

Blairdardie Teaching and Learning Strategy



Last updated August 2026

"Learning, teaching and assessment are at the core of our business as an education service. Children and young people deserve the very best learning experiences all the time" (Glasgow's Pedagogy, Glasgow City Council, 2005)

Our Vision

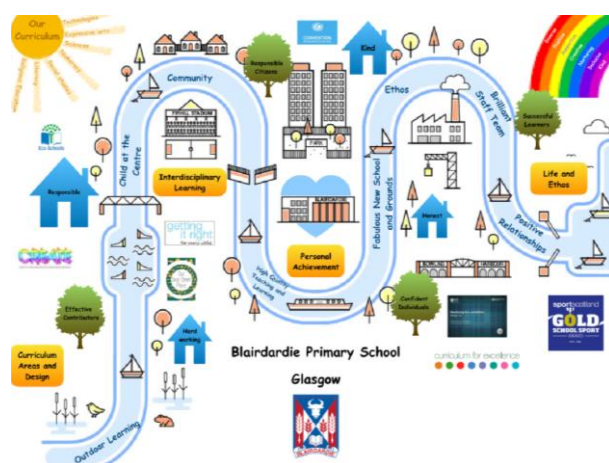
Our vision for Blairdardie Primary School is to provide a consistently high-quality learning environment where every child is nurtured, included, and supported. We want all children to feel valued, happy, safe, and to make progress with their learning.

We know from Scotland's National Improvement Framework that our two priorities must be: firstly, achieving Excellence through raising achievement and improving outcomes for all children, and, secondly, achieving equity "ensuring every child and young person has the same opportunity to succeed, no matter their background or shared protected characteristics, with a particular focus on closing the poverty-related attainment gap" (Scottish Government, 2025).

Rationale

At Blairdardie Primary School, we agree that it is essential that children "...understand their learning and have opportunities to lead their learning". In accordance with How Good is Our School 4, Quality Indicator 2.3 on Learning, Teaching, and Assessment, we agree that high-quality teaching and learning is underpinned by a consistent whole school vision and values. We also agree that in order for teaching and learning to be high-quality, learning should be motivating and meaningful with effective use of assessment by staff and children, enabling children to..."maximise their successes and achievements" (Education Scotland, 2015).

We have high expectations of and for our children as well as for all staff. We share the Scottish Government's vision that our children..."have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world" (Scottish Government, 2019).



Our Vision, Values and Aims

We reviewed and refreshed our school vision, values and aims last session and launched these at a special assembly.

Our refreshed values are:

- Kind
- Honest
- Responsible
- Hard-working

Our aim is for all children to be given the opportunity to develop into positive, healthy young adults, to make the most of their educational opportunities and to develop the young workforce.

We work together to ensure all children reach their full potential as Successful Learners, Responsible Citizens, Effective Contributors, and Confident Individuals.

The Four Capacities for learning:

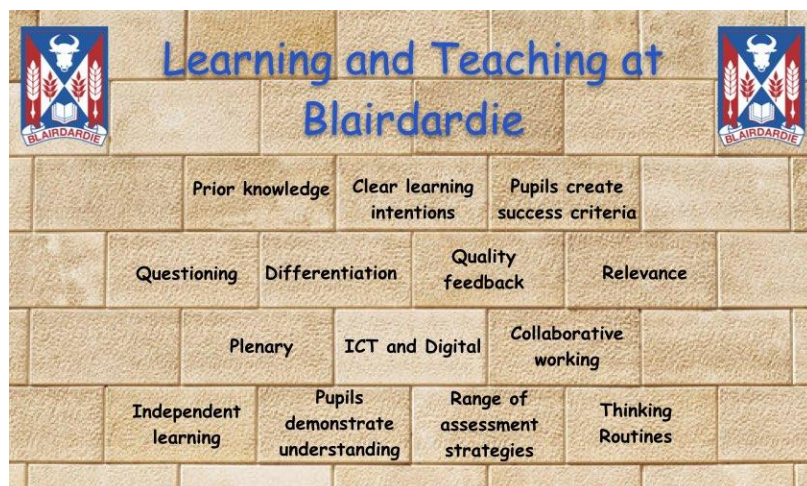


We teach the Four Capacities through:

- Weekly assemblies
- Masterclasses
- Celebrating wider achievements
- Pupil Councils
- Pupil Participation Groups

Learning and Teaching at Blairdardie Primary School

At Blairdardie, we use Glasgow's Good Lesson Cycle ([Appendix 1](#)) to inform our Teaching and Learning. We believe the aspects below contribute to a great lesson. We also consulted parents/carers and pupils to hear their thoughts on what makes a good lesson. These can be found in [Appendix 2](#). All new staff are provided with a comprehensive Induction Programme.



