



DRAFT LEARNING AND TEACHING POLICY

Our Vision

To provide innovative, high quality learning experiences for all and to promote mutual respect and positive partnerships within a welcoming environment.

October 2018

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Learning and Teaching Policy

1. Rationale and Aims

The aim of this policy is to provide guidance to all staff and parents/ carers regarding a universal, coherent approach to learning and teaching throughout all the stages of the school.

‘Curriculum for Excellence clearly articulates our aspiration to be a nation of successful learners, responsible citizens, effective contributors and confident individuals so that everyone contributes to the sustainable economic growth of our country’

As a school community we aim to provide an education which promotes:

- The development of knowledge, understanding, positive attitudes and above all enjoyment in the process of learning.
- Inclusion, actively embraces diversity and seeks equity to allow young people and their families to access new experiences both in school and in the wider community
- Resilience and encourages a growth mindset to new challenges in young peoples’ learning.
- All seven principles of curriculum design: challenge and enjoyment, breadth, coherence, depth, personalisation and choice, relevance and depth.
- Opportunities to consolidate and build upon prior learning as well as applying it to new areas of study and real-life situations
- High, but realistic, expectations and encourages young people to set themselves personal targets, plan how they will reach them and reflect on the process of learning itself.
- And recognises attainment and achievement in all areas of a young person’s life and celebrates their successes no matter how great or small.

This policy aligns with the principles of the Curriculum for Excellence (CFE) and ‘How Good is Our School’ 4th Edition and ‘How Good is our Early Learning and Childcare’ (Education Scotland 2015 and 2017). We use these documents to monitor and evaluate the quality of learning and teaching at Royal Mile Primary School.

Other documents such as ‘Building the Ambition’ (Education Scotland 2014), ‘Better Relationships, Better Behaviour and Better Learning’ (Scottish Government 2013) and Getting It Right For Every Child (GIRFEC) also inform this policy as well as guiding our everyday interactions and actions.

Definitions

- School describe all mainstream classes, special classes and early years’ classes
- Staff describes all staff working directly with children and young people in the school

- Parents and carers describe all those with direct responsibility for the care and welfare of children and young people
- Learning is the process of acquiring new, or modifying existing, knowledge, behaviors, skills, values, or preferences. It may take place anywhere including: the classroom, home, wider community.
- Teaching is to impart knowledge to or instruct (someone) how to do something, or to cause (someone) to learn or understand something by example or experience.

2. Planning

At Royal Mile we are continually reviewing and developing our planning processes. Planning is structured in the following way:

Long Term Planning

Programmes of work are in place in some curriculum areas and under construction in others and are informed and shaped by the Learning Frameworks produced by City Of Edinburgh Children and Families Quality Improvement Team. These provide a foundation for teachers to use as a tool, but appropriate adaptations are made by teachers to meet the needs of individuals and groups, and to include relevant activities to enhance the learning experiences of the young people in their classes.

Yearly overviews are shared with parents/carers on the class blog. Along with a record of the Experiences and Outcomes as well as the Benchmarks they inform planning and when annotated by the class teacher give an indication of the curriculum coverage within a class/stage.

Medium Term Planning

Termly planners give an indication of curriculum coverage within a class. These are shared with parents/carers on the class blogs.

Short Term Planning – daily and/ or weekly

Teachers currently use personalized planning formats that include a school diary that are available for colleagues and management team to view, and which include:

- Following a four phase model for lesson planning
- Intended learning for the lesson, the Learning Intentions and Success Criteria, shared with and sometimes constructed with pupils as part of the learning experiences
- The activities that will take place including resources, differentiation, key vocabulary and questions to be shared at plenary
- Notes, evaluations and reflections that will inform next steps in future planning
- Recognition of the importance for flexibility, spontaneity and running with pupils' interests or needs to create interesting and challenging learning experiences.

- Information about how and when assessment will be carried out by the teacher and children, and how this will inform next steps.
- Practitioners share reflections and evaluations with SLT at regular meetings or when appropriate. These inform next steps for the children but their own professional development.

