



## Strathdon School Teaching & Learning Policy

Learning & Engagement	Quality of Teaching
<ul style="list-style-type: none"> <li>• Positive relationships between staff and learners.</li> <li>• Clear school vision, values and aims.</li> <li>• All staff &amp; learners understand their rights and are expected to respect the rights of others.</li> <li>• High expectations and motivating and engaging lessons for all learners.</li> <li>• Encourage personal choice through digital technologies, play, questioning and discussions.</li> <li>• Lessons are linked to CfE benchmarks and Meta skills so that learners know what they are learning and why.</li> <li>• Pupils are encouraged to co-construct success criteria.</li> <li>• Learners use personal profiles to showcase good quality work and decided on next steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff know the pupils well and understand how best to motivate and challenge individual pupils.</li> <li>• Lessons are well planned &amp; prepared and linked to CfE benchmarks.</li> <li>• Good use is made of different learning environments and opportunities such as outdoors, visitors, trips and digital technologies.</li> <li>• High quality questioning and feedback is used daily to check understanding and up level work.</li> <li>• Good use is made of assessments and data to plan next steps.</li> <li>• A variety of techniques are used to ensure all learners are engaged (e.g., mini whiteboards, cold calling, lollipop sticks etc.).</li> </ul>
Effective Use of Assessment	Planning Tracking & Monitoring
<ul style="list-style-type: none"> <li>• Pre and post assessments are included in planning.</li> <li>• A variety of summative and formative assessment strategies are used.</li> <li>• Specific, helpful and kind feedback is given by staff and peers.</li> <li>• National benchmarks are used to ensure learners are achieving the appropriate level.</li> <li>• Moderation within and out with school is used to improve validity and reliability of judgements of progress and attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• Planning is manageable and clearly identifies what is to be learned and assessed in all areas of the curriculum.</li> <li>• Learners are involved in planning what they would like to learn.</li> <li>• Effective tracking &amp; monitoring of attainment across all areas of the curriculum provides reliable and up to date data.</li> <li>• Gaps in learning are identified and addressed quickly.</li> <li>• Analysis of data informs improvement priorities, planning and practice.</li> <li>• Identified areas for improvement are monitored and measured for impact.</li> </ul>

Revision	Details	Date
1.	Policy due for review in March 2025	March 22.03.23

Reviewed by	Details	Date
L. Field	Reviewed document	May 2023