

# Deerpark Primary School



## Effective Teaching and Learning November 2022

## **Rationale**

At Deerpark Primary School, our team have been developing our approaches to teaching and learning across all stages to ensure that our young people receive the high-quality learning experiences.

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

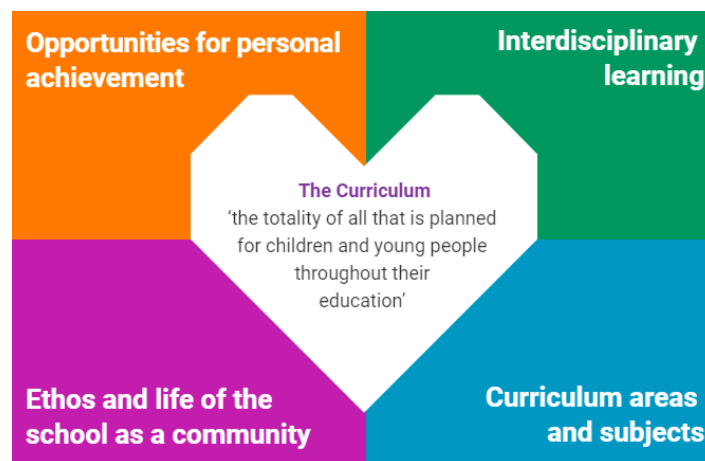
Every learner is entitled to a coherent, experiential curriculum from age 3 to 18. This should be planned and experienced across four contexts:

Curriculum Areas and Subjects

Interdisciplinary Learning

Opportunities for Personal Achievement

Ethos and Life of the School as a Community



This document promotes best practice and seeks to establish consistency in teaching and learning across all stages in our school. It aims to ensure that all children are provided with high quality learning experiences, tailored to their needs, which leads to a consistently high level of pupil attainment and achievement. The document has been created in consultation with our learners, staff and their families. Our staff team identified their dream lessons and learners, alongside our learners who discussed the same topic during Pupil Focus Groups and learning conversations. Our Deerpark families have also been involved in this process and have given feedback around desired outcomes for their children. The findings from these discussions have been used to create a clear and consistent approach to effective teaching and learning across Deerpark Primary School.

## **Aims**

At Deerpark Primary School, we aim to have a clear and consistent approach to teaching and learning to ensure a high-quality approach is on offer to all our learners. By demonstrating knowledge across the four contexts for learning, Deerpark learners should be able to apply their knowledge and skills across different situations. We want to inspire and motivate our learners to be ambitious in all they do.

Consulted with and approved by our Parent Council January 2023

## Our Vision and Values

Deerpark's approach to Effective Teaching and Learning is underpinned by our Visions, Values and Aims.



# Our Vision, Values and Aims at Deerpark Primary School

## Our Vision:

We will travel **FAR** as a community by working together, embracing our values whilst developing the skills for life, learning and work.

## Our Values:

Fairness

Ambition

Respect

## Our Aims:

At Deerpark Primary School we aim to:

- Create a safe, nurturing and inclusive environment where all children thrive.
- Provide a range of motivating learning experiences which inspire our children to become lifelong learners.
- Build and sustain positive partnerships with parents, carers and the wider community ensuring children and families are supported.
- Develop the whole child to help them flourish.



*We always encourage our school community to work together and achieve our goals as a team!*

## Pupil Voice

We asked our learners what they enjoy about learning and how best they learn. Here are a few examples of what they told us.

*'I learn best when I can use my own strategies, the ones that work for me.'*

P7 Learner

*'I enjoy learning new things in different ways. Teachers make learning interesting and fun.'*

P5 Learner



*'I like to learn outdoors and at Loose Parts Play.'*

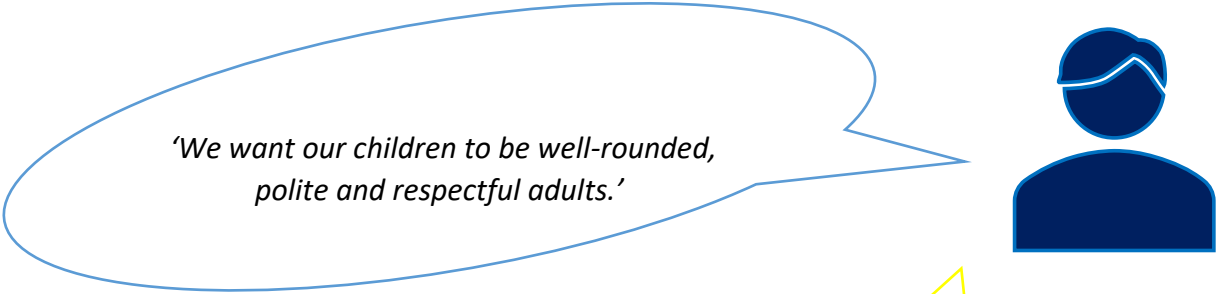
P1 Learner

*'I enjoy peer-assessing other people's work because you can magpie ideas to help you get better.'*

