

# Glebelands Primary School

## Learning and Teaching Policy



## The Purpose

The purpose of the Learning and Teaching Policy at Glebelands Primary School is to establish a clear and consistent framework that supports the delivery of high-quality education in alignment with the Scottish Curriculum for Excellence to support and enable pupils to develop the 'four capacities' and become:-

- successful learners
- confident individuals
- responsible citizens
- effective contributors

This Policy aims to –

- **Promote Excellence:** Ensure that all pupils experience engaging, relevant, and challenging learning opportunities that help them develop the knowledge, skills, and attitudes necessary for a changing world.
- **Encourage Growth:** Support the development of the whole child by providing learning experiences that promote not only academic achievement but also the development of personal, social, emotional, and physical well-being.
- **Support Inclusive Education:** Ensure that teaching practices meet the diverse needs of all learners, providing equal access to learning and supporting every child in reaching their full potential.
- **Encourage Active and Independent Learning:** Promote active engagement in learning, encouraging pupils to take ownership of their learning journey, develop critical thinking skills, and become lifelong learners.
- **Build Strong Partnerships:** Strengthen collaboration among pupils, staff, parents, and the wider community to create a supportive and inclusive learning environment where everyone is committed to achieving excellence.
- **Continuous Improvement:** Provide a basis for ongoing reflection, professional development, and continuous improvement in teaching practices to ensure that the school remains responsive to the needs of its learners and the demands of the Scottish Curriculum.

## **Rights Respecting School Aims**

**Article 12:** Respect the Views of the Child – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.

**Article 15:** Freedom of Association – Every child has the right to meet with other children and young people and to join groups and organisations, as long as this does not stop others from enjoying their rights.

**Article 29:** Goals of Education - 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 31:** Leisure, play and culture – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.

## Our School Aims and Values



### Our School Aims

We are **ready**. 

We are **safe**. 

We are **respectful**. 




### Our Values

**A** **Ambition** 

**I** **Inclusion** 

**R** **Respect** 

**S** **Support** 

## **Learning and Teaching Environment**

At Glebelands Primary School, we believe every pupil deserves to feel happy, safe, secure, and valued while in our care. It is the responsibility of all school staff and partner professionals to ensure that each child's social, emotional, and learning needs are met in line with the Getting it Right for Every Child (GIRFEC) framework, as this is essential for effective learning.

We are committed to raising attainment and closing the attainment gap by providing high-quality learning experiences in rich environments that promote excellence and prepare our pupils for work and life. We aim to ensure that all pupils have the opportunity and encouragement to build on their knowledge and skills, increase their motivation to learn, and feel supported and challenged. Our approach takes into account national expectations, the context of our school, and consistent strategies to ensure progress through the experiences and outcomes outlined in the Curriculum for Excellence.

This policy has been written to reflect our school vision:

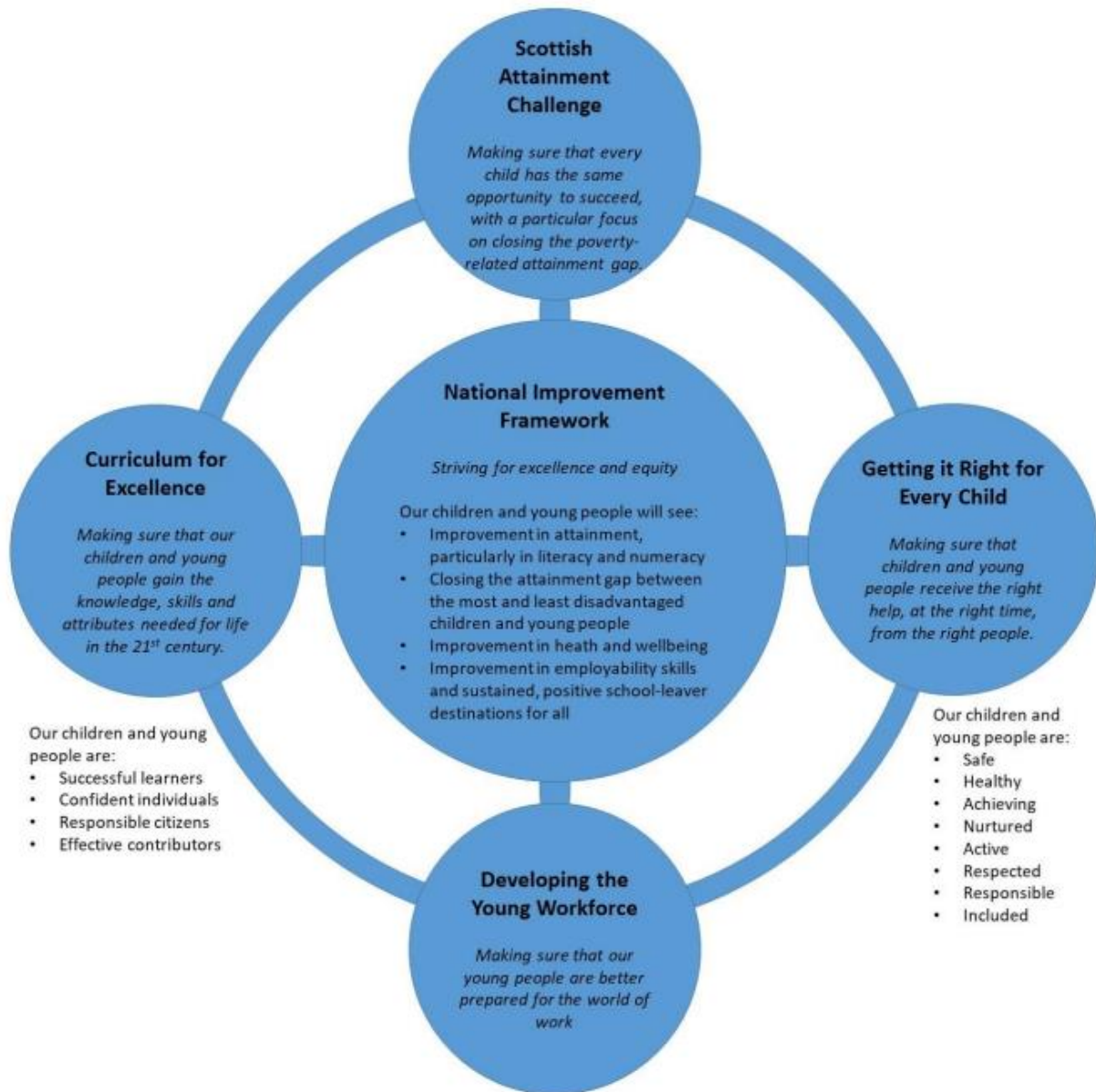
“An inspirational community striving for excellence in learning through a culture of innovation, challenge, inclusion and the celebration of success.”

In order to promote the above, we expect that the following will be in place in all classrooms and learning areas:

- A positive, nurturing environment;
- Clear purpose for learning and expectations of learners;
- Motivating and relevant learning experiences;
- Progression in knowledge, understanding and skills;
- Timely and accurate feedback to ensure improvement;
- Appropriate support and challenge for all learners;

This encompasses all that we believe for high quality learning to be evident in Glebelands Primary School.

Relationship between the NIF and the other strategic frameworks in Scottish education



## **Supportive Learning Environment**

At Glebelands Primary School, teachers are dedicated to creating a caring, supportive, and stimulating learning environment where every child can achieve their emotional and academic potential. We believe that children learn best when they feel safe to take on challenges, are engaged and motivated, and know

that they are valued. We understand the importance of fostering positive self-esteem in all our pupils. The essentials of positive self-esteem:

**Belonging:** each child has a contribution to make, we value and encourage these

**Aspirations:** every pupil is encouraged to work towards their achievable goal. Teachers express high aspirations for themselves and the children they teach

**Safety:** Consistency in expectations and standards help pupils feel safe. Clear boundaries are set and good behaviour recognised and rewarded

**Identity:** a sense of self-knowledge is supported by the belief that individuality is not threatened by undue pressure to conform. We respect difference and encourage children to learn from and thrive within our diverse community

**Challenge:** acquiring coping strategies are an important part of development and learning. Children are taught to take risks and learn through mistakes

**Success:** teachers reinforce success and build an environment where risks can be taken. Success is celebrated as part of our learning culture

