



CRUMLIN INTEGRATED COLLEGE

LEARNING AND TEACHING POLICY

The Vision for Learning and Teaching in CIC

Pupils in Crumlin Integrated College are ambitious, fully engaged learners, who recognise that their abilities are not fixed. Pupils are helped to develop effective and efficient study habits and stimulate their intellectual curiosity, both inside and outside the classroom. They are taught by caring teachers, each with their own individual strengths and preferences, within an overall framework that makes learning relevant and achievable through the effective use of learning intentions, success criteria and other Assessment for Learning strategies. Lessons are well planned in terms of pace and structure, with pupils supported, challenged and stretched by a variety of active classroom methodologies in an atmosphere characterised by high expectations and mutual respect. Classrooms are welcoming and stimulating environments, with current work displayed on the notice-boards. Pupils are helped to become resourceful, resilient learners, well prepared for the challenges of university learning and the world of work.

Rationale

Learning and teaching is the core business of Crumlin Integrated College and this policy is designed to recognise and consolidate current good practice, while signposting future development and improvement. The policy is produced for the entire College community, with each stakeholder taking responsibility as learner, parent, teacher or school manager for the promotion of effective teaching and learning.

Expectations

It is expected that pupils are:

- punctual for lessons, properly equipped and ready to learn
- respectful of their peers, classroom assistants and teachers
- punctual in the submission of their work, always completed to the best of their ability
- motivated, engaged and curious learners

It is expected that teachers are:

- knowledgeable, motivated, well prepared and resourceful classroom practitioners
- professional in terms of punctuality and appearance and respectful in their approach to pupils
- establishing consistently high expectations of pupils in the classroom
- modelling lifelong learning through the acquisition of new skills and knowledge

It is expected that parents and carers are:

- partners of the College in promoting pupils' good learning habits and behaviour
- supportive of their children's endeavours with regard to personal organisation, homework, revision and the achievement of targets

Classroom Environment

The learning environment will be enhanced by displays of pupils' current work, which will reward, motivate and inspire. Display materials will be used to support and stimulate learning; for example, maps, formulae, timelines, symbols, key individuals relevant to subject areas. Seating arrangements will be flexible to promote the use of a range of teaching methodologies. Classrooms must be safe and should be environmentally friendly.

Relationships

The teaching and learning in Crumlin Integrated College is based on positive relationships and mutual respect. Teachers learn and use pupils' names at the earliest opportunity and have high expectations in terms of their punctuality and how they enter and exit the classroom. There is silence when a teacher or pupil is addressing the class. Teachers make full use of the support that can be provided by classroom assistants and other non-teaching staff.

Teachers avoid demeaning comments and will lead classes in a warm, good-humoured, purposeful and business-like manner, where learners will feel comfortable asking and answering questions. Praise on the basis of ability alone – rather than commending a pupil's effort and approach – can inhibit progress and produce a pupil mindset that lowers personal expectations because they can become more concerned about how able they are, rather than focusing on how well they work. Pupils will be helped to recognise that ability alone is no guarantee of success. Such a climate makes it more likely that pupils will take risks in their learning and use their mistakes as valuable learning moments.

Teaching Strategies

“Teachers use adaptable, flexible teaching strategies that respond to the diversity of the classroom.”
(*Every School a Good School – A Policy for School Improvement* DENI, 2009)

- Teachers in Crumlin Integrated College employ a wide range of methodologies that are inclusive and cater for the needs of all pupils, who will be involved actively in their learning.
- Lessons are planned effectively, with clear learning outcomes and strategies that are matched to learners' abilities, using differentiated tasks for pupils who are struggling and for the most able pupils, including those on the SEN spectrum.
- Teachers use a wide range of teaching methods, building activities to make use of all learning styles into most lessons, recognising that each pupil learns in many ways.
- Active learning strategies are used to ensure that all pupils participate in every lesson. Teaching strategies include paired work, group work and role-play as well as whole class teaching. Creativity is valued in all subjects.

- Questioning strategies include open questions and provide sufficient wait-time to allow pupils to develop their thinking. Pupils asking questions is a key indicator of high quality learning and teaching.
- Most lessons end with a plenary session to consolidate learning and help the teacher to assess formatively the extent to which learning intentions are achieved.
- Learners benefit regularly from the use of new technologies (such as digital projectors, interactive whiteboards, lessons in computer suites), using ICT to learn rather than for its own sake.

Learning Skills

Whilst the achievement of high grades in external examinations is deemed essential for academic progression, Crumlin Integrated College sees its most important function as helping our pupils to learn how to learn. This means teaching pupils the tools of the learning trade.

In essence this means:

- Teaching pupils to develop greater responsibility for their learning
- Building learners' capabilities, perseverance and curiosity by encouraging them to ask questions
- Developing their note-making and processing skills
- Equipping learners with the confidence to ask for help, persevere and take risks in their learning, so that mistakes are seen as powerful learning opportunities
- Pupils developing learning and revision strategies that work for them, enabling them to memorise effectively and practise recalling their knowledge and understanding. The variety of techniques and approaches adopted is celebrated
- Challenging pupils to make connections between different parts of their learning experiences, *within and between* subject areas
- Collaborating with other pupils in their learning, both inside and outside the classroom
- Challenging learners to reflect on their learning and express their views on the learning experience

Reflective Practitioners

Central to effective learning and teaching in Crumlin Integrated College is the principle that teachers are self-evaluative classroom practitioners who engage in formal and informal professional reflection on an ongoing basis.

- Are the relationships in my classes founded on mutual respect and are learners encouraged to express their opinions?
- Do I communicate clearly high expectations with respect to pupils' behaviour, classwork and homework?

- How effectively do I share learning intentions with the class and revisit them to find out that the aims of the lesson have been achieved?
- Do my lessons cater for the needs of each of the pupils in my class? How do I know?
- In what ways is the quality of my teaching being developed through the use of pupil feedback?
- How up to date am I with developments in my subjects and in teaching methodologies?
- What types of questioning strategies do I use to motivate pupils, and are they afforded ‘wait time’ to develop their thinking?
- How frequently do pupils ask questions in my lessons and do my responses encourage them to do so?
- Are learners encouraged to ‘have a go’ and take risks in their learning?
- Are all pupils involved actively in each lesson and does my teaching meet the needs of every pupil through differentiation?
- In what ways is my teaching being improved through the discussion of methodologies with colleagues and observing fellow professionals?

The policy will be reviewed as part of the monitoring and evaluation of the School Development Plan.