

# POLICY ON LEADING LEARNING



Education Resources

Policy statement  
Policy on Leading Learning

# POLICY ON LEADING LEARNING



## Introduction and Rationale

The “Leading Learning” Policy is one of Education Resources’ core policies along with

- [Quality Management](#)
- [Maximising the Use of Resources](#)
- [Care and Welfare](#)
- [Communication and Consultation](#)
- [Inclusion and Equality](#)

The policy framework provides an overall purpose and direction for the work of all establishments and services within Education Resources. The policies support our contributions to the council’s policy objectives included in ‘[Connect](#)’, the Council plan.

South Lanarkshire Council endorses the Scottish Minister’s aspiration, set out in Curriculum for Excellence (CfE), that all children and young people should be successful learners, confident individuals, responsible citizens and effective contributors to society. The curriculum aims to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in life, learning and work. The principles contained within [Curriculum for Excellence \(CfE\)](#) also apply throughout life and the policy acknowledges that the learning journey is continuous.

While this policy provides an overall purpose for learning and teaching and the curriculum in all establishments and services working with children and young people, it acknowledges that learning takes place [0-3](#) and throughout life. It is important to work in partnership to get it right and improve outcomes for children and young people.

All establishments should work with a range of partners to address the needs of all children and young people and provide motivating and challenging opportunities, particularly for those who may require more choices and more chances. Action to address the needs of learners requires an integrated approach across children’s and young people’s services with strong links to community learning and development and community regeneration.

As leaders of learning, all practitioners should be involved in developing as well as delivering the curriculum. A culture of initiative and collegiality within which learning is always the prime focus embodies the kind of shared leadership which is a feature of SLC establishments.

The outcomes and responsibilities outlined in this policy take account of the principles described above.

## The components

The main components for this policy are:

1. Lifelong learning
2. Leaders of learning
3. Continuing Professional Development
4. [The curriculum](#)
  - 4.1 Principles of the curriculum
  - 4.2 Contexts for learning
5. [Approaches to learning](#)
6. [Assessment and moderation](#)
7. [Recognising achievement](#)
8. [Skills for learning, life and work](#)
9. [Partnerships for learning](#)

### 1. Lifelong learning

Young people must have access to the most appropriate learning provision which includes opportunities to continue to develop the four capacities through early years establishments, staying on at school, entering further or higher education, taking part in a national training programme, volunteering, participating in community learning and development, or following a more tailored programme to best meet learning needs.

It should be recognised that learning takes place at any and every stage of life and young people should be given every opportunity to continue this learning throughout life. Lifelong learning takes place in many and varied settings, both formal and non-formal, and is delivered by a range of agencies. Most of these opportunities are delivered by [community learning and development](#) partners.

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### Outcome

Children, young people and adult learners are entitled to support which prepares them for choices and changes in their learning journey and helps them to make the right decisions. All practitioners involved in the educational process should work together to ensure that learners are supported towards positive and sustained destinations and throughout life.

## 2. Leaders of learning

All education practitioners are leaders of learning. In this role the practice and relationships of practitioners should be rooted in strong values which allows them to take responsibility for their own development throughout their career and develop their capacity both to use and contribute to the collective understanding of the learning and teaching process for the benefit of learners.

### Outcome

All leaders of learning should engender a culture of creativity and collegiality within which learning is always the prime focus and embodies the kind of distributive leadership which is expected in all establishments and services in South Lanarkshire.

## 3. Continuing Professional Development (CPD)

Education Resources recognise that a key component in providing education of the highest quality is the CPD of practitioners in all sectors. Everyone should have a personal and collective commitment to, and be supported in, lifelong professional development.

### Outcome

High quality learning and teaching should be enhanced through the increased expertise of practitioners gained through engagement in ongoing continuous professional development opportunities. Such opportunities may include sharing knowledge and understanding, observing and reflecting on practice, engaging in postgraduate studies, leadership opportunities at establishment, service and local authority level and discreet courses.

