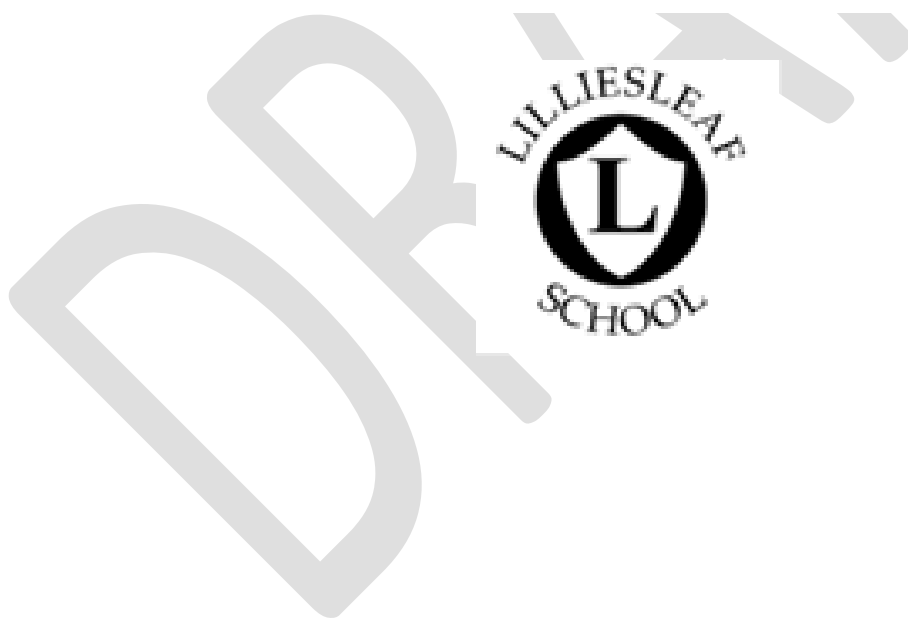


**We Play, We Learn, We Achieve**

# **Lilliesleaf Learning Teaching & Assessment**



**Last updated: October  
2023**

**Respect**

**Challenge**

**Creativity**

**Community**

## Introduction

At Lilliesleaf Primary School we believe that excellent teaching leads to effective learning and that is what we strive for in every lesson.

The purpose of our Learning, Teaching & Assessment Framework is to promote a consistent understanding of standards and expectations at Lilliesleaf, with the aim of ensuring that the children within our school are provided with high quality learning experiences, leading to a consistently high level of pupil achievement.

## Who is this Framework For?

The primary intention of this framework is to support our teachers in their understanding of expectations and standards. We trust that this will be a useful document for any new teachers joining our team, providing a detailed guide during their transition to Lilliesleaf Primary.

This framework should be referred to regularly, on an individual level and as a school, to support self-evaluation and professional development planning in the strive to ensure consistent, high quality teaching and learning.

Although written with teachers in mind, parents and partners of the school may also find this framework valuable in better understanding the approaches we take within Lilliesleaf Primary.

## Further Guidance

The Lilliesleaf Staff MS Team page will provide you with a platform that contains many resources which will support you with all aspects of practice.

## Contents

<b>Our School in a Nutshell</b>	<b>Page 5</b>
Principles, Purpose, Vision, Values & Aims	
<b>Curriculum Design</b>	<b>Page 6</b>
Four contexts for Learning	
7 Design Principals	
Curriculum Rationale	
<b>Rationale for Learning, Teaching &amp; Assessment</b>	<b>Page 9</b>
What do we mean by 'Teaching and Learning'	
Growth Mind-set	
<b>Excellent Teaching for Excellent Learning</b>	<b>Page 11</b>
Understanding Strengths and Development Needs	
Professional Development Opportunities	
<b>Our Empowerment Agenda</b>	<b>Page 12</b>
For staff, children, parents and partners#	
<b>Planning</b>	<b>Page 13</b>
Collegiate Planning	
Expectations	
Daily/Weekly Planning	
Medium and Long-Term Planning	
<b>Assessment &amp; Tracking</b>	<b>Page 15</b>
Types of Assessment	
Attainment Tracker	
Attainment Consultations	
<b>Moderation</b>	<b>Page 18</b>
Moderation Cycle	
Opportunities for Moderating	
<b>Home Learning Opportunities</b>	<b>Page 19</b>
<b>INSPIRE Learning- Digital Strategy</b>	<b>Page 20</b>
<b>Parents as Partners of Learning</b>	<b>Page 21</b>

**Appendix 1:**

A summary of children and staff ideas of our values in action

**Appendix 2:**

Quality Assurance Calendar

**Appendix 3:**

Education Scotland Moderation Cycle

**Appendix 4:**

Planning Folder Expectations

**Appendix 5:**

Class Newsletter - Example

**Appendix 6:**

Report Format

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## [Our School in a Nutshell](#)

### [Our Guiding Principles](#)

We all have our own thoughts, values and beliefs about what school is all about and it is important in a community to have different opinions and voices. Whether we are aware of it or not, the purpose of schooling, of education has been set out very clearly in the [United Nations Convention on the Rights of the Child](#) (UNCRC).

Article 29 states: “Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.”

### [Our Imperative](#)

In everything we do, we strive to support children to grow up feeling loved, safe and respected in order to fulfil their full potential. At home, in school or the wider community, every child and young person should be: safe, healthy, achieve, nurtured, active, respected, responsible, included.

### [Our Purpose](#)

Linking directly in with our overarching principles and imperative to ensure the wellbeing indicators are fulfilled, are the ‘4 Capacities’ within Curriculum for Excellence:

- **Successful Learners** – equipped with the knowledge, understanding and skills to enable them to thrive with us and then at High School
- **Confident Individuals** – with high levels of self-esteem and self-worth, motivated to learn and assured to enough to question ‘why’
- **Effective Contributors** – with the skills to work collegiately and collectively with others and to recognise the power of their ‘voice’
- **Responsible Citizens** – with an understanding of their responsibility to care for and improve the space that they live in.

## [What does this look like at Lilliesleaf Primary School?](#)

### [Our School Vision: ‘We Play, We Learn, We Achieve’](#)

Children and adults in Gordon Primary aspire for excellence in their actions and attitudes. We aim to produce high standards in our work and to treat others in a manner that we would like to be treated ourselves.

Our vision statement is displayed throughout the school and is used regularly in conversations between adults and children.

### [Our School Values: \*Respect, Challenge, Creativity and Community\*](#)

We all have our own thoughts, values, beliefs regarding what school is all about, and what aspects of schooling we should give more president to. At Lilliesleaf Primary, school staff, children and parents have agreed on four core values that guide us in achieving our school vision.

Assemblies are dedicated for children to reflect on our values- exploring what this would look like during specific situations within school, home and community.

**A summary of children and staff’s ideas of our values in action can be found in [Appendix 1](#)**

### [Our School Aims: \*Ready, Responsible and Respectful\*](#)

In school we don’t have ‘rules’ as such. Instead, children and adults have regular discussions regarding our rights and how we can work collectively to ensure these are met by everyone. In our strive to promote a positive culture

which supports us in achieving our vision of **'We Play, We Learn, We Achieve'**, we work together to meet three agreed aims: **Ready, Responsible and Respectful**.

Within classrooms, class charters are agreed for clarity in what these three aims would look like for each class.

