

**Mallusk Integrated Primary school**

**Teaching and Learning Policy**

**Ethos**

At Mallusk Integrated Primary School we maintain that learning should be active, rewarding, meaningful, exciting and accessible. We believe in child-centred teaching and learning and believe in working closely with parents and pupils to ensure all our children reach their potential regardless of gender, religious, social, ethnic, linguistic and educational background. We are committed to providing a stimulating, caring and safe environment for our children alongside a range of exciting, supportive and challenging teaching and learning experiences. Our activities reflect the diversity in the school community. We maintain that these will help our children to lead happy and rewarding lives.

We encourage our children to try their best, to take a pride in their work, to recognise the importance of high standards of presentation and behaviour and to respect and accept everyone in our school community. We believe in the centrality of good relationships within the school community and believe everyone has a valuable contribution to make. We encourage good self-esteem, mutual understanding, respect and acceptance. Our delivery of a broad, well balanced and flexible curriculum will ensure that these qualities are developed and that the children’s knowledge, skills and capabilities will be enhanced. We believe that our school community can be a model for society, where acceptance and diversity go hand in hand, so we aim for balance and equality in our school community, in keeping with the Core Principles of Integration.

**Aims**

At Mallusk Integrated Primary School, we aim for our children to:

* Become confident, resourceful and independent life-long learners
* Build positive relationships with others
* Develop resilience
* Know that mistakes are part of learning
* Take pride in their achievements
* Have respect for themselves
* Respect and value the ideas, opinions, beliefs and feelings of others
* Become independent, responsible citizens
* Reach their full potential

We aim to do this through:

* Meeting the needs of every child
* Identifying and providing high quality SEN teaching and learning opportunities
* Planning for and with the children to ensure continuity and progression
* Promoting the self-esteem and self-confidence of all children and staff
* Promoting and embedding Thinking Skills and Personal Capabilities into all teaching and learning.
* Promoting transfer of knowledge and skills across all areas of the curriculum
* Involving pupils fully in their own learning, planning and assessment
* Recognising and encouraging children’s achievements, personal qualities, interests and talents
* Providing both support and challenge
* Communicating high expectations
* Encouraging children to take pride in their learning
* Encouraging children to ‘have a go’
* Developing children’s communication skills across all areas of the curriculum
* Fostering a respect for self and others and for agreed rules and building friendships
* Promoting and encouraging healthy choices in diet, hygiene and exercise
* Developing and encouraging positive attitudes to teaching and learning
* Involving and supporting parents
* Providing top quality ICT experiences, to build confident learners, equipped to embrace the technology of the future

**Effective Learning**

In Mallusk Integrated Primary School we believe that pupils learn best when:

* They experience positive relationships with adults and peers
* Their individual learning styles are catered for
* The lessons are varied, well planned, stimulating, challenging and differentiated to suit the individual needs of every child
* They are aware of what is expected of them – WALT/ WILF/ sharing of Success Criteria
* Teachers communicate high expectations and pupils believe they can achieve these
* Rules, rewards and sanctions are agreed with pupils and clearly understood and carried out consistently
* They are encouraged and praised for their efforts
* Questioning is effective and enhances learning
* They are enthusiastically involved in their own learning, planning, evaluating their work and setting targets/goals – AFL

**The Learning Environment**

We believe that children learn best when they are taught in a happy, secure and safe environment. We aim to provide this by:

* Promoting positive relationships through the school, between teachers and children, pupils and their peers and amongst staff
* Valuing and respecting everyone
* Building children’s self-esteem
* The stability and security of everyday routines
* Ensuring classrooms are attractive and well organised
* Communicating high expectations
* Displaying and adhering to the school Positive Behaviour policy and Golden rules
* Using a wide range of learning opportunities
* Celebrating children’s learning through displays, prizes, cups & praise
* Providing a varied range of suitable resources and encouraging children to independently access these
* Grouping children according to what best supports their learning at that time
* Identifying and addressing barriers to learning (e.g. ESL/ attendance/ home environment and support/ medical or health issues)

**We use a variety of teaching approaches and learning experiences relevant to the children’s needs in order to enable, empower, support and challenge each child. These include:**

* Whole class, group, pairs and individual teaching
* Using ICT effectively
* Fully involving pupils in the planning process based on previous knowledge and connected learning
* Play and activity based learning in FS and KS1
* SENCO and other agencies involved in supporting individual needs
* Using effective questioning
* Pace of the lesson suited to the learner
* Providing practical, creative and problem solving experiences based on real life
* Relevant educational trips and visits
* The use of visitors and speakers
* Use of task boards and extension activities
* Effective plenary sessions to review learning
* AFL, marking & verbal feedback (see Marking Policy), peer and self-assessment and setting goals
* Use of school buildings and grounds e.g. football, drama, play
* Celebration of success through praise & sharing in assembly
* Staff CPD to ensure up to date and continuous improvement in standards of teaching and learning
* Involving and informing parents

**Additional Adults**

In Mallusk Integrated Primary School all staff are valued and involved in the learning experiences of the children. Classroom assistants are an important support in the teaching and learning process. Where appropriate, classroom assistants enhance learning by:

* Being involved in the planning process with the teacher
* Being clear about who they are supporting and why
* Being directed by the teacher to support learning
* Fully engaging with pupils during lesson times
* Discussing outcomes and future teaching and learning experiences with the teacher
* Being respected and valued by pupils as a caring adult

All school staff have a responsibility to model the school ethos and values, thereby teaching children respect, kindness and acceptance.

**Planning for Learning**

Teachers use planning as a means to ensure continuity and progression, to address the needs of all learners and to ensure every child has full access to a broad and balanced curriculum.

At Mallusk Integrated Primary School we plan using:

1. The Northern Ireland Curriculum
2. Children’s ideas and questions
3. Schemes of work
4. Half termly planning
5. Daily notes

Planning for effective Teaching and Learning involves:

* Starting from children’s own experiences and previous knowledge
* Assisting pupils to make connections with their own life experiences, through the provision of opportunity for connected learning
* Having clear learning intentions and success criteria, allowing for progression of skills, knowledge and understanding
* Awareness of different learning styles
* Varying the range of teaching styles and approaches used
* Providing opportunities for connected learning and transfer of skills
* Including all abilities referring to IEPs/groups
* Embedding Thinking Skills and Personal Capabilities
* Effective, reflective and honest evaluations of teaching and learning, to inform future planning
* Detailing, where appropriate, class and school targets related to the SDP
* Observation and assessment details where relevant

**We ensure continuity and progression take place through:**

* School Development Planning
* Schemes of work
* Agreed assessment and recording approaches
* Staff sharing ideas/resources
* Regular monitoring of planning
* Internal standardisation of work in each year group

**Strategies for teaching pupils with Special Educational Needs**

In Mallusk Integrated Primary School, we strongly believe that every child has the right to access a full, broad and balanced curriculum and to be taught in a supportive manner, according to his or her needs. In keeping with the Code of Practice for SEN, the class teacher, SENCO and any relevant outside agencies, work together to develop a planned programme suited to the needs of the individual child (see Special Educational Needs Policy).

We use the following strategies to support children with Special Educational Needs –

* Identifying children with SEN at an early stage in order to implement early intervention strategies
* Differentiation within planning and class teaching & management, suited to the individual’s needs
* Developing of an Individual Education Plan (IEP) in conjunction with parents, the child and all adults involved
* Effective use of classroom assistants to support learning
* Regular evaluation of targets and communication with parents and relevant personnel with regard to progress and future planning
* Praise, encouragement and celebration of success and effort

**We believe that Gifted and Talented children are those who have the potential to develop significantly beyond what is expected for their age. This may be academic, creative, sporting or expressive. We employ the following strategies when teaching gifted and talented pupils:**

* Work is differentiated to provide challenges and includes problem solving and investigations
* Teachers communicate higher expectations to gifted and talented children
* Children’s successes and achievements are celebrated and shared
* Children are encouraged to participate in extracurricular activities
* Children are given increased responsibility and independence
* Opportunities are provided for children to share and make the most of their talents in the school and community
* Developing of an Individual Education Plan (IEP) in conjunction with parents, the child and all adults involved

**Assessment**

In Mallusk Integrated Primary School, we believe that the purpose of assessment is to provide information to teachers and pupils in order to improve teaching and learning and ultimately to raise standards and empower lifelong learners.

