

The Tollbrae Way

Tollbrae Nursery Class



Sgoil Àraich Tollbrae



- ✓ Respect
- ✓ Achievement
- ✓ Enjoyment



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A TOLLBRAE classroom/playroom has a positive ethos and culture with:

- A welcoming and nurturing learning environment
- Positive relationships and **RESPECT**ful interactions
- High expectations for all learners

A TOLLBRAE classroom/playroom feels calm and focused with:

- Consistent and familiar routines
- Well-organized and accessible resources
- Attractive displays that support learning and celebrate children's **ACHIEVEMENTS**

For more information on setting up a Learning Environment see, 'Realising the Ambition' and the Education Scotland CIRCLE resource.



A welcoming and nurturing learning environment where:

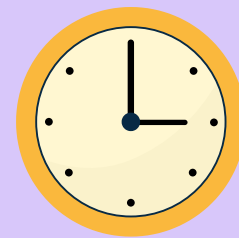
- Children are greeted by name on arrival regardless of the time.
- Children are given a sense of identity and belonging through personalisation, e.g., names on pegs, seating, groups, photos, displays, etc.
- Resources represent cultural diversity.
- Adults genuinely listen and respond to their worries.
- Children can retreat to calm spaces if they feel overwhelmed (cosy corners, reading nooks, rainbow room).



Positive relationships and respectful interactions where:

- Kind, safe, ready to learn are promoted.
- Clear and fair behaviour expectations are in place.
- Adults handle conflict gently and respectfully, using restorative conversations.
- Activities teach empathy, sharing, and teamwork.
- Specific praise, recognition and rewards are given.

For more information refer to Promoting Positive Relationships and Behaviour Policy.



High expectations for ALL learners where:

- Consistent standards for effort, engagement, and quality are held.
- Positive, growth-focused language is used, e.g., “I know you can do this,” “Let’s figure it out together.”
- Independence and ownership is supported and children are expected to think, try, and problem-solve before seeking help.
- Participation from every child is encouraged using techniques like no-hands-up questioning, randomiser, think-pair-share, and mixed-ability grouping to ensure all voices are included.
- Effort is celebrated, not just success.



Consistent and familiar routines where:

- Consistent expectations are reinforced and applied fairly every day.
- A visual timetable is on display and referred to during the day.
- Routines and transitions are modelled, practised, and predictable, e.g., start of day, moving between carpet and tables, tidying up, lining up.
- Learning begins promptly after each transition.
- Clear routines are in place for getting help or when stuck, e.g., 3 before me, number lines, use wall displays.



Well organised and accessible resources where:

- Resources, trays and drawers are clearly labelled using words and pictures.
- Designated areas for resources are available for all children to access independently.
- Children are taught how to use, manage, tidy up and respect resources. This is modelled and reinforced regularly.
- Resources are regularly reviewed and decluttered, with children involved in the process.
- Digital resources are accessible and ready to use, e.g. children know logins, devices are charged.



Attractive displays that support learning and celebrate achievements where:

- Displays are linked to current learning and are used as a teaching tool/learning resource.
- Children's work is displayed regularly and equitably, ensuring all learners see their efforts valued and celebrated.
- Children's work is displayed with their names and child-friendly captions which are linked to learning.
- Displays are visually appealing and child-friendly, e.g. well-maintained, clear fonts, uncluttered.
- Displays show a range of subject areas and a balance of adult produced materials and children's own work.





A TOLLBRAE teacher/practitioner ensures that children understand their progress and what they need to do next with:

- ❑ **Opportunities for children to evaluate their own and their peers' learning**
- ❑ **Regular verbal and written feedback that directly relates to the Learning Intention and Success Criteria**
- ❑ **Opportunities for children to refine and improve their learning based on the feedback they receive**

A TOLLBRAE teacher/practitioner meets the needs of ALL learners with:

- ❑ **A sound knowledge of their needs, interests, and life outside of school.**
- ❑ **Clear explanations and instructions**
- ❑ **Support, scaffolding, and challenge to ensure all children can achieve and succeed**





Opportunities for children to evaluate their own and their peers' learning where:

- Children refer to Learning Intentions and Success Criteria to check and improve their own work and to give feedback to others.
- Peer and self-assessment strategies are taught and modelled.
- Time is built into lessons for reflection and to gather and share verbal and/or written feedback from peers.
- Strategies for self-assessment are embedded and in use, e.g. traffic lights, thumbs up/down, exit passes, learning logs.
- Routines for giving written feedback on self and peer assessment from jotter work are embedded and in use, e.g. assessment grids, Pink and Green, Stars and Wishes.





