

ROSLIN PRIMARY SCHOOL



LEARNING AND GROWING

to Achieve Success



Learning and Teaching Policy

Updated August 2018



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The purpose of this policy is to promote effective and consistent practice in an effort to achieve our school vision.

1. School Vision, Values and Aims:

At Roslin Primary School, our collective vision is for everyone in our Learning Community to learn and grow as individuals, achieving success in different ways. Within this Learning Community, **we value** trust, respect, support, learning through play and trust and relationships. We feel these core values guide all that we do here in the school and beyond.

Therefore, **we aim:**

- for everyone in our Learning Community to have high expectations
- to foster a culture that recognises and nurtures attitudes and behaviours that have the greatest impact on learning
- to create a Learning Community that is welcoming, caring and helpful to all
- to promote an ethos of inclusion and celebration of individuality
- for the school to be a safe place for all

With these aims and values in mind, we strive to deliver a Broad General Education as outlined by National Guidelines:

'Its purpose is to develop the knowledge, skills, attributes and capabilities of the four capacities of Curriculum for Excellence:

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

It is designed to provide the breadth and depth of education to develop flexible and adaptable young people with the knowledge and skills they will need to thrive now and in the future. It aims to support young people in achieving and attaining the best they possibly can. During the broad general education, children and young people should:

- achieve the highest possible levels of literacy, numeracy and cognitive skills
- develop skills for learning, skills for life and skills for work
- develop knowledge and understanding of society, the world and Scotland's place in it
- experience challenge and success so that they can develop well-informed views and the four capacities.'

We do this by planning and delivering high quality learning experiences for all learners.

2. Curriculum Delivery

Please see our Curriculum Rationale to understand how:

- we use National and Local Guidance to inform and guide our Learning and Teaching
- how we deliver the Four Contexts for Learning
- how we address the Seven Principles of Curriculum Design

To do this we ensure curriculum planning and delivery includes both discrete and holistic learning opportunities, with progression across all levels.

3. Skills for life, learning and work

At Roslin Primary School we work towards ensuring all of our pupils leave with the skills of a **Midlothian Learner**.

This means learners who:

- can collaborate (learning with and from others)
- can talk about their learning (knows where they are and where they are going)
- know how to learn by building knowledge, linking knowledge to learning and making connections between different areas of learning
- aspires to challenge by working to exceed expectations of themselves
- use learner qualities (displays effective learning habits)
- are responsible for their own learning
- believe that effort will lead to success (knows what to do when they don't know what to do)

To develop these skills, staff plan meaningful and purposeful learning experiences within the eight curricular areas - Expressive Arts, Health and wellbeing, Languages, Numeracy and Mathematics, Religious and Moral Education, Sciences, Social Studies and Technologies. Within each of these curricular areas are a series of Experiences and Outcomes which are a 'set of clear and concise statements about children's learning and progression.'

Career Education Standard: Developing the Young Workforce

Our learning and teaching is working to improve our approach to career education. The 'I Can' statements below are a starting point for dialogue with learners to agree what success could look like. As this is about developing skills for life, learning and work we are implementing this as a whole school priority, two skills at a time and detailed information can be found in our School Improvement Plan.

By end of Early Level: the pre-school years and P1, or later for some.

- I can communicate with people about the different jobs they do in my community.
- I can discuss some of the rewards that a job brings.
- I believe I can do any job.
- I can role play different job roles.
- I can follow rules and routines and explain why they are important.
- I can talk about my learning, my strengths and my next steps.
- I can develop ideas and take part in projects to make things.

By end of First Level: to the end of P4, but earlier or later for some.

- I can describe different jobs in my community and some of the skills needed for these.
- I can learn about the world of work from visits, projects and my experiences.
- I can talk to employers about myself and about their workplace.
- I can recognise that there are different ways to get a job.
- I can talk about the types of jobs that interest me.
- I believe I can succeed in any area of work.
- I can talk about my strengths, interests and skills and show evidence of my progress.
- I can set goals and work towards achieving them.
- I can adopt different roles when running a business.

By end of Second Level: to the end of P7, but earlier or later for some.

- I can discuss the relevance of skills to the wider world and make connections between skills and the world of work.
- I can explain to others my ambitions/what I would like to do and look for ways to achieve them/that.
- I can recognise the skills I have and need for work.
- I can apply my skills to get more information about jobs/careers.
- I can use online tools available to me.
- I own and can manage my profile and can use it to help me discuss my interests, strengths and skills with my parents/carers and others.
- I can identify people in my network who help me broaden my horizons.
- I believe I can maximise my potential in any type of work.
- I can identify different types of enterprise opportunities and engage in them.

