**Learning and Teaching Policy**

1. Structure of Curriculum

Our curriculum overviews are continuously being development and are followed by all classes in school. These are planned around the four contexts of learning and help to ensure our pupils receive a broad and general education. These plans allow us to integrate our Eco, Outdoor Learning, Pupil Coucil, JRSO, Community Links work, our partnership with Mvumo primary School in Malawi and most recently our Rights Respecting School journey into the annual work of the class. This highlights to teachers that we are collecting evidence from all areas of school life. We have core programmes in place for all curricular areas.

1. Curricular Areas

**Literacy**

We utiise the NLC Active Literacy programme as a core resource but other resources are also being used to support learning. Our literacy programme covers all aspects of literacy and makes meaningful links to other areas of the curriculum. Literacy is taught every day. Reading is taught at least 4 times per week and there is one taught writing lesson each week. The skills for talking and listening are explicitly taught through meaningful contexts across the curriculum.

**Modern Languages**

French is taught throughout the school from P1-7. Each class receives 30 minutes of French per week. Spanish has recently been introduced to P1-7 for 15 minutes per week as part of our roll out of 1+2 initiative. We follow the agreed NLC programme.

**Numeracy**

We have numeracy sessions at least 4 times per week in every classroom. Pathways are followed at an appropriate pace and a range of resources and approaches are used to meet the learning intentions. We are utilising Number Talks in every class. Children are beginning to have termly opportunities to look at maths in context and periodic assessments are also being introduced. SEAL approaches are being explored in early and first level of the curriculum.

**HWB**

We are currently utilising the Healthy Pack in school, SID and SHANARRI in nursery and other available resources as identified on the overviews. The HWB programme across the school and nursery focuses on a SHANARRI indicator each month and relates to other learning across the curriculum.

Every child will self-evaluate their own health and wellbeing using the My-Self Care Plan at the start of the session. This is kept in the pupil’s Achievement and Next Steps Folder. This should be updated termly if required.

If the pupil requires further support in this area, and/or members of staff have significant concerns, teachers should open a Single Agency Assessment and complete a What I Think Tool with the pupil. This should then be used to create a GIRFme plan which is planned, implemented, reviewed and adapted on at least, a termly basis.

**Physical Education**

An NLC overview which includes contexts, physical competencies, cognitive skills and personal qualities is currently being used to plan for each term, with teachers selecting appropriate lesson plans and resources for their own classes. Every pupil should have two hours of PE weekly with one of these sessions (at least 30 minutes of the session) planned to make use of the outdoor environment.

**IDL**

Social subjects and sciences will form the basis of interdisciplinary themes in class. Suggested hemes have been identified on the Social Studies curriculum overview for every class. However staff and pupils can change themes as long as they are addressing the same learning and the theme doesn’t appear anywhere else on the whole school overviews. Teachers complete a responsive planning session with their pupils and display this in class for the duration of the theme. Any proposed changes to contexts should be discussed with SMT beforehand as trips and experiences may have been planned in advance.

**RME**

There is a whole school overview of topics for RME which should be followed. This has a balance of learning across Christianity, Islam and Judaism. Some RME content will be delivered through weekly assemblies from our Chaplaincy team. These plans will be shared with teachers.

**Expressive Arts**

Teachers can use a variety of resources to deliver expressive arts outcomes. ABC music is available from nursery throughout the school and every class completes the journeys assigned to them. Primary 5 pupils continue to receive Kodaly music annually which is delivered by a visiting specialist.

Art and Design activities are planned both as discrete lessons and as part of IDL work in class. Planners clearly show success criteria which needs to be met within each level across the range of concepts. Teachers and pupils can plan their activities around this criteria. Specific art lessons are available for teachers on their curriculum plans.

Drama experiences can also be planned as discrete lessons or be linked into the themes in class. Teachers are provided with a drama conventions information sheet which they can use to tailor towards specific themes and tasks in class. There are also short units of work prescribed to each curriculum plan which are available for teachers to use and adapt. These are on first class.

