



# Abronhill Primary School and Nursery Class

Teaching and Learning Policy: April 2025

We **ASPIRE** to be the best we can be.



'Education shall develop the child's personality, talents and mental and physical abilities to his/her fullest potential'. (Article 29: United Nations Convention on The Rights of the Child)  
(Appendix D1)

## INTRODUCTION: RATIONALE

In Abronhill Primary School and Nursery Class, we share the aims of Scotland's Curriculum for Excellence and the National Improvement Framework by providing children with opportunities to gain the knowledge, skills and attributes needed for life in the 21st century. We strive to create an inclusive and nurturing learning community and to support children in achieving our vision to '**be the best we can be**'. Quality learning and teaching is essential in ensuring we can achieve these aims, taking account of our local context.

Teaching, Learning and Assessment are intrinsically linked, so this policy must be referred to alongside the 'Assessment and Moderation Policy'. (Appendix A4)

## AIMS OF THE POLICY

The main aims of this policy are to:

- set a framework within which we will work as a school community to achieve our aim of enabling all children to reach their full potential
- embed and promote a shared understanding of effective practice
- enable effective self-evaluation to continuously improve our approaches in learning, teaching and assessment

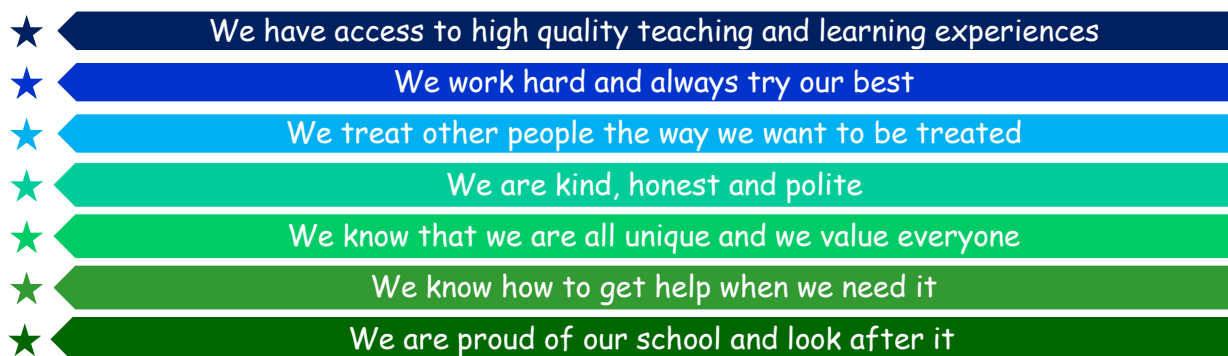
## WHAT ARE OUR VISION, VALUES AND AIMS? (Appendix A1)

In Abronhill Primary School and Nursery Class we **ASPIRE** to **BE THE BEST WE CAN BE**

We are:

<b>A</b>	<b>S</b>	<b>P</b>	<b>I</b>	<b>R</b>	<b>E</b>
Achieving	Supportive	Persistent	Inspirational	Respectful	Equitable

Our Star Statements:



## HOW DO WE IMPLEMENT CURRICULUM FOR EXCELLENCE? (Appendix C)

### Four Capacities and Four Contexts (Appendix C4, C5)

In Abronhill Primary School and Nursery Class, our curriculum places learners at the heart of education. At the centre of Scotland's Curriculum for Excellence are **four fundamental capacities** that reflect and recognise the lifelong nature of education and learning. We ensure that we take account of these in our learning and teaching provision. As part of their learner journey, all children in Scotland are entitled to experience a **coherent curriculum** from 3 to 18, in order that they have opportunities to develop the knowledge, skills and attributes they need to adapt, think critically and flourish in today's world. To ensure that we can provide these opportunities, we ensure that learning across the **four contexts** is central to our provision.



**Four Capacities**



**Four Contexts**

### Curriculum Entitlements

In line with children's rights and the entitlements that are central to Scotland's curriculum, we aim to provide every child with opportunities to:

- participate in a coherent 3-18 progressive curriculum with well-planned experiences and outcomes across all curricular areas
- experience appropriate transitions, particularly from nursery to P1 and P7 to S1
- understand the world, including Scotland's place in it
- learn about the environment and sustainability
- develop skills for learning, skills for life and skills for work
- maximise each individual's potential, benefitting from appropriate personal support and challenge

### Curricular Areas

We teach the following curricular areas in accordance with Curriculum for Excellence:

- Literacy (including English and Modern Languages)
- Numeracy
- Health & Wellbeing
- Social Studies
- Sciences
- Technologies
- Expressive Arts
- Religious and Moral Education

### Curriculum Design (Appendix C3)

Our curriculum design takes account of the following 7 principles:

- Challenge and Enjoyment
- Breadth
- Progression
- Depth
- Personalisation and Choice
- Coherence
- Relevance

### Curricular Levels

Curriculum for Excellence defines five levels of learning from the earliest stages in nursery through to the senior phase in secondary school. Three of these levels (Early-Second) are the focus in early and primary education and we aim to ensure that children achieve appropriately, in accordance with individual needs. Some children may begin to work on Third Level while still in primary school.

Level	Stage
Early	Pre-school years to Primary 1 (later for some)
First	Primary 2 to Primary 4 (earlier or later for some)
Second	Primary 5 to Primary 7 (earlier or later for some)
Third	S1 to S3 (earlier for some)

### HOW DO WE ENSURE OUR TEACHING AND LEARNING APPROACHES MEET THE NEEDS OF ALL CHILDREN?

A key factor in ensuring that children are able to learn effectively is the provision of a **suitable environment**. In Abronhill Primary School and Nursery Class, our **positive ethos** enables us to provide children with fun, inclusive and nurturing environments in which to play, learn and grow. We ensure that learning and teaching takes place in **different contexts**, and we recognise that every individual is entitled to experience a **variety of learning styles**. The teaching and learning provision is of a high standard with a focus on **appropriate planning and resourcing**, along with

**effective assessment, moderation and evaluation.** Our teachers, nursery practitioners and support staff engage in regular **Career Long Professional Learning (CLPL)** to ensure that we meet the needs of our school community.

### **Ethos**

- Our Vision, Values and Aims are consistently implemented
- The 'Getting it Right for Every Child' (**GIRFEC**) approach permeates all that we do and enables us to support children to realise their full potential (**Appendix C15**)
- We embed the **SHANARRI** Wellbeing Indicators (Safe, Healthy, Achieving, Nurtured, Respected, Responsible and Included) to support us in meeting the needs of all children
- **Positive relationships and behaviour management** strategies are developed throughout the school community (**Appendix A5**)
- Our approaches to reducing the cost of the school day for every family aims to ensure that all children are able to **fully engage** with a **positive mindset** and all required resources (**Appendix A6**)
- We have clear and consistent **high expectations**, are **responsive** to individual needs and ensure children are effectively **challenged** and/or **supported**
- Children are **motivated** and **interested** in their learning
- Teachers are **fully prepared** for lessons
- **Learning Intentions and Success Criteria** are shared with all children so they know what they are learning and how they can demonstrate success
- Children's **views are valued** and they are involved in developing and shaping the ethos and life of the school and community
- Children **experience success and praise** every day

### **Physical Environments**

- The physical learning environment is **stimulating, tidy and well organised**
- **High quality resources** are suited to the needs of all children and are easily accessible
- Wall displays and resource areas are informative, interactive and celebratory
- Classroom areas and resources support children in **transferring skills**, including **real life contexts**
- The **learning environment extends beyond the classroom**, including outdoor spaces, playrooms, nurture rooms, cooking room, library, ICT suite and educational visits

### **Teaching Approaches**

- Planning builds upon children's **prior learning** using information gathered from appropriate assessments and observations to **raise attainment and achievement** for all
- High quality, well-paced lessons taking account of the **7 principles of curriculum design** (**Appendix C3**)
- **Clear learning intentions, success criteria and quality feedback** are provided for all learners
- Appropriate **support, challenge and differentiation** are provided for all children (**Appendix A7**)
- Effective **questioning and higher order thinking skills (HOTS)** are developed across the curriculum (**Appendix D4**)

- A balanced range of stimulating and motivating approaches to learning and assessment that include **active, collaborative and independent tasks** are provided
- Opportunities to engage in **different learning styles and contexts** are included
- Children have opportunities to **make connections across their learning**, especially through **high quality interdisciplinary learning (IDL)** experiences
- A range of strategies and interventions are implemented to **support children with additional support needs** (**Appendix A7**)
- We work in **partnership with other professionals**, including Social Work, Educational Psychologist and Speech and Language, to provide support for identified individuals
- **Digital technologies** are appropriately used to enhance learning experiences (**Appendix A8**)

### **Skills Progression and Achievement of a Level (ACEL)** (**Appendix C6**)

For children to demonstrate that their progress is secure and that they have achieved a level, Abronhill Primary School and Nursery Class provides opportunities to show that they:

- can **apply learning** in new and unfamiliar situations
- have **achieved a breadth of learning** across the experiences and outcomes for an aspect of the curriculum
- can **respond to challenges** set out in the experiences and outcomes and are moving forward to more challenging learning in some aspects

### **Assessment and Moderation**

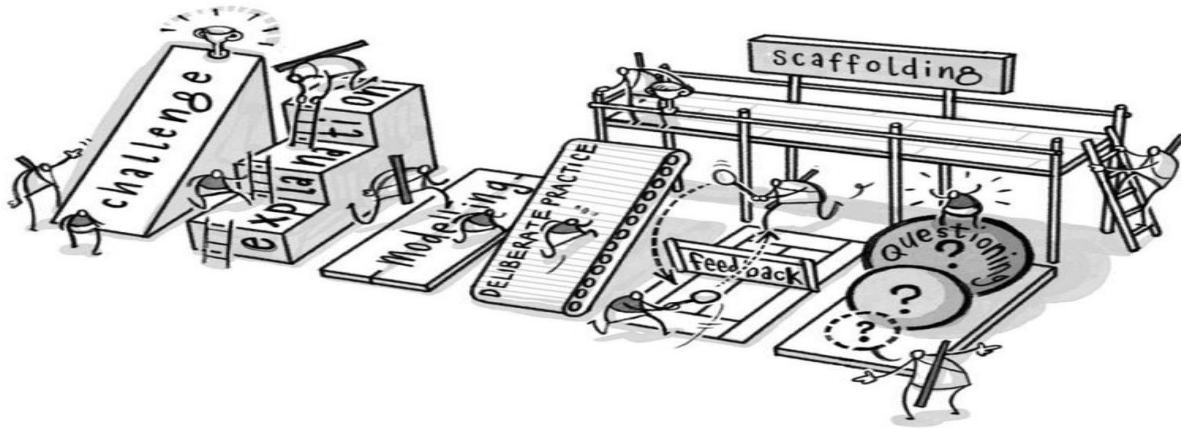
- A range of assessment and moderation approaches are used that enable children to **demonstrate and apply their knowledge and understanding, skills and attributes**
- Children are involved in **reflection, planning and evaluation of their own learning** and that of their peers
- Refer to 'Abronhill PS&NC- Assessment and Moderation Policy' for further details (**Appendix A4**)

### **Staff Development Opportunities**

- It is vital that teachers and practitioners have strong knowledge and understanding of subject content
- Teachers, nursery practitioners and support staff have access to **high quality CLPL opportunities**, including a range of courses
- Staff engage in **professional dialogue** and **share good practice** within and beyond our own establishment
- The School Improvement Plan provides opportunities for staff to be involved in and to **lead priorities** to further improve our practice

### **Home Learning and Parental Involvement**

- Parent/Carer views are gathered and information on children's progress and next steps are shared in a variety of ways, including target books, journey jotters, profiles, information events, reports and questionnaires
- Guidance is provided to enable families to engage in learning activities together
- Refer to 'Abronhill PS&NS- Home Learning Policy' for further details (**Appendix A9**)



### How Do We Evaluate the Effectiveness of Our Provision?

We use a variety of measures in **continuously evaluating** the effectiveness of our provision and we ensure that the **data gathered informs future improvements**. A range of strategies and materials are used, including:

- Views of stakeholders, including staff, children, parents/carers, partners and visiting specialists **(Appendix A10)**
- Tracking and monitoring summative and formative assessment data **(Appendix A4, A13)**
- Teacher/Practitioner Professional Judgement
- Quality Assurance Calendar, including SMT class visits, learning walks, monitoring children's work, professional dialogue meetings, learner conversations and teacher/practitioner peer engagement **(Appendix A13)**
- Comparisons with models of good progress, locally, nationally and beyond
- Regular engagement with local and national frameworks, including **How Good Is Our School? (4<sup>th</sup> Edition)** and **How Good Is Our Early Learning and Childcare? (Appendix C11)**





What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and education we offer?	How good are we at ensuring the best possible outcomes for all our learners?
<b>1.1</b> Self-evaluation for self-improvement <b>1.2</b> Leadership of learning <b>1.3</b> Leadership of change <b>1.4</b> Leadership and management of staff <b>1.5</b> Management of resources to promote equity	<b>2.1</b> Safeguarding and child protection <b>2.2</b> Curriculum <b>2.3</b> Learning, teaching and assessment <b>2.4</b> Personalised support <b>2.5</b> Family learning <b>2.6</b> Transitions <b>2.7</b> Partnerships	<b>3.1</b> Ensuring wellbeing, equality and inclusion <b>3.2</b> Raising attainment and achievement <b>3.3</b> Increasing creativity and employability

