**Campbeltown Grammar School**

**Learning & Teaching Statement**

***Links to Previous Learning & Knowledge***

* The lesson should clearly demonstrate a progression from previous learning, or build upon skills of which pupils are already aware. For example, this could be through:
	+ Re-cap on previous activity
	+ Relevant starter activity
	+ Q & A session

***Shared Learning Intentions***

* The lesson should have a clearly defined and articulated focus. Pupils should be aware of how the session will progress and understand how it fits in with the context of their previous learning. Learning intentions could be shared through:
	+ Display of Learning Intentions
	+ Discussion of Learning Intentions and their importance
	+ Setting manageable targets/success criteria for pupils

***Communication with Pupils***

* The lesson should demonstrate evidence of clearly defined teacher instructions. Teacher clarity and pupil engagement is essential in this respect. Pupils should at all times be aware of instructions and on task. For example, teachers may:
	+ Ask pupils to relay instructions back to teacher and class
	+ Have clearly displayed instructions on board
	+ Model what is expected to pupils

***Pace of Lesson***

* The lesson should be set at a pace where learning objectives and activities can be realistically achieved. For example, this can manifest itself through:
	+ Teacher not moving on until there is pupil consensus that instructions are understood
	+ Devolving decision to pupils on how long an activity should reasonably take
	+ Have work prepared for pupils who should be challenged or work at a faster rate than peers

***Approaches to Learning Activities***

* Activities should indicate pupil centred learning where pupils are encouraged to develop their skills independent of teacher led delivery. There should be evidence of different learning abilities and styles being accounted for. For example, this can manifest itself through:
	+ Group tasks with clear objective and pupil specific roles
	+ Class teacher is a facilitator of learning rather than delivering all content
	+ Differentiated material made available
	+ Use of AIFL strategies
	+ Good teacher questioning to produce more insightful thinking

***Assessment of Learning***

* The lesson has a summary of what pupils have learned. The key learning intentions should be re-visited. Pupils could assess their success against earlier criteria, ensuring the aims of the lessons have been met, allowing progression for the next lesson. For example:
	+ A plenary session
	+ Allowing pupils to describe what they have learned (exit passes, Q & A etc)
	+ A discussion why the content learned or skills gained within the lesson are significant
	+ Quality feedback is given to pupils and discussions about next steps and progression take place

***The Learning Environment***

* The atmosphere in the classroom is positive, respectful and ambitious. Pupils enter and exit the class in an orderly manner and there are established routines. Calm assertive discipline is used where necessary, praise is fully utilised and progress is recognised. This may include:
	+ Pupils accessing resources as routine, noting learning intentions whilst the register is taken and a prompt start to the lesson
	+ Allocation of merits where appropriate
	+ A re-focusing on learning progress rather than class behaviour where necessary
	+ Appropriate action/de-merits/referrals being undertaken efficiently when behaviour detracts from learning, in line with the behaviour management policy