



Cardinal Winning Secondary School

Learning & Teaching Policy

2023-2024



Table of Contents

Content	Page Number
Policy Rationale	3 - 4
Expectations for all: Excellent Teaching in Cardinal Winning Secondary	5
Lesson Structure – 7 Pillars of Learning	6
Explanation of 7 Pillars	7 - 8
Learning Environment and Plannin	9
Assessment	10
Tracking, Reporting and Recording	10
Moderation	11
Validated Self-Evaluation	12
Appendix 1 Language Friendly Communication Establishment	13
Appendix 2 Practitioner Moderation Planning Template (ASN) and Moderation Activity – Guidance for Practitioners	14



Learning and Teaching at Cardinal Winning Secondary School

Our commitment to fostering exceptional classroom practices and pedagogy is central to the mission of Cardinal Winning Secondary School. This policy is the result of collaborative working among all staff members with the overarching goal of creating an environment where every student learns and thrives. We aspire to cultivate a nurturing and supportive atmosphere that encourages outstanding learning and teaching practices, while also catering to the diverse needs of individual learners.

In developing this policy, the school has looked:

- **Inwards** – We strive to understand ourselves through effective Validated Self-Evaluation, identifying and acknowledging excellent practices within our school, and sharing them throughout the school community.
- **Outwards** – We actively engage in learning from external sources, drawing insights from educational practices beyond our school to challenge and enhance our own thinking.
- **Forwards** – With a forward-thinking mindset, we explore the evolving landscape of education, envisioning what the future holds for today's learners with additional support needs. Through strategic planning, we aim to proactively shape our educational approach to ensure continuous improvement and stay ahead of emerging trends.

Policy Rationale

The development of a Learning & Teaching Policy in Cardinal Winning Secondary is driven by unwavering commitment to providing a high-quality learning and teaching that not only equips learners with knowledge and life skills but also empowers them to navigate life outside of school. Our school is dedicated to adapting and evolving in order to best meet the needs of our learners with Additional Support Needs.

This policy should be read in conjunction with our *Relationships for Learning Policy* and our *Meeting Learners' Needs Policy*.

Our policy reflects national priorities and emergent strategies highlighted below:



- Getting it right for every child (GIRFEC)
<https://www.gov.scot/policies/girfec/>
- The National Improvement Framework
<https://www.gov.scot/policies/schools/national-improvement-framework/>
- The Scottish Education Endowment Fund online toolkit
<https://education.gov.scot/improvement/eefsearch>
- How Good is our School? 4th Edition
https://education.gov.scot/improvement/Documents/Frameworks_SelfEvaluation/FRWK2_NIHeditHGIOS/FRWK2_HGIOS4.pdf
- Education (Additional Support for Learning) (Scotland) Act (2004)
<https://education.gov.scot/resources/education-additional-support-for-learning-scotland-act-2004/>
- Glasgow City Council's Learning Teaching & Assessment
<http://www.goglasgow.org.uk/Pages/View/19>
- Assessment within the broad general education: a thematic inspection Signposts to highly-effective practice

chromeextension://efaidnbmnnnibpcajpcglclefindmkaj/https://education.gov.scot/media/plwh4m3d/assessment-within-bge.pdf
- Outcomes of Cardinal Winning's Validated Self-Evaluation



Expectations for all: Excellent Teaching in Cardinal Winning Secondary

All teachers demonstrate the standards expected for full GTCS registration:

<https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/>

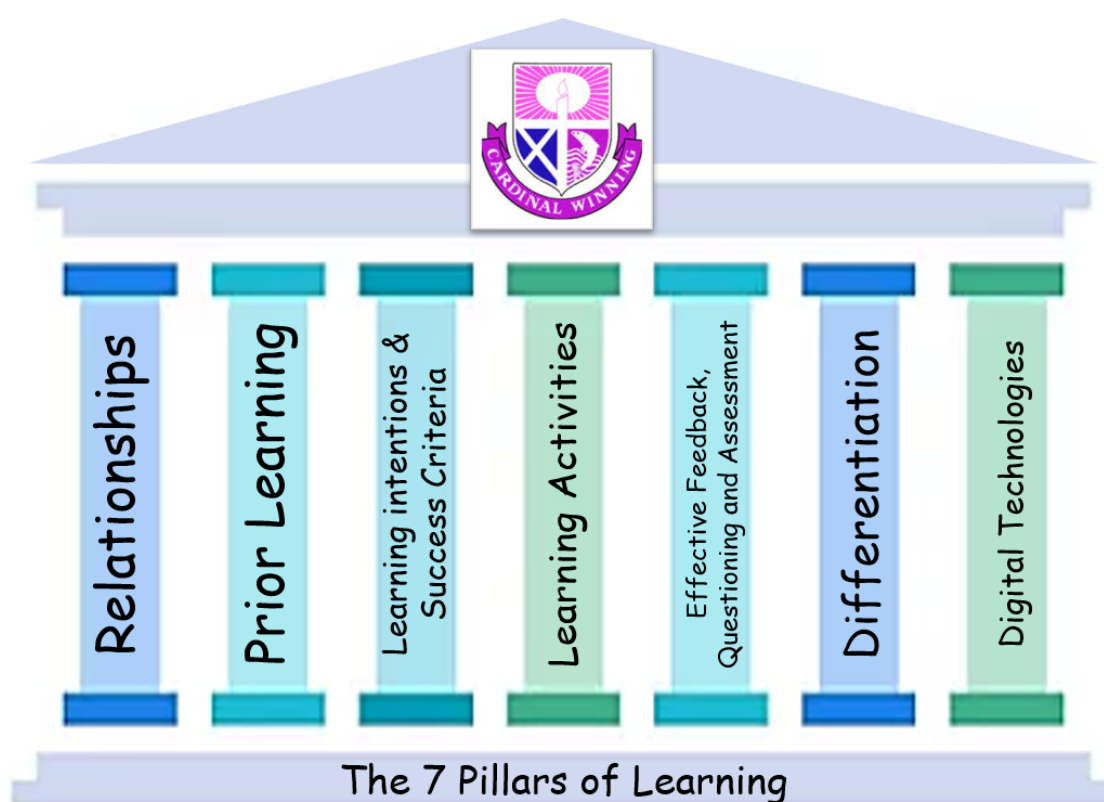


Lesson Structure- 7 Pillars of Learning



In every classroom we plan and structure lessons using our 7 Pillars of Learning.

This visual will be changed – awaiting a new illustration





Lesson Structure– 7 Pillars of Learning

All lessons at Cardinal Winning are expected to demonstrate the following practices underpinned by nurture principles.

Relationships

- Teachers understand all learners' needs and the support required
- Teachers promote positive relationships and are consistent in their implementation of the Relationship for Learning policy
- Teachers listen to all learners and allow for personal choice

Prior Learning

- Teachers build on prior learning and actively plan next steps for learners to flourish and thrive
- Teachers recap prior learning and set learning in context

Learning Intentions and Success Criteria

- Teachers provide clear explanations of the purpose of a lesson/learning
- Teachers explain and ensure learners understand what is required to achieve and be successful in planned learning and the skills being developed

Learning Activities

- Teachers use a variety of approaches, including Active Learning and Making Thinking Visible strategies, to make learning purposeful and engaging
- Teachers use a variety of assessment approaches to ensure learners can celebrate success
- Teachers' planning and pedagogy reflects the metacognition and developmental stage of learners

Effective Feedback, Questioning and Assessment



- Teachers check for understanding to support learners' progress, wellbeing and to plan for next steps
- Teachers' communication ensures all learners develop understanding, skills and knowledge.
- Teachers give learners feedback which celebrates success and helps plan for next steps
- Teachers use pupil voice to inform next steps

Differentiation

- Teachers ensure learning is planned to meet all learners' needs and activities are appropriate, engaging and accessible
- Teachers use a variety of accessibility strategies to ensure learners progress

Digital Technology

- Digital technologies are successfully used in lessons to enhance learning and teaching
- All teachers actively engage with Showbie to allow parents/carers to view learners' work.
- All teachers support learning through the use of widget visuals and symbols.

All staff have collaboratively worked to further detail and exemplify these 7 Pillars



The Learning Environment

The learning environment and classroom climate have a direct influence on the ability of young people to successfully learn, achieve and fulfil their potential. Staff make a conscious effort to provide a physically appropriate, emotionally encouraging and inspirational learning environment.

