

Education, Children and Families Committee

10am, Tuesday, 15 December 2020

Teaching, Learning & Assessment in the Broad General Education – Covid Context

Executive/routine
Wards
Council Commitments

1. Recommendations

- 1.1 The Education, Children and Families Committee is asked to:
 - 1.1.1 Note the content of this report.

Andrew Kerr

Chief Executive

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Teaching, Learning & Assessment in the Broad General Education – Covid Context

2. Executive Summary

- 2.1 This report provides an update on the Edinburgh Learns Teaching, Learning & Assessment Strategy in the current Covid context. There is a particular focus on Assessing Learners' progress in order to ensure that all learners make expected progress in their learning. This includes addressing any gaps incurred as a result of school closures. Contingency plans, to enable schools to deliver Blended (Connected) learning remotely to young people who are experiencing Covid-related absence, are also detailed.

3. Background

- 3.1 Schools have had to respond rapidly to the need to change their practice as a result of the Covid-19 pandemic. This has led to senior leaders, and their staff teams, adapting to models of learning, teaching and assessment which have supported learners remotely during school closures. In particular, staff have had to develop additional digital skills at an accelerated pace. Upon pupils' return to school in August, schools have focused on supporting, and assessing, young people's Health, Wellbeing and Resilience. Assessments of Literacy and Numeracy skills have been undertaken once it was felt learners could engage with this process, mindful of the variety of young people's experiences during school closures and the potential for trauma and stress. This has been to ensure that continuity in learning has continued including, crucially, identifying gaps in learning. This has been a central aspect of the needs analyses undertaken by schools, informing their Renewal Planning for Teaching, Learning and Assessment, including their Digital Strategy.

4. Main report

- 4.1 School Renewal Planning Schools were asked to submit Renewal Plans in 2 phases to support the safe return of young people to school and to ensure continuity and progression in their learning:-



Teaching, Learning & Assessment Renewal Planning focuses on:-

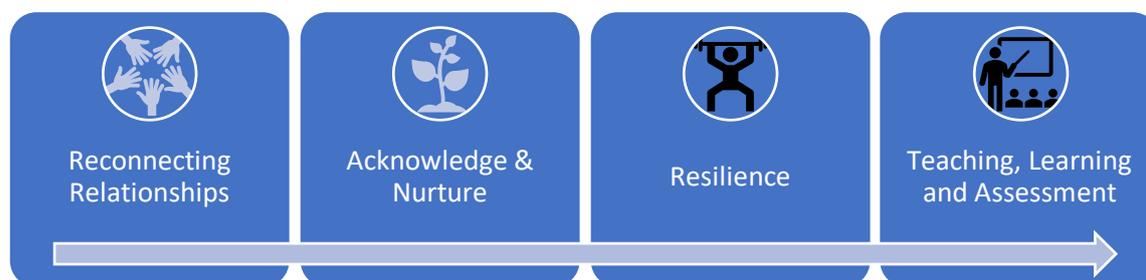
- Review of the Curriculum Rationale to reflect the current context
- The identification of strategies to improve learning, teaching & assessment with clear impact measures detailed
- Digital Strategy including the provision, and deployment, of devices
- Outdoor Learning
- Addressing any gaps in learning, including the effective deployment of the Closing the Gap Workforce
- Contingency plans for Blended (Connected) learning remotely to support young people not attending school due to Covid-related absence

4.2 The Edinburgh Learns Teaching & Learning Framework (Appendix 1) provides schools with guidance about the provision of high-quality learning & teaching practice. The learning & teaching “ charter” within this guidance directs schools to focus on practice in :- Differentiation, Assessment for Learning, Skills and Leadership of learning in order to ensure a high-quality universal provision, which leads to overall improvement in pupils’ attainment and achievement. The Edinburgh Learns Teaching and Learning Team deliver high quality CLPL, to teaching staff, in each of these areas, together with Digital Skills, as part of their professional learning offer. This offer has been adapted to continue to provide CLPL virtually through digital platforms such as Teams, Webinars and Sway. Some of this is practitioner-led, in terms of engagement, to support the need for a flexible approach to staff CLPL during school closure and since returning in August.

4.3 The Edinburgh Learns Assessment & Moderation Draft Framework(Appendix 2) provides schools with guidance about what, how and when to assess learners’ progress and supports schools in developing their Assessment Strategy.

4.4 The principles inherent to each of these guidance documents remain relevant in supporting the delivery of high-quality teaching, learning and assessment, in the current context. Additional guidance was provided to ensure schools were clear about the focus of their work upon pupils’ return to school in August. All schools were advised to focus on the Health, Safety, Wellbeing & Resilience of their young people in order to provide the opportunity for them to reconnect with peers, staff and their learning environments. The wide range of learners’ experiences, during

lockdown was acknowledged, supporting young people in developing resilience strategies helping them to make sense of their individual experiences. Assessments were then undertaken of their Health & Wellbeing, Literacy and Numeracy. (What Edinburgh Learns Guidance, August 2020- Appendix 3) to identify next steps and any gaps in learning.



4.5 Assessing Learners' Progress- Closing the Gap

Schools were asked to consider the following key questions when assessing any gaps in young people's learning:-

- What were the attainment levels of pupils before school closures?
- What was their expected progress? (February Attainment Predictions used as a baseline)
- What is my approach to assessment of pupils' progress? Are Assessment for Learning strategies central to this approach?
- What are the gaps in learning for Health, Wellbeing & Resilience, Literacy and Numeracy?
- What is my strategy to ensure pupils catch up on learning?

Teachers, who know their learners best, have planned programmes of learning which, whilst focusing on the areas above, have provided meaningful contexts for learning, adopting creative approaches which motivate and engage learners, while ensuring adherence to Health & Safety measures. Updated guidance detailing the features of effective assessment has been provided to schools in the Assessing Learners Progress Guidance issued in August. (Appendix 4)

4.6 Tracking and Monitoring

Schools are required to submit attainment predictions by 30th November. This will provide data about the percentage of young people who are on-track/not on-track to attain expected Curriculum for Excellence levels at P1, 4, 7 & S3. This data will be used by schools to inform targetted interventions and support. At Local Authority Level, it will be used to inform the model of proportionate support provided to priority schools, including targetted professional learning.

4.7 Closing the Gap Workforce

Scottish Government has provided funding for additional staffing as follows:- 58 Primary, 48 Secondary and 11 Special School staff. In Primary schools, 23 teachers have been deployed, on a Cluster basis, since August, with a further 23 to

be deployed from 16th November. Within the Secondary allocation, 23 teachers have been allocated (1 per school), 10 teachers have been deployed to the central Digital Taskforce and 11 pupil support officers appointed to provide Home-link support. 14 Pupil Support Officers are appointed to work within Wellbeing bases. The role of this additional workforce includes:-

- supporting young people who may have suffered a loss of learning during lockdown
- supporting young people who are self-isolating
- supporting small groups of learners who need more intense support
- covering classes for teachers who are self-isolating
- responding to any local outbreaks of the virus, which could necessitate implementation of contingency plans for blended learning, including digital provision e.g. on-line & live teaching and prevent school closures.

Head Teachers make local decisions about the effective deployment of these additional teachers, to ensure learners' needs are supported in an equitable way. A DHT has recently been appointed to oversee the strategic plan for the continued deployment of this workforce, including ensuring engagement in high quality professional learning, delivered by the Edinburgh Learns Teaching and Learning Team. This approach is designed to ensure that this workforce is highly skilled in supporting gaps in learning, including for those who are amongst our most vulnerable young people.

4.8 Contingency Planning – Blended (Connected) Learning

Schools developed approaches to blended (connected) learning in June to support a proposed model of 50% attendance from August. Guidance was issued to support this development. (Appendix 5) This became the Contingency plan for learning which schools have continued to develop as part of their Renewal Plans.

In the event of a local outbreak of the virus, a school, or a number of schools, may be closed (partially or fully) temporarily to help control transmission. This applies to schools and local authorities across all protection levels, and is not reserved only for those areas at the highest levels.

Schools are increasingly finding that numbers of staff and students are needing to spend periods of time self-isolating if they or household members have symptoms, or they are identified as the contact of a positive case. There are also young people, across our schools, who are not attending school due to individual health risk assessments. This is leading to significant numbers of young people who need to be able to continue their education at home, with staff finding they need to manage classes where a proportion of students are in the room and others elsewhere, where they may or may not have regular access to adequate technology and connectivity.

This will be further exacerbated in the higher tier levels if staff, children and young people are required to resume previous shielding activity.

Strong contingency plans, for providing education remotely, are being prepared which should include the possibility of using local and national online Digital resources such as Clickview. Schools are currently using a variety of remote learning approaches determined by their individual contexts:-

- providing learners with physical resources, where needed, such as learning materials, textbooks and digital devices
- providing live learning and teaching sessions with children and young people
- providing access to recorded learning sessions and tasks
- setting learners tasks for completion and submission to / discussion with their teachers to provide ingoing assessment and feedback
- using the opportunity for 'live sessions' (as above) to check in, discuss and engage in person with learners following a learning task, but not to deliver lessons or content
- engaging regularly with learners through email or an agreed platform with a focus on Health, Resilience and Wellbeing.

4.9 Initial consultation with Head Teachers has provided examples of effective practice already developed:-

- Clarity for staff needed regarding the learning to be set to ensure equity of provision for all learners e.g. Literacy, Numeracy, Health & Wellbeing tasks set each day, with learning differentiated.
- Learning should provide continuity, and context, clearly connected to in-school learning, whilst acknowledging that some pedagogical approaches have been impacted by infection control measures e.g. play-based approaches.
- Policy detailing the arrangements for assessment of learners' progress, and provision of feedback, which is clearly understood by learners, parents & carers.

4.10 Head Teachers also report examples of the impact of school closures on learners, which has informed their ongoing contingency planning:-

- Assessments in Literacy and Numeracy, for the most part, indicate that younger learners (particularly P1/2) have more gaps in their learning. Health & Wellbeing Assessments also evidence that developmental aspects of learning are impacted more significantly for younger groups of learners e.g. the ability to share, cooperate and collaborate in learning, potentially due to reduced social interaction.
- Older pupils have less gaps in learning as they are able to access learning more independently and accessing digital platforms more confidently. In a few cases, some of these learners are exceeding expected levels of attainment.
- Where pupils have experienced curricular pathways which provide opportunities for consolidation (overlearning) there is evidence of greater retention and progress. This is most prevalent in older pupils.
- Pupils' engagement in learning has evidenced challenges in equity of Digital provision. It is also essential that, where access to Digital Devices is in place, pupils are taught the skills of using these devices effectively whilst in school so they can use these confidently if learning at home.

- 4.11 The Edinburgh Learns Teaching and Learning Team have developed a centralised “Learning Grids” resource which provides suggested learning tasks which schools (all sectors) can adapt for their own use. Feedback indicates that this is a valuable resource in supporting learners experiencing Covid-related absences

5. Next Steps

- 5.1 Audit of Digital and Remote Learning provision issued to all schools with a completion date of 18/11/20. Proportionate support will be provided to schools reporting low confidence in their existing provision and levels of pupil engagement.
- 5.2 Continue to consult with Head Teachers to gather further examples of effective Contingency learning which will form part of the refreshed Blended (Connected) Learning Guidance. This will include “Talking Heads” videos re a range of scenarios of Covid-related absence (staff and pupils) and their strategies for supporting these. This will be supplemented by the ongoing development of local, and national, remote learning resources.
- 5.3 Attainment Predictions, submitted by 30 November, will be analysed by QIEOs to provide proportionate support to schools with less than 85% of learners not on track for achieving expected levels at P1, 4, & S3 in Literacy and Numeracy.

6. Financial impact

- 6.1 There are no financial implications contained in this report.

