



Learning and teaching policy

THE VISION FOR LEARNING
THE TURRIFF LESSON
THE TOOLKIT

TURRIFF'S VISION FOR LEARNING

We aim to ensure high-quality learning experiences for all young people and school work with our young people to ensure learning is motivating, meaningful and meets learners' needs.

We use assessments to ensure maximum success and achievements for all.

Our learners are independent, responsible and value their learning.

Learning, engagement and quality teaching

We are committed to the rights of our young people and to positive relationships in our school community. Our teaching is underpinned by our shared school vision and values.

Learners' experiences are the focus of our lessons; appropriately challenging, enjoyable and well matched to their needs and interests. We use a wide range of learning environments and creative teaching approaches. Learning is enriched and supported by the use of digital technologies.

Our learners have choice and take responsibility as they become more independent in their learning. They understand the purpose of their learning and have opportunities to lead the learning. Learners contribute effectively to the life of the school and wider community in a range of well-planned activities. They know that their views are sought, valued and acted upon.

Our explanations and instructions are clear. We use skilled questioning and engagement to promote curiosity, independence and confidence and to regularly enable higher-order thinking skills in all learners. We observe learners closely to inform appropriate and well-timed interventions and future learning. We use feedback effectively to inform and support progress in learning.

Effective use of assessment for planning, tracking and intervention

At Turriff we have shared expectations for standards that are moderated across stages and across our curriculum. We centre our planning to meet the needs of learners.

Our assessment evidence is valid, reliable and integral to the planning of learning and teaching at Turriff Academy. Learners are fully involved in planning learning. We use a variety of approaches to give learners the best chance to demonstrate their knowledge and understanding, skills, attributes and capabilities.

We use and moderate assessments to provide reliable evidence in order to report on progress. A quality body of evidence is used to support assessment judgements and decisions about next steps.

We use manageable processes to monitor and evaluate learners' progress; we have clear information on their attainment across all curriculum areas. This includes for those facing additional challenges, for example young carers, looked after children and those living with financial hardship. We use this data to evaluate the effectiveness of interventions designed to improve outcomes for all learners.

THE TURRIFF LESSON

The Turriff lesson is well planned and tailored to and by the young people.

At Turriff the expectation is that every lesson has:

- The beginning
- The middle
- The end

The beginning

Pupils are met (meet and greet) and welcomed to the class by their teacher.

Lessons begin with a clear entrance routine.

Lessons should begin with a lesson starter, where appropriate.

Learning intention - The purpose of the lesson is communicated with pupils.

Success criteria - Pupils are aware of how they can be successful in the lesson.

The middle

The purpose of the lesson is delivered using a variety of approaches demonstrating an understanding of all learners.

The additional support needs of all learners are met using differentiated materials.

The teacher uses a variety of strategies to maintain a positive learning environment, in line with the school's positive relationships policy.

The pupils engage in a variety of assessment approaches to demonstrate understanding and inform planning.

The end

Lessons end with a summary of the purpose of the lesson and allow pupils an opportunity to self-assess how successful they have been that lesson.

A clear exit routine (end and send) is evident with pupils being released from the lesson in an orderly way.

THE TOOLKIT

[The Turriff Lesson Full Lesson Plan Template](#)

Guidance for differentiation

A guide to making and using learning intentions and success criteria

A guide to getting 'the beginning' right

[Self-assessment checklist](#)

[Peer observation sheet](#)

[Differentiation Audit](#)

Faculty observation sheet/checklist

[The Turriff Lesson - Learning walk checklist](#)

Learner feedback checklist

Other documents/places:

[Ask ASL Team](#)

[Positive behaviour Policy \(ECS Team Channel\)](#)

[How good is our school 4](#)

ICT booklet

GTCS

[GTCS practitioner enquiry page](#)

[Resources HUB](#)