Our staff have been learning about Glasgow's Pedagogy (Glasgow City Council, 2025) and use this to plan high-quality teaching and learning experiences for children. The key features of Glasgow's Pedagogy can be seen in [Appendix 4](#).

Every Day at Blairdardie Primary School

- We have a very positive ethos at Blairdardie. Children are welcome to arrive between 8.50am - 9.05am.
- The full date is written on the board in English and French and shared orally.
- Children are warmly welcomed by their teacher at the classroom door, using Makaton and emotional check-ins.
- Learning Intention and Success Criteria are shared for every lesson.
- Literacy and Numeracy/Maths are taught every day.
- Lessons are well-paced, engaging and interactive.
- Classrooms are designed to be consistent in line with being an Language and Communication Friendly-accredited school. A consistent Visual Timetable is on display and explained to the class in the morning and referred to throughout the day.

- Children enjoy a **Soft Start** in P1 and P2 and a **Smart Start** in P3 to P7 each morning.
- Assessment for Learning Strategies will feature in every lesson e.g. Thumbs-to-Tums, Traffic Lights, Lollipop sticks etc
- Wider achievements are celebrated by class teachers and shared with the whole school at assemblies.
- Technology is used to enhance each lesson.
- House Points are given by all school staff for demonstrating school values.
- We have a consistent marking/correction code throughout the school.
- Learning is reviewed and recorded with the children every Friday. The rights of the child (UNCRC) are referred to during this, particularly Article 12.

Planning

Long term: Yearly Overview and Forward Plan completed on our shared drive.

There are four planning blocks at Blairdardie, the colours for each term are: **blue**, **orange**, **pink**, and **yellow**. These can be found in the Staff Folder, Forward Planning.

Short term: Two Days of detailed plans in Teacher Diary.

This should include Learning Intentions and Success Criteria, learning activities, and resources required.

Numeracy and Mathematics



We use the Glasgow Counts framework to support our Numeracy and Mathematics teaching and learning from P1 to P7. See our Blairdardie Glasgow Counts Strategy for more information. This is available on our website and on our Shared Area.

Literacy

We use Glasgow's Literacy for All Framework to support our Literacy teaching and learning from P1 to P7.

In P1, P2, and P3, we use Read Write Inc. to teach phonics and reading. We use a homogenous grouping model to best support children's learning



at the appropriate level.

In P4 to P7, we use a range of Comprehension resources and Nelson Spelling to support the teaching and learning of spelling.

Targeted Glasgow Dyslexia Support Service (GDSS) intervention will support identified children in P4-7.

Fast Track phonics tutoring is given to children in P1-3 who are identified as needing daily support.

All stages use Talk For Writing to support the teaching of writing.

Differentiation

Lessons should be differentiated, with appropriate support and challenge. This is expected in Literacy and Numeracy and Maths and is recorded in teacher's short-term and long-term planning. For example, differentiated outcomes should be evident in teacher's weekly planning. Approaches to consider when planning effective differentiation can be found in [Appendix 3](#).

Wall Displays

In accordance with being a Language and Communication Friendly Establishment, classroom wall displays are used for the same curricular areas on each floor and consistent display materials are used. This includes the use of consistent labels throughout our school with words and real pictures to support all children. Displays are updated regularly and demonstrate an appropriate balance between teaching aids and children's learning.

Developing the Young Workforce: Skills for Life, Learning & Work

According to Education Scotland, children and young people are entitled to "develop skills for learning, life and work as an integral part of their education..." (Education Scotland, 2015). Our termly Blairdardie Masterclasses programme that all children participate in is a key driver of how our children develop these skills for learning, life and work. Our Masterclasses include, among many others, Cooking and Baking, Dance, and Knitting and Sewing.

Feedback

Teachers provide a variety of oral and written feedback daily. Written feedback follows our Blairdardie Jotter Strategy. All classrooms have stamps to indicate 'verbal

feedback' and 'assessed by'. Feedback is linked to the lesson's Learning Intention and Success Criteria. Assessment is For Learning strategies are used.

