

Learning **and** **Teaching** **Policy**

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Learning and Teaching Policy

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1) Introduction

Mission statement

Newry High School exists to serve the community of Newry and surrounding district by providing an appropriate and challenging curriculum for all pupils. Providing:

'Quality Education for All'

We believe the success of our students is in part based upon the school aims and shared values. We are committed to providing an excellent standard of education for all students, whatever their ability or background. We aim to foster the all-round development of each individual, so that everyone can make the most of their talents and contribute to the life of the school and the wider community.

Our approach to Teaching and Learning is based upon high expectations and positive relationships which show mutual respect, trust and a desire to achieve the very best. We aim for Newry High School to be a purposeful and happy place where everyone is actively engaged in, and stimulated by, the process of learning. We want to demonstrate awareness that students all learn in a variety of ways and that learning is a life long experience.

2) Policy Statement

Learning and Teaching is the core activity of the school, all our actions should support learning and teaching. The way everyone in the school learns and the way we teach is central to our ethos and the way we work. At Newry High School we will consider how people learn and implement what is most effective and appropriate to help all to achieve our vision, mission, aims and objectives.

The aim of the NI Curriculum is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

The objectives are to develop the young person as:

- an individual
- a contributor to society and
- a contributor to the economy and environment.

Our school aims are therefore:

- To provide a safe, caring, disciplined and stimulating learning environment.
- To maintain an open and honest partnership with students, parents and outside agencies through effective channels of communication.
- To promote the Christian ethos of the school.

- To have high expectations for all students, monitor progress by effective use of data and enhance standards by target setting, tracking and mentoring.
- To encourage a sense of community through the provision of a wide and varied programme of extra-curricular activities.
- To develop students as responsible individuals and effective contributors to society.
- To ensure that the school is an active and vibrant part of the community.
- To celebrate the success and achievement of all students and staff.

School Values

Our Code of Conduct is focused on three key concepts:

Excellence

We expect the highest possible standards in all aspects of school life in partnership with all our stakeholders. We strive for continuous improvement in all that we do through effective self-evaluation.

Responsibility

We encourage our students to take responsibility for their own learning and behaviour and to contribute positively to all aspects of school life.

Respect

We expect all stakeholders to be considerate of other views and feelings. Trust, courtesy and co-operation are central to this key value. We encourage people to work together and develop positive relationships.

We strive to create an inviting and positive student-centred learning environment where all individuals are valued for their own personal strengths. We expect everyone to take pride in our school, show a 'can-do' attitude and be fully committed to all aspects of school life.

3) Organisation for the delivery of the Learning and Teaching Policy.

a) Curriculum Planning and Implementation.

As a school we will:

- plan for all areas of the NI Curriculum to guide the work of staff in meeting the needs of our pupils.
- plan each area of the curriculum to ensure breadth and balance and promote progression in pupils' learning
- evaluate pupils' and teachers' responses to the taught curriculum and use this to inform future planning.
- ensure that our curriculum is broad and balanced, and in line with the NI Curriculum and relevant guidance and circulars from DE
- ensure that our curriculum is coherent and demonstrates progression from years 8 to 14
- ensure that the required skills and capabilities are integrated within the curriculum and promoted consistently through Learning for Life and Work and across the general learning areas
- ensure that the organisation of classes and timetables enables the curriculum to be delivered effectively.

b) Teaching.

As a school we will:

- ensure that pupil learning will take place in an environment which is safe and stimulating for learning, where their individual needs are taken into account, where mutual trust and respect is encouraged among all learners and which encourages learners to engage in their own learning
- aim to meet the needs of individual pupils taking account of their stage of development, abilities, attainments and learning styles
- clarify learning intentions and success criteria at the beginning of lessons/topics
- interact with pupils in the classroom to encourage independent and creative thinking and therefore impact on their learning
- aim to motivate pupils and encourage them to be actively involved in the learning process
- encourage creativity
- use a range of teaching approaches – whole class, group and individual activities which take account of different learning styles
- encourage pupils to think and do for themselves through open ended tasks, problem-solving, investigation and personal research
- challenge pupils and have realistically high expectations of pupil performance, reflected in appropriate planned learning outcomes
- use praise appropriately
- make effective use of teaching time to promote learning
- provide adequate and suitable resources for learning
- set homework in line with our homework policy
- use a variety of appropriate assessment tools to monitor pupils' learning including teachers' observations, discussion with pupils, marking, written tests and peer and self assessment

- mark pupils' work regularly in line with our marking and assessment policy to highlight strengths and areas for improvements
- provide regular feedback (verbal and/or written) to pupils regarding strengths and areas of improvement
- give pupils time to reflect on strengths and areas of improvement and make necessary changes
- use the results of assessment to inform teaching and improve learning.

(See appendix 1 for guidance as to what is expected in a typical lesson)

(See appendix 2 for guidance on learning activities / strategies)

c) Attainment.

As a school we will:

- adhere to our assessment policy
- establish baselines for learning
- monitor pupil attainment to try to ensure that pupils' progress is in line with their abilities
- compare the results of statutory assessment at the end of each key stage with those of similar schools and take corrective action as necessary.

d) Implementation of the Code of Practice for SEN Provision.

As a school we will:

- adhere to the structures and procedures established by the SENCO to ensure that the Code is implemented effectively
- aim to identify, diagnose and plan provision for the special educational needs of individual pupils
- maintain suitable records for individual pupils and review these regularly to monitor progress.

4) Responsibilities

a) Board of Governors will:

- ensure that our curriculum is broad and balanced, and in line with the NI Curriculum and relevant guidance and circulars from DE
- employ staff to ensure delivery of the above curriculum
- implement the policies relating to staff welfare so that effective teaching and learning can take place
- support staff in the implementation of the Learning and Teaching Policy.
- Keep policy under regular review

b) The Principal will:

- be responsible for having in place an agreed Learning and Teaching Policy and effective practices for its implementation
- advise the Board of Governors on staffing with regard to the delivery of the curriculum
- support staff in the implementation of the Learning and Teaching Policy.

c) Senior Leadership Team will:

- consult with the staff on learning and teaching matters and advise the Principal
- support staff in the implementation of the Learning and Teaching Policy.
- Keep policy under regular review

d) HODs will:

- support departmental staff in the implementation of the Learning and Teaching Policy.

e) Teachers will:

- support and implement the Learning and Teaching Policy

f) Support Staff will:

- support teachers and pupils in the implementation of the Learning and Teaching Policy

g) Pupils have a responsibility to:

- attend school regularly
- be punctual to school and all lessons
- be well-mannered and polite
- behave in a manner which will promote their own learning and not disrupt the learning of others
- co-operate with staff and fellow pupils
- come to school equipped for lessons
- work to the best of their ability
- complete homework
- accept the opportunity to become actively engaged in their own learning

h) Parents have a responsibility to:

- ensure their son/daughter attends regularly
- ensure their son/daughter is punctual to school
- promote behaviour which is conducive to learning
- ensure that their son/daughter comes to school equipped for lessons
- bring to the attention of the school any concerns about their son's/daughter's learning
- support the school's ethos, values, vision, mission, aims and objectives
- consult and sign pupil planners and ensure that their son/daughter completes homework.

Appendix 1

Guidelines as to what is expected in a typical lesson

To plan appropriately for a lesson

To include:

- Stated purpose – Learning objectives
- Differentiation
- Homework (if timetabled)
- Based upon subject schemes of work / programme of study
- Standard formats of planning when required e.g. standard template for KS3, lesson plan (see appendix 3 for examples)

Learning & Teaching (not in order)

- Three Part Lesson (starter/main section/plenary)
- Prompt start and an orderly entry into the teaching room
- Learning Intentions made clear at the beginning of the lesson
- Open questions and wide participation
- Varied activities (see appendix 3)
- Positive relationships - use of forename, how many pupils have been praised?
- Good pace and challenge
- Reference to skills and not just knowledge
- Plenary to include a review of the lesson
- Homework set at an appropriate time in the lesson

Books / folders

Pupils are expected to date and title their work. Graffiti and 'doodling' are unacceptable in school books.

Appendix 2

Learning activities / strategies

Effective learning activities can be categorised in several ways:

- Whole class activities, group work, pair work, individual work
- Closed activities, supported activities, independent work
- Teacher led work, student-centred work

Some of the effective learning strategies and activities used at Newry High are:

- Role-play
- Listening to the work of others
- Games / Quizzes
- Songs / poems
- ICT based activities e.g. VLE
- Starter activities
- Plenaries
- Modelling by teacher or other pupils
- Questioning
- Explaining
- Pupil led teaching
- Display work / Presentations
- Summarising
- Creative writing
- Structured writing
- Transforming information
- Investigation work
- Concept mapping
- Mind mapping
- Fieldwork
- Categorising / ranking activities
- Mental arithmetic
- Practicals
- Manufacturing
- Sequencing texts
- Whole class/Group/Peer/Self assessment

Regardless of the subject and the group taught, lessons should include a variety of activities.



Unit Summary Sheet

Unit of work:

Year 8

Time:

Description of Unit:		
Knowledge, Understanding and Skills	Key Elements	Thinking skills & Personal Capabilities Major Focus: Lesser Focus:
Learning Outcomes:		Possible Links with other Areas of Learning/Subject strands:

Appendix 3

Lesson Plan	
Group:	Date:
Where has this come from? (Prior Learning)	Where is it going? (Progressing to . . .)
Learning Intentions (what the pupils should know / understand / be able to do)	Success Criteria
Links to other Curriculum areas	
Starter & Introduction	
Development Activity / Tasks	
Plenary	
Homework	