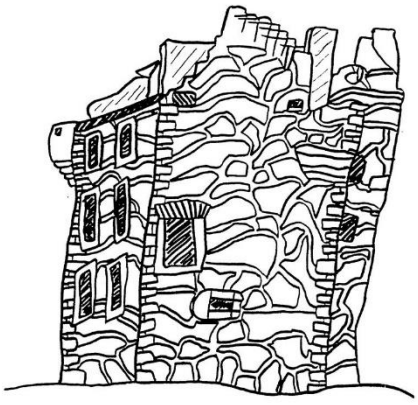
Striving each day to be the best version of ourselves

Learning Teaching & Assessment Framework



Last updated:
September 2022

Inspiration Nurture Creative Community

Introduction

At Earlston & Gordon Primaries we believe that excellent teaching leads to effective learning and that is what we strive for in every lesson.

The purpose of our Learning, Teaching & Assessment Framework is to promote a consistent understanding of standards and expectations at Earlston and Gordon Primary Schools, with the aim of ensuring that the children within our schools are provided with high quality learning experiences, leading to a consistently high level of pupil achievement.

Who is this Framework For?

The primary intention of this framework is to support our teachers in their understanding of expectations and standards. We trust that this will be a useful document for any new teachers joining our team, providing a detailed guide during their transition to Earlston and Gordon Primaries.

This framework should be referred to regularly, on an individual level and as a school, to support self-evaluation and professional development planning in the strive to ensure consistent, high quality teaching and learning.

Although written with teachers in mind, parents and partners of the school may also find this framework valuable in better understanding the approaches we take within Earlston and Gordon Primary.

Further Guidance

In addition to the *Learning, Teaching and Assessment Framework* you will also find essential guidance within some of our other school documentation:

- *Nurture and Inclusion Framework*
- *Literacy Rationale*
- *Maths & Numeracy Rationale*

The Earlston and Gordon Staff MS Team page will provide you with a platform for staff meetings and contains many resources which will support you with all aspects of practice.

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Mid-Session Report Format

Our School in a Nutshell

Our Guiding Principles

We all have our own thoughts, values and beliefs about what school is all about and it is important in a community to have different opinions and voices. Whether we are aware of it or not, the purpose of schooling, of education has been set out very clearly in the **United Nations Convention on the Rights of the Child** (UNCRC).

Article 29 states: "Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people."

Our Imperative

In everything we do, we strive to support children to grow up feeling loved, safe and respected in order to fulfil their full potential. At home, in school or the wider community, every child and young person should be: safe, healthy, achieve, nurtured, active, respected, responsible, included.

Our Purpose

Linking directly in with our overarching principles and imperative to ensure the wellbeing indicators are fulfilled, are the '4 Capacities' within Curriculum for Excellence:

- **Successful Learners** – equipped with the knowledge, understanding and skills to enable them to thrive with us and then at High School
- **Confident Individuals** – with high levels of self-esteem and self-worth, motivated to learn and assured to enough to question 'why'
- **Effective Contributors** – with the skills to work collegiately and collectively with others and to recognise the power of their 'voice'
- **Responsible Citizens** – with an understanding of their responsibility to care for and improve the space that they live in.

What does this look like at Gordon Primary School?

Our School Vision: ***'Striving each day to be the best version of ourselves'***

Children and adults in Gordon Primary aspire for excellence in their actions and attitudes. We aim to produce high standards in our work and to treat others in a manner that we would like to be treated ourselves.

Our vision statement is displayed throughout the school and is used regularly in conversations between adults and children. Assemblies are dedicated for children to reflect on our vision statement- exploring what this would look like during specific situations within school, home and community.

Our School Values: ***Inspiring, Creativity, Nurturing and Community***

We all have our own thoughts, values, beliefs regarding what school is all about, and what aspects of schooling we should give more president to. At Gordon Primary School staff, children and parents have agreed on four core values that guide us in achieving our school vision.

A **summary of child, staff and parents' ideas** of our values in action can be found in *Appendix 1*

Our School Aims: ***Ready, Responsible and Respectful***

In school we don't have 'rules' as such. Instead, children and adults have regular discussions regarding our rights and how we can work collectively to ensure these are met by everyone. In our strive to promote a positive culture which supports us in achieving our vision of ***'being the best version of ourselves'***, we work together to meet three agreed aims: **Ready, Responsible** and **Respectful**.

Within classrooms, class charters are agreed for clarity in what these three aims would look like for each class.

Curricular Design

At the heart of everything we do at Earlston and Gordon Primary School is the **Curriculum**. Before we can think about high quality learning, teaching and assessment, we ensure that all staff have a solid understanding of the curriculum within our schools.

A curriculum specific for Earlston and Gordon Primary Schools has been created using Building the Curriculum 1-4, providing a balance of learning across the four contexts:

- **Discrete learning in the eight curricular areas**
- **Interdisciplinary learning**
- **Learning experiences within the life and work of the school**
- **Opportunities for personal achievement**

A three year cycle of learning experiences (bundled E&Os) allows our learners to embrace a broad and progressive curriculum. By planning for flexibility within our curriculum we can incorporate emerging topical contexts as well as local and national events.

With both schools being within rural settings we recognise the role the schools play in having a central role in the local community: embracing our rural location, local heritage, local businesses and wider partnerships with clubs and organisations within the villages.

We involve the community in our learning contexts, class and school performances, church services, school leadership groups and engagement activities which provide relevance to the learning within the curriculum.

We take an active role in promoting and celebrating a range of opportunities for achievement within school, while also working in collaboration with parents and carers to recognise, promote and celebrate wider pupil achievements from home, clubs and new experiences.

7 Design Principles

At Earlston and Gordon Primary Schools, practitioners work in partnership to ensure that the curriculum reflects the **7 Design Principles** by:

- taking account of cross cutting themes and interdisciplinary learning to ensure **challenge and enjoyment**.
- providing all learners with **breadth, depth** and **progression** at all stages.
- ensuring **relevance** and **coherence** to wider life.
- providing opportunities for pupils to exercise **personalisation and choice**.
- ensuring there is continuity and progression between stages and at key transitions.

What do the principles mean for our children?

Challenge and Enjoyment

Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, children should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their efforts.

Breadth

All children should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that children will learn and develop through a variety of contexts within the classroom and other aspects of school life.

Progression

Children should experience continuous progression in their learning throughout the school session, as well as from one year to the next. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which is meets their individual needs and aptitudes.

Depth

There should be opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

Coherence

Children's learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children in order to bring different strands of learning together.

Relevance

Children should understand the purpose of their learning and related activities. They should see the value of what they are learning and its relevance to their lives, present and future.

Personalisation and choice

The learning planned for children should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.

The impact of our curriculum can be seen in the confidence, capabilities and success of our pupils and exemplified in our values of: Inspiring, Creativity, Nurturing and Community. The pupils are proud of their school, their community and their progress and look forward to future learning opportunities.

A visual representation of our **Curriculum Rationale** can be found in *appendix 2*

Our guiding principles

The United Nations Convention on the Rights on the Child (UNCRC)

Our imperative

'Get it right for every child'

Safe | Healthy | Achieve | Nurtured | Active | Respected | Responsible | Included

Our purpose

To equip our children with the '4 capacities'

Successful Learners | Confident Individuals | Effective Contributors | Responsible Citizens

Our vision

Striving each day to be the best verion of ourselves

Our values

Inspiring

Creativity

Nurture

Community

Our aims

To be READY for life, learning and opportunities

To be RESPONSIBLE in our care for ourselves, others and our planet

To be RESPECTFUL in our actions, words and thoughts.

Our curriculum

We deliver a curriculum that takes into account...

Breadth of subjects | Wellbeing Indicators | Effective teaching approaches | Opportunities for Achievement | Community Partnerships

Our Rationale for Learning, Teaching and Assessment

Our Learning, Teaching and Assessment Framework and takes account of national and local guidelines. It sits alongside and complements Scottish Borders Council Learning, Teaching and Assessment Framework and reflects school development plans and our digital strategy.

What we mean by "teaching and learning"

By "teaching & learning", we are referring to three interconnected components:

- **Curriculum:** *what* is taught
- **Pedagogy:** *how* it's taught
- **Support:** both in lessons (differentiation) and out-with lessons

At Earlston and Gordon Primary Schools we are committed to providing consistent, high quality teaching and learning across our whole school.

