Learning and Teaching Policy

Craigowl

Primary

School

Review June 2027

Contents

	EDLM
	Planning and Tracking
	Lesson Structure
	Numeracy
	Literacy
	Developmentally Appropriate Curriculum
	Dundee Standard
	Charter
	UNCRC
	Professional Support
	Minimum Expectations
	Attainment (Predictions Meetings Data SNSA)
	Transitions

Learning and Teaching Policy

The following policy is a bespoke Learning and Teaching Policy which is specific to the need of Craigowl Primary School. It clearly follows national and local advice including CfE, UNCRC and GIRFEC. Much of this is also based on DCC Generic Learning and Teaching Policy.

Every Dundee Learner Matters

The main focus on improvement for all Dundee Schools, which directly feeds into high quality learning and teaching is Every Dundee Learner Matters (EDLM).

Below is the clear rationale for EDLM and a copy of the full document is attached

The rationale

In order to provide a clearly defined improvement focus, *Every Dundee Learner Matters* focuses on 'Three Ps':

•Presence – ensuring that all pupils attend regularly and promptly;

•Participation – creating a climate within schools where all pupils feel welcome and valued; and

•Progress – developing policies and practices that maximise the achievement and ambitions of all pupils.

Planning Guidelines

Masters:

Teams – Current Year Planning Folder

- Literacy Plans
- Maths Plans
- IDL Plan (linked to 3-year planning cycle)
- Health & Wellbeing Plan
- Expressive Arts Plan
- RME Plan
- Modern Languages
- UNCRC Plan and Charter

Planning Timeframes**:**

- Term 1: Green (Aug-Oct)
- Term 2: Pink(Oct- Dec)
- Term 3: Blue (Jan- Mar)
- -Term 4: Yellow (April- June)

Planning due dates and evaluations:

Shared at start of each session on Annual Calendar

Tracking:

Pupil Tracking Tool – to record last level achieved and predictions:

U – Unlikely

L – Likely

T – Track

A – Ahead

Tracking across the curriculum for:

Literacy

Numeracy

Health and Wellbeing

Masters – Teams>Tracking

Tracking due dates:
Shared at start of each session on Annual Calendar

- Tracking pathway should be filled in at the beginning of a planning block.
- Tracking pathway should be highlighted at the end of the planning block to reflect evaluation of learning.

The tracking document reflects the centre and the tracking data that they collect

Planning and tracking will be reviewed by SLT every term.

Structure of a day

Each day should start with a brief 'soft start'/ "9 o'clock challenge".
Classes with a break time 10.15am- 10.30am: Soft start should be 20 mins
Classes with a break time 10.35am- 10.50am: Soft start can extend to 30mins to accommodate children accessing the Drop Zone.

These should be planned and matched to learning within the core curriculum areas. For Primary 1 classes, "soft start" should involve a variety of play experiences and opportunities.

Ensuring smooth transitions in line with nurturing principles, it may be that, in some circumstances there may be a need to have this at the start and end of each part of the day.

Try to ensure that learning and teaching time should be maximised. Resources required for each lesson should be available and ready to use. Extension activities should be available for pupils to complete after intended learning.

Craigowl: What a good lesson looks like.

WHAT:

- Learning Intention
- Success Criteria
- Plenary
- Chunked Learning
- Nurturing approaches
- Elements of Listening and Talking in every lesson

WHY:

- Linked to School Aims
- Linked to minimum expectations
- Linked to skills for life, learning and work
- Linked to UNCRC
- Pupil Voice

HOW:

- Variety of pedagogy
- Element of Active Learning
- Differentiated lessons
- Learning which reflects planning
- Variety of Questioning: planning for key processes
- Enriched feedback
- Next steps clearly identified
- Effective use of formative and summative assessment

Learning Intentions

*A learning intention is **What** the children are learning and it should be unpicked from the Experiences & Outcomes and Progression Pathways. Although the **How** and **Why** of learning are very important and should be shared/discussed with the children, they are not learning intentions.*

Learning intentions should…

- Begin 'We are learning to…'
- Focus on the transferrable skill in the lesson
- Be discussed regularly throughout the lesson
- Be clearly shared with pupils and written up
- Help to differentiate between the learning and the activity;
- Emphasise what the child will learn, rather than what they will be able to do
- Support the child to stay 'on task'
- Allow child to take more responsibility for learning.

