



Improving Lives Together
Ambition | Compassion | Integrity



Learning, Teaching, Assessment and Moderation Framework 2-18

2023- 2026

August 2023

Education & Children's Services

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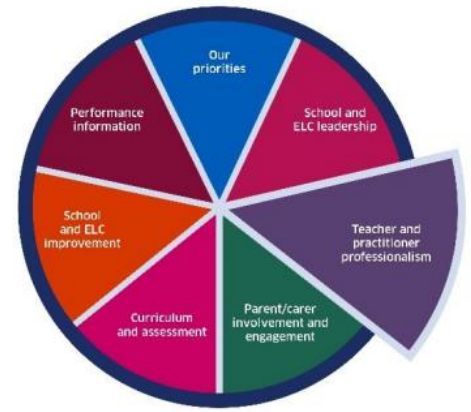


1. Introduction

National Context

There is a strong link between teachers' professional skills and competences and the quality of children's learning experiences.

Ensuring the highest professional standards for all teachers in Scotland will help to ensure the highest standards and expectations for all children.



National Improvement Framework: Drivers of Improvement.

The Learning, Teaching, Assessment and Moderation Framework supports the vision and key priorities for education in Scotland as outlined in the [Achieving Excellence and Equity, 2023 National Improvement Framework and Improvement Plan](#). (NIF 2023)

The NIF 2023 outlines that HM Inspectors have found that the development of consistent, high-quality learning and teaching remains an area of priority in most schools and Early Learning and Childcare (ELC) settings across Scotland. In schools and ELC settings where the quality of learning and teaching is improving, recent inspections found strong evidence of effective professional learning and enquiry, focused on learning and teaching. Schools who develop a shared understanding of effective learning and teaching demonstrated improved outcomes for learners.

Local Context

The Learning, Teaching, Assessment and Moderation Framework 2023 – 2026 builds on and supersedes the Learning: Realising Potential Policy, 2011. It links directly to the Raising Attainment Strategy and supports the achievement of its identified outcomes. The Framework places relationships, inclusive approaches and children's rights as essential and integral parts of improving outcomes for all children and young people.

1.1 Rationale

Evidence from recent HMIE inspections and self-evaluations received from schools and ELC settings, highlights the significant need to prioritise the development of consistent, high-quality learning and teaching. The Framework sets out Perth and Kinross' collective vision and aspiration for highly effective learning, teaching, assessment and moderation.



The Framework is planned for use by all schools and ELC settings in PKC and will support the development of highly effective learning and teaching and promote consistency in practice. It is also a self-evaluation and professional learning tool.

The Framework has multiple purposes:

- to create a shared language for highly effective learning and teaching;
- as a benchmark for expectations of practice in learning and teaching;
- to support self-evaluation and reflection;
- to support career-long professional learning; and
- to outline clear expectations and responsibilities for school and ELC leaders and practitioners.

At the Framework's centre, is a shared aspiration for all children to make progress and excel across the four fundamental capacities, helping children and young people to become:



- successful learners
- confident individuals
- responsible citizens, and
- effective contributors

1.2 Framework Principles

This Framework is based on the principle that there are key features of highly effective practice in learning and teaching. As an authority, through collaboration and consultation, we have created a **model of an effective learning and teaching experience** and a set of **identified features of highly effective learning and teaching**.

