

IDL & Pupil Led Learning Policy

Policy Created April 2023



IDL Planning at Riverside Primary will reflect the following:

Teachers will plan retrospectively to allow the children ownership of leading the learning of the project.

Contexts will be chosen based upon children's interests and ideas.

E&O's covered will be highlighted at the end of a mini or extended project/context.

Teachers are not encouraged to cover every E&O but to ensure that children have a range and depth of experiences and cover outcomes most relevant to their lives and the ones which motivate and engage them.

A Planning Grid will be completed after a context is completed.

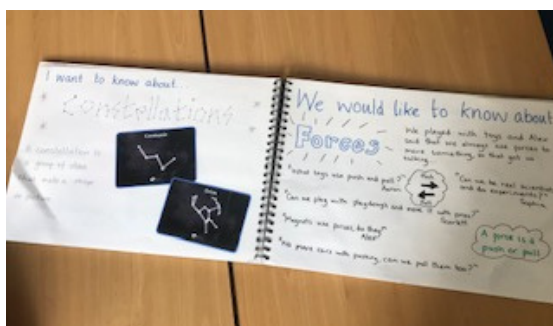
Links to other curricular areas will be encouraged documented i.e Literacy, Numeracy and HWB.

The "big tasks" that children experience will be documented.

Key skills for life, work and learning that the children have developed through the project will be documented:

- Problem Solving
- Communication
- Organisation
- Cooperating with others
- Leadership

Any community partnership links will also be documented.



Contexts and the Principles of CfE

In Riverside Primary, our learners will choose, alongside their classmates and school staff, themes and contexts which offer a flexible and creative approach to learning and planning. This enables our learners to use inspiring and spontaneous contexts for their learning, arising from their own interests, life experiences or from local contexts and/or national news/events. This ensures relevance, enjoyment, motivation and engagement which are key principles of our creative curriculum.

Our classes may choose their context for learning on a term by term basis. Some classes may choose to investigate more than one context for learning each term and others may choose to focus on one main area to explore. This offers personalisation and choice as key principles

of our curriculum.

At times teachers may choose the children's topic based upon their knowledge of areas of the curriculum, which may need coverage. Children will still be offered choice and leadership within this context. This will ensure progression.

Themes of learning will be recorded and any repetition of context will build upon prior planning and learning within this context. This ensures breadth and depth of learning and continued challenge.

Key themes and questions for the context/project will be initiated and planned by the children with their teacher. These will be documented and developed as learning walls, floor/big books, digital floor books, movies and digital slides. These will document the progression of the children's learning and record children's voice throughout the project. This effectively builds coherence and cohesion as key principle of our creative curriculum design.

Children's learning and skills will be assessed, tracked and documented using a range of evidence and documented using their ILRs.

Parents will have the opportunity to view the progression of learning contexts, termly via documentation shared on the class digital platform.