7. Stakeholder/Community Impact

- 7.1 Consultation is taking place with Head teachers in schools with a range of contexts i.e. those with 1:1 Digital provision, those who provide a mix of remote learning support. This will inform reviewed Blended (Connected) learning guidance, providing examples of effective practice, to other Head Teachers.

8. Background reading/external references

- 8.1 <https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/>

9. Appendices

- 9.1 Appendix 1 Edinburgh Learns Teaching and Learning Framework
- 9.2 Appendix 2 Edinburgh Learns Draft Assessment & Moderation Framework

- 9.3 Appendix 3 What Edinburgh Learns Guidance
- 9.4 Appendix 4 Assessing Learners' Progress Guidance
- 9.5 Appendix 5 Blended Learning Guidance

EDINBURGH LEARNS

Teaching and Learning



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Aims & Rationale

Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins improvement activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service.

It is the aim of every teacher and early years practitioner to deliver high quality teaching and learning. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills.

Edinburgh Learns, the council strategy to Raise Attainment for All comprises seven key frameworks: Equity, Health and Wellbeing, Learning Together (Parental Engagement), Teaching and Learning, Inclusion, Pathways (to Develop the Young Workforce) and Quality Improvement. Each of these frameworks is informed by data, research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This strategy details the actions required by all to ensure consistent, high quality teaching and learning in schools and centres.

Excellence in Learning

Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is OUR School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicators and key themes have been used to provide the guidance which is developed through the Key Strategic Actions section of this Framework.

- Quality Indicator 2.2 Curriculum
 - Skills for Learning, Life and Work
 - Quality Indicator 2.3, Learning, Teaching and Assessment
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
 - Quality Indicator 2.4, Personalised Support
 - Universal Support
-

Key Strategic Actions

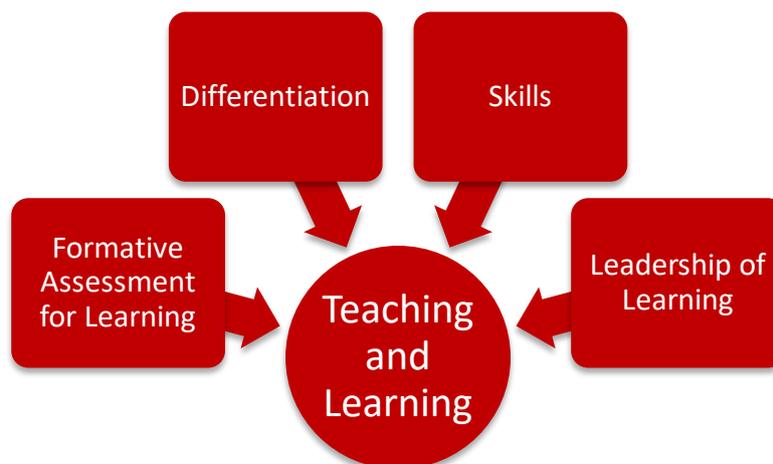
Audit, Plan, Implement, Evaluate

To ensure consistent, sustainable, and high-quality teaching and learning, Headteachers and Heads of Centres, in collaboration with partners, parents and learners should audit and keep under review, the following key themes

- Using HGIOS?4, HGIOELC, and How Good is OUR School
 - 2.2 Curriculum
 - Skills for Learning, Life and Work
 - 2.3, Learning, Teaching and Assessment
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
 - 2.4, Personalised Support
 - Universal Support
- Arrange Professional Learning to meet the needs of all staff
- Create, and keep under review, the agreed School/Centre Policy on Teaching and Learning

Key Components

Within each School/Centre Policy, clear reference should be made to the following



Formative Assessment for Learning

Within Schools: Clear, agreed expectation of the key features of highly effective practice which should include:

- A positive, supportive ethos, in which the 'story' of each learner, particularly those living in poverty or who are care experienced, is taken into consideration
- Structured, well-paced lessons, which include starter and plenary
- Clear learning intentions and co-constructed success criteria
- Planned opportunities for quality individual, paired and collaborative group work
- Opportunities for children and young people to discuss and evaluate their learning, and 'lead the learning'
- Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment
- Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: Clear, agreed expectation of the key features of highly effective practice which should include:

- An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real-life experiences
- An environment built on positive, nurturing and appropriately challenging relationships
- Children being listened to and encouraged to talk about their learning and achievements
- Observations that take place naturally during everyday activities and interactions
- Practitioners making sound judgements about children's progress and responding quickly to ensure learning opportunities meet the needs of individuals
- Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children

Differentiation – 4 Modifications

Tasks, activities and resources are differentiated to provide all learners with support and challenge to progress at an appropriate pace. These are clearly planned and detailed in either teachers' daily plans or Individualised Education Plans. Adaptations to lessons are based on one or more of the following aspects:

- Modification of content
 - Modification of process
 - Modification of product
 - Modification of the learning environment.
-

Skills Development

All teachers provide opportunities to develop children and young people's skills for learning, life and work. They make explicit reference to the relevant skills at the beginning of every lesson and display them alongside the Learning Intentions and Success Criteria. They ensure that children and young people self-evaluate their progress in terms of learning, and of skills development. All staff take responsibility for developing the following core skills and there is a school/centre policy for how this takes place:

- literacy
- numeracy
- health and wellbeing
- employability, including enterprise and creativity¹
- thinking/cognitive

Leadership of learning

Leadership of learning is the responsibility of all members of the school community. The ways in which it is carried out are detailed in the school/centre's Teaching and Learning Policy. These include opportunities for children and young people to lead their own learning, as well as the strategic oversight for quality assurance of teaching and learning and the professional learning of staff (including support staff). A senior member of staff has the strategic remit for Teaching and Learning and ensures that the guidance contained within this Framework, and the school's own policy, is consistently applied and sustainably embedded.

¹ Digital Skills are considered in our accompanying Framework: Digital Learning

Roles, remits and responsibilities

To ensure improved quality teaching and learning, the Chief Education Officer²:

- Provides an annual statement on the quality of Quality Indicator 2.3 Learning, Teaching and Assessment (HGIOS⁴ and HGIOELC) to the Children & Families Committee as part of the Schools and Lifelong Learning Standards and Quality Reporting process for Edinburgh Learns

To ensure improved quality in teaching and learning, officers³:

- Provide support and challenge to schools and centres to bring about improvements in learning and teaching.
- Identify and promote effective practice in the playroom, classroom and elsewhere.
- Plan, support and, where appropriate, deliver professional learning, with a focus on improving outcomes for the care experienced and those living in poverty
- Provide support to Headteachers and Heads of Centres to ensure continuous professional development to meet high internal standards and external work demands and achieve full potential of the workforce.
- Lead on quality assurance requirements providing support and challenge to establishments to identify opportunities for continuous improvement

To ensure improved quality in teaching and learning, headteachers and heads of centres:

- Ensure that Teaching and Learning features in the annual self-evaluation and improvement planning cycle and is robustly and consistently developed across all classes and playrooms
- Work with other senior leaders to review QI 2.3 as part of the Leadership Learning Partnerships
- Lead on a range of activities to ensure consistency with a clear ongoing focus on developing an understanding of high quality learning, teaching & assessment;
 - share and promote a clear expectation of the key features of highly effective practice which should appear in every learning experience
 - provide opportunities for staff at all levels to develop their leadership of learning
 - lead on the planning professional learning opportunities for all staff including opportunities for teachers to observe and learn from each other
 - support staff to plan opportunities for all children and young people to develop skills including employability, creativity and digital learning skills
 - have in place robust procedures for quality assurance, based on a range of evidence, including the views of all stakeholders
 - [ensure Care Inspectorate *Health and Social Care Standards-My support, My life* are implemented within the setting – Early Years only]
 - support the use of How Good is OUR School by encouraging and supporting activities in which learners evaluate 'Our Learning and Teaching'

² Chief Education Officer or other delegated officer

³ Officers includes Quality Improvement Managers, Quality Improvement Education Officers and Development Officers

To ensure improved quality in teaching and learning, class teachers:

- ensure that they fully know and understand the context of each learner, particularly the care experienced and those living in poverty
- *plan systematically for effective teaching and learning across different contexts and experiences*, by developing a positive learning environment, with explicit reference to skills, formative assessment for learning strategies and differentiation to meet the needs of all learners
- *have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners*
- *understand their role as leaders of curriculum development* (GTCS: The Standard for Full Registration, December 2012)
- plan for learning and teaching and assessment using current Education Scotland guidelines
- prioritise professional learning for high quality learning, teaching and assessment
- involve learners in evaluating the effectiveness of their learning experiences and leading their own learning
- support the use of How Good Is Our School

To ensure improved quality in learning, ELC practitioners:

- are child centred, acknowledge children's views and actively involve children in meaningful ways in everyday decisions within the setting
 - plan systematically for effective play and learning using observations to inform appropriate and well-timed interventions across different contexts and experiences
 - understand child development and early learning pedagogy and skilfully put this into practice
 - through strong positive relationships, know children very well as learners to make accurate judgements about progress
 - involve learners in evaluating the effectiveness of their learning experiences
 - understand their role as leaders of curriculum development (GTCS: The Standard for Full Registration, December 2012/ SSSC: Codes of Practice)
 - engage in professional learning to ensure high quality learning, teaching and assessment
-

Teaching and Learning Strategic Group

To ensure that systems and processes deliver the necessary improvements, the Teaching and Learning Strategic Group meets quarterly.

This group, chaired by Service Manager, Quality Improvement, and Curriculum, comprises

- headteachers and depute Headteachers from each sector
- attainment advisor
- improvement advisor
- depute headteacher additional support for learning
- principal educational psychologist
- professional associations.
- Parental rep
- Learner rep
- Partners, as appropriate

The Teaching and Learning Strategic Group makes recommendations for future actions, and reports to the Chief Education Officer by:

- reviewing impact of the overall strategy
- reporting on the overall impact of teaching and learning across schools as part of the outcomes as drafted in Local Outcomes Improvement Plan, Partnership Plan and Education Improvement Plan
- reviewing research and guidance
- reviewing the reports to Education Scotland, Scottish Government and Regional Improvement Collaborative

The themes under constant review by this group are:

- improvements in performance
 - self-evaluation to secure improvement
 - leadership of improvement and change.
-

Appendix 1

Scottish Government and Education Scotland key guidance

How Good Is Our School? 4th Edition 2015

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf

How Good Is Our Early Learning And Childcare? 2016

https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK1_NIHeditSelf-evaluationHGIELC/HGIOELC020316Revised.pdf

National Improvement Framework

<http://hub.careinspectorate.com/media/623628/2018-national-improvement-framework-and-improvement-plan-for-scottish-education.pdf>

Building the Ambition 2014

<http://www.gov.scot/Resource/0045/00458455.pdf>

Experiences and Outcomes 3 – 18

[https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-\(building-from-the-statement-appendix-incl-btc1-5\)/Experiences%20and%20outcomes](https://education.gov.scot/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-(building-from-the-statement-appendix-incl-btc1-5)/Experiences%20and%20outcomes)

Curriculum for Excellence Benchmarks 3 – 18

<https://education.gov.scot/improvement/learning-resources/Curriculum%20for%20Excellence%20Benchmarks>

Curriculum for Excellence: A statement for practitioners

<https://education.gov.scot/improvement/documents/cfestatement.pdf>

The Moderation Cycle

<https://education.gov.scot/improvement/learning-resources/The%20Moderation%20Cycle>

Appendix 2

ExampleTemplate: School Framework for Teaching and Learning

School Vision, Values and Aims

XXX

Overall aim of Framework (What we are trying to do)

XXX

Key Research Informing Practice

XXX

Key Themes/Actions (How will we do it)

- Universal Support
- Skills
- AifL
- Differentiation
- Leadership

Additional Features

Home learning

Digital Learning

Outdoor Learning

Roles, Remits, Responsibilities

Headteacher

Staff

Learners

Parents

Arrangements for Quality Assurance and Review (How will we know we have been successful)

XXX

Edinburgh Learns

BGE Assessment & Moderation Framework



Contents

1. Aims & Rationale
2. What are the purposes and principles of assessment?
3. Range of Assessment Approaches
4. Reporting on progress and achievement
5. Moderation as a Key Strategic Action
6. Tracking Learners' Progress
7. Proposed Support and Actions

Appendix 1 – Achievement of a level poster

Appendix 2- Guidance on the Administration of SNSAs

Appendix 3- A Framework for Assessment to Support the Purposes of Learning 3 to 18

Appendix 4- Assessment and the Quality Indicators

Appendix 5- How to set up your Assessment & Moderation Strategy

Aims & Rationale

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The City of Edinburgh Council is committed to the delivery of a high-quality education service for all children and young people, and to working in partnership with parents and communities. A culture of continuous improvement underpins improvement activity and is the responsibility of all staff working within schools and centres, supported by the Quality Improvement Service.

