Balerno High School
Learning, Teaching and Assessment Policy
Revised curriculum rationale - Covid Recovery

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

The purpose of this revised document is to support the community with challenges of:

- Reconnecting Relationships:
- Acknowledging Experiences:
- Creating nurturing environments:

Through the revised rationale, we aim to:

- Support revised pedagogy
- Ensure continuous access to effective L&T in a nurturing environment
- Signpost to issues we need to be alert to
- Promote values of respect, inclusion, excellence, honesty and resilience.

*Revisions are framed around the CEC document, 'What Edinburgh Learns.' Through consultation, staff identified and will take forward the following suggested actions:

Reconnect Relationships:

- Engage in conversation
- Checking in
- Offering support
- Sharing plans and explaining new approaches
- Working together with pupils
- Humour as appropriate
- Getting to know you activities
- Take away uncertainties through planning – seating etc.
- Maintain online relationships through communication

Acknowledge Experiences:

- Being open and honest
- Listening
- Acknowledging what's been difficult
- Creating a sense of team/all in it together/scale of incident

[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

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Create a nurturing environment:

- Display work
- Ask how they are
- Calm attitudes
- Routines
- Music/mindfulness
- Discussing positives of Teams
- Creative tasks
- Avoid passing SQA burden/concern to pupils
- Early focus on revision

Build resilience:

- Allow learning from errors
- Coaching conversations
- Encourage a 'view from above,' taking a step back
- Graffiti board
- Clear expectations and safety focus
- Acknowledge and reframe nerves as a positive
- Address gaps in learning when relationship established

Revised 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. We prioritise the safety of all in all we do.
- 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 we respond to Scottish Government and SQA guidance we work collegiately to monitor lockdown and ongoing progress and respond to individual and group needs prioritising collation of clear information on attainment across the curriculum. This data enables appropriate interventions in place to ensure **success.**

Context:

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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:

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

In response to the limitations of Covid recovery we direct all users to page 5 of this document for practical advice. All advice contained in this document has been traffic lighted to reflect the priority of Covid risk mitigation.