## 4. The curriculum

### 4.1 Principles of the curriculum

The curriculum is designed to encompass the principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance. These principles should assist practitioners and establishments in their practice and as a basis for continuing review, evaluation and improvement of what they teach and how they teach. They apply to the curriculum at national, education authority, establishment and individual levels.

### 4.2 Contexts for learning

By recognising and planning learning around different contexts and experiences, the curriculum aims to make better connections across learning to enable children, young people and adult learners to become successful learners, confident individuals, responsible citizens and effective contributors. These contexts include:

- [the ethos and life of the school as a community](#)
- [curriculum areas and subjects](#)
- [interdisciplinary learning](#)
- [opportunities for personal achievement.](#)

Learners contribute to the ethos and life of the community of learning and, from the earliest stages, should exercise their responsibilities as members of a community. Children and young people should participate responsibly in decision making, contribute as leaders and role models, offer support and service to others and play an active part in putting the values of the establishment into practice.

Learners learn through curriculum areas and subjects which are planned throughout their education, wherever they are being educated. Learning should also take account of all the experiences that learners can have outwith the establishment and in activities that would previously have been thought of as extra-curricular.

Interdisciplinary learning offers a context where learners should make connections within and across curriculum areas based on the experiences and outcomes. This should provide relevant, challenging, enjoyable and stimulating learning contexts to meet the varied needs of children and young people. Interdisciplinary learning should also take advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for young people's wider involvement in society.

Wherever the curriculum is delivered it should provide opportunities for personal achievement. Collegiate working between establishments and youth organisations should support all learners to gain a sense of satisfaction and help build motivation, resilience and confidence and contribute to the development of the four capacities.

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## Outcome

Learners have an entitlement to:

- **Experience a coherent curriculum 3-18**  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/coherentcurriculum.asp>
- **Experience a broad general education**  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/broadeducation.asp>
- **Experience a senior phase**  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/seniorphase.asp>
- **Develop skills for learning, life and work**  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/skillsforlearning.asp>
- **Personal support**  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/support.asp>
- **Support in moving into positive and sustained destinations**  
<http://www.educationscotland.gov.uk/thecurriculum/whatcanlearnersexpect/positiveandsustaineddestinations.asp>

All children, young people and adult learners in South Lanarkshire should have the opportunity to be involved in learning experiences that includes a range of features at the different stages of learning and which takes account of the values, purposes and principles of Curriculum for Excellence. This should enable them to develop the knowledge, skills and attributes they require to flourish in life, learning and work, now and in the future.

## 5. Approaches to learning

Through adopting a range of [approaches](#), practitioners should best meet the needs of all learners by challenging and motivating them to achieve success in learning. Such approaches may include [active learning](#), [ICT in education](#), [creativity](#), [outdoor learning](#), [cooperative learning](#), [assessment is for learning](#) and [peer education](#).

## Outcome

Learners' experiences should be enriched through the adoption and implementation of a range of these strategies at different times. Learners should be challenged and motivated throughout learning.

## 6. Assessment and moderation

Learner engagement in [assessment](#) is crucial as it enhances the learners' understanding of how they learn and what helps them, as well as developing their ability to be aware of and evaluate their progress. It should increase motivation and help learners demonstrate what they can do as practitioners and learners come to a shared understanding of what success looks like. Learners also need to develop the skills necessary to be able to participate in peer assessment. These understandings and skills should be developed explicitly by practitioners from the early level onwards.

[Assessment is for Learning](#) should remain at the heart of practice and practitioners should develop a range of formative and summative assessment approaches to demonstrate the learner's knowledge, understanding and skills across the four contexts for learning, focusing on breadth, challenge and application. Assessments should be reliable, valid and proportionate to evidence

progression in learning and the extent to which it is secure. At appropriate points in learning, assessments are used to confirm the learner's progress and inform future learning.