Physical Environment

Teaching spaces should be safe and comfortable and reflect an ordered and purposeful approach to the work of the lesson. Seating and tables are set out in such a way as to allow individual, pair and group work as appropriate. Resources are clearly labelled with appropriate visuals to promote independence and predictability. Thought has been given to the layout of the room to support emotional regulation.

Displays of pupil work and wall displays are highly visible to aid the learning process and demonstrate the value placed on pupil work. Displays promote the use of visuals, in line with our Language and Communication Friendly Establishment Status (Appendix 1)

The environment should be supportive. Learning is strongly influenced by emotion and young people learn best in a context where they feel valued and respected. Staff are aware of the regard that young people have for them and act as role models. Teachers listen carefully to the views and ideas of the learner (the pupil voice), understanding that learning does not always immediately produce the 'right' answer. The teacher considers the needs of all learners, working collaboratively with support staff and liaising with Pastoral Care where appropriate. All staff are aware of communication strategies outlined in Pupil Profiles.

Planning

Planning is critical and underpins effective classroom delivery. Planning overviews are available in all departmental folders and these are further supported by termly planning. All planning is cognisant of Cardinal Winning's 7 Pillars of Learning.



Assessment

The purpose of assessment is to gather evidence on what learners know, understand and are able to do. It is important learners are assessed using a range of methods and all assessments should be planned alongside the planning of learning and teaching. This allows teachers to gain an accurate picture of learners' strengths, as well as areas for development. Assessment should consider the strategies outlined in Pupil Profiles.

A range of assessment data is used to identify learners' needs and inform a targeted approach. Data informs next steps in learning for individuals.

Tracking, Reporting and Recording

Tracking allows teachers and students to identify the progression between different levels and provide an early alert when a student requires enhanced support to progress.

All learners are set appropriate targets within all departments to support attainment. These targets are reviewed on a termly basis, with assessment information guiding the review of these targets.

Tracking reports are issued on a termly basis.

All learners, parents/carers and appropriate external agencies have regular review meetings with Principal Teacher of Pastoral Care to ensure planning is effective and strategies are continuously updated, thereby enriching classroom experiences.

