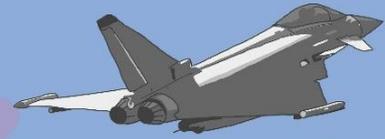


OUR MORAY STANDARD - LEARNING & TEACHING

Curriculum progressions & pathways

Positive ethos & high expectations

Relevant, well planned & balanced curriculum



Respectful & nurturing relationships

Extending knowledge & developing skills

Effective leadership at all levels

Career long professional learning

Collaboration & continuous dialogue

Education theory & practice

Motivation & enthusiasm of all

Tracking, monitoring & data analysis by all

EQUITY & EXCELLENCE
 RAISED ATTAINMENT & ACHIEVEMENT
 CHILDREN REACHING THEIR FULL POTENTIAL TO SUSTAINED POSITIVE DESTINATIONS
 INCLUSION FOR ALL

POSITIVE RELATIONSHIPS

PLANNING

LEARNING INTENTIONS

SUCCESS CRITERIA

LEARNING EXPERIENCES

ASSESSMENT

PACE, CHALLENGE & DIFFERENTIATION

EFFECTIVE QUESTIONING

VARIETY OF FEEDBACK

SELF-EVALUATION

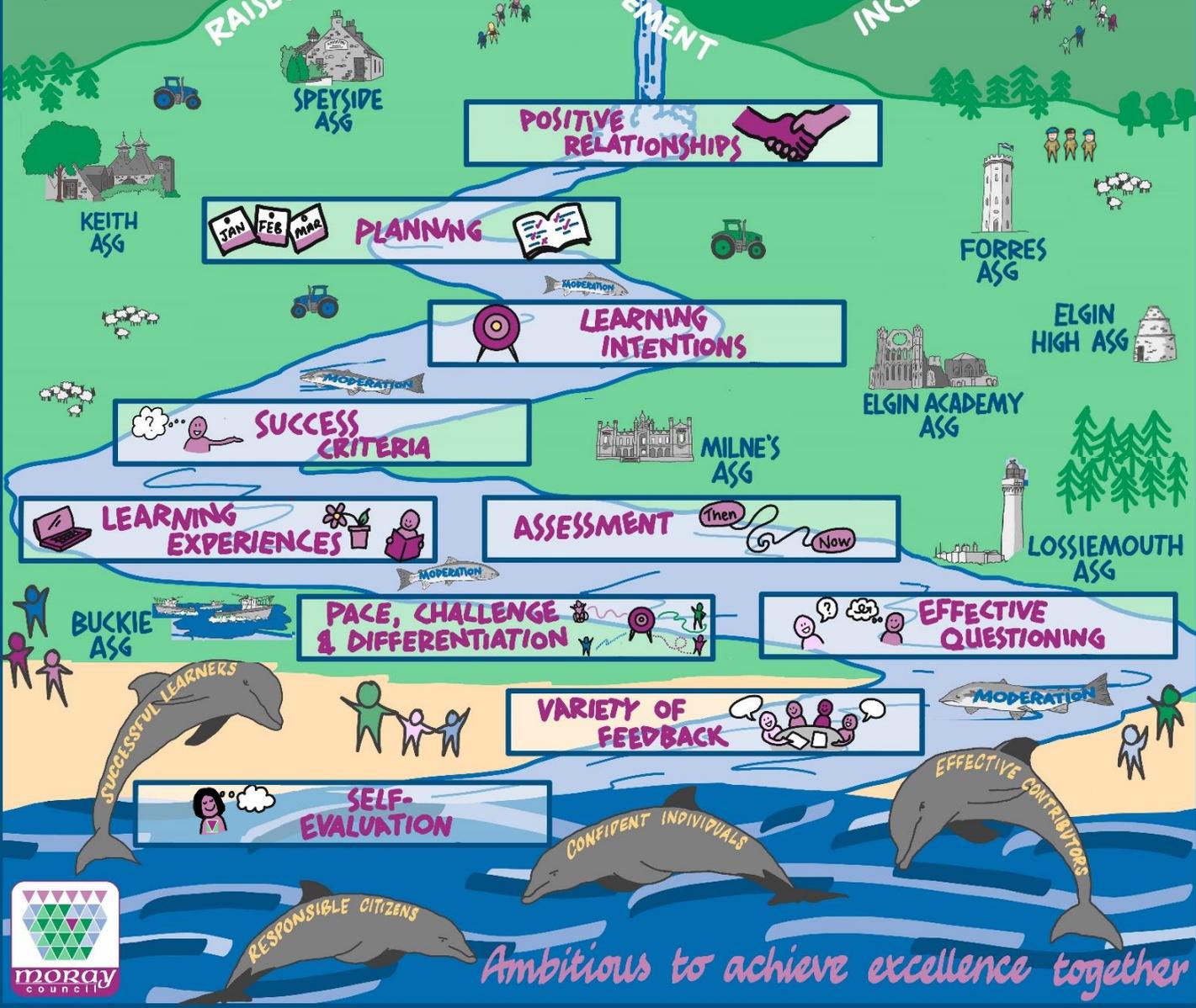
SUCCESSFUL LEARNERS

CONFIDENT INDIVIDUALS

EFFECTIVE CONTRIBUTORS

RESPONSIBLE CITIZENS

Ambitious to achieve excellence together



Background



"What happens in the classroom makes the biggest difference"

[Education Endowment Foundation. "The Attainment Gap". 2017. p16](#)

As practitioners in Moray, in order to achieve our Education and Social Care vision – "ambitious to achieve excellence together" – it is essential that "... we continue to ensure a relentless focus on improving outcomes for all children and young people in Moray, providing opportunities to build on prior levels of attainment and set high levels of expectation for ourselves, our learners and parents and partners." ([Moray Raising Attainment Strategy. 2019](#))



