

Learning, Teaching and Assessment Policy



Saltoun Primary School

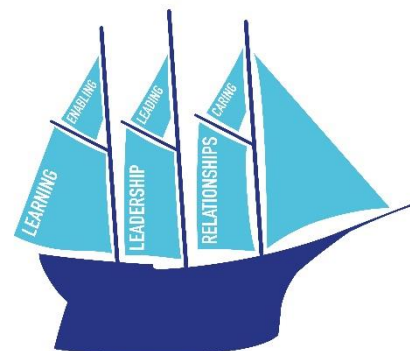
Learning, Teaching & Assessment Policy

'To raise attainment we need to make strong progress at each stage of learning. By ensuring that every child is progressing well at all ages, by maintaining the pace of progress and by consistently building confidence, you can help to further improve the opportunities for all of our children and young people'.

Raising Attainment, Scottish Government 2012

East Lothian Council has three core values at the centre of its practice; **'Enabling, Leading and Caring'**. These core values are represented in Education through **'Learning, Leadership and Relationships'**, and underpin our policy, procedures and practice in all that we do.

Our Learning, Teaching and Assessment policy underpins the learning ethos at Saltoun Primary School. We believe that all learners should have the opportunity to achieve their full potential.



In Saltoun Primary School, we are committed to offering high quality learning experiences that are relevant, challenging and enjoyable. Our school vision,

DARE – 'Determined, Achieving, Responsible & Excellent' sets our shared belief that all our learners are determined to be the best they can be, set and achieve high goals for themselves, are responsible in and for their learning and working towards excellence.

Our central role, as staff is to provide excellent teaching, high quality resources and carefully planned learning opportunities, to encourage and support all learners to achieve their potential in their lives – both what they can do now and what they will do in the future.

Our vision at Saltoun Primary School is underpinned by our set of core values where we are;

Kind Aspiring Inclusive Resilient Respectful

In Saltoun Primary School, we aim to develop key learner qualities through our curriculum. We want our young people to be responsible, resourceful, resilient and reflective learners. We have high aspirations for our learners and aim to work in partnership with parents and carers and external agencies to both inspire and support our young people.

In Saltoun Primary School, we actively encourage our learners to:

- Be active participants in their learning process.
- Take personal pride in their own learning.
- Support and encourage each other.
- Contribute to a positive ethos where all forms of achievement are celebrated.

Relationships



Positive relationships and respect between learners, staff, families, partner agencies and the wider community are crucial to enabling excellent Learning and Teaching. We work together to support our learners to have high aspirations, and ensure appropriate strategies are identified and provided to enable each learner to achieve their goals and positive destinations. We expect that our school values are consistently demonstrated, that we treat each other with respect, and work together to ensure that everyone in our school community feels safe, valued, nurtured and loved.

Learning and Teaching takes place in the following curricular areas:

Expressive Arts	Health & Wellbeing	Literacy
Mathematics & Numeracy	Religious & Moral Education	Science
Social Subjects		Technologies

Learners will have opportunities to experience personalisation and choice within their learning, building skills in contexts specific to their interests and aptitudes. This may lead to engagement with a number of learning opportunities beyond those subject areas listed above. In addition to discrete subjects, there are three areas of learning for which all teachers are responsible, and which feature underpin all subject areas:

- Health and wellbeing
- Literacy
- Numeracy

Learning Environment



Our learning environment includes the whole school area including both indoor and outdoor areas. We ensure that we maximise the space available to us to meet the needs of our learners. Resources will be relevant, effective, centralised, organised and accessible. Staff have undertaken an audit to ensure that resources in school are conducive to high quality learning and teaching, and have disposed of resources that do not maximise or facilitate learning opportunities.

Our classrooms and learning spaces meet the needs of our learners. Learning spaces should be inclusive, clutter free and facilitate excellent learning and teaching. The Circle document is used to ensure that our classrooms and learning spaces meet the needs of our learners. High quality, effective and relevant resources will be available to learners within the classroom. Teachers' personal resources should not be stored in the classroom unless they are current and relevant to the learning and teaching taking place.

