

Aim of St. Catherine's Framework for Learning and Teaching

Although the content of the Curriculum for Excellence is important, in order to reach the city's goal of *all Edinburgh's children thriving and taking their place as highly skilled workers* every teacher and Early Years Practitioner must aim to deliver high quality teaching and learning. At St. Catherine's we are committed to meeting this aim and this framework outlines key aspects of our practice in relation to key themes from HGIOS4 in Teaching and Learning: Curriculum; Teaching, Learning & Assessment; Universal and Targeted Support; Leadership for Learning; Quality Assurance.

Key Research:

HGIOS 4- Education Scotland

Building The Curriculum 3 & 4- Education Scotland

Edinburgh Learns- Teaching and Learning

Embedding Formative Assessment- Dylan Wiliam

Outstanding Formative Assessment- Shirley Clarke

The Impact of Poverty on Young Children's Experience of School- JRF 2007

Cost of the School Day- CPAG

Working With Parents to Support Children's Learning- EEF

Curriculum

Our Curriculum Plan outlines the vision and rationale for our curriculum and is evaluated and updated every three years. (Appendix 1)

Set within the 4 contexts for learning, our curriculum features progressive learning pathways for all key curricular areas: Literacy & English, Maths & Numeracy, Health and Wellbeing, Science, Modern Languages, Expressive Arts, Social Studies, Technologies, and Religious Education in Roman Catholic Schools. It is based on the experiences and outcomes and curriculum design principles of progression, coherence, breadth, depth, personalisation and choice, challenge and enjoyment and relevance (Appendix 2). Our curriculum also features thematic and interdisciplinary learning. At a school level this takes the form of annual book projects that are based upon experiences and outcomes drawn from different curricular areas and cross-cutting themes and provide opportunities for mixed stage learning. Teachers also plan interdisciplinary learning at class level.

Learning Logs Approach

The purpose of our Learning Logs is to support pupils to know themselves as learners. We achieve this through a progressive programme of reflection on learning tasks- both successful and challenging- and pupils discussion with key adults about their learning.

P1	Conversation with reflective questions, 3 pupils per week.
P2-3	Class Keynote created with photos of pupils' learning. Teacher discussion with 3 pupils per week
P4	Each pupil makes individual Keynote with photo of work. Teacher discussion with 5 pupils per week
P5-7	Each pupil makes individual Keynote and annotates pictures of work with answers to key questions about their learning. Teacher discussion with 4 pupils per week.

Skills:

The following core skills from Building the Curriculum 4 are the responsibility of all:

Literacy	This is the ability to communicate by reading, by writing, and by listening and talking.
Numeracy	This is the ability to use numbers to solve problems by counting, doing calculations, measuring, and understanding graphs and charts. This is also the ability to understand the results.
Health and Wellbeing	This is the ability to take care of yourself and others, and to be responsible for your learning and welfare. It includes managing your feelings, developing a positive and active attitude to life, and building relationships with others.
Employability, including enterprise and creativity	This is the ability to develop skills, understandings and personal attributes — including a positive attitude to work, to others and to the world's resources.
Thinking/ Cognitive	This is the ability to develop the cognitive skills of remembering and identifying, understanding, applying, analysing, evaluating, and creating.

Opportunities to develop skills are integrated into pupils learning experiences and the wider life of the school. P6 and P7 have opportunities to develop their leadership skills through work with pupils in the lower school. P7 also go through the full job application process for their year-long P7 responsibilities. The whole school Building Resilience programme for Health and Well-being focuses on managing emotions, developing confidence and resilience in pupils.

Wider Achievement:

St Catherine's recognises the value of learning that takes place outside the classroom and the contribution it makes to developing skills and the 4 capacities, *particularly as young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers.*¹

Each class has a budget which teachers use to enhance core learning with out-of-school experiences, thus allowing pupils to apply knowledge in different contexts from those in which the knowledge was acquired.

Primary 7 participate in a Residential Experience. Pupils develop outdoor learning skills and become more confident in tackling new and more challenging tasks and dealing with new situations.

There are further opportunities for pupil leadership and citizenship through committees and groups including Equalities Committee and the Pupil Council. We are also involved with Fairtrade through our partnership with the local Scot-Mid.

In addition to this we offer a variety of after school activities covering a variety of areas and interests: Dance, Football, Multi-sports.

We encourage parents to post pictures of Wider Achievement through the Moments from Home section on the Learning Journals and teachers share and celebrate these with their class.

