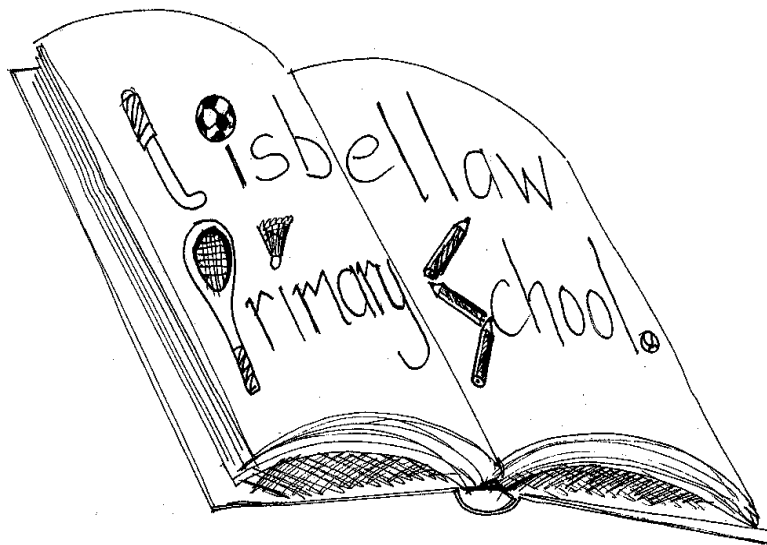


Lisbellaw Primary School

LEARNING AND TEACHING POLICY



RATIONALE

In Lisbellaw Primary School we believe that all children:

- Have an innate desire to learn.
- Can learn and that they learn best when they experience ownership of their learning.
- Can improve their learning by developing an awareness of their own learning style and learning processes.
- Learn effectively when they integrate experience, imagination, information, application and emotion.
- Can learn from each other and that regular constructive feedback from teachers and peers is vital for them.

PURPOSES

Teaching and Learning in this school aims to:

- Provide opportunities for children to develop as autonomous learners.
- Ensure through planning, that all learning styles are catered for.
- Involve parents in genuine partnership with the school.
- Ensure that the self-esteem of staff, pupils and parents is raised.
- Meet the needs of all children by providing them with a safe and stress free environment in which to learn.
- Identify gifted and talented children and provide adequate stimulus and enrichment.
- Enable children to become self aware, confident, independent, inter dependent and creative.

GUIDELINES

1. The autonomous learner knows how to learn and has the disposition to do it.

We will develop this by providing opportunities for children to:

- Identify problems and access the resources to solve them.
- Have time to reflect on the processes and outcomes of their learning with peers and others.
- Make connections with previous learning, enabling them to deepen their understanding.
- Sustain a sharp curiosity and feel secure.
- Assess their own learning and set targets for further development.
- Learn in an exciting, lively, well-paced, challenging and stimulating environment in the classroom and beyond.
- Experience variety within units of work and lessons.

2. We will create **a learning environment for staff** by:
- Facilitating the professional development of all staff.
 - The positive reinforcement and sharing of good practice.
 - Creating a culture where staff learning is valued and celebrated.
 - Encouraging all staff to have high expectations of themselves and others.
 - Sharing and disseminating **'Learning'** through staff notice board, staff library, use of ICT, formal and informal meetings.
3. We recognise that **emotions are very powerful tools for learning**. All year 4-7 children have a measurement of their Emotional Intelligence which is used to guide planning and activities
We help pupils to develop their personal, social and emotional competencies by providing opportunities to:
- Engage positively with others in group work, circle time, the playground etc.
 - Focus on the positive aspects of their work and behaviour and receive rewards for success.
 - Set appropriate achievable targets together with the child.
 - Perform in public.
 - Make decisions and think of ways to overcome difficulties
 - Have a 'Feeling of the Month'
4. There are clear **leadership and management structures**, which ensure effective learning and teaching. (Figure 1) The Senior Management Team consists of the principal and the Heads of the two Key Stages. They oversee the management of Teaching and Learning in the school. Task teams are set up (which include new and experienced teachers) to address issues prioritised in the School Development Plan. The Co-ordinator for a subject or area under review in the School Development Plan will lead staff development days and meetings. Each teacher in the school is responsible for an area of the curriculum once he/she has completed his/her initial year of teaching.

