

Learning and teaching: Statement of Intent (June 2025) – review annually

Pupils acquire and process information in a variety of ways and have different preferred learning styles. **Just as there is not one way to learn, there is no single best way to teach for all children.** All children are special, unique and different in the way they learn, process information, experience and understand the world they live in.

Effective teachers will offer opportunities to allow pupils to **learn in a number of ways**, for example, through: constructive questioning; discussion; working with/supporting others; differentiated tasks, questioning and support (BLOOMS taxonomy); through universal or targeted support as appropriate; through visual/aural stimuli; using digital technology; demonstration; display of pupils' work and using pupils' ideas as resources for learning; individual reflection and peer assessment; active learning, problem solving and creative learning; group work; outdoor learning.

'Learner's experiences should be appropriately challenging and enjoyable and well matched to their needs and interests. Learners should exercise choice and take increasing responsibility as they become more independent in their learning.'

Assessment is integral to our planning of learning and teaching and we use a wide range of approaches to assessing children's progress, skills development, developing attributes and capabilities.'

2.3 Learning, Teaching and Assessment; HGIOS4, HMle

Through our learning journey we talk to children daily about their learning, helping them to understand their next steps in learning.

We make sure that children understand and know the **skills for learning, life and work** that they are developing and/or using in all areas of learning. We strive to ensure that children progress as they should **in literacy, numeracy and health and wellbeing**, working collaboratively, creatively and with partner agencies to remove barriers to learning where they may occur.

At St Margaret's we take a **team approach** to meeting a learner's needs that involves the child (at the centre), the parents/carers and their extended families (if appropriate), as well as other partners and agencies, to ensure that **everyone understands their individual role and responsibility** in meeting a learner's needs e.g. what the *child's, the parent's/carer's/family's, partner's roles and responsibilities are, as well as school staff.*

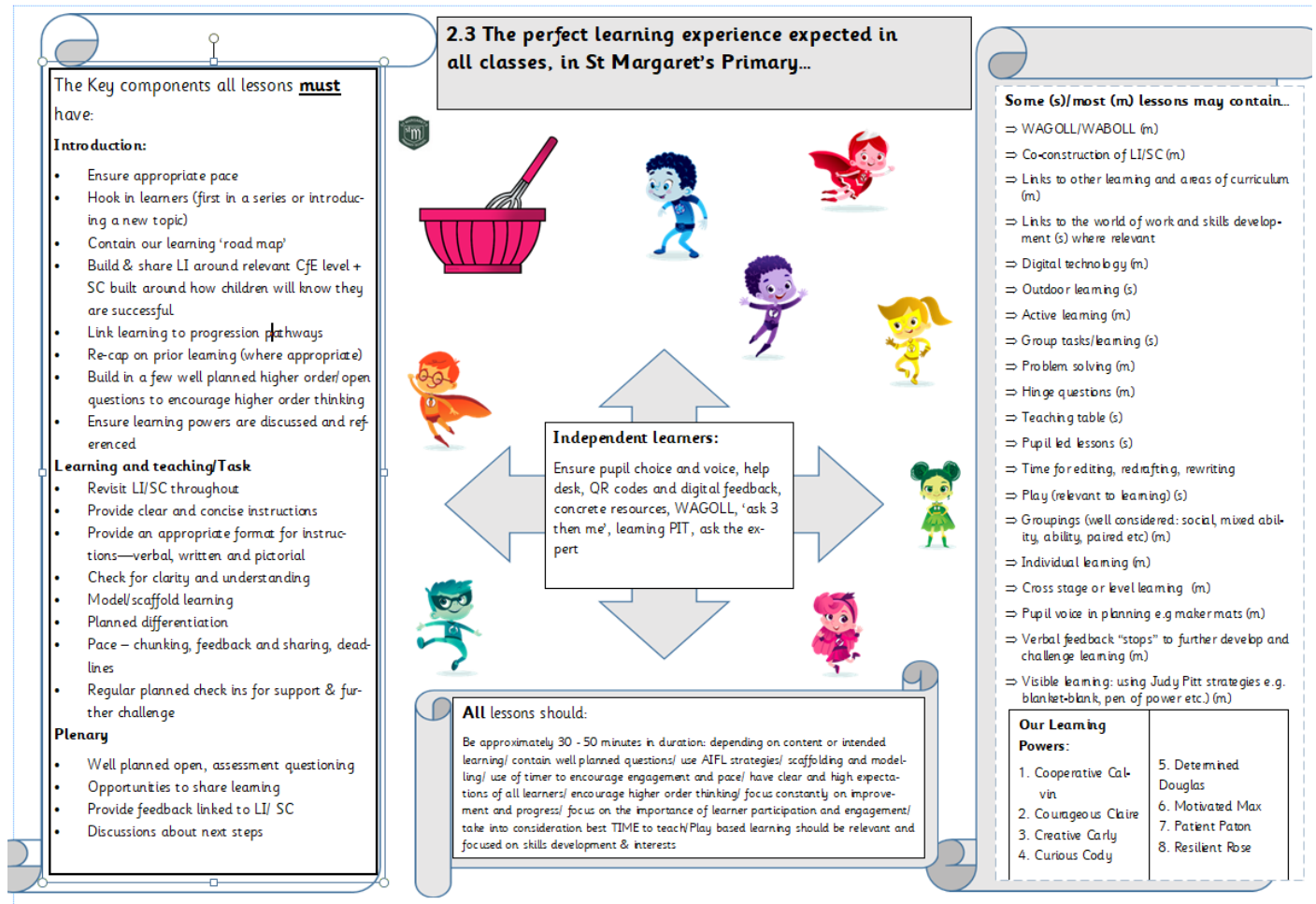
Our developing **curriculum rationale** in subject areas outlines the expected learning and how each area of learning will contribute to ensuring that the children develop as successful learners, confident individuals, effective contributors and responsible citizens.

