

2013

# LEARNING AND TEACHING



'Aim for the Highest'

## POLICY DOCUMENT

## **Learning and Teaching Policy**

This policy is deliberately concise and focuses upon the elements of the Learning and Teaching process which will make a fundamental difference to the quality of learners experience within Dalziel High School.

It is through learning and teaching that the main aims of the school can be realised. Staff need to maintain the highest possible standards of delivery in order to create successful learners. Teachers play a pivotal role in leading learning and teaching effectively in the classroom. It is only through their commitment and ability that the quality of learning is enhanced, learners' potential fulfilled and standards of achievement and attainment are raised.

This policy aims to provide guidance for delivering a curriculum which meets the needs of all pupils in line with Curriculum for Excellence ensuring a focus on developing the four capacities at every stage.

### **Rationale**

The philosophy presented above represents a broad range of outcomes, including learning how to learn and the promotion of positive attributes and attitudes. The opportunity for learners to develop these core principles will strongly depend upon:

- A coherent and inclusive teaching & learning approach at all transitory stages wherever teaching & learning is taking place.
- A focus on outcomes.
- A broad general education that encourages pupils to take responsibility for their own learning.
- Time to take qualifications in ways best suited to the young person through varied approaches to learning & teaching which stimulates pupils to learn.
- More opportunities to develop skills for learning, skills for life and skills for work for all learners at every stage whilst encouraging and promoting an enthusiasm for learning.
- A focus on literacy, numeracy and health & wellbeing for all learners.

### **Conditions for Effective Learning**

At Dalziel High School we believe that a strong rapport between teachers and learners is intrinsic to achieving the optimum environment for positive learning experiences. All learners are entitled to expect that their learning will take place in a safe, secure and well structured setting that runs parallel with the whole school policies on discipline and celebrating success.

Evidence of a positive learning environment should include:

- A positive and inclusive ethos of mutual respect between all stakeholders (Pupils, Teachers, Parents/Carers, Principal Teachers of Curriculum, Principal Teachers of Pupil Support, Pupil Support Staff, Additional Support Staff and The Senior Management Team) involved in the teaching & learning process.
- Learning & teaching is a shared responsibility and although teachers play a fundamental role in this process, parents/carers are key partners in providing practical support within their child's learning.

- An open and honest dialogue between all stakeholders involved in the teaching and learning process through tracking, monitoring and reporting processes.
- Evidence that the needs and expectations of all learners are a core priority.
- Co-operation between stakeholders and learners to encourage motivation, enthusiasm and positive interactions.
- Sustained opportunities to consciously develop, practice, reflect upon and refine the learners skill-set so that it works within the context of their own place of learning.

### **Personalisation and Choice in Teaching & Learning approaches**

Successful learning and teaching hinges on our awareness that how we teach being as important as what we teach. In Dalziel High School we believe that learners should be engaged in a positive manner within all learning experiences. As learners progress through their studies there will be opportunities for personalisation and choice. Allowing learners to make informed choices about their education will encourage and motivate learners to raise their achievement and become successful learners.

Personalisation and choice can take many forms including what learners will gain from subject choices; to choices within subjects and within lessons. This will also include flexibility in approaches to learning and assessment opportunities. It also relates to how learners will experience active learning, through different activities offered within lessons, and to the challenge relating to the product or outcome.

Evidence of effective personalisation and choice should include:

- Approaches to learning and assessment that are varied and learner centred.
- Learning rounds which involve colleagues sharing practice, leading to further reflection of practice and development of the staff skill base.
- A programme of departmental and inter-departmental observations which further promote high professional standards by the sharing of good practice.
- Opportunities for choice as to how pupils will demonstrate learning through making, saying, doing or writing, offering a range of assessment approaches.
- Frequent learner and teacher dialogue to support the learning by encouraging learners to set achievable targets which are supported, reviewed and monitored both formatively and summatively throughout the learning process.
- Opportunities for inter-disciplinary learning (IDL) that embrace the principles of challenge, enjoyment, relevance and sustainability allowing for increased collaboration across curricular areas.
- A variety of wider learning experiences which are open and accessible to all and cover a broad range of activities, opportunities for widening skill bases and development of confident individuals.

### **Summary**

At the heart of all teaching and learning that takes place at Dalziel High School is an inclusive ethos where by all learners feel valued, supported and have opportunities for growth and lifelong learning. This should cumulate in learners who will become active participants both within the school and wider community.

