

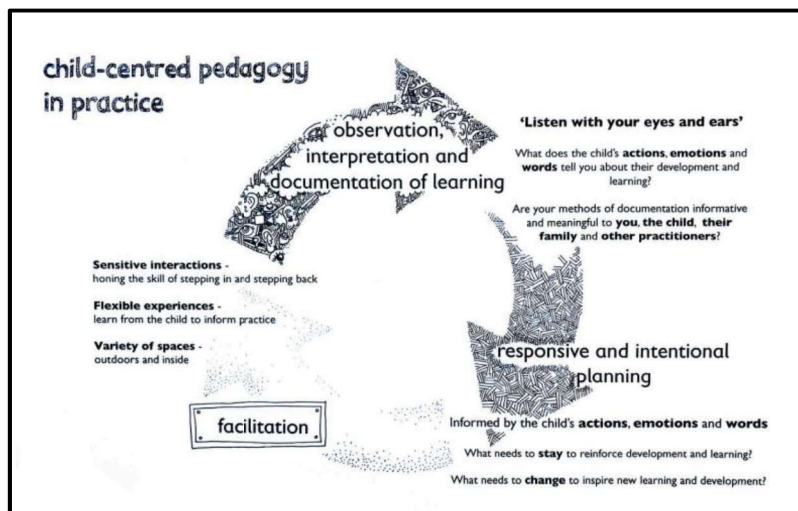


Excellence and Equity for Shetland's Learners Standard for learning, teaching and assessment Early Learning and Childcare



Our Vision

'Children in Shetland have the very best early years of childhood.'



Rationale

As professionals, we strive towards ensuring excellence and equity for all children. In order to support all children 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.

Our standard for learning, teaching and assessment is informed by national policy drivers, GTCS professional standards and SSSC codes of conduct 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.

Learning and Engagement	Quality of Experiences, Spaces and Interactions	Effective Use of Assessment	Planning, Tracking and Monitoring
Our ethos and culture reflects our commitment to: • children's rights • positive relationships • inclusive practice • child development • equity • nurture • trauma informed practice • a multi-agency approach • reflection • families as partners • professional learning and development for staff • starting with the child Our climate for learning promotes: • belonging • exploration • responsiveness to the needs of each child • high expectations • resilience and trust • responsibility, independence and choice • curiosity and creativity • imagination • learning from mistakes • problem solving Children fully participate and influence decisions relating to learning, teaching and assessment including: • approaches taken • how and where they learn • resources, experiences and spaces Children are highly motivated and fully engaged through well planned experiences, spaces and resources that: • are enjoyable • are open ended • are developmentally appropriate • recognise and responds to prior learning • personalises learning and enables children to lead their own learning • are purposeful, meaningful and relevant • provides the right level of support • challenges learners • offers independence and choice	We have a well-developed, shared vision and values which underpins our practice. Practitioners are able to facilitate the right kinds of interactions and experiences in considered spaces both outdoors and indoors to extend or consolidate learning by: • honing the skill of stepping in and stepping back • learning from the child to inform practice • providing a variety of high quality spaces outdoors and inside • listening with eyes and ears • being available and responsive Children experience high quality learning environments and a range of suitable approaches, including: • learning through play outdoors and indoors • high quality resources and spaces • opportunities to develop a wide range of skills • meaningful and rich contexts • the use of digital technology • real life contexts • reflecting children's lives, interests and culture Our dialogue and interactions are respectful and purposeful, including: • clear explanations and instructions • effective use of modelling • skilled use of questioning which challenges thinking • regular feedback which supports progress in learning • learner conversations • varied methods of communication which is suited to each child • appropriate time and space We provide appropriate challenge through a variety of ways including: • increasing independence and responsibility • reducing support • effective interactions • a wider range of experiences and contexts • deepening children's understanding • building on what children know already • providing provocations to extend learning • supporting children to share their perspective • enabling children to solve problems • enabling children to lead	A range of approaches are carefully planned to ensure: • assessment evidence is valid and reliable • assessment is proportionate and manageable • they are well matched to the needs of the child • progression in learning is demonstrated • breadth, challenge and application Day to day, we gather evidence from a variety of ongoing assessment approaches including: • observing children's play • considering children's actions, emotions and words • skilful interactions and conversations • capturing learning • higher order questioning • commenting From time to time, we use periodic assessment approaches including: • focused observations • developmentally appropriate experiences We use information from assessment formatively to consider: • what we noticed • what the information tells us • what we will do now We use learner conversation to provide high quality feedback to children to help them know themselves as learners, to understand their progress, achievements and what they need to do to improve. We use our assessment evidence to report on children and young people's progress and achievements. We work with colleagues to develop our understanding about shared standards and build confidence in making professional judgements through: • professional dialogue and learning • well-planned moderation activities • high quality professional learning	Planning to meet the needs of all children is informed and supported by: • the child's actions, emotions and words • responsive and intentional planning • prior learning and progress • progression pathways aligned to national benchmarks • professional dialogue • opportunities for moderation • data and evaluations • self-evaluation • purposeful documentation • dialogue with families Dialogue at all levels ensures information is gathered and used to monitor and track progress which: • supports children to improve • helps children to understand their learning • provides an overview of progress and achievement over time • identifies strengths and next steps in learning • informs transitions Systems are in place that support: • 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 setting, group and individual levels We have a range of processes in place to gather data to improve outcomes including: • ongoing observations with children to identify strengths and consider next steps for development • regular interactions with children to identify strengths and consider next steps for development • 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 • quality professional dialogue that informs planning and next steps • quality assurance activities