



St. Mary's Primary School Bannockburn

Learning and Teaching Policy



Stirling Council
Children's Services
Teith House
STIRLING FK7 7QA

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Learning and Teaching Policy

Introduction

Effective learning and teaching is the core business of St.Mary's Primary School and lies at the heart of improving the life chances of every child and young person. This is recognised in the National Priorities for Education, Authority Policies and in Stirling Council Children's Services Aims and in this policy statement.

Rationale

Knowledge about effective learning is a growing and dynamic field. This policy provides a framework for St.Mary's to develop in relation to learning and teaching taking into account National and Authority advice in the context of the school climate.

Effective learning and teaching is fundamental to raising achievement as stated in the Authority's Raising Achievement and Attainment Strategy and we endeavour to create opportunities to share good practice within the school and to participate in opportunities to share good practice across establishments.

High quality education should ensure that children and young people are engaged and motivated so that they are well prepared for life and can benefit from and contribute to their community.

Aims

This policy is intended to assist school staff in:

- improving the effectiveness of learning and teaching
- reflecting and developing professional values and practices within the school
- developing a culture where children and young people fully understand and are able to engage with their learning
- promoting children and young people's active participation in the learning process
- developing partnerships with parents and communities to support learning and the life of the school
- raising achievement and attainment

Principles

- effective learning and teaching is the responsibility of all staff
- assessment is an integral part of learning and teaching
- self assessment and self evaluation are fundamental to securing improvement in learning and in teaching
- teachers should where possible share learning outcomes with the children
- learners should be active partners in the decision making process in relation to their learning
- learners are entitled to high quality relevant and interesting learning experiences

- all learners are entitled to equality of access to a broad and balanced curriculum
- high levels of self-esteem, confidence and motivation contribute to high achievement
- learning is collaborative

Conditions

Good learning takes place when:

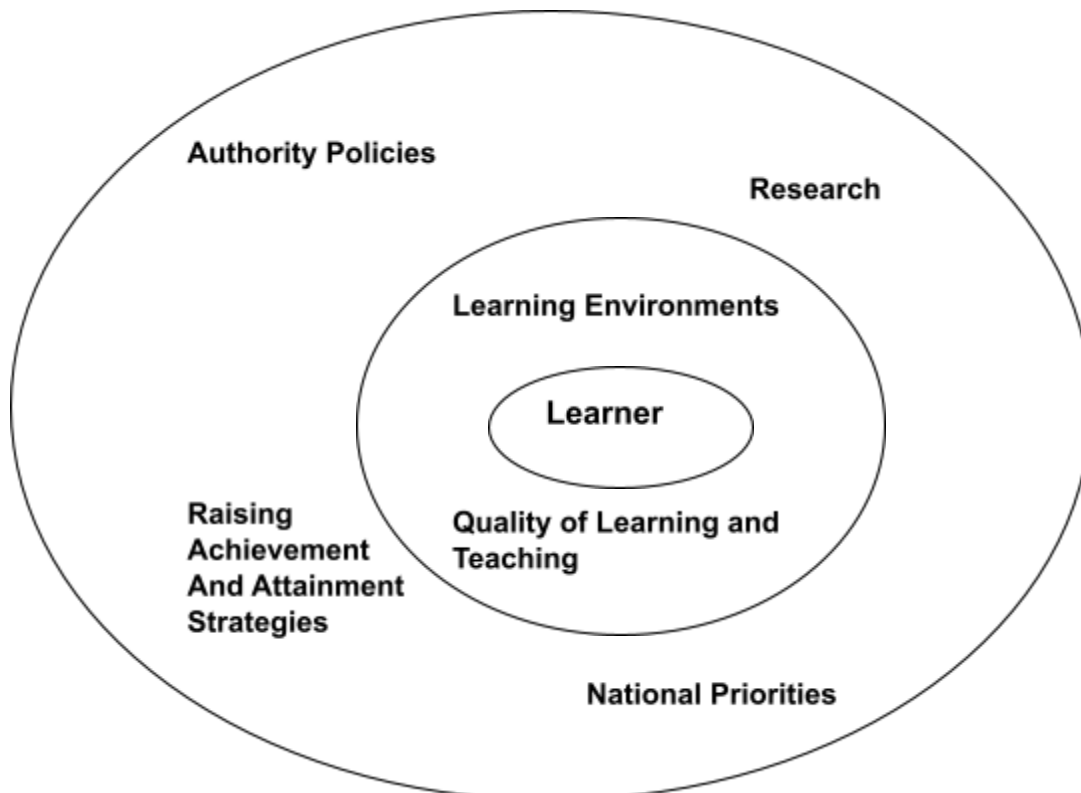
- learners are safe, healthy and happy
- the environment is comfortable and motivating
- children are aware of learning outcomes
- there is respect between learners and teachers
- learning is relevant to the learner's experience and needs
- there is recognition and celebration of success
- there is challenge and support to improve
- there is a recognition that learning is creative and dynamic

