

- **Responsible citizens**
- **Effective contributors**

The four contexts of learning

As part of their learning journey, all children and young people are entitled to experience a coherent curriculum from Nursery to Primary 7 that upholds the principles of the UNCRC and provides opportunities to develop higher-order thinking skills, meta-skills, and the knowledge and attributes needed to thrive. Through play-based and enquiry-based learning, they are supported to adapt, think critically, and flourish in today's world.

- **Opportunities for personal achievement.**
- **Interdisciplinary learning.**
- **Ethos and life of the school as a community.**
- **Curriculum areas and subjects.**



Broad General Education and Curriculum areas

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gàidhlig, Gaelic (Learners), modern languages and classical languages)
- Mathematics
- Religious and moral education (including Religious and moral education and Religious education in Roman Catholic schools)
- Sciences
- Social studies
- Technologies

Literacy, numeracy and health and wellbeing are recognised as being particularly important – these areas are seen as being the ‘responsibility of all’ staff.

GIRFEC

We commit to Getting it Right for Every Child through our additional support policy and practice, with teaching staff, support staff, senior management, and external agencies working together to ensure that our provision aligns with the GIRFEC Pathway for Planning and Support and upholds children's rights under the UNCRC.

Aims and Objectives

- To provide children with a high-quality education, while embedding Catholic values and ethos which are at the heart of the school, underpinned by Curriculum for Excellence and the four capacities.
- To provide a safe, inclusive and equitable environment where everyone feels safe and valued.

- To nurture the personal, social and spiritual development of children into caring and responsible young people who show pride in both their local community and Scotland as their home.
- To continue developing our collective understanding of the impact of trauma, ACEs, and attachment issues on children’s learning through high-quality CLPL, nurturing approaches, and targeted support groups, with all staff and external agencies working together to ensure a consistent, whole-school approach.
- To continue to develop good practice in identifying barriers to learning created by the poverty related gap and to ensure that equity is provided for all our children and families where possible.
- To encourage positive behaviour and relationships at all levels.
- To promote independence, encouraging children to take responsibility for their learning and behaviour.
- To ensure consistency, progression, depth and breadth across all stages and areas of the curriculum.
- To share effective practice and support the school in identifying aspects of classroom practice and provision that would benefit from further development, through consistent use of shared policies, learning walks, and opportunities to observe and discuss practice. This work is underpinned by clear pedagogical principles informed by theoretical approaches and supported through regular collegiate opportunities for staff at all levels.
- To provide agreed focus and criteria for monitoring of teaching and learning, linked to HGIOS 4 Quality Indicators and reflected in classroom practice, underpinned by quality, consistent and honest self-evaluation.
- To strive to improve standards in all areas of school life.

Vision and Values

Our commitment to providing high-quality, effective, equitable and inclusive learning and teaching is central to our shared **School Vision and Values**;

Vision Statement

“Learning together, celebrating each other’s achievements, and developing our respect and faith as a community who welcomes everyone.”

Values

Honesty

Faith

Inclusion

Achievement

Respect

School Ethos

At the core of our aims are a set of fundamental beliefs summed up in our school motto,

‘Go forth and set the World on Fire, for the Greater Glory of God.’

Which underpins learning and helps create an inclusive Catholic ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence.

St Ignatius’ Primary School and Nursery Class Positive Behaviour and Relationships Policy provides clear guidance for staff and pupils to ensure our school is an environment where positive behaviour and relationships are intrinsically linked to achievement and attainment and building an ethos of endeavour and engagement with learning.

HGIOS 4 - 2.3 Learning, Teaching and Assessment

In St Ignatius’ Primary School and Nursery Class all staff are committed to ensuring highly effective practice within the framework of HGIOS 4.

Themes:

- Learning and engagement
- Quality of teaching
- Effective use of assessment
- Planning, tracking and monitoring

Features of highly effective practice:

- The learning environment is built on positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.
- Learners' achievements in and out of school are recorded and celebrated. They understand how these achievements help them develop knowledge and skills for life, learning and work.
- All learners play an active role in the school and wider community, where possible and regularly take on leadership roles, including leading learning.
- Learners receive consistent verbal and written feedback, aligned with school policy, so they develop an accurate understanding of their progress and the specific steps they need to take to improve.
- Learners given the opportunity to share effective feedback with peers on their learning and suggest ways in which they can improve.
- Staff access and apply relevant findings from educational research to improve learning and teaching.
- Planning is proportionate and manageable and clearly identifies what is to be learned and assessed.
- Assessment approaches are matched to learners' needs, with a variety of formative and summative assessments used to help them demonstrate where they are in their learning, in a way that upholds their rights under the UNCRC, particularly their right to be heard and to participate meaningfully in decisions about their education.
- A quality body of evidence is used to support assessment judgements and decisions about next steps.
- Processes for assessment and reporting are manageable and very effective in informing improvements in learning and teaching.
- Tracking and monitoring are well-understood and used effectively to secure improved outcomes for all learners, including the most deprived children and young people and those who are looked after.
- All teachers have well-developed skills of data analysis which are focused on improvement.

