SCOTTISH BORDERS COUNCIL'S

ACHIEVING EXCELLENCE IN LEARNING

Play #**your**part

SBC LEARNS

In our sight, in our minds, in our actions and being heard

LEARNING, TEACHING AND ASSESSMENT FRAMEWORK

getting it right for every child

Scottish Borders COUNCIL

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OVERVIEW

Achieving Excellence in Learning play #yourpart, the council strategy to Raise Attainment for All comprises of four frameworks:

> **Quality Improvement**
> **Learning, Teaching & Assessment**
> **Inclusion (Including Equity, Mental health and Wellbeing)**
> **Partnership with Parents**

Each of these frameworks are informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment. This Learning, Teaching and Assessment Framework details the actions required by all to ensure the ongoing development of learning, teaching and assessment in all learning Establishments within Scottish Borders Council.

This framework is the overarching document of a suite of policies and guidelines which align with Scottish Borders Council Directorate's vision for all young people – *In Our Sight, In Our Minds, In our Actions and Being Heard*

This **Learning, Teaching and Assessment Framework** outlines key principles recognised to be essential for excellent learning. It aims to supports schools and settings across the Scottish Borders to develop learning, teaching and assessment guidance aligned to these principles whilst retaining local flexibility, reflecting the unique contexts of each of our schools and their communities. The principles within this framework are intended for all who are involved in supporting the learning of our children and young people and consequently apply to learners of all ages and within all settings where learning occurs.

Aims and Outcomes

This framework aims to support schools and establishments to:

- Support high quality learning, teaching and assessment in all of our schools and settings for every learner, every day
- Maintain a relentless focus on excellent learning, teaching and assessment
- Plan learning, teaching and assessment with Inspire Learning technology in mind
- Deliver inclusive practice through effective learning and teaching and maintain positive learning environments for all children and young people
- Recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- Ensure that every child and young person achieves the highest standards in literacy and numeracy and a range of skills, qualifications and achievements to allow them to succeed.
- Ensure that every child and young person has the same opportunity to succeed, with a particular focus on closing the poverty-related attainment gap
- Support the implementation of evidence-based approaches by identifying and providing core professional learning and development for staff
- Uphold and promote the purposes of education as outlined within Curriculum for Excellence and the central importance of the 4 capacities

Our Aims and Objectives further mirror the National Aims of Curriculum for Excellence and the 4 Priorities of the National Improvement Framework.

In order to realise our vision, all partners must work together to ensure successful outcomes for all children and young people and so this framework must be considered in tandem with our SBC Partnerships Framework

Crucially, relationships lie at the heart of our Learning, Teaching and Assessment Framework and so, additionally, this framework must also be considered in tandem with our SBC Inclusion Framework and the aims and objectives therein.

In order to ensure a relentless focus on improving learning, teaching and assessment this framework must also be considered in conjunction with the SBC Quality Improvement Framework.

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NATIONAL AND LOCAL CONTEXTS

This framework outlines our local approach to key national priorities and provides local guidance in relation to Learning, Teaching and Assessment.

National guidance is provided through Curriculum for Excellence, How Good is our Early Learning and Childcare? and How Good Is Our School 4? (https://education.gov.scot/improvement/self-evaluation/HGIOS4)

How Good is our School? provides a suite of quality indicators that support staff in all sectors to look inwards, to scrutinise their work and evaluate what is working well for learners and what could be better. It is a key aspect of the Scottish approach to school improvement. The framework is designed to be used to support self-evaluation and reflection by practitioners at all levels. All have a clear focus on ensuring high-quality learning experiences for all children and young people.

Quality Indicator 2.3 Learning, Teaching and Assessment is routinely used by schools in conjunction with this Local Framework, this indicator focuses on ensuring high-quality learning experiences for all children and young people. It highlights the importance of highly skilled staff who work with children, young people and others to ensure learning is motivating and meaningful. Effective use of assessment by staff and learners ensures children and young people maximise their successes and achievements.

4 Capacities

Our Framework fully upholds and promotes the purposes of education as outlined within Curriculum for Excellence and the central importance of the 4 capacities.