Planned learning and teaching at St Margaret's is carefully considered around the **design principles** – challenge and enjoyment, breadth, depth, progression, relevance, coherence and personalisation and choice. All of our planned learning and teaching takes into consideration the importance of **learning for sustainability** and **global citizenship** alongside our approaches ensuring **children know and understand their rights**. Or newly developed IDL grid links **together our literacy curriculum, with cross cutting themes and takes into account pupil voice/learning for sustainability.**

Our values of **being respectful, being safe and being the best you** are at the heart of learning and teaching at St Margaret's.



What makes an excellent lesson? (May 2025)

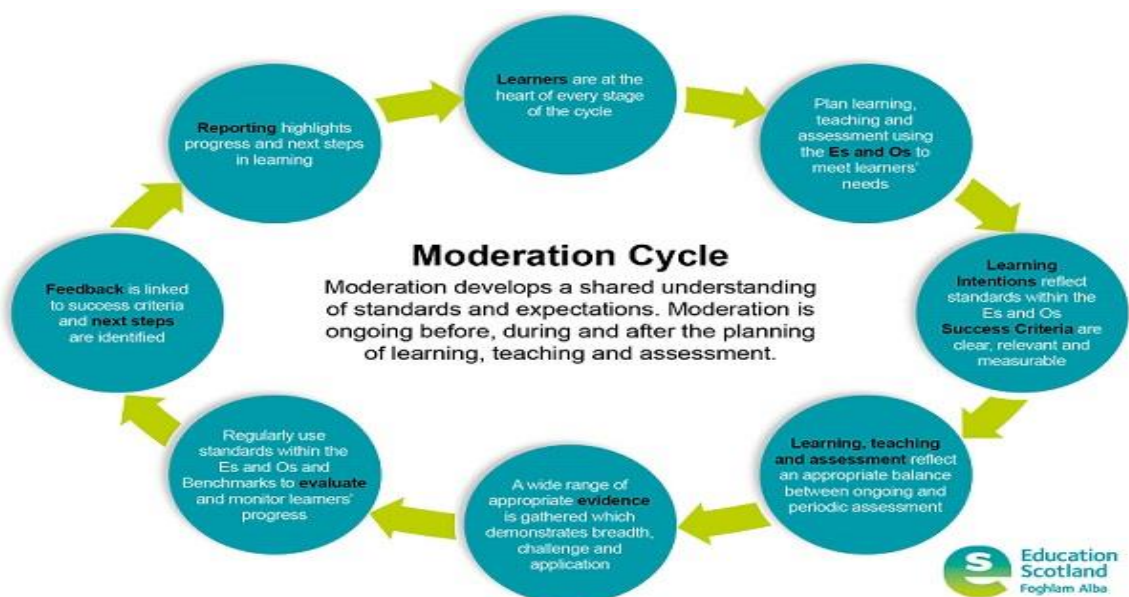


St Margaret's Learning Powers

CO-OPERATIVE CO-OPERATIVE CALVIN	- Listen to other - Say when you don't understand - Be Kind when you disagree - Explain things to help others
COURAGEOUS COURAGEOUS CLAIRE	- Have a growth mind-set - Don't worry if things go wrong - Learn from mistakes - Try
CREATIVE CREATIVE CARLY	- Let your imagination go - Think up new ideas and questions - Share your thoughts and ideas
CURIOS CURIOUS CODY	- Ask questions - Notice things - Look for patterns and connections - Think of possible reasons
DETERMINED DETERMINED DOUGLAS	- Take small steps - Try better than last time - Don't compare yourself to others - Keep reviewing your work - Identify your best bits
MOTIVATED MOTIVATED MAX	- Be excited to try new things - Imagine your intelligence growing by the minute - Know that you can do it if you have the input and you practise
PATIENT PATIENT PATON	- Take calm, deliberate actions - Be content with waiting - Take one thing at a time - Be calm and kind to others when working together
RESILIENT RESILIENT ROSE	- Work hard - Practise lots - Try different strategies - Ask for help - Start again - Take a brain break

How do we moderate and assess children?

We refer to the **Curriculum for Excellence Benchmarks** and a broad range of assessment data when we make a judgement about a child's level. Teaching staff **moderate** their judgements regularly to ensure consistency of judgement throughout the school. This moderation process is built into planning learning, teaching and assessment discussions on a daily, weekly and termly basis. **Moderation across a level is a key feature of our assessment cycle.**