It is the aim of every teacher and early years practitioner to deliver high quality teaching and learning. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills. This includes effective use of assessment, planning, tracking and monitoring of learners' progress.

Excellence in Learning, Teaching and Assessment

Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is Our School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicator and key themes have been used to inform the guidance within the Assessment and Moderation Framework, with particular focus on the theme of Effective use of Assessment.

Quality Indicator 2.3, Learning, Teaching and Assessment

- Learning and engagement
- Quality of teaching (HGIOS?4) or interactions (HGIOELC)
- **Effective use of assessment**
- Planning, tracking and monitoring

Edinburgh Learns: A Strategy to Raise Attainment for All

This framework is also informed by the Edinburgh Learns Improving Quality in Learning (August 2018) & Teaching and Learning (October 2018) frameworks.

What are the purposes and principles of assessment?

Why do we assess?

- to involve, engage and support young people in their learning
- to ensure progression in learning is in line with expectations that are appropriate to the learner

- to summarise and share progress with the learner and parent/carer
- to plan appropriate next steps in learning which meet individual learner's needs and identify how to get there
- to ensure learners receive appropriate support and challenge in learning

What do we assess?

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning and opportunities for personal achievement.

Assessment will focus on the application of standards and expectations of each learner's progress and achievement in:

- Knowledge and understanding
- Skills
- Attributes and capabilities
- The Broad General Education up to, and including, Curriculum for Excellence Fourth Level.

When should we assess learners' progress?

- As part of ongoing learning and teaching

Effective ongoing assessment is about establishing where young people are in their learning. Teachers do this by observing learners, looking at what they say, write, make and do and by considering how they answer questions. It is important to use this evidence to provide useful feedback, adapting learning and teaching approaches to meet learners' needs.

- Periodically (from time to time)

From time to time, teachers need to take stock of learners' progress in order to be able to plan ahead and to record, and report, on progress. This is vital in ensuring that learners' progress is on track and that action is being taken to address any problems at the earliest point. This relates to broad standards and expectations, for example deciding whether a Curriculum for Excellence level has been achieved and involves evaluating a range of evidence over time. It can be carried out in a number of ways, weighing up all relevant evidence, taking account of breadth, challenge and application of learning.

- At Transitions

Well-planned and effective transition arrangements are fundamental to maintaining young people's progression within Curriculum for Excellence.

How do we plan for learning, teaching and assessment?

Teachers use two key resources which teachers to plan learning, teaching and assessment:

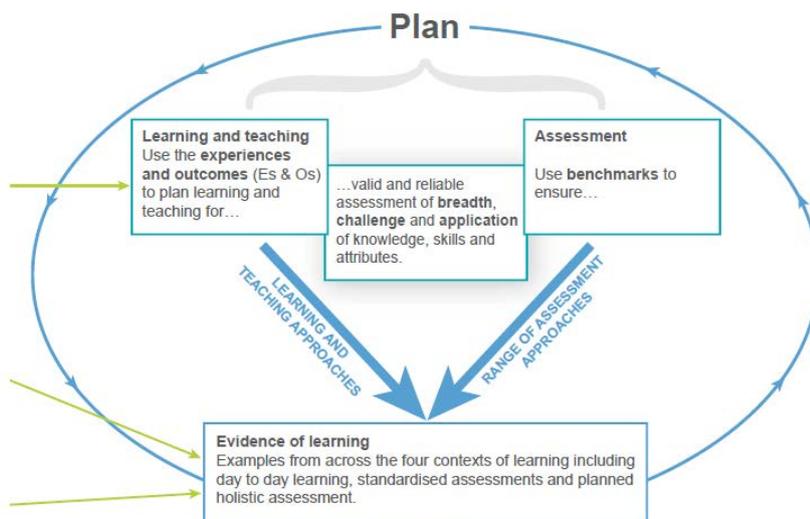
- Experiences and outcomes (with CEC Progression Pathways to provide detail)

- Benchmarks – to provide guidance on the standard against which to assess

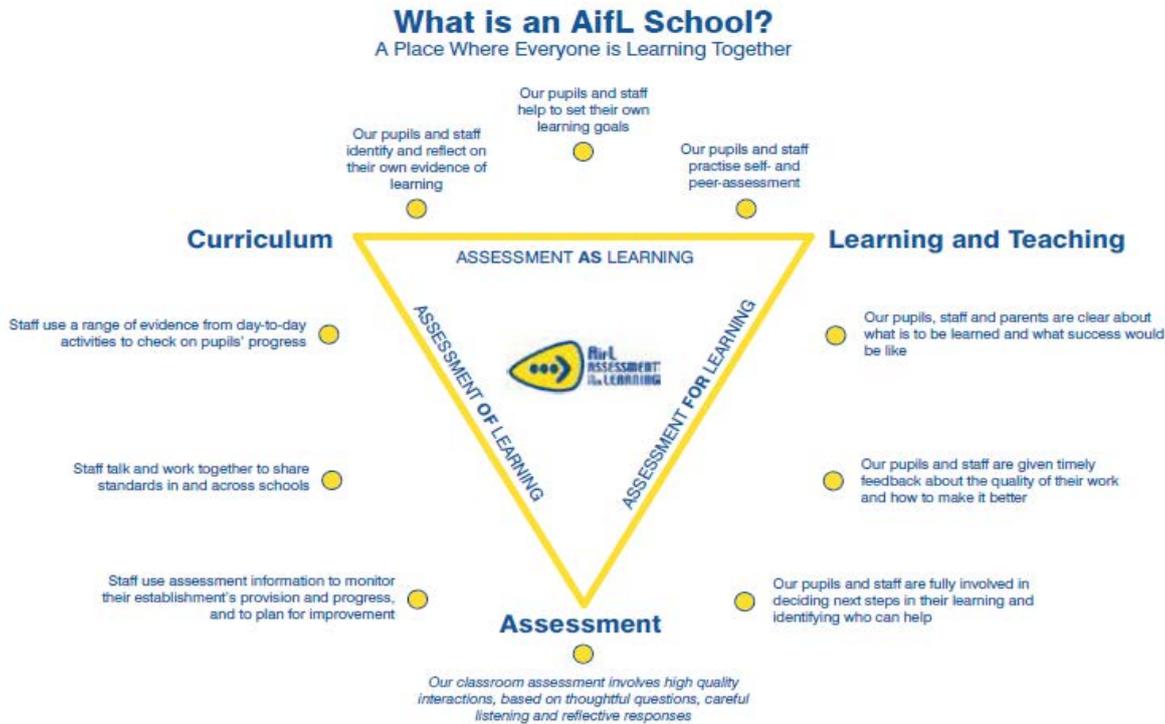
Ensure:

- Collegiate planning to ensure shared understanding of standards, expectations and pedagogy
- Breadth, challenge and application in planned learning experiences
- Personalisation and choice to meet the needs of individuals
- Challenge
- A range of evidence of approaches and evidence to provide rigour in professional judgements.
- No significant gaps in learning which could impede progress when considering whether learners have achieved a level.

Each school will continue to declare Curriculum for Excellence Levels achieved in Literacy (Reading, Writing, Listening/Talking) and Numeracy. These will be collected centrally and reported to Scottish Government, at the end of each session. You will find the full Achievement of a Level poster in Appendix 1 of this document.



What range of assessment approaches can I use to assess progress and inform next steps?



Formative Assessment for Learning

Within Schools: clear, agreed expectation of the key features of highly effective practice which should include:

- A positive, supportive ethos, in which the 'story' of each learner, particularly those living in poverty or who are care experienced, is taken into consideration
- Structured, well-paced lessons, which include starter and plenary
- Clear learning intentions and co-constructed success criteria
- Planned opportunities for quality individual, paired and collaborative group work
- Opportunities for children and young people to discuss and evaluate their learning, and 'lead the learning'
- Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment
- Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: clear, agreed expectation of the key features of highly effective practice which should include:

- An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real-life experiences
- An environment built on positive, nurturing and appropriately challenging relationships
- Children being listened to and encouraged to talk about their learning and achievements

- Observations that take place naturally during everyday activities and interactions
- Practitioners making sound judgements about children's progress and responding quickly to ensure learning opportunities meet the needs of individuals
- Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children

Providing high quality learning and teaching supports better outcomes for all children and young people but particularly for those from disadvantaged backgrounds. Formative assessment (or Assessment for Learning) approaches are part of high quality learning and teaching. We also know that high quality feedback supported by quality dialogue helps learners develop an understanding of their learning and what they need to do to progress.

Summative assessment

Summative assessment is assessment which evidences progress. Say, write, make and do assessment activities can all be forms of summative assessment. Summative assessment is often used to evaluate learning at the end of a topic or unit by comparing performance against a standard or benchmark.

Summative assessment may include:

- Observing learner performance at a defined point in their learning
- Specifically designed assessment tasks
- Tests and examinations
- Assessment of Completion of a project
- Portfolio review
- Demonstration
- Composition
- End of unit/topic assessment
- Standardised assessments

Holistic assessment

Holistic assessment is an approach which bundles Experiences and Outcomes together into a well-designed assessment task to support evaluation of learner progress. The selected Experiences and Outcomes should link concepts appropriately. This efficient approach is beginning to be used more widely in schools and centres. Holistic assessment is an example of a type of summative assessment.

Key features of holistic assessments are that they:

- Require the learner to draw on learning from a range of Experiences and Outcomes across different organisers at the appropriate level (BREADTH)
- Promote higher-order thinking skills such as analysing, creating and evaluating (CHALLENGE)
- Demonstrate application of learning in new and unfamiliar situations (APPLICATION)
- Are efficient and tackle bureaucracy

Standardised assessment?

The purposes of standardised assessments are:

- To provide a benchmark of a child's learning against a standardised score
- To produce a snapshot of a learner's achievements at a point in time
- To confirm a teacher's judgements about a child's progress, strengths and develop needs

Within City of Edinburgh Council, every child in P1, P4, P7 and S3 undertakes national standardised assessments covering aspects of reading, writing and working with numbers. The assessments are designed to measure a portion of the Curriculum for Excellence curriculum in Literacy and Numeracy and are adaptive. Assessments are completed on line and automatically marked by the system, giving practitioners immediate feedback to inform learners' progress. It is essential that the right conditions for engagement are created in order that each learner can engage in a positive and equitable manner.

Schools can decide when is best for their learners to engage in these assessments, providing they have a sound rationale for doing so. This should be specified in the school's overall Assessment Strategy.

Further information can be found in the Scottish Government document 'Assessing Children's Progress: A Guide for Parents and Carers':

<https://www.education.gov.scot/parentzone/Documents/parent-leaflet-assessing-progress.pdf>

As standardised assessments are a 'one-off' event, careful consideration needs to be given to the extent to which the results reflect the ongoing assessment of a learner's progress. It is essential to remember that aspect of assessment is a small piece of a much larger range of evidence upon which practitioners will make professional judgements.

