



Boclair Academy

Learning and Teaching Policy

RESPECT

HONESTY

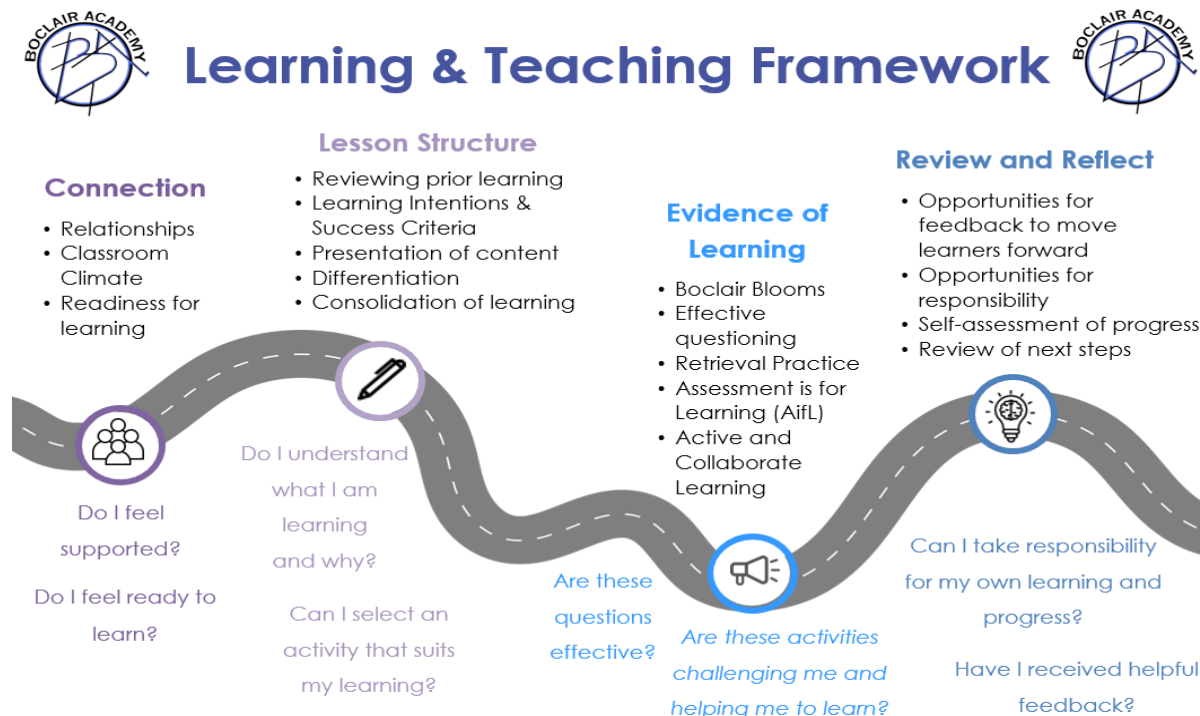
FAIRNESS

AMBITION

Boclair Academy is committed to maximising potential through the provision of the highest quality experiences for all our young people. Learning and teaching is our passion, our core business and is at the heart of our whole school community. This policy has been designed and written by the Learning and Teaching Working Group, after consultation with pupils and teachers on the features of highly effective learning and teaching. The findings of our consultation confirm features of effective learning and teaching in our school are around active learning, high order thinking skills and AifL strategies. Our effective practice also includes learner conversations and differentiation techniques to ensure equality and inclusion of all learners. We strive to close the gap between the most and least disadvantaged young people and provide opportunity to ensure our children are equipped with skills for learning, life and work and can gain a positive and sustainable school leaver destination.

Our teaching staff demonstrate commitment to career long professional learning and development. Ongoing professional learning opportunities and robust self evaluation procedures ensure that pedagogy and practice are current, up to date and in keeping with the needs of our young people and school community as well as local and national priorities. Our self evaluation duos and learning and teaching lunches provide opportunity for staff to share good practice and develop professional skills, and the knowledge and understanding to continually improve and better their teaching practice. Frequent professional dialogue and learner feedback ensures we are meeting the needs of all young people within Boclair Academy. Our commitment to pupil voice enables our young people to help shape and advise the learner experience and our pupil led learning and teaching group frequently reflect on best practice and ways to improve.

