



Kirkliston Primary School

Learning and Teaching Guidance October 2023



Curriculum Rationale

At Kirkliston Primary School, our Learning and Teaching policy is founded on the principles and design features of Curriculum for Excellence.

- 4 Capacities



- 7 Principles of Curriculum Design

- Breadth
- Depth
- Progression
- Coherence
- Relevance
- Challenge and Enjoyment
- Personalisation and Choice

- 8 Curriculum areas

- Expressive arts
- Health and wellbeing
- Languages (including English and modern languages)
- Mathematics
- Religious and moral education
- Sciences
- Social studies
- Technologies

- 4 Contexts for Learning



The Learning Environment

At Kirkliston Primary School, we work together to create a safe, nurturing and inclusive environment where we provide leadership opportunities for all and encourage learning for life. Our ethos is for every pupil to achieve their full potential by providing appropriate, motivating and challenging learning experiences. We express high aspirations and pride in our school for the children we teach and recognise that children learn best when they feel safe, valued and encouraged.

We are a Rights Respecting School (RRS). Children at Kirkliston understand and know about their rights, are actively listened to and their views are taken seriously. We know that positive relationships are the foundation of good teaching and learning. We embed this through our school values:

- Ready
- Respectful
- Responsible

Inclusion is at the heart of our school and we aim to encourage children to learn from and thrive within our community. At Kirkliston, we celebrate individuality and embrace our differences.

We recognise the importance and benefits of the physical environment. We use the CIRCLE (Child inclusion Research into Curriculum Learning Education) resource to support Inclusive learning and collaborative working.

Our classrooms are friendly, inviting and stimulating for learners. We regularly make use of our outdoor spaces and playground, as well as the library, woods and places within our local community.

Achievement

At Kirkliston Primary School, we recognise and celebrate achievements in in all aspects of school life and through wider achievements in out of school activities. We work closely with our Family Learning Team, KPSA, local community and Active Schools coordinators to ensure all children are given opportunities to participate in wider life of the school provisions.

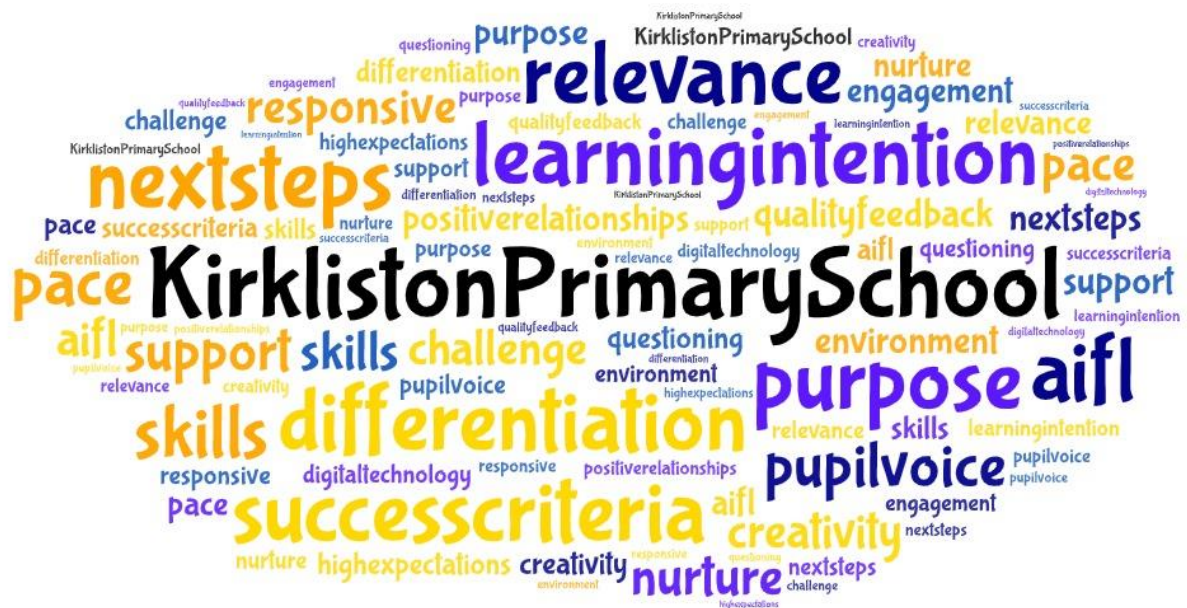
Display Suggestions

Learning Intentions and Success Criteria should be included in displays.

