

Learning and Teaching Strategy



Curriculum for Excellence



Produced by
Glasgow City Council
Education Services

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Building on Success • Aiming for Excellence

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Learning and Teaching Strategy

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1. Introduction and Background

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For the first time ever, Scotland has a single curriculum for all children and young people 3-18. This 'Curriculum for Excellence' will allow for greater opportunity and choice to help young people realise their individual talents. It provides opportunities to implement a whole range of initiatives in a coherent manner including, Enterprise, Citizenship, Health Promoting Schools, Arts and Culture, Assessment for Learning and Sustainable Development. It also opens up the possibilities of exploring, recognising and celebrating the wider achievements of children and young people and ensuring deep and meaningful learning for all.

[http://connect.glasgow.gov.uk/YourService/
EducationServices/curriculumandteachingmatters.htm](http://connect.glasgow.gov.uk/YourService/EducationServices/curriculumandteachingmatters.htm)

<http://www.ltscotland.org.uk/curriculumforexcellence/>

A Curriculum for Excellence, Scottish Executive, November 2004 outlines the principles and purposes for education from 3 – 18 in Scotland. 'Our aspiration is to enable all children to develop their capacities as successful learners, confident individuals, responsible citizens and effective contributors to society'.

In the 21st century we are preparing children and young people for a future world that we don't yet know, for jobs that don't yet exist and for a life that may be very different to today's way of living. The technological and information age has had a huge impact on all our lives and will continue to do so well into the future. Glasgow's children and young people deserve to be given the best possible opportunities to develop skills and attitudes which will serve them well throughout their lives. These include the ability to be problem solvers, to be creative and adaptable to a changing environment, to apply new knowledge, to work and interact well with others and to be resilient in the face of adverse circumstances.

Our challenge is:

- to raise attainment and achievement for all children and young people in Glasgow
- to prepare children and young people for a changing and uncertain future
- ensure we put no limits on children and young people in terms of their ambition and allow them to become confident and responsible members of society
- to give children and young people skills, concepts and knowledge to be able to access a sustainable, or and prosperous future.

We know that the quality of teaching and the relationship between teacher and child or young person is critical in ensuring the effectiveness of the learning experience and we aim to champion an aspirational approach for our young people. Therefore it's imperative that Glasgow sets out its philosophy in relation to learning and teaching and provides a framework for the development of learning and teaching in the 21st century to take forward positive, transformational change.

Where effective learning and teaching is taking place this will have a positive impact on raising attainment and achievement.

In the preparation of this statement, staff, children and parents across the city were consulted on their views about learning and teaching. It is the voice of all these stakeholders which informs our learning and teaching strategy.

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2. Framework

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Framework for Glasgow's Learning and Teaching Strategy



3. Key principles

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Our Key Principles are to:

- Put children and young people firmly at the centre of learning
 - Listen and take account of the voice of children and young people
 - Enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors
 - Continue to raise standards of achievement and attainment for all learners and promote and recognise broader achievements more explicitly
 - Engage young people in the highest quality learning activities, allowing them to become more confident in their learning by being given appropriate support and challenge
 - Match the learning needs of individual learners and groups with differing abilities or aptitudes and improve opportunities for flexibility and choice within the curriculum
 - Take into account the perspective of our children and young people, linking new knowledge to prior learning and engage them in active experiential and contextualised learning
 - Build capacity to allow staff to become leaders of learning, researching and reflecting on their own performance
 - Allow heads of establishments to base the curriculum on a clear rationale with shared aims, vision and values, setting the strategic direction which is ambitious and challenging
- Support establishments in creating a caring, successful environment for learning which promotes well being and respect
 - Ensure there is a holistic, multi-agency approach to learning and teaching to ensure we get it right for every child
 - Impact positively on the life chances of all children, young people and families in Glasgow .

We will put children and young people firmly at the centre of learning and teaching.



4. Vision, Values and Aims

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All Glasgow City Council educational establishments and services will have their own statement on Vision, Values and Aims.

'Values relate to the way all the people in the school community treat each other and what they aim to achieve for each other, for the school and for society as a whole'

HMIe Journey to Excellence

Heads of establishments will work together with staff, parents, learners and other partners to establish an aspirational and dynamic vision for the school and the community. At its heart should be the provision of the highest quality learning and teaching. The vision will focus on outcomes which are in line with local and national priorities and the curriculum for excellence. Any significant local circumstances should also be taken into account.

Heads of establishment will seek to include in the vision, statements about fairness, tolerance, mutual respect and inclusion and not only share this with the establishment community but regularly revisit the vision based on what the establishment knows about itself.

From this shared vision, the establishment will be able to identify a number of improvement priorities, defined as outcomes for learners. The outcomes for learners will take into account the curriculum for excellence, quality indicators in HGIOS 3, The Child at the Centre 2 and the wide range of data that is already available to the establishment, including:

- Attainment results
- Achievement in the wider sense
- Observations of classroom and playroom practice – the quality of learning
- The views of various stakeholders
- Impact of any initiatives that have been implemented

The establishment improvement plan will focus on the steps and actions that are needed to achieve the outcomes.

<http://www.glasgow.gov.uk/en/Residents/Goingtoschool/generalinfo.htm>

http://connect.glasgow.gov.uk/YourService/Education_SocialWork/ServiceObjectives/

http://connect.glasgow.gov.uk/YourService/EducationServices/Plans_Performance/



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5. Climate and Relationships

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Trusting, friendly relationships and a positive climate where everyone feels respected, included and valued is a good starting point for successful learning. Staff interactions with children and young people should show that they have a good understanding of their learning, interests and development.

Staff who are good at creating an engaging and empowering climate for learning, promote a sense of order and security and build positive, open relationships. They have high expectations, avoid excess stress and tension, engage young people in what they are learning and use rewards judiciously. Where the learning climate is positive, staff trust young people and give them responsibility.

Establishments will have high expectations and provide a high level of support for all, ensuring that children flourish in a safe environment where everyone understands their responsibilities for the care, health and wellbeing of all children and young people.

Underpinning the outcomes in a curriculum for excellence and success in learning is the expectation that all Glasgow education establishments will create a positive, supportive and encouraging ethos allowing for improved relationships and behaviour.



Glasgow's Teaching for Effective Learning intranet site supports continuous professional development in learning and teaching for all staff. More information on classroom climate can be found in The Teachers' toolkit, e.g.

- Catch them being good
- I can't do it – yet!
- Joharis window
- Positive thinking
- Smarts
- Stop the noise

Relationships Matter!



<http://thegen2/gcc/TFEL/goodlesson/pages/Rationale%20Download%20pdf.htm>

<http://thegen2/gcc/TFEL/goodlesson/pages/Classroom%20Climate.htm>

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6. Learning and Teaching Approaches

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Learning and teaching are at the heart of an effective curriculum. We now know much more about how children and young people learn and it's imperative that we all understand that **how** we teach is as important as **what** we teach. Young people deserve the very best in powerful learning experiences and in order to provide that we have to revisit our pedagogy and methodologies and give greater scope to teachers to exercise their professional expertise. Heads of establishment should discuss with all staff how best to capitalise on 'what we do well already' and how we can improve and be more creative in our learning and teaching.

With the implementation of a curriculum for excellence it will be the responsibility of all teachers to raise attainment in literacy and numeracy as well as promoting health and well being with all learners.