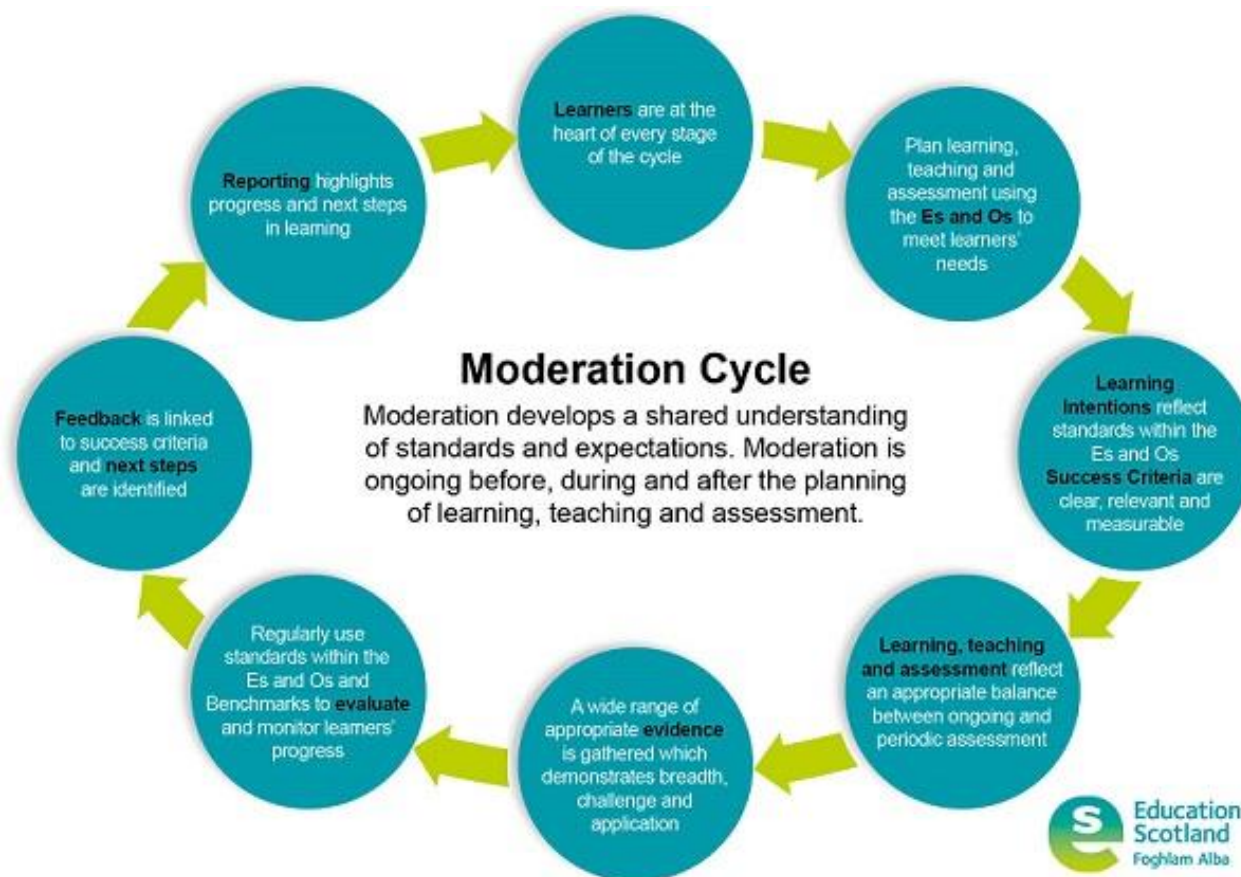


Moderation

All departments regularly undertake moderation activities at all levels to ensure judgements are appropriate, valid, reliable and allow for decisions on learners' progress towards, and achievement of, a level.

Departments retain moderation information in Departmental Folders using Practitioner Moderation Planning Template (ASN) (Appendix 2) or SQA Verification Policy.

In addition to internal moderation activities all departments routinely participate in external moderation both in the BGE and Senior Phase.





Home Learning

Cardinal Winning Secondary recognises the importance of parents as partners in education. Parents are provided with a window into learning through our use of Showbie. All teachers share learners' experiences through Showbie on a weekly basis. This enables parents to build on learning at home should they wish.

On occasion a teacher may require home learning to take place to support attainment and accreditation. This would be communicated and supported through Showbie.

Validated Self-Evaluation

Validated self-evaluation (VSE) is a collaborative, evaluative process in Cardinal Winning. It aims to improve the quality of provision and outcomes for learners through a calendar of classroom visits and review of planning. This process involves all teaching staff including peer observations. This process allows excellent practice to be shared and identified.

Cardinal Winning's CLPL calendar will continue to support the development and implementation of this policy.

Review Date: March 2025



Appendix 1

Language and Friendly Communication Establishment



As a LCFE we ALL do the following to support our pupils:

Use pupil names to cue them into lessons, instructions or conversations	Keep our language simple and concise, avoiding ambiguity; we give instructions one at a time.	Break down lessons into small, manageable tasks
Use visuals to share lesson structures and activities with our pupils	Praise good listening and attention skills	Support language development, inclusion and comprehension through use of Makaton in all communication
Remove distractions and have clutter free classrooms, organised and arranged to support independence	Comment on what is happening and include our pupils in conversations	Listen more than we talk and value our pupils' opinions.

Please support our young people by using these same strategies in your teaching and interactions.
Thank you.



Appendix 2

Regional Improvement Collaborative: West Partnership
Moderation Activity – Guidance for Practitioners

This guidance should be used in conjunction with the Practitioner/Facilitator Moderation Template and provides criteria to help inform discussion and support professional dialogue about learning, teaching and assessment.