- Questions
- Learning Walls
- Floor Books
- Photographs
- Interactive Displays

- Children's Models
- Post Its
- Good Examples of Work
- Strategies

What does Learning and Teaching look like at Kirkliston Primary School?



Our Learning, Teaching and Assessment Strategy is firmly based on our school Vision and Values. These are at the heart of everything we do. Our vision and values are prominent around the school, discussed in the classroom, promoted in the playground, lunch hall and our wider community, and should always be considered when planning teaching & learning opportunities.

Underpinning all high-quality learning, teaching and assessment planned and delivered at KPS are key strategic aims from HGIOS 4:

- 2.2 Curriculum
- 2.3 Learning, Teaching and Assessment
- 2.4 Personalised Support and Universal Support

Edinburgh Learns:

- Teaching and Learning
- Assessment and Moderation

CEC Teachers Charter:

- Skills
- Assessment is for Learning

- Differentiation
- Leadership of Learning



See Appendix 1 – WAGOLL Early, First, Second, PE lesson

Planning

At Kirkliston Primary School, Forward Planning is integral to ensuring every child continues to make progress in their learning. Curriculum for Excellence overviews show all the Experiences and Outcomes within Early, First and Second Level. Yearly/termly plans are completed with stage partners and show how outcomes have been bundled at each stage.

Our daily/weekly plans are completed for teacher use and shared with our Pupil Support Assistants and Support for Learning team to meet all learners needs. Subjects are taught as discrete lessons but also included in interdisciplinary themes to enhance learning by building links across the curriculum. Each day, our children participate in learning and teaching activities to support literacy and numeracy development.

Say, Write, Make, Do

Say	Write	Make	Do
Describe a model	Draw a model	Model	Demonstrate a model
Explain a process	Description	Create and image	Roleplay/drama
Discuss	Instructions	Book	Book launch
Brainstorm	Mindmap	Product	Market a product
Peer Assess	Report	Game	Presentation
Self Assess	Poster	Video	Take photos
Group Discussion	Make Notes	Jingle	Dance
Debate	Planner	Artwork	Experiment
Questioning	Poem	Jigsaw	Slideshow
Agreeing Targets	Story	Toy	Singing/performance
Narration	Recipe	Map	Visit/tour
Interview	Leaflet	Plan	Activity/game
Hot Seating	Play Script	Animation	Research
Circle Time	Graffiti Wall	Bridge	Test
Verbal Response	Summary	Textile	Survey
TV Report	Letter	Collage	Programme Beebot
Directions	Directions	Mask	Create/ Show a website
Instructions	Quiz	Cutting Activities	Jigsaw
Recall	Song	Plasticine	Excursion
Show and Tell	Detailed Drawings	Sand/foam	Show and Tell
News Time	Technology/ ICT	Letter necklaces	Assemblies
Thinking Hats	Essay	Interactive Displays	ED City
Presentation	Comic	Storyboard	Run a workshop
Role Play	2 Stars and a Wish	Puppet	Demonstration
Evaluations	News Article	Podcast	Puppet Show
Podcast	Email	Garage Band	Animation
	Blog	Spreadsheet	Advert
	Wiki	Cookery	Enterprise challenge
	Fact File	Fabric item	Interview a visitor
	Information Booklet	Recipe	Set up an exhibition
	Alternative Story Ending	Quiz	Buddy Teaching
		A circuit	Cooperative groups

Differentiation

We recognise that differentiation is a key strategy that can help teachers meet the diverse learning needs of pupils. By incorporating these different ways of differentiation into our teaching practice, we can create an inclusive and equitable learning environment that supports the diverse needs of all learners.

<u>Content</u> Teachers can differentiate by content by providing learners with different content to suit their interests and abilities. This can involve varying the level of complexity, the depth of coverage, or the type of content presented.	<u>Process</u> Teachers can differentiate by process by varying the activities, tasks, and resources used to support learners in developing their understanding and skills. This may involve offering different learning activities, grouping students in different ways, providing modified instruction, or adapting materials to suit individual learners.	<u>Product</u> Teachers can differentiate by product by varying the expectations for how learners will demonstrate their learning. This may involve offering different options for learners to demonstrate their understanding or varying the level of complexity required in the final product.
<u>Learning Environment</u> Teachers can differentiate by learning environment by varying the physical or social environment to suit learners' needs. This may involve modifying the classroom layout, offering quiet spaces for learners who require it, or providing opportunities for collaborative learning.	<u>Assessment</u> Teachers can differentiate by assessment by providing learners with different ways to demonstrate their understanding and by using a variety of assessment methods. This may involve using different types of assessments, such as performance assessments or project-based assessments, or allowing learners to demonstrate their learning in a variety of ways.	