### Curricular Design

At the heart of everything we do at Lilliesleaf Primary School is the **Curriculum**. Before we can think about high quality learning, teaching and assessment, we ensure that all staff have a solid understanding of the curriculum within our schools.

A curriculum specific for Lilliesleaf Primary School has been created using Building the Curriculum 1-4, providing a balance of learning across the four contexts:

- **Discrete learning in the eight curricular areas**
- **Interdisciplinary learning**
- **Learning experiences within the life and work of the school**
- **Opportunities for personal achievement**

A three year cycle of learning experiences (bundled E&Os) allows our learners to embrace a broad and progressive curriculum. By planning for flexibility within our curriculum we can incorporate emerging topical contexts as well as local and national events.

With our school being within a rural setting, we recognise the role the school plays in the local community: embracing our rural location, local heritage, local businesses and wider partnerships with clubs and organisations within the village.

We involve the community in our learning contexts, class and school performances, church services and engagement activities which provide relevance to the learning within the curriculum.

We take an active role in promoting and celebrating a range of opportunities for achievement within school, while also working in collaboration with parents and carers to recognise, promote and celebrate wider pupil achievements from home, clubs and new experiences.

### 7 Design Principles

At Lilliesleaf Primary School, practitioners work in partnership to ensure that the curriculum reflects the **7 Design Principles** by:

- taking account of cross cutting themes and interdisciplinary learning to ensure **challenge and enjoyment**.
- providing all learners with **breadth, depth** and **progression** at all stages.
- ensuring **relevance** and **coherence** to wider life.
- providing opportunities for pupils to exercise **personalisation and choice**.
- ensuring there is continuity and progression between stages and at key transitions.

#### **What do the principles mean for our children?**

##### **Challenge and Enjoyment**

Children should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At every stage, children should experience an appropriate level of challenge, to enable each individual to achieve his or her potential. They should be active in their learning and have opportunities to develop and demonstrate their creativity. There should be support to enable children to sustain their efforts.

##### **Breadth**

All children should have the opportunities for a broad range of experiences. Their learning should be planned and organised so that children will learn and develop through a variety of contexts within the classroom and other aspects of school life.

### **Progression**

Children should experience continuous progression in their learning throughout the school session, as well as from one year to the next. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their individual needs and aptitudes.

### **Depth**

There should be opportunities for children to develop their full capacity for different types of thinking and learning, exploring and achieving more advanced levels of understanding.

### **Coherence**

Children's learning activities should combine to form a coherent experience. There should be clear links between different aspects of learning. Such links should be discussed with children in order to bring different strands of learning together.

### **Relevance**

Children should understand the purpose of their learning and related activities. They should see the value of what they are learning and its relevance to their lives, present and future.

### **Personalisation and choice**

The learning planned for children should respond to their individual needs and support particular aptitudes and talents. It should provide opportunities for exercising responsible personal choice. Once children have achieved suitable levels of attainment across a wide range of areas of learning, the choice should become as open as possible.

The impact of our curriculum can be seen in the confidence, capabilities and success of our pupils and exemplified in our values of: Inspiring, Creativity, Nurturing and Community. The pupils are proud of their school, their community and their progress and look forward to future learning opportunities.

A visual representation of our **Curriculum Rationale** is currently under construction.



# We are Lilliesleaf Primary School



## Our guiding principles

The United Nations Convention on the Rights on the Child (UNCRC)

## Our imperative

*'Get it right for every child'*

Safe

Healthy

Achieve

Nurtured

Active

Respected

Responsible

Included

## Our purpose

*To equip our children with the '4 capacities'*

Successful  
Learners

Confident  
Individuals

Effective  
Contributors

Responsible  
Citizens

## Our vision

*We Play, We Learn, We Achieve*

### Our values

Respect  
Challenge  
Creativity  
Community

### Our aims

To be READY  
To be RESPONSIBLE  
To be RESPECTFUL

## Our curriculum

We deliver a curriculum that takes into account...

Breadth of  
subjects

Wellbeing  
Indicators

Effective teaching  
approaches

Opportunities for  
Achievement

Community  
Partnerships



## Our Rationale for Learning, Teaching and Assessment

Our Learning, Teaching and Assessment Framework and takes account of national and local guidelines. It sits alongside and complements Scottish Borders Council Learning, Teaching and Assessment Framework and reflects school development plans and our digital strategy.

### What we mean by “teaching and learning”

By “teaching & learning”, we are referring to three interconnected components:

- **Curriculum:** *what* is taught
- **Pedagogy:** *how* it’s taught
- **Support:** both in lessons (differentiation) and out-with lessons

At Lilliesleaf Primary School we are committed to providing consistent, high quality teaching and learning across our whole school.

### Principles to support teachers to deliver high quality learning and teaching

At Lilliesleaf Primary School, we believe that learners learn best when:

- **Positive relationships** are encouraged within the class (between all children and adults)
- Teachers are **well planned and organised**: ensuring appropriate next steps in learning identified and resources organised.
- Learners increasingly demonstrate **responsibility** for their own learning and use strategies to develop their increasing **independence** and **confidence**.
- Learners use **digital technology** effectively and responsibly to enrich their learning.
- Learners have opportunity to **lead learning** in a variety of ways.
- Learners demonstrate **creativity** and have opportunities to verbalise their **thinking**
- Learners **reflect** on learning and feedback, identifying next steps through meaningful self, peer and adult evaluation.

### Growth Mind-set Culture – High expectations for all

We recognise that intelligence is malleable and enhanced by high quality teaching, care, guidance and support. Students are more likely to get better at something if they believe intelligence can be changed through hard work.

#### **What this looks like at Lilliesleaf Primary:**

We carefully select language such as **‘learning’ over ‘work’**, avoid language that suggests innate intelligence and praising processes rather than outcome. For example:

- “Every time you practise, you’re making connections in your brain stronger.”
- “You can use this mistake. Think about why it didn’t work and learn from it.”
- “If you could already do it, you wouldn’t be learning anything.”

We support our students in recognising that mistakes are part of the learning experience and that we should not be afraid to **FAIL (First Attempt In Learning)**. Redrafting, refining and making improvements are central to achieving success.

We **model the high standards** that are expected, developing a sense of unity and pride in classes, encouraging students to be critical, analysing exemplars and their own work and as a result suggest improvements in strive to create excellence.

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## Excellent Teaching for Excellent Learning

### Understanding Strengths and Areas for Development

Within Lilliesleaf, we aspire to deliver high quality learning opportunities to our pupils.

In our strive to support highest levels of teaching and learning throughout our schools, it is important for teachers to recognise their strengths in addition to aspects for further development.

To support the understanding of progress, strengths and aspects for development, several systems are in place:

- **Teacher Self-Evaluation**
- **Pupil feedback**
- **Management Walkthroughs**
- **Data Tracking**
- **Quality Assurance Calendar**

A copy of our **Quality Assurance Calendar** can be found in *Appendix 2*.

Two key outcomes come from the gathering and analysis of this data:

- Teachers are able to use this information in order to inform individual professional development opportunities for enhancing children's learning outcomes
- Senior leaders are able identify progress, strengths and areas for development with regards to our implementation of excellent teaching for excellent learning at, both, individual and whole school level.

