



Balerno High School

Learning, Teaching and Assessment Policy

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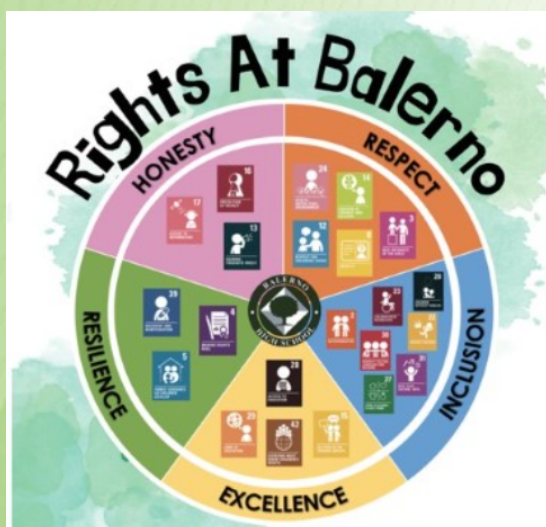
School Vision:

“A community built on strong relationships and a commitment to success”

School Values:

The learning environment should promote our values:

Respect * Inclusion * Excellence * Resilience * Honesty



UNRC 29. Aims of education

Children’s education should help them fully develop their personalities, talents and abilities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences. It should help them to live peacefully and protect the environment.

¹ CfE Briefing 7, *Progression from the Broad General Education to the Senior Phase Part 2*, Education Scotland, (December, 2012)

² *The Moderation Cycle*, Education Scotland (February, 2018)

³ BGE Assessment and Moderation Framework, CEC, June 2017

Rationale

- Learning and engagement
 - We create an ethos and culture that reflects our commitment for mutual **respect**, **honesty** and positive **relationships**. The learners experience is **inclusive** for all and well matched to their needs and interests.
- Quality of teaching
 - We ensure our teaching underpins our school vision and values, developing the learners' **resilience** and supporting them to strive for **excellence**.
- Effective use of assessment
 - This is integral to our planning of learning and teaching. There are shared expectations for the standard to be achieved and robust arrangements for moderation across stages and the curriculum to ensure **success** through reliable evidence.
- Planning, tracking and monitoring
 - As a result of manageable processes to monitor and evaluate learners' progress we can be confident we have clear information on their attainment across the curriculum. This data enables appropriate interventions in place to ensure **success**.

Context:

At Balerno we aim to create a positive and inclusive learning environment with pupils experiencing a consistently high quality learning experience which is motivating and meaningful. Our approaches should provide appropriate support, pace and challenge for all learners, and ensure that tasks and resources are matched to individual needs. Teaching for effective learning is based on AifL principles and characterised ⁽¹⁾ by planned opportunities for:

- Independent learning
- Learners taking responsibility for learning
- Active learning
- Collaborative learning
- Application of learning and skills development

Effective use of assessment by staff and learners ensures pupils maximise their successes and achievements.