Effective moderation processes, in line with SLC Moderation paper, should be supported by professional dialogue within and across establishments. This will assist in developing a shared understanding of standards and consistency of assessment decisions across the authority. In addition, the [National Assessment Resource](#) and the South Lanarkshire Assessment Resource will assist practitioners in these processes.

[Quality assurance processes](#) which focus on the outcomes of assessment decisions should help to inform staff on the progress of groups of children and young people and monitor standards over time.

All establishments should have in place appropriate reporting procedures in line with SLC guidelines to inform learners, parents/carers of [progress in learning](#) and the principles of challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance in Curriculum for Excellence should underpin reporting procedures.



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Tracking and monitoring procedures are essential to ensure that learners' achievements in all aspects of their planned learning are recorded. This includes their attainment and achievements in relation to national standards and expectations in the broad general education and in the senior phase, including in National Qualifications and their progress in becoming successful learners, confident individuals, responsible citizens and effective contributors.

### Outcome

Through ensuring quality in assessment processes, practitioners should be well informed of learner's current progress to plan future learning and report to parents and carers at key points.

## 7. Recognising achievement

[Recognising the achievements](#) of children, young people and adult learners, gained both in and out of the establishment, helps increase their confidence, raise their aspirations, improve their motivation for learning and helps keep them engaged in education. In addition, the process of planning, recording and recognising their achievements should help learners to reflect on their learning and development, enabling them to take responsibility for their own learning.

### Outcome

Children and young people and, where appropriate adults, should have a formal profile of their achievements, both from within and outwith the establishment which enables them to reflect on their strengths to inform their development of the four capacities. It is incumbent upon schools in particular to provide structures and processes to facilitate the development of individual pupil profiles.

## 8. Skills for learning, life and work

The development of [skills for learning, life and work](#) should be embedded across the curriculum in a range of contexts for learning. The development of these [skills](#) will enable all children, young people and adult learners to be flexible and adaptable, with the capacity to continue developing the new skills which they will need for the rapidly changing challenges in the modern world. These skills should be developed by all learners, whenever and wherever they are learning. Making effective links between the classroom and workplace will help learners to see the relevance of their learning and understand the contribution that they should make to their establishment, to their community and to the economy.

### Outcome

Learners have an ongoing entitlement to develop their [skills for learning, life and work](#) in the setting that is best suited to their needs and aspirations and should be given the right opportunities to learn and develop. Children and young people will develop the skills and attributes which should provide them with a sound basis for their development as lifelong learners in their adult, social and working lives, enabling them to reach their full potential.

All learners should be flexible and adaptable, with the capacity to continue developing the new skills which they need for the rapidly changing challenges of life, learning and work in the modern world.



## 9. Partnerships for learning

Curriculum delivery is enriched when opportunities are actively forged to develop [partnerships](#) to support learning. [Partnerships](#) should be widely interpreted to include all those who can contribute to the delivery of the experiences and outcomes and development of the four capacities. Meeting the ambitions for the curriculum involves every sector of education to work in learning partnerships to provide a coherent package of learning and support based around the individual learner and in the context of local needs and circumstances. This is important to provide learners with a wide range of opportunities to develop skills, contribute as active citizens and secure valuable achievements outside the classroom.

### Outcome

All learners should have access to a coherent learning experience which is tailored to meet their individual needs. Ongoing tracking and monitoring can help learners access, sustain and progress in their learning choices.

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## Responsibilities

Within national guidelines and available resources, it is the **responsibility of the Education Resources Management Team to:**

- take account of current credible research and maximise the potential of new developments for establishments/services;
- provide an overview/direction on all aspects of assessment including procedures for all learners;
- ensure that heads of establishments and services have in place procedures to maximise the reliability of attainment information;
- co-ordinate guidance, resources and frameworks to facilitate lifelong learning;
- support establishments to ensure that as many young people as possible secure positive and sustained destinations;
- ensure that learners have access to appropriate learning provision;
- ensure that learners are directed towards appropriate financial support, where applicable; and
- encourage a systematic and coherent structure across education areas and learning communities to support the work of establishments and services to develop positive learning experiences, a culture of achievement and lifelong learning opportunities.

