

**THE MORAY COUNCIL
EDUCATIONAL SERVICES**

POLICY STATEMENT

TITLE POLICY ON LEARNING AND TEACHING/RAISING ACHIEVEMENT

CONTENTS

- 1 Educational Services – Statement of Purpose, Aims and Values**
- 2 The Curriculum: General Principles and Aims**
- 3 Planning to Achieve Continuity, Coherence and Progression**

RELATED ISSUES

- 3.1 Transfer of Information**
- 3.2 Cross Curricular Aspects**
- 3.3 Learning and Teaching Styles**
- 3.4 Differentiation**
- 3.5 The Education of Able Pupils**
- 3.6 Learning and Teaching Strategies and Approaches**
 - (i) Thinking Skills**
 - (ii) Creativity**
 - (iii) Co-operative Learning**
- 3.7 Learning and Teaching Provision for Children 3-5**
- 4 Support for Learning**
- 5 Raising Achievement**
- 6 Enterprise in Education**
- 7 Information and Communication Technology**

Appendix

'How Good Is Our School 2002?' – The Learning and Teaching Quality Indicators and Exemplars

EDUCATIONAL SERVICES

STATEMENT OF PURPOSE, AIMS AND VALUES

The "Statement of Purpose, Aims and Values" requires to be reviewed and re-affirmed on an annual basis. It commits Educational Services to the Purpose, Aims and Values listed below which should characterise the content, nature and style of its working.

PURPOSE

Our purpose is:

To provide a range of progressive lifelong learning, cultural and leisure opportunities designed to meet the needs of the people of Moray, which will enable them to become positive, informed, skilled, healthy and active citizens.

AIMS

In achieving our purpose we aim to:

- 1 promote learning as a lifelong process
- 2 support people in achieving their full potential
- 3 provide safe, welcoming and attractive learning environments
- 4 provide access to services for all
- 5 raise achievement and attainment
- 6 recognise and share success
- 7 work in partnership with other services, agencies and the wider community
- 8 continuously improve the quality of the services we provide
- 9 ensure best value in everything we do

VALUES

Throughout all of our work we will value:

- 1 you, your culture and your ideas
- 2 your rights and responsibilities
- 3 your involvement and your views
- 4 openness and honesty
- 5 diversity in the delivery of services

In general terms, we would hope that most of this statement would be met by the formal curriculum. However, the informal and "hidden" curricula are equally important in this respect.

Whatever the role of our staff all have a part to play, not only in the development of particular subject-based skills and abilities, but also in the social, moral, physical and emotional development of the people with whom they come into contact.

2 THE CURRICULUM: PRINCIPLES AND AIMS

The curriculum is based on a set of **principles** which are applicable to all pupils: **breadth, balance, coherence, continuity and progression.**

BREADTH	Provides appropriate experiences to ensure the coverage of a sufficiently comprehensive range of areas of learning.
BALANCE	Ensures the appropriate time is allocated to each area of curricular activity and that provision is made for a variety of learning experiences.
COHERENCE	Requires the establishment of links across the various areas of learning so that pupils begin to make connections between one area of knowledge and skills and another.
CONTINUITY	Ensures that learning builds on pupils' previous experience and attainment.
PROGRESSION	Provides pupils with a series of challenging but attainable goals.

These principles translate into a set of aims which must recognise the worth of each pupil and his or her particular needs and capabilities.

To enable pupils to achieve their full potential we must consider what contributes to effective learning and teaching.

We aim to:

- Plan purposeful objectives to ensure that pupils work on assignments suited to their progress and attainment and receive the level of support and challenge they need.
- Ensure that the curriculum provides breadth and balance by relevant experiences and time allocations across a range of areas of learning.
- Ensure an appropriate balance of contexts for learning and course elements in classroom activities.
- Employ a variety of learning and teaching approaches.
- Ensure that assessment and evaluation accord with objectives.
- Communicate effectively with pupils, parents and colleagues on pupil progress and attainment
- Create opportunities for pupils to work independently of the teacher in class or in their own time to foster confidence and self-esteem.
- Promote cross-curricular skills in, Working with Others, Communication, Numeracy, Information and Communications Technology, Problem Solving and Learning and Thinking.

- Develop the use of modern information and communications technology and make optimum use of resources within schools and the wider community to support learning.
- Ensure that homework is purposeful and constructive.

To achieve these aims and objectives careful planning is required.

3 PLANNING TO ACHIEVE CONTINUITY, COHERENCE AND PROGRESSION

To engage pupils in activities which promote effective learning, course and lesson objectives must be thought out and resources, materials and methods employed to obtain best results.

Planning a block of teaching, a topic or a unit can follow a series of steps. Issues relating to these stages are listed. Planning can be for a class, group or individual.

PLANNING STAGES

RELATED ISSUES

* What is present knowledge/skill?	→	Transfer of information on dispositions, skills, capabilities and knowledge
↓		
* What is to be learned?	→	Set objectives (targets) related to present knowledge/skill/capabilities and disposition
↓		
* How is it to be learned?	→	Learning and Teaching approaches and styles Classroom organisation Differentiation Pupil management of learning Homework
↓		
* How will we know when objectives have been achieved?	→	Formative and summative assessment Recording and profiling
↓		
* How do we decide what comes next?	→	Evaluation and profiling

The related issues above are listed next to planning stages for ease of description. In practice the elements of the process intermingle. It is, however, helpful to consider them separately in reflecting on the development and implementation of an effective learning and teaching policy.

3.1 Transfer of Information

The extent to which we are able to take account of prior learning determines how well we address the principle of **CONTINUITY**.

Transfer of Information of previous experience and attainment is important at each stage where there is a **TRANSITION**.

These **TRANSITIONS** occur at various times in a pupil's school career and also at various levels.

Transitions

- * from Pre-school to Primary school.
- * from one Primary stage to the next.
- * from Primary school to Secondary school.
- * from class groupings of S1 and S2 to Standard Grade and other groupings of S3,S4 and similarly into NQ groupings in S5/S6.
- * within Secondary departments from teacher to teacher.
- * from Secondary to Work/Further Education/Higher Education

Primary → Secondary is probably the most significant transition for the majority of pupils.