This aligns with the key ideas of Edinburgh Learns Teachers' Charter, which emphasises the importance of recognising and responding to the needs of each individual learner, promoting equity and social justice, and fostering a love of learning that lasts a lifetime.

Collaborative Peer Group Learning

Pupils are grouped in different ways for a variety of reasons. Groupings are flexible and appropriate to the nature of the activity and the learning intentions. Groupings according to ability may be appropriate for some activities. The skills of group learning are developed through different roles and responsibilities as we recognise that people learn in different ways using a variety of strategies.

Learning Intentions and Success Criteria

A learning intention is a description of what you want your pupils to know, understand or be able to do by the end of a lesson/experience. It tells pupils what the focus for learning is going to be.

- Discussing learning intentions helps focus staff and pupils on the learning rather than the activity.
- Should be child friendly.
- Focus on generic, transferable skills.
- Shared with pupils during the lesson, as appropriate.
- Can be displayed during lesson and is referred to throughout.
- Discussed at the end of a lesson.

Example:

- I am learning to work as part of a group.
- I can use evidence to support an opinion.
- We are learning to carry out a fair test.
- We can read information on a bar graph.
- We are learning to count in 10s.

Success Criteria (SC)

- Are linked to the learning intention.
- Are specific to an activity.
- Explains to children how to be successful in an activity (Steps to Success / What a good one looks like WAGOLL.)
- Will be co-created with pupils where appropriate.
- Are age and stage appropriate and worded in a way all children understand.
- Scaffolds and focuses pupils while they are engaged in an activity.
- Are used as the basis for feedback and peer and self-assessment.

Example:

LI: We are learning to write a narrative; Activity: Ghost Story

SC:

- Set the scene in the opening paragraph.
- Build up tension/suspense.
- Use spooky adjectives and powerful verbs.
- End with a cliff hanger.

Assessment

Assessment lies at the heart of good learning and teaching. By having a clear understanding of where learners are we plan and provide appropriate learning experiences. We monitor and track children's progress in literacy and maths through a variety of summative assessments using this information to inform future learning and teaching. We have high expectations of our learners and model a culture of growth mindset. Using formative self and peer assessment strategies we involve children in learning conversations to identify and review targets. Teachers give regular feedback to parents about their child's progress through a mixture of parent consultations and written reports.

See Appendix 2 – Assessment Guidelines (September 2023)

Assessment is for Learning

At Kirkliston Primary School, we recognise that formative assessment strategies are a vital part of effective teaching and learning. Assessment is for learning (AiFL) strategies are embedded into lessons appropriately. We use different AiFL strategies to engage learners and deepen learning as well as to assess pupil knowledge and understanding. Formative assessment strategies can engage pupils in the learning process and help to build their self-regulation and metacognitive skills. For example, allowing students to self-assess their own work and set their own learning goals can help to foster a sense of ownership and responsibility for their learning.

See Appendix 3 & 4 – Formative Assessment Strategies and Marking Guide

Skills

Skills are developed in a progressive way across the curriculum to include literacy, numeracy, health and wellbeing, digital learning, creativity and employability. We pay particular attention to ensure children and young people experience increasing levels of challenge as they develop skills for learning, life and work. All classes have access to iPads (Primary 6 and 7 are one-to-one) to help facilitate this learning on a regular basis.

Pupil Voice

Participation from all is key to success in our learning and teaching at Kirkliston Primary School. We value pupil voice and give children leadership opportunities through a variety of approaches.

During lessons, we discuss the learning intention of the lessons we teach and co-construct success criteria with pupils. These tools support teacher assessment, peer assessment and self-assessment within the classroom and ensures pupils have an accurate understanding of their progress.

In our classrooms the children can take ownership of their environment in different ways such as creating learning walls and having access to resources which support and challenge their learning.

Leadership roles and opportunities are offered to pupils of all ages. These opportunities are tracked and monitored to ensure as many pupils as possible are given these roles.

Pupil Council

Our Pupil Council meet regularly to share their views on a wide range of school issues. They collaborate purposefully and have made a measurable impact on how the school is run. This includes shaping the curriculum where we encourage pupils to be active contributors in helping to shape the curriculum and in making choices and decisions about their learning. Pupils have regular opportunities to think about, form and share their views with others.

Kindness Crew

Our Kindness Crew meet regularly to share their views on equalities and the impact of raising awareness of our diverse school community links with our overall health and wellbeing, leading to confident individuals. Pupils are represented in our playground, wearing our Purple Kindness Crew vests to promote positivity and support for all our children.

Rights Respecting School Group

This group has representatives from each class in Primary 3 to Primary 7. They explore the United Nations Convention on the Rights of the Child, looking at a relevant Right each month. The pupils then have the opportunity to share the importance of this Right with the whole school during assemblies. This group use the Rights Respecting School Awards to guide their work across the school, encouraging pupils to develop as informed global citizens.

Play

Through play, pupils can learn to answer their own questions, learn new skills and learn to work collaboratively with other children or adults. Curriculum for Excellence Early Level is intended to support the implementation of a responsive, continuous play-based curriculum. Our practitioners and teachers provide, through responsive and intentional planning, a blend of child-initiated and adult-initiated learning experiences. Practitioners and teachers ensure a wide variety of play types are available to the children including creative and imaginary play, symbolic and socio-dramatic play. The learning spaces are set up to be enabling environments which allow the children access to resources so they can lead their learning. The classrooms are flexible spaces that change with the children's interests. The children have free-flow play across all learning spaces and access to all play opportunities. Learning outside is encouraged, and gross motor skills are developed through child-led and adult-planned PE activities. Staff engage skilfully with the children during play and extend the learning through meaningful interactions. This may include asking open-ended questions, introducing new vocabulary or offering additional resources for further enquiry.

Building Resilience and Growth Mindsets

The Building Resilience programme is made up of twelve units. The units focus on Skipper's ten different tools and resources. Each unit has three key messages which are delivered through assemblies, using short stories and film clips to illustrate learning. Accompanying materials for each unit support the development of key learning back in the classroom over early, first and second level, thus ensuring a whole-school progression.

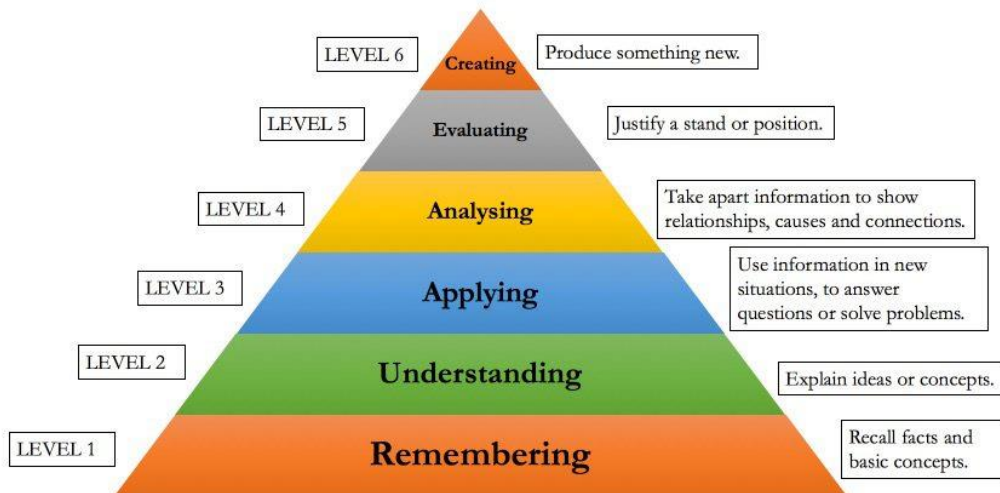


- the presence of positive social relationships and role models (Keep Connected)
- self-acceptance and building on strengths (Respect Yourself)
- learning new things (Challenge Your Mindset)
- good social and emotional skills (Take a Moment)
- dealing with worries and the ability to ask for help (Talk Things Over)
- engagement and participation in activities (Get Active)
- a sense of meaning and belonging (Make a Difference)
- optimistic thinking and gratitude (Look on the Bright Side)
- kindness, compassion and caring for self and others (Be Kind to Others)
- achieving goals and being able to cope with setbacks (Have a Goal)

