



Williamwood
High School

Mighty oaks from little acorns grow

Learning, Teaching and Assessment Policy

An Ongoing Story of Excellence in the Classroom

Respect * Ambition * Kindness



Contents

Williamwood High School's Aims	p. 2
Rationale	p. 3
Background and Legislation	p. 4
Aims of Policy	p. 5
Learning, Engagement and Quality of Teaching: PROACTIVE Principles	p. 6
Collaboration and Professional Learning	p. 10
Effective Use of Assessment	p. 11
Planning, Tracking and Monitoring	p. 13
Maintaining Assessment and Moderation Records	p. 16
Appendix A: Learning Visit Toolkits	p. 17
Appendix B: Reports and Parents' Evening Dates	p. 19
Appendix C: Quality Assurance Timeline	p. 21
Appendix D: Moderation Templates	p. 23

Williamwood High School's Aims

The school promotes high expectations and standards which create an inclusive environment, where all are encouraged to strive to achieve their full potential. The positive ethos across the school and a high degree of commitment shown by our staff, our young people and our parents, as well as the wider community, allow the young people of Williamwood to achieve their full potential, both academically and socially.

Our school values of Respect, Ambition and Kindness underpin the life and work of the school. We recognise learners' successes in living the school values through their actions and choices. Our school vision of 'Mighty Oaks from Little Acorns Grow' aims to develop the skills which will enable our young people to become:

- Successful Learners
- Confident Individuals
- Responsible Citizens
- Effective Contributors

Rationale

The Williamwood community prides itself on being PROACTIVE and working in partnership with all stakeholders to provide highly effective Learning, Teaching and Assessment which meets the needs of all learners. We create courses and learning pathways appropriate to the needs and interests of all our young people. Our vision for Learning, Teaching and Assessment is rooted in our principles of PROACTIVE, which all members of the Williamwood community worked collaboratively to create.

Learning, Teaching and Assessment is a key priority of all practitioners across the Williamwood community. In addition, staff representatives from across the Williamwood community are involved in the Learning and Teaching School Improvement Network, working in collaboration with our S1-S6 Leaders of Learning. We continue to strive to meet the needs of all of our learners and close the attainment gap between the most and least disadvantaged young people by ensuring that teachers become more effective through improved knowledge and understanding of high quality learning and teaching. In addition to high quality learning and teaching, assessment, moderation, tracking and monitoring are robust and rigorous, resulting in detailed analysis of all data which enables targeted interventions.

We are guided by the following ideas from Curriculum for Excellence: Building the Curriculum and HGIOS4:

1. The quality of learning and teaching in every classroom – and the inspiration, challenge and enjoyment which can come from teachers' enthusiasm and commitment – will be critical to achieving our aspirations for all young people. (Education Scotland, 2006)

2. Highly-effective schools:
 - ✓ Build on positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes
 - ✓ Encourage learners to play an active role in the school and wider community including leading learning
 - ✓ Deliver high quality feedback and learners are able to articulate their progress in learning and their next steps



- ✓ Support practitioners to engage in educational research to improve learning and teaching
- ✓ Ensure that all lessons are underpinned by effective planning
- ✓ Utilise a variety of assessment approaches to ensure that learners are supported to achieve
- ✓ Engage with robust tracking and monitoring to secure improved outcomes for all learners, supported by data analysis to implement appropriate interventions

(Education Scotland, 2015)

Background and Legislation

This policy makes use of current documentation that has supported our strategic planning. In particular, we have utilised the following documents:

- Education Scotland. (2018). *How Good Is Our School?: Part 2*
<https://education.gov.scot/media/l4ypcopt/hgiours-part2.pdf>
- Education Scotland. (2015) *How Good Is Our School 4th Edition*
https://education.gov.scot/media/2swjmnbs/frwk2_hgios4.pdf
- Education Scotland. (2010). Building the Curriculum 5:
<https://education.gov.scot/media/gs0gnvyu/btc5-achievement.pdf>
- Education Scotland. (2009). *CfE: Building the Curriculum 4*
<https://education.gov.scot/media/tcnk33qn/btc4.pdf>
- Education Scotland. (2007). *CfE: Building the Curriculum 3*
<https://education.gov.scot/media/3mglewdo/btc2.pdf>
- Education Scotland. (2006). *CfE: Building the Curriculum 1*
<https://education.gov.scot/media/kxugralx/btc1.pdf>
- General Teaching Council. (2021). *Standards for Full Registration*
<https://www.gtcs.org.uk/wp-content/uploads/2021/09/standard-for-full-registration.pdf>
- Armstrong, P & Chapman, C. (2014). Thinking beyond-school improvement: Harnessing the potential of collaboration. *Manchester Institute of Education*
<https://research.manchester.ac.uk/en/publications/thinking-beyond-school-improvement-harnessing-the-potential-of-co>