Effective use of assessment by staff and learners ensures pupils maximise their successes and achievements.
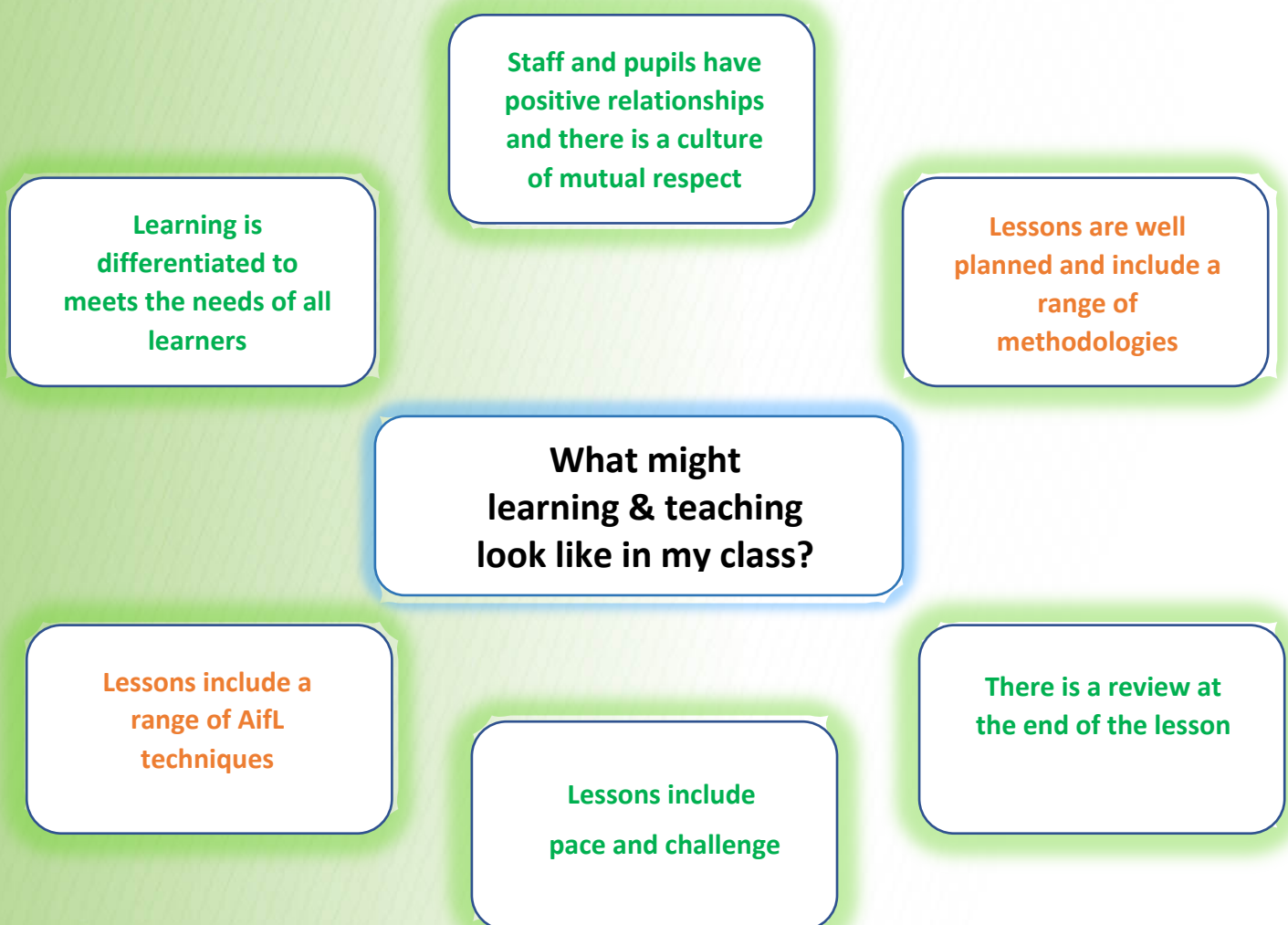
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Planning for Learning:

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:

Staff and pupils have positive relationships and there is a culture of mutual respect

Learning is differentiated to meets the needs of all learners

Lessons are well planned and include a range of methodologies

What might learning & teaching look like in my class?

Lessons include a range of AifL techniques

Lessons include pace and challenge

There is a review at the end of the lesson

Pupil expectations for learning:

- I will come prepared to class with the correct equipment
- I will remain focused on the learning
- I will follow the instructions set by the teacher
- I will ask for help if required and accept that 1:1 guidance may be limited by safety precautions.

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What should lessons include?	Suggestions on what this could look like in the classroom
Staff and pupils have positive relationships and there is a culture of mutual respect	I meet learners at my door. I have high expectations of learners. I know the background of my learners. I use a growth mindset with learners. I ensure that pupils are encouraged to respect each others' views in group/class discussions. Classroom expectations poster is displayed and referred to.
Learning is differentiated to meets the needs of all learners	I use the Support for Learning database to inform me of learner needs. I provide work which allows all learners to achieve I make good use of PSAs with their safety at the forefront of planning I am familiar with and use a range of methods of differentiation.
Lessons are well planned and include a range of methodologies	I have resources ready for my classes My lessons follow on from each other I use active learning techniques Learners lead their own learning I use ICT where appropriate I gather pupil feedback to inform next steps in learning Lessons take account of prior learning
Lessons include a range of AifL techniques (different techniques are available)	I use Learning Intentions I discuss and agree Success Criteria I give quality feedback My learners use self and peer evaluation I use think, pair, share I use exit cards I use mini white boards I use questioning effectively I use randomisers for electing learners to answer questions I snowball a question around the class to achieve in depth answers I use waiting time I use 'post-its' for learner feedback I give verbal feedback I use prior learning checklists I use lesson starters Learners can identify next steps to improve Learners traffic light work, Comment only marking submitted electronically. SLT is investigating further options Learners create their own exam paper and mark it
There is a review at the end of the lesson (different techniques are available)	There is a plenary at the end of the lesson There is sufficient time to check learning Time to reflect on **what** and **how** they have learnt All learners can access the plenary Class discussion around success criteria I use keyword bingo

