



2.3 LEARNING, TEACHING & ASSESSMENT POLICY

August 2024

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RATIONALE



At Drummond Community High School we are committed to ongoing reflection and review of learning, teaching and assessment. Through engagement with staff and pupils, we have sought to ensure that learning and teaching within the school best fits the needs of young people.

Our learning, teaching and assessment approach remains true to our school vision and values. It acknowledges that children achieve best when school policy is values-based and pupil focussed. Learning and teaching is the core purpose of our school and teachers are our most valued resource.

Our Learning, Teaching & Assessment Policy was created in May 2024 by the Learning, Teaching & Assessment School Improvement Group (SIG). This is a working resource which will be reviewed annually by the SIG in partnership with parents and carers.

The aim of this policy is to improve standards of learning, teaching and assessment, to raise attainment and achievement for all learners through:

- **Providing a framework for professional dialogue about what high quality learning, teaching & assessment looks like at Drummond**



- **Supporting colleagues to access a variety of expert CLPL**

- **Promoting consistency while encouraging innovative approaches using digital technologies**



[Edinburgh Learns Teachers' Charter - Click here](#)

WHAT DOES HIGH QUALITY LEARNING, TEACHING & ASSESSMENT LOOK LIKE AT DRUMMOND?



PREPARING

- Learners are welcomed into the classroom and are Ready to Learn
- Starters: Retrieval or hooks are used to engage learners.
- The purpose of learning is clearly shared through context free learning intentions. Success Criteria are shared so that learners know how to achieve success.

Lessons at Drummond will be planned within the framework below.

High quality episodes of learning will include the following;

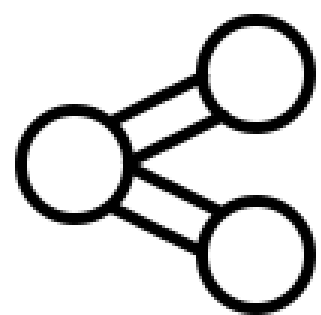
LEARNING

- The learning is modelled, scaffolded, and chunked to engage learners
- Young people are active participants in their learning
- Formative assessment and effective questioning techniques are used to adapt, support and challenge all learners

REFLECTING

Plenary activities such as questioning are used to check for understanding/progress using Success Criteria and feedback to inform next steps. Teachers use feedback to inform future planning.

FORMATIVE ASSESSMENT



Share the purpose of learning

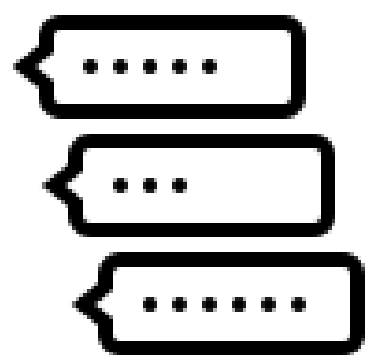
Be explicit with students about the purpose of learning and how success will be measured

Elicit evidence of learning

Through the use of high quality questioning



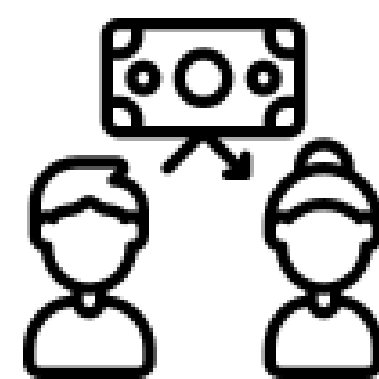
Feedback



Provide feedback that helps learners deepen their knowledge and supports the next steps in learning

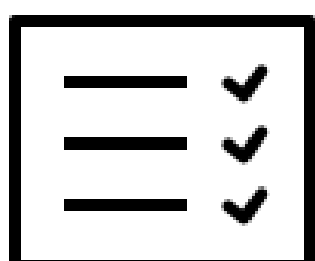
Peer Assessment

Teach students to test others in order to clarify understanding, demonstrate skills and identify gaps



Self Assessment

Motivate students to regularly take ownership and reflect on the progress of their own learning



DIFFERENTIATION



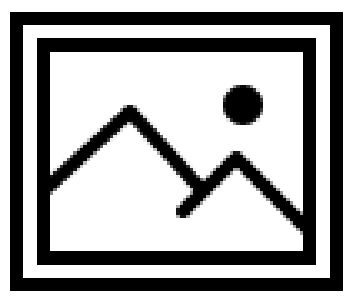
Model and share good practice

Through practical demonstrations, onenote, mark up or visualisers model how a task could be completed or invite students to consider what an excellent example may look like.



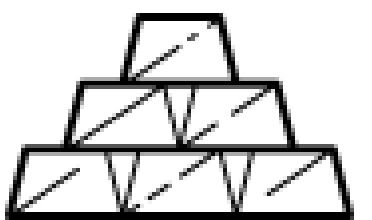
Support text with visuals

Avoid large passages of text and use visual cues and/or dual coding to support students in understanding tasks. Provide a word bank to aid vocabulary usage.



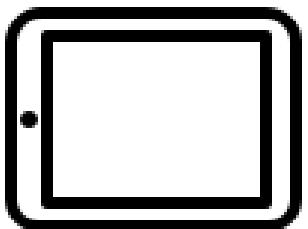
Chunk tasks

Break tasks into manageable parts, to encourage progress for all all learners yet still allow progression at all levels.



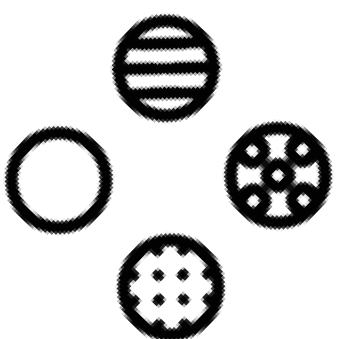
Use IT to enrich learning

Use Apps and develop IT skills to enhance and support the learning experience for all learners.



Differentiated outcomes

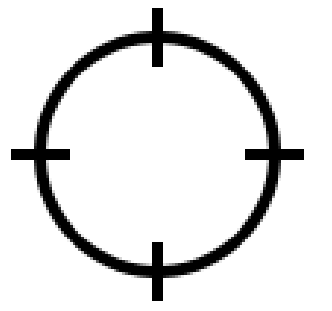
Consider using differentiated outcomes to structure your outcomes for the lesson. This may enable students to access the lesson more easily.



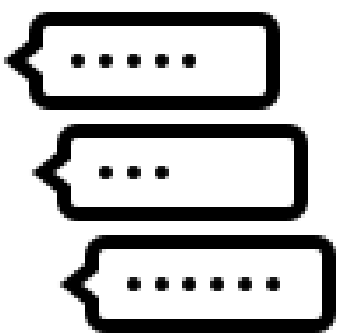


Student targets

Use target setting to help identify goals but also explore progress. These targets should utilise the language of learning.



Feedback and learning conversations



Encourage feedback to be used in setting targets and to identify areas for improvement in all areas.

Pupil Voice

Include opportunities for learners to reflect on their learning with confidence and share their views.



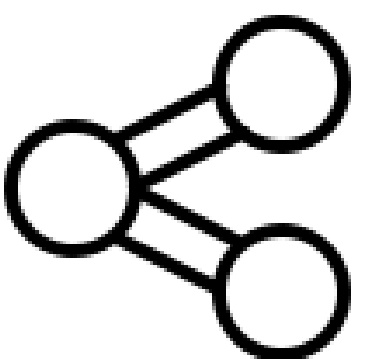
Opportunities to collaborate

Allow students to see common errors, next steps, areas of strength by offering chances to collaborate in groups or work individually.



Choose how to share

Utilise IT, textbooks, posters, multimedia to encourage students to take control of their learning and provide personalisation and choice of how to share their learning.



SKILLS



Learners are developing:

A balance of knowledge and skills

Within subject areas learners know the difference between Knowledge and Higher Order Thinking Skills (eg Command words/what can learners do with their knowledge?)

Strong literacy & numeracy skills

CEC - Literacy Strategy

CEC - Numeracy & Mathematics Strategy

Digital skills

Using Drummond's 8 Digital Skills as a baseline - Excel, Sketchbook, Safari, TEAMS, iMovie, Outlook, Folders & One note.

Metacognition skills

Skills 4.0 SDS

Skills for the future - Timeless, higher order skills.

Self Management

Social Intelligence

Innovation

WHAT CLPL OPPORTUNITIES ARE AVAILABLE?



Our teaching staff demonstrate commitment to career long professional learning and development (CLPL).

Drummond continues to collaborate with ***Edinburgh Learns*** to deliver directed CLPL in line with the **Teachers' Charter**. Dedicated time for learning, teaching and assessment is part of our whole school professional development time during INSET and CAT.



Ongoing professional learning opportunities and robust whole school self-evaluation procedures ensure that pedagogy and practice are current, up to date and in keeping with the needs of our young people and school community as well as local and national priorities.



Professional Review and Development (PRD) Meetings take place annually and are linked to the priorities of the School Improvement Plan (SIP).



The School Library has a range of books for staff to borrow that explore pedagogy. Staff are also provided with their own copy of Tom Sherrington's *Walkthrus* which are used to support our shared classroom experience model.

DIGITAL LEARNING



Drummond has included Empowered Learning in the SIP since 2020. One-to-one devices (iPads) were rolled out in 2021.

The Digital Steering Group which comprises of staff and learners has been working to embed digital skills amongst pupils, staff and wider school community, by showcasing good practice and encouraging innovation in learning, teaching and assessment.

Currently at Drummond there are S4 Digital Leaders who play an active role in skills development and learning community outreach.

Below are Drummond's 8 Digital Skills. The Digital Steering Group aims to support learners and staff to confidently use these skills in learning, teaching & assessment.

CEC - Digital Learning CLPL can be accessed here (Click View Videos).



**excel**
To be able to input and graph data.

**one note**
To be able to collaborate and use class notebook as a jotter.

**folders**
To be able to organise files and folders.

**outlook**
To be able to structure, send and schedule emails.

**sketchbook**
To be able to create digital presentation materials.

**Safari**
To be able to research effectively.

**Teams**
To be able to use rubrics, submit assignments and use files.

**imovie**
To be able to create and share a movie.

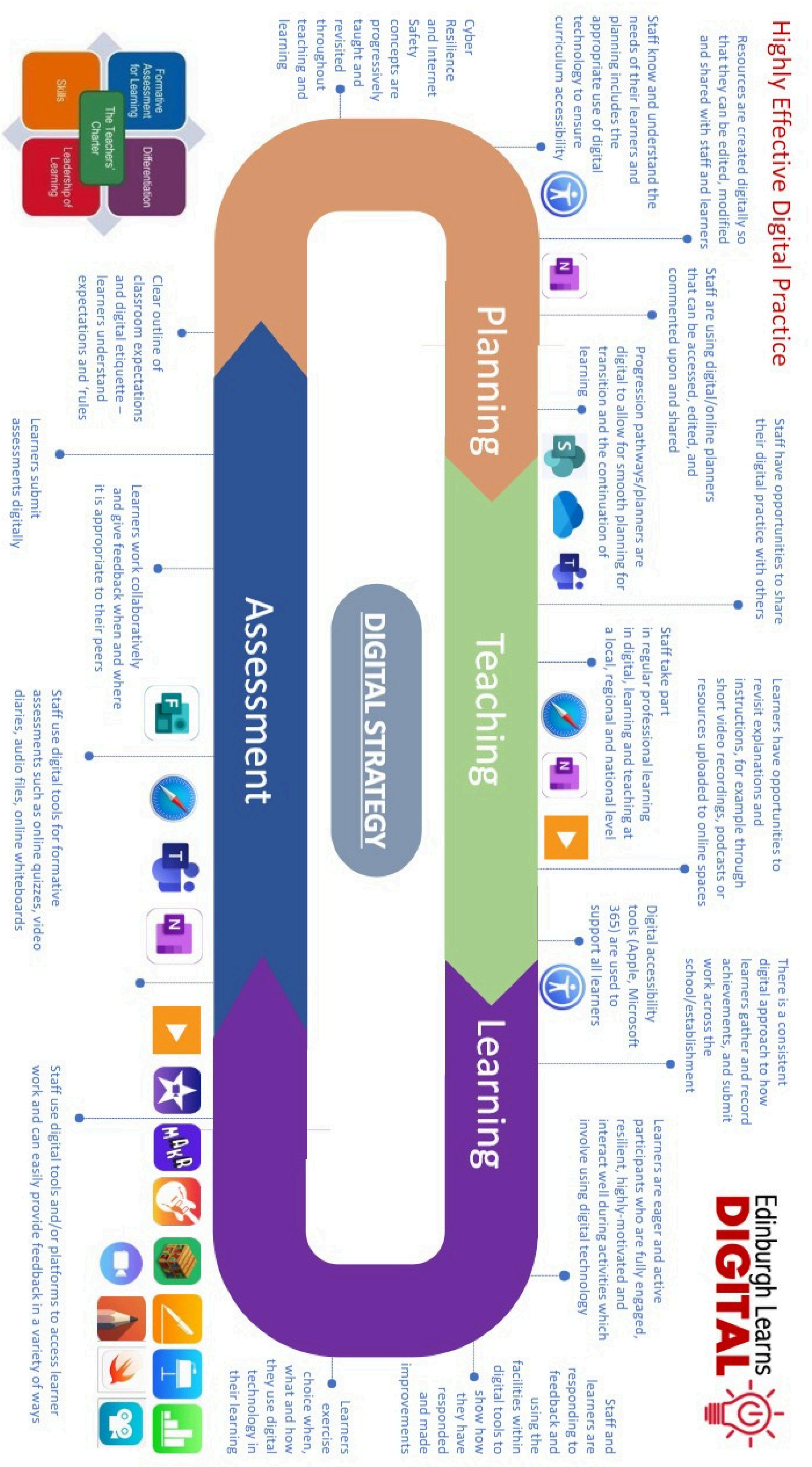
Drummond
COMMUNITY HIGH SCHOOL

our digital skills

NURTURING BIG AMBITIONS
Drummond
Our core values:
Commitment, Opportunity, Respect, Equity.



DIGITAL LEARNING



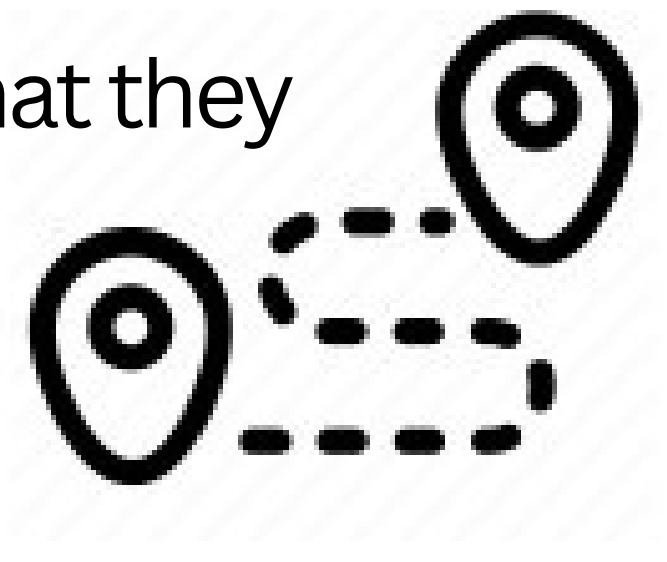
ASSESSMENT, TRACKING AND MONITORING



Why do we assess?

Assessment evidence is an integral feature for planning, tracking and monitoring.

At Drummond, learner conversations support learners to know where they are in their learning journey and what they need to do to improve.



How do we assess?

Assessment strategies used at Drummond include both formative and summative methods in order to assess progress and inform next steps in learning.

In S1-S3 we use curriculum benchmarks to provide guidance on the standard against which to assess progress in Curriculum for Excellence up to Fourth Level.

In the Senior Phase (S4-S6) we use the individual course specifications produced by the examining body (eg SQA, TQUK) as guidance on what to assess.

When do we assess?

- As part of ongoing learning & teaching
- Periodically (from time to time)
- At key transitions (S2 into S3, S3 into S4, S4 into S5 and S5 into S6).

CEC - Assessment & Moderation Webinars can be accessed here (Click View Videos).

QUALITY ASSURANCE & MODERATION



At Drummond Community High School, quality assurance and moderation is the responsibility of all - classroom teachers, middle leaders and senior leaders.

Within the quality assurance framework How Good Is Our School 4th Edition (HGIOS4) we will continue to evaluate how well the learning needs of all our learners are being met.



At Drummond we use annual shared classroom experience to quality assure the learners' experience.

Quality assurance will include quantitative data, direct observation, and pupil voice.

Moderation consists of six phases:

- Planning for moderation
- Clarifying and extending practitioner knowledge of curriculum content
- Collecting evidence of learning
- Analysing the evidence
- Interpreting and sharing evidence
- Continuing and reviewing moderation processes