Once data is gathered, staff should consider the following:

- What are the reasons for the performance?
- How closely do the results reflect expectation based on classwork and formative assessment?
- Have some learners exceeded expectation? Does pace/level of challenge need to be increased for this group of learners?
- Have some learners performed less well than expected? What action needs to be taken? Is further support required?
- Have any patterns emerged across the cohort which may support planning for next steps for larger groups or individuals?
- Schools may also choose to use standardised assessments at other stages to allow them to track learners' progress, plan and measure the impact of interventions, etc.

Operational Guidance on Administering the SNSAs can be found at Appendix 2 of this document.

Think about ...

- To what extent is there a balance in the types of assessment being used to support learning?
- What evidence have you gathered that may be considered Formative assessment? Summative assessment?
- Have you created and used any holistic assessment tasks with your learners? What evidence did they provide?
- How will you use standardised assessment data to inform teacher professional judgement?

- What range of assessment is being used to gather evidence of progress? How will you use gathered assessment evidence to plan a learner's next steps?

Reporting on progress and achievement

Reporting has two main purposes: it should provide clear, positive and constructive feedback about young people's learning and progress looking back on what has been achieved against standards and expectations; it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning. Learners should be encouraged and supported to be involved in deciding what evidence may be drawn upon to inform reporting, irrespective of where the learning takes place.

What language should be used to report on progress within a level? (Primary)

- W** **Working in the level:** a few of the experiences and outcomes achieved
- P** **Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved
- A** **Achieving the Level:** a significant number of experiences and outcomes achieved within the working level

Within Secondary Schools, schools who have implemented EDICT are using only:-

- W** **Working in the level:** a few of the experiences and outcomes achieved
- P** **Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved

How do our schools track progress?

We need to track the progress of our learners to:

- support our teacher judgement decision for achievement of a level
- inform next steps (particularly at key points of transition)
- help us report to parents & carers
- know whether learners are on track (particularly with literacy and numeracy)
- identify those who are not on track and plan interventions to support their progress
- specifically consider learners through equity (eg SIMD 1 and 2, FMR, care-experienced, ethnicity, disability, young carers, EAL), removing potential barriers to learning, including this which are poverty-related.
- Ensure that we can evidence the attainment of individual learners, cohorts of learners over time, at a glance. This should also support analysis of whole-school attainment trends over time.

City of Edinburgh are developing an electronic tracking system (EDICT) for Primary and Secondary sectors to ensure rigorous approaches to tracking and monitoring of pupils' progress and attainment trends over time.

Stakeholder and Community Consultation

- To ensure fitness for purpose, a sample of teachers and senior leaders were asked to provide feedback on the revised guidelines.
- A group of parents & carers were asked about what assessment information helps them to understand their child's progress.
- A group of young people were asked about how they feel about engaging in assessments, including what should be in place to help them feel relaxed in order that they can do their best.
- A sample of teachers and teaching union representatives met with quality improvement staff to provide feedback on engagement with SNSAs, including the impact on teacher workload and approaches to tackling bureaucracy, ICT provision and reducing pupils' anxiety.
- A group of teachers, parents, carers and children will be consulted about the features of the EDICT electronic tracking system, including language used to report on progress within Curriculum for Excellence levels.

What the Teachers Said

- Schools want clear guidance about how to assess in meaningful ways to plan next steps in pupils' learning.
- Schools want guidance on tracking of pupils' progress.
- Schools want guidance on Moderation of standards to ensure Achievement of a level data (teachers' professional judgement) is reliable and accurate and to support transitions.
- Head Teachers want support in creating their school's Assessment & Moderation Strategy.

What the Parents & Carers Said

- Schools should share good practice with each other.
- Schools should use a variety of approaches to share assessment information.
- We would like to know how schools gather and record information about pupils' progress.
- It's great to have learning shared e.g. through e-learning journals. This shows a child's individual path through learning.
- What represents "good" progress for my child?
- Use assessment information to create personal learning targets but ensure "less is more" i.e. a small number of targets.
- Parents & carers should be involved in setting pupils' learning targets.

- Schools should have effective home-school links to celebrate success.
- “Demystify” assessment. Use plain language in communications.
- Clarification around expected levels of progress.

What the Young People Said

- Pupils (P5/6 group) could describe confidently what they understood by the term “Assessment” providing examples
- They described the need for assessment as being something useful you need to learn from mistakes, which you need to be able to do especially when you grow up.
- Pupils were asked about what would make things the best they could be during engagement in an assessment. Their responses were as follows:-

Almost all said they needed a quiet, comfortable place when doing an assessment

They wanted to be able to ask someone for help if they were really stuck

They needed a short time to think about what they might be asked about

They wanted to be able to look back at previous work and be able to use wall displays.

Make assessments creative and fun.

Key Strategic Actions



Moderation as a key strategic action

Moderation takes place at local, regional and national levels, including:

- Teachers and practitioners at the same curriculum level
- Across a school or setting

- Across a group of schools/settings
- Within local authorities
- Through regional groups
- Via national groups

Moderation is most effective when:

- It is built on a culture of professional dialogue, support and risk-taking
- The process is planned, resourced and reviewed
- Learning about the process is recorded for wider application across the school
- There is a facilitator or co-ordinator
- It is fully supported by school leadership teams

Moderation consists of six phases:

1. Planning for moderation
2. Clarifying and extending practitioner knowledge of curriculum content; learning, teaching and assessment processes
3. Collecting evidence of learning
4. Analysing the evidence
5. Interpreting and sharing evidence
6. Continuing and reviewing moderation processes

In City of Edinburgh, QAMSOs will support the local authority Assessment Coordinator, Cluster Literacy and Numeracy Assessment Coordinators in professional learning focused on Moderation practice. This can be at schools, centres, cluster, locality or practitioner levels. The local authority will also provide advice on how best to engage with the Curriculum for Excellence Benchmarks, on types of moderation activity to fit different learning needs and contexts and continue to provide support for Moderation using trained staff.

Assessment approaches should be fit for purpose. Your school's assessment strategy should ensure approaches are valid, reliable and proportionate. (See Appendix 5 for Example Template)

Professional judgements about the progress of learners should be based on a variety of approaches considering a range of evidence. In designing learning discussions, tasks and activities consider the following questions:

- Is the assessment experience directly linked to the experiences & outcomes and benchmarks?
- What sources of evidence will we use?
- How will we remove barriers to learning and achievement? Do the conditions for engagement and resources remove poverty-related barriers and ensure equity for all learners?
- Are learners clear about what they need to do?
- How will we share, discuss and agree expectations with learners?
- How will we share expectations with colleagues and others involved in assessment?

Roles & Responsibilities

The following states the core responsibilities of practitioners within schools, and the Education Authority towards ensuring effective assessment and moderation:

The Local Authority will:

- Provide guidance to schools in line with National Policy and research.
- Provide an electronic tracking system for each school.
- Provide professional learning for QAMSOs and ensure links with professional associations.
- Provide a suite of resources to support cluster, school and faculty moderation activities stored on Sharepoint.
- Regularly review the CEC Assessment and Moderation Framework document (BGE).
- Provide professional learning for Senior Leaders, identified Cluster Assessment, Literacy and Numeracy Coordinators, and other interested practitioners, on how to support and facilitate the delivery of high quality professional learning on moderation, working collaboratively with the Edinburgh Learns Teaching and Learning Team (three inputs per school session).

Schools will:

- Ensure two cluster CAT sessions in the year are opportunities for staff (primary and secondary) to engage in activities to support the moderation of Literacy and Numeracy and that this is fully considered in discussions around working time agreements.
- Ensure provision is considered for identified practitioners to attend the Local Authority professional learning sessions on Moderation, in discussions around working time agreements.
- Be able to seek and obtain support from trained staff for their Cluster CAT moderation sessions as necessary.
- Encourage and enable all staff to increase their engagement with the Benchmarks to support planning of learning, teaching and assessment and support their own professional judgements on achievement of a level.
- Encourage all staff to increase their engagement with the Benchmarks to achieve a shared understanding of national standards.
- Provide time for professional dialogue and collegiate working to plan for learning, teaching and assessment, as appropriate.
- Ensure appropriate arrangements are in place to support the delivery of SNSAs
- Discuss arrangements for the delivery of SNSAs with Parent Councils.
- All parents and carers should be provided with information about the planned arrangements for SNSAs within their child's school. School websites and handbooks should be updated to include this information.
- Maintain an electronic tracking system to track and monitor pupils' progress and attainment trends over time.
- Report to parents & carers about their children's progress using plain language, clearly understood by all stakeholders.

Teachers will:

- Use Curriculum for Excellence Experiences & Outcomes when planning teaching, learning experiences. Assessment experiences for pupils should also be planned at this point supported through engagement with the Benchmarks.
- Use a range of approaches to assessment:- formative, summative, holistic, standardised.
- Ensure a focus on breadth, challenge and application.
- Use assessment information to inform next steps in learning and teaching to ensure appropriate support and challenge for learners.
- Gather evidence of learners' progress from a range of sources across the four contexts for learning:- the ethos and life of the school as a community, curriculum areas and subjects, interdisciplinary learning, opportunities for personal achievement.
- Engage learners in the assessment process, including involving them in choosing and developing assessment approaches.
- Maintain records of pupils' assessment information in line with the schools Assessment & Moderation Strategy.
- Engage in Moderation activities/professional learning with consideration given to Working Time Agreements.

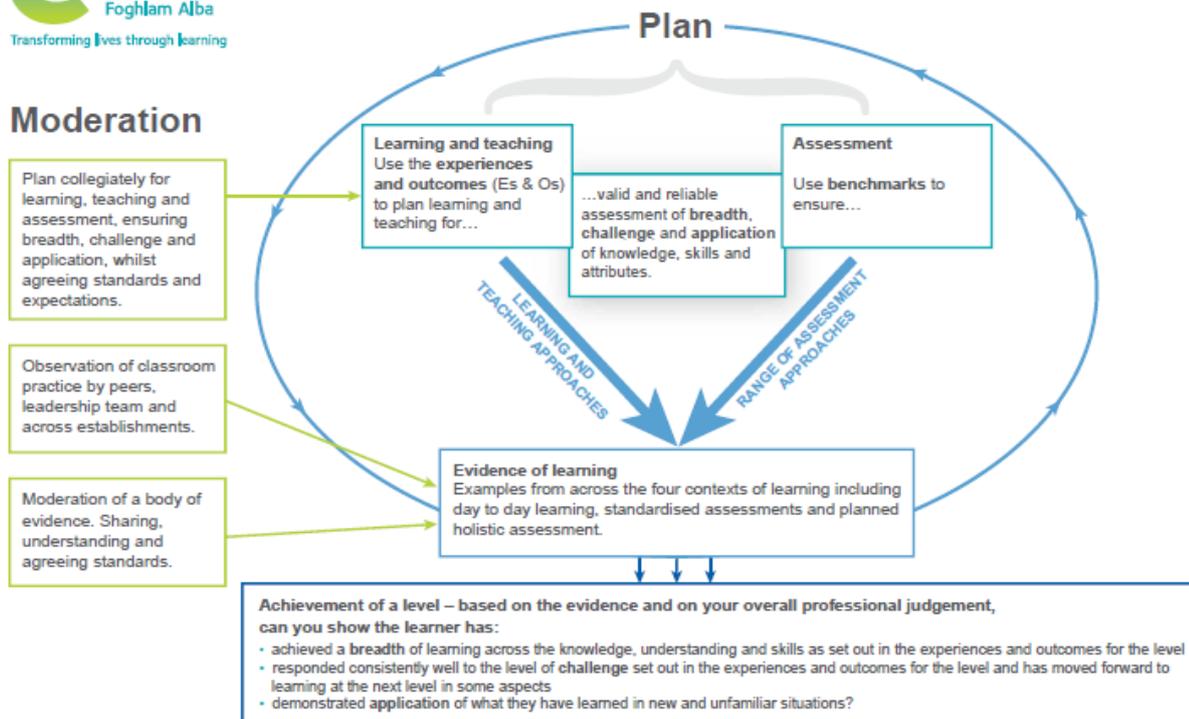
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Appendices

Appendix 1



Achievement of a level



Transforming lives through learning

Appendix 2

Guidelines for the Administration of SNSAs.

