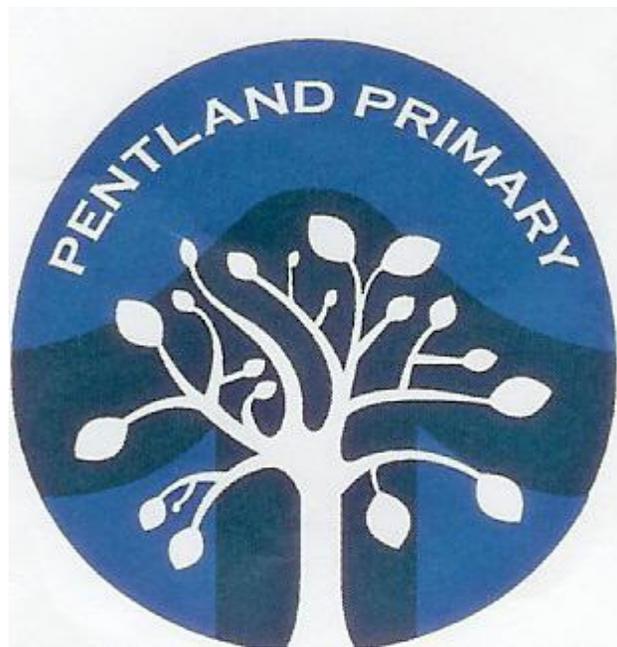


Pentland Primary School



Learning & Teaching Policy Guidelines

(Reviewed 2016)

Our Rationale

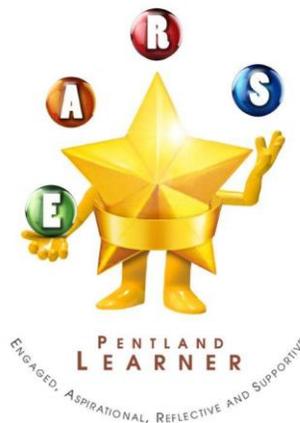
Every child has the right to an education. Primary education must be free. Secondary education must be available to every child. Discipline in schools must respect the children's dignity. Richer countries must help poorer countries achieve this. (Article 28)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures and the environment. (Article 29)

In our school all our pupils have the right to a broad and balanced curriculum, which is differentiated and delivered through a variety of inclusive approaches. We have high expectations of our pupils and support them to achieve their full potential and make the best possible progress. We work in partnership with parents, carers and other agencies for the benefit of all children. At Pentland we ensure that the UN Convention on the Rights of the Child is embedded into our ethos and curriculum. We are committed to enabling all our pupils to realise their rights and learn in a respectful, nurturing and safe learning environment. We are a Rights Respecting School. We are a school that puts Children's Rights at the very core of all that we do. In our school children's rights are learned, respected, protected and promoted.

Our School Vision

Respect Oneself, Others, Learning and Opportunity



At Pentland we aim to create an ethos where every learner is:

- fully **Engaged** with their learning
- confidently **Aspirational** in their outlook
- honestly **Reflective** about their efforts, progress and achievements
- appropriately **Supported** in their endeavours, and **Supportive** of others

What will you experience at Pentland Primary?

- A welcoming environment that is conducive to listening, reflecting and adapting
- Children, staff and parents and partners working co-operatively and respectfully
- Creative and engaging learning opportunities across all curricular areas
- Stimulating displays promoting aspects of school life and curricular learning
- Strong sense of community through partnership with local services and businesses
- Strong connections with the wider world through creative global citizenship learning
- Aspiration to create a sustainable environment for nature and for our future
- School grounds that provide an engaging environment for learning across all curricular areas
- Recognition and celebration of school and wider achievement

What is it like to be a learner at Pentland Primary?

- "It's a happy place"
- "The nursery has great toys and you get to do good things like painting"
- "Your family can come to assembly and see you"
- "It's hard work but there are lots of people to help you"
- "There are lots of children so there is always someone to play with"
- "It's fun and the school is a friendly environment"
- "We have a great playground with a trim-trail."
- "There are lots of groups you can be part of like the Eco Group or the Choir"

What is it like to teach at Pentland Primary?

- "You are part of a supportive and encouraging staff"
- "Staff are committed to providing rich learning experiences and opportunities for everyone"
- "Pupils are eager to take on responsibility and help you"
- "We are part of a collaborative learning community"
- "Staff are extremely supportive and eager to help... It's like working with a small, tight-knit community"
- "Teachers at Pentland treat each other with respect"
- "Pentland has an outstanding ethos of teamwork..."

How do others describe our school?

