

# Kilwinning Academy

## Learning & Teaching Policy

**Ambition**

**Inspiration**

**Belonging**

**Respect**

**Dedication**

**Responsibility**



## ***Rationale***

This document is a guide to the definitions and expectations Education Scotland have of commonly used learning and teaching terminology. It can be used as a reference point for those carrying out peer observations / FH and SMT observations or by those preparing for a scheduled classroom visit.

Under each heading are descriptions of work and activities already undertaken in classrooms along with suggestions of other techniques that can be explored.

**This is not a checklist of everything that should be demonstrated within one lesson –**

## ***Planning and preparation of lessons – Learning Intentions and Success Criteria***

- Entitlements and Experiences should be considered in the planning process.
- Lesson intentions should be concise, clear and shared in an appropriate way with pupils.
- Ensure appropriate resources are prepared in advance of the lesson.
- Link learning to prior / future learning.
- Learning and Teaching approaches take account of pupil need with focus given to: Pace, Challenge and Enjoyment, Personalisation and Choice, Relevance, Literacy, Numeracy, Health and Wellbeing across learning as well as Skills for Learning, Life and Work.
- Materials are differentiated where appropriate for all ability levels.
- ASFL staff are involved in the planning where appropriate.
- Appropriate coverage of Es and Os (or relevant course requirements).
- Quality Assurance carried out by Faculty Head as per the Quality Assurance Calendar. In addition to learning intentions, negotiated success criteria should be understood, to allow pupils to monitor and review their own progress and establish the next steps in their learning.

## ***Pace and Challenge***

- Pupils should be engaged + stimulated, not allowed to “coast “ in their learning
- Lessons should be engaging and varied
- Pupil need must be considered
- The highest attaining pupils must also be catered for and stretched in their learning.
- Higher order questioning and regular discussion to stimulate learners’ interest and motivation to meet the lesson success criteria.
- Within the lesson there is appropriate challenge for each level of learner ability. Pupils who relish tasks that stretch ability can independently extend tasks and apply new skill in more complex contexts. Pupils who require support can have the task differentiated to scaffold learning into smaller stages of progress.
- Our differentiated expectations for each ability level of pupil are made clear at the start of the lesson.
- In S3, pupils who have overtaken fourth level E’s and O’s are given the opportunity to extend their learning to cover some National 5 work.
- As time within a course allows, all pupils are given a chance to revisit skills and knowledge in a new context to challenge their learning further.
- Assessment tasks give an opportunity for applying learning in more challenging and unfamiliar situations. We encourage our pupils to develop resilience and to stick at a task until it is completed

## ***Quality Feedback***

- Our feedback can take a variety of forms and is balanced between acknowledging strengths and identifying development points.
- We create opportunities to foster independence in pupils identifying what they need to do to improve.
- Pupils are fully involved in discussions about what they have learned and how well and how much they have learned - they know what they need to do to improve and to become successful.
- Pupils should be asked to reflect on the evidence that supports the feedback given and identify their own next steps for improvement. Pupils are expected to actively engage in feedback sessions and contribute in the dialogue.
- Our learners can assess their own progress and regularly engage in peer assessment to help peers develop their next steps.

## ***Target Setting***

- Effective target setting is based on establishing where pupils are in their learning, where they are going and how best to get there.
- Independence and accountability is given to the pupils to reach the targets set within the agreed timescale.
- Teachers give pupils the responsibility of recording their own targets – what they need to do to improve, what a successful example looks like and the timescale for it to happen.
- Learners are fully involved in the discussions that lead to targets being set. Parents may be involved as appropriate as well with certain groups of pupils.
- High priority is given to monitoring pupils and their progress towards targets – the system used to do this must be manageable for teachers and not take too much time away from learning and teaching.
- As time allows pupils benefit from regular time to talk to class teacher / guidance staff / parents about evidence of their progress towards targets set
- Peer assessment can be used as a supplementary method of target setting when time in class is tight, for example pupils can assess a peer's work against a criteria or exemplar and suggest areas for development.
- Pupils can use the results of an assessment – formative or summative – to form the beginnings of targets and steps to achieve them.

## ***Assessment***

- All assessment approaches should support learning and learner engagement and this includes homework.
- All learners have regular opportunities for dialogue with staff about their progress and next steps in learning.
- Regular, appropriate and meaningful.
- Record-keeping is on a centralised electronic database and is up-to-date.
- Feedback for formal/summative assessment tasks should be given within an appropriate timeframe.
- Formal/summative assessment feedback indicates targets and negotiated next steps in learning.
- Moderation takes place to ensure consistency and high standards are upheld.
- Evidence should be valid and proportionate to age and stage and should help learners make formal choices and decisions about their learning.

## ***Expectations/ethos/relationships***

- Please refer to the Ethos and Discipline Policy.

## ***Responsibilities – pupils / parents / staff***

- Pupils are expected to come to class properly equipped and prepared to learn, by positively engaging with their own learning.
- Early intervention is key and evidence must be provided to illustrate the steps taken.
- Parents/Carers need to know how to support the school and their young people in their learning in order to fulfil their role – regular contact with home will facilitate this.
- Staff must make clear expectations of pupils and their parents/carers in order to create an sustain meaningful, productive partnerships which can then be used to maximise the attainment and achievement of pupils.

## ***Displays of work –current / representative***

- Classrooms should show recent, relevant examples of work by pupils.
- Display work should be updated on a regular basis to encourage pupil pride in their work.

## ***Early intervention in learning issues – contact with home/relevant staff***

- Tracking and monitoring provides a framework of intervention and support but this is a minimum.
- Staff should be proactive where concerns arise and address these quickly in order to facilitate continuation and improvement in learning.
- Intervention module in Seemis will be used to chart evidence of strategies employed.