

St. Patrick's & Brigid's College

Learning & Teaching Policy



Adopted On:

Review Date:

Learning and Teaching Policy

Rationale

We acknowledge that the quality of our teaching directly affects how well students learn. We are committed to providing teaching and learning of a consistently high standard as we work towards raising attainment, achievement, enjoyment and aspirations for all students.

We are committed to further developing our teachers through appropriate staff development training, linked directly to teaching strategies and raising attainment.

Aims

- To recognise that it is the responsibility of all teachers to provide the highest quality teaching and learning for our students.
- To share and understand a common meaning of “high quality teaching and learning”.
- To support and facilitate improvements in teaching and learning through appropriate staff development activities.
- To monitor the quality of teaching and learning via a cohesive, transparent and time bound procedure.

Responsibilities

Curriculum Leader, with responsibility for Learning and Teaching:

- To ensure that teaching and learning developments are included in staff development activities and programmes.
- To ensure staff is aware of current research and relevant initiatives related to teaching and learning.
- To lead and manage the teaching and learning MER timetabled process (which involves monitoring the teaching and learning quality of all teachers) using all appropriate persons to monitor and evaluate progress at each level (as identified in the MER annual Timetable).
- To formulate, with Heads of Departments and Subject Leaders/Co-ordinators, teaching and learning action plans following the review process and in line with whole school priorities (SDP).
- To lead and manage Heads of Department and ensure they are effectively supported and challenged to enable effective learning and teaching across the curriculum.

Role of Heads of Department/Subject Leaders/co-ordinators:

- To ensure that teaching and learning developments are included in department meeting agendas and department development activities.
- To monitor the quality of teaching and learning of all teachers in the department using the agreed MER process.
- To formulate a Department Development Plan and Action Plans which reflect the whole school priority areas linked to Learning and Teaching

- To support individual teachers where appropriate.
- To monitor the impact of teaching and learning on student achievement; using all available data to benchmark, set appropriate targets and review them.
- To identify under-achievement and ensure relevant intervention strategies are employed to support, mentor and monitor progress.

Teachers ensure that the learning environments:

- ✓ are welcoming
- ✓ display exemplary work
- ✓ allow for active learning and group work to take place
- ✓ motivate and inspire

In St Patrick's & St Brigid's College we recognise that good teaching requires:

- Clear planning
- Assessment for learning
- Different teaching styles
- Pace and challenge
- Organised classroom management
- Effective partnership with Learning Support Assistants
- Good classroom relationships
- Relevant homework
- Monitored progress
- A stimulating environment
- Regular evaluation and review

Teaching and learning styles and strategies

Effective teaching styles include:

- Explanation
- Instruction
- Questioning
- Observation
- Modelling
- Reporting back
- Investigation
- Consolidation and practice
- Problem solving
- Individual work
- Paired work
- Collaborative work
- Using ICT
- Extended writing
- Peer assessment
- Songs / rhymes
- Directing and telling
- Discussion
- Demonstration
- Listening
- Making judgements
- Oral Feedback
- Role play
- Research
- Brainstorming
- Sharing
- Games and puzzles
- Simulations
- Revision
- Self-assessment
- Feedback through marking
- Puzzles and games

Preparation, planning and delivering lessons

- Lessons will usually take the form of a three-part lesson, unless the teacher decides that another approach is more effective in particular instances.
- The teacher should have a clear awareness of students on IEP and those identified as under-achieving and should have appropriate strategies in place to support these students' needs.

1. Introduction and starter activity

- The lesson is introduced clearly, sharing the intended **learning objectives and success criteria** with students.
- These will usually be displayed on the board at the start of the lesson.
- Students should be encouraged to engage/interact with the objectives for the lesson.
- In most subjects a starter activity will take place in the first 5 – 10 minutes of the lesson.
- The starter should relate to at least one of the success criteria.

Learning objectives should be specific and outline the learning expected to take place in that lesson. They should not be too broad and general.

Learning objectives could begin with:

- To understand
- To be able to evaluate/identify/describe/justify/explain/apply
- To use confidently
- To develop
- To know how to
- To think about
- To be aware of
- To confidently use
- To understand
- To explain/justify

Success criteria

Describe to students what the teacher is looking for and how they will know they are being successful in their learning.

Success criteria need to be specific and related to the learning objectives and the tasks set by the teacher.

How to write success criteria:

- Take the 1 or 2 learning objectives for the lesson
- Decide how the students are going to demonstrate their learning of the objective to you (the tasks)
- Write 2 or 3 success criteria for the lesson, at least one must be achievable by all students, that will allow them to meet the learning objective (different teachers will have different styles, e.g. must, should, could)
- Decide how you are going to assess the success criteria during the lesson
- Plan the plenary to review all of the success criteria

Examples of Success Criteria:

You can / I can

- Give 2 advantages of using renewable energy resources
- Draw an accurate pie chart by using the correct angles
- Write a poem containing 2 verses
- Use the 5 key words when writing the introduction
- Demonstrate a forward and backward roll
- Peer assess your partners work by giving a point for improvement
- Label a graph with the correct axis
- Describe 2 key features of a Monet painting
- Give 2 ways in which you could improve your work
- Work independently to produce
- Use the verb ____? ____ to describe my daily routine
- Read quietly to create an image of a book character
- Cut out your wood template using the saw safely
- Use teacher's comments to improve my work
- Use a pencil and a ruler to draw science equipment
- Use a level ladder to self assess your work
- Search a database to find 5 pieces of information
- Share your opinion in a group of 4
- Celebrate your forms achievement by creating a display
- Identify 2 points of improvement using your school report

2. The Main Activity

The task(s) to be undertaken are explained and resources identified. The tasks should be well structured and planned, relevant and differentiated.

Tasks set will:

- Be matched to students needs and abilities
- Build on knowledge and skills acquired previously
- Relate to key questions, enquiry, investigation and problem solving
- Develop a range of student skills
- Use different teaching strategies
- Enable students to evaluate their own work
- Encourage students to apply what they have learned in other situations
- Relate to one or more of the success criteria and bring rewards and/or praise on completion

The teacher will:

- Plan lessons appropriately and be thoroughly prepared for delivering the lesson, taking into account the different ability levels of students in the class.
- Meet and greet students on entry to the lesson
- Give clear instructions
- Link work clearly to learning objectives and success criteria
- Have high expectations
- Demand high quality in terms of work and effort
- Not talk for too long
- Use target and technical language
- Display key words and/or write them on the board
- Facilitate learning
- Maintain a presence in the classroom
- Enable mini-plenaries to take place, where appropriate, so that students remain focused and evaluate their progress
- Set appropriate homework to consolidate learning.
- Review and mark work, giving students relevant feedback to support improvement.

The students will:

- Listen and respond positively to the teacher and each other
- Be kept on task
- Be stretched and challenged
- Be motivated
- Want to achieve well and achieve the success criteria

3. The Plenary

- The teacher will return to the success criteria and encourage all students to evaluate the progress they have made during the lesson.
- The strategy of question and answer, peer or self-assessment may be appropriate, or a related extension task may be used.
- Students' achievement of success criteria should inform planning for the next lesson.
- Related homework may be set, and students may be told about work to be covered next lesson.

The process of classroom observation contributes to:

- The continued success of the school
- Raising achievement and school improvement
- Improved classroom teaching
- Curriculum development
- Determining their own development needs
- Identifying the future development needs of the school

	Teaching and Assessment for Learning	Behaviour for Learning
Arrival	✓ Arrival activity which starts students thinking and working straight away	
Starter Activity	✓ Starter activity which is short and engaging and, if appropriate, linked to the main learning in the lesson	✓ Seating plan which encourages students to work rather than socialise ✓ Appropriate pace ✓ Routines and expectations are taught and followed each lesson – visually displayed as a reminder – written in positive terms. ✓ Staff arrive on time in order to set up, meet and greet students ✓ There is a calm and orderly entrance and exit ✓ Name and praise is used to promote and reward positive behaviour ✓ Teachers actively promote and encourage positive behaviour for learning ✓ Appropriate reward system is used (merit scheme) ✓ Persistent inappropriate behaviour is dealt with by classroom teacher – referral to Form Teacher, if appropriate. ✓ Positive affirmations are used ✓ Teachers promote a positive relationship through mutual respect. ✓ If necessary a teacher can use a ‘buddy system’ to allow a student time out to reflect on behaviour.
Differentiation	✓ Needs of ALL students taken into account ✓ Students set their own targets	
Learning Objectives	✓ Learning Objectives shared with students in student friendly language ✓ Clear success criteria shared with students ✓ Learning objectives are referred to regularly throughout the lesson	
Success Criteria	✓ Work is modelled to show students the expectations ✓ Reference is made to mark schemes, specifications, where appropriate	
Learning Activities	✓ Key words used and explained during the lesson ✓ Varied, active and engaging teaching and learning styles, where students are involved and given opportunities to learn independently ✓ Learning is chunked into manageable steps for students ✓ Students are encouraged to share their thinking and ways of working with others ✓ Homework, if set, is given at an appropriate time in the lesson (not in a rush at the end) and could build on what students have learnt in the lesson ✓ Student conversations are about learning and progress	
Student Progress	✓ Assessment opportunities built into the lesson ✓ Students are given opportunities to apply what they have learnt in their own work ✓ "How to improve" comments are used each time a book is marked, and are part of student teacher conversation ✓ Positive affirmations are given to praise progress	

Plenary	✓ Mini plenaries take place throughout the lesson, not just at the end ✓ Plenary is related to the learning objectives, involves ALL students and encourages them to reflect on or apply what they have learnt ✓ Plenary is used effectively to gauge individual student progress ✓ Plenary influences next lesson ✓ Plenary allows reflection time	
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