SCHOOL POLICY

Policy Name:	Learning and Teaching Policy
Review date:	June 2023
Date to be reviewed:	June 2024
Agreed by the BOG on:	30 May 2023
Policies which are linked to this policy:	Assessment Policy Blended Learning Policy

Integrated Education has been one of the most significant social developments within Northern Ireland in the last 40 years. Priory wears its Integrated ethos and practice with pride, Integration is prioritised by school leadership and is led by the Principal, BOGs and a drive team, under the leadership of the newly appointed Integration Co-ordinator. The four core principles of integrated education - **equality, faith and values, parental involvement** and **social responsibility** are central in all we do. Integration and Inclusion remains high on the agenda of the college and we will endeavour to make sure that every child is welcomed and taught in a safe and nurturing Priory College.

College Mission Statement
Priory Integrated College welcomes children from all traditions, cultures and abilities. Together, we aim to empower every child to reach their full potential, in a nurturing, caring environment which upholds respect and excellence for all.

Priory Integrated College

Learning and Teaching Policy

The purpose of this policy:

to clarify what we believe constitutes effective learning and teaching.

to ensure consistency, coherence and continuity of experiences for pupils of all abilities to foster creativity and self confidence amongst pupils and staff

to ensure of all pupils make good progress at all stages of their learning

to aid the monitoring and evaluation of learning and teaching.

to inform staff development and strategic planning in conjunction with the school's development plan.

We believe that:
Pupil learning is our core purpose
Every child wants to learn and every child can learn Pupil learning is dependent on effective teaching

Policy Statement:

Learning and Teaching are the core purpose of what we do. High quality learning and teaching are what we want for every student. We believe that the more we have a shared understanding of what constitutes effective learning and teaching, the more effective teachers we will be.

Our pupils tell us that they learn best when:

'I know what I am supposed to be Learning about.'

'Everyone is involved in the lesson.'

'I get to do Activities on my own and with others.'

'I get chance to think and Reflect on what I have learnt.'

'I know how to take the Next step in my learning.'

The Eight Principles of Learning & Teaching in Priory Integrated College

If we are committed to providing the very best for our pupils, based on what they tell us they need in order to learn effectively, we as teaching professionals need to uphold 8 general principles in relation to teaching and learning. These are:

Principle 1: Pupils learn effectively when they are actively involved in their learning.

Lessons provide teaching and learning activities that actively engage students in learning and promote student ownership and responsibility for the learning process. These activities involve both independent and collaborative learning. Such activities promote the development of oracy skills.

Principle 2: Pupils learn effectively when their learning has been carefully planned.

Lesson plans need to be carefully thought out in order to meet the learning needs of all of the pupils. They should be closely aligned to an agreed scheme of work which should include timings, content to be covered, skills to be developed, learning and teaching strategies, assessment for learning strategies and resources to be used.   This planning should include opportunities for stop, question and process.

Schemes of Work should provide comprehensive coverage of the curriculum throughout the year for all pupils, as well as continuity and progression from year to year and between key stages.

Lesson objectives should clearly outline what pupils will be learning in the lesson and why. They should be differentiated so that all pupils learn to their maximum capacity. Lesson objectives should be shared with the pupils and displayed visually near the start of the lesson, revisited during the course of the lesson, and at the end as part of the plenary.

Pupils' *learning preferences* are recognised in the lesson planning. Activities are provided which allow pupils to learn through visual, auditory and kinaesthetic means. A summary of strategies associated with each is shown below:

Visual	Auditory	Kinaesthetic
• Pictures, drawings, plans • Diagrams • Thinking frames • Graphic organisers (revision strategy) • Big picture summaries (topics) • Colour coding • Key words • Video clips including ipad apps • Powerpoints • Explain everything (ipad) • Nearpod (ipad) • Popplet (ipad)	- Teacher explanation • Pupil answer and question sessions • Pupil explanation/ Peer teaching/use of Mini experts • Recordings made by teachers/pupils via ipad apps • Using quizzes	• Matching, grouping sorting, labelling • Making a model • Creating a presentation • Role Play • Drama activities • Creative work – posters, flyers

Principle 3: Pupils learn effectively when they see their learning as relevant.

