
Supporting Learners

Self Reflection Resource

Learning and Teaching Scotland

Introduction

This resource supports implementation of the Supporting Learners national framework. It draws together the key themes of the entitlement to support within Curriculum for Excellence.

Statements and points to consider within these themes are intended to stimulate thinking and can be used to review, evaluate and identify both emerging and consolidated good practice along with areas requiring further development, to help inform next steps. Examples of what good practice might look like supports this process.

Supporting Learners is the responsibility of all staff and partners. Strategic managers in local authorities and educational establishments may wish to use the resource in its entirety, as a 'sweep' across the support provision. However, it is also designed to encourage all staff to dip in to themes or to be used to support a specific focus.

The downloadable self-reflection activity pages also contain links to further information on the Supporting Learners website.



Universal Support

Universal Support

Supporting learning underpins the delivery of Curriculum for Excellence for all children and young people and it is the responsibility of all practitioners and partners to deliver this universal entitlement within their own teaching environments.

Support includes, not only pastoral care, welfare and positive relationships but also how practitioners, when planning and delivering their teaching, consider learning styles, aptitudes, opportunities for achievement and challenge across the curriculum, in every context and setting.

Formative assessment strategies, including the day to day conversations about learning, reviewing and planning next steps are also essential aspects of universal support. In addition, it is essential that a key adult has a holistic overview of learning and personal development of each child and young person.

<http://www.ltscotland.org.uk/supportinglearners/whatisupport/universalsupport/index.asp>

Points to consider

(You may wish to add to this list)

- To what extent are all staff and partners aware of the broad definition of support for all learners and their responsibilities to deliver this entitlement within Curriculum for Excellence?
- How does local authority/cluster/establishment policy and practice reflect the holistic nature of the entitlement?
- What are current/future staff development needs?

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

The Learning Community has a framework for support from 3 to 18 which encompasses all the universal aspects of supporting learners throughout their learning journey

All staff contribute to supporting learning in their own context and may also provide support as the key adult who has the holistic overview of a child or young person's learning and development

Note here how you could get here.

Targeted Support

Targeted support

Children and young people can benefit from additional or targeted support, tailored to their individual circumstances. This could be at any points of their learning journey or, for some, throughout the journey.

Barriers to learning may arise from, for example, specific learning difficulties, disability, social, emotional or behavioural needs, bereavement or family issues, etc. Additional support may also be required to ensure progress in learning for the most able, looked after children and young people, young carers, Armed Forces, Gypsies and Travellers, asylum seekers and those for whom English is not a first language.

Targeted support also encompasses young people requiring more choices and more chances to achieve positive, sustained destinations.

<http://www.ltscotland.org.uk/supportinglearners/whatisupport/targetedsupport/index.asp>

Points to consider

(You may wish to add to this list)

- How does local authority/establishment policy and practice ensure that targeted support builds on robust, embedded universal support?
- How effective is the staged intervention process in identifying children and young people who may require additional support?
- How is the role of the key adult managed for children and young people who require targeted support?

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

There is a continuum of support from universal to targeted which meets the needs of all learners

Roles and responsibilities of all staff within the staged intervention framework are clear and practised

The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership

Note here how you could get here.

Ethos, Climate and Relationships

Ethos, climate and relationships

All learning environments should have a positive influence on children and young people. This can be achieved by promoting inclusion and equality and through approaches to developing positive relationships and behaviour. All staff share a responsibility to ensure the safety and wellbeing of children and young people. In doing so they should take account of all aspects of wellbeing

<http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/index.asp>

<http://www.ltscotland.org.uk/supportinglearners/supportingwellbeing/index.asp>

Points to consider

(You may wish to add to this list)

- **To what extent do staff understand and practise their responsibilities with regard to developing emotional wellbeing and resilience in all children and young people?**
- **What are current/future staff development needs?**

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

Policies for care and welfare take account of GIRFEC, health and wellbeing, and the entitlement to support (BtC 3) and are clear, appropriate and implemented consistently

There is an ongoing focus on promoting and progressing health and wellbeing of all children, young people and adults in the learning community

Through regular opportunities for consultation, children, young people and parents are encouraged to identify and contribute their ideas, express concerns and make suggestions for improvements

Note here how you could get here.