Within national and council guidelines and available resources, it is the **responsibility of all members of the Learning Communities to:**

- value, celebrate and share effective practice across the learning community;
- provide a direction on all aspects of assessment and moderation across the learning community;
- facilitate moderation activities across the learning community;
- work across the learning community to facilitate and develop continuity of learning especially across all periods of transition;
- encourage, support and develop leadership skills and expertise across the learning community;
- develop a shared vision that focuses on leading learning and teaching across the learning community; and
- support CPD activities by sharing effective practice within and across learning communities.

Within national and council guidelines and available resources, it is the **responsibility of service managers and Quality Improvement Officers to:**

- provide resources, according to need, including continuing professional development for all employees to support the curriculum including learning and teaching;
- provide guidance, resources and frameworks to facilitate lifelong learning;
- value, celebrate and share effective practice throughout all learning establishments, including assessment and leadership of learning;
- keep abreast of research and educational developments

nationally and internationally in order to support curriculum areas;

- provide guidance on all aspects of assessment including procedures and practice for all learners;
- moderate assessment across establishments and services;
- ensure that heads of establishments and services have in place procedures to maximise the reliability of attainment information;
- evaluate the effectiveness and impact of assessment procedures and practices;
- provide guidance to establishments and services to facilitate and develop continuity of learning especially across all periods of transition;
- monitor, evaluate and improve the effectiveness of all periods of transitions;
- promote and support partnership working which reflects national advice and research;
- encourage, support and develop leadership skills and expertise; and
- ensure participation in quality assurance procedures.

Within national and council guidelines and available resources, it is the **responsibility of the management team of the establishment to:**

- apply the national entitlements to produce programmes of learning which meet the needs of all learners;
- plan transitions in learning, in partnership with others involved in learning, to enable children and young people to move smoothly between establishments, building on prior learning and achievement in a manner appropriate to the learning needs of the individual;



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- work in partnership with others to achieve positive and sustainable post school transitions and to encourage lifelong learning;
  - encourage children and young people to contribute to the life and work of the school and community, from the earliest stages;
  - provide children and young people with a wide range of opportunities to develop skills, contribute as active citizens and gain valuable achievements inside and outside the classroom;
  - ensure that all children and young people receive the entitlements of the curriculum;
  - provide all children and young people with frequent and regular opportunities to discuss their learning, helping them to set appropriate goals for the next stages in learning;
  - provide resources, according to need, including continuing professional development for all employees which support the curriculum including learning and teaching;
  - lead the creation, development and maintenance of an engaging and stimulating learning environment;
  - develop structures to ensure that success is valued and celebrated to support the development of professional expertise for all staff;
  - provide leadership and foster inspiration to promote effective use of the contexts for learning;
  - foster positive partnerships with parents/carers and the wider learning community as a crucial context for learning;
  - challenge and support staff to maintain and improve learning and teaching approaches and assessment practices;
  - identify and facilitate the sharing of good practice, ideas and approaches;
  - provide staff with time to discuss issues pertinent to learning;
  - develop a shared vision that focuses on leading learning and teaching;
  - ensure that opportunities exist to promote a culture of achievement and develop the skills and attitudes necessary for lifelong learning;
  - monitor and evaluate the quality of all provision within establishments; and
  - plan opportunities for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning.
- Within national and council guidelines and available resources, it is the **responsibility of leaders of learning** to have the capacity to engage fully with the complexities of education and have a key in shaping and leading educational change. They should demonstrate the following characteristics:
- be reflective, with critical and creative thinking skills;
  - be committed to the development and learning of each child;
  - work in a range of partnerships to support the learning and development of each young person;
  - have a strong commitment for learning and deep understanding of and enthusiasm for the curriculum;
  - have discernment to be able to put relevant theory into practice; and
  - share ideas and network with colleagues and be keen to participate in their own personal learning and development.