## **Learning Environment – Whole School Display Expectations**

At Glebelands Primary School, we recognise that the physical environment has a significant impact on both pupil standards and motivation. Elements such as engaging displays, the use of music, effective resources including ICT, and thoughtful classroom layout all contribute to a positive learning atmosphere. Teachers are responsible for making sure that classrooms are exciting, stimulating, and welcoming spaces and must be in line with the Good Practice Checklist Audit (Appendix A)

### **Learning Display Expectations**

- Natural background backing paper with black border and vines.
- All learning walls should have the header template using Primary Sassoon font. (Appendix B)
- Displays only on display boards – nothing on painted surfaces.
- Visual timetable – using universal symbols
- UNCRC Class Charter and UNCRC poster.
- Numeracy - Marvellous Mathematicians & Place value display relevant to stage – support resources independently accessible.
- Literacy - Star Writers with Marking code displayed – support resources independently accessible.
- Up to date learning displayed
- ‘You’ve Been Spotted!’ instant recognition board
- mix of printed resources to support learning & handwritten/drawn children’s work
- mini whiteboards on walls to display Learning Intentions.
- walls should support learning but be “working”/reflective/flexible
- class timetable
- Extracurricular activities/afterschool club
- Playground charter
- Classroom charter
- 4 part lesson model

### **Required displays**

- Visions, values and aims
- 4 capacities
- SHANARRI
- voice scale
- UNCRC x2 (printed and own class recording)



- Visual timetable – vertical
- Dignometers
- “You’ve been spotted”
- Class Cash
- P1-3 LTR sound chart
- P1-2 number line 1-20
- P1-2 interactive calendar with weather, day, month, date
- Star writers x2 pegs (within literacy)
- Magic mathematician x2 pegs (within numeracy)

## Environment

### All

- Tables in groups of 4
- Mini whiteboards used for LI/SC across all year groups
- Fast finisher area/activities
- Finishing trays (suitable for age and stage with labels that are consistent across the school)
- Jotters all to be stored on shelving units and labelled on shelf facing up
- Any resources in trays labelled clearly with boardmaker symbols
- Class teacher and class photo to be displayed outside room
- Nurture corner/ calm area (with calming strategies visible)
- Small library area
- flexible seating arrangements

### P1-2 (suggested areas)

- Sand and water area
- Painting easel
- Construction area
- Roleplay/home corner
- Creation station
- Small world play
- Playdoh
- Numeracy
- Writing table
- Fine motor
- Literacy/phonics area
- Horseshoe teaching table
- Floor dots for whole class carpet time
- LOWER WORKING WALLS

### P3-7 (suggested areas)

- Independent helpdesk (100 squares, multiplication squares, VCOP pyramids, common words, Numicon, dienes material etc)
- Challenges/extensions linked to current/recent learning

## **Glebelands 4 Part Lesson Model**

Glebelands Primary School are currently exploring the 4 Part Lesson Model in the school session year 2024-2025. (Appendix C)

- Learning Intention and Success criteria should be clear in every lesson.
- Success criteria should be co-created where possible with learners.
- Staff should link learning intentions explicitly to the skills for Life, Learning and Work.
- Staff should use the lesson model in at least one lesson a day.

## **Classroom Resources**

At Glebelands Primary School we have agreed a standard for the resources for maths and literacy which will be used in each class. This will help us to ensure consistency and progression for each child. (Appendix D)

## **Assessment**

At Glebelands Primary School, in line with the Curriculum for Excellence, assessment is a vital tool for understanding what our pupils know, comprehend, and can achieve.

Assessment is central to tracking progress, planning the next steps in learning, and engaging parents and pupils in the learning process. To ensure consistency and clarity, we have developed an Assessment Blueprint (Appendix E), which outlines the methods of assessment and the timeframes for their implementation.

Assessment includes:

- The methods teachers use to support and assess children's learning, monitor progress, and identify next steps, as confirmed in our Assessment Blueprint.
- Reporting to parents/carers, both in writing and through discussions, to keep them informed about their child's progress and how they can support their learning.
- Formally recognizing pupils' achievements through profiles and qualifications.
- Celebrating our pupils' successes with a range of qualifications in the senior school, building on their accomplishments throughout their education.

Our Assessment Blueprint ensures that assessment is a supportive tool that helps teachers, learners, parents, and others to understand the scope of learning undertaken, allowing for effective tracking of progress and well-planned future steps.