Principles to support teachers to deliver high quality learning and teaching

A copy of our **Excellent Teaching for Excellent Learning Toolkit** can be found in *Appendix 3*

1. Teaching and learning should be **informed** by our school ***Excellent Teaching for Excellent Learning Toolkit***
2. Teachers take an active role in **evaluating their strengths and development needs** in relation to *Excellent Teaching for Excellent Learning Toolkit*, including; self-evaluation, learner feedback and feedback from colleagues.
3. Teachers are aware of their development needs in relation to our *Excellent Teaching for Excellent Learning Toolkit* and **identify opportunities** for addressing these.
4. Engagement in ***professional research* is an ongoing process** to ensure all teachers develop a deep understanding of pedagogical approaches which have most significant impact on learning.

In addition to promoting high quality teaching and learning through professional reflection and development, we believe that learners at Earlston and Gordon Primary School learn best when:

- **Positive relationships** are encouraged within the class (between all children and adults)
- Teachers are **well planned and organised**: ensuring appropriate next steps in learning identified and resources organised.
- Learners increasingly demonstrate **responsibility** for their own learning and use strategies to develop their increasing **independence** and **confidence**.
- Learners use **digital technology** effectively and responsibly to enrich their learning.
- Learners have opportunity to **lead learning** in a variety of ways.
- Learners demonstrate **creativity** and have opportunities to verbalise their **thinking**
- Learners **reflect** on learning and feedback, identifying next steps through meaningful self, peer and adult evaluation.

Growth Mind-set Culture – High expectations for all

We recognise that intelligence is malleable and enhanced by high quality teaching, care, guidance and support. Students are more likely to get better at something if they believe intelligence can be changed through hard work.

What this looks like at Earlston and Gordon Primaries:

We carefully select language such as **'learning' over 'work'**, avoid language that suggests innate intelligence and praising processes rather than outcome. For example:

- "Every time you practise, you're making connections in your brain stronger."
- "You can use this mistake. Think about why it didn't work and learn from it.
- "If you could already do it, you wouldn't be learning anything."

We support our students in recognising that mistakes are part of the learning experience and that we should not be afraid to **FAIL (First Attempt In Learning).** Redrafting, refining and making improvements are central to achieving success.

We **model the high standards** that are expected, developing a sense of unity and pride in classes, encouraging students to be critical, analysing exemplars and their own work and as a result suggest improvements in strive to create excellence.

Excellent Teaching for Excellent Learning

Building the Foundations for High Quality Teaching & Learning

We work collegiately at Earlston and Gordon to promote consistent high quality teaching approaches that, through extensive research, we know have the greatest impact on enhancing learning.

Through dedicated professional learning sessions and focussed professional reading, teachers have developed; better understand the learning process; identification of teaching approaches that have greatest impact on pupil learning; and agreement on what this would look like within Earlston and Gordon Primary Schools.

Several texts were read and discussed in order to support our understanding of high quality learning and teaching.

- **The Teaching Delusion** by Bruce Robertson
- **The Learning Rainforest** by Tom Sherrington
- **Teaching WalkThrus** by Tom Sherrington
- **Rosenshine's Principles in Action** by Tom Sherrington

Copies of these texts, and further relevant professional reading, are available within our **professional libraries**.

Excellent Teaching for Excellent Learning Toolkit (appendix 3)

To support our delivery of high quality teaching and learning we have created a toolkit detailing the key elements which we would expect to see in most lessons. The toolkit should be used as; a reminder of our expectations; a model to self-evaluate against; and a resource to support professional discussion regarding high quality teaching and learning.

A **detailed breakdown of each component** within our *Excellent Teaching for Excellent Learning Toolkit*, can be found in *appendix 4*

Understanding Strengths and Areas for Development

Within Earlston and Gordon Primaries, we aspire to meet the expectations set out in our *'Excellent Teaching for Excellent Learning Toolkit'* within all lessons. However, we realise that we are all human, and there will undoubtedly be some aspects of our Toolkit that individual teachers are stronger at applying within their pedagogy than others.

In our strive to support highest levels of teaching and learning throughout our schools, it is important for teachers to recognise their strengths in addition to aspects for further development.

To support the understanding of progress, strengths and aspects for development, several systems are in place:

- **Teacher Self-Evaluation** against our Toolkit
- **Pupil feedback** regarding aspects of Toolkit within their class
- **Management Walkthroughs** to gather regular snapshots of Learning and Teaching throughout school
- **Data Tracking** made available to teachers so that they can easily access, analyse and act on data regarding their pedagogy.
- **Quality Assurance Calendar** containing a range of approaches for gathering data regarding teaching and learning (monitoring of forward plans, self-evaluation, consultations etc)

  A copy of our **Quality Assurance Calendar** can be found in *Appendix 5*

Two key outcomes come from the gathering and analysis of this data:

- Teachers are able to use this information in order to inform individual professional development opportunities for enhancing children's learning outcomes
- Senior leaders are able identify progress, strengths and areas for development with regards to our implementation of excellent teaching for excellent learning at, both, individual and whole school level.

Professional Development Opportunities

Professional development is an ongoing process for all staff members. To support staff with their professional development a number of processes are in place:

- **Professional Review and Development:**
  - **PRDs** are carried out annually. This involves a professional discussion regarding your self-evaluation against professional standards, leading on to the creation of professional development plan.
  - A **Mid-session update** will take place half-way throughout the academic year. This involves a short discussion between reviewer and reviewee regarding their progress towards their Professional Development Plan.

- **Training:**
  - A **collegiate calendar** is created each year in school with details of weekly staff training sessions and plans for In-service days.
  - Within each school there is a **professional library**. This is updated regularly throughout the year to support our focus on research informed practice.
  - There are a number of **mandatory online learning courses** which must be completed by staff. These can be found on the ***SBLearn*** website.
  - Furthermore, there is also a suite of **training courses and online learning opportunities**. These can be booked through ***Businessworld*** and accessed through ***SchoolHouse*** within MSTeams.

- **Ongoing feedback:** Following our processes for quality assurance (walkthroughs, jotter monitoring, pupil consultation groups etc) we aim to provide **timely and supportive feedback** to our staff in order to highlight progress, strengths and areas for further development.

- **Peer Support:**
  - **Ongoing Moderation** approaches provide regular opportunities to develop teacher understanding of our expectations, standards and good practice.
  - We are also moving towards a system of **Peer Coaching** throughout the school, providing opportunities to share improvement plans and ideas with colleagues in order to enable peer support and reflection.

Our Empowerment Agenda

Within Earlston and Gordon Primary Schools we recognise the value in ensuring pupils, parents and staff have opportunities to share their views and take on specific leadership responsibilities.

Empowerment leads to numerous benefits for the individuals involved as well as the school as a whole:

- Increased effectiveness
- Better innovation
- Improved learner opportunities
- Development of new skills
- Sustainability for improvement

> *'Empowerment enables leaders and team members to live to their fullest potential and to own their own work.'*
>
> *BetterUp Guide to Empowerment*

So what does empowerment look like within Earlston and Gordon Primary?

For Staff:

- **Opinions are sought, valued and acted upon**: Staff questionnaires, discussions at collegiate agreement meetings & involvement in 'big picture' conversation involving whole school evaluation and target setting.
- **Leadership opportunities:** are available aligned to school improvement: Literacy, Numeracy, Digital and HWB working parties.
- **Supporting 'self-awareness'**: Staff having access to data in order to ensure they have sound understanding of their strengths, impact and development needs.
- **Leadership of Learning**: Although working within the aligned vision and systems within our school, staff are encouraged to be creative with their practice to best meet their needs and that of their learners, for example; how they set-up their classrooms; the contexts they choose for covering E&O bundles, how they use their RICCT time.
- **Collegiate teaching and learning improvement:** All teachers are involved in peer coaching system, providing opportunities to learn with and from colleagues.

For Learners:

- **Opinions are sought, valued and acted upon**: Pupil discussion groups, questionnaires, Excellent Teaching for Excellent Learning Feedback
- **Personalisation & Choice**: Learners have opportunities in class to choose how to complete tasks and demonstrate learning. Children can also choose when and how they take part in home-learning tasks
- **Independent seeking of support**: Children do not need to ask teachers if they are requiring specific resources or aids to complete a task. Systems are in place within classes so they can seek these supports independently.
- **Leadership opportunities**: Class and school leadership roles are identified, providing children with responsibilities and opportunity to make decisions to inform new experiences and improvements.
- **Respecting Individual Wellbeing**: Equipping children with the skills, knowledge and control to make informed decisions for their own health and wellbeing.

For Parents/Carers and partners:

- **Opinions are sought, valued and acted upon**: Parent council, questionnaires and regular discussions regarding their child's wellbeing and education.
- **Partnership working:** Providing opportunities for parents, partners and community to take part in various improvement groups.

