



Learning and Engagement Policy



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HONESTY EQUITY AMBITION RESPECT RESPONSIBILITY DETERMINATION



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At Lochend Community High School we have created our School Charter through consultation with young people, staff and partners. It was agreed that our School Charter should be used to guide everyone towards creating a consistent and nurturing learning environment which supports all young people to *Learn, Grow and Achieve*.



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This document should be used for the following purposes:

- To support new and existing staff in understanding our approaches to learning and engagement
- To support collaboration at departmental meetings
- To support professional review and development collaborations
- To support young people to engage in the learning process



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Learning and Engagement Strategy Group

Our Learning and Engagement Strategy Group work together to try to support a consistent culture of effective learning and engagement across the school. They do so in the following ways:

- Develop collaborative activities for whole staff meetings. These sessions involve the voices of young people as much as possible.
- Review all feedback from staff collaboration sessions to plan for future sessions.
- Develop activities for Departmental meeting collaborations. These sessions involve the voices of young people as much as possible.
- Annually review the Learning and Engagement Policy in line with school specific feedback, Local Policy and National Policy.
- Annually review the Lesson Evaluation Toolkit which is used to support a consistent approach to Lesson Observations and Pupil Focus Groups.

The Learning and Engagement strategic timeline of improvement can be found in Appendix 1.

In session 2025/26 we aim to:

- Increase the voices of young people in Staff and Departmental collaboration sessions.
- Provide a collegiate structure which encourages increased opportunities for sharing practice.
- Create CLPL opportunities for all staff.
- Develop whole school learning and engagement pedagogy sessions of to promote consistency in lessons.
- Develop departmental follow up activities to further embed pedagogical practice
- Develop a whole school approach to lesson planning
- Develop a school homework policy.
- To review the impact of class profiles and adapt if required.



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Learning at Lochend

Our approaches to Learning and Engagement at Lochend are guided by the Glasgow City Council Strategy: Glasgow's Pedagogy. This provides guidance for all staff in relation to the expectations of learning experiences within a Glasgow learning environment.



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During 22/23, in collaboration with all staff, the Lochend Lesson Evaluation Toolkit (LET) was created. This was influenced by 'The Teaching Delusion' by Bruce Robertson (2021).

This provides a consistent guide for all staff when lesson planning, self-evaluating, coaching and collaborating. The Toolkit has three main areas: Classroom Climate, Lesson Structures and Supporting Learning.

Lesson Evaluation Toolkit Summary:

Planning

- Class Profiles

Classroom Climate

- Meet and greet
- High expectations
- Classroom Management

Lesson Structures

- Connect the learning
- Learning intentions and success criteria
- Active learning
- Assessment
- Review and recall

Supporting Learning

- Pace
- Challenge
- Differentiation
- Feedback

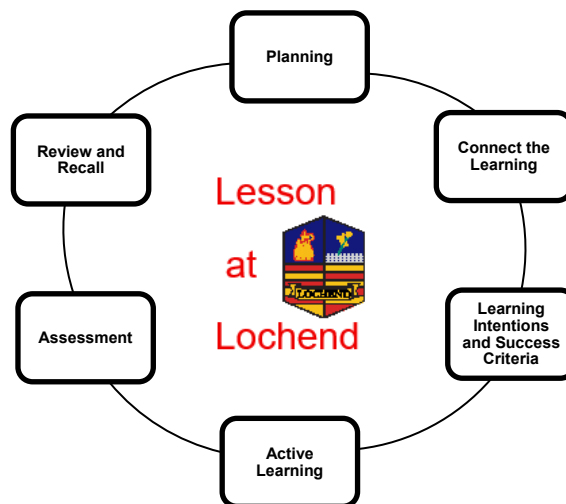
In addition to this being used by teachers to reflect, we also use a variation of this to carry out classroom visits and a pupil version to gather pupil views through whole school and departmental focus groups. A copy of the LET, the classroom visit LET and pupil LET can be found in Appendix 2.

The Lesson Structure section outlines what a Lochend Lesson should look like: Connect the Learning, Learning Intentions and Success Criteria, Active Learning, Assessment, Review and Recall.





Lochend Lessons: LET Lesson Structures



Planning for Learning

All staff should use the online Support Spreadsheet to complete the Class Profile (Appendix 3). This supports a detailed understanding of the pupil needs and allows for planning to support these.