### Professional Development Opportunities

Professional development is an ongoing process for all staff members. To support staff with their professional development a number of processes are in place:

- **Professional Review and Development:**
  - **PRDs** are carried out annually. This involves a professional discussion regarding your self-evaluation against professional standards, leading on to the creation of professional development plan.
- **Training:**
  - A **collegiate calendar** is created each year in school with details of weekly staff training sessions and plans for In-service days.
  - Within each school there is a **professional library**. This is updated regularly throughout the year to support our focus on research informed practice.
  - There are a number of **mandatory online learning courses** which must be completed by staff. These can be found on the **SBLearn** website.
  - Furthermore, there is also a suite of **training courses and online learning opportunities**. These can be booked through **Businessworld** and accessed through **SchoolHouse** within MSTeams.
- **Ongoing feedback:** Following our processes for quality assurance (walkthroughs, jotter monitoring, pupil consultation groups etc) we aim to provide **timely and supportive feedback** to our staff in order to highlight progress, strengths and areas for further development.
- **Peer Support:**
  - **Ongoing Moderation** approaches provide regular opportunities to develop teacher understanding of our expectations, standards and good practice.

## Our Empowerment Agenda

Within Lilliesleaf Primary School we recognise the value in ensuring pupils, parents and staff have opportunities to share their views and take on specific leadership responsibilities.

Empowerment leads to numerous benefits for the individuals involved as well as the school as a whole:

- Increased effectiveness
- Better innovation
- Improved learner opportunities
- Development of new skills
- Sustainability for improvement

*‘Empowerment enables leaders and team members to live to their fullest potential and to own their own work.’*

*BetterUp Guide to Empowerment*

### So what does empowerment look like within Lilliesleaf Primary?

#### **For Staff:**

- **Opinions are sought, valued and acted upon:** Staff questionnaires, discussions at collegiate agreement meetings & involvement in ‘big picture’ conversation involving whole school evaluation and target setting.
- **Leadership opportunities:** are available aligned to school improvement: Literacy, Outdoor Learning and HWB working parties.
- **Supporting ‘self-awareness’:** Staff having access to data in order to ensure they have sound understanding of their strengths, impact and development needs.
- **Leadership of Learning:** Although working within the aligned vision and systems within our school, staff are encouraged to be creative with their practice to best meet their needs and that of their learners, for example; how they set-up their classrooms; the contexts they choose for covering E&O bundles, how they use their RICCT time.

#### **For Learners:**

- **Opinions are sought, valued and acted upon:** Pupil discussion groups, questionnaires, Excellent Teaching for Excellent Learning Feedback
- **Personalisation & Choice:** Learners have opportunities in class to choose how to complete tasks and demonstrate learning. Children can also choose when and how they take part in home-learning tasks
- **Independent seeking of support:** Children do not need to ask teachers if they are requiring specific resources or aids to complete a task. Systems are in place within classes so they can seek these supports independently.
- **Leadership opportunities:** Class and school leadership roles are identified, providing children with responsibilities and opportunity to make decisions to inform new experiences and improvements.
- **Respecting Individual Wellbeing:** Equipping children with the skills, knowledge and control to make informed decisions for their own health and wellbeing.

#### **For Parents/Carers and partners:**

- **Opinions are sought, valued and acted upon:** Parent council, questionnaires and regular discussions regarding their child’s wellbeing and education.
- **Partnership working:** Providing opportunities for parents, partners and community to take part in various improvement groups.

*‘Empowerment is the capacity to trust ourselves to stretch into our full potential and the guidance to make it matter for the organisation. It enables us to focus on our talents and gifts, joining them with those of others for the betterment of the team.’*

*BetterUp Guide to Empowerment*

## Planning

Within our school, we understand our unique setting and use this to provide meaningful experience for our learners. Procedures and expectations for planning learning, teaching and assessment have been agreed by all staff. When planning takes place collegiately, moderation discussions become part of everyday practice.

### Collegiate Planning:

- Ensures practitioners are **discussing and agreeing the standards** from the outset
- Allows practitioners to discuss and **plan opportunities for learners** to demonstrate breadth, challenge and application in learning experiences and in planned assessments.
- Embeds **consistent practice** across our school.
- Identifying bundles of **Experiences and Outcomes**, creating **Learning Intentions** and **Success Criteria** based on the standards within the selected Experiences and Outcomes.

**Practitioners will use the school planning systems along with school and cluster tracking systems to monitor and evaluate learners' progress. The expectation for high quality planning, tracking and monitoring includes the following:**

- Teachers will engage in ongoing moderation in-line with Education Scotland **Moderation Cycle**. [See appendix 3.](#)
- Teachers will **plan appropriately** to meet the needs of all learners across all curricular areas.
- Teachers will **plan, assesses and monitor the impact of intervention strategies** used to support all learners.
- Practitioners will ensure that they build into their planning **opportunities for pupils to develop their knowledge of the world of work.**
- Teachers will **analyse and interrogate appropriate and reliable data** to identify and evaluate the effectiveness of their teaching and learning, learners' progress and to use the information to plan next steps.

### Daily/Weekly Planning

Daily and weekly plans ensure purposeful learning activities are planned for all children, in line with long-term planning. We do not have set formats for how these are presented however good practice is to at least include intended learning and key resources for each lesson.

Your forward plans and personal plans will be available in the room and supply teacher should be able to reflect on these to plan for their time in the class.

### Medium and Long Term Planning

*Keep medium-term planning short and focused on the main learning activities developed from the Experiences and Outcomes (Es and Os). Group Es and Os together in ways which best suit learners.*

**Education Scotland Curriculum for Excellence –  
A Statement for Practitioners from HM Chief Inspector of Education**

Where possible, Experiences and Outcomes should be grouped together in a way that makes links between different aspects of the curriculum. This should be done in a way that links concepts appropriately and provides opportunities for breadth, challenge and application.

Although, it is not the intention that E&Os are taught in isolation, there will be some aspects of learning that are best taught discretely at first, prior to providing opportunities for children to apply this learning into new contexts.

Medium and long-term plans are quality assured by the Senior Leadership Team throughout the year.

The following documents have been designed to support you with medium and long term planning:

### CfE Level Overview

These overviews display all Es and Os within CfE Level. Outcomes in grey fill should be taught continuously throughout the session. Outcomes that are in black fill indicate that they are being covered at another stage within the level. E&Os which are part of our IDL bundles for this year are also indicated in brown. Teachers should then fill the remaining E&Os with relevant colour to indicate what term they plan to teach in. Some flexibility can be allowed to include black fill outcomes where it is driven by the pupils.