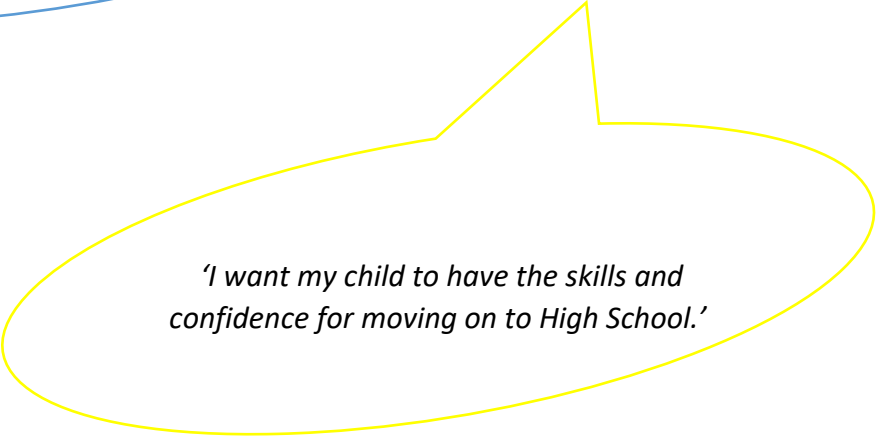
P6 Learner

## Family Voice

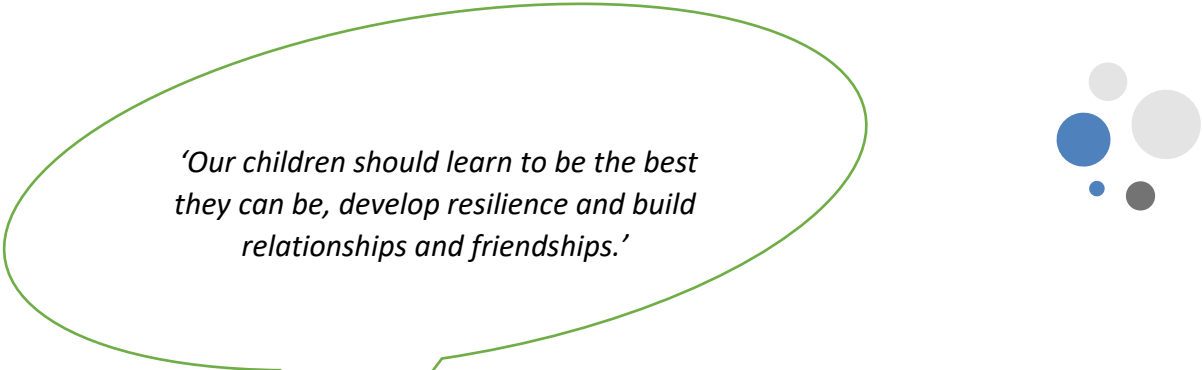
We asked our families what they wanted for their children whilst they attend Deerpark Primary School. Here are a few examples of what they told us.



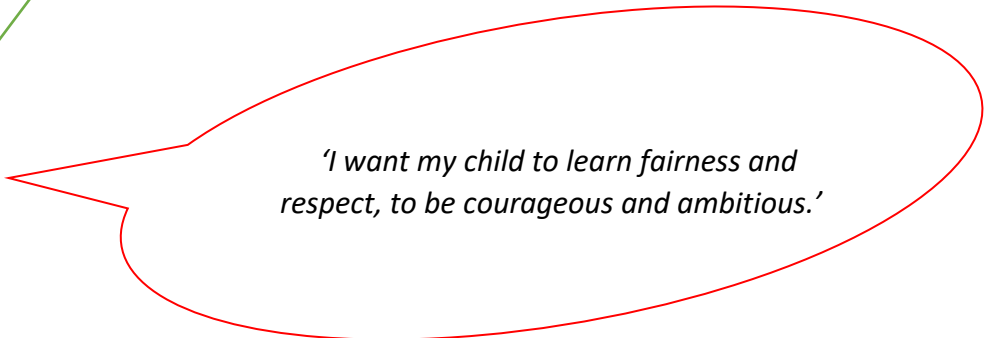
*'We want our children to be well-rounded, polite and respectful adults.'*



*'I want my child to have the skills and confidence for moving on to High School.'*



*'Our children should learn to be the best they can be, develop resilience and build relationships and friendships.'*



*'I want my child to learn fairness and respect, to be courageous and ambitious.'*

## **Effective Teaching**

We seek to ensure that all learners in Deerpark Primary School receive learning experiences which are purposeful, motivating, differentiated, challenging and engaging. Learning should be appropriately planned for all learners, taking account of individual needs.