Partnership with Parents:

At St. Catherine's we actively encourage parents/carers to engage in their child's learning, attainment and achievement.

Termly Plans

Learning Journals

Class Learning Showcase

Parent learning events

Parent Consultations

Learning, Teaching and Assessment including AifL

¹ JRF

At St. Catherine's we have a shared vision, knowledge and understanding of the features of a high-quality teaching and learning experience, while recognising that our staff teach, and every pupil learns, in different ways.

The key features of learning, teaching and assessment at St. Catherine's are:

- Learning is set in an ethos built on a foundation of mutual respect and positive relationships.
- The faith values, set out in 'A Charter for Catholic Schools in Scotland', are subscribed to by all staff and are evident in learning and teaching approaches and in our whole school ethos.
- A learning environment which features a balance of displays of pupils' work and supports for learning.
- It takes into account different learning styles and barriers to learning
- Demonstrates a commitment to ensuring that our learners continue to develop the 4 capacities and in every classroom, class teachers encourage pupils to reflect on how their learning has helped them to develop the 4 capacities.
- Ensures that cultural and social diversity is taken account of and that all pupils are included and not denied opportunities because of factors such as race, gender or disability.
- Contexts for learning are both challenging and enjoyable; and include creative and investigative activities both in discrete subjects and interdisciplinary opportunities.
- There are opportunities for simple and complex pupil personalisation and choice of how and what is being learned.
- Regular use of meaningful praise to encourage all pupils.
- Lesson aims created from progressive Learning Pathways based on CfE Experiences and Outcomes
- Structured, well- paced lessons constructed using the 4- Phase Model (Appendix 3).
- Planned opportunities for quality individual, paired and collaborative work
- In every lesson Learning Intentions and Success Criteria are co-created and/or shared with pupils ensuring pupils understand the purpose of the learning.
- Links are made with previous learning, with learning in other curricular areas and, where possible, with a real- life context
- High expectations of all learners, taking into account prior attainment, with opportunities for everyone to experience success through skillful use of differentiation.

- Effective questioning to direct thinking, elicit assessment information and allow pupils to learn from each other.
- Skillful use of ICT to enhance learning and teaching and pupil engagement.
- Feedback is provided to all learners throughout lessons that takes the learning forward (based on the principles of Assessment is for Learning).
- The lesson plenary is used to allow pupils time to reflect on how they did and what they need to do next in order to improve.
- Teaching and planning of next learning steps are adjusted to take account of the results of assessment.
- There are opportunities for pupils to assess themselves and their peers and to give constructive feedback on how they might improve on their learning performance.
- Formative and summative assessment information is recorded to ensure that information gathered can effectively inform reporting to parents/carers and judgement of achievement of a level.
- Regular reporting to parents of achievement across the curriculum throughout the year in the online Learning Journals.
- We celebrate effort and achievement through Assemblies, Tea with SMT, Learning Journals and Twitter.

Planning, Tracking & Monitoring

The academic year is split into 3 medium- term planning blocks. Progressive Learning Pathways provide the basis for these and inform teacher's short-term plans, which are tailored to meet the needs and interests of their pupils. There are opportunities for pupil-led learning within both of these planning timescales.

Pupil attainment is tracked in two ways. Long Term tracking uses standardised assessment data and CfE levels to show improvements in performance over an academic year. This data is used as the basis for our Literacy and Maths groups. We use SEF for an additional teacher (s) who works mainly in the Early Years, teaching focus groups to provide a smaller pupil: teacher ratio than whole class learning. The composition of all groups is reviewed a minimum of 3 times per year and they are adjusted as necessary to ensure pupil learning is always at the correct level and success is maximised. Medium Term Tracking Meetings take place at the beginning of each planning block. Pupils' progress towards the key milestones within each level is discussed and targeted support put in place for pupils who are at risk of not achieving their potential.

Universal Support (including Differentiation)

Our assessment and attainment tracking processes provide robust information and data which allows staff to know pupils as individual learners as they move through the school and ensure we have high expectations for all.

Differentiation is used by teachers in St. Catherine's as a way of providing learners with support and challenge to progress at an appropriate pace. It is informed by tracking of attainment data in addition to teacher professional judgement and takes the form of one or more of the 4 Modifications (content, process, product, the learning environment). Pupils are in differentiated groups for Language and Literacy and Numeracy and Mathematics.

The embedding of Assessment as Learning throughout the school results in the pupils frequently having opportunities to reflect on evidence of their learning (including self, peer and adult assessed work), communicate with their teacher about it, decide what their next steps in learning will be and how to achieve them.