### Progression Pathways

Experiences and Outcomes	Steps to Success- Writing		Benchmarks
	Primary	Second Level Progression	
<p><b>Creating texts</b></p> <p>I am learning to use language and style in a way which engages and influences my reader. LIF 2.25a</p> <p>I can convey information, describe events, explain processes or compare ideas in different ways. LIF 2.25b</p> <p>I can persuade, argue, explain, recount or express an opinion using relevant supporting detail and/or evidence. LIF 2.25c</p> <p>As I write for different purposes and readers, I can select and shape my experiences, expressing what they mean to me and how they made me feel. LIF 2.25d</p> <p>Having explored the elements which writers use in different genres, I can use what I learn to create stories, poems and plays with an engaging and appropriate structure, interesting characters and settings which come to life. LIF 2.25e</p>	<p>I can write persuasively about ideas, feelings, and opinions. I can write about feelings and opinions. I can create characters in stories. I can write using carefully chosen language and dialogue. I can use strong verbs, interesting language, and dialogue to increase description detail. I can use dialogue. I am growing in confidence as a writer. I take risks with writing. I can share my ideas with others.</p>	<p>I can write persuasively about ideas, feelings, and opinions. I can create plots with problems and solutions. I can create characters, using description and dialogue. I can write poetry using carefully chosen language. I can create plots with clear structures. I can use descriptive language, intertextuality and alliteration to create an emotional response from readers. I am growing in confidence as a writer. I take risks with writing. I can share my ideas with others.</p>	<p>Choose a range of short and extended texts regarding different purposes. Analyze the language used to achieve the purpose through vocabulary and use of language as evidence to persuade. Follow writing to become interested, describe events, explain processes or compare ideas in different ways. Choose appropriate use and form to convey information applying key features of the writer's genre. Recognize relevant ideas, knowledge and information. Organize and present information in a logical way. Use tone and vocabulary appropriate to purpose.</p> <p>When writing to persuade, describe, explain events or express an opinion: *Presents relevant ideas and information, including supporting detail to convey new and/or important ideas. *Organizes ideas in a logical way. *Adoptes an approach that takes the focus clear and a consistent path through the writing. *Adapted to use language to influence or persuade the reader. For example, word choice, punctuation, repetition, rhetorical questions and/or emotive language.</p> <p>When writing to describe and share experiences: *Chooses personal experiences, setting context and events clear. *Describes thoughts and feelings about the experience. *Adapted to engage and influence the reader through (re)usable and/or use of language.</p> <p>When writing imaginatively and/or creatively: *Applies a few features of the chosen genre. *Chooses ideas to develop the plot. *Adopted to use language to engage the reader. *Creates characters with some distinctive detail. *Adapted to use language to engage the reader. For example, word choice, punctuation, repetition and/or emotive language. *Chooses appropriate genre, form, structure and style.</p>
<p><b>Equipment and choice</b></p> <p>I enjoy creating texts of my choice and regularly using digital, paper, format and resources to suit the needs of my audience. LIF 2.26a / LIF 2.26b</p>	<p>Pupils are exposed to a variety of genres so that they can learn the different uses and styles and their creative skills that can be used in an appropriate way. I can create text with a purpose and an audience in mind.</p>	<p>Through explicit teaching and scaffolded practice, pupils will be able to identify the key features of different genres and then create their own texts using the necessary knowledge.</p>	<p>Pupils will select tools and resources appropriate for the chosen genre and audience to help them to create text independently.</p>

Progression Pathways for each curricular area have been created to guide teachers on content which should be covered for stage children are within their learning. These give guidance on 'checkpoints' for determining progress within levels and are based on Education Scotland Benchmarks.

Teachers should highlight on the progression pathway the intended learning outcomes for the term for group/class.

Space is also provided in many of the pathways for teachers to reflect on 'Big Ideas' for teaching and learning the content identified, eg. Links to outdoor learning and DYW, opportunities for creativity, sustainability etc.

Assessment opportunities should also be identified.

Where differentiation is required, teachers may include three different groups within the one sheet or find it easier to have a separate sheet for each group (although taking into consideration that groupings should be fluid throughout the year).

## Interdisciplinary Learning Planning

**ASSESSING PRIOR KNOWLEDGE AND INVOLVING LEARNERS IN PLANNING LEARNING IN IDL**

Phase 1 of planning consists of gathering views and opinions from learners regarding their pre-knowledge and possible learning opportunities. This information **SHOULD BE GATHERED** from children using a range of techniques aimed at the aptitude of the children. You should bring this to your **stage planning meeting**.

What possible contexts in learning activities come to mind for delivering the identified E&Os?	What skills and knowledge do we already have in this area?	What key questions would we like to explore further?
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**NEW RESEARCH READY LEARNING PLANNING**

Curriculum Aim(s)	Key Driver	Date from:	Date to:	Class:
Developing Young Workforce Skills	Key Learning Intention: Knowledge/understanding/skills from E&O (s):			Assessment/ Unit will contain appropriate methods to demonstrate what they have learned?
Sustainability Links:	1.			Differentiated Success Criteria 1:
	2.			Min:
	3.			Max:
	4.			
Outdoor Learning Opportunities	Note:			Differentiated Success Criteria 2:
Wider Community Links	Key teaching & experiences to develop knowledge/understanding/skills:			Min:
Digital Technology Links				Max:
Enterprising Attitudes Links				Differentiated Success Criteria 3:
				Min:
				Max:
Developing Creativity Links				Differentiated Success Criteria 4:
				Min:
				Max:
Opportunities for personalisation and choice:				Differentiated Success Criteria 5:
				Min:
				Max:
Opportunities to apply literacy and/or numeracy knowledge and/or skills:				Min:
				Max:
	Significant resources needed:			

**TRACKING PROGRESS IN LEARNING IN IDL**

LO	1	2	3	4	5	6	7	8	9	10	11	12	13	14
LL.1														
LL.2														
LL.3														
L.L4														

Particular strengths or challenges for individuals or groups of children (this information should be used to report on progress to parents):

The aim of Interdisciplinary Learning (IDL) is to support children in **making connections**, **deepen learning** and provide opportunities to **develop and apply knowledge and skills** in a transferrable manner.

When planning for IDL we have three key steps in the process:

- 1. Involve children in the planning process.** What are their particular interests? What knowledge do they already have? What ideas do they have for specific learning contexts or activities?
- 2. Plan with colleagues.** Once children’s ideas have been sought, time should be taken to share ideas together with colleagues to elicit what the main learning outcomes are for children and the ‘big ideas’ for how these will be achieved. Colleagues may be focussing on a different context, however the key learning from the identified E&O bundles should still be similar.
- 3. Track achievement from IDL.** Use of a RAG (Red, Amber Green) scoring system against the identified Learning Outcomes enables teachers to record which children met the learning outcomes (Amber), failed to meet outcomes (red) or excelled (green). This will provide useful information during reporting and transition.

## Assessment & Tracking

At Lilliesleaf we use a range of assessment methods and tools in order to judge whether children are 'on track' to achieve a CfE Level. Careful consideration of the data which is available to teachers will support them in making judgements, evaluating progress and planning next steps.

The expectation for high quality assessment includes the following:

- Practitioners will effectively **plan appropriate and varied assessments** to meet the needs of each of their learners
- Assessments will be used effectively to **demonstrate the learners' progress**
- Practitioners will routinely use **formative assessment strategies** as part of their teaching and learning and will use these to move learning forward
- Learners will receive **meaningful and useful feedback** to illustrate their progress and next steps
- Practitioners will use a range of assessments **to support their professional judgement** and decisions about next steps in their learning

### Types of Assessment

**To ensure judgements are robust, a range of evidence should be drawn on.** Learners do not have to demonstrate achievement of every single aspect of learning within the benchmarks or outcomes but reflecting on the various ways we measure progress adds depth and rigour to our evaluations of progress.