We use the following standardised tests with pupils from P3-P7:

* Non Reading Intelligence Test (NRIT) P3 and P5
* Progress in Maths (PIM) P3- P7
* Progress in English (PIE) P3-P7
* Group Reading Test 2 P3- P7

The test results are analysed by the teachers and Assessment co-ordinator, who use the data to inform the School Development Plan, according to areas needing improvement. Results are discussed with the Board of Governors.

End of Key Stage data is used for measuring performance and benchmarking with similar schools. Teachers use the data to set class and individual targets and devise strategies to reach these targets. Teachers and co-ordinators collect evidence of improvement.

Teachers use their own observations and assessment throughout the year.

**Assessment For Learning is carried out by teachers and pupils during self and peer assessment in order to**:

* Involve children in their own learning through shared Learning Intentions, skills and knowledge needed and agreed success criteria
* Empower children to take responsibility for their learning and become lifelong learners
* Provide relevant feedback which can be used by pupils to improve their learning, self-esteem, confidence and performance

**Outcomes of assessment are used to inform future planning for teaching and learning.**

**Monitoring and Evaluating**

In Mallusk Integrated Primary School, we recognise the need for regular monitoring and evaluating of the teaching and learning, in order to bring about improvement and to raise standards. Staff reflect on and evaluate their own teaching and learning and use the outcomes to inform future planning.

The principal and co-ordinators regularly monitor, in order to measure the impact of targets set in action plans. They do this through:

* Regular book discussions
* Listening to the viewpoints of the children
* Self-Evaluation to inform SDP
* Trusted Colleague Networking /Sharing good practice
* PRSD
* Evaluating Action plans of the SDP and regularly reviewing impact of

measures taken

* Reviewing IEP targets
* Standardised tests
* Target setting and review
* End of key stage data
* Benchmarking data
* Monitoring planning and teacher evaluations
* Reviewing schemes regularly
* Internal standardisation of pieces of work
* Monitoring displays reflecting children’s learning
* Staff meetings
* Reports to Governors by Principal & Co-ordinators

**Home/School Links**

At Mallusk Integrated Primary School, parents are welcomed, kept informed of their children’s progress, and provided with information and help to support their learning. This is carried out through:

* ‘Open Door’ policy
* School Website
* School Facebook page
* Parent- Teacher meetings in September, November and February
* Weekly FS learning support newsletter
* Yearly written reports
* Informal and on-going meetings
* Home/ School Link Books
* IEP review meetings
* Comments used in marking
* Homework which is differentiated and relating to class teaching and learning
* Open day for prospective P1 parents and children
* Displays of children’s work
* Parent workshops
* Induction programme for P1 children and parents

We believe that parents can support their children and the school by:

• Ensuring that their child has the best attendance record possible

* Ensuring that their child is on time for the start of the school day

• Ensuring that their child is provided with the correct uniform and PE kit

• Informing us if there are matters outside school life which are likely to affect a child’s

performance or behaviour at school

• Promoting a positive attitude towards school and learning and healthy lifestyle

choices

* Ensuring that their child has adequate sleep
* Attendance at parent presentations/ workshops provided by school

**Role of Governors**

Our governors determine, support, monitor and review the school policies on teaching and learning. In particular, they:

• Support the use of appropriate teaching strategies by allocating resources effectively

• Ensure that the school building and premises are best used to support successful

teaching and learning

• Monitor resources in the light of health and safety regulations

• Monitor teaching in terms of raising pupil attainment

• Through PRSD, ensure that staff development promotes good quality teaching

• Monitor self-review, including regular reports from the Principal and the Annual

Report to Parents

* Provide support and challenge to the Principal

**Staff Professional Development**

Staff Development is closely linked with the SDP. The SDP outlines the professional development needs of staff in order to achieve targets set out in the action plans, and is regularly reviewed. INSET and training days are arranged, where appropriate. Targets for PRSD are agreed and are monitored by members of the SMT. Staff are encouraged and supported to pursue their own professional development and to share best practice.

**Community Partnerships**

In Mallusk Integrated Primary School, we believe that our school is at the heart of the community and learning is enhanced though a wide range of experiences and opportunities.

We have developed links with the wider community, which include:

* Involvement in local ceremonies and events
* Links with local churches
* Links with Mallusk Community Playgroup, local nurseries and post primary

schools

* Visitors and speakers
* Sports training from local facilitators (e.g. GAA/soccer coaches)
* Links with the local council – recycling, workshops

Review Date : October 2017