## **Quality Assurance - Moderation**

At Glebelands Primary School, we are committed to continuous improvement in teaching and learning, in line with the Curriculum for Excellence. To ensure high standards and consistency across all areas of the curriculum, we have developed a comprehensive Quality Assurance Moderation Timetable.

(Appendix F) This timetable outlines the scheduled moderation of key areas, including Numeracy, Writing, Reading Assessments, and Planning Documents.

By engaging in regular moderation, we aim to improve the accuracy of our assessments, refine our planning processes, and enhance the overall quality of teaching throughout the school. This collaborative approach not only supports professional development for our staff but also ensures that all pupils receive a consistent and high-quality educational experience, enabling them to achieve their full potential.

**Policy Appendices**  
**Appendix A**

**Good Practice Checklist Audit**

Glebelands Primary School  
Good Practice Checklist Audit

**Class Teacher:**

**Date:**

**Observer:**



<b>VISUALISATION</b>			
	Well developed	Partly developed	Not yet developed
Class visual timetable is present, accurate & referred to			
Progression through timetable demonstrated			
Organisation prompts (e.g. group members, finished tray etc)			
Routines (e.g. early finishers, hand washing etc)			
Areas of school labelled (e.g. room purpose, teacher photo, out of bounds)			
Classroom labelling (clear delineation of areas, drawer labels etc)			
Pupil's personal space (coat peg, drawer, workstation)			
Systems for pupils to request help			
<b>SOCIAL COMMUNICATION &amp; INTERACTION</b>			
Key fob used to support verbal instructions			
Appropriate level – minimum language/key words e.g. good sitting			
One instruction at a time			
Familiar vocabulary			
Use of gesture to support language			
Pupil name used to start communication			
Consistent praise/incentive linked to learning intention			
Positive reinforcement			
Questioning to encourage problem solving e.g. What do you need?			
Posing practical problems to solve e.g. toy out of reach			
Appropriate time given to formulate answer/follow direction			
Songs, story and play as communication tools			
Body positioning and gesturing instead of language e.g. hand for silence, 1-2-3 movement etc.			
Structured play opportunities with adults and peers			
Teach skills explicitly e.g. lining up, turn taking			
Teach skills across contexts to allow transference of skills			
<b>ROUTINES &amp; STRUCTURE</b>			
Structured teaching activities follow a familiar format			
Choosing boards to encourage independence/choice making skills			
Support materials to encourage independence, e.g. concrete materials, visual instructions			

Glebelands Primary School

Good Practice Checklist Audit

Pupil roles and responsibilities to encourage independence			
Consistency of approach, e.g. scripts			
Staff follow and are consistent with positive behaviour management strategies from ABLe/support strategies			
Whole class, group, paired and independent learning opportunities			
Advance notice of transitions, e.g. use of timers			
Opportunities for play			
Digital technology used to support learners			
Opportunities to build resilience			
Mistakes seen as an opportunity for learning and discussion (It's ok to make mistakes)			
Consistent behaviour management/relationship policy used by all.			
Consistent use of Dignometers			
<b>ENVIRONMENT (INCLUDING SENSORY NEEDS)</b>			
Lighting, noise and temperature levels appropriate			
Well organised and easily accessible resources			
Utilising resources more effectively and teaching children how to use these properly			
Tidy classroom (clearly defined areas, labelling)			
Lesson resources well organised and materials accessible			

Low Arousal Environment – free from visual distraction e.g. displays are clear, simple & convey info			
Displays support learning			
Displays that value children's voice			
Celebrate success – classroom/school and wider achievement			
Calm down/Breathing space available in class			
Create physical structure using furniture or tape			
Context areas			
Fast finishing zones			
Make function & accompanying rules of each area clear, e.g. 4 can play here			
<b>ENGAGEMENT</b>			
Share clear learning intentions and differentiated success criteria			
Co-construct steps to success with pupils			
Allow for processing time			
Check for pupil understanding			
Good lesson "hook" - catch their attention			

