Teaching, Learning & Assessment

Locality Briefings 3rd/4th November, 2020



Objectives

- 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

- 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:

- 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

- 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



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.

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 2020/21 (Education Sociand) and Edinburgh Learns Assessment and Moderation Framework.



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 standardized tests and high-quality assessment opportunities using a blend of formative and summative approaches. This 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.

EDINBURGH LEARNS ASSESSMENT AND MODERATION

Assessing Learners' Progress

DECIDING WHAT TO ASSESS

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Click on the hyperlinks to access bitesize professional learning videos or relevant documents.

- Assessment will help identify a baseline from which to teach.
- Choose the area/organiser(s) you want to focus on.
- Use any data that you have e.g. February predictions, evidence of learner progress during remote learning, transition information.
- Use your knowledge of the expected learner journey at the relevant stage and <u>threshold</u> <u>concepts</u>.

IDENTIFYING WHAT LEARNERS CAN DO AND WHAT THEIR NEXT STEPS WILL

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- 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 <u>hinge questions</u> linked to previous learning to promote dialogue and support deeper thinking.
- Spend time listening to children and young people discuss and explain their thinking.

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,
 the section and accessment.
 - Experiences and outcomes (with CEC Progression Pathways in <u>literacy</u> and <u>numeracy</u> to provide detail)
 - Benchmarks to provide guidance on the standard against which to assess.

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, <u>Jearning intentions</u> should be shared with learners and they should be involved in the cocreation of success criteria.
- Engage in professional dialogue with colleagues to moderate and plan collegiately at all stages of the <u>moderation cycle</u>.

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Tracking and Monitoring

- 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

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

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

Closing the Gap Task Force

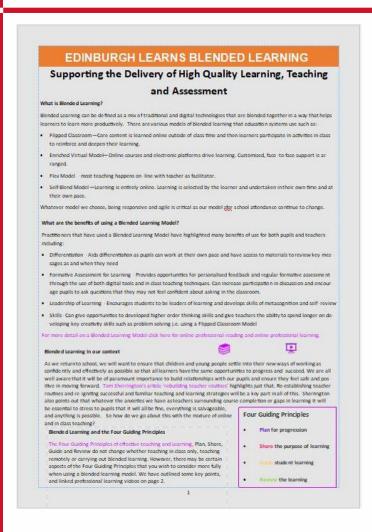
Primary

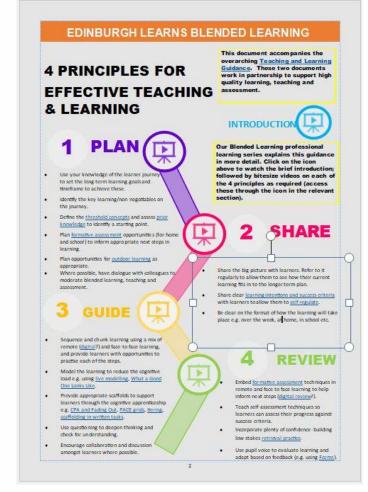
- Lit, Num, HWB, attendance
- Deployed to clusters
- Teachers trained by EL
- Managed by Cluster HTs
- Contingencies of the service will apply
- 26 in post currently

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







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

- 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

 Netmedia- Parent Evening Booking System

Teams meetings