

ELLON ACADEMY COMMUNITY CAMPUS

Learning, Teaching and Assessment Policy



August 2023

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1. BACKGROUND AND RATIONALE

The quality of practice regarding learning, teaching and assessment has a very significant impact on the experiences and outcomes for all children and young people, which is why “Improving learning, teaching and assessment” is one of 4 key priorities for Aberdeenshire Council E&CS.

Additionally, within the GTCS professional standards (2021) there is a requirement for all teachers to:

“Have an enhanced and critically informed understanding of pedagogical theories and professional practice” and “Have a depth of knowledge and understanding of planning for assessment, teaching and learning”.

As a result, Aberdeenshire Council E&CS has produced an Authority position statement on Learning, Teaching and Assessment to promote a common understanding amongst all school staff who are involved with learners of what constitutes highly effective practice. It is recognised the context within which learning takes place varies from school to school and sector to sector. However, the Authority position statement acknowledges that there are principles of learning, teaching and assessment which have universal application.

In light of this, Ellon Academy has reviewed its Learning, Teaching and Assessment policy. A Learning, Teaching and Assessment Framework and Lesson Evaluation Toolkit, for use by teachers, have been developed alongside this overarching Learning, Teaching and Assessment policy document, which collectively set out our shared understanding of what constitutes the highest quality learning and teaching.

By ensuring learning and teaching experiences are based on these key principles the desired outcomes for all our young people should emerge - that they become: successful learners, confident individuals, responsible citizens, and effective contributors. The aim of Scotland’s Curriculum for Excellence is to develop these four capacities in all children and young people helping them to gain the knowledge, skills and attributes that they will need throughout learning, life and work in the 21st Century.

2. SCHOOL AIMS & LINKED NATIONAL PRIORITIES

The Scottish Government's vision for education in Scotland (2023) is:

Excellence through raising attainment and improving outcomes: ensuring that every child and young person achieve the highest standards in literacy and numeracy, as well as the values, attitudes, knowledge, and skills necessary to shape a sustainable future as successful learners, confident individuals, responsible citizens, and effective contributors.

Achieving equity: ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

The key priorities to deliver the Scottish Government's vision are:

- Placing the human rights and needs of every child and young person at the centre of education
- Improvement in children and young people's health and wellbeing
- Closing the attainment gap between the most and least disadvantaged children and young people
- Improvement in skills and sustained, positive school-leaver destinations for all young people
- Improvement in attainment, particularly in literacy and numeracy.

The drivers of improvement in the outcomes achieved by children and young people through education are:

- School leadership
- Teacher and practitioner professionalism
- Parent/carer involvement and engagement
- Curriculum and assessment
- School improvement
- Performance information

Ellon Academy Vision, Values and Aims

To contribute towards delivering the national priorities, Ellon Academy has developed an aspirational vision, a set of core values that underpin the school's work, and ambitious aims. Collectively, these drive our work to help ensure pupils acquire a broad range of knowledge, skills,

values, and attitudes to equip them to flourish and thrive in the 21st Century in learning, life and work, regardless of their social circumstance or additional needs.

Our policies and practices draw on the three supporting pillars of the Scottish Education System: Curriculum for Excellence (CfE), Getting It Right For Every Child (GIRFEC), and Developing the Young Workforce (DYW): Scotland's Youth Employment Strategy. CfE – a pillar of what and how children learn; GIRFEC – a pillar to support children's well-being, and DYW - a pillar to support children and young people into meaningful work.

Ellon Academy Vision:

“At Ellon Academy we work together to achieve and exceed our personal best in all that we do, striving to ensure that all learners have equal opportunities and are able to raise their aspirations, reach their goals and realise their full potential.”

