



**BISHOPMILL PRIMARY SCHOOL**

**POLICY**



# **Effective Learning & Teaching Guide**

This guide was produced by Madeline McCutcheon, Head Teacher, Bishopmill Primary School  
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*DREAM ~ ACHIEVE ~ RESPECT ~ SUCCEED*  
*ACHIEVEMENT ~ COOPERATION ~ OUTSTANDING BEHAVIOUR ~ RESPECT ~ NEW BEGINNINGS*

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Ambitious to **Achieve Excellence** *Together*

## INTRODUCTION / BACKGROUND

At Bishopmill Primary we are committed to ensuring that every child is able to develop the knowledge, skills and attributes they will need to succeed in life, learning and work.

We recognise for effective learning and teaching there requires being a positive classroom ethos where children feel safe, happy, achieving, nurtured, active, respected, responsible and included. This is reinforced in article 28 of the United Nations Convention of the Rights of the Child which states:

*You have the right to good quality education. You should be encouraged to go to school and to reach your full potential*

## RATIONALE

We are committed to realising the potential of our pupils and we want our children to DREAM, ACHIEVE, RESPECT and SUCCEED. We focus on striving to ensure that our pupils achieve the very best that they can. This means we set high expectations for our pupils in order to get it right for every child.

In order to promote achievement we try to ensure that our pupils experience consistency high quality learning and teaching in an environment which is conducive to learning.

Our key principles align closely with the GTCS standards for registration, namely:

- Be ambitious to achieve excellence for our young people
- Ensure that young people are consistently at the heart of everything we do
- Listen and take account of the voices of children and young people
- Enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors
- Continue to raise standards of achievement and attainment for all learners
- Promote and recognise broader achievements
- Engage young people in the highest quality learning activities, allowing them to become more confident in their learning by being given appropriate support and challenge
- Meeting the needs of individual learners
- Build capacity to enable staff to reflect on their own performance and use research to become leaders of learning
- Support establishments in creating a safe, caring and purposeful learning environment which promotes wellbeing and respect
- Ensure there is a holistic partnership approach to learning and teaching

At Bishopmill we recognise that every good lesson should include the core components of the learning cycle, which is modelled on the National Assessment Resource (NAR) flowchart (Education Scotland)



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## IMPLEMENTATION / PROCEDURE

All members of staff to follow this guide which is in 5 parts.

1. Learning Intentions
2. Success Criteria
3. Learning experiences
4. Assessment approaches
5. Feedback



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## 1. LEARNING INTENTIONS

“If learners are to take more responsibility for their own learning, then they need to know what they are going to learn, how they will recognise when they have succeeded, and why they should learn it in the first place”

*(An introduction to AfL, Learning Unlimited, 2004)*

The following advice applies:

- Use both verbal or written Learning intentions
- The focus should be on what is to be learned as opposed to the talk, activity or context
- Learning intentions should be important, clear and learner friendly and few in number
- Learning intentions should focus on a concept that is important for learners to know
- Learning intentions should be context free in order that they can be generalised in several contexts
- Learning intentions should be written clearly and simply e.g.  
We are learning to ...  
We are learning to be able to ...
- The learning intention can be shared at the beginning of the lesson and referred to throughout, especially in the plenary and giving feedback.
- Support for learning teachers should use learning intentions too.
- Learning intentions may use a context. The context is simply the activity or vehicle through which the learning intention will be taught.
- Link to skills for life, learning and work.