Higher Order Thinking Skills

We know and understand that effective questioning is a powerful tool across the curriculum.
We consider the following:

- We encourage pupils to explain their reasons for their answers
- Pupils get the opportunity to ask their own questions
- Everybody's opinion is valued



Appendices

1. KPS Early, First, Second, PE WAGOLLS

Useful Links and Sources

Edinburgh Learns SWAYs:

[Formative Assessment for Learning](#)

[Differentiation](#)

[Skills](#)

[Leadership of Learning](#)

Rosenshine's Principals of Instruction

[Principles of Instruction: Research-Based Strategies That All Teachers Should Know, by Barak Rosenshine; American Educator Vol. 36, No. 1, Spring 2012, AFT](#)

Learning Intentions and Success Criteria

A Five Minute Guide To... Learning Intentions & Success Criteria – The Teaching Delusion
<https://theteachingdelusion.com/2019/11/27/a-five-minute-guide-to-learning-intention-success-criteria/>

Assessment: Inside the Black Box

[Inside the Black Box Raising Standards Through Cla.pdf](#)

[BtC5 Framework \(education.gov.scot\)](#)

High Quality Learning and Teaching - Early Level



Input (≈15 mins)

Starter Activity - Revisit previous learning (retrieval practice), e.g. use of flashcards (speed sounds, tricky words, numerals,) think/pair/share, songs and actions.

Introduce New Learning – Learning Intention shared, **Success Criteria** discussed. Multi-sensory approach used with lots of encouragement to **articulate learning** to develop **metacognition**, e.g. use ICT games, songs + actions, objects to hold, videos, talking partners, strategies discussed (count-on strategy, blending, etc). Teacher models the skills being developed and 'thinks out loud'.

Learning

Teacher-led; (≈10 -15 mins per group)

Differentiated groups across the week for literacy and numeracy. Teacher uses **questions to promote higher order thinking**, lots of **modelling** and **positive praise**. **Scaffolding** is provided as required e.g. alphabet strips, sentence starters, number lines. Appropriate **pace** is used to ensure engagement.

Continuous Provision; Offers **play experiences** that are child-led and freely chosen in literacy and numeracy rich **enabling spaces**. **High quality adult interactions** enhance the learning and promote **skills development** e.g. open questioning, "I wonder...", introducing new vocabulary, offering additional resources.

Active Learning; **Play-based provocations** with a literacy or numeracy focus e.g. art activity linked to the sound of the week, tuff tray focusing on counting collections.

Plenary (≈10 mins)

Children **reflect on their learning** using **AiFL** techniques e.g. magpie minute, sharing examples, discussing personalised next steps. This can be done in mixed-ability pairs/groups during carpet time. The LI and SC are referred back to and reviewed e.g. with thinking thumbs. Achievements are highlighted and celebrated.

Assessment and Evaluation

Throughout the lesson and during play, teachers are **observing** the children and **planning in-the-moment** to meet all needs. **Verbal feedback** is given regularly with personalised next steps. Tickled pink/green for growth is used to self/peer assess as well as by the teacher. The teachers evaluate their teaching and make adjustments as required to ensure all learners needs are met.

Self-evaluation

What Went Well:

-
-



My next steps:



R	A	G

R	A	G

R	A	G

R	A	G

High Quality Learning and Teaching - First Level

Input (≈10– 20 mins, depending on the stage in the sequence of lessons)

Starter Activity – warm up/mental starter, **links made to previous learning**, retrieval practise, active skip counting

Introduce New Learning –**Learning Intention** shared, **Success Criteria co-created and skills development discussed**. Consider carefully the balance of teacher talk: pupil talk and plan to engage children, including ‘turn to your partner’, ‘show me’ on whiteboards. **Direct teaching, with shared modelled examples**. **Quality questioning** (HOT, Blooms). Use of **digital resources** to develop skills and engage pupils. Use of WAGOLs which pupils can use to identify SC.



R	A	G

Learning Activity (≈15– 30 mins, depending on the stage in the sequence of lessons)

Groupings carefully considered; differentiated or mixed ability, individual work or in pairs. Opportunities for cooperative and active learning.

