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**Langlands Primary School**

**Learning and Teaching Policy**

**Updated April 2018**

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**Introduction**

Everyone in Langlands has a responsibility to work within the vision, values, aims and objectives of Angus Council as laid out in the annual education plan.

Our aim is that learning should take account of all that is planned for the children and young people in our school. This includes:

* The ethos and life of the school as a community
* Curriculum areas and subjects
* Interdisciplinary learning
* Opportunities for personal achievement

It is the responsibility of the school community to improve the learning of all children and young people, including individuals who may have additional support needs or who may be at risk of missing out.

**What is the intended impact and outcome of this policy?**

Our policy for effective learning and teaching will be judged by the direct experience of our children and young people.

All children and young people should have planned opportunities to achieve to the highest level possible in terms of the four capacities outlined within Curriculum for Excellence.

**What is expected of our teachers?**

We expect our teachers to create a stimulating learning climate using skilful and well-paced teaching and learning approaches. Within this positive learning environment, we expect our teachers to use their professional skills and ability to lead learning.

We expect our learners to be motivated and eager participants in their learning.

The challenge for teachers is to ensure that their professional reflection on their teaching practice adapts and changes as required to meet the needs of all children and young people.

All of us need to keep up to date with our professional knowledge and skills. As the world changes around us, the needs of our learners change. We have to ensure that we help them to be confident and successful in their learning. As the curriculum changes, teachers need to know what is expected of them. They need to be able to access information efficiently and use ICT effectively in order to help our children and young people to develop these skills for the future.

Schools are learning communities for teachers and they can obtain a lot of support from their colleagues. They also need to have a personal CPD plan which meets their own needs and responds to the school’s current priorities. All of our staff are expected to participate in our arrangements for professional review and development.

**What are the learning and teaching experiences to which all children and young people are entitled?**

Effective learning and teaching requires:

* Engaging and active involvement of learners
* Challenging goals
* Shared expectations and standards
* Timely and accurate feedback
* Shared learning intentions and success criteria
* Collaborative approaches
* Attention to the ways different learners progress
* Experience of the skills for learning, life and work
* Relevant activities and contexts for learning
* A balance of class, group and individual learning

**What is every learner entitled to experience?**

In terms of curriculum design, as outlined in Curriculum for Excellence, every individual learner from 3 – 18 is entitled to experience:

* A coherent curriculum from 3 to 18
* A broad general education, including well planned experiences and outcomes across all the curriculum areas. This should include understanding of the world and Scotland’s place in it and understanding of the environment.
* Opportunities for developing skills for learing, skills for life ad skills for work
* Opportunities to achieve to the highest levels they can through appropriate personal support and challenge.

**What is a successful learning experience?**

These are some of the features which are often in place in a successful learning experience for children and young people:

* The classroom is well managed, with resources that are readily available, well organised and appropriate to the activities being carried out.
* The lesson has a clear objective. It is well structured with an introduction to share the objective with young people, and explain the main points clearly, and an ending to review the key ideas and issue any homework.
* The pace of work is appropriate. Young people’s interest is sustained through interactive teaching and group and individual work.
* Young people are well motivated and work conscientiously.
* Teachers use questioning effectively to: involve as many young people as possible; give young people time to think before providing an answer; seek extended explanations rather than one-word responses; allow time to explore reasons for wrong answers to promote a “can do” attitude; and take account of prior learning when questioning individuals
* Teachers set high standards for young people’s work.
* Teachers listen carefully to young people’s answers to questions and modify their teaching accordingly. They give constructive feedback on oral and written work.
* Young people are supported according to their needs, groupings are appropriate and flexible, the work is sufficiently challenging for all young people and they are helped when they experience difficulties.
* Children are involved in identifying next steps through self and peer assessment.
* Teachers build on the prior learning of all of the children and young people for whom they are responsible.
* Teachers have a good understanding of the levels at which children and young people are working at, bearing in mind that each individual’s needs may lead to learning at a level which is different from that of most of the rest of the class.

**How do we all check our progress?**

At Langlands we are committed to the process of self-evaluation. It lies at the heart of our drive to improve learning and teaching.

We feel that staff should contribute fully to the school’s arrangements for self-evaluation, including professional sharing and networking.

Improvement is also strongly influenced by the feedback we get from children and young people, their parents and families and our partners in the community.

We also use performance data in addition to our professional judgement. This includes rates of attendance, trends in punctuality, rates of exclusion and performance at nationally agreed thresholds.

**How can I find out more?**

You can obtain more information from the following sources:

* A teaching profession for the 21st century, SNCT: Annex B
* The standard for full registration, GTCS: Sections 2.1 to 2.3
* How good is our school? HMIe, 2015
* The child at the centre, HMIe 2007
* Curriculum for Excellence, June 2009
* Skills for Scotland: A lifelong skills strategy, Scottish Government, 2007
* Getting it right for every child, Scottish Government, 2007