

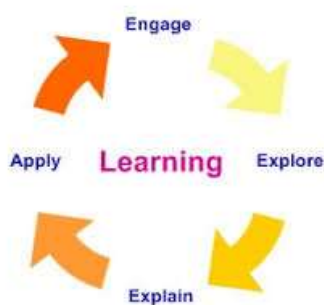
Sandwood Primary School



LEARNing

&

TEACHing
POLICY



Curriculum for Excellence

Children and young people's rights and entitlements are central to Scotland's curriculum and every child and young person is entitled to experience:

- a curriculum which is coherent from 3 to 18;
- a broad general education, including well planned experiences and outcomes across all the curriculum areas from early years through to S3. This includes understanding the world, Scotland's place in it and the environment, referred to as Learning for Sustainability;

Curriculum for Excellence places learners at the heart of education. At its centre are four fundamental capacities. These capacities reflect and recognise the lifelong nature of education and learning. The four capacities are aimed at helping children and young people to become:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors

We will put children firmly at the centre of learning and teaching at Sandwood Primary School and Language and Communication Resource.

4 contexts for learning:

- Ethos and life of the school as a community
- Curriculum areas and subjects
- Interdisciplinary learning
- Opportunities for personal achievement

Curriculum areas

There are eight curriculum areas:

- Expressive arts
- Health and wellbeing
- Languages (including English, Gaidhlig, Gaelic learners and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies.

Framework for Glasgow's Learning and Teaching Strategy

- Ethos and climate for learning
- Vision, values and aims
- Continuous professional development
- Meeting learning needs
- Assessment
- Quality assurance and self-evaluation

Aim



The Sandwood Lesson



<http://www.glasgow.gov.uk/CHttpHandler.ashx?id=12231&p=0>

The 'Good' Lesson?

1. Connect the learning
2. Learning outcomes and success criteria
3. Active learning
4. Demonstrate understanding
5. Review and recall



Connect the learning

In order that we embed learning securely, it is essential that we make connections with what our children already know. They will be more receptive to new knowledge if a lesson begins with an activity which helps them to 'switch on' to concepts with which they are already familiar. By making connections, children will be more engaged in learning. They will be confident in demonstrating what they already know and thus more motivated to take part in what is to follow. Beginning the lesson or learning experience with a stimulating activity which is child centred and involves levels of participation will ensure that all children are on board from the start.

Learning outcomes and success criteria

For learning to be purposeful, children need to know

- Why they are learning
- What they are learning
- How they will be successful

Active learning - Active, Collaborative and Cognitive?

Active

I've

- been involved
- listened to others
- taken responsibility
- explained to others
- worked things out

Collaborative

I've

- worked in a team
- shared ideas
- contributed
- taken turns
- shown respect

Cognitive

I've

- asked questions
- answered questions
- thought of ideas
- offered solutions
- reflected on my learning

Demonstrate understanding

Encourage children to show what they know and understand in a variety of ways:

- Explain to a partner
- Be the teacher
- Write
- Mindmap
- Present / show
- Have a final product
- Debate
- Draw / label
- Model
- Make a poster
- Questions and answers

Review and recall

Always allow minutes at the end of a lesson to review learning.

- Refer back to learning outcomes and success criteria throughout a lesson to allow teachers and children and young people to assess learning
- Recap on the main learning points. Make sure key questions have been asked and explored. Recap key vocabulary
- Provide opportunities for children to work together collaboratively and be actively involved in the review process
- Look forward and connect to the next lesson
- Wherever possible – make it fun!

'I learn best when I know what's happening!'

Glasgow primary school child

Learning and Teaching Approaches

Variety in teaching approaches and activities cater for the different learning styles present in the classroom (Visual, Auditory and Kinaesthetic).

