



As a community we grow and learn together to achieve our ambitions



LEARNING AND TEACHING IN OUR SCHOOL

SEPT 2021

Children learn best when they understand what they are learning and what is expected of them.

The terms '**Learning Intentions**' and '**Success Criteria**' are used by all teachers in all classes. Learning intentions and success criteria help children understand both what they are learning and how to succeed. They need both learning intentions and success criteria to develop as learners, consolidate and achieve new knowledge.

Learning intentions describe what the children are to learn, not what they should be able to do.

Learning intentions help children focus on the aim of the lesson, keep the subject material relevant to them and support their understanding of the context.

They are not about what they are doing (the task) but what they are learning.

Success criteria are linked to the learning intention and they are the evidence of learning that teachers want to see in the children's' work.

They help the teacher and child to make judgements about the quality of the child's learning.

They keep children on track with their learning and the task as well as challenge them to achieve.

The learning intentions and success criteria should be linked.

Teachers often share an example of what good success criteria look like as this can help children understand how they can be successful. Knowing what success looks like, children will be able to work towards it and accomplish it. For some children, scaffolding the learning helps them apply their knowledge and gives them the understanding of the context.

This is not about them cheating – it is about them developing an understanding of how to achieve.

Learning

Curriculum for Excellence (CfE) represents an approach to learning in schools intended to help learners develop skills, knowledge and understanding in more depth. , so they can learn what they need to know and be able to do, as adults

Examples of how your child learns in school are:

- **Using technologies in learning** – to find material, communicate, create and present.
- **Active learning** – being actively engaged, whether mentally or physically, using real life and imaginary situations
- **Cooperative learning** – encouraging thinking and talking together, to discuss ideas and solve problems.

- **Cross Curricular/ Interdisciplinary learning** – using links between different areas of learning to develop, reinforce and deepen understanding.
- **Outdoor learning** – making use of the outdoor environment for learning.
- **Personalisation and choice** – being given choices and being involved in planning how and what they learn. Not ‘one size fits all’.
- **Skills** – CfE emphasises the development of skills for learning, life and work. At all stages of CfE, across all subjects, children learn skills such as literacy, numeracy and expressive arts, as well as how to think creatively, assess risks, make decisions, respect others and work in teams along with many others.

Children should have the chance to influence decisions about their learning and what happens in school.

All learning must be relevant, coherent, involve the children’s’ own personalisation and choice, have breath, progression and depth and be challenging and enjoyable.

Assessment is crucial to tracking progress, planning next steps, reporting and involving parents and learners in learning.

Evidence of progress can be gathered by the children themselves, and by fellow pupils (peers), parents and teachers and other professionals.

- **Self-assessment** – children are 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.
- **Peer assessment** – children are encouraged and supported to work together to help others assess what is good about their work and what needs to be worked on.
- **Profiling** – is the process by which children reflect on their learning for themselves and in dialogue with others, a **Learning Conversation**. Evidence of progress and achievement is stored individually. Profiling increases self-esteem, improves motivation, and thereby improves learning.
- **Feedback** – Or how teachers and children talk about how the children are getting on in their learning and about how to improve.

The important thing about feedback is what the child does with it.

The children’s’ work being looked at is not important in and of itself, but rather for what it can tell us about the children - what they can do now, what they might be able to do in the future, or what they need to do next.

The focus of feedback should be on changing the child rather than changing the work. Children are being encouraged to develop their ability to give themselves feedback.

Curriculum QI 2.2

- ✓ Embed revised system of planning for all curricular areas.
- ✓ Embed revised expectations for timetabling.
- ✓ Embed revised programmes of work across the school.
- ✓ Introduce revised method of teaching cross curricular topics and Interdisciplinary learning.
- ✓ Review and refresh school Curriculum Rationale.
- ✓ Review and refresh Modern Languages programme.
- ✓ Introduce third language to upper stages pupils.

Learning Teaching and Assessment QI 2.3

- Ensure all curricular areas are to be planned and taught in line with new programmes and structures.
- Staff refresh on effective feedback to learners.
- Roll out a structure for recording and promoting pupil wider achievements.
- Further embed profiling across the school.
- Further develop pupils voice in their learning.
- Focus on assessment and moderation procedures.
- Further develop methods of communicating with stakeholders.

Ballater School **Improvements 2021/2022**

Raising Attainment and Achievement QI 3.2

- Initiate Wider Achievement Programme across the school
- Greater focus on self evaluation involving all pupils, staff and parents
- Further embed pupil profiling to include sharing with parents
 - Develop and focus on skills within learning
 - Further develop Rights Respecting Schools programme
- Embed and link refreshed Vision Values and Aims to learning and achievements