CONTINUITY is one of the main principles underlying 5-14 Curricular Guidelines, and as such has to be a focus of work in each Associated School Group (ASG). This liaison with Primary schools has to be carefully planned, with the curricular focus changing from year to year as outlined in ASG Development Plans.

Liaison will continue on 5-14 Guidelines, with the aim of ensuring the maximum possible **CONTINUITY** thus allowing **PROGRESSION**.

Throughout Primary 7 there will be a series of events which contribute to the transition from Primary to Secondary. Each ASG will draw up an annual programme which will help to address the issue of **CONTINUITY**.

Transfer from Teacher to Teacher Between Stages or Within a Department

Headteachers and Principal Teachers should ensure that where there is a change of teacher that relevant information is passed to the new teacher. This may occur during a year, or between years.

Cross Curricular Aspects

In order to provide a curriculum which is **COHERENT** links across areas of learning must be considered so that pupils can begin to make connections between one area of knowledge and skill and another.

In this context the development of the following core skills throughout the curriculum is very important.

- Working with Others
- Communication
- Literacy
- Numeracy
- Information and Communications Technology

- Problem Solving
- Learning and Thinking

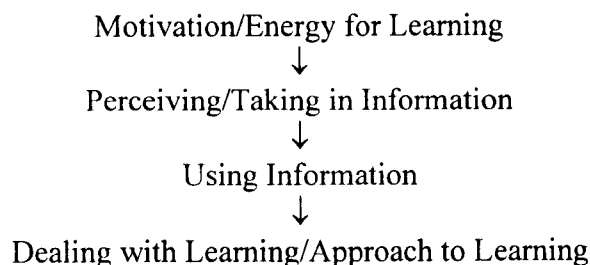
3.3 LEARNING AND TEACHING STYLES

All people are different. Some of the ways in which they are different and which are relevant to tackling learning activities are:

- * Preferences for ways of learning/behaving
 - how the person is most likely to be motivated/energised
 - how the person prefers to take in information
 - how the person prefers to use information to make choices/decisions
 - how the person prefers to operate/act
- * Previous and present experiences and situations
 - level of self esteem
 - emotional maturity – response to emotionally challenging situations
 - physical maturity
 - individual's life experiences and situation
 - individual's values
- * Abilities
 - reading
 - listening
 - talking
 - computation
 - data handling

Taking Account of Preferences for Ways of Learning

Preferences for ways of learning can be considered in relation to four basic functions, which should be considered when planning activities.



For each of these functions there are two different ways in which they can be exercised. We all exercise both of these, but the theory is that we have a natural preference for one of them. Each of the preferences is designated by a letter as shown in the table.

Function	Preference 1	Preference 2
How person is most likely to be motivated/energised	E EXTRAVERSION Externally by action and interaction with people/things	I INTROVERSION Internally by reflection on thoughts and ideas
How person prefers to take in information	S SENSING Through tangible, hands-on here-and-now parts of a situation	N INTUITION By looking at an overall theoretical view involving possibilities and relationships
How person prefers to process/use the information	T THINKING Through logic, objective analysis, looking at consequences	F FEELING Through subjective consideration of values and impact on people
The kind of environment the person prefers to create for him/herself	J JUDGING Ordered, structured, planned, controlled	P PERCEIVING Flexible, spontaneous, adaptive, responsive

The preference we all have, pupils, teachers and parents, in relation to each of the above functions determines the kinds of learning experiences we naturally respond to best. It is therefore important that pupils:

- * have adequate opportunity to engage in activities in which they can use their preferences to best advantage.
- * have adequate opportunity to engage in activities which help them develop preferences different from their natural ones, so that their repertoire of approaches to learning can be extended.

When planning activities consideration should be given to learning preferences to ensure that some balance is achieved. It is recognised that this balance is probably best analysed over a block or term of work.

3.4 DIFFERENTIATION

Differentiation can be defined as:

The process whereby teachers meet the need for progress through the curriculum by the selection of appropriate teaching methods for an individual pupil within a group situation.

Within most classrooms there will be **significant differences in the levels of attainment of pupils**. Decisions about goals, depth of study, pace and amount of reinforcement and consolidation need to be matched to the age, abilities and interests of pupils and what they have achieved in their previous class or school. Where possible programmes should be structured so that differences in attainment are accommodated without children becoming isolated.

This can be achieved by a course which:

- proves attainable yet challenging goals for each pupil in class
- has procedures for determining if goals have been achieved
- has procedures for allocating new goals based on those achieved

This will involve the following issues:

- * for a particular unit or block of work
 - The goals set for individual pupil should be in accord with the national Guidelines or syllabuses.
 - Assessments should adequately determine whether or not these goals have been achieved.
 - Account should be taken of pupils difficulties in numeracy/literacy.
- * the form of classroom organisation should be appropriate for the kind of learning that is taking place?

differentiated courses can involve

- individualised activities
- grouping pupils by ability but pupils working individually
- grouping pupils by common interest, friendship
- whole class activities on a core and extension principle

or a combination of the above.

- * school and departmental procedures should
 - ensure that class teachers are aware of a pupil's previous achievements.
 - determine an appropriate pathway through the course for individual pupils
 - detect if pupils are not working to the best of their ability
- * systems for differentiation should be manageable and able to be sustained.

3.5 THE EDUCATION OF ABLE PUPILS

Identifying and supporting able and gifted pupils are important aspects of educational provision.

In seeking to identify such pupils schools should guard against stereotyped expectations of attainment based on culture and gender. A variety of strategies are available to help identify able pupils such as: transfer information, baseline assessment data (eg. PIPS, MIDYIS, CAT), teacher observation, parental and peer evaluation and screening tests, where appropriate.

The breadth of the curriculum recommended in national guidance is appropriate for able pupils but needs to be backed up by a variety of learning and teaching approaches.

