



Dreghorn Primary School and Early Years Class Effective Learning and Teaching Policy

Rationale

'All children have a right to an education and *that* education should develop and foster their talents and personalities to the full.'

UNCRC Article 28 and 29

Our learning and teaching policy is to promote a common understanding of what constitutes effective practice which will support the vision that Dreghorn Primary School and Early Years Class has that all of our children will learn and succeed and *be the best that they can be*.

Aims

The aims of our learning and teaching policy reflect the quality indicators from HGIOS4 and HGIOELC and include;

- **Curriculum design and provision** - to endorse the values, principles and purposes of Curriculum for Excellence.
- **Planning and teaching for effective learning** - through well planned, high quality programmes of work which focus on learning experiences, learning outcomes and personal learning planning.
- **Learning and teaching** - to deliver dynamic and purposeful learning opportunities which motivate, stimulate and develop pupil responsibility for their own learning through appropriate challenge and progression. To develop the purposeful use of technologies to support and enhance learning.
- **Meeting learner needs** - to ensure we use a wide range of teaching strategies which meet individual pupil needs by creating an ethos of positive discipline, providing opportunities for interaction and regular feedback and taking account of recent developments in pedagogy.
- **Assessment as an integral part of the learning process** - to improve learning, to increase pupil ownership of their learning, to identify and plan next steps and to enable effective reporting on progress.
- **Expectations and promoting achievement** - to set challenging but achievable expectations for all learners and recognise and celebrate individual and collective success.
- **Equality and fairness** - to promote an ethos of achievement by creating a positive, inclusive learning environment.
- **Partnership with staff, learners and parents** - to engage in dialogue about pupil learning and the life of the school to ensure that learners make the best possible progress.

- **Care, welfare and development** - learners feel safe and well cared for through positive relationships
- **Improvement through self-evaluation and quality improvement** - to outline self-evaluation strategies which support staff and learner development and ensure continuous improvement.

Curricular Design

Teachers will work together in partnership to ensure that the curriculum reflects the 7 design principles by:

- Providing all learners with **breadth, depth** and **progression** at all stages
- Ensuring there is continuity and progression between stages and at key transitions
- Ensuring **relevance** and **coherence** to wider life
- Providing opportunities for pupils to exercise **personalisation and choice**
- Taking account of cross cutting themes and interdisciplinary learning to ensure **challenge and enjoyment**.

Learning, Teaching and Assessment

Our staff will consider barriers to pupil involvement in their learning arising from additional learning needs, language, disability, gender, race, religion or belief and sexual orientation and how these can be overcome.

Learners learn best when:

- Clear learning intentions and success criteria are shared
- They are given feedback on the quality of their work and helped to understand how to improve
- They are fully involved in decisions about what needs to be done and who and what can help them

All staff working within classrooms should embed the following in their practice:

- Ensure planning builds upon children's prior learning using the information gained from appropriate assessments
- Provide a balanced range of stimulating and motivating approaches to learning and assessment which should include active, collaborative, independent and written tasks
- Provide clear learning intentions, success criteria and quality feedback on how to improve
- Use a range of strategies to meet the needs of all pupils including those with additional needs
- Use a range of assessment approaches which enable children to demonstrate their knowledge and understanding, skills and abilities

- Provide opportunities for children to be involved in reflection, planning and evaluation of their own learning and that of peers
- Support out of school learning through varied, stimulating and enjoyable home learning tasks
- Provide parents with clear information on their child's progress, next steps in learning and how they can support their child's learning.
- Regularly evaluate the impact of learning and teaching to inform next steps in planning.

The senior management team will support teachers by:

- Providing opportunities for professional dialogue
- Encouraging collegiate working
- Undertaking quality improvement activities
- Facilitating the sharing of good practice
- Encouraging shared moderation of standards
- Ensuring that resources are allocated appropriately
- Tracking monitoring and attainment

Additional Dreghorn Early Years Class Specifics

"Play encompasses children's behaviour which is freely chosen, personally directed and intrinsically motivated. It is performed for no external goal or reward and is a fundamental and integral part of healthy development which seeks to improve play experiences for all children."

National Strategy for Play

Curriculum

- Rich and exciting play and learning opportunities both indoors and outdoors and within the community.
- Curriculum is current and relevant to the children.
- Learning experiences are responsive and allow for children's choices and needs to shape the curriculum.
- All EYP have a sound understanding of the importance of play and support children's play experiences.
- The setting allows for choice and creativity.
- Clear focus on the development of children's skills in language and mathematics.
- Learning experiences are planned to ensure progression in learning.
- Assessment and reviews of children's progress is integral part of learning and teaching in order to plan high quality learning experiences.

- Targeted support is fully embedded by each child has a child's plan and individual targets and experiences planned to effectively meet their needs and minimise the impact of potential barriers to learning.
- Continual self evaluation and reflection of setting, teaching and learning.
- Working with families and involving parents in the setting to enable and help them to support improvement of literacy, numeracy and health and wellbeing.

More information can be found on this within North Ayrshire Council's Standard Circular E4.