

Fraserburgh Academy Whole School Policy Document

Learning and Teaching Policy



Our VALUES

Aspiration
Community
Integrity
Kindness
Trust

Our ROUTINES

Hands up for Silence
Meet & Greet
End & Send
Walk & Talk

Our REPAIR

What Happened?
How were you feeling?
Who was affected?
How might they have been feeling?
What needs to happen now?

the FRASERBURGH way

Our RECOGNITION

Praise in Public, Reprimand in Private
Recognition Boards
Post Cards
Lighthouse Awards

Our PHRASES

“Right Time, Right Place, Right Tone,
Thank You”
“I hear what you’re saying, now I need
you to...”
“Phones away for Learning, Thank You”
“Round in 5 for Learning, Thank You”

Our RESPONSE

“I hear what you’re saying. The rule
was about being R/R/S. I have seen
you doing this really well before. I
need you to be more R/R/S. Thanks
for listening.”



TOGETHER CREATING
POSITIVE FUTURES

Fraserburgh Academy

Learning and Teaching Programme and Policy

The DRIVE Programme

Development (Fraserburgh Lesson and Observation Cycle)

Research (CLPL, PRD, Leadership)

Impact (Attainment and Achievement; Experiences and Outcomes)

Validate (Learning walks, pupil evaluations and lesson observation feedback)

Evaluate (Sharing good practice; willingness to change and commitment to improvement)

Aims and Rationale

This policy aims to ensure that all learners at Fraserburgh Academy have meaningful and well-planned lessons which include:

- Clear and focused learning intentions
- Challenging and inclusive success criteria
- Engaging and relevant lesson starters
- Differentiated learning activities
- Pace and Challenge
- A knowledge of ASN in the lesson
- Use of Positive Behaviour and Management Strategies (Pivotal)
- Appropriate extension work/homework
- Consistent entrance and exit routines
-

Teaching staff are also expected to:

- Keep up to date with all CAT workshop evaluations and entries
- Keep an ongoing professional learning log
- Maintain use of commitment cards following CAT sessions
- Update professional learning and development records to shape annual PRD meetings

Faculties are expected to:

- Promote the use of DRIVE workshop strategies throughout their teams
- Support and challenge each other to continually improve L+T practice
- Complete all faculty DRIVE evaluation sheets
- Consider Pupil evaluations for their faculty
- Regularly use data to evaluate impact of L+T strategies

Quality Indicators: 1.2, 2.3 and 3.2

At Fraserburgh Academy we believe that every lesson counts every time. We believe that lessons form part of a wider scheme of work that is created to ensure that learners are provided with the opportunity to gain relevant outcomes to the very best of their ability.

Learning and Teaching Improvement Plan

CAT Workshop 1: Fraserburgh Lesson/Schemes of Work Overview

CAT Workshop 2: Tracking and Monitoring/AiFL

CAT Workshop 3: ASN and Universal Support

CAT Workshop 4: Digital Technology

During each of the 4 CAT sessions, each member of staff will join a DRIVE team and be committed to the following tasks:

- Attendance to all CAT workshops
- Participation in all workshops
- 1X DRIVE learning walk every year
- Sharing good practice
- Use of commitment Cards

Research (using CLPL channel on Teams)

Suggested Reading for current session

Online sharing sessions/ online staffroom

Impact

- Faculty evaluations linked to SE+PI
- Data analysis and dialogue
- Experiences and outcomes for young people
- Pupil evaluations
- Impact on teaching practice and CLPL

Following CAT workshops, staff should be committed to trying the suggested strategies modelled during L+T workshops. Use of commitment cards will help to evaluate how strategies are having impact across the school.

Lesson Observation Cycle

Term 1: DHT to observe PTF

Term 2: PTF to observe faculty teaching staff

Term 3: Peer observation within Faculty

Term 4: Peer to observe member of DRIVE team (outwith faculty)

Learning Walks

DRIVE – focus area is use of Fraserburgh Lesson and Impact on learning. Following a DRIVE learning walk it is the responsibility of the member of staff to complete the evaluation stage. This will be recorded in their Professional Learning logs and form part of the annual PRD meeting.

It is always good practice to refer to any professional reading or research in your evaluations of a lesson during your learning walks (see Learning Walk template).

Pupil Evaluations

Pupils will be selected during lesson observations and learning walks and asked to complete a pupil evaluation form. See form below.

CLPL and PRD

The Fraserburgh Academy L+T programme should be a focus for staff professional learning and development. Faculties should support and challenge each other throughout the year to ensure that learning logs are completed and up to date with the programme. This will form part of the annual PRD meeting. Where you have participated in a workshop always add this to your records.

Below you will find the documentation to accompany this policy:

Fraserburgh Lesson Template

DRIVE workshop learning log sheet

DRIVE faculty evaluation sheet

DRIVE learning walk evaluation sheet

DRIVE pupil evaluation sheet

DRIVE lesson observation sheet

The Fraserburgh Lesson

[Name of Lesson]			
Class:	Subject:	Date:	Period:

The Rationale:

Prior Knowledge	Next Steps	
Curricular Links		
<u>Subject Specific</u>		
<u>Literacy</u>	<u>Numeracy</u>	<u>Health and Wellbeing</u>
Learning Intention(s)	Success Criteria	

The Lesson:

Entrance Routine				
Activity	Description	Time	Materials Required	Differentiation?
Starter				
Development Activities				
Plenary				

Extension				
Exit Routine				
Additional Support Needs		Behaviour Management Strategies		



D.R.I.V.E Faculty Evaluation Sheet

Name of Faculty:	
Faculty Members:	
Current 2.3 Level Indicator:	
Date:	

(Insert number of strengths and areas for development for whole faculty in the following table...)

Focus Area	Strengths	Area for Development	Comment
Clear and focused learning intentions			
Challenging and inclusive success criteria			
Engaging and relevant lesson starters			
Differentiated learning activities			
Pace and Challenge			
A knowledge of ASN in the lesson			
Use of Positive Behaviour and Management Strategies (Pivotal)			
Appropriate extension work/homework			

Key Priorities

Any Other Comments



DRIVE Learning walk

Name	
Faculty	
Teacher Observed	
Name of Class	
Date	

DRIVE Workshop Strategy	Y	N	Evaluation (<i>Impact on Learning</i>)
Fraserburgh Lesson/Schemes of Work Overview			
Learning Intentions and Success Criteria			
Lesson Starters			
Learning Activities			
Differentiation			
Assessment			
Feedback			
Use of Positive Behavioural Management (Pivotal Strategies)			



CLPL/PRD Reflective Questions

- What strategies will you use in your own practice?
- What strategies can you share with other teachers?
- How has this DRIVE learning walk impacted on your professional learning?
- How will your learning impact on experiences and outcomes for learners in your classroom?



D.R.I.V.E Pupil Evaluation Sheet

Name of Pupil(s):	
Teacher visited:	
Name of Class:	
Date:	

(Insert number of strengths and areas for development in the following table...)

Focus Area	Strengths	Area for Development	Comment
Clear and focused learning intentions			
Challenging and inclusive success criteria			
Engaging and relevant lesson starters			
Differentiated learning activities			
Pace and Challenge			
A knowledge of ASN in the lesson			
Use of Positive Behaviour and Management Strategies (Pivotal)			
Appropriate extension work/homework			

Any Other Comments



D.R.I.V.E Pupil Evaluation Sheet

Name of Pupil(s):	
Teacher visited:	
Name of Class:	
Date:	

(Insert number of strengths and areas for development in the following table...)

Focus Area	Strengths	Area for Development	Comment
Clear and focused learning intentions			
Challenging and inclusive success criteria			
Engaging and relevant lesson starters			
Differentiated learning activities			
Pace and Challenge			
A knowledge of ASN in the lesson			
Use of Positive Behaviour and Management Strategies (Pivotal)			
Appropriate extension work/homework			

Any Other Comments



D.R.I.V.E Lesson Observation

Subject:	Class:	Teacher:	Date:
<i>Please tick the areas that are evidenced during the lesson. This will help identify strengths and areas for development.</i>			
Preparation and Planning			Evidenced:
Teacher has knowledge and understanding of learning theories and draws on these in planning, teaching and learning.			
Teacher uses creative and imaginative strategies to ensure a variety of learning activities			
Teacher uses the Fraserburgh Lesson template to plan out clear and meaningful lessons			
Teacher makes full use of well-chosen resources, including digital technologies to support teaching and learning.			
Feedback:			
The Fraserburgh Lesson			Evidenced:
Teacher communicates the purpose of the learning and gives effective explanations at the appropriate level for all pupils.			
Success Criteria is shared with learners and used effectively throughout the lesson			
Lesson starters are used effectively to settle pupils and prepare for learning			
The lesson provides a range of learning activities that motivate and engage pupils			
Teacher communicates appropriately with all learners, and gives feedback to identify pupil strengths and areas for development.			
Feedback:			
Differentiation			Evidenced:
Tasks are differentiated to ensure all learners are included and this is reflected in success criteria			
Teacher works collaboratively with pupils, offering support and challenge where appropriate.			
Teacher demonstrates effective questioning strategies varied to meet the needs of all pupils, in order to enhance teaching and learning.			

Resources are used effectively to promote inclusion and support pupils in their learning	
Feedback:	
Use of Positive Behavioural Management (Pivotal Strategies)	Evidenced:
Ready	
Respectful	
Safe	
Feedback:	
Next Steps:	