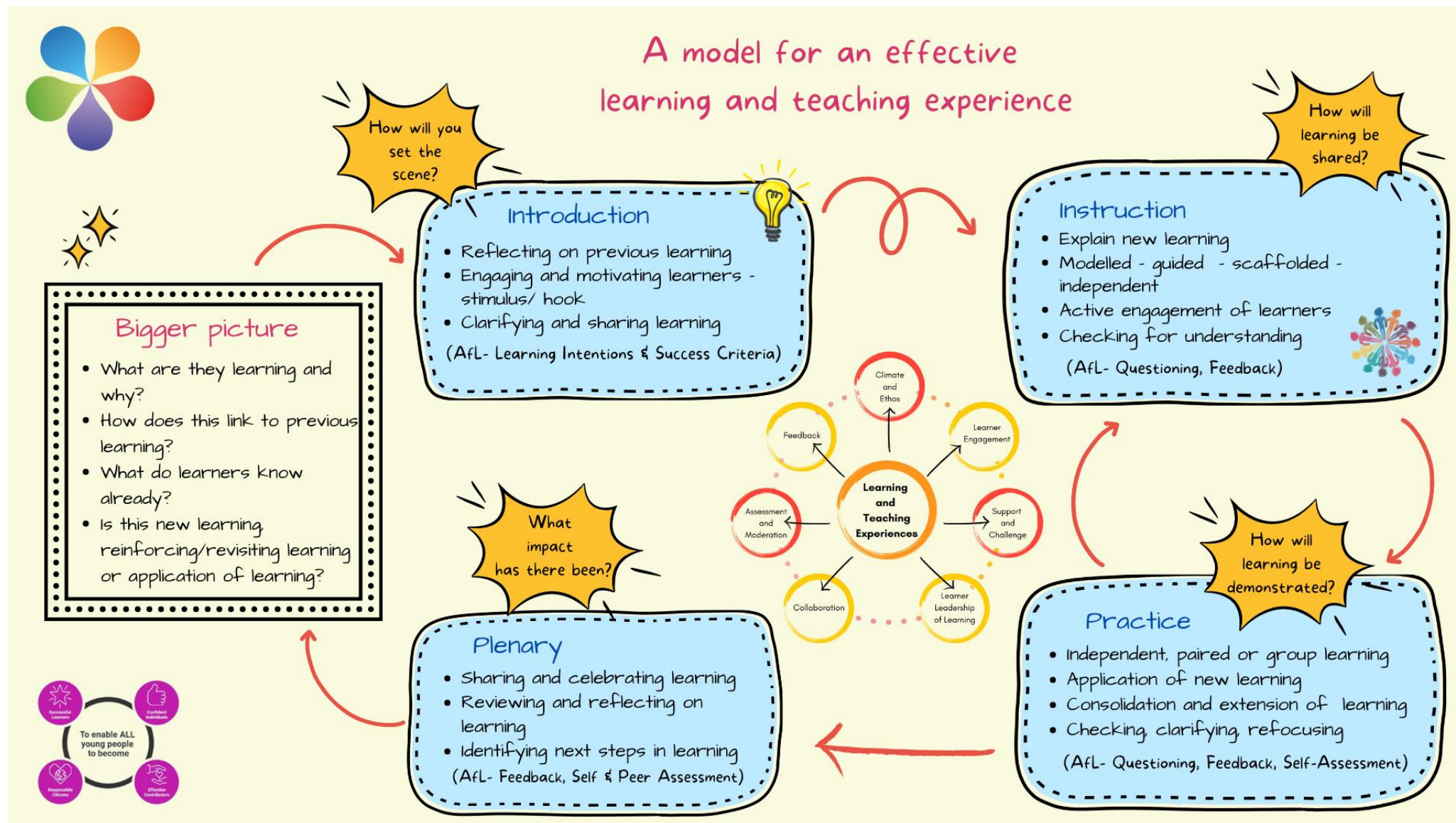
There is an expectation that schools will use the features in professional discussions about learning and teaching, to support moderation and development of practice, and for self-evaluation.

Assessment and Moderation is one of the identified features. There will be an increased focus on improving practice in this specific area from 2023-2026. The [Assessment and Moderation Guidance](#) set out clear expectations for settings and schools to support the development and improvement of practice.



An Introduction to the Principles of Highly Effective Learning and Teaching in Perth and Kinross

The Model of an Effective Learning and Teaching Experience – the highly effective learning experience requires planning to ensure there is a structure which maximises learning opportunities. The PKC Model for an Effective Learning and Teaching Experience includes an introduction, instruction, practice and a plenary.



Seven Key Features of Highly Effective Learning and Teaching:

- Climate and Ethos – creating a nurturing, supportive and inclusive ethos where diversity is celebrated and aspiration for all learners is high.
- Learner Engagement – providing learning experiences which are creative, highly relevant, purposeful and engaging. Learning environments, resources and teaching approaches support learning and skills development and enhance motivation for learning.
- Support and Challenge – ensuring planning, **differentiation** and pace of learning reflects high aspirations for all learners, detailed understanding of learners' progress and a strong ethos to minimise potential barriers to learning. Universal and targeted approaches, partnership working and interventions, are regularly monitored and evaluated to maximise outcomes for all learners.
- Learner Leadership of Learning – promoting a shared language of learning and skills development, and learners who are confident planning, monitoring and evaluating their own progress and that of their peers.
- Collaboration – developing a culture of partnership and collaboration between staff, learners, parents and all stakeholders to enhance learning and teaching.
- Assessment and Moderation – promoting a wide range of assessment approaches as integral to planning, learning and teaching. Ensuring assessments allow learners to demonstrate their knowledge and understanding, skills, attributes and capabilities in different contexts across the curriculum. Assessment data is used to monitor and track learners progress and to plan next steps. Regular planned opportunities for moderation within and outwith schools and ELC settings, supports teacher judgement of progress within levels and achievement of a level.
- Feedback – ensuring that all learners have high quality, purposeful feedback about their learning, which supports them to have a clear understanding of their progress in learning and their next steps. Regular opportunities are planned for learners to assess their own progress and to give feedback to peers.