Inclusion and Equality

Inclusion and equality

Inclusion is about all learners and about taking action to remove barriers to participation and learning. Inclusion also involves eliminating discrimination and promoting equality where diversity is celebrated and there is an understanding and respect of diverse cultures and beliefs.

<http://www.ltscotland.org.uk/supportinglearners/positivelearningenvironments/inclusionandequality/index.asp>

Points to consider (you may wish to add to this list)

- What barriers may affect a child or young person's ability to thrive and learn? How aware are all staff and partners of these?
- How do we ensure coherent links between specialist support staff, partners and teachers?
- To what extent do staff understand and practise their responsibilities with regard to inclusion and equality?
- How do all the adults in the school community, including partners, work together to identify and address needs relating to children's welfare, learning and development?

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

Staff and young people demonstrate personal responsibility, compassion and support for others and actively promote fairness and justice in their interactions with each other

High quality assessment, monitoring and tracking processes to identify individual needs are in place

When a factor hindering learning has been identified, a robust staged intervention process ensures that all members of staff are aware of their responsibilities to contribute to strategies, co-ordinated by appropriate members of staff, to support positive outcomes for individuals.

Note here how you could get here.

Role of the Key Adult

Role of the key adult

All children and young people should have frequent and regular opportunities to discuss their learning with an adult who knows them well and can act as a mentor, helping them to set appropriate goals for the next stages in learning.

<http://www.ltscotland.org.uk/supportinglearners/whatisupport/universalsupport/roleofkeyadult.asp>

Points to consider

(You may wish to add to this list)

- What is staff and partners' understanding of this role?
- How are key adults supported by specialist staff and managers to undertake this role?
- What are current/future staff development needs?

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

The key adult has information about the child from across the curriculum, including out of class learning and achievement to inform detailed tracking of progress

Regular dedicated time for the young person and adult to discuss progress is embedded in the curriculum

When progress against expectations is not maintained, appropriate staff are alerted promptly and can intervene to secure appropriate support through a staged intervention process

Note here how you could get here.

Review of Learning and Planning Next Steps

Review of learning and planning next steps

All children and young people should be involved in planning and reflecting on their own learning, through formative assessment, self and peer evaluation and personal learning planning.

<http://www.ltscotland.org.uk/supportinglearners/whatisupport/universalsupport/learnandplannextstep.asp>

Points to consider

(You may wish to add to this list)

- What processes are in place to ensure that all staff give feedback and engage children and young people in reflection and dialogue about their progress and next steps?
- To what extent do learners understand their learning? What opportunities are there for them to explain what they have learned to others and select evidence to put forward as proof of their achievements?
- How do we develop coherent links between the roles of all staff, key adult and specialist support staff?

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

Observations of the learning experiences across the establishment indicate that formative assessment strategies are consistently applied

Evidence from young people's learning logs; e-portfolios and personal learning plans consistently indicate active engagement with staff about the strength of their work, the steps they can take to improve it, their individual ways of learning and other approaches they may use

Detailed tracking of progress takes place and is monitored by the key adult

When progress against expectations is not maintained, key staff are alerted promptly and can intervene to secure appropriate support through a staged intervention process

Note here how you could get here.

Meeting Learning Needs

Meeting learning needs

Through designing appropriate learning experiences across the curriculum in every context and setting, barriers are addressed and all children and young people can access learning to enable them to achieve at the highest level of which they are capable. This is especially applicable to planning for children and young people who may need additional support of some kind on their learning journey. It can also include supporting the progress of the most able through enrichment of learning through exploration of different contexts within a level.

<http://www.ltscotland.org.uk/supportinglearners/whatisupport/universalsupport/meetinglearningneeds.asp>

Points to consider (you may wish to add to this list)

- How are practitioners personalising the curriculum to take account of individual and group needs?
- What information and support is given to staff in helping them with early identification of needs and to build on prior learning?
- How does our staged intervention process involve key staff and partners in assessment, intervention and review?
- What more can be done to support the needs of learners missing out or not fully engaged?
- How are staff planning, assessing and recording progress of all children and young people across learning?