At Earlston and Gordon Primaries, we use the following sources of assessment and teaching approaches to validate our judgements:

<b>AifL Strategies</b> <ul style="list-style-type: none"><li>• Self-Assessment</li><li>• Peer-Assessment</li><li>• Effective Questioning</li><li>• Observation</li><li>• Exit Passes</li></ul>	<b>Evidence from Jotters and Learning Activities</b> <ul style="list-style-type: none"><li>• Write</li><li>• Make</li><li>• Say</li><li>• Do</li></ul>	<b>Holistic Assessments</b> <ul style="list-style-type: none"><li>• Opportunities to apply learning in different situations- assessments involving challenge which allows pupils to demonstrate breadth of learning across E&amp;Os</li></ul>
<b>Summative Assessments</b> <ul style="list-style-type: none"><li>• Phonic and spelling tests</li><li>• MUMP</li><li>• Basic Maths Facts</li><li>• Scottish Criterion Scale Assessments</li><li>• CYPIC Pareto</li></ul>	<b>Standardised Assessments</b> <ul style="list-style-type: none"><li>• Single Word Spelling Test</li><li>• SNSAs (P1, P4, P7)</li></ul>	<b>Ongoing Tracking</b> <ul style="list-style-type: none"><li>• Scottish Criterion Assessments</li><li>• CYPIC Pareto and run charts in writing</li><li>• Literacy and English Learning Overview</li><li>• Maths &amp; Numeracy Learning Overview</li><li>• Attainment Tracker</li></ul>



## Attainment Tracker

Progress and attainment is tracked using our 'Attainment Tracker'. Our nursery staff and class teachers update this spreadsheet three times per year and use this as the basis for the follow-up 'attainment consultation' (see section below).

The attainment trackers are used to track, both, teacher professional judgements and summative assessment scores for every child in the school.

Following the analysis of a range of assessment evidence, teachers use a six point scale to record whether children are 'on track' to achieve a CfE Level or not.

The screenshot shows a spreadsheet with columns for Year Groups (Y1 to Y6) and various assessment points (SAT, End of Year, etc.). The cells are color-coded: red for 'Significantly below', orange for 'Below', yellow for 'On Track (with Support)', green for 'On Track', light green for 'Above', and dark green for 'Significantly Above'. A legend at the top explains the color coding.

- |                                   |   |
|-----------------------------------|---|
| 1. <b>Significantly Below</b>     | More than 1 year behind expected level of attainment  |
| 2. <b>Below</b>                   | Up to 1 year behind expected level of attainment  |
| 3. <b>On Track (with Support)</b> | On track to achieve expected CfE Level, although requires some confidence building or motivation. |
| 4. <b>On Track</b>                | On track to achieve expected CfE Level  |
| 5. <b>Above</b>                   | Up to 1 year ahead of expected level of attainment  |
| 6. <b>Significantly Above</b>     | More than 1 year ahead of expected level of attainment  |

## Attainment Consultations

At three points throughout the year (September, February, May), class teachers will meet with a member of Senior Leadership Team (SLT) and Support for Learning Teacher (SfL) to discuss the attainment and progress of every child. The attainment consultations will focus on the following aspects:

**Reliability of Judgements**- Discussion regarding how confident you are regarding your attainment judgements and what approaches you have used to inform your judgements.

**Attainment** – Using 'Attainment Tracker' to discuss which children are 'on track' or not (using six point scale) towards achievement of relevant CfE level. Judgements should be supported by a range of evidence. Questions will be used to 'unpick' judgements and identify where support/challenge is required.

**Achievement** – discussion regarding opportunities for personal achievement within class and beyond- personal achievements, involvement in extra-curricular activities and clubs and in-school roles such as pupil leadership tasks. Specific attention given to children who may not be participating in opportunities for wider achievement.

**Wellbeing** – Any ongoing concerns regarding child's wellbeing, eg. Attendance, poor self-esteem. If there are concerns then next steps are identified in order to address these, including partnership working.

**Inclusion/ASL** – any Additional Support Needs are discussed as well as strategies and interventions in place to support. Individual needs may be discussed further during an additional meeting with Support for Learning Teacher.

## Moderation

Moderation is the term used to describe approaches for arriving at a shared understanding of standards and expectations. At Earlston and Gordon Primary Schools it involves teachers, and other professionals working together, drawing on guidance and exemplification and building on existing standards and expectations to:

- **Plan** learning, teaching and assessment
- **Check** that assessment tasks and activities provide learners with fair and valid opportunities to meet the standards and expectations before assessments are used
- **Sample** evidence from learners' work and review teachers' judgements
- **Agree** strengths in learners' performances and next steps in learning
- **Provide feedback** on teachers' judgements
- **Inform improvements** in our practices

The Moderation Cycle is a tool used within our schools to place assessment and moderation within the process of teaching and learning. By ensuring that the Moderation Cycle is used, a firm foundation is in place to improve quality professional dialogue on teaching and learning.

Education Scotland's Moderation Cycle can be found within *Appendix 3*.

There are a range of opportunities available for teachers to engage in moderation, including:

- **Ongoing Informal Moderation:** There is a culture across, both, Earlston and Gordon Primaries of staff sharing experiences, pupils' work and ideas with their peers on a regular basis. The value in the informal conversations that take place at the start and end of the school day in one another's classrooms cannot be underestimated.
- **Moderation within Levels: Stage planning** dates are timetabled to take place at the start of each term. These provide teachers with the opportunity to work with other colleagues within their level to plan IDL or other curricular areas. During these meetings teachers should be thinking about the progression in learning from one year to the next. Dates will also be identified within the school calendar for teachers to share **moderate pupil work** for a specific curricular area with others at a similar level. This process supports teachers in recognising whether work produced within their class is of a suitable standard.
- **Moderation across levels:** While value can be gained by moderating with others at a similar stage, there is also a lot of value in sharing ideas and learning with others from different stages within the school. This supports teachers understanding of progression in learning. There is at least one date within the school calendar identified each year for moderation across CfE Levels.
- **Moderation across schools:** In order for us to enhance our understanding regarding standards it is important for us to look outwards as well as engaging in moderation within our own schools. Currently Our P4/5 class are moderating their Writing work at a national level, engaging with a First Level writing project through CYPIC and Education Scotland. We will continue to enhance opportunities for cross school moderation through #OneTeam and #SBCWay.

## Home-Learning Opportunities

Within Lilliesleaf Primary we DO NOT provide 'homework' in its traditional form: setting reading pages, worksheets and spelling tasks that must be returned by a set date to be assessed by the class teacher. We also DO NOT apply the home-learning approaches of 'flipped classroom' where children MUST engage in some learning tasks at home in order to engage and succeed in the follow-up work that takes place in class.

Instead our teachers provide **opportunities** for home-learning that complement the work that has already been taught within class. Our home-learning approach is based on the following understandings and principles:

- **Research shows that homework has greatest impact when it links to learning from the classroom:** therefore, all home-learning opportunities will just be additional practise of work already taught within class.
- **Children often engage in play, sporting clubs and hobbies out-with school:** therefore, the quantity of our home-learning opportunities are not overwhelming.
- **Children have individual preferred study methods:** therefore, our home-learning approaches often allow personalisation and choice.
- **There can be inequity in the support that learners have at home due to personal family circumstances:** therefore, home-learning opportunities are encouraged but never made mandatory. Teachers may also provide time within class for self-lead study opportunities.

The type of home-learning opportunities provided will differ depending on the age/stage of children and specific learning focus within each class.

