

# Teaching, Learning & Assessment

Locality Briefings 3<sup>rd</sup>/4<sup>th</sup> November,  
2020

# Objectives

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- To provide an update about SQA arrangements
- To provide you with information about Assessment, Tracking and Monitoring practice, in the BGE, in the current context
- To consider how this data will be used to facilitate catch up learning/deploy Closing the Gap Workforce
- To feel reassured that learners will have contingency arrangements, including Digital provision to ensure learning is connected

# SQA Updates

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- There will be **no external assessment of National 5 courses** this year. An alternative certification approach is being put in place based on teacher judgement, supported by assessment resources and quality assurance.
- SQA guidance focuses on the **quality, not quantity**, of evidence.
- Subject-specific guidance on the work that learners need to complete is being published (complete by Thurs 19 Nov).
- Exam diet for Higher and AH runs from 13 May to 4 June 2021. Results day Tuesday 10 August.
- Contingency plan being developed, with checkpoints, to Feb break to assess public health advice and its impact on the plans for exams.

# Known unknowns... we don't yet know:

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- Timescale for submission of National 5 grades
- Subject-specific advice (has only just started being published)
- Situation regarding invigilation of Higher, Advanced Higher exams
- COVID affected subjects: PE, Drama, Music... how will performance be captured? SQA and Education Scotland are in discussion.
- Study leave – will this be as usual?

# SQA Workstreams for session 2020-21

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- Coordination of central advice for assessment, moderation, quality assurance, submission of estimates etc
- Coordination of subject-specific advice and support
- Coordination of communications and advice for pupils, parents and carers (including estimates and appeals)
- Coordination of advice and support for Assessment Arrangements  
(pupils requiring additional support for assessments)

# Edinburgh Learns Assessment & Moderation Framework

Edinburgh Learns

Assessment & Moderation Framework



# Assessing Learners' Progress

**EDINBURGH LEARNS ASSESSMENT AND MODERATION**

## Assessing Learners' Progress

**The Purpose of this Guidance**

"Assessment is an integral part of learning and teaching. It helps to provide a picture of a child's or young person's progress and achievements and to identify next steps in learning."

Building the Curriculum 5

This guidance aims to support schools and practitioners with how to plan and deliver high-quality assessment to inform learners' next steps within our focus of catch up on learning. It is informed by [What Edinburgh Learns: Curriculum Guidance \(CEC, August 2020\)](#), [Assessment in the BGE 2020/24 \(Education Scotland\)](#) and Edinburgh Learns Assessment and Moderation Framework.

**How do we plan for learning, teaching and assessment?** (from [Edinburgh Learns Assessment and Moderation Framework](#))

Teachers use two key resources which teachers to plan learning, teaching and assessment:

- Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
- Benchmarks** – to provide guidance on the standard against which to assess.

**A Focus on Literacy and Numeracy** (from [What Edinburgh Learns: Curriculum Guidance \(CEC, August 2020\)](#))

As part of planning, teachers should use their knowledge of young people through their assessment and tracking prior to lockdown, including attainment predictions gathered in February, to identify gaps in learning. They should plan school-based programmes with associated in-home learning activities to recover any ground lost.

Based on a nurturing approach, and mindful of the stress levels of our children, this analysis of learning gaps should not be carried out purely on the basis of a range of standardised tests. High-quality assessment opportunities should be planned, using a blend of formative and summative approaches, to provide a wide range of evidence of pupils' current levels of attainment.

**Identifying the Gap** (taken from [Closing the Gap Teachers Rationale](#))

Individuals and groups of young people who are in need of additional support with learning, as a result of school closures should be identified as soon as possible. This needs analysis can be carried out in a range of ways, including standardised tests and high-quality assessment opportunities using a blend of formative and summative approaches. This will provide a wide range of evidence of pupils' current levels of attainment. Teachers should use their knowledge of young people, gained through assessment and tracking prior to school closures, including attainment predictions gathered in February, together with recent assessment information gained. They should plan school-based programmes, with associated in-home learning activities, to recover any ground lost.