Success Criteria

Steps to success are what pupils are required to do to achieve the learning intention.

Steps to success should…

- Begin "We are able to/we can"
- Be specific
- Be explained clearly
- Be differentiated as appropriate
- Be revisited throughout the lesson and at the end, to allow pupils to evaluate their own progress
- Allow for self-evaluation
- Assist peer feedback
- Support teacher to provide quality, kind, specific, useful feedback

Highlight the purpose of what we are learning, relating to real life examples.

Numeracy

For Curriculum for Excellence, Numeracy is defined as:
"Being numerate involves developing a confidence and competence in using number that allows individuals to solve problems, interpret and analyse information, make informed decisions, function responsibly in everyday life and contribute effectively to society.

Building the Curriculum 4

Structure of a Maths lesson:

From the early stages onwards, children and young people should experience success in mathematics and develop the confidence to take risks, ask questions and explore alternative solutions without fear of being wrong. They will enjoy exploring and applying mathematical concepts to understand and solve problems, explaining their thinking and presenting their solutions to others in a variety of ways. At all stages, an emphasis on collaborative learning will encourage children to reason logically and creatively through discussion of mathematical ideas and concepts.

Mathematics Principles and Practice

Lesson structure:

- 10-20 mins interactive mental maths/number talks activity warm up
- Input and supporting activities (variety of experiences that **must** be differentiated and resourced appropriately in line pupils' achievement against progression pathways)
- 5-10 mins plenary identifying success and next steps

Weekly Structure:

- 4 out of 5 working days should include mathematics lessons (this allows room for 1 working day to be used for writing lessons)
- Mental maths based on core number processes should be included everyday (this could be achieved through **targeted** work on Sumdog)
- Core numeracy **(number, money and measure)** should be most of your mathematics teaching time (at least 3 out of 5 working days)
- Beyond Number **(shape, position and movement/information handling)** should be taught at most, 1 numeracy lesson per week.

*See below table for information into the three main organisers for the Mathematics Experiences and Outcome.

Mathematics Organisers		
Number, money and measure	**Shape, position and movement**	**Information handling**
• Estimation and rounding • Number and number processes • Multiples, factors and primes • Powers and roots • Fractions, decimal fractions and percentages • Money • Time • Measurement • Mathematics – its impact on the world, past, present and future • Patterns and relationships • Expressions and equations.	• Properties of 2D shapes and 3D objects • Angle, symmetry and transformation.	• Data and analysis • Ideas of chance and uncertainty.

Problem Solving

Mathematics is at its most powerful when the knowledge and understanding that have been developed are used to solve problems. Problem solving will be at the heart of all our learning and teaching. We should regularly encourage children and young people to explore different options: 'what would happen if...?' is the fundamental question for teachers and learners to ask as mathematical thinking develops.

Mathematics Principles and Practice

Problem solving should not be taught in isolation. When pupils are exposed to different concepts and skills, these should then be taught within appropriate real-life contexts or problem-solving scenarios. Pupils should be able to apply their skills and knowledge outside of following mathematical sequences.

Conceptual Understanding

Elements of Conceptual Understanding as a pedagogy should be evident in the core of every numeracy and mathematics lesson. The approach influences the way that mathematics should be taught in the following ways :

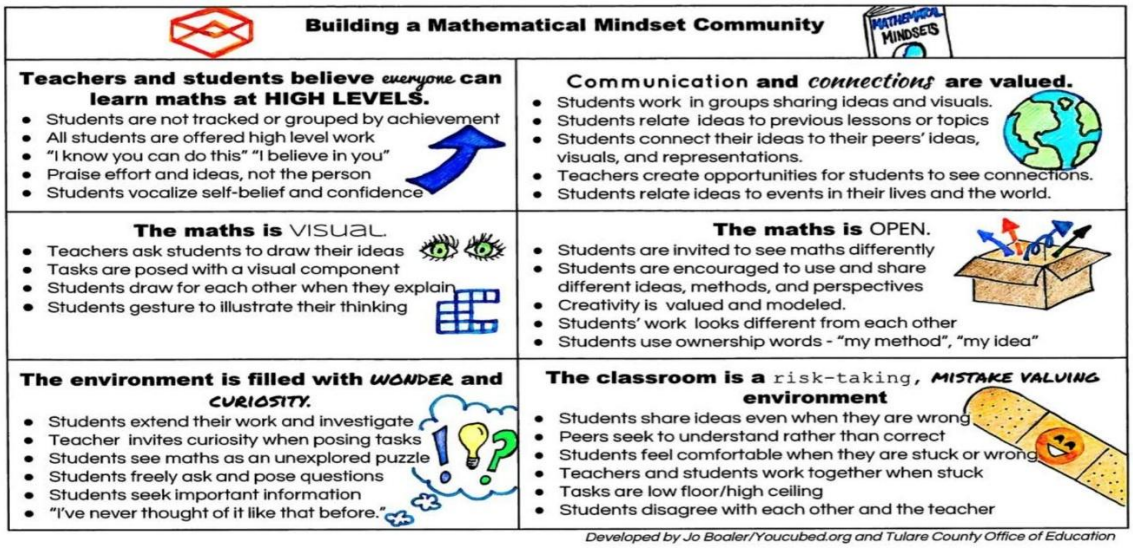
Learning is built on existing knowledge – Existing pupil knowledge should be recognised and used as the basis for further learning

Learning requires that existing ideas be challenged – e.g. whilst multiplication makes numbers bigger this is not true for all numbers.

Learning occurs when the learner makes sense of new ideas – teaching is important but equally learning is with the learner rather than to the learner.

Learning involves taking risks and making mistakes (school aim) – In order to learn pupils must be willing to try or learn new ways of doing things and push themselves a little further than they think they can.

Learning is helped by clarity of purpose – there should be a clear balance of tasks that provide practice of an already learned procedure and tasks that are intended to develop understanding of mathematical concepts and processes.



Planning for Progression:

Following the advice from Education Scotland in their document *Number and Number Processes*, we will use the number and number processes progression framework as a basis for the progression of learning for all our pupils throughout the year. This is to be used as a suggestive pathway through learning but can be adapted by class teachers as they see fit throughout the school year.

Alongside this framework, staff should be using the Curriculum for Excellence progression pathways, to plan for learning according to pupil progress and attainment. It should be acknowledged, where appropriate in planning, when pupils within a class are working above or below expected levels.

Maths experiences and outcomes should be linked, where possible, to planning for learning across the curriculum (IDL) to provide meaningful links and transferrable skills.

Assessment:

Assessment should be carried out on a continuous, formative basis, to inform next steps in planning. Assessment should also be shared with pupils so that pupils can set their next steps and know what they need to do to make further progress. Children can also see the progress they have been making and celebrate these achievements as individuals, as a class, school and community (AIFL).

Tracking of Progression:

Pupil progress will be tracked individually by class teachers throughout the term using individual formats which are for personal use. Tracking progress for school wide data, should be recorded in December, March and June on the Craigowl Tracking Documents.

Literacy

Key Resources:

Read, Write Inc (P1- P4) 3 day plan:

Speed Sound Lesson – 10 minutes

Reading Activities – 30 minutes

- Follow RWI Plan for storybook
- Comprehension/Questions to Talk About

Writing Activities – 20 minutes

- Spelling
- Hold a sentence
- Build a sentence

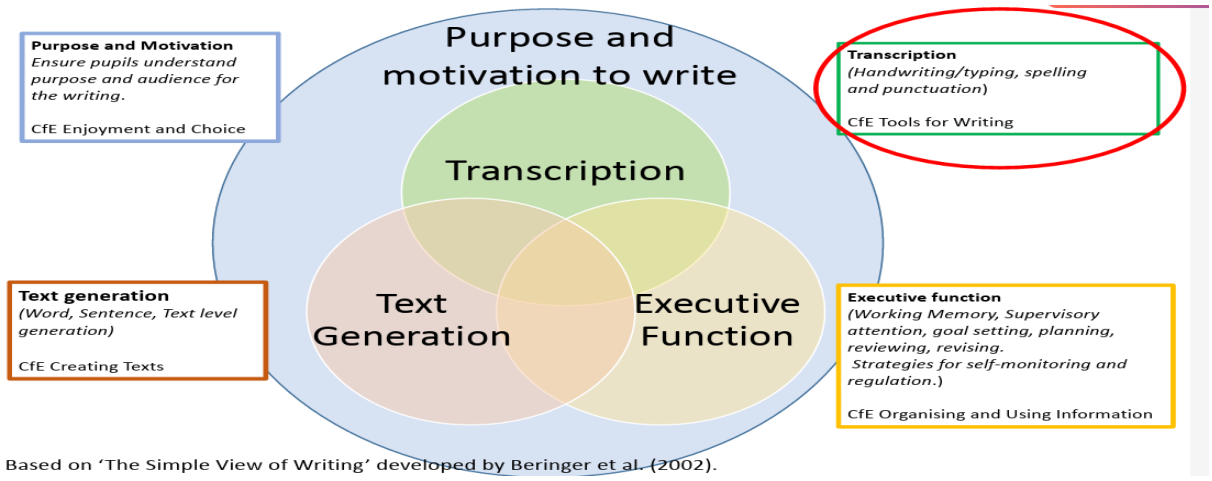
Ruth Miskin Portal https://schools.ruthmiskin.com/slogin/?next=/

Oxford Owl Portal https://www.oxfordowl.co.uk/

Reading, Spelling & Handwriting (P4- P7):

- Reflective Reading (1/2 term)
- Ann Neil Novel Studies (2/3 terms)
- Non-fiction & fiction studies (1 term)
- Reading Assessments- Blooms/ HOT/ Benchmarks
- Nelson Spelling (Rule taught on a Monday then assessed on a Friday)
- Nelson Handwriting (10mins- daily)

Improving Writing Programme



Writing Bundle

Children writing 3-5 times per week

Write for 15 mins, 5 mins to self check

Teacher input aligned to aim (stimulus, dialogue, model)

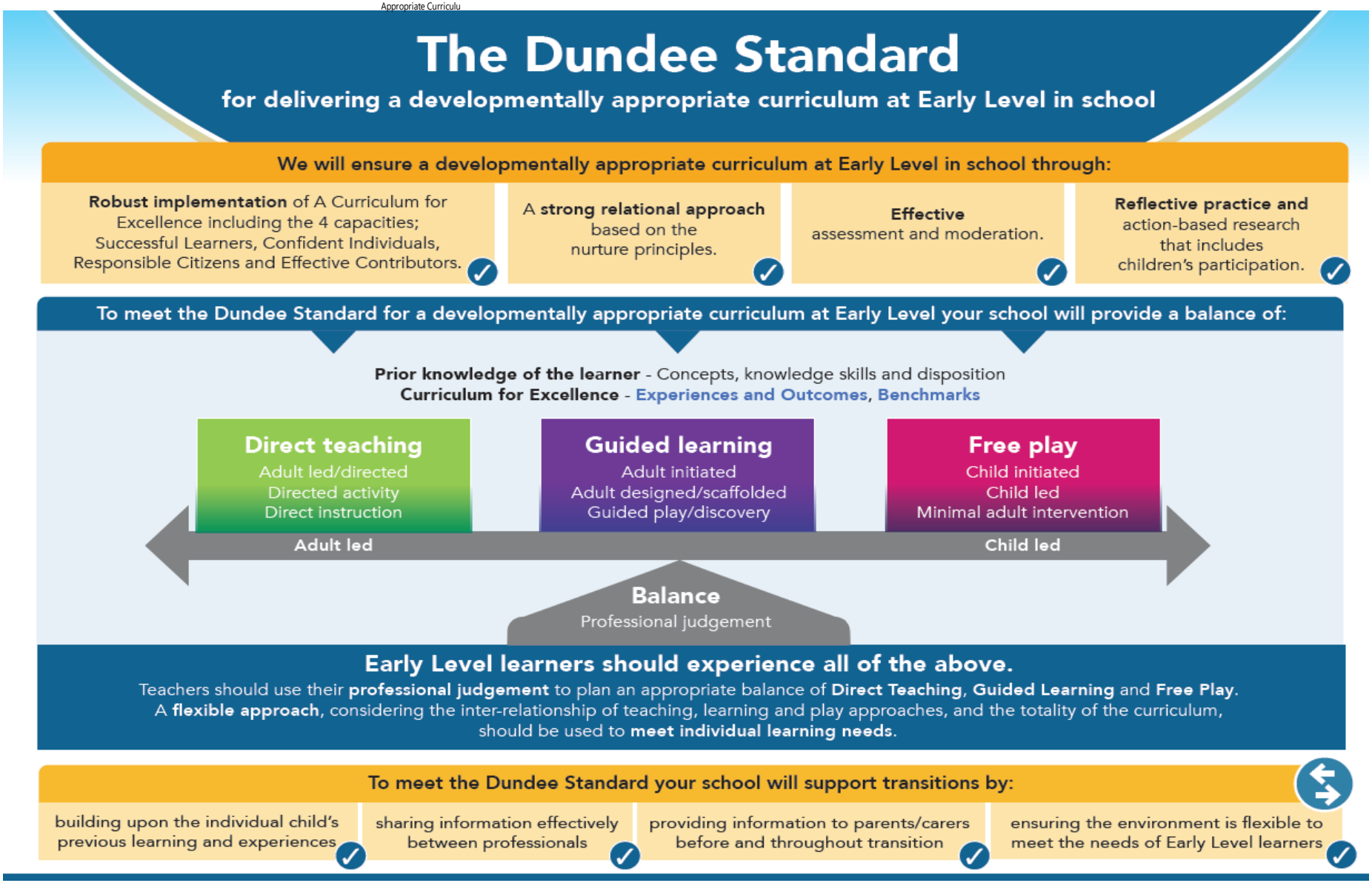
Share LI and make SC explicit

Assess and feedback against SC

Involve children in the process!

Developmentally Appropriate Curriculum at Early Level

Developmentally Appropriate Curriculu



	Direct teaching	Guided learning	Free play
Purpose	To introduce new knowledge, concepts and skills. To revisit and consolidate knowledge concepts and skills. Direct teaching ensures accurate teaching and learning of core knowledge and skills. Learning alongside an adult allows learning to be focused and modelled.	Provides an additional opportunity to introduce new concepts and revisit and consolidate learning. Adult scaffolding allows pupils to express autonomy and make discoveries. This approach supports collaboration and sustains learning.	To develop and sustain social and emotional wellbeing. To allow personalisation and choice and leadership of learning. To provide adults the opportunity to observe and understand capabilities and interests in order to plan next steps in learning.
Description of term	Adult-led, direct teaching where the adult remains in control of the direction and the outcomes of the learning.	Adult planned activities and experiences where adult observation is a key element. The control of the learning is shared, initiated by the practitioner, and developed by the child(ren). Guided learning promotes discovery and opportunities to extend learning.	Resources, experiences and outcomes that are freely chosen by the children and are under the control of the child. This may or may not have the direct involvement of the practitioner. The child is in control of the learning.
The role of an adult	**An adult who:** • set objectives/outcomes based on their prior knowledge of the children's learning experiences and CfE, using Progression Frameworks; • designs and implements learning experiences to meet objectives; • monitors learning; • steers and guides learners towards the outcomes through making suggestions, asking questions and sharing information; • assesses the learning against outcomes; • ensures the learning has a clear learning intention and appropriate success criteria.	**An adult who:** • has a clear purpose for planning the activity or experience; • has knowledge of the children to plan for consolidation or exploration; • provides appropriate provocations to foster new learning; • sets up activities to promote certain kinds of knowledge or understanding; • leaves children to play independently where appropriate; • observes carefully to try to understand what learning has taken place; • decides whether to re-focus the learning or go with the new learning; • decides whether interacting will enhance or interfere; • answers questions.	**An adult who:** • communicates the value of play to learners; • promotes children's right to play; • doesn't have preconceived expectations; • waits and watches before deciding whether or when to intervene; • uses their observations to inform further planning; • meets the needs of the child during the play experience.
The role of the environment (indoor/ outdoor)	**An environment that:** • is well organised; • promotes structured communication between the adult and child; • minimises distraction to allow focus and limits the demands on working memory; • promotes engagement through a planned pedagogy; • is inclusive, considers differentiation and ABLe (Addressing Barriers to Learning) planning; • resources are structured by the adult.	**An environment that:** • is well organised and offers some choice; • promotes structured communication between child and child; • offers opportunities for wider focus and more independent interactions; • promotes engagement through a variety of planned pedagogy; • allows for learner choice to lead the differentiation in experience.	**An environment that:** • is well organised but offers a wide range of resources that allow a child to lead their learning; • allows imaginative communication to develop through play; • offers opportunities for fully independent interactions; • encourages learner choice to lead the differentiation in the experience.

The Dundee Standard

for delivering a developmentally appropriate curriculum at Early Level in school



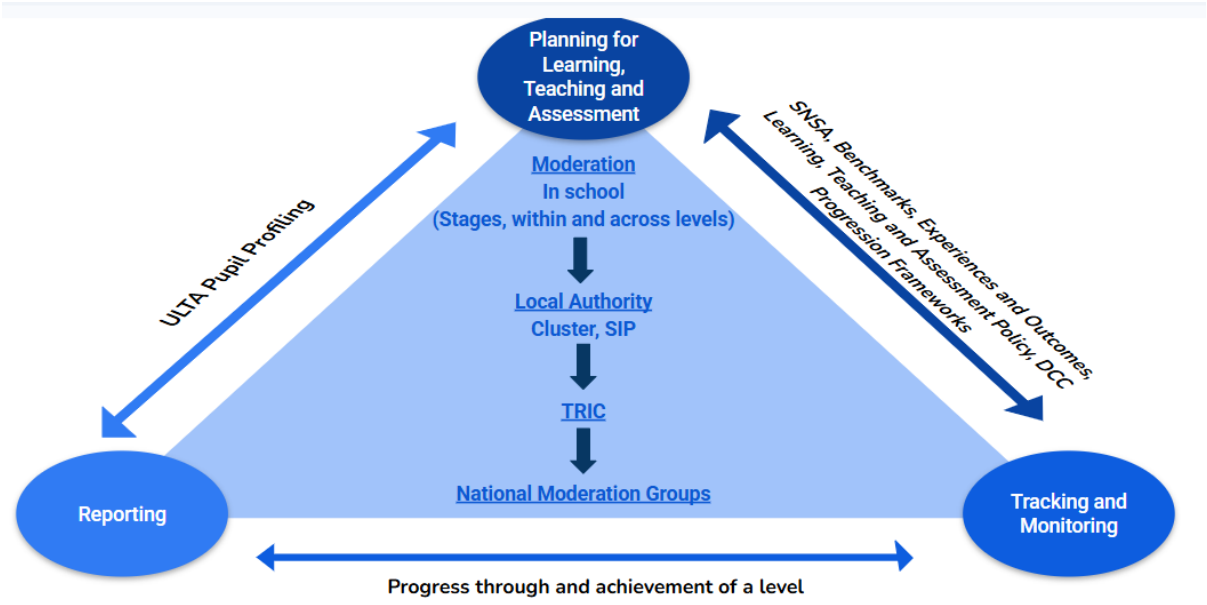
Key documents to support practitioner understanding of a play rich, developmentally appropriate curriculum for Early Level learners in the primary school

- Realising the Ambition
- Curriculum for Excellence Refresh
- Play Scotland Toolkit
- Play Strategy for Scotland
- Every Dundee Learner Matters
- Scotland's National Outdoor Play and Learning Position Statement
- LTID Birth-6

Design by Comms DCC KL/8/21

EVERY DUNDEE LEARNER MATTERS

Dundee City Council www.dundeecity.gov.uk CHANGING FOR THE FUTURE


Planning for Learning, Teaching and Assessment
Moderation
In school
(Stages, within and across levels)
Local Authority
Cluster, SIP
TRIC
National Moderation Groups
ULTA Pupil Profiling
SNSA, Benchmarks, Experiences and Outcomes, Learning, Teaching and Assessment Policy, DCC Progression Frameworks
Reporting
Tracking and Monitoring
Progress through and achievement of a level

Professional Support

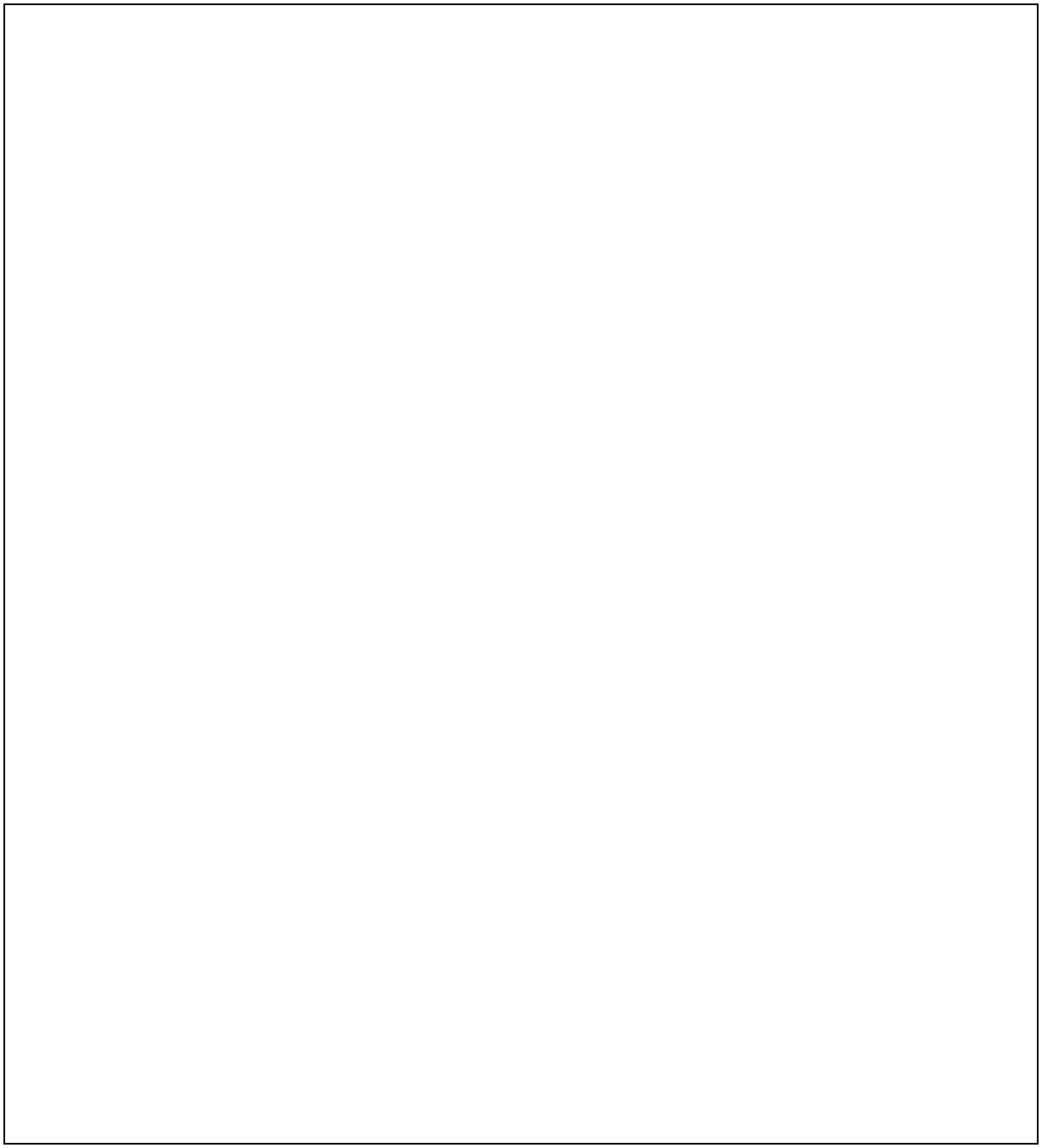
There will be a minimum of 2 formal professional support visits to observe learning and teaching for all teachers. This may be from SLT or as part of School Improvement Partnership.

Visit feedback sheet

Observation of learners' experiences

Curriculum focus		Date		Class/Teacher	
Learning, teaching and assessment					
Engagement and meeting needs			Positive relationships, motivated, engaged, interact, purpose of lesson clear, responsibility for learning, digital technology, leading learning, ranges of teaching approaches, questioning and explanation clear, higher order thinking skills, personalisation and choice, challenge an enjoyment, relevance		
Assessment/inclusion/wellbeing Attainment and outcomes Groups and individuals			Effective interactions built on sound assessment Formative assessment and well time interventions leading to effective learning. Feedback supports progress in learning.		
Lesson observation notes					

Analysis of observation Strengths and areas for development Points for discussion/exploration/clarification with teacher



Minimum Expectations

The minimum expectations for all classes and learning environments:

Checklist	Checked/ comments
Pinboards covered and bordered	☐
Furniture well laid out with discrete 'learning areas' in addition to group desks	☐
Learners' personal trays labelled with **printed labels only**	☐
All resources clearly labelled (**with printed labels**) and displayed to ensure learner independence	☐
Displays of the following::	
○ Numeracy	☐
○ Literacy	☐
○ Learning Wall - learning strategies/learning environment/Skills for Learning, Life, Work/Blooms Taxonomy/questioning	☐
○ Topic/IDL displays	☐
○ Days of week/ months of the year/ seasons/phonics (age/stage appropriate) ○ Wide range of learners' work displayed – draft, incomplete and complete/feedback from teacher	☐
○ Learning pathways – planned learning for the term or planning period	☐
○ Reflection on learning – display of what learners say about their learning and this could be linked to learner goals	☐
Trays for completed work/unfinished work/corrections – labelled appropriately	☐
All jotters with typed label (once typed labels can be retained on file and simply reprinted when required	☐
Classrooms kept tidy and clear to ensure learners/teacher can move around safely	☐
All classrooms labelled with the teacher's name/s and class name	☐
VVA	☐
CP poster	☐

Attainment

Achievement of a level

Progress on AoL are gathered 3 times in the year. November and March predictions are submitted and AoL are submitted in May. This is completed on Pupil Tracking.

Staff are encouraged not to wait until May to record AoL but rather inform management as when AoL occurs. Any adhoc updates will be completed on Microsoft Forms here

Attainment meetings

There will be 2 attainment meetings with a member of SLT per session record is kept and shared with teacher. There will specific actions for individual pupils generated at these meeting on a separate action plan

Scottish National Standardised Assessments

Each session p1, p4, p7 will complete Scottish National Standardised Assessments (SNSA). Results will be shared with staff with guidance how to analyse them.

Data

Within TEAMS (Teams> Session_____> Attainment) there is a variety of data shared to help create an attainment profile for each child. This includes:

- Whole School Attainment Profile
- Whole School Predictions
- PandA Results

Transitions

At the end of each session each class teacher will complete a transition sheet which holds basic information that will be helpful for whoever takes the class on. These are completed in TEAMS

N5-P1

P7-S1