Some examples of home-learning opportunities may include:

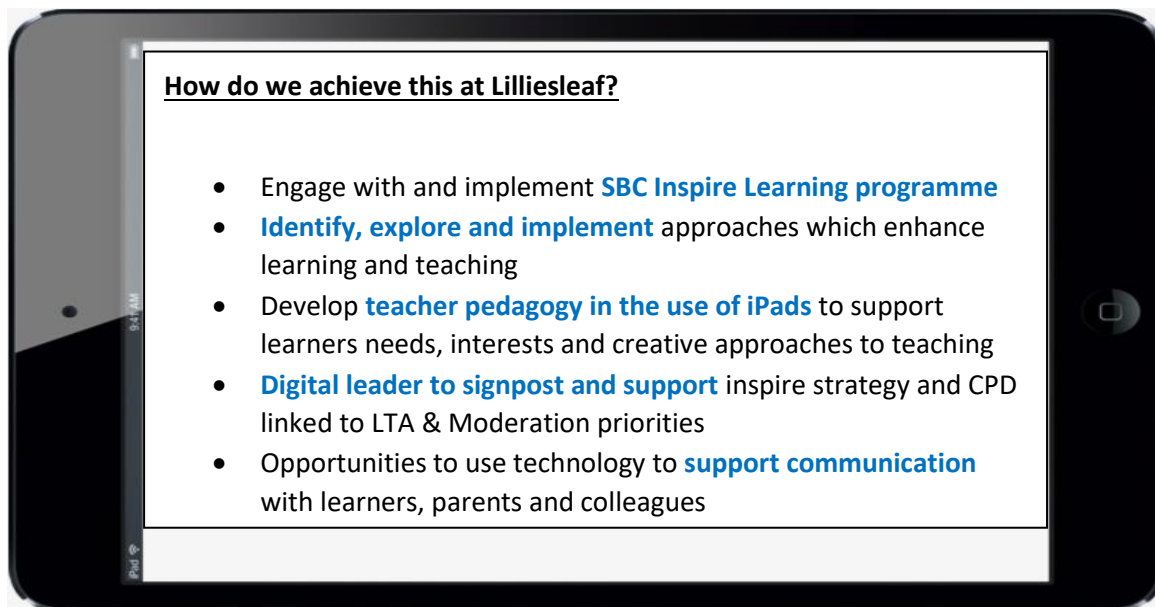
- **Phonics:** providing children with a selection of phonics sounds that have been taught in class
- **Reading Practice:** repeated practise of reading taught in class- provided text and/or high frequency words
- **Spelling Practice:** providing a range of opportunities to practise specific spelling patterns
- **Maths / Numeracy:** adaptive learning tools with targeted activities, such as Sumdog or Education City

As children, move into Primary 7 a greater emphasis will be provided on the importance of children taking responsibility for self-study skills. They may begin adding some suggested time-frames to home-learning opportunities to support children in developing independence and study skills prior to their transition to secondary school.

## Inspire Learning: Digital Strategy

### Our Digital Rationale:

- Our learners will have opportunities to **exercise choice**, including the appropriate use of digital technology, and take increasing responsibility as they become more **independent in their learning**
- We aim to deploy a wide variety of **innovative and creative resources and teaching approaches**, including digital technologies
- Our use of digital technology will **unlock new opportunities for learning** rather than just substitute paper and pencil.



### Key Knowledge, Understanding & Skills

Learners will develop key knowledge, understanding & skills such as:

- knowledge and understanding of the key concepts in technologies, including coding
- curiosity, exploration and problem solving skills
- planning and organisational skills in a range of contexts
- creativity and innovation
- computational thinking
- data literacy
- skills in using tools, equipment, software, graphic media and materials
- skills in collaborating, leading and interacting with others in and outside the school classroom
- critical thinking through exploration and discovery within a range of learning contexts
- discussion and debate
- searching and retrieving information to inform thinking within diverse learning contexts
- making connections between specialist skills developed within learning and skills for work
- evaluating products, systems and services
- presentation and communication skills
- awareness of sustainability

## Parents as Partners of Learning

Within Lilliesleaf Primary we recognise and value the role parents and carers have as key educators in their child's life. We therefore plan for many opportunities throughout the year for working in partnership with parents to:

- Discuss **progress in learning**
- **Share key information and strategies** for meeting their child's educational, social and emotional needs.
- **Celebrate learning and achievements**
- Identify ways to further **improve the school and all that takes place within it**

In order to achieve these aims, a range of opportunities are planned for:

### Sharing Class Learning

**Class Newsletter:** At the start of each term, teachers will prepare a Curriculum Overview for parents/carers. This overview highlights the key learning opportunities that are due to take place over the course of the term. As the Curriculum Overviews are for the whole class, they contain broad information- the fine details regarding each child's next steps in learning are available to see within Showbie.

A copy of our **Class Newsletter** template can be found in *Appendix 5*

**Showbie:** Each class will have their own Showbie page. This page will allow work to be organised and allocated to children so that they can access independently, as well as allowing children to select work to share with their parents. Highlighted topics of learning from the Class Newsletter will be made available for parents to see progress in.

### Performances and Showcase Assemblies

There are a range of opportunities throughout the year for parents to come into school to hear about and celebrate some of the learning that has taken place. Examples of these include:

- Class showcase assemblies (one for each class per year)
- Christmas Performance (all classes involved)
- Dance Festival (all classes involved)
- Art Showcase (displays of artwork from all classes)

### Parental Input within classes

When planning any aspect of learning, teachers should be trying to make links with the wider world of work. In addition to inviting businesses into our classrooms (or arranging visits to them), we recognise the vast skillset and talents of our parents and carers. Class teachers do not need to ask permission prior to inviting parents into their classroom, although should notify the office so that these sessions can be added to the school diaries.

### Parent-Teacher Consultations

Parent-Teacher Consultations take place twice per year: October and March.

At the first Parent Council session the focus is mainly on how the child has settled into their new class, their engagement with learning and what supports are in place. This is also a great chance to gather information from parents regarding their child's thoughts about school, any challenges etc.

The consultation in March presents opportunity to reflect on learning throughout the year: particular interests, progress made, achievements and next steps in learning.

At both consultations, staff should use attainment data to report to parents whether children are on track with learning or not. If not, then we share what we are doing as a school to support and offer suggestions for home.

### **Report Card**

A report goes out to all parents towards the end of the academic year to share with parents information regarding their child's attainment in Reading, Writing, Listening & Talking, Maths and Numeracy. Teachers should use data from attainment consultations to support them in completing this report.

In addition to attainment levels, teachers should also write a couple of qualitative sentences for literacy and maths/numeracy, including any areas for further development. There are also spaces to write some comments regarding Health & Wellbeing and the 'Pupil as a Learner'.

Attendance data will be added by admin prior to being sent out.

A copy of the **Mid-Session Report format** can be found in *Appendix 6*

### **Universal Plus Reviews and MAC Meetings**

Some children will require additional meetings throughout the year in order to meet educational, social or emotional needs- these meetings are called Universal Plus Meetings, or Meetings Around the Child (MAC) if several agencies out-with education involved.

Meetings will usually be arranged by the Head Teacher and will involve parents, teacher, partner agencies and views of child. Meetings will usually be coordinated to take place within RICCT or after school so that teachers can attend.

Several actions may be identified at the meetings. The relevant member of the team around the child is accountable for ensuring actions are completed as planned.

### **School Newsletters & Parent Information**

Newsletters are sent out weekly to parents, highlighting key events that have taken place within school, important dates for the diaries and any relevant information regarding the school. Teachers are encouraged to send an email to the headteacher with any information they feel would be useful to share in the newsletter.

Information and permissions can also be sent out to parents via 'Groupcall'.

### **Parent Council**

We value the role that Parent Councils play in; raising funds; providing feedback; and supporting school improvement. Parent Council meetings usually take place once per term within the school. All teachers are welcome to attend these meetings.