- "The environment is very supportive and the team work is great... Staff are all dedicated, work hard and clearly care about what they do."
- "Teachers have always shown a high level of interest in children with additional support needs. They are always motivated to hear of different strategies/approaches that could support children."

Pastoral Care at Pentland

Staff at Pentland work closely with parents, carers, pupils and other appropriate professionals to create a positive, engaging learning environment for all.

Working in Partnership

Parental Involvement

Governments must respect the rights and responsibilities of parents and carers to direct and guide their child as they grow up, so that they enjoy their rights properly. (Article 5)

At Pentland we work in partnership with parents, supporting each other to provide quality experiences that enable children to thrive and make progress in their learning. We listen actively to parent voice and recognise their vital role in the education process. We have a broad range of approaches designed to enable parental participation and engagement with their children's learning:

- Curriculum evening twice a year for P1-P7 classes to meet the teacher and share expectations for the year ahead
- Curriculum workshops in P1 to share strategies for supporting pupil learning within literacy and numeracy
- Parents as helpers e.g. supporting groups and individuals in class with learning tasks
- Twice yearly parent-teacher consultations
- Children share their Learning Journals with their parents 4 times a year and parents are encouraged to give verbal/written feedback.
- Two learning conversations/progress reports completed with each child and sent home during the year; Parents are encouraged to give written feedback.
- Parents are encouraged to give written feedback.
- An annual summative report issued in June detailing pupils' achievement within the Curriculum for Excellence levels.
- Parents are encouraged to support their child with home learning tasks. Additional support is available for parents and children through home learning 'drop in sessions.'
- Pentland Parent Council and events.
- Open afternoons for pupils to share their learning.
- Parents are invited to an assembly annually to share and celebrate their child's learning.
- Parents are invited to join relevant working groups to help to plan and implement change in our school.
- A parenting class is offered to all parents on a yearly basis, in line with the 'Growing Confidence' programme. This is run by a well known member of school staff and a partner from another school.

We encourage parents to:

- Promote each child's right to learn.
- Promote a positive attitude toward school and learning.
- Do their best to keep their child healthy and fit to attend school.
- Ensure that their child has the best attendance record possible.

- Ensure that their child is in school on time each morning.
- Ensure that their child is equipped for school with the correct uniform and PE kits.
- Inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school.

Wider Agencies Partnership

Our school works closely with a number of wider agencies to plan effectively for the diverse needs of all pupils. These include:

- Occupational therapists
- Speech and language therapist
- Educational psychologist
- Play therapists
- Child and family workers
- Armed forces specialist teachers
- Cranley Nursery Buckstone

Local Community Partnerships

We work in partnership with local community services and businesses to help broaden and support children's educational experiences. These partnerships strengthen our link with the community and we embrace opportunities to work together.

Our ever-evolving partnerships include:

- Oxfangs Library,
- Oxfangs Police Station
- Premier Foodstore
- Fairmilehead Church
- Cairndean Care Home
- Oxfangs Community Centre

Wider World Partnerships

Through 'Connecting Classrooms', British Council, we have developed a sustainable partnership with Nturiri Primary School in Kenya. Through this partnership pupils can reflect critically on issues that affect us locally and globally, develop a sense of global identity, explore and celebrate the differences between cultures and communities, develop strategies to help build a sustainable future and challenge stereotypes. We engage in a series of joint projects throughout the school year and participate in teacher exchange visits.

British Council language assistants help us to provide speaking and cultural lessons from across the world including French, German, Spanish and Mandarin.

Affiliated Partners

We are committed to building curricular experiences for our pupils through meaningful and

sustainable partnerships with Rights Respecting Schools, Eco Schools, Fairtrade, British Council, and the Growing Confidence programme.

Core Expectations for all at Pentland

- Staff have worked collaboratively to design core expectations for all aspects of school life. These support the day to day running of learning activities and systems in the classroom and around the school. By meeting these core expectations, a cohesive, consistent approach to school life is provided for all pupils.

Planning and Assessment

At Pentland we adopt a variety of planning methods when designing programmes of work and lessons. Our planning is designed within the 4 contexts for learning and for the eight curricular areas is informed and guided by the Experiences and Outcomes outlined in Curriculum for Excellence. Outcomes and experiences are mapped by stage and teachers work collaboratively with pupils to plan both interdisciplinary and discrete learning activities. Staff have worked collaboratively to design supporting position papers for each curricular area. **Staff follow the guidelines outlined in these papers to plan effectively.**

Planning within and across stages ensures that as a school we deliver a broad, balanced and progressive curriculum.

