



## Learning, Teaching and Assessment Policy

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# Introduction

**This policy supports all involved in education with the guiding principles to achieve high quality learning teaching and assessment. It provides what is considered to be best practice to achieve excellence and equity in all of our educational establishments. Whilst comprehensive, the policy cannot cover every aspect of everyday life in a learning environment, but rather sets out to give a consistent message across Dundee as to our expectations of high quality learning, teaching and assessment.**

Dundee Children and Families Service has identified strategic outcomes for the children and young people in our nurseries and schools. These are:

- Enhanced leadership at all levels will ensure that establishments are able to take forward and implement improvements that have a positive impact for learners.
- All children and young people benefit from high quality learning experiences within a positive, supportive and inclusive learning environment.
- All children and young people who experience particular inequalities and disadvantage will achieve wellbeing and educational outcomes comparable with all other children and young people.
- All children and young people benefit from strong partnerships having been developed with families and the wider community. The ongoing partnerships contribute directly to raising attainment and achievement, and to securing positive and sustained destinations.
- All children and young people make expected or better than expected progress in all learning, but especially in literacy and numeracy, regardless of their background. Young people in Dundee use the skills for learning, life and work to achieve positive and sustained employment.
- All children and young people in Dundee experience a high quality curriculum that meets their needs.

- All children and young people feel safe and included in our establishments and are achieving their potential.

This policy endorses wholeheartedly the educational purposes described in Curriculum for Excellence. Our starting point is [Getting It Right for Every Child \(GIRFEC\)](#). Diversity is valued and celebrated.

The curriculum, or “what” we learn is crucial to the success of this policy. We cannot separate what we learn from how we go about learning it. Each educational establishment has developed a rationale for its curriculum based on the [principles of Curriculum for Excellence](#) and the values and needs of those who make up the community. Many of these values and needs are shared across Dundee and wider, however there are differences which reflect local circumstances. As a result the rationale for each establishment’s curriculum is unique.

To ensure excellence and equity across Dundee, the moderation process is integral to planning, learning, teaching and assessment in all educational establishments and enables practitioners to develop a shared understanding of standards and expectations. Information and materials to support this process are available in the [Moderation Hub](#)



# Early Years Pedagogy

**Young children are central to their own learning. They learn best when they interact with others, working alongside and cooperatively with peers and educators. Children's interests form the basis of curriculum planning. Through varied learning opportunities, our children are sensitively supported to make sense and meaning of their own world, by exploring and making discoveries. They are active participants in their learning, capable of finding out for themselves, making decisions, expressing and thinking through theories and ideas, and working out solutions.**

We believe that our children have the right to be heard and listened to and that their voice and opinions are treated with respect and responded to, resulting in collaborative action that is made visible and understood. Our image of the child is therefore one of a capable and competent child, rich and resourceful and full of potential.

Likewise, The European Commission ECEC (2011), considers the image of the child to be

*"... unique and a competent and active learner whose potential needs to be encouraged and supported. Each child is a curious, capable and intelligent individual. The child is a co-creator of knowledge who needs and wants interaction with other children and adults. As citizens of Europe children have their own rights which include early education and care".*

## Young Children as Leaders of Learning

Through active and creative engagement in their learning, with support from peers and adults, young children gradually develop a range of skills, such as: listening, asking questions, hypothesising, interpreting, remembering, recalling, explaining, reasoning, anticipating, predicting, working with others, collaborating, being innovative and thinking flexibly. Utilising these skills, children will respond to known, unknown, new experiences and carefully planned provocations.

Similarly, [the National Practice Guidance document Building the Ambition](#) states:

*"...children are born curious and with an inquiring nature. All children need access to well thought-out experiences which will help them develop their inquiry skills to be successful and competent learners. We know from research that children who do not have enough problem solving types of*

*activities from the very start are at a significant disadvantage to those children who do.* Scottish Government (2014)

## The Learning Environment

As the child's 'third educator', the carefully considered, well-planned learning environment entices and promotes curiosity. The use of materials that are divergent and open-ended offer many possibilities for children and adults together. The learning environments are created with and for children as members of the nursery community and as both individual and group learners.

## The Educator's Role

Within this thought provoking environment, highly skilled early years' professionals take on distinctive roles as collaborators, co-constructors and co-researchers with their children, as they engage in the planned and responsive learning experiences within the environment, both inside and outdoors. They provide opportunities to nurture inquiry and children's dispositions, basing their developmentally appropriate curriculum on knowledge of the children and their abilities.

