Health and wellbeing 3-18 curriculum impact report

Self-evaluation in Pilrig Park School, Edinburgh

This secondary school for young people with additional support needs has devised a system for tracking a monitoring progress that fully engages the learners in this process. The school values the views of young people in their own learning and through the “Learning Ladders,” actively involves learners in evaluating their progress and achievements and setting themselves next steps. The school has devised ‘Learning Ladders’ to ensure young people are clear about their progress.  Displayed prominently in the school are nine ladders – one for each curricular area and one for Senior Phase – that clearly show the experiences and outcomes for every level and learning intentions for achieving these. The use of “I can” statements sets out clearly the intended outcomes.  Success criteria are shown in pictorial and written forms in the central part of the ladders.  These show young people what they need to be able to do to achieve each particular piece of learning. The visual nature of these ladders ensures that all learners can see the journey they are taking in their learning and life skills.  This is also useful when making connections across curricular areas.

As a result of this approach young people talked about being more self-motivated and there is increased confidence amongst pupils as they track their progress and achievements. Self-reporting amongst children takes place on a daily basis, as they are fully involved in planning and evaluating their progress using the learning ladders.