

Report

Report to:	Education Resources Committee
Date of Meeting:	8 February 2022
Report by:	Executive Director (Education Resources)

Subject:	Learning, Teaching and Assessment
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1. Purpose of Report

1.1. The purpose of the report is to:-

- ◆ advise on the current developments and successes around Learning, Teaching and Assessment within Education Resources

2. Recommendation(s)

2.1. The Committee is asked to approve the following recommendation(s):-

- (1) that the progress made with the Education Resources Learning, Teaching and Assessment Strategy for schools, be noted.

3. Background

- 3.1. Research tells us that high-quality Learning, Teaching and Assessment is the key driver to raising attainment in education. As such, it remains a key priority for Education Resources with a dedicated Quality Lead Officer (QLO) with Learning, Teaching and Assessment as a remit.
- 3.2. Education Resources continue to support our schools through successful HMIE inspections. Our outcomes in this regard demonstrate that Learning, Teaching and Assessment is often found as a key strength. However, we want to continue to strengthen our approach and ensure consistency across all our schools.
- 3.3. A 'Framework for the Curriculum' document which supports schools through their curriculum development journey has been produced by Education Resources. A key feature in this document is the Learning, Teaching and Assessment process. All scaffolding, and guidance is contained within this document and all professional learning is shaped by the principles contained within.
- 3.4. Nationally, over recent years, a key focus for Learning, Teaching and Assessment has been on the mechanics of moderation of achievement of a Curriculum for Excellence level. This has led to the 'Assessment' part of Learning Teaching and Assessment almost being treated as a separate entity. Work is now being done to refocus on the Learning and Teaching (sometimes known as pedagogy) part with a view to having assessment embedded as an integral part of the complete learning and teaching process.

- 3.5. Support for Learning, Teaching and Assessment is complex and has a variety of developing and interdependent strands. This paper outlines progress in some key strands.
- 4. Progress**
- 4.1. Part of the Learning, Teaching and Assessment Strategic Plan for Session 2021/2022, is to evolve a strategy and provide professional learning activities to support learning, teaching and assessment through the period of curriculum recovery.
- 4.2. Learning, Teaching and Assessment 'recovery' was identified as a priority in the Head Teacher and Teacher Recovery Questionnaires carried out at the end of Session 2020/2021. A focus on high quality practice and revisiting effective pedagogy is also a focus within most School Improvement Plans for this session.
- 4.2.1 Some of the key areas of focus as part of the strategic plan for session 2021/2022 are highlighted in paragraphs 4.3 to 4.6 below.
- 4.3. A range of approaches to pedagogy
- 4.3.1 As a strategy for high quality learning, teaching and assessment within South Lanarkshire, an approach to developing pedagogy (the Pedagogy Palette) has been created. This will support and complement the content of the "Framework for the Curriculum" launched in February 2020.
- 4.3.2 The approach will focus on nine features of highly effective teaching practice which, through research and consultation, were identified as having high impact in the classroom. These are:
- Sharing learning intentions and criteria for success
 - The structure of a lesson
 - Providing effective feedback
 - A range of group and individual tasks
 - Spotlight on skills
 - Differentiation – providing support and challenge for all
 - Metacognition and self-regulation
 - A range of assessment teachings
 - Effective questions
- 4.3.3 Each of the nine elements will be supported by a recorded CLPL workshop, a 'Key Messages' poster and video for use in school, along with accompanying resources. These will be hosted on the SLC Staff Learning Centre website.
- 4.3.4 To date, five elements of the approach have been designed, recorded and resourced. Evaluations from training have shown that 100% of participants agree or strongly agree that the activity met their identified learning and development needs and that it would impact their work.
- 4.3.5 By the end of the session, it is hoped that all nine elements will be fully resourced and shared with schools. The SLC 'Framework for the Curriculum' resource will also be updated to reflect the content of our approach to developing pedagogy.
- 4.4. Play Pedagogy
- 4.4.1 Play pedagogy continues to be a significant focus in many educational settings. It supports the transition from Nursery to Primary as well as providing opportunities for

pupils to foster and develop many transferrable life skills, particularly in the current recovery environment.

4.4.2 The play strategy within South Lanarkshire Council (“**Play, Learn, Achieve Your way**”) was developed over Session 2019/2020, with the employment of the Play Development Officer. This included the formation of a working group and creation of an audit tool.

4.4.3 This session, 24 class teachers from 24 schools have worked with staff from the University Strathclyde to increase their knowledge and understanding of the practicalities of play. Seven face-to-face CLPL sessions have supported this between August and December.

