



Crathie School Teaching & Learning Policy

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



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

Reviewed by	Details	Date
F. Walmsley	Created document	March 22.03.23
L. Field	Reviewed document	April 2023