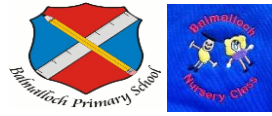


Balmalloch Primary School & Nursery Class



Teaching and Learning Policy



responsi **B**ility

gr**A**ttitude

BELIEVE IN YOURSELF

hu**M**ility and forgiveness

persever**A**nce

Love

ACHIEVE YOUR GOALS

h**O**nesty and gener**O**sity

respe**C**t

friends**H**ip & family

A Place of Enthusiastic Learning and Achievement!

North Lanarkshire Council

North Lanarkshire's expectation is that all pupils are provided with the highest quality of learning experiences which lead to high levels of achievement, raise attainment and close the poverty related gap.

The vehicle to achieve this is Curriculum for Excellence:

"A coherent, more flexible and enriched curriculum from 3-18, firmly focused on the needs of the child and young person and designed to develop the Four Capacities." (BtC 3, Page 3)

Balmalloch Primary School and Nursery Class Rationale

In Balmalloch Primary School and Nursery Class, we strive to engage every child in their learning journey. Every child will be equipped with skills, knowledge and attributes which will support them to be Confident Individuals, Effective Contributors, Successful Learners and Responsible Citizens who play their part in making their community and their world a better place to live and to learn. Our children will learn through teaching which is interactive, dynamic and based on sound and up to date knowledge of local and national priorities and approaches which ensure quality learning and teaching experiences.

Balmalloch Primary School Aims

The aims of this learning and teaching policy are:

- To ensure consistently high learning experiences in line with the aims of Curriculum for Excellence, HGIOS 4 and Building the Curriculum guidelines.
- To develop a community of learners where learning is valued, enjoyed, supportive and structured to ensure that the needs of our children are recognised and addressed.
- To help children, staff and families to work together to ensure a positive attitude to school, our community and the wellbeing of all school users.
- To ensure that every teacher and partner plans, assesses, supports and challenges our children appropriately and consistently.

In delivering the CfE it is vital that pedagogy is derived from a desire to facilitate learning and not solely to produce good teaching. The components necessary to achieve this are the Principles of Curriculum Design – Curriculum for Excellence.

Principles of Curriculum Design

All staff will work as a team to ensure that the seven design principles (page 18 BtC3) are reflected in the learning experiences we provide by ...

- Providing all learners with breadth, depth and progression at every stage.
- Ensuring there is continuity and progression between stages and at key transitions.
- Ensuring relevance and coherence to wider life.
- Providing opportunities for children to exercise personalisation and choice.
- Taking account of cross cutting themes and interdisciplinary learning to ensure challenge and enjoyment.
- **Learning, teaching and planning**
Planning in Balmalloch Primary School and Nursery Class takes on three forms – long term planning, short term planning and daily planning.
 - Long term planning is the overview of anticipated learning taking place throughout the term.
 - Short term planning is captured in our forward plans and takes account of CfE Experiences and Outcomes and Benchmarks, ensuring progression of skills development.
 - Daily planning is completed and evaluated one day in advance. For our planning to be effective we will ensure that;
 - * All planning will start with assessment, identifying appropriate focus benchmarks;
 - * All staff will use detailed consistent progressive plans alongside curricular frameworks;
 - * All planning will highlight Experiences and Outcomes focus;
 - * All planning will explicitly highlight the skills, knowledge and attributes being developed.

Effective Learning and Teaching Components

- A positive learning environment promoting high standards of behaviour, ensuring children feel safe - respect, value and support each other as learners.
- There are high expectations of learners for presentation and target setting.
- All learners are encouraged to be positive role models for each other.
- Learners' prior knowledge is used as a foundation on which to begin.
- Learners will take calculated risks to make learning experiences better.
- Learners will be confident enough to make mistakes and value these as learning opportunities.
- We ensure learners are knowledgeable of the learning which will take place – this can be through clear and well thought out Learning Intentions.
- An 'I Can' attitude is part of the learning culture and learners use 'I can' statements to emphasise this.
- All lessons are clearly differentiated to enable all pupils to access learning and to be given appropriate challenge.
- All pupils are actively engaged in their learning, be that on independent tasks, group or class work.
- Effective pedagogy is utilised, such as co-operative learning. Making Thinking Visible will be developed as part of school improvement.
- All learners receive regular and clear verbal and written feedback which enhances progress.
- Learning is enhanced through digital technologies.
- Learning is supported through the effective use of additional adults and direct interventions where necessary.
- It is important a lesson concludes with a plenary to recap and reflect on the lesson, identifying next steps.

Learning, teaching and assessment

All staff will recognise and consider barriers to learning and pupil involvement in their learning arising from additional learning needs, language, disability, gender, race, religion or beliefs and background and how these can be overcome. We will work as a team alongside our community and our families to ensure that the needs of every child are known and considered.

Research and data confirm that learners do best when;

- Clear learning intentions and success criteria are shared and understood;
- They are given feedback on the quality of their work and given opportunities to understand how to improve;
- They are fully involved in decisions about what needs to be done and what can help them to get better at what they do.