An excellent classroom ethos and environment is essential to effective learning and teaching. Staff will develop and agree guidelines in which the fundamental requirements for an effective learning environment are established. These guidelines will ensure we consistently create and provide effective learning environments which strive to meet the needs of all our learners.

What do our lessons at Saltoun Primary School look like?

Staff agree that our expectations for High Quality Learning and Teaching closely align with East Lothian's 'Learning Sail' and strive to ensure that the following features form part of **all** lessons at Saltoun Primary School:

- **Effective questioning** is utilised to check for understanding, inspire discussion and promote higher order thinking skills.
- **Feedback** ensures ongoing dialogue between the learner and teacher and is crucial for continuous progress. In some lessons, learners will also provide peer feedback to each other and to the teacher.



- **Learning conversations** help learners to understand what they have learned and to identify their next steps in learning. Learning Conversations may take place at assessment stops throughout the lesson and/or at the end of a lesson.
- **Learning Intentions** outline what learning is expected to take place and link clearly to tasks and activities in the class. They identify appropriate next steps in learning appropriate to each learner.
- **Pace, challenge and support** ensures effective differentiation is implemented and that all learners are able to make appropriate progress.
- **Positive relationships** are crucial to learner success and are supported by a nurturing, calm, supportive and restorative learning environment.
- **Success Criteria** co-constructed with learners empowers them and enables them to measure their progress against their success criteria and use them to evaluate their learning.

Our teachers effectively and skilfully use a variety of teaching strategies to meet the needs of our learners and understand there is not a single, universal approach that suits all learners and learning situations. Various strategies which are skilfully used in different combinations with different groups of learners will improve learning outcomes. The following aspects of effective and high quality learning and teaching feature:

- **Active learning:** These experiences engage learners and challenge thinking using real-life contexts and imaginary situations.
- **Co-created Learning Intentions and Success Criteria:** In collaboration with the Class Teacher, learners are able to agree on the learning they will engage in, how they will learn and on the methods they will use to check their progress
- **Cooperative and collaborative learning:** Learners are given opportunities to think, learn and talk together.
- **Digital literacy:** ICT is used to encourage new ways to engage our learners in a variety of approaches to learning.
- **Growth Mindset:** We encourage an ethos where our learners develop an understanding that abilities and intelligence can be developed. When learners believe they can get smarter, they understand that effort makes them stronger.
- **Higher Order Thinking Skills:** Learners use critical, logical, reflective, creative and meta-cognitive (thinking about thinking) skills, activated when they encounter unfamiliar problems, uncertainties and questions.
- **Interdisciplinary Learning (IDL):** Interdisciplinary Learning experiences which focus on skills development and the links between different subjects. Interdisciplinary learning is one way to bring ideas together resulting in more meaningful learning.
- **Learner Participation:** Learners engage in practices and dialogue with staff, parents, carers, and community members to create positive outcomes and changes through meaningful contexts that further develop the necessary skills required for learning, life and work e.g. Decision Making Groups and HGIOURS self-evaluation.
- **Learning through Play:** Play is an important part of a child's development. Playing helps children's brains to develop, and for their language and communication skills to mature. Through engaging in play, learners will enhance and develop many crucial skills including communication, problem-solving skills, creativity and curiosity.
- **Outdoor learning:** Outdoor environments around school and those further afield are explored to inspire learners
- **Peer and self-assessment:** Based on a shared understanding of the learning intentions and success criteria, learners are able to assess their own work and that of their peers to identify strengths and next steps.
- **Skills for Learning, Life and Work:** Through Developing our Young Workforce, we aim to build skills that are transferable and can be utilised beyond school, such as teamwork, problem solving, communication, and leadership.

An effective lesson should have three distinct phases: introduction, time on task and the plenary. Teaching staff refer to the guidance of these three distinct phases to inform their practice to ensure they are providing excellent learning and teaching experiences for their learners.