In addition, **leaders of learning** should:

- contribute to the ethos, life and work of the establishment and community;
- develop open, positive, supportive relationships where children, young people and parents/carers feel that their views are valued;
- create a climate in which children and young people feel safe and secure;
- model behaviour which promotes effective learning and wellbeing;
- be sensitive and responsive to each child or young person's wellbeing;
- support children and young people to become successful learners, confident individuals, responsible citizens and effective contributors through engaging them in an innovative and engaging curriculum;
- prepare and support children, young people and adult learners through choices and changes at all transition points, including into and between educational establishments, stages within an establishment and post-school;
- create space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning;

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- provide children and young people with opportunities to revisit a concept or skill from different perspectives to deepen understanding and make the curriculum more coherent and meaningful from the learner's point of view;
- recognise individual needs and set high standards with all learners;
- offer learning experiences which promote challenge and enjoyment, breadth, progression, depth, personalisation and choice, coherence and relevance;
- value and celebrate innovation and achievement with all learners;
- be confident in a range of learning and teaching contexts and adopt or adapt these to suit the needs of learners;
- plan for and use a range of evidence to assess learners' progress and to plan future learning;
- work together with other staff to share standards and assessment outcomes;
- report summative judgements to learners, parents and to others as appropriate;
- demonstrate a commitment to self evaluation which is designed to promote continuous improvement in the learning environment; and
- promote a culture of achievement and develop the skills and attitudes necessary for lifelong learning.

It is the **responsibility of the learner to engage by:**

- participating effectively in the learning process;
- encouraging others to participate effectively in learning experiences;
- acknowledging and value their learning journey through reflection on their learning experiences and, in consultation with others, set targets for next steps in learning;
- celebrating success in their work and other achievements;
- contributing to the life and work of the establishment and community; and
- recognising opportunities for learning outwith the establishment.



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### Glossary

**Achievement** – In its broadest sense, an achievement is anything which has been accomplished by an individual, both within and outwith the establishment which helps to increase their confidence, raise their aspirations, improve their motivation for learning and keep them engaged in learning.

**Active learning** – Learning which engages and challenges children's thinking using real-life and imaginary situations.

**Adult learners** – People whose learning take place post school.

**Assessment** – The process of evaluating how effectively learning is occurring. This may be undertaken by practitioners, by learners, by learners and practitioners collaboratively, or by learners in collaboration with one another (peer assessment). A wide range of activities undertaken by practitioners and learners can provide information on learning.

**Assessment is for learning (AifL)** – A national initiative designed to improve approaches to assessment based on the research 'Inside the Black Box'. It can be defined as activities undertaken by practitioners and/or by their students, which provide information to improve teaching and learning.

**Attainment** – A subset of achievement which is generally defined as the level of ability that a learner is expected to achieve in an area of the curriculum by a particular age and stage.

**Breadth** – All children and young people should have opportunities to engage with a broad range of experiences. The curriculum should be organised so that they will learn and develop through a variety of contexts within both the classroom and other areas of learning.

**Broad general education** – This describes all of the experiences and outcomes across all curriculum areas up to and including the third level. These should be experienced by all pupils, as far as this is consistent with their learning needs and prior achievements by the end of S3.

**Challenge and enjoyment** – Children, young people and adult learners should find their learning challenging, engaging and motivating. The curriculum should encourage high aspirations and ambitions for all. At all stages, learners of all aptitudes and abilities should experience an appropriate level of challenge, to enable each individual to achieve his or her potential.

**Coaching and mentoring** – A means to unlocking a person's potential to maximise their performance by helping them to learn rather than teaching them.

**Coherence** – All children and young people have an entitlement to a curriculum which they experience as a coherent whole, with smooth and well-paced progression through the experiences and outcomes, particularly across transitions, for example from pre-school to primary or from secondary school to college.