Connect the Learning

Each lesson should begin by giving the 'big picture' - connect what pupils would like to know to what they already know and what the class has learned together. Starters are an excellent means of engaging pupils from the offset.

Learning Intentions and Success Criteria (updated 24/25)

At Lochend we aim to ensure that **learning intentions** are:

- clear, concise, and accessible.
- written in pupil-friendly language and are referenced throughout the lesson.
- written using Bloom's language to highlight skills being developed.

At Lochend we aim to ensure that **success criteria** is:

- linked to learning intentions
- relevant, specific, and easy to assess.





- differentiated or co-created by pupils.

Active Learning

Active learning encourages pupils to fully participate in the lesson. It is about the interaction between pupils and teachers, supported by appropriate resources. A good lesson is **active**, **collaborative** and **cognitive**.

This requires teachers to understand learners, the learning process and knowledge of a range of strategies and techniques.

Active	I've been involved I've explained to others I've worked things out I've listened
Collaborative	I've shared ideas I've contributed
Cognitive	I've taken turns I've asked questions I've answered questions I've offered solutions

Assessment

Learners should be given the opportunity to demonstrate what they have learned and understood to the teacher and others. Taking part in and learning new activities means processing new skills and information put into practice through classroom activities.

Pupils can demonstrate their learning by:

- contributing to class debate
- explaining to others
- verbal responses
- presenting information
- demonstrating a skill
- answering questions
- writing an essay

Class teachers will provide appropriate feedback to all forms of assessment.

Review and Recall



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Learners are more alert and learn more at the beginning and middle of a lesson.

A plenary session will allow learners to make sense of the activities in the lesson by focussing on what they have learned. Teachers should:

- refer back to learning intentions and success criteria
- recap on the main learning points
- make sure key questions have been asked and explained
- re-cap key vocabulary
- allow learners to evaluate their progress
- allow for reflection time and look forward and connect to the next lesson
- praise achievements
- regularly set homework to consolidate and promote further learning
- ensure a calm end to the lesson before pupils leave for their next class



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LET : Supporting Learning – updates

During session 24/25, we discussed differentiation during sprint 3 and 4.

Supporting Learning : Differentiation

Differentiation is using different approaches with learners so that they can make maximum progress in their learning and reach their potential.

At Lochend, we aim to ensure that all lessons are accessible and challenging via a wide range of strategies including but not limited to:

- Chunking learning
- Questioning
- Assistive technology
- Scaffolding
- Collaborative learning

Pupil profiles contain further information about the strategies that support them to learn best.

The differentiation deviser also proves a wealth of ideas to support classroom practice.



The Differentiation Deviser

Keywords	Simple Language	Keyword Display	Images	Keyword Discussion
Exemplify	Keyword Context	Antonyms	Modelling Conversation	New Words
Dictionary Champions	Task Explanation	Seating Plans	Hot Seating	Students Teaching
Emojis	Socratic Dialogue	Confidence Indicators	Expert Corner	Helpers
Model Answers	Photocopy Good Work	By Outcome	Open Activities	Prior Knowledge
Stripped Activities	Options	Choices	Extensions	Wonder Wall
Group Work	Pair Work	Discussion	Personal Experience	Place Yourself
Card Sorts	Match Group Rank	Buzz Groups	Design Brief	Worksheets
Visits and Visitors	Student Presentations	Case Studies	Discovery Learning	Experiments
Question Range	Question Planning	Justify	Open and Closed	Clarification
Challenging Questions	Students Ask Questions	Serial Questioning	Thinking Time	Individual Questioning
Assessive Questioning	Task Mixture	Task Mixture II	Blooming Extensions	Evaluate and Create
Blooming Questions	Top Middle and Bottom	AFL	Listening Frame	Modelling
Check Sheets	Structure Guidelines	Sentence Starters	Writing Frame	Planning Pro-Forma
Scrap Paper	Bullet Points and Tables	Individual Writing	Challenge	Different Media
Activity Stations	Narrative	Peer Research	Talk To Me	Humour

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Class Profiles

Following whole staff input on differentiation in session 24/25, it was agreed through consultation that all staff would complete a class profile to plan effectively for the support needs of young people in their classes. These were completed based on pupil profile information, information from previous teachers and alongside learner conversations where young people were able to articulate to teachers what helps them to learn. Blank class profile at appendix 3.

