



# **Teaching & Learning Policy**

## **November 2023**



# TEACHING AND LEARNING POLICY

## **We value:**

- Respect to all.
- Effort and achievement.
- Kindness to others.
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## **We aim to:**

- Provide a safe and positive environment where every member of the school community feels accepted and valued.
- Provide high quality learning and teaching throughout the curriculum.
- Support all members of the school community to develop skills for learning and skills for life.

## **Purpose:**

This policy promotes best practice and establishes consistency in Teaching and Learning across the whole school. It aims to ensure that all children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

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# 1.Vision, Aims & Curriculum Rationale

Our aim is to enable our pupils to be resilient, resourceful, responsible learners who have the confidence, skills and attitudes to be successful life-long achievers. We aim to promote a learning culture so that pupils engender a love of learning and the desire to continue to learn. We aim to give our pupils every opportunity to succeed.

Through this policy we aim to promote best practice and to establish consistency across the whole school. It aims to ensure that the children are provided with high quality learning experiences that lead to a consistently high level of pupil achievement and attitude.

Please see below a copy of our School Curriculum Rationale:



## 2.Core Principles

Pupils at Aberuthven Primary School are entitled to:

- Enjoy their education.
- Have access to a curriculum that gives them opportunities to achieve and exceed their academic and vocational potential.
- Learn how to become good citizens and take responsibility for their actions, whilst demonstrating respect for others and their environment.
- Feel safe, secure and gain confidence in their learning environment.

- Receive regular information about their progress in each subject

All Staff at Aberuthven Primary School will model and expect:

- High standards of behaviour and respect.
- High aspirations for all students.

### 3.The Learning Environment

Teachers are responsible for providing a caring, supportive and stimulating learning environment in which all children are helped to reach their emotional and academic potential.

Children learn best when they feel safe to take on challenges, are interested and motivated and feel valued. We recognise the importance of building positive self-esteem in children

The essentials of positive self-esteem:

**Belonging:** each child has a contribution to make, we value and encourage these

**Aspirations:** every pupil is encouraged to work towards their achievable goal. Teachers

express high aspirations for themselves and the children they teach

**Safety:** Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded

**Identity:** a sense of self-knowledge is supported by the belief that individuality is not

threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our diverse community

**Challenge:** acquiring coping strategies are an important part of development and learning.

Children are taught to take risks and learn through mistakes

**Success:** teachers reinforce success and build an environment where risks can be taken.

Success is celebrated as part of our learning culture

### 4.The Physical Environment

There are positive effects on standards and motivation of pupils associated with the physical environment. Factors include the use of displays, music, the use of resources including digital equipment, the consideration of pupil groupings in the physical layout of the room. Teachers are responsible for ensuring classrooms are an exciting, stimulating and welcoming place to be by:

- Arranging furniture and space to create a safe, flexible learning environment including a carpet focus area

- Creating a topic focussed environment which stimulates interest in the theme of study e.g. wall/door display, themed book corner or role play area
- Making sure the equipment is labelled and accessible to promote independent learning
- Creating a space for each student; labelling trays, where applicable, and pegs
- Using music to 'set the scene'
- Teaching, and expecting, children to respect and care for their environment
- Ensuring classrooms are inviting and all areas are clear and clutter free
- Providing an inviting book corner
- Creating role play areas (where and when relevant)

## 5.Displays

We use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

Each class across school should have:

- A writing display featuring the focus text which is annotated with relevant information to support the learning (where relevant)
- A Maths display mainly promoting conceptual understanding around number and must include concrete, pictorial and abstract.
- Topic displays that are innovative and use captions to effectively generate interest. The Big Question is clearly displayed.
- Visual timetable on display at all times during the day using symbols where appropriate

## 6.The Curriculum

Teachers are responsible for maintaining a excellent subject and pedagogical knowledge and for ensuring the best possible learning opportunities are planned, delivered and monitored. All adults are expected to be leaders of learning, attending courses, observing good practice, building and disseminating knowledge and best practice. Please see our School Literacy, Numeracy, Outdoor Learning and Digital Policies.

## 7. Planning

The Curriculum for Excellence Experiences and Outcomes in all curricular areas are planned for in three phases; long-term, medium-term and short-term.

- The long term planning is included within our Class Curriculum Maps.
- The medium term planning is completed detailing topic areas to be covered in Class during each School term.
- The short term planning is available via a weekly timetable. This is available for both classes to ensure continuity in the event of any staff absence.

## **8. Celebration Weeks**

Throughout the year we hold a series of celebration weeks; including STEM Week, Languages Week, World Book Week and Health Week. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests.

## **9.Pupil Outcomes**

Educating children to ensure they grow up to lead safe, happy, healthy and successful lives is at the heart of what we do. Through direct teaching and extended schools provision we aim to integrate and promote these ideals through the curriculum so that all pupils can.

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being
- Learn about their Rights and the Rights of others.

## **10.The Learning Journey**

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners, in relation to their starting points, to achieve very high standards. This requires a thorough knowledge of each individual in the class (prior attainment, targets, learning needs- IEPs, language stage, cultural backgrounds and interests) it also requires excellent subject knowledge with effective planning and stimulating use of strategies, resources and personnel to enable all pupils to learn effectively.

Teachers are expected to create a secure and friendly environment in which high levels of good behaviour are maintained through promotion of our School 'Circle of Success' charter as well as individual classroom charters.

Our aim as teachers is to enable learners to thrive, enjoy and develop the skills and capacity to work independently and collaboratively making good

progress in all aspects of their learning. As a staff, we constantly consider teaching style, environment, rules and expectations of behaviour to ensure that every child is feeling confident, happy and secure.

Recognising and celebrating success through assemblies, displays and performances is very important at Aberuthven Primary School. We ensure that there is a broad range of opportunities for everyone to shine.

Children are grouped according to the aims of the lessons. For literacy and maths this is sometimes by academic ability, however throughout the day it may be mixed ability, by gender or friendships. Activities are differentiated to meet learning needs.

## **11.Questioning**

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children's starting points, to deepen understanding and to check children's progress.

A range of question types should be used from literal to higher order. Children must always be given thinking time. A range of strategies are employed within our lesson, such as: talk partners, think-pair-share, word wave, countdown timer. We teach children how to raise their own questions and how to use a range of techniques to find the answers to questions that have been posed.

## **12.Learning Styles & Needs**

We recognise children learn in different ways and therefore plan and deliver a multi-sensory, differentiated approach to engage all learners.

A wide range of resources, including those on Promethean Boards, iPads etc are available.

We recognise multiple intelligences and differing learning styles by providing a range of opportunities for pupils to demonstrate their understanding. These include opportunities for pupils to communicate ideas through speaking and listening, writing, story mapping, music, drama, ICT, art, investigation, and problem solving, research and finding out, asking and answering questions, creative activities, debates, role-plays, oral presentations and designing and making things.

Throughout the day, pupils engage in whole-class work, group work, paired work and independent work.

## **13.Assessment**

Assessment lies at the heart of the process of promoting children's learning. It provides a framework within which educational objectives may be set and children's progress expressed and monitored. This should be done in partnership with the children.

Assessment should be incorporated systematically into teaching strategies in order to identify any gaps and chart progress. It helps the school to strengthen learning across the curriculum and helps teachers enhance their skills and judgements.

Our assessment procedures are free from bias and are based purely on the ability of each of our pupils.

Our Teachers use a variety of Assessment tools and resources to assess pupil progress on a summative and formative basis, alongside Teacher observations and professional judgement.

## **14.Principles**

Using the principles and processes of assessment, we aim to:

- monitor progress and support learning
- recognise the achievements of pupils
- guide future planning, teaching and curriculum development
- inform parents and the wider community of pupil achievement
- provide information to ensure continuity when the pupil changes school or year group
- comply with statutory requirements

## **15.Equal opportunities & Rights Respecting Schools**

The delivery and content of lessons should be sufficiently differentiated to ensure all pupils can access and achieve within the curriculum. Teachers must take account of individual pupil need when planning and teaching lessons to ensure learning opportunities are provided which match pupils' ability and potential.

## **16.Effective Learning**

Staff are aware that effective learning takes place when pupils:

- Are engaged in the learning process. The teacher facilitates challenge with exciting opportunities and excellent resources that help to develop new and transferable skills.
- Are happy, healthy, secure, make positive contributions and feel valued within the environment and display a positive self-image.
- Are afforded clear learning objectives, success criteria, modelling and clearly staged learning opportunities. Learning is structured for them to achieve, participate and progress according to their potential.
- Are familiar with measurable success criteria and how to meet it; this helps them to achieve their potential.
- See that their success is celebrated, are informed of their progress and rewarded accordingly.
- Have lessons which are tailored to meet their individual needs.
- Have opportunities to review what and how they have learned and are able to articulate this.
- Are able to demonstrate their learning in a variety of ways: both independently and collaboratively.
- Can see the big picture and their needs of life-long learning are met.
- Are responsible for their own progress, independent, creative, resilient and confident students and leaders.
- Are challenged, not afraid to take risks in their learning and are willing to learn from their mistakes.
- Are given the advice, information, guidance and the opportunity to follow suitable curriculum pathways.
- Develop transferable skills.
- Understand where they are now and how they can improve.
- Have respect for the learning of others and take pride in their work.
- Have a voice in the learning process and are able to establish a learning dialogue with their teachers and their peers.
- Are successful in their assessments and know how to revise effectively.

## **17.Collaborative Practise**

Staff work with a variety of agencies and colleagues from a wide range of backgrounds to support individual needs of all pupils.