Whole class lessons require to be followed up with suitable resources to allow pupils to move ahead at their own pace.

Individualised work has many benefits but exclusive use does not ensure that learning is underpinned by discussion and joint application. The SOED report 'The education of able pupils P6-S2' 1993 makes some important observations which are equally appropriate for all pupils:

- Expectations of teachers, parents and peers are of central importance in encouraging pupils to realise their potential. The establishment of an ethos of achievement is therefore vital
- **The view that pupils are making a fresh start at transition points is untenable**

The following report gives an outline of the kind of positive aspects of learning and teaching identified by able pupils:

- they welcomed open-ended tasks which allowed them to apply skills and aptitudes at their individual levels
- they appreciated being introduced to new skills when they had sufficient scope to apply them
- they enjoyed tackling problems and the associated processes of recognising and evaluating different strategies
- they valued constructive criticism and the opportunity to assess their own performance
- they liked working in small groups, which facilitated individual and group tuition, and where there was close rapport among group members and with the tutor
- they were particularly responsive to being treated as individuals, whose ideas and views were considered worthy of attention, exploration and sharing with others

With this in mind:

- means have to be found to allow pupils in groups or as individuals to move ahead in an aspect of the curriculum
- in most cases effective differentiation of content and assignments is likely to be the most appropriate way of addressing the needs of pupils who make particularly fast progress in a subject or aspect of the curriculum
- a 'core and extension' approach can be used provided there is clarity in the nature and design of extension exercises; but not if it is a continuation of work at a similar level of demand
- in a few exceptional cases it may be appropriate to accelerate promotion into an older class, but issues relating to the personal and social development of such pupils should be closely evaluated through dialogue between the school and parents

3.6 LEARNING AND TEACHING STRATEGIES AND APPROACHES

In order to provide and promote opportunities for a variety of teaching and learning approaches, the following programmes are being encouraged and developed within the authority:

(i) Thinking Skills

The concept of “thinking skills” is based on the presumption that thinking (cognition) goes beyond the mere acquisition of knowledge and includes the processes of knowing and reflecting on thinking (metacognition).

Some of the processes which can be identified are collecting information, problem solving, reflecting on progress, drawing conclusions from information and evaluating options. There is an ongoing educational debate around the issue of whether these higher order skills are best developed within individual subjects (embedded in the curriculum) or as specifically designed courses (curriculum inserts).

Evaluation studies on the successful outcomes of teaching thinking skills are still inconclusive, largely due to the small scale nature of the research and the difficulty in controlling for other important variables.

However development work on thinking skills is being taken forward in Moray on at least two fronts.

Cognitive Acceleration through Science Education (CASE)

One Secondary School has made a major investment in this initiative. Although set within the context of science, CASE is a structured programme based upon inductive reasoning. It encourages children to move from concrete examples to abstract generalisations.

It is an intervention strategy, which is a combination of curriculum tasks and teaching methodology. The curriculum tasks are designed to challenge children’s present concepts of science and present them with problems that they are unable to solve using their current mental strategies.

The teaching methodology involves specific management of classes so that every child participates in constructing ideas while working on task in small groups; listening while these ideas are shared in whole-class discussion; justifying and explaining the ideas, events and concepts met in the tasks. By allowing for this to happen there are opportunities for the teacher to continually challenge children’s present ideas, concepts and events experienced.

A Guide to Better Thinking (Anne Kite 2000)

This is a specifically designed course whose goals are:-

- To develop positive thinking and improve children’s concept of themselves as thinkers and learners

- To develop critical thinking and improve children's ability to reason and reflect on their thinking
- To develop creative thinking and flexibility of thought

The material is designed to be user-friendly to both children and teachers and while it is intended for 10 to 12 year olds, it has been used successfully with both younger and older children through the thinking process.

Several Primary Schools in Moray have successfully incorporated these materials into their Learning and Teaching programmes.

Other thinking skills programmes

Some other thinking skills programmes are currently being investigated by schools e.g. Cognitive Acceleration through Mathematical Education (CAME)

(ii) Creativity

The discussion paper 'Creativity in Education' was launched at a national conference in November 2001.

The expectation is that the paper will assist with the process of elaborating and developing 'creativity and ambition' as part of learning for life and support the implementation of all the current National Priorities.

Whilst this publication will be available in all schools it may be worthwhile to extract one or two sections which are of major significance.

"Creativity is important for the individual, for society and for the economy"

For the individual, creativity is a central part of what it is to be human. Unless we help young people to develop their innate desire to be creative and their innate capacity to create we fail to educate them as whole and complete individuals. Being creative is satisfying in itself. It is a natural process and a powerful aid to learning and development. It is inextricably tied up with the process of becoming knowledgeable, of developing self-esteem and becoming whole.

For society, creativity is central to the way society functions. In an obvious way through the arts, science, technology and myriad other manifestations it enlivens our cultural, social and working relationships. But it also plays an important role in human interactions. Watch any group of people involved in creative activity, even while there may be tension and friction, and you will see enthusiasm, liveliness, energy and stimulation. These attributes are essential in coping capably as citizens with an increasingly complex, multifaceted and ever-changing society.

For the economy, creativity is an essential in an increasingly competitive world. The Confederation of British Industry, Scotland in its paper entitled *Rethinking Scotland's Skills Agenda* is clear:

"In today's ever more competitive world, Scotland's firms cannot be successful without adaptable, creative, hardworking, skilled men and women".

Case studies have identified some of the characteristics conducive to learning for creativity

- a creative climate is established in the classroom and the school
- the important of encouraging adults in developing such a climate is recognised
- creative thinking skills are explicitly taught
- learners are regularly involved in activities that foster creativity

A creative climate

A genuinely creative climate is one where young people have both a sense of freedom and safety. They are given as much autonomy and control over their work as is practical and safe. They are accepted for who they are and are able to speak, think and work free from high levels of stress, anxiety and fear, but nevertheless in an environment where they are challenged to do their best and to be all they can be.

