



**Person responsible for updating this policy:**  
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**Newbattle High School**  
**School Policy on Learning and Teaching**

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**1.0 Introduction**

- 1.1 The core business of our school is the learning of our pupils.
- 1.2 The learning of pupils builds their knowledge, understanding, skills and attitudes.
- 1.3 Over their time with us we help them change from children into adults. The challenge that faces us is to help them do so ready to take their part in future learning, work and life.
- 1.4 The learning of our pupils is what we are here for and so we must strive to ensure that our teaching is allowing our pupils to get the best learning possible from their time with us.
- 1.5 Oversight of teaching and learning across the school is guided by the Teaching and Learning Advisory Group (TLAG).
- 1.6 A small number of approaches are crucial for teachers in ensuring this:
  - 1.6.1 we need to be absolutely clear about what our pupils are learning in each lesson (the Learning Intentions and Success Criteria are clear to us)
  - 1.6.2 we need to get our pupils as actively engaged as possible in their own learning.
  - 1.6.3 we need to use the evidence of learning to guide future learning.

- 1.7 Subjects are not the same. Teachers are not the same. Pupils are not the same. The three key approaches outlined in paragraph 1.6 can be delivered in different ways to suit different subjects and teachers and pupils.
- 1.8 TLAG has previously provided support for these approaches under the headings of 'Active Learning' and 'Formative Assessment'. This is included in this policy as **Appendix One**.

## **2.0 Learning Intentions and Success Criteria**

- 2.1 we need to be absolutely clear about what our pupils are learning in each lesson.
- 2.2 Course planning needs to clearly lay out Learning Intentions.
- 2.3 Well thought out and detailed progressions need to be in place to help guide pupil learning from S1 to S6.
- 2.4 There needs to be a focus on, and prioritising of, the knowledge, understanding and skills which are essential for progression.

## **3.0 Active Engagement of Pupils in their Learning**

- 3.1 We need to get our pupils as actively engaged as possible in their own learning.
- 3.2 We need to share our learning intentions with pupils and help them to understand and deliver the success criteria.
- 3.3 we need to look for and use activities which encourage pupils to take a full part in their own learning.
- 3.4 we need to create learning situations which focus pupils' attention at the cusp between what they can and cannot do.
- 3.5 we need to create learning situations where pupils discuss that which is being learned with the teacher and with other pupils, and where they ask questions.

## **4.0 Guiding Future Learning**

- 4.1 we need to use the evidence of learning to guide future learning:
  - 4.1.1 to guide our planning of learning.

4.1.2 to help pupils guide their own learning in and out of class.

## **5.0 Appendix One: Improving Learning**

Appendix one will be attached to the end of this policy.