Planning	<p>Experiences and Outcomes/Areas of focus from Foundation Milestones:</p> <p>Is there coherence amongst the Es and Os/Foundation Milestones selected? Do the Es and Os/Foundation Milestones that have been selected link together well and in a meaningful way?</p>
	<p>Learning Intentions:</p> <p>Learning intentions clearly state what the learner should know, understand and be able to do by the end of the learning experience. LI should be created from the chosen bundle of Es and Os or Foundation Milestones.</p> <p>Does the language of the LI link closely with the standards and expectations set out in the chosen Es and Os or Foundation Milestones? (The match between the Es and Os/Foundation Milestones and the LI is important in order to make the assessment valid).</p>
Assessment	<p>Benchmarks / Milestones / Foundation Milestones:</p> <p>Have the Benchmarks or Milestones been used to support the creation of the SC? Have the standards within the Benchmarks or Pre-Early Milestones been used to evaluate and monitor progress? Or where appropriate, have the Foundation Milestones been used to evaluate and monitor progress?</p>
	<p>Success Criteria:</p> <p>Success criteria are clear, relevant and measurable. Are the SC based on the LI and clearly outline what the learner needs to do to achieve the learning? Are they written in pupil-friendly language? Is there any evidence to suggest the learner was involved in developing the SC (where appropriate)? Does the SC focus on the learning; refer to specific features of the work that will be assessed and use words that emphasise the learning, skills etc.? Does the evidence build upon previous knowledge, understanding, skills and attributes and problem solving (in its widest sense)?</p>



Barriers to Learning/ Support(s)	Barrier(s) to Learning: (When supporting learners with complex additional support needs to access the curriculum, please outline any physical, communicative, sensory, or cognitive barriers to learning which the child or young person may experience.)	
	This information provides a greater insight into the needs of the young person whose learning is being moderated. This will allow for understanding of the approach to assessment and any strategies used to capture learning, progress and pupil voice.	
	Support: When progress is being recorded or shared with others, document the type of support provided. Please highlight as appropriate.	
	Physical support	Guided support in use of equipment
	Gestural support	Simple signs or gesture, pointing, demonstrating
	Visual support	Using objects, photos, pictures, symbols
	Verbal support	Prompting and cues, expectant pause
	Support via technology	Use of switches, apps, communication aids
	No support	No support required. Can work independently
	Type of Differentiation: Document the type of differentiation provided.	
	By instruction	(Verbal, visual, language)
	By verbal Questioning	(Blooms, Making Thinking Visible)
	By Product	(Expectations, results)
By Environment	(Classroom, outside)	
By Activity		



Learning Experiences

Briefly outline the context and range of quality **learning experiences** that have been planned referring to the chosen **design principles**. Make specific reference to **breadth, challenge & application**.

This section should include an overview of the planned learning experiences and demonstrate the **principles of curriculum design**: challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance.

Planning should be done in a way that meets the needs of children and young people; it needs to have suitable breadth and challenge and be capable of wide application. **In all cases from 3-18 the focus should be on high quality learning and teaching.**



Record the planned assessment	<p>Record the planned assessment (say, write, make or do) that will be gathered to meet the success criteria considering breadth, challenge and application.</p> <p>For Pre-Early or Foundation Level the Continuum of Engagement can be used to support planned assessment.</p> <p>Assessment should be an integral part of learning and teaching, helping to provide an emerging picture of a child's learning and achievement. Assessment should be planned and used in ways which reflect the principles for curriculum design?</p> <p>When considering the planned assessment and learner evidence:</p> <ul style="list-style-type: none"> • Have a range of assessment approaches been used? • Does this include peer and/ or self-assessment? • Does the evidence provide detail of the targeted learning (not the activity)? • Is the assessment based on the success criteria? • Have any high-quality assessment questions been planned and do they allow the learner to demonstrate breadth, challenge and application? • Does the evidence reflect one of the four contexts of learning? <p>Breadth</p> <p>This refers to the number and range of Es and Os/Foundation Milestones encountered by learners. A learner who has achieved a standard will be able to make connections in learning within a curricular area and where relevant across areas of learning.</p> <p>Examples of where an increase in breadth can show that a learner is progressing include</p> <ul style="list-style-type: none"> • growing confidence and competence in the skills for learning, life and work in familiar routine contexts • broadening range of texts (in its widest sense), performances and / or presentations • improving range of competence in skills and concept development • broadening use of more advanced language, formulae and equations • broadening amount of detail in the descriptions and explanations they provide. <p>Challenge and Enjoyment</p> <p>Challenge refers to the attributes, capabilities and skills, <i>including higher-order thinking skills</i>, which are embedded in learning (many Es & Os include analysing, evaluating and creating). Learners must have experienced challenge in learning before an effective assessment judgement can be made.</p> <p>Examples of where an increase in challenge can show that a learner is progressing include</p> <ul style="list-style-type: none"> • learning in a more complex context(s) • using and/or presenting increasingly complex texts in terms of length, structure, vocabulary, ideas and/or concepts
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- responding to and producing increasingly complex pieces of work, information and concepts
- responding accurately and confidently to more complex and unfamiliar contexts
- individuals become more adept at evaluating their own and others' learning
- demonstrating increasing responsibility and independence in learning.

Application

Application refers to how knowledge and understanding, attributes, capabilities and skills including higher-order thinking skills, are used in new and unfamiliar contexts so that they become transferable and secure.

Examples of progress in application of learning include:

- using skills and knowledge in different and sometimes unfamiliar situations
- finding, selecting, sorting, classifying and linking information from a variety of sources
- using information for a variety of different purposes
- creating texts to persuade, argue and explore ideas
- recording and presenting thinking in different ways
- presenting, analysing and interpreting evidence to draw conclusions
- evaluating learning and identifying possible next steps.

Continuum of Engagement	Experiences	Encounters	Learner is present during an activity or experience
		Notices	Learner appears to be aware of what is happening around him, her, them.
		Shows interest	Learner demonstrates some interest in people, events or objects
	Actively Engages	Responds	Learner attends and begins to give reactions to show that he/she can tell the difference between people, events or objects
		Focuses attention	Learner demonstrates more consistent attention and shows a clear distinction between specific people, events or objects
		Participates actively	Learner begins to be proactive in his/ her/ them interactions with people, events and objects. He/she anticipates familiar sequence of events
		Initiates	Learner initiates activities and interactions more regularly and respond to options and choices



	Applies and extends	Demonstrates understanding	Learner demonstrates his/her/them understanding and skills in a specific learning setting
		Consolidates	Learner recalls previous learning and can use it in familiar situations.
		Extends	Learner becomes more confident in his/ her/ them learning and can apply skills in a range of unfamiliar settings.

Feedback and Next Steps	Briefly outline the oral/written feedback given to the pupil on progress and next steps , referring to the learning intention and success criteria. (If using the Foundation Milestones please briefly outline celebration of success.)
	Effective feedback is based on clear, relevant and measurable success criteria. Feedback helps learners to identify strengths and next steps in their learning.
	Is the feedback focused on the agreed set of success criteria?
	Is the feedback age and stage appropriate?
	Does it clearly state areas of strength and/or success?
	Are the learner's next steps clear?
	Does the feedback include a mix of self, peer and practitioner assessment? Is this linked to the LI and/or SC?



Pupil Voice	<p>Is there evidence to suggest that the learners are involved in the assessment process? Are learners involved at the planning stage developing the SC?</p> <p>Is the learner involved in the process through ongoing reflection and dialogue about their learning? What supports have been used to gather pupil voice and opinion. How are learners being enabled to share their thoughts and views on their learning?</p> <p>Is the SC being used by both the teacher and learners to judge 'how much' and 'how well' they have learned?</p> <p>Did the SC give learners the opportunity to develop higher order thinking and learning skills? Are learners aware of what they need to do to improve?</p>
Attainment	<p>Did the learner successfully attain the outcomes? YES/NO</p> <p>The moderation process is about arriving at a shared understanding of the quality of learners' work by discussing specific evidence.</p> <p>Using the reflective questions contained within each section of this guidance should support you and your colleagues to reach consensus as to whether or not it meets the standard.</p> <p>When moderating we need to consider two things;</p> <ul style="list-style-type: none"> ✓ Is the assessment valid? ✓ Has the learner achieved the success criteria? <p>An exemplar cannot simply be judged to have met the standard based on the learner evidence alone:</p> <ul style="list-style-type: none"> • If there is a mismatch between the Es and Os/Foundation Milestones, Learning Intention and/or Success Criteria, then the exemplar cannot be said to have met the standard (i.e. the assessment tool is not valid.) • If there is no evidence of opportunities to provide breadth, challenge and application, (refer to the Continuum of Engagement) then the exemplar cannot be said to have met the standard. • If there is not enough learner evidence of all the success criteria being met, then the exemplar cannot be said to have met the standard.