Ellon Academy Values:

Respect:	we treat everyone in our school and community with kindness and respect
Responsibility:	we take responsibility for ourselves, our actions and how they affect others
Excellence:	we ensure that we give of our very best in everything we do
Equality:	we ensure that everyone is treated fairly and equally
Aspiration:	we never settle for ordinary; we aim to be extra-ordinary and to stand out from the crowd
Dedication:	we demonstrate focus and commitment to doing our best for ourselves, our school and our community
Integrity:	we are open, honest, reliable and trustworthy

Ellon Academy Aims:

- To deliver high quality learning, teaching and assessment to make learning motivating and meaningful to maximise the successes and achievements of all young people.
- To foster a supportive yet aspirational environment conducive to effective learning through creating a positive ethos, setting high standards and encouraging a growth mindset.
- To provide strong leadership to ensure rigorous self-evaluation and continuous improvement that impacts positively on learner outcomes.
- To better prepare young people for the world of work.
- To adopt a whole school approach to the well-being of every young person as this underpins their ability to succeed.
- To raise attainment and achievement of every young person through effective tracking, monitoring and interventions in all areas of the curriculum and wider skills and attributes.

The United Nations Convention on the Rights of The Child underpins all Ellon Academy policies, procedures and practices to ensure that young people's rights are promoted, understood, and respect for the rights of others are developed. This links into our United Nations Rights Respecting School Framework.

3. POLICY AIMS

To set out our shared understanding of what constitutes the highest quality of learning and teaching to:

- Inform pupils, parents/carers, and staff of the key features of learning, teaching and assessment expected at Ellon Academy
- Promote greater consistency of the learner experience at Ellon Academy
- Ensure the desired outcomes for learners emerge, working in partnership with parents/carers, and other partners/agencies, as required
- Inform lesson planning, self-evaluation, feedback and discussion, coaching and mentoring
- Identify professional development needs and provide tailored training and professional learning opportunities
- Help create an ethos of continual pedagogical improvement with every teacher committed to becoming an even better teacher
- Support improvement planning

4. IMPLEMENTATION STRATEGIES

Implementation of the Learning, Teaching and Assessment Framework will be a process, not an event. Implementation strategies will include:

Leadership	Leaders will be committed to the aim of establishing a continuous improvement ethos and will model this mindset. The importance of career-long professional learning (CLPL) will be demonstrated through the school's routines, practices and procedures. The role of the PT Learning & Teaching and the Learning, Teaching and Assessment Impact Team will be crucial in providing leadership through the implementation stage.
Publication	Our Learning, Teaching and Assessment Policy will be shared with staff, pupils, parents/carers and other partners. It will be available through the school's website. The Learning, Teaching and Assessment Framework and Lesson Evaluation Toolkit will be shared with staff and will be accessed through the school's launch page and intranet.
Communication	The Learning, Teaching and Assessment Framework and Policy will be regularly discussed at whole school meetings, leadership meetings and subject/faculty meetings. Other relevant school policies and procedures, e.g., classroom observation records, PRD documentation, will be aligned so there is a joined-up approach, and a common language develops around the themes of the Learning Teaching and Assessment Framework.
Support & Training	Staff will be supported through the implementation phase and training will be offered in key aspects of the Learning, Teaching and Assessment Framework. There will be opportunities to work collaboratively with colleagues to share good practice and to engage in professional dialogue.
Monitoring & Evaluation	Data will be collected to tailor in-house training and to aid with whole school improvement planning. The Lesson Evaluation Toolkit will assist with self-evaluation, feedback and discussion, and to identify professional learning needs.
Review & Revision	Implementation goals and targets will be identified. The Policy, Framework and Lesson Evaluation Toolkit will be reviewed and amended as required based on data collected and feedback from staff, pupils, parents/carers and others.

5. POLICY CONSULTATION PROCESS AND REVIEW

Learning, Teaching and Assessment was identified as an area for improvement through self-evaluation with the school's judgment being validated by external scrutiny through the school inspection process. Initial improvement planning in this area was hampered by the disruption caused by covid-19 and the subsequent recovery period.

A draft Learning, Teaching and Assessment policy was developed by members of the Learning Teaching and Assessment Impact Team. This was based on a review of the current school and cluster policies and was informed by recent educational research and literature. Views of learners were sought and incorporated following Focus Group sessions with a sample of learners from S1 - S6.

The draft was shared with staff at the 2022 November In-service where they were guided to review, discuss and to provide feedback on the draft documentation. A selection of relevant professional pre-reading was shared with staff to inform their discussions. This overarching policy and the Learning, Teaching and Assessment Framework incorporates staff input and feedback. Further discussions, review and decisions by the Impact Team resulted in the final versions of the documentation.

