Trinity Academy

Learning & Teaching Policy

2011

Contents

Introduction

It is the responsibility of all in Trinity Academy to create conditions for the most effective learning. The School and individual teachers greatly influence the extent and quality of learning in pupils now and in attitudes towards lifelong learning. The climate created in this school and in every classroom should support this.

This policy will help us to:

- improve attainment and achievement and positively impact on learners' experiences and
- meet the needs of all learners by identifying and further exemplifying the key principles that underpin effective learning and teaching.

The School Context

As a school, we have agreed what constitutes an effective, high quality education:

"In Trinity, by setting high expectations for all, we will produce a stimulating learning environment using well planned learning and teaching approaches. We care about the well-being of our pupils and continuously work towards an ethos of trust, respect and confidence."

The National Context

Curriculum for Excellence is a single curriculum for all children and young people 3-18. It brings together a range of initiatives in a coherent manner, opening up choices and providing opportunities to realise individual potential. It aims to develop deep and meaningful learning for all. Education authorities are committed to promoting and supporting effective learning and teaching approaches that will enable our young people to become:

- successful learners
- confident individuals
- effective contributors
- responsible citizens.

The Learning Cycle

Planning
For
Learning

Learning &
Teaching

Reporting
on Learning

Assessing
Learning

Four Key Principles for effective learning and teaching at Trinity Academy

> 1. A Positive Ethos
> 2. Effective Learning & Teaching Approaches
> 3. Collaborative Working during Transition
> 4. Opportunities for Wider Achievement

1. A Positive Ethos

We are committed to providing a positive and empowering climate for learning. Our staff has high expectations and promote positive and open relationships. Young people are entrusted and encouraged to take responsibility for their own learning. We recognise that effective teachers are:

- aspirational and demonstrate a belief that learners can succeed
- encouraging and supportive
- enthusiastic and believe in what they teach
- able to put learners at their ease
- respectful and listen to others
- prepared to challenge their own thinking and admit they may be wrong.

2. Effective Learning and Teaching Approaches

We are committed to providing the best possible learning experiences for our pupils. Our approach to learning and teaching is based on established AiFL (assessment is for learning) principles:

- Learners should be actively engaged in their learning
- Learners are set challenging goals
- Expectations and standards are shared with learners
- Learning intentions and success criteria are shared with learners
- Learners are given timely, accurate feedback
- Learners are given the opportunity to work collaboratively
- We recognise and respond to different learning styles.

3. Collaborative Working during Transition

Learners experience transitions when moving school, class or course. We work collaboratively to ensure that transitions are effective and promote continuity and progression in learning.
All practitioners, staff, parents/carers, support agencies and learners are involved in the process ensuring learners' experiences are coherent at times of transition.

4. Wider Achievement

Learners are encouraged to reflect on and articulate the learning and skills they gain across a range of contexts both within and outside school. In this way, learners and staff will increasingly recognise and be able to track and monitor their progress in the four capacities. A record of wider achievement is held for every pupil in school.

Leading Learning & Teaching: Roles and Responsibilities

City of Edinburgh Council officials:

- aim to build capacity in practitioners and learners
- support schools in creating a climate that promotes well being and respect
- provide a strategic lead in learning and teaching
- support autonomy where schools develop learning experiences and approaches that are appropriate to their own context
- provide appropriate CPD
- share good practice
- monitor and evaluate progress in learning and teaching and encourage and assist school self-evaluation.

Leaders at Trinity Academy:

- create and sustain a positive climate that supports learning
- provide a strategic stimulus for improving learning approaches through policy and position papers
- identify a strategic lead for learning and teaching within the SMT
- build capacity to allow staff to become leaders of learning
- encourage, support and facilitate informal dialogue and peer sharing amongst staff
- facilitate and resource learning communities within school and with partners
- advertise and facilitate attendance at appropriate CPD events
- identify and disseminate good practice
- organise and resource systematic self-evaluation to monitor impact

All Practitioners at Trinity Academy:

- create and sustain a positive climate that supports learning
- reflect on their own practice and actively seek opportunities to improve and update methodologies
- participate in opportunities for shared dialogue to improve practice
- attend appropriate CPD and follow up with next steps
- participate in self evaluation to monitor impact

Appendix: References

National

- Building the Curriculum 3
- Building the Curriculum 4
- How Good is our School 3
- Assessment is for Learning
- Child at the Centre 2
- Improving outcomes for Learners through Self Evaluation
- Learning Together: Open up Learning
- Websites: ltscotland.org.uk
                      ltscotland.org.uk/journeytoexcellence

City of Edinburgh

- Learning for All
- Assessment is for Learning
- A Curriculum for Excellence: Position Paper 1: Active Learning
- Website: cec.intra.edinburgh.gov.uk/cfe

Trinity Academy

- Standards & Quality Report/Improvement Plan (SQIP)
- Departmental Improvement Plans
- Departmental Good Practice Files
- Departmental Sharing Classroom Experience Files
- Quality Assurance Policy
- Homework Policy
- Assessment & Reporting Policy
- Better Behaviour Better Learning Policy
- Anti-bullying Policy
- Mobile Devices Policy
- Enterprise Education Action Plan
- Target Setting Procedures
- Prospectus
- Website: trinity.edin.sch.uk