Guidance exists for planning folders to advise staff about the information to be included. This is on the school server - SHARED DRIVE – PLANNING FOLDER.

3. Learning and Teaching Styles

All individuals learn in different ways and teachers use a number of different teaching styles. This adds to the uniqueness of every class and the learning experiences for the young people who need to be equipped with social skills for dealing with the variety of personalities they will encounter during their lives.

At Royal Mile Primary School all teaching and support staff ensure that:

- The classroom environment is designed to be welcoming and to support young people's access to resources, suitable work spaces with furniture and lighting that is fit for purpose and access to drinking water.
- Classroom displays, learning walls and planning walls, are learning aids and young people are actively involved in developing them and making them meaningful to their own learning experiences.
- Staff will consistently use agreed codes of conduct, both at individual, class and school level, to ensure the learning environment is safe and productive
- There is a suitable balance between class, group and individual teaching based on the needs of the young people and their class.
- Learning takes place in various environments including the outdoors, community facilities, external visits and other schools, clubs and the home. Young people have opportunities to apply their skills in a range of 'real life' contexts including enterprise projects, school leadership roles and community projects.
- There are opportunities for collaborative work, promoting the key skills of listening and talking, weighing evidence, respecting the opinions of others, compromise and respect.
- Thinking skills and problem solving are taught across all curriculum areas.
- A range of questioning from closed to open ended forms, using Blooms materials, are used by both young people and staff to stimulate curiosity and creativity
- An agreed range of Assessment is For Learning strategies are used in all lessons across the curriculum
- Different learning styles, including sensory and intuitive styles, are given due consideration when planning and undertaking activities with pupils. Learning is an active process for young people so that many senses are involved to allow pupils to absorb, process and recall information in all curricular areas with age appropriate learning experiences offered, such as learning through play at Early level.

- The emotional needs of the pupils are taken into account when planning all learning experiences and appropriate support is offered to minimise barriers to learning and participation
- Young people are involved in planning for learning, setting Learning Intentions and Success Criteria as well as setting themselves targets and assessing their own and others work to inform their next steps.
- Children develop independent learning skills, including explicit discussions about the process of learning, metacognition and the concepts of visible learning and use of learning heroes. (John Hattie and Shirley Clarke) Staff model their own thinking and explicitly discuss their own learning and the process of learning.
- A variety of resources are available including IT, concrete materials, books, local visits and peers and mentors. These are used to present information and stimulate young peoples' curiosity and creativity as well as to record and present young peoples' work.
- Young people have access to supports such as brain breaks, movement breaks, augmentative supports for communication such as visuals, safe spaces and workstations, occupational aids such as pencil grips and cushions to remove barriers to learning and participation.

4. Feedback and Marking

Why?

- To recognise, encourage and reward pupils' effort and achievement, and celebrate success
- To promote dialogue between young people and teachers about the process of learning
- To help young people to develop an understanding of how their work could be improved and then to identify their next steps, set themselves realistic targets and articulate the ways to achieve them
- To identify pupils who need additional support or more challenging learning experiences
- To inform curriculum planning

Whole School Approaches

- Learning Intentions are shared and Success Criteria are agreed, and where appropriate co constructed with the pupils, and used as an assessment tool
- Whenever possible marking takes place with the children.
- Immediate feedback is most effective
- Where appropriate staff will mark work as a whole class or group activity so that discussion and peer support are part of the learning process and assessment cycle.
- A range of Assessment is For Learning strategies, (appendix....), and particularly the core set agreed by staff, are used as formative and summative ways to support pupils engagement and understanding of their learning throughout the learning experience
- Teachers use the agreed school Marking Key (appendix)