1.3 Framework Outcomes

In implementing the Learning, Teaching, Assessment and Moderation Framework, we expect the following outcomes to be achieved:

- *Learners in Perth and Kinross will have learning experiences which foster positive attitudes to lifelong learning, secure improved attainment and achievement which contribute to personal wellbeing.*
- *Learners will make very good progress from prior levels of attainment, particularly in literacy and numeracy.*
- *Learners will have improved employability skills and sustained, positive school-leaver destinations.*

2. Expectations

In order to achieve these outcomes there are clear actions and expectations for practitioners, Headteachers and ELC Leaders. All schools and ELC settings in Perth and Kinross are expected to implement this Framework over the 2023 – 2026 period, beginning implementation in Term 2 2023. The key expectation will be to introduce the key features of highly effective learning and teaching.

Recommendations for use of the features:

- in professional discussions about learning and teaching to moderate expectations and develop consistency
- to create context specific illustrations for effective practice in their school/ELC setting
- for self-evaluation to identify areas of strength and improvement focus
- for professional learning and development

The Learning and Teaching Toolkit (see below) is a recommended resource, supporting the implementation of this Framework. It can be used alongside other self-evaluation and improvement resources.



Within the context of Learning, Teaching, Assessment and Moderation, key expectations over the 2023-2026 period are:

2.1 All Practitioners are expected to:

- aspire to the shared vision for highly effective Learning, Teaching, Assessment and Moderation as illustrated in this Framework and Toolkit.
- evaluate, and adapt practice rigorously and systematically, taking account of the identified features of highly effective Learning, Teaching, Assessment and Moderation and feedback from monitoring and other forms of self-evaluation.
- engage in professional learning to develop practice in Learning, Teaching, Assessment and Moderation.

2.2. All Senior Leaders are expected to:

- aspire to and promote with all staff, the shared vision for highly effective Learning, Teaching, Assessment and Moderation, as illustrated in this Framework and Toolkit.
- engage all stakeholders in rigorous and systematic self-evaluation of whole school practice, taking account of the identified features of highly effective practice.
- use a variety of self-evaluation tools including HGIOS4, HGIOELC. The Self-evaluation Toolkit, within the Learning and Teaching Toolkit, is recommended for use to complement these.
- plan and undertake regular monitoring of learning, teaching, assessment and moderation.
- ensure there is a shared consistent approach to and high aspirations for Learning, Teaching, Assessment and Moderation outlined in a school/setting Framework, Policy or Statement, reflecting the Learning, Teaching, Assessment and Moderation Framework.
- engage with the expectations outlined in the Assessment and Moderation Guidance.
- facilitate annual opportunities for practitioners to engage in moderation across the school and ELC setting and with staff in at least one other school or ELC setting.
- ensure Learning, Teaching, Assessment and Moderation is an identified area of improvement on the three-year plan within the Quality Improvement Plan for the school/ELC setting.
- facilitate professional learning and development for Learning, Teaching, Assessment and Moderation for all staff.

The [GTCS Professional Standards](#) describe the competencies required of a teacher in Scotland. All teachers should reflect on and evaluate their professional knowledge and competency against the relevant Standards to determine their next steps and professional learning priorities. Expectations outlined above are specific to the implementation of this Framework and do not describe all expectations of teachers in relation to Learning, Teaching, Assessment and Moderation.

The Scottish Social Services Council (SSSC) [Codes of Practice \(2016\)](#) describe the standards of practice and behaviour expected of everyone who works in social services in Scotland. The Codes outline the requirements of SSSC registered workers to undertake relevant learning to maintain and improve their knowledge and skills and contribute to the learning and development of others. Expectations outlined above are specific to the implementation of this Framework and do not describe all expectations of SSSC registered practitioners in relation to Learning, Teaching, Assessment and Moderation.

