

Moving on with planning and assessment

What are the main basics for good planning?

e.g. Planning should be collegiate

We will consider seven basics – what might they be?

Moving on with planning and assessment: Planning basics

Planning should:

- ❑ be a collegiate activity
- ❑ be concise and manageable
- ❑ take full account of prior learning and assessment
- ❑ clearly state outcomes for learners and how/when learning will be undertaken

Moving on with planning and assessment:

Planning basics

Planning should:

- ❑ make best use of available resources
- ❑ be flexible enough to respond to changing circumstances and needs
- ❑ link learning outcomes to assessment
- ❑ show links between class work and home learning

Moving on with planning and assessment

In terms of our current planning -
thinking about the seven basics:

- what works well?
- what could be improved?

Moving on with planning and assessment:

Planning outcomes for learning

A school is excellent to the extent that:

- ❑ planning takes account of the seven CfE curriculum principles
- ❑ planning is designed to address and meet the identified needs of learners
- ❑ L&T results in the development of pupils' confidence, skills and abilities

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Planning outcomes for learning

A school is excellent to the extent that:

- ❑ we reflect on previous learning to plan future curricular and personal development outcomes
- ❑ children, parents and other partners are involved in planning future learning
- ❑ staff agree targets with learners which set clear expectations

Moving on with planning and assessment:

Planning outcomes for learning

A school is excellent to the extent that:

- ❑ planning gives learners a detailed awareness of the skills they will learn
- ❑ learners have a clear understanding of the quality of work required to meet aims
- ❑ staff plan to work alongside learners as role models for positive attitudes to learning

Planning outcomes for learning

In terms of our current planning:

- ❑ where do we already successfully plan outcomes for learning?
- ❑ where might we focus on improving one aspect?

Moving on with planning and assessment:

Assessing outcomes for learning

A school is excellent to the extent that :

- assessment involves planned, high quality interactions with learners
- assessment is based on thoughtful questions derived from learning outcomes achieved to date which invite pupils to think

Moving on with planning and assessment:

Assessing outcomes for learning

A school is excellent to the extent that:

- ❑ learners seek and receive timely feedback about the quality of their work
- ❑ learners engage in discussions with staff about strengths, improvement steps and suitable ways of learning

Moving on with planning and assessment:

Assessing outcomes for learning

A school is excellent to the extent that :

- ❑ staff enable learners to develop skills to self- and peer-evaluate work against clear criteria
- ❑ learners are aware of links to previous learning, action required to improve their work and inform next steps

Assessment of the outcomes for learning

In terms of our current assessment processes:

- ❑ where do we already successfully assess outcomes for learning?
- ❑ where might we focus on improving one aspect of assessment?

Curriculum for Excellence

Principles of Curriculum Design

- • Challenge and enjoyment
- • Breadth
- • Progression
- • Depth
- • Personalisation and choice
- • Coherence
- • Relevance