Establishments will have an increased focus on the science of learning, including:

- how the brain works
- multiple intelligences
- critical thinking skills
- gender in education and
- different learning styles

"Raise the bar and close the gap for all"

Michael Fullan

Young people will be supported in recognising their own learning style and will be provided with a toolkit of strategies to support them to be life long learners. These could include:

- note taking strategies
- thinking skills
- organisational skills and
- effective study skills

In every establishment children and young people will be supported to become leaders of their own learning, either individually or in groups. When children are independent learners they take responsibility, are more intrinsically motivated to succeed and deep learning is more likely to take place. Where co-operative and collaborative working is promoted, staff will find that young people appreciate the social support of their peers, retention of knowledge is improved and there is more on task behaviour.



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Establishments will continue to focus on the key business of improving the classroom learning experience and pedagogy. The Journey to Excellence, HGIOS and Child at the Centre quality indicators will be used to stimulate reflection, self evaluation and planning. We will build on work on:

- Teaching for Effective Learning strategies
- Learning through Play
- Rich tasks
- Storyline approach
- Contextualised, cognitive and active learning
- Problem solving approaches
- Active and creative use of ICT
- Active learning in a context, and the
- Assessment is for Learning principles

“High expectations and high aspirations for all!”

Learning and teaching approaches should be:

- Focused on the learner
- Well planned, considering outcomes, learner’s interests and prior knowledge
- Enjoyable, relevant and inclusive – enhancing the experience, achievement and attainment of our most vulnerable children and young people
- Active and fun, allowing young people to become problem solvers in a supportive and stimulating atmosphere

- Flexible and creative, allowing for personalisation of learning
- Allow for choice, challenge and chances
- Based on up to date educational research
- Collaborative and co-operative, promoting quality social interaction between children and young people



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When promoting TfEL in the classroom, a variety of key aspects need to be considered:

- Contextualised learning that is active, collaborative and cognitive
- The Good Lesson Cycle (Glasgow's model of accelerated learning)
- The learning climate
- A variety of learning approaches
- Thinking routines
- Technologies and the learning to learn toolkit.

The Good Lesson <http://thegen2/gcc/tfel/pages/goodlesson.html> has been developed to help staff deliver lessons that take account of the 'big' messages required for effective learning and teaching. Every good lesson has 3 parts: a beginning, middle and an end. Within this framework are the 5 components of the accelerated learning cycle:

1. Connect the Learning
2. Learning Outcomes and Success Criteria
3. Active Learning
4. Demonstrate Understanding
5. Review and Recall



1. Connecting the learning

'All learning is about seeking and securing connections to what we already know, what we would like to know and what we have shared as part of our learning together'

(ALPS)

'The most important single factor influencing learning is what the learner already knows. Ascertain this and teach him accordingly'

(Ausubel et al, 1978)

In order that we embed learning securely, it is essential that we make connections with what our children and young people already know. They will be more receptive to new knowledge if a lesson begins with an activity which helps them to 'switch on' to concepts with which they are already familiar. By making connections, children and young people will be more engaged in learning. They will be confident in demonstrating what they already know and thus more motivated to take part in what is to follow. Beginning the lesson or learning experience with a stimulating activity which is child centred and involves levels of participation will ensure that all children and young people are on board from the start.

2. Learning outcomes and success criteria

Sharing the learning outcomes and success criteria is a key approach in formative assessment. For learning to be purposeful, we need to know

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- Why we are learning
- What we are learning
- How we will be successful.

Sharing the learning outcomes keeps children and young people motivated and focused on the learning as opposed to the task or activity. Success criteria lets children and young people know exactly how their work will be judged and ensure meaningful feedback related directly to the learning. Together outcomes and success criteria encourage greater independence and a sense of responsibility for learning.

3. Active learning

What makes a good lesson Active, Collaborative and Cognitive?

Active

I've

- been involved
- listened to others
- taken responsibility
- explained to others
- worked things out



Collaborative

I've

- worked in a team
- shared ideas
- contributed
- taken turns
- shown respect



Cognitive

I've

- asked questions
- answered questions
- thought of ideas
- offered solutions
- reflected on my learning



4. Demonstrate understanding

Encourage children and young people to show what they know and understand in a variety of ways:

- Explain to a partner
- Be the teacher
- Write
- Mindmap
- Present / show
- Have a final product
- Debate
- Draw / label
- Model
- Make a poster
- Questions and answers



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5. Review and recall

Studies have shown the effect of ‘Primacy and Recency’ on learning. At the beginning of a lesson children and young people are alert and ready to learn. If the lesson is not stimulating or varied enough, learning decreases rapidly and learning will plateau at a very low level. Towards the end of the lesson children and young people become more alert and ready to retain learning.

- Always allow 5 minutes at the end of a lesson to review learning
- Refer back to learning outcomes and success criteria throughout a lesson to allow teachers and children and young people to assess learning
- Recap on the main learning points. Make sure key questions have been asked and explored. Recap key vocabulary
- Provide opportunities for children and young people to work together collaboratively and be actively involved in the review process
- Look forward and connect to the next lesson
- Wherever possible – make it fun!

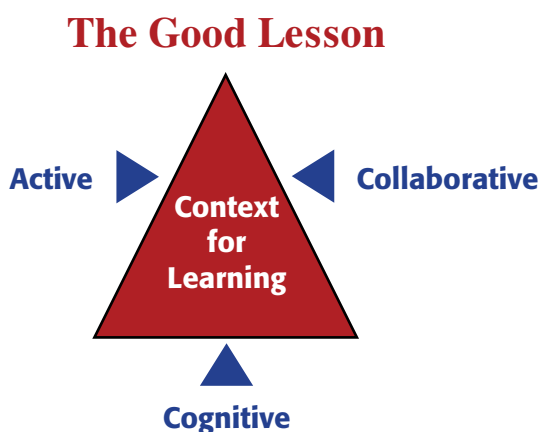
We learn best when:

- We feel at ease within a positive and encouraging learning climate;
- Learning is connected to what we already know;
- The contexts for learning are relevant and enjoyable;
- We are clear about what and how we are expected to learn;
- We are actively involved in, and feel responsible for, our own learning;
- Time is given to think about what we have learned and we get the chance to demonstrate our thinking and understanding;
- We know what steps to take to improve and we can review and reflect on what we have learned.

Having established the ‘good’ lesson framework, the TfEL methodology adopts a contextualised active, collaborative and cognitive approach to learning that is relevant, meaningful and promotes enjoyment.

www.journeytoexcellence.org.uk/learning/promotionofactivelearning/index.asp

Children and young people are given the opportunity to work on ‘real-life’ or imaginary situations that impact not only on their learning in the classroom and playroom but also relate to the real world. When children can make connections to their own lives, they are more motivated. Learning then has a purpose and is meaningful and relevant to the learners. Staff should provide as meaningful a context as possible; if not real then as close to real. (Imaginary)



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Children and young people are given the opportunity to work collaboratively and share responsibility for completing tasks and achieving outcomes. Learning collaboratively is motivating to many children. We are all social beings and collaboration is a natural activity. We talk, listen, share ideas, help, support, challenge and motivate each other without consciously thinking about it. Incorporating opportunities for collaboration into lessons and learning experiences capitalises on this natural tendency and makes learning more effective. Working as a team prepares children and young people for the kind of collaboration that is necessary in today's workplace. It is enjoyable, motivating and allows children to express their thinking to a small group of peers rather than to an entire class. This benefits those young people for whom a public display of learning can be inhibiting.