1

**EDINBURGH LEARNS ASSESSMENT AND MODERATION**

## Assessing Learners' Progress

**DECIDING WHAT TO ASSESS**

1. Click on the hyperlinks to access bite-size professional learning videos or relevant documents.
2. **PLANNING FOR ASSESSMENT**
  - Liaise with colleagues to plan assessments, as appropriate.
  - Think about the key concepts and knowledge, understanding and skills you want to assess to achieve a baseline.
  - Make assessments manageable (what are you trying to assess and why?) and provide supports as appropriate (e.g. concrete materials, writing rubric).
  - Use two key resources to support planning for learning, teaching and assessment:
    - Experiences and outcomes (with CEC Progression Pathways in [literacy](#) and [numeracy](#) to provide detail)
    - Benchmarks**; to provide guidance on the standard against which to assess.
3. **IDENTIFYING WHAT LEARNERS CAN DO AND WHAT THEIR NEXT STEPS WILL BE**
  - A range of approaches, including [peer and self-assessment](#) or digital can be used to identify what learners can do and what their next steps in learning are.
  - Individual or small group work with learners can be effective in enabling you to assess levels of understanding.
  - Questioning** is a key part of good dialogue between practitioner and learner. The range and style of questions you use will need careful planning.
  - Use **hinge questions** linked to previous learning to promote dialogue and support deeper thinking.
  - Spend time listening to children and young people discuss and explain their thinking.
4. **PLANNING NEXT STEPS**
  - From your discussions with learners you will have a good idea of what they can do and which areas need reinforcement.
  - Next steps may be different for each child or young person depending on their experiences of learning since schools closed in March.
  - A bespoke programme of work may be beneficial for a short period of time to reinforce different areas of learning for some learners.
  - Learners should be at the heart of planning learning, teaching and assessment. For example, [learning intentions](#) should be shared with learners and they should be involved in the co-creation of success criteria.
  - Engage in professional dialogue with colleagues to moderate and plan collegially at all stages of the [moderation cycle](#).

2

# Tracking and Monitoring

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- Assessments - identify individuals/cohorts of young people who need to catch up on learning
- Supports the deployment of Closing the Gap Workforce
- November Predictions – attainment levels



# Closing the Gap Task Force

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Authorities can use this fund to recruit teachers to support schools delivering education in the following ways:-

- supporting young people who may have suffered a loss of learning during lockdown
- supporting young people who are self-isolating
- supporting small groups of learners who need more intense support
- covering classes for teachers who are self-isolating
- responding to any local outbreaks of the virus, which could necessitate implementation of contingency plans for blended (connected) learning, including digital provision e.g. on-line & live teaching.

# Closing the Gap Task Force

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- Primary Teachers 58
- Secondary 48 (including 10 Digital Task Force)
- Special 14
- Homelink 11

# Closing the Gap Task Force

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## Primary

- Lit, Num, HWB, attendance
- Deployed to clusters
- Teachers trained by EL
- Managed by Cluster HTs
- Contingencies of the service will apply
- 26 in post currently

## Secondary

- Lit, Num, HWB, attendance Qualifications
- 23 recruited
- Mix of subjects
- All able to deliver literacy, numeracy, HWB, digital, subject qualifications
- Schools to identify gap and use additional resource as above
- Contingencies of the service will apply

# Contingency Planning- Blended (Connected) Learning

**EDINBURGH LEARNS BLENDED LEARNING**  
**Supporting the Delivery of High Quality Learning, Teaching and Assessment**

**What is Blended Learning?**  
 Blended Learning can be defined as a mix of traditional and digital technologies that are blended together in a way that helps learners to learn more productively. There are various models of blended learning that education systems use such as:

- Flipped Classroom—Core content is learned online outside of class time and then learners participate in activities in class to reinforce and deepen their learning.
- Enriched Virtual Model—Online courses and electronic platforms drive learning. Customised, face-to-face support is arranged.
- Flex Model—most teaching happens online with teacher as facilitator.
- Self Blend Model—Learning is entirely online. Learning is selected by the learner and undertaken in their own time and at their own pace.

Whatever model we choose, being responsive and agile is critical as our model of school attendance continues to change.

**What are the benefits of using a Blended Learning Model?**  
 Practitioners that have used a Blended Learning Model have highlighted many benefits of use for both pupils and teachers including:

- Differentiation—Aids differentiation as pupils can work at their own pace and have access to materials to review key messages as and when they need
- Formative Assessment for Learning—Provides opportunities for personalised feedback and regular formative assessment through the use of both digital tools and in class teaching techniques. Can increase participation in discussion and encourage pupils to ask questions that they may not feel confident about asking in the classroom.
- Leadership of Learning—Encourages students to be leaders of learning and develops skills of metacognition and self-review
- Skills—Can give opportunities to develop higher order thinking skills and give teachers the ability to spend longer on developing key creativity skills such as problem solving (i.e. using a Flipped Classroom Model)

For more detail on a Blended Learning Model click here for online professional reading and online professional learning.

