At Sandaig Primary School we are committed to developing an ethos of high ambition and fostering in our pupils the drive to be all they can be, not only while they are with us, but throughout their life. Our aim is to encourage all our young people to achieve their academic and personal potential. To help them become Successful Learners, Confident Individuals Responsible Citizens and Effective Contributors

This policy sets out the framework within which we will work as a school community to achieve our aim of maximising each young person’s potential. Research has shown that learning is most effective when individuals;

• Know what they have to do.

• Understand why they are doing it.

• Know the criteria by which they will be judged.

• Are involved in reviewing their own progress and setting and sharing goals.

• Are encouraged to verbalise ideas and reasons behind them.

• Are given time to reflect and internalise learning.

• Develop and consolidate skills, knowledge and understanding at a pace which suits them-challenging and supporting us as required.

• Have access to appropriate resources.

• Are motivated and enjoy learning.

• Are interested in what they are doing.

• Are provided with a variety of activities to accommodate their learning style.

• Take personal responsibility for their own learning.

• Can think creatively and problem solve.

• Are given opportunities to practice and apply ideas in different situations.

• Believe that they have the ability to succeed.

• Are not afraid to take risks.

• Work collaboratively with others.

• Have the support of their teachers, peers and wider community.

While this list is not definitive, it does highlight those key areas we as educators need to take account of when developing a strategy for supporting our pupils to become effective learners.

**Advice about how to achieve the best for our pupils is organised under five key areas:**

• Ethos within the classroom and school.

• Organisation and management of the learning environment.

• Teaching strategies and techniques.

• Planning and assessment.

• Quality assurance.

**Ethos within the classroom and school**

All adults should ensure that:

• There is a nurturing environment within the classroom and wider school based on the Six Principles of Nurture.

• They provide a positive role model.

• They listen to learners and are approachable.

• Good quality relationships between learners and learners and learners and adults are actively fostered.

• Expectations of pupils are appropriately high and pupils are aware of this.

• Good order and discipline are evident with pupils working on task.

• There is a challenging but supportive ethos in the classroom.

• Opportunities to raise pupils’ self-esteem are identified and capitalised upon.

• Self belief is encouraged.

• Pupils feel valued and that their contributions matter.

• Genuine praise and encouragement are given.

• Achievement in its widest sense is recognised and celebrated.

• An inclusive approach to learning is the norm.

• Equality of opportunity is actively sought and stereotyping avoided.

• Pupil work is respectfully displayed in classrooms, around the school and in the community.

**Organisation and Management of the Learning Environment**

• Materials and equipment are in good order, labelled, tidily stored and easily accessible to pupils.

• Only resources relevant to current work are in the classroom.

• Resources relevant to pupil’s ages/abilities and to current classwork are available and used well by pupils.

• There are clear classroom routines for collecting and giving out work.

• The system for retrieval and return of resources is clearly understood by pupils.

• Pupils have classroom jobs to encourage responsibility and independence .

• The provision and organisation of furniture takes account of pupils’ size, safety and needs.

• Pupils’ work is displayed attractively, is clearly captioned and changed regularly.

**Teaching Strategies and Techniques**

• Pupils must have a clear understanding of what is expected of them-success criteria must be generated with pupils and quality feedback given based on agreed outcomes.

• Assignments and activities must be relevant and meaningful to pupils.

• Home learning activities must be interesting and engaging offering opportunities to extend, consolidate, apply and or reinforce learning as appropriate.

• Opportunities to use the local community, be outdoors or on relevant field trips should be included in plans.

• Learning should be an active engaging experience.

• During periods of learning pupils should be encouraged to reflect on the learning intention and success criteria and improve their work accordingly.

• Pupils should be given opportunities to evaluate their own work and take responsibility for making improvements.

• As appropriate pupils may be given an element of choice in tasks.

• Effective methods are used for responding to individual pupil enquiries/problem.

• Learning journeys are used effectively to celebrate progress, identify next steps and to share this with parents.

• Pupils should have opportunities to articulate their learning with peers, adults and a wider audience.

• Learning partners should be used effectively to support understanding and encourage all children to contribute

• A variety of groupings is used – social, ability, mixed ability, friendship.

• Expository, discursive, enquiry and activity styles of teaching are used appropriately.

