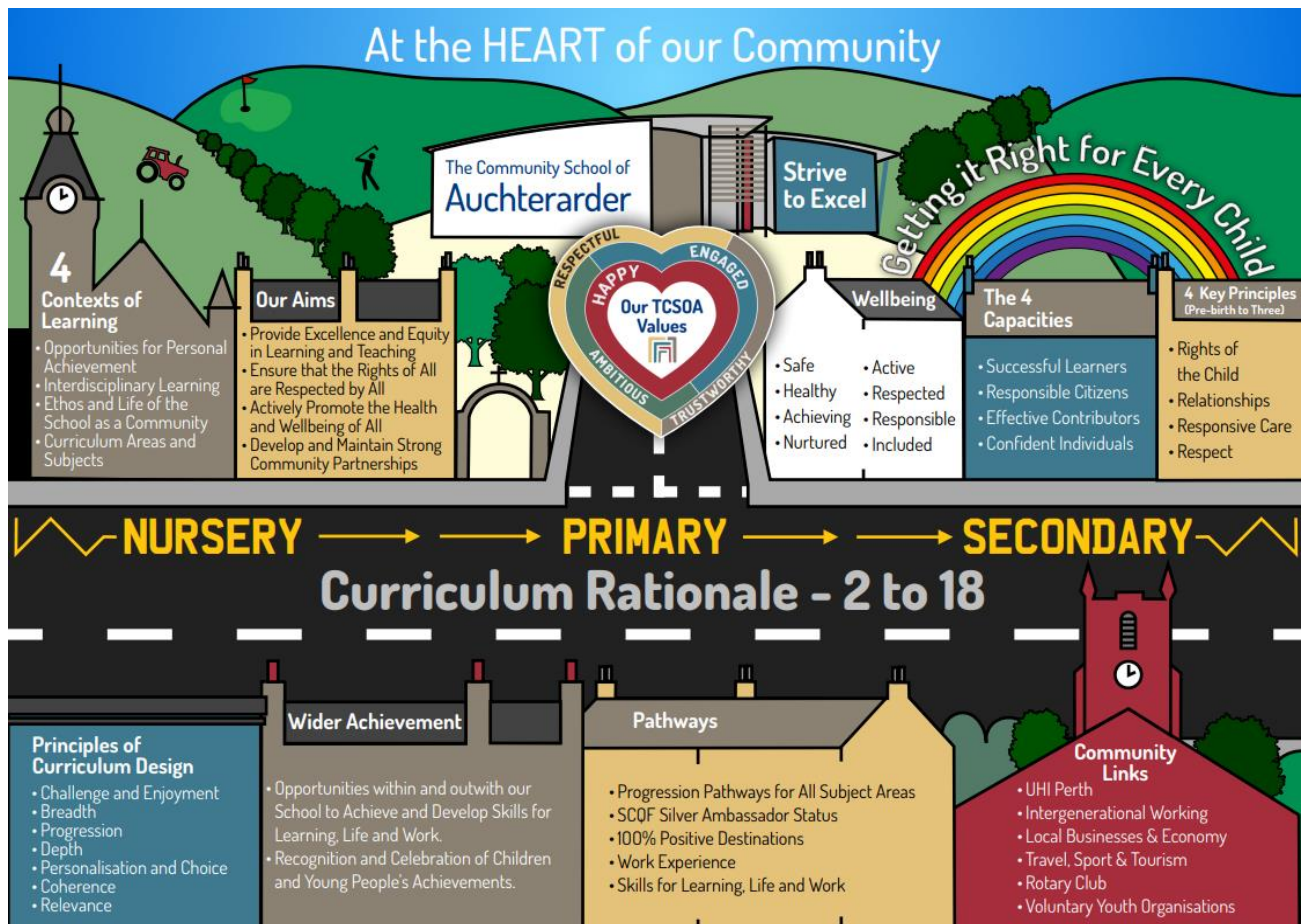




The Community School of  
Auchterarder  
Strive to Excel



# Learning, Teaching and Assessment Policy

## April 2024

### Rationale

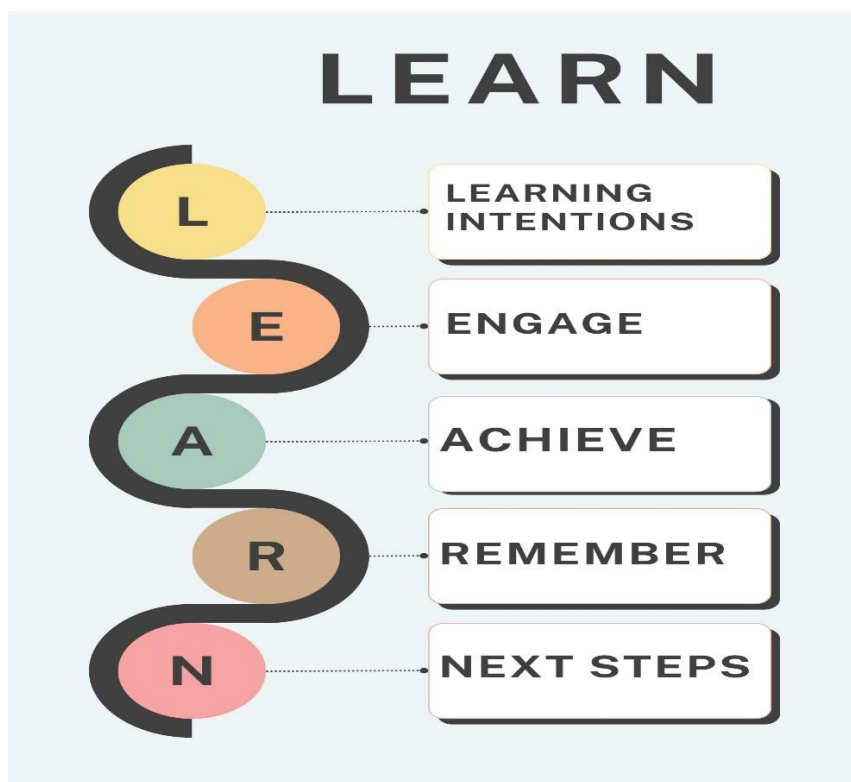
The Community School of Auchterarder believes that every young person is entitled to high-quality learning experiences in every classroom/ teaching area. Our approach to teaching is underpinned by our shared vision and values of a learning community that is Happy, Engaged, Ambitious, Respectful and Trustworthy (HEART). We believe that children and young people learn best when they are provided with opportunities to become fully engaged, resilient and highly-motivated in their learning.

### Aim

Our aim is to ensure learning experiences are consistent across the school and to ensure our practice reflects the most up to date research and pedagogy. The LEARN model (below) provides a framework for teachers across The Community School of Auchterarder to deliver high quality learning and teaching every lesson, and also allows the school community to evaluate the quality of learning and teaching at our school alongside our LEARN Lesson Evaluation Toolkit.

### Learning and Teaching Framework

Our shared framework of LEARN enables young people to experience engaging and effective learning in every lesson. The framework also enables teachers to plan and evaluate learning across the school. The use of LEARN as an acronym allows students, families and teachers to easily remember our framework and the five distinct features that contribute to a high-quality learning experience.



