



United Learning
The best in everyone™

Dunottar School

Teaching and Learning

Contents

Policy Statement 2

Key Personnel 3

Policy Statement

Teaching and Learning at Dunottar School reflects the school's aim of providing an outstanding education to pupils and, through excellent teaching and through high levels of individual support, to enable our pupils to achieve added value. With this in mind, teachers deliver the curriculum so as to foster in pupils an interest in their work and an ability to think and learn for themselves. In all areas of the curriculum teaching will encourage effort, be that intellectual, physical or creative, and will enable all pupils to increase their understanding and develop skills in the subjects taught according to their ability. Pupils are encouraged to display the characteristics of the Warrior Learner: tenacity, creativity, independence, curiosity, aspiration, collaboration and inclusivity inside and outside the classroom to underpin their success in education and in future employment.

This policy applies to all members of our school community and forms part of our School commitment to the United Learning Framework for excellence. This includes 'The best from everyone', 'Powerful Knowledge', 'Education with Character', 'Leadership in every role' and 'Continuous Improvement'.

Dunottar School is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity policy document.

Dunottar School seeks to implement this policy through adherence to the procedures set out in the rest of this document. It should be read in conjunction with the Equal Opportunities policy, Assessment, Recording and Reporting Policy, Curriculum Policy, Behaviour and Discipline Policy, Special Educational Needs Policy and PSHEE policy.

In line with our Provision of Information policy, this document is available to all interested parties on our website and on request from the main school office.

This document is annually reviewed by the Deputy Head (Academic) or as events or legislation change requires. The next scheduled date for review is February 2027.

Therefore, teachers will aim to make lessons outstanding by:

- enabling pupils to acquire new knowledge and to make good progress according to their ability to increase their understanding and develop their skills in the subject being taught.
- fostering the application of effort (intellectual, physical and creative), interest in their work, the ability to think and learn for themselves, and self-motivation.
- displaying evidence of well-planned lessons, and effective teaching methods, activities and management of class time.
- showing a good understanding of the aptitudes, needs and prior attainments of the pupils, and that these have been taken into account when planning lessons.
- displaying a high level of knowledge and understanding by the teacher of the subject matter being taught and communicate this enthusiastically to pupils.
- employing an effective and excellent range of teaching strategies, high-quality resources and activities, thus enabling all pupils to fulfil their academic potential.
- ensuring that marking and assessment of pupils' work is both regular and thorough and that full records are kept in line with the Assessment, Recording and Reporting Policy.

- ensuring that pupil assessment is used to inform lesson planning so pupils can make progress and evaluate pupil performance both in terms of the school's stated aims and national norms.
- systematically assess pupils through Common Assessment Tasks (CATs) set regularly through the year which can be used to plan, intervene or modify provision for them.
- ensuring that pupils feel valued.
- using effective strategies for managing behaviour and encouraging pupils to act responsibly.
- having high expectations of pupils.
- creating a stimulating and positive learning environment.
- inspiring trust and confidence.
- using the Behaviour and Discipline Policy to manage behaviour and encourage pupils to behave responsibly.
- to not discriminate against any pupil in any way, in accordance with our statutory responsibilities (Part 6 UK 2010 Equality Act).
- not undermining in any way the fundamental British values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs, and respect for the protected characteristics of the UK 2010 Equality Act 2-9; teaching that directly discriminates on the basis of a protected characteristic is unlawful.
- ensuring that, in part, through the embedding of Warrior Learner behaviours in lessons (see Curriculum Policy and Assessment, Recording and Reporting Policy) and in extracurricular activities that pupils develop skills and behaviours that they need to get on in life developing tenacity, creativity, curiosity, independence, collaboration, inclusivity and aspiration to underpin success in education and employment.
- keep abreast of current thinking, demonstrate a good subject knowledge and development in their subject area(s).
- attend and/or lead the twilight half termly CPD sessions.

Teaching does not discriminate unlawfully against pupils with disabilities. 'Disability' is defined in the Equality Act 2010 as: a 'physical or mental impairment' which has a 'substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities'. It includes not only physical disabilities but also learning disabilities and mental health. Dunottar School does not treat disabled pupils less favourably and takes reasonable steps to ensure disabled pupils are not put at a substantial disadvantage through reasonable adjustments. Teaching practices are inclusive, and all pupils are given equal access to school trips and access to co-curricular clubs.

In accordance with the RSHE statutory guidance, teachers have the same high expectations of the quality of pupils' work in RSE as for other curriculum areas. Please see the RSE Policy and PSHEE Policy for further guidance.

Key Personnel

Teaching and Learning is led by Janine Hislop (Deputy Head - Academic)

Defining Learning

At Dunottar School we believe that learning has occurred when pupils have gained new knowledge, new skills, new opinions or new self-awareness and the following quote helps to define learning

"Learning is a unique and personal process through which the individual is able to create knowledge, deepen their understanding and so take responsibility for their development" (New Visions course material NCSL)

Core Principles of Learning

We believe pupils learn best when:

- They are happy
- They are engaged
- They are valued and treated with respect
- They are able to exhibit the Warrior Learner traits in class and homework
- There is a culture of high expectation and praise
- They are able to build upon existing knowledge and/or skills
- They find the work challenging and enjoyable
- They are encouraged to think creatively and critically
- They understand that making mistakes can be an important step towards greater understanding and learning
- They are prepared to take risks and ask questions
- They are given time to reflect and self-evaluate
- Feedback and strategies for improvement are given frequently
- The curriculum is well planned and differentiated
- They are supported and given the self-confidence to think for themselves
- They are actively encouraged to take responsibility for their own learning

Lesson structure

All lessons must be well planned and well-structured but a variety of models and approaches are used according to the age, ability, specific learning needs and prior attainment of the pupils. However, we do expect planned sequences of lessons to enable pupils to display the characteristics of the Warrior Learner: tenacity, creativity, independence, curiosity, aspiration, collaboration and inclusivity.

Sharing good practice

Sharing good practice is an important feature of teaching and learning at Dunottar School and across United Learning Schools. Sharing good practice is done in the following ways:

- Twilight CPD
- Informal discussion and sharing of ideas
- Department meetings
- Peer observations
- Observations by HoDs
- SLT observations
- Learning walks
- Staff development and INSET
- Visits to other United Learning Schools
- Engagement in United Learning Subject networks

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside of school by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position.
- Have regard for the need to safeguard pupils' wellbeing, in accordance with statutory provisions.

Procedures for review and development

This policy is monitored and reviewed by SLT through lesson observations, work scrutiny, departmental meetings and HoD meetings.

Name of owner/author	Pippa Smithson	Authorised by Mark Tottman Sept 2019
Governor responsible	Oliver Moses	
Date Document Reviewed	Sept 2019	P. Smithson/ S. Thorne
Date Document Updated	Sept 2019	P. Smithson/ S. Thorne
Date Document Updated	Sept 2020	S. Thorne
Date Document Updated	Sept 2021	J. Hislop/ S. Thorne
Date Document Updated	Sept 2022	J.Hislop
Date Document Updated	Jan 2024	J.Hislop
Date Document Updated	Jan 2025	J.Hislop
Date Document Updated	February 2026	J.Hislop
Date for next review	February 2027	Or when legislations or changes require