



## **Coláiste Dún Iascaigh**

# **Teaching and Learning Policy**

**2022**



Policy Area	Schools
Document Reference number	CDI/T&L/089/0
Version No.	1
Document Drafted by	Coláiste Dún Iascaigh
Date previous version noted by TETB Committee	N/A
Date Reviewed / Amended by School	November 2022
Date Reviewed/Ratified by Senior Leadership Team (SLT) – CE and Directors	20 <sup>th</sup> December 2022
Date Noted/to be noted by TETB	31 <sup>st</sup> January 2023
Policy Review Date	Every two years
Date of Withdrawal of Obsolete Document	Not Applicable  Document Ref. No. –  Version No. -

## Coláiste Dún Iascaigh Teaching and Learning Policy 2022



Coláiste Dún Iascaigh aims to equip all learners with the skills needed to succeed in a changing world. We aim to encourage all our students to achieve their potential through a culture of high expectations for everyone. Learning is at the centre of all that we do, and we aim to encourage a commitment to learning that is not based solely on the acquisition of knowledge but on the development of the skills, attributes and values needed to encourage life-long learning.

Our Policy is underpinned by our core values of:

- Excellence in Education
- Care
- Respect
- Equality
- Community

These values are at the heart of our school ethos and staff, students, parents/guardians must uphold these core principles each day to ensure that our school is a safe environment for all to learn and work.

Everyone is responsible for ensuring that our standards are adhered to and students, staff, parents/guardians working positively together will ensure that all our students will mature and grow as young people in a progressive school.

The following protocol is designed with our school vision and values in mind along with the following principles of teaching and learning which guide the work in the school:

- To promote learning and raise academic progress.
- To set out a clear set of high expectations and a common approach to teaching and learning and assessment at the college so that teachers, parents/guardians, and students are all aware of and can work towards the highest possible standards of education.

## **Legal Framework**

This Teaching and Learning Policy has been informed by the following documents:

- The Education Act (1998).
- The Education (Welfare) Act 2000.
- The Code of Professional Conduct for Teachers (2nd Edition) 2016.
- Teaching Council's Transitional Arrangements Post-Qualification Professional Practice Conditions 2020/2021.
- Children First Act 2015 and DES Child Protection Procedures for Primary and Post-Primary Schools 2017.
- Looking at our Schools 2022.

## **Planning and implementation of Teaching and Learning Activities**

### **Rationale**

It is important that teachers plan schemes of work and deliver lessons that enable students to work towards the learning objectives and make progress towards the success criteria. It is acknowledged that different teachers have their own preferred styles of teaching, but it is imperative that the agreed criteria and language are followed by each subject department to ensure the best outcomes for all students in all lessons. The aim is to ensure that through planning and focussed lesson implementation students are aided in their quest to make progress over time.

### **Schemes of Work in each Subject Department:**

Medium and long-term plans can be presented in a way that best suits the department to which they belong, but it is expected that the scheme of work will meet all the criteria set out below.

- Clarify learning objectives/learning intentions, including success criteria based on learning outcomes from subject specifications, thus ensuring sustained and relevant progress over time.
- Clearly identify the subject knowledge and skills to be taught.
- Include suggested learning activities that can be adapted by teachers to suit their teaching style and the learning preferences of their students.
- Include references to differentiated work to ensure all students are challenged in line with their ability.
- Provide opportunities for developing independent and collaborative learning - pair and group work.
- Detail literacy and numeracy opportunities and how they will be taught.
- Detail how the unit will be assessed and include opportunities for a variety of assessment for learning strategies. Agree on common November and Summer Assessments.

**Teachers should strive to ensure that their planning allows for the following criteria to be met in each lesson:**

- Use of assessment in planning: Information from assessments should be used to set tasks that are perfectly matched to students' prior attainment.
- Level of challenge: Work should be pitched at a level that is appropriate to the individual. It is challenging – success is only achievable if individual students work hard and try their very best. All individuals should find the tasks demanding at their own level. Use of Bloom's Taxonomy.
- Opportunities to develop literacy, numeracy, and communication skills and deep learning: Teaching should include opportunities to develop reading, writing, communication, and numeracy skills that are effectively taught and planned as part of the lesson. The learning outcomes contained in the various subject specifications describe the knowledge, understanding, skills and values that students should be able to demonstrate.
- Use of strategies and tasks to engage students: Strategies and tasks should enthuse students so that they persevere when faced with difficult problems and are keen to succeed and learn more.
- Pace and depth of learning: The pace of learning should be optimised throughout the lesson to support students at the time they need such support.
- Use of effective questioning: Questions should be designed to tease out students' understanding so that the teacher is aware of the degree to which pupils are secure in their knowledge and understanding. Use of wait time and no hands up are effective strategies to aid students understanding.
- Assessment of learning during lessons: The work for each individual student should be adapted in the light of any difficulties that are brought to light through questioning or checks on the student's work.
- Design quality homework tasks: Students' learning improves by completing all assigned homework as directed by teachers and are expected to work hard to engage in learning under the guidance of teachers. To assist learning, students need to develop good classroom skills, learn to plan, manage and organise their work and time at home, developing strategies to improve learning and memory and refine study.
- Marking and feedback: Marking should be frequent and regular, providing students with very clear guidance on how work can be improved. Students need to be engaged in the process.
- Make Progress: All students should make good progress in their learning relative to their ability and demonstrate full understanding of this.
- Student Reflection: This strategy provides students with an opportunity to pause, reflect, analyse, and make judgements on their learning journey and the development of their skills, that will help inform future learning.
- Student Voice: Promote students talking about learning, teaching and assessment. Encourage them to use their voice to enhance their own learning. Let them discuss aspects of the course/instruction that helped them learn. What aspects might be changed to help future students learn more effectively?

