



A FRAMEWORK FOR LEARNING,  
TEACHING AND ASSESSMENT  
IN ARGYLL AND BUTE

## Learning, Teaching and Assessment in Argyll and Bute

Refreshing and revitalising our approaches to Learning, Teaching and Assessment is central to ensuring that we can confidently deliver experiences that are consistently of the highest quality for all children and young people across Argyll and Bute. This framework outlines a clear, shared and ambitious vision for what constitutes high quality learning, teaching and assessment in every learning environment across our authority.

***“Even the greatest teachers are not at their optimum day in, day out...but their routine core practice is so strong that they never fall too far from their peak...”***

**Tom Sherrington, ‘The Learning Rainforest’**

We know that the interactions and experiences which our learners have and their engagement in them is crucial to raising attainment and achievement. The framework outlines and indicates our aspirations for all children and young people and will place responsibility on everyone who works in the service to meet the needs and ambitions of all.

We believe that our staff are the most valuable resource. We place great importance on investing in them to ensure that they are *‘equipped with the necessary skills and knowledge in order to deliver creative and engaging experiences for all learners ‘informed by an understanding of current pedagogical research... and committed to learning as a lifelong process’* Graham Donaldson, Teaching Scotland’s Future, 2010.



It is vital that all practitioners have a firm base of high-quality, routine core practice in order to ensure that learners consistently have experiences of the highest standard. Creative, innovative practitioners who are empowered leaders of learning within their own playroom or classroom are key in ensuring that all children and young people are active participants and leaders of their own learning.

It is our duty to ensure that all children and young people have the necessary skills, capabilities and attributes to be successful learners who actively contribute to their communities and wider society. It shouldn’t matter if a child or young person attends a school of 2 pupils or 1200, there must be equity of experience for all.

We aim to ensure a shared common purpose with high expectations at the fore and in response to consultation with a variety of stakeholders we have defined a set of principles of effective learning, teaching and assessment in Argyll and Bute.

### Our pedagogy:

- Develops learners’ skills for life now and in the future
- Develops responsibility, accountability, confidence and emotional intelligence in learners.
- Empowers learners to know their successes, strengths, progress and next steps.
- Is varied and responsive to context and need.
- Promotes and respects the rights of all children and young people.
- Encourages teachers to be professionally curious and adopt an enquiring stance.
- Is rooted in the understanding that wellbeing is the foundation upon which effective learning is built.



We appreciate that there are already pockets of strong practice across the authority and that establishments will have different starting points, priorities and aims for sustained improvement however, we hope that this framework and associated materials and opportunities will be of use to all establishments and practitioners.

Our work in this area will be clearly aligned to the NIF, local authority education service strategic plan, education reform agenda and will take cognisance of the numerous, recent national and international publications or those which are on the horizon. It will draw on a wide body of evidence and research including our own local intelligence.

Approaches to learning, teaching and assessment do not sit in isolation in ensuring high quality experiences for all learners. The curriculum we deliver and teaching approaches employed must be cohesive in order to engage children and young people as they journey from a meaningful and engaging early-years experience through a stimulating Broad General Education (BGE) to a successful Senior Phase which leads to positive and sustained post-school destinations. Schools are supported to build a curriculum which is unique to its context and meets the needs of all its learners. *How* the curriculum is delivered, is of equal importance. Practitioners should build on the 3 assets approach (culture, partnerships, rich outdoor environment) in order to ensure that they are delivering high quality experiences which reflect the uniqueness of Argyll and Bute and align with each of the four contexts for learning from Curriculum for Excellence. Learning has to be experiential, with children engaged in a wide range of rich opportunities for 'deep' learning.



No single approach will improve learning, teaching, assessment and attainment. However, we highlight specific features of effective practice which are proven to raise attainment. These are:



**Learning Intentions and Success Criteria**



**Differentiation and Challenge**



**Effective Questioning**



**Feedback and plenaries**



**Metacognition**

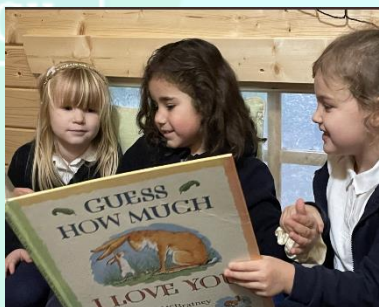


**Motivation and Engagement**



**Collaboration including cooperative learning approaches**





Each of these areas should be routinely integrated into practice. A clear understanding of these features of effective practice and the reasons for employing them will have the greatest impact on pedagogy, particularly in terms of closing the poverty-related attainment gap.

At the heart of our framework lie nurture and relationships, both paramount in order to ensure a positive learning culture. Without a shared understanding of wellbeing, underpinned by children's rights and a focus on positive relationships, the climate will not be conducive to ensuring that all

children and young people flourish through excellent experiences.

The established work across Argyll and Bute in nurture and trauma-informed practice should support practitioners in ensuring that the needs of all are understood and met through high quality experiences. We are ambitious for each and every one of our children and young people and we recognise it is essential that these experiences must occur in a climate characterised by nurturing and supportive relationships, where learners feel secure and confident to take risks and think creatively. These experiences should be a consistent feature of practice across all areas of the curriculum.



A robust programme of CLPL and online support materials including an updated version of our GAPE (Guided Approaches to Pedagogical Enquiry) programme will assist in further developing the confidence and pedagogical knowledge of staff. Learning, Teaching and Assessment must be a central feature in School Improvement Plans and a renewed focus on this area should be considered as a key priority for all establishments.



The purpose of this document is to provide an effective learning, teaching and assessment framework to support and empower educational establishments in their efforts to ensure that our children and young people experience consistently high quality learning experiences. By improving educational outcomes for all children and young people in Argyll and Bute, we will enable them to become confident, successful, responsible and effective learners prepared with the knowledge, skills and attributes required to be successful adults.