



Tandragee Junior High School

Teaching and Learning Policy

**Ratified by Board of Governors
10th May 2018**

Rationale

At Tandragee Junior High School we are first and foremost a learning community. We believe that high quality teaching and learning is central for the pupils in our school. Our expectation is that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement and skills for life. We strongly believe that all pupils have skills and talents that we can nurture through positive mindset strategies ultimately enhancing their learning.

Aims

- To ensure high quality teaching (research/evidence based) that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum (NI curriculum) providing variation and differentiation.
- To promote a wide range of enrichment experiences (trips/visits/speakers/activities) which enable children to make connections between all forms of learning.
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others

Lessons

The structure of a lesson can differ within each subject area however lessons should include the following key elements to ensure high quality teaching and learning -

- A context for the lesson – make links with previous lessons, share lesson objectives and relate the learning to future experiences. (starter activity)
- Learning objectives are shared orally at the start of the lesson and/or displayed – they will cover knowledge, understanding and skills
- New information is shared in a variety of ways – written, pictures, photos, diagrams etc. and in such a way that students are engaged in the lesson
- A task/activity to engage pupils in active learning – decision making, problem solving, independent thinking or group work.
- Feedback and effective marking is embedded in everyday practice and is used to inform teaching and learning. Feedback enables children to understand their strengths and weaknesses demonstrated in their work. Marking or oral feedback explains what the next steps should be and if effective, children will make excellent achievements by building on previous learning. Use of purple pens – dialogue between pupil and teacher.

- Summation of the lesson – an opportunity for pupils to show/demonstrate their learning with reference to the learning objectives from the start of the lesson. (plenary activity)

Key terms

Planning: individual lessons should be carefully prepared with all required materials and resources to hand before the lesson begins, ensuring a prompt start. Visual aids should be prepared and displayed as necessary.

Starter activities:

These set the tone for the lesson and help to reinforce prior learning. Some examples would include –

- WILT/WALT
- Effective questioning
- Label picture/drawing
- Video clip

Active Learning: pupils are actively engaged during the lesson – a variety of activities are used to ensure learning takes place.

- Written work
- Paired/group work
- Research work
- Labelling
- Extracting relevant information/highlighting key terms
- Drawing diagrams
- Use of ICT

Giving feedback involves:

- Oral feedback - making time to talk to pupils and teaching them to be reflective about the learning objective and about their work and responses.
- Self/Peer-marking- pupils will be encouraged to see for themselves what they need to do to improve and discuss it with an adult/partner or work it out independently.
- Marking for improvement – staff include suggestions for improvements in their comments providing an opportunity for pupils to reflect on their work.

Plenary activities:

- Effective questioning
- Use of post-it notes – 'one thing I have learnt today'
- Quiz

Expectations of Teachers

We expect:-

- Staff to have detailed knowledge and understanding showing enthusiasm and passion about their subject.
- Staff plan appropriately for classes and access high quality resources.
- Every lesson has a clear learning objective which is explained to the class and referred to throughout the lesson.
- Staff encourage positive relationships within the classroom and provide a creative learning environment.
- Activities are varied and differentiated to ensure that children explore, develop and practice new skills/concepts.
- Staff provide clear feedback on how pupils can improve (oral and written)
- Staff have high expectations of presentation, quality and quantity of work
- Staff are consistent in their expectations of good pupil behaviour and manners.
- Staff to make reasonable adjustments to make the curriculum accessible to pupils with SEN taking into consideration strategies suggested on the pupil's IEP.
- Staff to ensure pupils are provided with the skills to evaluate their own work.

Expectations of Pupils

- Pupils arrive prepared for the lesson with all the necessary equipment.
- Pupils are focused and engaged in lessons
- Pupils show respect for the teacher and each other.
- Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.
- Pupils complete homework to a high standard and submit it on time.
- Pupils have the confidence to ask questions and to persevere with their work rather than give up.
- Pupils will evaluate their own learning.
- Pupils will catch up on work missed through absence or sporting activity.
- Pupils will always give of their best in every task.
- Pupils on IEPs will make an effort to achieve SMART targets

Expectations of Parents

- Parents will work in partnership with the school.
- Parents will support the school and ensure there is a suitable environment for completion of homework.
- Parents will raise concerns as soon as possible with relevant staff.
- Attendance at Parents Information Evenings and Parent teacher meetings.
- Parents of pupils on SEN register will fulfil parental responsibilities as stated on the IEP and attend Annual Review meetings.

Remote Learning

In case of emergency when remote teaching measures are applied, expectations are similar, but take into account the contingent pastoral issues arising around health and wellbeing, the particular needs of vulnerable pupils and the requirement of teachers, pupils and parents/guardians to balance their own home situations. Staff will endeavour to utilise multimedia aspects of e-learning to promote synchronous and asynchronous teaching which lasts around 30 - 45 minutes for each subject for post-primary pupils. In every instance, the school will respond to the most recent government and department guidelines and thus, staff should adhere to the most recent guidelines from the Principal.

Communication with pupils/parents in online/virtual platforms or by email should model the school values of care, courtesy and consideration, mindful of how written word can be received or understood. It may be better to discuss a matter via telephone instead.

<https://drive.google.com/open?id=1-sxyDg8p5rtJ2DAVdEWnaRGdUN2sqFi2&authuser=0>

D L Inns
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