Dance activities are planned using the Jigs and Reels pack which celebrates a wide range of Scottish country dancing. Planners clearly show success criteria which needs to be met within each level across the range of concepts. Teachers and pupils can plan their activities around this criteria. Staff are free to work with children on creating their own dance sequences to various styles of music.

**Technologies**

Food

Each class has a food topic assigned to them which includes a practical cooking activity. Every pupil will have at least one practical food lesson each session. Focus on Food planners are used to deliver these and can be found on First Class. A letter needs to go out prior to every cooking experience with the recipe to ensure parents are happy with children using all ingredients. Permission needs to be granted before pupils can take part in the activity.

ICT

We follow the digital framework with all pupils and there are three four feature plans for every class. These should be delivered as a mixture of stand-alone lessons and then cross-curricular work. ICT should be used regularly across the curriculum. All pupils should be able to access GLOW and make comments on school and class blogs.

1. Forward Planning

Teachers follow the planning checklist and plan for four terms. Plans will be submitted to the SMT on four occasions throughout the session for monitoring. These dates are agreed through the annual calendar discussion and are on the planning checklist. Plans should clearly show planned learning and be kept up to date. Planned learning should be highlighted in term colours. These are as follows;

Term 1 – Yellow Term 2 – Green Term 3 – Blue Term 4 - Pink

Content covered should be ticked off on completion. Very brief, pertinent evaluations should be submitted weekly to SMT. Once returned, these should be kept at the back of the forward plan document.

1. Jotters and Presentation of Work

There is a jotter presentation policy is school which should be adhered to. Pupils are taught how to set out their work and it is recommended that initially pupils use paper and then move onto jotters when correct layout has been established.

1. Teaching Approaches

Teachers should employ a variety of teaching strategies in order to ensure all pupils meet their learning intentions. Teaching should be active and collaborative, ensuring high levels of pupil engagement. Learning intentions and success criteria should be shared with all pupils for every lesson. These do not need to be recorded in jotters but pupils need to clearly understand what they are working on and should be able to retell to anyone who walks into the lesson. Pupils should be trained in self and peer assessment and there should be evidence of this in jotters.

1. Assessment

All work should be marked and teachers should give timely and quality feedback to learners which clearly reflects the intentions and criteria of the lesson. Spelling and mental agility tests should be completed weekly and recorded in assessment jotters.

Teachers should continually monitor pupil progress in fluency and comprehension. When they feel pupils have achieved the end of a level, they should complete the assessment identified for that level on the school assessment overview. This, along with pupils’ classwork will help to inform the teacher of pupils’ next steps.

Writing criteria sheets are provided for every level for each genre and these should be used with pupils every time they work on a piece of writing. Once pupils have met most of the criteria for a genre, they should write a piece in that genre independently which will be assessed and result recorded.

Every pupil is assessed on one personal talk each year each term.

In numeracy and mathematics every section of the pathway should be assessed. These assessments should be planned in advance, be fit for purpose and assess learning intentions and criteria. Teejay assessments are used to assess learning at the end of a level and help inform teacher judgement.

Snap Shot weeks have been identified and these are included on the yearly overview. During these weeks, teachers should plan periodically, around a chosen or given context and pupils should complete selected pieces of work in the snap shot jotters. These jotters and benchmarks in literacy and numeracy will be used in moderation activities with staff from schools within the cluster and will provide further evidence to support teacher judgement.

Formative Assessment Strategies

Teachers can use a variety of formative assessment strategies but in order to provide consistency for pupils and staff the following strategies will be used by everyone.

* **Traffic Lights** – these should be used throughout the school when pupils are completing self and peer assessment in any curricular area.
* **Stars and a Wish** – this strategy is used for giving feedback on writing. Staff can decide for their level whether to give pupils two stars and a wish or one star and a wish. Wishes should be linked specifically to the success criteria for the particular task.
* **Written Feedback** – this should be evidenced in numeracy jotters so that pupils aren’t always just given ticks and crosses. It is essential pupils get feedback on how to improve.
* **Lollipop Sticks** – these should be used in class as a randomiser to encourage all pupils to participate in class discussions.
* **Questioning** – Classes from 5-7 are using Blooms questioning throughout learning and should continue to develop these skills in pupils. Classes from P1-4 are beginning this process.