These capacities reflect and recognise the lifelong nature of education and learning. They:

- recognise the need for all children and young people to know themselves as individuals and to develop their relationships with others, in families and in communities
- recognise the knowledge, skills and attributes that children and young people need to acquire to thrive in our interconnected, digital and rapidly changing world
- enable children and young people to be democratic citizens and active shapers of that world (https://scotlandscurriculum.scot/)

Local Context

Inspire Learning

The Inspire Learning Programme is the Council's strategic education transformation programme which aims to deliver the very best technology to enhance the learning and teaching experience in the classroom. It is a sustainable commitment to technology at the heart of learning with a focus on improving outcomes for children and young people and our communities

What does it deliver?

Teachers and learners in P4-S6 have:
- technology at the heart of learning in school or at home
- the same device with the same tools and apps
- the ability to engage with learning in the same way

In addition:
- Every parent can engage with their child's learning
- Every school has an education trainer and Inspire Cluster Leaders
- Every teacher can access the same professional learning

This Framework focusses on Learning, Teaching and Assessment, recognising however that outcomes for our children and young people rely additionally on their entitlement to a cohesive curriculum. Whilst this Framework does not specify the curricular frameworks that schools will adopt, the expectation is that within an empowered system our schools and settings are closely monitoring their curriculum to ensure it meets the needs of their learners.

Schools and settings across the Scottish Borders, as described within CfE *are empowered to make the decisions needed to provide a coherent, flexible and enriched curriculum that is adaptable and responsive to the diverse needs of individual learners and which reflects the uniqueness of their communities.*

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PRINCIPLES OF THE LEARNING, TEACHING AND ASSESSMENT FRAMEWORK

What do we mean?

Learning is at the heart of this framework

Everything our schools and settings do should be directly related to maximising learning

Learning, teaching and assessment, whilst independent elements, are interdependent

Learning, teaching and assessment looks different at the key phases of learning i.e. Early Years, BGE, Senior Phase

Learning, teaching and assessment are underpinned by a foundation of quality relationships

How does this fit?

Our schools and settings are guided by national policy as set out in CfE, GIRFEC, HGIOS4? and the National Improvement Framework

Our schools and setting should have clear visions, values and aims that drive core business

Our school and settings should have a curriculum rationale that drives the curriculum decisions

Our schools and setting should have a Learning, Teaching and Assessment Framework that drives a relentless focus on high quality learning and teaching

What do we want?

To provide excellent learning for every learner, every day

To provide excellent teaching for every learner, every day

Our leaders to maintain a relentless focus on ensuring excellent learning every day

Our profession to be informed by current educational research

In order to improve the learning, teaching and assessment within our schools and settings, the principles and detail within the visuals below must inform and be visible in all our practice. It should also be reflected throughout, Quality Assurance activity, policy, planning, and professional learning.

