

Lismore Comprehensive School



"Caring and Learning Together"

Learning and Teaching POLICY

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Learning and Teaching Policy

In Lismore Comprehensive School, we believe in the concept of lifelong learning. While we are professional teachers, we are also learners and as such we continue striving to improve our practice. This means understanding better, the teaching and learning process and being committed to continual professional development.

We believe that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip our students with the knowledge, skills and understanding that will enable them to make informed choices about the important things in their lives and to contribute to their community, to society as a whole and the economy.

We believe that with effective and enjoyable learning and teaching experiences we can help our students lead happy, healthy and rewarding lives.

Rationale

The purpose of this policy is:

- To establish a shared understanding of what constitutes quality Learning and Teaching.
- To state, clearly, the expectations of Lismore Comprehensive with regard to Learning and

Teaching.

- To provide a framework against which we can evidence our own performance as Teachers.
- To monitor the effectiveness of Learning and Teaching across the School.
- To provide Departments with a framework for determining their own Quality Indicators.

Our Aims for our Students. These are the values, skills and attributes we wish our students to have when they leave Lismore Comprehensive to make their way in the world:

We wish our students to:

- Communicate effectively, talk confidently and listen sympathetically.
- Be numerate, literate, good team players, flexible, adaptable and aspirational.
- Respect themselves and others.
- Have self worth and self belief that they have the ability to achieve their potential and something positive in their lives.
- Be good friends, caring family members and decent neighbours to others.
- Be hardworking young people who can be trusted to do the right thing.
- Have a sense of humour and fun.
- Embrace Gospel values of love, honesty, compassion, forgiveness and justice.
- Have an understanding and appreciation of their faith and cultural heritage.
- Be aware of their own history, language, culture and have a sense of their global identity, respecting the opinions, values, rights and cultures of others.
- Be young people of courage, understanding and wisdom with a sense of justice and fair play.
- Be proud of themselves and their achievements be they Academic, Sporting, Cultural and Artistic, and be proud of their school and where they come from.
- Be generous, compassionate, kind and caring young men and women.
- Be independent and lifelong learners with drive, determination and an eagerness to succeed.

The Learning Environment

In order that students achieve as learners to their full potential, their learning must take place in an appropriate environment. Such an environment is characterised by:

- A welcoming atmosphere, positive relationships between teachers and students and between students and students in a relaxed, well organised classroom that stimulates and inspires.
- A high level of enthusiasm for learning from the teacher transferred to students within an atmosphere of mutual respect based on our school ethos and values.
- Clean, well resourced, tidy, safe, and litter free classrooms and corridors where pupil work is displayed, celebrated and refreshed regularly.
- Consistent and fair implementation of all school policies and expectations regarding behaviour for learning.
- High quality, stimulating resources, differentiated where appropriate and a range of learning activities to stimulate, engage and challenge learners including the use of ICT to enhance learning.

Characteristics of Effective Teaching

Teaching can be said to be effective when:

- Teachers have up to date and deep subject knowledge.
- There are good, positive working relationships between teachers and students .
- Lessons are well planned, prepared, resourced, structured and delivered.
- There is a flow to the lesson – recap on previous learning, learning intentions, success criteria shared, teacher led, activity, research, reading, problem solving, effective questioning, reflection, creativity, discussion and evaluation.
- A wide variety of teaching styles and methodologies are employed in a productive learning environment.
- Teachers consistently have realistic and challenging expectations of their students.
- Teachers know their students well and differentiate in terms of student ability, additional needs, student progress and preferred learning styles.
- Appropriate resources, including ICT, are used to stimulate and enhance the learning.
- Students are engaged, responsive, enthusiastic and motivated and are given opportunities to work individually, in pairs and in groups.
- Students are given opportunities to engage in open ended problem-solving activities in class and at home to consolidate learning.
- Students receive meaningful feedback on their learning and work are encouraged to improve on previous best performance.
- The experience is enjoyed by both teacher and student.

