

Learning and Teaching Policy

At Bonnyrigg Primary we strive to support every pupil to become a lifelong, confident learner. We are very aware of the importance of excellent Teaching and Learning and the impact this has on raising attainment and allowing pupils to achieve their full potential in life.

The Journey to Excellence states that;

'Schools must ensure that children and young people have the highest quality learning experiences. A clear focus on outcomes for young people is essential, with lesson and programme planning that helps our learners achieve to their fullest extent.'

Aims

The Midlothian Learner Statement

The statement sets out the aspiration for all learners in every learning community in Midlothian - that learners develop the attributes, knowledge and skills they need for life, learning and work as they continue to strive to exceed their potential.



Through this we aim to support learners to become:

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

Pedagogy

The way in which a teacher teaches is guided by many things. Every class responds differently and each pupil is an individual learner. At Bonnyrigg our teachers use many different methods to deliver high quality learning experiences, which reflect the seven principles of Curriculum for Excellence;

- Personalisation and choice
- Relevance
- Coherence
- Challenge and enjoyment
- Breadth
- Depth
- Progression

Wide ranging advice and examples of good practice are available on the Education Scotland website.

<https://education.gov.scot>

Learning experiences at Bonnyrigg will engage and involve all learners.

Bonnyrigg Learner Qualities: (see appendix)

- determination,
- perseverance,
- cooperation,
- having a growth mindset,
- being resilient,
- concentrating,
- practising,
- taking a risk,
- making mistakes
- being curious.

Teachers will provide experiences to support all learners to develop the Bonnyrigg Learner Qualities. These qualities will be reinforced at regular Learning Gatherings where children will have opportunities to share their learning.

The school will have a **Learning Council** whose job it will be to promote the Bonnyrigg Learner Qualities within the school by regularly visiting classes, by contributing to the Learning Gatherings and by sharing information with parents.

The Learning Council will comprise pupils from P4-P7

At Bonnyrigg, we are working towards creating a learning culture where both staff and pupils are seen as learners and strive to create a culture where all learners feel safe enough to take a risk, to make mistakes and to learn from them.

Our learners will be encouraged and supported to develop a **Growth Mindset**. All learners will be encouraged to:

- See mistakes as learning opportunities
- Welcome feedback
- Embrace challenge
- Believe they can always improve
- Be responsible for their own learning

Learners Talking about their Learning

At Bonnyrigg we want all learners to be assessment capable learners who know where they are in their learning, where they want to go next and how to get there.

We aim for Bonnyrigg Learners to be able to talk confidently about their learning; metacognition.

Bonnyrigg Learners should

- Be able to talk about what they are learning and why- share the **learning intention** (see appendix)
- Be able to describe the steps to success/**success criteria** (see appendix)
- Be involved in co-constructing the success criteria whenever possible; take ownership for their own learning
- Take part in pit stops during lessons where they discuss their own progress against the success criteria; peer/self evaluation/ assessment

- Be involved in plenaries where there are opportunities to recap on the learning and to reflect on learning (see appendix)
- Be able to talk about their next steps in learning; set learning goals
- Be aware of strategies they can try in order to become better learners
- Become more aware of how they are learning; develop the language of learning.

Feedback

Effective feedback can accelerate pupil learning. Feedback should aim to reduce the gap between where the learner is now and where he or she is meant to be. The more transparent the teacher can make this for the learner, the more the learner can help him/herself.

All learners at Bonnyrigg should see feedback as part of the learning process.

Feedback should;

- Identify key successes and steps for improvement
- Come from peers as well as adults
- Be a two way process. We encourage staff to seek feedback from their pupils

Learner Profiles

We need to discuss and come to an agreement as a staff about this

Meeting Learners' Needs

By providing imaginative, creative, stimulating and challenging learning experiences teachers will ensure that the needs of all learners are met. Staff will consider barriers to pupil involvement in their learning arising from additional learning needs, language, disability, gender, race, religion or belief and sexual orientation. Staff will look for ways to overcome such barriers.