Moderation at St Margaret's means that we ensure that our learners are at the heart of learning and teaching and involved in planning for and assessing their progress.

We ensure that our learning intentions are skills based and our success criteria are clear, relevant and measurable. We use a wide range of assessment approaches and evidence to ascertain how children are progress and discuss this regularly with our colleagues, to ensure consistency of teacher judgement.

We use the benchmarks to help us plan for assessment and make judgements about a child's level and progress within a level.

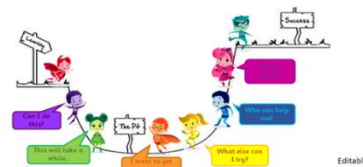
We ensure our feedback is targeted, impactful and linked to our success criteria, helping children to identify their next steps in learning.

Our **self-evaluation procedures** and a focus on **regularly monitoring children's progress** and development throughout the school, ensures that we are continuously reflecting on how we can plan for, assess and progress chil

Effective assessment practice within St Margaret's includes:

- Sharing intended learning through our **learning journey/road map** (appendix 5)
- Referencing our **learning powers** in all lessons
- Ensuring effective **assessment of IDL** (appendix 4)
- Using the **learning PIT** to help children assess their own progress.
- Learner involvement in setting personal targets and next steps
- On-going self-evaluation by learners, staff and school leaders
- Identification of strengths and next steps
- Effective use of questioning
- A range of approaches to assessment; peer, self and teacher assessment written, oral, practical tasks and application of skills, knowledge and understanding across the curriculum
- End of unit/summative assessments
- *'Marking less to achieve more'*: targeted, focused face to face feedback and assessment with children/groups of children

The Learning Pit



- A variety of evidence gathered informally on a day to day basis or formally at certain points throughout the school year
- Referral to Curriculum for Excellence 'Benchmarks' and Falkirk Council 'Pressure Points' to assist in making a judgement about progress
- Specific, targeted assessments around literacy, numeracy and/or health and wellbeing
- Consideration of data analysis and performance information
- Moderation of standards using Education Scotland Benchmarks
- Focus Child through Seesaw in P1 and P2- showcase, track and monitor learning as well as gather parent voice.
- Use of data from our SNSA results

How do we support children who experience challenges or difficulties in their learning or life in general?