### Illustrations of the LEARN framework

While LEARN provides the basic framework for every lesson across the school, some features of effective learning and teaching we expect to see in lessons, and are included in our LEARN Lesson Evaluation Toolkit, are as follows:

|          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L</b> | <ul style="list-style-type: none"> <li>• Learning intentions and success criteria are shared at the beginning of each lesson and revisited during and at the end of the lesson to assess achievement/progress.</li> <li>• Clear communication and understanding of what you are looking for/what success looks like.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>E</b> | <ul style="list-style-type: none"> <li>• Routines are well utilised and create a purposeful learning environment through strong teacher/student relationships and behaviour management.</li> <li>• Starter activity to promote recall.</li> <li>• Lessons are interactive including frequent checks for understanding.</li> <li>• Checking what students know or can do already and clear presentation of new content, including explanations and visuals to stimulate interest.</li> <li>• Cooperative learning opportunities.</li> <li>• Checking what students know or can do already.</li> <li>• Teacher circulating class to check progress.</li> </ul>                                                                                                                                                                                                                                                                                                                          |
| <b>A</b> | <ul style="list-style-type: none"> <li>• High expectations of effort, behaviour and quality of work.</li> <li>• Target/goal setting.</li> <li>• Effective use of encouragement and praise throughout lesson including use of traffic light system where appropriate.</li> <li>• Appropriate levels of challenge and support; tasks are appropriately challenging and balance of familiar and less familiar content.</li> <li>• Choices within activities with differing levels of challenge.</li> <li>• Meeting learners' needs is evident through appropriate differentiation techniques.</li> <li>• Evidence of Assessment for Learning strategies such as: <ul style="list-style-type: none"> <li>- Effective questioning e.g. pose, pause, pounce, bounce and cold calling.</li> <li>- Opportunities for learners to share their learning/understanding e.g. think, pair, share.</li> <li>- Active assessment methodologies such as use of show-me boards.</li> </ul> </li> </ul> |
| <b>R</b> | <ul style="list-style-type: none"> <li>• Evidence of retrieval practice being used in lesson to promote recall and to commit knowledge to long term memory.</li> <li>• Starter activities and plenaries used to promote recall.</li> <li>• Over-learning opportunities to master content.</li> <li>• Repetition and summarisation of key points of lesson.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>N</b> | <ul style="list-style-type: none"> <li>• Clear and precise feedback provided to learners (individually and whole-class).</li> <li>• Timeous feedback links to success criteria (e.g. modelling, examples, statements of standards).</li> <li>• Individual and whole class messages, written or verbal (as appropriate).</li> <li>• Time available for students to take on board feedback and improve (may include homework).</li> <li>• Use of plenaries to revisit learning intention and success criteria and to gather further evidence about what has been learned, was difficult, or not learned (e.g. Exit Passes).</li> <li>• Summarise next steps in learning.</li> </ul>                                                                                                                                                                                                                                                                                                     |

### **Continuous Improvement Through Self-Evaluation**

To ensure continuous improvement and consistency of learning and teaching experiences across the through-school, our LEARN framework outlines the key features of highly effective practice that will be evident in every lesson across the school.

In addition to the basic framework of LEARN, our LEARN Lesson Evaluation Toolkit is used to support teachers in their lesson planning by reminding practitioners of the typical pedagogical features of a highly effective lesson. The LEARN Lesson Evaluation Toolkit should be used as a pedagogical aide-memoire, which encourages all teachers to consider and reflect upon the same pedagogical principles. The LEARN Lesson Evaluation Toolkit is also used for all lesson observations that take place in school and used as a reference for all post-observation reflections and discussions. The LEARN Lesson Evaluation Toolkit can also be used by teachers regularly for their own lesson evaluations and for lesson planning. Faculties can use the LEARN Lesson Evaluation Toolkit to plan lessons collaboratively and to ensure that where similar content/ themes are being covered in class, then the same pedagogical principles can apply.

A robust and supportive approach to self-evaluation of learning and teaching underpins our improvement journey. At all levels, self-evaluation and quality assurance of learning and teaching should be based on the LEARN framework and subsequent Lesson Evaluation Toolkit. Our learning and teaching self-evaluation activities include, but are not limited to:

- Faculty classroom observations
- Teacher trios
- SLT classroom observations
- Learning and Teaching Student Leadership groups (Primary and Secondary)
- Pupil-led classroom observations
- Pupil surveys/questionnaires
- Pupil Voice Weeks
- Parent/Carer Focus Groups and surveys
- Reflections on learning and teaching at Staged Partners, Faculty and whole school meetings.

