



# LEARNING AND TEACHING POLICY

OUR APPROACH TO IMPROVING PEDAGOGY



*“Achieving Our Full Potential”*

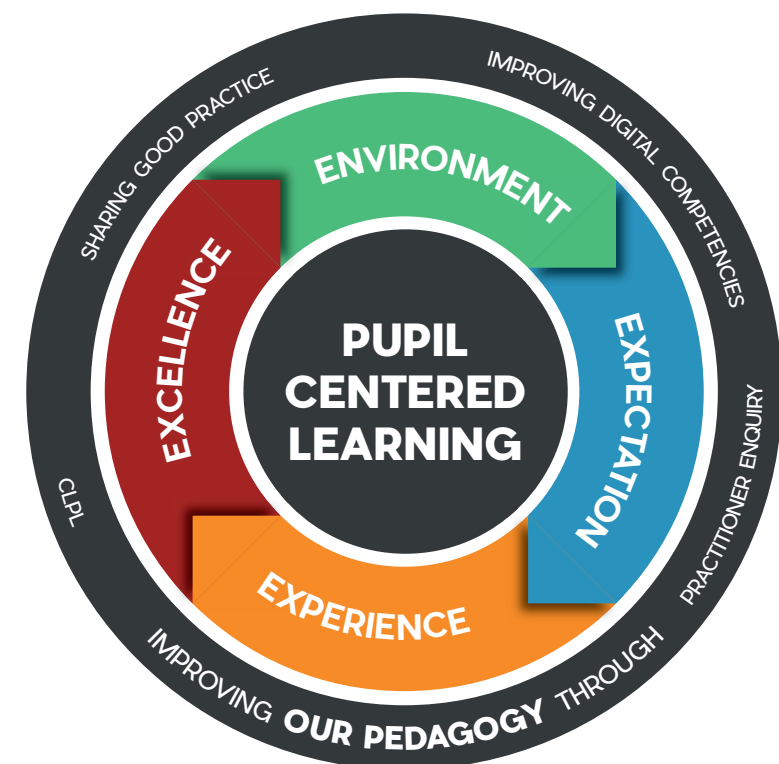
*Every child has a right to  
an education:*

UNCRC ARTICLE 28

RESPECT  
RESPONSIBILITY  
INTEGRITY  
PERSEVERANCE  
EXCELLENCE

# GHS LEARNING AND TEACHING POLICY

OUR APPROACH TO IMPROVING PEDAGOGY



## THE 4Es

OUR MODEL FOR IMPROVING PEDAGOGY

### AIM:

*This policy aims to support the delivery of high-quality teaching and learning, intent on improving our pedagogy and raising the standards of achievement for all young people. A key component of the policy will be its capacity to promote and emphasise the importance of our school vision, values and aims, in all learning experiences.*

### RATIONALE:

The ideology behind Our Pedagogical Model is based on our '4E' approach. This approach focuses on improving pedagogy by improving our learning **Environments**, **Expectations** and **Experiences**, resulting in '**Excellence**' in our classrooms and beyond. Our model is designed to show that each 'E' relies on the preceding 'E' in order to achieve improvements in pedagogy. The fundamentals of our learning and teaching approach can be found in 'Experience', but learners' experiences will not improve if the 'Environment' and 'Expectations' are non-existent. Establishing high expectations in all 3 culminates in 'Excellence' and improved pedagogy.

Our pedagogical approach provides opportunities for our young people to be creative, critical thinkers, develop positive values, learn life skills and to foster a love of learning whilst appreciating the importance of "**nihil sine labore**" - *nothing without work*.

## INTRODUCTION:

*Pedagogy is the art or science of teaching. This is distinct from the curriculum as it is the approach to how we teach the curriculum, not the content itself.*

Our pedagogical model is based around 4 core principles: **Expectations, Environment, Engagement and Excellence**. This is designed to ensure a consistent approach and high-quality learning experiences for all learners, thus providing the ideal conditions for all learners to '*achieve their full potential*'.