## **Appendix 1**

### **A summary of children and staff's ideas of our values in action**

Below is a collation of ideas from staff, children, parents and community partners as to how we can ensure our four identified values are embedded within Lilliesleaf Primary School and Nursery.

Staff, pupils and parents evaluate against these regularly to recognise successes and areas for further improvement.

<b>Respect</b>	<ul style="list-style-type: none"><li>• We use our manners – say please and thank you</li><li>• We hold doors open for one another</li><li>• We look after the resources within school</li><li>• We are aware of and respect the personal space of others</li><li>• Teachers set clear expectations regarding behaviour and effort</li><li>• We use restorative conversations when behaviour falls below our expectations</li><li>• We use the language of Zones of Regulation in discussions</li><li>• We create and respect our Classroom Charter</li><li>• Pupils are aware of their talents and next steps in learning</li><li>• Children take on a number of leadership opportunities such as JRSO, house captains, Rotary Club, etc</li><li>• Childrens views are sought regularly through the use of questionnaires/surveys, discussion groups, etc</li></ul>
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<ul style="list-style-type: none"><li>• We encourage pupil choice in activities</li><li>• We encourage pupil input in planning</li><li>• We encourage children to develop a Growth Mindset, Build Resilience and give things a go</li><li>• We regularly review children's academic, social and emotional progress and plan next steps/interventions to support children</li><li>• We celebrate the wider achievements of children through assemblies and our wider achievements wall displays</li><li>• Support for Learning teacher and Additional Needs Assistant support 1:1 or groups with their learning – to ensure appropriate level of challenge</li><li>• We regularly assess children's progress through a range of formative and summative assessment tools</li><li>• We use a number of adaptive learning tools, such as Kaligo</li><li>• The use of progressive planning documentations helps to ensure that children are developing their knowledge and skills year on year</li><li>• Use of moderation activities help to ensure that staff have high but achievable expectations for learners</li><li>• Use of risk-assessments to ensure that children are given opportunities to explore and take acceptable risks</li></ul>	<b>Challenge</b>
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<b>Creativity</b>	<ul style="list-style-type: none"> <li>• We provide opportunities for play</li> <li>• Art and Dance Festival to showcase children’s creative talents</li> <li>• Opportunities for personalisation and choice in how some tasks are completed within classrooms</li> <li>• Staff and children are using iPads in a number of creative ways to support teaching and learning</li> <li>• Children deliver performances each year – whole school at Christmas and upper class at the end of the year</li> <li>• All classes deliver one assembly each year</li> <li>• Children take part in a number of local competitions to show their creativity – i.e. cauliflower art and rotary writing competition</li> <li>• Applying creative approaches to deliver learning in a fun and meaningful way</li> <li>• When met with challenges, we are creative in our approaches for finding a solution</li> <li>• High quality displays throughout school to celebrate our creative ideas and learning</li> <li>• Establishing a culture where all views are valued and people are encouraged to think outside the box and see things from a different perspective</li> <li>• Providing opportunities for children to explore</li> </ul>
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<ul style="list-style-type: none"> <li>• Primary 6/7 regularly support and volunteer at the Community Coffee morning at the village hall</li> <li>• Primary 1-3 regularly visit Leaf Green and learn about sustainability and growing</li> <li>• Nursery regularly link with the Tesco Community Champion who supports the delivery of various learning opportunities within the ELC setting</li> <li>• Children are given a number of opportunities to engage in physical activity and sport within the community through Live Borders</li> <li>• After school provisions</li> <li>• We have recently linked with the local church and are hosting church services there throughout the year</li> <li>• Art Shows and Dance festivals have been introduced for children to share their learning and talents with parents/carers and the wider community</li> <li>• ELC settings have regularly opportunities for ‘Stay and Play’ and primary hosts Open Afternoons</li> <li>• We regularly take part in charity work (both locally and nationally) through events, such as dress down days</li> <li>• Children throughout the school use the spaces in the local community to support learning</li> <li>• We have a close link with community services, such as the Police, who regularly come into school to talk with children and support the delivery of the curriculum i.e. aspects of health and wellbeing or interdisciplinary learning</li> <li>• Children supporting one another within class and across classes</li> <li>• Encouraging visitors into our school and excursions out of school to support learning</li> <li>• Positive communication systems with parents (newsletters, social media, in person)</li> </ul>	<b>Community</b>
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## Appendix 2