**Community** – The web of personal relationships, group networks, traditions and patterns of behaviour that develops among those who share either the same physical neighbourhood and its socio-economic situation, or common understandings and goals around a shared interest.

**Community learning and development (CLD)** – A distinct sector of education sitting alongside schooling and further and higher education. It uses formal and informal methods of learning to improve individual opportunities, enhance employability, build confidence and resilience and empower communities to harness their assets.

**Connect** – The Council Plan which sets out the vision and values of the Council.

**Cooperative learning** – This is when learners have the opportunity to think and talk together, to discuss ideas, analyse and solve problems, without continual teacher mediation.

**Continuing Professional Development (CPD)** – This allows practitioners to demonstrate their ongoing commitment to maintaining their professional expertise as reflective, accomplished and enquiring professionals by engaging in a range of relevant developmental experiences.

**Creativity** – A way of thinking in which learners look at familiar things with a fresh eye, examine a problem with an open mind about how it might be solved, and use imagination rather than knowledge to explore new possibilities rather than established approaches. It improves the self-esteem, motivation and achievement of learners.

**Curriculum areas** – The organisers for ensuring that learning takes place across a broad range of contexts, and offer a way of grouping experiences and outcomes under recognisable headings. There are eight curriculum areas, namely: expressive arts, health and wellbeing, languages, mathematics, religious and moral education, sciences, social studies and technologies.

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**Curriculum for Excellence (CfE)** – A framework for learning for all children and young people in Scotland aged 3 to 18. It includes all of the experiences which are planned for learners, wherever they are being educated as a means to improving the learning, attainment and achievement of children and young people in Scotland.

**Curriculum** – The means to ensure that all children and young people in Scotland develop the attributes, knowledge and skills they will need to flourish in learning, life and work and to become successful learners, confident individuals, responsible citizens and effective contributors.

## Curriculum for Excellence levels

Level	Stage
Early	The pre-school years and P1, or later for some.
First	To the end of P4, but earlier or later for some.
Second	To the end of P7, but earlier or later for some.
Third and fourth	S1 to S3, but earlier for some. The fourth level broadly equates to Scottish Credit and Qualifications Framework level 4.  The fourth level experiences and outcomes are intended to provide possibilities for choice and young people's programmes will not include all of the fourth level outcomes.
Senior phase	S4 to S6, and college or other means of study.

**Depth of learning** – There should be opportunities for children to develop their full capacity for different types of thinking and learning. As they progress, they should develop and apply increasing intellectual rigour, drawing different strands of learning together, and exploring and achieving more advanced levels of understanding.

**Early years** – Learning which takes place birth to five.

**Education Resources / Heads of Education Area / service managers / quality improvement officers** – Officers who work at the centre to develop and support the implementation of policy initiatives.

**Entitlements** – The six entitlements as described in CfE ensures that all children and young people are provided with continuous opportunities to develop skills for learning, skills for life and skills for work. It is the responsibility of establishments and their partners to bring together the experiences and outcomes and apply these entitlements to produce programmes for learning across a broad curriculum.

**Establishments** – The term used to cover all schools, early-years centres, universal connections (a range of services for young people aged 12 to 24 years), libraries and specialist provisions and bases which are managed within Education Resources.

**Ethos** – Attitudes, beliefs and behaviours that characterise a group.

**Formative assessment** – Assessment which focuses on the gap between a pupil's present performance and desired goal. To be formative, the information gathered must be used to adapt the teaching or the learning to meet the needs of the learner.

**Inclusion** – The view where all children and young people are entitled to receive a high quality education and are supported in achieving equal opportunities to help them fulfil their full potential. Inclusion in education aims to ensure the full participation of children, young people and adult learners, in the curriculum and the community, as the foundation for the highest achievements of all.

**Interdisciplinary learning** – An aspect of learning which offers opportunities to make connections within and across curriculum areas and subjects.