4. Planning, Teaching and Assessment

Expectations for effective and consistent practice at Roslin:

All teachers will:

- Use the Experiences and Outcomes of each curricular area to help plan both discrete and interdisciplinary learning that is responsive and focused
- Use the Benchmarks to be clear on what learners need to know and be able to achieve
- Assessments are decided at the start of planning to ensure learning experiences are providing opportunities for success
- Planning builds on prior knowledge of the children gathered from assessments (both pre and post) and transfer of information/tracking documents
- Continually evaluate learning and teaching approaches to consider impact on learners and their attainment
- Ensure learning is delivered in an appropriate, real-life and meaningful contexts
- Plan collaboratively where appropriate
- Provide a range of learning approaches that allow skill development in independent, paired, group and collaborative tasks
- Use a range of strategies that meet the needs of ALL learners and ensure all tasks are differentiated appropriately, actively seeking evidence to assess impact
- Consider and apply ASN information and strategies
- Use a variety of assessment tasks in order for pupils to demonstrate a range of skills, knowledge and understanding
- Remain up-to-date with developments linked to outside agencies
- Ensure pupil voice is utilised at the planning, learning and evaluation stages
- Provide clear learning intentions and where appropriate, learner-led success criteria
- Provide written and/or oral feedback that is both timely and effective
- Ensure learners are able to give and receive feedback effectively
- Provide homework tasks that are aligned to the Homework Policy as much as possible
- Communicate with parents about progress and development
- Develop positive relationships with learners that reflect our high expectations of ourselves and them, demonstrating an enthusiasm and passion for learning
- Engage in dialogue with colleagues about learning and teaching
- Create and maintain a stimulating learning environment, providing required and appropriate resources for lessons
- Develop supportive, caring and genuine relationships with pupils
- Ensure appropriate pace and challenge for ALL learners, ensuring breadth and depth of skills - provide choice of challenge for learners
- Apply current research to teaching and learning approaches
- Questioning and interactions between teacher and pupil or between pupil and pupil is of a high quality
- Assessment for Learning strategies are applied
- Digital technology is used to support both teaching AND learning
- Utilise our local contexts for learning - Roslin Glen, Rosslyn Chapel and Bush Estate
- SLT/staff conduct regular learning walks and observations to reflect on learning and teaching
- Use learner language consistently and effectively in day-to-day practice
- Plan effectively for outdoor learning opportunities

5. Discrete and Interdisciplinary Learning (IDL)

The expectation at Roslin is for teachers to plan both for discrete and IDL lessons. Maths, numeracy, writing, reading, spelling and some HWB topics are expected to be taught discretely, but can be included in holistic tasks. Other areas of the curriculum are often effectively planned and taught through a holistic, interdisciplinary approach. Our forward plans demonstrate this and we ensure learners understand what areas of the curriculum they are accessing throughout their lessons.

6. Additional Support Needs

Class teachers are expected to identify and barriers to learning and to work closely with the Support for Learning teacher in order to meet the needs of all learners, in particular those in danger of not achieving the expected level and those working beyond the expected level for their stage.

Transfer of information from stage to stage should include detailed strategies and resources in place for key pupils. IEPs, PHPs and any other relevant material should be discussed between staff members working with the learner. This may also include information regarding SIMD and LAAC.

Teaching staff play an active role in the development and evaluation of IEPs and should consider these when planning learning experiences and opportunities.

7. Digital Learning

We are working towards implementing the priorities as outlined in Midlothian Council's Strategy for Digital Learning document. We try to develop digital literacy skills by ensuring funding is put towards purchasing high quality digital equipment that is accessible for all learners. We also work to develop these skills by planning for digital experiences within the learning environment and within individual lessons.

8. Religious Observance

According to the Scottish Government's Provision of Religious Observance in Schools document (updated March 2017), Religious Observance is defined as follows:

"Community acts which aim to promote the spiritual development of all members of the school's community and express and celebrate the shared values of the school community" and CfE Briefing 16 states it 'provides opportunities for the school community to express and celebrate values which are considered common human values.'

Roslin Primary School is a non-denominational school, however we do visit the local church and welcome the local Reverend to our services. We hold six assemblies each year that involve our religious observance - New Beginnings, Harvest, St Andrew's Day, Christmas, Easter and Moving On.

The right to withdraw from religious observance

There is a statutory provision in section 9 of the 1980 Act for parents to withdraw their children from participation in RO. This right should always be made known to parents and their views respected. Parents should be provided with sufficient information on which to base a decision about exercising this right.

9. ROSLIN PRIMARY SCHOOL ASSESSMENT STRUCTURE

Staff follow a clear assessment structure in order to assess learner progress.

