

Learning and teaching: Statement of Intent (May 2023) – 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.

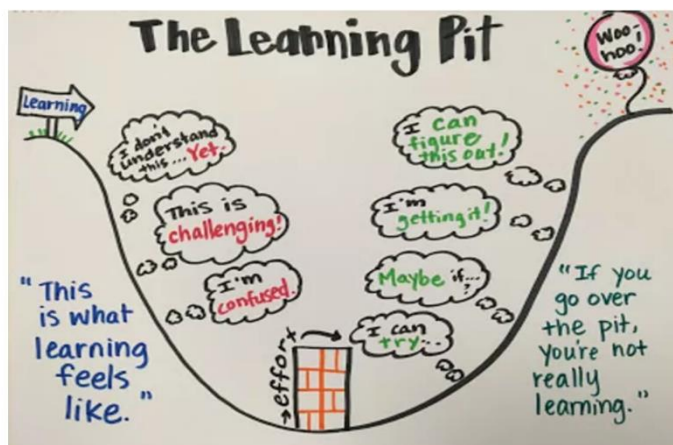
Effective teachers will offer opportunities to allow pupils to **learn in a number of ways**, for example, through: constructive questioning; discussion; working with/supporting others; differentiated tasks, questioning and support (BLOOMS taxonomy); through universal or targeted support as appropriate; 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, HM1e

Through our learning journey/road map we talk with children daily about their learning, helping them to understand their next steps in learning. Children are taught about 'the learning pit', to share the process of accessing new learning and develop a growth mind set.



How am I doing?

I can read and recite, numbers within 1000.

452

I can order numbers within 1000.

Smallest				Biggest
325	460	733	992	

I can write numbers within 1000.

We are learning about number and place value.

The aims of the school, our learning powers, support children to identify what they need to be successful in their 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**.



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?

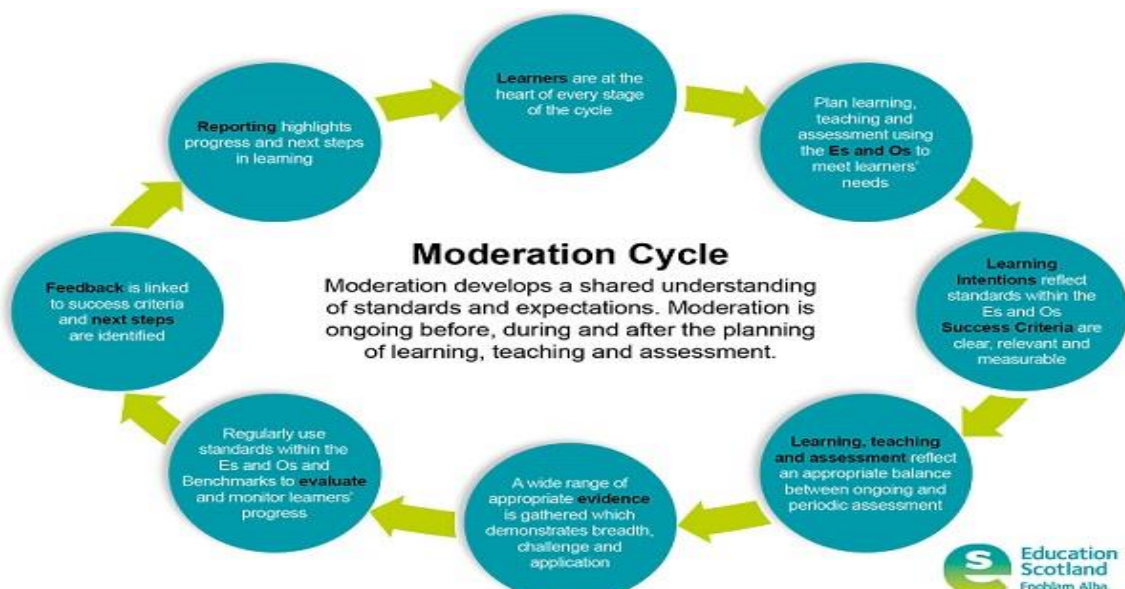


12 Ingredients for an Excellent Lesson



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
- Assessing learning through the learning pit
- WAGOLL (What a good one looks like)
- 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
- 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.

