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**REPORT TO: CHILDREN AND YOUNG PEOPLE'S SERVICES COMMITTEE ON  
18 DECEMBER 2019**

**SUBJECT: LEARNING AND TEACHING STRATEGY**

**BY: DEPUTE CHIEF EXECUTIVE (EDUCATION, COMMUNITIES AND  
ORGANISATIONAL DEVELOPMENT)**

**1. REASON FOR REPORT**

- 1.1 The purpose of this report is to invite the Committee to scrutinise and note the progress made by the Moray Learning and Teaching Strategy Group in developing "Our Moray Standard" Infographic and Strategy for Learning and Teaching across Moray.
- 1.2 This report is submitted to Committee in terms of Section III (D) (1) of the Council's Scheme of Administration relating to all the functions of the Council as Education Authority.

**2. RECOMMENDATION**

- 2.1 It is recommended that the Committee scrutinises and notes the content of this report.**

**3. BACKGROUND**

- 3.1 The Scottish Government working with Education Scotland have been reframing their narrative around Curriculum for Excellence (please see **Appendix 1**). Through this narrative, all learning and teaching activities must have key components and our curriculum must enable all children and young people to access their entitlements. As stated in Building the Curriculum 1: *"Teachers are the key to successful implementation of a Curriculum for Excellence. The quality of learning and teaching in every classroom – and the inspiration, challenge and enjoyment which can come from teacher's enthusiasm and commitment – will be critical to achieving our aspirations for all young people"*.
- 3.2 In January 2018 it was recognised that revision to the existing Moray Learning and Teaching Strategy was required. In particular, this was due to a number of variables including:
- Attainment data identifying need for improvements in attainment and achievement of children and young people

- National and local priorities highlighting need to focus on raising attainment for all through high quality learning experiences
- Education Scotland and internal “Schools for the Future” visits identifying inconsistency in learners’ experiences across schools and need for continuing improvement
- Practitioner request for further support with learning and teaching beyond existing policy
- Importance of ensuring equity for all through high quality learning experiences across Moray
- Need for existing strategy change due to changing national guidance and practice terminology.

3.3 As a result “Our Moray Standard” for Learning and Teaching has been developed and launched in support of raising attainment and achievement of all, in order to support practitioners across Moray schools and education establishments in their pursuit of excellence in learning and teaching for Moray’s learners. “Our Moray Standard” provides schools and practitioners with a framework and links to further research, support materials and resources in order to strengthen delivery of learning and teaching experiences to our children and young people of Moray.

3.4 A Moray cross-authority working group of over 20 practitioners has led development of “Our Moray Standard” Infographic and Strategy for Learning and Teaching, supported by engagement in a variety of linked activities by practitioners and learners across Moray including:

3.4.1 Head Teachers working together at Head Teacher meetings to formulate, review and propose amendments to draft strategy and content as it has progressed to this current version. This includes working together in January 2019 as a Head Teacher collective, with professional learning and engagement with research and practice through our Learning and Teaching Head Teacher meeting. This was further repeated through Professional Development sessions and more recently in the September 2019 Head Teacher meeting.

3.4.2 Practitioners across Moray worked together in May 2019 with Associated Schools Group colleagues in order to review current research and practice with learning and teaching, reviewing recent Education Scotland Summaries of Inspection Findings linked to Quality Indicator two point three (2.3), Learning, Teaching and Assessment. This led to identification across Moray for the key features that make for excellence in learning and teaching.

3.4.3 In June 2019, schools were invited to seek views from learners in their establishments regarding – in pupil speak - “what makes for a good teacher” and “what makes for a good learning experience”. Returns were received from over half of Moray schools, representing our children and young people’s voice. Results were overwhelmingly comparable with research as has been captured by wordles within the strategy.

3.5 Further engagement with wider partners and a practitioner review group has supported strategy finalisation along with final endorsement of “Our Moray Standard” Infographic and Strategy by Moray’s Local Negotiating Committee for Teachers (LNCT).