There are children who from time to time, or most of the time, experiences challenges in their learning. This can be for a number of reasons:

- A diagnosed additional support need such as dyslexia, dyscalculia, dyspraxia, ADHD, ASD, hearing or sight difficulty.
- Regular poor attendance or lateness to school.
- Experiencing trauma or adverse childhood experience.
- A health need or wellbeing need that impacts on their ability to focus or concentrate.
- Lack of confidence or resilience or, maybe even, learned helplessness where they feel or believe they cannot complete a learning task independently.
- They are highly able and require to be stretched and challenged in their learning.

At St Margaret's we meet termly with the Senior Leadership Team to discuss all of our pupil's progress, any barriers they may be experiencing and what supports that we may put in place to support each individual child is being challenged to meet their potential.

This support is evaluated regularly and shared with parents/carers through our TAC (**Team around the child**) or through **parent consultations** by phone, email or parent progress meetings.

We work closely with our very own skilled and trained **Support for Learning Teacher** and **assistants, other agencies** such as our Educational Psychologist, CAMHS (if appropriate), health professionals, social work and family support to ensure that we are successfully meeting all learner's needs as best we can.

Most of our children are supported through **universal support** within the main stream classroom, predominantly this support is managed by the class teacher. At times there is a need for more targeted or specialist support.

In Session 24/25 we have created our Inclusive Provision '**The Hive (see case study)**'. This is support almost 1/5 of our learners from P1 to P7 currently in their literacy, numeracy, health and wellbeing, socially and emotionally.

We thrive in the Hive!

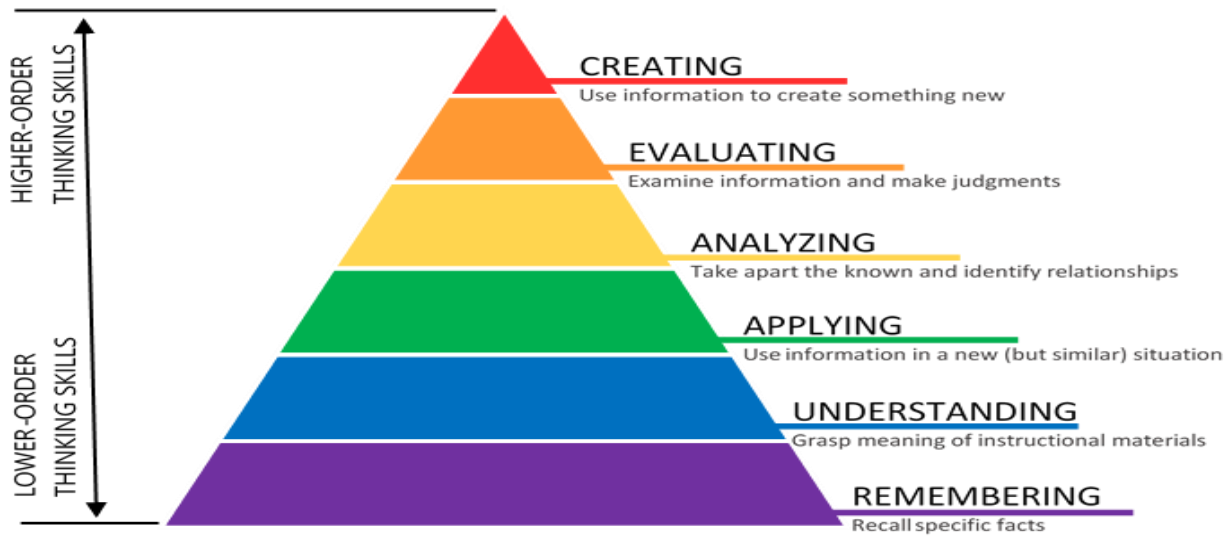
Whatever level a child is currently attaining at or has reached on their **progress journey**, we aim to provide learning and teaching experience that keeps each individual child within their **learning zone**, **supporting** them to reach their **growth zone**.