Some characteristics of a climate that encourages and enhances creativity

- there is structure and order
- there is high challenge and low threat
- there is high energy and low tension
- there are high expectations
- personal differences are accepted
- people are accepted as individuals of unconditional worth
- extreme and early evaluations and judgements are avoided
- self-evaluation is encouraged
- there is openness and trust
- there is a positive attitude to novelty
- divergence is accepted and rewarded
- ambiguity and uncertainty are tolerated
- alternative solutions are taken seriously
- speculation and fantasy are encouraged
- people feel free to express themselves

The 'Encouraging' Adult

The biggest single influence on the atmosphere in any classroom is the behaviour of the teacher. In terms of fostering creativity successful teachers:

- are able to be creative themselves and model creative behaviour for a significant part of the time they are in class, showing that they themselves are self-motivated, are disposed to be creative and use creative thinking skills
- operate as what has been variously described as encouraging adults, energy creators or people who do things for their own sake rather than in order to achieve some later goal
- are people who affirm young people, who seek to empower rather than coerce

Practical Examples

'Encouraging' adults communicate through their daily habits, through what they do and what they say. For example:

'Encouraging' adults might say:

- That's an interesting idea
- Tell me about it
- How did you reach that conclusion?
- It's good you can think for yourself
- Have you thought of other alternatives?
- You decide which option to take
- Try it out for yourself first
- That's an imaginative idea
- That's a good question
- I'm sure you can get it right
- Don't give up too quickly

'Inhibiting' adults might say:

- That won't work
- Don't ask such stupid questions!
- Do it this way
- Try to act your age
- It's not as easy as you think
- Why don't you ever think?
- Is that all you can do/say/think about?
- How many times do I have to tell you?
- Why don't you think before you speak?

(Further information is available from Creativity in Education Online
www.ITScotland.org.uk/creativity)

(iii) Co-operative Learning

(i) An Overview

Co-operative Learning is a teaching methodology which is based on highly structured group work. It involves the application of a social skill as well as an academic task within each lesson.

Initially pupils are expected to interact on a social level so as to develop a sense of trust and likemindedness within the class. After this, groupings of pupils can be organised. These groups can be in pairs, threes or fours. Within each group, each person is allocated a specific role. This means that each person's input is needed if the group is to function effectively and complete the given academic and social task. The result is that there is individual accountability within each group ensuring that problems such as the influence of dominating personalities or group slackers are tackled.

At the end of a set task the group analyses its own effectiveness (group processing). Appreciation of each group member's contribution is acknowledged and constructive criticism given if necessary. There needs to be an emphasis on the positive behaviours of the individuals within the group and suggestions on how performance can be improved in future. (Put-ups/No put-downs).

(ii) Benefits of co-operative learning

Co-operative learning helps to promote positive behaviours. It creates a safe and pleasant environment where the contribution of everyone is valued. It helps increase the self-esteem of pupils and an understanding of the value of positive comments and feedback to each other.

Co-operative learning has been shown to increase attainment and achievement. This is because pupils often have to communicate what they have accomplished to their peers, thus reinforcing the learning process.

(iii) Development

Many teachers have taken advantage of the opportunities for staff development in co-operative learning in Moray and incorporated the methodology into their classroom practice.

3.7 LEARNING AND TEACHING PROVISION FOR CHILDREN 3-5

Children as learners

Young children come to early years settings as active, experienced learners with a natural curiosity. They are unique individuals eager to make sense of their world, to develop relationships and to extend their skills.

Children develop understanding in many different ways but they learn best in an environment where they feel safe, secure, confident and have opportunities for enjoyment. Children deepen awareness of themselves as learners by planning, questioning and reflecting. They consolidate this learning when they have the time and space to engage in activities in depth. They develop theories through investigation, first-hand experience, talk and play.

Play makes a powerful contribution to children's learning. It provides opportunities for children to:

- make sense of real-life situations
- develop awareness of themselves and others
- explore, investigate and experiment
- be actively involved in learning
- draw and test their conclusions
- develop self-confidence
- express their ideas and feelings in many different ways
- inhabit imagined situations
- act out and come to terms with experiences at home or with friends
- be solitary, quiet and reflective
- collaborative with others
- take the initiative on their own terms
- develop relationships
- practice skills
- consolidate previous learning
- be challenged in new learning

The role of adults is central in supporting and extending children's learning through play.

Promoting effective learning

The roles and responsibilities of adults in organising for children's learning

- The starting point for learning is the child. In planning for children's learning adults should consider both the needs and achievements of the child and the range of learning experiences that will help children to progress in different aspects of their learning and development.
- Every adult working in an early years setting is part of a team. It is necessary for all those involved to understand different developmental stages and to work together with shared approaches, attitudes and expectations.
- To promote effective learning adults need to be consistent and realistic in their expectations and their responses to children. A climate needs to be created in which children feel confident to tackle new challenges and where children can see mistakes as part of the learning process.

Many play opportunities should be freely chosen by the children from a broad range of activities and experiences. This allows them to develop interests, to try out different ways of learning and to explore materials and relationships. Adults need to be sensitive to ways in which they extend children's learning through play. Intervention by adults should support or extend the learning experience, increase its level of challenge or channel children's interests into a broader or more balanced set of learning experiences.

In addition to interaction during some play experiences adults should use regular short periods of time to develop particular aspects of learning with small groups and individual children.

In planning the overall programme adults should take account of different stages of development and ensure a balance between group and individual activities. There should also be time to be quiet and rest.

In planning for learning it is important to take account of the physical environment. The space available needs to be carefully organised to allow for a range of different activities. The outdoor and indoor areas, including the surrounding neighbourhood, should be used as resources for learning.

