
APPROVAL OF FINAL DRAFT OF LEARNING, TEACHING AND ASSESSMENT FRAMEWORK

Report by Service Director, Young People Engagement & Inclusion

EXECUTIVE COMMITTEE

19 January 2021

1 PURPOSE AND SUMMARY

- 1.1 This report proposes that the attached Learning, Teaching and Assessment Framework (Appendix 1) reflects and aligns with National guidance and legislation to provide strategic direction for Learning, Teaching and Assessment in all schools and Early Years settings within Scottish Borders Council.**
- 1.2 The development of this Learning, Teaching and Assessment Framework was a key priority for this year's Education Service Plan. Analysis of data and self-evaluation highlighted a need to provide consistent guidance for all schools and settings.
- 1.3 Adherence to this guidance and focused attention on key areas will ensure the highest possible standards of learning and teaching for all children and young people across Scottish Borders Schools and Settings.
- 1.4 The consistency provided by this Framework will support quality assurance activity and the identification of any improvement needs for schools and professional learning needs for our staff.

2 RECOMMENDATIONS

- 2.1 I recommend that the Committee agrees to approve this Draft of the Learning, Teaching and Assessment Framework (Appendix 1) and confirm it can be circulated to all learning establishments in the Scottish Borders.**

3 BACKGROUND

3.1 The Learning, Teaching and Assessment Framework sits within a suite of frameworks:

- a) Quality Improvement
- b) Learning Teaching & Assessment
- c) Inclusion
- d) Partnerships with Parents

Each of these frameworks are informed by research and strategies known to be successful in pursuit of the overarching aim of raising attainment. They form part of the Council's strategy to raise attainment for all – "Achieving Excellence in Learning play #yourpart". The Learning, Teaching and Assessment Framework outlines key principles recognised to be essential for excellent learning. It aims to support schools and settings across the Scottish Borders to develop learning teaching and assessment guidance aligned to these principles whilst retaining local flexibility, reflecting the unique contexts of each of our schools and their communities.

3.2 Literacy and Numeracy Strategies are included as essential parts of the Learning, Teaching and Assessment Framework. These strategies provide consistent guidance for all schools and settings in the Scottish Borders for Literacy and English and Numeracy and Mathematics.

3.3 Integral to this Learning Teaching and Assessment Framework is the Inspire Learning Programme which aims to deliver the very best technology to enhance the learning and teaching experience in the classroom. Clear links exist between both Strategic Groups to ensure consistent messages for schools in improving the quality of Learning and Teaching.

4 CONSULTATION PROCESS

4.1 The Learning, Teaching and Assessment Framework has gone through extensive consultation, namely:

- a) Learning Teaching and assessment Steering Group (representatives from Educational Psychology Service, Support for Learning Teachers, Early Years Teaching Team, Specialist Outreach teacher.)
- b) Quality Improvement Team
- c) Head Teachers
- d) Depute Head Teachers
- e) Strategic Cluster Head teacher Chairs –(who shared with other colleagues in the cluster and provided feedback)
- f) Senior Education Officer and Education Officer from Regional Education Scotland Team via e-mail and online meetings.

Views have been incorporated within the framework as appropriate.

4.2 The Council consulted a range of stakeholders in the development of this Framework. Matters for consultations included:

- a) The overarching principles within the Learning, Teaching and Assessment Framework;

- b) Roles and Responsibilities for Senior Officers, School Leaders and All School and establishment staff;
- c) The Key messages within the Literacy and Numeracy Strategies

4.3 The methods of consultation included:

- a) Online surveys for staff in schools
- c) Engagement with head teachers, teachers and wider staff
- d) Learning Teaching and Assessment Steering Group

4.4 Since bringing the draft Literacy and Numeracy strategies to the Executive Committee in 2019, the documents have also been out for consultation with a number of stakeholders, namely:

- a) Head teachers
- b) Cluster groups of school staff (Literacy and Numeracy Champions)
- c) Focus groups of parents – (Parent council Chairs and School Parent Group- Jan- Feb 2020)

4.5 The Literacy and Numeracy Strategies are now in use in schools and supporting Schools with identifying Improvement Priorities.

5 CONCLUSION

5.1 This final draft of the Learning Teaching and Assessment Framework has been amended and developed based on the information gathered during consultation and national guidance.

5.2 This Framework will support schools and settings with developing their own local level frameworks and areas of strength or for improvement.

5.3 The Council's approach will ensure that all young people living in Scottish Borders experience their entitlement to high quality Learning Teaching an assessment supporting the highest possible standards of attainment an achievement for individuals.

6 IMPLICATIONS

6.1 Financial

There are no costs attached to any of the recommendations contained in this report.

6.2 Risk and Mitigations

The Council has considered national documentation and ensures that Council policy and guidance takes account of all national advice, guidance and statute. Officers have fully consulted with a range of partners before finalising documents, therefore mitigating any potential risks to practice.

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