Regular verbal and written feedback that directly relates to the Learning Intention and Success Criteria where:

- Verbal feedback that is given during a lesson directly links to the Learning Intention and Success Criteria rather than generic praise.
- A range of written feedback techniques for jotter work are used, e.g. Assessment Grids, Green for Great, Pink for Correcting, Pink for Improving, Pink for Next Steps, and Stars and Wishes.
- Written feedback identifies what was done well linked to the Success Criteria, not just ticks or "good work".
- Written feedback identifies clear next steps linked to the Success Criteria, rather than comments like "keep it up" or "work more quickly".
- Written feedback builds on previous comments and shows that children have made progress over time.





Opportunities for children to refine and improve their learning based on the feedback they receive where:

- A Growth Mindset is promoted and children see making mistakes and improving their work as a normal part of learning.
- Children act on written feedback by returning to their work to make corrections, add detail or improve answers.
- Editing and redrafting to improve the quality of their work is taught and modelled, not just about correcting errors or neater handwriting.
- Time is built into lessons for children to edit or improve their work following feedback.
- The feedback and next steps from previous lessons are revisited and re-evaluated, they are not just a “one off”.





A sound knowledge of their needs, interests and life outside school where:

- Teachers/Practitioners are familiar with the information held within the Whole School Tracking Spreadsheet, All About Me information, GIRFMe plans and Transition Notes.
- Teachers/Practitioners ensure that they are aware of children's health and wellbeing needs, barriers to learning and scope for providing additional challenge.
- Teacher/Practitioners use responsive planning to reflect children's interests in topics, learning experiences, resources and the setup of the class/playroom environment.
- Teachers/Practitioners facilitate regular opportunities for children to share their interests and achievements outside school, e.g. Circle Time, News Time, Achievement Wall, individual presentations.
- Teachers/Practitioners support children to use their Follow Me Folders to record their successes and achievements in school and at home, e.g. certificates, Magic Moments, Wow Work.





Clear explanations and instructions where:

- Teachers/Practitioners use language and vocabulary that is appropriate for the age, stage, support needs, and ability level of the children.
- Teachers/Practitioners chunk instructions and give children 'Thinking Time' to process and follow instructions before moving on.
- Teachers/Practitioners enhance their instructions using visual prompts and concrete resources when required.
- Teachers/Practitioners ensure that consistent classroom routines are in place to minimise the need for spending time re-explaining expectations and activities on a regular basis.
- Teachers/Practitioners check for understanding and revisit instructions when needed.

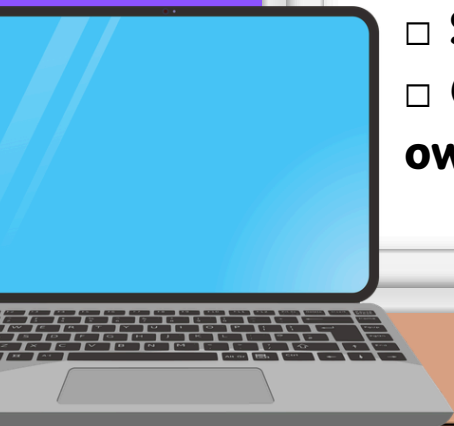
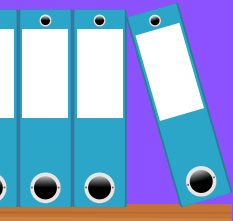




Support, scaffold, and challenge to ensure all children can achieve and succeed where:

- Teachers/Practitioners employ Learning Assistants effectively to support pupil learning and achievement.
- Teachers/Practitioners use flexible grouping based on children's learning needs.
- Teachers/Practitioners revisit prior knowledge before moving on to new learning and ensure necessary information is in the children's working memory and ready to use.
- Teachers/Practitioners ensure that scaffolding is provided and support resources are in place and accessible to children, e.g., wordbanks, Writing Frames, number lines, cubes.
- Teachers/Practitioners provide opportunities to extend and deepen learning for children who require challenge, e.g., Tuff trays, games, problem-solving, or Enquiries rather than "another worksheet."



