



Learning and teaching - Improvement guides Planning the outcomes of learning

A school is good to the extent that...

Curriculum planning is informed by national and local advice and takes account of the seven design principles identified in *Curriculum for Excellence*.

Staff plan future outcomes after considering what has already been covered, and inform learners of what comes next in the programmes being studied, in as much detail as is appropriate for their stage of development.

Staff share targets with learners which guide expectations of what they are going to learn.

Teachers explain the aims of lessons and activities. Explanations focus on content and coverage and sometimes on the skills which will be developed.

A school is excellent to the extent that...

Curriculum planning takes full account of the design principles, contexts and entitlements identified in *Curriculum for Excellence*. It involves a coherent approach to planning the curriculum, learning and teaching and assessment. It is based firmly on a clear identification of the learning needs of all young people and is designed to address and meet these needs and develop all young people as successful learners, confident individuals, responsible citizens and effective contributors.

Staff work together to plan future outcomes, both curricular and relating to personal development, after reflecting on children's previous learning. They participate in moderation activities to develop a shared understanding of standards and expectations, They involve young people, parents and other partners in planning future learning.

Staff agree targets with learners, depending on their age and stage of development. These targets set clear expectations of what and how the young people will learn.

Learners have a detailed awareness of the skills they will learn through engaging in the planned activities, and the kind and quality of work required to meet the aims which have been outlined. Staff work alongside learners as role models, encouraging them to develop a positive attitude to learning. Staff encourage and act on feedback from learners about how successful the planned activities have been in helping them to learn.