## Observation, Responsive Planning and Assessment

The advice within this section of the policy is designed to further support early years professionals in enhancing the learning opportunities and experiences they are providing for their children in the early years – by taking a further look at what it means to offer children high quality learning experiences within the context of [Pre-birth to Three National Guidance](#) and [the principles of Curriculum for Excellence](#).

These are experiences which can:

- offer children breadth of experience
- challenge children's thinking and sense-making
- encourage children to enjoy learning and to be curious, independent and creative

The experiences should also be part of a coherent, moderated programme of learning which ensures progression in the development and learning of every child, i.e. knowledge, understanding, skills, processes, strategies, attitudes and learning as a lifelong experience.

## The Pedagogy of Listening to Children

In planning these programmes of learning and at the heart of our pedagogical approach is our commitment to Listening and Responding to Children: *If we believe that children possess their*

own theories, interpretations and question, and are protagonists in the knowledge building processes, then the most important verbs in educational practice are no longer 'to talk' 'to explain' or to transmit.....**but to listen**. Listening means being open to others. And what they have to say, listening to the hundred (or more) languages with all our senses. (Rinaldi 2000) Listening underpins our approach to responsive planning. This process "... begins with skilful and purposeful observation of children, and enables staff to draw conclusions and plan next steps. Effective staff within early years settings seek to ensure that learning experiences... **start with children's needs and interests.** [Pre-Birth to Three National Guidance](#)

Through planned and open-ended observations, information is gathered to be analysed, helping to inform future possibilities whether that is in relation to spaces, opportunities, experiences, planned interactions or provocations. These planned interactions help to increase knowledge and understanding of the child and will involve educators participating alongside children as collaborators and sometimes as co-constructors and co-researchers.

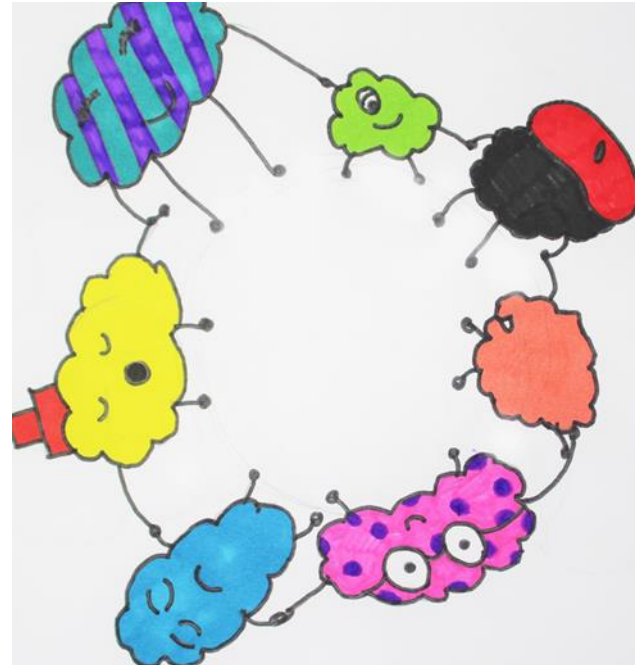
### **Making Young Children's Learning Visible**

Children's learning (and our listening) is made visible through the processes of documenting traces of children's learning. We can, with the child, tell the powerful story of their learning journey by documenting our observations and conversations with children (children's voice) within floor books, children's learning journals, learning walls, samples of children's work, art and design, photographs, recorded conversations and also by taking into account information provided by parents and carers. Importantly, this process of documentation engages the child in documenting and revisiting learning episodes and also engages colleagues in regular interpretation of the documented traces of learning.

### **Assessment**

Assessing children in terms of their progress and needs is an on-going, dynamic process and is integral to planning, observation and implementation

and part of the moderation process. By using documented traces of learning effectively, staff, children and families can create plans which help to provide focused individualised approaches or group approaches to learning. Learning Together in Dundee, Early Years - Birth to Six Years [External Link](#)



# Planning Learning, Teaching and Assessment



**Planning should encourage participation by, as well as being responsive to the learner who can and should influence and contribute to the process.**

A [Statement for Practitioners](#) was published in 2016 setting out clear messages and expectations around how to effectively plan learning, teaching and assessment.

Planning learning, teaching and assessment initially involves selecting a bundle of experiences and outcomes to be the focus of learning.

The selected bundle of E's and O's may be drawn from a discrete curricular area or from a number of curricular areas within one of the four contexts for learning. These should link coherently. Learning experiences should offer opportunities for breadth, challenge and application. Learning Intentions, Success Criteria and Assessment should be planned alongside the learning experience.

