



**JOHNSTONE
HIGH SCHOOL**

DETERMINATION • KINDNESS • RESPECT

Learning & Teaching Policy

Reviewed February
2025

Contents

Johnstone High School Learning and Teaching Policy	3
Vision and Values.....	3
Aims	3
Principles of Effective Learning and Teaching	3
Framework for Learning.....	4
Curriculum Design:	4
Learning Environment:.....	4
Student-Centred Learning:	4
Assessment for Learning:	4
Lesson Expectations.....	5
Planning and Preparation.....	5
Lesson Structure:	5
Classroom Management:	5
Roles and Responsibilities	6
Leadership Team:.....	6
Middle Leaders:	6
Teachers:	6
Support Staff:.....	6
Students:	6
Parents/Carers:	7
Monitoring and Evaluation.....	7
Review Cycle.....	7
References:	8
Appendix 1	9
Teacher Charter	9
Pupil Charter	10
Parent Charter	11
Appendix 2 Guidance for Assessment Design & Evaluation (BGE & Senior Phase)	12
Appendix 3	0
Visible Consistencies.....	0
Appendix 4	0
Department QA Checklist.....	0
Quality Assurance Checklist for Middle Leaders	0
Classroom Observations	0
Learning Walks.....	0

Work Scrutiny	0
Pupil Voice	0
Data Analysis and Tracking	0
Curriculum Reviews	1
Peer Review and Collaboration.....	1
Professional Development.....	1
Assessment Moderation	1
Parental Engagement.....	1
Support for New and Struggling Teachers.....	1
Review of Policies and Procedures.....	1
Self-Evaluation (HGIOS Framework)	2
Sharing Successes	2
Action Planning.....	2
Appendix 5	0
JHS Learning Cycle Feb 2026	0
Appendix 6 JHS Lesson Planning Tool	1
Learning Walk Record	2

Johnstone High School Learning and Teaching Policy

Vision and Values

At Johnstone High School, our aim is to create a dynamic, inclusive, and engaging learning environment that equips all students with the knowledge, skills, and values needed to reach their full potential. This policy outlines our commitment to high-quality teaching and learning, ensuring consistency, equity, and excellence in educational delivery.

Aims

Our aims align with the Scottish Government's National Improvement Framework, HGIOS 4 and Education Scotland's priorities:

- Placing the human rights and needs of every child and young person at the centre of education.
- Improving children and young people's health and wellbeing.
- Closing the attainment gap between the most and least disadvantaged children and young people.
- Improving skills and sustained, positive school-leaver destinations for all young people.
- Enhancing achievement, particularly in literacy and numeracy.

Principles of Effective Learning and Teaching

Our policy is guided by the following core principles:

- **High Expectations:** All students are capable of achieving success, and we maintain high expectations for effort, behaviour, and attainment.
- **Engagement and Participation:** Students are encouraged to take ownership of their learning through active engagement and meaningful participation.
- **Personalisation:** Learning experiences are tailored to meet the unique needs, interests, and aspirations of every student.
- **Skills for Life:** Our approach prioritises the development of critical thinking, creativity, collaboration, and problem-solving skills to prepare students for life beyond school.
- **Reflective Practice:** Both learners and educators engage in continuous reflection to evaluate progress and identify areas for improvement.

To achieve our aims our lessons will prioritise:

- **Student-Centred Learning:** Adopt teaching methods that recognise individual learning styles, interests, and needs, ensuring that every student is engaged and motivated.
- **Inclusive Practices:** Implement strategies that support diverse learners, including those with additional support needs, to participate fully in all aspects of school life.
- **Health and Wellbeing:** Integrate health and wellbeing into the curriculum, promoting physical, emotional, and mental health through supportive programs and activities.
- **Digital Learning:** Leverage digital technologies to enhance learning experiences, in line with Scotland's Digital Learning and Teaching Strategy.
- **Professional Development:** Provide ongoing training for educators to develop skills and confidence in using digital tools and innovative teaching practices.

- Developing Skills for Learning, Life, and Work: Preparing students for successful post-school destinations, including further education, training, and employment.
- Embedding Sustainability: Integrating global citizenship, environmental awareness, and sustainability into learning.

Framework for Learning

Our framework for learning is based on the following:

Curriculum Design:

- We offer a broad and balanced curriculum that aligns with national standards and provides opportunities for academic, vocational, and creative development.
- Cross-curricular themes such as sustainability, digital literacy, health and wellbeing, and global citizenship are embedded throughout the curriculum to promote holistic learning.
- Students are provided with opportunities for interdisciplinary learning, enabling them to make meaningful connections across subject areas and apply their knowledge in real-world contexts.

Learning Environment:

- Classrooms are designed to be welcoming, well-organised, and conducive to learning. Resources, including technology and manipulatives, are readily accessible to all students.
- Displays and learning walls showcase student achievements, provide key learning prompts, and celebrate diversity.
- A focus is placed on creating an atmosphere of mutual respect, where students feel valued, safe, and supported.

Student-Centred Learning:

- Lessons incorporate a variety of active learning strategies, such as collaborative group work, interactive discussions, problem-solving tasks, and experiential activities.
- Students are encouraged to make choices in their learning, fostering independence and self-motivation.
- Self-assessment and peer-assessment practices are embedded in lessons to develop critical reflection skills and promote ownership of learning outcomes.

Assessment for Learning:

- Teachers use formative assessment techniques, such as questioning, observation, and feedback, to monitor progress and guide instruction.
- Learning intentions and success criteria are clearly communicated and revisited throughout lessons to ensure clarity and focus.
- Feedback is specific, constructive, and actionable, enabling students to understand their strengths and identify areas for growth.
- Data from assessments is analysed to inform planning, address gaps in learning, and provide targeted interventions where necessary.

Lesson Expectations

Planning and Preparation:

- Teachers will create detailed lesson plans that include clear learning objectives, success criteria, and a variety of activities to engage learners. For example, research by Hattie (2009) emphasises the importance of clear goals in promoting student achievement.
- Lessons will be differentiated to meet the needs of all students, including those requiring additional support or extension. Differentiation strategies could include tiered tasks, scaffolded learning, or the use of mixed-ability groupings, as highlighted by Tomlinson (2001).
- Resources, including technology and visual aids, will be carefully selected to enhance learning and accessibility. Evidence from EdTech impact studies (EEF, 2021) suggests that thoughtful use of digital tools can significantly improve learning outcomes.

Lesson Structure:

- **Meet and Greet:** Teachers will greet learners at the door to the classroom.
- **Do Now/Settling Task:** Teachers should have prepared an engaging activity for pupils to complete when they have entered the classroom.
- **Starter Activity:** Lessons will begin with activities designed to immediately engage students, activate prior knowledge, and set the tone for learning. Examples include quick quizzes, think-pair-share activities, or brain teasers, drawing on research by Rosenshine (2012) that highlights the value of reviewing prior learning.
- **Main Activity:** The core of the lesson will feature varied instructional approaches, such as direct teaching, collaborative projects, and inquiry-based tasks, to cater to diverse learning styles.
- **Plenary:** Lessons will conclude with opportunities for students to reflect on their learning, consolidate understanding, and link new knowledge to future learning. Techniques like exit tickets or reflective journals align with Kolb's (1984) experiential learning cycle.
- **End and Send:** Learners should be standing behind desks and dismissed in an orderly manner.

Classroom Management:

- Teachers will establish and maintain clear routines and expectations for behaviour, fostering a positive and productive learning environment. Consistent reinforcement of routines aligns with Marzano's (2007) findings on effective classroom management.
- Strategies such as positive reinforcement, praise, and recognition of effort will be used to motivate students and build confidence. Dweck's (2006) work on growth mindset highlights the importance of praising effort over innate ability.
- Teachers will employ proactive measures to minimise disruptions and ensure that every student can succeed. Research on behaviour for learning (Rogers, 2015) underlines the importance of preventative strategies and clear expectations.

Roles and Responsibilities

Leadership Team:

- The leadership team will provide ongoing professional development opportunities for staff to enhance their teaching practice.
- Regular monitoring and evaluation of teaching and learning will be conducted through lesson observations, learning walks, and data analysis.

Leaders will offer guidance and support to ensure that staff feel confident and capable in implementing this policy.

Middle Leaders:

- Middle leaders, including heads of department and faculty leads, will play a key role in ensuring the consistent implementation of this policy across their areas of responsibility.
- They will support colleagues by providing subject-specific guidance, sharing best practices, and facilitating collaborative planning.
- Middle leaders will monitor the quality of teaching and learning within their teams through lesson observations, work scrutiny, and data analysis, ensuring alignment with whole-school priorities.
- They will act as a bridge between the leadership team and classroom teachers, ensuring clear communication and fostering a culture of continuous improvement.

Teachers:

- Teachers are responsible for designing and delivering lessons that are engaging, inclusive, and aligned with the curriculum.
- They will build positive relationships with students, promoting trust and mutual respect.
- Teachers are expected to engage in continuous professional development and reflective practice to enhance their skills and knowledge.

Support Staff:

- Support staff will work collaboratively with teachers to provide additional assistance to students, particularly those with additional learning needs.
- They will contribute to creating an inclusive environment where every student can thrive.
- Support staff will assist with classroom organisation and the preparation of resources.

Students:

- Students are expected to take responsibility for their learning by actively participating in lessons, completing tasks to the best of their ability, and seeking help when needed.
- They will demonstrate respect for their peers, teachers, and the learning environment by adhering to school rules and expectations.
- Students will engage with feedback and use it constructively to improve their performance.

Parents/Carers:

- Parents and carers play a vital role in supporting their child's education by encouraging positive attitudes towards learning and maintaining open communication with the school.
- They are encouraged to attend school events, such as parent evenings and workshops, to stay informed about their child's progress and the school's initiatives.
- Parents and carers should provide a supportive home environment conducive to study and homework completion.

Monitoring and Evaluation

The implementation of this policy will be regularly reviewed through:

- Classroom observations and learning walks conducted by school leaders and peer observers to ensure consistency and identify best practices.
- Feedback from students, parents, and staff gathered through surveys, focus groups, and meetings.
- Regular analysis of attainment and progress data to assess the impact of teaching strategies and identify areas for improvement.
- Structured opportunities for staff to engage in self-evaluation and collaborative professional dialogue.

Review Cycle This policy will be reviewed every three years, or sooner, if necessary, to ensure it reflects current educational research, best practices, and the evolving needs of our school community. Input from all stakeholders will be considered during the review process to ensure the policy remains relevant and effective.

Johnstone High School is committed to creating a thriving learning community where every individual is valued and empowered to succeed. Through collaboration, dedication, and continuous improvement, we will achieve our shared vision of excellence in education.

References:

- Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. Random House.
- Education Endowment Foundation (EEF). (2021). *Using Digital Technology to Improve Learning*.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
- Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.
- Marzano, R. J. (2007). *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. ASCD.
- Rogers, B. (2015). *Classroom Behaviour: A Practical Guide to Effective Teaching, Behaviour Management and Colleague Support*. Sage Publications.
- Rosenshine, B. (2012). *Principles of Instruction: Research-Based Strategies That All Teachers Should Know*. American Educator.
- Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. ASCD.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

Johnstone High School is committed to creating a thriving learning community where every individual is valued and empowered to succeed. Through collaboration, dedication, and continuous improvement, we will achieve our shared vision of excellence in education.

Appendix 1

Teacher Charter

J HIGH LESSON TEACHER CHARTER

**JOHNSTONE
HIGH SCHOOL**DETERMINATION·HONESTY·RESPECT
FRIENDSHIP·TRUST·RESPONSIBILITY**TO HELP PUPILS TO BE **SAFE** IN LESSONS TEACHERS WILL:**

- CHECK I AM WEARING THE CORRECT UNIFORM
- CHECK I AM LISTENING TO INSTRUCTIONS
- REMIND ME TO TALK, NOT SHOUT
- REMIND ME OF THE MOBILE PHONE RULES
- DECIDE WHERE I SIT IN THEIR CLASSROOM

TO HELP PUPILS TO BE **READY TO LEARN TEACHERS WILL:**

- MEET AND GREET ME EACH LESSON
- PROVIDE ME WITH A SUPPORTIVE SPACE TO LEARN
- GIVE ME CLEAR INSTRUCTIONS
- HAVE CLEAR LEARNING ROUTINES IN PLACE

TO HELP PUPILS BE **RESPECTFUL WHEN LEARNING TEACHERS WILL:**

- PROVIDE ME WITH WORK THAT SUPPORTS ME TO ACHIEVE THE SUCCESS CRITERIA EACH LESSON
- WILL CLEARLY EXPLAIN HOW, WHERE AND WHEN I CAN GET HELP WITH MY LEARNING
- WILL GIVE ME REGULAR FEEDBACK ON MY PROGRESS
- GIVE ME TIME TO REFLECT ON MY PROGRESS AND MAKE IMPROVEMENTS

Pupil Charter

J HIGH LESSON PUPILS CHARTER


**JOHNSTONE
HIGH SCHOOL**

 DETERMINATION • HONESTY • RESPECT
 KINDNESS • RESPONSIBILITY

TO HELP EVERYONE TO BE **SAFE** I WILL:

- WEAR THE CORRECT UNIFORM
- LISTEN TO INSTRUCTIONS
- TALK, NOT SHOUT
- FOLLOW THE MOBILE PHONE RULES
- SIT WHERE I AM TOLD IN EACH CLASSROOM

TO HELP ME TO BE **READY** TO LEARN I WILL:

- SAY HELLO TO MY TEACHER EACH LESSON
- MAKE SURE I KNOW WHERE SUPPORTS ARE IN EACH CLASSROOM
- ASK FOR HELP IF I DON'T UNDERSTAND AN INSTRUCTION
- FOLLOW THE LEARNING ROUTINES IN EACH CLASSROOM

TO HELP ME TO BE **RESPECTFUL** WHEN I AM LEARNING I WILL:

- COMPLETE ALL TASKS IN LESSONS AS THESE SUPPORT ME TO ACHIEVE THE SUCCESS CRITERIA EVERY LESSON.
- I WILL ASK HOW, WHERE AND WHEN I CAN GET HELP WITH MY LEARNING.
- I WILL USE THE FEEDBACK I GET FROM MY TEACHERS TO MAKE THE BEST PROGRESS POSSIBLE IN ALL MY LESSONS.
- I WILL REFLECT ON MY PROGRESS AND MAKE IMPROVEMENTS TO MY WORK, EFFORT OR ATTITUDE WHEN NEEDED.

Parent Charter

J HIGH LESSON PARENT CHARTER


**JOHNSTONE
HIGH SCHOOL**

 DETERMINATION • HONESTY • RESPECT
 FRIENDSHIP • TRUST • RESPONSIBILITY

TO HELP MY CHILD TO BE **SAFE** IN LESSONS I WILL:

- SUPPLY MY CHILD WITH THE CORRECT UNIFORM AND EQUIPMENT
- ENCOURAGE MY CHILD TO LISTEN CAREFULLY TO INSTRUCTIONS
- ENCOURAGE MY CHILD TO TALK, NOT SHOUT IN LESSONS
- REINFORCE THE SCHOOL MOBILE PHONE POLICY AT HOME
- ENCOURAGE MY CHILD TO SIT WHERE THEY ARE TOLD IN EACH CLASSROOM

TO HELP MY CHILD TO BE **READY** TO LEARN I WILL:

- ENCOURAGE MY CHILD TO BE POLITE TO THEIR TEACHERS EACH LESSON
- ENCOURAGE MY CHILD TO FOLLOW THE LEARNING ROUTINES IN EACH CLASSROOM
- ENCOURAGE MY CHILD MAKE SURE THEY KNOW WHERE SUPPORTS ARE IN EACH CLASSROOM
- ENCOURAGE MY CHILD TO ASK FOR HELP IF THEY DON'T UNDERSTAND AN INSTRUCTION

TO HELP MY CHILD TO BE **RESPECTFUL** WHEN THEY ARE LEARNING I WILL:

- ENCOURAGE MY CHILD TO COMPLETE ALL TASKS IN LESSONS - TO THE BEST OF THEIR ABILITY
- ENCOURAGE MY CHILD TO ASK HOW, WHERE AND WHEN THEY CAN GET HELP WITH THEIR LEARNING.
- CHECK THE FEEDBACK FROM MY CHILD'S TEACHERS , REFLECT ON THEIR PROGRESS AND DISCUSS ANY CONCERNS.
- SUPPORT MY CHILD TO MAKE IMPROVEMENTS TO THEIR WORK, EFFORT OR ATTITUDE WHEN NEEDED.
- COMMUNICATE ANY CONCERNS AROUND MY CHILDS LEARNING VIA THE

Appendix 2

Guidance for Assessment Design & Evaluation (BGE & Senior Phase)

Purpose

To ensure consistency, rigour, and equity in assessment design across the BGE and Senior Phase. This template supports staff to plan, moderate, and evaluate assessments that accurately reflect pupil ability and align with The Renfrewshire Way and national standards.

Agreed non-negotiables

- Keep learning intentions visible to pupils.
- Use annotated exemplars in moderation discussions.
- Review accessibility for equity before finalising.
- Reflect on outcomes — use results to adapt curriculum design.

When to Use

- When designing or revising an assessment task or unit.
- During faculty moderation or collaborative planning meetings.
- To evidence professional judgement.

How to Use Each Section

Section	Focus	Key Questions for Discussion
A. Learning Intention & Success Criteria	Clarify what learners will know and do.	Are success criteria measurable and pupil-friendly? Do they align with Es & Os or SQA outcomes?
B. Benchmarks / Standards	Connect task to national expectations.	Which CfE Benchmarks or SQA standards are evidenced? How will we judge 'secure' or 'achieved'?
C. Assessment Type & Rationale	Select and justify the best method.	Is the task authentic? Does it allow breadth, challenge, and application?
D. Validity / Reliability / Accessibility	Quality-assure fairness and rigour.	Does it measure what it should? Is it consistent across markers? Are ASN supports built in?
E. Moderation Notes	Capture quality-assurance dialogue.	How will the team moderate pre-, during, and post-assessment? What actions follow?
F. Evidence of Learning	Record how evidence will be gathered.	Is evidence triangulated (observation / conversation / product)? How will we agree the final judgement?
G. Next Steps	Drive improvement from assessment data.	What changes to teaching or assessment are required next?

Expectations

- Use collaboratively within departments.
- Complete digitally (Word) and store in faculty QA folders.
- Review and update annually during departmental self-evaluation.

Agreed with ELT Oct 2025

Appendix 3

Visible Consistencies



PUBLIC
**JOHNSTONE
HIGH SCHOOL**
DETERMINATION • KINDNESS • RESPECT

**Always
displaying
kindness.**

**Putting your
phone in the
box.**

Thank you for...

**Showing
determination
in class.**

**Being safe,
ready and
respectful.**

**Wearing
your
uniform.**

**Taking off
your jacket.**

Appendix 4

Department QA Checklist

Quality Assurance Checklist for Middle Leaders

Dept: _____

Instructions: Score each activity out of 10 (10- if it is in place and regularly monitored, 0 not in place and not regularly monitored) Add comments if necessary.

Classroom Observations

- Regular classroom observations are scheduled and conducted.
- Constructive feedback is provided to teachers.
- Follow-up actions are monitored and supported.

Learning Walks

- Informal learning walks are regularly conducted across different departments.
- Feedback from learning walks is shared with staff.
- Good practices are identified and communicated.

Work Scrutiny

- Samples of pupils' work are reviewed regularly.
- Consistency in marking and feedback is ensured across departments.
- Differentiation and challenge in tasks are monitored.

Pupil Voice

- Pupil focus groups or surveys are conducted.
- Feedback from pupils is reviewed and acted upon.
- Results are shared with staff and used to improve teaching and learning.

Data Analysis and Tracking

- Pupil progress and attainment data are regularly analysed.
- Underperforming pupils are identified and supported.
- Action plans based on data insights are created and implemented.

Curriculum Reviews

- The curriculum is regularly reviewed and updated.
- Alignment with CfE (Curriculum for Excellence) principles is ensured.
- Curriculum gaps or areas for development are identified.

Peer Review and Collaboration

- Peer observations are encouraged and facilitated.
- Teachers share good practices across departments.
- Cross-department collaboration is promoted.

Professional Development

- Professional development needs are regularly assessed.
- Appropriate CPD sessions are organised for staff.
- CPD impacts on teaching and learning are evaluated.

Assessment Moderation

- Regular moderation meetings are held to ensure consistency in assessments.
- Teachers are provided with opportunities to compare and standardise assessments.
- Actions from moderation are followed up.

Parental Engagement

- Systems are in place to seek regular parental feedback.
- Parents are regularly informed of their child's progress.
- Parents are engaged in school improvement initiatives.

Support for New and Struggling Teachers

- A mentoring program for new or struggling teachers is in place.
- Teachers receiving mentoring are monitored and supported.
- Progress is reviewed and further interventions are provided if needed.

Review of Policies and Procedures

- Departmental policies are regularly reviewed and updated.
- Policies align with school-wide improvement strategies.
- Staff are aware of and adhere to updated policies.

Self-Evaluation (HGIOS Framework)

- Self-evaluation activities using HGIOS are conducted regularly.
- Findings from self-evaluations are used to inform improvement plans.
- Staff contribute to and understand self-evaluation processes.

Sharing Successes

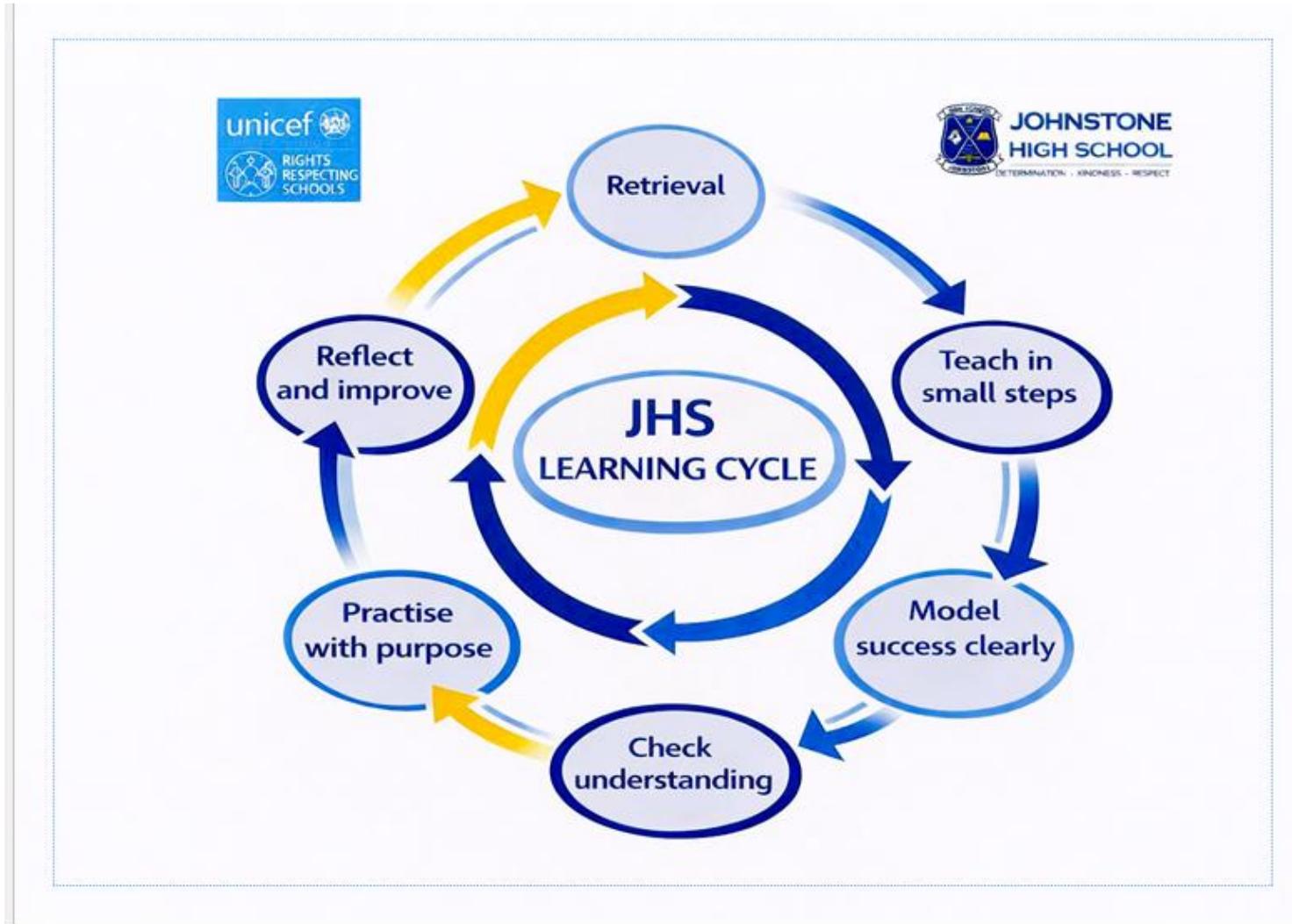
- Successful strategies and teaching practices are regularly shared.
- Platforms for sharing best practices (e.g., workshops, newsletters) are in place.
- Collaborative improvement efforts are encouraged and celebrated.

Action Planning

- Clear action plans for improvement are developed based on QA activities.
- Progress on action plans is regularly monitored and reviewed.
- Action plans are adjusted as necessary to meet goals.

Appendix 5

JHS Learning Cycle Feb 2026



Appendix 6 JHS Lesson Planning Tool

OFFICIAL SENSITIVE



"If a learner is finding it hard to learn, they have an additional support need — our job is to remove the barrier."

JHS Lesson Planning Tool



Not all sections need completed every lesson.

Lesson Phase	Time	Learning Focus	Planned Activity (teacher notes)	ASN Access & Support Prompts	Challenge / Depth	Evidence / Look-fors
Learning Intent	5	Clear goal & success criteria		Chunked SC? Visuals? Key vocab pre-taught?	Depth through clarity	Pupils can explain the goal
Retrieval & Review	5	Activate prior learning		Accessible retrieval? Reduced load? Oral/visual?	Link concepts	Accurate recall
Explicit Teaching & Modelling	10	Teach new learning in steps		Clear language? Visuals? Worked examples?	Why/how questions	Process understood
Check for Understanding	5	Assess readiness		Alternative responses? Immediate support planned?	Justify answers	Teaching adapts
Practice (Guided → Independent)	15	Secure learning		Scaffolds? Fade support? Manage volume?	Variation / application	Fluency & accuracy
Metacognition	5	Reflect & self-regulate		Sentence starters? Visual prompts?	Explain strategies	Learner reflection
Plenary / Exit	5	Check learning		Accessible exit? What informs next steps?	Synthesis	Evidence gathered
Next Lesson & Spacing	-	Revisit & reinforce		Spaced retrieval planned? Homework adapted?	Transfer	Retention over time



Learning Walk Record

Lesson Phase Observed		Learning Focus	Learning Focus Activity/learning seen	ASN Access/ Support/ Prompts Seen	Challenge / Depth Activity/learning seen	Evidence / Look-fors	Notes
Learning Intent		Clear goal & success criteria				Pupils can explain the goal	
Retrieval & Review		Activate prior learning				Accurate recall	
Explicit Teaching & Modelling		Teach new learning in steps				Process understood	
Check for Understanding		Assess readiness				Teaching adapts	
Practice (Guided → Independent)		Secure learning				Fluency & accuracy	
Metacognition		Reflect & self-regulate				Learner reflection	
Plenary / Exit		Check learning				Evidence gathered	