Glebelands Primary School  
Good Practice Checklist Audit

Good range of motivating, active learning activities			
Quick activities to apply learning.			
Flexible groupings			
Interactive lessons using a range of teaching styles, e.g. good mix of T talk, pupil voice, activities and visuals.			
Personalised and Differentiated activities meaningful to each pupil			
Evidence of Pace and Challenge			
Use of individual rewards and feedback related to specific tasks – linked to effective motivators			
Relating learning to real life experiences			
Opportunities for holistic tasks			
Links to community			
Making links between curricular areas			
<b>ASSESSMENT</b>			
Robust assessment procedures			
Opportunity for self and peer assessment			
Pupil checklists to self-assess			
Keep accurate / meaningful assessment information			
Evidence of using assessment to inform next steps – then planning these with children.			
Formative Assessment, e.g. <u>Aifi</u>			
<b>UNDERSTANDING AND EXPRESSING EMOTIONS</b>			
Use of <u>self regulation</u> tools, e.g. 5 point volume scale			
Adults role model scripts			
Adults role model emotional understanding			

### Targeted Supports

<b>COMMUNICATION AND SOCIAL INTERACTION</b>				
	Well developed	Partly developed	Not yet developed	Not appropriate
Utilising support staff where needed,				
Adults understand how to teach the skills by observing teaching modelling.				
Use of objects of reference				
Individual Schedules at a level suitable for the child e.g. first/ then, daily or weekly				