The DCC pedagogy team have developed the ['teaching cycle'](#) as a framework to support high quality learning and teaching in our classrooms.

By ensuring that there are opportunities for a collegiate approach to planning and by making use of DCC Progression Frameworks, we create a common perception of progress which is critical to ensure the strongest possible progression in learning for all children and young people. To support professional dialogue please make use of [Moderation Support Questions](#), Education Scotland Moderation Hub.

In Dundee guidance has been developed for planning in primary schools. This takes into account whole school improvement planning, collegiate working arrangements, and teacher/ practitioner planning at class level, laid out in [DNCT 27](#).

## Developing the language of learning

**The language of learning helps the learning process become explicit so that we can make learning visible in our classrooms.**

Using learning intentions and success criteria [External Link](#) supports the learner in identifying their progress towards success. Teaching approaches such as conceptual understanding in number, reciprocal reading, co-operative learning, precision teaching and dialogic teaching are examples of evidence-based pedagogy which develops learning. Such approaches develop learners' metacognition skills and/or actively differentiate for all learners.

It is essential for teachers to understand what teaching approaches will be most appropriate for learners throughout their 'learning cycle'. Direct instruction is most helpful when new concepts and knowledge and skills are being introduced. This method develops surface learning whilst deliberate practice helps consolidate this learning. Once learners are ready to deepen and transfer learning, approaches such as collaborative learning and co-operative groups become more appropriate. The task of a teacher is to identify where the learner is in their learning and use strategies accordingly.

### [The Dundee Standard](#)

Dundee's developmentally appropriate curriculum at early level in school - It supports by providing the correct balance of direct teaching, guided learning and play. It details the importance of transitions plus professional judgement based on the curriculum and prior knowledge of learners. The importance of both the role of the adult and the environment is detailed and consistent language is used to support practitioners with their understanding.

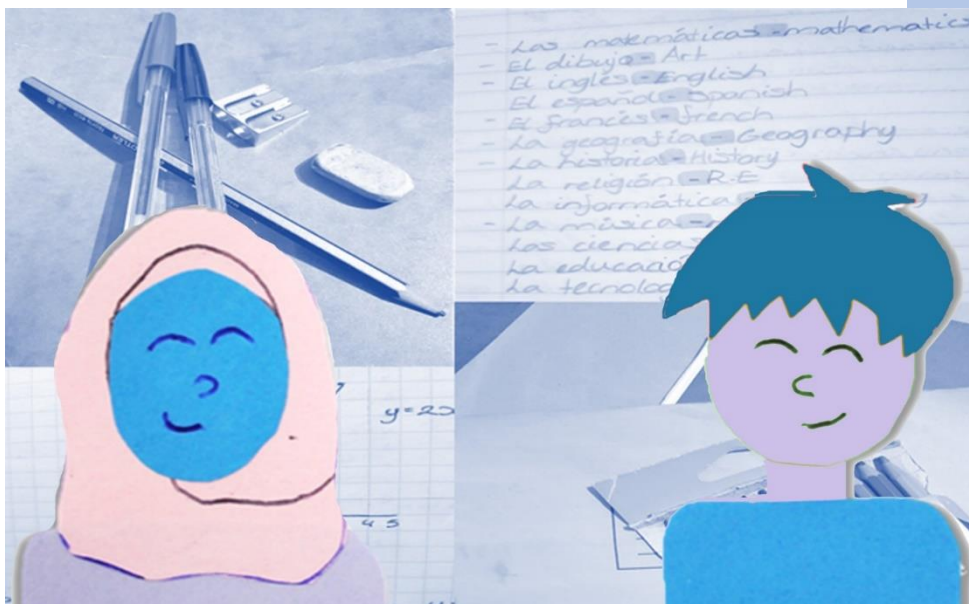
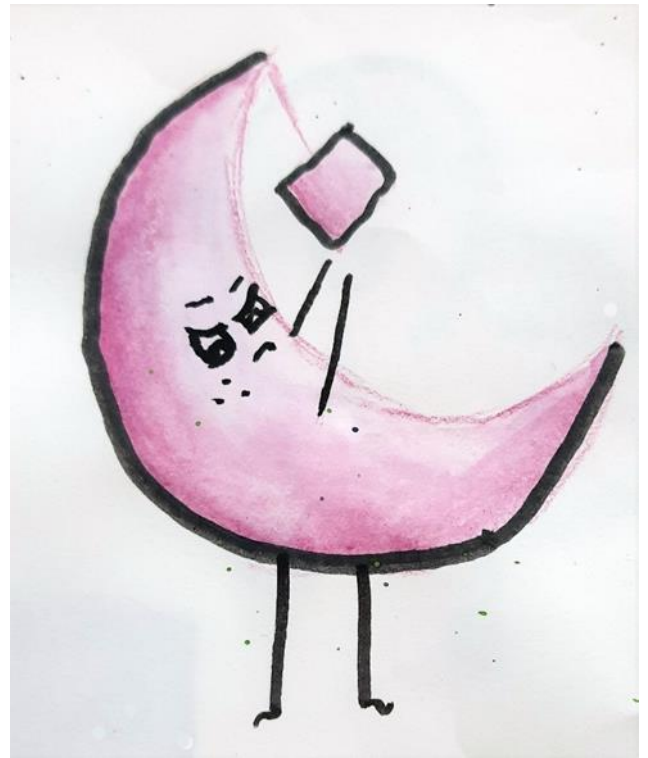
# Maximising learner engagement

