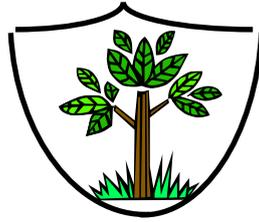


Drumsallen Primary School



Teaching and Learning Policy



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Teaching and learning is the basis of the whole school

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Section 1

Aims:

At Drumsallen Primary School we will endeavour to:

- Empower young people to develop their potential and to make informed and responsible choices and decisions throughout their lives.
- Raise levels of attainment for all pupils, enabling them to achieve their personal best
- Develop confident, disciplined and enquiring learners.
- Foster a love of learning.
- Foster self-esteem and personal responsibility, and respect for 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.
- Respect other cultures and traditions.
- Provide a safe and happy work place.
- Promote a thoughtful attitude towards the immediate and wider environment.

Section 2

Ethos:

The ethos and atmosphere reflect the 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 and effective working environment, 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 Positive Behaviour Policy.
- Maintaining purposeful and informative planning, record-keeping and assessment documents.
- Effective management of their professional time.
- Developing links with the wider community.
- Providing children with meaningful, purposeful tasks, related to the N.I. Curriculum.
- Valuing and celebrating pupils' academic and non-academic success and achievements.
- Reviewing professional development by providing appropriate INSET training and support for and from colleagues.
- Adoption of PRSD to ensure continuous professional development and high levels of staff performance.

Equal Opportunities:

In accordance with the school's Equal Opportunities Policy, all children at Drumsallen Primary School must be given full access to the N. I. Curriculum. Staff will endeavour to help all children to reach their full potential.

Section 3

Management of the School Day:

I. The School Day

9.00 ~ 10.45: Morning Session

10.45 ~ 11.00: Break

11.00 ~ 12.30: Mid-morning Session

12.30 ~ 1.30: Lunch

1.30 ~ 3.00: Afternoon Session

Tuesday - Friday Morning: Whole School Assembly

Primary 1 and 2 - the teaching day ends at 2pm

Primary 3 – the teaching day ends at 3pm Monday and Wednesday and at 2pm on Tuesday, Thursday and Friday.

Primary 4 – the teaching day ends at 2pm on Tuesdays and at 3pm all other days.

Primary 5 to 7 – the teaching day ends at 3pm

II. Time Allocation

Curriculum time can be planned as continuous study throughout the term, or as blocks of study. Teachers will follow the agreed Schemes of Work* with reference to whole school planning to ensure that areas of learning are effectively covered.

*At Drumsallen Primary School we are committed to following the programmes of study as required by the N.I. Curriculum, the Literacy and Numeracy Framework.

We are committed to developing the cross curricular skills, thinking skills and personal capabilities at Drumsallen Primary School. By *cross curricular skills*, we mean the ability to read, write and speak in English and to use mathematics and ICT at a level necessary for lifelong learning and for operating effectively in society in general.

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.

Areas of Learning

Language and Literacy

Mathematics and Numeracy

World Around Us

The Arts

Physical Education

Personal Development and Mutual Understanding

The allocation of time for the ICT curriculum will be incorporated into the planning for other areas of the curriculum, alongside explicit ICT lessons.

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:

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

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

Classroom assistants, peripatetic teachers and external agencies will be employed to support children with Special Educational Needs, as outlined on their Individual Education Plans.

II. Behaviour Management

As outlined in the whole school Positive Behaviour Policy each class will adhere to the suggested consequences and rewards that will ensure a happy and harmonious classroom environment.

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.
- Resources will be available for use at all times, and will be accessible.
- Library areas will be comfortable and attractive.
- Labels and posters should wherever possible reflect the language diversity in the school.
- Resource areas for imaginative play will change regularly, in order to give opportunities for a range of play and role-play which will contribute to learning in a purposeful manner
- Pupils will be involved in the maintenance and care of all equipment and resources.

Planning:

Planning will take place half-termly, with reference to the N.I. Curriculum, the School Development Plan and the Schemes of Work produced by the school.

Teaching staff will meet as necessary to plan. Half-termly planning documents will be submitted to the Principal at the beginning of each block to be monitored. Teachers will review progress in Literacy and Numeracy half-termly. Progress of other subjects will be reviewed termly.

Differentiation:

Teachers will differentiate the curriculum by:

- Task
- Outcome/Expectations
- Teacher / adult support

Differentiated tasks will be included in weekly planning. Individual Education Plans will be written for the necessary pupils.

Record-keeping and assessment:

Regular assessments are made of pupils' work in order to establish the level of attainment, and to inform future planning. Assessment for Learning will encourage the active involvement of children in their own learning by sharing learning intentions in Literacy and Numeracy. The children will be encouraged to develop their ability for self and peer evaluation. Record-keeping and assessment procedures are defined in the Assessment and Marking Policy.

