

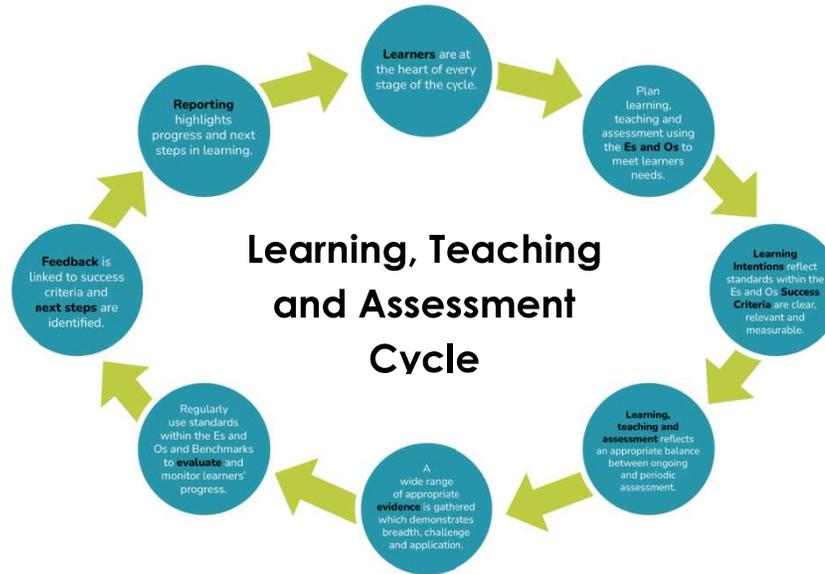


Excellence and Equity for Shetland's Learners

Standard for learning, teaching and assessment

Our Vision

'All learners in Shetland will achieve their full potential'



Rationale

As professionals, we strive towards ensuring excellence and equity for all children and young people. In order to support all children and young people to achieve their full potential, high-quality learning, teaching and assessment is at the core. The purpose of this standard is to create a shared language and understanding of the key features that constitute high-quality. It is designed to support professional dialogue, inform self-evaluation and most importantly, to identify areas for improvement that will result in better outcomes for our children and young people.

Our standard for learning, teaching and assessment is informed by national policy drivers, GTCs professional standards and knowledge of our local context. This standard will be reinforced by an ongoing programme of professional learning, which is crucial in supporting our workforce during this time of educational change.

Our standard makes connections, to the [Northern Alliance Learning, Teaching and Assessment Toolkit](#)

Selecting the images below will make connections to the toolkit themes:



Learning and Engagement	Quality of Teaching	Effective Use of Assessment	Planning, Tracking and Monitoring
<p>Our ethos and culture reflects our commitment to:</p> <ul style="list-style-type: none"> children's rights positive relationships inclusive practice equity and excellence nurture trauma informed practice children and young people at the centre <p>Our climate for learning promotes:</p> <ul style="list-style-type: none"> belonging responsiveness to the needs of each child and young person high expectations resilience and trust responsibility, independence and choice curiosity and creativity the acceptance of learning from mistakes solution focused strategies for developing skills in thinking and problem solving an appreciation of wider achievements <p>Children and young people fully participate and influence decisions relating to learning, teaching and assessment including:</p> <ul style="list-style-type: none"> approaches taken topics and content sequences and structure how and where they learn, are taught and assessed resources and equipment <p>Children and young people are highly motivated and fully engaged through well planned tasks, activities and resources that:</p> <ul style="list-style-type: none"> are well matched to learning intentions are enjoyable and linked to interests are developmentally appropriate recognise and responds to prior learning enables children to make connections between and within their learning personalises learning and enables children and young people to be leaders of their own learning are purposeful, meaningful and relevant and link to real life 	<p>We have a well-developed, shared vision and values which underpins our high quality teaching.</p> <p>Children and young people are clear about the purpose of their learning and how they will achieve success through:</p> <ul style="list-style-type: none"> carefully developed learning intentions that clearly set out what will be learned as opposed to the completion of a task co-constructed success criteria the use of plenaries for reflection and consolidation of learning <p>Children and young people experience high quality learning environments and a range of suitable teaching approaches appropriate to individual needs, including:</p> <ul style="list-style-type: none"> learning outdoors play-based learning active learning collaborative learning inter-disciplinary learning the use of digital technology links to the community <p>Our dialogue and interactions are respectful and purposeful, including:</p> <ul style="list-style-type: none"> clear explanations and instructions effective use of modelling Skilful discussion to stimulate learner interests and to support metacognition of learning regular feedback which supports progress in learning learner conversations varied methods of communication suited to each child <p>We provide appropriate challenge through a variety of ways including:</p> <ul style="list-style-type: none"> understanding prior learning shared high expectations increasing independence opportunities to lead within learning reducing support increasing length and complexity of task and accuracy of the response differentiation pace of learning deepening and extending learning through comments and questions applying learning in different contexts 	<p>A range of approaches are carefully planned to ensure:</p> <ul style="list-style-type: none"> assessment evidence is valid and reliable assessment is proportionate and manageable they are well matched to the holistic needs of the child or young person each child and young person is part of the process and is able to clearly demonstrate where they are in their learning assessment of breadth, challenge and application <p>Day to day, we gather evidence from a variety of ongoing assessment approaches including:</p> <ul style="list-style-type: none"> observational assessment learner conversations scanning and marking work higher order questioning self / peer assessment exit passes <p>From time to time, we use periodic assessment approaches including:</p> <ul style="list-style-type: none"> high-quality assessments end of unit assessments national assessments <p>We use information from assessment formatively to:</p> <ul style="list-style-type: none"> support responsive teaching inform future planning for next steps in teaching and learning support progression <p>We use information from summative assessment to identify progress towards and achievement of national standards including:</p> <ul style="list-style-type: none"> national benchmarks national qualifications <p>We use learner conversation to provide high quality feedback to help children and young people know themselves as learners, to understand their progress, achievements and what they need to do to improve.</p> <p>We use our assessment evidence to report formally and informally on children and young people's progress and achievements.</p> <p>We work with colleagues to develop our understanding about shared standards and build confidence in making professional judgements through:</p> <ul style="list-style-type: none"> professional dialogue and learning well-planned moderation activities thorough tracking and monitoring cycles 	<p>Planning to meet the needs of all children and young people is informed and supported by:</p> <ul style="list-style-type: none"> views of children and young people prior learning and progress experiences and outcomes progression pathways aligned to national benchmarks professional dialogue and opportunities for moderation and understanding progression data and evaluations <p>Dialogue at all levels ensures information is gathered and used to monitor and track progress which:</p> <ul style="list-style-type: none"> supports children and young people to improve helps children and young people to understand and articulate their learning and future learning needs provides an overview of progress and achievement over time identifies strengths and next steps in learning informs transitions supports parents/carers to understand their child's learning <p>Systems are in place that support:</p> <ul style="list-style-type: none"> evaluation of learning, teaching and assessment identification of trends and patterns identification of gaps in learning an overview of data over time identification of next steps – at school, department, class, group and individual levels <p>We have a range of processes in place to gather data to improve outcomes including:</p> <ul style="list-style-type: none"> regular conversations with children and young people to identify strengths and set/review next steps informing transition identification of trends to target areas for improvement measuring impact of specific approaches and interventions sharing success – with staff, parents and carers and children and young people quality professional dialogue that informs planning and next steps quality assurance activities