We create rich learning environments which promote learners' engagement and participation.

All learners have the opportunity to achieve success. Timely, formative feedback enhances engagement and ensures individualised challenge. This motivates and provides evidence of progress. For a learner to fully engage in learning we need to show them what success looks like. Using success criteria and providing exemplars is integral to our teaching approaches. Involving learners in co-constructing success criteria is an effective strategy to promote a shared understanding of progress and clarity of how this can be achieved.

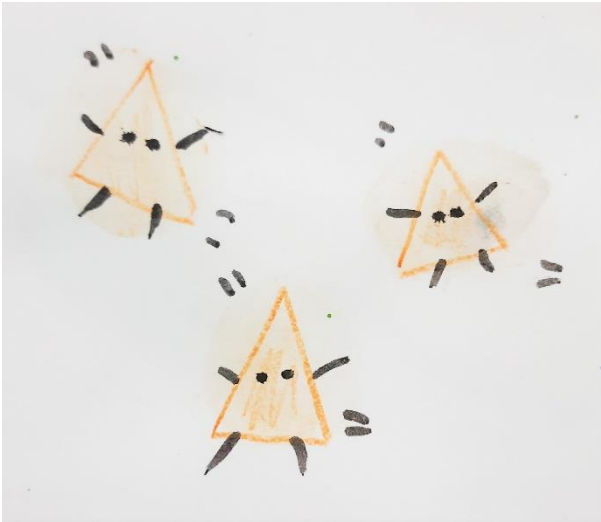
It is also important that we share that learning can be hard work. For children and young people to be successful learners, we create an atmosphere of trust and fairness in the learning environment. We do this by getting to know our learners and using approaches that ensure the inclusion of all in line with Dundee's [ABLE Framework](#) and whole school nurturing approaches. The creation of a respectful climate is essential for authentic dialogue, allowing all learners to share their ideas and questions and enhance their understanding.

There is strong evidence that using learners as resources for one another's learning can maximise participation and deepen learning for all.



# Effective feedback

## Giving feedback



Effective feedback reduces the gap between where the learner is and the next step in their learning journey.

Feedback encourages progress and focuses on how improvements can be made. Consideration is given to when the learner will act on this feedback. It is essential that we know our learners' starting points (knowledge, skills and attitudes) which we use as hooks for new learning. We learn more if new knowledge is connected to prior knowledge. Teachers take account of prior knowledge in order to plan next steps in learning.

## Receiving Feedback

The most powerful form of feedback is that given to the teacher by the learner.

The more opportunities for dialogue, whether scaffolded by the practitioner or organised through

peer discussion, the greater opportunity for them to listen to the learning. Feedback from learners can occur throughout a lesson, allowing teachers to micro-adjust their lesson, or can be through mid-lesson learning stops, hinge questions, reviews and plenaries. Learners are taught to use a framework which allows them to provide feedback to their peers.

***“The mistake I made was seeing feedback as something teachers provided to students. I discovered that feedback is most powerful when it is from the student to the teacher. What they know, what they understand, where they make errors, when they have misconceptions, when they are not engaged – feedback to teachers makes learning visible.”***

Hattie, J. (2012) Visible Learning For Teachers; Maximizing Impact on Learning.





# Expectations and challenge

We have high expectations for all learners. A shared understanding of standards and expectations is developed when practitioners actively engage in professional dialogue, i.e. they moderate the planning of learning, teaching and assessment. Learners are more likely to rise to challenges when we create a context which values effort and recognises errors as learning opportunities.