Aims of Policy

This policy aims to support a culture and ethos of highly effective learning and teaching. It will provide a clear guide to the use of assessment, the data it produces, and the ways in which these inform bespoke interventions with measureable impact.

We utilise four key areas specific to learning, teaching and assessment:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

To support the four key areas, at Williamwood High School we ensure that we are PROACTIVE both as learners and practitioners. Embedding this approach along with the four capacities – successful learners, confident individuals, responsible citizens and effective contributors – ensures highly effective learning, teaching and assessment for all.

Learning, Engagement and Quality of Teaching: PROACTIVE Principles

At Williamwood High School, we pride ourselves on the quality of learning and teaching that takes place in all learning environments throughout our school. Delivering a rich and diverse curriculum to our young people is supported through a whole school PROACTIVE approach. Taking account of all subject areas and teaching expertise, the Williamwood community worked collaboratively to produce our PROACTIVE principles. These principles are clearly displayed and consistent throughout all learning environments to support the young people with their education. They ensure the quality of learning and teaching is representative of our school values: Respect, Ambition and Kindness. At Williamwood High School, we recognise that “school improvement is concerned with enhancing student outcomes by focusing on the teaching and learning process” (Hopkins et al, 1994;cited by Armstrong 2014).

Features of highly effective lessons incorporate our PROACTIVE principles in line with our school vision and values by demonstrating:

- A purposeful starter building on prior learning and effective retrieval practice
- Shared learning intentions and measurable success criteria
- Ongoing learner feedback and adaptive teaching to meet the needs of all learners
- Varied activities to ensure engagement of all learners, utilising skilled questioning and opportunities for learners to develop their confidence
- Effective plenary where learners engage and reflect on their learning by revisiting the purpose of the lesson to check for understanding.



WILLIAMWOOD HIGH SCHOOL'S CORE PRINCIPLES OF LEARNING AND TEACHING

RESPECT — AMBITION — KINDNESS

P
R
O
A
C
T
I
V
E

PLANNING

Planning backwards, we create inclusive, purposeful lessons which meet the needs of all learners and inform next steps.

RIGOUR & ROUTINE

Rigour and routine are prominent features throughout the range of stimulating, well-paced learning experiences.

ORGANISATION

By delivering well-planned, well-paced lessons, we collaboratively build a nurturing environment to allow learning and kindness to flourish.

AUTONOMY

By taking responsibility for their own learning, learners demonstrate resilience, ambition and a growth mindset in developing skills for learning, life and work.

CHALLENGE

All learners fulfil their potential through participation in, and reflection on, stimulating and engaging lessons which are matched to their needs and interests as well as providing meaningful feedback.

TRACKING

Rigorous tracking ensures that planning builds on prior learning. Staff and learners use tracking during learner conversations to reflect on progress and ensure continued progression.

INTERVENTION

Staff use knowledge of all learners to create appropriate and nurturing interventions to allow barriers to learning to be overcome.

VARIATION

Through differentiation, staff ensure personalisation, challenge and choice are regular features of classroom practice and whole school experiences.

ENGAGEMENT

Staff foster nurturing learning environments through positive relationships as well as ambitious and creative lessons, resulting in a lifelong love of learning.

RESPECT — AMBITION — KINDNESS

Mighty oaks from little acorns grow..