Children who require additional support/additional challenge will be identified through regular tracking meetings with SLT and SfL.

Teachers/Learning Assistants will ensure that these children are appropriately supported/challenged.

Some approaches to teaching and learning include;

- The Four Phase lesson
- Active Learning
- Learning Through Play
- Co-operative Learning/Collaborative learning

- Direct teaching
- Outdoor learning
- Group work
- Whole class
- Effective use of I.C.T.
- Individual support

Continuing Professional Development of Staff

All staff will have opportunities to participate in meaningful professional dialogue sessions in school often linked to professional reading.

Staff will be encouraged to share good practice through professional dialogue. As a pilot, this year staff will be able to take part in peer learning conversations, reflecting on their practice in a collaborative manner. Opportunities for peer classroom visits as a focus for reflective conversations will also be provided.

Staff are encouraged to plan with their stage partner and moderation of planning will take place termly.

Appendix 1

Assessment is For Learning Strategies

These strategies will help learners to engage, to know where they are in their learning, and to know how to get to the next step.

Think / Pair / Share	Traffic lights
Thumb tool	Fist to five
Lollipop Sticks	LI/SC (shared/created with children)
2 * and a wish	Self / peer assessment
Thinking Time	H.O.T. Questioning
KWL grids	Mind Map

Appendix 2

Learning Intentions and Success Criteria

- A learning intention is a description of what you want your pupils to know, understand or be able to do by the end of a lesson. It tells pupils what the focus for learning is going to be
- Discussing learning intentions helps focus you and the pupils on the learning rather than the activity.
- Should be child friendly
- Focus on generic, transferable skills
- Should be shared with pupils at the beginning of every lesson
- Displayed during lesson and referred to throughout

Good examples

- We are learning to work effectively in groups
- We are learning to use evidence to support an opinion
- We are learning to carry out a fair test
- We are learning to interpret data

Success Criteria

- are linked to the learning intention
- are specific to an activity
- are discussed and agreed with the pupils prior to beginning the learning activity (overview phase)
- scaffold and focus pupils while they are engaged in an activity
- are used as the basis for feedback and peer and self-assessment