Policy Appendices  
Appendix B

Display Header Examples



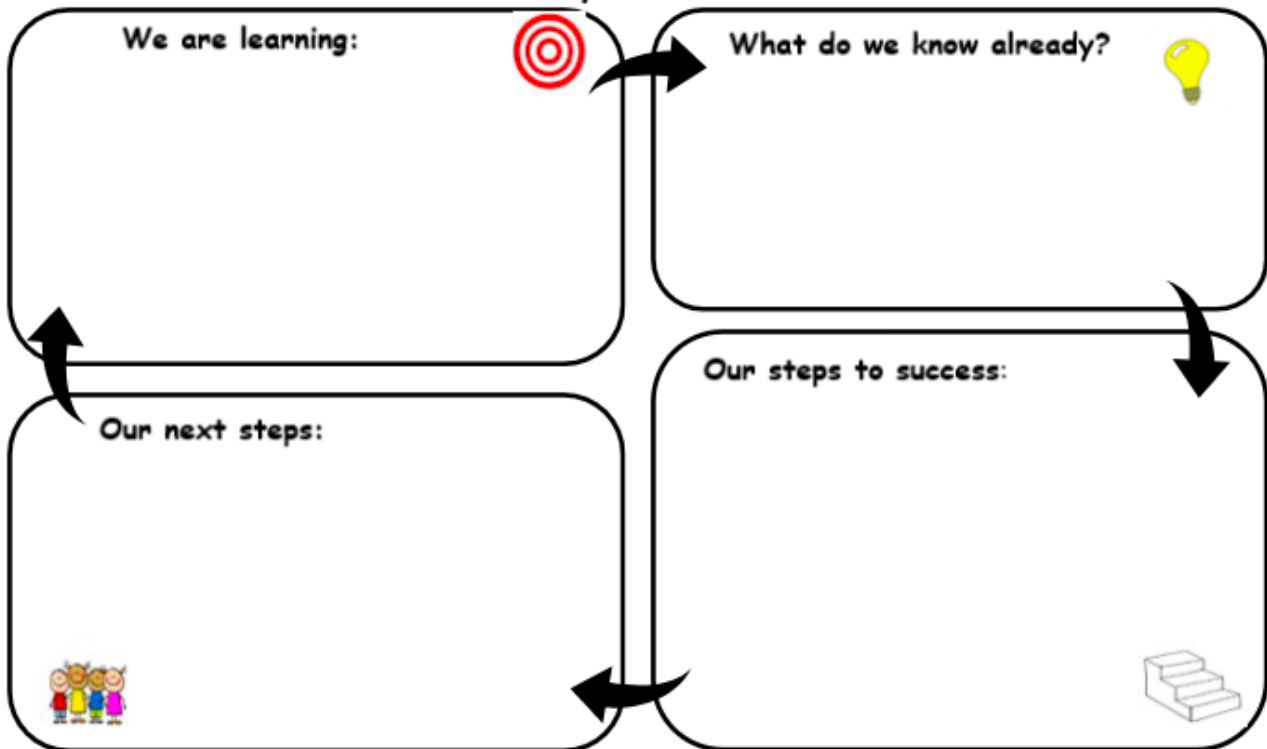
**Star Writer**

**Magic  
Mathematicians**

Policy Appendices  
Appendix C

4 Part Lesson Model

Glebelands Primary - 4 Part Lesson Model



**Policy Appendices**  
**Appendix D**

**Resources Per Stage**

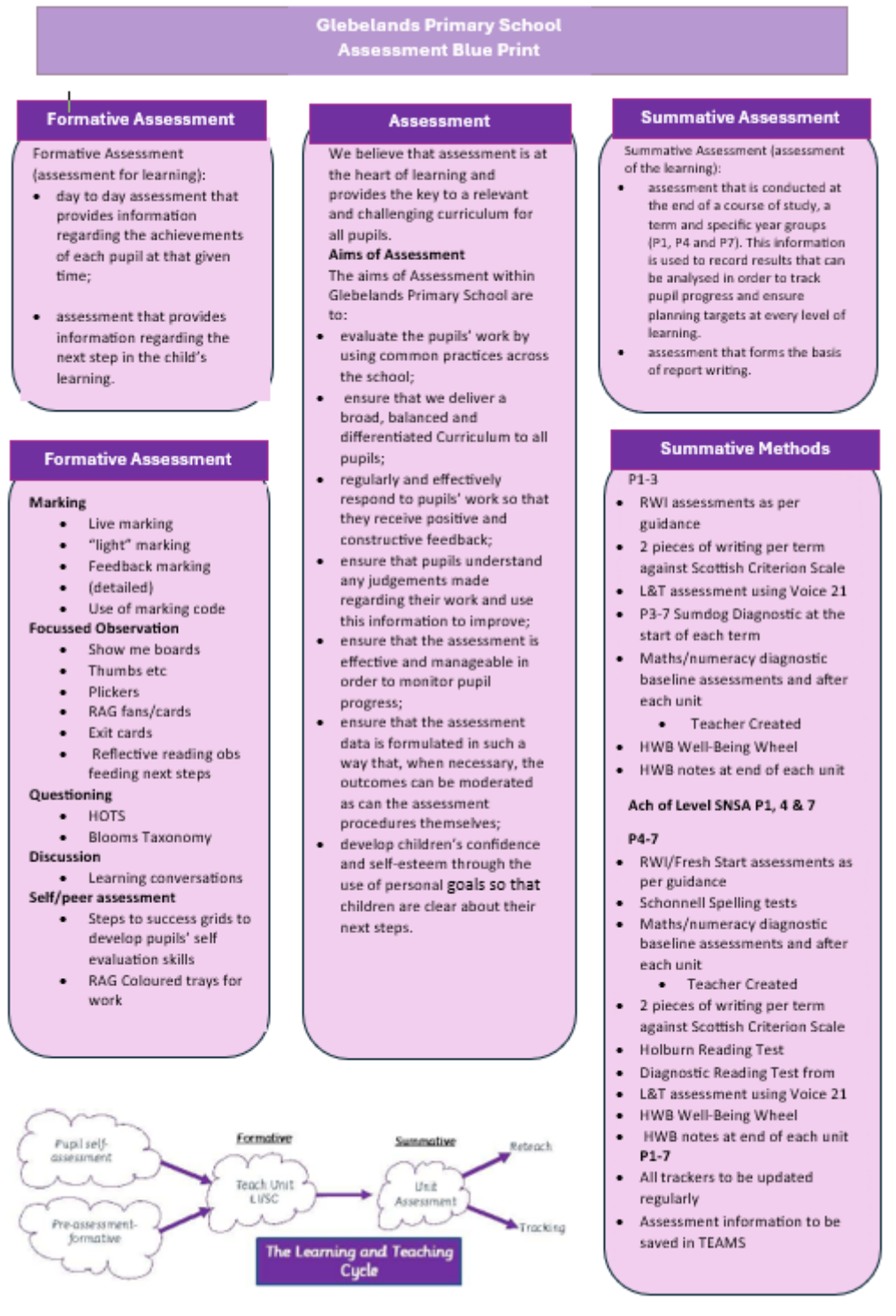
Stage	Literacy Resources	Maths Resources	Other
P1	RWI (Learning to Read) Creative writing tubs Stephen Graham (description bubbles) Foundations of writing (teachers handbook) PM Writing Emergent (use with children in small groups who would be able)	Leckie and Leckie Early level record book (assessment)	
P2	RWI (Learning to Read) PM Writing (Emergent) (use for differentiating) PM Writing (Early A and B) <ul style="list-style-type: none"> <li>• Recount</li> <li>• Description</li> <li>• Information report</li> <li>• Narrative (1)</li> <li>• Procedure</li> <li>• Exposition</li> </ul>	Leckie and Leckie 1A	
P3	Learning to Read (Reading rings and RWI) PM Writing (Early A and B) <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Discussion</li> <li>• Narrative (2)</li> </ul> PM Writing (Developing A and B) <ul style="list-style-type: none"> <li>• Recount</li> <li>• Description</li> <li>• Information</li> </ul> Nelson Spelling (based on spelling test results)		Nelson Book =Spelling based on what age they are for their Schonell test i.e age 5 book A age 6-7 book 1 age 8-9 book 2 age 10 book 3