### Quality Assurance Calendar

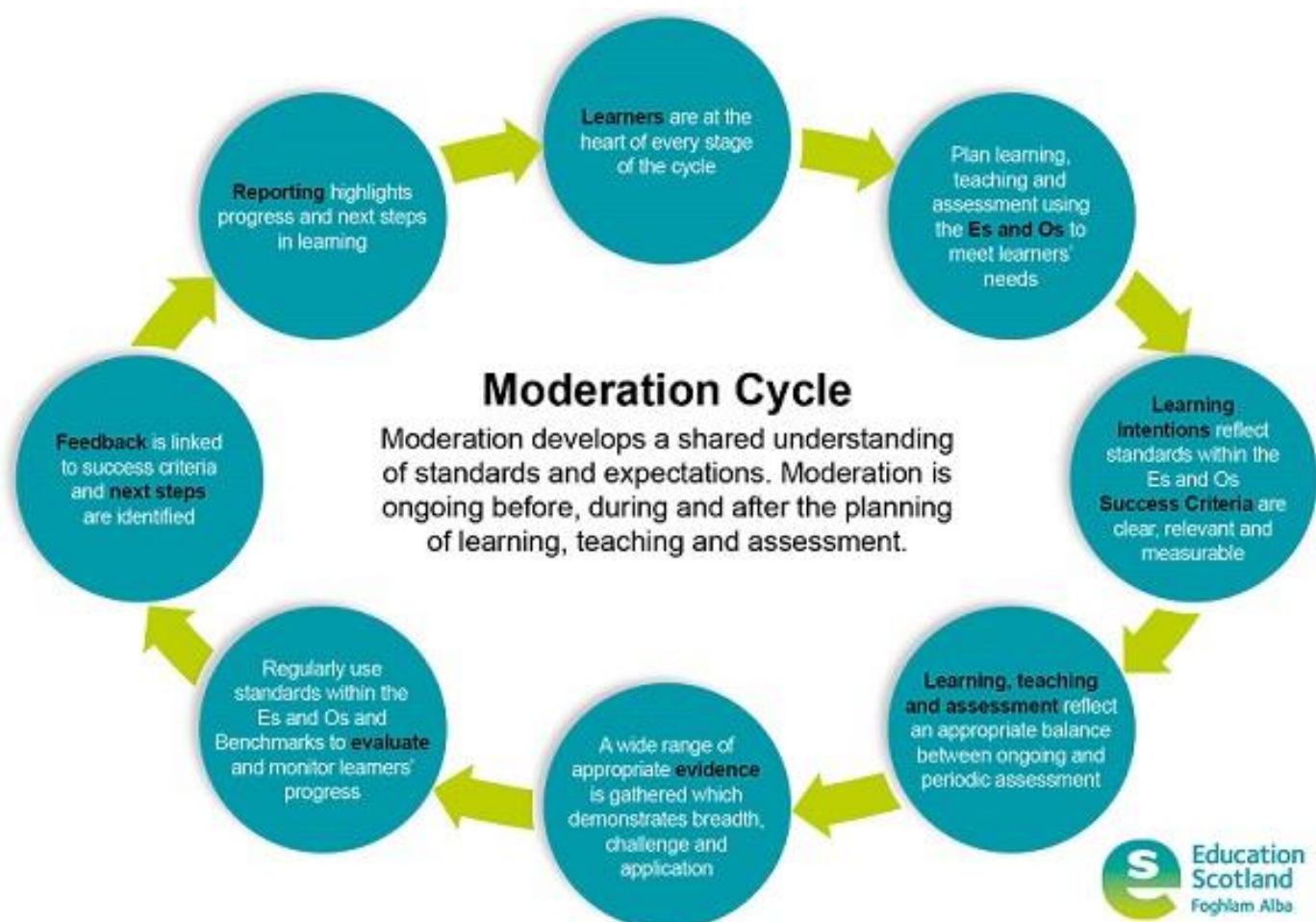
#### QUALITY ASSURANCE CALENDAR

#### SESSION 2023-23

What do we do?	How do we do it?	QIs	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Balance of the Curriculum</b> Curriculum Architecture	1 x per year	2.2											
<b>Child Protection</b>	2 x per year	2.1											
<b>National Assessment Data</b>	1 x per year	2.3											
<b>Forward Plans</b>	4 x per year	2.2											
<b>Pupil jotters / workbooks</b>	3 x per year per class	2.3											
<b>Classrooms visits</b>	2 x per year (see also QI prog below)	2.3											
<b>Reporting to parents</b> Curriculum Evening Consultations Annual Report	4 x per year	2.7											
<b>Monitoring IEPs</b>	Every 6–8 weeks	2.4											
<b>Attainment Consultations</b>	3 x per year	3.2											
<b>Attendance</b>	Monthly	3.1											
<b>Behaviour</b>	Monthly	3.1											
<b>Staff views</b> Engagement with staff	3 x per year	3.1											
<b>Sampling pupil views</b>	1 x per year	2.3											
<b>Sampling parental views</b>	1 x per year	2.7											
<b>Health and Safety Checks</b>	4 x per year	3.1											
<b>Staff self-evaluation of the School Improvement Plan</b>	3 x per year	1.1											
<b>Policy Review</b>	1 x per year	1.5											



**Appendix 3**  
**Moderation Cycle**

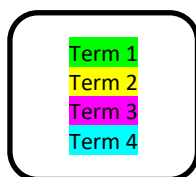


## **Appendix 4**

### **Planning Folder Expectations**

#### **Planning Folder Contents**

<b><u>Section</u></b>	<b><u>Contents of Each Section</u></b>	<b><u>Notes</u></b>
<b><u>Section 1:</u> Information regarding class</b>	<ul style="list-style-type: none"><li>• Timetable</li><li>• Class list</li><li>• Contact numbers</li><li>• Seating plan</li><li>• E &amp; O Overview</li></ul>	
<b><u>Section 2: Literacy</u></b>	<ul style="list-style-type: none"><li>• General Groupings</li><li>• Progression Pathway</li></ul>	
<b><u>Section 3: Maths &amp; Numeracy</u></b>	<ul style="list-style-type: none"><li>• General Groupings</li><li>• Progression Pathway</li></ul>	
<b><u>Section 4: Health &amp; Wellbeing</u></b>	<ul style="list-style-type: none"><li>• HWB Progression Pathway</li></ul>	
<b><u>Section 5: IDL</u></b>	<ul style="list-style-type: none"><li>• Planned IDLs for this term</li><li>• Assessment sheet to track against selected Learning Intentions</li></ul>	
<b><u>Section 6:</u> Expressive Arts</b>	<ul style="list-style-type: none"><li>• Expressive Arts Progression</li></ul>	
<b><u>Section 7: Science</u></b>	<ul style="list-style-type: none"><li>• Science Progression for identified area</li></ul>	
<b><u>Section 8:</u> RME</b>	<ul style="list-style-type: none"><li>• Progression</li></ul>	
<b><u>Section 9:</u> Languages</b>	<ul style="list-style-type: none"><li>• Languages Progression Pathway</li></ul>	
<b><u>Section 10:</u> Technology</b>	<ul style="list-style-type: none"><li>• Inspire Progression Pathway</li></ul>	
<b><u>Section 11:</u> Support for Learning</b>	<ul style="list-style-type: none"><li>• Any key info needed by supply regarding individuals.</li><li>• IEPs</li><li>• IBPs</li><li>• Child's Plans</li><li>• PEF info</li></ul>	



## Appendix 5

### Class Newsletter - Example

## What will my child be learning in P4/5 August-October 2023?

### Maths

In Number, we will learn about place value in numbers up to 1000. We will learn to round numbers to the nearest 10 and 100. We will learn to use rounding to estimate answers to calculations before comparing our estimates with actual answers.

In Shape, we will learn to use mathematical language to describe the properties of a range of 2-D shapes.

In mental maths, we will continue to focus on times tables activities, addition and subtraction.

### Literacy

In Writing, we will be learning to develop the structure of our writing. We will focus on using a wider range of sentence openers in our writing.

In Reading, we will focus on analysing and evaluating texts. We will learn to identify main ideas and look for inferences.

In Listening and Talking, we will be exploring strategies to develop our listening skills. We will focus on listening for information and responding appropriately.

### Physical Education

We will be developing our skills in football and rugby. We will develop our skills before learning the tactics and strategies of each sport through participation in small sided games.

### Class topic -

We are going to compare our needs and wants with other around us, We will consider the reliability of evidence when exploring current issues in society. We will be learning about different forms of discrimination in society and considering the impact this can have on people's lives. We will be considering the meaning of rights and responsibilities, while creating our Class Charter. We will extend our learning to explore the main features of a democracy, focusing our learning on how this relates to people living in Scotland.

### Modern Languages

In French, we will learn vocabulary connected with the calendar and the classroom. In Spanish, we will be learning vocabulary associated counting to twenty and colours.

### Religious and Moral Education

We will be exploring Bible stories and will learn about some beliefs Christians have about God and Jesus. In addition, we will be exploring the lives and teachings of Jesus and other key figures in Christianity.

## Appendix 6

### Report Format

Name:  
Class: Primary  
Attendance:

*Expected Curriculum for Excellence Levels in Scottish Primary Schools*  
*Early: Nursery and P1, or later for some*  
*First: To the end of P4, but earlier or later for some*  
*Second: To the end of P7, but earlier or later for some*

#### PROGRESS IN LEARNING IN: LITERACY AND ENGLISH

WORKING TOWARDS:	NOT ON TRACK	ON TRACK	ABOVE TRACK
Second Level			
LISTENING AND TALKING			
READING			
WRITING			

Literacy & English Comment:

#### PROGRESS IN LEARNING IN: NUMERACY AND MATHEMATICS

WORKING TOWARDS:	NOT ON TRACK	ON TRACK	ABOVE TRACK
Second Level			
NUMERACY			
MATHEMATICS			

Numeracy & Maths Comment:

#### PROGRESS IN LEARNING IN: HEALTH AND WELLBEING

PHYSICAL EDUCATION, PHYSICAL ACTIVITY AND SPORT	
DEVELOPING MENTAL, EMOTIONAL AND SOCIAL WELLBEING	

#### PUPIL AS A LEARNER

STRENGTHS INTERESTS ACHIEVEMENTS ATTITUDE TO LEARNING NEXT STEPS	
OPPORTUNITIES FOR PARENTAL SUPPORT	

CLASS TEACHER:

DATE:

HEADTEACHER:

DATE: