



**Glenalmond College**  
*Space and time to learn*

**The Learning  
Experience**



The Learning Project at Glenalmond College is a whole-school focus on Learning and Teaching: raising ambition, attainment and excellence in our pupils and staff.

**At Glenalmond we know that the most effective learning does not happen by chance. Putting books in front of young people does not necessarily make them think. Learning is the result of detailed planning, professional knowledge, teaching experience and creative thinking. It also happens when young people are fascinated and curious, sharing the adventure with their teachers. No detail is too small in ensuring our teaching is of the highest standard.**

**A school which is great, not just good, is one in which everyone is learning, not just the pupils.**



## The Learning Project

**In 2014 we launched The Learning Project for the teaching staff. This is a long-term programme that is designed, implemented and managed by senior teachers to make our classroom teaching, and the learning that it nurtures, sector leading.**

Since its inception, we have travelled far. We have studied what happens in our classrooms in forensic detail to understand what works and what does not. We have asked pupils, teachers, managers and leaders for their opinions. We have observed countless lessons and scrutinised the activities and experiences that characterise typical school days at Glenalmond. We have immersed ourselves in educational research, welcomed some of the most innovative speakers to our school, and undergone termly professional development. We have piloted schemes in all parts of the school, with boarding houses, year groups and academic subjects to see what will take us even further. The Learning Project has a simple focus: to continue to raise ambition, attainment and excellence in all our pupils.

## Learning to learn

**This is a super-curricular programme that all our pupils follow. It teaches how to learn, rather than what to learn: academic planning, target setting, revision strategies, mind mapping, note taking, academic presentations, proof-reading, efficiency analysis, essay mapping and much more.**

Pupils develop skills and strategies that last for a lifetime - a toolkit that allows young people to use their learning to greater effect. It impacts directly on examination outcomes and it brings confidence and independence.

## Tracking

**It is our responsibility to ensure potential is never wasted. We measure potential, and then plan how to make it happen. We do not leave it to chance or risk leaving it too late.**

Everyone undertakes a process of academic profiling when they arrive and then at regular points through their Glenalmond career. Teachers use this information to support and nurture every day and then set challenging targets, as we know the power of high expectations allied with strong support. Each half term we measure attainment and map progress. Forensic examination of each subject in all year groups takes place. We follow the pupils' pathways and nurture their progress and, whenever required, intervene and support them. We treat our pupils as individuals with their own targets and their own performance pathway.

## Tutor Programme

**At Glenalmond we know the power of pupils working closely with dedicated tutors that they can trust and rely on, who really know them. We want our pupils to know and like themselves, to be filled with a quiet confidence in who they are.**

We regard mental strength as so important for learning that have built this into our curricular tutor programme. All age groups focus on different approaches to mental strength. We model successful dispositions and analyse the impacts they can have. We work hard to make sure our pupils show self-discipline, motivation, engagement and reflective depth; that they are demanding and purposeful in how they push themselves and that they strive for the highest standards.

Both at school and later in life, young people need to develop resilience and the ability to view challenge positively. They need to be able to fail at things without becoming disheartened. They must develop intellectual grit: the phenomenal power of never giving up, particularly when it gets hard. Our pupils learn the value of effort over ability; the fight to keep learning and thinking when things get tough.





### **Lent Term 2020**

Monday 6 January – Friday 20 March

Half Term: Friday 7 February – Sunday 16 February

### **Trinity Term 2020**

Tuesday 14 April – Saturday 27 June

Half Term: Friday 22 May – Sunday 31 May

**For more information please contact the  
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