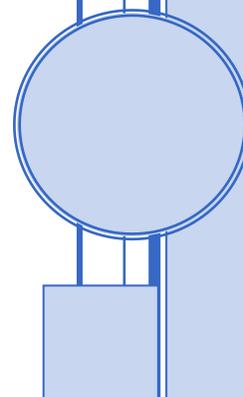




GULLANE PRIMARY SCHOOL

LEARNING AND TEACHING POLICY

1/1/2019



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This policy is in accordance with the recommendations set out in experiences and outcomes detailed in A Curriculum for Excellence (CfE). It should be read in conjunction with our Assessment Policy.

RATIONALE

'The purpose of the curriculum is to promote children's development and learning across a broad range of contexts in order to develop their thinking and learning and their physical, personal and social growth. Primary education.....should support children to develop and mature as independent and cooperative learners who contribute actively across a range of learning and social situations.'

Building the Curriculum 3.

(The Scottish Government 2008)

In Gullane Primary School, we seek to create and implement a supportive learning environment which has appropriate pace, rigour and challenge for all learners in order to raise attainment and improve achievement. We also seek to ensure that all learners are treated with **unconditional, positive regard**.

In order to achieve this goal we believe that **all learners** should be encouraged to:

- ***Be successful***
- ***Be confident***
- ***Be responsible***
- ***Be effective***

AIMS

Through the development of a whole school learning and teaching policy we aim to:

- promote social inclusion and equality for all
- set high and realistic expectations for all
- actively engage learners and promote high self-esteem
- develop commitment, responsibility and independence in learners
- promote creativity, flexibility and innovation.

KEY FEATURES OF EFFECTIVE LEARNING AND TEACHING:

1. Effective planning
2. The teaching process
3. Pupils' learning experience
4. Effectively meeting needs
5. Effective assessment and reporting

1. EFFECTIVE PLANNING

Effective learning and teaching requires thorough long and short term planning thus ensuring continuity, pace and progression. Programmes and learning experiences that are well planned should take place within an effectively organised learning environment. Outcomes should be clear and regularly reviewed by all involved in the learning process. For effective learning and teaching to be achieved appropriate classroom management, structured activities and suitable resources that challenge the age and stage of all pupils are essential.

In Gullane Primary School we:

- plan a curriculum, using Curriculum for Excellence (CfE), which shows breadth, balance and cohesion
- develop clear and concise medium term, short term and daily plans based upon East Lothian Curriculum Frameworks, which highlight what is being taught and when
- plan collaboratively with colleagues and specialists to allow continuity and progression
- plan teaching experiences which build on skills and knowledge which have been previously acquired
- organise resources and personnel in order to achieve the best learning and teaching possible
- plan homework opportunities which enhance learning and inform parents of school learning.

2. THE TEACHING PROCESS

To maximise opportunities for all pupils, teachers should adopt and implement a range of teaching styles appropriate to the learner. In order to promote higher levels of thinking or provide additional knowledge teachers should be able to interact with learners appropriately. This should increase the quality and complexity of learning. Clear, purposeful, skilled and varied questioning as well as the ability to listen and respond to learners accordingly will promote effective interactions. Content should be planned which connects with children's experience, learning and interests in and beyond the school. This should enable learners to understand the relevance of their classroom learning, for example seeing connections with experiences in their family or local community, the world of work, their experiences of travel or their interests in sport or media.

In Gullane Primary School we:

- use a variety of teaching approaches as a stimulus
- take account of differing learning preferences and adapt work appropriately
- establish classroom routines which are followed by each individual
- share learning intentions with pupils and use these criteria to gauge success
- use questioning to focus thinking and aid discussion
- communicate aims and intentions clearly to pupils ensuring they understand what is required.

3. PUPILS' LEARNING EXPERIENCES

Effective learning should take place within an environment that is stimulating and challenging. It should allow pupils to work collaboratively involving groups of different composition and size. If learners are to be effectively engaged in a meaningful process, it is essential that the learning environment takes account of learning preferences, different aptitudes, emotional intelligence and self-esteem. Through

effective use of praise in the classroom, teachers should aim to create an emotional climate that enables each child to feel secure and develop a sense of self-worth.

Teaching contexts should be relevant and interesting as well as maximising opportunities for active involvement and independent thinking.

In Gullane Primary School we:

- encourage children to make connections within and across learning
- develop classroom strategies which challenge and support all pupils
- make learning fun, interesting and worthwhile
- take account of individual needs and learning styles
- create a classroom environment which has a clear sense of ownership
- provide opportunities to work individually, with partners, groups and as part of a whole class
- encourage pupils to be involved in independent learning and take pride in their work
- make learning resources interesting, varied and widely available.

4. EFFECTIVELY MEETING PUPILS NEEDS

All learners should be encouraged to fulfil their learning potential regardless of gender, cultural language, religious diversity or life circumstances. Teachers should meet these needs through an equal and inclusive approach based on information gathered in the classroom and from parents and specialists. Choice of tasks, activities and resources can therefore be matched closely to the needs of each individual, connected to their stage of development, aptitudes and interests and differentiated appropriately.

In Gullane Primary School we:

- provide a caring ethos which values the importance of each and every individual
- recognise differing aptitudes and abilities and choose tasks accordingly
- use differentiation and setting to meet the needs of all pupils
- value every pupil's opinion and show respect for this
- take into account the social, cultural and individual needs of learners
- challenge prejudice and act in a fair, non - discriminatory way.

5. EFFECTIVE ASSESSMENT AND REPORTING

Assessment is a key feature in maximising the learning potential for each individual. It should effectively measure progress, identify next steps in learning and meeting learners' needs. A variety of assessment is essential to acquire an accurate understanding of the individual's overall ability and provides a clear framework for planning and reporting.

In Gullane Primary School we:

- provide clear aims of what should be learned and how pupils will know they have succeeded in learning this
- give quality feedback emphasising the positives of the piece and how pupils can make it better
- use peer and self-assessment to identify progress made by pupils themselves and other
- use formative and summative assessment to gauge how effective the learning and teaching is
- evaluate and assess learning and teaching and provide next steps accordingly

- keep records of assessment to aid planning and provide information for pupils, parents and other professionals
- provide parents with an annual written report which provides comments on each curricular area.

RESPONSIBILITIES

The **Management Team** (MT) will:

- support and advise teachers in implementing this policy
- ensure that this policy is understood and implemented by staff, pupils, parents and others
- monitor effectiveness and encourage regular review through the procedures set out in the Quality Assurance Policy.

Teachers have a central role to play in the delivery of learning and teaching and will:

- manage and implement this policy in their classrooms for the benefit of their pupils
- communicate information about pupils' learning to the pupils themselves, to parents, to MT, to teachers and to other people concerned.

The **pupil** should always be the focus of learning and teaching and should be given opportunities to:

- discuss her/his own learning with the teacher and parents
- set her/his own learning targets.

Parents should have:

- opportunities to work in partnership with teachers
- a right to receive information about their child's learning and teaching.

MONITORING AND EVALUATION

The responsibility for the implementation of this policy lies with all staff; however, promoted staff will, through routine quality assurance procedures seek to ensure that it is put into practice. All staff will be involved in evaluating the effectiveness of this policy.