6. STAFF DEVELOPMENT AND RESOURCES

Staff development will be provided in key aspects of the Learning, Teaching and Assessment Framework. This will include a programme of CLPL workshops staff can opt into, opportunities to work collaboratively with colleagues to share good practice and to engage in professional dialogue as well as participation in planned In-Service Training. Bespoke to Ellon Academy, online courses in key topics will also be available for staff, e.g., Growth Mindset and Making Thinking Visible,

A dedicated Ellon Academy CLPL website will be developed to act as a one-stop shop for staff promoting CLPL opportunities and trainings, providing Practitioner Guides and signposting staff to resources to support their professional learning in learning, teaching, and assessment.

A Professional Learning (PL) reading section in the school library will be created and stocked with relevant and up-to-date texts. The Principal Teacher of Learning and Teaching will set up and run a PL staff reading group.

Resources and materials required to support the roll-out of the Framework will be supplied and training provided, if required, making best use of available funding/budgets.

7. POLICY EVALUATION AND REVIEW

This policy and associated documentation will be evaluated and reviewed as part of the whole school self-evaluation and improvement cycle.

Following the implementation stage from session 2023 -2024, this policy and associated documentation will be due to be reviewed no later than session 2027-2028.

8. LEARNING, TEACHING AND ASSESSMENT FRAMEWORK – A SUMMARY

Understanding Content		
Having a deep and detailed knowledge and understanding of the subject content being taught.	Having deep knowledge and skills in relation to both general and subject-specific pedagogy.	Knowledge of relevant curriculum tasks, assessments and activities, being able to generate varied learning and teaching styles, explanations and multiple representations/analogies/examples for the ideas being taught.
Knowledge of common learner strategies, misconceptions and sticking points in relation to the content being taught.		
Creating a Supportive Environment		
Fostering a positive classroom ethos where good teacher-learner relationships are evident; knowing learners as individuals and being sensitive to their needs, emotions, culture and beliefs; peer relationships are strong and characterised by trust, cooperation, care, and respect for one another & their rights; school values are modelled in practice.	Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change.	Promoting learner motivation through the development of a Growth Mindset ethos and self-efficacy.
Maximising Opportunity to Learn		
Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time; giving clear instructions so learners understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth.	Ensuring that rules (Ready, Respectful, Safe), expectations and consequences for behaviour are explicit, clear and consistently applied in line with our "Excellence at Ellon" Policy.	Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive learner behaviours; the ability to identify and quickly act on potential problems and being aware of what is happening in the classroom.
Promoting Deeper Thinking		
Structuring: clarifying and sharing learning objectives; giving learners an appropriate sequence of learning tasks; setting and maintaining the pace of learning; selecting appropriately challenging learning tasks; providing scaffolding and support to make tasks accessible to all; planning lesson plenaries for teachers to evaluate the impact of their lessons and progress made.	Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connection, modelling/ demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples.	Questioning: using questions and dialogue to promote deep and connected thinking among learners; using questions to elicit learner thinking and understanding; getting responses from all learners; using high-quality assessment to evidence learning; interpreting and responding to assessment evidence appropriately.
Interacting: responding appropriately to feedback from learners about their thinking/ knowledge/understanding; giving learners actionable feedback to guide their learning. Giving learners the opportunity to interact with one another to articulate their understanding and the process they used to answer questions.	Embedding: giving learners tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/revisited to prevent forgetting.	Activating: helping learners to become independent by planning, regulating and monitoring their own learning; progressing appropriately from structured to more independent learning as knowledge and expertise develops.