In Moray, we are committed to [getting it right for every child](#) – regardless of background or need – to reach their full potential. Through high quality learning, teaching and assessment we must aim for equity and excellence for all in an inclusive environment. In order to raise attainment and achievement of all children and young people in Moray, we need to have a **relentless focus on learning and teaching**. This ensures our pupils are equipped with the necessary **knowledge, skills and experiences** to support them as they move to **positive and sustained post-school destinations**.

High quality learning and teaching, supported by **positive relationships** between teachers and children or young people, is essential to ensure effectiveness of learning. Underpinned by a **well-planned, coherent and balanced curriculum** in line with Curriculum for Excellence principles for curriculum design, we should strive for our learning and teaching to:

- ✓ Be **engaging and active**
- ✓ Set **challenging goals**
- ✓ Have **shared expectations and standards**
- ✓ Provide for **timely, accurate feedback**
- ✓ Have **learning intentions, success criteria, personal learning planning**
- ✓ Be **collaborative**
- ✓ Reflect the **ways different learners progress**

[Scottish Government, CfE Building the Curriculum 3, 2008, p16](#)

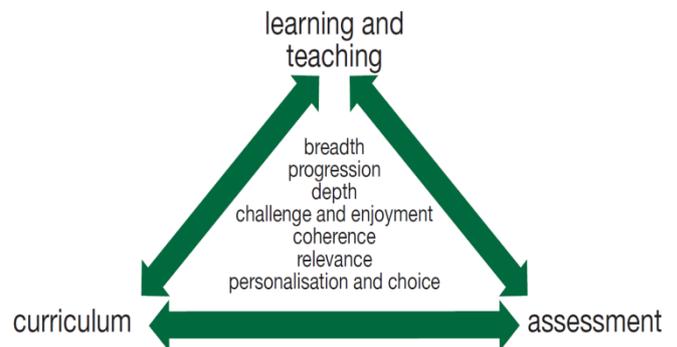
Through high quality learning and teaching experiences, children and young people are entitled to be delivered a curriculum with key features, at different stages in their education:

- A curriculum which is [coherent from 3 to 18](#)
- A [broad general education](#), including the experiences and outcomes which are well planned across all the curriculum areas, from early years through to S3

- A [senior phase](#) of education after S3 which provides opportunity to obtain qualifications as well as to continue to develop in the four capacities
- Opportunities for developing [skills for learning, skills for life and skills for work](#) with a continuous focus on **literacy, numeracy and health and wellbeing**
- [Personal support](#) to enable them to gain as much as possible from the opportunities which CfE can provide
- Support in moving into [positive and sustained destinations](#) beyond school

[Scottish Government, CfE Building the Curriculum 3, 2008, p14](#)

A **coherent** approach to delivery of the curriculum through **well planned learning, teaching and assessment** is essential if learners are to access their **full entitlements**.



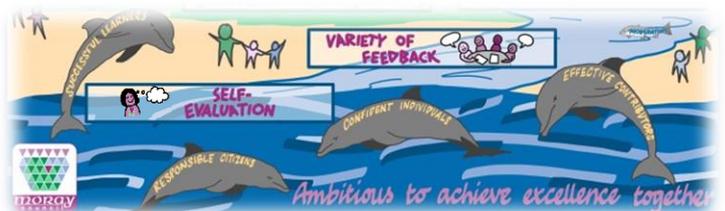
[Scottish Government, CfE Building the Curriculum 5, 2008, p6](#)

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 teachers' enthusiasm and commitment – will be critical to achieving our aspirations for all young people."

[Scottish Government, CfE Building the Curriculum 1, 2006, p2](#)

In order to enable all of our children and young people to develop and become **successful learners, confident individuals, responsible citizens and effective contributors** as framed by the [Curriculum for Excellence](#) four capacities, all that we do must focus on raising attainment and achievement for all.



"There are two things that can improve educational achievement substantially...this first is to ensure that the curriculum in each school is content-rich and is focused on developing knowledge...the second is creating an expectation that all teachers in the district, even if they are already the best, continue to improve their classroom practice"

[Dylan Wiliam, "Creating the Schools our Children Need", 2018, p6](#)

Our Moray Standard



“Curriculum for Excellence, and that its four capacities, its principles and its values provide the foundation for high quality learning, teaching, and assessment... effective pedagogy and career-long professional learning are key to ensuring positive outcomes for children and young people.”

[Scottish Government, National Improvement Framework, 2019, p8](#)

In Moray, we must be *ambitious to achieve excellence together* through our learning and teaching in order to raise attainment and achievement for all, reflective of the core values of Curriculum for Excellence: **wisdom, justice, compassion and integrity**. “The curriculum must be *inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.*” [Scottish Government, CfE Building the Curriculum 3, 2008, p13](#)

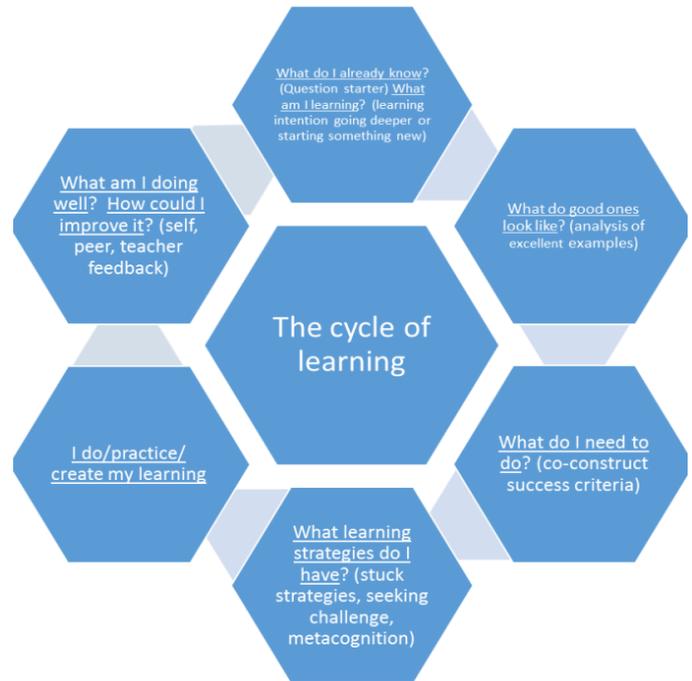
“Our Moray Standard” Learning and Teaching Strategy and Infographic have been produced following pan-authority discussions and consultations. This includes through Head Teacher Meetings, Inset Day Events involving practitioners across Moray and capturing pupil and student voice through focused activities. This document contains a number of **hyperlinks to other support materials and resources**; both **national and locally produced** in order to support our pedagogy and practice. Our expectation is that Our Moray Standard is reflected in the **daily work of our Moray Schools** and **across our learning spaces, reflected in the Learning and Teaching policies of our education establishments.**

