Learning, Teaching and Assessment Standard

- We are ambitious for all our learners and strive to create a positive learning environment

- Our learners are engaged, resilient and highly motivated

- We ensure learning is appropriately paced, challenging and enjoyable, and is matched to individual needs

- We make appropriate use of a range of resources and supports - including digital technologies - to meet the needs and interests of all our learners

- We support all learners to develop strategies and skills which will enable them to take increasing responsibility for their learning

- We plan opportunities for learners to take the initiative, apply critical thinking and demonstrate deep learning

- We create opportunities for all learners to contribute effectively to the life of our setting and wider community

- We seek, value and act upon the views of all our learners

- Our vision and values are shared with our school community

- Our lessons are planned with clear success criteria and are structured to include a starter, learning activities and a plenary

- We use a range of teaching approaches, including digital technologies, to ensure appropriate pace and challenge

- We use skilled questioning to promote deeper understanding and to develop higher order thinking skills

- We use a range of feedback approaches to ensure learners know their strengths and next steps in learning

- We observe learners closely to inform future teaching

Professional Standards

Engaging Online

BON ACCORD

ABERDEEN
CITY COUNCIL

- Assessment is integral to our planning. Benchmarks and national standards are embedded in success criteria and in our classroom dialogue

- We assess learners' progress by working the classroom and making interventions as required

- We use a variety of assessment approaches to allow learners to demonstrate breadth, depth and application of learning

- National standards are shared with and understood by our learners. They provide a focus for learning conversations so that our learners have an understanding of their progress and can identify next steps

- We work with colleagues to share standards and build confidence i making professional judgements on CfE levels/SQA grades (moderation)

- Our professional judgements are based on a range of assessment evidence, such as day-to-day learning, home learning and planned assessments

- We plan to meet the needs of all learners across all areas of the curriculum

- Tracking is used effectively to secure improved outcomes for all

- Evidence is used to monitor progress and to secure improvement for all

ABERDEEN CHILDREN AND FAMILY SERVICES
Offering a protective, nuturing environment and relevant learning opportunities for all • Strengthening the resilience of all • Valuing and celebrating aspiration, ambition and innovation with all •

Proudly working together as one team to keep children, young people and communities safe, healthy and thriving.

Learning, Teaching and Assessment Standard

▶ Learning and Engagement

- **We are ambitious for all our learners and strive to create a positive learning environment**
  - Collaborative and inclusive relationships
  - Positive relationships policy
  - Vision and Values
  - Learning environment (engaging, scaffolding, interesting... (CIRCLE Framework)
  - Balance of synchronous (real time) and asynchronous teaching and learning

- **Our learners are engaged, resilient and highly motivated**
  - Well-planned activities take account of prior learning
  - Well-planned activities take account of learners' physical and mental health and wellbeing
  - Resilience, e.g. Growth Mindset, The Compassionate, Connected Classroom
  - Learning is relevant

- **We ensure learning is appropriately paced, challenging and enjoyable, and is matched to individual needs**
  - Knowing our learners and understanding their home circumstances
  - Planned differentiation
  - Support and challenge

- **We make appropriate use of a range of resources and supports - including digital technologies -to meet the needs and interests of all our learners**

  - Effective use of support staff to support wellbeing
  - Quality questioning
  - Relevance
  - Support services and partner agencies
  - Proportionate use of digital technologies
  - Parent Partnerships

- **We support all learners to develop strategies and skills which will enable them to take increasing responsibility for their learning**
  - Planning
  - Learning conversations
  - Skills development, including ACC Skills Framework, Developing the Young Workforce, SDS

- **We plan opportunities for learners to take the initiative, apply critical thinking and demonstrate deep learning**
  - Higher order thinking skills
  - Critical thinking
  - Opportunities for learners to plan and organise their learning

- **We create opportunities for all learners to contribute effectively to the life of our setting and wider community**
  - Consider the context of the setting
  - Connections with other community members, e.g. businesses, third sector etc.
  - Awards and programmes
  - Extra-curricular activities
  - HGIOURS
  - Learning shared with families
  - Provide opportunities for learners to share achievements, linking to existing rewards or schemes where possible

- **We seek, value and act upon the views of all our learners**
  - Pupil participation groups
  - Pupil Voice
  - Learner conversations
  - Regular audits of wellbeing
  - Learner Participation in Educational Settings (3-18), National Improvement Hub

Learning, Teaching and Assessment Standard

▶ Quality of Teaching

- **Our vision and values are shared with our school community**
  - Created through collaboration with stakeholders
  - Relevant to school context
  - Reviewed regularly
  - Evident in the curriculum rationale and associated offer

- **Our lessons are planned with explicit success criteria and as a result, learners understand the purpose of their learning and how to achieve success**
  - Learning intentions and success criteria evident in every lesson and understood by learners
  - Learning intentions and success criteria used to evaluate learning
  - Evidence of co-constructed success criteria
  - Planned and effective differentiation
  - Timely interventions to support learning
  - Learning environment well organised and resources accessible to all

- **We use a range of teaching approaches, including digital technologies, to ensure appropriate pace and challenge**
  - Both teacher and learners know where learners are on their journey and can identify next steps
  - Account is taken of prior learning
  - We give clear explanations and instruction and check that all learners understand
  - Teaching is relevant and timely to promote deeper learning
  - Learning is flexible and adaptive based on learners need
  - Opportunities for pupil led activities
  - Co-operative learning opportunities are planned
  - Direct teaching in groups, whole class as appropriate
  - Scaffolding and modelling used to support learner
  - Digital technologies are used to add value to the learning

- **We use skilled questioning to promote deeper understanding and to develop higher order thinking skills**
  - Culture of trust within the learning environment
  - Questions are relevant and timely promoting deeper understanding
  - Learners are encouraged to question each other and the teacher
  - Teachers have the confidence to reflect and move
  - Questioning is multi layered to maximise impact

- **We use a range of feedback approaches to ensure learners know their strengths and next steps in learning**
  - A range of assessment strategies are used to support future learning
  - Feedback is
    - routinely shared with learners throughout the lesson
    - used to inform the learning and next steps
    - of high quality and linked back to the learning intention and success criteria
    - supportive of learner progress
    - kind, specific and helpful

- **We observe learners closely to inform future teaching**
  - Observations are
    - targeted
    - purposeful
    - well timed
    - planned
    - used to inform future learning and ensure pace and challenge

Learning, Teaching and Assessment Standard

▶ Effective Use of Assessment

- **Assessment is integral to our planning. Milestones, benchmarks and national standards are embedded in success criteria and in our classroom dialogue**
  - Quality success criteria
  - Learner friendly benchmarks
  - Learning conversations
  - Assessment is ongoing and timeous

- **We assess learners' progress by engaging with learners and making interventions as required**
  - Working the classroom: class, group, individual
  - Effective interventions   e.g. Support for Learning, specialist resources, PSA deployment

- **We use a variety of assessment approaches to allow learners to demonstrate breadth, depth and application of learning**
  - High quality questioning
  - Approaches to assessment

- **National standards are shared with and understood by our learners. They provide a focus for learning conversations so that our learners have an understanding of their progress and can identify next steps**
  - Teacher : teacher, teacher : learner and learner : learner dialogue
  - HGIOURS (part 1) (part 2)
  - Learner friendly benchmarks

- **We work with colleagues to share standards and build confidence in making professional judgements on CfE levels/SQA grades (moderation)**
  - Professional reading
  - Moderation activities e,g, using Google Slides, Google Meet with school/ASG/LA colleagues
  - Progression frameworks

- **Our professional judgements are based on a range of assessment evidence, such as day-to-day learning, home learning and planned assessments**
  - Peer assessment
  - Self-assessment
  - NSA
  - Milestones
  - Adapted curricula
  - Summative assessment
  - Formative assessment
  - Insight
  - Alternative assessment methods
  - Intervention resources, e.g. TextHelp, ReadingWise etc.

Learning, Teaching and Assessment Standard

▶ Planning, Tracking and Monitoring

- **We plan to meet the needs of all learners across all areas of the curriculum**
  - We plan appropriate pathways based on learners' needs
  - We use all current pupil information to support planning for learners
    - tracking data
    - assessment evidence
    - wellbeing information
    - tracking system
    - IEP as necessary
  - We seek pupil views and involve them in reviewing and planning learning

- **Tracking is used effectively to secure improved outcomes for all**
  - All staff have access to and make effective use of the data available to improve outcomes for all learners
  - All teachers have well developed skills of data analysis which are focussed on improvement
  - Trackers are updated as part of regular tracking discussions and feature on the Quality Assurance calendar
  - Tracking data is used to measure progress and the impact of interventions
  - Trackers are accessed regularly to support meaningful learning conversations
  - We identify learners who are facing additional challenges and use tracking data to plan and evaluate interventions

- **Evidence is used to monitor progress and inform next steps to secure improvement for all**
  - Effectiveness of interventions is evaluated regularly through planned professional dialogue.
  - All staff engage in classroom observations providing challenging, robust and honest evaluation of learning
  - Learner attainment is monitored regularly to ensure interventions are timeous and appropriate
  - Through professional dialogue, all staff reflect on their practice

Professional Reading

Scottish Technology Ecosystem: Review

Support for Learning: All our Children and All their Potential (ASL Review)

Additional Support for Learning Action Plan: Progress Report

Putting Learners at the Centre: Towards a Future Vision for Scottish Education

ACC Digital Ways of Working

GTCS: Engaging online: a guide for teachers

Great Tools for Distance Learning

CfE Benchmarks

Revised Curriculum for Excellence

Learning Through Play

Supporting science, technologies, engineering and mathematics (STEM) at home

Education Scotland: Assessment within the BGE: a thematic inspection

Creativity and Learning: what is the connection?

Features of highly effective digital learning, teaching and assessment in schools

What is working in numeracy and maths

Our Safer Schools App

Osiris Professional Learning Sessions