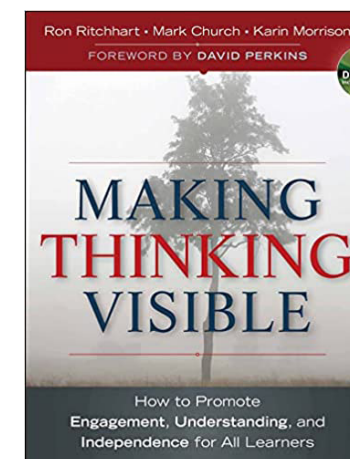
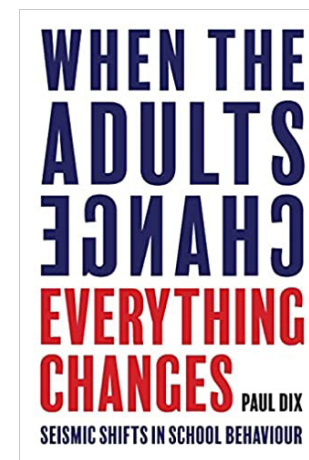
In developing our pedagogical model, the school continues to look:

- **Inwards** – knowing ourselves through effective self-evaluation, finding excellent practice and sharing it more widely
- **Outwards** – learning from what happens elsewhere to challenge our own thinking, using robust data to evidence what works
- **Forwards** – exploring what the future might hold for today's learners and planning how to get there to help us secure continuous improvement.

In finalising our approach to '*Improving our Pedagogy*', cognisance has been taken from 8 pillars of learning:

## OUR VISION STATEMENT:

*Teaching and learning is our core purpose. Our vision is to create a caring, inclusive and happy learning community where all young people are inspired to achieve their full potential, regardless of background and circumstance, to make outstanding progress and achieve outcomes which will create life chances for them in the future. We seek to foster curiosity, encourage and empower creativity and develop a thirst for knowledge in our pupils. We want young people to be resilient and to adopt a growth mindset in relation to their education. We are committed to providing the highest standards of teaching and learning to ensure that young people leave our school equipped with the skills and attitudes, which will allow them to thrive as confident individuals, successful learners, responsible citizens and effective contributors to society. As a teaching community we are committed to developing a mind-set of life-long learning and are role models for young people. We are a learning community that strives for continuous improvement and we achieve this through professional reading and enquiry.*



## SUPPORTING PEDAGOGY:

### 8 PILLARS OF LEARNING TO SUPPORT IMPROVEMENT IN PEDAGOGY

Our pedagogical model was derived from '8 pillars' of learning. The 8 pillars comprise of national and local policy, career-long professional learning opportunities, school self-evaluation procedures. Govan High School uses 'How Good is Our School 4' (HGIOS 4) and the 'National Improvement Framework' (NIF) for quality assurance throughout the academic year. Engagement with these policies helps support school and departmental improvement agendas. Govan High School is part of a 'trio' partnership with St. Roch's Secondary and Hillhead High in Glasgow City. The trio partnership focus is to work collaboratively to support each other's pedagogical approach to learning and teaching.

01

HGIOS4

02

NATIONAL IMPROVEMENT  
FRAMEWORK

03

GCC LEARNING AND  
TEACHING STRATEGY

04

TAPESTRY PROGRAMMES

05

SCHOOL  
IMPROVEMENT PLAN

06

TRIO PARTNERSHIP

07

CAREER-LONG  
PROFESSIONAL LEARNING

08

HGIOURS

*The school environment should be clean, safe and a place you want to come to.*

(EBRIMA CAMARA, S3 PUPIL)

RESPECT  
RESPONSIBILITY  
INTEGRITY  
PERSEVERANCE  
EXCELLENCE

Research indicates that there is a positive correlation between the quality of your learning environment and how enthusiastic, engaged and motivated young people feel to learn. So it's important to optimise learning spaces as much as possible so that young people learn and work well. Our learning community agreed that the following factors are important when creating an **ENVIRONMENT** conducive to learning:



1

## PHYSICAL ENVIRONMENT

All **dynamic learning environments** should be welcoming, inclusive, safe and happy spaces for all members of the learning community. Learning spaces should be a sensory stimulating environments which enhances concentration, focuses attention, leading to improved cognitive development. Displays of pupil work, recognition boards and wall displays are highly visible to aid the learning process and demonstrate the value placed on learners' work.

Learners are seated to promote inclusion and to take into account language barriers where possible. Volume control and classroom layout should be flexible dependent on the learning taking place. Opportunities to learn outdoors should be explored when planning the curriculum.



2

## RESOURCES

The classroom should be a well organised space with *high quality* resources freely available for pupil use. Visual aids in the classroom can support pupil learning and build both confidence and independence. A well-resourced room can lead to a better learning experience, and allow the needs of all learners to be met.

The teacher considers the needs of all learners, working collaboratively with support staff and liaising with Pastoral to support learner progress where appropriate. Teaching assistants work with identified learner(s) and are well directed by the classroom teacher.



3

## PROMOTE POSITIVE BEHAVIOUR

Our school **VALUES** underpin our **IRESPECT** code which is referred and adhered to within the classroom. This creates a positive learning environment for the young people which is further supported by our **PIVOTAL** behavior policy. Young people are encouraged to: Be Safe, Be Respectful and are Ready to Learn.



*I expect to be valued as an individual in school and expect there to be a mutual respect between all in our school community.*

(LUCY ROBERTSON, S4 PUPIL)

**RESPECT**  
**RESPONSIBILITY**  
**INTEGRITY**  
**PERSEVERANCE**  
**EXCELLENCE**

*Learning is at the heart of everything that we do as a school community. Successful learning can only take place when both adults and young people have shared expectations and accept responsibility for this.*



1

## I AM READY TO LEARN/TEACH

Successful learners have to be present both physically and mentally. Young people understand the importance of being in school, fully equipped in order to succeed. Young people in Govan High School are encouraged to **persevere**, showing a positive mindset to learning at all times. Young people have the opportunity to be leaders, and work either independently or as part of a team.

Teachers create a positive ethos through meet and greet. Every lesson is thoroughly planned to ensure the learning provides high levels of **engagement** and **challenge**, at a **pace** appropriate to meet the needs of all learners. Resources are prepared prior to the lesson and differentiated where appropriate. Culminating in execution of high quality learning experiences.



2

## I AM A ROLE MODEL

Everyone in our learning community are leaders of their own learning, and can be an inspiration and support to others. We are a community which is value driven by our iRESPECT code and this is promoted in all classroom environments. We are a community with integrity, a community that does the right thing even when no one is looking.



3

## I AM A LEARNER BEYOND THE CLASSROOM

In order to achieve their full potential, young people are provided with regular homework and feedback to help progression in curricular areas. Support is available to pupils at lunch, after school and online. Alongside learning in the classroom, it is important that young people understand that learning can take place anywhere and is not limited to the curriculum.

In correlation with the 'standards for teaching', teachers are required to engage in career-long learning to improve curricular knowledge, application of skills and professional values. Taking ownership of their learning helps to improve young people's learning experiences and outcomes.



*In school we should experience fun whilst we are learning new things. No two days should be the same.*

(MATTHEW MCNEILL, S3 PUPIL)

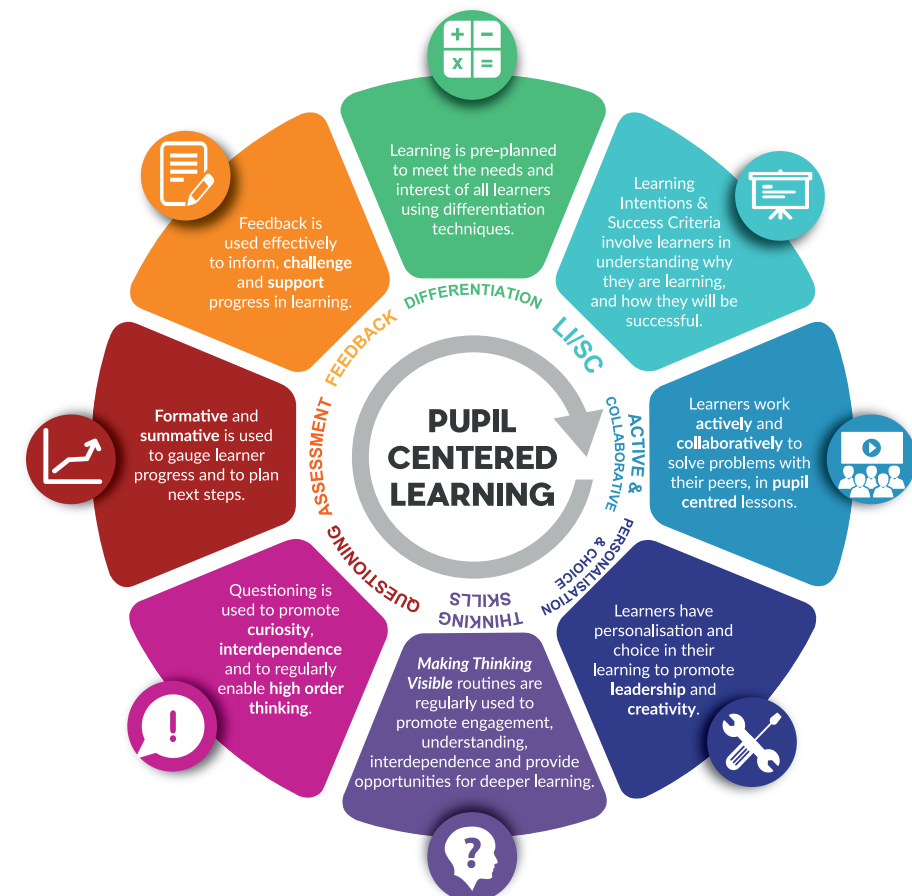
**RESPECT**  
**RESPONSIBILITY**  
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**EXCELLENCE**

*To promote consistency in learning and teaching and to enhance young peoples' learning experiences our school community has identified the following as essential components of a 'high quality' learning experience. It is important to note that not all of the components mentioned have to be present in every lesson but all lessons should incorporate a blend of these components.*



1

## HIGHLY EFFECTIVE FEATURES OF LEARNING





2

## VARY LEARNING STRATEGIES

As teachers we aim to continuously explore, change and tweak our delivery system. Ensuring that learners will likely be exposed to strategies that align with their preferred individualised learning style. Likewise, when students are given a choice or exposed to a variety of strategies or assessments it broadens the scope for how they learn, essentially giving them multiple ways to process and learn new information.

Our learners have stated that they learn best when the following strategies are used:



THINKING  
ROUTINES



DIGITAL  
LEARNING



PROBLEM  
SOLVING



PROBLEM  
SOLVING



INDEPENDENT  
LEARNING



INDEPENDENT  
LEARNING



ACTIVE LEARNING,  
CASE-BASED LEARNING  
AND CRITICAL THINKING



3

## DIGITAL LEARNING

We use digital learning to enhance learning experiences and to improve learners' digital competencies. The use of digital technologies is to support collaboration, creation and innovation. The use of digital technologies is pre-planned and always used to enhance and support learning, **it is not about simply using technology, its about using effective pedagogy to support learners in achieving their desired outcomes.** Learners are encouraged to use digital technologies to support their own preferred learning style.

*High quality learning experiences require many components; an inclusive and stimulating environment, shared expectations that are adhered to and, most importantly, a teacher that inspires young people to want to learn and be successful whilst perfecting the conditions for their innovation and creativity to flourish.*

(M MCCARRON, DHT FOR LEARNING AND TEACHING)

RESPECT  
RESPONSIBILITY  
INTEGRITY  
PERSEVERANCE  
EXCELLENCE

*Excellence is when students feel like they have tried their best and have achieved effort = results.*

(SAHRA KHALIF, S6 PUPIL)

RESPECT  
RESPONSIBILITY  
INTEGRITY  
PERSEVERANCE  
EXCELLENCE

All our learners are encouraged and supported to **achieve their full potential**. By setting realistic targets, specific to the individual, everyone can succeed both in attainment and personal achievements. We strive towards excellence and in line with our motto the school community know: **“nihil sine labore”** (nothing without work).



1

## TARGET SETTING

Learning is never stationary, learners are encouraged to take ownership of their learning and to always be striving for improvement. Regular tracking and monitoring gives an insight into learner progress and is used to inform when early interventions are required to generate positive outcomes. Learners and teachers/ parents work collaboratively to set realistic, achievable targets with accompanying strategies.



2

## TRANSFERABLE SKILLS DEVELOPMENT (SfLLW)

Learners understand the relevance of what they are learning and are able to apply and develop skills in preparation for joining the workforce. Learners should be able to use these skills across subjects, challenging big ideas and problems through project-based learning. Learners are inspired to take risks, use their curiosity to problem solve and to make connections across all of their learning.



3

## CELEBRATE SUCCESS

We celebrate excellence in Govan High School through our learners' achievements. This includes pushing young people to achieve their full potential both in and out of the classroom. We create an environment that allows young people to chase their dreams by instilling our belief in them at all times.



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