As overarching fundamental components of excellence in Moray, the following must be in place for high quality learning and teaching to take place in our learning spaces:

- [Positive ethos and high expectations](#)
- [Respectful and nurturing relationships](#)
- [Motivation and enthusiasm of all](#)
- [Effective leadership at all levels](#)
- [Relevant, well planned and balanced curriculum](#)
- [Curriculum progressions and pathways](#)
- [Extending knowledge and developing skills](#)
- [Career Long Professional Learning](#)
- [Collaboration and continuous dialogue](#)
- [Education theory and practice](#)
- [Tracking, monitoring and data analysis by all](#)



Alongside gathering the views of practitioners and learners across Moray, Our Moray Standard is based on key research findings from a range of authors, with cognisance of **the cycle of learning**, remembering that learning is not a linear process but “*a winding journey, filled with remembering then forgetting*”.



Hattie, J and Clarke, S, Visible Learning Feedback, 2019, p48-49

Our Moray Standard is based around the notion of the water cycle – a never ending process that can be unpredictable, reliant on a number of different factors to positively impact on development of learners, supporting them to realise their full potential and meet expectations of government and society.

Tom Sherrington (2017, p139) uses the extended metaphor – “**The Learning Rainforest**” – in order to illustrate ideas about what great learning experiences should look like. Rather than viewing students as species in a plantation with little or no room for diversity or creativity we should look to schools as a managed rainforest, with variety in learning approaches, challenge and professional learning. This involves:

Establishing the conditions
Fostering the attitudes and habits needed as a basis for students to achieve excellence
Establishing effective behaviour routines
Designing a curriculum
Building the knowledge structure
Using effective instruction methods
Using effective formative assessment and feedback methods
Teaching for memory
Exploring the possibilities
Providing opportunities for hands-on, authentic learning experiences
Using online tools and other resources to support students as independent learners
Giving speech activities a high profile and celebrating excellence

"The smallest throwaway comment from a teacher can stay with someone for a lifetime"

Paul Dix, "When the Adults change, Everything Changes", 2017, p91

Through review of the [Professional Standards](#) (implementation August/September 2020) and the [Code of Professionalism and Conduct \(COPAC\)](#) for teachers, the General Teacher Council for Scotland (GTCS) commissioned Children in Scotland to carry out research with 591 learners aged 5-18 on what qualities and values they believe make a good teacher. Children and young people – regardless of additional support need, age, gender or any other characteristic – identified qualities and values under four key themes: **nurturing, rights-respecting relationships, professional skills and knowledge, and positivity/energy** ([GTCS, Teaching Scotland, Issue 75, August 2018](#)).

In developing **Our Moray Standard**, Moray Head Teachers were invited to contribute to our learning and teaching narrative by undertaking discussions with groups of children in their schools, asking them – in "pupil speak" – **what makes for a "good teacher" – the most important features that they can think of**. Following returns from a representative sample of 20 Primary and 4 Secondary schools across Moray, a number of key characteristics are identifiable across our Moray Schools as shown in the Wordle below, broadly aligned to the GTCS study outlined above:



Moray Schools and Learners, June 2019

All teaching staff should be familiar with the [GTCS Standards for Full Registration](#) and engage with them on a regular basis. The [Career Long Professional Learning](#) standards will support teaching staff in planning their own professional learning needs and ensure continuing development of professional practice.