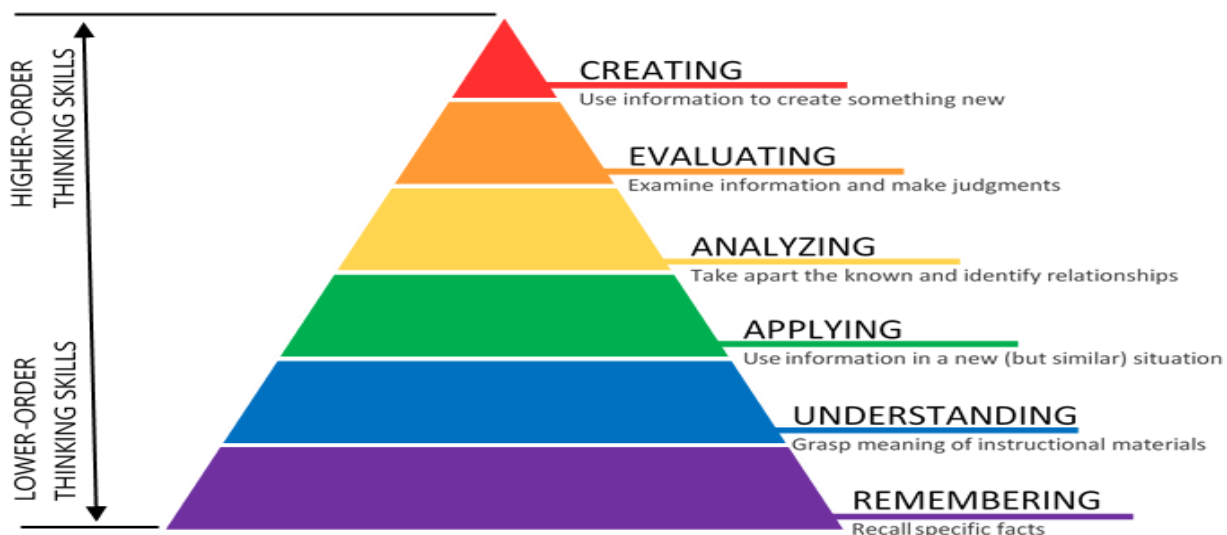
Most of our children are supported through **universal support** within the main stream classroom, predominantly this support is managed by the class teacher.

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**.



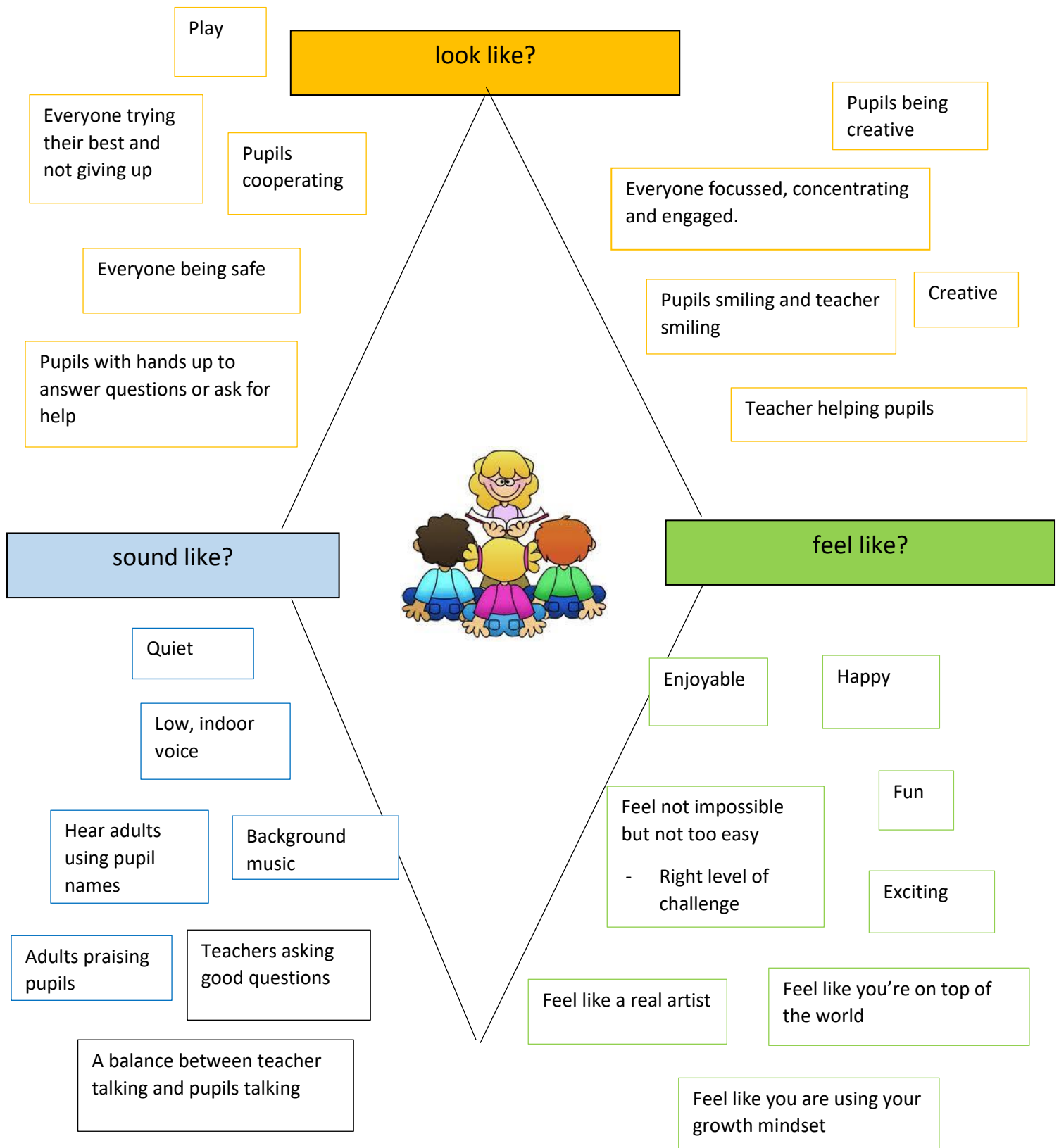
To support all children as individual learners we carefully consider the **questions** that we use, often referring to **Bloom's Taxonomy** to provide us with a structure for differentiating our questioning and providing children with an opportunity to think at differing levels of complexity.

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



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

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

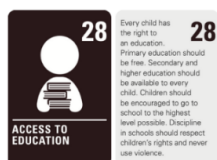


Appendix 2: Extracts from Falkirk Council's Learning to Achieve Policy – How we should be delivering Curriculum for Excellence

04 Children and Young People's Entitlements

At different stages of their education, our children and young people will:

1. Learn about their local environment and history.
2. Take part in a range of school outings including overnight trips.
3. Be involved in arts, sports and other out of school events.
4. Participate in creative, business and fund-raising activities
5. Take part in projects about our world and how to look after it.



6. Engage in community and local activities.
7. Regularly take part in outdoor learning activities.
8. Use age-appropriate digital technology.
9. Be included in decision making.
10. Take part in work-based learning linked to real life throughout their education.

11. Develop teamwork, social, leadership and other life skills.
12. Have experiences which are educational, social and linked to work.
13. Have input from relevant partners and people within the local community.
14. Have influence and involvement in deciding their next steps and how they learn best.
15. Learn about and communicate with young people around the world to develop an understanding of other cultures.

16. Have opportunities to take suitable breaks throughout the day.
17. Use spaces and support which help them to feel safe, calm and happy
18. Be involved regularly in learning that is fun, well planned and varied.
19. Have their beliefs, opinions and belongings respected.
20. Learn in healthy spaces which are clean and well equipped.



How will children learn?



How do we make this happen?

Children and young people should:

- Understand the purpose of learning and its relevance to them.
- Be fully involved in designing and developing their own learning.
- Develop clear understanding of where they are on their individual learners' journey.
- Have agency in their learning with opportunities for personalisation and choice.
- Contribute effectively to their learning through learner conversations and quality interactions.

Parents and carers should:

- Be familiar with what and how their child is learning and how it evolves to meet the needs of all children and young people.
- Share, celebrate and reflect on successes of children and young people.
- Develop effective partnerships to review areas of the curriculum.
- Become increasingly familiar with progression across all curricular areas.

Staff should:

- Use knowledge of their local community to build a relevant curriculum which meets the needs of their children, young people and families.
- Review and refine the curriculum offer on a regular basis, making effective use of relevant information to meet the needs of learners.
- Take account of the knowledge, skills and attributes that children and young people need to develop in our rapidly changing world.
- Understand and use pedagogies that meet the development needs of children and young people.
- Ensure children and young people see the relevance of their learning and can link this to their own experiences and the world of work.



Supporting Inclusion and equality – supporting ALL of our learners



What does this look like for children and young people?

'The relationship with teachers is very important and the ways of working with us.'

Children and young people will:

- Feel included and engaged through a clear focus on relationship-based practice.
- Be aware of Children's Rights with dignity being respected.
- Feel well supported to overcome barriers to learning and where appropriate know how to access relevant supports.
- Participate fully in, and influence decisions about their learning, levels of support and planning for their future.
- Engage with appropriate learning environments which maximise motivation and engagement with learning.
- Value diversity, challenge discrimination and use encouraging and inclusive language.
- See themselves reflected without bias, judgement or stereotypes. They feel they belong and can be themselves.
- Feel safe and empowered to talk about any issues they may have.
- Have equal opportunities to attain and achieve to the best of their ability.
- Make the progress that they are capable of.



How do we make this happen?

Children and young people should:

- Promote a positive and inclusive environment.
- Make use of supports available if they or someone else needs support.
- Reflect on and discuss how their learning environment meets their needs and those of others.

Parents and carers should:

- Support settings to promote a positive and inclusive environment.
- Feel empowered and enabled to better support the needs of their child.
- Support their child to respect the dignity of other members of the school community.
- Know how to appropriately challenge others about their behaviours and attitudes which impact on children and young people's wellbeing.

Staff should:

- Promote a positive and inclusive environment.
- Ensure the lens of inclusion is used when planning experiences for children and young people.
- Develop purposeful connections with others to best meet the needs of children and young people.
- Ensure the culture and ethos within the classroom and/ or setting promotes and reflects an inclusive mindset.
- Develop further children and young people's understanding and awareness of diversity and equality.
- Allow children and young people time to talk about inclusion and equality related issues when they arise.
- Develop a greater understanding of equality and inclusion practices and how these apply to their setting.
- Engage in regular professional learning to ensure their practice is in line with all current legislation and guidance.

How do we recognise and celebrate children's achievements?



What does this look like for children and young people?

Children and young people will:

- Explain their thinking to show their understanding of concepts.
- Engage regularly in self and peer assessment.
- Apply the most appropriate skills and knowledge to real life and unfamiliar contexts.
- Recognise achievements, successes and progress made which support them to make relevant choices about their learning.

'We should be able to reflect upon our learning and be responsible in making our own choices.'



How do we make this happen?

Children and young people should:

- Be at the heart of planning learning, teaching, and assessment.
- Be given time to time discuss and explain their thinking.
- Be involved in the reporting process that gives clear information on progress and next steps.

Parents and carers should:

- Be provided with opportunities to be involved in the assessment process.
- Be involved in the reporting process that gives clear information on progress and next steps.
- Have access to information that allows them to form a clear understanding of how their child is progressing, and the information they need to help them play a key role in their child's education.
- Be provided with opportunities to give their views on their child's progress, including through their responses to written reports.

Staff should:

- Explicitly plan for the knowledge, understanding and skills you expect children and young people to achieve.
- Ensure assessment takes place as part of ongoing learning, periodically and includes times of transition.
- Share the purpose and application of learning.
- Support children and young people to discuss and explain their thinking.
- Provide high quality interactions and feedback that informs next steps in learning
- Use a range of assessment evidence including National Benchmarks to describe progress and achievement against standards and expectations
- Ensure tracking and monitoring informs teaching and improves outcomes for learners
- Engage in professional dialogue with colleagues to moderate and plan collegiately at all stages of the learning, teaching, and assessment cycle