

# TEACHING AND LEARNING

## Policy Statement



- New policy stating the aims and objectives of teaching and learning at Ulidia Integrated College
- Written as a result of consultation between staff and management.
- Incorporates recommendations by the Department of Education.
- It is a Legal Requirement for schools and colleges to have such a policy.

### Summary:

**E G Martin**  
**Principal**

### *Additional Notes*

**Policy Number:** 2005/1

### *History*

#### ***Drafted:***

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Implementation immediate.

Amended June 2007

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# ULIDIA INTEGRATED COLLEGE

## 1. RATIONALE

All students of Ulidia Integrated College will be exposed to learning experiences which will encourage them to strive to achieve their full potential in all aspects of their education and personal development. Our students will experience a broad, balanced, and relevant curriculum in a positive and supportive environment. We will strive to provide equality of access to learning opportunities for all our students.

The college aims to have lessons taught by committed teachers who provide experiences which cater for the individual needs of pupils and helps them acquire knowledge, skills and understanding.

## 2. AIMS & OBJECTIVES

- To provide a relevant curriculum based on the key principles of the Northern Ireland Curriculum.
- To provide a safe, positive and caring environment rich with teaching and learning opportunities.
- To meet individual need through suitably differentiated tasks and learning experiences.
- To provide opportunities for social interaction, group, pair and individual work.
- To encourage parents/guardians to work in partnership with the College and become actively involved in their child's learning.
- To value each member of the college community.
- To foster a sense of self-esteem and enable everyone to fulfil his or her potential in a caring positive and stimulating safe environment where talents and achievements are recognised and celebrated.
- To develop understanding and respect for all people, promoting the highest standards of courtesy, consideration and behaviour.
- To enable our students to become ICT competent, numerate and literate and to acquire essential skills, knowledge and attitudes relevant to their future lives.
- To encourage students to take pride in the college and to become aware of its place in the wider community and to promote enjoyment and happiness for all.

### **3. QUALITY OF PLANNING AND ORGANISATION**

**All Department Teams will aim to ensure that:**

- Teachers plan their teaching on the basis of well-developed schemes of work which indicate the content and teaching and learning styles to be used.
- The success of such schemes is regularly reviewed.
- Policies for assessment, recording, marking and homework are followed consistently by individual teachers.
- There is consistency and variety in the styles of teaching of individual teachers.
- Individual lessons and sequences of lessons have stated objectives that are shared with the pupils.
- The presentation of resources is of the highest possible quality.
- Teachers evaluate the effectiveness of their teaching and pupil's learning.

### **4. QUALITY OF TEACHING AND LEARNING**

**All Department Teams will aim to ensure that:**

- Teachers employ a wide variety of teaching methods and styles to ensure appropriateness for all pupils' learning needs.
- Teachers have high but realistic expectations.
- Pupils line up and await the teacher's instruction outside the room.
- Lessons start on time and have purposeful pace throughout.
- Lessons end in an orderly and conclusive manner and pupils are normally escorted out of the classroom by the teacher.
- Teachers give clear instructions to pupils as individuals or class groups.
- Teachers set work appropriate to the range of abilities within the teaching group.
- Teachers employ a range of techniques to regularly assess attainment.
- Teachers give frequent feed back on pupil performance indicating, wherever possible, levels of achievement and targets for future improvement.
- Teachers set homework regularly, following the Homework Policy guidelines, as an extension of class work and mark it promptly adding supportive comments as appropriate.

## 5. QUALITY OF LEARNING

**All Department Teams will aim to ensure that:**

- Pupils respond with enthusiasm to the challenge of tasks which are set.
- Pupils make good progress through the application of appropriate skills, commitment and concentration.
- Pupils respond well to the variety of demands which are placed upon them and organise themselves and their resources efficiently and effectively.
- Pupils are confident and are willing to seek assistance when they have difficulties.
- Pupils help each other in a supportive way.
- Pupils have a clear sense of their capabilities, know how to evaluate their performance and set realistic targets for improvement

## 6. QUALITY OF THE TEACHING AND LEARNING ENVIRONMENT

**All staff will aim to ensure that:**

- Rooms are tidy, well decorated, orderly, safe and attractive.
- Classroom organisation and layout allows for a variety of approaches to teaching and learning as space permits.
- Resources are stored carefully and clearly in order to aid teacher and pupil use.
- Stimulating and relevant wall displays are apparent.
- Pupils' work is displayed attractively and is up to date and relevant.

## 7. EFFECTIVE LEARNING

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. The psychologist Howard Gardner identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinaesthetic, musical, interpersonal/group working, and intrapersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

**We offer opportunities for children to learn in different ways. These include:**

- ◆ Investigation & problem solving;
- ◆ research & finding out;
- ◆ group work;
- ◆ pair work;
- ◆ independent work;
- ◆ whole class work;
- ◆ questioning;
- ◆ use of the computer
- ◆ fieldwork and visits to places of educational interest;
- ◆ creative activities;
- ◆ watching moving images and responding to musical or tape recorded material
- ◆ debates, role plays and oral presentations;
- ◆ designing and making things;
- ◆ participation in physical activity;
- ◆ reflecting on what has been learned.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn. Self review and peer review strategies are used, as well as planned plenary at the end of lesson/topic to review the key learning objectives and to assess the level of understanding.