Effective Learning and Teaching

Effective Learning and Teaching is dependent on a wide variety of factors and the complex relationship between them. At the centre of learning is the **learner**.

Children and young people learn in many environments in school and out. However, the **classroom** is the main arena in which teachers can plan and influence learning.

It is important that schools plan for **school improvement** and that this is focused directly on the impact that can be made to the teaching and learning process.



The Learner

Every member of the school community should be a learner.

- All learners should be supported to succeed. This can only happen if they believe they can
- All learners should experience success on a regular basis
- All learners should be encouraged to learn by making mistakes and by working in collaboration with others
- Learners should be encouraged to take responsibility for their own learning by involvement in the planning of what they need to learn
- People who feel good about themselves are much more likely to be motivated to learn

The Learning Environment

The teacher can maximise the opportunities for every learner to succeed by:

- demonstrating a commitment to every learner's success, making them feel included, secure and valued
- adapting teaching to the potential and needs of each individual, from the gifted and talented to those with additional support needs
- creating a culture of respect for others and their learning, whatever their gender, social background or ethnic group
- setting high expectations of learners - the effort they should put into learning in school and at home, and what they can achieve
- using opportunities in and beyond the school to help learners develop their personal qualities and emotional and social skills
- engaging parents / carers in their learning, since parental / carer involvement and support in the home is critically important
- involving children in supporting other children through various Peer Support e.g. Buddies, Circle of Friends, etc.

Teaching

Teaching should build on what learners already know, so that they understand what is to be learnt, how and why.

Teachers can do this by:

- establishing what learners know and understand, correcting existing misconceptions where necessary
- setting clear and appropriate learning goals, explain them, and make every lesson count
- actively conveying knowledge and understanding of the curriculum and its key ideas and values
- using appropriate language, with frameworks to help children organise their learning.
- aiming constantly to build secure foundations for subsequent learning, so that learners can progressively develop their skills, knowledge, understanding, attitudes and values
- ensuring that learners are supported appropriately and the supports are reduced to foster the learners growing independence

Curriculum

To make the curriculum vivid and real, teachers can make full use of the opportunities offered by:

- technology
- involvement in extra curricular activities
- ensuring a range of whole class, group and individual activities
- modelling by experts; other services and agencies
- giving opportunities for individual enquiry into issues within and across curricular areas to ensure coherence for the learner
- linking with home, employers or the wider community
- connecting to learners' previous experiences and making the curriculum relevant to their wider goals, interests and concerns

Make learning enjoyable and challenging

To make learning an enjoyable and challenging experience: stimulate learning through matching teaching techniques and strategies to a range of learning styles and needs.

Teachers should plan to:

- make good use of the space, time and physical resources available
- use the skills of other colleagues in the classroom and people from outwith the classroom, to create an environment for learning which explores the local, national and international dimension
- deliver a range of activities that match the maturity of the learners and match the material to be learned to the learner
- reflect different learning preferences and involve high levels of time on task
- use creativity and imagination, and the resources offered, particularly by new technology, to engage, enthuse, challenge and support learners
- reward effort and achievement

Learning skills and personal qualities

Develop learning skills and personal qualities inside and outside the classroom.

Teachers can do this by:

- using a variety of learning activities, particularly activities such as group problem solving, and opportunities beyond the classroom, not just to increase learners' knowledge and understanding, but also to strengthen their understanding, skills and attitudes about learning itself
- developing the learner's confidence, self-discipline and the ability to manage their own learning and behaviour
- developing the learner's understanding of the learning process and their preferred learning styles
- developing the learner's ability to think systematically, manage information, and learn from others

Use assessment for learning to make individuals partners in learning

Teachers can do this by:

- using assessment to build on prior knowledge, understanding, skills and attitudes
- using assessment of learning to inform subsequent planning and practice
- helping learners judge their own work, reflect on how they learn and help each other learn;
- having consistent marking which communicates next steps to learners

- building respectful teacher/learner relationships; and make learners active partners in setting future learning goals
- ensuring that self evaluation is integral to learning and integral to teaching

School Improvement

Focus systematically on improvement

Focus systematically on the priority for improvement that is likely to have the greatest impact on teaching and learning.