Learning at Lochend 24/25 overview infographic available at appendix 4.

Sprint Squads

During session 24/25, staff worked in cross curricular sprint squads to collaboratively support one another to achieve classroom consistency. This will be continued into session 25/26.



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During session 23/24, we had a whole school focus on feedback and agreed the following:

Supporting Learning : Feedback

At Lochend we know that effective feedback has a high impact on learner outcomes (EEF, 2021) and will ensure that a range of feedback is given that is specific, positive and encourages progression. Through consultation with all staff, we define feedback at Lochend as:

Feedback is the exchange of information aimed at improving learning.

- A wide range of feedback is given in **every lesson** in many different ways including:
 - Immediate
 - Verbal
 - Written
 - Digital
 - Self and peer feedback
- Teachers will select feedback strategies to promote learning, specific to their subjects.
- As a school we actively promote using all feedback strategies and ensure that feedback is not limited to pointing out errors.
- Feedback will allow learners to understand **how** to improve and should help move learning forward.

Feedback

Feedback has a high impact on learner outcomes.
Education Endowment Foundation (2021)

Range
A range of different methods should be used to offer feedback:
• Verbal
• Written
• Voice notes
• Whole class

Specific
Feedback should be focussed and linked clearly to the success criteria of lessons. It should be delivered in manageable chunks.

Positive
Feedback should be provided when things are both correct and incorrect. It is not limited to pointing out errors. It should consider the impact of self-confidence and motivation.

Progression
Feedback should allow the learner to understand how they can improve. Learners should have to think about the feedback they receive and be asked to "do something with it."

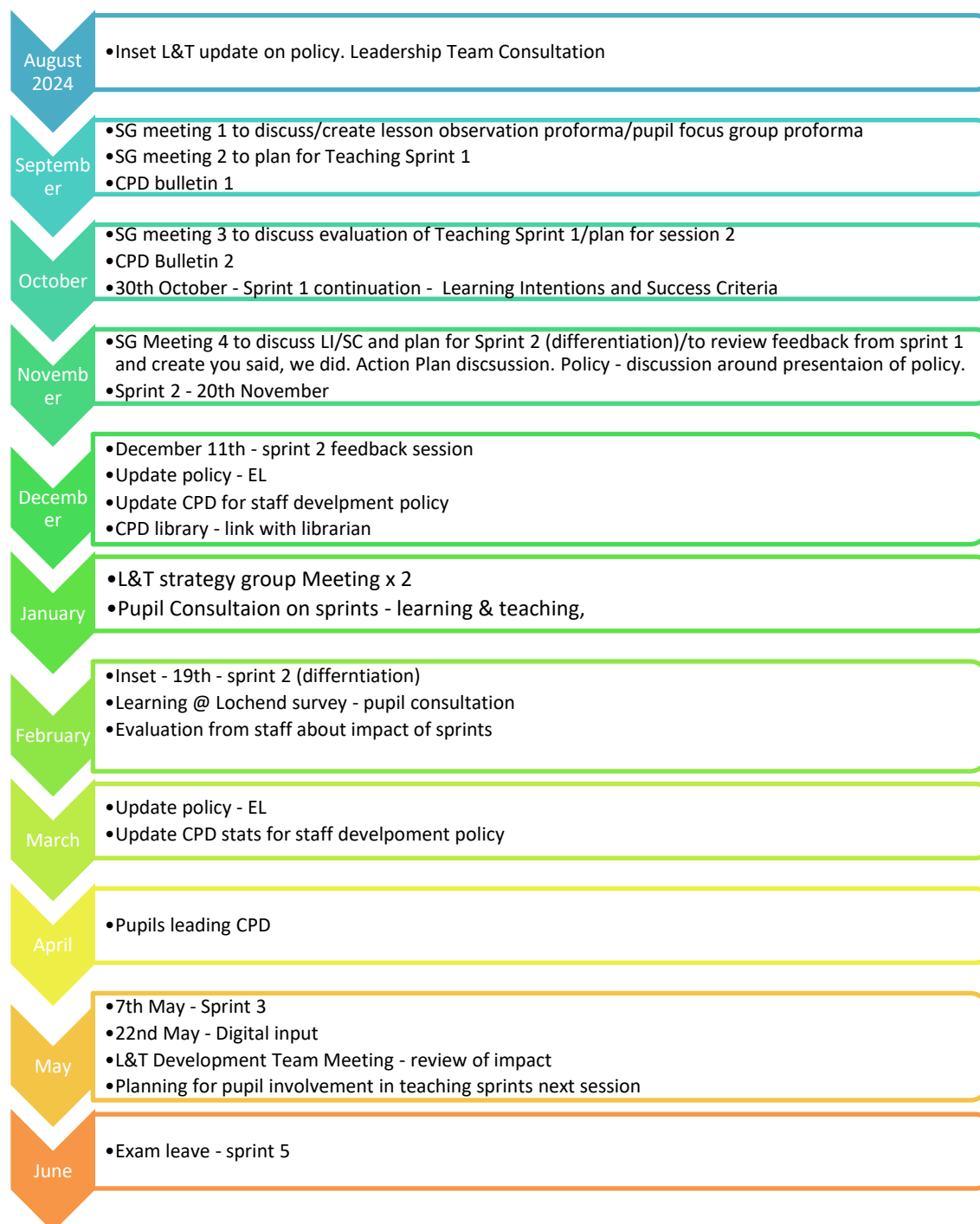
Students thinking about feedback is the single most important thing that must happen with it.
Bruce Robertson (2023)

