

**COLÁISTE DE LACY**  
**DRAFT TEACHING AND LEARNING POLICY**

*(REVIEW DATE: SUMMER 2014)*

**1. Aims**

Coláiste De Lacy aims to:

1. To encourage all young people to become lifelong learners through the strategic development of learning habits
2. To inspire young people to enjoy learning by ensuring that they are emotionally engaged, cognitively aware, socially interdependent and reflective
3. To enable all students to achieve their full academic potential
4. To help develop students as effective independent and interdependent learners
5. To provide a safe, stimulating and motivating learning environment for all
6. To provide a range of different teaching and learning approaches which accommodate numerous learning styles
7. To continually seek to research, innovate and improve the learning experience of Coláiste De Lacy students.

**2. Effective Learning**

In order to help them develop as effective learners, lessons at Coláiste De Lacy will ensure that students:

- are fully aware of the learning objectives and expected learning out comes
- develop a deep, practical understanding of learning
- develop effective learning habits

- understand their potential and how to fulfil it through using a range of learning styles
- are able to find and process information independently
- can work effectively as individuals or part of a team
- develop as proficient and enthusiastic readers
- use ICT confidently, knowledgeably, responsibly and proportionately
- develop thinking skills which allow them to pose questions and solve problems
- look for the "big picture" and seek patterns in the information presented to them
- make links across the curriculum and with the wider world
- are able to focus on the key skills of literacy and numeracy
- can communicate effectively through speaking and writing
- can apply their learning in unfamiliar situations.

### **3. Responsibilities**

All members of Coláiste De Lacy's community must:

- value students as individuals and respect their entitlement to be educated in a caring, secure environment
- foster good relationships and a sense of belonging within the school
- provide a well-ordered environment in which everyone is fully aware of behavioural expectations
- ensure equality of opportunity in all aspects of school life
- encourage, praise and reinforce good relationships, behaviour and work
- work as a team, supporting and encouraging each other.

Students must:

- be punctual to lessons with the correct equipment
- complete home learning fully and promptly
- take pride in their work and follow the School presentation guidelines
- follow the student Code of Conduct
- are reflective and take responsibility for improving their own learning
- know when to ask for help if needed
- respect the right of others to learn
- provide feedback about their learning in a positive and constructive manner.

Teachers must:

1. make lessons purposeful by:

- managing the learning process through carefully planned and well-paced lessons
- following the agreed lesson plan which comprises of a starter, learning activities and plenary
- ensure that students have the opportunity to activate, connect, demonstrate and consolidate learning
- organising the class into learning partners that consist of a boy and girl where possible
- creating a well thought out seating plan that is adhered to by all students
- making learning objectives and success criteria explicit to students and using assessment for learning strategies to evaluate and improve learning
- having appropriate expectations of all students
- evaluating all lessons to inform future learning and teaching

- delivering schemes of learning which incorporate spiritual, moral and cultural aspects
- delivering schemes of learning which incorporate the development of young people's independent learning skills and create long lasting learning habits
- creating opportunities for students to learn collaboratively both with their learning partner and in larger groups.

2. make lessons interesting and stimulating by:

- showing enthusiasm for their subject and for learning
- having a thorough and up-to-date command of their subject
- helping students to make connections within and across subjects
- varying teaching styles, learning activities and the learning environment to meet the needs of different types of learner
- giving students the opportunity to discuss their learning with each other
- effectively using ICT and multi-media presentations when appropriate to enhance the students learning experiences and outcomes
- using praise, positive reinforcement and display of students work (Display for Learning)

3. create an orderly learning environment by:

- being consistent about class rules, including the setting and completion of home learning
- ensuring, through accurate assessment and record keeping, that learning is progressive and continuous
- ensuring that all tasks and activities performed by students are safe

4. match lesson activities to different student abilities and learning preferences by:
  - ensuring students have a clear and common understanding of the high expectations held of them individually and collectively
  - using assessment data to gauge students' individual capabilities so that lessons are well planned for all
  - using appropriate differentiated materials and tasks which ensure students' active participation in lessons, for the most able as well as for those with special educational needs
  - planning opportunities to give constructive verbal feedback for all students
  - taking action to have a full understanding of the extent to which students have met the planned learning outcomes
  - having an underachievement action plan for all students who are not making the progress that is expected of them
  
5. develop positive and productive working relationships with students by:
  - respecting students, recognising that they are individuals with different needs, treating them fairly, and giving them equal opportunity to take part in class activities
  - supporting students when necessary and appropriate outside lesson times
  - providing quality feedback, verbal and written, to move students forward in their learning
  - valuing each child as a unique individual and being familiar with the relevant equal opportunities legislation covering race, gender and disability
  
6. create further opportunities for learning by:
  - viewing themselves as learners and using action research within the classroom, as well as using professional development, observations, discussions and INSET to improve and share good practice
  - treating all interactions in the School as learning experiences

- ensuring tutorial activities are given equal prominence with curriculum lessons
- using enrichment activities to provide opportunities for extending learning beyond the classroom
- making sure classrooms are motivating and purposeful learning environments which consist of student work illustrating the learning process and interactive displays

Parents/Guardians must:

- ensure their child attends school regularly and punctually
- ensure their child attends school with the correct uniform, equipment and PE kit
- give due importance to home learning and support their child to develop literacy and numeracy skills
- inform the School if there are matters outside school that are likely to affect their child's performance or behaviour
- provide support for discipline within the School
- be realistic about their child's abilities and promote a positive attitude towards school and learning in general
- fulfil the requirements set out in the home-school agreement.

#### **4. Monitoring and Evaluation**

Teaching and learning will form part of the schools SSE monitoring and evaluation cycle. This includes formal and informal systems including lesson observation, peer observation, work sampling and feedback from school leaders and colleagues. Findings will be published in the school's annual report and in SSE Reports.