> *'Empowerment is the capacity to trust ourselves to stretch into our full potential and the guidance to make it matter for the organisation. It enables us to focus on our talents and gifts, joining them with those of others for the betterment of the team.'*
>
> *BetterUp Guide to Empowerment*

Planning

Within both schools, we understand our unique settings and use these to provide meaningful experience for our learners. Procedures and expectations for planning learning, teaching and assessment have been agreed by all staff. When planning takes place collegiately, moderation discussions become part of everyday practice.

Collegiate Planning:

- Ensures practitioners are **discussing and agreeing the standards** from the outset
- Allows practitioners to discuss and **plan opportunities for learners** to demonstrate breadth, challenge and application in learning experiences and in planned assessments.
- Embeds **consistent practice** across our school.
- Identifying bundles of **Experiences and Outcomes**, creating **Learning Intentions** and **Success Criteria** based on the standards within the selected Experiences and Outcomes.

Practitioners will use the school planning systems along with school and cluster tracking systems to monitor and evaluate learners' progress. The expectation for high quality planning, tracking and monitoring includes the following:

- Teachers will engage in ongoing moderation in-line with Education Scotland **Moderation Cycle**. See *appendix 6*
- Teachers will **plan appropriately** to meet the needs of all learners across all curricular areas.
- Teachers will **plan, assesses and monitor the impact of intervention strategies** used to support all learners.
- Practitioners will ensure that they build into their planning **opportunities for pupils to develop their knowledge of the world of work**.
- Teachers will **analyse and interrogate appropriate and reliable data** to identify and evaluate the effectiveness of their teaching and learning, learners' progress and to use the information to plan next steps.

Daily/Weekly Planning

Daily and weekly plans ensure purposeful learning activities are planned for all children, in line with long-term planning. There is an expectation that teachers can 'talk to their plan', ie expand on details, activities, learning intentions etc. If you are responsible for the planning but someone else is teaching, this information should be provided.

Medium and Long Term Planning

> *Keep medium-term planning short and focused on the main learning activities developed from the Experiences and Outcomes (Es and Os). Group Es and Os together in ways which best suit learners.*
>
> **Education Scotland Curriculum for Excellence – A Statement for Practitioners from HM Chief Inspector of Education**

Where possible, Experiences and Outcomes should be grouped together in a way that makes links between different aspects of the curriculum. This should be done in a way that links concepts appropriately and provides opportunities for breadth, challenge and application.

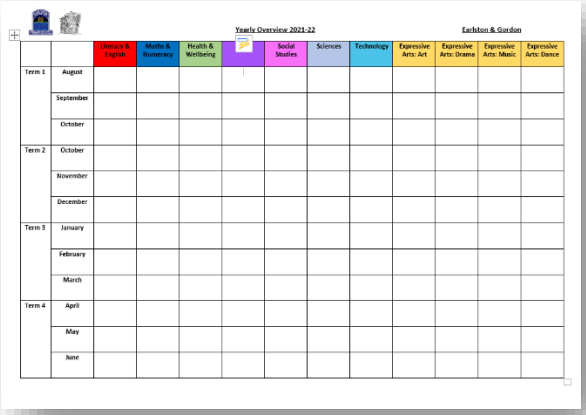
Although, it is not the intention that E&Os are taught in isolation, there will be some aspects of learning that are best taught discretely at first, prior to providing opportunities for children to apply this learning into new contexts.

Medium and long-term plans are quality assured by the Senior Leadership Team throughout the year.

A copy of our **Expectations for Planning Folders** can be found in *Appendix 7*

The following documents have been designed to support you with medium and long term planning:

Yearly Overviews



Yearly Overview 2021-22 — Earlston & Gordon

		Literacy & English	Maths & Numeracy	Health & Wellbeing		Social Studies	Sciences	Technology	Expressive Arts: Art	Expressive Arts: Drama	Expressive Arts: Music	Expressive Arts: Dance
Term 1	August											
	September											
	October											
Term 2	October											
	November											
	December											
Term 3	January											
	February											
	March											
Term 4	April											
	May											
	June											

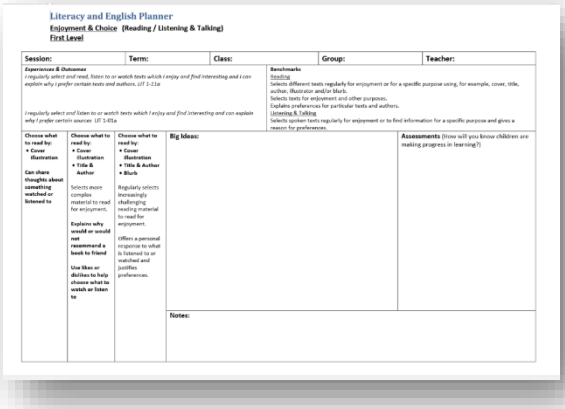
A Yearly Overview will be provided already containing some key themes, dates and events that are part of our school calendar and curriculum. The remainder of the overview should be completed by end of August each session –please ensure this deadline is adhered to and seek advice/support from a member of the Senior Leadership Team if required. No excessive detail is expected; this is just a broad overview for how teachers plan to cover the curriculum across the session.

CfE Level Overview

Nisbet Hill's P3 CfE First Level Overview

These overviews display all Es and Os within CfE Level. Outcomes in grey fill should be taught continuously throughout the session. Outcomes that are in black fill indicate that they are being covered at another stage within the level. E&Os which are part of our IDL bundles for this year are also indicated in brown. Teachers should then fill the remaining E&Os with relevant colour to indicate what term they plan to teach in. Some flexibility can be allowed to include black fill outcomes where it is driven by the pupils.

Progression Pathways



Literacy and English Planner

Enjoyment & Choice (Reading / Listening & Talking)

First Level

Session:	Term:	Class:	Group:	Teacher:

Experiences & Outcomes

I regularly select and read, listen to or watch texts which I enjoy and find interesting and I can explain why I prefer certain texts and authors. LIT 1-11a

I regularly select and listen to or watch texts which I enjoy and find interesting and can explain why I prefer certain sources LIT 1-01a

Benchmarks

Reading

Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.

Selects texts for enjoyment and other purposes.

Explains preferences for particular texts and authors.

Listening & Talking

Selects spoken texts regularly for enjoyment or to find information for a specific purpose and gives a reason for preferences.

Choose what to read by: • Cover illustration • Can share thoughts about something watched or listened to	Choose what to read by: • Cover illustration • Title & Author • Blurb. Selects more complex material to read for enjoyment. Explains why would or would not recommend a book to friend. Use likes or dislikes to help choose what to watch or listen to	Choose what to read by: • Cover illustration • Title & Author • Blurb. Regularly selects increasingly challenging reading material to read for enjoyment. Offers a personal response to what is listened to or watched and justifies preferences.	Big Ideas:	Assessments (How will you know children are making progress in learning?)
			Notes:	

Progression Pathways for each curricular area have been created to guide teachers on content which should be covered for stage children are within their learning. These give guidance on 'checkpoints' for determining progress within levels and are based on Education Scotland Benchmarks.

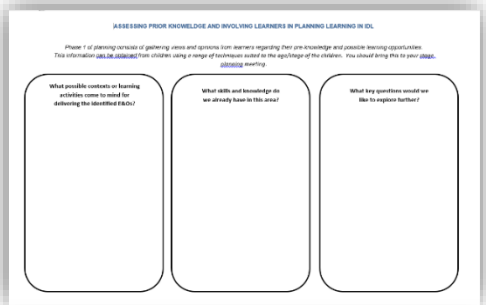
Teachers should highlight on the progression pathway the intended learning outcomes for the term for group/class.

Space is also provided on each of the pathways for teachers to reflect on 'Big Ideas' for teaching and learning the content identified, eg. Links to outdoor learning and DYW, opportunities for creativity, sustainability etc.

Assessment opportunities should also be identified.

Where differentiation is required teachers may include three different groups within the one sheet or find it easier to have a separate sheet for each group (although taking into consideration that groupings should be fluid throughout the year).

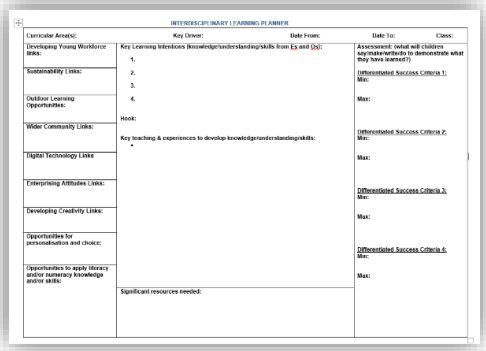
Interdisciplinary Learning Planning



ASSESSING PRIOR KNOWLEDGE AND INVOLVING LEARNERS IN PLANNING LEARNING IN IDL

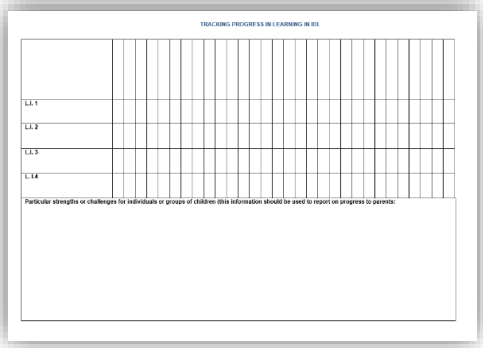
Phase 1 of planning consists of gathering views and opinions from learners regarding their pre-knowledge and possible learning opportunities. This information can be collected from children using a range of techniques suited to the age/stage of the children. You should bring this to your stage planning meeting.

