



IRVINE ROYAL ACADEMY

Ambition • Respect • Responsibility

Learning and Teaching Policy

In Irvine Royal Academy we will relentlessly focus on ensuring all pupils have high quality learning experiences. This policy has been created to reflect our vision and values and to create a common understanding of what high quality learning and teaching looks like for our young people. It will enhance classroom practice and provide an excellent learning experience for all of our learners.

Our key priorities underpin all actions that are designed to improve attainment in all of our learners.

Key Priorities:-

1. Classroom Ethos

Learning takes place in a positive, nurturing environment where all teachers model the standards and qualities that they expect from pupils

Teachers should:

- Model the school values
- Develop and sustain positive relationships
- Build in opportunities for pupil voice to be heard and considered
- Create a nurturing environment where success is celebrated

2. Learning and Teaching

All pupils experience the highest quality learning and teaching in every lesson. Teachers empower young people to take responsibility and ownership of their learning.

Teachers should:

- Have clear, established lesson routines and expectations
- Create a variety of assessment opportunities to best suit the needs of all learners
- Split up tasks and foster independent learning
- Use a variety of approaches to learning to maintain learner engagement
- Be innovative and creative

3. Personalised Support

All staff know their learners' needs and meet these needs.

Teachers should:

- Provide personalisation and choice, when appropriate



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- Create opportunities for collaboration and a flexibility of approach
- Utilise appropriate resources matched to pupil ability
- Plan and promote opportunities for all learners to succeed.

4. Pace and Challenge

Learning is about progression and building on prior knowledge and existing skills.

- Actively engage pupils in every aspect of their learning
- Develop skills within their context, including skills for learning, life and work
- Ensure that there is appropriate challenge provided, including the use of high order thinking skills and questioning
- Plan opportunities to consolidate learning

5. Evaluation and Reflection

Teachers and pupils evaluate and reflect on their practice to improve learning

- Opportunities for target setting created throughout the academic year through learning conversations
- Appropriate and timely feedback provided (Just in time, just for me, just when I need it most)
- Consistency and accountability modelled
- Opportunities created for individualised study/ homework

This policy will be reviewed annually to ensure that it is current and meets the key priorities identified.