



Learning Policy

Overview

At Barrhead High School we are committed to providing a high quality learning experience for all learners that not only equips them for success at the key stages of assessment but prepares them with the skills necessary to be successful in their life after school. Learners at all stages of the curriculum are encouraged to lead and take responsibility for their own learning and make the links between key knowledge and skills and the world of work.

Vision

Barrhead High School is a Rights Respecting School with a RESPECT agenda that ensures all learners have the opportunity to get the very best out of their time in the school. There are 5 Learners' Rights that underpin the delivery of the curriculum at all stages:

In particular, all learners in BHS:

- know the level of study they are undertaking, whether CfE levels or NQ or SQCF courses
- are aware of what success looks like and know what they have to do to be successful
- make decisions about how they learn and how they demonstrate their knowledge and skills
- experience high quality feedback and are able to determine their own next steps
- take responsibility for maintaining learning profiles and assessment records

These rights are the spine of the learners' experience within BHS, devised in collaboration with the Student Council, around which all other learning takes place.

Learning and Engagement

Approaches to teaching and learning are based on the design principles of CfE, with a particular emphasis on depth, challenge and the application of learning. Learners in Barrhead High School demonstrate their knowledge and skill in a variety of independent and imaginative ways, reflecting a commitment to higher order thinking.

The learning experience at all stages within BHS is enriched with planned personalisation and choice as well as high quality IDL and contextualised learning. Learners at all stages develop their confidence and knowledge while honing the key skills required to experience success in life after school.

Learners at all stages of the curriculum develop robust Literacy and Numeracy skills that they can transfer and apply across a range of contexts, providing a consistent, best practice approach to learning and the application of these key skills. Health and Wellbeing is recognised as a cross-cutting theme and is understood by all to underpin all areas of the curriculum.

Learners use a range of digital technology to support and augment their learning. Learners have access to a range of ICT within the school including dedicated classrooms, laptops, Chromebooks and their own devices, when this enriches learning.

Pupils are supported within the classroom and in their exams by the support department. Pupils with specific additional support needs receive dedicated training in digital exams and software designed to support assessment.

Quality of Teaching

Learners experience:

- lessons that are matched to their ability that are both fun and challenging
- opportunities to take responsibility for leading their own learning
- opportunities to engage in a range of activities: individual, paired, group
- high quality feedback that identifies next steps in their learning

Teachers ensure:

- all learners are fully engaged in learning
- all learning materials are of a high quality and are enriched by the use of digital technologies
- learners have opportunities to be active in their learning
- lessons have meaningful and relevant contexts and are linked to the world of work

Lessons feature:

- clear learning intentions and measurable success criteria
- skilled questioning and opportunities for learners to develop their confidence
- a variety of learning activities and experiences for all learners
- a clear structure that reflects prior learning and identifies future learning

Learning Beyond the Classroom

Barrhead High School has recently adopted the Show My Homework online programme where homework, set by class teachers, can be monitored by parents and teachers. Learners can also access a wide range of support online from both the school website and via google classrooms, where pupils can ask questions, submit coursework and access information they require to be successful. Parents and carers play a key part in helping our young people learn, and to support them we have regular parent evenings and curriculum evenings to provide information and support at key transitions and to help develop strong home-school links.

The school provides a calendar of CLPL opportunities for staff to further their professional expertise. Barrhead High School is a learning community where staff, pupils and parents meet regularly through the school's Teaching and Learning group to discuss and improve Teaching and Learning.

As part of our commitment to DYW and developing learners' skills for learning, life and work, all teachers make links between curricular content and the skills required for the world of work. Furthermore, all faculties have developed business partnerships in order to provide meaningful contexts for learning.

Effective Use of Assessment

Assessment within Barrhead is viewed as integral to learning and all staff are committed to delivering high quality feedback and facilitating learning experiences that empower learners to be critical of their own and their peers' performance. Feedback in Barrhead, whether peer, self or teacher led, recognises strengths and identifies the next steps in the learning process.

Learners in S1 – S3 manage their own Curricular Progress Records where they record the feedback from learning conversations, identifying strengths and next steps following key assessments in all of their subjects. Within the senior school learners set aspirational targets for their performance with subject teachers and revisit their target grade throughout the learning process through timetabled learning conversations with their class teacher.

Article 29:

Every child has the right to an education which develops their talents and abilities.

