

Coleraine College



Learning and Teaching Policy (June 2015)

Principles of the Policy:

The central purpose of our school is teaching and learning, thus we aim to ensure that learning remains at core of all we do as outlined in our mission statement:

We recognise that all pupils have special skills and abilities and all have an entitlement to access a broad, challenging and appropriate curriculum. Every student is also entitled to experience a variety of teaching and learning styles which enable them to achieve their full potential. Coleraine College aims, through successful teaching and learning, to develop the whole child and to enable our pupils to become lifelong learners.

All staff have a responsibility to contribute to the delivery of the curriculum. In addition we individually have a responsibility to strive to deliver lessons in which the teaching and learning is of the highest quality and the learning needs of all students are met.

We recognise that continued professional development is essential to empower staff to deliver effective learning experiences.

Aims and Objectives

The aim of this policy is to:

- ensure that the pupils at Coleraine College are provided with high quality learning experiences
- raise standards and assist pupils' personal development by supporting them in becoming more independent and reflective learners
- guide what pupils and teachers do to create an effective and well-managed learning environment in which the individual needs of each child can be met
- provide a common language and understanding of what characterises outstanding teaching and effective learning
- challenge teachers to regularly evaluate and review their practice
- provide coherence of approach and consistency of expectation
- make explicit the entitlement of all students
- to provide practical guidance and clear procedures
- to provide a focus for development
- to ensure teaching and learning is a standing item on all agendas and CPD
- to ensure pupils are actively involved in their learning and provide feedback for future planning

We believe learning will most effectively take place when:

- the environment is secure, stable and stimulating
- pupils' self-esteem is high
- pupils understand the purpose of the learning and see relevance to their own experience
- pupils have set targets to strive for (in consultation with their teacher) and are given the opportunity to review targets on a regular basis
- the learning builds on prior knowledge and understanding
- pupils are given input into what and how they learn
- success criteria are explicit
- the learning is active and collaborative
- pupil questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- a variety of teaching styles are used
- pupils can self assess, know what they need to do to improve and are able to set appropriate targets
- pupils have opportunities to and are encouraged and have opportunities to transfer skills, knowledge and understanding to other contexts
- pupils are given formative feedback as to how they could improve their work

Key components of Successful Lessons

What makes a successful lesson has been discussed in the past during INSET (May 2015); the following is a summary of these discussions:

Characteristics of High Quality Teaching in Coleraine College

- ✓ Lessons are well prepared and planned with a clear structure:
 - Introduction
 - Activities / Tasks: (explanation, completion and assessment of)
 - Plenary
- ✓ Learning Intentions are shared and explained at the start of a lesson
- ✓ The lesson builds on prior learning
- ✓ Resources are appropriate and pitched at right academic level of the pupil
- ✓ Effective classroom management: students' learning is not disrupted by others
- ✓ There is a good working relationships with the pupils
- ✓ High expectations of the pupils are evident
- ✓ Strong subject knowledge delivered with energy and enthusiasm
- ✓ The vocabulary used is age and ability appropriate
- ✓ There is an awareness of pupils with SEN
- ✓ Differentiation occurs to challenge students of different abilities
- ✓ A range of different teaching and assessment strategies (AFL) are used in the lesson
- ✓ Skills as well as knowledge are developed (eg TSPC)
- ✓ Teaching is learner centred

Students in Coleraine College enjoy a high quality learning experience when:

- ✓ there is a positive classroom environment where they feel safe secure and valued.
- ✓ they are engaged and involved in the lesson.
- ✓ they enjoy their lessons.
- ✓ they see a purpose and relevance to their learning.
- ✓ they are inspired and motivated by enthusiastic teachers.
- ✓ different types of learners are recognised and catered for.
- ✓ they take risks with their learning and learn from their mistakes.
- ✓ they are given scaffolded support.
- ✓ they are given opportunities to be independent learners, responsible for their own learning.
- ✓ they are given the opportunity to “do” and not just watch and listen.
- ✓ they are given opportunities to ask as well as answer questions.
- ✓ their successes are celebrated and rewarded accordingly.
- ✓ they are given the opportunity to talk for learning.

Monitoring Teaching and Learning

The policy will be reviewed and amended on an annual basis. The following list outlines the ways teaching and learning is monitored in the College:

- Use of comparative data – analysis of examination results
- Regular evaluations of units of work by subject teachers
- Reflection of teaching methods used
- Pupil evaluations of units of work
- Whole school action research – inviting the opinions of key stakeholders
- Sharing good practice during INSET
- Identifying development needs of staff and planning INSET accordingly
- Encouraging staff to attend subject training if required
- Examination of pupils work across subjects to monitor consistency of approach
- Lesson observation

Teaching and Learning Policy: Roles and Responsibilities

Governors:

- To ensure the effective and rigorous implementation and monitoring of the policy.
Governors to be assigned to one Curriculum Area to monitor progress being made.

SLT:

- To provide appropriate support, training and resources for subjects and individuals
- To monitor and evaluate the delivery and impact of the policy
- To modify and update the policy in the light of ongoing developments and the changing needs of the school
- Act as good role models of good practice.

Teaching staff:

- To implement this policy by ensuring a consistent delivery of high quality learning experiences

- To fully engage in training provided and be prepared to share elements of good practice
To be responsible for identifying their own development needs in this area by constant reflection

Pupils:

- To work positively within lessons to enable staff to implement the policy effectively
- To extend the learning experience outside the classroom by ensuring completion of homework or coursework

Those with parental responsibility:

- To provide support for pupils at home, allowing them to continue to develop their learning effectively