2.3 The Local Authority will:

- aspire to and promote the shared vision for highly effective Learning, Teaching, Assessment and Moderation, as illustrated in this Framework and Toolkit.
- provide guidance for school and ELC policy/framework development.
- provide a toolkit for self-evaluation.
- provide a professional learning offer for Learning, Teaching, Assessment and Moderation at all levels.
- quality assure the implementation of the Framework



3. How to use this Framework

This Framework and the Learning and Teaching Toolkit have been designed to support individual and whole school self-evaluation and professional learning and development.

Use this Framework to ensure expectations and recommendations for practitioners and Headteachers/ ELC Leaders are met within the implementation period of 2023 – 2026.

Within the Learning and Teaching Toolkit in Appendix A, there are some key resources.

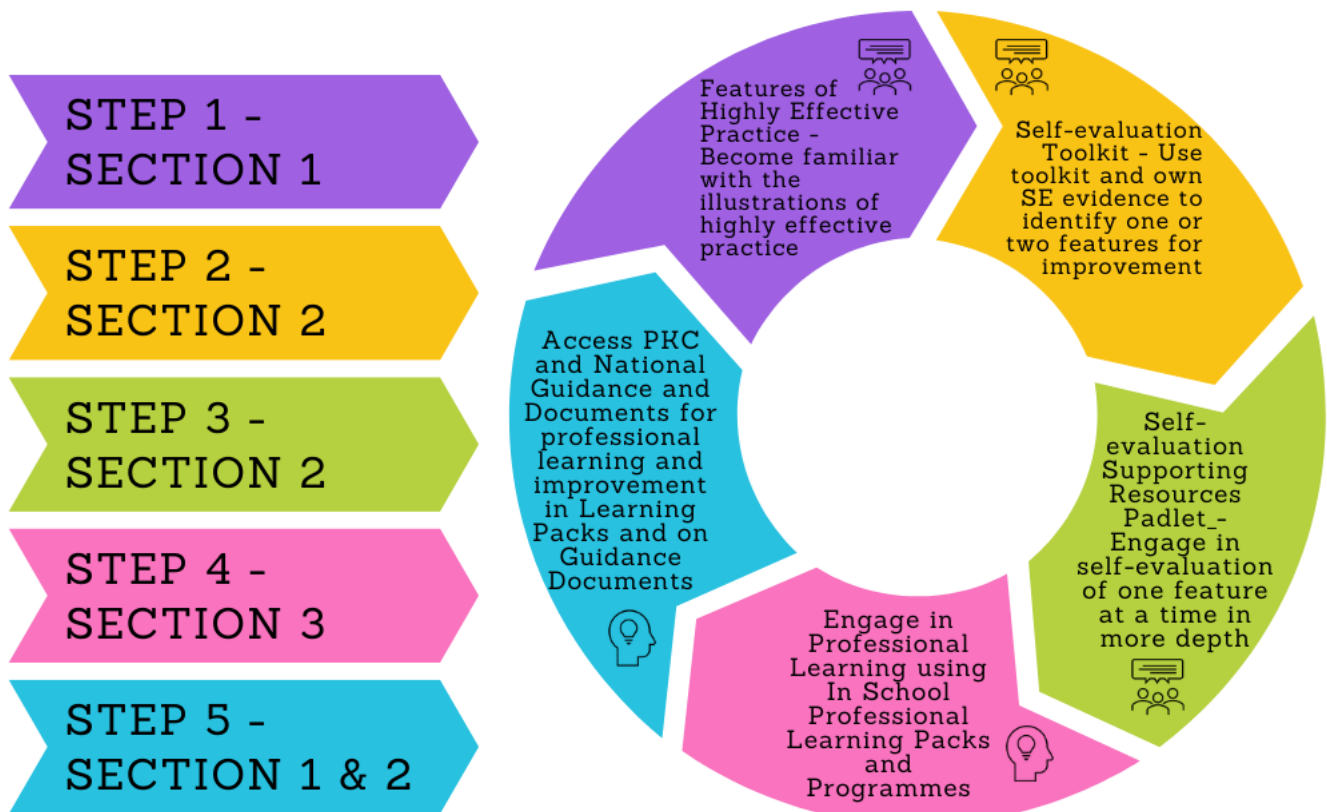
Section 1:

1. Self-evaluation Toolkit
2. Self-evaluation Supporting Resources Padlet

Section 2:

3. Professional Learning Padlet
4. In School Professional Learning Packs

Suggested way to use the Toolkit:



Appendix A

The Learning and Teaching Toolkit

This [Learning and Teaching Toolkit](#) is a resource to support the implementation of the Framework and has two sections. All links in this Appendix are embedded within the Toolkit.