Scaffolding is provided as required. Appropriate **pace** is used to ensure engagement. **Digital resources** and use of **outdoor learning** environments when appropriate. Teacher is observing closely, and **supporting and challenging groups/individuals** throughout lesson. **Rotations with small group teaching** and **play provocations** may be used with regular check-ins. The lesson has a cyclical and fluid approach to meet learners needs in the moment.

R	A	G

Plenary (≈ 5 -10mins)

Pupil **self-evaluation and reflection** using **AiFL** techniques. Teacher and pupil feedback. The LI and SC are referred back to and reviewed. Achievements are highlighted and celebrated.

R	A	G

Assessment and Evaluation

Formative assessment strategies are used throughout with check-ins and **verbal feedback**. LI and SC are referred to. **Peer and self-assessment** is encouraged. Teacher uses observations to influence planning and next steps. Personalised **next steps** shared.

The teachers evaluate their teaching, make adjustments as required to ensure all learners needs are met.

R	A	G

Self-evaluation

What Went Well:

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My next steps:



High Quality Learning and Teaching - Second Level



Input (≈15 – 30 mins, depending on the stage in the

Starter Activity – warm up/mental starter, **links made to previous learning**, sharing learning, skills and strategies

Introduce New Learning – **Learning Intention** shared, **Success Criteria co-created and skills development discussed**. Consider carefully the balance of teacher talk: pupil talk and plan to engage children. **Direct teaching, with shared modelled examples** (by teacher and pupils). **Quality questioning** (HOT, Blooms) for challenging thinking. Use of **digital resources** to develop skills and engage pupils.

R	A	G

Learning Activity (≈20 – 40 mins, depending on the stage in the sequence of lessons)

Groupings carefully considered; differentiated or mixed ability, individual work or in pairs. Opportunities for cooperative and active learning.

Scaffolding is provided as required e.g. planning formats, sentence starters. Appropriate **pace** is used to ensure engagement throughout. **Digital resources** used when appropriate. Use of **outdoor learning** environments when appropriate. Teacher is observing closely, and **supporting and challenging groups/individuals** throughout the lesson.

R	A	G

Plenary (≈ 5 -10mins)

Pupil **self-evaluation and reflection** using **AiFL** techniques. Teacher and pupil feedback. The LI and SC are referred back to and reviewed. Achievements are highlighted and celebrated.

R	A	G

Assessment and Evaluation

Formative assessment strategies are used throughout with check-ins and **verbal feedback**. LI and SC are referred to. **Peer and self-assessment** is encouraged. Teacher uses observations to influence planning and next steps. Personalised **next steps** are shared. The teachers evaluate their teaching, make adjustments as required to ensure all learners needs are met.

R	A	G

Self-evaluation

What Went Well:

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My next steps:



High Quality Learning and Teaching – PE

Input (≈ 5 - 10 mins, depending on the stage in the sequence of lessons)

Starter Activity – warm up, links made to previous learning, sharing learning, skills and strategies

Introduce New Learning – Learning Intention shared, Success Criteria co-created and skills development discussed.

Consider carefully the balance of teacher talk: pupil talk and plan to engage children. **Direct teaching, with shared modelled examples** (by teacher and pupils).



R	A	G

Learning Activity (≈ 40 mins, depending on the stage in the sequence of lessons)

Groupings carefully considered; differentiated or mixed ability, individual work or in pairs. Scaffolding is provided as required. Appropriate **pace** is used to ensure engagement throughout. Use of **outdoor and indoor** learning environments. Teacher is observing closely, and **supporting and challenging groups/individuals** throughout the lesson.

Warm up – development- application, practice and apply - assessment

R	A	G

Plenary (≈ 5 -10mins)

Pupil **self-evaluation and reflection** using **AiFL** techniques. Teacher and pupil feedback. The LI and SC are referred back to and reviewed. Achievements are highlighted and celebrated.

R	A	G

Assessment and Evaluation

Formative assessment strategies are used throughout with check-ins and **verbal feedback**. LI and SC are referred to. **Peer and self-assessment** is encouraged. Teacher uses observations to influence planning and next steps. Personalised **next steps** are shared.

The teachers evaluate their teaching, make adjustments as required to ensure all learners needs are met.

R	A	G

Self-evaluation

What Went Well:

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My next steps:

