****This policy has been written by the school, building on national best practice, East Renfrewshire Council and Education Scotland guidance.

# ***Convention on the Rights of the Child***

**Article 28:** Young people should be encouraged to reach the highest level of education they are capable of.

**Article 29:** Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others’ human rights and their own and other cultures.

*“Effective learning will take place where there is a positive climate and a range of experiences that promote the development of pupils’ thinking skills through active involvement in their own learning. Teachers will use a range of teaching approaches which enable them to interact with learners and provide motivating experience, relevant to their needs.”*

HGIOS QI 5.2 – Teaching for effective learning

**Rationale**

Our Lady of the Missions Primary recognises that high quality Learning and Teaching is at the heart of meeting learners’ needs and improving outcomes for children. Our curriculum is firmly rooted in the principles of curriculum design – breadth, coherence, challenge and enjoyment, depth, relevance progression, personalisation and choice – and focuses on developing all learners as successful, confident individuals, who contribute positively and responsibly to the school and wider community.

**Aims**

This policy aims to:

* Explore the purposes of learning
* Reflect on the processes of learning
* Consider the implications for teaching for effective learning
* Improve the quality of learning and teaching.

**The Purposes of Learning**

Learning is about equipping all children with skills and knowledge to meet the challenges of life in the 21st Century. In Our Lady of the Missions, learning experiences support children in a way that helps them to be:

* Flexible thinkers who are responsive to change
* Creative thinkers who have the capacity to be inventive and to look at situations from new angles
* Ambitious thinkers who set high personal goals and remain focused on these goals
* Collaborative thinkers who engage with others
* Reflective thinkers who are able to evaluate their learning experiences

Effective learning has more to do with how we learn rather than what we learn. When we know **how** to learn (the processes of learning), **what** we learn is achieved more effectively.

Effective learning in our school is:

* Active
* Collaborative
* Relevant
* Progressive
* Ambitious

**Active**

*All children and young people enjoy high quality play opportunities, particularly outdoor free stimulating spaces with access to nature, on a daily basis in early learning and childcare, nursery and school* (Scottish Government, 2013).

Good learning happens when there is active engagement. We constantly look for ways to actively involve learners in discussing, doing, thinking, experimenting, making decisions and questioning. They will develop a sense of responsibility for their learning by reflecting, evaluating, and giving and receiving quality feedback.

Our school recognises the importance of all the children having sufficient time and space to play as part of their day. To children, playing is one of the most important aspects of their lives. For some children school offers their only regular opportunity to play with friends. Playing contributes to children's learning and their ability to learn as well as their health, wellbeing and happiness. Our school will offer opportunities for children's to play that support children's wellbeing indicators — being safe, healthy, achieving, nurtured, active, respected, responsible and included. We will aim to make a positive contribution to children's lives by providing for a broad range of opportunities within the school and school grounds before, during and after the school day.

Children will naturally create and/or seek out challenging situations; while making the most some children may have accidents, get dirty or wet or upset. In this school we recognise that a degree of risk, challenge and adventure is necessary in order to grow and develop. We also recognise that any potential risk of harm to children needs to be balanced with the benefits from playing. We will do our best to avoid children coming to serious physical harm by carefully managing the play opportunities that we provide.

Our Lady of the Missions believes that adults' attitude towards, and understanding of, children's play will significantly effect on the quality of the play opportunities offered in school. Our school will therefore seek out training opportunities and offer support to staff so that they are confident to facilitate children’s chosen, self-directed play.

See also:

<http://www.playwales.org.uk/eng/schoolstoolkit>

**Collaborative**

Good learning happens when there is collaboration with other learners. By using a variety of co-operative learning strategies, children are given opportunities which include working in pairs and groups to generate ideas, discuss, question, evaluate, give feedback and solve problems as this strengthens and reinforces individual learning. Learning collaboratively in this way, builds confidence and self-belief in children in our school.

**Relevant**

Good learning happens when contexts for learning are real and connections in learning are made. An interdisciplinary approach is taken when delivering lessons to help children to make these connections. Insert Outdoor learning. We know that learning is most relevant to those who take ownership and understand why learning will benefit them. In Our Lady of the Missions we look for opportunities to empower children to take ownership and become independent learners.

**Progressive**

Good learning happens when it is planned and organised to build on previous and existing successes. Our programmes are planned so that children can aspire to new and more demanding challenges.

**Ambitious**

Goodlearning happens where motivated learners have a sense of purpose and set themselves realistic and achievable goals. Learners are most likely to be successful when they have high self -esteem and strong self-belief. The positive ethos in Our Lady of the Missions promotes successful and confident learners by presenting children with realistic challenges and by helping them to understand and develop high levels of motivation.

**Teachers as Learners**

It is essential that teachers recognise that they are learners too. All staff in our school view the five processes of learning, identified above, as being equally applicable to themselves as they engage in their professional learning.

* As **active** learners, we reflect on and evaluate our work and the impact it has. We engage in self -evaluation and adjust teaching approaches to provide quality learning experiences.
* Good teachers work **collaboratively** with colleagues to evaluate and develop their practice. Through learning rounds/peer visits teachers engage in professional discussions; share good practice; seek feedback and learn from their peers by observing each other teaching.
* Professional learning becomes **relevant** when it has a direct impact on the learning and relationships within classrooms.
* Through self- evaluation, both formal and informal, our teachers recognise their development needs and work with colleagues in planning the next steps to **progress** their professional learning.
* Our teachers are well motivated and **ambitious** to achieve positive outcomes for the learners they teach and for their own professional growth.

**Active**

In Our Lady of the Missions, teachers create stimulating and supportive learning environments insert display policy within which learners are encouraged to act and interact. They ensure that lessons are organised yet flexible and that learning activities provide opportunities for learners to fully engage with ideas. They encourage learners to take risks and show them how to evaluate their choices.

**Collaborative**

Our teachers model collaborative learning and realise the importance of discussion and debate. They develop the skills and dispositions of good listening and talking so that learners are able to work effectively in a variety of groups. They show pupils how to work with others to build their own ideas and to create new ones.

**Relevant**

All teachers are aware of learners’ life experiences and create contexts for learning which are stimulating and motivating. They share the purposes of lessons with learners and make links to other aspects of their learning. They show learners how to articulate their understanding and use their learning to improve their lives.

**Progressive**

We take account of learners’ needs (insert link to ASN Girfec policy) and work together to provide courses and programmes which allow for appropriate support and challenge. We interact with learners to evaluate their learning and show them what to do to improve.

**Ambitious**

We build positive relationships with pupils to develop confidence and resilience. We create learning opportunities that are challenging and enable pupils to develop a sense of efficacy. We help pupils to set ambitious but achievable goals and provide regular opportunities to celebrate learners’ successes.

**Best practice looks like:**

* Effective planning for groups with task charts to ensure pupils have opportunities for independent learning, teacher directed learning and teacher led activities
* Children leading learning and actively involved in planning
* Differentiated tasks to meet the needs of learners
* Makes appropriate use of concrete materials at all stages to introduce concepts
* Integrated use of digital technologies to enhance learning and teaching
* Maximise school resources for application of learning e.g. board games, ICT, IDL
* “Say, write, make and do” should capture learning evidence and is recorded
* AifL should be embedded in daily practice

Links to the Play Strategy for Scotland.

Vision:

[www.scotland.gov.uk/Resource/0042/00425722.pdf](http://www.scotland.gov.uk/Resource/0042/00425722.pdf)

Action Plan:

[www.gov.scot/resource/0043/00437132.pdf](http://www.gov.scot/resource/0043/00437132.pdf)