What possible contexts or learning activities come to mind for delivering the identified E&Os?	What skills and knowledge do we already have in this area?	What key questions would we like to explore further?



INTERDISCIPLINARY LEARNING PLANNER

Curricular Area(s):	Key Driver:	Date From:	Date To:	Class:
Developing Young Workforce links:	Key Learning Intentions (knowledge/understanding/skills from Es and Os): 1. 2. 3. 4. Hook: Key teaching & experiences to develop knowledge/understanding/skills: •		Assessment: (what will children say/make/write/do to demonstrate what they have learned?) Differentiated Success Criteria 1: Min: Max: Differentiated Success Criteria 2: Min: Max: Differentiated Success Criteria 3: Min: Max: Differentiated Success Criteria 4: Min: Max:	
Sustainability Links:				
Outdoor Learning Opportunities:				
Wider Community Links:				
Digital Technology Links				
Enterprising Attitudes Links:				
Developing Creativity Links:				
Opportunities for personalisation and choice:				
Opportunities to apply literacy and/or numeracy knowledge and/or skills:				
	Significant resources needed:			



TRACKING PROGRESS IN LEARNING IN IDL

| | | | |

Assessment & Tracking

At Earlston and Gordon we use a range of assessment methods and tools in order to judge whether children are 'on track' to achieve a CfE Level. Careful consideration of the data which is available to teachers will support them in making judgements, evaluating progress and planning next steps.

The expectation for high quality assessment includes the following:

- Practitioners will effectively **plan appropriate and varied assessments** to meet the needs of each of their learners
- Assessments will be used effectively to **demonstrate the learners' progress**
- Practitioners will routinely use **formative assessment strategies** as part of their teaching and learning and will use these to move learning forward
- Learners will receive **meaningful and useful feedback** to illustrate their progress and next steps
- Practitioners will use a range of assessments **to support their professional judgement** and decisions about next steps in their learning

Types of Assessment

To ensure judgements are robust, a range of evidence should be drawn on. Learners do not have to demonstrate achievement of every single aspect of learning within the benchmarks or outcomes but reflecting on the various ways we measure progress adds depth and rigour to our evaluations of progress.

At Earlston and Gordon Primaries, we use the following sources of assessment and teaching approaches to validate our judgements:

AifL Strategies	Evidence from Jotters and Learning Activities	Holistic Assessments
•Self-Assessment •Peer-Assessment •Effective Questioning •Observation •Exit Passes	•Write •Make •Say •Do	•Opportunities to apply learning in different situations- assessments involving challenge which allows pupils to demonstrate breadth of learning across E&Os

Summative Assessments	Standardised Assessments	Ongoing Tracking
•Phonic and spelling tests •Xtra Maths •Learn Its, CLIC and SAFE tests •Big Writing Assessments •Weekly and Monthly Review •POLAAR (P1s in June)	•Single Word Spelling Test (all in Jan) •SSRT (Lit Profile only) •SNSAs (P4, P7 in Sept, P1 in Feb)	•Big Writing Scores •Learn It, CLIC and SAFE Tracking •Literacy and English Learning Overview •Maths & Numeracy Learning Overview •Attainment Tracker •HWB Tracker

Assessment Folders

Every class has an assessment folder to support the tracking of progress in learning. These assessments are part of the triangulation of evaluative evidence towards supporting the assessment of a level for each child.

It is the teacher's responsibility to ensure these folders are kept up to date.

Learning Overviews

Each child will have a Learning Overview for *'Literacy & English* and *'Maths & Numeracy'*. These Learning Overviews contain significant aspects of learning within a CfE Level. The Learning Overviews have a variety of purposes:

1. To support discussions between teacher and child regarding progress and next steps in learning.
2. To support judgement as to whether children are on track to achieve CfE Level
3. To provide parents with deeper understanding regarding CfE Level and child's progress through level.
4. To support transition

Learning Overviews should be referred to frequently with children to support learning conversations. Teachers may use them to support individual, group or class discussions.

Identified targets from the Learning Overviews and will be added to 'Showbie' so that there is clarity between teacher, child and parent/carer regarding specific next steps in learning.

Following a range of assessment opportunities, teachers will engage in learning conversations with children to agree whether a target has been met or not. When teachers and children are confident that a target within the Learning Overviews has been met, then the target should be stamped. New targets are then set and added to 'Showbie'.

Attainment Tracker

Progress and attainment is tracked using our 'Attainment Tracker'. Our nursery staff and class teachers update this spreadsheet three times per year and use this as the basis for the follow-up 'attainment consultation' (see section below).

The attainment trackers are used to track, both, teacher professional judgements and summative assessment scores for every child in the school.

Following the analysis of a range of assessment evidence, teachers use a six point scale to record whether children are 'on track' to achieve a CfE Level or not.

1. **Significantly Below**	More than 1 year behind expected level of attainment
2. **Below**	Up to 1 year behind expected level of attainment
3. **On Track (with Support)**	On track to achieve expected CfE Level, although requires some confidence building or motivation.
4. **On Track**	On track to achieve expected CfE Level
5. **Above**	Up to 1 year ahead of expected level of attainment
6. **Significantly Above**	More than 1 year ahead of expected level of attainment

Attainment Consultations

At three points throughout the year (September, February, May), class teachers will meet with a member of Senior Leadership Team (SLT) and Support for Learning Teacher (SfL) to discuss the attainment and progress of every child. The attainment consultations will focus on the following aspects:

Reliability of Judgements- Discussion regarding how confident you are regarding your attainment judgements and what approaches you have used to inform your judgements.

Attainment – Using 'Attainment Tracker' to discuss which children are 'on track' or not (using six point scale) towards achievement of relevant CfE level. Judgements should be supported by a range of evidence. Questions will be used to 'unpick' judgements and identify where support/challenge is required.

Achievement – discussion regarding opportunities for personal achievement within class and beyond- personal achievements, involvement in extra-curricular activities and clubs and in-school roles such as pupil leadership tasks. Specific attention given to children who may not be participating in opportunities for wider achievement.

Wellbeing – Any ongoing concerns regarding child's wellbeing, eg. Attendance, poor self-esteem. If there are concerns then next steps are identified in order to address these, including partnership working.

Inclusion/ASL – any Additional Support Needs are discussed as well as strategies and interventions in place to support. Individual needs may be discussed further during an additional meeting with Support for Learning Teacher.

Wellbeing Tracker

Judgements regarding children's wellbeing is being gathered and tracked from Primary 1 to Primary 7 through the use of wellbeing webs.

Through our Health and Wellbeing programme and school assemblies, time is dedicated to teach children about each of the eight wellbeing indicators. Displays are also present within school and updated regularly to support children in understanding each wellbeing indicator. Children have created characters for each wellbeing indicator and use these when identifying and discussing wellbeing.

At three points within the year children use Wellbeing Webs to score each aspect of their wellbeing. Notes to justify each scoring are also recorded by children, or by an adult within class if children not able to record their thoughts. Wellbeing scores are shared with management team, who will then record them into the Wellbeing Tracker.

Further exploration is carried out with any child who has scored lower than 6/10 within any aspect of their wellbeing. Decisions are then made as to whether or not any actions are required in order to address aspects of wellbeing.

If a child is involved in a specific intervention to address an aspect of wellbeing then a further Wellbeing Web may be carried out. The Wellbeing Tracker is updated with new scores.

An overview of the professionals involved, and plans which are in place for a child, are also held within the Wellbeing Tracker. This section of the tracker is updated regularly by our Support for Learning Teacher.

Further information regarding our processes for supporting positive wellbeing can be found within our 'Nurture Framework'.

Moderation

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations. At Earlston and Gordon Primary Schools it involves teachers, and other professionals working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- **Plan** learning, teaching and assessment
- **Check** that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used
- **Sample** evidence from learners' work and review teachers' judgements
- **Agree** strengths in learners' performances and next steps in learning
- **Provide feedback** on teachers' judgements
- **Inform improvements** in our practices

The Moderation Cycle is a tool used within our schools to place assessment and moderation within the process of teaching and learning. By ensuring that the Moderation Cycle is used, a firm foundation is in place to improve quality professional dialogue on teaching and learning.