### **Staff Development**

Our school Career-Long Professional Learning (CLPL) calendar has a range of activities which support the features of effective learning and teaching within the LEARN framework. Our CLPL calendar provides support for staff to implement latest research and pedagogy into classroom practice and to the benefit of our learners and whole school community. Our Learning and Teaching Working Group take a lead role in the delivery of CLPL workshops and provide opportunities for colleagues to learn from one another in a supportive, informed environment.

Our trio approach, as part of our self-evaluation and quality assurance processes (in Secondary initially), allows colleagues to observe one another across different faculties and to share practice, ideas and reflections in a collegiate and supportive manner. The feedback from these observations is shared with Faculty Heads/line managers and help form part of the annual Professional Review and Development Process as well as helping Faculty Heads to identify areas of improvement within the Faculty.

The school benefits from a plethora of online resources to support teacher development such as:

- Our school CLPL channel on Microsoft Teams to share practice, external CLPL opportunities and CLPL provided by our Learning and Teaching Working Group
- Perth and Kinross Council's Curriculum and Pedagogy Microsoft Team- resources and tools to enhance key features of learning, teaching and assessment: ([EDMS Curriculum and Pedagogy | General | Microsoft Teams](#))

- Walk Thrus- resources and tools to enhance practice in the following areas: behaviour and relationships; curriculum planning; explaining and modelling; questioning and feedback; practice and retrieval; mode B teaching: [Members' Area — Teaching WalkThrus | Multi-Platform Teaching Tools & Resources To Support Teachers - Primary Schools - Secondary Schools - Further Education - Coaching Tools - Webinars | Oliver Cavigioli - Tom Sherrington | UK](#)
- CPD in Curriculum and Pedagogy provided by Perth and Kinross Council through the Learning Hub: [ECS Learning Hub - Curriculum and Pedagogy](#)

Further professional reading links can be found on our school Microsoft Teams CLPL channel and all staff have access to our Professional Reading Library situated in the school Staff Room.

## **Assessment**

### **What is meant by assessment?**

Assessment is carried out to see what children and young people know, understand and are able to do. Assessment is very important for tracking progress, planning next steps, reporting and involving parents, children and young people in learning.

### **Assessment covers:**

- The way teachers support and assess children's learning and monitor progress and identify next steps in learning.
- Reporting to parents/carers, in writing and discussions, to help them understand their child's progress and what they can do to help their child's learning.
- Formal recognition of a child or young person's achievements through profiles and qualifications.
- Recognising our children's achievements through a range of new qualifications in the senior school, which build on everything they have accomplished throughout their schooling.

### **Curriculum for Excellence has improved assessment in the following ways:**

- A better-connected assessment system with smoother links through early learning, primary, secondary school and college.
- More ways of assessing progress to support learning and more flexibility to meet learners' individual needs.
- By introducing individual profiles of children's achievements at P7 and S3. These give a clear recognition of the achievements they have made and the skills they have developed at these crucial times in their lives.

### **What is being assessed?**

Assessment is a way of supporting learning. It helps teachers, learners, parents and others to understand the depth and breadth of learning undertaken so that progress and next steps can be discussed and planned. There are eight curriculum areas (containing a range of subjects):

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaelic, classical languages and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

Each curriculum area is broken down into a set of experiences and outcomes (often referred to as Es and Os):

- The Experience describes the learning.
- The Outcome represents what the learning will achieve. This is often explained, from the pupil's perspective as an 'I can....', 'I am able to....'

