

MULBUIE PRIMARY SCHOOL

School Improvement 2015-16

ASSESSMENT FOR LEARNING - IMPROVING THE QUALITY OF CHILDREN'S LEARNING EXPERIENCES

School Improvement Priority 1

SUPPORTING PARENTS IN ENGAGING WITH THEIR CHILDREN'S LEARNING

School Improvement Priority 4



OUR VISION

Mulbuie Primary School is at the centre of a school community working together in strong partnership to provide an inclusive learning environment in which children feel a strong sense of belonging. We encourage our children to recognise their talents and build on their strengths, by actively challenging their thinking through engagement in meaningful learning and teaching. We embrace ambition, innovation and enthusiasm, and create opportunities for our children to take pride in what they do and be the best they can be, both now and in the future. We support our children in moving forward socially and academically and in learning from life, for life.

What have we done towards improvement this session?

Priority 1 – Improving the Quality of Learning Experiences

- Engaged in Staff Development
 - The role of questioning in promoting and developing thinking
 - Quality dialogue as part of learning
 - Giving effective and relevant feedback to learners
 - Progression in Numeracy with the Highland Numeracy Officer
 - Whole class teaching – How and Why
- Questions are planned in advance as part of learning – the focus being to help children make connections in learning and develop higher order thinking skills
- Clear oral and visual instruction and purpose are given in lessons
- The challenge questions in the document How Good Is Our School 4 is used to give opportunity for reflection and self-evaluation
- There has been a focus on supporting children in understanding feedback and how to use this so their work gets better

Priority 4 – Supporting the role of Parents

- Reviewed format of Pupil Profiles
 - Include clear indication of level child is working at
 - Opportunity for parent voice
 - Progression shown through twice-yearly snapshot
 - Learner's Statements completed twice a year

What does this look like in the classroom?



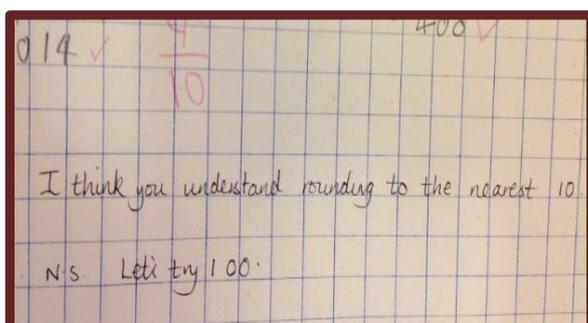
The Art of Questioning

A range of questions are planned using Bloom's Taxonomy to promote thinking at the cognitive, affective and sensory level. Children are developing skills in asking questions – research show that this is a key factor in better learning and raising attainment.



Feedback

Feedback is given as part of learning, often orally. Feedback then feeds into next steps in learning, which may be recorded in jotters or on work.



Celebrations

Achievements are shared and celebrated.



The Golden Book



In the Classroom



Dialogue

Dialogue forms a major part of learning in the classroom. Children are given opportunity to talk about what they are learning in dialogue with the teacher and with each other.

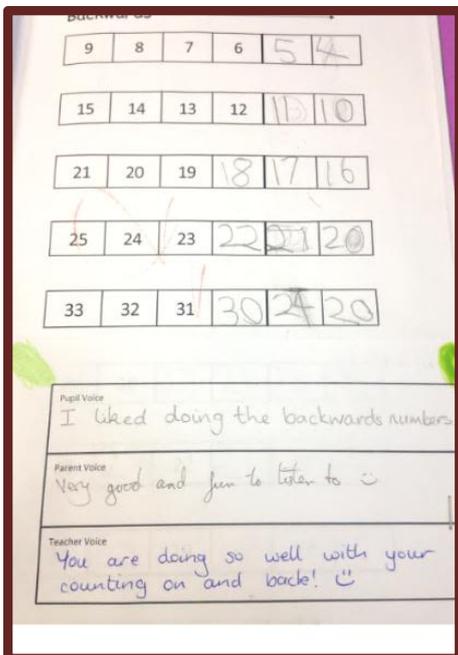
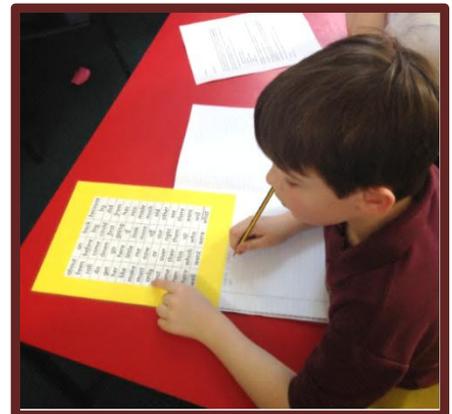
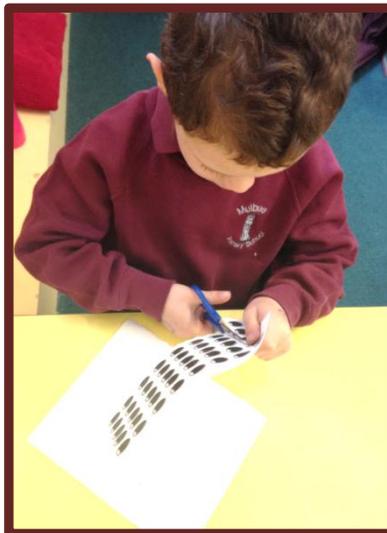
Learning Approaches

Staff have researched and explored learning approaches and further developed skills in working with the whole class, groups and individuals. Children are actively involved in their learning and through the increasingly skilled questioning of teachers, children are learning to contribute and support their own learning through discussion and asking questions.



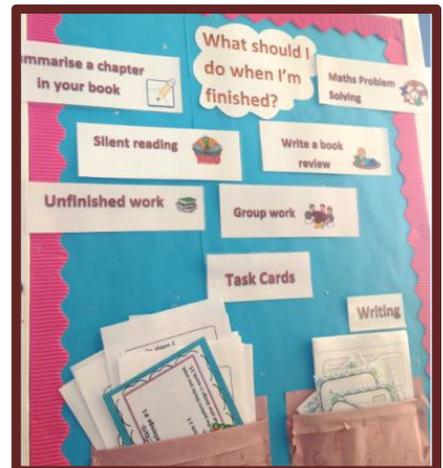
Pupil Profiles

The Profile now includes a snapshot of learning taken at two points during the year.

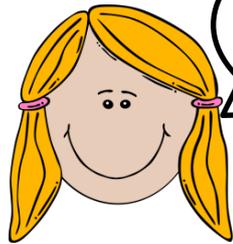


Ownership of learning

Children are supported in becoming responsible for their learning. They are encouraged to think and have a go, developing thinking skills and a sense of achievement. Children agree success criteria and check their work to see how well they are doing in working towards them. They then set next steps for learning.

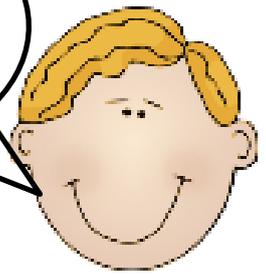


What the children think of learning and teaching at Mulbuie

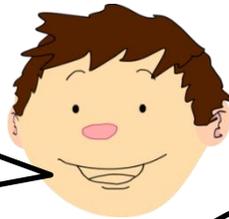


When I work independently, it makes my brain work harder.

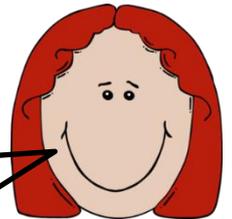
When I started at Mulbuie, I found the questions very hard and they made me learn more. The questions get easier now I understand them.



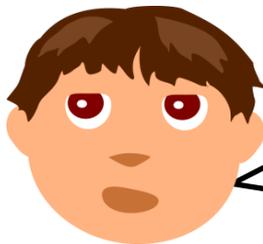
We are told by the teacher what we need to do to improve. I look back at my last work to see what I can do to get better.



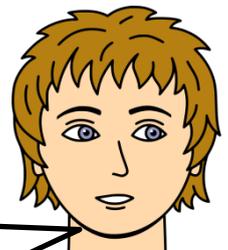
We used to only get ticks on our work. Now we are given ideas of what we need to work more on.



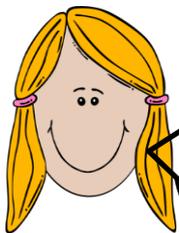
Whole class teaching lets me see how to do things in a number of different ways as I listen to the answers of other people.



The teacher often asks us why we have given a particular answer. This helps me to understand a bit more and think more deeply about what I am saying.



Working independently let me keep my work private. also like working in groups because I work faster.



What Next?

Develop pupils' skills in self and peer evaluation.

Model the setting of next steps from feedback at early level.

Develop strategies to support children in taking ownership of using their next steps independently at first level.

Discuss progression in the curriculum with the children at second level to enable them to plot a learning journey.

For more information on Bloom's Taxonomy for questioning, visit <http://www.learningandteaching.info/learning/bloomtax.htm>