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

Early identification of learners' needs through robust assessment information, leads to planned support which is appropriate, proportionate and timely

Children and young people are actively involved in making decisions about their learning, are offered personalisation and choice and take responsibility for it

Early Years practitioners, teachers and partners delivering learning, shape the learning environment to meet the needs of learners. To do this, they know their learners well, as learners. They consider whether the repertoire of learning and teaching approaches they use deliver the aims and purposes of Curriculum for Excellence

Staff are fully supported to take positive and proactive steps to ensure that potential barriers which may hinder learning are promptly identified and addressed effectively

Note here how you could get here.

Achievement

Achievement

All children and young people should experience personalisation and choice within their curriculum. This includes identifying and planning opportunities for achievement which focus on the learning and progress which has been made through activities across the full range of contexts and settings.

<http://www.ltscotland.org.uk/supportinglearners/whatisupport/universalsupport/achievement.asp>

Points to consider

(You may wish to add to this list)

- How do all staff recognise and celebrate personal achievement?
- What opportunities does the learning community provide to develop skills and attributes in a progressive way for individuals?
- How is information captured and collated?
- How are we promoting learner ownership and reflection?

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

Learner profiles take account of all aspects of learning and achievements across the curriculum, in and out of class

Children and young people have regular opportunities to reflect on the evidence of their achievements with a key adult

Through reflecting on evidence of their achievements with the key adult, children and young people are supported to develop the skills to explain and demonstrate what has been learned to others (such as those involved in the next steps in their learning journey)

The learning community recognises and celebrates achievements in ways which are appropriate to age, stage, individual needs and interests and which support further learning

Note here how you could get here.

Planning for Choices and Changes

Planning for choices and changes

Children and young people are entitled to support which prepares them for choices and changes in their learning journey. Preparing and supporting children and young people through choices and changes refers to all transitions.

These include more formal transitions (into and between educational establishments), post-school and stages within a school. Many may find transitions challenging and this can affect their learning. For the most vulnerable, the transition from home to school, offsite provision to school or even between classes may require support.

<http://www.ltscotland.org.uk/supportinglearners/choicesandchanges/index.asp>

Points to consider

(You may wish to add to this list)

- How do practitioners in their everyday teaching prepare children and young people for choices and changes through e.g. making them aware of their strengths and areas for development; making choices to develop their learning and experiences; developing skills for life and work?
- What advice and support is given to children and young people to help them make informed life choices?
- How are we considering social and emotional as well as learning needs to support the development of resilience to build on children and young people's strengths?
- How do we support the needs of a child or young person in split or non mainstream placements?

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

All practitioners, staff, parents and partners work together to promote continuity and progression in learning and ensure smooth transitions

All staff ensure that children and young people are aware of future choices and are supported to have high but realistic expectations, set appropriate goals and make informed choices. A key adult has an overview of the holistic picture

Effective systems are in place to ensure identification and appropriate additional support of children and young people who are experiencing barriers to progress

A robust profile is available at key points of transition e.g. P7, S3, to recognise progress and achievement

Note here how you could get here.

Partnerships

Partnerships

Meeting the ambitions for the curriculum involves pre-school centres and schools working in learning partnerships. These partnerships can provide a coherent package of learning and support based around the individual learner and in the context of local needs and circumstances.

<http://www.ltscotland.org.uk/supportinglearners/partnershipsfor-support/index.asp>

Points to consider

(you may wish to add to this list)

- How are we involving parents/carers in supporting children and young people's learning?
- How are we involving partners in curriculum planning, recording achievement, profiling and reporting?
- How do we work with partners to assess and plan interventions and review?
- What opportunities are available for staff and partners to engage in joint staff development?

Note here where you are now. How do you know?

What might good practice look like? (These suggestions are not exhaustive)

The views and expertise of all involved in the learning community's work are used to inform the development, evaluation and review of plans to secure improvements for learners

There is clarity with regard to areas of responsibility to maximise benefits for all children and young people

Partnership approaches are embedded within planned programmes

Partners are actively involved in strategic planning and delivery of the curriculum across all contexts for learning

Staff learning and professional development is collaborative and collegiate

Note here how you could get here.