Teachers will assess what children know, understand and are able to do within the experiences and outcomes. Teachers will assess each learner's progress and achievements in:

- Knowledge and understanding
- Skills
- Attributes and capabilities

There are also three key areas which are covered by all teachers/practitioners:

- Literacy across learning
- Numeracy across learning
- Health and wellbeing across learning.

### **How are children assessed?**

The child's progress is not only based on 'tests' but on the learning that takes place within the classroom and in different settings out with the classroom. Evidence of children and young people's progress and achievements will come from day-to-day learning and through the things they may write, say, make or do. For example, evidence may emerge as a result of children and young people taking part in a presentation, discussion, performance or practical investigation. Evidence could also be a drawing, report, or piece of art work that they have produced. Evidence may be captured as a photograph, video or audio clip as part of a particular learning experience.

### **Gathering evidence**

Evidence of progress and achievement can be gathered by:

- Children and young people through self-assessment. They will be encouraged and supported to look at and revisit their own work, to develop a better understanding of what they have learned, and what they need to work on
- Fellow pupils (peers) through peer assessment. Children and young people will be encouraged and supported to work together with others to assess what is good about their work and what needs to be worked on
- Teachers, parents and others who can help identify and support their next steps in learning.

### **When does assessment happen?**

Assessment takes place as part of ongoing learning and teaching, periodically and at key transitions.

#### **As part of ongoing learning:**

Children and young people's progress, strengths and needs are assessed as part of day-to-day learning and teaching. Teachers and others do this by, for example, watching and listening to learners carrying out tasks, by looking at what they write or make and by considering how they answer questions. Children and young people will be involved in planning their next steps in learning.

#### **Time to time (periodically):**

From time to time, teachers will assess children and young people's progress and achievements in order to be able to plan ahead and to record and report on progress. This will help to ensure that their progress is on track and that any necessary action is taken to support their learning.

#### **At key points, transitions:**

Transitions are the moves children and young people make, from home to early learning and childcare settings, from stage to stage (and through Curriculum for Excellence levels), from primary to secondary, to further or higher education and employment. Sharing of assessment information with parents is important to ensure all learners are supported and have a positive experience. Information about a learner's progress and achievements will be passed on to make sure that their broad general education and senior phase continue uninterrupted at the correct level and at an appropriate pace for them.

## Research

This learning, teaching and assessment policy derives from consultation with all school stakeholders and is grounded in the latest educational research and features of highly effective practice as outlined in How Good Is Our School 4 and the Perth and Kinross Learning and Teaching Toolkit:

[Home \(thinglink.com\)](https://www.thinkinglink.com)

[How good is our school? \(4th edition\) \(education.gov.scot\)](https://www.education.gov.scot)

School staff have access to the following professional reading through our staff library:

Ashes, Lisa Jane. (2019) . *Teacher in the cupboard: self-reflective , solution- focused teaching and learning.*

Bennett, Tom. (2020). *Running the room: the teacher's guide to behaviour.*

Chiles, Michael. (2020). *The CRAFT Of Assessment: A whole school approach to assessment of learning.*

Chiles, Michael. (2020). *The feedback pendulum: a manifesto for enhancing feedback in education.*

Chiles, Michael. (2021) *The Sweet Spot: Explaining and modelling with precision.*

Christodoulou, Daisy. (2017). *Making good progress? : the future of assessment for learning.*

Christodoulou, Daisy. (2014). *The seven myths about education.*

Didau, David. (2020). *Intelligent accountability: creating the conditions for teachers to thrive.*

Didau, David. (2018). *Making kids cleverer: a manifesto for closing the advantage gap.*

Dix, Paul. (2017). *When the Adults Change, Everything Changes: Seismic shifts in school behaviour.*

Hattie, John. (2011). *Visible learning for teachers: maximising impact on learning.*

Jones, Kate. (2019). *Retrieval Practice: Resources and research for every classroom.*

Jones, Kate. (2021). *Retrieval Practice 2: Implementing, embedding & reflecting.*