Education Scotland's **Moderation Cycle** can be found within *Appendix 6*

There are a range of opportunities available for teachers to engage in moderation, including:

- **Ongoing Informal Moderation:** There is a culture across, both, Earlston and Gordon Primaries of staff sharing experiences, pupils' work and ideas with their peers on a regular basis. The value in the informal conversations that take place at the start and end of the school day in one another's classrooms cannot be underestimated.

- **Moderation within Levels:** **Stage planning** dates are timetabled to take place at the start of each term. These provide teachers with the opportunity to work with other colleagues within their level to plan IDL or other curricular areas. During these meetings teachers should be thinking about the progression in learning from one year to the next.
  Dates will also be identified within the school calendar for teachers to share **moderate pupil work** for a specific curricular area with others at a similar level. This process supports teachers in recognising whether work produced within their class is of a suitable standard.

- **Moderation across levels:** While value can be gained by moderating with others at a similar stage, there is also a lot of value in sharing ideas and learning with others from different stages within the school. This supports teachers understanding of progression in learning. There is at least one date within the school calendar identified each year for moderation across CfE Levels.

- **Moderation across schools:** In order for us to enhance our understanding regarding standards it is important for us to look outwards as well as engaging in moderation within our own schools. There is at least one date within the school calendar each year for moderation with other colleagues from across Earlston Cluster. This moderation opportunity is usually planned by a team of Principal Teachers or Depute Headteachers.

Home-Learning Opportunities

Within Earlston and Gordon Primaries we DO NOT provide 'homework' in its traditional form: setting reading pages, worksheets and spelling tasks that must be returned by a set date to be assessed by the class teacher. We also DO NOT apply the home-learning approaches of 'flipped classroom' where children MUST engage in some learning tasks at home in order to engage and succeed in the follow-up work that takes place in class.

Instead our teachers provide **opportunities** for home-learning that complement the work that has already been taught within class. Our home-learning approach is based on the following understandings and principles:

- **Research shows that homework has greatest impact when it links to learning from the classroom**: therefore, all home-learning opportunities will just be additional practise of work already taught within class.
- **Children often engage in play, sporting clubs and hobbies out-with school**: therefore, the quantity of our home-learning opportunities are not overwhelming.
- **Children have individual preferred study methods**: therefore, our home-learning approaches often allow personalisation and choice.
- **There can be inequity in the support that learners have at home due to personal family circumstances:** therefore, home-learning opportunities are encouraged but never made mandatory. Teachers may also provide time within class for self-lead study opportunities.

The type of home-learning opportunities provided will differ depending on the age/stage of children and specific learning focus within each class.

Some examples of home-learning opportunities may include:

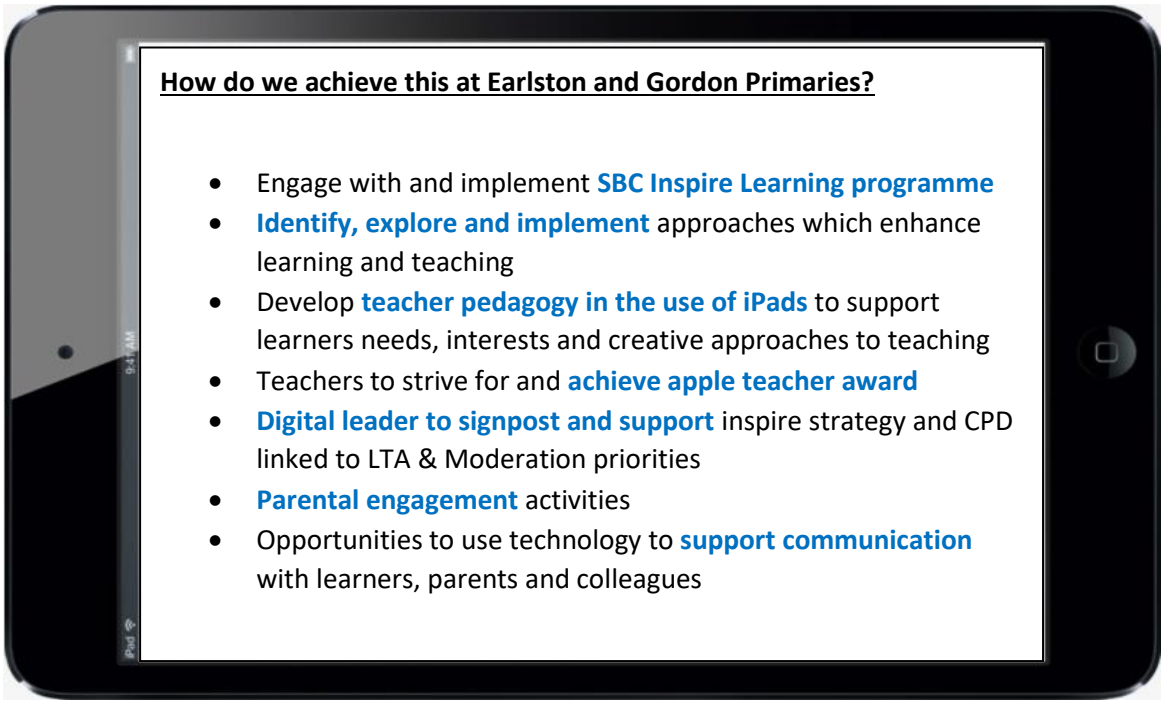
- **Phonics**: providing children with a selections of phonics sounds that have been taught in class
- **Reading Practise:** repeated practise of reading taught in class- provided text and/or high frequency words
- **Spelling Practise**: providing a range of opportunities to practise specific spelling patterns
- **Maths / Numeracy**: providing pupils with copies of Learn Its, CLIC and SAFE assessments

As children, move into Primary 7 a greater emphasis will be provided on the importance of children taking responsibility for self-study skills. The may begin adding some suggested time-frames to home-learning opportunities to support children in developing independence and study skills prior to their transition to secondary school.

Inspire Learning: Digital Strategy

Our Digital Rationale:

- Our learners will have opportunities to **exercise choice**, including the appropriate use of digital technology, and take increasing responsibility as they become more **independent in their learning**
- We aim to deploy a wide variety of **innovative and creative resources and teaching approaches**, including digital technologies
- Our use of digital technology will **unlock new opportunities for learning** rather than just substitute paper and pencil.



Key Knowledge, Understanding & Skills

Learners will develop key knowledge, understanding & skills such as:

- knowledge and understanding of the key concepts in technologies, including coding
- curiosity, exploration and problem solving skills
- planning and organisational skills in a range of contexts
- creativity and innovation
- computational thinking
- data literacy
- skills in using tools, equipment, software, graphic media and materials
- skills in collaborating, leading and interacting with others in and outside the school classroom
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation and communication skills
- awareness of sustainability

Parents as Partners of Learning

Within Earlston and Gordon Primaries we recognise and value the role parents and carers have as key educators in their child's life. We therefore plan for many opportunities throughout the year for working in partnership with parents to:

- Discuss **progress in learning**
- **Share key information and strategies** for meeting their child's educational, social and emotional needs.
- **Celebrate learning and achievements**
- Identify ways to further **improve the school and all that takes place within it**

In order to achieve these aims, a range of opportunities are planned for:

Sharing Class Learning

Curriculum Overviews: At the start of each term, teachers will prepare a Curriculum Overview for parents/carers. This overview highlights the key learning opportunities that are due to take place over the course of the term. As the Curriculum Overviews are for the whole class, they contain broad information- the fine details regarding each child's next steps in learning are available to see within Showbie.

A copy of our **Curriculum Overview** template can be found in *Appendix 8*

Showbie: Each class will have their own Showbie page. This page will allow work to be organised and allocated to children so that they can access independently, as well as allowing children to select work to share with their parents. Highlighted topics of learning from the Curriculum Overview will be made available for parents to see progress in. Class teachers will share the specific next steps for each child by taking statements directly from our Learning Overviews.

Learning Overviews: The will be updated throughout each term to record what Learning Outcomes each child is showing competence in. In order to make judgements, teachers should carry out a range of assessments and engage in learning discussions with each child. Learning Overviews will then be shared with parents prior to Parent-Teacher Consultations and with the Mid-Session Report.