Good example

LI: I am learning to write a story in a specific genre
or

LI: We are learning to write a specific type of story

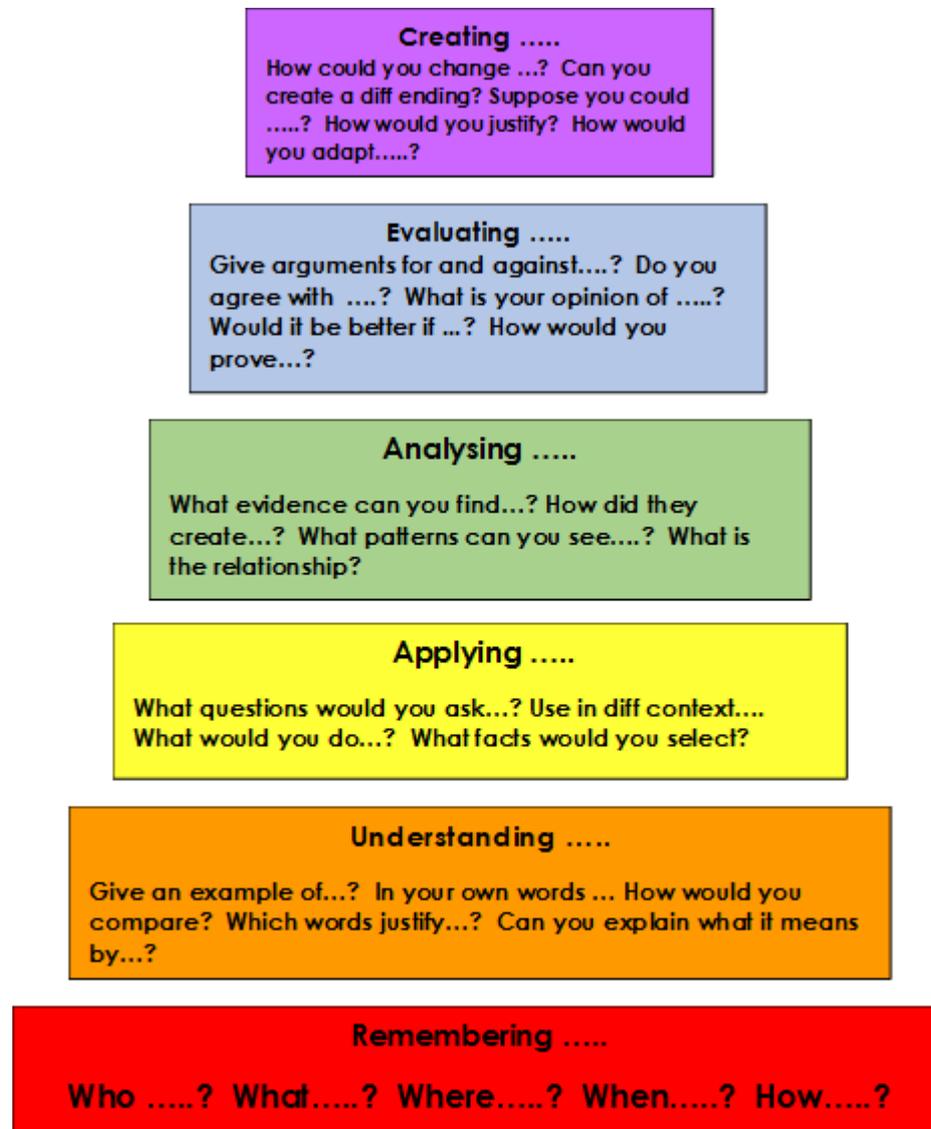
Activity: Ghost Story

SC: I will be successful if I -

- set the scene in the opening paragraph
- use descriptive language to build up tension/suspense
- use spooky adjectives and powerful verbs to create atmosphere
- end with a cliff hanger

Appendix 3

Bloom's Taxonomy



Appendix 4

Plenaries

Plenary Dice

1. What did I learn today?
2. What did I find most difficult?
3. What could I learn next?
4. What did I find most helpful?
5. How did I achieve what I was asked to do?
6. How can I improve next time?

Puppet Mistakes

(Puppet makes deliberate mistakes: can you spot them, correct them, explain why)

Four Corners

A game with answers in each corner (using SAY, MAKE, WRITE, DO)

Top Tips

(3 - 5 top tips covered in lesson, Compare lists with peers)

Quiz

(Create a quiz for another class or complete a quiz in pairs, groups)

True / False

(Write 3 true and 3 false statements Which are true? False?)

Alien to the classroom

(what would you tell an alien who arrived about what you have learned?)

Review LI / SC

With teacher/group/elbow partners

One Minute Challenge

(with partner talk for 1 min about everything you remember about the lesson and share)

Vocab Challenge

(list all vocabulary used / learned in lesson, add to display, act out, draw)

Appendix 5

Effective Questioning

- Extended wait time
- Talking partners (ask pupils a question and give a set time to discuss)
- No hands up
- Mind mapping
- Take a question round the class – A question is asked and after wait time a pupil is asked to answer. The answer is then built on by involving other children.
- Fat vs Thin questions.
- Children forming H.O.T. (Higher Order Thinking) questions of their own
- Bloom's Taxonomy (See Bloom's card appendix 3)

Appendix 6
Bonnyrigg Learner Qualities

Character	Learner Quality
Danny the Determined Dragonfly	determination,
Penelope the Persevering Piglet	perseverance,
Carmel the Cooperative Centipede	cooperation,
Gus the Growthmindset Grasshopper	having a growth mindset,
Rocky the Resilient Roach	being resilient,
Connie the Concentrating Cricket	concentrating,
Percy the Practising Popinjay	practising,
Ruby the Risk taking Robin	taking a risk,
Minnie the Mistake Making Moth	making mistakes
Carly the Curious Caterpillar	being curious.