4.4.4 To allow the impact of these sessions to be measured, two inputs on creating a Classroom Based Enquiry Project were facilitated by central officers. Teachers are now working on this and will come back together in April to share their results. Following this, practitioners will become play experts within Learning Communities.

4.4.5 To ensure continuity and encourage roll out, a similar programme of input has been scheduled for Session 2022/2023, with input secured from staff from the University of Strathclyde allowing another 24 schools to engage in learning to support their work in developing approaches to learning through play.

4.5 Improving Our Classrooms

4.5.1 Improving Our Classrooms is a West Partnership Regional Improvement Collaborative based Professional Learning initiative for Primary class teachers to improve their pedagogy and understanding, whilst undertaking a Master’s Level Case Study of Improvement within their classroom. South Lanarkshire has been involved in this project for the last three years with 53 participants to date.

4.5.2 Sessions will continue throughout the remainder of the academic year, with participants submitting their masters project for marking in June 2022.

4.5.3 Feedback from participants has been extremely positive. Example below:-

“I have honestly loved being part of the IOC course and will be encouraging all staff to undertake this CPD. I have learned skills that I will continue to utilise throughout the rest of my teaching career.”

4.5.4 From previous cohorts of participants, there are currently seven mentors sharing their knowledge and expertise whilst supporting current practitioners. Three of last year’s mentors successfully undertook a “Delivering Mentoring” Masters module via Glasgow Caledonian University. All current mentors are undertaking the same qualification.

4.5.6 Session 2021/2022 has included a pilot of a Whole School Model, where two Primary Schools have all class teachers involved in improving their practice, being supported by the West Partnership Team and Education Resources’ Officers. Both schools are currently finding the programme beneficial. This will be evaluated towards the end of the session before a roll out takes place in the next academic year.

4.6 Outdoor Learning

4.6.1 To support the promotion of outdoor learning as an important part of the recovery agenda, recent developments have included the updating of the South Lanarkshire Vision for Outdoor Learning as well as creating a draft version of Guiding Principles to support both Primary and Secondary Schools.

- 4.6.2 A new website has been created to support schools. This has become a “one-stop-shop” for staff members and includes resources, curriculum links, South Lanarkshire Council case studies and links to external companies.
- 4.6.3 The site will continue to be updated as new resources and case studies become available. This will be supported by a monthly newsletter for schools. A working group of interested parties, from a range of schools, will meet to finalise both the vision and Guiding Principles documents.

5. Implementation and Next Steps

- 5.1. The progress described in Section 4 (Developing our approaches to Pedagogy, Play Pedagogy, Improving our Classrooms and Outdoor Learning) will feed into the wider scope of Education Resources work. It will shape the following:
- ◆ A focus for Validated Self Evaluation (VSE) on Learning, Teaching and Assessment. (VSE is similar to a school review where officers work in partnership with school leaders and practitioners to self-evaluate practice)
 - ◆ Learning, Teaching and Assessment strategy as outlined in the Framework for the Curriculum
 - ◆ How Learner Engagement is measured and create a scaffold to develop the support materials for Peer-Peer Observations within schools
- 5.2. The Secondary Head Teacher Learning, Teaching and Assessment Network and the Primary Head Teacher equivalent will be used as a focus for consultation and also a platform for professional learning and sharing practice as this strategic priority progresses.

6. Employee Implications

- 6.1. None

7. Financial Implications

- 7.1. None

8. Climate Change, Sustainability and Environmental Implications

- 8.1. There are no significant climate change, sustainability or environmental issues in connection with the recommendations contained within this report

9. Other Implications

- 9.1. There are no direct risks associated with this report which is provided for information only

10. Equality Impact Assessment and Consultation Arrangements

- 10.1. There is no requirement to carry out an assessment in terms of the proposals contained within this report.
- 10.2. Consultation and engagement with Head Teachers and school staff on learning and teaching and the sharing of the strategy with the professional associations has been at the core of our work to ensure high quality teaching and positive learning outcomes.

Tony McDaid
Executive Director (Resources)

20 January 2022

Link(s) to Council Values/Ambitions/Objectives

- ◆ Improv achievement, raise educational attainment and support lifelong learning
- ◆ Ensure schools and other places of learning are inspirational

Previous References

None

List of Background Papers

- ◆ A 'Framework for the Curriculum' document

Contact for Further Information

If you would like to inspect the background papers or want further information, please contact:-

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