1. PURPOSE

The aim of this guide is to give advice and support to City of Edinburgh schools on implementing Scottish National Standardised Assessments (SNSAs). It should be read in conjunction with current Scottish Government SNSA Guidance and City of Edinburgh BGE Assessment and Moderation Framework.

2. SCOPE

The information in these guidelines is for City of Edinburgh schools, partner services and agencies who are involved with assessment arrangements:-

- Head Teachers
- Lead practitioners for assessment arrangements
- Curriculum Leaders, class or subject teachers
- Support for Learning teachers / Additional Support for Learning Team members
- Psychological services

It provides guidance for staff in supporting assessment arrangements in Scottish National Standardised Assessments.

3. DEFINITIONS

SNSA – Scottish National Standardised Assessments

SLT – Senior Leadership Team

CfE – Curriculum for Excellence

BGE – Broad General Education

The Orb – City of Edinburgh Intranet

IT – Information Technology

ASN – Additional Support Needs

4. ACTIONS

Head teachers should ensure that:

- All staff are familiar with aims and rationale for their school's assessment strategy, including engagement with SNSAs.
- SNSAs should be considered within the wider context of assessment for learning.
- Appropriate time for planning, analysis and professional action is included within the Working Time Agreement and reviewed each session.
- Operational guidance including timing, use of IT and arrangements for supporting learners with ASN and EAL is reviewed regularly.
- Ensure arrangements for the delivery of SNSAs is discussed with Parent Council.

5. BACKGROUND

Formative, Summative and Standardised methods of assessment

Schools should use all available assessment information, including formative and summative, to track children's progress. Please see the Edinburgh Learns BGE Assessment & Moderation Framework for exemplification of these terms.

The information gathered through standardised assessments should be used as part of a suite of information, regarding learners' progress to inform learning and teaching. Standardised assessments can provide a detailed breakdown of a child's ability in Literacy and Numeracy. Together with assessments from day to day learning, and other assessment tasks or activities, standardised assessments can provide a detailed picture of learners' progress.

Scottish National Standardised Assessments (SNSA)

The aims of national standardised assessments are to:

- Assess progress in skills and knowledge in reading, writing and numeracy.
- Assess pupils in P1, P4, P7 and S3 in line with nationally developed, and understood, expectations.
- Provide individual, diagnostic reports on each child's and young person's progress, based on an on-line and adaptive assessment.
- Contribute to, and support, teachers' professional judgment.
- Provide standardised scores - consistent national reference points
- Promote Equity and Inclusion by allowing all pupils to be fairly assessed, no matter their background, experience, additional support needs or level of ability.
- Be administered at a time of the teacher and school's own choosing in line with guidance from the Local Authority and the school's Assessment Strategy.

Within City of Edinburgh schools, all children in Primary 1, Primary 4, Primary 7 and S3 will participate in Scottish National Standardised Assessments in literacy and numeracy.

Scottish National Standardised Assessments are not designed to be used as an assessment for achievement of a level. They must be seen as one piece of assessment information and used with other assessment data to track children's progress and inform the next steps in learning.

The main aim of standardised assessments is to inform learning and teaching. The overall data will be used as part of corporate performance reporting, together with a range of other performance information provided by schools.

SNSAs are online, adaptive assessments using a cloud-based platform. The adaptive element means that questions are assessed in groups of ten resulting in the following questions being adapted to suit the ability of the child.

Administering SNSAs

All assessment should inform planning for next steps in learning.

Senior Leadership Teams must ensure that teacher workload is not affected by carefully timetabling their implementation as part of the Working Time Agreement and School Quality Assurance Calendar. All training associated with the implementation and interpretation of SNSAs must be carried out within the parameters of the 35-hour week.

Schools should ensure IT equipment is at full capacity and that support is available should problems occur. Support staff should be timetabled to work with individual pupils if required.

A positive and supportive ethos should be established to ensure each child can give their best possible responses. This may include withdrawing small groups who benefit from support rather than testing in whole class situations.

Assessments are not time-barred, however are expected to last approximately 45 minutes. Teachers should ensure that children are encouraged to try to answer questions to the best of their ability without missing any. Where questions are missed out, this is indicated in the analysis section.

SNSAs are designed to be inclusive so that all children can access them. Children with additional support needs should be provided with their normal classroom support in order to take part in the assessments. Support should not create an unfair advantage.

Communication with Parents, Carers and children

All parents and carers should be provided with information about the planned arrangements for SNSAs within their child's school. School websites and handbooks should be updated to include this information.

When communicating the results of SNSAs with children and parents, the information should be used to discuss strengths and next steps and there should not be an emphasis on the numerical score. Parents should be made aware that standardised assessments are part of assessment information; however no more weight should be given to this than any other assessment.

Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG)

These assessments were made available in December, 2018. Further releases of assessment content planned for March and July 2019 will optimise assessment adaptation and provide an opportunity to make any further improvements to the system, identified through ongoing user research and liaison with the Gaelic Medium Education sector. Teachers are encouraged to provide feedback as they become familiar with the system over the coming months.

Reporting on Achievement of a Level

Although SNSAs are only one part of a suite of assessments, teachers are required to make decisions about progress through Curriculum for Excellence levels at various points for all learners, using the full range of assessment material available.

To ensure consistency across all schools and centres, the following definitions should be used:

Primary

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved
- A Achieving the Level:** a significant number of experiences and outcomes achieved within the working level

Secondary (using Edict)

- W Working in the level:** a few of the experiences and outcomes achieved
- P Progressing in the Level:** around half of the appropriate range of experiences and outcomes achieved

All 'Achievement of a Level' judgements should be based on the national guidelines and the range and depth of experiences offered to learners.

The broad expectations about progression through curriculum levels are shown below but must be tempered with other factors, such as additional support needs:

- the early curriculum level in the pre-school years and P1
- first curriculum level-to the end of P4
- second curriculum level-to the end of P7
- third and fourth curriculum levels-S1 to S3 (fourth curriculum level broadly aligns to SCQF level 4)
- the senior phase-S4 to S6, and college or other means of study

Additional Support for Learning (ASL Act) and Equality Act 2010

Learners are covered by the Equality Act 2010: schools have a responsibility to be aware of their legal duties under the legislation to identify and deliver reasonable adjustments for disabled candidates. Advice about disability can be downloaded from <https://orb.edinburgh.gov.uk/directory/22/atoz/d>

Disability Head teachers' guidelines - making reasonable adjustments for disabled learners in all Educational Establishments.

For example, schools should

- assume that they will have learners with a disability and plan accordingly.
- have in place procedures that identify disability and /or additional support needs.

- have evidence of the impact of the disability or additional support need in assessments
- reasonably support assessment arrangements to promote equality of opportunity between disabled and non-disabled candidates.

6. RESPONSIBILITIES

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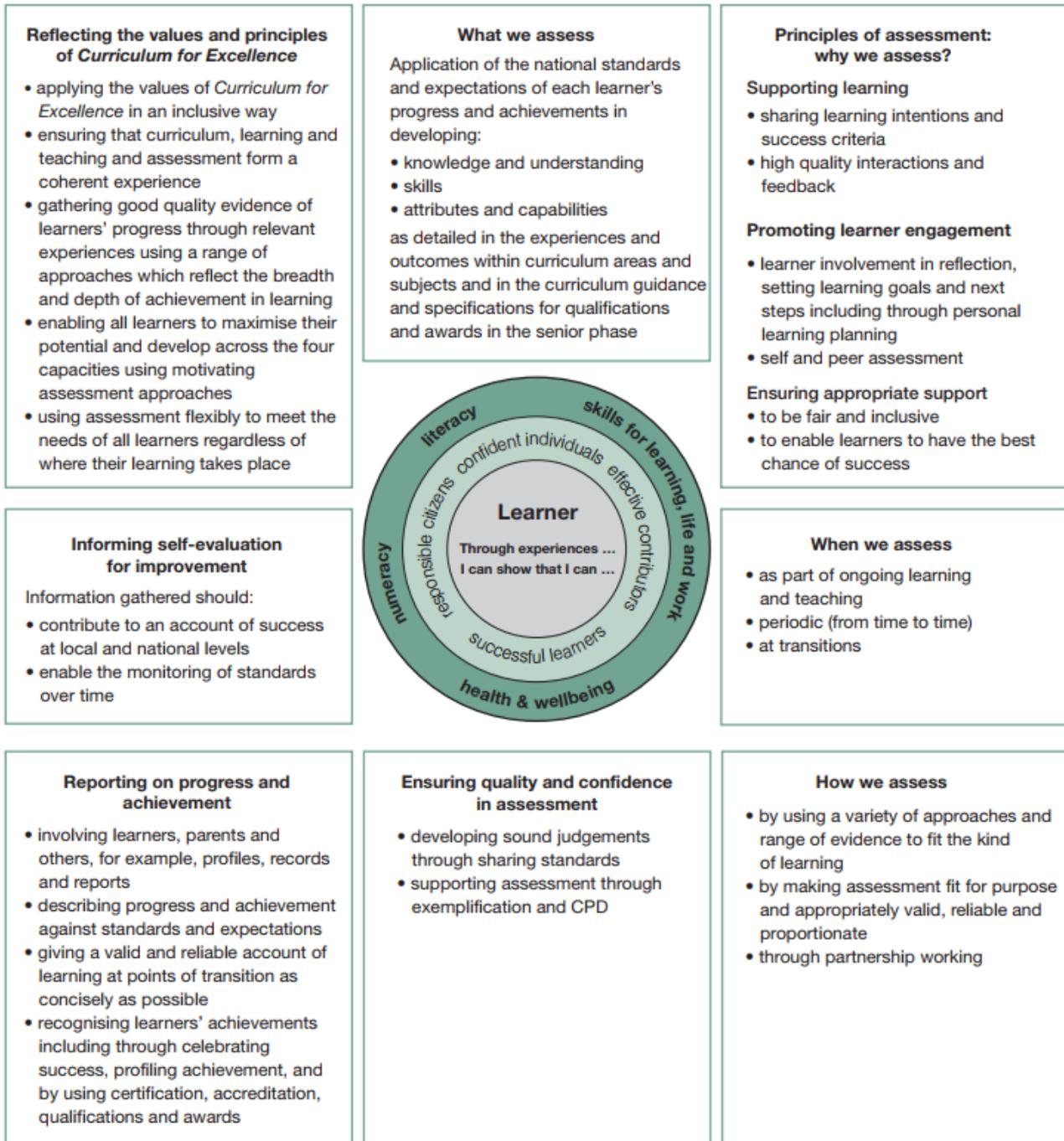
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Appendix 3

A framework for assessment to support the purposes of learning 3-18

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Appendix 4

Assessment and the Quality Indicators

The importance of tracking progress effectively is referenced throughout 'How Good Is Our School? 4', including within the following QIs:

2.2 Curriculum

- How well are children and young people involved in planning and identifying opportunities for personalisation and choice?
- Is the level of personalisation and choice improving outcomes for children?
- Do we have a shared understanding of what progression looks like?
- How effective is our whole school overview in ensuring children's knowledge and skills are built appropriately over time?

