East Dunbartonshire Council: Education Service

Learning, Teaching and Assessment in the Broad General Education

A policy for East Dunbartonshire Educational Establishments

Raising attainment, achievement and ensuring equity for all children and young people within East Dunbartonshire

1.0 Introduction

1.1 This policy is underpinned by the National Improvement Framework and Improvement Plan. This sets out a Vision for Education as:

- *Excellence through raising attainment and improving outcomes:* ensuring that every child and young person achieves the highest standards in literacy and numeracy, as well as the knowledge and skills necessary to shape their future as successful learners, confident individuals, responsible citizens and effective contributors.
- *Achieving Equity:* ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty related attainment gap.

1.2 Learning, Teaching and Assessment in East Dunbartonshire reflects the key priorities in the National Improvement Framework:

- Placing the human rights and needs of every child and young person at the centre of education;
- Improvement in children and young people's health and wellbeing;
- Closing the attainment gap between the most and least disadvantaged children and young people;
- Improvement in skills and sustained, positive school-leaver destinations for all young people; and
- Improvement in attainment, particularly in Literacy and Numeracy.

1.3 The key drivers to achieve this are:

- School and ELC leadership;
- Teacher and practitioner professionalism;
- Parent/carer involvement and engagement
- Curriculum and assessment;
- School and ELC improvement; and
- Performance information.

1.4 This policy was created in consultation with stakeholders from across the ASN, Primary and Secondary sectors and the Professional Associations.

2.0 Rationale

2. 1 East Dunbartonshire Council is committed to raising attainment and ensuring excellence and equity for all children and young people. There are a number of key inter-related elements, which need to be in place to ensure success:

- School vision, values and aims
- Effective pedagogy for learning and teaching
- Effective approaches to raising attainment and achievement
- Curriculum design, pathways, courses and programmes of study
- Systems and processes for planning, assessment, moderation, monitoring and tracking
- High quality professional learning for teachers and practitioners

- Effective interventions for equity
- Parental engagement and involvement

2.2 Learning, teaching and assessment is the core business of all educational establishments. Establishing and maintaining high quality learning and teaching, together with close monitoring and tracking of all learners' progress, ensures that every young person has the opportunity to experience success in the classroom.

2.3 There are three principles that underpin the learning, teaching and assessment strategy: meeting learners' needs; health and wellbeing; skills for learning, life and work. We will ensure that all our young people enter a positive and sustained destination beyond school.

2.4 This policy for learning, teaching and assessment gives direction to all partners involved in supporting learners and promoting effective practice across the Broad General Education. It addresses the key aspects of learning, teaching and assessment that should be considered when delivering high quality learning experiences for all children and young people, led by the principles of the key priorities of the National Improvement Framework.
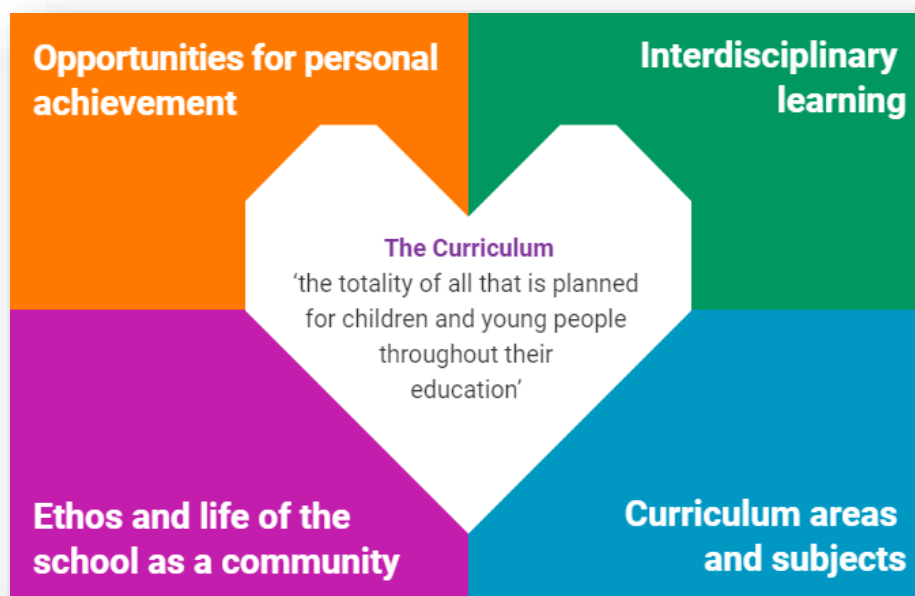
2.5 This policy should be read in conjunction with the Council's Equalities and Diversity Procedure Manual and the Including Every Learner Policy to ensure that all learning and teaching meets the needs of all learners. Staff should consider barriers to involvement in learning arising from additional support needs, language, disability, gender, race, religion or belief, sexual orientation.

3.0 Scope

3.1 The purpose of this Learning, Teaching and Assessment Policy is to promote a common understanding amongst all school staff who are involved with learners of what constitutes highly effective practices.

3.2 The context in which learning takes places varies from school to school, sector to sector. However, this policy will support learning, teaching and assessment in all East Dunbartonshire establishments as it sets out key considerations for learning and teaching; assessment and moderation; monitoring and tracking; and the curriculum.

4.0 The Curriculum

Opportunities for personal achievement

Interdisciplinary learning

The Curriculum
'the totality of all that is planned for children and young people throughout their education'

Ethos and life of the school as a community

Curriculum areas and subjects

4.1 Curriculum for Excellence is designed to provide flexibility for educational establishments to plan learning suitable for their own context and to meet the needs of individuals and groups of learners. The curriculum includes the totality of experiences which are planned for children and young people through their education, wherever they are being educated.

4.2 Schools must have a clear rationale for the curriculum, which also takes account of the local context and the Refreshed Curriculum Narrative (https://scotlandscurriculum.scot/) *Appendix 1: A schematic guide for curriculum planners*

4.3 Schools should develop clear curricular frameworks to support teachers' planning, which takes account of the design principles and the four contexts of learning: Curriculum Areas and Subjects, Interdisciplinary Learning, Ethos and Life of the School and Personal Achievement.

4.4 Skills progression pathways should be clear within each of the curriculum areas. The school context should be taken into account when developing clear progression pathways.

4.5 Schools should regularly evaluate the curriculum to ensure relevance and coherence. Schools should take cognisance of the refreshed narrative on Scotland's curriculum.

4.6 Evaluation of the curriculum and pedagogy should form an integral part of self-evaluation processes as part of School Improvement Planning. Council School Improvement Planning frameworks and guidance are provided for schools to support this process and are available in the EDC Policies Team.

5.0 Moderation

5.1 Moderation is an ongoing process which features at all stages of the learning, teaching and assessment cycle. National Guidance stipulates that learners should be at the heart of the moderation process.

5.2 Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

Learning, Teaching and Assessment Cycle
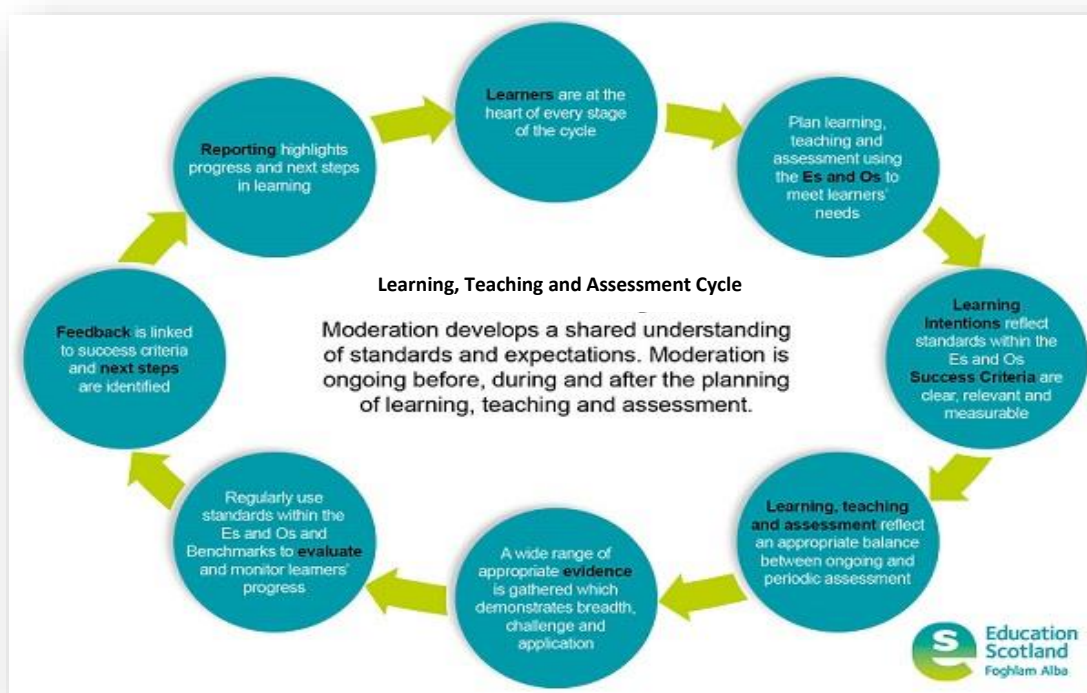
5.3 Establishments should agree, through Working Time Agreements (WTA), collegiate moderation activities at school, cluster, local authority, West Partnership and national level to improve quality of practice and professional judgement. Through collegiate moderation, teachers and practitioners can achieve a shared understanding of standards and expectations supporting robust and rigorous professional judgement.

6.0 The Learner

> '…all learners should be involved in planning and reflecting on their own learning.'
> *(Building the Curriculum 3)*

6.1 High quality and moderated planning, learning, teaching and assessment should meet the needs of all learners, providing appropriate pace, support and challenge.

6.2 All learners should be actively involved in the planning of their learning. They should understand the purpose and relevance of their learning and be able to confidently talk about it.

6.3 Schools should use metacognition as part of learning to support the learner.

6.3 Metacognition is simply '*Thinking about thinking and learning about learning to make decisions about the best way to learn'*.

6.4 Metacognition is part of three essential components that encourage learners to self- regulate their learning:
- **Cognition strategies:** acquiring knowledge and completing learning tasks
- **Metacognition strategies:** monitor and control our cognition strategies
- **Motivation:** convincing oneself to undertake challenging tasks and to persevere when faced with difficulties

It is important to provide explicit instruction in metacognitive self-regulation strategies when:

- **Planning:** how they will approach the task; understanding the goal; activating relevant previous knowledge and the task; selecting appropriate strategies; and consider how to allocate their effort
- **Monitoring:** assess the progress they are making through self-questioning and self-assessment; and make changes to their chosen strategies.
- **Evaluating:** appraising the effectiveness of their plan and its implementation

6.5 Metacognition strategies are:

- Activating prior knowledge
- Explicit strategy instruction
- Modelling of learned strategy
- Memorisation of learned strategy
- Guided practice
- Independent practice
- Structured reflection

6.6 Metacognition skills are important because our learners live in an ever changing world and they need meta skills for life, learning and work. Developing these skills as part of everyday learning and teaching will empower children and young people to be successful learners and confident individuals; enabling them to reach their full potential throughout their learning journey, and beyond.

7.0 Experiences and Outcomes

7.1 The curriculum is defined by Experiences and Outcomes.

7. 2 *Experiences*: the quality of the learning experience in developing attributes and capabilities and in achieving active engagement, motivation and depth of learning.

7. 3 *Outcomes*: what is to be achieved.

7. 4 Taken as a whole, experiences and outcomes embody the attributes and capabilities of the four capacities; Successful Learners, Confident Individuals, Responsible Citizens and Effective Contributors. They apply to the totality of experiences which are planned for children and young people including the ethos and life of the school and interdisciplinary studies as well as learning within curricular areas and subjects. This means that they apply beyond curriculum subjects; they are considered in all

7. 5 The Es and Os for a curriculum area illustrate the expectations for learning and development in:
- Expressive Arts
- Languages
- Health and Wellbeing
- Mathematics
- Religious and Moral Education
- Sciences
- Social Studies
- Technologies

7. 6 Learning, teaching and assessment should be planned together from the Es and Os. These should also be bundled together to link concepts meaningfully and provides opportunities for breadth, challenge and application of learning, for example, in Interdisciplinary Learning. Practitioners should evidence that pupils have achieved a breadth of learning across knowledge, skills and understanding as set out in the Es and Os for the level.

7.7 Staff should use Es and Os to plan for learning, teaching and assessment.

7. 8 Staff should have the opportunity to plan collegiately to ensure a breadth of experiences and facilitate moderation discussions. WTAs should support collegiate planning.

8.0 Learning Intentions and Success Criteria

8. 1 Learning Intentions and Success Criteria should be linked to Experiences and Outcomes, taking cognisance of the benchmarks, providing appropriate experiences for achieving these through the four contexts of differentiation. *Appendix 2: Four contexts of differentiation*

8.2 Learning Intentions should clearly outline what the learner should know, understand or be able to do by the end of a lesson, series of lessons or block of learning. The focus should be on what is to be learned as opposed to the task, activity or context. High quality learning intentions support learners to engage in their learning. Learning intentions can focus on skills, knowledge and understanding. Sharing Learning Intentions makes it easier to give quality feedback, specifically on what has been learned. *Appendix 3: Learning Intentions, Success Criteria and the Experiences and Outcomes.*

8.3 Success Criteria should outline what the learner has to do to be successful in achieving the learning intention. They should be clear, relevant and measurable and be co-constructed with learners, where appropriate. They should be used as a tool to ensure progress towards learning throughout the lesson and support pace.

8.4 Success Criteria should clearly highlight how to achieve the intended learning, support engagement in self and peer assessment and allow pupil reflection on learning and next steps. They should be written in language learners understand and limited in number. Success Criteria should be differentiated to challenge, scaffold and support learning.

8.5 The sharing of Learning Intentions and Success Criteria should be meaningful to learners and be proportionate and manageable for staff. An appropriate balance of visual and oral LI and SC should be agreed at school level. Pupils should not be expected to copy learning intentions or success criteria however, they should be visible for them to see throughout the lesson.

9.0 Assessment

9.1 Learning, teaching and assessment should be planned together using Es & Os allowing for breadth, challenge and application. Assessment must be an integral part of the planning process.

9.2 High quality assessments should bundle appropriate Es and Os to avoid assessing every individual E and O.

9.3 Assessment should be an integral part of the planning process and applied to everyday learning and teaching. Teachers should use a wide range of assessment approaches flexibly to identify pupil strengths, learning needs and appropriate support. There should be a balanced approach between ongoing and periodic assessment.

9.4 High quality assessments should provide the learner with the opportunity to demonstrate breadth, challenge and application in new and unfamiliar situations.

9.5 Benchmarks provide clarity on the national standards within each curriculum area at all levels. They set out clear lines of progression in all curriculum areas from early to fourth level. Staff should use benchmarks to support assessment and consistency in teachers' professional judgement of a level.

9.6 Assessment provides evidence and data to demonstrate how much and how well learners have achieved. Schools should integrate a balance of formative and summative assessment.

9.7 Formative assessment strategies and approaches should be part of the learning culture in every classroom; ensuring that children and young people know who to learn and can reflect on their progress and achievements.

9.8 Formative assessment is a participative pedagogy and is most effective when learners are fully involved and engaged in conversations about learning.

9.9 A culture of formative assessment is evident through the following:

- Involving pupils in planning learning;
- Pupils knowing what the intended learning is and collaborating with the teacher and each other to create success criteria and know what excellence looks like;
- Effective questioning;
- Effective self, peer and teacher feedback, where learners are given timely feedback that focuses on wheat learners need to do to improve and how about it;
- Teachers and learners model success and strategies for improvement;
- Learners are involved in reviewing and reflecting on their learning, identifying next steps and goals for improvement;
- Teachers and practitioners moderate to share standards in and across schools;
- Formative assessment is recognised as providing a valuable contribution to teacher's professional judgement and the overall picture of progress and achievement for the learner

9.10 Effective questioning is pivotal in learning, teaching and assessment. Questions should be considered as part of planning for learning and teaching, identifying a balance of questions types and selecting questions to promote thinking and deep learning. Quality questioning leads the learner on a journey in which there is a balance between content (who, what when) and process (how, why).

9.11 Effective questioning supports learners to engage in critical thinking, higher order thinking skills, analysis, problem solving and reflection. It also enables children and young people to make connections across their learning. Teachers and practitioners should build in thinking time and ask learners to share their thinking.

9.12 Learners should be encouraged to ask questions as part of peer coaching in learning. Teachers should anticipate where mistakes may arise and consider how to harness erroneous answers as an opportunity for learning.

9.13 Teachers should carefully consider how to embed formative assessment approaches as part of learning, teaching and assessment, considering what strategy is being employed, why it is being used and intended outcome or impact. Teachers should avoid using gimmicky approaches that have no clear purpose or pedagogy.

9.14 Within East Dunbartonshire schools, Primary 1, Primary 4, Primary 7 and S3 pupils will participate in National Standardised Assessments (NSA) which incorporates both the SNSA and MCNG. Scottish Government Guidance on the administration of SNSA should be followed. *Appendix 4: Scottish Government SNSA administration guidance*

9.15 Parents should be informed about the use of SNSA and how the information gathered informs learning and teaching and pupil progress. SNSA results should not be published in a report to parents, in the School Improvement Plans or Standard and Quality reports.

9.16 Consideration should be given to the diagnostic purpose of SNSA and how teachers and schools analyse the information in order to support learners and school priorities.

9.17 The Individual Learning Reports can be shared with Parents as part of a discussion around learning and pupil progress. The final section of the Individual Report which provides comparative information and shows the distribution of results for the learner's class and school, and national norms for the Stage should not be shared with parents.

9.18 Information gathered through standardised assessments should be used as part of a suite of information to inform learning and teaching. Together with assessments from day to day learning, other assessment tasks or activities and professional judgement, standardised assessments can provide a detailed picture of children's progress.

9.19 Schools should ensure that there is an appropriate balance of assessment throughout an academic year and over a learner's journey through the Broad General Education.

10.0 Evidence

10. 1 A wide range of evidence should be considered when making judgements around progress through, or achievement of, a level. Evidence should demonstrate breadth, challenge and application.

10.2 Evidence should:

- Evidence the learning not the activity
- Relate to the Success Criteria set
- Involve the children
- Be proportionate
- Be manageable

10.3 Evidence to support professional judgement of progress towards and achievement of a level,should come from a range of sources including:

- Day to day learning
- Coursework
- Pupil observations
- Periodic high quality assessments
- Information from standardised assessments

10.4 It is not necessary for learners to demonstrate evidence that they have mastered every individual E and O within a curriculum area. However, it is important that there are no major gaps in their learning when considering the organisers in each area.

10.5 Practitioners should use their professional judgment to evidence achievement of level using curriculum benchmarks. It is not necessary for learners to demonstrate mastery of every individual aspect of learning within benchmarks at a particular level, and before moving on the the next level.

11.0 Evaluation

11.1 Evaluation of learning, teaching and assessment should allow teachers to identify if the learner(s) have:

- Met the Success Criteria
- Applied knowledge from one organiser to another
- Demonstrated breadth of learning
- Demonstrated application in new and unfamiliar situations
- Responded consistently well to challenge and moved on to some aspects of the next level
- Shown standards of achievement within, and of, a level

11.2 Practitioners should have opportunites to evaluate a range of evidence when considering progress through, or achievement of, a level to ensure consistency in professional judgement.

11.3 Evaluation of learners' progress should inform next steps in learning and teaching.

11.4 School processes need to take cognisance of workload to avoid unnescessary bureaucracy when evaluating and monitoring learners' progress.

11.5 All schools should have a tracking and monitoring system which is informed by high quality professional dialogue, assessment and evidence in all curricular areas.

11.6Tracking should provide an overview of each learner's progress and achievement over time.

11.7 Tracking should support analysis of the relative progress of different groups of learners across a school, stage or department. For example; by gender;ethnicity; those with additional support needs; SIMD; Care Experienced, attendance.

11.8 Schools should ensure a holistic view of a pupil to enabling practioners to understand the equity profile of each class

11.9 Tracking systems should be manageable and allow for identification of support and challenge of pupil learning. Tracking across every experience and outcome is not manageable.

11.10 Tracking systems should support profesional dialogue to improve learning and teaching as well as identify areas of strength witin the school and areas that require further development**.**

11.11 High quality professional dialogue provides opportunities to regularly use standards within Es and Os and Benchmarks to evaluate and monitor learners' progress.

12.0 Feedback

12.1 There should be a culture of feedback. Feedback should be heard, mistakes welcomed and challenge should be acted on. Learners should feel empowered within their classroom to improve their learning. They should receive high quality feedback and have an accurate understanding of their progress and what they need to do to improve.

12.2 Learners feedback should be clearly linked to Success Critieria and ensure that next steps in learning are identified.

12.3 Opportunities to discuss learning with pupils should be an integral part of learning and teaching. Pupils should be supported to review learning over a period to set longer term targets. It should be proportionate and manageable for both teachers and pupils.

13.0 Reporting and Profiling

13.1 The purpose of reporting is to support and improve learning for young people.

13.2 Reporting should provide information on progress made in the curriculum and also include information on the personal achievements pupils have gained inside and outside of school.

13.3. Reporting should describe next steps in learning, any additional support a child may need and how parent/carers can help.

13.4 Reporting on pupil progress should be ongoing throughout the year and involve parents/carers and pupils.

13.5 Schools should work with parents to agree approaches to reporting for individual leaners and group/class/school and setting.

Reporting activities for individual learners	Reporting activities for group/class/school/setting
- Learning conversations – pupil and teacher/pupil and pupil and or parent/carer - Learners' reflections on their learning/Learning - Parents' consultaion meetings involve parents, teachers and learners, as appropriate - Home learning/Shared Learnning activities - Monthly/termly tracking information - Written reports - Monthly/termly progress reports - Review meetings - Progress with additional support for learning plans - Interagency meetings - On-going feedback in classwork - Evidence of progress and achievement over time.	- Assemblies - Open days/events - Leading learning events 'Meet the teacher' sessions - School concerts/shows - Achievement wall displays - Wall displays showcasing learning - School/class newsletters highlighting learning - Curriculum workshops - Information events 'Soft starts' where parents can join their children in class - Class showcase events - Social media - Curriculum workshops led by learners and/or staff - School website/Twitter - Parent Council meetings - Pupil Council meetings

13.6 The format and arrangements for reporting to parents should be manageable, with WTA providing sufficient time.

14.0 Profiles

14.1 Pupil profiles should be bespoke to each cluster, not overly bureaucratic and with a focus on skills and achievements. Profiles should be considered at points of transition:

- Early years as pupils prepare to transition into Primary 1
- Primary 7 as pupils prepare to move from primary to secondary school
- S3 as learners develop a profile which reflects their progress in learning and achievement through the Broad General Education
- Stage to stage transition across the BGE

14. 2 Pupil profiles should be a positive record of learner's achievements which emphasise their strengths. Learners should be involved in the creation of their profile.

14.3 Schools should work in consultation with pupils and parents to create a format that meets the needs of learner's age and stage and promotes high quality discussions that support the young person in the process. Digital platforms should be used to facilitate this.

Learning, Teaching and Assessment

Appendix 1: A schematic guide for curriculum planners

A curriculum framework to meet the needs of all learners 3 – 18
A schematic guide for curriculum planners

Values

Wisdom, justice, compassion, integrity

The curriculum must be inclusive, be a stimulus for personal achievement and, through the broadening of experience of the world, be an encouragement towards informed and responsible citizenship.

The curriculum: 'the totality of all that is planned for children and young people throughout their education'

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Learning and teaching

- Engaging and active
- Setting challenging goals
- Shared expectations and standards
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative
- Reflecting the ways different learners progress

Experiences and outcomes set out expectations for learning and development in:

- Expressive arts
- Languages and literacy
- Health and wellbeing
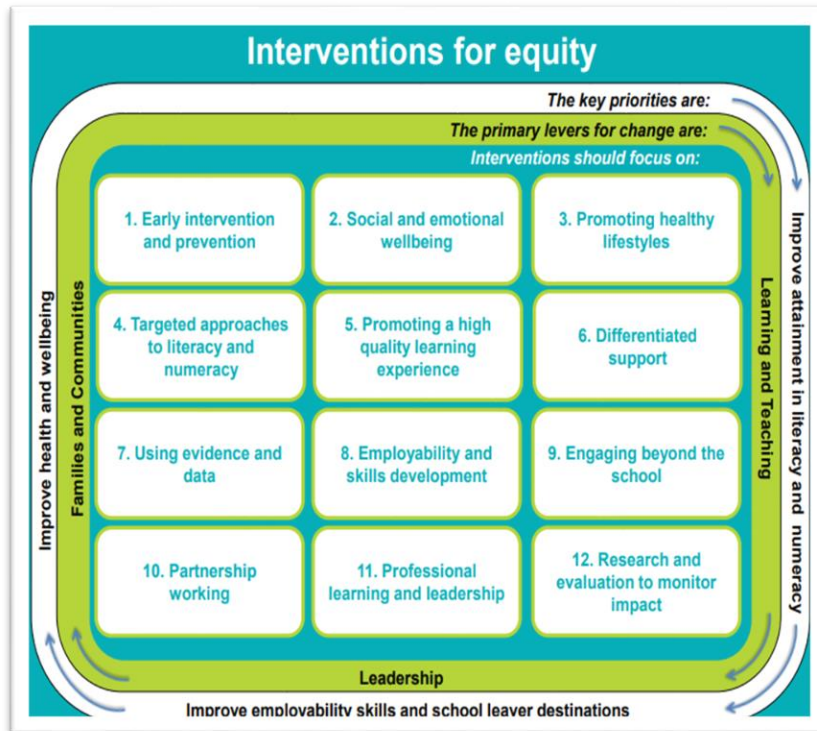- Mathematics and numeracy
- Religious and moral education
- Sciences
- Social studies
- Technologies

Curriculum levels describe progression and development.

Central diagram: literacy, numeracy, health & wellbeing — confident individuals, responsible citizens, effective contributors, successful learners — outcomes, experiences, Learner, skills for learning skills for life and skills for work

All children and young people are entitled to experience

- a coherent curriculum from 3 to 18
- a broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland's place in it and understanding of the environment
- a senior phase which provides opportunities for study for qualifications and other planned opportunities for developing the four capacities
- opportunities for developing skills for learning, skills for life and skills for work
- opportunities to achieve to the highest levels they can through appropriate personal support and challenge
- Opportunities to move into positive and sustained destinations beyond school

Personal Support

- review of learning and planning of next steps
- gaining access to learning activities which will meet their needs
- planning for opportunities for personal achievement
- preparing for changes and choices and support through changes and choices
- pre-school centres and schools working with partners

Principles for curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Arrangements for

- Assessment
- Qualifications
- Self-evaluation and accountability
- Professional development

to support the purposes of learning

Building the Curriculum 3: a framework for learning and teaching, pg 13.

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Appendix 2: Four contexts of differentiation

Differentiation is one dimension of _equitable_ teaching and is at the heart of Universal Support for all learners.

Differentiation involves adapting learning, teaching and assessment to meet the learning needs of individual children. It is not a single approach but includes a number of elements, for instance modifying learning content, processes, products or the wider learning environment. It is an integral part of learning and teaching. (Education Scotland, 2015)
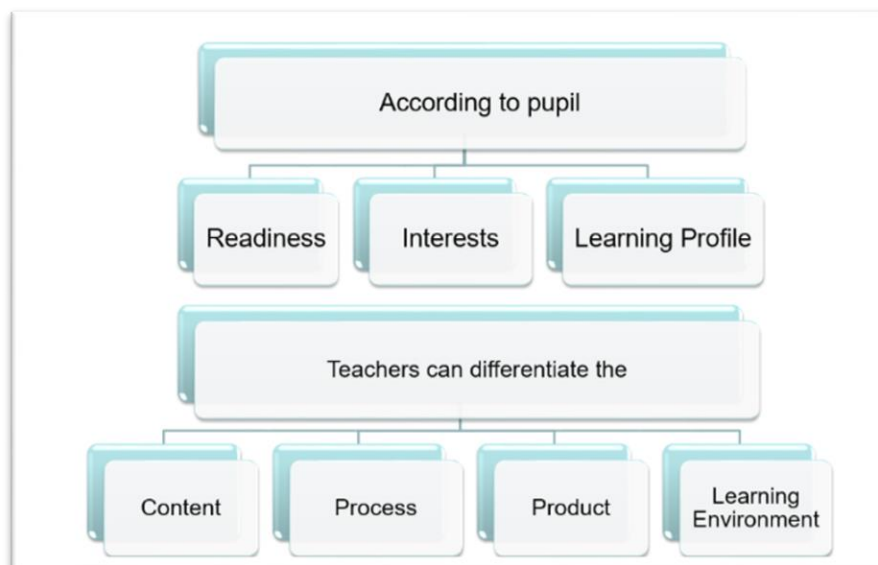
Differentiating the content (What has to be taught)

- Content is comprised of the knowledge, concepts and skills that learners need to learn based on the curriculum.
- Differentiating the contents involves:
  - Providing students with choices in order to add depth to learning
  - Providing students with additional resources that match their levels of understanding
  - Varied time allotments
- Assessment supports differentiating the content by ensuring that pupil learning is appropriately matched to their needs

Differentiating the Process (How learning will occur)

- Differentiating the process refers to how students think about or make sense of ideas and information. It is the 'how' of teaching, how students engage in learning and is often a synonym for 'activities'.
- Differentiating the process involves:
  - Increasing the variety of ways in which learners are asked to learn
  - Adding greater complexity or abstractness to tasks
  - Engaging students in critical or creative thinking

Differentiating the Product (Evidence of Student Learning)

- Differentiating the product allows the learner to apply or extend their learning.
- The product tends to be tangible and reflects student understanding e.g. speeches, performances, diagrams, leaflets etc.
- Differentiating the product involves
  - Providing challenge, variety and choice
  - Encouraging students to express what they have learned in a variety of ways. For example, *write, make, say and do*
  - Allowing for varied working arrangements such as individual, pairs, or groups
  - Varied scaffolding

Differentiating the Learning Environment

- The learning environment:
  - Is the 'climate' of a classroom
  - Includes the operation and tone of the classroom. For example, class rules, furniture arrangement, lighting, procedures and processes
- Differentiating the learning environment involves:
  - Providing a safe and positive learning environment
  - Allowing for individual work preferences
  - Considering the look and feel of the classroom
  - Varying the places where learning occurs

Learning, Teaching and Assessment

Appendix 3: Learning Intentions, Success Criteria and the Experiences and Outcomes

Curriculum for Excellence Experiences and Outcomes provide information to support the creation of Learning Intentions and Success Criteria whilst making reference to the Benchmarks.

The Es & Os should be considered in the following way:

What is the experience? – What are the activities taking place to achieve the outcome?

What is the outcome? – What have they learned?

What is the demonstration of the learning? – How are they going to show what they have learned?

For example:

I enjoy exploring events and characters in stories and other texts and I use what I learn to invent my own, sharing these with others in imaginative ways.

LIT 0-09b / LIT 0-31a

By exploring the ways in which we use and need rules, I can consider the meaning of rights and responsibilities and discuss those relevant to me.

SOC 1-17a

Learning Intentions and Success Criteria for a series of lessons can be created when bundling Es & Os. For example:

Experiences and Outcomes

I can display data in a clear way using suitable scale, by choosing appropriately from an extended range of table, charts, diagrams and graphs, making effective use of technology.

MTH 2-21a

As I extend and enhance my knowledge of features of various types of software, including those which help find, organise, manage and access information, I can apply what I learn in different situations.

TCH 2-03a

Learning Intentions

To select an appropriate form to display data

To present the data in an appropriate way

To use a software programme

To interpret the information from a graph

Success Criteria

I can select a survey question and choose an appropriate graph to show my data

I can state the key properties of the different types of graphs

I can present my information in a table

I can present my information in a graph

I can create a graph to display my information using Excel

I can draw conclusions from my graph

Learning, Teaching and Assessment

Appendix 4: Scottish Government SNSA Administration Guidance

SNSA Guidance.pdf