The Teachers' toolkit for working as a team includes:

- 4 heads are better than 1
- Brainstorming
- Calling cards
- Carousel brainstorming
- Group roles
- Jigsaw
- Pairs to 4's
- Think –pair-share
- Timers
- Work as a team

<http://thegen2/gcc/TFEL/goodlesson/pages/Collaborative%20Learning.htm>

The learning contexts are challenging and help learners develop their thinking. It is important to encourage children and young people not only to think but also to think about their thinking. The more children are asked to do for themselves, the more they need a reflective attitude and reflective skills. Through the teaching of thinking skills, children and young people can be equipped with knowledge on how to think when approaching tasks and problems, especially during a collaborative process.

The Teachers' toolkit for thinking includes:

1. Thinking routines
2. Search for meaning
3. Creative thinking
4. Problem solving
5. Critical thinking
6. Decision making

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Thinking Routines

TfEL promotes a culture of thinking in the classroom. Based on the work of David Perkins, Professor of Education, Harvard and Dr Margaret Kirkwood, Strathclyde University, thinking skills are perhaps the most important tools to be taught and made explicit in the classroom.

'Learning is a consequence of thinking,'

David Perkins

Children and young people should feel secure about expressing their opinions openly and staff should model 'good thinking,' using the language of thinking and helping pupils to become more metacognitive.

There are 7 routines which can be used across a variety of contexts, in groups or by individuals. They enhance learning and allow children and young people to think creatively and critically.

1. The Circle of Viewpoints is a routine for exploring diverse perspectives,
2. Compass Points is a routine for examining propositions,
3. See/Think/Wonder is a routine for exploring works of art and other interesting things,
4. Think/Pair/Share is a routine for active reasoning and explanation,
5. Think/Puzzle/Explore is a routine that sets the stage for deeper inquiry,

6. I used to think, but now I think is a routine for reflecting on how and why our thinking has changed and
7. 'What makes you say that?' is an interpretation with justification routine.

<http://thegen2/gcc/TFEL/pages/thinkingroutines.html>

Questioning

Questioning is at the heart of an effective learning environment. A good questioning climate is one that activates understanding and thinking and focuses on the development of learning rather than a test of recall. Allied with varied teaching approaches, our children and young people will be exposed to a range of experiences that promote active learning by making learners think and ask questions. Planned activities will therefore promote a high level of interaction and involvement to ensure that learning and teaching is motivating, stimulating and relevant to the learners' needs. ICT is a key element here in enriching, motivating and supporting learning. Such variety in teaching approaches and activities can cater for the different learning styles present in the classroom (Visual, Auditory and Kinaesthetic).

Bloom's Taxonomy

Levels of questioning / thinking

High level thinking



Low level thinking

Evaluation
Synthesis
Analysis
Application
Comprehension
Literal

6. Learning and Teaching Approaches

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The Teachers' Toolkit for Questioning includes:

- Answer and pass on
- Bloom's taxonomy
- CUBE
- Language of questions
- No hands up
- Thumbs
- Use a picture
- Wait time
- Wipeboards

<http://thegen2/gcc/TFEL/goodlesson/pages/Questioning.htm>

Learning to Learn Toolkit

Glasgow's Learning to Learn Toolkit is a key element of the TfEL methodology. If children and young people are to be at the heart of the learning process and become self sufficient, then they need to be equipped with a set of 'tools' to help them become better learners. Encompassing techniques and strategies, the Learning to Learn Toolkit provides young people with a skill set of life long learning. The learning techniques will help young people work more effectively as a team as well as developing individual skills and helping them to take responsibility for their own learning.

Toolkit usage should be evident in the classroom. For example, staff might use 'Think, Pair, Share' at the start of a lesson to 'Connect the Learning.' There would be evidence of The Learning Outcomes and Success Criteria being shared with children and young people to ensure

understanding of the purposes of the lessons and so that they know how to improve and become successful. Good Questioning techniques would be used to engage learners in the thinking process with sufficient discussion time and/or wait time.

Children and young people will be given the opportunity to work collaboratively. Group roles might be used and techniques such as Carousel Brainstorming and Jigsawing.

Learners will be given opportunities to demonstrate their learning and be involved in the evaluation and assessment process. This could be through the use of learning logs, wipe boards and self & peer assessment techniques.

<http://thegen2/gcc/TFEL/pages/learningtolearntoolkit.html>

Taking Learning Outdoors

Children and young people will also be given opportunities to achieve outside the classroom and playroom, including opportunities to take responsibility in other areas of school life and in the life of the wider community.

Establishments will reflect on the opportunities they give to children and young people for outdoor play and learning experiences. The outdoor play space can be a natural extension of the indoor environment and provides a wide range of opportunities for formal and informal opportunities for physical activity, improving health and well being and motivation to learn.

Visits to places of interest away from the establishment also provide a richness and colour to classroom and playroom learning.

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7. Planning

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When planning for learning, staff will focus on the learning outcomes, taking into account the needs and interests of all children and young people. Planning will be concise and build on their prior knowledge, allowing for choice and personalisation within the curriculum.

Establishments will plan to build flexibility and creativity in organising the experiences and outcomes and taking into account local priorities and circumstances. Doing this will encourage staff to continue the process of meeting the needs of all children and young people and linking learning to skills for life.

‘Creativity is possible in all subjects and areas of the curriculum. This does not mean that the scope for creativity is identical in each area’
Emerging Good Practice in Promoting

(Creativity : HMIe March 2006)

Plans will indicate key learning activities and promote a deeper understanding of the curricular areas and the links between these areas including:

- whole school initiatives
- collaborative working
- cross curricular themes
- interdisciplinary projects
- interdepartmental projects
- cross sectoral working
- problem solving activities

These approaches will enable children and young people to develop life long or generic skills.

Glasgow’s Teaching for Effective Learning intranet site provides many examples of good practice, video clips of effective teaching, witness statements from staff and planning sheets which can all contribute towards implementing a curriculum for excellence.



