EXCELLENT LEARNING, TEACHING AND ASSESSMENT

Learning Environment

- ✓ Welcoming, positive ethos
- ✓ Our learning is underpinned by our vision and values
- ✓ Organised and tidy learning space
- ✓ Displays celebrate student work
- ✓ Positive, nurturing relationships
- ✓ Students are focused and motivated
- ✓ MS Teams supports home Learning
- ✓ Consistently high expectations
- ✓ Access to support resources
- ✓ Promote enjoyment and respect for the learning environment
- ✓ The Marr Way clearly displayed and applied consistently

Lesson Start

- ✓ Meet and greet students
- ✓ All lessons start with the Marr 90
- ✓ First attention to best conduct
- ✓ Prompt engagement (starter task)
- ✓ Prior learning revisited
- ✓ Learning Intentions/Success Criteria (visible, verbal, co-constructed)
- ✓ Effective planning and organisation
- ✓ Clear lesson structure
- ✓ Appropriate pace and challenge
- ✓ Clear explanation of learning activity

Our shared learning expectations

Learning Activities

- ✓ Lesson is active and engaging
- ✓ Variety of individual and collaborative learning
- ✓ Students lead learning and have opportunities to collaborate
- ✓ Promote thinking routines (MTV)
- ✓ Skilful use of questioning (Blooms)
- ✓ Mistakes help improve our learning
- ✓ Time for peer and self-assessment
- ✓ Teachers know students well and differentiate appropriately
- ✓ Digital Technology enhances learning
- ✓ Link to Marr Skills Framework, employability and problem solving

Lesson End

- ✓ Effective plenary – what have we learned today?
- ✓ Revisit Learning Intentions and Success Criteria
- ✓ Creative 'wrap-up' techniques
- ✓ Learning conversations identify next steps
- ✓ Assessment and observation informs planning
- ✓ Lessons finish on time
- ✓ Students remain in class until end
- ✓ Calm and effective end and send

Assessment for Learning | Digital Learning | Collaborative Learning | Higher Order Thinking

COMMUNITY | AMBITION | RESPECT | EQUALITY

Assessment for Learning

Assessment is integral to our planning of learning and teaching. Across our school we have shared expectations for standards to be achieved, and have robust arrangements in place for moderation across stages and across the curriculum.

Our assessment evidence is valid and reliable.

Highly effective practice

- ✓ Learners receive high-quality feedback and have an accurate understanding of their progress in learning and what they need to do to improve.
- ✓ Learners are able to give effective feedback to peers on their learning and suggest ways in which they can improve. Assessment approaches are matched to the learning needs of learners and are used to support them to demonstrate where they are in their learning.
- ✓ A quality body of evidence is used to support assessment judgements and decisions about next steps.
- ✓ Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.

Our learners

Understand clearly what they are trying to learn, and what is expected of them

Are given feedback about the quality of their work and what they can do to make it better

Are given advice about how to go about making improvements

Are fully involved in deciding what needs to be done next, and who can give them help if they need it

Links and further reading

Dylan Williams learning resources:

- Formative Assessment
- Assessment Strategies
- Self and Peer Assessment

CfE Benchmarks

Getting Started with Assessment for Learning

Marr Staff Team

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Digital Learning

Young people are innovative, confident and responsible in the use of technologies and staying safe online. Staff and young people consistently make effective use of the Marr 'Digital Fire Drill'. All staff have achieved the MIE badge and are committed to further developing their knowledge and skills to ensure effective use of digital technology to support excellent learning and teaching. We provide opportunities to engage parents in developing their use of technology to support learning at home. Young people are confident in their use of digital technology to enhance their own learning and

Highly effective practice

- ✓ The development of digital skills enables children and young people to be creative and use digital technologies to meet a personal or social need.
- ✓ Young people understand the importance of developing their own digital skills for learning, life and work.
- ✓ Young people make informed choices about the way digital technology can and should be used.
- ✓ Learners are able to challenge the status quo constructively and generate ideas, including, if appropriate digital solutions to improve it.
- ✓ There is a strong ethos across the school to minimise the impact of potential barriers to learning.

Our learners

Develop the skills to understand, apply and create new digital solutions of their own.

Are **skilled users and creators** of digital technology

Use digital technology to support and enhance **communication and collaboration**

Are confident in **supporting peers and parents** in improving their use of technology

Links and further reading:

Marr Digital Fire Drill

Digilearn.scot Glow Blog

South Ayrshire Digital Learning Blog

A Digital Learning and Teaching Strategy for Scotland

Microsoft Innovative Educators

E-Sgoil and WestOS

Marr Staff Team

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Collaborative Learning

Collaborative Learning is a method in which students work in small groups to accomplish **a common learning goal** under the guidance of their teacher.

Our students learn by applying knowledge in an environment more similar to the world of work. Staff are supported to engage in opportunities for effective professional learning to enhance cooperative learning in the classroom. Strategies are used in pairs and groups to facilitate learning. Our learners are successful, confident and responsible.