- 3.6 While framed by our Moray practitioners and learners, our standard has been developed in line with National Guidance reflective of key current education writers and researchers including John Hattie, Shirley Clarke, Paul Dix, Dylan Wiliam, Tom Sherrington and Barak Rosenshine. The international visit work undertaken by Lucy Crehan has further been reviewed.
- 3.7 Expectation is that schools now adopt “Our Moray Standard” as their overarching strategy for Learning and Teaching, with any school policies reflective of and updated in reference to “Our Moray Standard”. Strategy launch has taken place at the recent Raising Attainment Head Teachers’ Meeting on Wednesday 30 October 2019 and at the Secondary Middle Leaders Empowerment event on Monday 11 November 2019. Primary Head Teachers have further supported roll-out in their schools during recent November In-service days.
- 3.8 Intended to be provided in due course as an electronically linked document, hyperlinks to national and locally developed policies, resources, videos, sketchnotes and infographics have been provided to Head Teachers already via GLOW in order to support learning, teaching, assessment and moderation activities. This further includes a trio of learning observation toolkits and Moray learning observation guidance endorsed by LNCT in June 2019, with practice support booklets created in support of pre and post learning observation coaching activities.
- 3.9 Schools have been further invited to offer further resources to our Moray System that they may have available for wider professional learning across Moray.
- 3.10 In order to support roll-out across our schools, a short 15-minute video has been produced and can be accessed online (please see [Our Moray Standard for Learning and Teaching Video Guide](#)). This video highlights the work involved in developing the strategy to point of launch along with a ‘learner’s voice’ talking practitioners through the strategy and the key components for high quality learning and teaching.
- 3.11 The Infographic for “Our Moray Standard” for Learning and Teaching can be found as the front page of the strategy located at **Appendix 2**.
- 3.12 In support of “Our Moray Standard”, future Quality Improvement visits by central officers with focus on learning and teaching will utilise refreshed evaluative toolkits aligned to “Our Moray Standard” for coherence and raised standards.

#### **4. SUMMARY OF IMPLICATIONS**

##### **(a) Corporate Plan and 10 Year Plan (Local Outcomes Improvement Plan (LOIP))**

“Our Moray Standard” infographic and strategy was informed by the priorities within the Corporate Plan with particular regard to providing a sustainable education service aiming for excellence in line with council values of ambitious, improving and responsive. With regards to the LOIP, through raising aspirations, focus relates to building a better future

for our children and young people in Moray through equity of learning experience offered across our schools within an overarching learning and teaching strategy framework; supporting ambitious and confident children, able to reach their full potential.

**(b) Policy and Legal**

It is the duty of the Council to secure improvement and the quality of school education which is provided in schools managed by Head Teachers and to raise standards of education (Section 8 of Standard in Scotland Schools Act 2000).

For the purpose of securing improvement and quality of education annual school improvement plans require setting out objectives for the school in consultation with Parent Councils and teachers employed in the school (Section 6 of the Standards in Scotland Schools Act 2000). Schools plans focus on a range of priorities with learning and teaching a central component and focus on raising attainment. Expectation is that school learning and teaching policies and approaches are now modified and reflect “Our Moray Standard” for learning and teaching as outlined in section 3.6 above.

**(c) Financial implications**

There are no financial implications arising directly from this report.

**(d) Risk Implications**

There are no risk implications arising directly from this report.

**(e) Staffing Implications**

There are no staffing implications arising directly from this report.

**(f) Property**

There are no property implications arising directly from this report.

**(g) Equalities/Socio Economic Impact**

An Equality/Socio Economic Impact Assessment is not required as this report is to inform Committee on learning and teaching and equitable learning experiences across Moray within a common framework.

**(h) Consultations**

Senior Officers in Education and Social Care, Learning and Teaching Strategy Group, Paul Connor, Principal Accountant, Morag Smith, Senior Solicitor, Equal Opportunities Officer, Human Resources Manager and Tracey Sutherland, Committee Services Officer have been consulted and are in agreement with the contents of this report as regards their respective responsibilities.

**5. CONCLUSION**

- 5.1 “Our Moray Standard” infographic and strategy for learning and teaching have been developed through collegiate working across Moray, taking into account key education research and national practice. Schools are required to embrace “Our Moray Standard” and in doing so, support equity of learner experience across our Moray education**

**establishments, promoting consistent and high quality learning and teaching. This will further support our raising attainment and achievement for all focus. Committee is asked to scrutinise and note the contents of this report.**

Author of Report: Stewart McLauchlan, Quality Improvement Manager

Background Papers:

Ref: