



Learning and teaching - Improvement guides

Promotion of active learning

A school is good to the extent that...

A school is excellent to the extent that...

Tasks and activities involve learners in learning through thinking and doing, rather than by rote. Learning can be applied in new situations. Learners can work well independently and as part of a group.

Staff encourage ambition for learners. Young people can solve problems and evaluate environmental, scientific and technological issues.

Class discussions are interactive and involve an appropriate range of pupils within the class. All learners understand that their individual responses will be valued.

Children as well as teachers ask questions – of each other and of the teacher. Those who are not involved in discussion participate actively by listening, thinking and reflecting. The size of the discussion group, and other contextual features, is planned to meet the children's needs. Discussions with very young children, and with less confident older children, may take place in smaller groups.

Teachers are well organised, ensure that resources are of good quality and focus on the key learning aims.

Teachers adopt approaches which ensure learners are leaders in their own learning. Learners have independent learning skills and can reflect on their own learning. They draw their own informed conclusions. They know what they are trying to achieve and seek help at appropriate times. They persevere with their learning and use a range of resources, including ICT, as they progress.

Teachers spend significant amounts of time actively teaching. They deliver learning personally to individual pupils and groups according to their needs, rather than relying on working only through textbooks.

Staff use the local community to extend and enhance learning. They are fully aware of the involvement of learners in learning outwith the classroom and school and use this in very well planned tasks and activities to raise attainment and achievement further.