9. APPENDICES

Appendix A – Learning Experiences for all Children and Young People in Aberdeenshire



From mountain to sea



LEARNING AND ENGAGEMENT

- Positive relationships in place between staff and learners. An ethos of mutual respect exists which is conducive to learning, and teaching.
- Ongoing learning experiences are underpinned by school vision, values and aims.
- Learners have an understanding of their rights and respect for the rights of others.
- Learners' wellbeing is a consistently high priority across all classes.
- Learners are motivated and engage effectively with their learning. Opportunities to exercise choice and make use of real-world contexts ensures personalisation, meaning and relevance.
- Learners are supported by a variety of high-quality, innovative and creative teaching approaches, including the use of digital technologies.
- Learning activities meet the developmental needs of all.
- Learners are increasingly responsible for and actively involved in planning and leading learning. Their views are sought, valued and acted upon across the school and wider community.
- Learners are supported in the development of skills for the 21st century (critical thinking, communication, collaboration and creativity) and attributes within the 4 capacities.
- Learners have an increasingly accurate understanding of their own and others' learning and are encouraged to talk about strengths and identify next steps.
- Learners are able to articulate their developing skills and value these in terms of future learning and career pathways.

QUALITY OF TEACHING

- Staff treat pupils with respect and develop positive relationships, thus creating an ethos which is conducive to learning and teaching.
- Our teaching is underpinned by school vision, values and aims which reflect UNCRC. These are evident in our daily practice.
- Staff know learners well. They make very good use of learning profiles and data to support the learning and wellbeing of all children and young people.
 - Staff have high expectations of all learners.
 - Staff give clear explanations and instructions to learners, building on prior knowledge and understanding.
 - Staff plan and differentiate effectively to meet the needs of all learners, making use of all resources (including staff) ensuring appropriate support and challenge.
- Staff make use of different learning environments and a wide range of innovative, creative teaching approaches, to meet the needs and interests of their learners.
- Staff integrate technology into the delivery of learning and teaching experiences and provide ongoing opportunities for learners to develop and enhance their digital skills.
- Staff develop links between ongoing learning, skills, and their relevance to learners' economic futures.
- Staff provide effectively organised and well managed learning experiences, clearly identifying the purpose of the learning and what learners need to do to be successful.
- Staff ensure that their learners understand the purpose of their learning and are provided with ongoing opportunities to plan and lead.
- Skilled questioning is used by staff to challenge and extend higher order thinking skills.
- Staff provide quality feedback that helps learners be clear about strengths and next steps in learning.
- All staff use assessment data effectively to plan and secure improved outcomes for each of their learners.
- Through their ongoing commitment to professional enquiry, staff are accessing and utilising research to inform learning and teaching.

EFFECTIVE USE OF ASSESSMENT

- Learning, teaching and assessment are planned in an integrated manner identifying what is to be learned and assessed at the planning stage.
- Assessment approaches are matched to the needs of the individual learners to allow them to demonstrate their knowledge, understanding, skills, attributes and capabilities.
- There is effective use of a wide range of assessment information, including formative (ongoing), summative and standardised (periodic), to inform teacher/practitioner judgements.
- National benchmarks are used to improve the validity and reliability of professional judgements of learners' progress and attainment.
- A quality body of evidence is used to support assessment judgements/decisions about progress and next steps.
- Outcomes from assessment are shared with learners to engage them in reflection and identification of strengths and areas for development.
- Moderation processes and approaches are applied to all aspects of learning, teaching and assessment to improve the validity and reliability of judgements of progress and attainment within and beyond the school.

PLANNING, TRACKING AND MONITORING

- Learning is proportionate and manageable and clearly identifies what is to be learned and assessed in all areas of the curriculum. Learners are involved in the planning process.
 - Effective tracking and monitoring of attainment across all areas of the curriculum provides reliable, accurate and up to date data regarding the progress of all learners.
- Analysis of such data leads to appropriate interventions to address gaps in attainment and achievement. Interventions are regularly reviewed for impact.
- Tracking and monitoring processes include analysis of data linked to any barriers to learning. This may include S/M/D profiles or any identified additional support need. As a result, pupils' needs are well identified across the school.
- Analysis of data including comparator data informs improvement priorities, planning and practice.
- Identified areas for improvement are monitored and measured for impact.