To support all children as individuals we use **Bloom's Taxonomy** to provide us with an opportunity to think at differing levels of complexity.

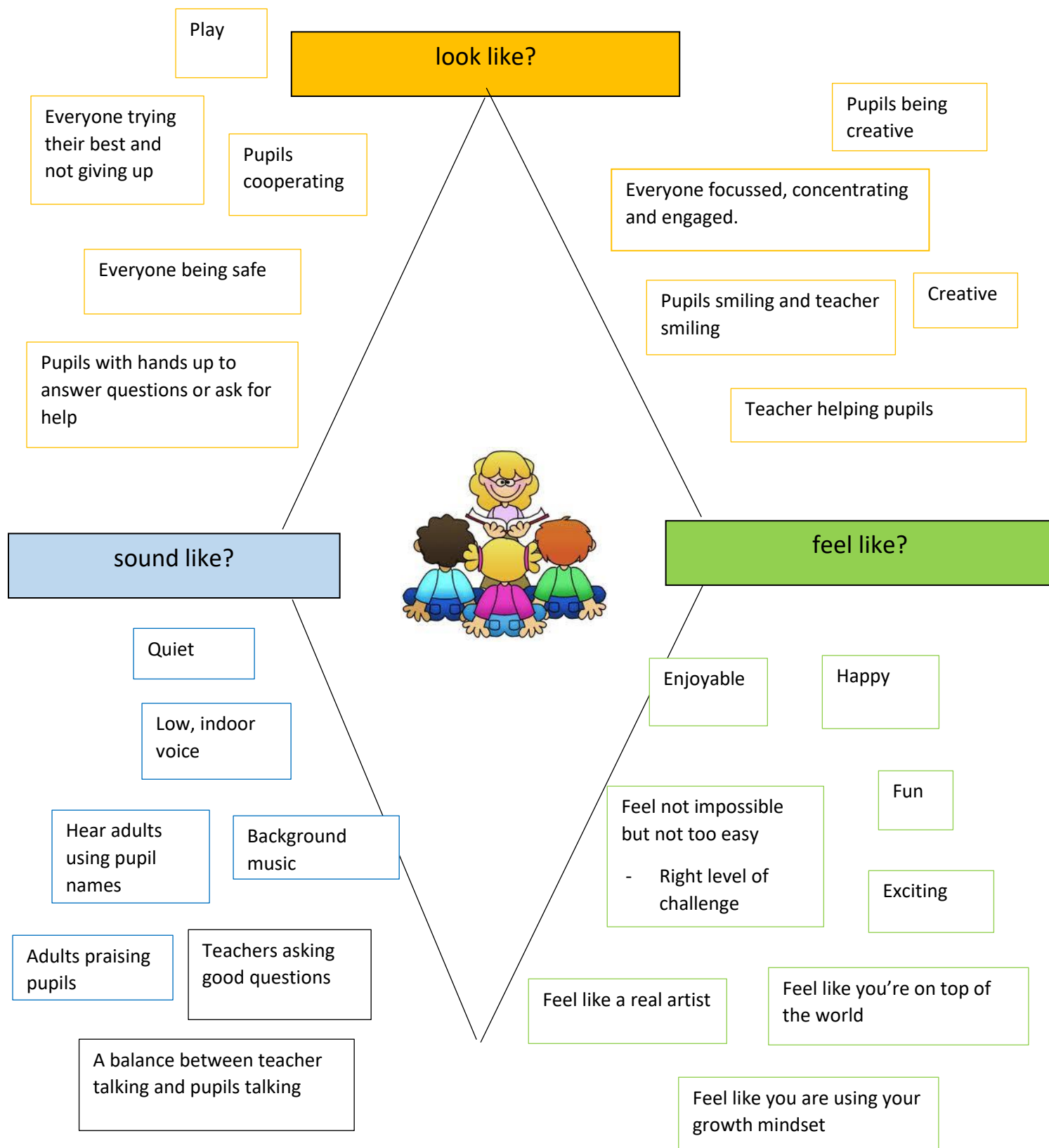
that we use, often referring to learning and providing children with an