Supporting Learning & Teaching

To ensure effective learning and teaching, learners will have access to a variety of supports to enhance their learning experiences if and when required. These may include:

- **Support for Learning**

Our SfL teacher provides support one day per fortnight to support learners to effectively access the curriculum at an appropriate and progressive level. Analysis of data will inform which learners will access this support to ensure that we maximise the impact of SfL input and drive forward attainment.

- **Targeted Interventions**

Our targeted interventions are specific, relevant and current. These can be administered by support staff under the guidance of the class and SfL teachers. The substance of what the targeted intervention is and who requires this support will be informed by data analysis and discussion with class teacher, SfL and Headteacher. Regular assessment and reviews will ensure that the targeted interventions are effectively closing identified gaps in learning.

How do we know our learning and teaching is successful?

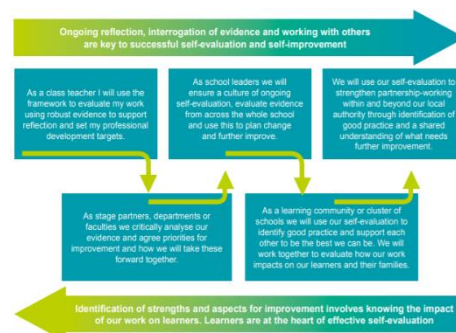
At Saltoun Primary School, we evaluate learning and teaching on an ongoing basis through a range of quality assurance procedures. These include monitoring, self-evaluation and planning for improvement. Since assessment is integral to learning, teaching and the curriculum, these quality assurance approaches apply equally to assessment. Quality assurance activities include:

- **Assessment** data is effectively gathered, analysed and utilised by SLT and all teaching staff to inform next steps in learning and school improvement.
- **Focus Discussion Groups** and engagement with **Decision Making Groups** to discuss learners' experiences.
- **Learning visits** involving all members of teaching staff including Nursery staff.
- **Learning walks** undertaken by the Senior Leadership Team, who visit every learning environment and classroom.
- **Moderation** of learning, teaching and assessment of curricular area.
- **Reflection and self-evaluation** within stages, across the whole school and with 'school links'.

Self-Evaluation

Evidence illustrates clear links between self-evaluation and School Improvements. In Saltoun Primary School we implement collaborative and rigorous self-evaluation processes. We believe that self-evaluation is an ongoing process and have systems in place to ensure that we reflect and evaluate at individual, class, school and system levels. Our internal self-evaluation processes aim to ensure robust and informed data. We have systems in place to gather, interrogate and share data which is used to inform strengths, barriers, areas for development and next steps.

Our self-evaluation triangulates evidence from a variety of sources including learners, staff, families, partners and stakeholders.



Assessment

'Assessment is integral to our planning of learning and teaching. We use a variety of assessment approaches to allow learners to demonstrate their knowledge and understanding, skills attributes and capabilities in different contexts across the curriculum. Our assessment evidence is valid and reliable. At key milestones, our assessments provide reliable evidence which we use to report on the progress of children and young people, across our learning community, we have shared expectations of standards to be achieved, and have robust arrangements for moderation across stages and across the curriculum'.

How Good is Our School 4, 2015

At Saltoun Primary School we have clear approaches to assessing learner progress and achievement. Assessment approaches are matched to the needs of learners as part of the continuous process of planning for learning and teaching. We have a clearly defined and agreed assessment calendar that identifies key assessment blocks across the academic year, ensuring a rich and robust body of evidence is available to support and challenge attainment data.

Forward Planning and Monitoring & Tracking meetings are held regularly across the academic year. These conversations include class teachers, Support for Learning Teacher and the Headteacher. This ensures that each learner is making appropriate progress and the evidence and triangulation supports teacher judgements.

How does assessment support learning?

Regular assessment is undertaken in order to:

- Identify current **strengths** and **development needs** of individual learners, classes and the wider school context.
- Identify **next steps** to ensure and support continued **progress**.
- Keep **parents and carers and other involved adults** informed about learners' progress.
- Provide a **summary** of what learners, classes and the wider school have achieved.