• Pupils are supported during periods of learning to evaluate progress and make improvements with reference to success criteria and by using technology as appropriate.

• Direct interactive teaching with individuals, groups and whole class takes place appropriately.

• Clear introductions to lessons are given.

• In planning periods of learning time is included for a plenary to reflect on what has been learned.

• Teaching focuses on the potential rather than the limits of pupils.

• Differentiation is understood and used appropriately, for example, in follow up from class/group lessons.

• Pupils are actively involved in a range of first hand experiences as appropriate.

• Open-ended tasks are set to encourage risk taking exploration and creative thinking.

• Set tasks are achievable but challenging.

• Thinking skills and problem solving strategies are developed.

• Questioning challenges pupils thinking and supports genuine dialogue to encourage reflection, speculation and the use of problem solving strategies to aid understanding.

• Real discussion takes place with reasons, explanations and justifications asked for.

• Opportunities for developing and discussing meta-skills.

• Opportunities are provided for pupils to take responsibility for learning by, for example, initiating discussion, predicting outcomes, reflecting on ideas/issues.

• Opportunities are offered to apply knowledge skills and understanding in different situations.

• A range of different resources are used creatively.

• Co-operative learning strategies are used effectively to promote learning.

• Teachers and ECPs must be familiar with national advice as to the aims and content of Curriculum for Excellence.

• Polices and programmes for each of the eight curricular areas should be taken into account in planning learning.

• Annual plans show the balance of activities and experiences planned for over an academic session.

• Forward Plans should identify those areas which are to be taught as part of the integrated learning programme and those where a more discrete subject based approach is appropriate.

• Weekly plans should be used to identify learning intentions, specific activities, times and resources.

• In planning teachers and ECPs should identify key experiences and outcomes, what pupils will be expected to know understand or be able to do, key resources and vocabulary and the assessment focus including strategy to be used.

• To ensure learning builds on prior knowledge and attainment pupils must be involved in the planning process-identifying key questions and areas for investigation.

• Integrated and non integrated plans should show the balance across curricular areas for the duration of the plan.

• Opportunities for pupils to demonstrate understanding through participation in a variety of activities should be planned for.

• Home learning activities as well as individual and group presentations should all be identified at the planning stage.

• The how, what and when of assessment should be identified at the planning stage and articulated to pupils.

• Areas to be considered by classes in learning journey entries should be noted in plans and the experience, outcome or skill to be considered should be shared with pupils.

**Assessment**

All staff must be familiar with the advice available in recent publications with regard to assessment.

**Building the Curriculum 5 is of particular significance.**

The principles and practice documents in each of the eight areas give advice on assessment in each curricular area. The Education Scotland website is also a source of valuable information and examples of good practice in assessment.

Updated advice was issued by Education Scotland in 2018 removing Significant Aspects of Learning, replacing them with Benchmarks. Benchmarks are used to measure progress and identify the achievement of a level. This is further moderated across the stages.

Glasgow City Council Policies support understanding of progress across the curriculum.

**Assessment for learning**

• The most effective assessment is ongoing and consistent. Adults must be aware of individual’s level of understanding and respond accordingly- revisiting prior learning, adjusting or rewording questions, offering alternative activities, repeating/rewording explanations and or instructions until pupils understand.

• Account should be taken of pupil’s responses oral and written in assessing their understanding.

• Forward plans should identify assessment focus and strategies.

• Assessment of progress may take several forms –it can include evidence of things that pupils make, do or say.

• Assessment evidence can be gathered in a variety of contexts-collecting data or posters in science for example

• Learning journeys should be used to record pupil’s reflections, progress and targets.

• High quality feedback based on agreed success criteria is used to inform next steps in learning.

• Self and peer assessment is within the agreed structure of clear learning intentions and success criteria.

• Assessment focus and strategy to be used should be identified in Forward plans.

• A variety of assessment activities and evidence should be planned for and where possible be holistic in nature.

• Results of any “tests” should be used to inform next steps in learning.-Spelling placement tests for example should be used to ensure adequate pace or opportunities for reinforcement of spelling rules and gaps in learning identified in assessments must be addressed.

• Agreed whole school procedures for gathering evidence as to pupil progress should be followed.