Our Learners embody their PROACTIVE principles and experience:

- An inclusive environment which is nurturing, positive and exemplifies the UNCRC Rights of a Child
- Engaging and challenging lessons which meet the needs of our learners
- Lessons which are well planned, organised, build on prior learning, adapted and delivered to a high standard ensuring appropriate pace
- Lessons incorporate personalisation and choice as well as the use of digital technologies, where appropriate
- Receive regular and directed feedback including learner conversations to identify next steps in their learning and use appropriate interventions, where necessary
- Opportunities to take responsibility for their own learning as well as developing resilience, ambition and skills for learning, life and work.



WILLIAMWOOD HIGH SCHOOL'S CORE PRINCIPLES OF LEARNING AND TEACHING FOR LEARNERS



- P PLANNING**
LEARNERS SHOULD BE PREPARED FOR LEARNING BY BEING ON TIME AND ADOPTING A POSITIVE MINDSET.
- R RIGOUR AND ROUTINE**
LEARNERS SHOULD REMAIN ON TASK THROUGHOUT THE LESSON, USING METHODS LIKE "3 BEFORE ME" TO MINIMISE CONFUSION.
- O ORGANISATION**
LEARNERS SHOULD ENSURE THEY HAVE THE CORRECT MATERIALS FOR ALL LESSONS, CREATING NO DISTRACTIONS SO THAT LEARNING IS NOT INTERRUPTED.
- A AUTONOMY**
LEARNERS MUST ENSURE THEY TAKE RESPONSIBILITY AND ARE INDEPENDENT IN THEIR LEARNING, USING TECHNIQUES LIKE "3 BEFORE ME" AND APPLYING SKILLS FOR LIFE, LEARNING AND WORK.
- C CHALLENGE**
LEARNERS SHOULD PUSH THEMSELVES OUTSIDE OF THEIR COMFORT ZONE BY ATTEMPTING HARDER QUESTIONS AND SURROUNDING THEMSELVES WITH POSITIVE PEER ROLE MODELS.
- T TRACKING**
LEARNERS SHOULD REFLECT ON THEIR LEARNER CONVERSATIONS AND EFFECTIVELY USE THEIR SELF EVALUATION SHEETS BEFORE ASSESSMENTS TO RECOGNISE AREAS TO IMPROVE ON.
- I INTERVENTION**
LEARNERS SHOULD TAKE RESPONSIBILITY FOR THEIR LEARNING BY EFFECTIVELY USING RESOURCES SUCH AS SUPPORTED STUDY AND MAKING USE OF FEEDBACK FROM TEACHERS.
- V VARIATION**
LEARNERS SHOULD PUSH THEMSELVES BY ATTEMPTING A VARIETY OF QUESTIONS WITH VARYING LEVELS OF DIFFICULTY.
- E ENGAGEMENT**
LEARNERS MUST DISPLAY A POSITIVE ATTITUDE, SHOWING RESPECT BY OFFERING ANSWERS TO TEACHERS AND SUPPORTING FELLOW LEARNERS TO DEVELOP THEIR UNDERSTANDING.

Collaboration and Professional Learning

An integral element of our highly effective approach to learning and teaching includes Principal Teachers of Curriculum (PTC) conducting learning visits with all practitioners within their department. Building on this approach, our School Improvement Network will strategically plan and implement a whole school approach to learning visits and professional dialogue. This will be in addition to regular, informal learning visits by the extended leadership team in line with our school vision and values. Practitioners will utilise our collaborative learning visit toolkit (see Appendix A), which promotes reflection and professional dialogue in line with our PROACTIVE principles.

To continue striving for excellence in learning and teaching, as a community, we have refined our approach to feedback following learning visits. These visits take place in pairs or trios to allow professional dialogue between those observing prior to feedback being delivered. Our PTCs along with SLT are now beginning to develop a common language for delivering feedback to ensure that a consistent approach to feedback is used throughout, in line with our PROACTIVE principles.

Following our first round of lesson observations, all teaching staff will be involved in learning and teaching trios. This professional learning opportunity will enhance understanding of the principles of excellent learning and teaching across the Williamwood community.

Our journey with learning and teaching is constantly evolving. We are partnered with the OSIRIS Teaching Intervention (OTI), with a quarter of the Williamwood staff currently trained in this programme. Furthermore, we have one member of staff trained in Improving Our Classroom (IOC) and our Biology department piloted Improving Our Department (IOD) within the school.

