

Article 28 : Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.



Clydebank High School
POLICIES & PROCEDURES
PP5.3 : Policy On Learning & Teaching



WDC Policies & Procedures:	PP9.3 : Policy On Learning & Teaching
National Priorities:	NP1
How Good Is Our School?	5.2 : Teaching for effective learning 5.3 : Meeting learning needs 5.4 : Assessment for learning
SMT Responsible:	David Docherty (DHT)
Policy Implemented:	October 2011
Policy Due For Review:	Session 2014/15



Article 28 : Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

High quality learning and teaching is at the heart of the improvement agenda. We aim to improve the life chances of our pupils, particularly those from disadvantaged backgrounds. Consequently, equality and fairness is at the heart of the learning and teaching process.

Curriculum for Excellence provides a coherent, flexible and enriched curriculum from 3-18 (Building the Curriculum 3, 2008). Clydebank High School endorses the principles of curriculum design, i.e. breadth, coherence, challenge and enjoyment, depth, relevance, progression, personalisation and choice.

Skilled and creative practitioners will deliver exciting experiences for learners. Reflective teachers with a commitment to continuing professional development will learn collaboratively and share good practice. In partnership with learners, parents, carers and the wider community, self-evaluation will improve outcomes for pupils.

LEARNING ENVIRONMENT: GETTING IT RIGHT FOR EVERY LEARNER

It is the responsibility of all members of the school community to ensure that every learner feels safe, healthy, respected, valued and included.

The learning environment will be welcoming and inclusive to support the individual needs of all pupils.

All members of the school community will be treated with equality, fairness and respect.

Good working relationships at all levels will ensure successful learning for our pupils.

We will use the following reflective questions to gauge our success:-

What steps have been taken to create a positive learning environment both inside and outside of the building?
How do we know?

Do teachers use a variety of teaching methodologies?

Does the classroom environment and physical layout support this flexibility?

How do we ensure that learners have a shared responsibility in developing the ethos within the class/school?

How does the classroom environment and physical layout support flexible learning opportunities for all pupils?

LEARNERS' EXPERIENCES

Pupils are entitled to experience learning that embodies the seven principles of Curriculum for Excellence.

Learning will be promoted within an engaging, collaborative and active environment.

Staff will ensure that the learning experiences are motivating, stimulating and enjoyable.

Article 28 : Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

We will use the following reflective questions to gauge our success

Depth

Are our pupils being given opportunities to develop their full capacity for different types of thinking and learning?

How do we make sure that they see the links in their learning?

Breadth

To what extent do we vary our contexts for learning both within the classroom and other aspects of school and community life?

How do we ensure that our pupils have the opportunity for a broad range of appropriate experiences?

Relevance

How do we make sure that our pupils understand the value and the purpose of their learning?

How well do we relate this learning to meaningful real life situations which have relevance to their life?

How do we ensure that the learning experiences are relevant to all pupils, including those with significant learning needs?

Coherence

Do the pupils in Clydebank High School see the clear links between the different aspects of their learning?

How do we ensure this is happening?

Challenge and Enjoyment

In what ways do we encourage high aspirations and ambitions?

What strategies do we use to make the learning in our classes challenging, engaging, creative, active and motivating?

How do we know that all learners are fully engaged?

Progression

To what extent do we consider the prior learning and achievement of the pupils who come into our classes/ school, and at transition stages throughout their schooling?

How do we ensure that our pupils experience continuous progress in learning within the 3-18 frameworks?

Do our pupils work at a suitably challenging pace?

Personalisation and Choice

Is the curriculum we provide flexible enough to allow opportunity for personal, informed choices?

How do we ensure that the pupils in Clydebank High School are able to make informed choices which will reflect their individual needs and support talent?

Article 28 : Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

FORMATIVE ASSESSMENT

Assessment will always inform the learning and teaching process to help raise attainment and achievement.

The five important strategies of Formative Assessment are:-

- Clarifying and sharing learning intentions and success criteria
- Effective classroom discussion through skilful questioning
- Providing meaningful feedback that moves the learner forward
- Involving students in their own learning through target setting and self-assessment
- Allowing learners to become resources to help each other with their learning through peer assessment and feedback

Teachers will reflect on their practice and use these strategies in their teaching and when planning.

We will use the following reflective questions to gauge our success

To what extent do learners understand how learning takes place?

What opportunities do learners have to think and reflect?

