



Strathaven Academy

Learning, Teaching & Assessment Position Statement

Introduction

Strathaven Academy is committed to providing a high-quality education in a caring and welcoming environment. It is our belief that the well-being of all young people promotes self-worth, confidence and self-esteem, leading to high quality attainment and achievement.

The Learning, Teaching & Assessment guidelines were updated in 2023 to improve the quality and consistency of learning and teaching in our school. Led by the Learning and Teaching School Improvement Collaborative, the guidelines were shaped using feedback from young people, staff and parents/carers through consultation activities. A leaflet (Appendix 1) was produced to share with teachers, learners and parent/carers to ensure all stakeholders have a clear understanding of our expectations for high quality learning and teaching.

The [leaflet](#) contains guidelines for staff, pupils and parents/carers. The guidelines state our expectations for learning, teaching and assessment in all learning environments. All learners should engage in motivational and meaningful, high quality learning experiences. These guidelines will support a consistent approach across the school and ensure that there is equity in learner experience and a positive learning environment for all young people.

Teachers, in partnership with learners and support staff, should develop a classroom ethos of mutual respect. Teachers should strive to create a positive learning environment that maximises engagement, learning and progress. All learning experiences should be based on developing learners' skills for life, work and learning.

Rationale

This statement has been created to support teachers in reflecting and challenging their practice, and to provide an approach to effective learning and teaching within the school. Establishing excellent and consistent teaching practices, together with close monitoring and tracking of learner's progress, ensures that every young person has the opportunity to succeed.

Positive Learning Environment

Four key components of effective practice should be considered to ensure a positive learning environment:

- Foundation
- Planning
- Delivering
- Reviewing



Features of Highly Effective Teaching

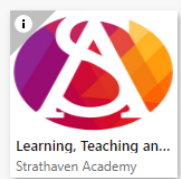
Features of highly effective teaching practice are clearly set out in How Good is our School? Version 4. Staff should use the principles of HGIOS?4, 2.3 Learning, Teaching and Assessment, in order to inform their practice to ensure every pupil, in every lesson, is receiving the highest quality learning experiences possible and that learning is motivating and meaningful.

The features of highly effective practice are outlined below for teaching staff to consider:

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high quality learning outcomes.
- Learner achievements in and out of school are recognised and recorded. They understand how these achievements help them develop knowledge and skills for life, learning and work.
- Learners play an active role in the school and wider community and regularly take on leadership roles including leading learning.
- Learners receive high quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve.
- Staff access and apply relevant findings from educational research and professional reading to improve learning and teaching.
- Planning is proportionate and manageable and clearly identifies what has to be learned and assessed.
- Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.
- A quality body of evidence is used to support assessment judgements and decisions about next steps.
- Processes for assessment and reporting are manageable and are very effective in informing improvements and teaching and learning.
- Tracking and monitoring are well understood and used effectively to secure improved outcomes for all learners, including the most deprived children, young people and those who are care experienced.
- All teachers have well developed skills of data analysis which are focused on improvement.

HGIOS?4, Education Scotland

Professional Learning and Sharing Good Practice



To support staff to create a positive learning environment and deliver effective practice, professional learning and sharing of good practice are key. Resources are available via our Learning, Teaching and Assessment GLOW tile to provide a wide range of examples of good practice, professional reading, policies and other materials.

Self-Evaluation

Self-evaluation is a crucial element of being a reflective practitioner and engagement with HGIOS4 is an important part of our work to support continuous improvement with learning and teaching. Self-evaluation activities include:

- Learning walks
- Peer observation programme
- Faculty Validated Self-evaluation (VSE)
- Questionnaires
- Focus groups

