

# Meadowburn Primary School/ Bun Sgoil Innis an Uillt



## EFFECTIVE LEARNING AND TEACHING POLICY

Revised January 2015

### Rationale

At Meadowburn, we recognise that the quality, effectiveness and relevance of pupils' learning and achievement critically depends on the quality, effectiveness and relevance of the teaching they receive and the curriculum they experience. In order to achieve our overarching goal of enabling all pupils to maximise their potential and achieve the outcomes of primary education, we will work towards realising the following key principles:

### Key Principles

We believe that learning and teaching should:

- Be inclusive and enjoyable
- Meet the needs of the whole learner
- Take account of multiple intelligences
- Be flexible
- Create lifelong learners who are active citizens

*'The clear aim is to improve standards of learning and teaching and raise achievement for all learners. They will demonstrate this by becoming more independent and successful in their learning, by having greater knowledge and more secure understanding, and by being able to use the knowledge that they have more effectively. They will be able to process new information more easily and apply knowledge in different contexts from those in which the knowledge was acquired. They will be able to learn more independently.'*

Building the Curriculum 3

### Aims

The aim of this policy is to acknowledge the above and to confirm that we attach a high priority to enabling children in achieving their full potential through the 4 capacities of Curriculum for Excellence: Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens.

At Meadowburn Primary School we believe that:

- It is important to create a positive ethos where children feel valued. Children learn best in an ethos where achievement is celebrated and honest error is not criticised but used as a means to learn.
- Educating the whole person is an important goal of education and we need to ensure there are opportunities for learners to use and develop all their abilities.
- Children learn more effectively if they are encouraged to develop an awareness of themselves as learners.
- Motivation and achievement are closely linked.
- The teacher's role is crucial to the effective learning and teaching process and goes well beyond simply information giving.

The following are key areas of the effective learning and teaching process and should be addressed by all staff.

### Planning:

- Strategic and daily plans should be relevant to the needs of pupils
- Should ensure a balanced curriculum
- Should be flexible in order to meet pupil needs
- Should show continuity and progression
- Should indicate clear and achievable goals
- Should consider and include relevant homework
- Main areas for assessment should be clear
- Should allow time to talk with and listen to children
- Children should be aware of, and where appropriate involved in creating, their Learning Intentions, Success Criteria and Next Steps in Learning.

*'Children learn by doing, thinking, exploring, through quality interaction, intervention and relationships, founded on children's interests and abilities across a variety of contexts. All combining to building the four capacities for each child.'*

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### Teaching:

- Exposition should be clear and careful
- Language used should be appropriate to the children and their learning
- Children should be involved in discussion of their work, taking increasing responsibility for their learning through peer and self assessment
- Children should be given opportunities to gain experience and progression in a variety of skills
- A variety of teaching strategies should be used to meet the children's needs including active learning, group and paired work, independent tasks, memory and recall and cooperative learning.
- Multiple Intelligences should be nurtured and celebrated including visual, auditory, and kinaesthetic
- A balance of class, group, individual and independent learning should be evident
- Collaborative learning should be a social activity that involves dialogue, debate and discussion
- Pupils should be clear about the day's activities
- When pupils complete a task they should know where to place completed work and be able to move to another task independently.
- Opportunities for challenge should be included within learning experiences
- School staff should be role models in lifelong learning
- Staff should continually monitor pace of learning to ensure appropriate challenge and support
- Implement the use of ICT in the learning process
- Use varied questioning techniques to encourage higher order thinking (HOT) skills.

*'We no longer consider that a 'good' classroom is necessarily a quiet one; we understand that learning is frequently most effective when learners have the opportunity to think and talk together, to discuss ideas, question, analyse and solve problems, without the constant mediation of the teacher.'*

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### **Differentiation:**

- All work should be appropriate to the pupil's stage of development
- Additional support should be considered by staff as appropriate
- Planning and teaching should provide clear evidence of differentiation
- Success criteria and approximate time scale for pupils' learning should be carefully considered
- Children should be given clear guidelines about their progress, learning intentions and expectations
- Resources should be appropriate and prepared accordingly
- A balance across all curricular areas should be carefully considered

### **Positive Behaviour:**

- There should be a good rapport between pupils and teachers
- Pupils should be meaningfully praised, encouraged and motivated across all learning
- Pupils should be happy and feel secure
- Class rules should be clear, consistent, fair and shared
- Children should be given clear guidance concerning self respect and respect for others and property
- Expectations set for behaviour should be realistic and achievable
- The school should seek ways of obtaining the views of pupils, for example; committees, through assemblies and class lessons
- Positive ethos is formed throughout the school through partnership with pupils, teachers, parents and others in our learning community.

A range of behaviour strategies should be considered within the classroom environment. These may include:

- Appropriate reward systems
- Golden Time
- Praise
- A variety of strategies related to developmental needs of pupils
- Whole school approaches to maintain consistent expectations for every child

*'Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom, playground, and wider learning community.'*

*Building Curriculum for Excellence Through Positive Relationships and Behaviour, 2009.*

### **Classroom Organisation and Management:**

- Classroom layout and environment should be attractive and stimulating to encourage the learning process
- Classrooms should be well structured and focused for appropriate activity
- Pupils should be clear regarding resources to be used and where to find these
- Differentiation for all pupils should be apparent
- Pupils' independence should be encouraged and planned for
- A range of suitable activities and choices should be on offer
- Staff are aware of and encourage nurturing and resiliency principles throughout learning.

## Assessment

- Teachers should have clear curricular learning intentions and identify main areas for assessment
- Staff should be able to provide evidence of the level at which pupils are working
- Pupils should be clear regarding the purpose of keeping evidence of work, including learning story evidence, and be aware of their own progress and achievements
- Formative assessment strategies should be used to inform next steps in learning for each pupil
- Assessment should be meaningful and purposeful to staff when evaluating learning and teaching

*Learners do well when engaging fully in their learning, collaborating in planning and shaping and reviewing their progress. Approaches to assessment that enable learners to say, 'I can show that I can...' will fully involve them.'*

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## Relationships

- Trust, confidence and honesty should be developed, supported and encouraged
- A secure and safe working environment, where all partners are given due care and consideration, should be evident
- Staff strategies should encourage pupils to know they are cared for
- Emotional Intelligence of a child should be acknowledged, nurtured and developed through the development of emotional awareness, accurate self assessment and positive self esteem
- Good work and behaviour should be rewarded
- All staff must work together and support each other to ensure that pupils learn and teachers teach with confidence and security.

## Monitoring and Learning and Teaching:

- Forward plans will be monitored termly by SMT
- Head Teacher (HT) and Depute Head Teacher (DHT) will carry out quality visits to each class in accordance with EDC's Quality Assurance Policy
- HT and DHT will monitor jotters from every class across a variety of curricular areas across the year
- SMT will encourage continuous professional development programmes for staff to enhance and develop skills

Evidence for Effectiveness of Learning and Teaching will be gathered from various sources including:

- Staff Evaluations
- Pupils Evaluations
- Assessments
- Written work, displays etc
- Discussion with staff, parents and pupils including pupil focus groups and questionnaires
- Observations of pupils and learning environment.