



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.

“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 experiences, relevant to their needs.” **HGIOS QI 5.2 –**

Teaching for Effective Learning

Rationale

St John’s 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 and personalisation and choice – and focuses on developing all learners as successful, confident individuals, who contribute positively and responsibly to the school and wider community. Click on the link to view our interactive [Curriculum Rationale](#).

Aim

Across St John’s we have a shared lesson framework to provide consistency in our learning and teaching and to ensure the learning experience of our young people is engaging and effective. This also helps practitioners plan and evaluate learning across the school. This format is based on the acronym LEARN.

Roles and Responsibilities

Learning and teaching is a shared responsibility and all members of the school community have an important part to play.

Teachers will endeavour to:

- provide a challenging and stimulating curriculum designed to encourage all children to reach the highest standard of achievement;
- recognise and be aware of the needs of each individual child according to ability and aptitude;
- ensure that learning is progressive and continuous;
- provide clear information on school procedures and pupil progress
- have a positive attitude to change and the development of their own expertise

Parents are encouraged to support their child’s learning by:

- ensuring that their child attends school regularly, punctually, well-rested and in good health
- participating in discussions concerning their child’s progress and attainment
- ensuring early contact with school to discuss matters which affect their child’s wellbeing, progress and behaviour
- allowing their child to become increasingly independent as they progress throughout the school
- informing the school of reasons for their child’s absence;

Pupils are encouraged to support the school’s aims by:

- attending school regularly and punctually
- being organised, bringing necessary equipment, taking letters home promptly, etc
- conducting themselves in an orderly manner
- taking increased responsibility for their own learning

Our aim is to ensure consistency across St John's and to ensure that our practice reflects the most up to date educational research and pedagogy. The LEARN model provides a framework for practitioners across the school to deliver high quality learning and teaching.

L	Learning Intentions
E	Engagement
A	Activity
R	Reflection
N	Next Steps

Illustrations of the LEARN Framework

Within LEARN, features of effective learning and teaching could include, but are not limited to:

L (Learning Intentions)	<ul style="list-style-type: none"> • Links to prior learning should be made the beginning of the lesson • Learning intention(s) should be shared at the beginning of each lesson and revisited at the end of each lesson to assess achievement/progress • Success Criteria should be outcome oriented, and define how pupils will know that they have achieved the learning intention(s) • Success criteria should be used as the basis for formative assessment, as a signpost during lessons and to help identify the need for differentiation • Success Criteria should be agreed with the pupils and pupil voice evident where appropriate
E (Engagement)	<ul style="list-style-type: none"> • Conventions and routines are well utilised to create a purposeful learning environment • Positive relationships with young people are evident and based upon our shared school values of Love, Faith and Understanding • Starter tasks are used to engage interest, either by way of recap or to introduce a new topic • Teachers use creative approaches to engage young people in their learning • Explanations and instructions are clear • Pupils have opportunities to lead learning and exercise choice
A (Activity)	<ul style="list-style-type: none"> • Lessons at St John's should demonstrate a range of learning activities such as: • Active Learning • Co-operative learning • A mixture of Paired Tasks/Group Tasks/Individual Tasks • Assessment is for Learning strategies • Use of Digital Technology • Discussion/Debate • Appropriate differentiation • An appropriate level of pace and challenge
R (Reflection)	<ul style="list-style-type: none"> • Plenary tasks • Effective Questioning • Pupils are enabled to use Higher Order Thinking Skills • Pupils receive feedback on learning and what they need to do next to make progress • Teacher Assessment/ Self-assessment/Peer-assessment of lesson aims
N (Next Steps)	<ul style="list-style-type: none"> • Target setting for future learning (for example, the use of the Learning Pit) • Links to application of learning • Learner conversations • Discussion of next steps in learning – whole class/group/ individual • Discussion of wider context of learning

Key Principles of Effective Learning in St John's

Relevance

Effective 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. (Outdoor Learning) We know that learning is most relevant to those who take ownership and understand why learning will benefit them. In St John's we look for opportunities to empower children to take ownership and become independent learners.

Progression

Effective 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.

Ambition

Effective learning 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 St John's promotes successful and confident learners by presenting children with realistic challenges and by helping them to understand and develop high levels of motivation.

Playful Pedagogy

In line with Scotland's Improvement Framework to raise ambition and achievement for all children, St John's Primary adopts a play based learning approach in Primary 1 with a focus on spontaneous and planned purposeful play which is both child-initiated and/or teacher-led.

Playful learning is active, motivating, allows children to explore their own ideas, capitalises on young children's appetite for learning and practical activities and avoids denting early confidence and enthusiasm. By encouraging more complex, abstract forms of play where children identify and use their own imagination, we are promoting abstract levels of thinking that matters most in developing the kinds of learners society needs and it is between the ages of 4-7 that children should be learning to develop these skills.

Equally through play, children learn to regulate their behaviour, lay the foundations for later learning in science and mathematics, figure out the complex negotiations of social relationships and build a range of creative problem solving skills. Play is a form of creative expression that is not only fun but crucial for our pupils' social, emotional, thinking and physical development, thus enhancing their learning and nurturing curiosity.

Teachers as Learners

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

- 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.

We ensure continuous improvement in learning and teaching through a process of self-evaluation and quality assurance.