Performances and Showcase Assemblies

There are a range of opportunities throughout the year for parents to come into school to hear about and celebrate some of the learning that has taken place. Examples of these include:

- Class showcase assemblies (one for each class per year)
- Christmas Performance (all classes involved)
- Dance Festival (all classes involved)
- Turner Award (displays of artwork from all classes)

Parental Input within classes

When planning any aspect of learning, teachers should be trying to make links with the wider world of work. In addition to inviting businesses into our classrooms (or arranging visits to them), we recognise the vast skillset and talents of our parents and carers. Class teachers do not need to ask permission prior to inviting parents into their classroom, although should notify the office so that these sessions can be added to the school diaries.

Parent-Teacher Consultations

Parent-Teacher Consultations take place twice per year: prior to October holidays then again in May.

At the first Parent Council session the focus is mainly on how the child has settled into their new class, their engagement with learning and what supports are in place. This is also a great chance to gather information from parents regarding their child's thoughts about school, any challenges etc.

The consultation in May presents opportunity to reflect on learning throughout the year: particular interests, progress made, achievements and next steps in learning.

At both consultations, staff should use attainment data to report to parents whether children are on track with learning or not. If not, then we share what we are doing as a school to support and offer suggestions for home.

Mid-session Report

A report goes out to all parents in February to share with parents information regarding their child's attainment in Reading, Writing, Listening & Talking, Maths and Numeracy. Teachers should use data from attainment consultations to support them in completing this report.

In addition to attainment levels, teachers should also write a couple of qualitative sentences for literacy and maths/numeracy, including any areas for further development. There are also spaces to write some comments regarding Health & Wellbeing and the 'Pupil as a Learner'.

Attendance data will be added by admin prior to being sent out.

A copy of the **Mid-Session Report format** can be found in *Appendix 9*

Universal Plus Reviews and MAC Meetings

Some children will require additional meetings throughout the year in order to meet educational, social or emotional needs- these meetings are called Universal Plus Meetings, or Meetings Around the Child (MAC) if several agencies out-with education involved.

Meetings will usually be arranged by a member of the Leadership Team and will involve parents, teacher, partner agencies and views of child. Meetings will be coordinated to take place within RICCT or after school so that teachers can attend.

Several actions may be identified at the meetings. The relevant member of the team around the child is accountable for ensuring actions are completed as planned.

School Newsletters & Parent Information

Newsletters are sent out fortnightly to parents, highlighting key events that have taken place within school, important dates for the diaries and any relevant information regarding the school. Teachers are encouraged to send an email to the headteacher with any information they feel would be useful to share in the fortnightly newsletter.

Information and permissions can also be sent out to parents via 'Groupcall'.

Parent Council

We value the role that Parent Councils play in; raising funds; providing feedback; and supporting school improvement. Parent Council meetings usually take place once per term within the school. All teachers are welcome to attend these meetings.

Family Learning Opportunities

We recognise that in order to maximise the support and opportunities we offer the children of Earlston and Gordon, we have a key role in providing 'family learning' opportunities for parents/carer. These sessions allow parents to develop understanding and skills in a range of aspects.

Partner services, such as Community Learning and Development, support us in the delivery of parent/carer sessions. However, teachers are also a valuable resource for supporting family learning. Sessions can be tailored specific for parents/carers only or parents/carers can be invited along to workshops to learn with their children. Your class could even take a lead role in planning and delivering the session(s) for parents/carers.

Appendix 1

A summary of child, staff and parents' ideas of our values in action

Below is a collation of ideas from staff, children, parents and community partners as to how we can ensure our four identified values are embedded within Gordon Primary School and Nursery.

Staff, pupils and parents evaluate against these regularly to recognise successes and areas for further improvement.

Nurturing	• There is a shared understanding between children, staff and families about what nurture is • Training opportunities for staff and parents to provide children with highest levels of nurture • Children feel comfortable to share how they are feeling with their teacher and know that any concerns will be listened to and acted upon. • All children and staff recognise that behaviour is a form of communication. • All children complete wellbeing webs regularly. Staff take on board their views and act on any areas of wellbeing which have been highlighted as a concern. • Programmes and systems in school to develop emotional regulation and resilience • School staff and partners work with individuals and small groups to deliver nurture interventions specific to needs of child. • Adults knowing know children well and caring about what is going on in their lives • Playground buddies and support for children who are having difficulty forming relationships • Sharing and celebrating achievements throughout the whole school • Nurturing leadership (eg. through house captains, sports leaders, JRSOs etc) • Recognising, accepting and respecting that we are all unique • Creating safe spaces for children to access if needing space to regulate emotions

• Children have opportunity to engage in learning contexts which are relevant and linked to real-life opportunities • Form strong partnerships with parents and partners to support learning taking place within class • During planning stage, seek views of children and take these on board, following interest paths • We use technology within classrooms to allow children to develop ideas and learn from others • We provide opportunities for children to lead learning and lead aspects of school improvement • We explore ways the outdoors and local community can support and enhance learning • High quality wall displays which support learning, model good work and celebrate achievements • Using technology to support and show our learning • Sharing and celebrating our work (within and between classes) • Encouraging others to try new things • Giving positive and constructive feedback • Being a positive role model to others • Inviting people in to talk about their jobs • Providing children and adults with new opportunities • Making links with Earlston High School • Providing opportunities for children to explore and develop personal interests • Buddying up with partner schools (local, national and global level) to support and enrich learning • Inviting previous Gordon Primary pupils into school to talk about their success and achievements	**Inspiring**

Creativity	
	• Applying creative approaches to deliver learning in a fun and meaningful way • When met with challenges, we are creative in our approaches for finding a solution • High quality displays throughout school to celebrate our creative ideas and learning • Establishing a culture where all views are valued and people are encouraged to think outside the box and see things from a different perspective • Providing opportunities for children to explore • STEM opportunities within every class, every year • Recognising and celebrating talents • Using technology to demonstrate our learning in creative ways • Having a positive mindset for work • Opportunities for whole school projects • Choice in class to personalise artwork and layout of work • Creative and imaginative play • Opportunities to perform • Opportunities to showcase our creative learning with wider community • Use creativity to support positive wellbeing: Art and Play Therapy

	Community
• Children supporting one another within class and across classes • Encouraging visitors into our school and excursions out of school to support learning • Positive communication systems with parents (newsletters, social media, in person) • Opportunities for parents to come into school to gain deeper understanding and celebrate the learning that is taking place within class. • Opportunities for parents and partners to be working in partnership with school to support improvement • Opportunities for children to be helping others in our community • Community litter picks • Provide care for animals and nature within our community • Raise awareness of (and money) for charities • Invite parents and wider community into school; to support learning; to fundraise; to celebrate achievements; to support running of our library; • Make links with local businesses • Art projects to help decorate village • Make use of our local environment: Greenknowe tower, Woodlands etc • Working in partnership with agencies to provide family learning opportunities • Links with local Church: supporting learning and celebrating significant events • Links with other community groups: Civic Week Committee, Woodland Committee, Bowling Club, Community Council, Flower Show Committee etc.	

Appendix 2

Our Curriculum Rationales

Our Vision
Striving Each Day to be the Best Version of Ourselves
Our Values
Inspiring
Nurturing
Creativity
Community
Wellbeing Indicators
Our Aims
Ready,
Respectful
Responsible
Successful Learners
Effective Contributers
Responsible Citizens
Confident Individuals
Excellent Teaching for Excellent Learning
Activate Prior Knowledge
Sharing Learning Intentions
Agree Success Criteria
Guided Practice
Independent Practice
Promote Thinking
Assessment
Feedback
Opportunities for Achievement
✔ Leadership Opportunities
✔ Achievement Assemblies
✔ Sport Events
✔ Wider Achievement Trackers
✔ School House System
✔ Learning Overviews
✔ School Shows
✔ Trips & Excursions
✔ Enterprise
✔ Buddying
7 Principles of Curriculum Design
Challenge & Enjoyment
Breath
Progression
Depth
Personalisation & Choice
Coherence
Relevance
8 Curricular Areas
Expressive Arts
Health & Wellbeing
Languages
Mathematics
Religious & Moral Education
Sciences
Social Studies
Technologies
Community Partnerships
With thanks to:
Earlston Local Businesses
Earlston Ukulele Club
Earlston In Bloom
Earlston Parish Church
Earlston Parent Council
Earlston Civic Week Committee
Earlston Community Council
Earlston Bowling Club
Earlston Early Learning & Childcare
activeschools SCOTTISH BORDERS
Beyond Earlston
TESCO
ASDA

Appendix 3

Excellent Teaching for Excellent Learning Toolkit

Earlston and Gordon Primary Schools

Excellent Teaching for Excellent Learning

The steps highlighted within this document are not intended to be implemented in a linear process

You may feel it beneficial to change the order of the components depending on the lesson

Some steps may be revisited numerous times within the lesson

This full learning process may require more than one lesson

Underpinning all elements are:

- Positive relationships
- Support and challenge
- Organisation & Management
- Personalisation & Choice

Activate Prior Knowledge

(Daily, Weekly, Monthly Review)

- Making links to previous knowledge & experiences
- How does this fit in with the Learning Intention?
- Which children do I need to look out for?