Examples of learning intentions

- We are learning to write a characterisation – context friendship
- We are learning to present a point of view - in a persuasive way – context smoking
- We are learning to present information graphically – context bar graph
- We are learning to be able to work well in a group – context healthy eating leaflet
- We are learning to know ways to control floods – context Bangladesh
- We are learning to write a clear set of instructions – context making a sandwich
- We are learning to write a story – context Christmas
- We are learning to recognise multiples of 3, 6, 9 – context number grid
- We are learning to move to music – context social dancing
- We are learning to listen to rhymes and songs – context nursery rhymes
- We are learning to order 2 or 3 items by length or height – context outdoor learning
- We are learning mathematical names for 2D shape – context shape spaghetti
- We are learning to dance – context party
- We are learning about the months of the year – context birthdays
- We are learning about toys in the past – context toys



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- We are learning about mental maths – context tables
- We are learning to write a procedure – context how to make a 3D shape
- We are learning to write a recount - context event when we felt proud
- We are learning about place value
- We are learning numeracy skills – context symmetry
- We are learning to write a persuasive letter – context why I would be a good house captain
- We are learning about fractions – context pizza
- We are learning to write a scene description – context murder scene



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## 2. SUCCESS CRITERIA

Success criteria are suggested ways to achieve the learning intervention. Sharing success enables learners to feel confident about how to achieve success in a lesson.

As teachers plan and consider success criteria they should ensure that they are directly linked to their learning intentions and the evidence of learning.

Success criteria summarise the key steps or ingredients the student needs in order to fulfil the learning intention (goal) – the main things to do include or focus on.

The following advice applies to all teachers in school:

Effective success criteria:

- Are linked to the learning goal – useful breakdown of the learning intention
- Are specific to an activity outlining steps involved to be successful
- Are discussed and agreed with students prior to undertaking the activity and ideally pupil generated (presenting something wrong or incomplete showing an excellent product, use of visualiser, uplevelling a piece of work)
- Provide a scaffold and focus for students while engaged in the activity
- Are used as the basis for feedback and peer/self-assessment
- Show where improvements can be made and enable discussions to take place
- Clarify what is expected/needed to be successful

Examples of success criteria

### Learning intention – we are learning to write in sentences

Success criteria

- Use of a capital letter
- Use of full stops
- Write something about a thing or person
- Check my sentence makes sense

### Learning intention – we are learning about friendship

Success criteria

- Discuss what positive friendships look like
- Discuss how my behaviour and choices allow me to make and keep good friends
- Discuss how others behaviour and choices allow them to make and keep good friends
- Respect other ideas by listening and responding to what they have to say



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## **Learning intention – we are learning to play the Treasure Island game**

Success criteria (pupils generated)

- 4 people can play here
- Don't tread on the toys with your feet
- Share
- Talk to people nicely
- Don't touch the trees
- Tidy up when the music is playing

## **Learning intention – we are displaying information in a bar graph**

Success criteria

- I have given my graph a title
- I have labelled the x and y axis
- I have intervals of equal spacing
- I have a key that explains my graph
- I used a ruler to connect my points

## **Learning intention - we are learning to write a story starter**

Success criteria

- I have described the setting
- I have described the character
- I have explained the problem
- I have used powerful adjectives

## **Learning intention – I am learning to write a clear set of instructions – context making a box guitar**

Success criteria

- Title
- What you need
- How to make
- Numbers
- Bullet points
- Verbs
- Time connective
- Diagrams

## **Learning intention – I am learning to use a number line to divide**

Success criteria

- Start from 0 and jump in steps of the number you are dividing by
- Stop jumping when you reach the target number
- Count how many jumps you did



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## **Learning intention – I am learning to add fractions**

### Success criteria

- Make the bottom numbers in each fraction the same by finding a common multiple
- Multiplying each top number by the same number you have multiplied the bottom number by
- Add the top numbers
- If the top number is bigger than the bottom number, change into whole numbers and fractions

## **Learning intention – we are learning about 3D shapes – context 3D shapes with the environment**

### Success criteria

- I can explain what is meant by 3D
- I can name at least 3 – 3D shapes
- I can identify 3 – 3D shapes in the class
- I can sort 3D shapes

## **Learning intention – we are learning to write a report – context bridges**

### Success criteria

- Title
- Introductory paragraph
- Include information about 3 types of badges
- Use the present tense
- Use headings
- Include illustrations

## **Learning intention – we are learning about numbers – place value fractions**

### Success criteria

- I can give the value of a digit in 6 digit numbers



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### 3. LEARNING EXPERIENCES

Rich activities planned to take account of the Es and Os and the design principles

Learning experiences planned with the experiences and outcomes and design principles in mind will be rich and fulfilling. As teachers plan a variety of experiences they will consider what activities will engage the learners and allow them to develop them to develop and demonstrate their knowledge and understanding, skills, attributes and capabilities.

#### Seven design principles

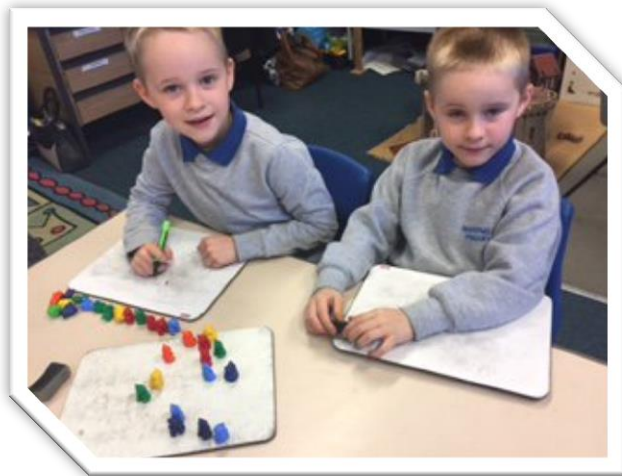
The curriculum should be designed on the basis of the following principles

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

The principles apply to the curriculum at national education authority, school and individual levels and need to be taken into account for all children and young people. The principles will assist teachers and schools in their practice, as a basis for continuing review, evaluation and improvement.



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## 4. ASSESSMENT

Teachers need a range of assessment approaches to assess the different types of achievement across the curriculum. The range and variety of the assessment approaches should be taken into account of the relevance of contexts to learners' prior experiences interests and aspirations and should look across learning where possible.

Assessment would focus on breadth, challenge and application.

Breadth involves learners in not only achieving mastery across many outcomes but being able to make connections among them.

Challenge is about depth. Learning needs to be focused on understanding skills and how they can be applied in the real world in new and unfamiliar situations.

To ensure that learning is secure, assessment has to be concerned with evaluating learners' skills often in new structures not merely their capacity to retain factual information or apply routine procedures in predictable contexts.

The purposes of assessment include:

- Supporting learning
- Planning next steps
- Informing learners and parents of their progress
- Summarising achievements

There are three types of assessment

### 1. DIAGNOSTIC

- Pretests
- Self-assessments
- Discussion
- Interviews
- 

### 2. FORMATION

- Feedback whilst learning is taking place
- Measures student progress & teaching effectiveness
- Observing pupils
- Questions & comments
- Homework
- Reflection journals
- Presentations

### 3. SUMMARISE

- After learning is completed to provide information feedback to sum up learning process
- Assessing final product e.g. exams, papers, projects, portfolios, performances

The following table outlines different ways of assessing progress



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## Assessment example

**I understand the costs, benefits and risks of using bank cards to purchase goods or obtain cash and realise that budgeting is important.**

**MNU 2-09b**

To be successful in fulfilling these experiences and outcomes, learners will be able to demonstrate the following in the context of real like banking scenarios.