Lesson Structure

All of our lessons at Pentland are planned and delivered using the 4 phase model:

- Re-cap - support assimilation of new information
- Input - share new information to be learned
- Activity - develop and/or apply new skills and/or knowledge
- Plenary - bring together new information, share success and share next steps

Each classroom has a whiteboard to be used for displaying learning intentions in and across curricular areas. Learning intentions and success criteria are shared with the children in all lessons. Where appropriate, pupils are involved in their design. Learning intentions and success criteria should:

Be clear

Be explicit

Be relevant

Pupil Involvement in Planning

At Pentland we actively encourage pupil voice throughout the planning process and our school community groups. Pupils are encouraged to discuss and share ideas about what and how they would like to learn. Our pupils are given time to reflect on what they have learned, know and understand so that they can begin to consider next steps in their learning. We achieve this using a number of methods:

- Floorbooks
- Make, Say, Do Write charts
- Talk Partners

- Mind-mapping
- Graffiti walls
- High quality plenary sessions

Transition

At Pentland Primary systems are in place that ensure pupils will experience smooth transitions between year stages and when moving on from nursery to P1 and P7 to S1.

All pupils complete a pupil profile prior to moving on to a new stage.

All teachers have dedicated time to work with colleagues to ensure that necessary information is given to the receiving teacher, ensuring a smooth transition for pupils

All pupils transferring school have a profile sheet which is completed by the current class teacher and the leadership team and sent to their new school along with recent examples of their work. This form highlights when a specific one-to-one conversation with the head teacher is required.

Where possible, pupils have the opportunity to meet their new teacher and spend a lesson with them in their new classroom.

Parental Involvement in Planning

Working effectively with parents is at the heart of what we do. Parents are regularly involved in the decision making and planning process. For example, they have been involved in the re-design of our Home Learning approach and been consulted in the re-design of our system for reporting to parents. Parents in our nursery have opportunities to contribute to planning for the development of our nursery through the nursery parents steering group. Details of the group are sent out to all parents at the beginning of the academic year.

Our active Pentland Parent Council (PPC) is regularly consulted on a number of wider school issues.

Assessment is for Learning

Formative and summative assessment is an integral part of learning and teaching at Pentland, enabling us to capture significant moments of progress in children's learning. Assessment is used to support learning, to provide feedback to pupils, parents, teachers, and to identify the next steps in learning.

In our school:

- We promote a growth mind-set, enabling children to view learning as a continuing and 'messy' process.
- Quality evidence of learners' progress is regularly gathered through planned, relevant experiences using a range of approaches and resources.
- Progress is assessed, recorded and reported.
- Children are actively involved in assessment and planning the next steps of their learning.
- All children are assessed at a level which reflects their level of attainment.

- We use teacher, peer and self-assessment strategies across all curricular areas.
- We deliver feedback using a wide range of methods.

At Pentland Primary we assess every day as part of ongoing learning and teaching through a wide variety of AifL strategies:

- Sharing learning intentions and success criteria using a common language
- Effective questioning
- Observing, listening and talking
- Peer and self-assessment
- Verbal and written feedback
- Reflection Time
- Traffic lights
- Think Pair Share
- Thumbs Up Thumbs Down
- 2 stars and a Wish
- Pink for Progress Green for Growth
- Talking partners
- No Hands Up

We ensure quality and confidence in assessment through:

- Moderating standards with stage partners
- Sharing standards at school, cluster and authority level
- Delivering appropriate CPD

Diagnostic Assessment

We use a broad range of standardised assessments at various stages in each child's schooling experience. Assessment evidence is filed into individual assessment folders which are kept by the current class teacher. Results of testing are tracked online to provide an overview throughout a child's school career.

Testing materials currently used:

- SWRT (Single Word Reading Test) - reading age
- SWRT (Single Word Spelling Test) - spelling age
- Literacy and Dyslexia - Primary Checklist
- Phonological Awareness Assessment: Code cracker
- Y.A.R.K (York Assessment of Reading Comprehension)

Tests used to determine cognitive ability:

- BPVS (British Picture Vocabulary Score) version 3 - verbal reasoning test
- Non-verbal assessment (completed by the Educational Psychologist)

Supporting Materials for pre-referral to Support for Learning Teacher:

- STAR (Steps Towards A Resolution) form CIRCLE Collaboration (version 2)
- Getting IT Right For Every Learner (and Family)

Standardised Testing Overview

What	When	With Whom?							
		Nurs	P1	P2	P3	P4	P5	P6	P7
Baseline reading and number	August		*						
PIM 5 and Y.A.R.K	May		*						
GL reading	Oct/Nov				*			*	
GL maths	Oct/Nov				*			*	
GL reading (for CEC)	May					*			*
GL maths (for CEC)	May					*			*
Spelling (SWST)	March			*	*	*	*	*	*
Big Writing	3 times yearly			*	*	*	*	*	*

The data gathered from these assessments is tracked and monitored by the leadership team. This data is shared with class teachers and used to form the basis for attainment and progress discussions and planning.

Learning Journals

Pupil learning journals show a breadth of experiences and skills across all curricular areas.

Snap Shot Jotters

These jotters are used for pupils to evidence 'latest and best' learning twice a year to enable a representation of their learning journey from P1-7. Teachers use these jotters to record pupil work across the curriculum.

Tracking and Monitoring

Pupil attainment is tracked individually, in specific groups, as a class, as a year group and across levels. As a school we benchmark our school's performance against schools of a comparative nature, across the authority and nationally. Attendance patterns are tracked and monitored by SMT.

Teaching and Learning Approaches

We celebrate the different ways in which children learn and we view this as an opportunity to enhance our teaching methodology. Below is a cohesive summary of some of the teaching methods incorporated into our daily practice.

Co-operative Learning

Co-operative Learning is working together to accomplish shared goals. Co-operative Learning is the use of small groups through which children work together to maximise their own and each other's learning. Facilitating effective small group learning means helping group members perceive the importance of working together and interacting in helpful ways. This can be accomplished by structuring five basic elements into small group experiences:

- Positive interdependence
- Individual accountability
- Group processing
- Social skills
- Face to face interaction

Effective Questioning

At Pentland, we use Bloom's Taxonomy to underpin our effective questioning across all areas of the curriculum and across all stages.



We know and understand that effective questioning is a powerful tool for learning across the curriculum.

Why do we ask questions?

- To promote challenge and stimulate thinking
- To clarify and deepen understanding
- To encourage quality of interaction between pupil/pupil and pupil/adult
- To stimulate interest in a new topic
- To stimulate debate and encourage confidence of personal opinions
- To use as an assessment tool and to inform next steps

Strategies supporting effective questioning include:

- Modelling effective questions
- Using Higher order questioning
- Key questions
- Hinge questions

- No hands Up
- Lollipop sticks
- Talk partners
- Plickers (iPad)
- Provide thinking/wait time

The Environment for Learning

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities. (Article 31)

Staff are committed to and enjoy creating a climate for learning that is stimulating, challenging and supportive. We use a variety of teaching resources to maximise learning potential and are supported by a broad range of technology enabling us to keep education relevant and up-to-date.

Pupil Voice

Every child must be free to say what they think and to seek and receive all kinds of information, as long as it within the law. (Article 13)

At Pentland we endeavour to maximise the learning opportunities for all our pupils. We embrace and encourage pupil voice, enabling our pupils to be active participants in their educational journey. All pupils P4-P7 have are part of a community group, committed to enhancing and bringing about change in our school and wider community. Groups have regular opportunities to share their work with the Pentland Parent Council and at assembly. All pupils are encouraged to take pride in their school through shared classroom citizenship e.g. cloakroom monitors, energy monitors, library monitors.

Extra-Curricular Activities

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights. (Article 15)

We have a wide range of extra-curricular activities enabling pupils to pursue personal interest and talents in sports and the arts. We have a visiting music specialist teaching pupils to play wind and percussion instruments. Our active school choir and craft group are further examples of how we support pupils to pursue their own interests and talents. We take measures to ensure that all pupils have opportunities to be involved in extra-curricular activities e.g. targeting specific pupils who do not engage with extra-curricular activities to join lunch time or after school activities run by staff.

Learning Outdoors

Learning at Pentland is not limited to the classroom; our pupils benefit from regular opportunities to learn in our school grounds. We create meaningful ways to bring pupils learning across all curricular areas into the outdoors. Pupils also benefit from a series of excursions linked to curricular learning helping to deepen understanding. Pupils in the upper stages of Pentland also participate in an excursion to Bonaly Scout camp as well as one week-long residential.

Charters

Our charters are developed in collaboration between pupils and staff. Each charter establishes an expectation of behaviour and attitudes that should be realised and are rooted in the articles of the UNCRC. The process of creating the charter and its use is inclusive and provides a meaningful context from which to guide the day-to-day actions of individuals.

Play

Structured and free play are fundamental in all children's learning. We ensure that all pupils from Nursery to P7 have opportunities to engage in quality outdoor play. Our playground benefits from a field which is open all year and a wooded area which pupils can access daily. Our classrooms and open areas in the school are equipped with quality play resources helping children to make sense of the world and engage actively in the learning process. Across the Early Level, children are encouraged to share their ideas about what play equipment they would like to use and are involved in setting up play areas.

