**Learning and Teaching Strategy**

**Lorne Street Primary**

**October 2022**

**Pupils:**

**P**roudly **U**nlocking **P**otential **I**n **L**orne **S**treet

At Lorne Street Primary, we value

**Respect, Responsibility, Kindness & Truthfulness.**

These values are interweaved and embedded through our actions, interactions, teaching and learning.

“The learning environment is built upon positive, nurturing and appropriately challenging relationships which lead to high-quality learning outcomes.”

How Good is Our School (4th Ed.)

With this in mind, good school and classroom organisation and management positively influences the ways in which our learners interact and participate in school life. We encourage and recognise our school values being displayed in and around our school building and school grounds resulting in purposeful teaching and learning being prioritised in our classrooms.

Being mindful of our school values of Kindness, Respect, Responsibility and Truthfulness, we aim to:

* Provide a supportive and positive learning environment
* Provide rich and varied contexts and experiences to develop a wide range of skills
* Offer a balanced curriculum
* Encourage imagination and creative expression
* Encourage a supportive home learning environment by providing ways for parents/carers to be involved in learning

**SUPPORTIVE LEARNING ENVIRONMENT**

The learning environment should be caring, supportive and stimulating where all children are helped to reach their emotional and academic potential. In line with Glasgow City Council’s Policy, we adopt a nurturing approach to support behaviour, wellbeing, attainment and achievement.

Children learn best when they feel safe to take on challenges, are interested, motivated and feel valued. As such, we aim to ensure the learning environment is safe and conducive to learning from bringing the lines in in the morning through to dismissing learners at the end of the school day.

We recognise contribution and value and encourage all learners. At Lorne Street we will:

* Encourage every learner to work towards their achievable goal.
* Ensure Leaners have a clear understanding of what is expected of them
* Be aspirational
* Show consistency in expectations and standards to help pupils feel safe.
* Show clear boundaries
* Recognise achievement
* Respect all and encourage children to learn from and thrive within our diverse community
* Encourage learners to apply their skills across contexts and learn through mistakes
* Engage in active learning
* Celebrate success as part of our learning culture

**PHYSICAL ENVIRONMENT**

Consideration should be given to the use of displays, resources including ICT, and pupil groupings in the layout of the room. Teachers are responsible for ensuring classrooms are an inviting, stimulating, safe and welcoming place to be by:

* Arranging furniture and space to create a safe, flexible learning environment
* Making sure the equipment is labelled and accessible to promote independent learning
* Creating a space for each learner; labelling trays, pegs, jotters etc.
* Teaching, and expecting, children to respect and care for their environment
* Ensuring classrooms are inviting and all areas are clear and clutter free
* Use display to support, reinforce and celebrate learning. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.
* Have a visual timetable on display at all times during the day using symbols where appropriate
* Engage in outdoor learning

**LEARNING JOURNEY**

Teachers are responsible for the planning, preparation and delivery of opportunities which enable learners to achieve. This requires a thorough knowledge of each individual in the class.

**Planning**

When planning for learning, we focus on the Experiences and Outcomes of the Curriculum for Excellence and the associated Benchmarks, considering the needs and interests of all our learners. Planning should be clear and strategic, building on prior knowledge and allowing for personalisation and choice. Programmes should meet the needs of individual learners and groups with differing abilities. Programmes should engage all children in active learning, using the outdoors where appropriate. Learners should experience a balanced coverage of the curriculum and have experience of each curricular area in a school session through stand-alone lessons, contextualised learning, interdisciplinary learning and/or days of action; this should be evident in Forward Planning documents. Information from formative and summative assessments should be used to set tasks that are appropriate. Self and peer assessment should also be planned for.

**Level of challenge**

Lessons and activities should be pitched appropriately to the individual. Challenge and perseverance should be encouraged. Consider lessons having an appropriate level of challenge as a way of facilitating engagement and, ultimately, progress and development. It is important to consider the idea that ‘challenge’ (and the associated pupil engagement) cannot always simply be equated to the difficulty of the work.

**Pace and depth of learning**

The pace of learning should be appropriate throughout the lesson or block of learning. Responsive planning and assessment should ensure that pace is appropriate.

**Marking and feedback**

Marking and feedback should be frequent and regular, providing students with clear guidance on how to improve. Learners should be engaged in this process. See correction code and jotter checklists

**Questioning**

The use of open and closed questioning is vital to teaching and learning. Questions are used to assess children’s starting points, to deepen understanding and to check children’s progress. A range of question types should be used from literal to higher order. Children should be given thinking time and a range of AifL strategies should be employed.

