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**LEARNING AND TEACHING IMPROVEMENT GROUP**

Minute of meeting, Monday 26thMarch 2018

**Present:** Caroline Martin (Chair), Bruce Robertson, Andrew Hay, Aubrey Sanderson, Colin Richardson, Gillian Cochrane, Victoria Lowe, Duncan Robertson, Kelly Fairbairn, Sarah Martin, Bruce Watson, Andrew Garner, Matt Corfield.

**Apologies:** Ian Yule.

There were no matters arising from the last minutes.

Victoria Lowe asked if she could speak to the group at the start of the meeting about the next learning round. Last year’s experience was evaluated very positively. The aim this year is to get every faculty involved. It will run over two or three days – dependent on cover requirements. Possible dates are 14th & 15th May and 24th May. There is a plan to cover two faculties on each day.

The focus of the observations is the 6 elements from the lesson evaluation toolkit which form part of the School Improvement Plan for this year and next session: 1. Learning intentions, 2. Success criteria, 9. Questioning, 12. Formative assessment, 19. Student evaluation of learning & 20. Teachers evaluating impact. Observers will be looking at what they can learn from the lessons they see. There is the potential to get every teacher in the school involved. Those teachers who are not involved in the learning round will be expected to participate in the next round of peer observation which is scheduled during the same period.

The discussion then turned to the Teaching and Learning Draft Policy. BR spoke briefly about the policy and the rationale behind it. Some changes have been made to the policy since the initial draft was produced in January, based on feedback from staff. BW said that he did not find the policy prescriptive, and VL added that it provided a record of what was proven to work. KF felt that it was a collaborative document. The effect sizes pedagogy is different to that of the core skills. BR talked about the research he has read which challenges the idea that core skills are easily transferrable between discrete subjects, and provides evidence to show that individuals need to have a large body of domain-specific knowledge before they can employ generic skills such as problem solving and critical thinking. CR commented that the timetable has a lot to do with the impact that teaching and learning has. There was some discussion around the 12 core skills, which will have a section in the new planner. It was felt that there was a need for some work to be done with teachers on explaining what exactly these terms mean. The purpose of the core skills is to develop the skills that employers and higher education institutions are looking for. The suggestion was made that at the next partnerships’ seminar, businesses and organisations should be asked what skills they are looking for in young people. It was also suggested that there could be space given to identifying core skills in the planning of programmes of work

The next item on the agenda was professional learning. The decision was made to go ahead with Douglas Buchanan’s talk on formative assessment on the 30th April. On the in-service day, there will be a self-evaluation task and teacher–led discussion workshops. These workshops will consist of a follow-up activity based on Douglas Buchanan’s presentation. Staff will split into four groups and share ideas on formative assessment: what we already do and what we will start doing as a result of what we learned in the presentation.CM, CR, SM and AS agreed to chair the workshops. This information will be collated and then shared with the TLIG at the next meeting. BR also suggested that PT’s use faculty meetings as an opportunity to discuss the ideas in the presentation.

The next meeting will be on Monday, 21stth May in the staff conference room.

*C. Martin, 11.05.18*