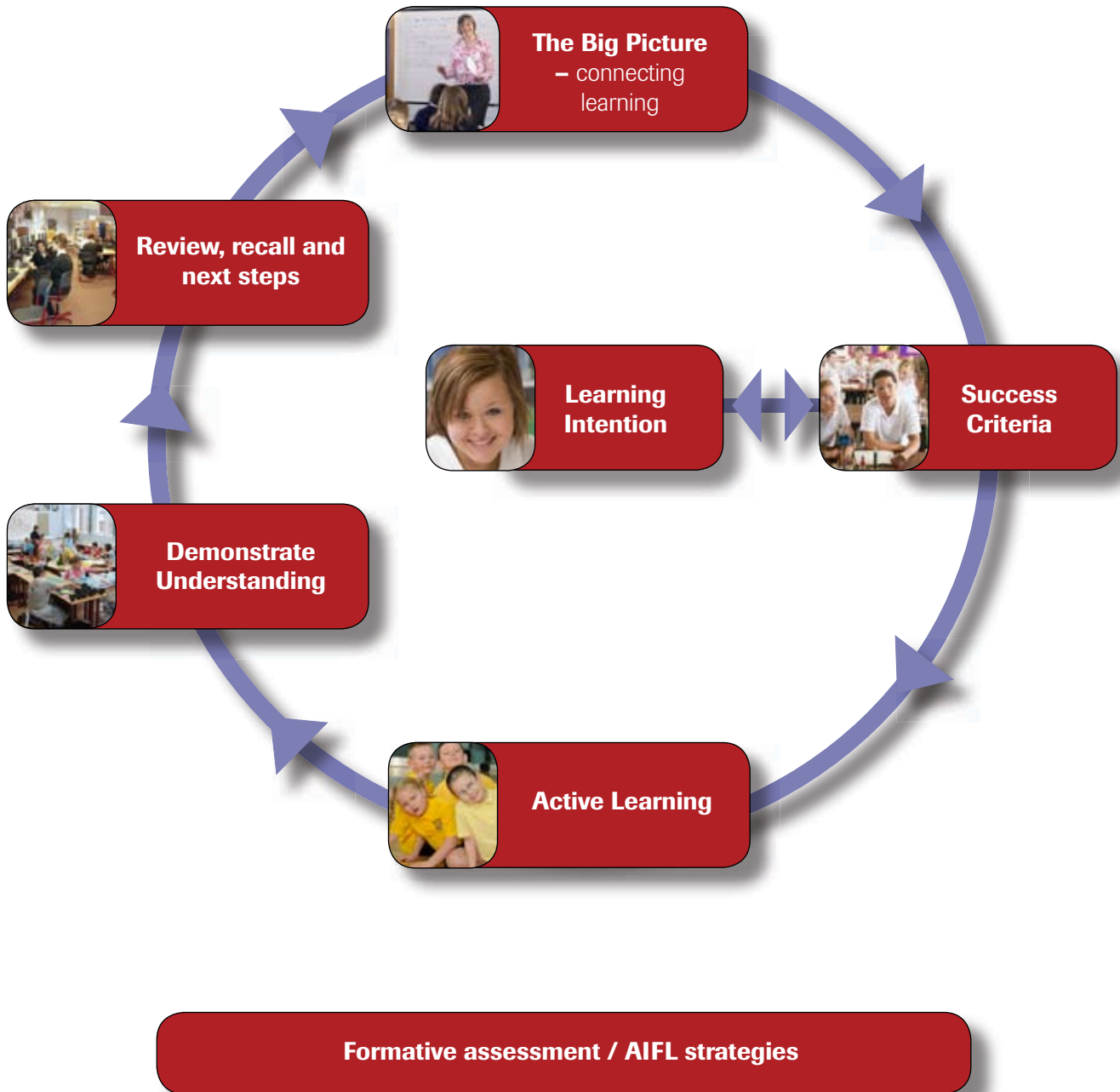
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7. Planning

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8. ICT

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‘There is a clear link between appropriate and effective use of ICT in learning and teaching and increased learner motivation and engagement’

HMIE Improving Scottish Education. The Use of ICT in Learning and Teaching 2007

The impact of ICT in learning and teaching cannot be underestimated. A rigorous approach to teaching skills and allowing children and young people to apply these skills in everyday contexts is essential. Learning is enriched through planned use of ICT. Children should be encouraged from an early age to understand and work with:

- Computers and laptops
- Interactive smartboards
- Digital cameras
- Floor turtles
- DVD’s and recording systems
- The world wide web
- Electronic communication
- Data bases and spreadsheets
- Podcasts and blogs
- Video conferencing

Full and creative use of ICT should permeate all curricular areas and be seen as an essential tool in effective learning and teaching, with children and young people developing progressive skills throughout their school career.



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9. Wider Achievements

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Recognition of the wider achievements of children and young people is essential. Staff can do this when they know their young people really well. Establishments and services can also begin to look closely at the range of activities on offer to children and young people and devise tracking systems to monitor these across the school. Establishments may wish to have discussions with staff about how they celebrate the wider achievements of all members of the school community.

One of the challenges for us is the need to capture this achievement in a meaningful way and to ensure that it is valued as much as quantitative data on attainment.

We would hope to capture the achievements of young people in a portfolio, a personal plan or in terms of tracking, which recognises, for example, some of the following:

- International education and global citizenship
- Participation in sports and cultural activities (before; during and after school)
- Citizenship and community activity
- Culinary excellence
- Fulcrum challenge
- Enterprise education
- Member of Student Council; Parent Council etc
- Young carers
- Inclusive participation e.g. looked after children; children with emotional and behavioural difficulties accessing the above
- ASDAN awards
- Vocational provision
- Work experience
- Duke of Edinburgh Award Scheme



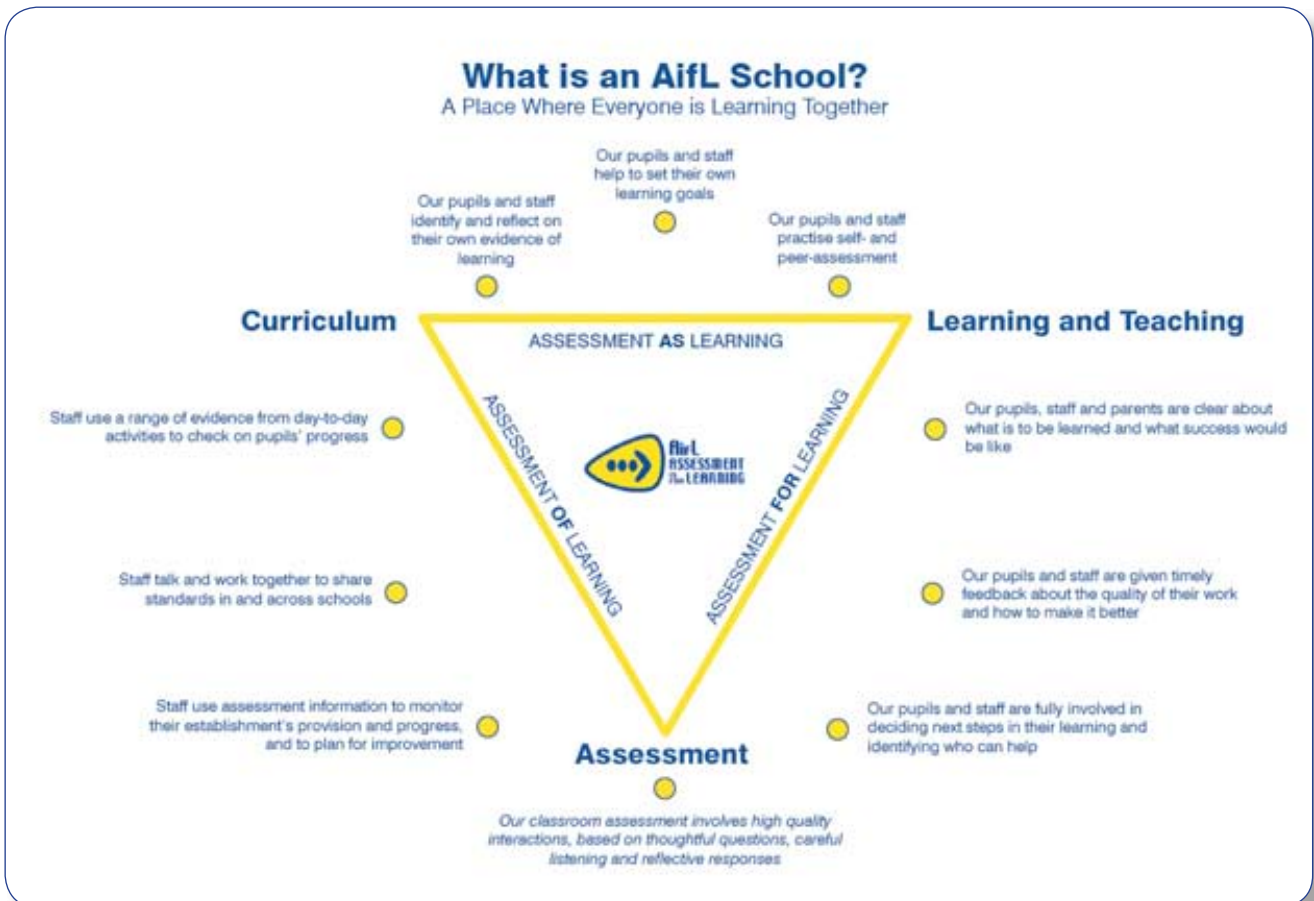
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10. Assessment

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10. Assessment

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Assessment is a powerful lever to drive forward progress in learning. We need to ensure that our approaches to assessment support the new curriculum and realise the ambitions of a curriculum for excellence – supporting learning and building capacity to allow children and young people to improve and progress.