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)

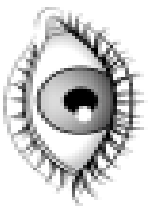


Appendix 1: December 2021 – Class Council and Pupil Parliament feedback:

What does an **excellent** lesson...

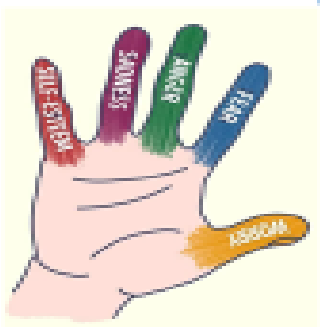


What does high quality learning and teaching ...



- Asking questions, being curious.
- Indoor voices and sometimes silence.
- Different noise levels for different tasks.
- One person talking at a time.
- Conversations about the task
- Teacher sharing information.
- Kind words and praise.
- RIP and PIP

This is what St Margaret's learners think...



- Respectful behaviour, following the Class Charter.
- Looking interested and looking at the person who is talking.
- Working on task and independent working.
- Pupils helping each other and being supportive to other classmates
- A good working pace.
- Using our Learning Powers.
- Work and supports for our work displayed on the wall. WAGOL showing us what is expected.
- Pupils being creative.
- Calm
- Safe
- Welcoming
- Positive atmosphere
- Supported with our learning.
- Tasks feel challenging but not too hard
- Using our Learning Powers.
- Putting effort in, not giving up and we keep trying.
- Using the Learning Pit.
- Resilient
- Using our growth mindset.

2.3 The perfect learning experience expected in all classes, in St Margaret's Primary...

The key components all lessons must have:

Introduction:

- Ensure appropriate pace
- Hook in learners (first in a series or introducing a new topic)
- Contain our learning 'road map'
- Build & share LI around relevant ~~CfE~~ CfE level + SC built around how children will know they are successful.
- Link learning to progression pathways
- Re-cap on prior learning (where appropriate)
- Build in a few well planned higher order/open questions to encourage higher order thinking
- Ensure learning powers are discussed and referenced

Learning and teaching/Task

- Revisit LI/SC throughout
- Provide clear and concise instructions
- Provide an appropriate format for instructions – verbal, written and pictorial
- Check for clarity and understanding
- Model/scaffold learning
- Planned differentiation
- Pace – chunking, feedback and sharing, deadlines
- Regular planned check ins for support & further challenge

Plenary

- Well planned open, assessment questioning
- Opportunities to share learning
- Provide feedback linked to LI/ SC
- Discussions about next steps

Independent learners:

Ensure pupil choice and voice, help desk, QR codes and digital feedback, concrete resources, WAGOLL, 'ask 3 then me', learning PIT, ask the expert

All lessons should:

Be approximately 30 - 50 minutes in duration: depending on content or intended learning/ contain well planned questions/ use AIFL strategies/ scaffolding and modelling/ use of timer to encourage engagement and pace/ have clear and high expectations of all learners/ encourage higher order thinking/ focus constantly on improvement and progress/ focus on the importance of learner participation and engagement/take into consideration best TIME to teach/Play based learning should be relevant and focused on skills development & interests.

Some (s)/most (m) lessons may contain...