Across Boclair Academy we have a shared learning and teaching framework which summarises features of this policy. This enables young people and staff to work in collaboration with a collective understanding of features of high quality learning and teaching and participate in joint self evaluation activities. This provides consistency in our learning and teaching and ensures the learning experience of our young people is engaging, effective and well supported.



Connection

We work in partnership with other working groups and colleagues to promote positive relationships and the wellbeing of young people to ensure effective learning and teaching.

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Lesson Structure

Reviewing prior learning to allow young people to recognise what they already know and what they need to learn. This may be in the format of a starter activity that adds value to their learning and supports knowledge recall.

Learning intentions to allow young people to identify what they are learning with a summary statement relating to the purpose of a lesson or series of lessons. **Success Criteria** to allow young people to identify and the teacher to determine if learning has taken place and evaluate this against a measurable target.

Presentation of content with a variety of engaging activities, resources, discussions and questions within lessons to allow young people to be actively involved and for successful learning to take place.

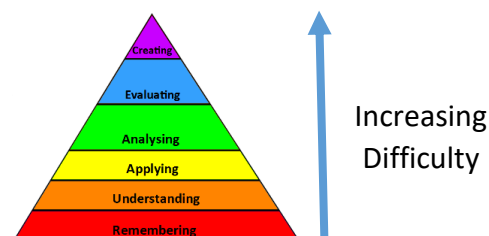
Differentiation where learning, teaching and assessment is adapted to meet individual needs in a variety of ways to provide support and challenge.

Consolidation of learning to allow young people to identify what they have gained from the lesson and for the teacher to gather evidence relating to the lesson content. This may be in the form of a plenary at the end to link to the success criteria and inform future learning, however it can take place at any stage of a lesson.

Evidence of Learning

Bocclair Blooms (Higher Order Thinking Skills- HOT)

Bloom's (revised) Taxonomy of High and Low Order thinking Skills illustrates the different types of activity which may be involved at each level of skill. The Blooms pyramid allows young people to learn from the bottom up, developing their knowledge and skills as they move towards the top.



Creating	Design	Create	Predict	Improve	Test	Implement	Formulate	Develop	Hypothesise	Prove
Evaluating	Decide	Assess	Recommend	Justify	Evaluate	Review	Summarise	Prove	Choose	Determine
Analysing	Compare	Research	Analyse	Question	Investigate	Report	Categorise	Identify	Reflect	Comment on
Applying	Explain	Suggest	Solve	Select	Calculate	Exemplify	Show	Sketch	Develop	Find
Understanding	Describe	Discuss	Complete	Sort	Outline	Predict	Consolidate	Simplify	Express	Expand
Remembering	Identify	List	Name	Match	Recall	Define	Label	Find	State	Estimate

Blooms Taxonomy is used in lessons for-

1. Determining learning intentions and success criteria to ensure a consistent approach of language within these across departments. This allows young people to make connections within their learning.
2. Identifying prior learning.
3. Assessment and pupil lead learning.

Effective questioning to allow young people to interact and actively participate in lessons. Teachers framing good questions challenges learners to think, learn from each other and retrieve prior knowledge, leading to better understanding. Staff use Bocclair Blooms question fans to challenge learners with higher order questions and use a variety of open questions to build understanding.

Blooms Strand	Example of questions
Creating	Can you design a... How would you adapt x to create a new...
Evaluating	Is there a better solution to... What do you think about... Judge the success of...
Analysing	What are other possible outcomes... Can you distinguish between...
Applying	How would you explain... Illustrate the... What would happen to A if B...
Understanding	How would you describe... What was the main idea... In your own words...

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Retrieval Practice

“The act of recalling learned information from memory (with little or no support) and every time that information is retrieved, or an answer is generated, it changes the original memory to make it stronger” (Kate Jones, 2019)

A variety of retrieval practice activities throughout lessons support young people in identifying gaps in their knowledge, provides feedback to teachers, aids retention and long term memory for learning.