Jones, Kate. (2021). *Retrieval Practice: Resource Guide: Ideas & activities for the classroom.*

Lemov, Doug. (2021). *Teach like a champion 3.0: 63 techniques that put students on the path to college.*

Lemov, Doug. (2020). *The Coach's Guide to Teaching.*

Mansworth, Megan. (2021). *Teaching to the Top: Aiming High for Every Learner.*

Myatt, Mary. (2020). *Back on track: fewer things, greater depth.*

Myatt, Mary. (2021) *Huh: Curriculum conversations between subject and senior leaders.*

Myatt, Mary. (2018). *The curriculum: Gallimaufry to coherence.*

Pinkett, Matt. (2019). *Boys don't try?: rethinking masculinity in schools.*



Robertson, Bruce. (2020). *The teaching delusion: why teaching in our schools isn't good enough (and how we make it better)*.

Robertson, Bruce. (2021). *The Teaching Delusion 2: Teaching Strikes Back*.

Robertson, Bruce. (2021). *The Teaching Delusion 3: Power Up Your Pedagogy*

Sherrington, Tom. (2020). *Teaching Walkthrus: five-step guides to instructional coaching*.

Sherrington, Tom. (2021). *Teaching Walkthrus 2: Five-step guides to instructional coaching*.

Sherrington, Tom. (2022). *Teaching Walkthrus 3: five-step guides to instructional coaching*.

Sherrington, Tom. (2017). *The learning rainforest: great teaching in real classrooms*.

Taylor, Tricia. (2019). *Connect the Dots: The Collective Power of Relationships, Memory and Mindset*.

Wiliam, Dylan. (2018). *Creating the Schools Our Children Need: Why What We're Doing Now Won't Help Much (And What We Can Do Instead)*.

Willingham, Daniel T. (2021). *Why don't students like school? : a cognitive scientist answers questions about how the mind works and what is means for your classroom*.

## 'LEARN' Lesson Evaluation Toolkit

Supporting high quality teaching and learning at The Community School of Auchterarder  
(including planning, self-evaluation, feedback and discussion)

Teacher: \_\_\_\_\_ Class: \_\_\_\_\_ Observer(s): \_\_\_\_\_ Date: \_\_\_\_\_

| Typical elements of very good practice |                                                                                                                                                                                                                                                                                                                                                                                                                                       | Notes |
|----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| <b>L= Learning Intentions</b>          |                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |
| <b>Learning intentions</b>             | <ul style="list-style-type: none"> <li>• Set out precise learning goals (derived from course content).</li> <li>• Clearly communicated (verbally and visually, if possible) in student friendly language.</li> <li>• Revisited during lesson and in Plenary.</li> <li>• If appropriate, reveal lesson structure.</li> </ul>                                                                                                           |       |
| <b>Success criteria</b>                | <ul style="list-style-type: none"> <li>• Clear communication of what you are looking for / what success looks like, e.g.:               <ul style="list-style-type: none"> <li>• Modelling</li> <li>• Examples</li> <li>• Statements of standards</li> <li>• Common mistakes and misconceptions</li> </ul> </li> <li>• Students involved in creation (if appropriate).</li> <li>• Used to support student self-evaluation.</li> </ul> |       |
| <b>E= Engage</b>                       |                                                                                                                                                                                                                                                                                                                                                                                                                                       |       |
| <b>Starter Activity</b>                | <ul style="list-style-type: none"> <li>• Starter activity promoting recall from everyone.</li> <li>• Includes material required for the lesson, recent and less-recent material.</li> </ul>                                                                                                                                                                                                                                           |       |
| <b>Presentation of content</b>         | <ul style="list-style-type: none"> <li>• Checking what students know or can do already.</li> <li>• Clear presentation, including explanations and visuals which stimulate interest.</li> <li>• Interactive - includes frequent checks for understanding.</li> </ul>                                                                                                                                                                   |       |
| <b>Practice</b>                        | <ul style="list-style-type: none"> <li>• Guided first, then independent.</li> <li>• Co-operative learning opportunities.</li> <li>• Teacher circulating class, checking on everyone.</li> </ul>                                                                                                                                                                                                                                       |       |