Learning should be *connected* to the pupils' existing knowledge and experiences. All students bring an element of relevance to knowledge, skills, attitudes and beliefs to the learning environment. This prior learning is recognised and when not formally recognised, prior learning will be acknowledged and built upon by teachers.

New *technologies* should be explored and used to develop pupils' learning and harness their enthusiasm.

Principle 4: Pupils learn effectively if they have the right level of support and challenge.

We believe that every child wants to learn and every child can learn, if they are provided with the right level of support, stretch and challenge. *Differentiation* of the learning can be achieved by providing a range of tasks, levels of support, range of processes, resources and through the learning environment itself.

A range of *data* on individual pupils' needs is available to help teachers provide the right conditions for each child to learn. For example, NFER and CAT4 data provides information on each pupil's cognitive ability, literacy and numeracy skills. IEPs should also be referred to when preparing lessons for pupils on the SEN Register.

Examples of differentiation strategies are shown below:

Differentiation by Task	Differentiation by Support (including providing for pupils with SEN)	Differentiation by Process (Strategies to help pupils process information)	Differentiation in the learning environment
- Tasks linked to Bloom's Taxonomy • Graduated tasks from easy to hard • Tiered level activities – from easy to hard to be given out to pupils according to ability • Tasks of varying difficulty to be divided amongst groups • Extension tasks to give more challenge • Homework with a must do and could do section • Quizzes whose questions get harder but compensated by extra time and extra points • Using Success Criteria to indicate to students what is required with each grade boundary • Creating blogs or diaries through stages of a project • Open ended tasks to allow pupils to interpret • Group presentation where each member presents one aspect of the group's work	- Adult assistance • Vocabulary books with key words (or wall displays) • Writing frames • VCOP frames • Command word aids • Sentence starters/ Connectives/ Punctuation aids • Use of MFI (marking for improvement, clearly indicating how the student can improve) - Wagoll walls (What a good one looks like) • Guided group work • Intervention strategy work with one or small group; • Buddying up students • Having mini experts explain to others • Peer checking • Graphic organisers of information • Thinking Skills frames • Developing generic skills in all pupils eg handling information • Using success criteria so students know what a good one looks like • Individual pupils goals and targets • Additional learning support classes at lunchtime or after school - Suitable ipad apps	- Effective whole class questioning • Thinking time • Thing frames • Stop and process time • Follow-up worksheets and tasks to the teaching • Decision making in groups or pairs • Matching, grouping, ranking and labelling in groups or pairs • Writing to a word count • Teacher modelling (demo) • Peer teaching or use of mini experts • Individual pupil research and presentation • Range of pupil engagement activities as detailed in differentiation Inset material • Suitable ipad apps	- Using the learning behaviour charter • Flexible groupings • Desks that can be easilymoved • Opportunities for independent work • Opportunities for collaborative learning • Using material to reflect cultures • E-learning – great for extension tasks eg research • Routines to allow pupils to seek help when teacher is busy with other small groups • Areas of classroom set aside for different activities eg quiet reading section • Celebrating all levels of work through classroom displays • Connecting learning at the beginning of lesson • Drop in opportunities such as at lunch time • Use itunes or VLE to post extra work or exam papers • Varying teaching strategies to incorporate variety • Constructive advice either written or orally to aid pupil improvement

Learning and teaching is effective when **classroom assistants** are carefully deployed by the teacher to support the learning of individual / groups of pupils. This occurs when classroom assistants:

- - are informed of the learning intentions before the lesson;

- - are provided with resources in advance of the lesson so that they can be adapted if necessary;

- - are involved in the learning activities throughout the lesson;

- - are aware of how the lesson fits into the scheme of work;

- - are consulted when assessing student progress and well-being;

- - are given appropriate guidance from the teacher on their role in the lesson / sequence of lessons.

Principle 5: Pupils learn effectively when their learning promotes the development of their skills, attitudes and dispositions, as well as the acquisition of knowledge.

Lessons should enhance pupils' **core skills** – literacy, numeracy and ICT need to be developed across the curriculum, so that all pupils can use them at a competent level in order to function and progress in their learning, in employment and in society. Learning across the curriculum will also develop **thinking skills**, including problem-solving, decision making and being creative. They need to develop their capacity to manage and apply information, work with others and on their own, as well as to take responsibility for their own learning. Teachers should also seek ways of developing positive **attitudes and dispositions** to learning in their pupils, including a willingness to be reflective in relation to their actions, to behave ethically, to make informed decisions and be able to justify them. Such skills, capabilities, attitudes and dispositions can be encouraged in the classroom through a range of strategies including:

- - Giving reading and thinking time

- - Key word walls, writing frames, VCOP, Wagoll Walls etc

- - Group work and other talk to learn games/activities

- - Class discussions and debates

- - Using Thinking frames (8 introduced)

- - Independent research

- - Developing effective study skills (revision techniques, note taking, summaries)

- - Giving formal feedback to each other (Oral and written)

- - Drafting and redrafting work using Dirt Time

- - Regular target setting and review under teacher guidance
  Students also develop independence and a sense of responsibility for their learning when they are given opportunities to complete work beyond the classroom. These opportunities may include opportunities for pupils to join lunchtime revision/recap classes, after school additional support classes and through homework.

- Emphasising our key Habits of Mind: Accuracy, Persistence, Managing Impulsivity and Listening for understanding and empathy.

Principle 6: Pupils learn effectively when assessment is used to inform and facilitate their learning, not simply to measure it.

Effective questioning is a key component of a quality lesson, where pupils of all abilities have the opportunity to respond to various levels of questions which challenge them to Recall, Explain, Describe, Analyse, Evaluate and Create.

Where opportunities exist for pupils to demonstrate their learning, *success criteria* should be made available to pupils which are designed to summarise the key steps or ingredients that students need in order to fulfil the learning intentions.

Oral and written *formative feedback* is provided to pupils to enable them to understand how to improve their performance, to motivate them and to allow them to realise their learning ambitions. Learning will be underpinned by positive reinforcement and effective assessment for learning strategies which will ensure the provision of quality feedback to learners and teach learners to receive feedback positively and use it effectively to improve their work.

The College's Marking Code and Presentation of Work guidance should be used when receiving work and giving feedback.

Peer and self assessment allow for pupils to enhance their learning and apply success criteria. Lessons should incorporate a plenary session, where pupil self-evaluation is encouraged to promote reflection about how they have learnt and the necessary next steps to improve performance.

Plan - Do - Review: This is a cyclical process of self evaluation that can be used by teachers (and pupils), to ensure that our lesson planning is informed by the outcomes of assessment, our own and the pupils' self evaluation.

As reflective practitioners, teachers should honestly evaluate their practice to inform future planning. After every lesson we ask ourselves:

Did all the pupils learn what I wanted them to learn? How do I know?
How will I plan the next lesson in the light of this?
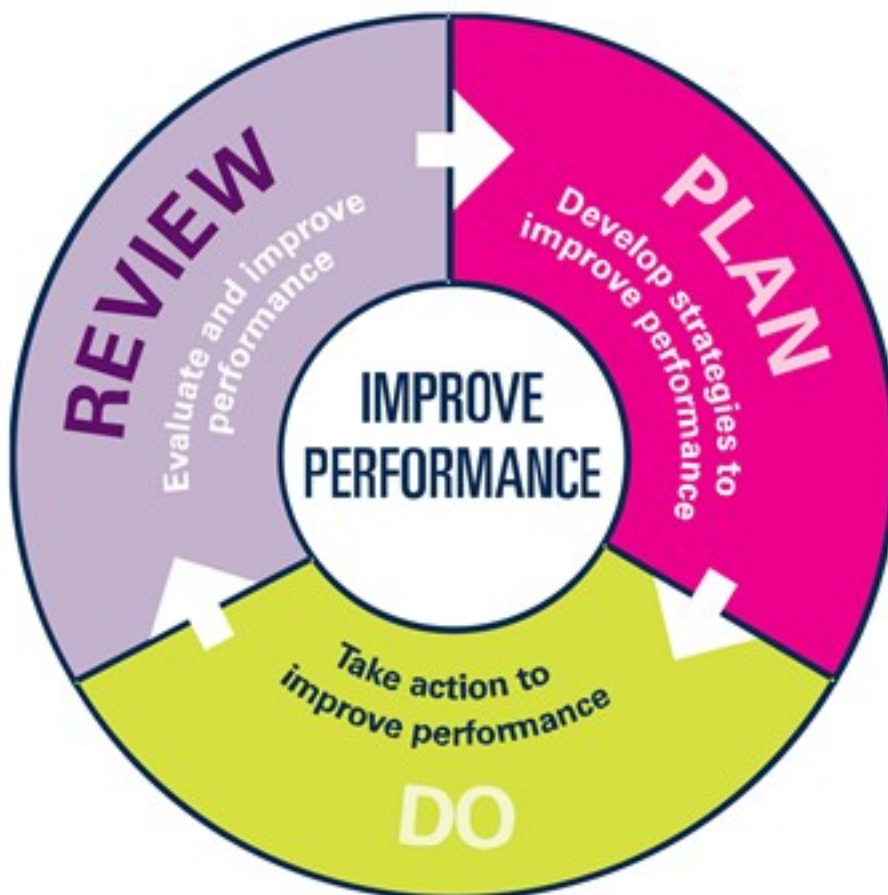
Principle 7: Pupils learn effectively in a positive learning environment

The learning environment itself is a key element of effective learning. It should be interesting and stimulating, with pupils' work celebrated and subject specific information, including key words, on show. Some classroom walls space should be devoted to learning walls, including aids for Effective questioning,

literacy support and command word explanations. Wagoll walls are supportive, to show pupils what a good example looks like. These walls should encourage pupil participation.

Effective learning will only occur when student behaviour is managed in a positive way. Teachers should aim to develop a classroom environment based on mutual respect and everyone's right to learn. They should apply the college's *Learning Behaviour Charter* in all instances of both good and unsatisfactory pupil behaviour.

Principle 8: Pupils learn effectively when they have good adult role models.

Pupils should be encouraged to see learning as a lifelong process. As teachers therefore, we have both the right and the responsibility to engage in sustained and relevant professional development throughout our career. Not only does this enable us to be effective practitioners, it also provides the pupils will positive role models to help them become lifelong learners.

The Principal of the college therefore has a duty to all staff to provide a range of opportunities that support professional development and career progression. INSET, Staff Development Days, Directed Time and PRSD will all be used in order to maximise opportunities for professional development for all staff. In addition, the college will support and facilitate opportunities for staff to engage in CPD courses provided by outside agencies, providing they are relevant to their work in the college and linked to college development priorities.

Related policies and documents:

- Assessment and Reporting Policy

- Blended Learning Policy

- Learning Behaviour Charter as part of Rights Respecting School

- Marking Code and Presentation of Work Code

- Priory Integrated College's Guide to Differentiation - a bank of ideas for promoting differentiated learning in the classroom.

- Lesson Observation Record (used by SLT, Heads of Department, Teacher Tutor)

- College's Lesson Plan template

- Ipad version of Lesson Plan template

- Departmental policy documents