Routines

Routines are in place to enhance the smooth, relaxed running of our learning environment. We promote the use of Smart Start, meaning pupils have time to organise themselves e.g. change shoes, hand in reading books etc. before the start of the day. The initial weeks on the new school term are set aside for community building, to allow teachers to ensure pupils are clear about routines, expectations and to build a strong class ethos. Pupils are trusted to enter their school independently in time for lessons to begin. This helps to maximise quality learning time. There are visual timetables in each classroom for pupil and staff reference.

Class Assemblies/Time for Reflection

Each class produces and leads an assembly during the school year. These assemblies are linked to ongoing curricular themes and provide a platform for pupil learning to be shared and celebrated with the school and wider community, including parents and invited guests. In addition, the leadership team and key members of staff plan and organise regular assemblies and times for reflection. Within this calendar, there are 6 key opportunities for pupils to deepen their understanding of world religions while exploring and developing their own values and beliefs in line with CEC guidelines. **(See Calendar on school website)**

Rights Respecting School Assemblies (RRSA)

Governments must make the Convention known to children and adults. (Article 42)

We have dedicated monthly Rights Respecting School assemblies enabling the whole school to explore the articles within the United Convention of the Rights of the Child (UNCRC). These assemblies are planned and led by the RRS group. The RRS group promotes the UNCRC through homework related tasks, letters home and regular updates on the school website, twitter and display board.

Our Displays

Displays around the school are engaging and interactive, reflecting on-going learning within each class and across the school. Learning intentions and success criteria are displayed alongside work. Children are encouraged to have ownership of how to display their work in the classroom/corridor and take pride in sharing their learning with others. All pupils have the opportunity to display and celebrate their work. Our displays are changed regularly to reflect current learning and where appropriate will make reference to the UNCRC.

Celebrating Achievement

At Pentland we take an interest in the lives of our pupils outside of school and actively encourage them to share their wider achievements. Wider achievements are shared within our school community in a variety of ways:

- Share in class
- Display boards throughout school
- Achievement folders

In school we expect high standards of behaviour and engagement with learning. We make every effort to praise pupils effectively and recognise positive behaviour including:

- House points system
- In-class positive behaviour management tools, devised in partnership with pupils
- House Cup
- Verbal and written praise from staff, peers and parents
- Displays of work

Pupils have opportunities to share learning with a wider audience through:

- Class assemblies
- Open days
- School performances
- Shared finishes
- Musical ensembles
- Group Presentations
- Sharing success with the community
- Our website blog
- Twitter (@PentlandPS)

Teachers encourage each child to reflect and review their achievements on a regular basis. Pupils in P2-P5 have ownership of an achievement folder, into which they can record evidence demonstrating success across the 4 capacities, Confident Individuals, Successful Learners, Effective Contributors and Responsible Citizens. Pupils can include certificates or comments from home and school.

Pupils at Early Level with the help of their parents, are encouraged to make a drawing of their achievements for display in school.

P6 and P7 participate in the Junior Award Scheme Scotland (JASS) at bronze and silver levels.

Technology

At Pentland we recognise the importance of technology and the ways in which it can be used to enhance teaching and learning. All of our classrooms are fitted with interactive Smart boards, visualizers and pupils have access to iPads. Teaching and learning is further enhanced through online subscriptions to approved teaching websites across curricular areas.

Home Learning

Home learning encourages parents to be actively involved with their child's education and is designed to help children consolidate and practise learning being taught in school. At our curriculum evenings, the importance of home learning is emphasised and the importance of all experiences at home is highlighted. Home learning tasks are designed to meet the needs of all our learners and fit more comfortable with family life. Each grid has specific 'Core Tasks' to be completed and a choice of 'Extended Tasks' for pupils to try. This format gives children the opportunity to complete a variety of tasks and demonstrate their learning using a method that reflects their learning style. **Much emphasis is placed on the process of learning.** Freedom to choose what to practise and how to demonstrate understanding encourages children to take responsibility and engage purposefully with their learning. Regular reading and number skills practice at home is encouraged. Monthly home learning activities designed to promote the UNCRC are planned and issued by the RRS group. **(See Home Learning Information letter on website)**

Monitoring and Evaluation

At Pentland we are committed to improving practice through regular self-evaluation and evidence gathering. The senior leadership team draw up an annual monitoring and evaluation calendar in conjunction with staff each year.

Monitoring and evaluation tools include:

- Level meetings
- Sampling of pupil work
- Regular learning walks
- Pupil discussion groups
- Parent questionnaires and discussion groups
- Regular whole staff self-evaluation
- Staff sharing classroom practice