MANAGEMENT STRUCTURE

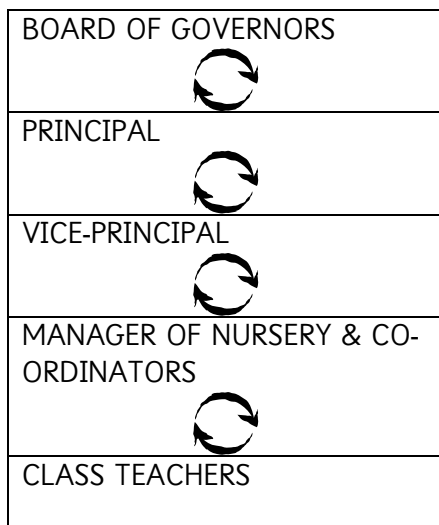


Figure 1

Co-ordinators of areas of the curriculum

Pastoral Care/ Personal Development	- Mrs Coalter
English and Literacy	- Mrs Foy
Mathematics and Numeracy	- Miss McKeon
The World Around Us	-Miss McElwaine
Creative Studies: P.E.	- Miss Magee
Art	- Mrs Catterson
Music	- Mrs Foy
ICT	- Miss McKeon
R.E.	- Mrs Foy
Library	- Miss Stewart

5.A whole school approach to **Accelerated Learning** has being developed which takes account of the **range of intelligences** and the **preferred learning styles** of pupils. The Revised N.I curriculum will is being phased into school beginning in 2007 with years 1&5.

Teachers and ancillary staff provide an environment in which quality learning experiences take place through the use of various teaching strategies where appropriate. These include:

- a. Practical activity-based learning
- b. Investigative activities/research
- c. Problem solving activities
- d. Paired, Group and Whole-class discussion
- e. Effective Questioning
- f. Provision for acquisition of key skills, including ICT
- g. Individual/group/whole class teaching
- h. Differentiated activities for pupils
- i. Individual, group and class target setting
- j. Formative assessment techniques
- k. Topic based/cross curricular approaches
- l. Self-study and homework
- m. Team teaching
- n. Sharing of staff, pupil and parent expertise
- o. Educational visits and visitor to the school
- p. Multimedia/ multi sensory approaches
- q. Incorporation of ICT across the curriculum
- r. PIN (Parental Involvement in Numeracy)
- s. Paired Reading
- t. Peer tutoring
- u. Clubs
- v. Extra Curricular activities

Pupils are generally taught in **groups** of similar ability in Literacy and Numeracy. Groupings are flexible to allow children who are experiencing significant difficulty or success to move groupings. Teachers plan and provide differentiation in other areas of the curriculum where appropriate.

6. Lisbellaw Primary school has been accredited with a **Dyslexia Friendly School** quality mark. Teachers are skilled in identifying dyslexic tendencies and will endeavour to meet their needs in a supportive learning environment. There is a commitment to raising the awareness of all staff to the needs of such pupils and there is a commitment to putting in place arrangements to support the pupils concerned. Dyslexia Friendly strategies are highlighted on monthly planners. It is the intention that all pupils will benefit from these strategies.

Strategies include:

Labelled resources; topic word walls, alternate colours on the whiteboard, alternatives to copying from the board, use of cream paper for handouts, an agreed font size and font of Sassoon infant or comic sans, a study buddy or scribe, use of clicker 4, word shark and number shark, children not being asked to read aloud, marking for success and not always spelling, involving pupils in setting their own targets, homework that allows for differentiation, choice and timing, VAK, circle time, self esteem building, paired reading, scaffolding and writing frames, effective questioning, collaborative learning, pair/share/verbalise, mind mapping, using bullet points, flow charts, pictures, models, drama, multi sensory techniques, rhyme, visualisation etc

7. There is an agreed format for planning, which takes into account the range of intelligences and preferred learning styles of pupils.

Whole School Planning formats include:

- The three year School Development Plan
- A more detailed one year School Development Plan
- Action Plans for individual subjects or areas to be developed

Long Term Planning includes:

- Schemes of work in the subject for each year group
- Termly plans for each subject

Medium Term Planning includes:

Referring to the above schemes and plans and producing:

- 4-Weekly plans (which take into account group work, differentiation and the different learning styles of pupils)
- IEPS (Individual Educational Plans) for pupils on the SEN Register.

Short Term Planning includes:

- Referring to the medium term plans and producing weekly or daily lesson plans/notes

We acknowledge that planning is most effective when:

- It takes account of the different intelligences (Gardner).
- Different learning styles are addressed.
- Learning outcomes or intentions are clearly outlined.
- Adequate and suitable resources have been prepared.
- A cross- curricular approach is adopted, where possible.
- Formative assessment is in place
- Learning is monitored and evaluated.
- Provision is made for all abilities.

8. Teachers continually update and provide quality **resources and forms of classroom organisation**, which help develop the autonomous learner.

