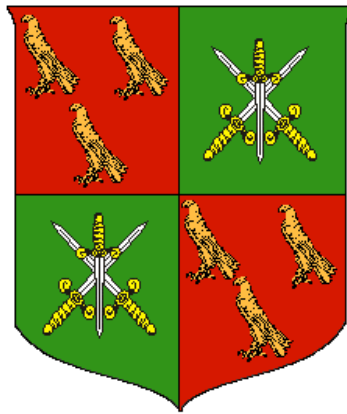


Bunscoil Mhic Reachtain



Teaching and Learning Policy

2023

This policy guides what pupils do, what teachers do, the organisation of the classroom and what the school as a learning organisation does to create an effective and well-managed learning environment in which the individual needs of each pupil can be met.

AIMS

- To provide a broad, balanced, relevant, differentiated curriculum based on the key principles of the Northern Ireland Revised Curriculum that is accessible to all.
- To develop a happy, positive, stimulating and secure learning environment with resources which promote the motivation to learn.
- To develop a genuine love of learning and enable our pupils and ourselves to become independent lifelong learners and thinkers.
- To enable all our pupils to become happy, healthy and emotionally intelligent citizens with a high self-esteem and concern for others and the confidence, skills and competencies required for a diverse and changing world.
- To develop a positive approach to learning in pupils and to enable pupils to experience success and pleasure through a range of teaching approaches.
- To enable pupils and to allow teachers to further develop an awareness and understanding of different learning styles.
- To allow learners to become involved in the learning process, to become increasingly responsible for their own learning and to make progress in their learning.
- To train, develop and support teachers in their vital role of unlocking the skills, knowledge and potential in the learners.
- To work in close partnership with parents as the first educators of their pupils to provide the very best learning opportunities and all round education for each and every pupil in our school.

TEACHING AND LEARNING STRATEGIES

We acknowledge that pupils learn in many different ways and we recognize the need to develop strategies that allow them to learn in ways that best suit them. We offer opportunities for pupils to learn in different ways. These include:

- Whole class work
- Group work

- Paired work
- Independent work
- Sessions with volunteer learning support staff
- Sharing learning intentions and developing success criteria
- Reflection on what has been learnt.
- Self and peer review strategies
- Open-ended, thought-provoking and challenging questions
- Decision making
- Investigation and problem solving
- Creative activities
- Research and finding out
- Use of ICT
- Designing and making things
- Participation in physical activity
- Discussions, debates, role plays and presentation

LEARNING ENVIRONMENT

The learning environment will be:

- Challenging and stimulating
- Peaceful, calm and comfortable
- Happy, caring and supportive

CLASSROOM ROUTINES

Routines in the classroom contribute to a healthy learning environment. To be effective they should be:

- clearly understood
- fair and consistent
- realistic and positive

DISPLAYS IN THE SCHOOL SHOULD BE USED TO:

- support pupils' learning and changed regularly
- create an attractive and stimulating environment
- include work on different aspects of the curriculum
- reflect the individual child's efforts as well as ability

- sometimes be interactive

RESOURCES

Materials in all areas should be well organised, be of good quality, be clean, tidy, attractive, accessible and well labelled. Stocks should be checked and replenished regularly. Children should be taught and shown by example that resources are finite and that we all have a duty to care for equipment and not misuse, damage or waste it. Relevant textbooks should be available in each classroom.

The effective implementation of curriculum subjects calls for a wide range of equipment to be used. These do not necessarily have to be stored in the classroom. The school library and classroom have a selection of books covering all curriculum subjects. Additional books are loaned from the BELB library service.

STAFF AND STAFF PROFESSIONAL DEVELOPMENT

- All staff will establish positive working relationships with the pupils that they are teaching.
- All pupils will be treated fairly and given equal opportunity to take part in class activities.
- Pupils will be praised and rewarded for their efforts and, by doing so, help to build positive attitudes towards school and learning.
- Staff will regularly review performance against this teaching and learning policy and any other targets set as part of the PRSD process.
- Staff will identify areas for individual and school-based development through both formal and informal procedures
- Staff will maintain and update individual training on a regular basis
- Staff will work as part of a team, sharing good practice, cascading new learning and liaising with others when appropriate

CURRICULUM CO-ORDINATION

Co-ordination of curriculum subjects is divided between the staff. As a small school, this means that each member of staff may have several responsibilities in relation to co-ordination.

ROLE OF CO-ORDINATORS

Co-ordinators will be responsible for:

- Maintenance and overview of their subject's resources.
- Attending relevant courses and disseminating information to staff.
- Liaising with other teachers to ensure continuity and progression.
- Monitoring teaching and pupil progress in line with the monitoring and evaluating procedures in their subject and preparing reports for the principal and governors.
- Preparing and evaluating action plans for their subject in line with the School Development Plan.

SEN PUPILS

Staff will provide a differentiated learning environment, which takes account of:

- Gender;
- High and low achievers
- Children with special educational needs or additional temporary learning needs.

We base our teaching on our knowledge of the pupils' levels of attainment. Our focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each pupil's level of ability. When planning work for pupils with special educational needs we give due regard to information and targets contained within the pupils' Individual Educational Plans. We have high expectations of all pupils and believe that all pupils should be included in the full range of educational opportunities. In line with the Code of Practice, the special needs of individual pupils will be catered for through consultation with parents, pupil, SENCO, Co-ordinators and other appropriate agencies.

ASSESSMENT STRATEGIES

Assessment is an integral part of planning, learning and teaching and helps pupils know how to improve. Teachers employ a range of assessment strategies, including observations, discussions with pupils, marking and written tests.

- All assessment tasks have clearly identified purposes which are understood by the pupils.
- Assessment criteria are shared with the pupils, so that pupils have a clear sense of

what the teacher expects of them.

- The pupils' work is marked regularly and highlights strengths and areas for development
- Pupils receive regular verbal or written feedback on their work which highlights strengths and areas for development.
- Pupils are encouraged to reflect on their current performance and what they need to do next to improve so that they are actively involved in the learning process.
- Teachers encourage self-assessment and peer-assessment strategies, thus encouraging pupils to become more responsible for their own learning.
- Formal assessments are carried out annually and the pupil data is used to identify progress or gaps therein.

ROLE OF PARENTS

- We believe that parents have a fundamental role to play in helping their children to learn.
- We work hard to inform and support parents in how they can support their children's learning at home.
- Parents are kept informed of the progress of their children and how to participate in their education. This is done through: weekly newsletters, key school policies, Parent Curriculum Awareness Meetings, informative and helpful remarks when marking work, well chosen homework activities, invitations to parents to attend open days, pupil presentations, prize giving, celebrations, sports days, etc. , annual written reports at end of year, annual Parent/Teacher Meetings
- Parents of pupils with Individual Education Plans (IEPs) are invited to attend each half-term, to review progress made and to discuss future provision
- The school also offer an open door policy so parents may arrange a suitable time to discuss any concerns that they may have with regards to their child's learning.
- Some parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of pupils. All helpers are subject to vetting procedures.

MONITORING AND EVALUATING TEACHING AND LEARNING

- Monitoring and evaluating are integral parts of the teaching and learning in our school and are the responsibility of all members of teaching staff. The principal will oversee the progress we are making towards fulfilling our aims.
- The principal will monitor how effective teaching and learning strategies are in term of raising pupil achievement, through the school self-review process.
- Through monitoring and evaluating procedures, the information gathered is used to inform and influence future developments and is closely linked to School Development Plan.

Dissemination Of The Policy

All staff members and school governors will receive a copy of this policy. It will also be available in the parent reference display area and on the school website.

Monitoring, Evaluation and Review

The policy will be reviewed, and amended annually. Any relevant comments from new research/learning will also be included in the evaluation and review process.

Signed: (Principal)

Date

..... (On behalf of the Board of Governors)