All establishments will have an assessment policy which provides clear advice to staff on formative assessment and summative assessment and is concerned with seeking the views of children and young people as well as monitoring data on their performance.

Assessment for learning bridges the gap between where a learner is in their learning, and where they need to be – the desired goal. Assessment is an integral part of learning and teaching and staff should use assessment to work together with young people and their parents to set future targets and next steps for learning.

We can achieve this through processes such as:

- clarifying learning intentions at the planning stage



- encouraging children and young people to be involved in planning for learning
- sharing the learning intentions at the beginnings of lessons
- focus feedback against the learning intentions
- organise personal targets with children based on prior learning
- effective questioning techniques
- involving children and young people in self and peer evaluation
- sharing learning through the plenary
- celebrating success in learning

Children and young people learn best when they...

- understand clearly what they are trying to learn, and what is expected of them
- are involved in and are responsible for their own learning
- spend most of the lesson actively thinking and doing
- are able to discuss their personal targets and the progress they are making towards those targets
- can explain what they are learning about
- are given high quality oral and written feedback about the quality of their work and what they can do to make it better
- clear about how to go about making improvements
- are fully involved in deciding what needs to be done next, and who can give them help if they need it

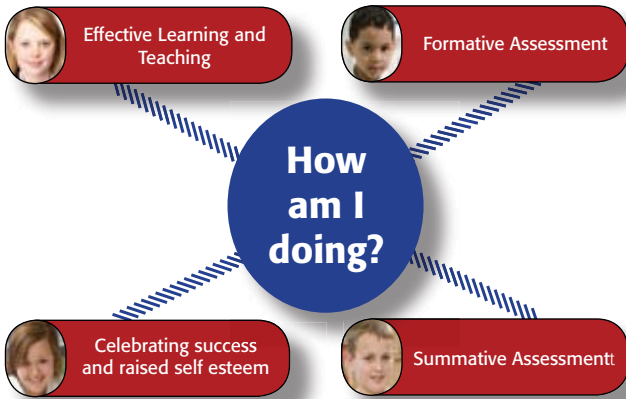
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- Personal learning planning will involve parents and carers, children and young people and staff in a process which will focus on what young people are going to be learning, what evidence of achievements and progress will look like and planning together for the next steps.

<http://connect.glasgow.gov.uk/YourService/EducationServices/curriculumandteachingmatters.htm>

<http://www.ltscotland.org.uk/assess>

Formative assessment through interactive teaching, combined with summative assessment will provide children and young people, parents and staff with an accurate picture of how learning is progressing.

All partners need to be clear about what the learning goals are and be involved in setting next steps to meet these goals.

Staff will provide timely and constructive feedback to children and young people and tell them how they can improve.

- Staff will develop in children and young people the skills to allow for self and peer assessment. These are powerful tools for learners.
- Staff comments in jotters or pupils' work will have an impact on improving learning, will be focused on the quality of the work and have a positive impact on the learning process.



Sharing the learning – learning partners

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11. Meeting Learning Needs

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‘Schools play a central role in the lives of most young people. But they do not do so in isolation from other influences on young people’s lives. Schools work with other agencies in health, social work, police and beyond, to give young people the support they need. That integration of services is vital if we are to meet the needs of young people. This review recognises the importance of working together with partners and building on the foundation of a positive school ethos to create a caring school community in which young people are seamlessly supported.’

(Peter Peacock Minister for Education and Young People ‘Happy Safe and Achieving their Potential’ 2005)

The Additional Support for Learning Act 2004 became enshrined law in November 2005. Glasgow City Council and Greater Glasgow Health Board welcomed the principles within the legislation. A revised Additional Support for Learning Policy, ‘Getting our Act Together – Every Child is Included’ takes into account the need for a policy on inclusion and embraces the above Act as well as the wider additional support needs of children and young people.

<http://connect.glasgow.gov.uk/YourService/EducationServices/swesconsultationpage.htm>

The head of establishment is responsible for the ensuring that Glasgow’s ASL Policy is disseminated and understood by all staff. A multi agency approach must always be taken to ensure that planning is effective and impacts on the learning of the children and young people involved.

All establishments will have a policy statement, derived from the Council’s policy on provision for children with additional support needs. This will take account of the particular circumstances of the establishment. The policy statement will include:

- The identified ASL coordinator in the establishment
- The role of the coordinator in offering advice, support and information to teachers, liaising with SMT, class teacher, CDO, parents, educational psychologists and other agencies
- The roles of all staff, in supporting the learning of all children and young people
- An outline of the management of additional support needs through the model of staged intervention
- Arrangements for mediation and dispute resolution

Meeting Learning Needs through Staged Intervention

- There is an identified ASL coordinator in the establishment to offer advice, support and consultation
- Planning to meet learning needs is based on the simple cycle of identifying and assessing, planning together, taking action, reviewing and identifying points for action

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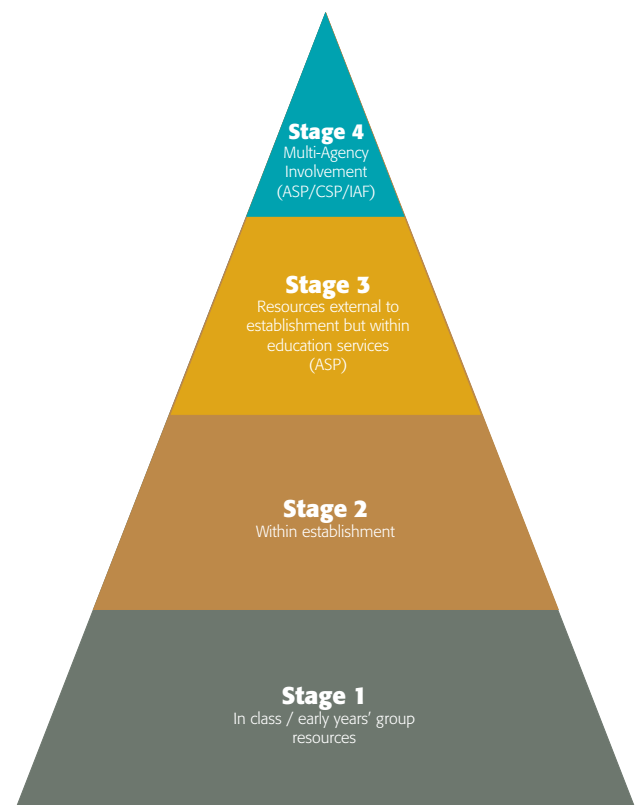
11. Meeting Learning Needs

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- There are four stages of intervention which allow those working with children and young people to match tasks, activities and resources to meet the needs of all children and young people including the more able child/ young person
- At stages one and two, learning needs will be met within the establishment, in the playroom and classroom through collaborative working and planned personalisation of the curriculum. Planning may take the form of personal, group or class plans
- At stages three and four, teachers, learning support staff, pupils support assistants, CDOs, visiting teachers and other professionals, liaise regularly with each other to provide a holistic approach to plan for children and young people with additional support needs. A multi agency approach is taken to plan for children and young people who are vulnerable or at risk. Planning takes the form of an Additional Support Plan,(ASP) or Coordinated Support Plan,(CSP.) These plans will contain both long term and short term planning outcomes, the contribution of all involved, and will be evaluated and reviewed regularly
- A multi agency approach is taken to plan for children and young people who are vulnerable or at risk
- Parents and carers, children and young people are fully consulted in the development and review of individual plans
- There is a recognition that meeting learning needs is the responsibility of everyone involved in working with children and young people

Glasgow's staged intervention model:



Children and young people may require additional support for many, many different reasons, generally affecting most or all aspects of their lives. It is vital that we all work closely with parents and carers and other family members to learn from them what we can do to help their children and young people as well as give them essential support and advice. Too often the voices of children and young people are not heard. We must give them every opportunity to tell us what they think and feel and engage them in all decisions affecting their lives.

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11. Meeting Learning Needs

Education Services



Barriers to learning are many and complex. Some of these could include:

- The learning environment
- Family circumstances
- Disability or health needs
- Social and emotional factors

We know that the early years are a period of rapid social and cognitive development and this can have a huge impact on the child's life chances. Early intervention and a co-ordinated approach to bring together education, social services and health services is essential to address early barriers to learning and giving children and their families more choices and chances to achieve.

The most vulnerable children, young people and families in Glasgow also need to be able to fully access the curriculum for excellence. This means access not just to staff in educational establishments but to partner agencies, psychological services, voluntary services, community learning workers, adult services, social work and health services. By getting it right for every child in Glasgow we will remove obstacles which are rooted in the differences in cultures, systems and practice which have emerged as a result of single agency thinking. Parents and children benefit from having a system where professionals work together and everyone can jointly develop one plan to meet the needs of the child and family.

'Many journeys but one destination'.

Adam Ingram, Scottish Minister for Children and Early Years

Glasgow's expectation is that children who come from vulnerable families who need significant input from partner agencies will also become successful learners, confident individuals, responsible citizens and effective contributors.

Is your establishment inclusive? The indicators for inclusion might include:

- Every child is included and respected
- Ethos, values and relationships which focus on inclusion
- Diversity is valued and celebrated
- Establishment infrastructures that support learning and behaviour needs. These are transparent and understood by all stakeholders
- Staff who respond to and support the needs of all children and young people in a flexible, creative and solution orientated way
- High levels of attendance and reduced levels of exclusions
- All children and young people performing well from prior levels of attainment and achievement
- Children and young people who have high aspirations and demonstrate an enthusiastic and positive approach to activities, progress and achievements
- Children and young people who find success in their life at school and are given opportunities to develop their own talents and abilities
- High levels of participation and responsibility in other areas of the life of the establishment and in the life of the wider community

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11. Meeting Learning Needs

Education Services



- Children and young people who demonstrate high levels of competence in core skills, vocational skills and skills for employability and enterprise
- Increased levels of children and young people participating and sustaining their place in higher education, vocational education and training and employment

All establishments will operate within a good practice framework which reflects a high profile of inclusion, equality and fairness. There will be a clear understanding amongst all staff of the commitment to fostering the general wellbeing of all children and young people.

We are all responsible for keeping children safe from harm, whether it be at home, at school or in the community. Child protection is not only the responsibility of social work services but is the responsibility of families, the community, education and health.

<http://www.glasgow.gov.uk/en/YourCouncil/ServiceDepartments/EducationServices/managementcirculars.htm>

http://www.glasgow.gov.uk/en/Residents/Care_Support/Families_Children/ChildProtection/

<http://www.glasgowchildprotection.org.uk/>

<http://www.scotland.gov.uk/Publications/2005/02/20625/51515>

www.journeytoexcellence.org.uk/learning/meetingchildrenslearningneeds/index.asp

‘No matter where they live or whatever their needs, children and families need to know where they can seek help, what help is available, that the help is appropriate to their needs and will be delivered to the highest possible standard.’

Hugh Henry - Getting it Right for Every Child



‘In my school all our programmes are individual to us’.

Young person from a Glasgow secondary ASL establishment

12. Transition Arrangements

Education Services



The implementation of a curriculum for excellence provides us with fresh opportunities to examine our transition arrangements for children and young people at key stages of their school career. Parents and carers have a key part to play in transitions at key stages of their children's learning. All transitions into and across establishments and services in all sectors should be regarded as a process not an event.

With the provision of early years education for all, young children are already becoming successful, confident learners and are achieving well across a range of areas. They are used to active, fun learning, taking responsibility and planning and evaluating what happens in the early years establishment. They come to primary school much more prepared and able to cope with the larger school environment and it is vital that the transition to primary one builds on the previous positive experience of the children.

The work already being carried out in Glasgow in active learning at the early stages supports this transition and has already been shown to be a powerful method in supporting an effective transition for children and increasing attainment and achievement.

As children progress through the primary establishment, transitions from stage to stage should ensure that all



key information is discussed and passed on to the next member of staff including information on attainment and achievement.

The transition from primary to secondary education should be smooth and offer continuity of learning and teaching approaches. Existing successful programmes should be built upon, including joint programmes between primary and secondary. We will recognise prior learning in the primary school based on evidence from portfolios and discussions with primary colleagues.

Enhanced transition programmes for vulnerable children, with staff from the primary and secondary working together with children and parents and carers, has proved to be a valuable and worthwhile process.

Throughout their secondary education, young people will have access to the right learning provision, including opportunities to continue to develop through four capacities by:

- Staying in school
- Entering further of higher education
- Participating in a national training programme
- Participating in community learning and development
- Entering into work experience or the world of work

These are general elements in ensuring that young people are supported in moving into positive and sustained destinations beyond school.

Effective transition arrangements throughout secondary school will carry on into post school placements and will ensure that we develop the four capacities of a curriculum for excellence in children and young people.

Close partnership working between early years establishments, primary, secondary and other educational centres and services can produce creative solutions and programmes to providing continuity and progression of learning for all children and young people.

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13. Partnership with Parents and Carers

Education Services



Parents and carers play a very important part in their child's learning and development. Establishments will take into account and value their views on the quality of education provided for their children. Parents and carers will feel welcomed by establishments and encouraged to participate in their child's learning.

Parents and carers can be reluctant or unable to engage with educational establishments for a whole variety of reasons. Each establishment will be creative and proactive in seeking to fully engage all parents and carers and build their capacity to support their child's learning.

Productive parental partnerships:

- Help to ensure smooth transitions for children and young people at key stages
- Provide the school with a better understanding of home circumstances
- Increase parental knowledge of what is being taught and how the school operates
- Ensure clear communication in the event of any emerging issues or concerns
- Has a positive impact on children's attainment and wider achievements
- Promotes better attendance at school and a 'can do' attitude

The Scottish Schools (Parental Involvement) Act 2006 recognises the important role that parents play in their child's education and arrangements should now be in place in every establishment to facilitate the involvement of parents through the Parent Council and Parent Forum.



Effective establishments build the capacity of parents and carers in taking an active part in discussions about their children's progress and next steps in learning

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14. Quality Assurance and Self Evaluation

Education Services



Quality Assurance

Quality Assurance is everyone's responsibility. It is based on building on success and aiming for excellence through systematic approaches to collecting evidence to measure, manage and improve performance. **Every establishment will have its own Quality Assurance and Improvement policy.** This will enable establishment priorities to be clearly stated and annual progress monitored and evaluated.



Self evaluation

Self evaluation is a process which supports the involvement of everyone in the establishment and its community in decision making and reviews the effectiveness of the establishment.

The process need to be robust and understood by all staff. Its purposes are:

- To understand, support and implement legislative requirement and fulfil the expectations of young

people, parents and carers, the educational authority and national government

- To identify, celebrate and disseminate good practice
- To identify what needs to be done to address weaknesses or improve quality; how they may be addressed; in what time frame; and with what impact and outcomes.

Monitoring and evaluation

Monitoring and evaluation will encompass quantitative data, direct observation and stakeholder's views. The focus of monitoring and evaluation will be linked closely to the establishment's improvement plan and the aim for heads of establishments is to know their school well.

It is important to involve children and young people in the self evaluation process and allow them to take part in decisions about the life of the school.

Reaching an agreed evaluation :



14. Quality Assurance and Self Evaluation

Education Services



Establishments should have an agreed annual calendar of monitoring which may include:

- Classroom observation
- Sampling of children and young people's work
- Discussions with staff
- Working in classrooms or playrooms
- Sampling the views of stakeholders, including children and young people
- School attainment data



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15. Continuous Professional Development

Education Services



‘Given the increasing importance of, and emphasis on, effective leadership there needs to be an increasing focus on effective professional development’

HMLe Leadership for Learning 2007

Glasgow seeks to harness the enthusiasm, the professionalism and the creativity of teachers who work in Glasgow establishments. We seek to build capacity to allow staff to become leaders of learning, researching and reflecting on their own performance.

- **All establishments will have a clear CPD policy and programme for all staff, including induction programmes for new and returning and temporary members of staff**
- Heads of establishment will play a key role in the implementation of this strategy and will continue to offer teachers opportunities to be reflective, self evaluating practitioners through peer observation, mentoring programmes, collaboration with colleagues and independent research
- Glasgow has an extensive and successful programme to support and advise probationer teachers at the early stage of their career
- All staff, including support staff, are entitled to an annual review of their performance linked to the school improvement plan and will maintain their own record of CPD activities.

<http://connect.glasgow.gov.uk/YourService/EducationServices/cpdandtraining/htm>

In addition to in service courses and visiting experts, establishments can ensure effective continuous professional development opportunities by promoting:

- Peer observation
- Distributed leadership
- Visits to other departments and establishments
- Shadowing colleagues
- Collegiate working
- Mentoring programmes
- Team teaching
- Modelling good practice
- Discussions with senior staff
- Opportunities to be involved in working parties and impact on the establishment improvement plan
- Well resourced bases where staff can access ICT to further their own research into current educational thinking.

‘Learning from someone else is a sign of strength.’

Graham Donaldson - HMLe

Glasgow believes in a bottom up approach to CPD. To this end, an extensive coaching in context programme has been very successful in operating through the learning community’s structure. Key lessons, plans, video clips and other teacher information on effective learning and teaching are now available on Glasgow’s intranet.

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15. Continuous Professional Development

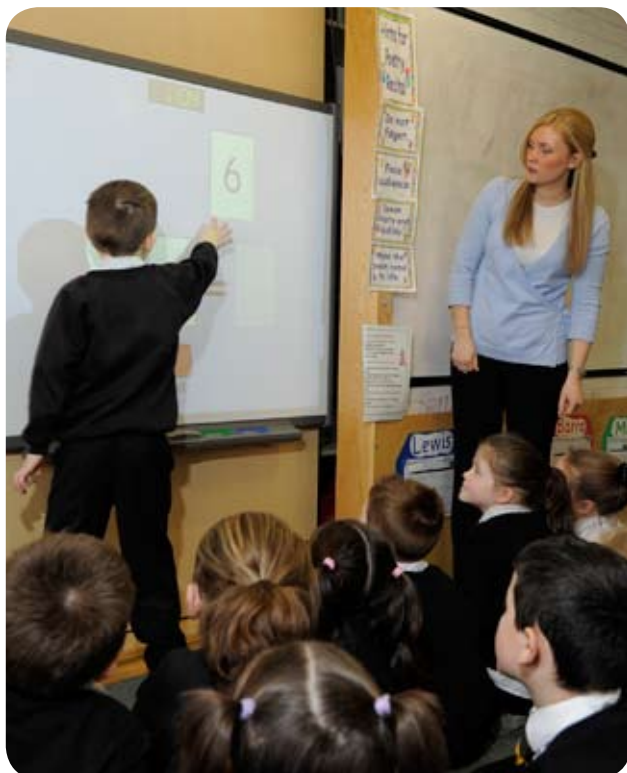
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Other opportunities open to Glasgow teachers include:

- Open Doors programme
- The leadership and management programme
- Chartered Teacher programme
- The Succession Planning initiative
- Participating in authority working parties
- The Scottish Qualification for Headship programme

Glasgow's Teaching for Effective Learning Strategy will help facilitate quality learning that is Active, Collaborative and Cognitive and thus encourage our young people to develop as successful, confident and responsible learners who contribute effectively. It is through this strategy that Glasgow will be well on the way towards A Curriculum for Excellence.



Everyone is responsible for developing the four capacities of children and young people and all staff will be leaders of learning.



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Appendix 1

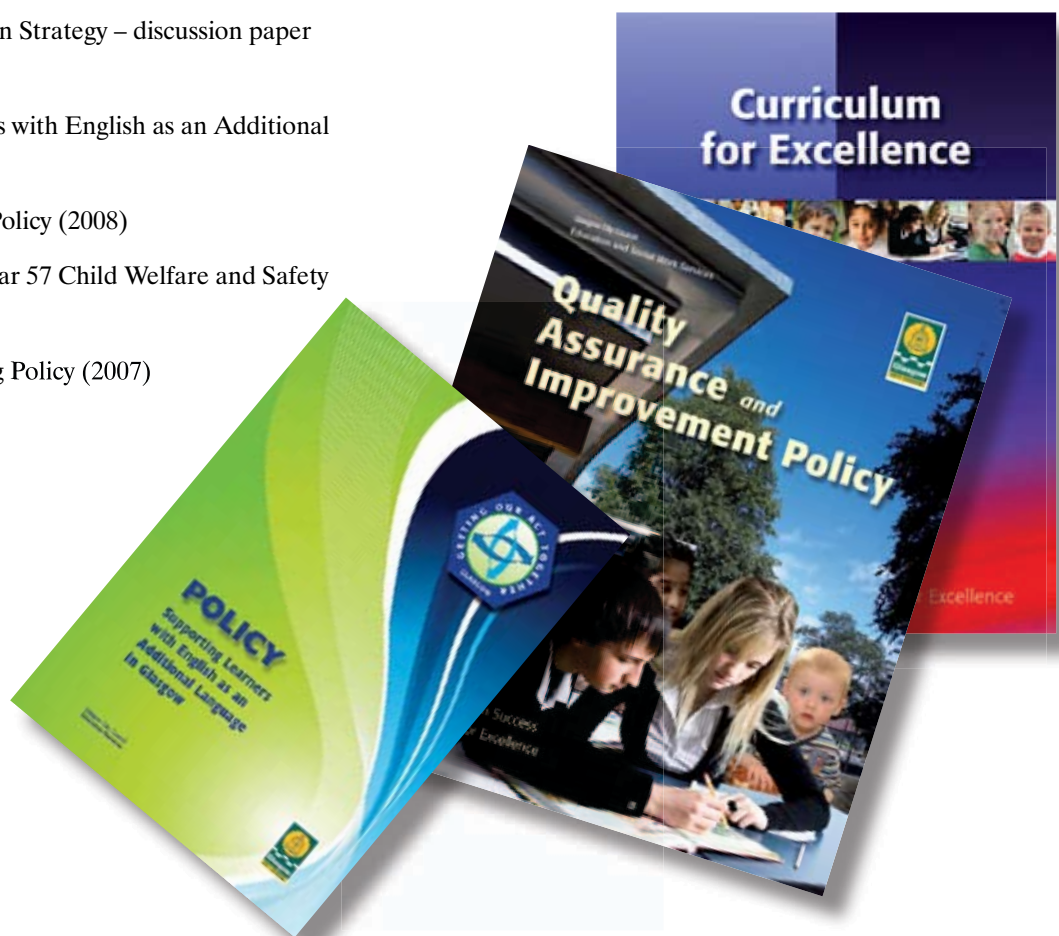
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Building on Success – Aiming for Excellence!

This learning and teaching strategy does not stand in isolation. It has strong links to other Glasgow policies and papers including:

- Curriculum for Excellence, Position Paper (2008)
 - Literacy Policy (2009) - (Draft)
 - Numeracy Policy (2009) - (Draft)
 - ASL Policy (2009) - (Draft)
 - CPD Policy (2009) - (Draft)
 - Secondary Education Strategy – discussion paper (2009)
 - Supporting Learners with English as an Additional Language (2008)
 - Quality Assurance Policy (2008)
 - Management Circular 57 Child Welfare and Safety (revised 2009)
 - Corporate parenting Policy (2007)
- Happy, Safe and Achieving their Potential
 - Glasgow' Children's Charter
 - Building the Curriculum 3
 - Vision, Values and Aims for Glasgow (Education??)
 - How Good is Our Establishment
 - Child at the Centre
 - Journey to Excellence
 - The Principles of Nurturing



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Appendix 2

Education Services



Teaching for Effective Learning

- The environment for learning is stimulating, encouraging and inclusive
- Good use is made of space, time and resources available, including human resources
- Tasks and activities and homework are well planned, relevant and take into account the interests of children and young people
- Lessons and learning experiences offer pace and challenge to all pupils and children and young people are aware of their own preferred learning style
- Staff motivate and sustain children's interest, actively engaging all children and young people and encouraging them to take responsibility for aspects of their own learning and behaviour
- Children and young people are involved in collaborative and co-operative activities and are given opportunities to explain their thinking to others
- A range of teaching approaches is used including direct and interactive teaching; active learning in purposeful and appropriate contexts and learning through play
- Learning also takes place outside the classroom and playroom, using the environment of the establishment and wider community
- ICT is used effectively to support and enhance learning
- Children and young people feel secure, included and confident enough to try out new ideas, solve problems and be creative and imaginative in their thinking
- Tasks and activities match the needs of all children and young people and build on prior learning of knowledge, understanding, skills and attitudes
- Communication and explanations are clear and staff share the purpose of lessons
- Staff set high expectations for all children and young people and set clear goals and targets with them
- Staff value and build upon the responses of children and young people, giving sound feedback and explaining to them how they can improve upon their work
- Children and young people are included in the evaluation of learning and teaching
- Staff make sound judgements about the learning to inform future next steps in planning development in skills and knowledge



'I learn best when I know what's happening!'

Glasgow primary school child

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Appendix 3

Education Services



Children and Young People's Experiences

- Children and young people feel safe, nurtured, healthy, respected, valued and included
- Staff make effective use of praise and reward to encourage, enthuse and motivate children and young people
- Children and young people are actively involved in their learning and demonstrate strengths in real and independent learning, managing information and applying new knowledge to solve problems and cope with the demands of life now and in the future
- All children and young people make very good progress from their prior knowledge, understanding, skills and attitudes
- All children and young people make very good progress in attainment and in achievement in the broadest sense
- Children and young people are given opportunities to achieve outside the classroom and playroom, including opportunities to take responsibility in other areas of school life and in the life of the wider community
- Children and young people are given choices and chances in their learning throughout their educational career
- Personal learning plans are used to support the learning and teaching process
- Children and young people have a voice in the life of the school and in making decisions which directly affect their learning



'What helps me to learn best is teachers who are passionate and excited about their subject!'

Young person from a Glasgow secondary school

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Appendix 4

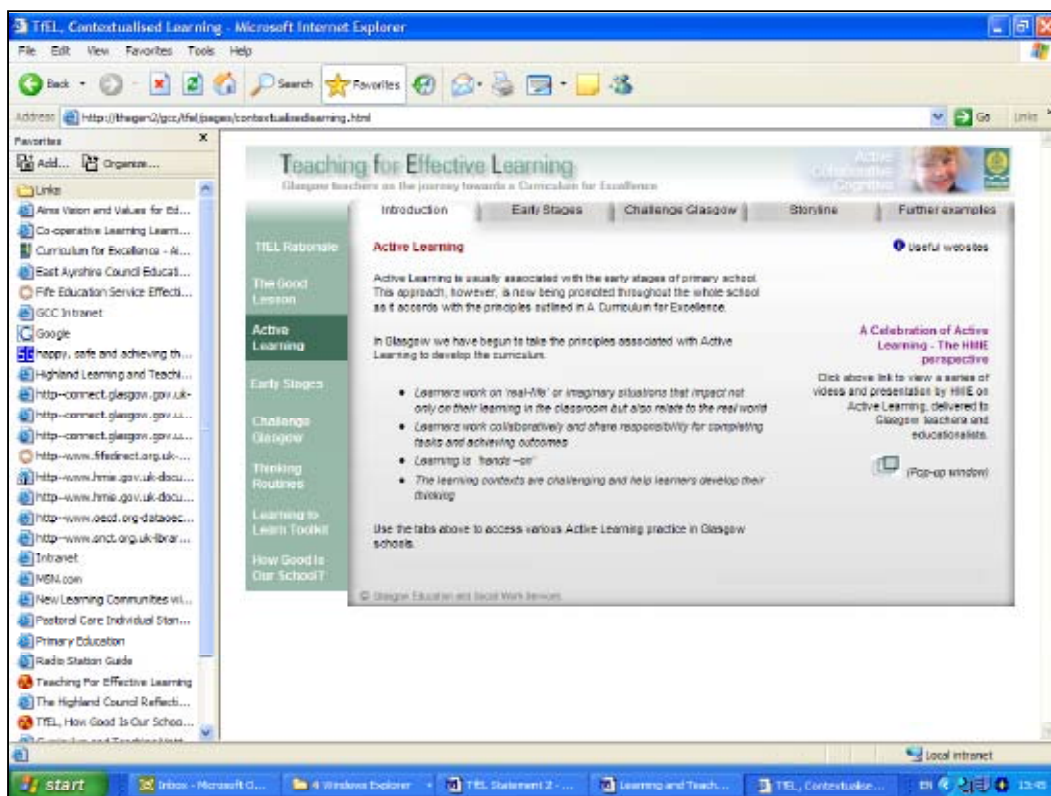
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Glasgow's Teaching for Effective Learning

Intranet Site

<http://thegen2/gcc/TFEL>



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