P4	<p>PM Writing (Developing A and B)</p> <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Discussion</li> <li>• Narrative</li> <li>• Procedure</li> <li>• Exposition</li> <li>• Recount</li> <li>• Response</li> </ul>	Leckie and Leckie 1C	
P5	<p>PM Writing (Consolidating A &amp; B)</p> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Description</li> <li>• Information report</li> <li>• Narrative</li> <li>• Procedure</li> <li>• Exposition</li> </ul>	Leckie and Leckie 2A	
P6	<p>PM Writing (Consolidation)</p> <ul style="list-style-type: none"> <li>• Explanation</li> <li>• Discussion</li> <li>• Response</li> </ul> <p>PM Writing (Extended)</p> <ul style="list-style-type: none"> <li>• Recount</li> <li>• Information report</li> <li>• Narrative</li> </ul>	Leckie and Leckie 2B	
P7	<p>PM Writing (Extended)</p> <ul style="list-style-type: none"> <li>• Narrative poem</li> <li>• Description</li> <li>• Procedure</li> <li>• Exposition</li> <li>• Explanation</li> <li>• Discussion</li> <li>• Response</li> <li>• Hybrid</li> </ul>	Leckie and Leckie 2C	

# Policy Appendices

## Appendix E

### Assessment Blueprint



# Policy Appendices

## Appendix E

### Moderation Timetable



Glebelands Primary School

Moderation Action Plan

Session 2024/25

2024 – 2025 – Literacy Focus

<p>Deeper understanding of what the achievement of a level looks like in literacy.</p>	<ul style="list-style-type: none"> <li>• Opportunities for staff to discuss how they plan and assess literacy. Moderation challenge questions used to support discussion.</li> <li>• Staff to bring along examples of writing, reading and listening and talking for each RAG levels.</li> <li>• Discussion in level groups around planning, resources, assessment and interventions used to raise attainment.</li> <li>• Staff to analyse their evidence against the DCC progression pathways using NIF challenge questions.</li> </ul>	<p>QAMSO Karen</p>	<p>2<sup>nd</sup> October 4<sup>th</sup> December 11<sup>th</sup> June</p>	<ul style="list-style-type: none"> <li>• Increase in staff confidence in attainment meetings of what the achievement of level looks like in literacy.</li> <li>• Feedback from staff re the moderation process.</li> <li>• Observations and questioning from the session – QAMSO to gather feedback and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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2024-25 Numeracy Focus

<p>Deeper understanding of what the achievement of a level looks like in Maths and Numeracy</p>	<ul style="list-style-type: none"> <li>• Opportunities for staff to discuss how they plan and assess numeracy.</li> <li>• Moderation challenge questions used to support discussion.</li> <li>• Staff to bring along examples of Maths and Numeracy RAG levels.</li> <li>• Discussion in level groups around planning, resources, assessment and interventions used to raise attainment.</li> <li>• Staff to analyse their evidence against the DCC progression pathways using NIF challenge questions.</li> </ul>	<p>QAMSO Karen</p>	<p>18<sup>th</sup> February</p>	<ul style="list-style-type: none"> <li>• Increase in staff confidence in attainment meetings of what the achievement of level looks like in literacy.</li> <li>• Feedback from staff re the moderation process.</li> <li>• Observations and questioning from the session – QAMSO to gather feedback and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
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