I can:

- Explain the difference between credit and debit cards
- Calculate actual costs for items if bought with credit or debit
- Explain the reasons for my choices
- Using banking words in my work (can us vocabulary associated with banking and bank cards)
- Discuss the advantages and disadvantages of buying with credit and debit cards

This generated four pieces of evidence: a discussion, a written report, a written comparison and a drama production. The first three pieces of evidence provided sources of ongoing assessment. The drama production was a task specifically designed to allow learners to demonstrate the culmination of their learning for this experience and outcome

- The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.
- Written feedback is more helpful to learning if it is in the form of comments and not marks or grades.
- Feedback is most effective when it indicates positive aspects of work and provides guidance on what needs to be done to meet the success criteria or for learners to move on in their learning.
- Feedback should give suggestions for improvement but should also encourage learners to think things through for themselves. They should be encouraged to ask for help when they feel they need it. A supportive ethos will encourage them to do this.
- Providing feedback also involves making time to discuss with learners, the links between their work and the learning intentions and success criteria, and teaching them how to be reflective about their work.
- Feedback is most effective when learners are given time to reflect on the advice and guidance received and to reconsider or redraft a part of the work.



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- Learning conversations – dialogue with pupils about their learning, progress and next steps.
- Peer/self/teacher assessments and evaluations
- Oral and written feedback of assessment judgements
- Ongoing class work, jotter work, assignments, presentations (individual and groups) class tasks, talks, dialogue, posters
- Subject profiling, passports/reflective logs/leaflets and other reporting formats.
- Models/practical coursework/photos/ audio or visual reports.
- Formative assessment (*assessment for learning*) – assessing over time as opposed to ‘key milestone’ only through testing.
- Formative assessment judgements – simplistic recording over time to note judgement (e.g. teachers planner, note/pupil profile comment/jotter comments/planner colour coding)
- Summative assessment (*assessment of learning*) – to assess retention of information, breadth and depth of learning.
- Standardised assessments.
- Home learning to support classwork – *extending* learning and *supporting* learning.
- Progress in tasks issued to challenge and extend thinking of pupils into the next level (e.g. working well at 3<sup>rd</sup> level – how they cope with 4<sup>th</sup> level work).
- Use of Education Scotland resources (curriculum papers, progression frameworks, annotated exemplification) to guide assessment and moderation.



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## 5. FEEDBACK

Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils' next steps in learning.

It is important to give learners time to reflect on advice and guidance received and to carry out the improvements.

Mid learning stops ensure work can be discussed highlighting best bits and what needs to be improved.

Many types of teacher marking exist:

1. Acknowledgement marking "I like this because....."
2. Secretarial marking e.g. underlining misspelt words
3. Summative marking e.g. reports
4. Response and review (successes and next steps)

At Bishopmill the following feedback codes should be used by ALL teaching staff.

Tickled pink highlighter (for best bits)

Green for growth highlighter (for improvements)

VS	- visualiser stop	LI	- learning intention
VF	- verbal feedback given	SC	- success criteria
SA	- self assesses	C	- challenge
PA	- peer assessed	TA	- target achieved
•	- wrong answer	I	- independent
—	- spelling error	T	- teacher assisted
NP	- new paragraph	SS	- supported by support staff
?	- doesn't make sense		
○	- around wrong part – e.g. capital / fullstop		

### Feedback must be:

- Child friendly and understandable
- Improve the piece and be linked to SC identified
- Have a space for improvement to be made
- Time given for improvement to be made



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## RESOURCES

*Outstanding Formative Assessment Culture & Practice by Shirley Clarke*  
*Effective Learning and Teaching in Moray – Moray Council*  
*Dialogue with teaching staff at planned level meetings*  
*Taking a closer look at the National Assessment Resource*  
*A Professional Learning Resource Education Scotland*  
*Legal requirements / influences*

## GIRFEC

*Additional Support for Learning Act 2004*  
*Child and Young Person Act 2004*  
*Rights Respecting Schools Award UNICEF*

## STAFF DEVELOPMENT

*All areas of the Moray Learning Cycle have been discussed / will be discussed and good practice shared regularly.*

## INFORMATION GATHERED FROM

*Teaching staff Bishopmill Primary*  
*SfL teaching staff at Bishopmill Primary*  
*Above mentioned resources*  
*SMT*  
*Parent Council*  
*Pupil Council*



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