**Focus Days**

Throughout the year we hold a series of focus days or weeks. The aim of this approach is to raise the profile and enthusiasm for an area and to provide children with the opportunity to practise their skills and develop new interests. This contributes to a whole school ethos of working together and should be celebrated at assemblies, on SeeSaw and Twitter.

**Resourcing**

All materials taken from resource areas must be returned in an orderly fashion. PE equipment should be returned at the end of each lesson.

**Playful Pedagogy**

In line with Scotland’s Improvement Framework to raise ambition and achievement for all children, we adopt a play-based learning approach where appropriate. There is a focus on spontaneous and planned purposeful play which may be child-initiated or teacher-led. Play is a form of creative expression that is not only fun but crucial for our pupils’ social, emotional, physical development and thinking, thus enhancing their learning and nurturing curiosity. Teacher-led play should be planned and accounted for in Forward Planning documents.

Learners should expect to receive a balanced curriculum with experience of all curricular areas each school session. Wherever possible, links are made to real life experiences to make the curriculum relevant. Interdisciplinary learning and cross-curricular links are created to promote and further develop core skills. We aim to make the curriculum reflective of, and responsive to our learners. Learning Intentions and Success Criteria are derived from Experiences and Outcomes from Curriculum for Excellence.

Teachers maintain subject and pedagogical knowledge through school based and LA learning opportunities.

**EAL Friendly Classrooms**

We value the unique context in which Lorne Street Primary is placed, recognising that supporting our EAL learners is the responsibility of all; our classrooms are diverse with a range of languages being spoken at home. In order to ensure learners new to English are supported, we use Visual Timetables, gestures and facial expressions to communicate to all. Instructions are given clearly avoiding figurative or colloquial speech. Learners arriving at Lorne Street Primary who are new to English should be sat where they can see the teacher clearly. Wherever possible, learners should be with speakers of the same language and with a good role model. Resources such as word lists, displays, word mats, key vocabulary around the classroom etc., should be available as should visual support such as pictures, prompt cards, objects, diagrams, demonstrations and charts. There should be a focus on communication, not accuracy, with teachers echoing correct language structures as opposed to overt correction of errors. A positive attitude towards first language should be achieved through use of online translators, dictionaries and by promoting the use of the language to aid understanding amongst their peers. We promote translanguaging. Use closed questions in the early stages perhaps with a choice of two answers e.g. What is the weather like today? – hot or cold. It may be more appropriate to use single words eg. “Weather?” Allow thinking time.

**Good Lesson Format**

Teachers use Experiences and Outcomes from Curriculum for Excellence to plan learning intentions for lessons and programmes of study. Success criteria are increasingly created from benchmarks and are often co-constructed with learners. Teachers should be using the Good Lesson format and a variety of assessment strategies throughout the day. Learners should know what level they are working at and what their specific next steps are to progress. Lessons and programmes of study should meet the needs of all, with appropriate support and challenge considered at the planning stage. Differentiation should be clear.

Features of the Good Lesson format:

* Learning Intention and Success Criteria discussed
* Direct teaching
* Differentiation
* Cognitively active and often collaborative tasks
* Reference to SC during the lesson
* Aspects of AiFL included
* Plenary

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| If learning is active, collaborative and cognitive, learners will have… |
| Active | Collaborative | Cognitive |
| Been involvedListened to othersTaken responsibilitiesExplained to othersWorked things out | Worked as a teamShared ideasContributedTaken turns | Asked questionsAnswered questionsThought of ideasCreated something new |

Within the programmes of study, learning activities are sequenced to ensure progression. This may be by means of direct teaching to the class or small groups, or by providing direct experiences in practical tasks through using a wide range of equipment and resources.

Additional Support for Learning:

All children should have equal access to a broad, balanced curriculum and should make the greatest progress possible. Provision for children with additional needs is the responsibility of the class teacher in collaboration with Additional Support for Learning staff.

**Homework**

In considering possible items for homework teachers should keep in mind whether the pupils for whom the task is set will be able to carry it out at home or whether they will experience difficulties due to the level of ability expected or the practicalities of it taking place at home.

Homework in Lorne Street Primary is designed to:

* Be flexible
* Provide additional practice
* Inform parents of what is being taught
* Inform parents of children’s progress
* Encourage independent learning

**Outdoor Learning**

* ***To be updated after inset May 2023***

**Family Learning**

At Lorne Street we recognise the impact Family Learning can have on wellbeing an attainment and look for opportunities to encourage family members to learn together as and within a family. Family learning activities have also been designed to enable parents to learn how to support their child's learning. We use SeeSaw to communicate Teaching and Learning with families. Family Learning opportunities include:

* P1 modelling videos
* Meet the Teacher events
* Glasgow Life Literacy & Numeracy sessions
* Family Connect
* ‘How we sessions’



 





