

Learning and Teaching Policy

Shawlands Academy

Learning and Teaching Policy

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The Learning and Teaching policy is the basis for a shared understanding for all involved in our school. We hope this policy will explain our practice to parents, learners and the wider community while at the same time ensuring consistency.

Shawlands Academy intends to enable as many members of our school community as possible to have **access** to the policy .The policy is placed on the school website to enable this access and for appropriate revisions to take place. Paper copies are available on request.

We welcome all comments and suggestions to improve and develop learning and teaching at Shawlands Academy.

Please e- mail the Headteacher at

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Learning and Teaching Policy

Introduction

The purpose of all schools is to equip and motivate young people to be lifelong learners. It is learning and hence teaching in the context of CE that is at the centre of Shawlands Academy.

CfE aims to promote a holistic understanding of what it means to be a young Scot growing up in today's world & to optimise the contribution of educations to the wider vitality of Scotland's economy, society and culture. CfE privileges learning – what young people learn and what they learn how to do¹

This policy will include a statement of the aims, principles and strategies for continuing to improve learning and teaching at Shawlands Academy.

Aims

Shawlands Academy aims to provide a caring, supportive and secure **environment** in which all our young people can thrive as successful and creative learners. Our aim is for students to enjoy, engage and excel as individuals and develop skills for life, learning and work.

Our commitment to social justice means that learning and teaching experiences should enhance the value of all members of the school community and increases the appreciation of their differing life experiences.

We aim to provide the most relevant curriculum possible with opportunities to participate in a **range of learning activities and experiences** both within and out with the classroom setting.

We are committed to providing learning experiences which students are **engaged** with and **challenged** by.

We have an explicit understanding that to be **engaged** in learning is not simply the quiet completion of set work but an environment that encourages the

“asking of good questions, taking time to think, seeing connections, helping others, being creative, offering ideas and asking for help, taking responsibility for learning, being resilient, demonstrating skills and making informed choices”²

¹ “Improving Schools in Scotland- An OECD perspective” OECD

² Adapted from “High Performers – The Secrets of Successful schools” Alistair Smith

Similarly we have an explicit understanding of what being **challenged** by learning means.

Challenge means asking students to go beyond what they can currently do and facing greater demands on their cognitive abilities than would be if they were able to switch off and glide through a lesson. Teachers will have considered current levels of skill, knowledge and understanding and then have considered how they push them to develop these. Challenge is intimately tied up with trial and error and making mistakes and teachers create a climate of academic resilience where errors are seen as a positive step forward in learning³

We understand that a key factor leading to effective learning and teaching is the **relationship** established between the learner and his /her teacher. Of equal importance is the learner's relationship with his/her peers, and parents/carers and other learning partners of the school.

Social Justice and the Values of the Shawlands Academy

The diversity of the Academy is a magnificent strength of the school. Historically the school has been a magnet to migrant communities (Jewish, Asian, Polish, Eastern European). An antiracist approach to education, a continuing and clear commitment to the Academy's values, the support of multilingual learners and a commitment to International Education and Global Citizenship has been a key component to shaping the culture of the school and its approach to social justice. The diversity of the school includes not only ethnicity but also students from a range of socio-economic background, disability, ASN, sexual orientation and a vast range of life experiences and this backcloth means we continue to attract and educate students with a rich wealth of backgrounds and aspirations.

We recognise that the most successful schools are those that allow a strong sense of responsibility, accountability and ownership by all stake holders and so intrinsically cater directly to those in our community. Because of the Academy's unique position in the Scottish educational landscape it is beholden to our school to ensure that we serve all elements of the school community even if experiences and beliefs may differ or even conflict. To do this we have refined the school values and made a concerted effort to share them throughout the whole school community. **Equality, respect, compassion and integrity** are the bedrock to the life and work of the school and therefore to the students, parents/carers, partners and staff.