Characteristics of Effective Learning

Learning can be said to have been effective when:

- The learning intentions have been shared and the success criteria met.
- Students succeed in public exams in line with predictions based on baseline testing and other data including tracking progress data.
- Students are able to learn from their mistakes and apply learning to different contexts.
- Students are able to take increasing responsibility for their learning, using homework diaries to aid organisation, engage in independent research and can talk confidently about their learning.
- Students complete tasks appropriate to their potential, participating in peer learning and teaching.
- Students display confidence and pride in their work and their achievements.

- Students set and meet or exceed their own learning targets.
- Students demonstrate competence in all of the Key Skills areas (Communication, Using Maths and Using ICT).
- Students are equipped to use ICT and emerging technologies to progress their own learning beyond the confines of a classroom in an e-learning world.
- Students acquire knowledge and skills through activities other than classroom teaching.

Assessment for Learning

We understand that Assessment for Learning is a child centred strategy to improve student learning and raise achievement. It is a continuous cyclical process to establish where the learner is now, where he/she needs to go and what he/she has to do in order to get there. It helps learners know what to improve and how to improve.

Characteristics of Assessment for Learning:

- Sharing the learning intentions and the big picture (plan for learning).
- Establishing and sharing success criteria for and with students.
- Using effective questioning strategies.
- Students are encouraged to demonstrate their learning in a variety of circumstances .
- Using a range of effective feedback instruments to stimulate and motivate the learner and to affirm what learning has taken place and how the learner can improve.
- It encourages self-assessment and peer assessment.
- It enables early detection of underachievement and promotes intervention.
- It has an emotional impact by promoting self-esteem and giving ownership of learning.
- A planned plenary at the end of lessons to review the learning intentions and assess levels of understanding to inform future teaching plans.

In Lismore Comprehensive we achieve our Aims for our Students as all teachers understand we have a Pastoral role as well as an Academic role to play. We demonstrate this:

- By fostering a School atmosphere based on strong values, mutual respect, openness and trust.
- By presenting ourselves as role models for our students in our values, words and actions.
- By being a genuine, dedicated, caring staff who value their students and are happy to listen, talk to and work with our young people.
- By having unconditional positive regard for our students and by forgiving their misdemeanours and guiding them once again in the right direction.
- By empathising, understanding and knowing our students.
- By working hard to help each student reach their full potential.
- Through quality leadership at all levels and working together as a Staff to achieve shared goals.
- By recruiting and retaining high quality, committed, well qualified teachers.
- By demonstrating our belief in and commitment to Continuing Professional Development.
- By striving to create and maintain good working relationships with parents and guardians, our partners, community and parishes.
- By giving of ourselves and our time both in and beyond the classroom and the school day.
- By providing support for those students who need extra help, when they need it.
- By giving our students the knowledge of their faith and the experience of the practice of their faith.
- By demonstrating that we are all still learning and by having a sense of fun.
- By regularly celebrating achievement and praising our students.

Monitoring, Evaluation and Review:

- During Tuesday directed time/Staff Development Days, Heads of Department will take the Learning and Teaching Policy and discuss each area in relation to their subject and agree monitoring strategies with Department members. Departmental feedback using proforma provided copied to SLT.
- Throughout the year and ongoing: Teacher self-evaluation, HOD Meetings, HOY Meetings, Departmental Meetings and Departmental Development work, Annual Review, PRSD, other observation (outside of PRSD), SLT and Principal will discuss, determine, monitor and evaluate the extent of implementation of the School Learning and Teaching Policy in terms of the characteristics of a stimulating learning environment and effective learning and teaching. This will be carried out through formal and informal observation, sampling of pupil work, stakeholder voice and use of other auditing tools and a range of data.
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- As Learning and Teaching is the core business of Lismore Comprehensive, the Learning and Teaching Policy will be reviewed on an annual basis.

Sources of Evidence:

- Departmental Learning and Teaching Policy in context of whole school Learning and Teaching Policy.
- Pupil Work
- Stakeholder Voice – Pupil and Teacher
- Classroom Observation formal and informal
- CPD – Staff Development Records
- PRSD Process and records