We also deliver a programme of collegiate activities to highlight and share good practice, as well as to engage with appropriate CLPL from external partners and practitioners. These partners strengthen our approach to looking outwards to education establishments across the country to assist us on our journey towards excellence.

Effective Use of Assessment

Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements, and to identify next steps in learning. Assessment approaches need to promote learner engagement and ensure appropriate support so that all learners can achieve their aspirational goals and maximise their potential. As with all aspects of Curriculum for Excellence, assessment practices should be seen from the perspective of the learner. Learners should be engaged in all aspects of assessment processes and be afforded an element of choice and personalisation in showing that they have achieved the intended outcomes. As learners move through the curriculum, they will experience a range of approaches to assessment.

Williamwood High School follows the key principles of assessment outlined below:

Principles of assessment	Assessment of pupil knowledge and understanding, skills, attributes and capabilities is linked to those outlined in the Experiences and Outcomes across each curricular area.
Standards and expectations	Progress is defined as 'how well' and 'how much' (Building the Curriculum 5, p.18), as well as the rate of progress, leading to greater breadth and depth of learning. This includes the application of skills in unfamiliar contexts.
Ensuring consistency	We support the development of shared understanding to develop consistency and build trust in teacher judgements.
CLPL and support	Staff will have moderation opportunities embedded into the school calendar, as well as CLPL opportunities at school, local and national level where appropriate.
Reporting to parents	A whole school reporting and parents evening calendar will be developed through discussion with staff and parents. Reports will contain brief descriptions on progress and next steps in all relevant curricular areas.



Self-evaluation for self-improvement	As a school we will participate in a range of 'looking inwards' and 'looking outwards' events throughout the year to ensure parity with local authority and comparator schools. Where relevant, national data will be utilised to provide a platform from which to further look outwards.
Monitoring standards over time	A range of data will be analysed for each year group (Standardised tests, SNSA, teacher judgements) and will form a comparison between each year group for whole school use. ERC data will inform our position in the authority.

All Principal Teachers of Curriculum will apply the principles of assessment through their own assessment calendar and their quality assurance procedures, as well as providing opportunities for staff to work collegiately through our series of collegiate activities.

Principal Teachers of Curriculum continue to engage with the West Partnership assessment and moderation toolkit. They work with all faculty and department colleagues on ensuring there is a clear understanding of the main types of assessment, namely:

- High quality assessment
- Ongoing assessment
- Periodic assessment
- Standardised Assessment

Furthermore, we have a robust moderation procedure that allows all pupils and staff to understand that our assessment evidence is valid and reliable, and enables production of parental reports that accurately reflect where their child is at in their learning, where they are going, and how they will get there.

Planning, Tracking and Monitoring

As outlined in the School Improvement Plan, the school is currently updating the way all teaching staff track and monitor pupil progress. This will be carried out through SEEMIS, utilising Progress and Achievement, and Tracking and Monitoring.

All teachers have engaged with the West Partnership Assessment and Moderation toolkit through working with their Principal Teacher. This ensures that all assessments are carefully planned in line with BGE Experiences and Outcomes, whilst utilising the relevant Benchmarks. Planning takes into consideration the differentiated needs of all learners, and the varying types of assessments, thus ensuring that pupil progress is reported on through a variety of tasks, projects and summative assessments.

Our reporting and parents' evening calendar (Appendix B) is developed through consultation with staff and parents so that it provides pupils and parents with regular and meaningful updates on progress. The School Improvement Network reviews each calendar in May so that any changes are agreed well in advance of the new session.

Each year group report has a robust quality assurance timeline in place (Appendix C) to ensure consistency across the school, which then allows for our Improvement and Performance meetings to take place with Principal Teachers of Curriculum.

Teachers make use of the tracking and monitoring systems to identify areas for development in their classes, and Principal Teachers interrogate the data to advance the learning of all pupils in their department. This also facilitates an understanding of their position in the whole school attainment drive. Particular focus is given to identified target groups, including equity pupils.

The Raising Attainment School Improvement Network has developed a guide to the roles and responsibilities of all stakeholders involved in the planning, tracking and monitoring process (outlined on next page).