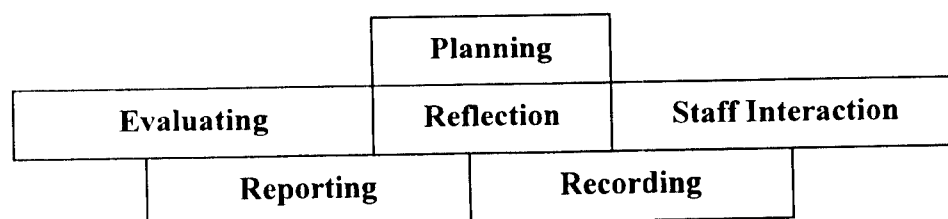
Children should have easy access to resources that encourage them to be independent in their learning.

Just as children will vary in achievements they bring to the setting, they will also develop and make progress at their own pace. Adults need to take account of this in matching learning activities and experiences to the needs of the child. To do so involves effective assessment.

The assessment process

Assessment should be an integral part of the daily routine in an early years setting. The purpose of assessment is to provide useful information about children's learning and development that can be shared with other staff, parents and the child, and which will be helpful in information future planning.

This interrelationship is illustrated in the diagram below. It shows the common assessment process.



Reflection

Reflecting on practice is at the heart of the assessment process.

Reflection should be an integral part of planning, observation, recording and reporting, and will be most effective when staff take time to share and shape their perceptions with other colleagues.

Planning

Effective planning establishes clear goals for learning that are designed to match the needs and achievements of children. Planning, whether long or short term should leave staff clear, confident and well-prepared for what they are trying to achieve in children's learning. Sharing this information with children and parents will assist the learning partnership.

Observation and assessment during staff interaction

It is from observation and assessment of children at play that we learn how and what they learn. Observation and assessment should be focused and selective.

To be of value, observation and assessment must influence the learning situation. One use of assessment is to make staff realise where additional support or challenge is required for individual or groups of children.

Evaluation of the observations can be used in planning. Observation is useful in helping staff to evaluate the effectiveness of their provision and of their interactions during learning.

Recording

Day-to-day records of observations and assessments help staff to plan learning experiences that take account of children's needs and development.

Record keeping should be kept manageable. It should concentrate on what is significant in children's learning rather than attempt to record everything that happens. Records can be used to build up a profile of each child's progress in learning.

Reporting

Reporting is a means of promoting partnership with parents and of sharing information with children, colleagues and other professionals, and determining the next steps in learning.

Evaluating

Reflecting on observations and assessment is an important part of staff development. Evaluating aspects of children's learning over time will help in judging whether the learning experiences and interactions are helping them to make good progress.

4 SUPPORT FOR LEARNING

Many pupils are likely to experience a degree of learning difficulty at some stage in their school career. Such difficulties will most frequently be tackled by the class or subject teacher.

In addition, however, class or subject teachers can draw on the help and expertise of members of the Support for Learning Team.

This section gives guidance on the roles and procedures by which the Support for Learning Departments contribute to **Learning and Teaching**. The following sections describe:

- * The five roles of Support for Learning
- * Special Educational Need

The five roles of the Support for Learning teacher.

- 1 Acting as a consultant for other members of staff.
- 2 Working co-operatively with class and subject teachers for the benefit of pupils in their classes who are experiencing learning difficulties.
- 3 Providing direct teaching and support for individual pupils with learning difficulties which may necessitate them receiving some of their education out of the normal class.
- 4 Providing, arranging for or contributing to a staff development programme within schools, colleges and other agencies.
- 5 Providing, arranging for or contributing to a range of special services provided within and outwith the school for pupils with learning difficulties.

As a result of the adoption of a 5 role model, Support for Learning becomes an integral part of any policy on Learning and Teaching.

How the Roles Operate

Consultancy

This involves collaborating with subject teachers on planning suitable learning opportunities for a range of abilities, interests and aptitudes in a class.

- eg
- * joint production of resources
 - * reviewing texts for suitability of language and quality of written work
 - * reviewing texts for suitability of mathematical content
 - * advising on support for pupils with special needs
 - * investigating, with subject departments, alternative methodology and classroom organisation
 - * advising on pupil grouping in the class
 - * joint evaluation of material in use

Consultation with colleagues has a better chance of success when time is allocated in the timetable for dialogue. It is much better to be involved at the beginning of course/unit construction than to be given the final draft "to look over".

Co-operative teaching also affords the opportunity not only for the evaluation of materials but also for informal on-going consultation.

Acting as a consultant to school management during any discussion on policies affecting pupils with learning difficulties.

Co-operative Teaching

The support teacher works alongside the subject teacher in the classroom, supporting any individual or group of pupils.

Co-operative teaching involves establishing rapport and mutual trust between the class teacher and support teacher.

In this context, it is possible to identify the range of ability and individual pupil needs which require to be addressed. Co-operative teaching also allows for the monitoring and evaluation of other aspects such as the effectiveness of jointly produced resources and alternative methodologies.

Co-operative teaching partners must have initial discussion to jointly identify and clarify:

- a) The aims and learning outcomes of co-operative teaching eg to provide pupil support within the context of an ongoing trialling, evaluation and review of materials and methodologies.
- b) Role definition (who does what?) – methodology, classroom organisation, discipline.
- c) Resource provision (what for whom?)
- d) Time scale for the joint initiative eg a number of weeks, term, session or simply on completion of a particular unit of work.
- e) Target setting – setting targets for individual pupils identified as requiring support.

Direct Teaching

This would involve only a very small number of the school population. Most of this individual tuition would be delivered within a group situation. It is important that withdrawal from the timetabled curriculum is discussed with parents and relevant members of staff. It is also important that, in addition to direct tuition, appropriate support strategies are introduced into the context of class work to familiarise subject teachers with the pupil's individual needs.

Pupils requiring Direct Teaching will have a range of Special Educational Needs including:

partially-sighted	Aspergers Syndrome
partial-hearing	ADHD
non-native English speakers	emotional and behavioural problems
non-reader	Dyspraxia
lack of spatial awareness	
pronounced spelling difficulty in a very able pupil	

specific literacy difficulties (dyslexia)

Temporary Learning Difficulties – support teachers may also have to deal with temporary problems caused by:

absences from school	These can affect any child
change of school	irrespective of level of
emotional upset	ability and at any time
hospitalisation	

Special Services

It is necessary for Support for Learning teachers to alert the staff to the needs of individual pupils. This includes a variety of circumstances such as support for:

- pupils with emotional problems
- new pupils to the school
- pupils returning to school after illness
- ESL (English Second Language)
- pupils requiring a scribe or reader

Special Education Needs

The Moray Council is committed to the concept of equal opportunities for all members of the community.