<p align="center"><b>Learning Style. AUDITORY (34% OF POPULATION)</b></p>	<p align="center"><b>Learning Style/Multiple intelligences VISUAL (29% OF POPULATION)</b></p>	<p align="center"><b>Learning Style/Multiple intelligences KINESTHETIC (37% OF POPULATION)</b></p>
<p>Pupils will be provided with opportunities to learn by storing sound</p> <ul style="list-style-type: none"> <li>◆ A variety of voices are used (pupils, video, tapes)</li> <li>◆ Questions are presented before the listening activity</li> <li>◆ Teachers move around the room to ensure pupils listen to their voice from different directions</li> <li>◆ Teachers signpost key learning objectives</li> <li>◆ Pupils are encouraged to talk about their work and explain in their own words what they are doing and why</li> <li>◆ CD ROMs/Computer programs which read the text out loud are used</li> </ul>	<p>Pupils will be encouraged to develop this through seeing pictures, diagrams, moving pictures and colour</p> <p>Pupils have many opportunities to</p> <ul style="list-style-type: none"> <li>◆ Work at the White Board OHP or PowerPoint</li> <li>◆ Use visual displays to reinforce learning</li> <li>◆ See key learning terms explained visually in the classroom</li> <li>◆ Illustrate subject content by flowchart and diagrams</li> <li>◆ Use structured templates/mind maps to structure learning</li> <li>◆ Colour diagrams and highlight text</li> </ul>	<p>Pupils will develop these skills through ‘doing’ ‘making’ and ‘touching’</p> <p>Teachers create many opportunities for pupils to</p> <ul style="list-style-type: none"> <li>◆ Touch feel or do things practically</li> <li>◆ Word process text on the computer or illustrate work</li> <li>◆ Whenever possible, work on the White Board</li> <li>◆ Sequence note-making cards for better learning</li> <li>◆ Draw pictures and mind maps which they can trace as they learn</li> <li>◆ Role-play when appropriate</li> </ul>
<p align="center"><b>Multiple intelligences VERBAL/LINGUISTIC</b></p>	<p align="center"><b>Multiple intelligences LOGICAL/MATHEMATICAL</b></p>	<p align="center"><b>Multiple intelligences INTERPERSONAL</b></p>
<p>Pupils will be encouraged to develop this intelligence through our Literacy Policy. Other subjects will develop these intelligences through:</p> <ul style="list-style-type: none"> <li>◆ Storytelling - oral and written</li> <li>◆ Structured writing activities</li> <li>◆ Vocabulary build-up – key words</li> <li>◆ Discussion and debate</li> <li>◆ Highlighting text</li> </ul>	<p>Pupils will be encouraged to develop these skills through the implementation of our numeracy policies. Each subject area will seek to provide opportunities for the following:</p> <ul style="list-style-type: none"> <li>◆ Problem-solving</li> <li>◆ Sequencing</li> <li>◆ Puzzles</li> <li>◆ Awareness and Application of Number</li> </ul>	<p>Pupils will be provided with opportunities to work with others</p> <ul style="list-style-type: none"> <li>◆ Group work/teamwork</li> <li>◆ Sharing outcomes</li> <li>◆ Clearly understood ground rules to be applied at whole school level</li> <li>◆ Identified roles and tasks for all group members</li> </ul>
<p align="center"><b>Multiple intelligences INTRAPERSONAL</b></p>	<p align="center"><b>Multiple intelligences MUSICAL/RHYTHMICAL</b></p>	<p align="center"><b>Multiple intelligences NATURALIST</b></p>
<p>Pupils will have activities set which will allow them to produce individual problem-solving solutions</p> <ul style="list-style-type: none"> <li>◆ Personal goal setting</li> <li>◆ Personal target-setting</li> <li>◆ Self-evaluation</li> <li>◆ Producing work with personal meaning</li> </ul>	<p>Pupils will be encouraged to develop their sensitivity to pitch, tone and rhythm. This will be done through Music lessons through the integration of musical routines into classroom learning, through song composition and learning raps</p> <ul style="list-style-type: none"> <li>◆ Musical routines</li> <li>◆ Song composition</li> <li>◆ Instrument playing</li> <li>◆ Learning raps</li> <li>◆ Dance</li> </ul>	<p>Pupils will be encouraged to think about the environment, globalisation and the natural world. Opportunities will be provided for experiential learning in the context of a wide learning environment</p> <ul style="list-style-type: none"> <li>◆ Field trips</li> <li>◆ Maths trials</li> <li>◆ Art – drawings of natural environment</li> </ul>

## 8. EFFECTIVE TEACHING:

When teaching we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans based on our schemes of work to guide our teaching. This sets out the aims, objectives and details of what is to be taught to each year group.

**We believe children learn effectively when the teacher provides:**

- ◆ thorough preparation;
- ◆ an atmosphere where children are prepared to take risks;
- ◆ lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- ◆ shared learning objectives which are understood by pupils;
- ◆ innovating teaching;
- ◆ opportunities to review and reflect on the learning;
- ◆ clear expectations of what pupils are expected to achieve by the end of each session
- ◆ appropriate pace to the lesson;
- ◆ thinking time before answering questions;
- ◆ open-ended thought provoking, challenging questions of the children;
- ◆ lessons where children's understanding is developed through active practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- ◆ developmental feedback and constructive criticism of pupil's work;
- ◆ stimulating resources
- ◆ support for the learning of pupils with differing abilities;
- ◆ a planned programme of educational visits to reinforce and stimulate learning;

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN) we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Ulidia Integrated College should be of the highest possible standard.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to behaviour and relationships and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour & Relationships Policy.

All teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

## 9 ASSESSMENT FOR LEARNING:

Assessment exists to help the teacher to help the student. It ensures more effective teaching by providing the evidence for closer matching of tasks to the students' needs. It assists the students by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to recognise and move on from success.

### **Assessment for learning**.....

- ♦ Is part of effective planning
- ♦ Focuses on how students learn
- ♦ Is central to classroom practice
- ♦ Is a key professional skill
- ♦ Has an emotional impact by Promoting self-esteem
- ♦ Affects learner motivation
- ♦ Promotes commitment to learning objectives and objectives and assessment criteria
- ♦ Helps learners know how to improve
- ♦ Encourages self-assessment
- ♦ Recognises progress from students' previous best

**We use these strategies to link assessment to better teaching and learning:**

- ◆ Use of data from formal assessment to inform planning and setting
- ◆ Marking for improvement
- ◆ Assessment tasks
- ◆ Evaluation and Reviewing of plans and lessons
- ◆ Clear learning intentions shared with pupils
- ◆ Shared success criteria
- ◆ Target setting
- ◆ Advice on what/how to improve
- ◆ Peer and self evaluation of learning
- ◆ Celebration of success

**Formal Assessments**

- ◆ Cognitive Ability Tests (C.A.T.)
- ◆ Key Stage 3 Examinations
- ◆ GCSE
- ◆ GOML/European Studies
- ◆ Applied AS/A Levels
- ◆ AS/A2
- ◆ BTEC National Certificate/Award

**10 ROLE OF GOVERNORS:**

Our Governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

- ◆ Support the use of appropriate teaching strategies by allocating resources effectively;
- ◆ Monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ◆ Ensure that the school buildings and premises are effective in supporting successful teaching and learning;
- ◆ Ensure that staff development and performance management policies promote good quality teaching;
- ◆ Monitor teaching strategies In the light of health and safety regulations;
- ◆ Monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the Principal's reports to Governors and the work of the School departments Year Teams.

## **11 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 help further their children's learning and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement.

Parents receive a detailed school report, either in February (Years 12, 13 & 14) or in July. This outlines the students' achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future.

Parents may discuss any concerns they have with the appropriate Year Co-ordinator or alternatively, the Pastoral Co-ordinator.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work and may fall behind. Parents are asked to inform the school of any absence on the first day (telephone answer phone available) so that we know that they are safe at home.

## **12 STAFF DEVELOPMENT**

All of our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice and professional personal development. Staff will be encouraged through the Professional Review Staff Development (PRSD) programme to identify and attend one course each year to aid their professional development. The Principal will continue to plan and provide all staff with in house In Service Training opportunities.

### **13 MONITORING, EVALUATION AND REVIEW**

The effectiveness of the School's implementation of the Teaching and Learning Policy will be monitored, evaluated, and reviewed:

- ◆ By all pupils through their work
- ◆ By individual teachers as they evaluate the effectiveness of their teaching, lesson by lesson, and their pupils' learning and amend plans accordingly
- ◆ By parents through their ongoing dialogue with the School in Student Planners, through responses to questionnaires and at Parents' Evenings
- ◆ Through minutes of Department/Year team meetings where discussion and planning for effective Teaching and Learning is recorded
- ◆ Through the quality of schemes of work and curriculum plans overseen by Subject Co-ordinators and the Senior Management Team
- ◆ By Subject Coordinators/Year Coordinators in their regular work sampling across their team i.e., Book Scoops
- ◆ By focused classroom observations
- ◆ By Departmental Evaluation focusing on strengths and areas for improvement
- ◆ By the Governor's Education Committee receiving presentations about quality of Teaching and Learning from the Principal
- ◆ Through analysis of pupil achievement and attainment against individual, group and cohort learning targets
- ◆ Through formal Key Stage 3, GCSE, GOML, CAT, AVCE, AS & A2 and BTEC attainment analysis and subject action planning by the Governors as they monitor the work of the school through their annual policy review and target setting.