Curiosity
Memory
Practice
Prior knowledge
Phases and stages
Mindset

Climate
Culture
Planning
Instruction
Teacher knowledge

Learning
A change in long-term memory

Assessment
Finding out what learning has occurred

Teaching
Creating the conditions to facilitate learning

Summative
Formative
Analysis

Improved knowledge, understanding and skills
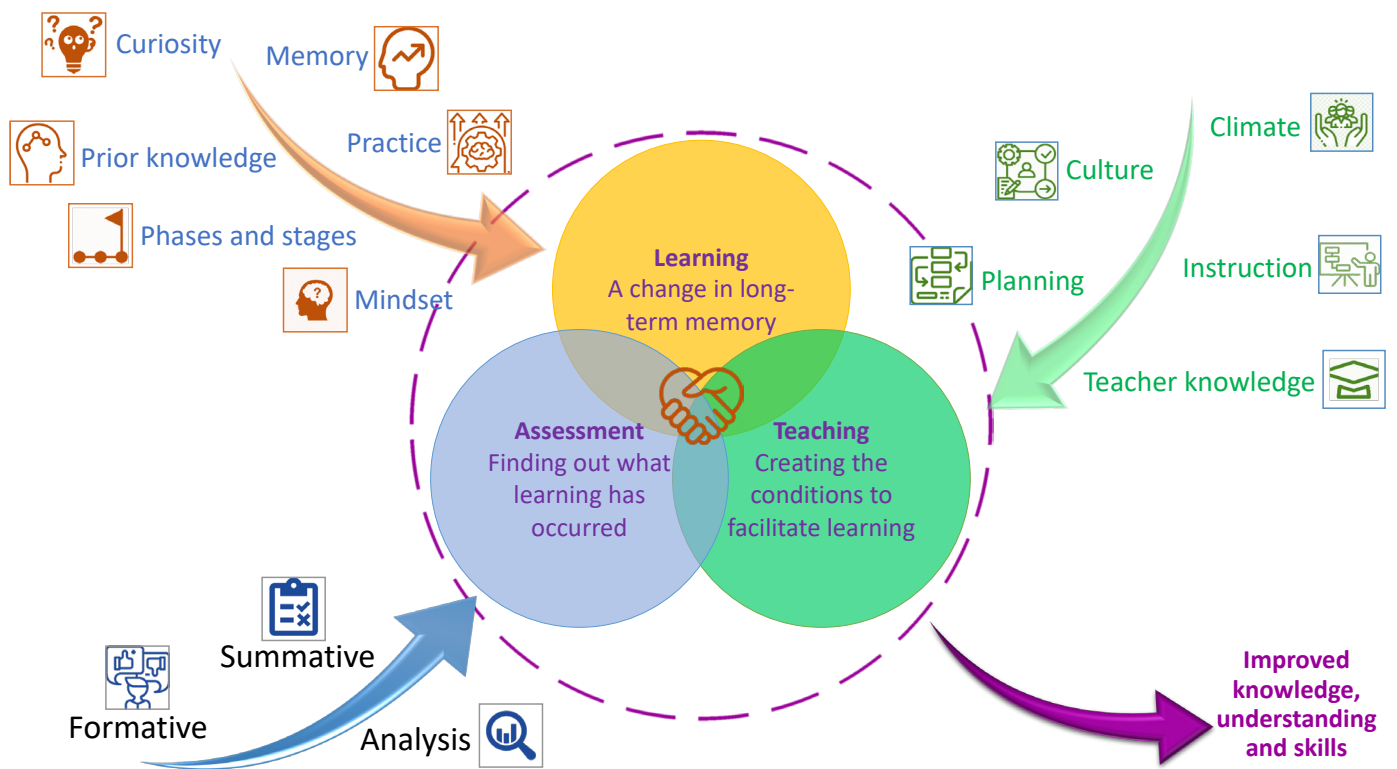
Principles of SBC's Learning, Teaching and Assessment Framework

These 'top level' principles set out what we believe are the essential components of high quality learning, teaching and assessment that lead to improved knowledge, understanding and skills for learners. We have identified and agreed a definition for each of the three elements; learning, teaching and assessment. We treat these elements as independent and interdependent at the same time; each element can and should be explored separately but all three elements are intricately linked.

The essential components that feed into each of the 3 elements have been identified as an attempt to synthesise the wealth of educational research and literature on learning, teaching and assessment. These components are the 'top level' principles that schools should consider and explore when developing their own learning, teaching and assessment guidance.

On the following pages, each of these essential components are explored in more detail, giving specific evidence-based statements to explain the principle. An *SBC LEARNS* Glow Blog provides examples of each principle and supporting professional learning resources.

The expectation is that individual schools use these principles and the supporting detail to support their own approach. Schools should consider each principle in turn and determine which principles will be the focus for improvement activity, using the Glow Blog to support professional learning (the lynch pin of improvements in learning and teaching).

Curiosity

Memory

Practice

Prior knowledge

Phases and stages

Mindset

Learning
A change in long-term memory

Culture

Planning

Climate

Instruction

Teacher knowledge

Assessment
Finding out what learning has occurred

Teaching
Creating the conditions to facilitate learning

Summative

Formative

Analysis

Improved knowledge, understanding and skills

LEARNING

A change in long-term memory

Curiosity is key
- Learning requires engagement (interests, hooks, questions, stimulus).
- Learners are actively engaged in cognitive work that poses moderate challenge.
- Learners actively encouraged to question.

Mindset matters
- Knowledge, understanding and skills can be changed through purposeful and sustained effort.

Prior knowledge matters
- New knowledge needs to connect to prior knowledge.
- Identify and bridge the knowledge gap.
- Knowledge before skills.
- Identify and address misconceptions.

Practice makes memory long lasting
- Proficiency requires practice.
- Automaticity reduces cognitive load.
- Be aware of stages of competence moving from novice to proficient.

Phases and stages of learning
- Be aware of the learner's stage of learning and how thinking develops over time (Piaget).
- Consider how to move from surface to deep learning (SOLO).

Memory is the residue of thought
- Consider what learners are thinking and attending to.
- Direct attention at intended learning and consider possible distractions.
- Check for learner understanding.
- Concentration differs from attention (do learners know how to concentrate?).