³ Adapted from "How to use Bloom's Taxonomy in the Classroom" Mike Gershon

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The Learning Environment

The learning environment and classroom climate have a direct influence on the ability of young people to achieve success and fulfil their potential. Staff make a conscious effort to provide a physically appropriate, emotionally encouraging and inspirational learning environment

Physical Environment

Teaching spaces should be safe and comfortable and reflect an ordered and purposeful approach to the work of the lesson. Seating and tables are set out in such a way as to allow individual, pair and group work as appropriate. Learners are seated to promote inclusion and to take account of a shared language background where possible. Young people have ready and independent access to resources and most classrooms are equipped with up-to-date ICT facilities. Displays of pupil work and wall displays are highly visible to aid the learning process and demonstrate the value placed on pupil work.

Emotional Environment

The environment should be supportive. Learning is strongly influenced by emotion and young people learn best in a context where they feel valued and respected. Staff are aware of the regard that young people have for them and act as role models. Teachers listen carefully to the views and ideas of the learner (the pupil voice), understanding that learning does not always immediately produce the 'right' answer. The teacher considers the needs of all learners, working collaboratively with support staff and liaising with Pastoral Care where appropriate.

Aspirational Environment

Teachers have high expectations of learners. Young people are actively involved in their learning and pupil interest is captured at the start of each lesson. We share clearly identified learning intentions and success criteria with young people, encouraging them to take responsibility for their own learning and focussing on progress while creating a positive ethos within the classroom.

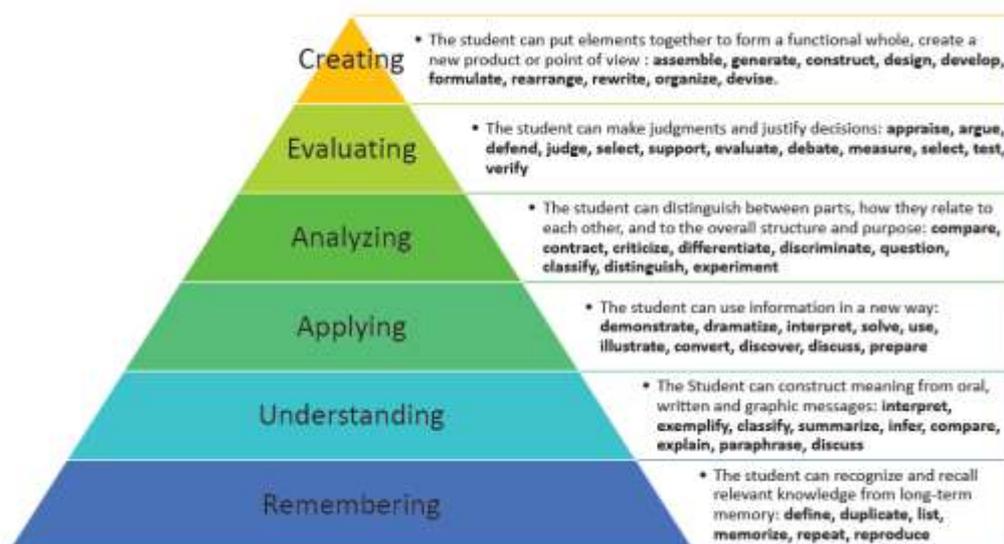
What does this mean for Learners?

If these core conditions exist, it is possible to create an ethos of trust and achievement, good relationships between staff and pupils and a climate where success is celebrated. When young people are respected, inspired and motivated they are much more likely to be successful learners, confident individuals, effective contributors and responsible citizens.

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Methodology

A key measure of a school experience is the quality of learning and teaching. The quality of teaching is a crucial factor in promoting effective learning in a school and we are committed to using **challenging, engaging and creative** learning and teaching practices that encourage ambition in all pupils in the context of the values of the Academy. This is achieved in the classroom by applying contemporary and inclusive teaching methodologies in line with *Curriculum for Excellence* which emphasises cooperative and collaborative working and the development of Higher Order Thinking Skills (HOTS) & Critical thinking skills in line with Bloom's Taxonomy (revised). Simply put our aim is for students to **enjoy, engage and excel** in their learning.