Children will experience investigative, problem solving and research based tasks using resources and materials, which are appropriate to their individual needs. These include: books, practical equipment, videos, CDs, DVDs, digital camera, digital DVD Recorder, interactive whiteboard, computer software, multimedia resources, Internet, school grounds, visitors, educational visits and peers.

Children will know that they learn in different ways and they will be given opportunities to learn in various groups as well as individually and in pairs.

9. The school recognises the importance of '**Assessment for Learning**' to decide where the learners are in their learning, where they need to go and how best to get there.

Pupils are actively encouraged to become more involved in monitoring and self-evaluation, taking guidance from the staff, who aim to equip them with the desire and the capacity to take charge of their own learning and set targets for themselves pinpointing the way forward.

Pupils from year 1 will begin to be involved in formative assessment i.e. 2 stars and a wish

The teachers monitor and evaluate pupil progress through:

- Using formative assessment techniques that recognise and respond to learning in order to enhance learning and adapt the teaching to meet the needs
- Observation of pupils
- Pupils' written work and homework
- End of topic or unit assessments
- Standardised tests
- Effective target setting
- Photographs, DVD Recordings, 2-D and 3-D evidence

The Senior Management Team will monitor, evaluate and review **Teaching and Learning** in the school through:

- Mid-year monitoring of standards, book scoops
- Tracking of pupil progress using standardised test scores or key stage results
- Examining the school's Key Stage results set against the N. Ireland norms.
- Monitoring and Evaluating areas using the ETI document
- Classroom Observation

Co-ordinators will monitor Teaching and Learning within their subject through:

- Audits; school-based action research or questionnaires
- Mid-year checking of 4-weekly planners to ensure coverage of the schemes of work
- Completing a SWOT and GAP Analysis of the Action Plan throughout the year
- Evaluation of action plans
- Checking that key skills are incorporated in the appropriate subject areas including ICT

More specific details are included in ***The Monitoring and Evaluation Policy***.

10. Parents/Guardians are kept informed of their child's progress and achievements. Monday afternoons are kept free for Parent/ Teacher meetings. A mid-year Parent/Pupil/ Teacher meeting takes place allowing the parents and the child together to be informed of progress and to then set future targets that plan for the next steps in learning. A written report is sent out to parents at the end of the year. Parents of pupils who have individual education plans are seen twice per term to discuss and review the plan.

Parents are informed of any major changes in the school newsletter. They are also invited to attend a ***Curriculum Information Evening*** in September.

11. Community partnerships are developed through:

- Taking part in competitions, concerts, entertaining members of the community etc.
- Cross community links programme.
- Visits into the community - post office, industry, library, police station, etc.
- Visitors to school- clergy, sports coaches, and representatives from charities, school nurse, doctor etc.
- Involvement of parents in school- voluntary help in classroom, PTA etc.
- Use of community facilities- church halls, swimming pool.
- Links with secondary schools.
- Use of school building by community.
- School services to community.

12. The following strategies are used to support children with **learning difficulties**:

- Early identification of needs.
- Preventative action in early years e.g. speech and language therapy, learning support.
- Individualised education plans.
- Teacher works with classroom assistant, SENCO, parents, medical, psychological and social services, CASS.
- Peer tutoring.
- Encouraging parental involvement and support.
- Multimedia and ICT resources
- Continuing staff development.
- Raise self esteem and self worth of pupils.
- An awareness of child's learning style and range of intelligences.

13. We aim to provide **talented pupils** with challenge by:

- Using assessment data, as well as observation by teachers and ancillary staff, to identify talented pupils.
- Early identification of talent across a range of areas, including creative and expressive.
- Providing problem solving experiences and the opportunity to investigate and research.
- Provide enrichment programmes.

14. **The ethos** or distinctive character and atmosphere of the school contributes to the learning experiences of the pupils in the following ways:
- a. A good relationship exists between teachers, ancillary staff, pupils and parents.
 - b. There is a strong emphasis placed on learning for everyone within the school community. The school has been accredited with the *Investor In People Award*.
 - c. The confidence and self esteem of the pupils is strongly promoted through a range of curricular and extra curricular activities.
 - d. The staff and Board of Governors are highly committed to effective teaching and learning in the school.
 - e. The staff and Board of Governors appreciate the parental commitment to the school.
 - f. The school is highly esteemed by the local community and the pupils achieve realistically high levels of success in internal and external examinations, competitions and in the annual Agricultural Show.
 - g. Arrangements for pastoral care and discipline are integrated with day-to-day teaching and learning. Pupils recognise the importance of high standards of behaviour.
 - h. The school premises and grounds are attractive and stimulating.

This ***Learning and Teaching Policy*** is carefully explained to all new teaching staff.

Policy Agreed: Nov 2007

Review Date: Nov 2009