

Learning and Teaching Policy

Learning and Teaching at Currie Community High School is designed to improve standards of learning and teaching and raise attainment and achievement for all learners.

The purpose of this policy is to put in place a set of procedures and guidelines to make sure that learners acquire and develop the four capacities of Curriculum for Excellence.

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

The delivery of our learning and teaching policy will support the key principles of curriculum for Excellence

1. The ethos of the learning community and the quality of the relationships between staff, students, parents and partners at Currie are critical to successful outcomes for learners.
2. Learning and teaching and assessment approaches should support students to develop responsibility for their own learning and provide opportunities to develop skills for life, learning and work.
3. Staff have a responsibility to collaborate with colleagues and partners across subject areas, particularly in literacy, numeracy and health and well-being
4. Currie will increasingly promote opportunities for and give recognition to wider achievement both within and beyond the classroom.

1 Ethos of the Currie Learning Community

For effective learning to take place it is the responsibility of the Currie Learning Community to ensure that there is a positive and purposeful climate for learning. All staff should have high expectations and promote positive and open relationships. The climate in which learning takes place should be positive and encouraging with young people entrusted to take responsibility for their own learning.

Research tells us that learners' ideas of what makes a successful teacher include the following:

- Aspirational, demonstrating belief that the learners can succeed
- Being encouraging and supportive, welcoming genuine mistakes as opportunities for learning
- Enthusiastic and having belief in what they are teaching
- Able to put learners at ease
- Respectful, listening to learners
- Prepared to challenge their own thinking and admit they may be wrong

2 Learning and teaching and assessment approaches at Currie

Building the Curriculum 3, based on AfL principles, identifies seven attributes of learning and teaching that will support the values, principles and assessment of the curriculum. In general, this will be delivered using the 4 phase model demonstrated in appendix 1.

2.1 The experiences we provide will be engaging and active

Learners should be actively engaged in their learning. They need to have an investment in the learning process and to be positively involved in their own learning.

Learning should build on and connect to prior learning and be meaningful and relevant. By making connections to what is already known learners will be more receptive to new knowledge.

Effective questioning is one of the four key elements of formative assessment and is at the heart of an effective learning environment. Learners should be encouraged to think and ask questions.

Learners who are actively engaged in learning will have opportunities to:

- listen to others
- explain their learning to others
- solve problems
- take responsibility
- be involved

The Currie Learning Community will continue to develop and improve to ensure that learners experience a range of teaching approaches that reflect the needs of the individual learner and are appropriate within the context of the learning community.

2.2 Our learners are set challenging goals

Learners must be encouraged to be ambitious in their learning and learning goals need to be challenging but not impossible. Learners should be encouraged to have high expectations of what can be learned and achieved by setting themselves challenging but realistic targets and being praised for their effort and achievement.

The pace of learning should be appropriate to each individual learner and all learners should experience depth and progression in learning along with the development of high order thinking skills. Planned learning experiences in a variety of contexts that make connections across curricular areas, should include clear aims and objectives that recognise individual needs and are appropriately resourced to meet learning outcomes.

2.3 Shared expectations and standards at Currie

Planning for learning should be responsive to the learner, who can and should contribute to the process.

Leading learning should include:

- creating a climate where the relationship with the learner is established through positive communication and dialogue strengthened and consolidated through informal discussion, planned interviews and academic mentoring.
- planning, tracking progress and summarising achievements
- professional discussion with other leaders
- moderation activities.

The Learner should:

- be involved in the dialogue and receive positive feedback relating to aspects of their learning which have been completed well and be given information in relation to what they have 'to do' to progress.
- have choice in how they demonstrate their success in learning
- be made aware of personal targets/outcomes within their own learning and have opportunities for applying, consolidating and reinforcing their learning.
- be well prepared for the next stage in their learning.

2.4 Timely, accurate feedback which helps our pupils 'close the gap'

Learners and others involved in the learning need feedback about what they have learned, how much and how well they have learned it. Feedback, both verbal and written, is a key element of formative assessment, giving the learner a clear understanding of what needs to be done to learn more effectively. Feedback will relate to the learning intention and success criteria.

2.5 Learning intentions, success criteria, personal learning planning

Learning intentions focus on what is to be learned rather than on the task or activity. Learning intentions should be matched with success criteria. These are key elements of formative assessment and should enable learners to have their own understanding of the learning that they are trying to achieve and what the successful learning will look like when they have achieved the learning intentions.

By ensuring that both learning intentions and success criteria are shared, agreed and understood, learners are encouraged to have greater independence and a sense of responsibility for their learning.

Personal learning planning is a conversation about learning that enables learners to think about how they are progressing in their learning; how they know this, what they need to improve / learn next and how they will achieve this learning. Personal learning planning is essentially learning how to learn. Successful personal learning planning is dependent on the 4 key elements of formative assessment which includes effective strategies for learners to peer and self-assess in relation to the learning intentions and success criteria.

2.6 Collaborative learning at Currie

By enabling pupils to learn and work in teams, pairs and larger groups, knowledge, cooperation and trust can be established and built to form collaborative communities in our classrooms and school. Collaborative experiences support the development of confidence and skills for life, learning and work. Attitudes and dispositions can be nurtured through collaborative experiences. Collaborative experiences allow choice and ownership of learning through; sharing ideas, "buying in" rather than "going along", pursuing common goals and recognising and resolving conflict.

2.7 Reflecting the ways different learners progress

There is no one model which fully describes learning preferences. Opportunities must be given to allow learners to demonstrate their learning through saying, writing, making and doing. Teaching approaches should be varied to encourage learners in using developing different learning styles. Young people must be taught to identify the ways that they learn

best and should be provided with opportunities to use all their senses and different intelligences through a variety of different contexts.

3. Collaboration with colleagues and partners

Learners experience transitions when moving school, class or programme and where their learning takes place across a range of contexts or establishments. Effective transitions particularly within the Currie cluster promote continuity and progression in learning. All practitioners, staff, parents, support agencies and learners should be involved in the process ensuring learners' experiences are coherent at times of transition.

4. Wider Achievement

Learners will increasingly be encouraged to reflect on and articulate the learning and skills they have gained across a range of contexts both within and outside educational establishments. In this way learners and teachers will increasingly recognise and be able to articulate, track and monitor their progress in the four capacities: successful learners, responsible citizens, effective contributors and confident individuals. More detail on tracking and celebrating wider achievement can be found in the Relationships for Learning Policy

5. Monitoring and Evaluation of impact on learners

Within the quality framework of How Good Is our School 3, the Currie leadership team and Currie Learning Strategy Group will support the involvement of everyone in evaluating how well the learning needs of our students are being met and the quality of the learners' experiences.

Monitoring and evaluation will include quantitative data, direct observation and stakeholders' views.