2.3 Learning, Teaching and Assessment

- How confident are we that all learners experience activities which are varied, differentiated, active, and provide effective support and challenge?
- How well do we communicate the purpose of learning and give effective explanations for all learners?
- How well do we apply the principles of planning, observation, assessment, recording and reporting as an integral feature of learning and teaching?
- How well do we make use of a range of valid, reliable and relevant assessment tools and approaches to support the improvement of children and young people's learning?
How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?
- How effectively do we involve learners and parents in planning and evaluating learning?
- How well do we enable all children and young people to engage in self and peer assessment to improve their learning? How do we know this benefits learning?

2.4 Personalised Support

- Does the school have effective assessment systems in place to identify the ever-increasing diverse needs of children?
- Are there robust arrangements in place to ensure all learners have regular communication and discussions with a key adult to review their learning and plan next steps?
- Do staff consider whether their learning and teaching and assessment approaches meet the needs of diverse learners?

2.6 Transitions

- To what extent do staff have opportunities to develop a shared understanding of: progress in learning across levels and into the senior phase; and effective approaches to learning and teaching?
- How effective are the opportunities we provide for children and young people to discuss their progress with key adults in supporting continuity in learning at transitions?

2.7 Partnerships

- How effectively do we support parents and carers to participate in, contribute to and understand their child's learning?
- How effectively do we communicate about progress, attainment and achievement?

3.2 Raising Attainment and Achievement

- How well do we use evidence from tracking meetings, professional dialogue and assessments to measure progress over time and in particular at points of transition?
- How well is assessment evidence used to inform teacher judgements?
- How well do we recognise and value the personal achievements of all learners?
- How well do we track and recognise achievements?

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Appendix 5

To set up your new Assessment and Moderation Strategy:

- Discuss with stakeholders (parents/carers, pupils, partners) and agree timeline
- Audit current approaches to assessment and moderation, including consistency of AFL skills
- Consult Authority Guidance Framework
- Use template to draft strategy
- Consult again with stakeholders as above
- Publish on website
- Maintain and review regularly

Example Template

School Vision, Values and Aims

Insert own Vision and Values statements

Overall aim of Strategy (What we are trying to do)

Establishing A Culture for Effective Assessment and Moderation

We know from current pedagogy and prior experience that positive relationships, clear vision and embedded values lead to effective learning and achievement. Values in our school are embedded and built upon, visible and talked about by pupils. **In all aspects of learning** staff strive for very positive relationships, that are nurturing and inclusive, with learners and colleagues. We know that these relationships will promote higher engagement in learning and will lead to a culture whereby pupils can be supportive of one another and be motivated to learn.

In addressing the poverty related attainment gap and promoting achievement for all, our ethos and culture underpins our approach to learning, teaching and assessment. We:-

- Demonstrate the school's Vision and Values statements through all professional actions, including the design of a contextualised curriculum
- Lead and promote of a model of collective responsibility in meeting learning needs.
- Ensuring all staff are aware of the professional responsibilities associated Assessment and Moderation
- Continue to value the importance of positive relationships/attitudes towards inclusion of all pupils regardless of their individual needs, or socio-economic status.
- Ensure our Equity statement which governs equal access to education, and fair treatment for all pupils, and their families, is shared widely across the school community.
- Continue to develop strategies to support learners with social communication needs.

- Have robust tracking and monitoring systems which seek to ensure that individual pupil progress, is carefully monitored, with well-considered interventions made where pupils are considered to be “off track” from expected levels of attainment. Assessment practices ensure approaches are manageable and purposeful, ensuing learners are fully involved. Our strategy ensures high expectations and attainment for all pupils, including those experiencing barriers to learning. This is to ensure Equity for all learners, including those affected by poverty and care-experienced pupils.

Key Research Informing Practice

(Insert relevant to own school)

Relevant aspects from Local and National Priorities, BTC 5, How Good is Our School? 4, Info from SIF reports

Key Themes/Actions (How will we do it)

- Why do we assess?
Our assessment procedures are key to allowing all learners to know and understand their progress at various stages throughout the session. Using the feedback from assessments, learners will know what their next steps in learning are so that further progress and achievement can be planned for and fulfilled. Practitioners use assessment data to build a picture of each learner so that informed judgements on learner progress can be made then shared and moderated with other practitioners. Practitioners’ planning is informed by assessment data. This planning is shared with stakeholders at agreed points in the year so that interventions and actions can be put in place to ensure good progress is made for all learners. Our assessment strategy forms part of our whole school self evaluation approach and supports our practice in ensuring achievement and good progress for all learners.
- What do we assess?
We engage in a range of Formative, Holistic and Summative assessment procedures. Our assessment procedures are planned to assess progress in:-
 - Literacy and English
 - Maths and Numeracy
 - Health and Wellbeing
 - Other curricular areas using an holistic approach to assessment.
 - Planned interventions for pupils receiving additional support through PEF and Support for Learning interventions.
- When do we assess?
Our Assessment calendar is reviewed each year and can be flexible to meet the needs of all learners. Summative assessment should take place at the most relevant point in a teaching block to maximise the potential for informing next steps and supporting greater progress. Standardised Assessment will take place in the following stages:- (specify for your school). Practitioners should take account of timings so that the “added value” in learning can be measured robustly.

- How do we assess? (Types of assessment:- Formative, Summative, Holistic, Standardised)
List approaches specific to your school (Formative, Holistic)
Summative- Standardised assessments other than SNSAs
SNSAs at P1, 4, and 7
- How do we plan for assessment as part of learning and teaching?
Our staff team engage with data analysis to track pupils' attainment at pupil, class and school level. Staff are regularly involved in dialogue to gather this information to determine current, and expected, levels of pupil attainment at individual pupil level. This informs next steps in learning and well-considered interventions to support pupils who are potentially under-attaining. (See Self-Evaluation Policy)
- There is a particular focus on providing additional interventions, using Pupil Equity Funding (insert PEF allocation), in order to close the poverty-related attainment gaps for pupils with FME and/or who live within areas within the lower SIMD deciles.
- A member of Senior Leadership Team (this will vary in each school) will have specific responsibility for tracking pupils who are currently affected by the Poverty-related attainment gap.

Additional Features

How do we engage the learners in assessment?

Pupils involved in planning of learning experiences.

Learning conversations to review progress and set targets for next steps in learning.

Sharing of learning with peers, including peer assessment approaches.

Sharing of learning with parents & carers, led by pupils.

Pupil leadership opportunities.

Pupils consulted re approaches to assessment and reporting to parents & carers

How do we engage parents/carers and partners in assessment?

We share intended learning and assessment approaches.

We use plain language to report on pupils' progress.

We make sure everyone understands the language we use to share assessment information.

We celebrate pupils' successes.

Parents, Carers and partners are involved in working with pupils to agree learning targets.

Roles, Remits, Responsibilities

Senior leaders, Staff, learners, parents/carers, partners- personalise to individual school.

Arrangements for Quality Assurance and Review (How will we know we have been successful?)

These are examples

- Planning/Milestones Dialogue Sessions.
- Tracking of all curricular areas using EDICT tracking system and ensuring full engagement with new Education Scotland Benchmarks.
- All staff engage with Attainment data.
- Sharing Classroom Practice, including peer assessment approaches (trio planning and delivery)
- Learning & Teaching Toolkit
- Autism Toolkit
- Education Endowment Toolkit
- CIRCLE Document
- Practical Enquiry approach to teaching and learning developments.
- Approaches as suggested by Educational Psychology e.g. Boxall Profile.
- Education Scotland Nurture Toolkit
- Individual Pupil Profiles maintained by Family Engagement Practitioner & Nurture Lead practitioner.

WHAT EDINBURGH LEARNS

CURRICULUM GUIDANCE



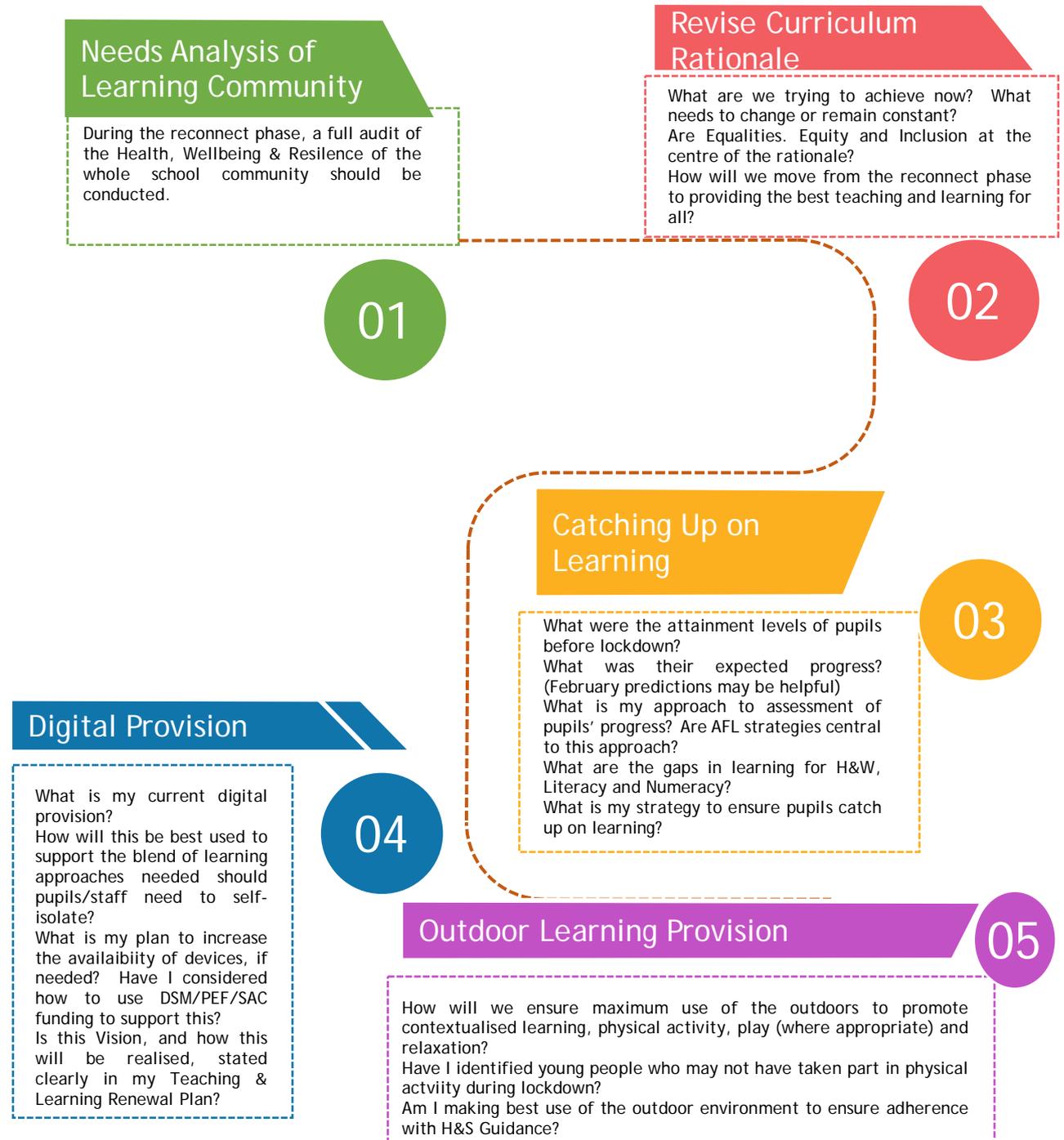
August, 2020

What Edinburgh Learns

Introduction

The following guidance takes the National Guidance:- “Coronavirus: Curriculum for Excellence in the Recovery Phase” and clarifies the approaches which should be taken in planning the Curriculum in City of Edinburgh Schools. Detailed Local Authority Renewal Planning Guidance can be found at:

[Link to Teaching and Learning Renewal Planning in EdinburghLearns@Home Guidance Page](#)



Needs Analysis



Every school should ensure a full audit is done of the Health, Wellbeing and Resilience of the whole learning community. This analysis will then determine the blend of learning experiences and contexts for learning that are developed over the short, medium and long term. Active Schools support will be targeted to schools where the Needs Analysis shows that increased emphasis is needed on physical activity, to support learning. More guidance will follow.