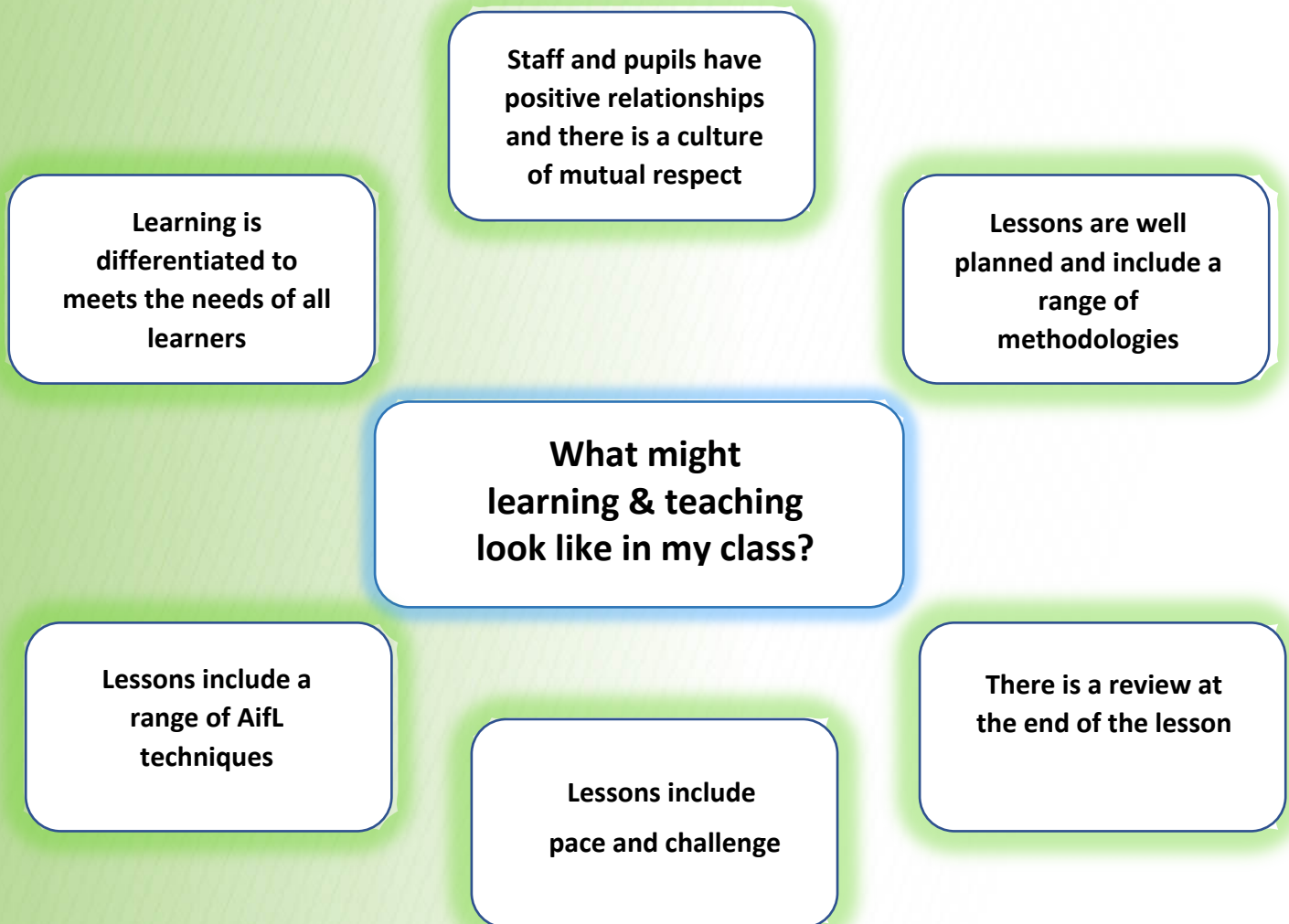
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Planning for Learning:

As part of the Moderation Cycle⁽²⁾, along with consultation with our teaching staff and a feedback from our young people on 'What makes a good lesson' has contributed to the development of the following guidelines for a highly effective lesson based on our shared understanding of high quality learning and teaching:



Pupil expectations for learning:

- I will come prepared to class with the correct equipment
- I will bring a charged iPad to each lesson
- I will remain focused on the learning
- I will follow the instructions set by the teacher
- I will ask for help if required.

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Our Balerno Way – Is our Teaching and Learning CLEAR?

Lesson Expectations – this was developed by the Learning and Teaching staff working group.

Is your lesson CLEAR? – does it have all these lesson aspects?

C	Connection to prior learning
L	Learning intentions and Success Criteria
E	Engagement of learners
A	Activities to support and challenge learners
R	Review of learning

Please refer to Appendix 1 – Clear in the Classroom which has more detail on what this could look like in the classroom.

Use of ipads to support Learning and Teaching at Balerno High School

- All pupils are members of a Team linked to each subject on their timetable – this is either a class Team or year group Team in this subject.
- All teams have an announcement channel and home learning channel.
- Teachers share home learning deadlines, instructions, and resources in the home learning channel.
- Announcement channel is used for key dates such as assessment dates.
- All class teams have a linked Class notebook that can be used as a digital jotter.

Balerno High School iPad good practice

When using ipads and other Digital tools in the classroom it is important to consider

- What am I hoping to achieve by using this technology?
- How will it help pupils demonstrate their learning?
- Is it the best way for pupils to show what they have been learning?
- What support will young people need to use this app?
- For those that don't have a charged ipad with them; what alternative task can they do that has the same learning outcome?

Please refer to Appendix 2 - for examples of ipad good practice collated by staff.