1. Monitoring and Tracking

Pupil progress will be monitored by the SMT through meeting with pupils for a learning conversation. Pupils will bring their jotters and discuss their learning and next steps.

Classroom observations also form part of the monitoring calendar and each class will be formally visited each term with an agreed focus between SMT and class teacher. SMT will pop into classes regularly to check on pupil progress.

SMT meet with class teachers termly to discuss and track pupil progress. All aspects of pupils learning will be discussed and any actions that need to take place will be agreed.

Class teachers keep a record of current levels for every pupil in reading, writing, talking and listening and numeracy. These will be discussed and updated during termly planning meetings. Summative data over time is also included on these tables to enhance and determine the attainment story of each child.

1. Classrooms

Classrooms need to be well organised with designated areas for pupil work and resource storage. Teachers may choose how to arrange the classroom to best suit the needs of pupils ensuring that safety and access to resources are taken into account. Where to seat pupils should take into account who works effectively together and should be changed regularly. Pupils with additional support needs such as poor eye-sight or hearing should be seated where they can hear or see best.

1. Classroom Management

All classes should have task boards that display the different tasks in pupil work programmes. There should be one for numeracy and one for literacy. Pupils should be trained to use these task boards independently. There should be clear routines established for collecting resources and putting them away. Work to be seen by the teacher should be placed in clearly labelled marking trays.

Each group should have easy access to pencils, rubbers, rulers and colouring pens/pencils/crayons. Teachers may choose to add glue sticks and scissors to this but pupils must be trained in their safe use. Pupils need to be trained to look after these resources and keep them in good condition.

Pupils should be given roles that assist with the day to day management within the classroom such as messenger, jotter person, library monitor etc. These should change regularly and should be displayed in the class.

Classrooms need to be left tidy at the end of each session and at the end of a day. Children need to take responsibility for their personal belongings and ensure they take them home at the end of the day. PE kits should be kept in school bags or in a bag hung onto pupil pegs in the cloakroom.

1. Classroom Behaviour

Children must follow the five school rules within the classroom and all members of staff must promote these. Our rules are;

**We will walk in an orderly manner.**

**I will respect everyone.**

**I will not hurt people with my words or actions.**

**I will show good manners to everyone.**

**I will always work hard.**

Class teachers may decide on additional rules for their classroom in consultation with pupils. These should be reinforced and maintained throughout the session. Please see the *Promoting Positive Behaviour* policy for more details.

1. Displays

Every classroom should have a numeracy and literacy wall where pupil work is displayed proudly. There should be an area in class to showcase interdisciplinary work and any other curricular areas if space allows. Corridor display space is also avaialble. Displays should include teacher made signs, resources for pupils to refer to and pupil work. Pupil work should be mounted with their name on it. Every pupil in the class should have something displayed in the classroom. The four capacities should be displayed in class and referred to so that pupils know the skills and attributes to show in order to receive our weekly awards at assembly.

1. Achievement and Next Steps Folders

Time should be set aside each week for pupils to orally reflect on their learning. Reflections of achievements will be recorded at the end of each month in achievement folders under the headings of the four capacities. At this time children will also recognise and write their next steps in learning. Children are given merits for the quality of their reflections and next steps. These awards will be presented and celebrated during end of month assemblies.

This target setting and reflecting will support us in achieving the school aims which are;

**To provide high quality teaching and learning experiences that foster SUCCESSFUL LEARNERS who attain well, particularly in literacy and numeracy.**

**To provide a positive and nurturing environment where children can develop resilience and become CONFIDENT INDIVIDUALS who are able to cope with life choices and challenges.**

**To provide equal opportunities for all children to develop an understanding of the world they live in and become RESPONSIBLE CITIZENS who look after themselves, each other and their community.**

**To provide opportunities for children to develop an enterprising attitude and skills that enable them to work well in different teams to solve problems and become EFFECTIVE CONTRIBUTORS to society.**