Curriculum Rationale

“Coronavirus – Curriculum for Excellence in the Recovery Phase” is a practical tool to support a curriculum rationale for the BGE, and Senior Phase, in the Renewal phase, with an early focus on reconnecting relationships and supporting our young people to make sense of their recent experiences. You can access this tool through the following link:-

<https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/>

In partnership with learners and parents/carers, schools should draft a revised rationale for their curriculum. It should commit to nurturing principles and state how the learning community will move from reconnection to returning to delivering the Edinburgh Learns Goal – the best Teaching and Learning for all. This should include an overarching commitment to Equalities, Equity & Inclusion, the identification of gaps in learning and closing these gaps, including those which are poverty-related.

The Rationale should clarify the approach to delivering learning across all curriculum areas, including the importance of Literacy, Numeracy, Health and Wellbeing. Guidance to support the review of your curriculum rationale can be found in the link below, within the Teaching and Learning section.

[Link to Teaching and Learning Renewal Planning in EdinburghLearns@Home Guidance Page](#)

Wellbeing and Resilience

Nurture, Adapt and Renew

We know the best way to support children through change and adversity is through nurturing, supportive relationships with skilled adults. When schools return on 10th August 2020, we will still be in a period of adaptation. It would be wrong to assume that children will pick up from where they left off. The nurture principles are a helpful starting point for meeting the needs of all children during this period of intense uncertainty and disruption.

Nurture is important for wellbeing

On welcoming our children back to school, it will help to demonstrate that we kept them in mind while we were not together. Connections and relationships are still in place and can be renewed and strengthened. We have a golden opportunity to build resilience by modelling mentally healthy

responses to the disruption and change, whilst not minimising the adversities faced by some adults and children alike.

The school offers a secure base

The change, uncertainty and impact of school closures, and the wider impact of Covid-19 on society, will affect children differently depending on the balance of other protective and risk factors in their lives. Now, more than ever we need to ensure that our schools and settings offer a secure emotional base for children in which their social and emotional development is well supported. We have an opportunity here to support the mental wellbeing of our children and, indeed, see it flourish.

To ensure our children/young people are in the best place to access learning, we must support their health and wellbeing. The four key facets of this support, included in our Renewal Planning, are to ensure all staff;

- **Reconnect relationships** - supporting the re-establishment of peer to peer and adult to children/young people relationships
- **Acknowledge experiences** – being curious, acknowledging feelings and reactions and creating time and space for dialogue
- **Create a nurturing environment** - the 6 nurture principles should be used to underpin the approach to school life and learning
- **Support our learners to build resilience** – the four contexts for learning should support children/young people to build resilience.

Advice, guidance and resources to support each aspect can be found here:-

<https://cityofedinburgheducation.sharepoint.com/sites/EdinburghLearns/EdinburghLearnsAtHome/SitePages/Guidance.aspx#health-and-wellbeing-resilience-renewal-planning>

Schools are not starting from zero and should continue to use the range of resources and supports they found to be effective before lockdown. The Wellbeing Indicators are our constant definition of wellbeing and reflective questions have been designed to support staff to identify health and wellbeing priorities within the current context.

Building on our strengths, with community partners, will be a vital part of renewing the holistic offer around health and wellbeing and this should be a priority for all schools, whilst observing the most up to date guidance around visitors to schools and infection control.

Teaching, Learning & Assessment

Learning is understood developmentally

We must accept and welcome our children where they are at. Not where they were when we last spent time with them, where would expect them to be for their age or where their peers are. The impact of school closures on children will be extremely individual and will have a variety of positive and negative effects. Knowing the child and offering them experiences which are appropriate for their developmental level is key here.

As children return to school, the initial focus will be on Health and Safety awareness measures and ensuring that pupils are re-engaging positively in their new environment, rebuilding relationships with peers and staff.

Primary children will focus on Literacy and Numeracy, alongside Health and Wellbeing, throughout the first term. Outdoor learning should be used whenever possible.

Secondary pupils will continue to study all curriculum areas in the BGE, with a focus on Literacy, Numeracy, Health and Wellbeing as responsibilities of all. A focus on the significant aspects of learning and CfE benchmarks will ensure that learners develop the skills and knowledge to progress.

<https://www.gov.scot/publications/coronavirus-covid-19-curriculum-for-excellence-in-the-recovery-phase/>

A full timetable of SQA exams and coursework is planned at all levels in 2021. It will be important to collect and retain evidence throughout the session. SQA will provide further details on the approach for assessment of national qualifications and other awards before schools reopen.

Practical learning and activities are an important part of the curriculum so practitioners may need to adapt their approaches to enable learners to carry these out safely. SSERC has produced guidance for practical work in Sciences and Technologies; Education Scotland is preparing guidance in Physical Education and Home Economics; advice on singing, or playing wind/brass musical instruments is still being developed so should be avoided during initial return to schools, unless delivered virtually.

Children in Special Schools will focus on Health and Wellbeing, Literacy and Communication and Numeracy. This will be built around the skills framework within each school. Secondary-aged pupils in Special Schools will continue to study across a wider range of subject areas. Outdoor learning opportunities will be a key feature of the school day where this can be achieved within school grounds.

Literacy and Numeracy

As part of planning, teachers should use their knowledge of young people through their assessment and tracking prior to lockdown, including attainment predictions gathered in February, to identify gaps in learning. They should plan school-based programmes with associated in-home learning activities to recover any ground lost.

Based on a nurturing approach, and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out purely on the basis of a range of standardised tests. High-quality assessment opportunities should be planned, using a blend of formative and summative approaches, to provide a wide range of evidence of pupils' current levels of attainment.

Learning across all Curricular Areas

Linked themes across curricular areas can help learners experience activities across the BGE and access learning in a wider range of curriculum areas. Alongside Literacy, Numeracy, Health and Wellbeing, schools will plan learning in as many curriculum areas as possible to provide meaningful, and motivating, learning contexts. The learning in curricular areas may be planned for individually or through IDL projects which have planned learning in two, or a maximum of three, curricular areas planned around relevant, enjoyable and challenging activities. Learning can be linked on a thematic basis e.g. Sustainability.

The learning in school will be extended and enhanced by activities and programmes in which children can participate when learning at home or in local communities. This builds on some of the excellent practice which emerged during lockdown and should include creative learning tasks, citizenship, life skills, physical and outdoor learning activities.

Outdoor Learning; Physical Activity and Play

We are fully committed to ensuring that physical health is prioritised to help all children and young people replenish their energy and motivation for learning. All curriculum rationales should clearly state how this will be taken forward over the short, medium and longer term.

Play and outdoor learning should be factored into both the contingency Blended Learning Plans and should also feature in the School Renewal Blended Learning Plan, with an emphasis on opportunities for learners to be physically active, to enjoy and learn about their natural environment, and to relax.

Each school's Needs Analysis should identify which young people had insufficient physical activity during the lockdown. In coming back to school, we should be able to plan opportunities for physical education and physical activity outdoors or safely indoors.

Creativity in Learning

Creativity is not just the Expressive Arts but is the development of a suite of skills for learning, life and work, including imagination, curiosity, problem solving and being open minded. Creative Learning and Teaching is defined as a process which generates ideas that have value to the individual. It involves looking at familiar things with a fresh eye, examining problems with an open mind, making connections, learning from mistakes and using imagination to explore new possibilities.

Creativity exists across all curriculum areas indoor, outdoors and through digital. It builds upon play based learning and supports effective IDL. The development of creativity means children can apply these skills in a range of contexts and develop cognition, resilience confidence and wellbeing. The ability to cope with ambiguity is a key aspect of the creative process and throughout the recent experiences of Covid-19, lockdown and most importantly the easing of lockdown has generated greater ambiguity in everyone's lives.

There has also been a recent increase in arts activities which support and develop creativity. Children should be given opportunities to develop their creativity and to do so across all areas of their learning. They should be supported to talk about their skills and helped to understand how these skills are applied in different and new settings.

The Arts and Creative Learning team is available to support teaching staff with a range of CLPL, materials and resources.

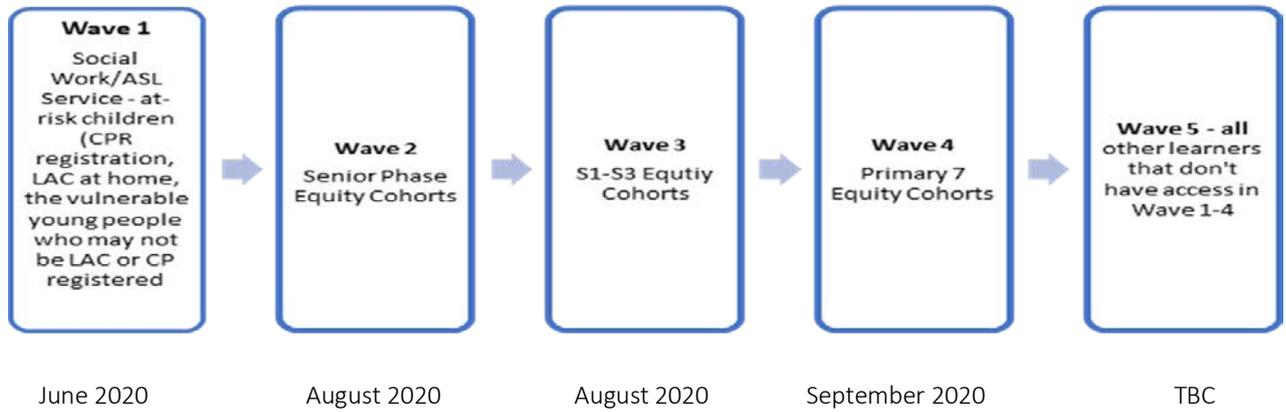
Digital Learning

During lockdown, practitioners, learners, parents & carers have been required to acquire new digital skills, at an accelerated pace. This will remain a main feature of high- quality teaching and learning as we move through the renewal phase, and beyond.

What is the timeline for availability of digital devices?

A Digital Access survey was sent to schools in April so that we could gather that information. We want all learners in S4-S6 to have a device as soon as possible. As budgets allow, we will allocate more devices to more learners. It is very important that we make sure no child is left behind in learning, so we are targeting the resources we have at those young people who don't have devices. As part of the Council's Adaptation and Renewal programme, a workstream to take forward Digital Learning has been started. This will set out the vision, the costs and the timescales for digital learning in the short, medium and long term. Having one-to-one devices for most learners is the aim, however the resource has still to be approved by the Council.

It is important to note that all schools should be making provision for digital learning through DSM and PEF, as appropriate. All schools will be required to detail their commitment to digital learning as part of School Renewal Planning. Digital learning can no longer be seen as an option.