Effective Teaching

When staff are planning the children's learning, they must take into account these 7 broad principles:

- Enjoyment and challenge.
- Progression.
- Breadth.
- Depth.
- Coherence.
- Choice and personalisation.
- Relevance.

Curricular Overviews

Staff use the updated Progression Pathways from North Lanarkshire Council, which are directly linked to Benchmarks and Experiences and Outcomes. These pathways outline clear, detailed progressions across all curricular areas and provide structured guidance to support learning and teaching. The pathways demonstrate progression throughout and across each level, ensuring continuity, challenge, and coherence for learners and staff.

A whole-school policy and shared understanding underpin the creation of learning intentions and the generation of success criteria, ensuring they are consistently linked to Benchmarks and promote higher-order thinking skills.

All staff are supplied with:

- SIMD/FSME Data
- Annual Calendar
- Annual Improvement Report
- Annual Improvement Plan
- Classroom Organisation Guidelines
- Planning Folder Guidelines
- Planning Folder Checklist
- Annual Monitoring Overview
- Jotter Presentation and Assessment Guidelines
- Assessment Jotter Guidelines

All teaching staff plan with clear learning intentions and success criteria which are taken from the benchmarks outlined in Curriculum for Excellence. Our plans contain information about the tasks to be set, the resources needed, and the way we assess the children's work. We evaluate our learning and teaching so that we can modify and improve our practice as necessary consistently ensuring that the needs of all learners are effectively met. GIRFME plans are contained in planning folders and are used as working documents which are evaluated and updated throughout the school year.

Data analysis to support planning for effective teaching and learning

All staff engage in regular professional dialogue with colleagues and SMT to analyse Professional Judgements, ACEL, SNSA, MALT and HWB data. This to ensures the learning and teaching experiences across the school are consistent and appropriate to the ability, needs and interests of our young people.

Through national, authority and cluster level moderation activities, staff regularly evaluate and develop their confidence and understanding of the CfE levels and subsequently, their pupils' progress within these. All staff engage with High Quality Assessments and work collegiately when moderating planning, assessment and evidence collected. Appropriate staff engage with Nursery-Primary 1 transition moderation activities, and likewise, Primary 7-S1 moderation activities.

Differentiation and Personalisation

Our primary focus is to further develop the knowledge and skills of every child through high-quality teaching and learning that promotes equity and inclusion. In line with the principles of GIRFEC (Getting It Right for Every Child), we provide appropriate supports, learning aids, and differentiated experiences to meet individual needs. We ensure that tasks are carefully tailored to each child's stage of development and level of ability, while offering appropriate challenge and support so that all learners can reach their full potential. In doing so, we uphold the values of the UNCRC, recognising every child's right to an education that enables them to develop their personality, talents and abilities to the fullest.

When planning work for children with Additional Support Needs we give due regard to information and targets contained in the child's GIRFME Plan and ensure that where required, support strategies, resources and personnel are allocated effectively.

St Ignatius' PS and Nursery Class Additional Support Needs Policy provides all staff with clear guidance in supporting learners with specific needs within the **GIRFEC Pathway for Planning and Support**.

Through regular use of learning logs which are sent home regularly, HWB resource 'Knowing Me' and Literacy/Numeracy target setting, our pupils are encouraged to set their own next steps in collaboration with their teachers and communicate this with their parents, who are also encouraged to provide their input.

All staff identify appropriate next steps for all pupils, sharing these next steps with children and their parents through reports or parent contact opportunities. Staff, self and peer assessment routines within our pupil jotters, consistently provide advice, next steps and recognition of successes.

CLPL and Professional Learning

All our staff reflect on their strengths and areas for development therefore planning their professional development needs accordingly. Staff are supported by SMT and Education Support Officers to develop pedagogical approaches, engage in CLPL opportunities and to share good practice both internally and externally.

Effective Learning

We acknowledge and appreciate that people learn in many different ways. Therefore, we recognise the need to develop strategies that allow all children to learn in ways most appropriate to their ability, needs and in a manner which is responsive to their interests and personal targets for learning.

We offer opportunities for children to learn in different ways. These include:

- Shared learning intentions and modelling of success in all lessons
- Effective creation of learning intentions making reference to higher order thinking skills and relevant benchmarks.
- Shared success criteria in all lessons
- Pupil/Teacher generation of success criteria
- Personal learning targets
- Personalised planning where appropriate
- Digital Learning: Including TEAMS, IDL, SUMDOG, Doorway Online, GLOW, Reading Eggs
- Outdoor Learning
- Pedagogy of Play
- Enquiry-based learning
- Cooperative learning approaches
- Investigation and problem solving
- Researching and presenting
- Whole class, group, trio, partner and individual learning opportunities
- Effective questioning
- Higher Order Thinking Skills
- Visits to places of educational interest and using invited speakers
- Performances
- Masses/services/assemblies
- After-school and lunchtime clubs
- Debates, role-plays and oral presentations
- Participation in a range of sporting activities
- Virtual School

We encourage children to take increasing responsibility for their own learning and to be actively involved in reviewing how they learn. In keeping with the principles of the UNCRC, we promote children's rights to have their views heard and valued in matters affecting them, ensuring their participation is grounded in dignity and equity. Through regular evaluation, learners are supported to identify the strategies that help them succeed and to recognise any barriers that may impact their progress. Children are guided to set meaningful and appropriate learning targets and, with support, to review and evaluate these regularly. We explicitly teach Higher Order Thinking Skills and encourage learners to recognise and articulate how they apply these skills when evidencing their successes in learning, fostering confidence, independence and respect for their individual learning journey.

All pupils are encouraged to **self and peer assess** their work and are supported and encouraged by staff to develop their ability to relate their assessment to the learning intention and success criteria. We encourage children to discuss their learning with their peers, their teacher, and families. SMT discuss features of good teaching and learning during assemblies and the question, 'how do you know you are achieving your targets?' is used to promote greater engagement in self/peer-assessment and to encourage a higher level of self-reflection amongst our children. Children across the school are aware of their working levels within CfE and are encouraged to identify ways in which they can improve their skills in all areas of the curriculum.

Teacher verbal and written feedback is detailed and ensures all children are provided with clear focus on achieved targets, areas for improvement and next steps to inform their future learning.

Additional Support Needs Assistants

We use our support staff appropriately to support learning and teaching. This can be with individual children and small groups. At times support staff also assist with the preparation and organisation of classroom resources in order to support teaching staff provide engaging and active lessons. Support staff are provided with appropriate training within HWB, Nurture, Curricular Support and in management of resources to support teaching staff and pupils alike.

ASNAs are also given access to GIRFMe plans for the children they work with, in order to ensure that all staff are aware of the specific targets for each pupil. Class Teachers provide clear instructions for ASNA staff to follow, and likewise, our ASNA staff provide verbal feedback to support future planning and next steps. Work completed with the support of ASNA staff is stamped or signed by class teacher.

Our support staff are a motivated, dedicated and crucial part of the St Ignatius' team and provide much in terms of supporting the social and emotional well-being of our children. Support staff have an excellent knowledge of our pupils and can provide valuable insights into the lives of the children we support. This information is invaluable in terms of ensuring the whole story of the child is considered when planning to provide appropriate support to a child or their family.

Our Teaching Environment

Our classrooms and learning areas, such as the Happy Hub and EBL room are attractive, engaging learning environments which are responsive and reflective of the learning currently taking place within each class and the wider school. **St Ignatius' Primary School Classroom Organisation Guidance** is shared with all staff to encourage consistently high standards throughout the school.

As part of monitoring procedures, displays are encouraged to be interactive, vibrant and updated regularly to reflect current learning and teaching. We ensure that all children have the opportunity to display their best work at some time during the year. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high-quality work by the children.

Displays throughout the school have an area dedicated to promoting our Curriculum Rationale and our school Vision and Aims. The statements within our vision logo are focused upon during whole school assemblies and these are then displayed within the classroom. Walls to celebrate wider achievements, CfE awards, Birthdays, Safety Online, Promoting Positive Relationships, Forest Club, Pedagogy of Play, Gospel Values and Catholic Schools in Scotland are regularly highlighted to pupils and updated and posted X (formerly Twitter).

The Role of Parents

We believe that parents have a fundamental role to play in helping children to learn. We do all that we can to inform parents about what and how their children are learning by:

- Teams: Home Learning is uploaded in which we outline the topics that the children will be studying at school which can then be used as a stimulus for home learning
- Annual report to parents in which we explain the progress made by each child and indicate how the child can improve further through detailed next steps
- We suggest, for example, regular shared reading with very young children, and support for older children with research projects and investigative work
- Offering curriculum information events where parents can discuss materials being used and how best to support their child
- Inviting parents to spend time in their child's class to participate and observe learning through 'Meet the Teacher' events
- Regular class assemblies open to all parents, carers and families
- Parent helpers regularly supporting teaching and learning across the school

We believe that parents have the responsibility to support their children and the school in implementing school policies. We ask our parents to:

- ensure that their child has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit. St Ignatius' PS and Nursery class 'Cost of the School Day' policy provides further guidance in supporting families in this area.
- do their best to keep their child healthy and fit to attend school
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school
- promote a positive attitude towards school and learning

Monitoring and Review

We are aware of the need to review the school Teaching and Learning Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

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