**Learning and Teaching Policy**



March 2017

Review 2020

**Learning and Teaching at Oyne School**

**Oyne School Vision and Values**

**Our vision for Oyne School is for happy achieving children to be supported to do their very best learning within a caring school community.**

**In Oyne School we value our right to experience…**

* **fairness**
* **kindness**
* **respect**
* **tolerance**
* **achievement**
* **happiness**
* **being included**
* **being listened to**

**Our Aims**

* **For us all to share a safe environment in which to flourish.**
* **For us all to enjoy a healthy lifestyle.**
* **For us all to learn and develop to the best of our ability.**
* **For us all to feel secure and that our skills are encouraged and developed.**
* **For us all to learn and achieve through a wide range of experiences both in and out of school.**
* **For us all to be involved in the life of the school and to take responsibility for our own part in the learning that takes place here.**
* **For us all to have our opinions and unique qualities to be respected and developed to be the best they can be.**
* **For us all to have a voice in the development of learning and the life of the school.**

**At Oyne School we aim to deliver a high quality and enriching learning environment for our pupils, raising attainment, supporting learning and building capacity in all.**

**Learning and Teaching approaches**

At Oyne School we provide engaging learning experiences and deliver the Curriculum for Excellence with a variety of effective learning and teaching approaches (see Oyne School Curriculum Rationale).

* Active engaging learning at all stages in school.
* Making links across the curriculum
* Using technologies.
* Differentiation
* Direct and interactive teaching methods
* Meeting individual needs.
* Encouraging creativity.
* Using our outdoor environment.
* Working cooperatively.
* Pupils know what they are learning and how to succeed.
* Pupil voice is shared
* Working in partnership with parents
* Using Assessment is for Learning strategies
* Developing higher order thinking skills
* Improvement of learning and teaching
* Inter-disciplinary learning
* New approaches to reporting

**Active engaging learning at all stages in school.**

Pupils are encouraged to engage with their learning at all stages. Pupils ideas are sought when planning learning activities, pupils are supported to take increasing responsibility for their own learning and teachers always have the highest expectations of pupil achievement. Teachers use **relevant**, real life and **challenging** yet **enjoyable** contexts which build upon children’s own experiences. Learning takes place in planned learning and play experiences as well as spontaneous learning opportunities. Pupils are encouraged to develop a problem solving approach to their learning. There is a balance of learning through text books, written work, active participation and discussion. Pupils have opportunities for **personalisation and choice** across the curriculum, for example, sharing learning ideas, choosing their own reading books or setting their own targets.

**Making links across the curriculum**

Teachers engage pupils by developing **coherent** learning experiences that make links across the **breadth** of the curriculum and apply skills across different learning contexts.

**Using technologies.**

Technologies are embedded in teaching and learning at Oyne School. Good use is made of interactive smartboards in all classes to engage children and provide exciting multimedia learning experiences. Each class has its own GLOW page. Pupils also have access to learning through iPads, class PCs and notebooks. Pupils are taught ICT skills through a progressive programme with a core skills being taught every year. Pupils are taught about internet safety and how to use technology safely through a rolling programme involving parents and visitors. Pupils use technology to support learning needs through targeted programmes and resources.

**Differentiation**

Pupils learn through a range of activities that are appropriate for each learner and stage. Pupils may be grouped with others in literacy and maths but also work in mixed groups or individually. Pupils benefit from having opportunities to talk about their learning. Pupils work will be differentiated to meet pupil learning needs, this may be through different tasks, different teacher input or different expectations. Pupils also have the opportunities for **deeper** learning through individual research, class talks, or whole school Interdisciplinary Learning opportunities.

**Direct and interactive teaching.**

Pupils will learn through direct teaching input, group learning or individual learning tasks as appropriate.

**Meeting individual needs.**

All pupils at Oyne School are all supported to **progress**. Pupils are supported through individual education programmes (IEP) or Additional Support for Learning plan (ASLP) and teaching either individually or in small groups. Pupils are supported by Pupil Support Assistants in class who work with individuals or small group on teacher planned activities. Teachers provide appropriate resources and learning activities for meeting different learning needs including dyslexia, ASD, and ADHD. Pupils with an additional support need will have learning and teaching appropriate for their needs which gives them confidence and enables them to progress at an appropriate level. Pupil learning is supported through regular parent reviews or support from the Educational Psychology Service. Pupils are assessed through the Getting It Right For Every Child priorities which ensure every child is safe, healthy, achieving, nurtured, active, responsible, respected and included. Other professional services are available for individuals such as the Sensory Support Service, English as an Additional Language Services, Pupil Support Workers and colleagues from Child and Family Mental Health Services in the NHS. (see Additional Support Needs Policy). All pupils are encouraged to have a growth mindset (Carol Dweck) and use the Learning Pit (James Nottingham) to help them understand their thinking and learning.

**Encouraging creativity.**

Pupils at Oyne School have regular opportunities to express their creativity, either through their work or how they contribute to school life. Pupils have opportunities to engage with the expressive arts and perform to parents and the community regularly.

**Working cooperatively.**

 Pupils experience cooperative working opportunities where pupils are taught the skills necessary for

 successful group working while carrying out specific roles in the group to ensure success in the group task**.**

**Using our outdoor environment.**

Oyne School has a large outdoor area with many opportunities for play and for learning. We work together with parents and the community to maintain our garden and we grow vegetables and fruit which we taste and cook. We are also close to Bennachie and regularly use it as a context for learning and after school activities. We use our outdoor spaces to support the curriculum. Outdoor learning is promoted and supported by the Eco Pupil Action Group.

**Assessment Is For Learning**

Pupils know what they are learning and how to be successful. Pupils know their learning intentions for each learning activity and the criteria for success. Pupils get feedback from their teachers and their peers which supports them meet their targets and goals. Work is marked with comments for improvement and next steps and pupils are given strategies to achieve success. Teachers use traffic lighting, two stars and a wish and comment based marking and they give verbal feedback focussing on ‘what went well’ and how things would be ‘even better if’ . Pupils set and assess their own learning targets each term. Strategies to encourage active participation like ‘thumbs up’ ‘thinking time’, ‘lollipop sticks’, ‘no hands up’, ‘talking partners’ and ‘think, pair and share’ are used across the school. (see Assessment Policy)

**Pupil Voice**

Each pupil is part of an Action Group which supports the development of learning about the environment, health and wellbeing and the school generally.

**Parent Partnership**

At Oyne School we work in partnership with parents to support children’s learning. Parents contribute to the learning by supporting home learning tasks, encouraging children, valuing education, visiting classes, being library helpers, helping with after school sports activities or participating in the Parent Council.

**Thinking Skills**

Children are encouraged to think more deeply about their learning. They are asked to explain or justify their thinking and staff use Philosophy for Children, Blooms Taxonomy and thinking skills routines to support this. Pupils are encouraged to have a Growth Mindset and to think about the Learning Pit when learning. Pupils are supported to use a problem solving approach and to apply skills from across the curriculum in tasks.

**Improvement of Learning and Teaching.**

Our core purpose is the improvement of the learning and teaching at Oyne School which we do through a timetable of self-evaluation procedures. These include class visits, professional dialogue, jotter monitoring, pupil and parent feedback activities and questionnaires. Teachers moderate work with other professionals to ensure that they are working to a shared set of standards. Parent are invited to feedback to the school at any time. The information obtained through these will promote reflection, self-evaluation and planning. The CfE benchmarks support planned progression at all levels.

**Inter-Disciplinary Learning**

Interdisciplinary learning is a planned approach to learning which uses links across different subjects or disciplines to enhance learning. It promotes the development and application of what has been taught and learned in new and different ways. It provides opportunities for deepening learning, for example through exploring an issue, solving problems or completing a final project. Usually, interdisciplinary learning can be recognised by one or more of the following characteristics. It may be individual one-off projects or longer courses of study. It is planned around clear purposes. It is based upon experiences and outcomes drawn from different curriculum areas or subjects within them. It ensures progression in skills and in knowledge and understanding. It can provide opportunities for mixed stage learning which is interest based.

**New Approaches to Reporting**

Oyne School uses technology to report pupil activities to parents through the school facebook page. Each year parents get a short written report in March and two meetings with staff. Pupil progress is reported through a wide variety of channels including the internet, home school jotters, parent meetings and regular opportunities for parents to see pupil work in school. (See Reporting Timetable and Report format)