Highly effective practice

- ✓ Young people take increasing responsibility as they become more independent in their learning
- ✓ There are high expectations for all learners across the school. Our learners are successful, confident and responsible
- ✓ Young people take ownership of their own learning and thinking
- ✓ Our young people are ambitious and better prepared for the world of work through progressive learning that connects them more directly to employment

Our learners

Are supported to become **independent** and develop the four capacities

Are **active, challenged and engaged** in their learning

Benefit from a **wide variety of innovative and creative** resources and teaching approaches

Have opportunities to **lead learning**

Links and further reading:

Dylan Williams collaborative learning

GTCS In2Teaching Cooperative Learning Strategies

Staff Professional Reading Library:

Cooperative Learning in the Classroom

Marr Staff Team

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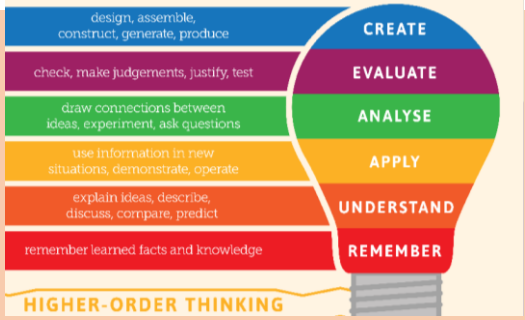

Higher Order Thinking

Higher Order Thinking (HOTS) is based on Boom's Taxonomy and promotes critical thinking, synthesizing, analysing, reasoning, comprehending, application, and evaluation. Higher order thinking develops transferable skills that young people can apply across the curriculum.

Making Thinking Visible (MTV) provides teachers with ideas and strategies to use with students in order to work towards deepening learning and fostering thinking skills. Thinking often happens in ways which are invisible. MTV is a way of working with learners in order to make their thinking visible to themselves and others.

Links and further reading:

[A Teacher's Guide to Blooms Taxonomy?]

[MTV Tapestry Resources]

[National Improvement Hub]

[Project Zero (Harvard) Routines]

CLPL Library:

- **Visible Learning**

Marr Staff Team

Highly effective practice

- ✓ There are high expectations for all learners across the school.
- ✓ We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners.
- ✓ Learners take increasing responsibility as they become more independent in their learning.
- ✓ Our questioning strategies enhance the learners' experience and enable higher-order thinking skills
- ✓ Creativity is practically applied as a higher-order thinking skill.

Our learners

Understand the **purpose of learning** and have opportunities to **lead** the learning

Are **confident, ambitious, imaginative** and **open-minded**

Explore **ideas**, identify problems and **seek solutions**

Have a **global mind-set** and are equipped for the rapidly changing world

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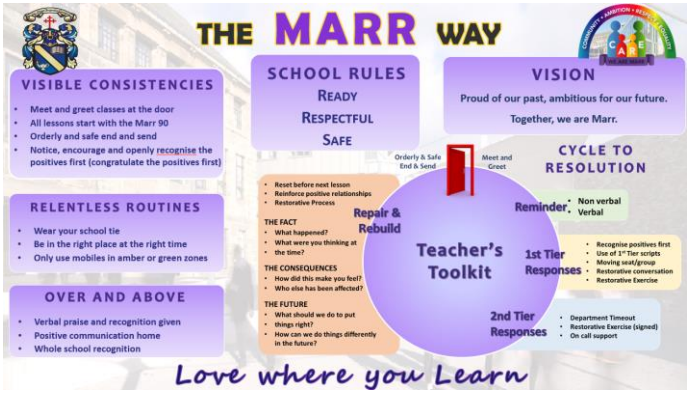
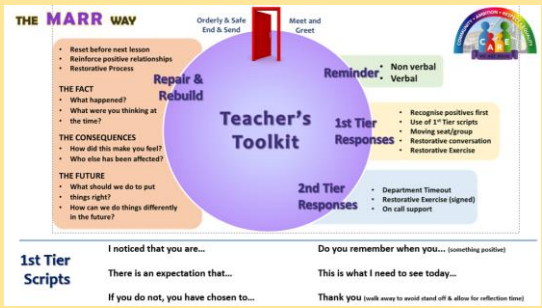
The Marr Way



The Marr Way behaviour blueprint



The Marr Way staff desk reminder

The Marr Way is our positive relationships policy, based on the Five Pillars shared by Pivotal Education

These Five Pillars are:

- Consistent, calm adult behaviour
- First attention to best conduct
- Relentless routines
- Scripted interventions
- Restorative follow up

Links and further reading:

Pivotal Education

CLPL Library:

- **When the Adults Change**

Marr Staff Team – Pivotal

Highly effective practice

- ✓ The whole learning community has a shared understanding of wellbeing and the children's rights.
- ✓ All stakeholders promote a climate where children and young people feel safe and secure
- ✓ All staff and partners model behaviour which promotes and supports the wellbeing of all.
- ✓ All staff and partners are sensitive and responsive to the wellbeing of each individual child and colleagues.
- ✓ Staff and partners have created an environment where children and young people feel listened to and are secure in their ability to discuss personal and sensitive aspects of their lives because they feel cared about.

Our learners

Feel safe, healthy, achieving, nurtured, active, respected, responsible and included.

Benefit from the **high-quality** education which we provide.

Benefit from very **positive** and **supportive** relationships, founded on a climate of mutual respect within a strong sense of **community**, **shared values** and **high expectations**.

And all staff and partners are **proactive** in promoting positive relationships in the classroom and wider learning community.

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