In terms of education, this means that all pupils should have access to appropriate educational experiences to help them achieve their true potential.

Wherever possible, education in the local school with their friends and neighbours would seem to provide the best preparation for all pupils. For pupils who require support in relation to their learning, the aims would be to combine access to the least restricted and most normal social and curricular educational experiences with access to whatever specialist equipment, teaching and support may be necessary.

5 RAISING ACHIEVEMENT

The best practice underlying the delivery of the authority's Learning and Teaching Policy provides a solid framework for the process of Raising Achievement.

In addition, priority will be given to:

- * supporting new initiatives and projects and developing an awareness of current research
- * developing an ethos of achievement and strategies for celebrating success throughout the service in order to raise aspirations and self esteem
- * maximising effort within the service by developing effective cross sector and inter-agency working
- * providing staff development programmes which focus on improving the quality and effectiveness of learning and teaching and the sharing of good practice
- * making a commitment to target setting exercises on two fronts:
 - a) agreeing and monitoring over a three year period, realistic yet challenging attainment targets for the authority and individual schools.
 - b) encouraging schools to use the baseline assessment information which has been commissioned to monitor and set realistic and challenging targets for individual pupils.
- * developing effective partnerships with parents and carers recognising that aspirations within the home are major influences on pupil attainment
- * building on the strengths of Moray's comprehensive and well developed inclusion programme to ensure that each individual pupil is provided with the opportunity to reach his/her full potential
- * maximising resources by allocating effectively and monitoring closely the various external Scottish Executive funding streams which are designed to impact on this area

6 ENTERPRISE IN EDUCATION

One of the five basic **principles** on which the curriculum is based is **coherence**. By establishing links across various areas of learning pupils begin to make connections between one area of knowledge and skills and another. One of the ways to promote these connections is by involving pupils and teachers in **Enterprise in Education**.

Aims

The aim of Enterprise in Education (EIE) is to promote in teachers and students an understanding of industry and its role and influence on society and to promote in industrialists an understanding of education and what it is seeking to achieve.

More specifically the aims of EIE are:

- * To encourage students to acquire a knowledge and understanding of the world of work and acquire attitudes and skills which will help to prepare them for their role as producers, consumers and citizens
- * To promote developments in education that contribute to the understanding of industry and its role in society
- * To build closer links between school and local industry
- * To make students aware of the relevance of the curriculum to the outside world and world of work
- * To communicate these aims to parents and the wider community and to encourage their involvement

Many such links are expensive both in terms of finance, pupil time and teacher time and should therefore be carefully planned and evaluated. They should contribute directly to the learning outcomes of the course rather than adding extra work or content.

Types of EIE Activity

These would include:

- * Work experience for pupils
- * Class visits to employers' premises
- * Visiting exhibitions and speakers
- * Use of industrial materials within the curriculum
- * Teacher placements in industry
- * Visits to careers conventions
- * Careers talks in school
- * Extra curricular involvement eg Young Enterprise Group

This list is by no means exhaustive.

Student Entitlements

During a pupil's school career, as many as possible of the following should be experienced:

- * A period of work experience
- * Visits to employers outside school
- * Classroom involvement of a speaker from industry
- * Indirect experiences through use of appropriate teaching materials in the classroom
- * Problem solving situations with industrial applications
- * Information about Further and Higher Education
- * A structured PSE careers programme
- * A detailed careers interview

NATIONAL PROGRAMMES –

Careers Scotland's Education for Work and Enterprise Programme

This programme is intended to support schools over the next three years in the delivery of:

a) Enterprise Education within the 5-14 Curriculum

To provide training to teachers to deliver three enterprise activities using national resources, two in primary and one in S1/S2.

b) Excellence in Education through Business Links

To support awareness of the world of work through teacher placements in industry/commerce.

c) Make It in Scotland

Each S2 pupil to be given the opportunity to attend a "Make It in Scotland" event during which manufacturing companies will visit schools to provide hands-on activities for pupils to experience.

Rationale

Information and Communications Technology (ICT) has the potential to bring benefits to young people and enhance their learning experience, subsequently contributing to the raising of standards of educational attainment. ICT is now an essential component in promoting and achieving inclusion and equality. It can provide considerable support for teachers and schools in administration and communication. However, ICT is not a panacea but should be used where it is appropriate and effective in the learning process. The increasing use of ICT poses challenges for teachers not only in terms of ICT competence, but also in the pedagogical change in managing the delivery of teaching using new technologies. The role of the teacher is key to achieving effective use of ICT.

Background Information

The Moray Council has invested heavily in ICT infrastructure and support in schools. The ICT provision is supported through the Managed Service agreement with Fujitsu Services, which is in place until 2006, thus relieving schools of the total burden of technical support and contributing to improving teachers' 'time to teach'. All schools have unlimited Internet access during the school day and a core package of software differentiated between primary schools and secondary schools. Additional software (eg IEP Writer) and e-learning packages (eg Scholar for secondary schools, and SCRAN for all schools) have been invested in. All schools have Management Information Systems (MIS) software (Phoenix) which supports administration, assessment and reporting. In recent times The Moray Council has put in place an ICT Development Section which includes ICT Support for SfL/Lifelong Learning. In the past three years NOF ICT Training has been delivered to staff in all Moray schools, both teaching and non-teaching staff. Moray has 16 members of staff, 1 in secondary and 1 in primary for each associated school group, on the national Masterclass Initiative designed to develop the use of ICT in Learning and Teaching. A number of Headteachers are participating in the national Heads Together initiative. Moray Council continues to review ICT requirements both in terms of infrastructure and support.