**How Good Is Our School?**

What is our capacity for improvement?		
Leadership and management	Learning provision	Successes and achievements
How good is our leadership and approach to improvement?	How good is the quality of the care and learning we offer?	How good are we at ensuring the best possible outcomes for all our children?
1.1 Self-evaluation for self-improvement 1.2 Leadership of learning 1.3 Leadership of change 1.4 Leadership and management of practitioners 1.5 Management of resources to promote equity	2.1 Safeguarding and child protection 2.2 Curriculum 2.3 Learning, teaching and assessment 2.4 Personalised support 2.5 Family learning 2.6 Transitions 2.7 Partnerships	3.1 Ensuring wellbeing, equality and inclusion 3.2 Securing children's progress 3.3 Developing creativity and skills for life and learning

**How Good Is Our Early Learning and Childcare?**

## CONCLUSION

Through a range of high quality approaches, Abronhill Primary School and Nursery Class strives to provide all children with opportunities to be active participants who are fully engaged in their learning. Our children are happy, motivated and enjoy contributing to the development of a curriculum that matches their needs and interests. They understand the purpose of their learning and continually develop the skills they require to be effective contributors, responsible citizens, successful learners and confident individuals. Our staff will continue to develop their skills, knowledge and understanding to further improve our approaches to teaching and learning. We will continue to **ASPIRE** to **BE THE BEST WE CAN BE**.

## APPENDICES and SUPPORT MATERIALS:

**Note: Red letters and numbers in brackets are specifically referenced in the policy**

### Appendix A: Abronhill Primary School and Nursery Class: Publications and Resources

- **Abronhill Primary- Staff Glow Team:**
  - Support materials and resources are available in the Files section
  - 'Policies and Procedures' folder in the Files section contains copies of all policies and procedures
- Vision, Values and Aims (**A1**)
- Curriculum Rationale
- Curriculum Folders
- Target Setting Resources

- Marking and Feedback Guidance
- Assessment and Moderation Policy and Folder (A4)
- Promoting Positive Relationships Policy (A5)
- Poverty Proofing/Cost of the School Day Policy (A6)
- GIRFEC/Support for Learning Policy (A7)
- Digital Learning Policy (A8)
- Home Learning Policy (A9)
- Parental Engagement Policy (A10)
- TLC Resources
- School Handbook
- Staff Induction Handbook
- Quality Assurance Calendar (A13)
- Curricular Co-Ordinators/Champions/Coaches

#### **Appendix B: NLC: Publications and Resources**

- North Lanarkshire Council Learning and Teaching Policy
- Assessment and Moderation materials (in the school folder)
- Making Every Lesson Great booklet
- Pedagogy Team
- NLC GLOW

#### **Appendix C: National: Publications and Resources**

- Education Scotland website- <https://education.gov.scot/>
  - CfE Experiences and Outcomes
  - Principles and Practice Papers
  - 7 Curriculum Design Principles (C3)
  - 4 Capacities (C4)
  - 4 Contexts for Learning (C5)
  - Achievement of a Level (C6)
  - National Improvement Hub
  - National Improvement Framework
  - Assessment and Moderation
  - Building the Curriculum
  - HGIOS4 and HGIOELC (C11)
  - A Statement for Practitioners from HM Chief Inspector of Education
  - Realising the Ambition: Being Me
- Getting It Right For Every Child (GIRFEC) (C15)
- Teachers Professional Standards  
<https://www.gtcs.org.uk/professional-standards/professional-standards-2021>



- SSSC Code of Conduct  
<https://www.sssc.uk.com/the-scottish-social-services-council/sssc-codes-of-practice>

#### **Appendix D: Other Publications and Resources**

- UN Convention on the Rights of the Child (UNCRC) (D1)
- Education Endowment Fund  
<https://educationendowmentfoundation.org.uk/>
- Blooms Taxonomy (D3)
- Higher Order Thinking Skills (D4)
- Making Every Primary Lesson Count, Jo Payne and Mel Scott

#### **Appendix E: Parents**

- Parentzone  
<https://education.gov.scot/parentzone/>
- Parenting Across Scotland  
<https://www.parentingacrossscotland.org/>
- Parent Club Scotland  
<https://www.parentclub.scot/>