Teaching for Effective Learning

The environment for learning is stimulating, encouraging and inclusive

- Good use is made of space, time and resources available, including human resources
- Tasks and activities and homework are well planned, relevant and take into account the interests of children
- Lessons and learning experiences offer pace and challenge to all pupils and children are aware of their own preferred learning style
- Staff motivate and sustain children's interest, actively engaging all children and encouraging them to take responsibility for aspects of their own learning and behaviour
- Children are involved in collaborative and co-operative activities and are given opportunities to explain their thinking to others
- A range of teaching approaches is used including direct and interactive teaching; active learning in purposeful and appropriate contexts and learning through play
- Learning also takes place outside the classroom and playroom, using the environment of the establishment and wider community
- ICT is used effectively to support and enhance learning
- Children feel secure, included and confident enough to try out new ideas, solve problems and be creative and imaginative in their thinking

Tasks and activities match the needs of all children and build on prior learning of knowledge, understanding, skills and attitudes

- Communication and explanations are clear and staff share the purpose of lessons
- Staff set high expectations for all children and young people and set clear goals and targets with them
- Staff value and build upon the responses of children, giving sound feedback and explaining to them how they can improve upon their work
- Children are included in the evaluation of learning and teaching
- Staff make sound judgements about the learning to inform future next steps in planning development in skills and knowledge

Whole Class Teaching

Some lessons will be taught as whole class lessons which maximises the direct contact learners have with the class teacher so that every child benefits from good interaction for a sustained period of time.

Group Organisation/Differentiation

Account is taken of the needs and abilities of all learners. Opportunities will arise for pupils to work individually, in groups or as a whole class according to the needs of pupils and the curricular areas being taught.

In literacy and Numeracy work programme boards displaying groups' programme of work is routinely displayed with every child experiencing a direct teaching input, and independent task and an active learning opportunity.

Differentiation takes the form of results expected by pupils, teaching approach, materials, tasks, support, resources at an interest/age/presentation level

Thinking Routines

'Learning is a consequence of thinking.'

David Perkins

- See/Think/Wonder
- Zoom in
- Think/Puzzle/Explore
- Chalk Talk
- 3-2-1-Bridge
- Compass Points
- The Explanation Game
- Headlines
- CSI - Colour/Symbol/Image
- Generate/Sort/Connect/Elaborate
- Connect/Extend/Challenge
- The 4 Cs
- The Micro Lab Protocol
- I used think..... Now I think
- What makes you say that?
- Circle of viewpoints
- Step Inside
- Red Light, Yellow Light
- Claim/Support/Question
- Tug-of War
- Sentence/Phrase/Word
- +1

Questioning & Feedback

A good questioning climate is one that activates understanding and thinking and focuses on the development of learning rather than a test of recall. Allied with varied teaching approaches, our children will be exposed to a range of experiences that promote active learning by making learners think and ask questions.

Quality feedback should improve our children's learning. Feedback can be verbal or written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.



Outdoor Learning

Our children will be given opportunities to achieve outside the classroom and playroom, including opportunities to take responsibility in other areas of school life and in the life of the wider community.

Visits to places of interest away from the establishment will provide richness and colour to classroom and playroom learning.

<https://education.gov.scot/Documents/cfe-through-outdoor-learning.pdf>

Planning

When planning for learning, staff will focus on the learning outcomes, taking into account the needs and interests of all learners.

Planning is concise and will build on learners' prior knowledge, allowing for choice and personalisation within the curriculum.

Plans will indicate key learning activities and promote a deeper understanding of the curricular areas and the links between these areas including:

- whole school initiatives
- collaborative working
- cross curricular themes
- interdisciplinary projects
- interdepartmental projects
- cross sectoral working
- problem solving activities



Enhancing learning opportunities

- Learning Journeys are used which give our children, parents/carers and teachers the chance to discuss current skills and abilities and identify targets for next steps in learning that everyone can support.
- Focus weeks and days are planned on our yearly calendar e.g. Science Week, DYW, Scottish celebrations, Fairtrade Fortnight.
- School outings that support, deepen and contextualise class based learning.
- Visiting specialists and visitors who bring a deeper knowledge and understanding to learning experiences.
- Digital technologies to enhance learning and prepare our children for jobs of the future.
- Enterprising initiatives for charity, residential trips, Make 5 grow, On the Money.
- KWL grids to ensure our children are at the centre of planning and that learning and teaching is relevant.

