



Pierowall Junior High School

Head Teacher: Mr Ally Sangster

Policy

Teaching and Learning Policy

**Revised
June 2004**

Introduction

The school policy on teaching and learning outlines the framework for the educational experiences provided in classrooms / departments.

Aims

Staff are to ensure that the educational experience provided for pupils;

- enhances the aims of the school
- contributes to personal development
- encourages positive attitudes
- is relevant for all children regardless of gender, race or ability
- is within a continuous, coherent and progressive programme
- is supported by appropriate planning, assessment, recording and reporting procedures.

Aims into practice

There is no best way to teach. A balanced and flexible use of a variety of approaches is required. Staff are encouraged to share best practice by formally visiting one another's classrooms and engaging in a professional dialogue on teaching and learning.

The 5 – 14 guidelines describe four modes of teaching and learning.

- exposition the direct presentation of ideas
- discussion sharing ideas and talking things over
- activity learning by doing
- enquiry problem solving and investigative approaches.

Successful lessons usually contain a number of these modes, which frequently overlap.

There is no best way to organise a class. A variety of class organisations are necessary.

- whole class
- group work
- working in pairs
- individual work

Teachers should choose the structure best suited to the objectives of the lesson bearing in mind that research has shown that learning is most effectively delivered when direct teaching is used for 60 – 70% of the time.

Continuity, progression and differentiation

The 5 – 14 guidelines provide a framework for ensuring continuity, progression, balance and breadth in the curriculum. The use of the outcomes and strands in planning a programme of study will ensure that teaching programme has continuity, progression and coherence.

Differentiation is the identification and provision for a wide range of abilities within a class thereby ensuring that all pupils are engaged in appropriate activities.

The process will involve;

- consideration of appropriateness of provision for all pupils
- consideration of assessment material
- identification of possible sources of difficulty
- identification of required curricular changes
- the production of Individualised Educational Programmes
- liaison with support for learning

Methods of differentiation

- by task
- by context
- by activity
- by expectation
- by support
- by response

Planning for effective learning

When planning a programme of study teachers must take into account course outlines, attainment outcomes, strands, methods of assessment and should;

- establish what is to be learned (objectives)
- select main focus for assessment

- identify assessment strategies
- decide appropriate modes of teaching and learning
- identify differentiated activities
- plan evaluation of programme

Resources

Effective teaching requires careful organisation of resources and the matching of the resources to the activities planned.

Sharing best practice

To enable sharing of best practice staff are encouraged to visit each other to observe the teaching process. The visit will be structured, constructive and focussed. It will follow focus of classroom monitoring in any particular year.



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Assessment & Reporting Policy

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The 5 – 14 Assessment guidelines describe the assessment process as having five interrelated elements:

- **Planning** knowing and sharing what is to be learned
- **Teaching** assessment as part of effective teaching and learning
- **Recording** summarising success and progress
- **Reporting** providing useful feedback
- **Evaluating** using assessment to evaluate teaching and learning

Planning

The main purpose of assessment is to improve learning. For assessment to be effective it must be seen as an integral part of the planning process and should feature in term plans, year plans and in course outlines.

A variety of assessment methods both formal and informal must be used. These will include checking written work, observing activities and discussing with pupils. Pupil self-assessment is motivating for pupils and provides insight for them on the need to improve.

Teaching

Teaching should be informed by assessment information. Assessment will focus on the objectives of a programme of study / unit of work and should indicate pupil progress in reaching these objectives. The information gained will be used to;

- Monitor pupil progress
- Evaluate success of tasks / strategies
- Identify next steps in learning

- Primary 1 – 7 May
- Secondary 1 – 4 Spring or Summer Terms

These reports will form the basis for consultation with parents. Parents will have the opportunity to add points for discussion at the parents evening. The joint list of issues will form the agenda for the parents evening.

Secondary pupils will have an opportunity to comment on their performance in the report.

Evaluating

Assessment information will be used to evaluate the effectiveness of teaching and learning thereby promoting quality in education. Evaluation will take place at regular intervals e.g. at the end of a unit or block of teaching.

Factors to be considered should include:

- The relevance of and appropriateness of the teaching and learning objectives
- The success of the teaching strategies
- The appropriateness of the tasks and activities
- The progress of individuals, groups and the class

Evaluation evidence might include:

- Summaries of progress of individuals, groups and the class
- Folios of pupil work
- Self evaluation using Quality Indicators
- National test results

Feedback to pupils

Pupils will be given regular feedback on their progress day by day and over time. Written comments where appropriate will identify success and offer constructive comment for future learning:

- tasks should be clearly explained to pupils so that they know what is expected of them
- comments oral and written should be positive and constructive
- pupils should be encouraged to check, redraft their work
- teacher comment should start a dialogue with a pupil
- work should be displayed and “published” as often as possible
- display, “published” work should normally be redrafted to take account of formal errors but also to reflect criticisms made by the teacher and others
- written teacher comment is important as a tool for improving pupil work

Research shows that a large amount of written teacher comment does not lead to an improvement in pupil performance because it does not engage the pupil and teacher in a dialogue about the work in question. Research shows also that giving a mark only is less motivating than giving a comment and also that giving a mark and a comment is much less motivating than simply giving a mark.