Educational systems and organisational school systems reflect our values and the way we model our expectations. Flexible or fluid groupings are used when appropriate, as fixed ability groupings can result in limits being placed on achievement for some learners. Differentiation [External Link](#) supports and challenges all learners to allow them to make appropriate progress. Using the CATER model for differentiation allows for support across a range of factors and not just by task or expectation which can set a ceiling on achievement and the child's perception of themselves as a learner. However it is important to know that some direct skills teaching can be most effectively delivered in attainment groups where the teaching can be more easily pitched within the child's Zone of Proximal Development. This has been shown to result in speedier progress.

Effective use of digital technologies should support and enhance learning, where appropriate.

Class teachers know their learners well and plan appropriately for all, making effective use of any additional support as necessary.



# Assessment

Assessment is a central part of everyday learning and teaching for children and young people. Assessment is planned alongside the learning experiences to ensure that learners have opportunities to demonstrate breadth, challenge and application. Teachers gather evidence on an ongoing and informal basis through asking questions, observing children working together and evaluating their work. Children and young people are encouraged to assess their own learning, or that of their peers.

Some assessments are more formal, such as standardised assessments, investigations, projects and end of unit assessments. Standardised assessment results are considered alongside other evidence of children's progress, when teachers are making professional judgements about progress. As well as the on-going, day-to-day assessments, teachers plan periodic high-quality assessments. All assessment approaches support teachers to make professional judgements about children's progress within Curriculum for Excellence and to plan next steps in learning. Assessment should be moderated with colleagues against shared agreed standards. This will increase the validity and reliability of professional judgement. Verification on its own is not moderation.

Assessment supports children and young people in developing the four capacities, skills, knowledge and attributes. Assessments evaluate success across a range of [Es and Os](#), including the opportunities to respond to challenge and then apply these in a different context. This allows us to focus our assessments on breadth, challenge and application.

Assessment is for Learning is at the heart of our practice in Dundee.

Dylan Wiliam describes formative assessment as,

***“getting the best possible evidence about what students have learned and then using this information to decide what to do next”***

(William D. (2011) Embedding formative assessment.

# Wider Achievement

Schools and establishments often supported by colleagues from across the education department and the wider council as well as various partners, play a significant role in the wider achievement of pupils and it is important to recognise the value of this achievement and the positive contribution it makes to the learner journey.

It is essential that we capture and track the wider achievement of our children and young people and celebrate the success for these pupils and acknowledge the importance of this achievement, ensuring it is valued in the same way as attainment.

The following list is not intended to be exhaustive or to exclude other examples of wider achievement but rather it gives a good indication of some example activities through which we believe learners should have the opportunities to demonstrate success and personal achievement:

Examples of wider achievement include:

- Citizenship and community activity e.g. youth voice, youth forum, pupil council,
- 
- Scottish Youth Parliament, debating, public speaking etc.
- Enterprise / charity work
- School shows
- Young carers
- Participation in sport before, during and after school

- Participation in music including choirs, bands etc.
- Work experience / community service
- Girlguiding, Scouts, Girls' and Boys' Brigade
- Duke of Edinburgh Award/John Muir Award
- Youth Achievement Award / Dynamic Youth Award
- Volunteering, organising events, school magazine, newspaper or radio
- Buddy programmes, peer mentoring, paired reading
- School committees, head boy and girl, prefects
- Eco/Fairtrade Groups
- Personal Achievement and Leadership Award



# Inclusive Pedagogy

Children and young people are entitled to an education that has their best interests at heart, and develops their personality, talents and abilities to the full. Fair and equal education recognises differences in children and young people's experiences, interests and backgrounds and ensures equality in access and provision.

Instead of providing something different or additional for children who experience barriers to their learning, inclusive pedagogy seeks to extend what is ordinarily available to everybody.

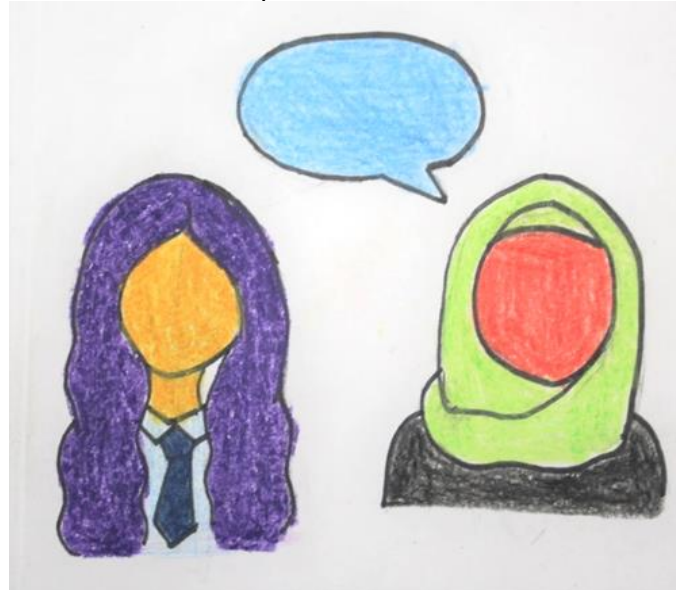
## Supporting inclusive practice

Key factors underpinning inclusive practice include:

- High teacher expectation
- Robust assessment and planning within a staged approach
- Appropriate adaptations to the learning environment
- Ongoing professional development
- Nurturing approaches and positive relationships
- Effective moderation of planning, teaching and assessment



In Dundee, we have developed a range of tools and resources to enhance the universal provision that we can provide for all learners to ensure the learning environment is adapted to meet all learners needs.



- ABL e Framework - The ABL e model, developed by Dundee Educational Psychology Service, brings together both the information we need to gain a better understanding of what is getting in the way of a child's learning and, access to a comprehensive range of advice and strategies to help us to meet the learning needs of our children. ABL e is a "one stop shop" to help us meet the challenge of supporting everyone to move forward in their learning. [www.ableschools.org.uk](http://www.ableschools.org.uk)
- Nurturing Approaches - A nurturing approach has a key focus on the school environment and emphasises the balance between care and challenge which incorporates attunement, warmth and connection alongside structure, high expectations and a focus on achievement and attainment. [External Link](#)
- Good Practice Checklist- guidance aims to support the adaptation of the learning environment in order to ensure inclusive practice at both universal and targeted provision. [External Link](#) 'Dundee Good Practice Checklist.docx'

# Career long professional learning

**Commitment to career long professional learning is fundamental to maintain high quality learning and teaching.**

Within our establishments there is a culture of collegiate and collaborative working, which ensures staff gain from the knowledge, experience and learning of all. All staff are supported to access a range of professional learning opportunities to nurture and develop their professional skills and abilities.

Our capacity for improvement is enhanced through our reflective practitioners who engage with a range of approaches to professional learning. These include:

- Undertaking action research
- Collaborative practitioner enquiry
- Peer observation
- Observation of learning
- Professional dialogue and debate
- Sharing good practice within and across establishments
- Utilising digital and online resources, in particular the [National Improvement Hub](#)

Heads of establishments have a crucial role in ensuring all staff (teaching and support staff) have access to appropriate professional learning to enhance learning and teaching. It is recognised that the contribution of non-teaching staff, including support staff, has most impact when there is high quality training and development

As lead learner, teachers identify their own priorities for learning and development through reflection against the [GTCS Standards](#), based on high quality self-evaluation. The views of learners, parents/carers and partners are central to our self-evaluation activity. Through effective use of data, staff identify professional learning priorities which will raise attainment and close identified attainment gaps

The design of CLPL should be informed by the evidence-based Dundee Standard for CLPL. [External Link](#) This should be used when designing in-house CLPL and considered when engaging external CLPL providers.



The Dundee Standard of CLPL has been designed to reflect the key principles and features of effective learning that will build capacity and promote collaborative practices in the [National Model for Professional Learning](#)

DEPS Guide to Collaborative Action Research [External Link](#)



# Parents and Carers as Partners

**Parents and carers play a vital role in the development of children and young people and should be considered key partners from the outset, in line with Dundee's Parental Engagement Strategy.**

We will involve parents and carers in all aspects of nursery and school life including play and stay, PEEP, curricular events, sports days, parent evenings, parent helpers and volunteers, parent council etc. We are committed to working in partnership with parents and carers and will do as much as we can to inform parents of their children's progress.

We are committed to holding regular events to keep parents and carers informed of their child's progress and allow joint dialogue with staff, share information with parents and carers on a regular basis to ensure parents are kept up to date, share reports to parents and carers to indicate progress made and highlight areas for development, encourage shared learning between parents, carers and children and young people. Parents and carers are also encouraged to make use of online resources.

We believe that parents and carers play a key role in supporting their children and their nursery/school to implement relevant policies. We would therefore encourage parents to:

- Work together with the nursery/school to support their child's learning;
- Understand what they can do at home and out and about to support their child's learning and development;
- Work with their nursery/school and children to ensure their child has the best attendance record possible;
- Do everything they can to keep their child healthy and fit so as they can attend nursery/school and are ready to learn each day;
- Keep the nursery/school updated on any issues that might affect their child's learning and/or their behaviour;
- Ensure that their child comes to school with all the required equipment including appropriate clothing for PE as required;

- Help their school by promoting a positive attitude towards school and the learning that takes place in school and at home.