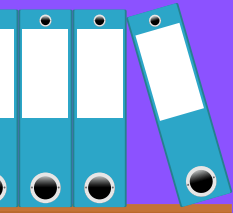


A TOLLBRAE lesson/learning experience ensures that children are clear about the purpose and how they can demonstrate their learning with:

- ❑ **Shared Learning Intentions that build on prior knowledge and skills and move children into their 'Stretch Zone'**
- ❑ **Clear Success Criteria and examples of 'What a Good One Looks Like'**
- ❑ **A balance of 'make, say, write, do' assessment approaches**

A TOLLBRAE lesson/learning experience encourages **ENJOYMENT and engagement with:**

- ❑ **Motivating tasks and activities that match children's needs and interests**
- ❑ **Skilled questioning that promotes curiosity and extends learning**
- ❑ **Opportunities for children to be active, independent, and to lead their own learning**



Shared Learning Intentions that build on prior knowledge and skills and move children into their 'Stretch Zone' where:

- Learning Intentions focus on a key skill, concept, subject-specific knowledge, or vocabulary linked to Es & Os and Benchmarks.
- Learning Intentions build on children's prior knowledge and existing understanding and skill level.
- Learning Intentions match children's developmental level but move them into their 'Stretch Zone.'
- Learning Intentions start with "I am learning to . . ." or "We are learning to . . ."
- Learning Intentions focus on different levels of learning Remembering, Understanding, Applying, Analysing, Evaluating, Creating - not the activity.





Clear Success Criteria and examples of 'What a Good One Looks Like' where:

- Success Criteria describe the quality expected, not the completion of a task.
- Success Criteria use simple, active verbs (identify, explain, solve, compare, justify, invent) and start with "I can . . ."
- Success Criteria are co-created with children when appropriate - What would a 'Good One' look like?
- Success Criteria are shared and referred to throughout the lesson.
- Children are shown examples of what 'a good one looks like' and discuss why it meets the success criteria, e.g., a piece of writing, a finished piece of art, a science diagram, a gymnastics sequence.

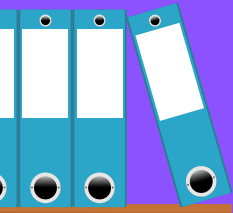




A balance of 'make, say, write, do' assessment approaches where:

- Children are aware of different ways to show their learning— in writing, through talk and discussion, using practical or hands-on activities, or by being creative.
- Teachers make use of their observations and interactions to gather assessment information, not just 'finished products'.
- Assessment approaches are flexible and match learners' needs.
- Assessment is ongoing and happens during learning, not only at the end.
- Evidence from a range of approaches is used to make professional judgements and inform next steps.





Motivating tasks and activities that match children's needs and interests where:

- Learning is connected to children's real life experiences, current events, local context, and pupil interests.
- Adults show enthusiasm for learning and teaching.
- Tasks are not too easy or repetitive.
- Lesson plans and learning experiences are adapted in response to learners' needs and the progress being made.
- Clear links are made to what children already know and build on prior learning.



Skilled questioning that promotes curiosity and extends learning where:

- Open-ended questions are used to encourage children to explain their thinking, e.g. why, how, what do you think?
- Children are given appropriate thinking time before sharing an answer.
- Mistakes are valued and used as learning opportunities.
- Children are encouraged to ask their own questions.
- All children are encouraged to contribute their ideas or answers, e.g. randomisers, Think - Pair - Share, Show Me boards.





Opportunities for children to be active, independent and to lead their own learning where:

- Children are active participants in learning, e.g. discussion, hands-on practical activities, play-based approaches, open-ended problem solving.
- Children take responsibility for managing their time effectively and can access resources independently.
- There are opportunities for self and peer assessment and responding to feedback.
- There is a balance of teacher led, teacher initiated and child led learning.
- Children are supported to 'have a go' and persevere through challenge.