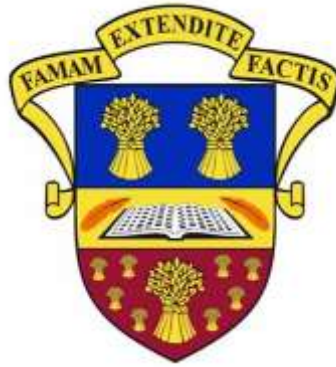
Ellon Academy – Lesson Evaluation Toolkit (Q.I. 2.3 Learning, Teaching & Assessment)

Typical features of high-quality lessons, to support continuous improvement across our school.

Faculty:	Teacher:	Date:
Subject:	Visitor:	Class/Period:
Topic:	Theme/Focus:	Class Learner Mark:

<i>Elements</i>	<i>Illustrations</i>	<i>Notes</i>
Understanding Content		
Subject Content	<ul style="list-style-type: none"> • Has a good grasp of subject content/ knowledge. • Can answer the ‘What if ...’ and the ‘Why?’ questions from learners. • Can demonstrate the skills and knowledge their learners will need to acquire. 	
Pedagogy	<ul style="list-style-type: none"> • Can teach their subject to young people. • Demonstrates general principles of teaching practice, e.g., good learning intentions, effective questioning, etc. • Demonstrates subject-specific pedagogical practice. • Proficiency in use of digital technologies. 	
Curriculum Activities	<ul style="list-style-type: none"> • Knowledge of relevant curriculum tasks/ assessments/ activities. • Varied learning & teaching styles used. • Explanations/analogies/examples given for ideas/concepts being taught. • Appropriate materials/resources used. 	
Learner Strategies & Thinking	<ul style="list-style-type: none"> • Can predict potential problems and address through knowledge of common misconceptions, typical errors. and sticking points. 	
Creating a Supportive Environment		
Positive Classroom Ethos	<ul style="list-style-type: none"> • Strong, professional relations between teacher-learner evident. • Positive and respectful learner-learner interactions. • Teacher knows learners as individuals. • Young peoples’ rights are promoted/ embedded, and pupil voice sought. • School values modelled. 	
High Expectations	<ul style="list-style-type: none"> • High expectations for <i>all</i> learners incl. effort, behaviour, quality of work (including presentation). • Learners feel safe to have a ‘go’. • Promotes ‘Personal Best’ when target/goal setting. • Attributes success to things learners have control over. 	
Growth Mindset	<ul style="list-style-type: none"> • Promotes the concept of Growth Mindset through language, feedback, praise, encouragement, etc. • Value placed on resilience to failure. • Recognition of positives, particularly effort and hard work. • Appropriate challenge for learners – Learning Zone v Comfort Zone. 	

Maximising Opportunities to Learn		
Classroom Management	<ul style="list-style-type: none"> • Teacher meets and greets learners. • Register and dress code checked. • Learners settle quickly and are engaged in meaningful work. • Effective use of time, space and resources. • Classroom routines evident. • Clear and concise instructions given. • 'End and Send' routines. 	
Expectations, Rules & Consequences	<ul style="list-style-type: none"> • Expectations and rules (Ready, Respectful, Safe) are clear, consistent, and reinforced. • Consequences applied consistently. 	
Preventing, Anticipating & Reducing Disruption	<ul style="list-style-type: none"> • Teacher 'with-it-ness'. • Poor learner behaviour is dealt with promptly. • Effective use of praise and positive reinforcement. 	
Promoting Deeper Thinking		
Structuring	<ul style="list-style-type: none"> • Lesson is well-structured: review of previous learning; clear LI & SC; starter activity; appropriate sequence of learning tasks, etc. • Good pace of learning. • Appropriate challenge. • Balance of surface-level and deep-thinking activities. • Scaffolding and support provided. • Plenary – LI & SC revisited. 	
Explaining	<ul style="list-style-type: none"> • Ideas are presented and communicated clearly and concisely. • New ideas are connected to existing knowledge/schema. • Examples/non-examples used. • Teacher models/demonstrates new skills/procedures providing scaffolding as appropriate. • Use of exemplars. 	
Questioning	<ul style="list-style-type: none"> • Checks what learners know/can do already. • Effective use of questioning to elicit deep and connected thinking. • Strategies used to find out what <i>all</i> learners are thinking. • Use of high-quality assessment. • Reviews learner evidence against SC to inform planning and next steps. 	
Interacting	<ul style="list-style-type: none"> • Frequent checks for understanding. • Uses feedback to inform decisions. • Provides learners with actionable feedback. • Variety of feedback methods, e.g., individual, groups, whole class. • Time available for learners to take feedback onboard and improve, e.g., homework. • Opportunities for learners to interact. 	
Embedding	<ul style="list-style-type: none"> • Tasks provided to embed/reinforce learning. • Guided, supported, then independent practice. • Teacher circulates class and intervenes where necessary. • Material is revisited periodically to prevent forgetting. 	
Activating	<ul style="list-style-type: none"> • Use of thinking routines. • Strategies to make everyone think and to make thinking visible. • Metacognition and self-regulation skills taught to learners. • Tasks allow for more independent learning as expertise develops. 	