# Partnerships

**It is important to acknowledge the role of partnership working in delivering the curriculum to enhance the learning of children and young people and to recognise that learning takes place both within and out with the classroom/playroom.**

Curriculum for Excellence aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. This is captured in the four capacities – to enable each child or young person to be a successful learner, a confident individual, a responsible citizen and an effective contributor. Partners make a significant contribution to lifelong learning and can support the development of the four capacities with children and young people as well as improving their soft skills, life skills and employability prospects.

Effective partnerships work with other service providers to deliver a tailored package to children and young people and their families to offer the most appropriate curriculum to meet the needs of both the establishment and the pupil. Working together in partnership allows the sharing of skills, knowledge and experience to improve outcomes for children and young people. The learning offer should be rich and varied to offer a range of learning opportunities, promoting personal and social development as well as academic achievements and working in partnership with other agencies is essential to making this a success.

Additionally, key partners make a significant contribution to the wider curriculum through contributing to the delivery of the experiences and outcomes and supporting wider achievements for young people. These can include but are not limited to:

- Accessibility and Inclusion Service
- Community Learning and Dev
- Educational psychology service Third sector partners
- Local and national employers
- Further and higher education institutions
- Skills Development Scotland.



# Reporting

Teachers and practitioners provide a clear description of the learners' progress within curriculum levels and, in the senior phase, progress towards qualifications.

Reporting to parents highlights the learners' latest progress, identifying next steps in learning and building on profiling. This includes the skills, attributes and knowledge developed by learners in the four capacities. Parents are also informed about any gaps in their children's progress, any specific support needs and ways that they can help support learning.

Reporting is seen as a tool to inform on progress and achievement to assist, encourage, support and motivate learners.

Tracking and Reporting of Pupil Progress in the CFE Broad General Education P1-S3  
[External Link](#)

Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about children's learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between learners and those teaching and supporting them about their next steps in learning.

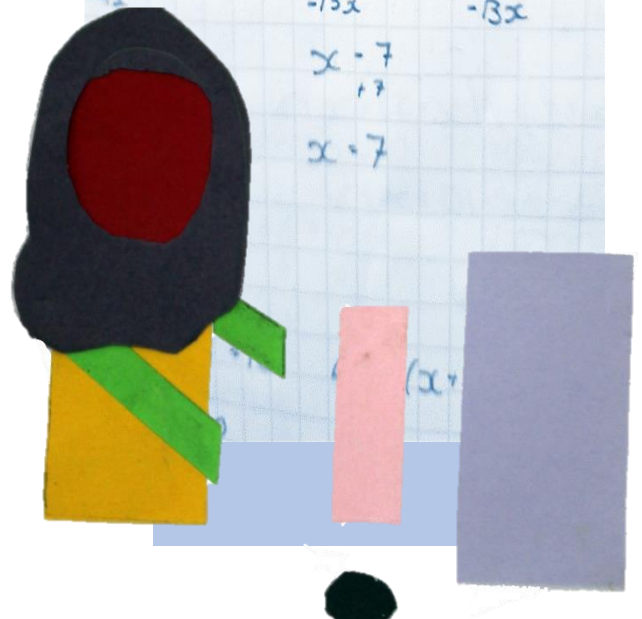
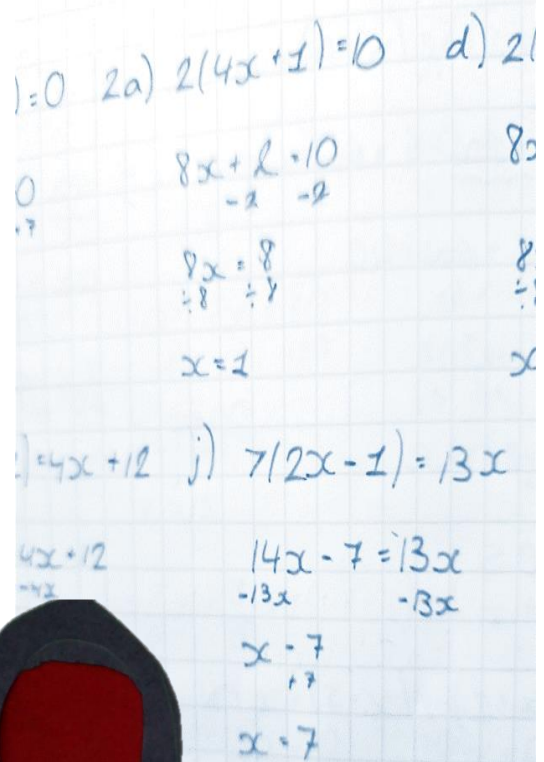
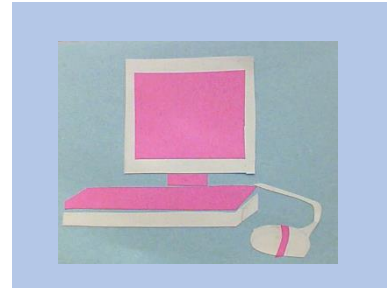
Further detail on the principles of assessment can be found in Education Scotland's Framework for Assessment

