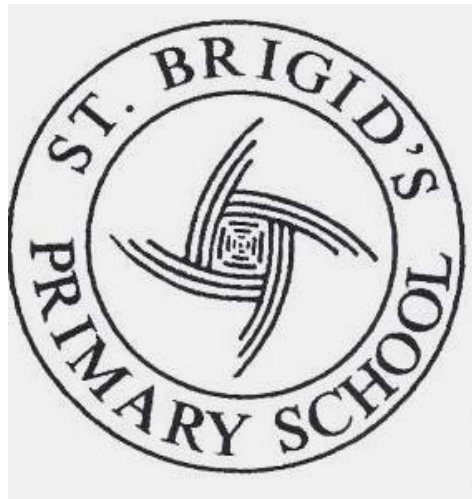


Learning, Teaching and Assessment Policy



Policy Reviewed Autumn 16
Final Draft

Next Review Date Summer 19

Signed Chair of Governors

Signed..... Principal

Learning, Teaching and Assessment Policy

Rationale.

We aim to put our pupils at the centre of their learning and we place great emphasis on nurturing each child to achieve their best. We recognise the importance of making learning interesting, meaningful and memorable. We teach through experiential based approaches **ensuring VARK is evident in all learning opportunities to ensure children experience their preferred learning styles**. We encourage the development of Thinking Skills and Personal Capabilities **within teaching, learning and assessment**.

Our Teaching Learning and Assessment Policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high levels of pupil achievement. We acknowledge the importance of the development of technology in teaching, learning **and assessment through the use of Ipads, apps and appropriate software**. We will integrate “My School” where opportunities arise in the curriculum.

The Teaching Learning and Assessment Policy is at the heart of all that we do at St Brigid’s Primary / Nursery School and Special Units. It sets out clear expectations and provides a consistent approach. It can be easily monitored **through year schemes, planners and pupils’ work**. **It monitors children’s progression to inform future planning** and ensures equal opportunity for all of our pupils.

Purposes

We believe that children learn best using a range of learning styles. We provide a rich and varied learning environment which allows children to develop their skills and abilities to **reach** their full potential.

- Through our teaching we aim to: **Develop learning styles using VARK**
- Meet the needs of all learning styles
 - Visual
 - Auditory
 - Reading
 - Kinaesthetic
- Enable children to become confident, resourceful, enquiring and independent learners
- Foster children’s self-esteem and help them build positive relationships with other people
- Develop children’s self-respect and encourage children to respect the ideas, attitudes, values and feelings of others
- Show respect for all cultures and, in so doing, promote positive attitudes towards other people
- Enable children to understand their community and help them to feel valued as part of this community
- Help children grow into reliable, independent and positive citizens for the 21st century

To be revised Summer 2019

We acknowledge that people learn in many different ways, and when planning our lessons, we take into account these different forms of intelligence ensuring wherever possible that there is a visual, auditory, **reading** and kinaesthetic elements.

Effective learning results in:

- Explaining what you have learned
- Applying it to other situations
- **Confident in your ability to succeed**
- **Wanting to do more**

We encourage children to take responsibility for their own learning. They need to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn. It is important to understand what helps them to learn and what creates difficulties for them.

Practices.

Effective learning requires effective teaching. When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the Revised Northern Ireland Curriculum. We use the school's curriculum schemes to guide our teaching. These set out the aims, objectives and values of the school and detail what is to be taught throughout the year in each year group.

We aim to ensure teaching, learning **and assessment** at St Brigid's Primary / Nursery School and Special Units is of the highest standard. **We do this** through planning, **preparing and delivering lessons through using a variety of strategies and resources.** **We implement formative and summative assessment procedures and provide appropriate staff development.**

We have high expectations of pupils and our teaching is based on our knowledge of the children's level of attainment. We take account of formative and summative assessment outcomes so that we are aware of the children's ability levels and any additional educational needs which will affect their progress.

Outlined below are the key elements of

What makes an effective school?

- **Strong** leadership
- Clear vision / SDP
- Teamwork
- Distributed leadership
- **Sharing good practice**
- Child centred learning
- Inclusion
- Positive ethos
- Effective teaching
- Effective use of data
- High expectations
- Professional development
- Willingness to embrace change / Technology
- Parental partnership and community links
- P.R.S.D Cycle / Investors in People

To be revised Summer 2019

Great lessons are key to learning successfully.

The criteria for effective learning are

- High quality teaching
- Clear expectations – WALT/WILF
- Clear learning intentions
- Shared success criteria
- Positive learning environment
- Children being receptive
- Learning from mistakes
- Investigative open ended approaches
- Learning beyond the classrooms
- Self-Assessment
- Peer Assessment
- Praise
- Culture of improvement
- Achievement / progress
- Feedback
- Use of UICT.
- Plan, Do, Review cycle (I.I.P)
- Resources
- Self-assessment

What makes an effective teacher?

- Good planning, prior learning summary
- Clear learning intentions
- Good levels of differentiation
- Shared success criteria
- Different learning styles - VARK
- Well structured / well paced
- Good classroom management
- Positive ethos
- Challenge
- Good questioning
- Self and peer assessment will take place as an integral aspect of learning
- Reflective Practitioner
- Constructive feedback
- Using additional support
- Stimulating resources
- Keeping abreast with new developments and initiatives
- Being a good team player – especially in year groups
- Good rapport with children
- Effective use of assistive technology

To be revised Summer 2019

Equal opportunities

All pupils have full access to the Curriculum for N.I. regardless of gender, disability or ability

Role of the Class Teacher

- Teachers will follow school policies in relation to teaching, learning and assessment
- Teaching will engage in P.R.S.D. process linked to professional staff development
- All teachers will develop leadership roles within the school.
- All teachers will have equal opportunities to develop professionally
- Be able to motivate
- Good subject knowledge
- Be willing to take risks
- Lead by example
- Provide appropriate time for quality feedback
- Well planned and structured
- Available / open to colleagues
- Being creative
- High expectations

Role of the Learning Support Assistant

- Work closely with all members of staff to support pupil's learning
- Attend professional development training

Role of the Pupil

- Engage in the learning process
- Complete set tasks
- Self-Assess tasks
- Work effectively in a group

Role of the Learning Support Teachers

- Work closely with all members of staff and implement planned programmes of work
- Monitor and review progress in consultation with SENCO and class teachers

Role of the Coordinator.

The role of the coordinator is central to effective learning teaching and assessment

- Manage your subject at whole school level
- Have a strategic overview / vision
- Draw up and implement action plan
- Keep up to date with changes
- Offer training and support to staff
- Disseminate relevant information to staff

To be revised Summer 2019

- Manage resources
- Monitor, evaluate and provide quality feedback to staff
- Continue to support raising standards
- Have good subject knowledge

- Lead by example and listen
- Approachable
- Self evaluation
- Available / open to colleagues
- Time
- Prioritising
- Provide appropriate time for quality feedback
- Feedback to the SLT

Role of SLT

- Lead the area
- Develop/implement the TLA agreed policy across the school
- Have strategic overview of TLA policy/practices
- Monitor and evaluate all aspects of teaching, learning and assessment including formative and summative
- Provide appropriate quality feedback

Assessment for Learning.

- Assessment will include formative, summative, diagnostic and evaluative approaches in line with the Northern Ireland Curriculum
- Assessment will include online standardised tests GL, (PTE, PTM) CATS, PASS survey and diagnostic tests.
- Learners will be given feedback to enhance their learning experiences and support continuing improvement
- Assessment will reflect learning intentions and success criteria
- Assessment will reflect the school's positive marking policy
- Peer assessment
- Self assessment

To be revised Summer 2019