Key aims for using ICT in the learning process are:

- to raise standards and attainment
- to enrich and extend learning throughout the curriculum
- to support collaborative working and independent study
- to provide variety within lessons and enhance pupils' learning and ICT competence
- to make learning interesting, challenging and motivating for pupils
- to harness the power of ICT to help pupils with special educational needs
- to encourage awareness of and the flexibility to adjust to technological change
- to help pupils relate to the world outside the classroom
- to share good practice among our schools
- to access quality teaching resources
- to improve the monitoring and reporting of pupil performance
- to give continuity of pupil information during transitions

Strategies to maximise the impact of ICT on Learning and Teaching

The Authority will:

- support the use of ICT within schools
- offer CPD training courses as needs are identified
- develop the use of ICT in Learning and Teaching
- develop MIS systems to support the learning process
- monitor developments in the use of ICT in Learning and Teaching and disseminate information to schools
- support the sharing of good practice among schools
- put in place safeguards for the safe use of ICT in schools (*The relevant policy documentation, entitled "**Pupil Use of Internet and Email**" can be found on The Moray Council Intranet. Its reference is SS/016/01. This was first issued on 31/5/01.*)

Schools should:

- establish a clear understanding among staff on how ICT can be used to improve pupils' attainment across the curriculum
- embed the use of ICT into the planning process
- provide access to ICT facilities to all staff and pupils
- ensure that the use of ICT is selective and appropriate
- consider the use of ICT with pupils with special educational needs
- offer opportunities for staff development in the use of ICT in Learning and Teaching
- monitor the use of ICT in order to minimise risks associated with Internet access and other electronic communications
(Ref: <http://www.ngflscotland.gov.uk/internetsafety.asp>)
- monitor the impact of ICT in Learning and Teaching
- ensure that all staff are aware of ICT support processes

APPENDIX

'How Good Is Our School 2002?'

The Learning and Teaching Quality Indicators and Exemplars

3.1 Teachers' planning

This quality indicator is concerned with the following theme:

- *Planning of programmes and day-to-day activities*

Level 4 Illustration

Teaching plans provide concise and clear specifications of what pupils are expected to learn and how and when learning is to be undertaken. Learning outcomes and assessment strategies are clearly stated. Staff make effective use of assessment information to identify pupils' needs and plan next steps in learning. Plans take account, as appropriate, of national and local curriculum guidelines and school policies. Activities, including homework, are planned in a way which makes effective use of the pupils' and teachers' time. Opportunities for planning with colleagues are used well.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

Teaching plans provide only a general, or incomplete, indication of what pupils are expected to learn. Insufficient attention is given to how the plans are to be implemented. Learning outcomes and assessment strategies are unclear. Some account is taken of national and local curriculum guidelines and/or school policies. When planning to identify pupils' needs and next steps in learning, staff make general reference to assessment information but take insufficient account of it. Activities, including homework, are not always planned in a way which makes effective use of the pupils' and/or teachers' time. Opportunities for planning with colleagues are not always available or used well.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Note:

Account should be taken of:

- weekly, monthly, termly and annual plans
- planning undertaken in collaboration with specialist staff or agencies
- individualised educational programmes where they have been established for pupils with special educational needs
- provision for pupils who have English as an additional language
- the planned use of ICT

3.2 The teaching process

This quality indicator is concerned with the following themes:

- *range and appropriateness of teaching approaches*
- *'teacher-pupil interaction*
- *clarity and purposefulness of questioning*

Level 4 Illustration

Teaching approaches, including the use of ICT, are well matched to pupils' learning needs and preferred styles of learning. They maximise the opportunities available to work directly with pupils in appropriate and well planned whole-class, group and individual situations. Homework is well planned and well linked to classwork. Teachers successfully develop pupils' independent learning skills.

Teachers share the purposes of lessons with pupils. Their explanations, expositions and instructions are unambiguous and pitched at an appropriate level. Discussions with pupils promote learning and build confidence. Pupils' contributions are encouraged and valued. Praise is used effectively.

Teachers' questioning is skilled and pupils' responses are listened to and used effectively. Care is taken to involve all pupils. Where there are weaknesses in pupils' knowledge and understanding, efforts are made to ascertain where learning went wrong so that errors can be identified and rectified.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

Teaching approaches; including the use of ICT, are generally appropriate, although they cover a limited range. They are not always chosen with sufficient regard for pupils' learning needs and styles. They neglect, or do not make good use of, opportunities to work directly with pupils in appropriate whole-class, group and individual situations. While homework is given, it is not always well planned or well linked to classwork. Teachers neglect to develop independent learning skills.

Pupils are sometimes unclear about the purposes of lessons. Their explanations, expositions and instructions often require further clarification. Discussions with pupils do not always promote effective learning or build confidence. There are weaknesses such as a reluctance to encourage and value pupils' contributions or too little, or too ready, use of praise.

Teachers' questioning too often requires merely the recall of factual information or lacks direction. Teachers may not listen to or use pupils' responses effectively or involve all pupils. Weaknesses may include a failure to recognise gaps in pupils' knowledge and understanding.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2

Note:

- 1 When this quality indicator is used to evaluate an aspect of the primary curriculum, account should be taken of the contribution of visiting specialists.

3.3 Pupils' learning experiences

This quality indicator is concerned with the following themes:

- *Extent to which the learning environment stimulates and motivates pupils*
- *Pace of learning*
- *Personal responsibility for learning, independent thinking and active involvement in learning*
- *Interaction with others*

Level 4 Illustration

The learning environment is stimulating and challenging. Contexts reflect pupils' interests, previous experiences and future development. Pupils are motivated to work well and enthusiastically without close supervision.

The pace of learning enables pupils to make good progress in their coursework.

Pupils take responsibility for, and are active in, their own learning. Pupils frequently think for themselves and reflect on ideas, issues and experiences. They have a very good understanding of what they need to do to improve.

