



Aviemore Primary School and ELC Learning and Teaching Policy



Introduction

Learning and Teaching is at the centre of what we do in our school. This policy should be read in conjunction with the following policies/documents:

- Curriculum Rationale, Progression Pathways and Contexts for Learning
- Assessment Policy
- Positive Relationships Policy
- Self-evaluation Policy

Planning Learning and Teaching

We use Curriculum for Excellence to plan learning experiences for our children. Staff take into account the principles for Curriculum Design and the Four Contexts for Learning. These are detailed in our **Curriculum Rationale** which all staff use when planning for learning and teaching.

The experiences and outcomes from Curriculum for Excellence along with the associated benchmarks have been organised into **Progression Pathways** across 5 curricular areas (excluding Literacy, Numeracy and Health and Wellbeing) over a 3 year period. This ensures coverage of the curriculum across each level. We have a '**Contexts for Learning**' overview which provides staff with guidance and ideas for contexts which will ensure coverage of the experiences and outcomes at each level. We use Local Authority progressions to plan for Literacy and Numeracy and Healthy Schools Scotland to plan Health and Wellbeing.

All teachers meet with a member of SLT at the start of each term to discuss plans for the term ahead. An outline plan for each class, known as the Termly Planner is shared with parents/carers on our website and on Google Classroom.

Delivering High Quality Learning and Teaching

We ensure that Learning and Teaching takes account of our School Vision: 'Always Learning, Always Growing and Always Positive and our School Values: 'Inclusion, Motivation and Respect.'

Inclusion – Our school is an inclusive school. We have an enhanced provision which serves the wider Badenoch and Strathspey area. All children who access our provision are also included in their mainstream class according to their needs. We operate a total communication approach and use various alternative and augmentative methods of communication including visuals and signing. We achieved Makaton Friendly status in October 2022 and Makaton is promoted throughout our school.

Motivation: We ensure that a culture of learning exists in the school and all members of our school community strive towards growth and improvement. We have a positive mindset and are motivated to achieve.

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Respect – We are a Gold Rights Respecting School and therefore we ensure that all children, families and staff have a good understanding of the UNCRC and that children’s rights are understood and lived in our school. This underpins our ethos and positive relationships are the foundation for an optimum learning environment.

What Makes a Good Lesson - See our snapshot below on ‘what makes a good lesson.’ Staff, children and families were consulted in the development of this agreement on the features of high-quality learning and teaching in our school.

Evaluating Learning and Teaching

Our **Collegiate Calendar** of staff activities ensures that we have the opportunity to evaluate learning and teaching. We self-evaluate using HGIOS 4, HGIOELC, Care Standards, Quality Framework and HGIOURS. We ensure that we focus on Quality Indicators related to Learning and Teaching (HGIOS 2.3) every year. Staff are encouraged to reflect and improve on their practice through engaging in ‘Teaching Sprints’ making short term changes, implementing and evaluating and sharing impact. We engage in moderation activities as a school and a wider ASG team to ensure consistency of teacher judgement.

Our **Quality Assurance Calendar** ensures that we are meeting expectations of high-quality learning and teaching. This includes activities such as observations of lessons by peers and SLT as well as sampling jotters and Learning Profiles. Our pupil groups take part in quality assurance, in particular our Pupil Council who take part in classroom observations.

What Makes a Good Lesson?

Learning Intentions and Success Criteria

- Learning intentions are shared for every lesson and displayed on consistently placed whiteboards in every classroom. Learning intentions are consistently symbolised with an L in a circle. Learning intentions tell our children what they are learning and may be phrased 'I am learning to', 'I am learning about' etc.
- Success criteria are shared in every lesson and displayed on consistently placed whiteboards in every classroom. Success criteria are consistently symbolised with a star. Success criteria may be co-constructed with learners where appropriate. Success criteria tells the learner how to be successful, use imperatives or 'bossy' verbs and may take the form of 'I can' statements. Success criteria is differentiated for individuals and groups as appropriate.
- In our infant classes we use characterisation to share learning intentions and success criteria:
Miss Spot tells us what... (learning intention)
Mrs Cow tells us how... (success criteria)
Mr Fly tells us why... (purpose of learning)
- We always share the purpose of learning in addition to learning intention and success criteria so children can make meaningful real-life links. Our contexts for learning are relevant. We explain why something may be useful for future life and the world of work.
- We make links to skills when discussing learning intentions and success criteria. Our infant classes use 'animal explorer skills' and our upper school use the Kingussie High School Skills Framework. Skills icons should be displayed alongside learning intentions and success criteria so that children can make links to the skills being developed through each lesson.

Differentiation

- Differentiation can be through input and/or output and may involve adaptations to teaching, resources, outcomes and assessment to ensure the needs of all learners are met.
- Appropriate plans and protocols are in place for learners as required and are reviewed regularly (this may include IEP, ASP, CSP or Child Plan.)
- The classroom environment supports differentiation through supportive, interactive wall displays – word walls, number squares etc and similar resources which are available and can be accessed independently as required.
- Learning intentions and success criteria are differentiated as appropriate. The expectations for learners output may differ but expectations are high for all. Consideration is given to providing challenge and extension where required.
- We work collegiately and collaboratively and all staff working in a classroom have an understanding of the learning plans and expectations. Support staff are utilised effectively to support the needs of all learners.
- We utilise different environments in our school, including our Enhanced Provision, to ensure all learners needs are met. We provide flexibility around this so that children can access the most suitable environment at the right time.

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- Ensure that all learners can access the classroom and be encouraged to regulate in this environment. Calm corners are present in all classes (except P7) to provide a quiet and safe space to support regulation and minimise disruption to learning.

Skilled questioning and engagement

- We use quality questioning to deepen learner's thinking and consolidate and extend learning.
- We use the following approaches:
 1. Pose, pounce, pause and bounce (pose a question, 'pounce' on a learner – no hands up, pause and give thinking time and bounce – ask another learner to contribute.)
 2. Blooms buttons – based on Blooms' Taxonomy and raise awareness of higher order thinking skills.
 3. Accountable talk (agree, affirm, follow-up, piggyback, disagree) to justify thinking.
 4. In Numeracy, to develop deeper thinking skills and engagement, we use Number Talk strategies.
 5. Active listening is promoted to ensure engagement
- We ensure engagement in the following ways:
 1. Lollipop sticks or alternative random selection method to ensure learners do not opt out.
 2. Thumbs on tums to promote thinking time.
 3. Phone a friend to promote collaboration.
 4. Pose, pause, pounce, bounce (as detailed above.)

Pace and challenge

- We explicitly teach expectation and routines at the start of the academic session and revisit at the start of every term in recognition of the impact low level disruption has on pace and challenge in learning. This may include listening games and other readiness to learn activities.
- We are organised and planned in advance, ensuring resources are ready and considered at the planning stage. We use a variety of materials and resources to increase engagement. We are mindful of how much technology is used and that it enhances learning and develops digital skills.
- We make sure there is a balance between teacher led instruction, group work and opportunities to collaborate and time for independent tasks. We promote learners taking responsibility for their learning and being active. We want learning to be fun and enjoyable and to provide appropriate levels of challenge for all being mindful of the principles for curriculum design.
We recognise that focus and concentration are challenging for some learners and ensure we don't spend too long on any one activity being mindful of too many transitions.
Lessons are clearly structured:
 1. A clear beginning where learning intentions and success criteria are shared.
 2. Stop throughout the recall and review.
 3. Provide ongoing feedback.
 4. Notice when the pace is slowing and be responsive.

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5. A plenary to review learning.

Plenary

- Plenaries happen at the end of every lesson. There is reference back to learning intention and relate directly to the success criteria. Plenaries should engage all learners and be easy to implement.