Member of Staff	Role and Responsibility
DHTs	Whole school calendar Improvement plan Working with PTCs Targeted interventions
PT Curriculum	Types of assessment Moderation and assessment paperwork Looking outwards Collegiate activities Sharing of relevant data
Teaching Staff	Awareness of equity pupils within your classes Data analysis Identify expert teacher(s) Engagement Challenge Ensuring a breadth of learning Learner conversations
Young People	Collaborative target setting Attending supported study if possible/as required Engaging with support resources/feedback
Parent/Carer	Support at home Work with school interventions Engage with reporting
Pupil Support	Engaging with data to identify pupils underperforming in multiple areas

The three stages of moderation are outlined below:

1. Validation of Assessment Approach
2. Reviewing Selected Evidence and Teacher Judgements
3. Making Overall Teacher Judgements (as per reporting calendar)

For each stage of the moderation process there is an evidence template utilised by staff to record their planned moderation activity and to evidence the outcomes of moderation discussions with colleagues.

Stage 1: Ensuring a valid, reliable assessment

Assessment tasks and activities should:

- ✓ assess the rationale for planned learning from the experiences and outcomes, and benchmarks
- ✓ review the quality and relevance of success criteria linked to the Es and Os selected
- ✓ allow young people to demonstrate their learning in a variety of ways

Stage 2: Reviewing evidence and teacher judgements

All moderation events should:

- ✓ feature a suitable sample size for the cohort
- ✓ include awareness of any differentiated approaches or scaffolds (beyond any ASN entitlement) used to support learning and assessment
- ✓ include learner evidence that has been annotated to indicate where SC have been met
- ✓ involve a discussion of the quality of feedback provided to the learner from teacher or peers
- ✓ indicate clearly whether the evidence provided allows teachers to agree that it demonstrates evidence at a level
- ✓ record findings and changes as part of the learning cycle for future learning and assessment

Stage 3: Making overall teacher judgements of a level (as per reporting calendar)

When making a decision as to the overall level achieved by a learner in a subject, teachers should consider:



- ✓ the range and breadth of evidence produced to support the award of a level
- ✓ the value awarded to individual pieces of evidence in reaching an holistic judgement of a level
- ✓ the consistency of evidence considered and any gaps in evidence due to learner absence

Maintaining Assessment and Moderation Records

All assessment outcomes should be recorded on the department tracking and monitoring database. Moderation evidence and completed templates (Appendix D) should be stored in a Quality Assurance folder that is accessible to all relevant teachers and professionals.



Appendix A: Learning Visit Toolkit

Williamwood High School		Learning Visit Toolkit	
Learning Focus:	Class context:	Staff involved: Observer:	Date:
<input type="checkbox"/> Planning	<input type="checkbox"/> Rigour & Routine	<input type="checkbox"/> Organisation	
<p>ENGAGEMENT Enjoyment Active Discussion Relationships</p>	<p>FEEDBACK Questioning Modelling Verbal/Written</p>	<p>PROACTIVE FACE to feed-forward Note comments, ideas or discussion points around the PROACTIVE themes</p>	<p>AUTONOMY Independent Self-help Routines Resources</p>
<input type="checkbox"/> Autonomy	<input type="checkbox"/> Challenge	<input type="checkbox"/> Tracking	<input type="checkbox"/> Interventions
		<input type="checkbox"/> Variation	<input type="checkbox"/> Engagement



Learning Visit Toolkit

Williamwood High School

Additional space for comments, reflections, questions arising for discussion:

Action points to plan for progress and for sharing practice:

Appendix B: Reports and Parents' Evening Dates

Date	Method of Communication	Format
September	S1 Report (Rotation 1)	Effort, Behaviour, Homework Progress, Next Steps*
October	S4 Parents' Evening	In school 4:00pm – 6:30pm
October	S5/6 Report	Effort, Behaviour, Homework, Progress, Next Steps, Predicted Pathway, Current Progress, Target Grade
November	S3 Parents' Evening	In school 4:00pm – 6:30pm
November	S2 Report (Rotation 1)	Effort, Behaviour, Homework Progress, Next Steps*, BGE Level
December	S4 Report	Effort, Behaviour, Homework, Progress, Next Steps, Predicted Pathway, Current Progress, Target Grade, Prelim Result
January	S1 Report (Rotation 2)	Effort, Behaviour, Homework Progress, Next Steps*, BGE Level
January	S2 Report (Rotation 2)	Effort, Behaviour, Homework Progress, Next Steps*, BGE Level, Predicted Pathway
February	S4 Report	Effort, Behaviour, Homework Progress, Next Steps, Current Progress, Target Grade, Choosing for success pathway
February	S5/6 Report	Effort, Behaviour, Homework, Progress, Next Steps, Predicted Pathway, Current Progress, Target Grade, Prelim Result



February	S5/6 Parents' Evening	In school 4:00pm – 6:30pm
March	S2 Parents' Evening	In school 4:00pm – 6:30pm
May	S1 Parents' Evening	In school 4:00pm – 6:30pm
June	S3 Report	Effort, Behaviour, Homework Progress, Next Steps BGE Level, S3 Exam Result

Appendix C: Quality Assurance Timeline

Year	Report style	Completed by Staff on C+G	Monitoring & QA period PTC	Monitoring & QA period SLT	Admin date	Parent Portal Issue date
S1	Effort, Behaviour, Homework Progress, Next Steps*	September	2 days of quality assurance	1 day of quality assurance	1 day for administration	Issued 1 week after date of completion
S5/S6	Effort, Behaviour, Homework, Progress, Next Steps, Predicted Pathway, Current Progress, Target Grade	October	2 days of quality assurance	1 day of quality assurance	1 day for administration	Issued 1 week after date of completion
S2	Effort, Behaviour, Homework Progress, Next Steps* BGE Level	November	2 days of quality assurance	1 day of quality assurance	1 day for administration	Issued 1 week after date of completion
S4	Effort, Behaviour, Homework Progress, Next Steps, Predicted Pathway, Current Progress, Target Grade & Prelim Result	December	2 days of quality assurance	1 day of quality assurance	1 day for administration	Issued 1 week after date of completion



S1	Effort, Behaviour, Homework Progress, Next Steps* BGE Level	January	2 days of quality assurance	1 day of quality assurance	1 day for administration	Issued 1 week after date of completion
S2	Effort, Behaviour, Homework Progress, Next Steps* BGE Level	January	2 days of quality assurance	1 day of quality assurance	1 day for administration	Issued 1 week after date of completion
S4	Effort, Behaviour, Homework Progress, Next Steps, Current Progress, Target Grade, Choosing for success pathway	February	2 days of quality assurance	1 day of quality assurance	1 day for administration	Issued 1 week after date of completion
S5/S6	Effort, Behaviour, Homework, Progress, Next Steps, Predicted Pathway, Current Progress, Target Grade, Prelim Result	February	2 days of quality assurance	1 day of quality assurance	1 day for administration	Issued 1 week after date of completion
S3	Effort, Behaviour, Homework Progress, Next Steps BGE Level, S3 Exam Result	June	2 days of quality assurance	1 day of quality assurance	1 day for administration	Issued 1 week after date of completion

Appendix D: Moderation Template

East Renfrewshire Council Practitioner Moderation Template (PMT)

Prior to the moderation exercise, please complete the following information and submit it to your facilitator with assessment evidence from one learner that you judge to have successfully attained the Es and Os.

Evidence Code	
Curriculum Area(s)	
Level	
Stage(s)	

Planning	Experiences and Outcomes (highlight the relevant aspects of each E and O):
	Learning Intentions:

Assessment	Benchmarks:
	Success Criteria: <i>Please list SC and give brief detail on how learners were involved in their creation.</i>



Williamwood
High School

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Briefly outline the context and range of quality **learning experiences** that have been planned making reference to the chosen **design principles**. Make specific reference to **breadth, challenge & application**.

Record the planned assessment that will be gathered to meet the success criteria considering **breadth, challenge and application**.



Briefly outline the oral/written **feedback** given to the pupil on progress and **next steps**, referring to the learning intention and success criteria.

Pupil Voice:

What have you learned? How did you learn? What skills have you developed?

Did the learner successfully attain the outcomes?

YES/NO