AifL: Assessment is for Learning

Staff are committed to using a variety of Assessment is for Learning strategies to engage our learners -

- Learning intentions and success criteria are visible
- Classroom discussion, questioning and tasks promote and elicit evidence of learning
- Timely feedback helps to move learners forward
- Ownership of learning is evident
- Self and peer assessment to increase learner responsibility and a better understanding of expectations
- Use of plenary to capture the intended learning and evaluate success

Active and Collaborative Learning

We set out to ensure young people take an active and collaborative approach to their learning and can demonstrate their understanding in various ways. These include:

Active learning where learners have:	Collaborative learning where learners have:	Demonstrating learning by understanding by:
Been involved, listened to others, taken responsibility, explained to others and worked things out.	Worked in a team, shared ideas, contributed, taken turns and shown respect.	Explaining and answering, writing, presenting, discussing and making.

Review and Reflect

Involving young people in their learning by providing **feedback** to help improve their performance, opportunities to take **responsibility** for their own learning, self assess their own **progress** and **review** their next steps through regular learning conversations. Performance and attainment will improve when the learner-

- Understands clearly what they are trying to learn, and what is expected of them
- Is given feedback about the quality of their work, and what they can do to make it better
- Is given advice about how to go about making improvements
- Is given the appropriate support to complete tasks
- Is fully involved in deciding what needs to be done next, and who can help them if they need it
- Is given opportunities to provide feedback to staff about lessons

Quality Assurance and Self Evaluation

To ensure learning and teaching is effective, consistent and current across our school we have developed a robust and supportive self evaluation process to regularly review how we are doing, how do we know and where are we going to next.

Departments: Departments are wholly committed to using self evaluation to bring about improvement. In line with the East Dunbartonshire Council Self Evaluation Policy and the school's Self Evaluation approaches, all departments undertake core self evaluation tasks. These include classroom observations, sharing good practice, moderation activities, monitoring and tracking, learning walks and formal discussions at departmental meetings regarding progress, attainment and achievement. Departments are fully committed to using Insight to bring about improvement.

Whole School: The Whole School Self Evaluation Calendar and the East Dunbartonshire Council Self Evaluation Policy highlight the core self evaluation activities within the school. These include classroom observations by Senior Leaders, Learning Walks, bi-annual attainment reviews, whole school workshops, whole school working groups and peer observations of classroom practice through the Duos programme.

Learning and Teaching Lunches: Our learning and teaching lunches provide opportunity for staff to regularly share good practice. This positive and supported approach to sharing and obtaining ideas to enhance the learner experience is a great way for staff to learn, improve and use various approaches within the classroom.

Continuous Professional Learning Programme: Our Continuous Professional Learning Programme provides support for staff in implementing effective learning and teaching and helps to ensure staff have learning opportunities to enhance practice and knowledge for the benefit of our learners and whole school community. Our highly skilled practitioners take a lead role in the delivery of CLPL workshops and welcome opportunities to learn from colleagues in a supportive, informed environment.

Inter School Validated Self Evaluation: This new self evaluation framework highlights partnership and collaboration as significant features of a highly effective school and a high performing learning system. We now regularly plan with partner schools to undertake voluntary self evaluation exercises through reciprocal visits for staff and pupils, classroom observations, learning walks, pupil focus groups and the completion of critical self evaluation presentations and reports. Through this process Bocclair Academy is committed to looking outward to support improvements in learning and teaching.

Pupil Voice: Pupil Voice is a fundamental part of our school community. Our approaches to self evaluation with pupils include annual questionnaires, regular pupil focus groups, school improvement discussions with Pupil Council, Learning and Teaching workshops with pupils and pupil involvement in appointment of new teachers to the school. Pupils are encouraged to lead on key aspects of school life through the Wider Achievement Programme, the Assembly Programme, pupil clubs and after school activities.

Partners: Bocclair Academy works with a range of Business Partners to enhance the quality of the learner experience. We place huge importance in partnership working to help shape and create links between skills for learning, skills for life and skills for work. Through these partnerships we have increased our work experience activities, our PSE programme, our senior phase curriculum and our opportunities for young people to meet with future employers and our Wider Achievement Programme.

Parent Council: Our strong partnership with our parent representative body ensures we work collaboratively to ensure high quality learning and teaching. Through self evaluation exercises such as questionnaires, workshops, focus groups, School Improvement reports, bi-annual attainment reports and ongoing monthly discussion around areas of strength and areas of development, we ensure parents have ownership on the decisions made and the direction of the school.