



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
• A space to record learning explored by individuals and groups of learners. This promotes learner agency and flexible approaches to learning. • A long-term record of learning for students and parents, which shows progression. • A safe space for children to develop their written skills, make mistakes with time to action feedback, and showcase their achievements. • Evidence of progress towards achieving targets and levels. • Assessed pieces. • Evidence of learning may include: worksheets, written tasks, QR code links to Sways. • Feedback on learning: 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 or a record of learner conversations. • Presentation: 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.	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. Learning Tasks: Tasks that are showcased should be tagged with 'I have been learning' statements which are linked to learning intentions, and 'I can' statements linked to success criteria. Learning Observations: Observations may be in groups or individual and will include the success criteria and next steps in learning. Feedback: 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. Frequency: Once a week, each child should have a showcase of their learning from one area of the curriculum. Seesaw Video Guide WLC Guidance WLC Curriculum BGE	Teams is an online space for children to use to independently, and collaboratively, share their learning. All Clans have a Teams responsible use agreement. Opportunities for profiling and sharing learning in Teams include: • OneNote: Online individual jotter for children to record and share their learning. Tasks should be recorded as long date and then the task title. • Assignments: These learning tasks request that the child posts evidence of their task in their online jotters or attached a document. • Channels: Group tasks and learning tasks are set, organised by curriculum area. • Posts: These are used to issue key information by adults, or set key tasks. • Document store: For sharing and saving files. Learning Tasks: Tasks include learning intention, success criteria and details of the learning task Feedback: All learning will be assessed in line with the success criteria and will have either self or teacher (recorded verbal or written feedback). Guidance for Glow Advice on how to access Teams

Type of Profiling	Early	First	Second
Jotters 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.	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.		
	Literacy: - At least one genre focused extended piece of writing per week. - Evidence of other literacy tasks including phonics, handwriting, free writing, listening and talking, etc. Numeracy: - At least one written piece of learning a week. Across the curriculum : - Opportunities for recording learning across the curriculum.	Literacy: - At least one extended piece of genre focused writing per week. - At least one written piece of reading learning a week. - Evidence of other literacy tasks including phonics, spelling, handwriting, dictation, grammar, VCOP, free writing, listening and talking, etc. Numeracy: - At least one written piece of learning a week. Across the curriculum : - Opportunities for recording learning across the curriculum, including Stag Start learning.	Literacy: - At least one extended piece of genre focused writing per week. - At least two written pieces of reading learning a week. - Evidence of other literacy tasks including spelling, handwriting, dictation, grammar, VCOP, listening and talking, free writing, etc. Numeracy: - At least two written pieces of learning a week. Across the curriculum : - Opportunities for recording learning across the curriculum, including Stag Start learning. These written pieces may be in Teams or their jotter.
Seesaw: Primary 1-3 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.	Weekly learning observation post on one of the following areas of the curriculum: Literacy Numeracy Across the curriculum Learning posts may be individual or a group learning observation. Links to QR codes will be shared here. WLC approved QR code generator Adobe Express WL Curriculum BGE		
		Children will learn how to upload their own learning observations.	
Teams: Primary 4-7 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.			Children will use their OneNote jotter weekly to record their learning. - Literacy - Numeracy - Across the curriculum This will include text, photos, presentations, etc.
Calderwood Can: Sharing Our Learning	- One episode over the course of the school year, where an adult can visit their children's clan, for children to share their learning and their jotters. - One Clan Calderwood Connects (assembly) where the clan showcase their learning to their families and an opportunity to look at their jotters. (Primary 1 will be a Christmas show, P5 will have a musical show and Primary 7 their leavers' connects).		
Blogging:	P1-3 Champions regularly share whole clan learning opportunities with families on Seesaw.	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.	P4-7 Champions regularly share whole clan learning opportunities with families on our blog.
	The blog is also used to communicate information with families.		
Champion Conversations	Champions will have dialogue with families in Term 1 and Term 3 about their child's progress in learning and next steps.		
End of year report:	This is a more formal method of profiling, summarising progress made through the year in attainment and achievement completed by the children and champions.		