• Results of assessments such as the Scottish National Standardised Assessments are used effectively to plan whole school developments, class and group lessons and individual interventions if appropriate.

**Quality Assurance**

All staff have a responsibility to be reflective practitioners and work with colleagues in and beyond the school to ensure the highest quality provision for all our pupils.

Opportunities are available for staff to work together to plan learning.

Teachers should work together and share ideas about learning and assessment activities.

It is the responsibility of school management, to monitor the implementation of policy within the quality assurance framework. This will involve both formally structured and informal activities.

An annual quality assurance programme is in place Evidence for evaluation of the effective enactment of this policy may be gathered through reading, listening, observing, talking and working with staff and pupils.

**On going Monitoring**

• General observation while walking round school – playground, classrooms, communal areas.

• Comments from visitors to school.

• Comments from the Parent Council and Parents.

• Talking with pupils, staff, parents (unstructured).

• Assemblies.

• Discussion with support staff – feedback from playground/assistant playground supervisors Formal Monitoring.

• Classroom observation related to statements of good practice/outline plan by management and peers.

• Sampling pupil jotters/folders across all curricular areas.

• In classroom discussion with pupils about their work.

• Learning Conversations.

• POLLI- Peer Observations of Learners Leading to Improvements.

• Analysing records of pupil achievements.

• Tracking progress in core skills.

• Analysis of assessment information.

• Discussion with teachers re planning, implementation and professional performance.

• Tracking pupil achievement through monitoring of progress using agreed targets.

• Discussion with teachers regarding pupil performance and progress.

• Staff review and development meetings.

• Discussion with staff re self-assessment.

• Feedback from surveys.

• School quality assurance procedures regular visits from officers of Glasgow City Council support management and staff to ensure high quality provision for all.

**Professional Development and Support**

All staff have a right to be supported in their professional business and have both a responsibility to participate in, and an entitlement to, professional development activities within and outwith school.

It is the responsibility of senior management to plan for this within the framework of the school plan and personal reviews, with careful calculation being made of staff time, resource requirements and budget implications in order to ensure appropriate pacing.

A skilled well informed team is necessary for successful development and implementation of policies and guidelines. In Sandaig we facilitate the work of staff in providing quality learning experiences for our pupils in a variety of ways.

• Development of appropriate policy, guidelines and programmes with full staff consultation and involvement in line with the school plan.

• Provision of a variety of high quality resources for pupil and staff use.

• Promoting an inclusive collegiate climate in which active staff participation in school life is valued and welcomed and positive relationships the norm.

• Advising staff on continuous professional and personal development, both informally and formally through the review process

• Offering appropriate professional challenge to all staff through delegation and opportunities to use current skills and develop new ones.

• Where possible, offering opportunities to share practice within school.

• Creating time for planning and consultation with visiting specialists, support teachers and other professionals involved with our pupils.

• Fostering whole school approaches to the celebration of success and achievement within a positive ethos in order to raise the self-esteem and attainment of pupils.

**Partnership**

Partnership with professionals from out with the school, with parents and others in the community enhances the quality of the learning experiences through the shared knowledge of the school’s aims and strategies for learning.

In this school we involve, inform and communicate with other adults through:

• Disseminating information about the school and its work through, for example, the school website, regular newsletters, the pupil newspaper, curriculum updates, the Standards and Quality Report, open evenings and open days, concerts and special assemblies.

• Sharing children’s learning by regularly sending Learning journeys home via Seesaw and Showbie.

• Sharing children’s learning and school events on X (Formally Twitter).

• Encouraging comments and feedback from parents about the work of the school.

• Ensuring that the school’s aims and values are agreed, articulated to the school community and evident in actions and interactions.

• Working with and supporting the Parent Council.

• Providing information as to curricular developments to parents.

• Encouraging parents and other members of the community to come into school to share their talents and expertise and experiences.

These actions help to ensure a quality learning experience for our pupils.

**Values**

In Sandaig Primary School the following values have been discussed and agreed by staff and pupils. They are reflected in the work of the school and underpin the positive ethos within the school.

We promote the values of:

* Kindness
* Respect
* Safe

**“Children’s education should develop each child’s personality, talents and abilities to the fullest.”**

**[Article 29 United Nations Convention on The Rights of the Child]**