- Student Well Being: Promote a positive classroom climate to foster student well-being. Student motivation is necessary for success in learning and teachers are in the perfect position to improve student motivation. Each student should be actively involved in their learning and there should be high expectations for all students. The classroom needs to be a place where they feel safe and experience positive relationships.
- Digital Pedagogy: The effective use of digital technology, integrated as a seamless part of the teaching, learning and assessment practice in every classroom, is a key goal. Essential to this aspiration is the need for our students to learn how to make the most of the opportunities available from the use of digital technology in their learning but also to navigate the internet safely. Teachers will need to continue to be supported to develop their digital competence to design learning environments that enable young people to become competent and confident digital learners. Teachers are encouraged to continue to use Microsoft Teams and One Note. Digital technologies can also be a useful tool in facilitating and improving communication both within the school and between the school and parents/guardians and the wider school community

**Remember:**

**In each lesson consider the following learning process:**

- Set out learning to be achieved.
- Activate prior knowledge.
- Explain new content.
- Assess learning through effective questioning.
- Allow students to engage in independent learning and practise tasks giving success criteria to support their learning.
- Use Bloom's Taxonomy to challenge students.
- Set homework/assessment task to reinforce learning.
- Reflect and review learning achieved.

# Rosenshine's 10 Principles of Instruction

1. Review learning  
at the start.



2. Present new material  
in small steps.



3. Ask lots of good  
questions.



4. Provide models and  
worked examples.



5. Practise using the  
new materials.



6. Check for  
understanding.



7. Obtain a high  
success rate.



8. Provide scaffolding  
and support.



9. Encourage  
independent practice.



10. Weekly and  
monthly review.



## **Monitoring of Teaching, Learning and Assessment.**

The quality of teaching may be monitored through means such as:

- Teacher reflection and self-evaluation.
- Examination of students.
- Peer observation.
- Focus groups/surveys.
- Review of examination results and progress checks.
- Lesson observations.

**Self-evaluation** is a key strategy in enlisting the support of the reflective professional in monitoring specific quality indicators or improvement strategies. A collated response from staff can provide a comprehensive view of how the school is operating, or how a department is performing or progressing.

**The analysis of classroom documentation and materials**, such as forward plans, schemes of work, students' class work, homework.

**Co-operative teaching/ Coaching** can also be used for monitoring purposes. Members of staff can support each other in monitoring elements of classroom practice through Instructional Coaching and Peer Observation. This strategy could be of value in cross-curricular activities such as literacy across the curriculum and the use of ICT in teaching and learning.

**The use of focus groups, questionnaires and surveys** with teachers, students and parents can assist in gathering information about teaching and learning. For example, in our school we frequently ask students to evaluate sections of work and the use of new methods. Parents are asked about the overall teaching programmes provided by the school and our school policies.

**Data analysis** is an essential part of our monitoring process. Data is now available in a comprehensive manner on levels of attainment: State examination results and other internal assessment data. The review of performance can identify specific areas for development, and initiate monitoring procedures to measure progress.

**Direct observation** is part of the range of the monitoring procedures by the Inspectorate. In a climate where all teachers share a collegiate responsibility for raising attainment, direct observation of the classroom experience of students and classes is recognised as an essential professional tool which is part of the ongoing experience of teachers and pupils. This form of monitoring will be undertaken in the context of trying to achieve the targets set out in the school or departmental development plan or to inform decisions about priorities for future development. Such activity has the potential to generate positive and supportive professional discussion. It also allows management to see at first hand the challenges and difficulties that classroom teachers are facing daily.



**Review**

This policy will be subject to regular review in the light of ongoing experiences. The review will be led by the principal in collaboration with members of the whole staff.

**Declaration**

**Date Approved:** \_\_\_\_\_

**Ratified by:** \_\_\_\_\_

**Date Effective From:** \_\_\_\_\_

**Review date:** \_\_\_\_\_