All staff working in classrooms will embed the following in their practice:

- Ensure planning builds upon children's prior learning using information from appropriate assessments (including professional judgement where possible).
- 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 and assess the needs of all children, including those with additional needs and highly able children.
- Use a range of assessment approaches which will allow children to demonstrate their knowledge and understanding, skills and abilities (staff will refer to Professional Papers for each curricular area and make opportunities for skills to be transferred to unfamiliar contexts and different curricular areas).
- Provide opportunities for children to be involved in reflection, planning and evaluating their own learning and that of peers.
- Provide opportunities to involve parents/carers in the learning of every child.
- Support out of school learning through varied, stimulating and enjoyable homework tasks and activities.
- Maintain and regularly review records of children's progress.
- Provide parents/carers with clear information on their child's targets and progress and how they can support their child's learning.
- Regularly evaluate the impact of learning and teaching to inform next steps in planning to meet the needs of every child.

Effective Learning

People learn in different ways. Learning opportunities should incorporate a range of strategies in order to engage children in learning and meet the needs of all learners. Effective learning could include:

Investigation and problem solving	Group Work (Various Reasons)	Paired Work
Research	Individual Work	Independent Work – Child Directed
Whole-class work	Collaborative Work	Designing and Making Things
Setting Challenges for Themselves	Participation in Athletic & Physical Activity	Drama Techniques
Selecting & Using Relevant Resources to Support Learning	Use of IT including Visual Images, Film, Interactive Teaching Resources etc.	Asking & Answering Questions
Educational Outings/Residential Experiences/Work in the Community	Debates, Discussions, Oral Presentations, Performances etc.	School Clubs

Children should be taught to take responsibility for their own learning; to review the way they learn and how they learn and how to overcome challenges in their learning.

Assessment and Moderation

- Assessment is integral to the planning of learning and teaching.
- Formative assessment strategies should promote understanding, allowing pupils to demonstrate their understanding and identify next steps in learning.
- Throughout learning and teaching, reliable evidence should be gathered to quantify teachers' professional judgement which should be measured against the CfE Benchmarks and National Standards.

Every learning experience/lesson will include some but not all of the following key elements to help ensure quality learning and teaching is taking place.

Creating a Positive Environment ↓	→ Active Learning	Feedback ↓
Clear Learning Intentions ↓	↑ Differentiation	Use of Digital Technology ↓
Success Criteria →	↑ Linking the Learning, Interdisciplinary Learning	Review Learning

To ensure that children receive consistently high quality learning experiences in Balmalloch Primary School and Nursery Class, every member of staff should refer to the following guide when planning, implementing and evaluating;

Learning Intentions

Clear and focused.	Based on learning rather than task.	What children should be capable of by the end of the lesson.
Discussed and understood by children.	Based on prior attainment, knowledge and understanding.	Displayed and written in jotters (P3-7).

Success Criteria

Include the steps or 'ingredients' the children need to be successful – think of the analogy of opening a door.	Are normally generated with the children when discussing the Learning Intention.	Are identified and highlighted by the teacher during the planning process and referred to during the lesson and as part of the plenary.
Success Criteria will be differentiated to allow learners to experience success.	'I can ...' statements that allow learners know how their learning will be judged.	Success Criteria should encourage meaningful feedback related to the learning.

Plenary

Planned times both during and at the end of the lesson to reflect on progress towards the LI and SC	Allows adults and children to address any misconceptions, make improvements and add further challenge.	Allows the learning to be recovered or redirected as appropriate.	Creates opportunities to transfer skills and apply learning to different contexts.
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Targets

Children's targets will be shared each term in 'Latest and Best Jotters' and through day to day work.	Individual targets will be commented on in feedback.	Termly targets will be created to reflect forward planning and daily planning.	Targets will show clear differentiation.
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Outcomes/Objectives

What will be achieved by learners by the end of the lesson.	The activity/evidence of learning.	Sufficient time is given to enable children to achieve meaningful learning.
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Differentiation

Content – Learning materials at different levels.	Process – Varying the length of time to complete a task.	Product – Giving learners choice in how to express ideas or required learning.	Learning Environment – Having areas in the classroom for some children to work without distraction.
May occur through adult support, range and level of resources, task or different Success Criteria to achieve the Learning Intention.	Takes place throughout the lesson and is highlighted in planning – termly/daily.	Is closely matched to the children's targets, levels and next steps in learning.	When planning work for children with Additional Support Needs or Highly Able Children, targets in Learning Plans and GIRFME plans are addressed and evaluated.

Questioning

Questions will be used to assess learning, challenge and deepen thinking and understanding.	The range will include open and closed questions, higher and lower order (Bloom's Taxonomy) and will be differentiated to support and challenge.	Classroom management will support questioning through co-operative learning groups of four to ensure use of 'Numbered Heads Together' to raise accountability.	Children will be encouraged to develop their own questions.
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Active Learning – Building the Curriculum 2

Children are given opportunities to be involved in learning throughout the lesson and work co-operatively.	There is an appropriate balance of pupil/adult talk.	Learners have opportunities to engage in spontaneous but purposeful play and plan their own learning.
Learners are encouraged to investigate and explore.	Learners are aware of concepts and skills and deploy them in different contexts, linking events and life experiences, ensuring depth in learning.	Learning and teaching is focused and encourages opportunities for questioning, enquiry and reflection.