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Appendices

Appendix 1-Learning and Engagement Timeline 24/25:



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Appendix 2 – Lesson Evaluation Toolkits

Lesson Evaluation Toolkit (The Teaching Delusion by Bruce Robertson in consultation with all staff)

<i>Elements</i>	<i>Examples of Practice</i>
Meet and Greet/Arrival	- Learners are met at the door - Every period is a 'fresh start' - Reiterate whole-school language (non-uniform items/4-minute travel time/iPads on desk) at the start/end of lessons - Activate prior knowledge
High Expectations	- Positive and professional interactions - Clear expectations for each lesson (e.g. <i>in the next ten minutes see if you can.../by the end of this period you will have done...</i>) - Praise the positive, drawing first attention to good behaviour - Focus and effort encouraged - Allow appropriate reflections - Homework issued to support all learners
Classroom Management	- Learners remain on task - Resources and homework supported by Showbie, to encourage self-study - Behaviour issues dealt with as discreetly as possible - Latecomers welcomed into each lesson, with follow-up afterwards if appropriate
Connect the Learning	- Contextualisation of learning; why is this relevant to the learner? - Starter activities to assess prior learning and promote recall for all learners - Thinking routines to introduce new content (<i>See, Think, Wonder etc.</i>) - Appropriate links to meta skills/CMS made
Learning Intentions and Success Criteria	- Explicit goals communicated (<i>learners will know/be able to/understand etc.</i>) - Referred to during lesson and in plenary - Clear examples of success (<i>I can.../key features/exemplars</i>) - Learners encouraged to self-assess their progress against criteria
Active Learning	- Clear presentation of lesson content, supported by visual/digital aids - Tasks scaffolded appropriately, to the needs of each learner (at all levels) - Thinking routines used to support questioning and discussion; learners provided opportunities to work collaboratively (<i>think, pair, share</i>) - Guided, supported and then independent practice displayed - Learners encouraged to <i>Try 3 Before Me</i> - Learners presented with appropriately challenging tasks and extension activities as required.



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Assessment	• Appropriate low stakes assessment in every lesson (Show me boards, effective questioning (incl. cold calling and wait times, multiple choice and true or false questions), exit passes, digital assessments (Menti etc.)) • Appropriate and varied assessment methodologies (incl. learner self-assessment) • Clear, precise feedback given to learners, including whole class 'key' messages • Reference to Success Criteria, and learner progress towards meeting this
Review and Recall	• Exit passes – what has been learned? Was the lesson enjoyable? • Thinking routines to promote recall (<i>I used to think, now I think</i>) • Link to prior learning (recall – what did we learn today, recently and some time ago) • Allow for structured reflection (including homework)
Pace	• Transitions between activities are smooth (minimal breaks in the lesson flow)
Challenge	• Learners supported to increase and deepen their knowledge through effective questioning, further independent practice and collaborative working • Additional in class tasks extend learning in a meaningful way
Differentiation	• Cognisance is given to learner profiles, including AAA • Support to complete tasks differs from learner to learner to encourage personalisation and choice • Learners are supported to make the most appropriate choices on the supports they use, given available assessment information • Digital technologies are used to support learners
Feedback	• Feedback A range of methods should be used – verbal, whole class, digital... • Feedback is focussed and specific – linking clearly to the success criteria • Feedback is given in a positive way and not limited to pointing out errors • Learners are supported to understand how to improve • Learners are encouraged to think/act on feedback



Pupil Evaluation Toolkit (created in consultation with all staff and pupil focus groups). For use by class teachers, middle and senior leaders during evaluation of lessons or during focus groups. During session 25/26, this will be used by pupils.