*We no longer consider that a 'good' classroom is necessarily a quiet one; we understand that learning is frequently most effective when learners have the opportunity to think and talk together, to discuss ideas, question, analyse and solve problems, without the constant mediation of the teacher.*⁴

⁴ <http://www.educationscotland.gov.uk/learningandteaching/approaches/collaboration/index.asp>

Staff are encouraged to develop, implement and share a number of differing learning methodologies centred around active learning which may include:

- Group discussions and debates
- Devising and implementing games
- Students leading learning
- Presentations in a variety of forms
- Field Work (observations, discussions)
- Use of ICT /digital literacy strategies
- Individual Research
- Experimental laboratory work (including simulations)
- Use of mini white boards
- Use of personalised feedback- including teacher, peer and self-assessment
- Use of mind maps to introduce and summarise topics.
- Plenary sessions

The use of inclusive teaching methodologies provides all pupils with stimulating, innovative, challenging, relevant and enjoyable lessons.

The techniques used also allow teachers to create a stimulating learning climate using skilful and well-paced teaching and learning approaches that involve learners as effective contributors, working independently and with others cooperatively.

We are committed to the following principles that

Learners learn best when:

- **they understand clearly** what they are trying to learn, and what is expected of them
- **they are given feedback** about the quality of their work and what they can do to make it better
- **they are given advice** about how to go about making improvements
- **they are fully involved** in deciding what needs to be done next, and who can give them help if they need it.

Giving young people the opportunity to reflect on their learning allows them to identify their learning needs and to practice metacognitive skills (thinking about learning) and thus embed their learning. They will also take more responsibility for their learning and participate fully in the process of learning.

Learning and Teaching Policy

Homework

“Parents, carers and other family members can and do make a real difference to children's education. When parents and schools work together, children do better”.

A good, well-managed homework programme helps young people to develop the skills and attitudes they will need for successful lifelong learning. Homework also supports the development of independent learning skills and provides parents with an opportunity to take part in their children's education. We aim to build upon the good study practice developed in the primary school and maintain and enhance the pupils' responsibility for their own learning and improve home-school liaison. We are acutely aware that completing work at home for some students may present a challenge so offer dedicated homework club sessions in departments and the school library.

The provision of homework should be consistent and a fitting, appropriate development of the curriculum. It is managed and supervised closely to ensure that pupils are achieving set standards. Homework is inclusive for all young people of all abilities and aptitudes. The tasks and activities are varied and provide support and challenge to enable all learners to maximise their progress. As a guide each subject should ensure that planned homework is issued regularly (as appropriate to subject: student contact) and increasing incrementally through a young person's school career. Homework will be responded to by the teacher and responses may include written/oral feedback, peer marking, sampling and discussion.

What does this mean for Learners?

Homework brings many benefits to young people. It enables them to

- learn how to organise and manage their time
- take more responsibility for their own learning
- practise and build on what they have learned at school
- develop confidence to deal with frustrations, overcome difficulties and solve problems
- homework should be appropriate, varied and achievable and will provide pupils with a variety of transferable skills that will prepare them for lifelong learning.

Learning and Teaching Policy

Multi-lingual learners

We embrace the diverse nature of our school population and acknowledge that learning and teaching approaches have to meet a wide range of linguistic needs. Our multilingual learners have joined the education system in Glasgow at a variety of stages: many at the nursery stage and a growing number at any stage up to S5. Learners function in more than one language in their daily lives and they bring to the school their different life and language experiences and cultural identities. All learners benefit from good inclusive teaching and cross-curricular approaches.

Basic Principles

- learners' languages and cultural backgrounds are welcomed, valued and respected
- there are opportunities for learners to communicate and collaborate
- there is effective collaboration between subject and support staff
- there are opportunities for learners to listen and speak before they read and write
- concrete, visual and practical support for understanding of text and topics is provided
- staff are aware of the differences between social English and the level of academic English needed to pass exams and the effects of these differences on pupil performance and potential

Especially when learners are in the early stages of learning English, emphasis should be on meaning rather than on form with non-linguistic communication used to supplement the language of the classroom – practical activities, pictures, videos, demonstrations. Listening is an important experience. When responding, learners will move from brief statements to developing competence. Writing frames and displays of key words will help to give learners access to the curriculum where their current level of language or literacy development might be preventing them from learning.

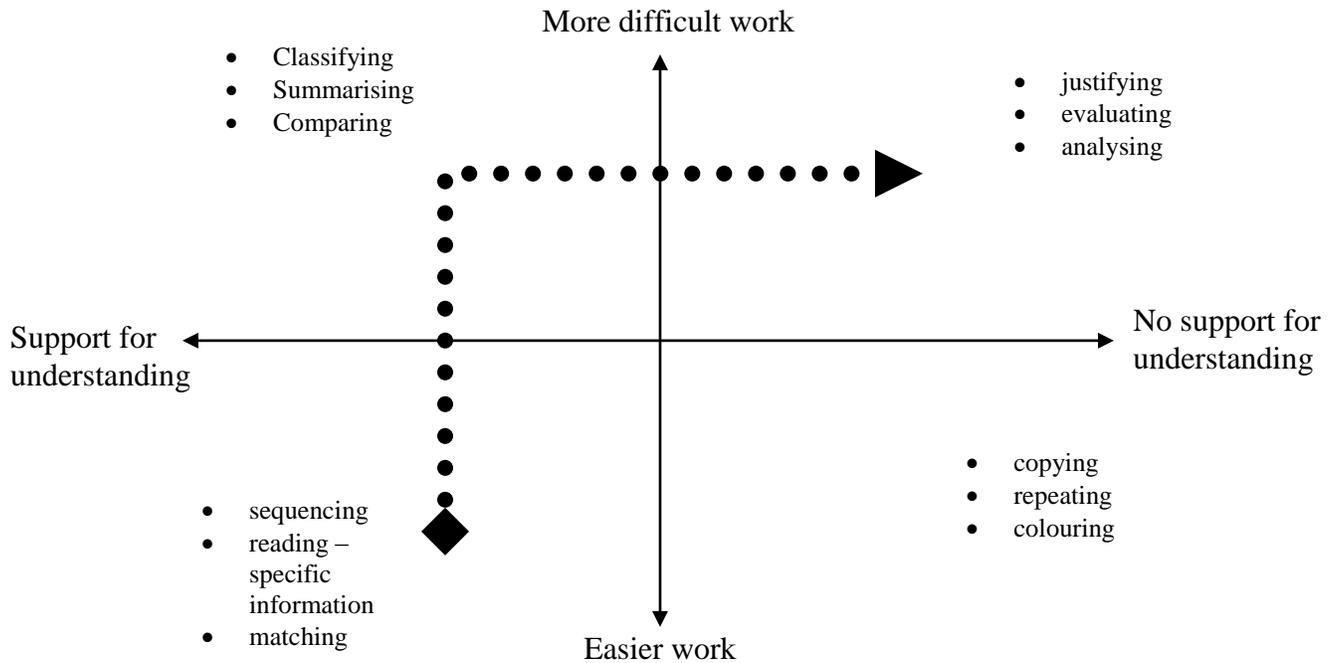
What does this mean for Learners?

Students need to move from

- | | | |
|--|----|---|
| • concrete, visual, practical and contextualised tasks | to | abstract tasks |
| • limited communication | to | unrestricted and accurate communication |
| • dependency | to | independence |

Young multilingual learners can be high achievers when appropriate demands, materials and methodologies are used in classrooms. Differentiation can be by task, resource, learning style, support and outcome as part of inclusive classroom practices.

The framework below might be helpful when thinking about the learning and language needs of different groups of learners. Learners can be stretched by giving them demanding but comprehensible tasks and able bilingual learners should always be working on tasks in the top two quadrants.



Multilingual learners have at least one other language which they can use to learn English, if possible while working with other learners who share their mother tongue. More able learners will benefit from helping less able learners. These learners will be thinking about the similarities and differences between their languages and this is the start of the process that leads to bilingualism becoming a cognitive advantage once high levels of skills are established in the two (or more) languages.

Learning and Teaching Policy

Inclusive Education

In Shawlands Academy we strive to provide an inclusive education for all. Learners should not be disadvantaged on grounds of learning, social or economic needs. We are keenly aware of our responsibilities to fulfil our commitment to a more explicit approach to a value driven school community coupled with the Equalities Act of 2010 which demands a clear and open stance to prevent, challenge and proactively end discrimination. We are therefore committed to providing effective learning opportunities for all pupils by setting suitable learning challenges, responding to diverse learning needs, and overcoming potential barriers to learning.