Linking the Learning – Interdisciplinary Learning

Based on experiences and outcomes that link learning across curricular areas and themes.	Deepens learning through engagement in the ethos and life of the school and community.	Planned around clear purposes.
Ensures progression in skills, knowledge and understanding.	Provides opportunities for mixed stage learning which is interest based.	Provides opportunities for personal achievement.

Feedback and Marking – Verbal, Written, Tests and Digital Technology.

Linked to Learning Intention, Success Criteria and Individual Targets.	Regular feedback will be given to children – teacher, parents, management, peer and self. Learners will know what level they are working on in Reading, Writing, Talking and Listening & Numeracy & Maths.	Opportunities are planned for children to regularly respond to feedback and marking. Focus groups will discuss the impact of feedback and marking.	Identifies success and areas for improvement/next steps in learning. Should be used by children during reflections and when reflecting on targets.
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Self and Peer Assessment

Children are trained to self and peer assess. They link the assessment to the Learning Intention, Success Criteria and Learner's Targets.	Latest and Best Jotters are sent home termly for children to self-assess with their parents/carers. Parental involvement templates will be used at all stages.	Teachers will ensure that self and peer assessment is highlighted appropriately in jotters.	Weekly opportunities for peer and self-assessment will be used to enhance learning experiences.
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Jotters – Jotter and Presentation Policy

Children must be encouraged to take pride in every piece of work.	Presentation and layout should be to a consistently high standard.	Latest and Best jotters should be sent home at least once termly and parental involvement templates stapled/stuck into jotter to evidence this.	Full pages must be complete and new pages only taken when appropriate. Children must be trained to do this effectively.
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Learning Environment

Classrooms should be well organised with health and safety considered at all times.	Children should be trained to respect and manage their classroom.	Children should work in a range of groups – ability, social and co-operative learning teams.	Classroom should be tidy and should be word and number rich. Resources should be appropriately stored.
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Displays

Each class should have an area to celebrate success and achievement – Star Writers/Wider Achievements/Class Trips.	Displays should support classroom organisation – timetables, registration/lunch.	Promote independence by providing support and prompts.
Support learning – working walls, presentation examples, interactive and challenging.	Changed regularly and reflect current learning/themes.	Highlight IDL, transfer of skills, experiences and outcomes and make reference to the Four Capacities and Seven Design Principles.

Digital Technology

Learners develop skills for learning, life and work.	Engaging resources, including GLOW, Sumdog, Education City & Discovery Education.	Opportunities for Personalisation and Choice.
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Support Staff

Classroom Assistants, Additional Support Needs Assistants and other adult helpers are deployed throughout school to support learning as effectively as possible. They are involved in:

Supporting learning and children's progress.	Supporting assessments of children's understanding developing children's independence.	Keeping records of progress made with interventions and updating key information on the school's database.
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The Role of SMT

Support colleagues to develop practice and subject knowledge to maximise progress & take the lead in policy development.	Have responsibility for purchasing and organising of resources for their team and in some cases for the whole school.	Ensure resources required are in place and accessible.	Track wider achievements of learners, ensuring equity for learners to tackle the 'poverty related gap'.
Keep up to date with developments in all subject areas and are responsible for sharing this with colleagues within their team – collegiate working.	Guiding staff towards area of professional reading and ensuring feedback on findings.	Recognise and facilitate the sharing of effective practice.	Encourage all staff to adopt distributed leadership roles to improve the work of the school in line with GTCS Standards.
Undertake structured and agreed monitoring activities to constantly review and improve performance.	Track attainment in subject areas and create action plans to address areas of need.	Opportunities for professional dialogue.	Facilitate opportunities for agreeing and moderating standards.

The Role of Parents

Parents have a fundamental role to play in helping children to learn. Balmalloch Primary School and Nursery Class ensure they are informed about what and how their children are learning by:

Evenings in which the progress made by each child, and his/her next steps learning, are explained and discussed.	Sending an annual report to parents explaining the progress made by their child and indicating areas for improvement.	Explaining to parents how they can support their children with homework.
Termly tracking information on the progress made by their child through 'Latest & Best' jotters.	Class Assemblies/School Shows & Events	Parent Council
Holding parent workshops to explain the work covered and the strategies and methods taught to the children.	<u>Nursery and Class Newsletters</u> Sending information to parents at the start of each term in which we outline the learning areas and topics that the children will be covering that term.	Keeping parents informed about pupil's progress on a more regular basis if appropriate (e.g.) Communication Diaries.
Twitter/Website – Blog/GLOW	Transition Days/Induction Days	GIRFEC: GIRFME Plans/CSPs

Monitoring & Evaluation

This policy will be used to support the monitoring of teaching and learning throughout school. It will be regularly reviewed with staff and will be discussed with new staff working in school.

Ruth McCarthy
Head Teacher
March, 2020

Scheduled Review: March 2021