Pupils work collaboratively in a variety of circumstances involving groups of differing composition and size.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4

Level 2 Illustration

The environment lacks stimulation and challenge. Contexts generally reflect pupils' interests, previous experiences and future development, but one or more of these aspects may be neglected or over-emphasised. While the majority of pupils work well in the absence of close supervision, the attention of others is more easily distracted.

The pace of learning is frequently either too slow or too fast and does not always enable pupils to make good progress in their coursework.

Pupils occasionally take responsibility for, and are active in, their own learning. They do what the teacher asks them to do but frequently they are passive listeners or watchers, or undertake tasks which do not require much thought. They are often unclear about what they need to do to improve.

Pupils rarely work collaboratively and the composition and size of pupil groups lack variety.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2

3.4 Meeting pupils' needs

This quality indicator is concerned with the following themes:

- *Choice of tasks, activities and resources*
- *Provision for pupils with differing abilities and aptitudes*
- *Identification of learning needs*

Level 4 Illustration

Tasks and activities are very well matched to the needs of individual pupils, a very good choice of resources is made, and learning and teaching approaches are such that pupils are helped to achieve their next steps in learning. Pupils contribute to setting their own learning targets. Productive links are made to other learning opportunities. Appropriate account is taken of pupils' linguistic and cultural background.

Carefully judged provision is made for individuals or groups of pupils with differing abilities or aptitudes, ensuring that all are challenged at an appropriate level.

Learning needs are systematically identified and barriers to learning are clearly addressed. Learning support and other specialist staff contribute effectively to meeting pupils' needs.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

Some steps are taken to match tasks, activities and resources to the needs of the individual pupils but learning and teaching approaches are not always helpful for achieving the targets set. Teachers communicate learning target to pupils but do not involve them in the process of identifying these. Individual tasks and activities are carried out in isolation from other learning opportunities. Insufficient account is taken of pupils' linguistic and cultural backgrounds.

Pupils are hindered from achieving appropriate levels of attainment through limited provision for pupils of differing abilities or aptitudes.

Although in general learning needs are recognised, they are not identified systematically.

Little is done to remove barriers to pupils' learning. The contribution of learning support and other specialist staff is insufficient in range and/or effectiveness.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

Notes:

1 Reference should be made to:

- Equal opportunities in gender, cultural, language and religious diversity
- The range of pupils' experiences
- The implementation of individualised educational programmes and the recommendations in other relevant documents

2 Where appropriate, reference should be made to approaches for identifying the needs of, and providing support to: refugees; traveller children; looked after children; those for whom English is an additional language; pupils with disabilities; those with irregular attendance caused by illness; family circumstances or respite care; and, any other potentially vulnerable groups within the school.

3.5 Assessment as part of teaching

This quality indicator is concerned with the following themes:

- *Assessment methods and arrangements for recording*
- *Judgements made in the course of teaching*
- *Use of assessment information*

Level 4 Illustration

Methods of assessment are well matched to clearly identified purposes. An appropriate range of approaches to assessment, formal and informal, is employed in making judgements about progress towards curricular targets and there is an effective means of recording and summarising assessment information. Where appropriate, tests are used effectively and in accordance with local and national guidance.

Teachers are knowledgeable about the pupils and constantly seek to find out how individuals are dealing with key learning aims and tasks, how successful they are and what difficulties they are meeting. Appropriate arrangements are in place to moderate and validate teachers' judgements.

Information as to progress and attainment is regularly transmitted by the teacher to pupils. Pupils themselves are involved in dialogue about their progress and their views are valued. A strong emphasis is placed on valuing individual achievement and identifying next steps in learning. Summaries and records are used periodically to inform pupils, to provide a basis for reporting to parents and to foster continuity of learning from stage to stage. Teachers make full use of assessment information to evaluate the effectiveness of learning and teaching and inform future provision.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

A limited range of assessment procedures is employed. Some of these are inappropriate for assessing progress towards curricular targets. Assessment information is recorded but is inadequate in some important respects or unhelpful. Local and national tests are used but not in accordance with the relevant guidance, for example, the timing of tests is not well matched to pupils' progress.

Teachers' knowledge of the pupils is uneven. Key strengths and weaknesses are occasionally overlooked and 'on the spot' judgements are superficial. There are some important weaknesses in arrangements for moderating and validating teachers' judgements.

Pupils occasionally discuss their progress with the teacher but feedback to pupils is irregular. Such feedback as is provided takes insufficient account of the need to acknowledge achievement or to identify next steps in learning. Records are kept but do not cover all key aspects of performance. They are not often used to inform pupils and do not provide an adequate basis for reporting to parents. Not enough use is made of assessment information to evaluate the effectiveness of, and/or to inform, future provision for learning and teaching.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

3.6 Reporting pupils' progress

This quality indicator is concerned with the following themes:

- *Reporting procedures*
- *Information given to parents about each pupil's progress*
- *Responsiveness of the school to parents' views and enquiries about their child's progress*

Level 4 Illustration

Parents are positively encouraged to communicate with the school about their children's progress and opportunities to consult with teachers are readily available. Formal occasions are well organised and all arrangements are communicated clearly.

Written reports to parents are in a helpful format, providing clear information and details of how each pupil is progressing across all aspects of the curriculum, including personal and social development, and indicating the next stages in each pupil's learning. Parents are encouraged to respond to these reports.

Parents' views and enquiries about their child's attainment and progress are promptly and carefully considered. The school provides an effective response.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 4.

Level 2 Illustration

Parents are informed about how to communicate with the school about their child's progress but are not actively encouraged to do so. There are opportunities for parents to consult with teachers but they are infrequent and/or the arrangements are not communicated clearly.

Written reports to parents are unclear or have unhelpful formats. They give information about each pupil's progress across most aspects of the curriculum but do not indicate the next stages in the pupil's learning. They tend to focus too much on pupils' attitudes rather than knowledge and understanding and development of pupils' skills. Parents are not invited to respond to the reports.

Parents' views and enquiries about their child's attainment and progress receive generalised responses and are not seen as a high priority.

Quality of provision broadly equivalent to that illustrated above would be evaluated at Level 2.

