



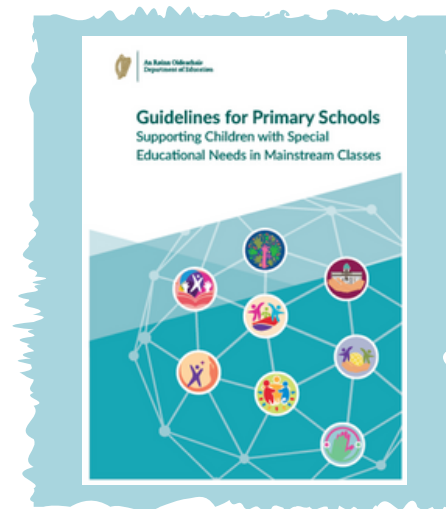
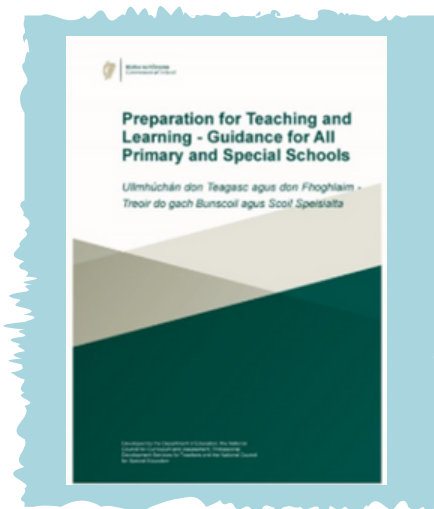
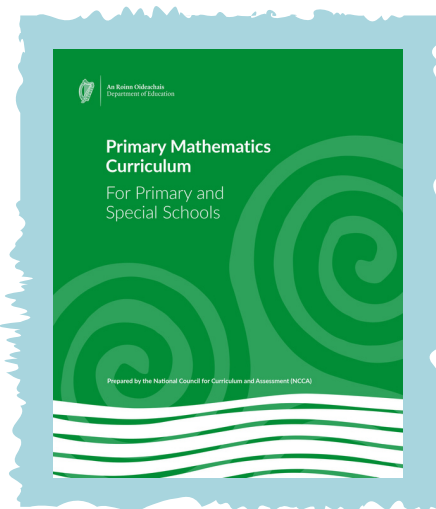
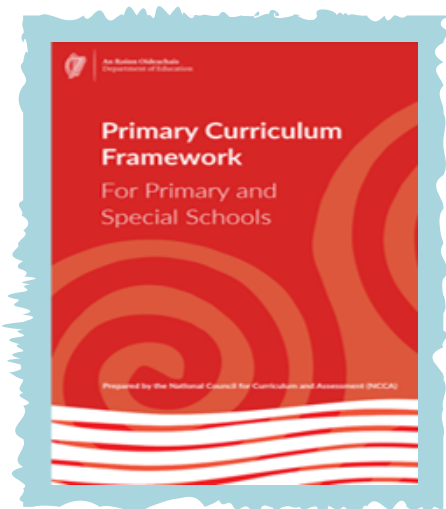
Learning, Teaching and Assessment Process

This reflective Learning, Teaching and Assessment process is designed to support teachers to prepare effective teaching and learning experiences. It can be used by all teachers—mainstream, special education, and special class teachers to create an inclusive learning environment that meets the needs of all children.

Teachers can engage with reflective prompts on an ongoing basis—before, during, and after teaching, to consider how their pedagogical choices impact children's learning and engagement with the elements. Teachers may also use this process to identify children who may require additional support and would benefit from appropriate interventions.

This process aligns with the Continuum of Support for children with special educational needs (SEN), helping teachers to ensure every child can engage, progress, and succeed.

For more information, please refer to...





Is additional support required for all/ some/ or a few?

What will the focus of new learning be?

How will I use assessment to build up a clear picture of their mathematical ability?

What resources in the NCCA Toolkit will support me?

What do I know about the children and their prior learning in relation to this LO?

If additional support is required for some/a few, is this reflected on student support plans (SSPs)?

1 What is the children's current understanding in relation to this Learning Outcome (LO)?

2 What is the next step in their learning?

For children experiencing difficulty, how will I further support their learning?

What learning experiences will engage, challenge and motivate the children?

How will this inform the next steps in learning & teaching?

What Pedagogical Practices will best support children's learning?
How will children engage with the elements from the PMC (p25)?

What went well?

What might I do differently next time?

5 Reflect & Review

3 How will I support the progression in their learning?

Will children benefit from in-class, small group or individual support?

How will progress be monitored in relation to the focus of new learning/SSPs?

4 How will I know that the children have made progress?

How will children demonstrate their learning?

Are there opportunities for children to reflect on their own learning?

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