



# Teaching and Learning Policy

Teaching and learning is the business of the whole school

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## **Section 1**

### **Aims:**

At Our Lady Immaculate School we undertake to:

- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners, able to make informed choices.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, linked to respect for the needs and feelings of others.
- Facilitate considerate and positive relationships between all members of the school community.
- Ensure equal opportunities in relation to gender, race, class, special needs and belief.
- Value and respect all cultures.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.



## Section 2

### **Ethos:**

The ethos and atmosphere underpins the agreed aims of the school. Teachers will provide a broad and balanced curriculum, which will develop the skills, concepts and knowledge necessary for future learning. In the course of their daily work the staff will contribute to the development of this ethos through:

- Providing a calm, quiet and effective working environment at all times, in which each child can achieve his or her maximum potential.
- Providing a welcoming environment, in which courtesy, kindness and respect are fostered.
- Providing positive role models.
- Providing a fair and disciplined environment, in line with the school's behaviour management policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents, in line with the school's record-keeping and assessment policy statement.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing students with meaningful, purposeful tasks, related to the National Curriculum programmes of study and Desirable Learning Outcomes.
- Valuing and celebrating pupils' success and achievements.
- Reviewing personal and professional development by providing appropriate training and support from colleagues in order to ensure a high level of professional expertise.
- Welcoming, supporting and teaching of students.

### **Equal Opportunities:**



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As an equal opportunities school, all students at OLIS must be given full access to the National Curriculum and syllabi. Staff will endeavour to help all students to reach their full potential irrespective of race, gender, age or ability.



## Section 3

### **Management of the School Day:**

#### **I. The School Day**

#### **II. Time Allocation**

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Work will be planned using the Whole School Long Term Curriculum Map. Teachers will follow the agreed Schemes of Work\* with reference to whole school planning to ensure that programmes of study are effectively covered.

\*At Our Lady Immaculate School we are committed to following the programmes of study as required by the National Curriculum, and set syllabi by the school leaving certification boards.

Teachers will encourage pupils to work within given time scales, and will facilitate the effective use of time through:

- The provision of appropriate resources
- Planning extension activities, which can be carried out by individuals or groups of pupils.



## **Classroom Management and Organisation:**

### **I. Management**

The learning environment will be managed in such a way as to facilitate different styles of learning, with particular regard to Special Educational Needs, including high achievers:

- Whole class teaching
- Group work, organised according to appropriate criteria (i.e. Ability, mixed ability, interest etc)
- One to one teaching
- Conferencing
- Collaborative learning in pairs or groups
- Independent learning

All areas of the learning environment will be planned for, including, where appropriate, the outside areas, in order to ensure opportunities for a range of practical activities, which will develop appropriate skills, concepts and knowledge.

Learning support assistants, learning support teachers and external agencies will be employed to support students with Special Educational Needs, as outlined on their Individual Education Plans.

### **II. Behaviour Management**

As outlined in the school's Behaviour Management Policy, each class will display the Our Lady Immaculate School Behaviour Policy poster.

### **III. Organisation**

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

- The resources in each area will be grouped according to curriculum subject and clearly labelled.



- Writing resources will be available for use at all times, and will be centrally accessible.
- Book corners will be comfortable and attractive.
- Labels and posters should wherever possible reflect the language diversity in the school.
- In Reception areas and along the corridors, students' work will change regularly, in order to give opportunities for a range of material to be displayed. A roster between departments could be created so that a variety of students' materials is presented.
- Pupils will be involved in the maintenance and care of all equipment and resources.

### **Planning:**

Schemes of work Planning will take place termly and presented to the SMT.

Reference should be made to the syllabi and/learning outcomes.

Outcomes/intentions are to be made clear in booklets and during lessons.

Teachers are to also hand over their planning to the learning support educators. It is the teachers' responsibility to ensure that they are aware of any adaptations made to the curriculum.

### **Differentiation:**

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support

Differentiated tasks will be detailed in weekly planning. Learning objectives will be specified for all differentiated teaching.

### **Record-keeping and assessment:**

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. A task/test need to be administered at the



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end of each teaching module. Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy.



### **Screening:**

- All Grade 1 students will be screened using an agreed checklists administered by the literacy team at set dates along the year. The students are also assessed along the years at primary school.
- Students entering secondary school from primary will sit for a national benchmark exam at the end of grade 6. Students joining secondary from other school are to present their results to OLIS.
- All students attending our school are strongly encouraged to pursue their studies. In view of this they are encouraged to sit for SEC examinations.

All results from these assessments will be analysed and used to inform future planning.

### **Teaching Strategies:**

In order to ensure equality of access, and effective matching of tasks to needs, teachers will employ a variety of strategies, when necessary:

- Parent conferences to initiate contact and a relationship between home and school;
- Provision of an integrated curriculum especially when subject teachers are involved;
- The development of close links between all grades within all year groups;
- The involvement of head of departments in the development of individual curriculum areas, in order to ensure continuity and progression between grades. This will also ensure that the school is in line with national standards.
- Teacher observation by a member of SMT along the year. Teachers are observed on a 2 year cycle. When deemed necessary visits are more regular;
- Discussion and questioning (open and closed as appropriate, higher cognitive for high achievers) are used in class during the teaching and learning;
- Listening
- Brainstorming
- Providing opportunities for reflection by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement



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- Providing encouragement, positive reinforcement and praise
- Provide all students with opportunities for success
- Use a range of communication strategies ~ verbal and non-verbal
- Use a range of teaching strategies ~ to reach all learning styles.

Teachers will use a range of strategies in any one session.

Activities should show a balance in terms of individual, group and whole class work.

### **Resources:**

Each class will be equipped with a basic set of resources and books appropriate to the age range, abilities and subject. Specialist resources will be stored and made available for all teachers teaching a particular area of study.

Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste.

Care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society, and that all pupils have equality of access.



## Section 4

### **Learning Processes:**

Students enter school at different stages of development. Students learn in different ways and at different rates of progress. In the course of learning students develop their skills through a variety of processes. These include:

- Investigation
- Experimentation
- Listening
- Observation
- Talking and discussion
- Asking questions
- Practical exploration
- Retrieving information
- Imagining
- Repetition
- Problem-solving
- Making choices and decision-making

At Our Lady Immaculate School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain knowledge and skills.

### **Learning Styles:**

Students learn in a variety of ways, and for this reason it is necessary to ensure that planning incorporates as many styles as possible. These styles include:

- Individual learning
- Collaborative learning in small groups, or pairs
- One to one learning with an adult, or more able pupil
- Whole class



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- Independent learning

### **The Parents'/legal guardians' Role:**

- The school will try its utmost to ensure that it is giving a quality education o the students entrusted in its care. However it is important to point out that working in partnership with parents and guardians is a must to ensure the success of their child. Therefore parental involvement is strongly encouraged in working out the way forward for their child's educational future.

To be reviewed by 2021.