

Learning & Teaching in Airdrie Academy

We, as the teachers of Airdrie Academy, aim to achieve consistently good teaching and work together to:

- Always have high standards for behaviour, timekeeping, materials, homework and effort.
- Be organised and plan motivating and engaging lessons which meet learners' needs.
- Create an atmosphere in our classrooms which encourages pupils to learn and behave well.
- Be creative and use a variety of teaching methods to engage our pupils in active learning.
- Teach for understanding, showing the relevance and importance of what is being taught.
- Ask questions which make our pupils think about their learning and allow us to assess their understanding and progress.
- Share Learning Intentions and set aside time to help individual pupils.
- Create opportunities for pupils to work with us, with each other and on their own.
- Give regular and varied feedback to help pupils improve and move forward in their learning.
- Reflect on and share our classroom practice with a view to improving what we do.

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We, as the pupils of Airdrie Academy, aim to work with others to learn as well as we can.
We will:

- Come to class on time, equipped with books, jotters, pencils and planners.
- Respect those we are working with such as other pupils, our teachers and other staff
- Listen to and follow all teachers' instructions.
- Always be ambitious in our work and don't give in too easily.
- Concentrate as best we can and work with the teacher and other pupils to improve our learning.
- Ask for help when we need it and then act upon the advice of our teachers.
- Work well on our own as well as with other pupils to improve our understanding.
- Complete homework on time and to the very best of our ability.
- Think about what we are learning and ask questions to help move our understanding forward.
- Be enthusiastic, inquisitive and eager to learn.

Improving the quality of learning and teaching is an ongoing priority for all schools. In Airdrie Academy a strategic improvement process is now well established which involves all departments in self - evaluation and development planning. This process takes account, not only of departmental and whole school issues, but also, of the local authority agenda and the National Priorities for education.

Staff in Airdrie Academy have worked as a team to improve the quality of learning and teaching and achieve consistency across the school. This work has delivered an agreed framework for learning and teaching. This promotes high quality learning and teaching and plays a key role in meeting challenges to work together to continue to build on good practice and plan for future developments.

Key Aims:

To develop an ethos of learning and teaching that reflects our school's Vision and Values.

To build on and share good practice, spreading this consistently throughout the school and to identify opportunities for staff development.

To extend the range of teaching and learning methodologies in practice and better meet pupils' needs in all curricular areas.

To encourage our pupils to have high expectations of themselves and their teachers and to be successful, responsible and respectful citizens who will make effective contributions to society.

Teachers, pupils and parents have been involved in developing this framework and each group has a key role to play in its success.

Departmental handbooks outline learning outcomes and assessment details for pupils at every stage and well supported, differentiated courses are in place.

Teachers plan lessons to ensure relevance, breadth, depth, progression and challenge whilst giving pupils opportunities to personalise their work.

Active Learning & Teaching

Teachers use clear explanations and demonstration, share the purpose of lessons with pupils and link one lesson to the next.

Teachers interact with pupils as a whole class and with small groups and individuals.

Teachers' questioning allows time for pupils to think, to refine or extend answers and involves all pupils in a challenging and supportive way. Time is taken to understand the reasons behind wrong answers.

Account is taken of pupils' learning needs and preferred learning styles and a variety of teaching approaches is used.

A climate of mutual respect is created in the classroom which promotes positive behaviour and work habits and which stimulates and challenges pupils to learn effectively.

Teachers motivate pupils to work well. They have high yet realistic expectations, and share the purposes of activities and give them the opportunity to work on their own and with other pupils.

A brisk pace is set which allows pupils to make good progress through coursework.

Pupils are encouraged to contribute and take responsibility for their learning, They have the opportunity to think for themselves, to reflect on what they are learning.

Teachers help pupils to understand what they need to do to improve by giving regular formative feedback.

Resources are engaging, differentiated and well-matched to the needs of individual pupils and pupils are helped to achieve the next steps in their learning.

In order to help pupils reach their potential, they are given the opportunity to discuss targets with their class teachers and pupil support teachers.

Pupils know that their progress towards targets and their commitment to coursework is monitored and that action will be taken if this is unsatisfactory.

Learning support and specialist staff assist departments to ensure that the learning needs of all pupils are met.

Homework is given regularly, It is closely linked to coursework and offers the opportunity to reinforce learning and develop pupils' independent learning skills.

Through classroom activities and homework, progress is monitored and previous learning is regularly revised.

Assessment & Raising Achievement

A range of assessment procedures is in place which informs teaching as well as learning, allowing teachers to evaluate the appropriateness and effectiveness of their teaching, reflect on outcomes and modify future approaches.

Assessment supports learning and teachers use assessment information to identify pupils' needs and plan next steps in learning.

Assessment should indicate success and progress to pupils and, through the reporting process, to parents.

Quality assurance procedures are in place at whole school and departmental level to monitor learning and teaching.

All teachers are encouraged to reflect on their teaching and there is regular discussion of learning and teaching at departmental meetings.

Opportunities are created on a whole school level to discuss aspects of learning and teaching and to share good practice.