Assessment and Tracking

We use a range of formative and summative assessments. For Literacy, we use the following summative assessments:

- P1-P3: Read Write Inc assessment
- P2 to P7: Routes Through Writing
- P2 to P7: Single Word Spelling Test
- P4 to P7: PM Benchmarking
- P4 to P7: SNSA

For Numeracy and Mathematics, we use the following summative assessments:

- P1: Numeracy and Maths Assessment
- P2: Leckie and Leckie assessments
- P3 to P7: Glasgow Counts assessments
- Sumdog diagnostics

We use Glasgow's online tracking tool each term. Tracking Meetings with the Senior Leadership Team take place twice per year.

Writing Correction Code

Staff have agreed and implemented a consistent correction code to support children's learning in writing. This can be seen in [Appendix 5](#).

Reporting to Parents and Carers

We report to parents and carers regularly, including through:

- Parents' Evening twice per year
- Report Cards
- Meet the Teacher events

- Assemblies
- Bluesky
- Showbie

Parent/Carer Support

We involve and engage our parents and carers through a variety of ways. These include:

- Weekly "Blairdardie Blether"
- Playing with Sounds
- Skills Workshops
- Families Connect
- Family Fun Nights
- Health Week and Sports Day
- Festive Events
- Assemblies

The 'Good' Lesson?

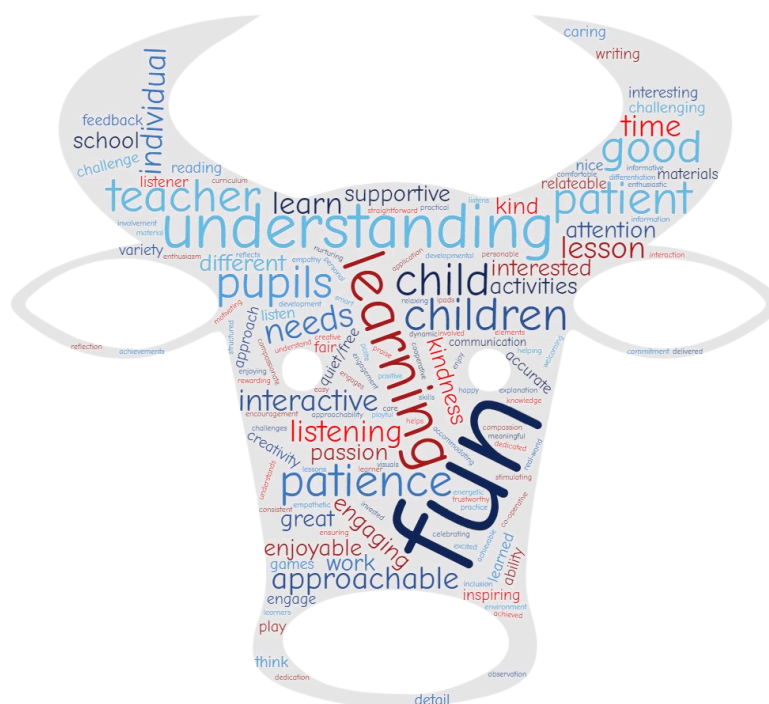


Appendix 2: Pupil Views

Pupils were asked: what makes a great teacher and lesson?



Parents/carers were asked: what makes a great teacher and lesson?



Appendix 3: Approaches to consider when planning effective differentiation (Education Scotland).



Appendix 4: Glasgow's Pedagogy.



Appendix 5: Writing Correction Code

Staff will use the following Correction Code in the margin of children's jotters.

SP	To indicate a spelling error. Staff will underline the word that is spelled incorrectly. Staff will only correct the spelling of Common Words.
P	To indicate a punctuation error. Staff will circle the incorrectly used or missing punctuation.
NP	To indicate a new paragraph is needed.
?	Staff will place a bracket () around the sentence(s) that did not make sense.
	Children will tick next to the correction code when the change has been made, if applicable.
	Staff will use pink or purple pens. Red pens will not be used.
	Staff will use Two Stars and a Wish to provide feedback directly related to the Learning Intention and Success Criteria. Staff will use a balance of Self, Peer, and Teacher Feedback to support children with their learning.