

Nurture and Behaviour

In Macduff Primary School relationships will be underpinned by a culture of dignity, warmth, openness and mutual respect. This filters through to our positive relationships and restorative approach policy and the use of restorative conversations to resolve issues.

The learner's wellbeing needs are placed at the very heart of learning in Macduff Primary. For a child or young person to engage with the learning cycle and ensure continuous dialogue, it is imperative their wellbeing needs are, as far as possible, being met. This means classrooms will be nurturing, safe, supportive and inclusive environments. When a child's wellbeing needs are greater, they may be referred to our nurture hub where they will engage activities designed to support individual needs with the aim of encouraging self-regulation/positivity to re-engage with classroom setting.

Planning

Teachers will use the Experiences and Outcomes set out in the Curriculum for Excellence to plan lessons across all curricular areas. Planning is structured in the following ways:
Long term- Class teachers will complete a yearly overview to indicate curriculum coverage within a class. Planning folders will outline general outcomes to be covered over the course of a year and will be adapted to meet the needs of all learners.

Medium term- A termly overview will give some detail about curriculum coverage.

Short term- Teachers will adapt weekly and daily plans based on observations, assessments and pupil voice.

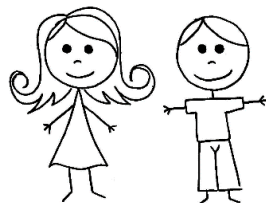
Assessment, Feedback and Marking

Assessments are continuous and an integral part to learning and teaching. Assessments are either formative or summative and more information about assessment can be found in our assessment policy.

Timely and effective feedback is essential for effective learning and teaching because it helps the planning of pupils' next steps in learning. The quality of dialogue in feedback is very important and oral feedback can be more effective than written feedback.

Written feedback is more helpful to learning if it is in the form of comments and not marks or grades. Feedback and marking is directly connected to the learning intention and success criteria.

Child Centered Learning and Teaching Approach



Differentiation and Support for Learning

In accordance with the GTCS standards all staff must plan effectively to meet all learners needs. Lessons will be differentiated through learning intentions, success criteria, language used, activities offered and support within the classroom. All children are supported and challenged appropriately to raise attainment in all areas of the curriculum through high quality learning and teaching.

Macduff Primary School have an informed support for learning department that will provide additional focussed support when needed. Support is provided based on assessment data, observations and teacher referral. Children will receive targeted support in literacy and numeracy outcomes and will attend the department either individually or in small groups. Work is carefully planned to meet individual needs in all cases.

Community Links and Communication with Parents/Carers

Macduff Primary School believe that working with Parents and Carers is an essential aspect of the learning and teaching process. We encourage Parents and Carers to be actively involved in their child's education.

Communication will take many forms such as termly and weekly newsletters, open afternoons and parent evenings. Communication is clear, and time is allocated in the Working time Agreement to allow for unplanned contact with Parents and Carers.

Unfortunately, things have changed over the past couple of years due to Covid-19 where we have turned more virtual with all our communication to Parents and Carers. We have communication to and from school and home via Google Classrooms, email and telephone calls mainly now to reduce footfall within the school.

Learning Intentions and Success Criteria

The learning intention focuses on what is to be learned in the lesson. By teasing out the learning from the chosen experience(s) and outcome(s), teachers will be able to develop learning intentions that focus specifically on what is to be learned. When clear about the learning intention, learners will be more focused and actively engaged in their own learning. The learning intention is shared with the learners at the start of each lesson.

Success criteria will be clear, relevant and measurable definitions of how to achieve the learning intention. Learners could be involved in creating a success criterion and through discussion learners would feel more confident about how to achieve success in a lesson. As teachers plan and consider success criteria, they ensure that they are directly linked to their learning intentions and the evidence of learning which they will be aiming to collect.



Macduff Primary School Learning and Teaching Policy

Purpose and Aim

The purpose of this policy is to provide a framework to assist teachers in their efforts to ensure that our children and young people experience a high-quality education through a coherent and child centred approach to lifelong learning and teaching across all stages of the curriculum. Macduff Primary school place each learner at the heart of everything we do. Our overall aim of this policy is to set out the ways which Macduff Primary school work together through learning and teaching to support our learners become Successful learners, Confident individuals, Responsible citizens and Effective contributors.

Your education should help you to use and develop your talents and abilities. It should help you to learn and live peacefully, protect the environment and respect other people. [Article 29 of the UNCRC.]

Key Principles

Our principles are underpinned and align closely, with the GTCS standards for registration and are compliant with the United Nations Convention on the Rights of the Child and are to:

- ASPIRE to achieve excellence for our young people
- ensure that young people are consistently at the heart of everything we do
- listen and take account of the voices of children and young people
- enable all children and young people to become successful learners, confident individuals, responsible citizens and effective contributors
- continue to raise standards of achievement and attainment for all learners
- promote and recognise broader achievements
- engage young people in the highest quality learning activities, allowing them to become more confident in their learning by being given appropriate support and challenge
- meeting the needs of individual learners
- build capacity to enable staff to reflect on their own performance and use research to become leaders of learning
- support establishments in creating a safe, caring and purposeful learning environment which promotes wellbeing and respect
- ensure there is a holistic, partnership approach to learning and teaching