

Wallacewell Primary School

Teaching & Learning Strategy



Rationale

The quality of teaching has the greatest impact on children's learning, attainment, and overall success. At Wallacewell Primary, improving outcomes for all learners is rooted in high-quality teaching, effective professional learning, and a shared commitment to getting it right for every child.

We recognise that children learn in different ways and through a wide range of experiences. Therefore, our approaches place the child firmly at the centre of learning. We recognise that the teacher is the most valuable resource in the classroom. By investing in our staff and developing their expertise, we ensure that every learner benefits from high-quality teaching. We expect all teachers to continually reflect, improve and deliver the highest possible standards.

There is no single approach that guarantees success; however, this policy outlines the key principles and practices that are employed at Wallacewell to ensure high standards, equity, and positive outcomes for all learners.

Strategy Development

We developed our strategy by looking:

- INWARDS — utilising robust self-evaluation to highlight good practice and strategies currently being used at Wallacewell Primary
- OUTWARDS — learning from what others do elsewhere in Scotland to challenge our own thinking
- FORWARDS — envisioning where and what we want to be, planning for continuous improvement to ensure every young person fulfils their potential and achieves their aspirations

In developing our approach, we consulted staff, young people, parents, other schools, educational resources and organisations, including The Education Endowment Foundation's online toolkit, How Good is Our School (HGios 4), and the National Improvement Framework (NIF 2022).

Our Vision and Values

Our Vision: We Belong, We Learn, We Achieve is at the heart of all we do. It reflects our commitment to community, collaboration and high aspirations for all. At Wallacewell Primary, we empower our young people to succeed by creating a happy, healthy, inclusive environment where everyone feels valued, supported and able to overcome barriers to achieve their full potential.

Our Values: Our values reflect the key attributes and behaviours that underpin our school community.



Core Principles

We aim to:

- Provide a consistent approach to teaching, learning, and classroom management
- Place children at the centre, valuing pupil voice and participation
- Build staff capacity, supporting reflective and skilled practitioners
- Promote literacy, numeracy, and health & wellbeing across learning
- Develop lifelong learners, responsible citizens, and confident individuals
- Ensure inclusive education, meeting the needs of all learners
- Encourage collaborative and enquiry-based learning
- Foster resilience, confidence, and self-esteem
- Promote empathy and understanding within our school community
- Raise attainment and close the gap

Learning & Teaching Approaches

Learning and teaching are at the heart of our curriculum. How we teach is as important as what we teach.

Our approaches are:

- Active, engaging, and inclusive
- Rooted in higher-order thinking
- Informed by:
 - Metacognition
 - Critical thinking
 - Understanding how children learn

Key Features of Learning:

- Problem solving and open-ended tasks
- Discussion and collaboration
- Creativity and imagination
- Contextualised, real-life learning

Strategies include:

- Effective questioning and challenge
- Learning through play
- Glasgow Counts & Literacy for All
- PATHS
- Active use of digital technologies such as Kaligo & Magma Maths
- Interdisciplinary Learning
- Assessment is for Learning (AiFL)

Planning for Learning

Planning is:

- Interdisciplinary and connected
- Based on prior learning and assessment
- Designed to promote application and transfer of skills

It includes:

- Cross-curricular themes
- Real-life contexts
- Problem-solving opportunities
- Whole-school priorities

An Effective Learning Structure

High-quality lessons typically include:

1. Introduction

- Engaging, motivating, and stimulating
- Connects to prior learning

2. Direct Teaching

- Clear modelling and explanation
- High expectations

3. Active Learning

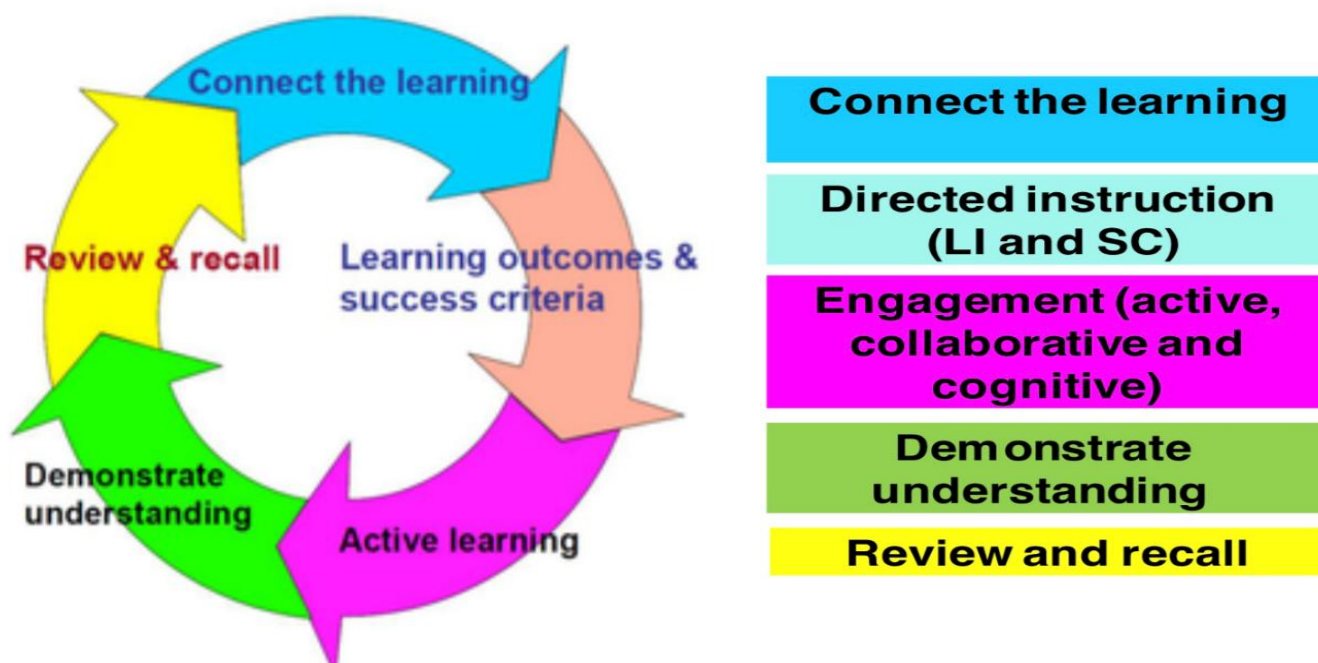
- Differentiated, challenging tasks
- Collaboration and independent thinking

4. Plenary

- Reflection, review, and sharing of learning
- Continuous progress for all learners

The Good Lesson Cycle

Our teaching follows the Good Lesson Cycle.



The Good Lesson Cycle has been a feature of pedagogy in Glasgow for a number of years. Although not every lesson necessarily needs to follow this model strictly, it does outline the key features of pedagogy that leads to successful learning.

The strategies and approaches staff will utilise as part of the Glasgow Pedagogy Framework can be adapted and utilised in every stage of this cycle – the aim is for teachers to build up a repertoire of effective approaches that will maximise their impact on learners.

Using the Good Lesson cycle as part of planning can help ensure pace, progression and meaningful outcomes. Key Features include:

- Connecting the Learning
- Connecting and Framing the Learning (LI & SC)
- Engagement (Active, Collaborative & Cognitive)
- Demonstrate Understanding
- Review and Recall

Key Features of High-Quality Teaching & Learning

We utilise Glasgow's Pedagogy to support our learners to achieve high quality outcomes. Glasgow's Pedagogy supports a consistent, city-wide approach to highly effective learning and teaching.

Key features include:

Connecting and Framing the Learning

- Prior knowledge is one of the most crucial factors influencing a learner's ability to learn. When learners are introduced to new knowledge and skills, they try to make sense of them by relating back to what they already know.
- Connecting the learning is supporting learners to recall previous learning on which they can then build the new knowledge and skills they are about to learn. This enables all learners to securely assimilate their new learning with existing understanding. The stronger a learner's prior knowledge is, the more likely they are to avoid misconceptions. *weaker a learner's prior knowledge is, the more likely they are to develop misconceptions.*
- Framing the learning is ensuring that a learner understand what it is they are about to learn and what they must do to successfully overtake that learning. These are referred to as the Learning Intentions (LI) and Success Criteria (SC). When learners understand what they are learning (LI) and what they must do to be successful in that learning (SC) then their learning is much more effective.

Strategies to support include:

- Learning Intentions are created from outcome aspects of CFE E&Os and in pupil friendly language
- Success Criteria are specifically related to the Learning Intentions and aspects of the CFE benchmark statements
- Learners understand the focus of the learning and the criteria for success

Feedback

- Feedback is information given to a learner about their performance relative to the success criteria. It should aim towards (and be capable of producing) improvement in children and young people's learning.
- Feedback redirects or refocuses the learners' actions to achieve their learning and experience success, by aligning effort and activity with an outcome. It should clearly direct the learner to identifying their next steps.
- Feedback is a two-way process and research shows pupil to teacher feedback is highly effective in improving teaching and learning.
- A classroom culture which values the importance of feedback is essential in ensuring feedback is utilised effectively and mistakes are viewed as a valuable opportunity to learn and progress.

The key pedagogy strategies are:

- Teacher Feedback – Oral, Digital and Written
- Peer Assessment and Feedback
- Self Assessment and Feedback
- Whole Class Feedback

Differentiation

- Differentiation is using a variety of approaches with learners to make maximum progress in their learning and reach their potential
- Differentiation is adapting the learning, teaching and assessment to meet the learning needs of learners – be flexible and responsive
- Needs to be planned for by: having a real knowledge of learners, taking account of prior learning and making good use of data and information

Consideration given to:

- Content- What is to be learned?
- Resources – To support, challenge and motivate?
- Process - How learners acquire information?
- Product - How learners demonstrate their learning?
- Learning Environment - Where and with whom are pupils learning?



Metacognition

- Metacognition is the overarching term encompassing other common terms such as 'self-regulated learning' 'thinking skills' and 'learning to learn.'
- Metacognition develops higher order thinking when learners have active control over their cognitive processes and plan, monitor, evaluate and make changes to their learning behaviours.
- Metacognition supports self-efficacy and allows learners to believe they can achieve their goals through knowing themselves as learners.

The key pedagogy strategies are:

- Planning, monitoring and evaluating (Self regulated learning)
- Thinking skills
- Learning to Learn
- Retrieval practice
- Interleaving

Thinking Routines

- A thinking routine is a set of questions, or a brief sequence of steps used to scaffold and support learners' thinking.
- Thinking Routines promote a culture of thinking and develop a learner's thinking disposition. They deepen a learner's understanding of their learning and give them ownership of learning. They are differentiated to ensure appropriate pace and challenge.
- Thinking Routines help to reveal a learner's thinking to the practitioner and help learners to organise their thinking. These skills are then transferable to other contexts.

Strategies and resources to support include:

- Set 1 – Introducing and exploring ideas
- Set 2 – Synthesising and ordering Ideas
- Set 3 – Digging deeper into ideas

Active and Collaborative Learning

- Children are active if they are engaged in their learning, e.g., thinking, imagining, discussing, evaluating. One common misconception of active learning is that it is based upon *physical* activity, i.e., that the learners are up and moving around, making things, or doing things.
- Collaborative Learning means working together with others to develop knowledge, skills, dispositions and understanding. This includes learners carrying out projects in small groups, sharing tasks and responsibilities and being ready and willing to learn from / and with others as well as on their own.

The key pedagogy strategies are:

- Active Learning to engage learning and thinking
- Collaborative Learning Roles - accountability
- Peer Tutoring
- Metaskills for Active and Collaborative Learning

Questioning

- Questioning is at the heart of an effective, inclusive and equitable learning environment. A good questioning climate is one that activates understanding and thinking, focusing on the development of learning.
- Effective questioning is part of an appropriate learning culture, encouraging children to take control of their learning and become life-long learners. For children to take responsibility for their learning, we must focus on **why** and **how** questioning is used to support learners' progress.
- Asking effective questions is essential when formatively assessing children's learning. There are two good reasons to ask a question. One is to collect evidence that helps make decisions about what to do next. The other is to cause learners to think.

The key pedagogy strategies are:

- Engaging all learners
- Higher Order Thinking Skills
- Reframing Questions
- Hinge point questions

Assessment

- Assessment is the means by which practitioners gather evidence to support their own professional judgement of a learner's progress within and across levels.
- Assessment in the BGE (Early – Fourth Level) should include a range of approaches: ongoing, periodic, standardised and holistic.
- All assessment in the BGE should be used to identify strengths and areas of development for a learner. The areas of development should then inform planning for next steps.
- Assessment should be integral to the planning process and planned at the same time as learning & teaching.

Learner evidence:

- Will include a range of evidence gathered over a period of time
- Will show breadth through coverage of Benchmarks and a range of learning experiences
- Will show challenge by being at the appropriate level
- Will show application in new and unfamiliar contexts

Assessment

Assessment is integral to learning and teaching.

We ensure:

- Learners understand how to improve
- Feedback is timely, clear, and purposeful
- Success criteria guide learning and assessment
- Pupils engage in self and peer assessment
- Assessment informs next steps and planning
- Teachers use data effectively to support progress

Our Assessment Policy provides a comprehensive overview of approaches to assessment at Wallacewell Primary.

Meeting Learner Needs

Wallacewell Primary supports Glasgow City Council's policy on Inclusion. All children regardless of their needs are supported to ensure that they gain maximum access to the curriculum and other enriching experiences. This includes providing the necessary resources, structures and practices to ensure children are fully included in the school and using the curriculum.

At Wallacewell Primary School we are committed to empowering our young people to succeed. Through working with our pupils, families, the wider community and partner agencies, we strive to create a nurturing, safe and stimulating learning environment in which our young people are supported to overcome barriers and achieve their full potential. We are committed to inclusion and equity.

To ensure we are meeting learners needs -

- Learning is differentiated and appropriately challenging
- Planning is based on assessment and individual needs
- A range of learning styles are supported
- Targeted support is provided when required
- All learners' experience success and achievement

Our Inclusion Policy provides a comprehensive overview of approaches to assessment at Wallacewell Primary.

Active Engagement & Collaboration

We promote:

- High levels of participation
- Think–Pair–Share and group discussion
- Use of interactive tools (e.g., mini whiteboards)
- Clear communication and explanation of ideas
- Respectful collaboration

Classroom Atmosphere & Ethos

A positive classroom ethos is essential for attainment, engagement, and wellbeing. It contributes to attainment, engagement, and promoting positive behaviour. A positive classroom atmosphere is also respectful and motivating, fostering confidence, resilience and respect, and reflects the ethos of the wider school.

Key Features of a Positive Classroom Atmosphere Ethos:

Positive Behaviour

- Clear, consistent expectations
- Class Charters linked to school values
- Recognition of positive behaviour
- Use of rewards and praise

Order & Routine

- Structured, predictable environments
- Well-organised resources
- Consistent approaches across the school

Inclusion & Understanding

- Recognition that **all behaviour is communication**
- Approaches guided by **GIRFEC principles**

- Support tailored to individual needs

Pupil Voice & Leadership

- Opportunities for pupils to shape learning
- Use of discussions, votes, and reflection tools
- Encouraging independence and responsibility
- Target setting and opportunities for self-evaluation

Collaboration & Interaction

- Group work and discussion
- Peer learning opportunities
- Respectful communication

Making Learning Meaningful

- Real-life contexts and career links
- Developing skills for the future

Growth Mindset

- Celebrating effort and progress
- Encouraging risk-taking and learning from mistakes
- Promoting psychological safety

Representation & Belonging

- Inclusive displays and materials
- Pupils see themselves reflected in their learning environment

Our Learning Environments

Our classrooms are:

- Welcoming, safe, and inclusive
- Stimulating and engaging
- Organised and purposeful
- Celebratory of achievement
- Supportive of independence

We use the Circles Participation Framework at the beginning of the year, and revisit it regularly, to ensure our classroom environments, routines and supports are responsive to learners' needs and promote full participation for all.

A text-rich environment in a primary school is essential for fostering independence in young learners. When classrooms are filled with accessible, engaging, and varied texts—ranging from labels, instructions, and word walls to storybooks and informational displays—pupils are encouraged to explore language, make connections, and take ownership of their learning. This environment supports curiosity, builds confidence in reading and writing, and allows children to independently access information, develop critical thinking, and express their ideas without always relying on adult guidance. By surrounding pupils with meaningful text, we empower them to become self-directed learners and confident communicators.

Staff create working walls in consultation with pupils, ensuring they reflect current learning and meet the needs of the class. These walls display key vocabulary, thought-provoking questions, and visual prompts that help children make connections, deepen understanding, and engage actively with the lesson content. By updating working walls regularly, teachers provide a reference point for pupils to revisit ideas, reinforce learning, and work independently. This collaborative approach encourages curiosity, promotes discussion, and makes the classroom a more interactive and supportive environment where pupils can take ownership of their learning.

What Matters to Our Learners

Following consultation with pupils, they identified that the most important aspects of effective teaching and learning are feeling supported, challenged, and actively involved in their learning. They value lessons that are engaging, clearly explained, and provide opportunities to work with others, reflect on their progress, and understand how to improve. Pupils also highlighted the importance of a positive classroom environment where they feel safe, respected, and confident to participate. To share their perspectives with the wider school community, pupils designed posters that outline what these aspects of teaching and learning look like for them.

Key themes identified by pupils:

- Knowing How We Learn
- Challenge & Differentiation
- Effective Questioning & Feedback
- Collaborative & Active Learning
- Digital Learning
- Atmosphere & Ethos

I know what I am learning and what success looks like.

My teacher helps me remember what we learned before to help me with new learning.

We talk about our thinking and how we solve problems.

It is really fun when we share our ideas and learning strategies.

Teaching and Learning Strategy
What Matters to Our Learners

I feel proud when I finish something that was tricky.

Learning makes me think really hard — but I know I can do it with the help of my teacher and class.

If something is too easy, my teacher helps to challenge me.

Everybody learns differently. Our teachers set tasks that meet everyone's needs.

Teaching and Learning Strategy
What Matters to Our Learners

My teacher asks good questions that make me really think.

We use teacher, self and peer assessment. Assessment helps us to set new targets.

We use learning intentions and success criteria so we know what we need to do.

We know what feedback means because we use a code. Pink for Think and Green for Go.

Teaching and Learning Strategy
What Matters to Our Learners

Talking with a partner helps me understand the learning better.

Learning is fun when we are active and involved in tasks and projects with a group or a partner.

I like teaching my friends and when they teach me. It helps learning to make sense.

We work together and share our ideas. Team work makes the dream work.

Teaching and Learning Strategy
What Matters to Our Learners

Using iPads gives us more choice and allows us to be really creative.

We use apps to help us learn new things - Everyone in my class loves Magma and Kaligo.

Digital tools can give us instant feedback which helps us to identify next steps in learning.

Digital tools help me improve my spelling, writing and maths. I feel more confident when I have my iPad in class.

Teaching and Learning Strategy
What Matters to Our Learners

My favourite thing about this school is that everyone belongs here.

The adults are always happy. They help us when we need someone to talk to.

We help each other and celebrate when someone succeeds. At Wallacewell we are proud of our achievements.

Our class is like a team. The teacher helps us to be READY, RESPECTFUL & SAFE.

Teaching and Learning Strategy
What Matters to Our Learners

Support for Learning Worker

Our Support for Learning Workers (SfLWs) play a key role in supporting teaching and learning across the school. They work with children and young people, including those with Additional Support Needs (ASN), to ensure equitable access to the curriculum and full participation in school life. SfLWs work in close partnership with class teachers, parents/carers, and other professionals to provide targeted, responsive support. Their contribution is central to promoting inclusion, enhancing wellbeing, and improving attainment. In practice, this includes supporting learners within the classroom, adapting tasks and resources, reinforcing learning, and helping pupils develop independence, confidence, and positive learning behaviours.

Partnership with Parents

Wallacewell Primary School is a welcoming, supportive and inclusive school and it is important that all members of the school community work together. We wish to build a reputation to be proud of and we welcome and encourage parents/carers to participate fully in the life of our school. At Wallacewell Primary we are passionate about ensuring pupils are supported to flourish as individuals across all aspects of their development. We value all of our parents and carers who are the first educators of the children we serve. Partnership working with families is a key priority for us.

We engage through:

- Regular communication
- Workshops and events
- Parent meetings
- School activities and celebrations
- Weekly Class Blogs
- Termly Snapshot Jotters

Conclusion

At Wallacewell Primary, excellence in teaching and learning—supported by a positive, inclusive ethos—ensures that all children are empowered to achieve their full potential.

We are committed to creating a safe and nurturing learning community in which every child can develop, achieve and thrive.