Pupils with additional Support Needs will have an individual Child's Plan meeting and Child Plan document. All plan partners have the opportunity to set targets within an individual plan and have the opportunity to review pupil progress, alongside our pupil and parents where possible, on a regular basis.

Appendix 1: Moderation Timetable

Self-Evaluation Yearly Overview

Self-Evaluation Tool	Frequency	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Forward Plans	Termly											
HT Classroom Observations												
Peer Observations	Twice											
Self-Observations	Twice											
Jotter Sampling	Termly											
Self-Evaluation Target Setting												

## Appendix 2: Class Teacher Self Evaluation Documents

### Professional Knowledge and Development

Expectations & Outcomes	August 2021	January 2022	End of year evaluation (June) 2021-2022
I am aware and strive to implement current initiatives and curriculum developments locally and nationally.			
I feel confident and knowledgeable implementing current initiatives and developments.			
I undertake personal research to support children with specific needs within class.			
I apply knowledge to influence practice and can justify its impact.			
I accept and give constructive feedback to all stakeholders to enhance the quality of learning and teaching within our school.			
I understand the need to be flexible and can adapt daily planning to meet the needs of the whole school.			
I build effective relationships with external agencies and parents.			
I produce accurate and informative reports for external agencies and parents giving clear next steps where appropriate.			
I share knowledge and skills with school community and beyond.			
I try to adjust to new theories, techniques and resources to enhance my teaching and learning of children.			
I use new technologies to keep up with our ever changing world.			
I understand the theories behind different teaching and learning styles and can put them into practice.			
I create opportunities for children to develop transferable life skills.			
I engage in quality discussion with colleagues regarding education.			
I use self-evaluation to inform next steps in learning and improve my own practice.			

PRD Target for Professional Knowledge and Development	Date	Evaluation

### **Effective Learning and Teaching**

Expectations & Outcomes	August 2021	January 2022	End of year evaluation (June) 2021- 2022
I provide a stimulating learning environment.			
I incorporate ICT in lessons where appropriate.			
I use a variety of teaching approaches and learning styles.			
I base my learning and teaching on formative assessment.			
I respond to and implement new ideas and initiatives.			
I provide effective and consistent organisations and discipline.			
I can meet learning needs through pace, challenge and support.			
I engage in stage and cross curricular planning.			
I use a variety of questioning techniques to engage and challenge children.			
I build positive and supportive relationships with children.			
I work effectively with other agencies and staff.			
I use praise effectively to motivate and inspire children.			
When I am aware of the emotional, social and behavioural needs of individuals I vary my approach accordingly.			
I foster an inclusive learning environment by providing differentiated learning opportunities.			
I am committed to the promotion of social justice (eco, contexts, rights and responsibilities).			

PRD Target for Effective Learning and Teaching	Date	Evaluation

### **Ethos, Climate and Relationships**

Expectations & Outcomes	August 2021	January 2022	End of year evaluation (June) 2021- 2022
I seek and give advice and support.			
I speak to all colleagues with respect.			
I try to be supportive of all colleagues.			
I understand the individuality of my colleagues, their views, opinions, beliefs and personalities.			
I maintain a professional approach at appropriate times.			
I take my professional responsibilities seriously.			
I recognise that at times it is appropriate to have fun with colleagues.			
I am always approachable and listen to parents, colleagues and children.			
I am able to give constructive criticism.			
I am able to receive constructive criticism.			
I nurture a caring, safe, respectful environment for children.			
I provide a consistent and fair environment with high expectations for the children and myself.			
I make visitors to the school, classroom and staffroom feel welcome.			
When I am uncomfortable about something I am willing to discuss it in a safe and respectful environment.			
I demonstrate good manners.			
I fulfil my role and am a good team player.			
I share workload.			

I recognise the need for confidentiality in relation to colleagues, parents/carers and children and the importance of passing information to Senior Management.			
I feel able to give compliments.			
I share responsibility for shared areas within the school.			
I recognise the contribution and strengths of my colleagues.			
I strive to continually improve our learning environment.			

PRD Target for Ethos, Climate and Relationships	Date	Evaluation

## Appendix 3: Observation Feedback Format



### Aberuthven Primary School Learner Observation Feedback



Please note: Bullet points highlighted have been evidenced during the classroom observation

