



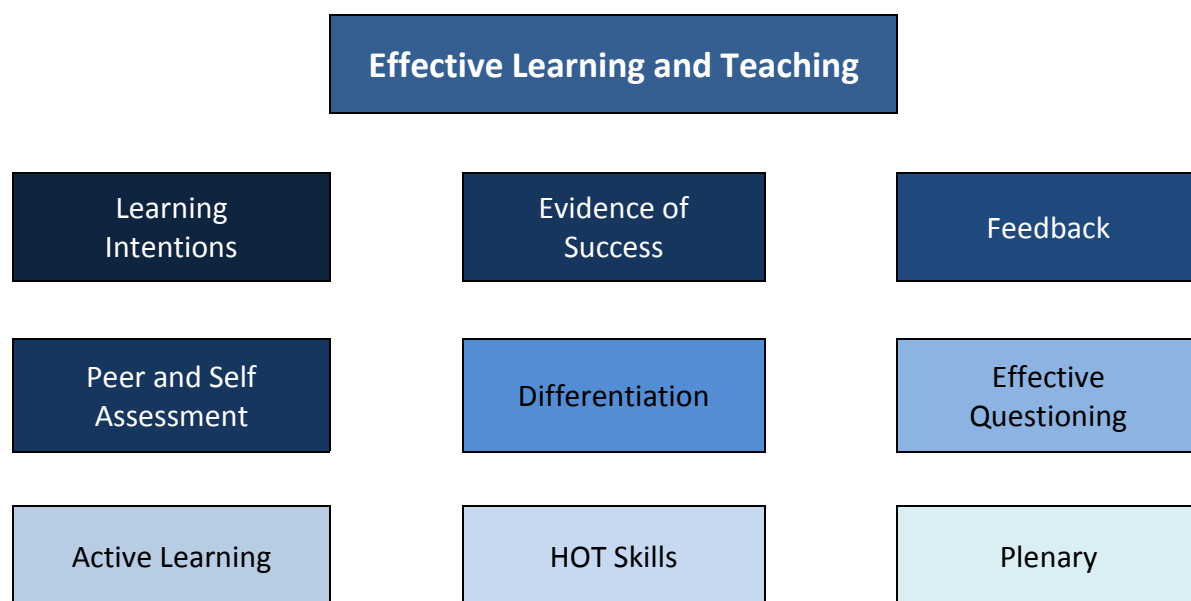
Learning, Teaching and Assessment Policy

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 and assessment is for learning strategies. Our effective practice also includes learner conversations and differentiation techniques to ensure equality and inclusion of all learners.

This policy captures how we as a school plan to achieve and sustain effective learning and teaching across all curricular areas and ensure we are striving to enable all our young people to become successful learners, confident individuals, effective contributors and responsible citizens. It also frames how we are developing teachers within the context of the East Dunbartonshire Council strategy for raising attainment and achievement. We are committed to a curriculum that provides opportunity for both attainment and achievement. That seeks improvement in literacy, numeracy and health and wellbeing. 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 lesson format to provide consistency in our learning and teaching and ensure the learning experience of our young people is effective and well supported.



Assessment is for Learning

Assessment for learning is based on involving young people in their learning by providing feedback to help improve their performance and raise attainment.

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

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 generate 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

Cooperative Learning

Cooperative learning is a successful teaching strategy in which small teams, each with pupils of varying abilities, use a variety of learning activities to improve their understanding of a subject. A cooperative learning activity consists of the following five elements:



RESPECT

HONESTY

FAIRNESS

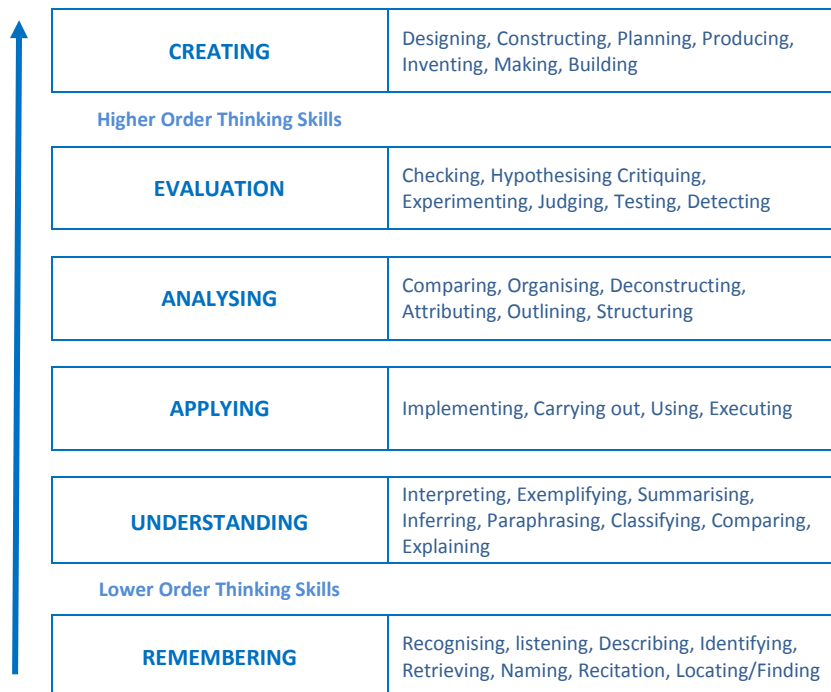
ACHIEVEMENT

Higher Order Thinking Skills

The importance of the development of HOT within CfE is illustrated in a recent report to the Cabinet Secretary by the Higher Order Skills Excellence Group, 2011.

“An emphasis on higher order skills is [thus] integral to Curriculum for Excellence. It is an inescapable consequence of the social and economic realities of the twenty-first century; the need to evaluate increasingly complex issues, the ability to compete on creativity and quality rather than scale and cost, the capacity to anticipate the ‘next big thing’, and the agility to respond quickly and effectively.” (High Order Skills Excellence Group report to the Cabinet Secretary, March 2011)

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.



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:

| | | |
|--|---|---|
| <p>Active learning where learners have:</p> <ul style="list-style-type: none"> been involved listened to others taken responsibility explained to others worked things out | <p>Collaborative learning where learners have:</p> <ul style="list-style-type: none"> worked in a team shared ideas contributed taken turns shown respect | <p>Demonstrating learning by understanding by:</p> <ul style="list-style-type: none"> Explaining and answering Writing Presenting Discussing Making |
|--|---|---|

RESPECT

HONESTY

FAIRNESS

ACHIEVEMENT

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 now 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 CPL 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 Boclair 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: Boclair 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.