TEACHING

Creating the conditions to facilitate learning

Climate (What it feels like)

- Positive, respectful relationships are essential
- Positive ethos based on nurture principles.
- Teach for a positive learning mindset.
- Praise effort not ability.
- Promote 'thinking hard'.
- Embrace mistakes as an essential part of learning.

Culture (how we do it)

- Learning environments are well organised.
- Learning environments are a planned and purposeful tool for learning.
- Shared understanding of purposeful routines which promote independence.
- Metacognition strategies are taught explicitly and made visible .
- High quality questioning is embedded.
- High quality interactions are the norm.
- 'Home / school' partnerships enhance learning.

Planning

- Learner's needs are central to the planning process.
- Learning intentions reflect standards within the curriculum framework.
- Success criteria are clear, relevant and measureable.
- Learner's needs are met through differentiation.
- The planning process takes into account spaced practice, interleaving and sequencing.
- Regular assessment opportunities.

Instruction

- Explicit instruction of new materials in small chunks (cognitive overload, dual coding, "I do, we do, you do").
- Guide student practice.
- Opportunities for 'independent' practice.
- Scaffolding for difficult tasks.
- Provide models of 'what a good one looks like' (WAGOLL).
- Provide opportunities for thinking hard through retrieval practice and desirable difficulties.

Teacher Knowledge...

- Of the subject being taught.
- Of how learners learn.
- Of learners as individuals and their needs.

ASSESSMENT

Finding out what learning has occurred

Formative

- Makes intended learning clear and understood.
- Makes success in learning clear and understood.
- Requires effective questioning to elicit understanding.
- Provides feedback that moves learning forward.
- Activates students as learning resources for one another.
- Activates students as owners of their own learning.
- Learning and 'learning episodes' are evaluated.

Summative

- To capture a snapshot of learning at agreed points in time.
- Against agreed, moderated curriculum progression.
- Informed by nationally and locally agreed assessments (eg. SNSA, SQA).

Analysis

- To identify next steps in learning.
- Moderation processes ensure judgements are valid and robust.
- To improve teaching practice.

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SBC LEARNS: LEARNING, TEACHING AND ASSESSMENT FRAMEWORK

ROLES AND RESPONSIBILITIES TO SUPPORT LEARNING, TEACHING AND ASSESSMENT

Senior Officers will provide:

- Commitment to having Learning, Teaching and Assessment remain as a strategic priority
- An annual report on SBC's Learning, Teaching and Assessment Framework to the Education Committee as part of the Education Standards and Quality Report
- Local authority stretch aims for education linked to the Education Improvement Plan, to work towards achieving the best possible outcomes for all children in Literacy and Numeracy
- Guidance for incorporation of these principles into School Improvement Planning processes.
- Support and challenge to school leaders to retain the focus on Learning, Teaching and Assessment as core business
- Oversight and coordination of resourcing direct to schools and through partner supports in relation to maximising and making best use of available resources

School Leaders will:

- Ensure whole school guidance for Learning, Teaching and Assessment aligns with the principles within this Framework, schools' Vision, Values, Aims and Curriculum Rationale
- Ensure whole school systematic approaches to Learning, Teaching and Assessment are understood by all and lead to improved outcomes for learners
- Ensure that high quality learning and teaching within Literacy and Numeracy is informed by key messages outlined in the respective SBC Literacy and Numeracy Strategies
- Ensure that quality improvement and self-evaluation approaches are focussed on continuous improvement in Learning, Teaching and Assessment for all over time
- Monitor the impact of Professional Learning and collegiate activity on the quality of children's learning experiences
- Apply the principles of this Learning, Teaching and Assessment Framework when planning and delivering collegiate activity or Professional Learning
- Plan and manage resources proactively and efficiently to support the delivery of highly effective Learning, Teaching and Assessment
- Nurture innovation within a culture of empowerment, encouraging staff to adopt a critically enquiring and evidence based approach to continuous improvement as outlined in this Framework
- Continue to nurture partnerships with families as equal partners in their children's learning journey

- Seek out and contribute positively to local partnerships which will lead to better outcomes for children and young people and in particular for those at greatest risk in line with SBC Inclusion Framework and Partnerships Framework
- Ensure appropriate systems for tracking and monitoring are in place to support analysis of attainment data as outlined within the framework
- Use all available data to set targets for improvement and ensure all staff understand the role they play in improving attainment for all

All school and establishment staff will:

- Plan for learning teaching and assessment in line with the school framework and SBC's digital strategy
- Ensure that positive relationships are at the heart of learning
- Promote and contribute to a collegiate climate of high support and high challenge
- Hold high expectations and aspirations for all our learners, supporting them to be curious about their learning
- Demonstrate a commitment to adopting and modelling for others all elements of this Framework over time
- Actively seek the views and feedback of learners, and support them to be leaders of their own learning
- Actively seek out learning opportunities to improve your knowledge and skills in principles mentioned within this Framework
- Ensure that planning for high quality learning and teaching within Literacy and Numeracy is informed by key messages within SBC Literacy and Numeracy Strategies
- Ensure full involvement in evaluating the impact of Professional Learning opportunities and collegiate activity on practice
- Continue to nurture partnerships with families as equal partners in their children's learning journey

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SBC LITERACY AND NUMERACY STRATEGIES

Our authority Literacy and Numeracy Strategies have been developed following analysis of data and consultation with stakeholders. As with this Framework, extensive research was undertaken by the respective groups to provide assurance regarding the key messages informing our strategic direction until 2025.

The expectation is that individual schools and settings use these strategies to support self-evaluation and inform school level priorities. Schools should consider which elements of the strategies are the focus for improvement activity based upon their available data. School level Champions provide a Network for cross authority sharing and professional learning.

SBC Literacy and English Strategy 2019-2025

@SBCLiteracy

Working together to improve literacy for all
Literacy is for life, we don't leave it to chance.

Key Messages

- All of our learners will experience daily high quality learning, teaching and assessment.
- Promoting Reading for Pleasure (fiction specifically) can and does raise attainment and improves wider wellbeing.
- Our schools and settings promote daily opportunities for reading, writing, talking and listening.
- Our practice is research led and evidence based.
- All of our learners experience meaningful and engaging contexts with opportunities to view Literacy as a life skill across all 4 contexts.
- Our schools and setting engage families as partners in learning.
- Practitioner knowledge of age and stage appropriate children's literature is crucial
- Adults in our schools and community are Literacy Role Models, promoting reading, writing, talking and listening as an enjoyable and engaging experience.

Promoting a Literacy Rich Culture and Environment

- Our classes showcase Literacy 'Learning Walls'
- Our schools celebrate World Book Day and Bookweek Scotland, First Mininister's Reading Challenge and other national/local literacy celebrations.
- Our schools will support library engagement and enjoyment.
- Staff in our schools read aloud with their class every day.

Our Pedagogical Approach

- Teachers plan opportunities for learners to make connections across Reading, Writing, Listening and Talking.
- Opportunities for writing are embedded across all 4 contexts for learning.
- Schools continue to focus on Tools for Writing and knowledge of language.
- A Focus on Disciplinary Literacy supports those elements that are the responsibility of all.
- Our schools focus on Phonemic Awareness, Phonics, Vocabulary Development, Reading Fluency and Comprehension Strategies as essential to learning to read.
- High quality learning, teaching & assessment is enhanced by digital technologies.
- Emerging Literacy Networks support our schools with taking a development approach to Literacy.

Professional Learning to develop Pedagogy

- Application of professional learning leads to embedded change in practice and improved outcomes for our learners.
- Learn and Share Sessions.
- SpeakersSeries.
- Quality Professional Reading.
- Literacy Champions Network.
- One Day Conferences Session 2019/20. Creating a Balanced Reader and Writer. Reflective Reading. Creating a Reading School.
- Multi-Agency Emerging Literacy Networks.
- Practitioner Book Groups.
- Scottish Book Trust.
- Developing an inclusive literacy environment.

Assessment and Moderation

- SBC Moderation Model and QAMSO support
- Engagement in Intra- and inter-authority moderation opportunities.
- Cross school days/Cluster CATs support teacher development through assessment and moderation.
- Pre-assessment, High Quality Assessments, continual formative assessment, peer and self-assessment routinely used.
- It is essential that our teachers have knowledge and understanding of the experiences and opportunities our learners need and can access and of the complexity of factors that impact how our learners view themselves as a reader or writer.

Data Driven

- School targets reflect progress towards or beyond stretch aims within BGE.
- BGE Benchmarking Tool, Seemis and Insight are used to support tracking and individual/cohort, school and cluster analysis.
- Teachers, schools, clusters and local authority use SNSA data diagnostically to inform next steps.
- All available data is used to identify any specific Literacy difficulties - aligned to SBC Dyslexia Toolkit.