Screening:

- P1 pupils will be assessed using Language Link assessment in September and the British Picture and Vocabulary test in May.
- Primary 2 pupils will be assessed in Literacy using the Mist Test in term 3 and selected children are tested for Numeracy Catch-up during term 2.
- Primary 3 and 4 children are assessed using the Young Group Reading Test in September.
- Primary 4 and 7 children will be assessed for Mathematics, English and ICT, using the end of Key Stage Assessment Tests and ICT Accreditation.
- NFER Maths and Reading Tests are also administered in May/June of each year and form part of a running record for pupils: P4-7.
- P4 and P6 pupils will be assessed using the NRIT test in September.
- All results from these assessments will be analysed, using Assessment Manager, and used to inform future planning.

Monitoring and evaluation:

- Pupils work will be monitored termly in Literacy and Numeracy by the Principal. A termly review of this monitoring is held with all members of the teaching staff.
- The Principal will regularly monitor children's books.
- The Principal will observe each class teacher in a specified curriculum area, in accordance with PRSD Policy.

Teaching Strategies:

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

- Teachers will work together in curriculum areas, in order to ensure continuity and progression between Foundation Stage, Key Stage 1 and Key Stage 2.
- Teacher observation
- Discussion and questioning (open and closed as appropriate)
- Previewing and reviewing work
- Instructional teaching
- Interactive teaching
- Modelled/Shared/Guided Reading and Writing
- Listening
- Brainstorming
- Providing opportunities for reflection and evaluation by pupils
- Demonstrating high expectations
- Providing opportunities for repetition / reinforcement
- Providing encouragement, positive reinforcement and praise
- Making judgements and responding to individual need
- Intervening, as appropriate, in the learning process in order to encourage development
- Provide all children with opportunities for success
- Use a range of communication strategies ~ verbal and non-verbal

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

Activities should show a balance in terms of individual, pair, group and whole class work. Teachers should use the teaching structure of ‘whole class teaching → text level work → ability group work → whole class plenary’ in the teaching of English during Literacy and the teaching of mathematics during Numeracy. Specialist teaching is available from the Peripatetic service and also in the form of visitors, staff or CASS personnel, with special skills and interests.

Resources:

Each classroom will be equipped with an extensive set of resources and books appropriate to the age range. Specialist resources will be stored centrally, and will be regularly audited by the Curriculum Co-ordinator. Consumables will be replenished as necessary by the Principal.

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:

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

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

At Drumsallen Primary School opportunities are organised to allow pupils access to these processes, and for them to develop their own strategies to gain skills and apply to other areas.

Learning Styles:

Children 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
- Whole class
- Independent learning

Section 5

Governors' Role:

It is the Governors' role to monitor and review the policy and its practise through:

- Reporting to the Principal and teachers.
- Receiving reports from the Principal and/or the Teacher Governor.
- Attending INSET
- Receiving reports from the Principal on relevant issues, in particular Health and Safety, and to follow up any relevant issues.
- Promoting and ensuring at all times equal opportunities in relation to race, gender, class and belief.
- Promoting and ensuring at all times the practice of valuing and respecting all cultures and faiths.

Parents' Role:

Parents are encouraged to support their children's learning and empowering them to develop their maximum potential by:

- Ensuring that their child comes to school feeling confident and positive.
- Ensuring that their child arrives at school punctually and regularly and well prepared for learning.
- Sharing with the teacher any problems in school that their child is experiencing.
- Supporting their child by attending parent interviews and other meetings.
- Supporting their child and the teacher by becoming actively involved in the operation of the Individual Education Plan, and any Special Educational Needs processes.
- Ensuring that all contact addresses and telephone numbers are up to date and correct.
- Ensuring that their child arrives at school wearing the correct uniform and bringing the correct P.E. kit.
- Agreeing to the school behaviour policy and sanctions involved.
- Agreeing to, and supporting, the school's homework policy.
- Responding to letters sent home from school.
- Informing the school of reasons for their child's absence.
- Informing the school of any significant matters at home, which may affect their child's progress, happiness or behaviour.
- Supporting extra-curricular activities,
- Visiting school concerts, visits and fairs etc.
- Ensure that their child becomes responsible for their own belongings.

Community Role:

The community is invited to support the school by:

- Contributing to activities, such as assemblies, artistic events, specialist outings, and clubs.
- Presenting themselves as positive role models.
- Guiding pupils' behaviour as they play around the school, and providing positive role models with regard to behaviour.
- Supporting school events

The School's Role:

In relation to each of the above areas the school will reciprocate by:

- Responding to all offers of support as far as it is able.
- Respecting all information given in confidence.
- Giving clear information on the aims and objectives of the curriculum and school procedures.
- Setting up curriculum meetings.
- Giving reasonable / appropriate access to teaching staff.
- Working in partnership with parents and guardians to ensure the success of their child, and encouraging parental involvement in working out the way forward for their child's educational future.

Review

This policy is a working document and therefore is open to change and restructuring as and when the need arises.

To be reviewed September 2015