**Leadership** – Leadership involves a wide range of people within establishments, including children, young people and adult learners, in leading on aspects of the establishments work. The most effective leadership will always focus on improving learning as its key priority.

**Learning Communities** – A learning community is made up of local education establishments and services including a secondary school, the local primary schools, early years establishments, early years partners and schools and bases which provide specialist additional learning services. The learning community provides effective services and support to children and their families through integrated working among all the services involved.

**Learning intentions** – Goals that are set for the outcome of a lesson or series of lessons.

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**Lifelong learning** – Learning that begins at birth and continues throughout life.

**Moderation** – The process by which practitioners develop a shared understanding of standards and consistency of assessment decisions.

**Outdoor learning** – An approach which enables children and young people to take learning beyond the boundaries of the classroom to help them make connections between the curriculum and the natural world, culture and society, e.g. within the school grounds, in urban green spaces and in the countryside.

**Parents/carers** – Parents should be taken to refer to parents, foster carers, carers who are relatives or friends and care staff in residential settings (including secure provision). In the absence of parents, local authorities have a statutory duty to take on this role of corporate parents for looked after and looked after and accommodated children.

**Partnership** – Individuals or groups working together to achieve a common goal.

**Peer education** – An approach which empowers young people to work with other young people from a similar age group, background, culture and/or social status educate and inform each other about a wide variety of issues.

**Personalisation and choice** – The curriculum should respond to individual needs and support particular aptitudes and talents. It should give each learner increasing opportunities for exercising responsible personal choice as they move through learning.

**Practitioner** – The range of staff who facilitate and support learning.

**Professional networks** – A group of practitioners who come together to communicate and collaborate on aspects of education.

**Progression** – Learners should experience continuous progression in their learning from 3 to 18 within a single curriculum framework. Each stage should build upon earlier knowledge and achievements. Children should be able to progress at a rate which meets their needs and aptitudes, and keep options open so that routes are not closed off too early.

**Relevance** – Learners should understand the purposes of their activities. They should see the value of what they are learning and its relevance to their lives, present and future.

**Reporting** – A process of informing learners and parents/carers of the progress that is happening in learning.

**Self-evaluation** – A process which helps staff to reflect on and judge their contribution to the quality of the education or service which is being provided.

**Senior phase** – The senior phase commences in S4 when young people begin to build up a portfolio of qualifications and finishes at the end of S6. It is the stage of education at which the relationship between the curriculum and National Qualifications becomes of key significance and provides specialisation, depth and rigour.

**Skills for learning, life and work** – This describes skills such as communication, working with others and solving problems which are embedded and developed progressively in all curriculum areas and which are reinforced and strengthened throughout life. These enable children, young people and

adult learners to become successful, confident, responsible and effective adults who can meet the challenges of life and work in the 21st century.

**Subjects** – These provide a familiar structure for knowledge which offers a context for specialists in learning and teaching.

**Success criteria** – This is when learners are made aware of the standard of work expected at a particular level. It is important to ensure that criteria are expressed in language that is accessible to the learner. It is helpful also if pupils are able to discuss examples of work which does / does not meet the criteria.

**Summative assessment** – This type of assessment is designed to establish the extent to which pupils have achieved the learning aims of a programme of work. It can take various forms: an end-of-unit test; a pass/fail criterion-referenced test or examination; or an examination. Feedback is usually in the form of a mark or a pass/fail or achieved/not achieved statement, without comment on strengths and future learning needs or next steps.

**Transition at key stages** – Times of significant change in the educational provision for children, young people and adult learners. These will include starting nursery school, moving from primary to secondary school, transferring schools within or outwith an education authority's area, or leaving school to move to a range of post-school destinations, including employment, further or higher education or training.



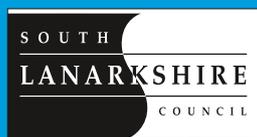
### Further Information

If you need this information in another language or format, please contact us to discuss how we can best meet your needs.

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