- WAGOLL/WABOLL (m)
- Co-construction of LI/SC (m)
- Links to other learning and areas of curriculum (m)
- Links to the world of work and skills development (s) where relevant
- Digital technology (m)
- Outdoor learning (s)
- Active learning (m)
- Group tasks/learning (s)
- Problem solving (m)
- Hinge questions (m)
- Teaching table (s)
- Pupil led lessons (s)
- Time for editing, redrafting, rewriting (s)
- Play (relevant to learning) (s)
- Groupings (well considered: social, mixed ability, ability, paired etc.) (m)
- Individual learning (m)
- Cross stage or level learning (m)
- Pupil voice in planning e.g. maker mats (m)
- Verbal feedback 'stops' to further develop and challenge learning (m)
- Visible learning: using Judy Pitt strategies e.g. blankety- blank, pen of power etc.) (m)

Our Learning Powers:

1. Cooperative Calvin
2. Courageous Claire
3. Creative Carly
4. Curious Cody
5. Determined Douglas
6. Motivated Max
7. Patient Paton
8. Resilient Rose

Appendix 4: IDL grid (session 23/24 and 24/25)

St Margaret's Whole School IDL overview					
Stage	IDL theme 1 & Curricular Areas	IDL theme 2 & Curricular Areas	IDL theme 3 & Curricular Areas	IDL theme 4 & Curricular Areas	IDL theme 5 & Curricular Areas
P1	Africa (comparative study) Literacy – Journey Story (Dialogue) STEM – Food Technology Sustainability Global Citizenship	Inventions Literacy – Procedure STEM – Engineering Art and Design HWB – Growth mind-set	Transport Literacy – Warning Tale (Description) HWB Maths	Space Literacy – Journey Story (Openings & Endings) Science Technology Engineering	Local Woods Literacy – Recount Science Food Tech Maths
P2	Being Yourself Literacy – Meeting Tale (Action) HWB Art and Design	People who help us Literacy – Persuasive RME – Morals Social Studies	Jungle Literacy – Journey Story (Dialogue) Languages RME	Looking after yourself Literacy – Finding Tale (Openings & Endings) STEM – food tech HWB – RSHP	Toys in past Literacy – Recount Social Studies Technology
P3	Defeating the Monster Response Into the Woods Literacy – Warning Tale (Suspense) STEM – Science Social Studies	Ancient Egypt Literacy – Portal Story (Setting) / Procedure Social Studies Technology	Little People/ Big Dreams Literacy – History World of Work STEM Enterprise	Traction man in action STEAM-	Representation Literacy – Rags to Riches (Description) Art Social Studies
P4	Explanation Response Farm to Fork Literacy - Warning Tale (Dialogue) HWB Social Studies	Titanic Literacy – Information Report Social Studies STEM	How things work Literacy – Suspense Story (Suspense) STEM Art and Design	Climate/Endangered species Literacy – Finding Tale (Openings & Endings) / Persuasive Social Studies	Water – The Canal Literacy – Warning Tale (Setting) STEM Social Studies
P5	Citizenship - Animal Rights Literacy – Meeting Tale (Openings & Endings) HWB - Friendships RME	Reactions Literacy – Procedure STEM - Science HWB – Equalities/ discrimination	Citizenship – Human Rights Literacy – discussion HWB UNCRC	Romans Literacy - History Social Studies Technology	Scottish History (Light on Dumyat) Literacy Social Studies
P6	Friendship Literacy - fear Story (Suspense) HWB RME - Cultures Art and Design	Victorians Literacy Journey Story (Character & Dialogue) / Response Social Studies HWB	Vikings / Norse Gods Literacy – Information Social Studies Technology RME	Outdoor – Hunter Gatherers Literacy Maths STEM	Environment - Habitats Literacy – Discussion Social Science – Endangered animals
P7	Cities – Comparing Scotland to other cities Literacy – Portal Story (Character & Dialogue) Social Studies HWB	Deserts (climate change) Literacy- Quest (Suspense) / Persuasive Science HWB	WW2 Literacy – Warning Story (Description) / History Art and design	Emotions (change/grief/loss) Literacy – Recount Art HWB	Creation vs Evolution Literacy – Warning Tale (Setting) / Information Science RME

