

Cairney School



Learning and Teaching

June 2015

Learning and teaching

"Learning and teaching is the core business of school and other centres of learning. School must ensure that children and young people have the highest quality learning experiences. A clear focus on outcomes for young people is essential, with lesson and programme planning that helps learners achieve to their fullest extent. These learning and teaching aims lie at the heart of Curriculum for Excellence."

The Journey to Excellence, Education Scotland www.journeytoexcellence.org.uk

At Cairney School, the children are at the heart of everything that we do and we utilise every opportunity we have to help the children to learn. Children learn best in different ways. At Cairney School our learning environment allows children to develop their skills and abilities to the fullest potential and to become successful learners, confident individuals, effective contributors and responsible citizens.

We know the importance of planning for a wide range of abilities and catering for differing learning styles such as visual, auditory and kinaesthetic. We believe children learn best when:

- Learning and teaching approaches are focused on the learner, are well planned and consider outcomes, learners' interests and prior knowledge
- Learning is enjoyable, relevant and inclusive
- Learning is active, fun and approaches are supportive and delivered in a stimulating atmosphere
- Learning experiences are flexible and creative and allow for personalisation
- There is choice and challenge
- Learning is collaborative and co-operative and promotes quality social interaction

To ensure that learning is securely embedded, it is essential that connections are made to what the children already know.

For learning to be purposeful, children must know:

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

Lessons begin with sharing the learning intention, focussing children on the learning as opposed to the task or activity. Success criteria let children know exactly how their work will be judged and ensure meaningful feedback related directly to the learning. Learning intentions/outcomes and success criteria are referred back to throughout the lesson to allow teachers and children to assess learning.

Teachers set the pace of work and ensure that all children's needs are met. Work is differentiated by ability and children who are able will be challenged and extended and those that find work challenging will be supported by the class teacher, different learning resources and the Pupil Support Assistant.

Active learning

Lessons should be Active, Collaborative and Cognitive.

Active:

I've

I've been involved

I've listened to others

I've taken responsibility

I've explained to others

I've worked things out

Collaborative

I've

I've worked in a team

I've shared ideas

I've contributed

I've taken turns

I've shown respect

Cognitive

I've

I've asked questions

I've answered questions

I've thought of ideas

I've offered solutions

I've reflected on my learning

Children are encouraged to show what they know and understanding in a number 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

Lessons end by reviewing learning and recapping on the main learning points/key vocabulary

Collaboration and cooperative learning

Children are given the opportunity to work collaboratively and share responsibility for completing tasks and achieving outcomes. Working as a team prepares children and young people for the kind of collaboration that is necessary in today's workplace. It is enjoyable, motivating and allows children to express their thinking to a small group of peers rather than to an entire class. This benefits those children for whom a public display of learning can be inhibiting.

Independent learning and target setting

Children are supported to become leaders of their own learning, either individually or in groups. When children are independent learners, they take responsibility for their learning and are more intrinsically motivated to succeed. Taking responsibility for their own learning is an important life skill and children are encouraged to consider their own strengths and identify how they can improve. The children are involved in peer and self assessment and are encouraged to set high but realistic targets and are supported to work at a level that challenges them.

Learning across the Curriculum

Learning across the curriculum is the responsibility of all in the context of Health and Wellbeing, Literacy and Numeracy. This, coupled with the specific themes of Global Citizenship, Enterprise in Education and Financial Education give the children opportunities to learn about their world and how to be active participants in it.

Effective Assessment

Assessment is an integral part of the learning and teaching cycles. We undertake assessment that is:

- Well matched to clearly identified purposes and encourages learners
- Emphasises the formative, celebrating what has been achieved and identifying what has still to be achieved to progress.
- An appropriate blend of self, peer and teacher review, both formal and informal
- Provides useful information which is shared with learners, and where appropriate, parents and other agencies.

This document must be read in conjunction with the Curriculum Framework for Aberdeenshire and Building the Curriculum 1 - 5.

References

Pedagogies:

Aifl - The Learning Se

Bloom's Taxonomy

Co-operative Learning

Learning Styles

Emotional Intelligence

www.educationscotland.org.uk

Building the Curriculum 1 - 5

LEARNING AND TEACHING

Date of Original document: June 2015

Revision No.	<i>Details of Change</i>	<i>Date</i>
1	Consultation with staff	
2	Update	
3	Next update	

LEARNING AND TEACHING

Do you have any comments to make regarding this policy?

Signed _____ *Date* _____

Name (please print) _____

Please remove and return to the Head Teacher Carney School