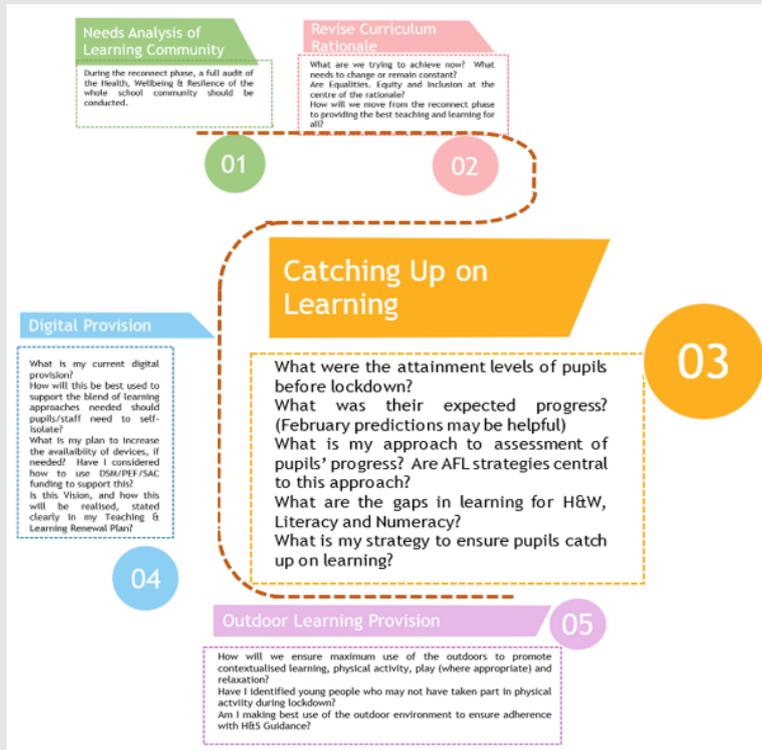
Waves 3 & 4 subject to SG Funding

Wave 5 - subject to Council approval as per Life Chances workstream

Headteachers should now use this guidance to work with their staff, and school communities, to develop their approach to Curriculum for Excellence in the Renewal Phase. By doing so, the Curriculum offered will be in line with both National and Local Authority advice.

EDINBURGH LEARNS ASSESSMENT AND MODERATION

Assessing Learners' Progress



The Purpose of this Guidance

“Assessment is an integral part of learning and teaching. It helps to provide a picture of a child’s or young person’s progress and achievements and to identify next steps in learning.”

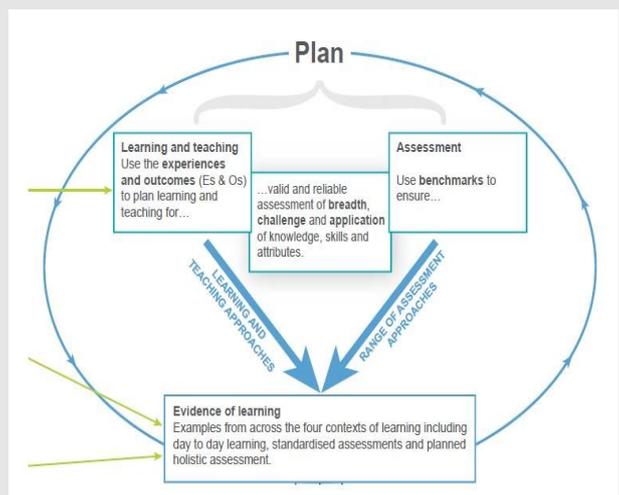
Building the Curriculum 5

This guidance aims to support schools and practitioners with how to plan and deliver high-quality assessment to inform learners’ next steps within our focus of catch up on learning. It is informed by [What Edinburgh Learns: Curriculum Guidance \(CEC, August 2020\)](#), [Assessment in the BGE 2020/21 \(Education Scotland\)](#) and Edinburgh Learns Assessment and Moderation Framework.

How do we plan for learning, teaching and assessment? (from Edinburgh Learns Assessment and Moderation Framework)

Teachers use two key resources which teachers to plan learning, teaching and assessment:

- Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
- [Benchmarks](#) – to provide guidance on the standard against which to assess.



A Focus on Literacy and Numeracy (from Edinburgh Learns Assessment and Moderation Framework)

As part of planning, teachers should use their knowledge of young people through their assessment and tracking prior to lockdown, including attainment predictions gathered in February, to identify gaps in learning. They should plan school-based programmes with associated in-home learning activities to recover any ground lost.

Based on a nurturing approach, and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out purely on the basis of a range of standardised tests. High-quality assessment opportunities should be planned, using a blend of formative and summative approaches, to provide a wide range of evidence of pupils’ current levels of attainment.

Identifying the Gap (taken from Closing the Gap Teachers Rationale)

Individuals and groups of young people who are in need of additional support with learning, as a result of school closures should be identified as soon as possible. This needs analysis can be carried out in a range of ways, including standardised tests and high-quality assessment opportunities using a blend of formative and summative approaches. This will provide a wide range of evidence of pupils’ current levels of attainment. Teachers should use their knowledge of young people, gained through assessment and tracking prior to school closures, including attainment predictions gathered in February, together with recent assessment information gained. They should plan school-based programmes, with associated in-home learning activities, to recover any ground lost.

Assessing Learners' Progress

DECIDING WHAT TO ASSESS

1

- ◆ Assessment will help identify a baseline from which to teach.
- ◆ Choose the area/organiser(s) you want to focus on.
- ◆ Use any data that you have e.g. February predictions, evidence of learner progress during remote learning, transition information.
- ◆ Use your knowledge of the expected learner journey at the relevant stage and [threshold concepts](#).



Click on the hyperlinks to access bitesize professional learning videos or relevant documents.

PLANNING FOR ASSESSMENT

2

- ◆ Liaise with colleagues to plan assessments, as appropriate.
- ◆ Think about the key concepts and knowledge, understanding and skills you want to assess to achieve a baseline.
- ◆ Make assessments manageable (what are you trying to assess and why?) and provide supports as appropriate (e.g. concrete materials, writing rubric).
- ◆ Use two key resources to support planning for learning, teaching and assessment:
 - Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
 - [Benchmarks](#) to provide guidance on the standard against which to assess.

IDENTIFYING WHAT LEARNERS CAN DO AND WHAT THEIR NEXT STEPS WILL BE

3

- ◆ A range of approaches, including [peer and self-assessment](#) or digital can be used to identify what learners can do and what their next steps in learning are.
- ◆ Individual or small group work with learners can be effective in enabling you to assess levels of understanding.
- ◆ [Questioning](#) is a key part of good dialogue between practitioner and learner. The range and style of questions you use will need careful planning.
- ◆ Use [hinge questions](#) linked to previous learning to promote dialogue and support deeper thinking.
- ◆ Spend time listening to children and young people discuss and explain their thinking.

4

PLANNING NEXT STEPS

- ◆ From your discussions with learners you will have a good idea of what they can do and which areas need reinforcement.
- ◆ Next steps may be different for each child or young person depending on their experiences of learning since schools closed in March.
- ◆ A bespoke programme of work may be beneficial for a short period of time to reinforce different areas of learning for some learners.
- ◆ Learners should be at the heart of planning learning, teaching and assessment. For example, [learning intentions](#) should be shared with learners and they should be involved in the co-creation of success criteria.
- ◆ Engage in professional dialogue with colleagues to moderate and plan collegiately at all stages of the [moderation cycle](#).

EDINBURGH LEARNS BLENDED LEARNING

Supporting the Delivery of High Quality Learning, Teaching and Assessment

What is Blended Learning?

Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. There are various models of blended learning that education systems use such as:-

- Flipped Classroom—Core content is learned online outside of class time and then learners participate in activities in class to reinforce and deepen their learning.
- Enriched Virtual Model—Online courses and electronic platforms drive learning. Customised, face-to-face support is arranged.
- Flex Model - most teaching happens on-line with teacher as facilitator.
- Self-Blend Model—Learning is entirely online. Learning is selected by the learner and undertaken in their own time and at their own pace.

Whatever model we choose, being responsive and agile is critical as our model for school attendance continues to change.

What are the benefits of using a Blended Learning Model?

Practitioners that have used a Blended Learning Model have highlighted many benefits of use for both pupils and teachers including:

- Differentiation - Aids differentiation as pupils can work at their own pace and have access to materials to review key messages as and when they need
- Formative Assessment for Learning - Provides opportunities for personalised feedback and regular formative assessment through the use of both digital tools and in class teaching techniques. Can increase participation in discussion and encourage pupils to ask questions that they may not feel confident about asking in the classroom
- Leadership of Learning - Encourages students to be leaders of learning and develops skills of metacognition and self-review
- Skills - Can give opportunities to develop higher order thinking skills and give teachers the ability to spend longer on developing key creativity skills such as problem solving i.e. using a Flipped Classroom Model

For more details on a Blended Learning Model click on the icons for online professional reading and professional learning.

Blended Learning in our context



As we return to school, we will want to ensure that children and young people settle into their new ways of working as confidently and effectively as possible so that all learners have the same opportunities to progress and succeed. We are all well aware that it will be of paramount importance to build relationships with our pupils and ensure they feel safe and positive in moving forward. [Tom Sherrington's article 'rebuilding teacher routines'](#) highlights just that. Re-establishing teacher routines and re-igniting successful and familiar teaching and learning strategies will be a key part in all of this. Sherrington also points out that whatever the anxieties we have as teachers surrounding course completion or gaps in learning it will be essential to stress to pupils that it will all be fine, everything is salvageable, and anything is possible. So how do we go about this with the mixture of online and in class teaching?

Blended Learning and the Four Guiding Principles

[The Four Guiding Principles of effective teaching and learning](#) - Plan, Share, Guide and Review do not change whether teaching in class only, teaching remotely or carrying out blended learning. However, there may be certain aspects of the Four Guiding Principles that you wish to consider more fully when using a blended learning model. We have outlined some key points, and linked professional learning videos on page 2.

Four Guiding Principles

- **Plan** for progression
- **Share** the purpose of learning
- **Guide** student learning
- **Review** the learning

4 PRINCIPLES FOR EFFECTIVE TEACHING & LEARNING

This document accompanies the overarching [Teaching and Learning Guidance](#). These two documents work in partnership to support high quality learning, teaching and assessment.

INTRODUCTION

Our Blended Learning professional learning series explains this guidance in more detail. Click on the icon above to watch the brief introduction; followed by bitesize videos on each of the 4 principles as required (access these through the icon in the relevant section).

1 PLAN

- ◆ Use your knowledge of the learner journey to set the long-term learning goals and timeframe to achieve these.
- ◆ Identify the key learning/non-negotiables on the journey.
- ◆ Define the [threshold concepts](#) and assess [prior knowledge](#) to identify a starting point.
- ◆ Plan [formative assessment](#) opportunities (for home and school) to inform appropriate next steps in learning.
- ◆ Plan opportunities for [outdoor learning](#) as appropriate.
- ◆ Where possible, have dialogue with colleagues to moderate blended learning, teaching and assessment.

2 SHARE

- ◆ Share the big picture with learners. Refer to it regularly to allow them to see how their current learning fits in to the longer term plan.
- ◆ Share clear [learning intentions and success criteria](#) with learners to allow them to [self regulate](#).
- ◆ Be clear on the format of how the learning will take place e.g. over the week, at home, in school etc.

3 GUIDE

- ◆ Sequence and chunk learning using a mix of remote ([digital?](#)) and face-to-face learning, and provide learners with opportunities to practise each of the steps.
- ◆ Model the learning to reduce the cognitive load e.g. using [live modelling](#), [What a Good One Looks Like](#).
- ◆ Provide appropriate scaffolds to support learners through the cognitive apprenticeship e.g. [CPA and Fading Out](#), [PACE grids](#), [tiering](#), [scaffolding in written tasks](#).
- ◆ Use [questioning](#) to deepen thinking and check for understanding.
- ◆ Encourage [collaboration and discussion](#) amongst learners where possible.

4 REVIEW

- ◆ Embed [formative assessment](#) techniques in remote and face to face learning to help inform next steps ([digital review?](#)).
- ◆ Teach self-assessment techniques so learners can assess their progress against success criteria.
- ◆ Incorporate plenty of confidence-building low-stakes [retrieval practice](#).
- ◆ Use pupil voice to evaluate learning and adapt based on feedback (e.g. using Forms).