Sharing Learning Intentions

- What is the hook into the new learning?
- Language: 'understand', 'know' or 'be able to'
- Do children understand the Learning Intention?
- Why do children need to know this new learning?

Agree Success Criteria

- Language: 'I can... ' statements
- Is this shared in a way that children (and adults) can make reference to it to evaluate progress?

Guided Practice ('I Do')

- Demonstrate: What does a good one look like?
- Identify key knowledge, understanding and vocabulary
- Common misconceptions or errors identified

Independent Practice

- *Supported* ('We Do'): Individual practise, but within a group with teacher as guide
- *Independent* ('You Do'): Child practises unaided, teacher observes and intervenes where required

Promote Thinking

- Questioning: pose, pause, pounce, bounce
- Discussion: share your thoughts on..., think-pair-share
- Show me boards

Assessment

- Self: self-assessing against criteria and self-quizzing
- Peer: class critique, peer assessment
- Teacher: observation, questioning, exit passes

Feedback

- Clear and precise, moving learning forward
- Individual and whole class messages
- Making links to Learning Intention and Success Criteria
- Opportunities to gather feedback regarding teaching

Appendix 4

A more detailed look at our Excellent Teaching for Excellent Learning Toolkit

These 'Power-Up Prompts' have been informed from texts by Bruce Robertson, specifically his third book: ***The Teaching Delusion 3: Power Up your Pedagogy*** *(2021)*.

In addition to containing lots of useful information for developing our understanding of each aspect of our toolkit, the book also provides a number of 'trusted techniques' for practitioners to use within their classes.

Structural Components:

Daily Review (including weekly & monthly review)

- Lessons **begin with a review** activity, requiring recall from long term memory.
- There is an appropriate **blend of recent and less recent** material.
- All **students are engaged**, thinking about what they should be thinking about.
- Activities **provide formative information to students**.
- Activities **provide formative information to the teacher**.

Learning Intentions

- The Learning Intention **relates to specific learning, not doing**.
- The Learning Intention is **clearly worded**.
- The Learning Intention is **clearly communicated, visually and verbally**.
- There is appropriate emphasis within Learning Intentions to **highlight 'learning hooks'** (key words).
- The Learning Intention is **specific to the lesson being taught**.
- Success in relation to the Learning Intention is **evaluated within the lesson and plenary**.

Success Criteria

- Success Criteria clearly communicate **what you are looking for**.
- Success Criteria are **shared and revisited at appropriate points** in the lesson.
- Success Criteria are **specific** enough so that learning can be evaluated.
- All students **prove their learning** against each of the success criteria.

Guided Practice (I do)

- Presentations are **interactive**: holding students' attention and making everyone think.
- Resources and presentations are carefully designed to support students to **focus on the specific content** that we want them to be thinking about.
- As far as possible, **visual representations are blended with complementary narration**, avoiding unnecessary written text.
- Presentations include **multiple concrete examples** (including non-examples and common errors/misconceptions)
- Steps are taken to **make content interesting**.
- Strategies are used to **help students memorise core-content**.
- There are **frequent checks for understanding**.

Guided Practice (We do)

- Practice focusses on the improvement of **specific** knowledge and skills.
- Guided practice is used to **model success and gauge student understanding**.
- Guided practice examples are **carefully sequenced by difficulty**, avoiding cognitive leaps that are too big.
- Guided practice achieve a **minimum 80% success rate**.
- Some children will then move onto **supported practice**, while others are ready for **independent practice**.

Independent Practice (You do)

- Independent practice is a direct **reinforcement** of what has been covered in guided practice sessions.
- Practice opportunities require students to **think about content in multiple ways**.
- Students have access to resources that allow them to **evaluate their own learning**.
- Students have **access to timely support** as they are practising.

Assessment

- Assessment tasks should provide teacher and/or learner with **evidence that links to Learning Intention**
- Teachers should carefully **consider the assessment method** best suited to the task: Self-assessment, Peer-assessment or Teacher-assessment.
- Assessment can take place **'live'** within the lesson, **prior to** the lesson (eg. KWL grid) or **following the lesson** (eg. exit pass)
- Data from assessments should **inform future teaching** and learning opportunities.

Feedback

- Activities in lessons generate evidence to give feedback on.
- Feedback is delivered in manageable chunks.
- Feedback is as specific as possible.
- Feedback makes clear how performance can be improved.
- Every student receives feedback on their performance.
- Students have to think about the feedback they receive.
- Students are given enough time to act on feedback, so we can check they understand it.

Underpinning Elements:

Promoting Thinking

- Teacher exposition is infused with **frequent questioning**.
- Every student is **expected to think** about every question asked.
- Questioning is used to **explore both surface knowledge and deep understanding**.
- Through careful listening, **teaching engages with students' answers**, including the specific detail of these.
- Students **listen to and learn from each other's answers**.
- Students who **can't answer questions are supported and challenged** to learn what they need to answer these in the future.

- **Discussions** are focused on specific learning.
- Discussions are **supported so that all students participate** and learn from each other.
- Key points that emerge from discussions are **emphasised and made clear**.
- There is due care to **avoid teaching biases or allowing offence to be caused**.

Positive Relationships

- There are **high expectations** for standards of student behaviour.
- **High standards are modelled** in everything we do.
- There are **clear, specific rules for student behaviour** in the specific situations that require them.
- **Routines** are used to help make the room run smoothly.
- Misbehaviour is managed through **consistent, proportionate** use of corrections and consequences.
- There is **authentic use of praise** for effort and high quality work.
- Time is made to **interact** with every student.
- Mistakes are **pointed out supportively**, and used formatively.

Support and Challenge

- Every student has **access to support**, as and when they need it.
- There is a **common core**, with overlearning opportunities that go beyond this.
- **Differentiation within classes should generally be in terms of the *support*** which is offered, rather than in terms of setting different tasks for different students.
- **Choices within activities offer appropriate support and challenge** to everyone
- Students who have mastered content are used as a **teaching resource** for others.

Organisation and Management

- The structural features of each lesson should be **considered prior to** the lesson taking place.
- Careful consideration must be given to **time and pace** for each structural component of a lesson.
- **Resources for learning should be prepared in advance** of lessons.
- **Learning environment and space is used effectively** to allow children the opportunity to engage effectively, whether independently, in pairs, in groups or as a class.
- **Visual timetables** should be used to inform children of the timetable for the day.

GORDON AND EARLSTON PRIMARY SCHOOLS: School Improvement Monitoring Calendar

	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
1.3 Leadership of Change											
VVA- staff, pupil and parent	Staff awareness- expectations for the year			Staff- mid-session implementation review					Staff, Pupil and Parent Evaluations	Target setting for next session	
Distributed Leadership- Planning, Impact, Evaluations	Initial planning meeting					Mid-way check				Impact Evaluation	
Review of progress towards SIP			Progress Monitoring by SLT			Progress Monitoring by SLT			Progress Monitoring by SLT	Impact Evaluation involving all staff	
Staff PRD and follow up conversations		ANA and EYP Appraisals				Mid-way Prof Learning Support Meeting					Teacher PRDs
Self-evaluation against Quality Indicators		1.3		2.3		3.1		3.2			