Targeted Support

ASN

We have strong links with the range of external agencies available to support our pupils with Additional Support Needs (ASN).

Every pupil with Additional Support Needs has a Pupil Strategy Sheet, detailing personalised targets and learning supports. These are created by the ASL teacher in consultation with pupils, parents and staff. These are complemented by Individualised Education Plans where appropriate.

EAL

A large proportion of St. Catherine's pupils have English as an Additional Language (EAL). The EAL Service regularly visits to provide strategic support to staff in working with these learners. In addition to this the ASL service provide a Polish bilingual assistant to support pupils individually, in small groups and in class.

Parents and carers are supported by interpreters at parent consultations and meetings.

Care Experienced

Our staff are aware of the care-experienced pupils in our school community and that they face barriers to learning. These pupils' attainment and achievement is tracked through the

standard school procedures, however it is also monitored by the ASN teacher who puts in place additional supports, where necessary, to ensure the pupil's needs are met.

Disadvantaged Pupils

As a member of the Scottish Government's Schools Programme (SAC) since 2015, we are committed to using data from a range of measures to identify pupils from the most disadvantaged backgrounds who are not achieving their potential in Literacy, Maths and Health & Wellbeing and providing a range of targeted interventions to make improvements.

We have also undertaken a consultation with stakeholders to poverty- proof our school day with many key aspects of school life free including breakfast club, after school clubs, almost all trips and a uniform bank all of which are considered to impact on pupils' readiness to learn.

Leadership of Learning

High quality CLPL opportunities are an essential feature of St. Catherine's aim for high quality teaching and learning.

Teaching staff, supported and facilitated by the SMT, have engaged in the Teacher Learning Community programme whose initial focus was embedding formative assessment strategies before moving on to more specific areas of learning and teaching informed by self-evaluation. This process has many benefits.

Staff:

- Have protected time to focus on professional learning
- Use knowledge from research and professional literature
- Focus on pedagogy, in order to improve learning in all curricular areas.
- Evaluate their own practice
- Learn from each other through observation and professional dialogue
- Are confident in discussing how they have improved their practice as a result of professional learning activities.
- Can describe a clear measurable impact of professional learning.

The school's programme of CLPL for Teachers & PSAs is based on SQIP priorities (school and cluster), Attainment Results, Self- Evaluation and is informed by professional reading and current educational research.

Within the school there are a range of distributed leadership roles. Writing, Maths, Modern Languages, Literacy. Teachers and PSAs are also responsible for leading the learning for intervention groups, created from SIMD 1 & 2 pupils- focusing on closing the attainment gap in Literacy and Numeracy.

Sharing standards is an important element of ensuring continuity and progression in teaching and learning at St. Catherine's. We do this through assessment and moderation. There is a programme of assessments for Reading and Maths based on the benchmarks within each level, which are used to confirm teachers' judgement. There are two school-based Writing moderation activities per session, the school also participates in moderation activities at a Cluster level.

PRD process

All staff are entitled to receive an annual Professional Development and Review meeting with their line manager. Staff are encouraged to reflect on their own practice and identify areas for further development. Individualised CPD opportunities are used to support this process and at the end of the session staff are asked to evidence impact on their practice and on learners.

Pupils Leading Learning

Currently there are some opportunities across our curriculum for pupils to lead learning.

These are based around self-evaluation where pupils will choose the level of difficulty of a task and the KWL approach (Know/Want to Know/Learned). Teachers gather information to inform planning or provide resources and facilitate learning.

Primary 7 plan, implement and evaluate 'Ask and Play' twice a week, working with the P1-P3 developing communication and leadership skills.

Home Learning

Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages. ²

There are different home learning tasks suitable for each stage of children's school Below is an outline of some key home learning tasks at each stage.

² Working With Parents to Support Children's Learning- EEF

P1-2	Reading book, trick words, sound cards, letter formation, number formation, numeral recognition
P3- 4	Reading book, spelling sentences, mental maths grid
P5-7	Reading book, spelling words, spelling activities grid, mental maths grid

We also run annual parent workshops providing information and ideas for parents about additional Home Learning tasks to support Literacy and Numeracy.

Digital Learning

St. Catherine's is very well resourced with digital technology with 1-to-1 iPad provision and a SMARTboard in every classroom. We use these technologies to enhance learning and teaching; for formative assessment and to develop pupils' creativity through the use of apps such as Book Creator and Adobe Spark.

