

What high quality Learning and Teaching means at Culloden Academy

Introduction.

School staff know that high quality learning and teaching experiences improve the life chances of children and young people. Research about, and published opinions on what is high quality learning and teaching would take more than a lifetime to read. However, quantity does not equate to usefulness and so what you will find overleaf is an executive summary of what Scottish education defines high quality learning and teaching as. We have taken the *General Teaching Council of Scotland's* description of what they expect from every teacher and *Education Scotland's* description of best practice in teaching, learning and assessment. Both have been distilled down to a single side of a page and staff engage with them when planning professional development opportunities. As a staff body we are committed to the internationally recognised *Teaching Sprints* programme which allows staff to identify small deliverable improvements in their pedagogy and to introduce these in a sustainable way.

Furthermore, our School Improvement Plan for sessions 2022-25 outlines a commitment to improved pedagogy, to continued development of our approaches to differentiation and to increased teacher professionalism through enhanced support for professional learning. Alongside the *Teaching Sprints* we will be engaging with research and sharing good and interesting practice to deliver the standards you will see outlined on the next two pages.

Separately, work is underway to produce a document in collaboration with learners about what high quality learning and teaching should feel like for them and about how best to engage with the learning experiences made available for them.

I hope you find this a useful summary document.

J Vance

Head Teacher.

The **GTCS Standard for Full Registration 2021** is the benchmark of competence required of all teachers. These mandatory requirements for registration with the GTCS were formally enacted on 2 August 2021. As registered teachers, we need to engage with these standards critically, and continually review our practice against the key aspects which are as follows:

Pedagogy: Our knowledge and understanding of pedagogical and learning theories will inform how we structure and organise the delivery of the curriculum. We will consider *how* we teach, creating meaningful contexts for learners through a range of different learning environments. We will employ appropriate teaching strategies and resources, including digital approaches, to meet the needs and abilities of every learner. We will account for the gender, social, cultural, racial, ethnic, religious and economic context of our learners and adapt our practices according.

Child Development: We will be mindful of the stages of learners' cognitive, mental, social, emotional, physical and psychological development and know how to use this information to support learning and wellbeing.

Planning: Since assessing progress is an integral part of learning and teaching, we will be skilled in planning for effective assessment, teaching and learning, supporting the needs of every learner. Teaching programmes will be coherent, progressive and engaging; learning will be creative and sustainable.

Assessment: We will engage with assessment data effectively to evaluate learning and teaching, using results to identify development needs. We will engage learners in dialogue about their progress and how to provide meaningful feedback to support and agree next steps.

Differentiation: We will identify potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner. The strategies chosen will ensure support and challenge for all learners.

Self-evaluation: We will use self-evaluation and professional learning to support and improve our practice. We will consider feedback from the learning process to inform our teaching.

Reflection: We will commit to lifelong learning, reflecting on our practice and engaging critically in self-evaluation using the relevant professional standard. We will work collaboratively with others and maintain a reflective record of evidence of impact of our professional learning and development on ourselves and others.

Nurture: We will create safe, caring and purposeful learning environments which are inclusive and which cater for additional support needs of learners.

Promoting Positive Relationships: We will promote and develop positive and purposeful relationships with and between learners, colleagues, families and partners. We will communicate appropriately with every learner, modelling and promoting confidence in literacy, numeracy and health and wellbeing.

How good is our school?

The themes of **QI 2.3** from **HGIOS 4** should be used as part of ongoing evaluation of the quality of learning and teaching:

Learning and Engagement

- Working relationships between staff and pupils will be positive.
- The environment will be safe, caring and purposeful.
- Tasks and activities will be differentiated as appropriate.
- Pupils will be actively engaged in their learning.
- Pupils will have opportunities to develop the four capacities and staff should begin with this end in mind.
- Pupils will have choices and will increasingly be able to take more responsibility for their learning.

Quality of Teaching

- Lessons will follow a clear structure with a starter, appropriate learning activities and a plenary to check how successful learners have been.
- Instructions and explanations will be clear, with checks for understanding.
- A variety of activities to meet the needs of learners will be used.
- Skilled questioning will form a crucial part of each learning experience.
- A range of approaches to feedback will be used.
- Digital technology will be used appropriately.

Effective use of Assessment

- Benchmarks and SQA standards are shared with and used with pupils.
- Teachers will use assessment data to evaluate learning and teaching.
- A variety of assessment approaches will be used.
- Teachers will use learning conversations to assess progress and identify next steps.
- Professional judgements are based on a range of assessments and are moderated regularly.

Planning, Tracking and Monitoring

- Pupil needs will be considered carefully as part of planning and evaluating learning.
- Teachers will take account of prior learning.
- Pupils will be involved in planning their learning.
- Tracking data will be recorded and used forensically to help improve pupil attainment.

Teachers are expected to engage with the following documents as part of their ongoing professional development: GTCS Standard For Full Registration 2021, along with the Standard for Career-Long Professional Learning 2021 and How good is our school (4th edition)