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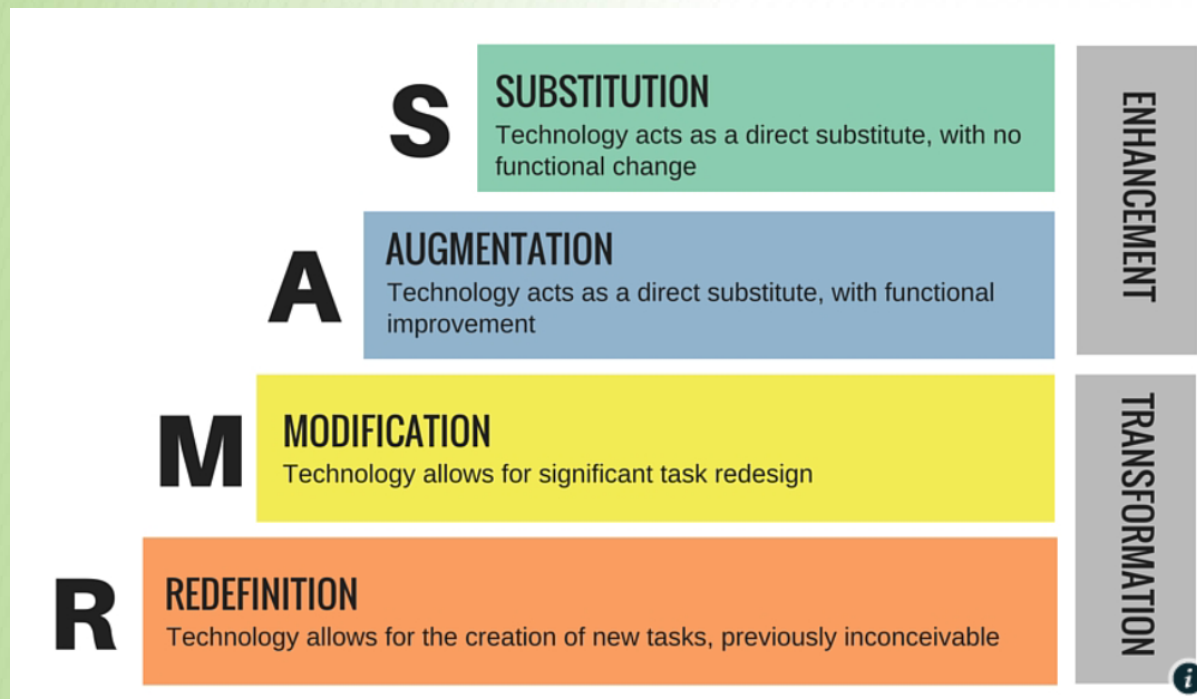
³ BGE Assessment and Moderation Framework, CEC, June 2017

Planning Digital learning and Teaching

When planning for using ipads in the classroom staff were given training in May 2022 about the SAMR model – this can help staff consider how the ipads can enhance teaching and learning and if it is an appropriate enhancement or transformation. The SAMR model is a framework for digital learning.

The SAMR model provides a framework that can be used to classify and evaluate digital learning activities.

It is recognised that ipads are not always going to be used in the classroom if the learning outcome would not be reached by their use.



There are examples of the SAMR model in action in the BAL – staff team.

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Teaching about Rights : Embedding the UNCRC Across the Curriculum

Balerno achieved Gold RRSA in March 2023.

WHAT DOES EMBEDDING THE UNCRC ACROSS THE CURRICULUM LOOK LIKE?

- Ensuring that we are teaching about rights as well as teaching through and for rights.
- Developing lessons that strengthen pupils' understanding of children's rights and furthers their knowledge of the UNCRC, so they know about a wider range of Articles.

HOW CAN WE EMBED THE UNCRC ACROSS THE CURRICULUM?

- Use this Teaching About Rights Planning Tool to develop your chosen lessons.
- The tool includes evaluation questions to use for planning lessons that teach pupils about rights
- The tool also includes some examples of activities that departments across the school have chosen to use to teach pupils about rights.



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Improvement through self-evaluation:

As a school, we recognise that our young people will experience high quality learning and teaching if teachers who are lead learners, informed professionally, and engaged in the development of research-based strategies and practice, lead them. To support career-long professional learning we emphasise the importance of critical self-evaluation. Staff have access to self-evaluation tools in the Learning and Teaching Toolkit Sharepoint and in Bal -Staff Team.

Appendix 3 – Staff Self Evaluation Tool

Self-evaluation of learning and teaching could be added to staff Professional Learning Logs as part of CLPL along with Sharing Classroom experience.

Sharing Classroom Experience:

As a school, we are committed to sharing best practice and as part of this process all staff are involved in sharing classroom practice on an annual basis. The rationale for this is:

- To develop critical reflection
- To promote professional dialogue amongst colleagues
- To encourage excellent practice and consistency in high quality learning and teaching
- To support career-long professional learning
- To evidence the impact of self-evaluation on learning and the achievement of all learners

Please refer to **Balerno High School: Sharing Classroom Experience (SCE) & Pathway 1 self-evaluation policy** for further detail. Available on the server G: Staff/Staff Handbook/Learning, Teaching and Assessment

Learning Walks by SLT, CLs and teaching staff will also support self-evaluation of learning, teaching and assessment.