Assessment

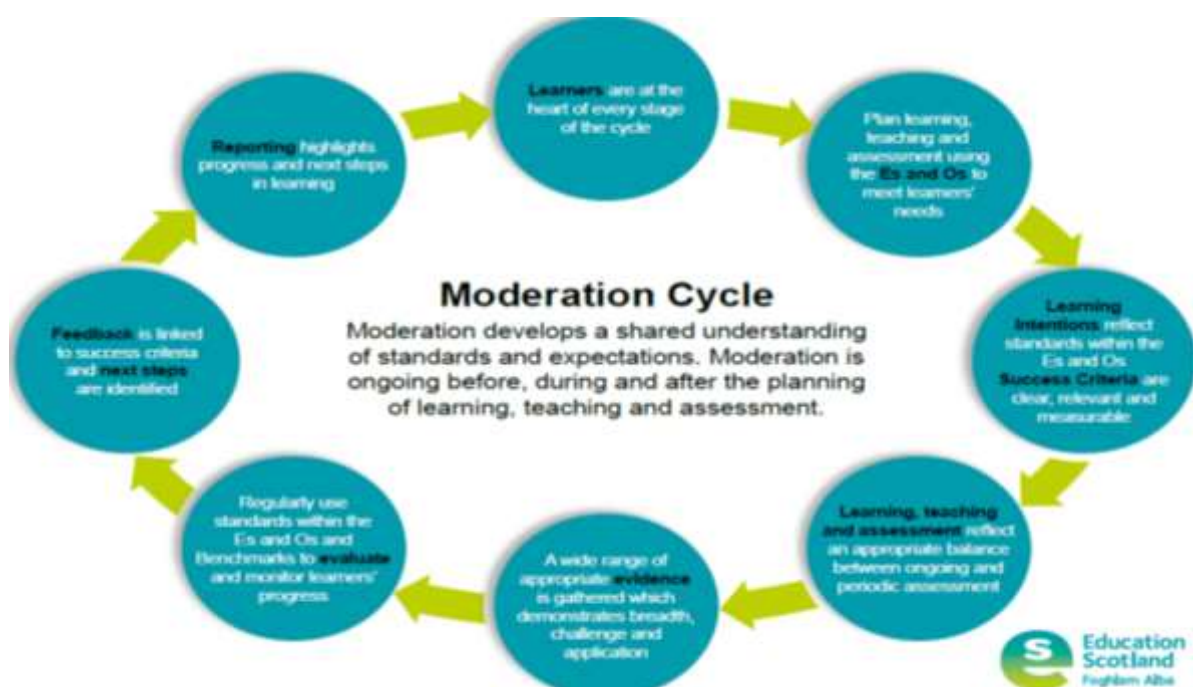
Assessment is an integral part of the teaching and learning process and a balance between formative and summative assessment should be used. The sharing of learning intentions and assessing against success criteria should always be used to provide pupils with clear feedback and to inform their next steps.

Assessment practice will follow and reinforce the curriculum and promote high quality learning and teaching approaches.

Assessment of children's progress and achievement during their broad general education will be based on teachers' assessment of their knowledge and understanding, skills, attributes and capabilities, as described in the experiences and outcomes across the curriculum.

Building the Curriculum 5 – a framework for assessment

<https://www2.gov.scot/resource/doc/341834/0113711.pdf>





Literacy & English	SSNA completed in P4 & P7
<i>Reading</i>	3 summative assessments – on-going throughout year 1 annual summative assessment NGRT
<i>Writing</i>	1 assessment per block linked to the genre being taught Block 1 - Characterisation Block 2 – Procedural or recount Block 3 – Poetry/Setting Block 4 – Explanation/Persuasion/Discussion/Report
<i>Talking & Listening</i>	On-going – record on skills pathway
<i>Common Words</i>	On-going
<i>Spelling</i>	On-going
Numeracy and Mathematics	On-going 3 termly summative assessments 1 annual summative assessment MALT SSNA completed in P4 & P7
HWB	Monthly assessments – record on spread sheet WAP – Target evaluations
Physical Education	Termly – record on spread sheet
Sciences/Social Subjects/Technologies	As planned throughout the year- record on spread sheet
Expressive Arts	As planned throughout the year
RME	End of each topic – record on spread sheet

'Many journeys but one destination.'

Adam Ingram, Scottish Minister for Children and Early Years