In Shawlands Academy we

- Promote Inclusion
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Maintain each pupils pathway
- Celebrate the diversity of the school
- Promote quality learning and teaching
- Aim for best possible outcomes for all pupils
- Review learning/next steps
- Provide learning activities which meet needs of all learners
- Ensure opportunities for wider achievement
- Work in partnership with pupils, parents and agencies
- Provide staff CPD to develop skills to meet the needs of all learners.

What does this mean for Learners?

Every young person is supported in a variety of ways to ensure they have the same access to the curriculum and are not disadvantaged or over advantaged. This approach raises the attainment and achievement of all of our young people. Support for learners is looked at on an individual basis and strategies may include differentiated material, small group teaching, team teaching, scribing, reading, additional assessment arrangement for exams, providing support materials, enlarging scripts, paired reading, digital exams and access to ICT, folio catch up, exam techniques, behaviour management including setting personal targets and involving counselling, mentoring and other appropriate strategies.

Learning and Teaching Policy

Assessment, Tracking, Recording and Reporting

Purpose of Assessment

The overall purpose of assessment is to support learning and to provide all partners with sufficiently dependable information and feedback to inform judgments, choices and decisions about learning, and to inform planning for improvement. Assessment of young people's learning is both formative (the continuous process of gathering evidence of learning, providing timely feedback about strengths and development needs and planning next steps) and summative (arriving at a judgment at a particular point in time about the extent and quality of learning).

Assessment is embedded within the curriculum through carefully planned lessons in which formative assessment has been included. Assessment involves high quality interactions with learners and is based on individual aptitudes. High quality learning experiences are planned using our understanding of young people's learning and development as well as shared targets. Staff communicate with parents/carers on a regular basis to keep them informed of their child's progress and development.

Purpose of Tracking and Recording

We monitor and track learners' progress so that we can plan appropriate and prompt interventions to support and challenge learners. The information is used to provide an overview of young people's attainment and progress across the school which informs improvement planning.

Tracking pupil progress helps staff, pupils and parents get a better picture of the current levels of performance of each of our young people. It allows teachers and pupils to enter into a dialogue about the attainment level each individual would like to aim for and in turn informs the young people and their parents of the progress made in reaching those targets. By encouraging young people to set their own targets it helps pupils to take responsibility for their own learning and to be confident individuals and as they reach their targets we enable them to be successful learners.

Purpose of Reporting

Reporting has two main purposes. Firstly, it provides clear, positive and constructive feedback about young people's learning and progress, looking back on what has been achieved against standards and expectations. Secondly, it creates an agenda for discussions between learners (learner conversations) and those teaching and supporting them about their next steps in learning. Reporting young people's achievements and

progress should be informative, helpful and purposeful. Written communication to parent/carers should be positive, clear and concise.

What does this mean for Learners?

Effective assessment, recording and reporting will bring many benefits to young people:

- Young people are fully aware of the learning goals and how to achieve them
- Thoughtful feedback via learning conversations on their strengths and development needs are used to encourage and motivate young people
- Monitoring and evaluating young people's performance allows agreed target to be set for the future.
- Discussing pupils next steps through learning conversations allows young people to be continuously involved in their own learning, and take responsibility for their learning.
- Young people are aware that their parents/guardians are involved at every stage of their learning.

Learning and Teaching Policy

Attainment and Achievement

Shawlands Academy is committed to providing a learning experience which allows young people to attain to the best of their ability. By attainment we mean that pupils attain the best possible academic grades at their level. Alongside academic attainment we aim to provide our students with opportunities to achieve within and outwith the formal curriculum.

Attainment

Attainment occurs at all stages of a student's school experience. We are committed to placing pupils at a level where they will experience success and at the same time have progressively challenging learning experiences.

Pupils' performance will be measured against the benchmarks set at BGE, NQ levels and the CfE outcomes and experiences. In addition we have introduced CAT 4 testing which allows us an analysis, coupled with our own professional judgement, of students' developed abilities and the targets we can then set.

In order to measure the success of an individual's progression through the various stages of school, a tracking mechanism is in place which will record and predict attainment levels. Tracking allows teachers and students to identify clearly the progression between different levels and provide an early alert when a student requires additional support to progress.

Statistical analysis of results enables a close review of performance of the individual, specific cohorts and specific subjects. Reviews of exam performance take place annually and targets are set in order to improve attainment levels. It also allows us to evaluate the curriculum and examine course provision, CPD requirements, resources and teaching methodology. A key approach is to understand the difference between being "data rich" and at the same time "information rich" so that we, as teachers, are able to use data effectively in easily digestible chunks and to ensure that data is not necessarily "stuck" in historical data but used as a way to look ahead.

Statistical analyses also allows teachers to examine the influence of factors such as bi – lingualism, gender, LAAC students, and socio – economic factors and hence adjust the learning experiences as appropriate. Levels of support are then made available for students where appropriate e.g. supported study classes for exam candidates, differentiated work for the more able, some bilingual learners and young people with additional support needs. Mentoring (by both teachers and students) of specific individuals and small groups are used to support their needs.

What does this mean for Learners?

- Learners will be placed at level which matches their ability and allows success
- Learners will be placed at a level which equally provides challenge and progression
- Learners will know what they are currently attaining and what they need to do in order to improve
- Learners will be identified and provided with small group/1:1 mentoring as appropriate

Achievement

Achievement focuses on the provision of experiences which encourage motivation, develop determination and high aspirations and foster high self esteem of the learner. These experiences may be included in the formal curriculum but also in experiences outside the classroom and the formal timetable.

Shawlands Academy is keen to provide opportunities for **all** learners in a climate of praise and encouragement. The school is committed to allowing young people to demonstrate a range of skills and celebrate their success. We aim to offer a variety of achievement experiences; social, cultural, academic, enterprising, creative, sporting, moral and spiritual. We aim to enable students to work in spirit of co –operation which allows them to take responsibility, exercise leadership and grow in local and global citizenship. This may take a variety of forms from presenting work to peers in a classroom, acting as Academy Ambassadors to representing the school in a sporting or public event.

Shawlands Academy will provide opportunities for all and strive to deliberately remove barriers to achievement. We recognise that achievement is influenced by the background of the individual and those factors such as group identity, ethnicity, gender, sexual orientation, disability and socio – economic status affect achievement.

We also aim to extend opportunities through partnership with outside agencies and businesses. The school community is judged to be far wider than the geographical location of the building and we work hard to build sustainable relationships with our partners.

What does this mean for Learners?

Learners will be offered and encouraged to take up a range of activities in their school careers which build upon and develop a wide range of skills and abilities
Students achievements will be monitored, recorded and celebrated in the school community and they will be encouraged to seek out and lead their own opportunities for achievement both within and outwith the school.

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Outdoor Learning

At Shawlands Academy we believe strongly in providing our pupils with rich, engaging experiences in the outdoors. Outdoor learning for our students is fun, practical and allows them to have hands on experience in what they are learning. The Academy estate allows for a wide variety of student experiences from using our fields to conduct bug survies, chalking up how the heart works in our playgrounds to garden planting and cultivating herbs and vegetables for cooking in HFT. In the wider Shawlands community pupils help park rangers cut back on invasive species in local parks. The S1 students are taken through 20 hours of outdoor learning through the John Muir Award where three days of lessons are taught outdoors at nearby Queens Park.

However outdoor learning is not only delivered through the timetabled curriculum. Many of our students will have the opportunity to take part in outdoor adventures at centres such as Outward Bound Loch Eil and Howtown, Blairvadach, Ardentinny and Lochgoilhead. Additionally from S3 onward students are encouraged to join the Duke of Edinburgh Award scheme and we now have over 130 students at Bronze, Silver and Gold levels. Opportunities also arise throughout the year to take part in sailing with Ocean Youth Trust Scotland, voyages on the tall ship the Lord Nelson and skiing trips to Italy. Senior pupils are given the opportunity to apply to the Mark Scott Leadership for Life course which involves a week long outdoor activity week and students have successfully secured places on the Outward Bound's 3 week long course Skills for Life.

What does this mean for Learners?

Students will better understand the connections and make sense of what they are learning. We believe at Shawlands Academy Outdoor Learning is one of our strongest tools to help deliver the four capacities of a CfE and to engage **all** of our young people. The outdoors offers motivating, exciting, and relevant contexts and provides variety in learning. Students are active and moving around, working in teams and communicating with each other. All of these soft skills help us meet our Health and Wellbeing goals. In the outdoors our pupils develop confidence, independence and resilience and learn how to deal with setbacks and failures. We currently have a variety of programmes at Shawlands Academy that allow for Outdoor Learning to take place on many levels, but in the years to come this programme will expand and improve to ensure all our students experience the best that Scotland's outdoors can provide.

Learning and Teaching Policy

International Education

Global Citizenship

International Education is a learning context which equips young people to become aware of themselves and others in the global society in which they live. It supports the developments of links between schools in Scotland and schools across the world and enables young people to become effective contributors to international cooperation. International Education is about young people working with their peers across the world on initiatives which are sustainable, fair and just and which develop respect for intercultural dialogue.

International Education is not an 'add-on' but should be embedded within the curriculum, as an additional learning context through which young people can achieve academically within a culturally inclusive environment. Shawlands Academy has been recognised for its good practice and has been awarded 4 green flags, 3 International Education Awards and a Trades House Citizenship Award and is working towards the Rights Respecting School award.

The Scottish Government recognises that International Education is very broad and can significantly improve the classroom experiences for children and young people.

It can involve a wide range of activities including:

- learning about different cultures, traditions and languages from your own classroom
- communicating with students in another country through joint projects - from writing letters to video conferencing
- visiting other countries or hosting international visitors

The experience gained through such international education opportunities helps young people acquire the knowledge, values, attitudes and skills necessary to succeed in an increasingly interdependent world.

What does this mean for Learners?

International Education develops an appreciation of diversity and inclusion and involves young people in a range of activities that are anti-discriminatory and that promote awareness of the environment and human rights. It also gives them the opportunity to visit schools in other countries to see other educational systems first hand and be introduced to other cultures and assumptions enhancing their understanding of the world beyond their own immediate environment.

International Education also offers learners the opportunities to work collaboratively with others to produce shared outcomes over which they can take ownership and present to their peers. It sets learning in a real –life context and this can be very motivational for learners.

- Opportunity to study 2 Modern Languages in S1 and S2
- Delivery of Global Citizenship classes at BGE levels
- Connecting Classrooms Projects
- E-twinning with College Lafayette in Brioude France.
- Hosting Educational Exchanges with visitors from Vietnam, Marseilles, Nuremberg, Botswana,
- Exploring cultural values and developing language skills with each other in linked partner schools including Nuremberg and Marseilles,
- Sustainable schools project with partner school in Narbonne
- Taking part in international expressive arts projects which communicate a sense of inclusion and diversity including Commonwealth Mural
- Understanding the differences and similarities of life in other countries through exchange links with South Africa and Hitten School Jenin
- Becoming aware of Global Issues through taking part in a variety of British Council funded international education programmes such as Milan Exo on Food Waste
- Fundraising to develop scholarship programme for pupils in Botswana
- World Challenge visits to Peru, Thailand
- Ski Trips to Italy.

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ICT & Digital Literacy

*Digital literacy, the effective and creative use of ICT, is key to developing the skills for learning, life and work needed by young people in the modern world. Schools must find new ways of thinking about how to use ICT so that it is at the heart of teaching and learning - not using computers to do the same things more efficiently, but **changing the process of learning** through digital media itself.⁵*

Digital literacy and the effective use of ICT, goes beyond the formal curriculum and is pivotal to each young person's personal development and ability to socially interact with others. Good ICT skills are key to developing the many skills for learning, life and work, laying the foundations for our students to successfully engage with technology throughout their adult lives and preparing them for life after school in the Digital age.

ICT resources are routinely used in Shawlands Academy to enhance learning and teaching across all curriculum areas in both the Broad General Education and the Senior Phase.

Shawlands Academy is equipped with ten ICT suites including a library suite able to accommodate up to 30 pupils. All of our classrooms and teaching areas are equipped with data projectors and have direct access to broadband internet connections and static or mobile Smartboards which enable interactive learning to take place. In addition, pupils now have access to 3D printing technology.

What does this mean for Learners?

ICT provides an essential platform for social inclusion for all pupils. It provides opportunities for pupils with Additional Support Needs including learning, sensory, physical difficulties or pupils at the early stages of acquisition of English to express and develop ideas and present their work in a professional manner.

The effective use of ICT provides opportunities to encourage better communication and partnership between home and school through such platforms as the school website, school twitter feed and SEEMIS text messaging.

Through Glow, the world's first national schools intranet, staff and pupils can access core content including e-portfolios and support and study materials specifically written for the broad general education and new national qualifications. Through the Glasgow schools network staff and pupils are able to access application based and web based software specific to each curricular area (for example, access to industry standard Autodesk suite software in Design and Technology, Sibelius/Pro Tools in Music and Scratch software in Computing - used to teach pupils the fundamentals of computer coding). In addition, we are able to access a range of nationally procured resources including Twig, Tigtag, Scran and Scholar.

⁵ <http://www.educationscotland.gov.uk/learningandteaching/approaches/ictineducation/index.asp>

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Partnerships

Shawlands Academy has invested considerably in establishing partnerships with a variety of agencies and organisations in order to enhance the curriculum, pathways and support available to our students. A key element of this is to develop a real, long term partnership between Shawlands Academy and BBC Scotland where they are co-investors and designers in the skills, behaviours and attitudes young people need to succeed in their careers, improve their life chances and enjoy a prosperous future.

Following the release of the Commission for Developing Scotland's Young Workforce 2014, Glasgow Chamber of Commerce and Glasgow City Council are working together to ensure that all schools in Glasgow are linked to a lead business partner. These partnerships will place education, employment and skills at the forefront of every young person's learner journey. BBC Scotland will work with Shawlands Academy to contribute to the development of young people, supporting teachers and other professional colleagues to increase their understanding and needs of different occupations and industry sectors, with the ultimate aim of making school leavers better prepared for the world of work. This strategic partnership intends to develop specialist learning interventions and innovative vocational pathways which, in turn will stimulate new employment and training opportunities for school, college and university leavers. This will involve cross curriculum learning within the capacities of Curriculum for Excellence. Furthermore, this work will contribute to career development for staff in both the school and business.

The schools and business partnership aims to:

- Develop long-term, sustainable relationships between a Shawlands Academy and BBC Scotland.
- Identify priority areas for the school and work together to improve in these key areas.
- Contribute to an improved quality of education experience, giving young people a better insight into careers and better preparing them for the world of work.
- Support teaching staff, where appropriate, as part of their continuous professional development.

Objectives

- To baseline and monitor performance against the areas contained within the schools and business framework.
- To widen the range and scope of businesses engaging with the school.

- To enhance the learning experience and outcomes to make sure all school leavers are better prepared for the world of work.

Learning and Teaching Policy

Promoting Consistency

To promote consistency, monitoring systems are in place to evaluate the quality of teaching and learning. The rigorous application of our monitoring procedures is planned using whole school and departmental calendars of activities. All monitoring procedures are in line with the **Shawlands Academy Quality Assurance policy**.

There is a range of quantitative data, which can be used to help reach an evaluation of effective teaching and learning e.g. attainment in BGE and National Qualification examinations.

The most direct method of monitoring the **ongoing** quality of learning and teaching within the school is through direct observation of what happens in the classroom hence peer observation and the sharing of good practice are at the centre of our monitoring system.

What does this mean for Learners?

Shawlands Academy offers pupils opportunities to achieve to the best of their ability. Students should be given the opportunity to be involved in target setting through learner conversations and tracking procedures to enable them to identify their strengths and development needs and empower them to reach their full potential. Young people are more positively disposed towards learning when there is good learner engagement in the classroom enabling all pupils to develop as successful, confident and responsible learners who contribute effectively.

The consistent monitoring of learning and teaching will also lead to improvements in the range and quality of experiences and outcomes for the learner. Programmes and courses will support progression, help learners to make connections (IDL) between different areas of their learning, develop literacy, numeracy and health and wellbeing skills across the curriculum and provide planned opportunities for personal achievement.

Young people will be more involved in the management of their own learning. They will contribute to the identification of strengths and development needs within the school and be proactive in improving achievement and attainment for all pupils.