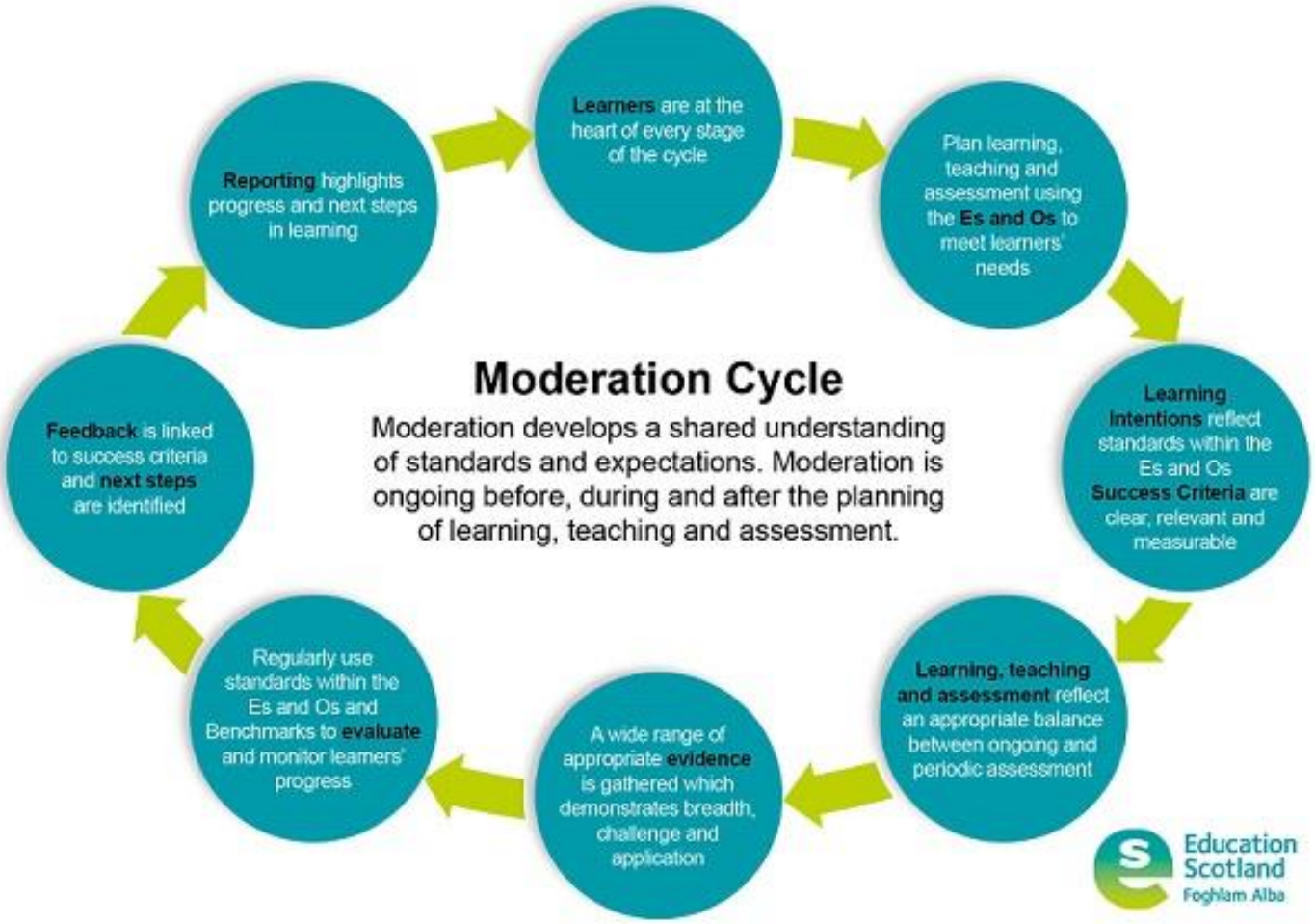
2.3 Teaching & Learning											
Excellent Teaching for Excellent Learning – Pupil Evaluations			Pupil LTA Evaluation					Pupil LTA Evaluation			
Excellent Teaching for Excellent Learning – Teacher Evaluations			Teacher LTA Evaluation					Teacher LTA Evaluation			
Excellent Teaching for Excellent Learning – Management Observations		Drop in LTA Visits	Drop in LTA Visits	Drop in LTA Visits	Drop in LTA Visits	Drop in LTA Visits	Drop in LTA Visits	Drop in LTA Visits	Drop in LTA Visits	Drop in LTA Visits	
SLT monitoring of forward planning		Teacher/SMT Planning Discussions				Teacher/SMT Planning Discussions					
Quality and Pace of Learning			Jotter Monitoring (literacy)		Jotter Monitoring (Numeracy)		Jotter Monitoring (literacy)		Jotter Monitoring (Numeracy)		

3.1 Wellbeing, Equality & Inclusion											
Staff understanding of GIRFEC, Wellbeing Indicators, UNCRC etc										Staff Survey- impact & target setting	
Staff Wellbeing					Staff Wellbeing Questionnaire (optional)						
Impact of Wellbeing and Inclusion on Learners		Pupil Wellbeing Webs (P4-7)			Pupil Wellbeing Webs (P4-7)			Pupil Wellbeing Webs (P4-7)			
Dyslexia Consultations (SfL led)			Meeting 1				Meeting 2			Meeting 3	
PEF Wellbeing- Impact Evaluations			Evaluations of interventions		Evaluations of interventions			Evaluations of interventions		Evaluations of interventions	Final Evaluation Report

3.2 Raising Attainment & Achievement											
Moderation of assessment evidence				In-School Moderation		Cluster Moderation				In-School Moderation	
Monitoring of Learning Overviews and Showbie			Pupil Discussion Group					Pupil Discussion Group			
Attainment, Achievement & Wellbeing Consultations		Initial Meeting (no changing of scores)				Attainment Meeting			Attainment Meeting		Final Adjustments to Attainment Data
Attendance monitoring- SLT			Attendance Monitoring 1 (no letters sent out)			Attendance Monitoring 2			Attendance Monitoring 3		
Wider Achievement Monitoring						Tracker monitoring					Tracker monitoring
Formal Assessments		P7 SNSA	P4 SNSA			Spelling	P1 SNSA				
PEF Attainment: Child and Staff Evaluations			Evaluations of interventions		Evaluations of interventions			Evaluations of interventions		Evaluations of interventions	Final Evaluation Report

Appendix 6

Moderation Cycle



Appendix 7

Planning Folder Expectations

Section	Contents of Each Section	Further Notes
Section 1: Information regarding class	• Timetable • Class list • Contact numbers • Seating plan • E&O Mapping Overview • Year Overview	
Section 2: Literacy	• Groupings for Writing • Writing Progression • Writing Type and Form Overview • Spelling planners • Groupings for reading • List of books read for each reading group • Reading/Listening & Talking joint plans (select organiser as key focus for learning)	
Section 3: Maths & Numeracy	• General Groupings • Progression Pathway • Learn It Tracker	
Section 4: IDL	• IDL Plan for this term • Assessment sheet to track against selected Learning Intentions	

Section 5: Expressive Arts	• Progressions/Plan for each aspect of Expressive Arts
	  ○ Art & Design
	  ○ Music
	  ○ Drama
	  ○ Dance	

Section 6: RME	• Progression	
Section 7: Health & Wellbeing	• Health and Wellbeing Progression Planner	
Section 8: Languages	• Progression	
Section 9: Technology	• Glasgow ICT Programme	
Section 10: Science	• Science Progression for identified area	
Section 11: Support for Learning	• Any key info needed by supply regarding individuals. • IEPs • IBPs • Child's Plans	

Term 1
Term 2
Term 3
Term 4

Earlston/Gordon PS Class: Curriculum Overview Block: 1 2 3 4

Literacy – Reading, Writing, Listening and Talking

Reading:

-

Writing:

-

Talking & Listening:

-

Numeracy & Mathematics

Numeracy:

-

Maths:

-

Health & Wellbeing

Building Resilience:

- This term we will be focussing on the importance of '????. This involves…

Wellbeing Indicators:

-

Physical Education:

-

Other Discrete Aspects of Learning

Science:

-

Religious and Moral Education

-

Expressive Arts:

-

Languages:

-

IDL Topic this term:

Title

Summary of the topic:

-

Social Subjects:

-

Technoligies:

-

Look out for:

-

Outcomes that will be on Showbie:

You will find more detail about these highlighted pieces of learning on our Showbie App.

Please look out for assignments, photos of learning and general communications about these pieces of learning.

Appendix 9

Mid-Session Report Format

Scottish Borders Council

Gordon Primary School

Striving each day to be the best version of ourselves

Pupil Progress Report
February 2022

Name:
Class:
Attendance:

Expected Curriculum for Excellence Levels in Scottish Primary Schools
Early: Nursery and P1, or later for some
First: To the end of P4, but earlier or later for some
Second: To the end of P7, but earlier or later for some

PROGRESS IN LEARNING IN: LITERACY AND ENGLISH

WORKING TOWARDS: ????? Level	NOT ON TRACK	ON TRACK	ABOVE TRACK
LISTENING AND TALKING			
READING			
WRITING			

Literacy & English Comment:

PROGRESS IN LEARNING IN: NUMERACY AND MATHEMATICS

WORKING TOWARDS: ????? Level	NOT ON TRACK	ON TRACK	ABOVE TRACK
NUMERACY			
MATHEMATICS			

Numeracy & Maths Comment:

PROGRESS IN LEARNING IN: HEALTH AND WELLBEING

PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORT	
DEVELOPING MENTAL, EMOTIONAL AND SOCIAL WELLBEING	

PUPIL AS A LEARNER

STRENGTHS INTERESTS ACHIEVEMENTS ATTITUDE TO LEARNING NEXT STEPS	

CLASS TEACHER: DATE:

HEADTEACHER/DEPUTE HEADTEACHER: DATE:

Inspiration *Creativity* *Nurture* *Community*