Digital Learning @ Ellon Academy



What is Digital Learning @ Ellon Academy?

Back in 2019, the Digital Learning Strategic Plan of Ellon Academy had three principal aims – to enhance learning & teaching, to improve educational outcomes, and to build digital skills. Those aims remain very much at the core of digital learning within the school as of March 2022. Two national lockdowns throughout the COVID-19 pandemic and some very clear gaps in digital access however have raised the issue of digital equity; this should now become the fourth aim of our Digital Learning Strategy.

Teachers and pupils throughout Ellon Academy use Digital Learning to enhance both learning & teaching experiences. GLOW has become a major platform used within the classroom, which has changed how children are learning and how lessons are being delivered. Google Workspace (encompassing Google Classroom) is being used extensively and effectively to support lessons delivered both within the school and to pupils who are having to work remotely. Good practice continues to be shared across the staff team to ensure that new methods and practices are available for all staff to engage with. Microsoft Office is also used extensively to support curricular faculties and subjects throughout the school, with OneDrive providing both pupils and staff with a cloud-based storage area for saving/sharing files.

A new course in Digital Skills was introduced to S1 pupils at the start of Session 2021-2022. This course has encouraged pupils to engage more with Google Workspace (via GLOW), whilst also considering how the internet and digital resources can be used safely and effectively to further their learning. Pupils have undertaken a large piece of work to produce their own Google Site, which will be a profile of their learning journey throughout their time at Ellon Academy. It should be noted however that digital skills are embedded throughout many areas of the Ellon Academy curriculum in varied and creative ways.

Partnerships with external agencies continue, particularly with ClickView. This is accessed via GLOW and has allowed both pupils and teachers to access a wide variety of digital video content that can enhance and broaden pupils' learning experiences.

A 'BYOD' network (Bring Your Own Device) was launched in the early part of 2021. This was initially successful but has seen a downturn in recent months, largely due to connection difficulties/issues. It is hoped that this will improve over time and that more pupils will become encouraged to use their own devices. The school has continued to increase its ICT provision/availability for pupils, with ICT trolleys being introduced/updated/added to and refreshment of current machines ongoing.

Our overarching philosophy at Ellon Academy for Digital Learning is that all pupils regardless of ability or skills developed have the right to high quality digital learning experiences across our school curriculum. Pupils also have the right to access digital devices throughout our school and be provided with opportunities to access digital learning environments that will help them in their learning. Staff too have the right to engage in meaningful and fulfilling CLPL relating to digital learning so that they can continue to deliver high quality learning experiences for pupils. Finally, our school community, families and wider community also have the right to be involved in our young people's education and we encourage them to engage in family and wider community digital learning opportunities.



Why is Digital Learning important @ Ellon Academy?

In accordance with the Digital Learning and Teaching Strategy for Scotland, the learning community of Ellon Academy strongly believes that digital learning is for the benefit of all learners and teachers. The school operates on the principles of:

- developing the skills and confidence of teachers to help with appropriate and effective use of digital technology to support learning & teaching,
- improving access to digital technology for all learners,
- ensuring that digital technology is central within all curricular areas and in the delivery of assessments and,
- empowering leaders of change to drive innovation/investment in digital technology for learning & teaching.