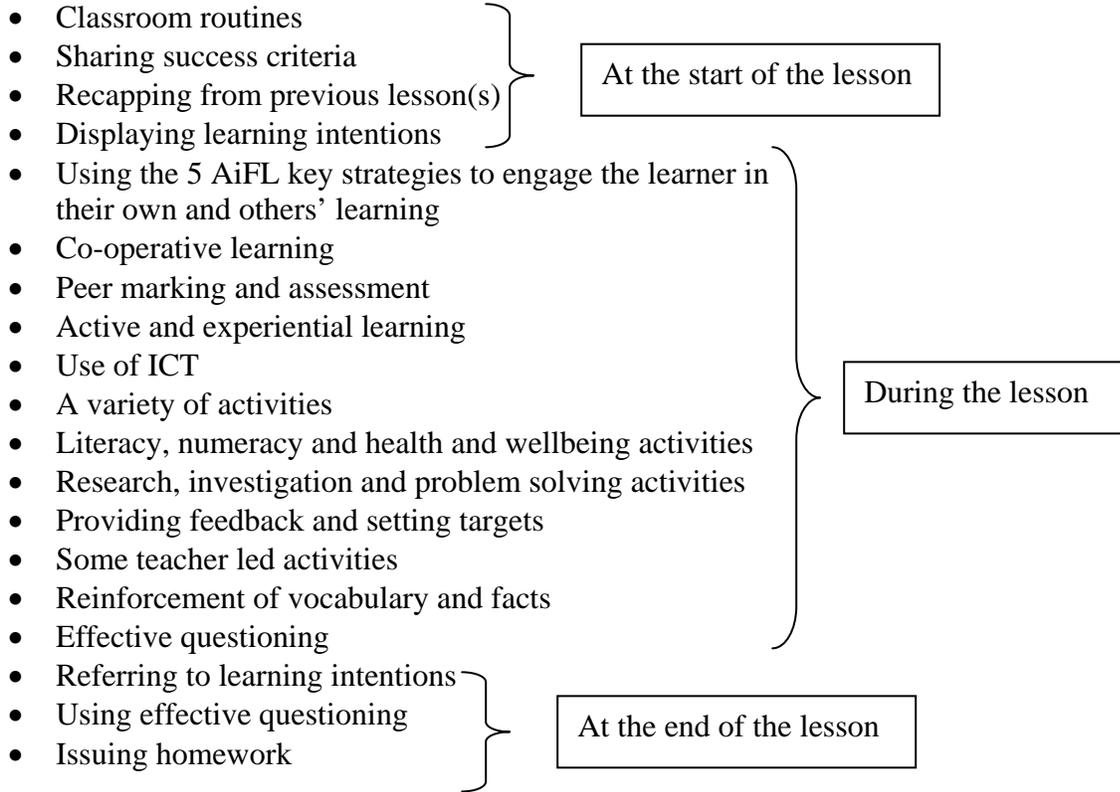
In seeking to improve achievement, how well do we know how deeply learners are engaged in learning?

In encouraging pupil voice, in their own and each others' learning, to what extent have we considered how we will access the voice of those with significant learning needs?

Article 28 : Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children’s human dignity. Wealthy countries must help poorer countries achieve this.

METHODOLOGY

Clydebank High School teachers will provide opportunities for pupils to engage in active and purposeful learning by using the following strategies:-



Teachers will explore and reflect on their methodology on a regular basis.

All staff will engage in purposeful self-evaluation of learning and teaching to ensure continuous improvement.

We will use the following reflective question to gauge our success

Do teaching approaches encourage individuals to take responsibility for organising their learning with others, work collaboratively in groups and teams and give presentations to their peers?

Article 28 : Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

RESOURCES

Staff, pupils, parents/carers, authority and partner agencies will have a voice in education and an important role to play in our learning community.

We will continually review and where possible augment resources to enhance learning and teaching.

We will use ICT as an effective tool for learning and teaching.

We will use the following reflective question to gauge our success

To what extent does the management of resources in Clydebank High School effectively support learning and teaching?

CREATIVITY AND INNOVATION

To fully implement CfE, we will develop the thinking skills of our pupils to develop creative, enterprising and innovative learners.

Learners will experience a curriculum that is flexible enough to offer creativity and challenge.

We will use the following reflective question to gauge our success

How do we build on the creative ideas which may emerge from our learners?

EXPLORING AND USING LEARNERS' VIEWS

The views of the entire learning community will direct innovation and improvement.

Our pupils will be encouraged to express their views on their learning. These will be valued and used to inform next steps.

Our pupils will have opportunities to become involved in the wider life of the school and community and actively involved in decision making.

Parents will have a key role in their children's learning and their views will be gathered and acted upon.

All staff will be fully involved in self-evaluation to ensure an informed impact on learning and teaching.

We will use the following reflective questions to gauge our success

Are learners in Clydebank High School able to influence decisions about their learning experiences?

What choices do they have about lesson priorities and their preferred approaches to learning?

Article 28 : Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

How effectively do we make use of learners' views about pace or challenge, active learning or learning independently to improve learning and teaching?

What do learners think about the quality of teacher-learner or learner-learner interactions and relationships?

How do we value and use the views and contributions of parents?

How can we show we have used parents' views constructively to improve learning?

To what extent do we consider how learning opportunities in the community can support learning in school?

EXPECTATIONS AND PROMOTING WIDER ACHIEVEMENT

Pupils will gain in confidence and have their motivation increased when recognition is given for their achievements within the school community and beyond.

We will ensure that approaches are developed and promoted that will recognise the personal achievements of all learners.

We will use the following reflective questions to gauge our success

How well do we recognise and value the learning experiences that our pupils achieve in their community?

To what extent do we consider how wider achievement in the community can support learning in school?

Do pupils' and parents' voices celebrate wider achievements as much as academic success?

SELF EVALUATION

Learning improves when all those involved show commitment to improvement through robust and rigorous self-evaluation.

Staff at all levels will take ownership of the improvement process. They will work collaboratively, share effective practice and engage in professional dialogue within the school and beyond.

Pupils, parents and partners within the community will be included and their opinions valued.

The head teacher and senior staff will have a key role in ensuring that the professional development of learning occurs. They are accountable for ensuring the overall impact of the learning they lead.

Self-evaluation will triangulate the evidence from three main sources – people's views, direct observation of learning and teaching and quantitative data.

We will use the following reflective questions to gauge our success

How well do the processes currently in place for self-evaluation impact on learning and teaching?

United Nations Convention on the Rights of the Child

Article 28 : Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect children's human dignity. Wealthy countries must help poorer countries achieve this.

In what ways do we gather information on learners' progress?

How do we use this information?