<b>School:</b>		<b>HT:</b>		
<b>Class:</b>		<b>Teacher:</b>	<b>Date:</b>	
<b>Relevant information:</b>			<b>Curriculum Focus:</b>	
<b>Brief description of learning activities observed:-</b>				
<b>Staff working with pupils: (HT / DHT / CT / PST / ECP/ CA / PSA / Other)</b>				
<p><b>HGIOS4 2.3 Learning, teaching and assessment</b></p> <p><b>Learning and engagement, Quality of teaching, Effective use of assessment, Planning tracking and monitoring</b></p> <ul style="list-style-type: none"> <li>the learning (<i>Learning Intention</i>) is appropriate, effectively shared, understood and referred to</li> <li>success criteria are appropriate, effectively created /shared with learners, understood &amp; referred to throughout learning</li> <li>explanations and instructions are clear; they build on previous learning and real life experiences</li> <li>a range of teaching approaches/styles are used including the skilful use of questioning and discussion to stimulate learners' interest and enable learners to think, build curiosity, express their views and ask questions</li> <li>learning is well planned and sustains motivation and attention</li> <li>learners' responses are valued, encouraged and built upon</li> <li>a range of formative assessment strategies are used effectively</li> <li>the learning environment is stimulating with displays that reflect pupil input and support current learning</li> <li>resources are used appropriately to enrich, support and motivate learning</li> <li>effective use is made of ICT/Technologies to enrich, support and motivate learning</li> <li>learners are treated with equality, fairness and respect</li> </ul>				
<p><b>2.4 Personalised support</b></p> <p><b>Universal support, Targeted support, Removal of potential barriers to learning</b></p> <ul style="list-style-type: none"> <li>there are high expectations and aspirations for all learners</li> <li>differentiation, support and challenge for all is evident which maximises learners' progress</li> <li>the pace of learning responds to the needs of the learner</li> <li>all learners have opportunities to achieve within the activity</li> <li>sound judgements are made during the learning observed</li> <li>learners are given feedback and well-earned praise which progresses the learning and motivates</li> <li>individuals are encouraged to self and peer assess against success criteria</li> <li>all relevant staff give valuable, well-judged support and advice and contribute towards meeting learners' needs</li> <li>the planned learning takes account of learning targets (including IEP, CSP targets) and barriers to learning</li> </ul>				

**Learners have been observed.....**

**Key Points discussed at feedback**

## Appendix 4: Forward Planning Feedback Format



# Aberuthven Primary School Planning Feedback

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Criteria:	Evaluation
Plans provide concise learning outcomes and core skills are identified.	
Plans show progression and timescale.	
There is evidence of teacher, peer and self-assessment.	
There is evidence of pupil voice, showing that the children contribute to the planning process.	
Activities are varied (say, make, do, write).	
There are appropriate cross-curricular links.	

There is evidence of planned use of ICT.		
There is evidence of Outdoor Learning.		
Plans identify collaboration between pupils, staff and visitors.		
School guidelines and programmes of study are evident and highlighted where appropriate.		
Self-Evaluation and reflection is an ongoing process and the plans are used as working documents.		

Evaluation comment based on the 7 Principles of Curriculum Design:

1. Challenge and Enjoyment
2. Personalisation and Choice
3. Progression
4. Depth
5. Relevance
6. Breadth
7. Coherence

Signed \_\_\_\_\_

\_\_\_\_\_

Date

## Appendix 5: Jotter Sampling Feedback Format



### Aberuthven Primary School

### Jotter Sampling

Teacher \_\_\_\_\_ Class \_\_\_\_\_ Date \_\_\_\_\_

Jotters/Work Sampled \_\_\_\_\_

Evidence of good practice:	Evaluation
Quality feedback given by teacher.	
Next steps, improvements identified in feedback.	
Encouragement and positive tone used (including stickers/stampers).	
Self-evaluation evident.	
Peer-evaluation evident.	
Learning Intentions and targets identified.	
High standard of presentation.	
Evidence of progression.	

Evaluation comment based on the 7 Principles of Curriculum Design:

1. Challenge and Enjoyment
2. Personalisation and Choice
3. Progression
4. Depth
5. Relevance
6. Breadth
7. Coherence

Signed \_\_\_\_\_

Date \_\_\_\_\_

## Appendix 6: Annual Planning Overview



### Teaching Staff:

### Planning Tools

Planning Tools	Frequency	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Curriculum Map	Annual Update											
Forward Plans	Termly											
Weekly Planning	Weekly											
Self-Evaluation Target Setting												

## Appendix 7: Annual Assessment Overview



### Assessment Yearly Overview

Assessment Tool	Frequency	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Maths Topic Assessments	Ongoing formative											
Weekly Mental Maths	Weekly formative											
Maths end of Topic Check Up	When appropriate summative											
Extended Writing	Ongoing formative											
Write to the Top	Termly summative											
On my Own Writing	Termly summative											

Single Word Spelling Test	Twice summative											
Weekly Spelling Test	Ongoing formative											
Guided Reading	Ongoing formative											
Independent Reading	Ongoing formative											
Schonell Reading Test	Twice summative											
Wellbeing Web	Termly formative											
SNSA	Annually summative				P7			P4			P1	
INCAS/ BASE	Annually summative	P1				P2	P3	P5/6				P1