The [Education Scotland \(previously SCEL\) Framework for Educational Leadership](#) will further support practitioners in guiding professional learning activities at all stages of career where the [Standards for Leadership and Management](#) may help support professional learning of those in or aspiring to be in, formal leadership roles in schools with particular regard to leadership of learning in our education establishments. Professional standards are under national review, with updated PR&D guidance already launched (October 2019).

“Planning, including with learners, for longer term learning outcomes as well as short-term goals needs to be embedded within effective design and development of the curriculum, taking account of the values and ethos of the school. Ensuring the availability of a range of learning experiences well matched to learners’ needs and interests is essential, as is effective use of a variety of assessment approaches to track progress and plan learning.”

[Scottish Government, National Improvement Framework, 2019, p8](#)



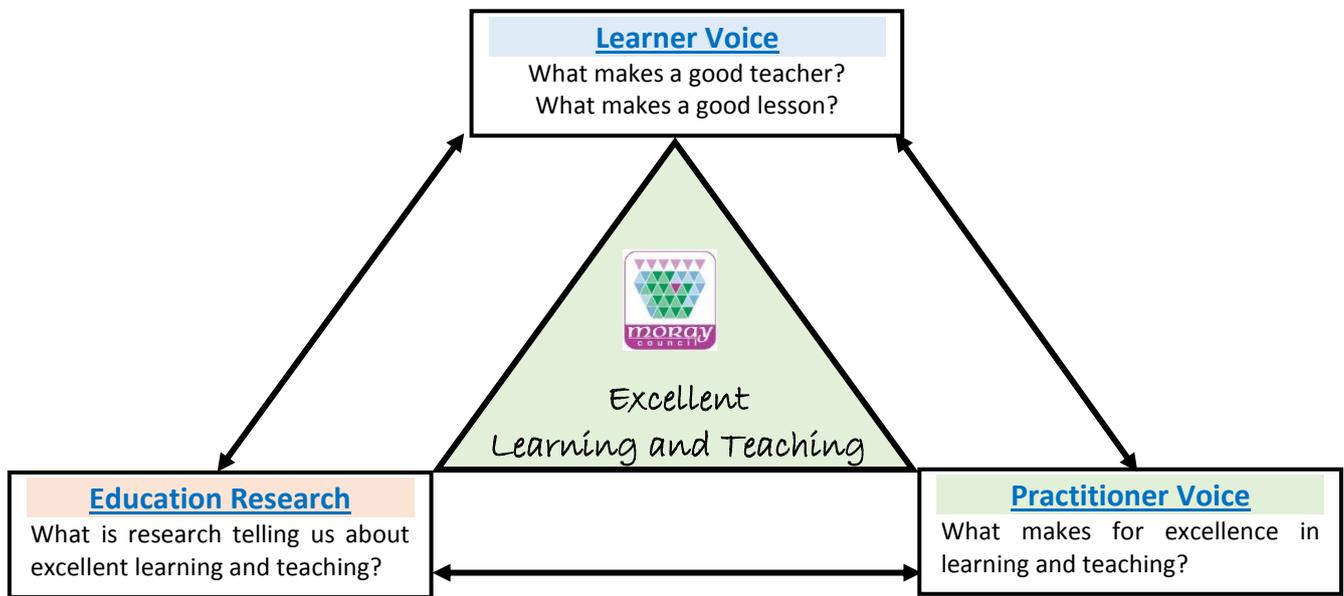
Moray Schools and Learners, June 2019

In developing **Our Moray Standard**, Moray Head Teachers were further invited to contribute to our learning and teaching narrative by undertaking discussions with groups of children in their schools, asking them – in “pupil speak” - **what makes for a “good lesson” – the key features that they can think of**. Following returns from the same representative sample for what makes a “good teacher” in Moray, a number of key characteristics are identifiable across our Moray Schools as shown in the Wordle above.