Our Deerpark staff endeavour to be knowledgeable, enthusiastic and have high expectations for all learners. All staff ensure that lessons are well planned, appropriately paced and are motivating and enjoyable. This will be achieved by doing the following:

- Clear Learning Intentions and Success Criteria which are shared and discussed with learners. Learners should also have opportunities to be involved in setting their own Success Criteria, where appropriate.
- Learning Intentions and Success Criteria should be revisited throughout the lesson, with learners able to discuss their learning.
- Learning should be appropriately differentiated, supporting and challenging all learners.
- Tasks and activities should be meaningful, taking account of the seven principles of Curriculum Design. (Breadth, Progression, Challenge and Enjoyment, Coherence, Depth, Personalisation and Choice and Depth)
- Assessment for Learning (AifL) strategies should be appropriate and used during lessons.
- Learner feedback should be meaningful and relevant to the Success Criteria. Learners should have opportunities to engage in self and peer assessment.
- Lessons should always end with a plenary to support the learning taken place; gauge understanding and establish next steps.

Our staff should be responsive to the needs of learners, providing opportunities for regulation, creativity and support during transitions. All staff at Deerpark Primary School pride themselves on creating a welcoming inclusive environment where children come first. Learning environments reflect the Six Principles of Nurture and take account of a Readiness 4 Learning approach. Our environments also take account of the four contexts for learning.

## Effective Learning

At Deerpark Primary School, we want all learners to have the best learning experiences, to identify as learners and be ambitious in all they do. Through our school values of Fairness, Ambition and Respect, we encourage our learners to welcome new learning opportunities, celebrating their success as they progress.



At Deerpark Primary School, we provide opportunities for learners to:

- Be calm and regulated ensuring they are in the best position to effectively engage in learning.
- Learn and work in a variety of situations promoting independence, collaboration and cooperation.
- Build their resilience, develop their curiosity and confidence.
- Engage with their families and provide family learning opportunities throughout the year.
- Use and apply different skills and knowledge in different contexts.
- Identify as learners, instilling ambition in themselves and others.
- Engage in self and peer assessment opportunities, identify areas of strengths and next steps for development.
- Feel valued by everyone in Deerpark and know that their hard work is recognised and celebrated.

This is not an exhaustive list and can be adapted to ensure all learners at Deerpark Primary School are supported to achieve their full potential.

## Nurturing Principles

At Deerpark Primary School, Nurturing Principles are the foundation of our relationships with all children and each other. This is a whole school approach where all children should have the opportunity to observe and learn from nurturing adult role models where mutual respect is demonstrated by all. At times, some of our children may require individualised and personalised support. The Nurturing Principles help us to create this targeted support.

The Nurturing Principles are the core principles which individuals base their practice on and are key to any Nurturing School.

- **Children’s learning is understood developmentally.**  
Independence develops through dependence. Staff responding to children at their emotional/developmental level enables them to move on.
- **The school offers a safe base.**  
Importance of structure and predictability with firm, clear boundaries and adults and children working together supportively.
- **The importance of nurture for the development of self-esteem.**  
Staff listening and responding to children in ways that shows they are valued and thought about.
- **The importance of transitions in children’s lives.**  
Staff who acknowledge the feelings aroused by transitions and who understand that even changes in routine can be overwhelming and unsettling for some children.
- **Language as a vital means of communication.**  
Some children and adults in the school community need to be helped to understand and express their feelings and given opportunities for extended conversations.
- **All behaviour is communication.**  
Children and adults use behaviour to communicate how they are feeling, sometimes when they don’t have an opportunity to verbalise what they are saying or sometimes when they can’t find the internal resources to translate their feelings into language.

## Outdoor Learning

“The classroom of the future should not be limited to a classroom at all– an ‘excellent’ curriculum would go beyond the traditional boundaries and offer real-world learning experiences outdoors”  
*Taking Learning Outdoors– LTS 2007*

We are very fortunate to have ample outdoor playground space at Deerpark Primary School and beautiful surrounding woodland right on our doorstep.

We are committed to our goal of developing engaging and relevant outdoor learning experiences for our children. We, at Deerpark Primary School, acknowledges the range of positive benefits that Outdoor Learning can have on our children’s learning and overall wellbeing.

### **A real-world context for learning**

Learning in a real context can turn the abstract into the concrete. It inspires curiosity and investigation which inspire enquiring minds and enables them to achieve.



## **Outdoor learning complements indoor learning**

Recent studies show that the outdoors is a dynamic environment that stimulates creativity and enables learning to happen faster. Hands-on = minds-on!

## **Supports emotional and physical well-being**

Fresh air and open space obviously promote physical activity but the impact of green spaces on mental health is just as important.

## **Impacts positively on attitudes and self-esteem**

Children feel free to be themselves outside of the constraints of the classroom. Those who struggle to concentrate indoors often blossom outside, where their kinaesthetic learning needs can be addressed more fully.

## **Increases knowledge of and care for the natural environment**

Regular direct contact with the natural world builds deep connections that last a lifetime. How can we expect people to care about something they don't know?

Woodland Trust Scotland

## **Monitoring and Review**

This document will be reviewed annually to ensure it reflects the needs of our school community and guidance from both the Scottish Government and the Local Authority.

November 2022