Key Links

SBC Quality Assurance Framework
SBC Learning, Teaching and Assessment Framework
SBC Partnerships Framework
SBC Inclusion Framework
HGIOS4, HGIOELC and HGIOURS
National Improvement Framework
Twitter: @SBCLiteracy

SBC Numeracy and Maths Strategy 2019-2025

@SBCNumeracy

Skills + Understanding + Confidence = Success in Maths

We seek to foster Maths Positive Learning Communities where adults promote positive mindsets for Mathematics to reduce levels of anxiety

Key Messages

- All of our learners will experience daily high quality maths learning.
- Conceptual understanding is foundational to creating successful maths learners.
- Our schools and settings promote daily opportunities to think, talk and record mathematically, as outlined in the mathematical skills progression of the National Benchmarks document.
- Our practice is research led and evidence based as signposted through Champions Network and strategic Learning and Teaching groups.
- All of our learners experience meaningful and engaging contexts with opportunities to view Numeracy as a life skill, including Maths Week Scotland celebrations.
- Our schools and setting engage families as partners in learning.
- Practitioners engage with professional learning linked to strategy (Maths and Numeracy as the responsibility of all).

Key Links

SBC Quality Assurance Framework
SBC Learning, Teaching and Assessment Framework
SBC Inclusion Framework
SBC Partnerships Framework
HGIOS4, HGIOELC and HGIOURS
National Improvement Framework
SEIC Workstream Plans
Making Maths Count Findings
Multiplying Skills, Adding Value Thematic Review
STEM Strategy
Twitter: @SBCLiteracy

Our Pedagogical Approach

- Schools and setting plan for conceptual understanding as a foundation, leading to most efficient methods being adopted.
- Opportunities to develop mental agility, number fluency and confidence with numbers are across all 4 contexts for learning.
- Schools continue to focus on the skills as embedded through the national benchmarks.
- A focus on consistent use of mathematical vocabulary.
- Manipulatives are appropriately selected to support intended learning. (In line with SBC guidance).
- Our schools focus on providing relevant and engaging contexts for problem solving.
- High quality learning, teaching & assessment is enhanced by digital technologies including digital manipulatives.
- A focus on interleaving and retrieval practice support learners to build knowledge and understanding to make connections with prior learning and across areas of Numeracy and Maths.

Assessment and Moderation

- SBC Moderation Model and QAMSO support.
- Engagement in Intra- and inter-authority moderation opportunities.
- Low stakes quizzing and opportunities for retrieval as outlined in LTA Framework support assessment.
- Cross school days/Cluster CATs support teacher development through assessment and moderation.
- Pre-assessment, High Quality Assessments, continual formative assessment, peer and self-assessment routinely used.

Professional Learning to develop Pedagogy

- Application of professional learning leads to embedded change in practice and improved outcomes for our learners.
- Learn and Share Sessions.
- Concrete, Pictorial, Abstract, Language (CPAL).
- Stages of Early Arithmetic Learning (SEAL).
- Number Talks
- Speaker Series/conferences
- Critical professional reading and reflection
- Numeracy Champions Network
- SEIC Numeracy and Maths Workstream
- Education Scotland Professional Learning
- National Improvement Hub and EEF Toolkits
- Engagement in professional learning as described above will lead to greater consistency within and across schools and departments.

Data Driven

- School targets reflect progress towards or beyond stretch aims within BGE.
- BGE Benchmarking Tool, Seemis and Insight are used to support tracking and individual/cohort, school and cluster analysis.
- Teachers, schools, clusters and local authority use SNSA data diagnostically to inform next steps.
- All available data and SBC Dyscalculia statement, are used to identify any specific difficulties in Numeracy and Maths.

Quality Assurance and Evaluation of Learning, Teaching and Assessment

In order to ensure a relentless focus on improving learning, teaching and assessment, school, should have a programme of quality assurance activity planned throughout the year. This should include collaborative planning, observation of learning episodes, consultation with all staff and gathering the views of children and young people and parents. The focus of all activity should be the impact for learners. The features of highly effective practice and challenge questions in HGIOS?4 and HGIOELC along with HGIOURS should be used to support this.

School's own self-evaluation will be supported by Reviews carried out by a range of Local Authority and SEIC staff as detailed in the Quality Improvement Framework.

In addition to the Challenge Questions provided in HGIOS?4 for Q.I. 1.3. Leadership of Change and 2.3 Learning, Teaching and Assessment. Exemplar lesson evaluation toolkits support evaluation against the key elements within the Framework.

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SBC LEARNS: LEARNING, TEACHING AND ASSESSMENT FRAMEWORK

APPENDICES RELEVANT RESEARCH & READING (APPENDIX 1)

Following extensive reading and research, a number of core texts were identified as supporting the consistent messages throughout this Framework and the Literacy and Numeracy Strategies. The texts below will support initial school level engagement.

Learning
Why don't students like school? Dan Willingham.

Teaching
The Learning Rainforest. Tom Sherrington

Assessment
Making Good Progress. Daisy Christodoulou

Additional Suggestions (Not exhaustive nor in any order of endorsement)

Seven Myths about Education. Daisy Christodoulou

Teach Like a Champion. Doug Lemov

Rosenhsine's Principles into Action. Tom Sherrington

The Teaching Delusion. Bruce Robertson

Visible Learning for Teachers. John Hattie

Dual Coding with Teachers. Oliver Caviglioli

What does this look like in the classroom - Bridging the Gap Between Research and Practice
Carl Hendrick and Robin MacPherson

Teaching Walkthrus. Tom Sherrington and Oliver Caviglioli

Making Kids Cleverer. David Didau

Cleverlands: The secrets behind the success of the world's education superpowers

The Research Ed Guide to Direct and Explicit Instruction

Responsive Teaching. Harry Fletcher Wood

Outstanding teaching Engaging Learners. Andy Griffith and Mark Burns

Unlocking Formative Assessment. Shirley Clarke

PLANNING FOR EFFECTIVE LEARNING (APPENDIX 2)

How do we plan for successful learning?

Time and consideration needs to be given to the planning process at all levels, taking into account the **totality of the curriculum.** This means that planning for effective learning applies beyond 'timetabled classes' and takes account of a child's or young person's learning both in and out with the 'classroom/playroom'.

All establishments will develop their own curriculum rationale which reflects the features of curriculum design, as set out in Building the Curriculum 3: A framework for learning and teaching, ensuring the effective delivery of the Broad General Education (from early years to S3) and the Senior Phase. The shared development of vision, aims and values and a curriculum rationale informed by all stakeholders is a crucial first step in building the curriculum for every establishment. It is important that all establishments develop flexible learning pathways. Curriculum planning should reflect the **seven principles of curriculum design:** challenge and enjoyment; breadth, progression, depth; personalisation and choice; coherence and relevance. Consideration should also be given to Developing the Young Workforce, Career Education Standard (3-18).

All of our establishments have developed a rationale for their curriculum, reflecting the Curriculum Entitlements that every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18

- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability

- a senior phase after S3, which provides opportunities to attain and achieve, including to study for qualifications, awards and other planned activities to develop the four capacities

- opportunities for developing skills for learning, skills for life and skills for work

- opportunities to maximise their individual potential, benefitting from appropriate personal support and challenge

- support to help them move into positive and sustained destinations beyond school

The curriculum will be delivered in a variety of ways through a balance of discrete subjects, inter-disciplinary learning, the ethos and life of the school and through partnership working, including family learning.

Scottish Borders is committed to tackling bureaucracy and, as such, actively encourages approaches to planning which are appropriate, manageable and proportionate.

SUMMARY OF PRINCIPLES OF INSTRUCTION (APPENDIX 3)

Barak Rosenshine's

PRINCIPLES OF INSTRUCTION

A thematic interpretation for teachers by **Tom Sherrington** @teacherhead

VISUALISED BY
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REVIEWING MATERIAL

1 Daily review   **10** Weekly and monthly review

Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning — to activate relevant prior learning in working memory.

QUESTIONING

3 Ask questions   **6** Check for student understanding

The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

2 Present new material using small steps   **4** Provide models   **8** Provide scaffolds for difficult tasks

Small steps — with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models — including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

Scaffolding is needed to develop expertise — a form of mastery coaching, where cognitive supports are given — such as how to structure extended writing — but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building — but eventually they need to come off.

STAGES OF PRACTICE

5 Guide student practice   **7** Obtain a high success rate   **9** Independent practice

80%

Teachers needs to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with 'less effective teachers'. Guided practice requires close supervision and feedback.

High success rate — in questioning and practice — is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. *"Students need extensive, successful, independent practice in order for skills and knowledge to become automatic"*

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Scottish Borders COUNCIL