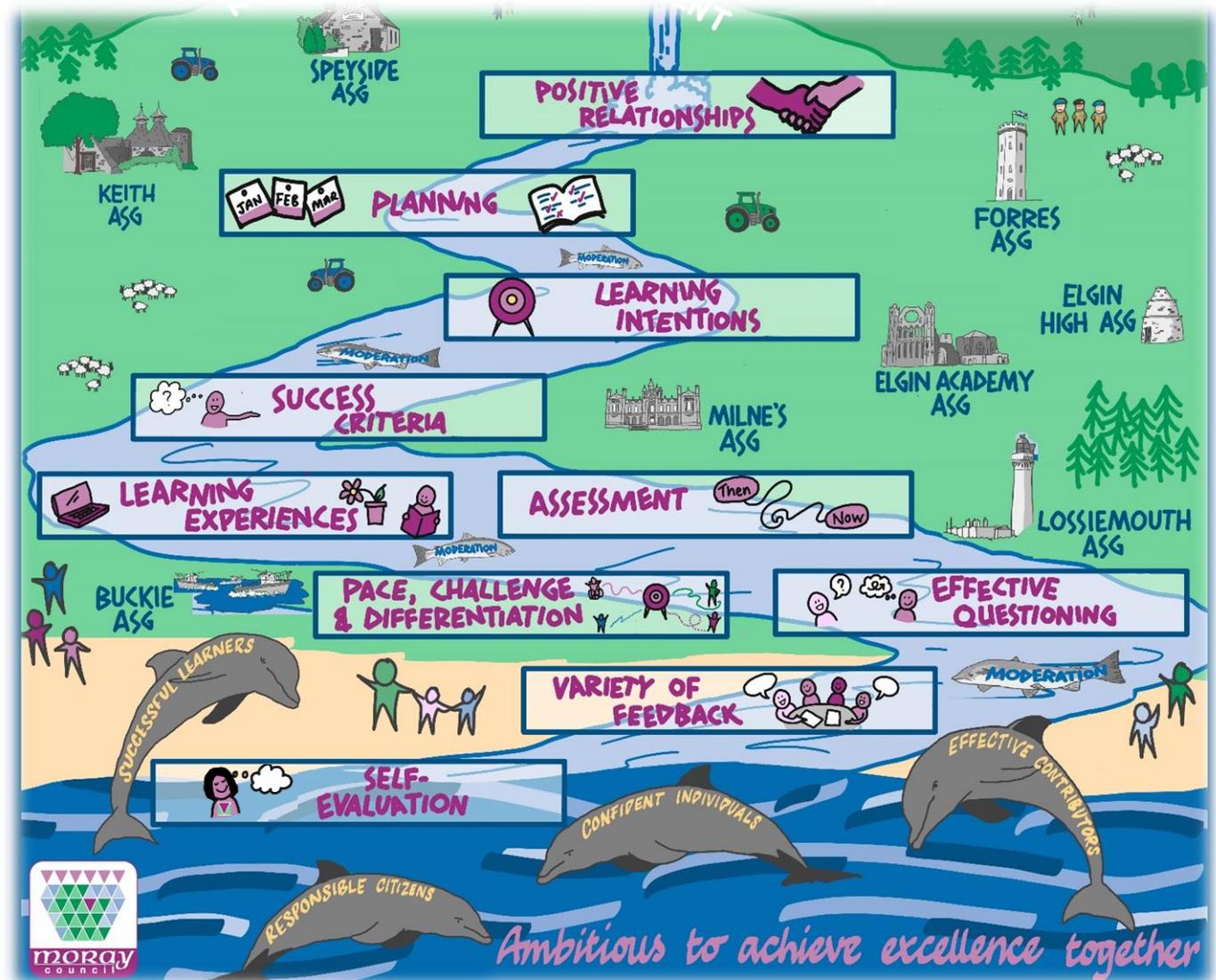
The key features above match in overall with key research reviewed including:

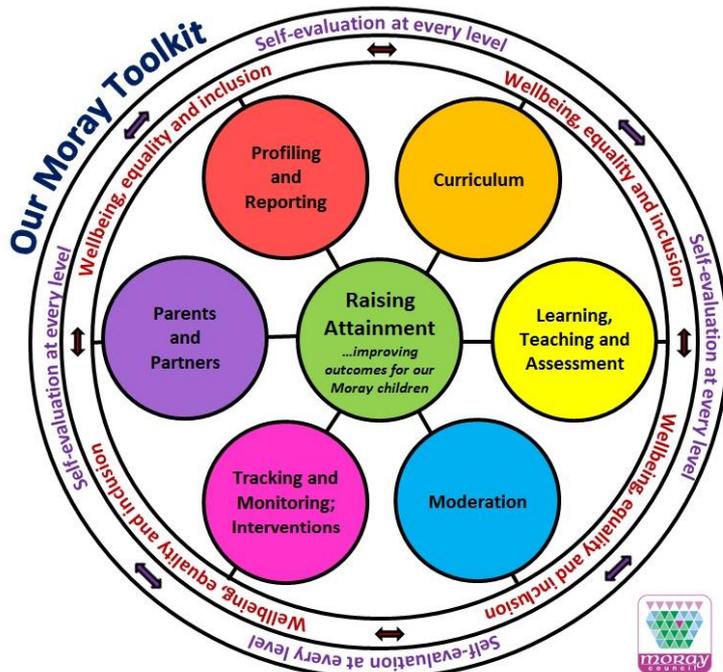
- **Paul Dix** and [Positive Relationships and Behaviour](#)
- **John Hattie** and work undertaken on [Visible Learning](#)
- **John Hattie** and **Shirley Clarke** on [Visible Learning Feedback](#)
- **Dylan Wiliam** on [Creating the Schools our Children Need](#)
- **Tom Sherrington** on [The Learning Rainforest: Great Teaching in Real Classrooms](#)
- **Lucy Creehan** on [Cleverlands](#) (based on lessons from five top-performing education systems)
- **Barak Rosenshine** and his research based [Principles of Instruction](#)
- **Education Endowment Foundation** and [key research evidence summaries and toolkits](#)

Following Inset Day Activities in May 2019, all practitioners across Moray were asked to collaborate and identify their key components of excellence in learning and teaching from research and practice on review of Education Scotland Inspection findings (Summaries of Inspection Findings – Primary and Secondary Schools – Q1 2.3 Learning, Teaching and Assessment), we can identify what excellent learning and teaching looks like. This follows from Head Teacher Meeting activities, pupil and student voice gathering and review of findings from research:



Where everyone under 18 has access to rights outlined through the Articles of the [United Nations Convention on the Rights of the Child](#) (UNCRC - Article 1), all children have a right to education (UNCRC Article 28) that develops their personality, talents and abilities to the full, respect for others' rights and the environment (UNCRC Article 29). They should be supported fully to live and grow (UNCRC Article 6). If a child has a disability, they have the right to special care and education (UNCRC Article 23) and have the right not to be punished in a cruel or hurtful way (UNCRC Article 37). Through developed and sustained, positive and mutually respectful relationships and consistent, high quality learning experiences, children and young people will be supported to maximise their full potential. The following features have been identified as core components for excellent learning and teaching in the classroom (by clicking on key elements on the graphic below, links to further support resources are provided):





In Moray, we recognise the inter-connected nature of a range of aspects we refer to as “The Moray Toolkit”. Within this toolkit are supports and resources for schools on areas including [Raising Attainment](#), [Curriculum](#), [Moderation](#), [Tracking and Monitoring](#), [Profiling](#) and [Getting It Right For Every Child](#) to name a few. Through effective learning, teaching and assessment we strive for all learners to benefit from consistently high quality learning experiences through a positive ethos and culture supportive of children’s rights. Learning experiences must be challenging and enjoyable, with pupils taking responsibility for their learning and clear about their progress and next steps.