## [Building the Curriculum 5](#)

When making judgements on achievement of a level, you should be able to evidence that learners have:

- Achieved a **breadth** of learning across each of the different organisers at their level
- A **depth** of understanding across most aspects- but not necessarily all – and responded positively to the level of challenge set within the E's and O's.

- **Applied** their learning in new and unfamiliar contexts- high quality assessments provide strong evidence of this. In Secondary, evidence for literacy and numeracy would be taken from a range of subject areas.
- Pupils have **moved towards** working at the next level for **some** aspects



## With Thanks

The voices of our pupils are central to the work in education across Dundee. We are very thankful for the time and effort given by Mrs Valentine, Advanced Higher pupil Briar Herd and classes 3E and 3F from the Art department at Morgan Academy for adding the graphics to the DCC Learning, Teaching and Assessment policy. They have worked very hard to create graphics and images that demonstrate how rich and diverse our city and schools are. Their creativity also transforms the document into something that hopefully all staff will want to read and use.

Thank you.



# Supporting documents

In addition to national policy and guidelines Dundee Children and Family Service offer the following supporting documents and recommended publications. This area of the policy will be updated regularly.

## Introduction

Environment for Learning [External Link](#)

[Getting It Right for Every Child \(GIRFEC\)](#)

[Principles of Curriculum for Excellence](#)

[Moderation Hub](#)

Nurturing Approaches in Dundee [External Link](#)

[Developing the Young Workforce \(DYW\)](#)

Glossary of Moderation Terminology [External Link](#)

## Early Years pedagogy

[The European Commission ECEC \(2011\)](#)

[The National Practice Guidance document Building the Ambition](#)

[Pre-birth to Three National Guidance](#)

Learning Together in Dundee, Early Years - Birth to Six Years [External Link](#)

## Planning Learning, Teaching and Assessment

[Moderation Support Questions](#)

[A Statement for Practitioners](#)

[DNCT 27](#)

[DCC Pedagogy Team Teaching Cycle](#)

[DCC Moderation Cycle](#)

[The Dundee Standard](#)

## Developing the language of learning

Questioning Strategies [External Link](#)

Higher Order Thinking Skills Booklet [External Link](#)

Thinking Skills [External Link](#)

Recommended read - James Nottingham, ***Challenging Learning***, Routledge, 2016

## Maximising learner engagement

ASN and Inclusion Services [External Link](#)

Supporting Learners Policy Framework [External Link](#)

Addressing Barriers to Learning (ABLE Framework) online at [www.ableschools.org.uk](http://www.ableschools.org.uk)

[EEF Guidance on using Classroom Assistants to Improve Attainment](#)

Useful Classroom Strategies [External Link](#)

KWLS and QUADS Frameworks [External Link](#)

## Effective feedback

Learning Intentions and Success Criteria [External Link](#)

Recommended Read - John Hattie and Shirley Clark, ***Visible Learning – Feedback***, Routledge, 2019

## Expectations and challenge

Differentiation [External Link](#)

Useful Classroom Strategies [External Link](#)

## Assessment

Experiences and Outcomes : [Es and Os](#),

[Education Scotland Benchmarks](#)

## Inclusive pedagogy

Good Practice Checklist [External Link](#)

ASN and Inclusion Services [External Link](#)

Supporting Learners Policy Framework [External Link](#)

Addressing Barriers to Learning (ABLE Framework) online at [www.ableschools.org.uk](http://www.ableschools.org.uk)

## Wider Achievement

### Career long professional learning

DEPS Guide to Collaborative Action Research [External Link](#)

[National Improvement Hub](#)

[GTCS Standards](#)

Dundee Standards for CLPL [External Link](#)

### Parents and carers as partners

Dundee's parental engagement strategy – out for consultation May 2020

## Partnership

### Reporting

Tracking and Reporting Policy [External Link](#)

Updated May 2020 Acknowledgements to Inverclyde Education Authority.