|                      |                                                                                                                                                                                                        |  |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>Relationships</b> | <ul style="list-style-type: none"> <li>• Knowing students well.</li> <li>• Positive and professional interactions.</li> <li>• Recognition of positives, particularly effort.</li> </ul>                |  |
| <b>Behaviour</b>     | <ul style="list-style-type: none"> <li>• Students are on-task, engaged, interested, motivated.</li> <li>• Poor student behaviours are dealt promptly and in as low-level a way as possible.</li> </ul> |  |

| <b>A= Achieve</b>                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <b>High Expectations</b>                                 | <ul style="list-style-type: none"> <li>• High expectations of effort, behaviour and quality of work.</li> <li>• Target / goal setting (e.g. personal bests).</li> <li>• Encouragement.</li> </ul>                                                                                                                                                                                                                                                                      |  |
| <b>Challenge &amp; support</b>                           | <ul style="list-style-type: none"> <li>• Tasks are appropriately challenging – not too easy but not too difficult.</li> <li>• Balance of familiar and less-familiar content.</li> <li>• Choices within activities, with differing levels of challenge.</li> <li>• Availability and use of support resources, e.g.: <ul style="list-style-type: none"> <li>• Knowledge Organisers</li> <li>• Checklists &amp; scaffolds</li> <li>• Peer teaching</li> </ul> </li> </ul> |  |
| <b>Make students think &amp; check for understanding</b> | <ul style="list-style-type: none"> <li>• Strategies to make <u>everyone</u> think and <u>everyone's</u> learning visible, e.g.: <ul style="list-style-type: none"> <li>• <b>Questioning</b>: pose, pause, pounce, bounce</li> <li>• <b>Discussion</b> (e.g. chat to a partner, think-pair-share)</li> <li>• <b>Active assessment methodologies</b> (e.g. true/false, multiple choice)</li> <li>• Show-me boards</li> </ul> </li> </ul>                                 |  |
| <b>R= Remember</b>                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |
| <b>Retrieval Practice</b>                                | <ul style="list-style-type: none"> <li>• Over-learning – lots of opportunities to master content.</li> <li>• Repeating and summarising key points.</li> <li>• Starter activity to promote recall.</li> <li>• Evidence of retrieval strategies in activities and teacher questioning in order to promote recall.</li> </ul>                                                                                                                                             |  |

|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
|                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>N= Next Steps</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |  |
| <b>Feedback</b>      | <ul style="list-style-type: none"> <li>• Clear and precise.</li> <li>• Recognises positives and points to next steps – ‘what’ and ‘how’.</li> <li>• Links to success criteria (e.g. modelling, examples, statements of standards).</li> <li>• Individual and whole-class messages.</li> <li>• Includes verbal and written comments (as appropriate).</li> <li>• Time available for students to take on board feedback and improve (may be via homework).</li> </ul> |  |
| <b>Plenary</b>       | <ul style="list-style-type: none"> <li>• Revisits the learning intention and success criteria.</li> <li>• Reinforces the main learning points of the lesson.</li> <li>• Gathers further evidence about what has been learned, was difficult, or not learned (e.g. via Exit Tickets).</li> <li>• Summarises next steps</li> </ul>                                                                                                                                    |  |

## POST-OBSERVATION EVALUATION MEETING

Record below the main reflections from the lesson that were discussed during feedback meeting. Here are some questions to help guide the conversation.

What did the teacher observed feel went well in the lesson? How do they know?

What areas did they feel did not go as planned? Why?

What will they want to work on for next time? What targets have been set?

What further reading or actions might help them develop this part of their practice and inform their next Professional Review and Development Meeting?