- Teachers use their professional judgement and knowledge of the pupils to mark only those errors that are linked to targets and success criteria, and so not to overload or discourage pupils.
- Feedback can be given verbally and can be recorded as such, with an initial if another member of staff has marked the work, or as written comments including tickled pink/green for growth and two stars and a wish format.
- Staff ensure that when written feedback is given in the pupils' absence, it is recorded in a meaningful and easily understandable way. Young people have an opportunity to discuss the feedback, reply in writing to the comment and engage in a dialogue with the staff.
- Young people are supported to develop honest, supportive approaches to giving feedback to classmates and to use a range of self-assessment strategies honestly such as traffic lights, coloured trays and rubrics to support their own development as learners
- Feedback should support pupils to improve their next piece of work by giving them clear guidance on next steps and to set new targets for themselves.
- External rewards such as stickers, stamps and table points can be relevant, these should be used after careful consideration as they may encourage pupils to focus on rewards rather than achievement.

Assessment

Assessment and Formative Feedback are essential components of learning and teaching. Royal Mile Primary School use a range of approaches to promote pupil ownership, autonomy and engagement in their learning be it setting targets, agreeing learning intentions and success criteria or giving and working from constructive feedback from peers, staff and other professionals involved in their learning.

- Assessment is part of the planning cycle and teachers use a range of resources including the Curriculum for Excellences' experiences and outcomes and benchmarks, progression pathways and materials from the national improvement hub to plan and assess progressive learning and teaching experiences for all pupils.
- Teachers gather a range of evidence including, formative and summative assessment, observations, teacher devised assessments, commercial standardised tests and end of topic assessments in order to make judgements about pupils' progress
- A range of planned interventions for individuals, groups and classes, which include differentiation, commercial and teacher devised programmes, Individualised Education Plans contribute to assessment information and next steps for individuals.
- Child Planning Meetings and multi-agency meetings ensure that the targets and assessments set for individuals are appropriate and supportive.
- Pupils and staff use profile Jotters to capture a snap shot of their work twice yearly and these provide a basis for supported self-assessment, discussions to identify next steps and personal target setting to support progression and achievement.
- Regular liaison between class teachers, senior learning team and support for learning staff to discuss pupil attainment and achievement in detail
- Staff engage in whole school and cluster moderation of learning

- Assessment information, next steps and targets are shared regularly with pupils, staff teams and parents/ carers.
- Records of summative assessments that allow tracking over time for every pupil

Additional Support Needs

Class teachers have a responsibility to deliver the curriculum to all pupils in their classes, including those with additional support needs and those who are gifted and talented and require challenge and support.

There are a number of whole school strategies employed such as Visual Support Project, Stages of Early Arithmetic Learning (SEAL) and classroom displays such as the Edinburgh Sound Chart. Group interventions such as Read, Write Inc., Fresh Start and Sensory Circuits and individual programmes such as Dyslexia and Word Wasp help reduce barriers to learning. There are also interventions such as soft starts, Therapy Inclusion Project groups, Playbox that support wellbeing and social inclusion as these can also be a barrier to learning.

Class teachers receive assistance from specialist, e.g. English as Additional Language teacher, Speech and Language Therapists and non-specialist colleagues within the school, at **Pathway 1 and Pathway 2.**

The CIRCLE or UP, UP and AWAY documents provides a framework for assessment, liaison meetings and the planning of appropriate learning and teaching experiences. The Support for Learning Teacher may offer consultancy, direct teaching, co-operative teaching, specialist services and staff development. Nursery Nurses/Early Years Practitioners and Pupil Support Assistants (PSAs) respond to differing needs of children. They use their knowledge about the needs of pupils to support them to effectively access the curriculum organising and using resources effectively, providing quality care and support for the welfare of pupils and contributing to the learning and teaching in the classroom, individually or in groups.

Where appropriate schools may consult and access direct support from allied health professionals, social work colleagues, partner agencies, voluntary organisations and charities at **Pathway 3 and Pathway 4.** These may include: Additional Support Single Access Point (ASAP), ASL Service Locality Managers and staff, Psychological Services, Social Workers/Early Intervention Teams, School Nurse or Welfare Assistant, Educational Welfare Officers, Special Schools Advice: Quality Improvement Manager and KEYCOMM.