Pupils also have access to the online Maths programme SumDog and online Reading Books through Bug Club to support home learning.

In 2021 we implemented an updated progressive internet safety programme at all stages.

Outdoor Learning

We are currently offer key Outdoor Learning opportunities at Second Level through P5 and P7 Residential experiences.

We are currently reviewing our Outdoor Learning provision to ensure pupils at all stages have more opportunities to experience learning outdoors.

Roles, Remits and Responsibilities

To ensure quality in teaching and learning the Senior Management Team:³

- Ensure that Teaching and Learning features in the annual self-evaluation and improvement planning cycle and is robustly and consistently developed across all classes and playrooms
- Work with other senior leaders to review QI 2.3 as part of the Leadership Learning Partnerships
- Lead on a range of activities to ensure consistency with a clear ongoing focus on developing an understanding of high-quality learning, teaching & assessment;
 - share and promote a clear expectation of the key features of highly effective practice which should appear in every learning experience
 - provide opportunities for staff at all levels to develop their leadership of learning
 - lead on the planning professional learning opportunities for all staff including opportunities for teachers to observe and learn from each other
 - support staff to plan opportunities for all children and young people to develop skills including employability, creativity and digital learning skills
 - have in place robust procedures for quality assurance, based on a range of evidence, including the views of all stakeholders
 - [ensure Care Inspectorate *Health and Social Care Standards-My support, My life* are implemented within the setting – Early Years only]
 - support the use of How Good is OUR School by encouraging and supporting activities in which learners evaluate 'Our Learning and Teaching'

To ensure quality in teaching and learning, class teachers:⁴

- ensure that they fully know and understand the context of each learner, particularly the care experienced and those living in poverty
- *plan systematically for effective teaching and learning across different contexts and experiences*, by developing a positive learning environment, with explicit reference to skills, formative assessment for learning strategies and differentiation to meet the needs of all learners

³ Edinburgh Learns- Teaching and Learning

⁴ Edinburgh Learns- Teaching and Learning

- *have a secure working knowledge and detailed understanding to justify what is taught within the curricular areas, in relation to the curriculum and the relevance to the needs of all learners*
- *understand their role as leaders of curriculum development (GTCS: The Standard for Full Registration, December 2012)*
- plan for learning and teaching and assessment using current Education Scotland guidelines
- prioritise professional learning for high quality learning, teaching and assessment
- involve learners in evaluating the effectiveness of their learning experiences and leading their own learning
- support the use of How Good Is Our School

To ensure quality in teaching and learning, pupils:

- Develop positive relationships with school staff
- Are eager and active participants who are fully engaged, resilient, highly-motivated and interact well during activities both in and out of the classroom
- Exercise choice and take opportunities for independent learning and leading learning
- Share their views on aspects of the school curriculum and their learning experiences
- Where appropriate work with staff to improve/develop aspects of the school's curriculum and resourcing.

To ensure quality in teaching and learning, parents & carers:

- Support pupils to attend and learn at school every day
- Actively engage in their children's learning, attainment and achievement
- Reinforce learning at home. For example: through home learning tasks
- Become involved in evaluating and shaping policy and services to improve impacts.

Quality Assurance and Review

The Standards Quality and Improvement Plan (SQIP) is created by collating all the evaluations and attainment data throughout the year. These inform our next steps for the following academic session. Every year we create a robust Quality Assurance Timetable (Appendix 4) which focuses on priorities from the SQIP and SEF. We monitor and evaluate success in the following ways:

Staff:

- Tracking and analysis of individual and class progress against expected levels
- Termly Tracking Meetings
- Two opportunities to share classroom experience and follow up discussion (including pupil feedback)
- Reviews of Learning Journal Comments
- SEF Evaluation
- Teacher questionnaires about school initiatives
- Annual Self- Evaluation (Based on Key Indicators HIGIOS 4) (May In- service)

In addition to this the Headteacher participates with other senior leaders in the Leadership Learning Partnerships.

Pupils:

- Learning Discussions (pupils evaluating lessons as part of Sharing Classroom Experience)
- Wee HGIOS (Matched with the Staff Self Evaluation Programme)
- Pupil questionnaires about school initiatives (PEF, Schools Programme, SQIP)
- Annual pupil questionnaire- results are used to inform SQIP
- Pupil Council

Parents & Carers:

- Parent Council Forum
- Parent questionnaires about school initiatives (PEF, Schools Programme, SQIP)
- Annual parent questionnaire- results are used to inform SQIP
- Evaluations of Family Learning and Showcase events

