

Symington Primary School

Policy for Effective Learning and Teaching

"Moving Towards Excellence"

"The curriculum is the totality of experiences which are planned for children and young people through their education, wherever they are being educated. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for personal achievement."

Curriculum for Excellence

- Building the Curriculum 3: A Framework for Learning and Teaching

Objectives

- Ensure success in achieving better educational outcomes
- To provide an appropriate curriculum that offers opportunities, pace and challenge
- Recognise that every teacher has the responsibility for learning in literacy, numeracy and health and well being
- To provide a range of learning opportunities through building effective partnerships with parents, the local community and other organisations
- To improve and increase opportunities for wider achievement

We are committed to equipping our pupils with skills and tools that will develop successful learners, confident individuals, responsible citizens and effective contributors ready to be citizens of the 21st Century.

We aim to do this through:

Teaching for effective learning

- Engaging and active learning with opportunities for interdisciplinary working making connections with different areas of learning and applying previously taught skills
- Setting challenging goals encouraging independence and moving learning forward
- Shared expectations and standards that support and challenge through differentiated learning
- Timely, accurate feedback
- Learning intentions, success criteria, personal learning planning
- Collaborative learning that develops positive social interaction and responsibility
- Reflecting the ways that different learners progress

Features of a successful learning experience

- The classroom is well managed, with resources that are readily available, well organised and appropriate to the activities being carried out
- The lesson has a clear objective. It is well structured with an introduction to share the objective with young people, and explain the main points clearly, and an ending to review the key ideas and issue any homework
- The pace of work is brisk. Young people's interest is sustained through interactive teaching and group and individual work
- Young people are well motivated and work conscientiously
- Teachers use questioning effectively to: involve as many young people as possible; give young people time to think before providing an answer; seek extended explanations rather than one word responses; allow time to

explore reasons for wrong answers; and take account of prior learning when questioning individuals

- Teachers set high standards for young people's work
- Teachers listen carefully to young people's answers to questions and modify their teaching accordingly. They give constructive feedback on oral and written work
- Young people are supported according to their needs, groupings are appropriate, the work is sufficiently challenging for all young people and they experience difficulties

Underpinned by:

- A coherent curriculum from 3 to 18
- Well planned experiences and outcomes that reflect the principles for curriculum design (*Building the Curriculum 3: A Framework for Learning and Teaching*)
- Opportunities for developing skills for learning, skills for life and skills for work
- Appropriate support and challenge to enable every child to achieve their full potential
- Rigorous self evaluation (see self evaluation policy)
- Use of both summative and formative assessment raising attainment and achievement for all (see assessment policy)
- Providing opportunity for our young people to participate responsibly in decision making and to contribute as leaders and role models