Parents, Carers and Young people should also be given an opportunity to contribute to assessment and planning next steps and target setting in an accessible manner, whether in an Additional Support Plan or Individualised Education Plan. This is met using GIRFEC framework and enabled through Child Planning Meetings, IEP review meetings and school engagement with other agencies planning and review processes. It is particularly important that points of transition are especially well planned and information sharing is effective.

Partnerships with Parents and the wider Community

Parents and Carers have an essential role in their children's lives and education. Their contribution to liaison meetings, consultation and assessment of the effectiveness of support strategies and pupils' progress is essential.

Opportunities for parents/ carers to support their child's learning include: BookBug sessions, Showcase Assemblies and Classroom visits, Learning Fairs and Exhibitions, Parent Information Sessions about Homework and Parent Consultations. Information about the life and work of the school is also shared through the monthly newsletters, school website, class blogs and monthly page and wow work displays.

The school has links with Canongate Youth Project who run camps and clubs outside school, as well as playranger sessions and homework club. Pupils attend the Craggs sports Centre, Skelf bike park and Blaze Basketball team sessions in school time and after school. The school has links with the Canongate Kirk, Talbot Rice Gallery and City Arts Centre, Citibank and Amazon.

Active Schools runs a variety of clubs in lunchtimes and after school. Staff also provide a range of clubs such as Glee, Art and Maths Clubs. The school takes part in activities with cluster schools including sports and residential experiences.

Improving Learning and Teaching

Learning and Teaching requires continuous work to enhance knowledge and practice in order that young people have access to a range of quality experiences and resources, strategies and approaches. Each year the school community at Royal Mile Primary School will support each other to:

- Undertake continuing professional development and learning activities, including a minimum of 35 hours for teaching staff, which may include training from external and internal providers, on line training, professional reading and professional dialogue.
- Develop their awareness and knowledge of new and current local and national initiatives around learning and teaching
- Have an opportunity to engage in professional dialogue with colleagues, in school and cluster groups as well as curricular coordinator groups across the authority.
- Participate in Working parties to develop areas of school development and support colleagues to embed across the school
- Have opportunities to share their professional learning and knowledge with colleagues.
- Have an opportunity to shadow peers, visit other centres and participate in peer observations of classroom practice and discuss feedback
- Receive feedback about their practice through planned class visits by the SLT or Professional Learning Partnership teams

- Have regular opportunities to consult with specialist services such as EAL, ASL and SFL staff and receive training and support as appropriate
- Provide and seek informal support and advice from other colleagues to improve the quality of learning experiences for young people
- Participate in evaluating the work of the school, agreeing an improvement plan and monitoring progress towards these targets across the session using CEC Standards and Quality Improvement Plan (SQIP)
- All staff take part in Professional Review and Development discussion with their line manager
- Ensure progression between classes/ stages and establishments by sharing tracking and monitoring information gathered over time, planned transition activities and effective transitional dialogue
- Report to parents/carers and share information about learning and teaching through blogs, learning displays, learning fairs, assemblies and open afternoons, and encourage feedback, participation and partnership working with the wider school community to enrich learning and teaching.

This policy will be reviewed in 2022

MARGIN MARKS	FOR ALL	In addition Second Level in margin	MARKS IN TEXT in green
Sp	Spelling (look, say, cover, write, check)		<u>Word underlined</u>
P	punctuation	Actual punctuation	Add punctuation and Circle in text
Ⓐ	Capital letters	Actual letter ○	Circle in text
//	Paragraph	//	//
^	Omission	^	^
?	Communication gap	()*	~~~~~
	Meaning not clear/ See Tense/error in sentence Punctuation/ run-on sentence		Pupil sees teacher individually
VF	Verbal feedback given		
Peer Self Collab.	Peer Self Collaborative	3 * and a wish Traffic light Green/ Pink comment	
  			



MODERATION CYCLE. Moderation develops a shared understanding of standards and expectations. Moderation is ongoing before, during and after the planning of learning, teaching and assessment.