**Blended Learning in our context**

As we return to school, we will want to ensure that children and young people settle into their new ways of working as confidently and effectively as possible so that all learners have the same opportunities to progress and succeed. We are all well aware that it will be of paramount importance to build relationships with our pupils and ensure they feel safe and positive in moving forward. Tom Sherrington's article 'rebuilding teacher routines' highlights just that. Re-establishing teacher routines and re-igniting successful and familiar teaching and learning strategies will be a key part in all of this. Sherrington also points out that whatever the anxieties we have as teachers surrounding course completion or gaps in learning it will be essential to stress to pupils that it will all be fine, everything is salvageable, and anything is possible. So how do we go about this with the mixture of online and in class teaching?

**Blended Learning and the Four Guiding Principles**

The Four Guiding Principles of effective teaching and Learning, Plan, Share, Guide and Review do not change whether teaching in class only, teaching remotely or carrying out blended learning. However, there may be certain aspects of the Four Guiding Principles that you wish to consider more fully when using a blended learning model. We have outlined some key points, and linked professional learning videos on page 2.

1

**EDINBURGH LEARNS BLENDED LEARNING**

**4 PRINCIPLES FOR EFFECTIVE TEACHING & LEARNING**

This document accompanies the overarching [Teaching and Learning Guidance](#). These two documents work in partnership to support high quality learning, teaching and assessment.

**INTRODUCTION**

Our Blended Learning professional learning series explains this guidance in more detail. Click on the icon above to watch the brief introduction; followed by bite-size videos on each of the 4 principles as required (access these through the icon in the relevant section).

**1 PLAN**

- Use your knowledge of the learner journey to set the long term learning goals and timeframe to achieve these.
- Identify the key learning/non negotiables on the journey.
- Define the threshold concepts and assess prior knowledge to identify a starting point.
- Plan formative assessment opportunities (for home and school) to inform appropriate next steps in learning.
- Plan opportunities for outdoor learning as appropriate.
- Where possible, have dialogue with colleagues to moderate blended learning, teaching and assessment.

**2 SHARE**

- Share the big picture with learners. Refer to it regularly to allow them to see how their current learning fits in to the longer term plan.
- Share clear learning intentions and success criteria with learners to allow them to self-regulate.
- Be clear on the format of how the learning will take place e.g. over the week, at home, in school etc.

**3 GUIDE**

- Sequence and chunk learning using a mix of remote (digital?) and face-to-face learning, and provide learners with opportunities to practise each of the steps.
- Model the learning to reduce the cognitive load e.g. using live modelling. What a Good One looks like.
- Provide appropriate scaffolds to support learners through the cognitive apprenticeship e.g. CPA and Fading Out, PACE grids, tiering, scaffolding in written tasks.
- Use questioning to deepen thinking and check for understanding.
- Encourage collaboration and discussion amongst learners where possible.

**4 REVIEW**

- Embed formative assessment techniques in remote and face-to-face learning to help inform next steps (digital review?).
- Teach self assessment techniques so learners can assess their progress against success criteria.
- Incorporate plenty of confidence building low stakes retrieval practice.
- Use pupil voice to evaluate learning and adapt based on feedback (e.g. using Forms).

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Professional learning videos embedded into guidance.

# Contingency Planning- Blended (Connected) Learning

- Remote Learning can include:-
  - providing learners with physical resources where needed such as learning materials, textbooks and digital devices
  - providing live learning and teaching sessions with children and young people, for example
  - providing access to recorded learning sessions and tasks
  - setting learners tasks for completion and submission to / discussion with their teachers
  - using the opportunity for 'live sessions' (as above) to check in, discuss and engage in person with learners following a learning task, but not to deliver lessons or content
  - engaging regularly with learners through email or an agreed platform.

# Digital Learning Strategy

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- For all learners to have 1:1 digital device from P6- S6 + class sets of 1:5 in P1-5 and EY, expand 1:1 model beyond existing 9 secondaries, strategy going to Education Committee in December
- Schools focusing PEF on digital, most schools now confident they can provide necessary devices for self-isolation/lockdown, we are surveying to confirm, we will use Scottish Govt devices to address shortfall
- Remaining Scottish Govt devices will be used to progress phased 1:1 strategy, conversations with individual HTs happening now to assess state of readiness
- Considering short term use of BYOD in senior phase, with agreed protocols and equity considerations
- Two way video protocols for live lessons now being signed off by increasing number of schools

# Reporting to Parents & Carers

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- Netmedia- Parent Evening Booking System
- Teams meetings