

Teaching and Learning

EdinburghLearns



• EDINBURGH •
THE CITY OF EDINBURGH COUNCIL

Aims and Rationale

Our goal is for all Edinburgh's children to thrive and take their place as highly skilled workers in a world-class city. To achieve this they must develop excellent skills for learning, life and work, regardless of socio-economic barriers. It is a vision that is both ambitious and inclusive.

It is the aim of every teacher to deliver high quality teaching and learning. It is the single most important feature of the reflective practitioner and the aspect that is kept under constant review as staff strive to improve skills.

Excellence in Learning

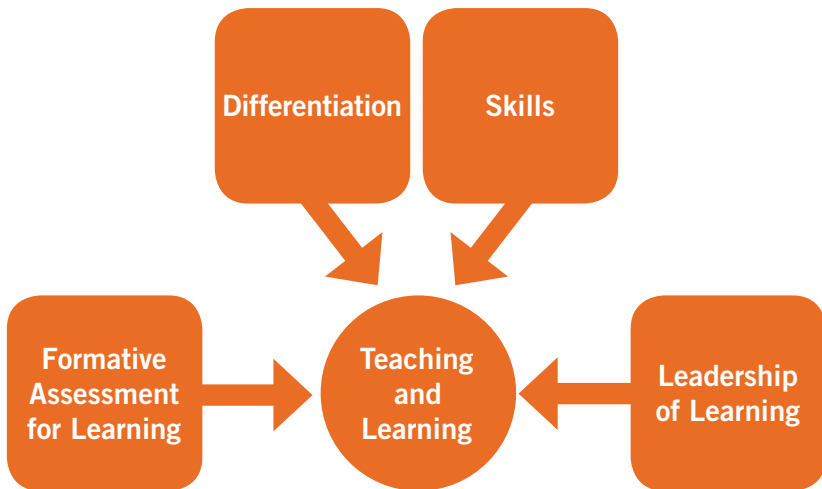
Guidance from Education Scotland (How Good is our School?4, How Good is our Early Learning and Childcare, and How Good is OUR School) clearly describes the key features of learning and teaching that should be visible in classes and playrooms.

To establish excellence across City of Edinburgh, the following Quality Indicators and key themes have been used to provide the guidance which is developed through the Key Strategic Actions section of this Framework.

- * Quality Indicator 2.2 Curriculum
 - Skills for Learning, Life and Work
- * Quality Indicator 2.3, Learning, Teaching and Assessment
 - Learning and engagement
 - Quality of teaching (HGIOS?4) or interactions (HGIOELC)
 - Effective use of assessment
- * Quality Indicator 2.4, Personalised Support
 - Universal Support

Key Components

Within each School/Centre Policy, clear reference should be made to the following:



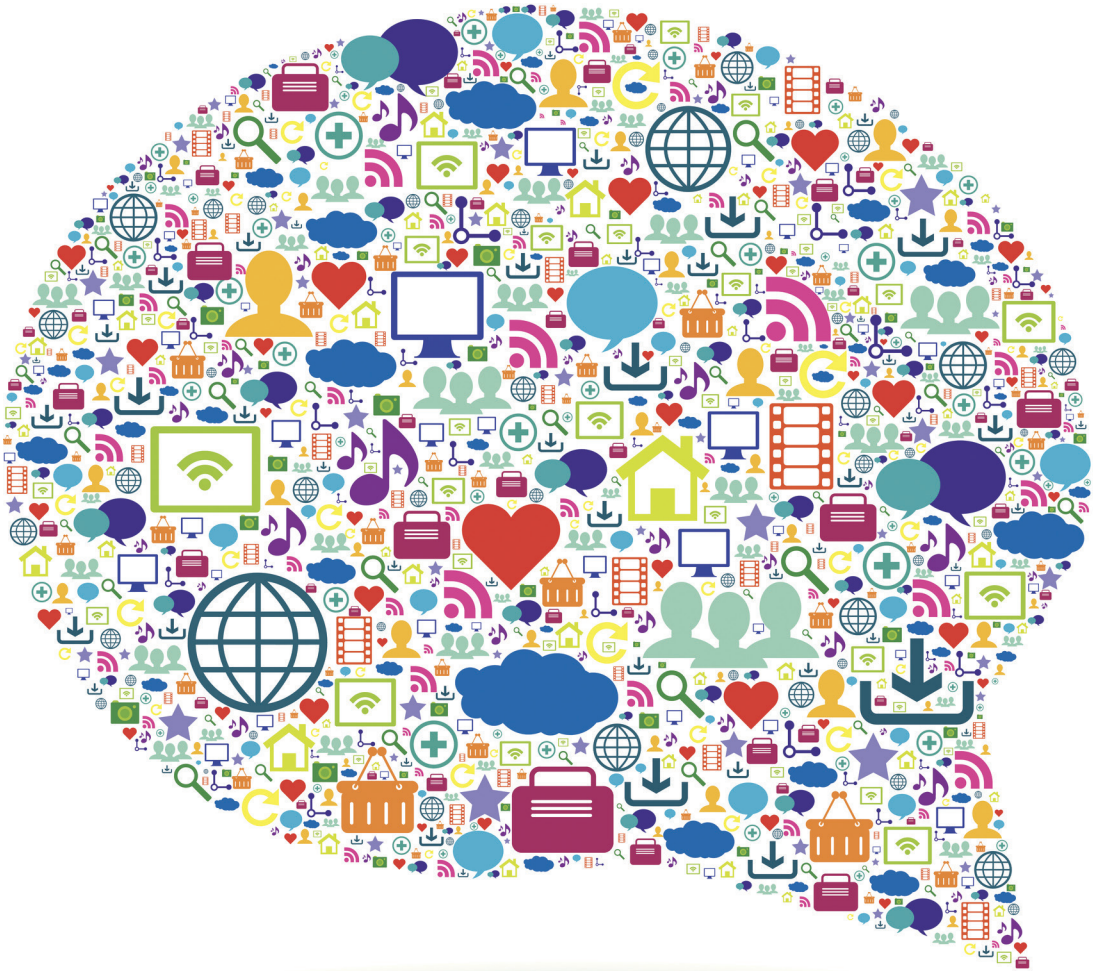
Formative Assessment for Learning

Within Schools: Clear, agreed expectation of the key features of highly effective practice which should include:

- * A positive, supportive ethos
- * Structured, well-paced lesson, including starter and plenary
- * Clear learning intentions and co-constructed success criteria
- * Planned opportunities for quality individual, paired and collaborative group work
- * Opportunities for children and young people to discuss and evaluate their learning, and 'lead the learning'
- * Effective use of formative assessment approaches, particularly skilled use of questioning and feedback; and summative assessment
- * Assessment as an integral part of learning and teaching used effectively to plan high quality learning experiences for all children and young people

Within ELC centres: Clear, agreed expectation of the key features of highly effective practice which should include:

- * An environment where children are actively involved in learning through spontaneous play opportunities, well planned, purposeful play and through relevant real life experiences
- * An environment built on positive, nurturing and appropriately challenging relationships
- * Children being listened to and encouraged to talk about their learning and achievements
- * Observations that take place naturally during everyday activities and interactions
- * Practitioners making sound judgements about children's progress and responding quickly to ensure learning opportunities meet the needs of individuals
- * Assessment as an integral part of the learning and teaching and is used effectively to plan high quality learning experiences for all children



Differentiation

Tasks, activities and resources are differentiated to provide all learners with support and challenge to progress at an appropriate pace. These are clearly planned and detailed in either teachers' daily plans or Individualised Education Plans. Adaptations to lessons are based on one or more of the following aspects:

- * Modification of content
- * Modification of process
- * Modification of product
- * Modification of the learning environment



Skills

All staff take responsibility for developing the following core skills and there is a school/centre policy for how this takes place:

- * literacy
- * numeracy
- * health and wellbeing
- * employability, including enterprise and creativity
- * thinking





Leadership of learning

Leadership of learning is the responsibility of all members of the school community. The ways in which it is carried out are detailed in the school/centre's Teaching and Learning Policy. These include opportunities for children and young people to lead their own learning, as well as the strategic oversight for quality assurance of teaching and learning and the professional learning of staff (including support staff). A senior member of staff has the strategic remit for Teaching and Learning and ensures that the guidance contained within this Framework, and the school's own policy, is consistently applied and sustainably embedded.