What does assessment at Saltoun Primary School look like?

Assessment is crucial to Learning and Teaching at Saltoun Primary School. Teachers use a variety of assessment methods to assess progress on an ongoing basis both as part of daily learning and teaching and at the end of topics or units.

Assessment methods include:

- **Observing and listening**
Observing and listening to learners carry out tasks e.g. group discussion and problem solving activities. Looking at what learners **write and make** e.g. posters, booklets, and mind maps also provides valuable information about a learner's thinking and progress.
- **High Quality Discussions**
Providing discussion activities that encourage learners to **ask** and **answer** questions and to explore their thinking such as 'What would happen if?' will facilitate learners to not only demonstrate their skills and understand their own learning but to challenge and support their peers.
- **Learner personal reflections**
Personal reflections where learners regularly consider key questions such as 'What have I learned?', 'How did I complete a task?', 'How has my learning progressed?' and 'Why do I need these skills?' will facilitate learners to demonstrate their understanding of their own progress in learning and their next steps.
- **High Quality Assessments** (previously Holistic Assessment)
These are used to assess a wide range of learning through a meaningful, relevant context through which they demonstrates their learning in new contexts, exemplifying a learner's knowledge and understanding by indicating breadth, challenge and application of skills and learning.
- **Standardised Assessments**
These assessments help to provide a clearer illustration of our learners' progress against a more national pool of data. The information and data helps to identify individual learners, cohorts and whole school strengths, areas for development and identify next steps in learning.

A variety of assessments are used to support and triangulate professional judgement ensuring consistency across our school.

Where appropriate, learners have the chance to demonstrate a degree of **personalisation and choice** as to how they might achieve the intended outcomes and evidence their progress in learning.

In order to support learners in achieving their best, teachers will co construct and share appropriate:

- **Learning Intentions** 'To write a formal letter'.
- **Success Criteria** 'I can place the senders address on the right hand side.
'I can correctly place the date'.
'I can correctly use 'Yours faithfully,' (Dear Sir/Madam or 'Yours sincerely,' (Dear Mr./Mrs...)

How do we help to ensure success in assessments?

'How well do we record, analyse and use assessment information to identify development needs for individual learners and specific groups?'

How Good Is Our School 4 (2.3) 2015

When introducing new learning, our teachers will:

- **Discuss** with learners what learning is to take place and what is expected of them.
- **Clarify** the learning intentions and success criteria in 'learner friendly' language and identify the appropriate experiences for achieving these.
- **Share** challenging and realistic expectations.

As well as teacher led assessments learners will also lead and participate in assessment opportunities. At key points, learners engage in **self-assessment** (e.g. identify what they have done well, what their next steps might be, learning logs; traffic lighting) and **peer assessment** (e.g. giving peers two stars and a wish) activities to demonstrate and embed their understanding of standards and expectations.

Learners need **timely, accurate feedback** about their learning. Assessments will not always have a mark or a grade attached, as research shows that learners are likely to make better progress if they are given appropriate and relevant comments based feedback to help them improve their work.

We aim to ensure that all learners are confident about where they are in their learning journey and able discuss their progress with their classroom teacher.

Learners take part in regular **learner conversations** with their teachers as part of planned activities in the classroom. This means they can identify the progress they have made and consider their next steps. This supports them in setting personal learning targets.

How do we ensure a consistent understanding of assessment data?

- **Moderation**
Regular moderation activities are set in our Quality Assurance calendar. Engaging in the moderation cycle and process with colleagues ensures staff make consistent, valid and reliable decisions on learners' progress towards, and achievement of, a level.
- **Self-Evaluation**
We engage in an ongoing collaborative, reflective process of internal school review. This ongoing process provides staff with the means to evaluate learning and teaching, ensuring a shared understanding of data and identifies priorities which will improve outcomes for learners.
- **Collegiate activity**
Collegiate activities link closely to clearly identified School Improvement Plan priorities. Collegiate activities are carefully planned to ensure strategies, methods and practice continues to enhance learning, teaching and assessment in our school. Examples of collegiate activity may include professional enquiry, professional dialogue with colleagues, quality assurance visits, peer evaluation and collaborative practices.