Meeting Learning Needs in Moray



In Moray, we are committed to supporting all children with any additional support need that they may have. Schools have been provided with an Additional Support Needs toolkit ([ASN Handbook](#)) with supports and strategies contained within for addressing barriers to learning that children and young people may have.

The [Moray Education Staged Intervention Framework](#) also offers practitioners a process model through which to identify and meet the learning needs of children and young people who need additional support of any kind. Split into four key stages, this helps identify which children may require additional support and what that support may look like, including who may undertake the necessary support. This framework is also contained within the wider [Moray Additional Support Needs Strategy for Schools](#), written “to ensure high quality outcomes for children and young people with additional support needs by developing excellent practice through clear principles and structures”

[Moray Additional Support Needs Strategy for Schools](#), 2017, p5

Getting It Right For Every Child



Getting It Right For Every Child is a [Scottish Government](#) programme promoting partnership working between professionals and families to provide the right help at the right time for children and young people. Local authorities including all statutory and voluntary services are required to work in this way. Together, professionals will ensure children and young people are safe, healthy, active, nurtured, achieving, respected, responsible and included (the [Wellbeing Indicators](#)) and may achieve their full potential. Further information on Moray’s approaches can be found on the [Moray GIRFEC webpages](#) including links to resources for understanding wellbeing.

Working with our parents and carers



Parents and carers have a fundamental role to play in their children and young people’s learning and development. Schools are extending beyond parental involvement and engagement through to wider family learning opportunities as captured through our [Moray Parental Engagement and Family Learning policy](#). Positive parental partnerships ensure that children transition smoothly through their learning journeys, with increased parental knowledge of what is being learned supporting parental value of education, supporting strengthened engagement, attendance and attainment of children and young people. The Scottish Schools (Parental Involvement) Act 2006 recognises the important part that parents play in their children’s education, where involvement of parents extends beyond Parent Council and Parent Forum activities.

Self-evaluation for self-improvement



Strong Leadership of Learning (HGIOS?4, QI 1.2) is fundamental for high quality learning, teaching and assessment (HGIOS?4, QI 2.3) to exist, with cross-cutting themes from [How Good is Our School? Version 4](#) also contributing to quality of learners’ experiences. In line with [Moray’s Self-evaluation for Self-improvement Strategy](#), a [range of resources](#) have been created to support schools and practitioners in strengthening learners’ experiences, where self-evaluation is everyone’s responsibility. This includes our [Moray Classroom Visits and Lesson Observations Policy](#) along with three [toolkits in support of lesson observations](#). Schools and practitioners are asked to reflect on this policy guidance and make use of toolkits in support of strengthening pedagogy and practice.

Career Long Professional Learning



A range of professional learning opportunities will be offered on [CPD Gateway](#) for sign up. [Further links to essential reading](#) are also provided. Practitioners are encouraged to form their own [networks of practice](#) and share their experiences as part of professional learning.

Our Moray Standard

Extending knowledge and developing skills for learning, life and work
through high quality learning and teaching experiences

Our Moray Context

Hills, land, river to sea, 8 ASGs,
Moray Firth, beaches, dolphins,
Armed Forces, coast, country

Overarching Essentials

School and practitioners

Core Priorities

National and local priorities

Lesson Essentials

Lessons should flow with moderation as a central activity:

- Positive Relationships
- Planning
- Learning Intentions
- Success Criteria
- Learning Experiences
- Assessment
- Pace, Challenge, Differentiation
- Effective Questioning
- Variety of Feedback
- Self-evaluation

For Moray's Learners

Building the four CfE capacities in all