To have a substantial impact on teaching and learning we should:

- review regularly the impact of the Learning and Teaching Policy on school improvement
- have high but realistic expectations of all learners including teachers and support staff
- ensure school development planning is achievable and appropriate with priorities that staff, parents and learners can support
- set a climate for learning based on Quality Indicators from How Good is Our School
- share the vision of what success and improvement would mean
- seek continuous improvement through professional reflection and self evaluation
- provide appropriate staff development linked to school improvement targets

Base all improvement activity on evidence – including data about relative performance against benchmarks

To have a substantial impact on improvement we should:

- use evidence from learners views on their progress, motivation and needs to inform decisions about improvements in teaching and learning
- select priorities for improvement, and set goals for teachers and learners by auditing monitoring, evaluating and targeting
- use the capacity of ICT to analyse performance data to understand the reasons for particular strengths and weaknesses, and establish milestones to measure progress
- analyse and understand progress against comparator schools in and across authorities
- encourage staff and learners to predict progress

Build collective ownership through leadership development.

The SLT should:

- set the processes and structures for improvement
- be skilled in managing change
- develop teachers as leaders
- build widespread ownership of the improvement process by creating and encouraging and supporting groups within St.Mary's

Create time for staff to learn together, to make performance more consistent and effective across the school:

- Ensure that there is a balance of opportunities for internal and external input to support staff
- Ensure time for teachers and others to work together, share good practice, increase knowledge and skills, and develop confidence in teaching and learning
- Link staff development to the performance management process, and use activities such as collective enquiry, peer observation and peer evaluation, shadowing and co-operative teaching
- Encourage staff to participate in out of school learning experiences; authority working groups; accredited learning; visits to other establishments

- Reinforce successful development work by making changes elsewhere in the school to spread the impact and make the improvement process sustainable.
- Review policies and practice through self evaluation and external scrutiny, integrate the outcomes of review into staff and departmental objectives and development plans
- Through the performance management system, align resources and development planning priorities, adopt a more flexible approach to the use of time, money, space or staffing

Collaborate with other organisations

- Through Children's Community Partnerships, collaborate with others: schools, nurseries, community partners such as businesses and voluntary organisations, and other professional services such as health and social services to widen the vision and increase the available resources
- Give access to new ideas, share good practice and achieve better solutions to problems by collaborating with others
- Tackle barriers to learning and achievement; build common goals; and create opportunities for subject specialism, pupil support and classroom-focused development for staff
- Effective collaboration requires the development of joint objectives, trust and mutual respect for each other's priorities, a willingness to share information and expertise, and regular reviews of progress and achievements
- Review the impact of policy and practice on school improvement in partnership with others e.g. children, staff within and outwith the school, parents, the education authority. etc.

Continuous Improvement

- All staff should work together to achieve the same goals; integrated education and care of the highest quality; raising achievement and social inclusion; the provision of services which promote the rights and responsibilities of all and are accessible to all.
- Early years, primary and early secondary schooling should develop strong links to ease transition and ensure continuity in the curriculum to allow all learners to achieve their potential.
- Our ethos is underpinned by a philosophy of effective teaching and effective learning that creates active, skilled and independent learners
- Teaching skills should be developed through high quality initial teacher training and induction, reinforced through career-long continuing professional development

Promoting Partnership

St.Mary's should be supported and challenged to develop as a professional learning community and build capacity for continuous improvement.

- Working with other agencies to support vulnerable children will be encouraged.
- Partnership with parents, parishes and the wider community should be strengthened at every opportunity.
- Working with businesses to widen understanding of enterprise and engage support for two way partnership working will be promoted.
- Staff will work with other agencies to encourage and support the arts, sports, culture, creativity and innovation
- Opportunities for regular contact with parents should be created by inviting parents to the school and through regular newsletters, information sheets, Google Classroom and/or Homework Diaries.

Monitoring and Review of Learning and Teaching Policy

Evaluation and review of the policy for Learning and Teaching policy takes place during audits

within the School Improvement Plan cycle.

Date		Staff Lead
Produced	December 2012	
Updated	August 2021	Thomas Joyce, Headteacher
Review	April 2025	