Moderation

'The aim of moderation is to achieve consistency in standards and expectations and build trust and confidence in teachers'

BtC5 (2010)



Our staff engage regularly in the moderation process with colleagues in school, and partner schools. This will enable us to ensure we make consistent, valid and reliable decisions on learners' progress towards, and achievement of, a level. Moderation will ensure that we have a consistent and shared understanding of our individual and collective professional judgements.

What does moderation at Saltoun Primary School look like?

'Moderation is a term used to describe approaches for arriving at a shared understanding of standards and expectations for the Broad General Education. It involves teachers working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- *Plan learning, teaching and assessment.*
- *Check that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used.*
- *Sample evidence from learners work and review teachers' judgements.*
- *Agree strengths in learners' performances and next steps in learning.*
- *Provide feedback on teachers' judgements to inform improvement in practices.'*

Quality Assurance and Moderation, BTC 5

To achieve best outcomes for our learners we have clear moderation processes within our school. Moderation processes include:

- Identified opportunities for planned, collegiate moderation activity e.g. a moderation calendar which identifies time scales and moderation windows.
- Planned moderation events with partner schools.
- Clear guidance and agreement on the focus for moderation.
- Robust professional dialogue using Benchmarks; leading to valid and reliable teacher judgement of achievement of a level.

Progress in Learning within a Level

We have processes in place to monitor, track and record learner progress within a level and achievement of a level. Staff and children gather evidence from observation and dialogue, learner profiling, teacher assessments, peer learning visits, standardised assessments, tracking spreadsheets or assessment profiles.

School leaders meet with class teachers regularly to discuss and track learner progress and achievement, with a focus on target/ attainment projections of achievement of a level. Agreeing actions to raise attainment is an integral element of this professional dialogue.

A small number of learners are working towards individual milestones and progress in learning is recorded appropriately.

Monitoring and Tracking spreadsheets helps to build individual strengths and barriers and to illustrate class and whole school trends. These are regularly updated, following the Quality Assurance and Assessment calendars, and will be used to inform Support for Learning and targeted intervention decisions.

Data will also be updated regularly on the SEEMIS system to provide an overview of learners' progress in Achievement of a Level.

Guidance on using the Benchmarks

Education Scotland Benchmarks (1), Curriculum for Excellence Es&Os (2) and East Lothian Curriculum Frameworks (3) are key resources used to plan Learning, Teaching and Assessment. We also use the Benchmarks as the standard for moderation of achievement of a level in literacy and numeracy.

- The Benchmarks support teacher professional judgement of achievement of a level.
- The Benchmarks should be used to monitor progress towards achievement of a level.
- Benchmarks should be used to review a body of evidence to determine if the standard has been achieved.

'It is not necessary for learners to demonstrate evidence of every aspect of learning within the Benchmarks before moving on to the next level. However, it is important that this is interpreted in ways which ensure no major gaps in children and young people's learning, for example with respect to the relevant organisers in each curriculum area'.

Education Scotland Benchmarks, August 2016

Effective monitoring, recording and tracking processes look at the learner holistically and are informed by assessment of evidence related to the Benchmarks and gathered from the four contexts for learning. Teachers must be able to demonstrate confidence in their assessment of learners through a body of evidence to support their professional judgement

Scottish National Standardised Assessments (SNSA)

From August 2017, national standardised assessments were introduced in all schools across Scotland in aspects of reading, writing and numeracy, for all children in P1, P4, P7 and S3.

The results from the standardised assessments provide an **additional** source of nationally consistent information to inform teachers' professional judgement, both when planning next steps and when considering whether children have achieved Curriculum for Excellence levels.