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Lessons include pace and challenge	Tasks are timed The pace of the lesson meets the needs of learners There is no dead time at the end of my lessons Extension/Challenge tasks are relevant to learning I encourage the use of HOTS in pupils I use problem solving tasks I use probing questions, I set high expectations for learners

Digital teaching

As part of the delivery of high-quality learning and teaching digital technology should be utilised to support and enhance the pupil experience.

In school

Microsoft TEAMS should be encouraged to complement classroom learning. Homework and any teaching resources, where possible, should be posted to support all pupils.

Homework tasks should be posted within the assignments tab to ensure consistency across all subjects.

Blended learning

If a blended learning and teaching experience becomes necessary staff should follow the guidance shared by the Learning and Teaching A&R group in June 2020.

To ensure a consistent approach to Microsoft TEAMS:

- All pupil tasks should be posted using the assignments tab
- All tasks should be signposted in the TEAM either in class materials or within a channel
- Late hand-ins should be accepted – this is the default setting
- Tasks should be differentiated
- For some ASN pupils a private channel should be set-up with their tasks (SfL will advise on which pupils in the August update)
- Feedback can also be shared electronically:
  - One note can be used for audio and written feedback
  - Assignments can be used for written feedback

Link to support delivery: https://bit.ly/AssignmentsInTeams

Self Evaluation

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As greater clarity is in place we will review the potential and provide guidance for teachers to critically reflect on their practice.

Sharing Classroom Experience:

As greater clarity is in place we will review the potential and provide guidance for this process.

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. Maintaining a working knowledge of SQA information is paramount for all teachers and will be supported by SLT.
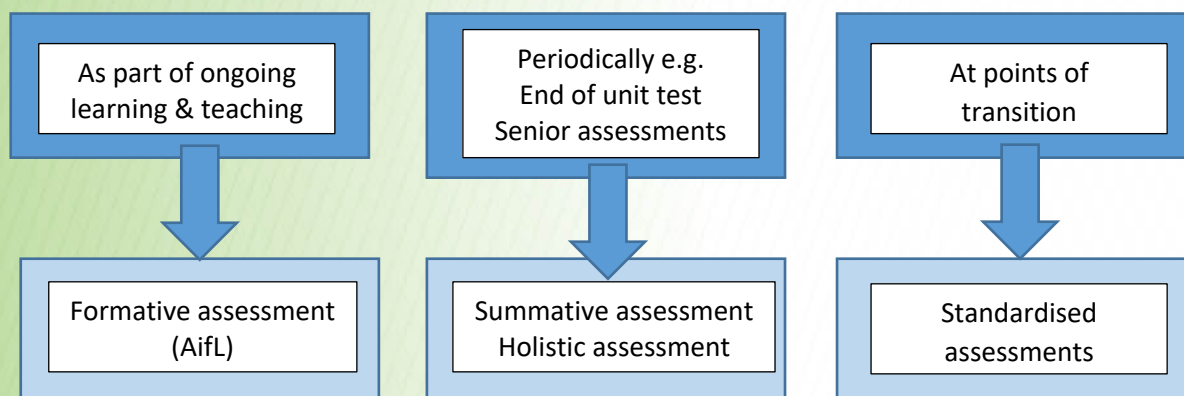
When should assessment take place?

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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.

As part of ongoing learning & teaching	Periodically e.g. End of unit test Senior assessments	At points of transition
↓	↓	↓
Formative assessment (AifL)	Summative assessment Holistic assessment	Standardised assessments

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

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

Gudiance on collegiate moderation will follow.

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 on the server G: Staff/Staff Handbook/Learning, Teaching & Assessment

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