With the aforementioned philosophy acting as a driver and in accordance with the UNCRC, the teaching community of Ellon Academy believe that it is the right of all pupils to have access to high quality digital learning experiences. With the school being a recipient/holder of a Digital Schools Award Scotland, we strongly believe it to be imperative for high quality digital learning at the centre of all learning. We have a responsibility to ensure that our young people have the opportunity to drive change and future investment in the digital technology that we use in the school. The school community is also mindful of the ongoing COVID-19 pandemic and how this has brought digital technology and digital learning more to the forefront of pupils' learning experiences. There requires to be a continued state of readiness should the situation regarding COVID-19 worsen again and pupils are required to engage in either blended or fully remote learning.

As young people move on from our learning community into the wider world and positive destinations, we believe that it is of vital importance for them to be digitally literate. We strongly support and actively encourage the Scottish Government's Digital Participation Charter to provide the digital skills young people need for jobs, living lives and confidently using digital services. As such, our curriculum structure is designed so that young learners at Ellon Academy leave with these skills in place and more confident to face the digital challenges of our 21st century world.



What does Digital Learning look like @/in Ellon Academy?

Bullet points in red are features that we believe are in place within our learning community and are being effectively demonstrated across the curriculum. Bullet points in *italic* are features that we believe are in place in parts of our learning community but need further development before we can confidently state that they are effectively demonstrated across the curriculum.

Planning

- Staff plan pupil learning to include the use of digital technology and ensure curriculum accessibility.
- Staff use digital technology to collaborate online when planning learning, teaching and assessment.
- Whole school tracking and monitoring is monitored using digital solutions including analysis and summary of data.
- Staff regularly access pupil data from SEEMIS, Insight, and other available systems.
- *Curriculum overviews and rationales provide insight into how digital technology is used in learning, teaching and assessment.*
- *Accessible and editable digital/online planners are in place across the curriculum.*
- *Planning is shared between school and/or subject networks to share experiences, transition, and knowledge.*
- *Resources are digital to allow editing, modification and sharing amongst staff and learners.*
- *Digital solutions are being used by staff to build shared expectations of standards in the school, cluster, and local authority and for robust moderation arrangements across the curriculum.*
- *Digital tools are used to analyse and identify trends/gaps, draw conclusions, and make informed decisions to support interventions.*

Teaching

- Regular CLPL in digital learning and teaching is undertaken by staff at local, regional, and national level.
- Staff regularly reflect on current practice and how digital technology enhances this.
- Learners access digital learning in different forms/formats and encounter a variety of different digital learning strategies.
- Staff share their digital practice with others across the school, cluster, and local authority.
- Pupils have access to a variety of online platforms and digital tools where they can create, edit, share, and collaborate with others – primarily through GLOW.
- Pupils have access to these online platforms anywhere and at any time.
- Learners have regular opportunities to collaborate with others digitally/online.
- *School staff lead developments in digital learning and teaching across the school, cluster, and local authority.*
- *All learners have access to digital devices to learn.*
- *A range of digital accessibility tools are used across the curriculum to support all learners.*
- *Learners are provided with opportunities to re-engage with explanations and instructions, via video recordings/podcasts or resources uploaded to online platforms.*



Assessment

- Digital devices and tools are used by pupils to gather/record achievements in and out of the classroom in a variety of accessible formats.
 - Pupils understand the purpose of digital learning, including why they are using digital technology and/or platforms.
 - Pupils use digital skills across all curricular areas and in the four contexts of learning.
 - Pupils are recognised for their digital skills and/or leadership.
 - The school has a group of digital leaders who work across the school, cluster, and community to share digital knowledge and skills and act as a student voice in digital matters.
-
- *There is consistency in the approach to how learners gather and record their achievements and submit their work across the school.*
 - *Pupils have a choice in when, what and how they use digital technology in their learning.*
 - *Both staff and pupils have the opportunity to respond to feedback using digital tools to show how they have responded and made improvements.*
 - *Learners are eager and active participants, who are fully engaged, resilient, highly motivated and interact well during activities involving digital technology.*

(‘What Digital Learning looks like @/in Ellon Academy’ was drafted primarily using the Education Scotland National Improvement Hub document ‘Features of Highly Effective Digital Learning, Teaching and Assessment in Schools’ [published January 2022].)