The national standardised assessments are a diagnostic tool which sit alongside a wide range of other evidence, including ongoing classroom assessment of all aspects of literacy and numeracy. Taken together, ongoing assessment information and national standardised assessment results will provide a more complete and balanced picture of how children are progressing, giving teachers the information they need to support every child to succeed.

At Saltoun Primary School, learners complete SNSA assessments in March.

Achievement of a Level

By 'achievement of a level' we mean the learner has achieved a **breadth** of learning across the experiences and outcomes for a significant aspect of learning, has responded consistently well to the level of **challenge** set out in these experiences and outcomes, has moved forward to more challenging learning in some aspects; and can **apply** what they have learned in new and unfamiliar situations.

Evidence

Achievement of a level cannot be determined by evidence related to an individual outcome or provided by a single isolated piece of work or test. It should be holistic assessment demonstrating understanding as well as knowledge.

A quality body of evidence from across the four contexts of learning is used to support assessment judgement and decisions about next steps. However, teachers should not spend onerous time gathering evidence.

Evidence of learning may include:

- Examples from day to day learning.
- Learner conversations.
- Standardised assessment.
- Teacher observation, including peer classroom visits.
- High Quality Assessments developed by teachers, planned as part of Learning, Teaching and Assessment cycle.

How do we report on progress at Saltoun Primary School?

Reporting informs parents and carers of progress at intervals throughout the school year. Reporting involves the learner and engages parents and carers actively in their child's learning.

Reporting will:

- Describe strengths and areas for development.
- Show progress across the curriculum.
- Show achievement within Curriculum for Excellence levels.
- Demonstrate achievement in different contexts.
- Share learning goals and next steps.

A range of reporting approaches are used at Saltoun Primary School, including:

- Parent Consultations
- Written Reports
- Learning Pathways
- Spotlight on Learning Jotters
- Sharing the Learning events
- Ongoing discussions

Further information about learning in Curriculum for Excellence can be found at www.educationscotland.gov.uk

The link below provides a useful starting point for parents and carers who wish to find out more about current assessment practices. <http://www.gov.scot/Topics/Education/Schools/curriculum/assessment>

Leadership

'...learner participation is core to a good education. As part of all educational experience, it is young people's right to have a say in matters that affect them.'

Learner Participation in Educational Settings (3-18)

East Lothian Council promotes an ethos within education, where everyone is empowered to experience leadership; as a leader and in leading learning.

Why Leadership?

As a result of a growing body of evidence it is acknowledged that engaging in Learner Participation enhances outcomes for learners. Engaging with Learner Participation approaches and strategies contributes positively to:

- Improved pupil-teacher, child-staff, and peer-to-peer relations
- Improved wellbeing for all
- Improvements to achievement and attainment
- Positive impact on addressing the Attainment Gap
- Improvements to Learning and Teaching
- A positive school ethos and sense of a shared community
- Mutual sense of feeling valued, trusted and respected
- Enhanced development of life skills including teamwork, problem-solving, and citizenship







Learner Leadership

At Saltoun Primary School we aspire to ensure that all learners have the opportunity:

- To learn about their right to participate in decision making
- To express their views in a variety of different ways
- To have a say in how our school works and what they want to learn about
- To experience how their decisions about school and learning can be implemented and the resulting impact
- To experience and understand the importance of monitoring and evaluating their decisions, implementation, impact and how this informs next steps.

As a result of Learner Participation we hope to illustrate to our learners that their education is relevant, effective and a valuable tool their ability to achieve and attain throughout their learning journey.