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Assessment:

We are committed to the principles that the main purpose of assessment is to improve outcomes for learners.⁽³⁾

The purpose and principles of assessment are:

- To involve, engage and support learners 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 involve the learner in the tracking of progress and setting personal targets.

When planning for assessment staff should use key resources such as:

- Experiences and outcomes – to provide guidance on experiences for BGE learners
- Benchmarks – to provide guidance on the standard against which to assess in the BGE
- SQA website – to provide guidance on understanding standards, course updates and advice

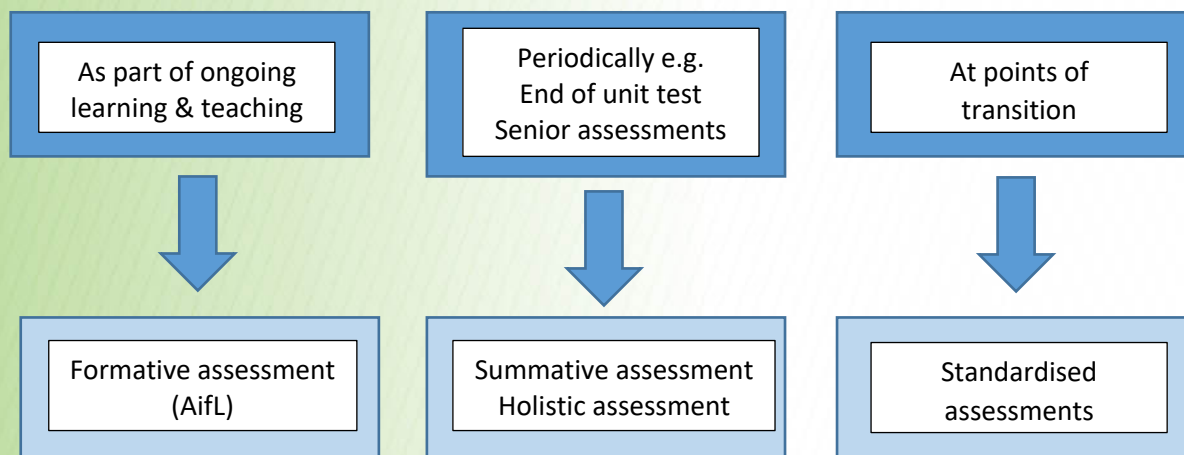
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When should assessment take place?

Assessment and planning should take into account the individual needs and preferences of the learner and recognise young people progress in different ways. Information provided by Support for Learning should also be taken into account when planning personalised support for identified pupils.



For further information in relation to assessment in the Broad General Education, refer to

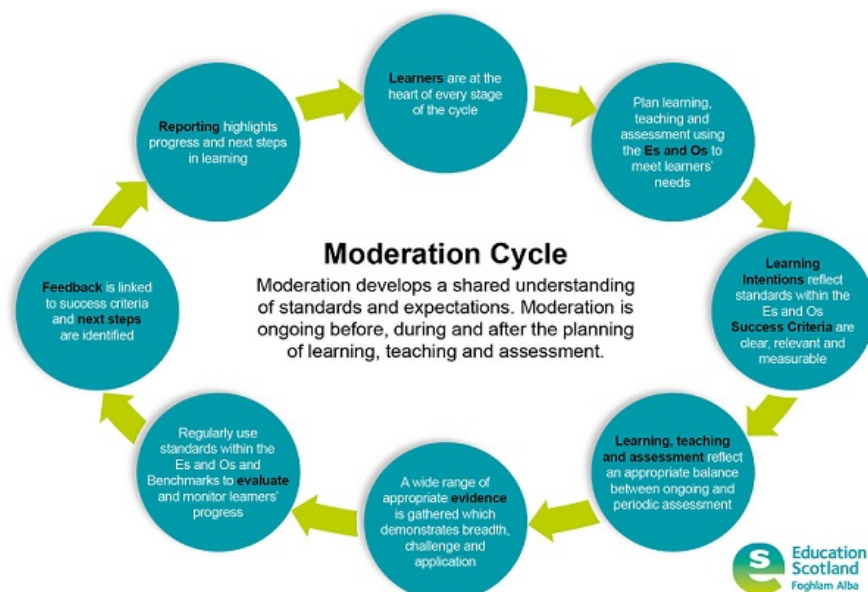
- ***BGE Assessment and Moderation Framework, CEC, 2017***

For further information in relation to assessment in the Senior Phase, refer to

- ***Balerno High School Internal Verification Policy***
- ***Balerno High School SQA Policy***

All of the above are available in the Learning and Teaching Sharepoint

Appendix 4 -



¹ CfE Briefing 7, *Progression from the Broad General Education to the Senior Phase Part 2*, Education Scotland, (December, 2012)

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