a week.</li> <li>- Evidence of other literacy tasks including phonics, spelling, handwriting, dictation, grammar, VCOP, free writing, listening and talking, etc.</li> </ul> </li> <li>● <b>Calderwood Counts:</b> <ul style="list-style-type: none"> <li>- At least one written piece of learning a week.</li> </ul> </li> <li>● <b>Creative Calderwood:</b> <ul style="list-style-type: none"> <li>- Opportunities for recording learning across the curriculum, including Stag Start learning.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Calderwood Communicates:</b> <ul style="list-style-type: none"> <li>- At least one extended piece of genre focussed writing per week.</li> <li>- At least two written pieces of reading learning a week.</li> <li>- Evidence of other literacy tasks including spelling, handwriting, dictation, grammar, VCOP, listening and talking, free writing, etc.</li> </ul> </li> <li>● <b>Calderwood Counts:</b> <ul style="list-style-type: none"> <li>- At least three written pieces of learning a week.</li> </ul> </li> <li>● <b>Creative Calderwood:</b> <ul style="list-style-type: none"> <li>- Opportunities for recording learning across the curriculum, including Stag Start learning.</li> </ul> </li> </ul>
<p><b>Teams: Primary 4-7</b> Teams is one of our main profiling tools which has evidence of learning and assessment. There will be evidence of teacher, self and peer feedback.</p>	<p>Weekly learning observation post on one of the following areas of the curriculum:</p> <ul style="list-style-type: none"> <li>● <b>Calderwood Communicates</b></li> <li>● <b>Calderwood Counts</b></li> <li>● <b>Creative Calderwood</b></li> </ul> <p>Learning posts may be individual or a group learning observation. Links to QR codes will be shared here.</p>		<p>Children will use their OneNote jotter weekly to record their learning.</p> <ul style="list-style-type: none"> <li>● Calderwood Communicates</li> <li>● Calderwood Counts</li> <li>● Creative Calderwood</li> </ul> <p>This will include text, photos, presentations, etc.</p>
<p><b>Calderwood Can: Sharing Our Learning</b></p>	<ul style="list-style-type: none"> <li>● Two episodes over the course of the school year, where families can visit their children's clan.</li> <li>● One Clan Calderwood Connects (assembly) where the clan showcase their learning to their families.</li> <li>● One whole school event where the whole school share their leaning.</li> </ul>		
<p><b>Calderwood Can: Sharing Our Learning Profiles</b></p>	<ul style="list-style-type: none"> <li>● An opportunity each term (terms 2-4) for families to look at learning in jotters and online with their child. Parents/carers are invited to write 2 stars and a wish about their child's progress.</li> </ul>		
<p><b> Blogging:</b></p>	<p>P1-3 Champions regularly share whole clan learning opportunities with families on Seesaw.</p>	<p>P1-3 Champions regularly share whole clan learning opportunities with families on Seesaw. P4-7 Champions regularly share whole clan learning opportunities with families on our blog.</p>	<p>P4-7 Champions regularly share whole clan learning opportunities with families on our blog.</p>
<p>The blog is also used to communicate information with families.</p>			
<p><b>Champion Conversations</b></p>	<p>Champions will have dialogue with families in Term 1 and Term 3 about their child's progress in learning and next steps.</p>		
<p><b>End of year report:</b></p>	<p>This is a more formal method of profiling, summarising progress made through the year in attainment and achievement completed by the children and champions.</p>		