In Saltoun Primary School we encourage Learner Participation through the 4 arenas of:

<p>Learning, Teaching and Assessment </p> <p>The first arena of participation concerns learning, teaching, and assessment. This comprises educational experiences that can happen in, for example:</p> <ul style="list-style-type: none"> • classrooms • playrooms • sports and performance spaces • science laboratories • libraries • outdoor settings • and other studios, workshops and learning spaces <p>In this arena, all young people have opportunities to influence and participate in decisions about the approaches taken, the topic, content, timetabling, sequence, structures and emphases in how they learn, are taught, and assessed. Through participation, learners will exercise a key role in actively supporting curriculum making within Curriculum for Excellence through on-going dialogue with teachers and others.</p>	<p>Decision Making Groups </p> <p>Opportunities for personal achievement constitute the second arena of participation. Schools and Early Years settings routinely offer a diverse range of learning experiences such as:</p> <ul style="list-style-type: none"> • volunteering • award schemes • visits and visiting speakers • sports events: as player, coach or supporter • enterprise, fund-raising, and developing the young workforce • public performances of music, dance, theatre • competitions • other school or school-community events <p>In this arena, children and young people can address effectiveness and accountability to shape the culture, systems and processes of schools and Early Years settings. Learners engage in effective forms of intergenerational decision making which is real, consistent, transparent, systematic, and sustained.</p>
<p>Personal Achievement </p> <p>The third arena involves participation in many kinds of decision making groups. In committees, councils, and other groups, learners take part in the everyday and more strategic decisions that steer and provide school-wide direction. This comprises, for example:</p> <ul style="list-style-type: none"> • child-led groups • pupil councils • Eco-School groups • children and young people's involvement in parent-teacher associations • school grounds and estates groups • other management and steering committees <p>These groups and committees influence:</p> <ul style="list-style-type: none"> • management and leadership • school budgets, systems and structures • school rules, policies and procedures • staff selection • advocacy, guidance and support for children and young people • community councils • school building and grounds development and design • other governance issues <p>Through dialogue with adults in this arena, learners can influence a variety of important decisions. Opportunities for personal achievement can be shaped, designed or initiated by young people themselves or may be provided in collaboration with teachers, community groups, non-governmental organisations and other bodies.⁶ Through engagement in this arena, young people are able to significantly influence school ethos and culture.</p>	<p>Within the Wider Community </p> <p>The fourth arena is about working in partnership with other services, parents, carers, and the wider community.</p> <p>Through learner participation, schools and Early Years settings can reciprocally build links with the wider world and collaborate more deeply on new shared goals. Learner participation will extend a sense of community, developing new relations with community members whilst generating commitments beyond existing routines and norms.</p> <p>In this arena, there will be:</p> <ul style="list-style-type: none"> • engagement by learners with a range of agencies, families, and other community members • opportunities for community members to engage and participate in school life <p>Learners will experience and contribute to new intergenerational dialogues, helping to support learning, and attunement to the needs of others within the wider community. These kinds of projects can lead to exchanges across the generations at local, national and global levels. Initiatives addressing this arena may be developed by learners themselves or in a culture of collaboration with external agencies and partners.</p>

Staff Leadership

Upholding the professional values of social justice, trust and respect and integrity requires a commitment to leadership that inspires confidence and encourages aspiration. This commitment underpins leadership of learning in all contexts and change for improvement.

GTCS Standards (Revised 2021)

All staff are leaders of and for learning within the classroom and are actively encouraged to seek and participate in leadership roles in different contexts across our school. Through an ongoing cycle of Self-Evaluation we respond to the needs of our school and lead to bring about effective change.

Within our school there are many opportunities for the leading 'of learning' and 'for learning' including:

- Developing and sharing knowledge of pedagogy, learning and teaching.
- Critically evaluating how our learning and teaching impacts on our learners through enquiry, critical research and evaluation.
- Leading the implementation of curriculum areas.
- Using evidence to work collaboratively to inform next steps for learning and teaching alongside professional judgement.
- Considering how to promote learner participation within our school setting and beyond
- Leading policy making and implementation in response to school needs and improvements.
- Develop their personal growth and aspirations into more formal Leadership roles.
- Leading effective professional, collaborative teams.
- To effect change at school and system level within a robust cycle of improvement.



This policy is a working document and will be continually updated as we work through and evidence

Reviewed November 2022