Elements	Pupil Prompts
Classroom Climate	
Meet and Greet/Arrival	- Tell me a good example of a meet and greet you've experienced. Why does that example stand out? - What other ways does your teacher help you to feel welcome in class? - Do teachers remind you to be 'Ready, Resilient and Safe' as you enter the class? - Does this help you to settle in class? Or is there anything else your teacher could do to help you settle?
Classroom Management	- Do you work hard and stay on task in classes? Why/why not? - Have you been in trouble in class? Do you feel that you were treated fairly? - Are you praised or encouraged when you do things well?
Lesson Structures	
Connect the Learning	- Do you understand how your learning links to the wider world/careers? - Give an example of a starter you have enjoyed. - Do you use thinking routines in classes (See, think, wonder...)? Or are you asked to think about what you already know and encouraged to think about what else you'd like to learn more about? - How well are you able to describe the skills you are developing through your learning and how clear are you about how you will use these skills out of school? - Do you understand that the skills you learn in some subjects can be transferred and used in another? Do you have any examples of this?
Learning Intentions and Success Criteria	- Are learning intentions and success criteria regularly shared at the beginning of lessons? Do you find knowing this useful? Why? - Is what you are learning about referred to during lessons and in plenary (end of lesson)? - Is what you need to do to be successful in a lesson clear? I can/will be able to... - Do teachers ask for your views when planning future lessons?
Active Learning	- Are lessons clearly presented? Use technology? Ipads? - Are you provided with opportunities to work with others? (think, pair, share) - In your classes, are you given the chance to learn independently? - Are you given some challenging tasks and extension activities if needed?
Assessment	What different ways does your teacher use to assess you? (A chance to remind pupils of different ways to assess)



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	• Is your understanding of what is going on in class regularly checked by the teacher? (Show me boards, asking questions, asking questions without hands up, exit passes) • Does homework help support your learning in class? • How often do you receive homework? Do you think that is enough? • Do you feel confident in assessing your own work? Do you understand if your work has met the targets of the lesson? • Are you asked to self/peer assess? Do you feel confident in doing this?
Supporting Learning	
Differentiation	• Do teachers understand your particular learning needs? • Do you have any examples of a teacher adapting the lesson (giving you a different task...) to support your learning? • Do you feel that we are all able to learn in ways that suit us best or is everyone expected to do the same things the same way? • Do you feel that you have opportunities to choose how and what you learn about? • Do you have all the resources and equipment you need to learn? Do you bring everything you need to school every day? • Are your lessons split into chunks to make it clear what you should be doing? (e.g. in the next ten minutes see if you can...)
Feedback	• How does the teacher let you know how you are getting on? • How helpful is the written or verbal feedback you get from your teachers? • When you get feedback, do you understand how to improve? Is feedback specific? • Do you get the chance to reflect on your learning and think about how you can improve? Does your teacher ask you to do anything with the feedback you are given? • What type of feedback do you prefer? • Are you making progress in your classes? How do you know?

Lesson observation proforma (simplified version of lesson evaluation toolkit)



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Learning Visit – Lesson Evaluation Toolkit

Observer:	Date:
Subject/s:	Year/s:
Sprint	
Prompts	Classroom Climate
Meet & Greet High Expectations Classroom Management	
Prompts	Lesson Structures - start of a lesson
Connect the Learning Learning Intentions and Success Criteria Active Learning Assessment	



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Learning Intentions and Success criteria are referred to throughout the lesson Differentiation Active Learning Assessment: Pace Challenge Feedback	Middle of a lesson
Assessment Homework Plenary	End of a lesson – Review and Recall

Observer reflection (to be completed during/after feedback session)
Agreed next steps





Appendix 3 : Class profile



Class Profile

1 MULL



Additional Support
NEEDS:

What helps ME LEARN:

CEM COHORTS

Lowest 20%

Middle 60%

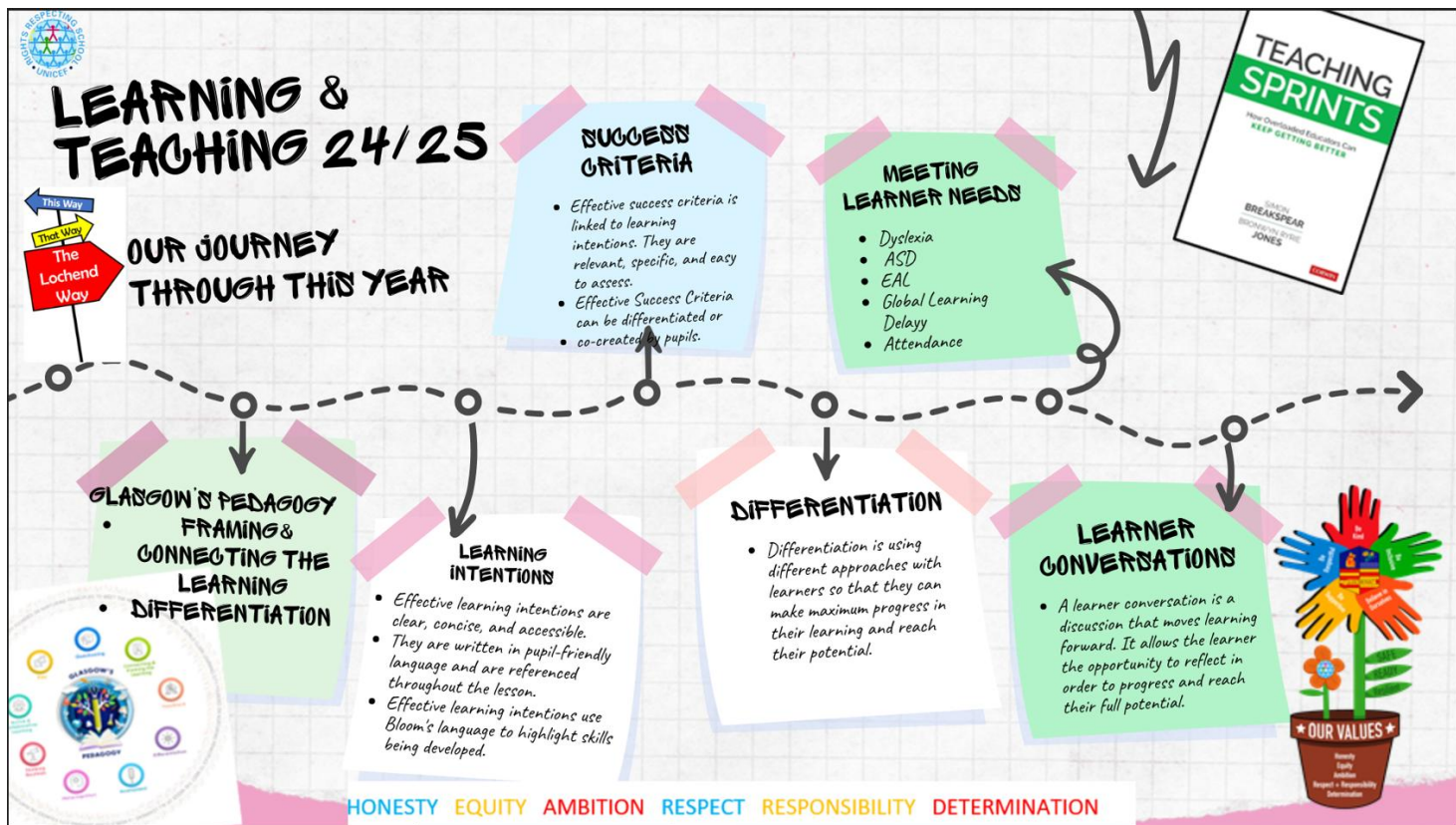
Highest 20%

Caution: Please interpret CEM data thoughtfully, as it serves as a guide rather than a final outcome. It is a valuable checkpoint in our ongoing journey to maximise pupil potential and leverage school performance data effectively.



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Appendix 4 : Overview of Learning and Teaching in 24/25



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References

Robertson B, 2021, The Teaching Delusion 3: Power up your pedagogy, John Catt Educational Ltd



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