



Learning and Teaching Policy Statement

The starting point for any curricular activity must reflect that point at which pupils' learning has reached.

The identification of this will be determined by an appropriate means of observation and assessment.

This information will influence and direct subsequent learning activity and experiences.

Curricular planning will reflect the principles set out in the School's 'Curriculum Policy Statement.'

Planning

Teachers will engage in planning pupil experiences by way of termly Theme Plans, which will identify suitable cross-curricular Experiences and Outcomes, as well as highlighting specific Outcomes for formal assessment.

In addition, staff will construct termly plans for Literacy, Numeracy and Health and Well-being which are more detailed, relate to the different curricular areas and which reflect the activities in which the pupils will be engaged.

Once again, formal assessment targets will be highlighted and across both suites of plans, the skills being targeted for development will be identified.

It is important that pupils are involved in discussing the construction of these plans, at a level appropriate to their stage of development and understanding.

Monitoring

As well as defining the direction of educational travel, these plans will be considered and commented upon by the Head Teacher and they will form the basis of any subsequent Classroom Monitoring activity carried out by the Head Teacher.

They should also inform peer and self-evaluation activities.

Approaches to Learning

Learning activities should reflect the three key characteristics of 'Breadth, Challenge and Application', and embody the principles which underpin *active learning* – learning which engages children's thinking, using real-life and imaginary situations.

Most learning opportunities will be identified and planned by way of the planning processes outlined above, in terms of Experiences and Outcomes and in terms of skill progression.

That said, un-scheduled and spontaneous learning opportunities and experiences will arise.

These opportunities should be considered and, where appropriate, incorporated into the learning programme.

Their inclusion may require a re-evaluation and adjustment of the existing planned learning programme.

Learning takes place in both formal and informal contexts and it is important that any programme is sufficiently flexible to allow for both to occur.

Learning opportunities should not be confined to the classroom environment and teachers should include opportunities to learn in, through and about outdoor environments.

Where possible and appropriate, site or location visits should be organised to strengthen the learning experience.

Lessons and activities should begin with a discussion and sharing of learning intentions.

It is important that the pupils have a shared understanding of the purpose of the activity in which they are about to engage.

It is also important that the 'success criteria' against which their performance will be assessed are discussed and shared.

Pupils need to know what is expected of them in terms of,

- their participation
- the standard and quality of their 'output'
- the method and criteria against which their performance will be measured.

It is widely acknowledged that learners have preferred learning styles and that teachers have teaching styles upon which they rely more heavily than others.

When developing any learning experience, it is important that teachers recognise these characteristics and ensure that activities are constructed in such a way as to accommodate as many preferred learning styles as possible but at the same time, developing learning skills and strategies with which the pupils are less confident.

Such principles should also be applied to formal assessments.

Consideration should also be given to individual and group working - [Co-operative and collaborative learning](#)

Certain activities will be best suited to pupils working as individuals but learning can be equally effective when learners have the opportunity to think and talk together, to discuss ideas and to analyse and solve problems independent of direct teacher involvement.

At the conclusion of a lesson or block of teaching, teachers and pupils should reflect collectively and individually on the learning activities and consider the extent to which the learning intentions and success criteria have been met, which, in turn will go some way towards informing the next phase of learning activity.

Learning Support

Pupils who are perceived to be in need of additional support beyond that which can be routinely provided by the class teacher may receive assistance by way of the Support for Learners team.

This support can take a variety of form both within and out-with class as is deemed necessary after appropriate discussion with all stake-holders.

All such additional activity will be planned and monitored by way of Individual Education Plans **I.E.P's**, which will be discussed and reviewed with pupils and parents / guardians as frequently as is considered necessary.

Pupils in need of support beyond this will be assessed by the Educational Psychology team and a support framework constructed in line with the Authority's 'Pathways to Policy' procedures.

Assessment

Assessment involves gathering, reflecting on and evaluating evidence of learning to enable staff to check on learners' progress and support further learning.

Throughout the School, staff will employ an appropriate range of AiFL techniques and strategies to provide regular formative feed-back to the pupils by way of verbal and written comments.

Formal assessment activity, including standardised assessment materials should vary in format and be regarded as an integral part of the learning and teaching process.

As part of the planning process, staff will identify Outcomes that will be assessed more formally, and the methods by which assessment will be undertaken.

Ranges of evidence should reflect this variety of formats. As part of this process, teachers should consider using materials drawn from the [National Assessment Resource](#).

As well as teacher-led assessment, due consideration and opportunity should be given for pupils to engage in both peer and self-assessment activity.

Central to all of these activities are the initial sharing of learning intentions and the agreement on appropriate success criteria against which pupil performance will be judged.

Evidence to record both engagement and pupil performance will be gathered by a variety of means and retained at classroom level, and will be called upon to inform further planning, pupil reporting and classroom monitoring.

Such evidence will also be used to inform internal moderation activities and that undertaken at Cluster and Authority level.

School staff will meet on a regular basis to consider pupil performance across different curricular areas.

At these meetings, staff will reflect upon the Levels at which pupils are working and consider pupil progress in terms of '**Developing, Consolidating and Secure**', definitions of which can be found in [Building the Curriculum 5](#).

Teachers should record pupil progress by way of the Pupil Tracking Glow Group which can be accessed via the school's Glow homepage.

Transition

Monitoring of pupil progress should be an on-going process but particular attention should be paid to assessing pupil learning at times of internal and external transitions.

Pupils entering Primary One from Early Years Centres should have appropriate files which outline pupil performance to that point.

School staff must pay due regard to this information.

The internal moves within the School should be accompanied by full staff dialogue and the transfer of any appropriate evidence and reports for each child.

As Primary 7's move to secondary school, every effort must be made to provide the Academy with all relevant and appropriate information, in line with agreed Cluster policy.

Reporting on progress and achievement

Dialogue with parents should be regarded as an integral part of on-going learning and teaching processes.

Formal Reporting on pupil progress will be undertaken at two points within the Session.

Parents will be invited to attend a meeting during the early part of Term 2, during which a verbal report on pupil progress will be discussed.

A written report and accompanying parent interview will be held around early May each year.

Pupils may attend both meetings or appropriate parts thereof.

Written reporting should comply with Aberdeenshire guidance and should include information on curricular progress, reflect wider pupil achievements and suggest appropriate 'next steps' for the pupils educational development.

Formal meetings to discuss pupil progress outwith this schedule may be convened as is deemed necessary.

Pupils will maintain weekly logs of achievements set against the three Vision Statement headings. In time, this will be replaced by whole-school use of 'I Can'.

Visiting Specialists

Throughout the Session, pupil learning will be further augmented by more subject-specific curriculum input by way of the Visiting Specialist teachers.

Visiting Specialists will apply the same broad learning and teaching principles as are outlined above.

Variations may arise with accompanying documentation relating to planning, assessment and reporting although Specialists must engage fully in all three aspects in consultation with School staff and pupils.

To allow such consultation to take place, time will be allocated by way of the annual Working Time Agreements and by agreement with the Head Teacher.

This may include elements of team-teaching, or class teachers being present during Specialist-led lessons.