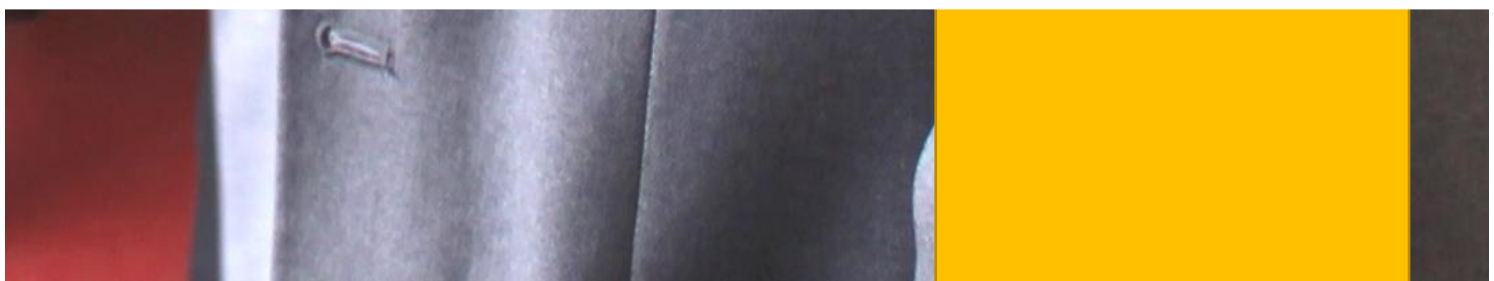




Teaching & Learning Policy

Version: May 2022

Preparing for Life | Preparing to Serve | Preparing for Success



1. Rationale

The teaching and Learning policy supports the learning culture of Dunclug College as outlined in our school ethos.

We aspire to provide a high quality child-centred education in a caring environment, built upon good personal relationships and honest partnership. Through achievement and the development of mutual respect, all pupils are challenged and encouraged to become valued citizens.

This policy is intended to guide:

- **Pupils** towards achieving their full potential as learners;
- **Teachers** towards implementing appropriate and effective teaching methods and assessment within a stimulating learning environment which promotes motivation;
- **Parents** towards becoming effective at supporting their child's learning.

2. Learning Culture

2.1 Role of the Teacher

- Teachers are organised and prepared for each lesson
- Teachers encourage and support pupils through their learning
- Learning intentions are shared and understood
- There is good discipline – applied with wisdom and understanding, but responding promptly and effectively to matters arising which have the potential to disrupt learning
- There is good pastoral care – support for pupils in learning and behaviour
- Improvement is encouraged and target setting is a regular and expected routine
- Assessment is used to build up confidence and promote learning and improvement
- Work is regularly reviewed and feedback is provided to support improvement and attainment
- Rich, engaging displays should be maintained outside of classrooms to promote the subject and show pride in the curriculum area and within classrooms to create motivational and engaging learning environments that support learning

2.2 Role of the Pupil

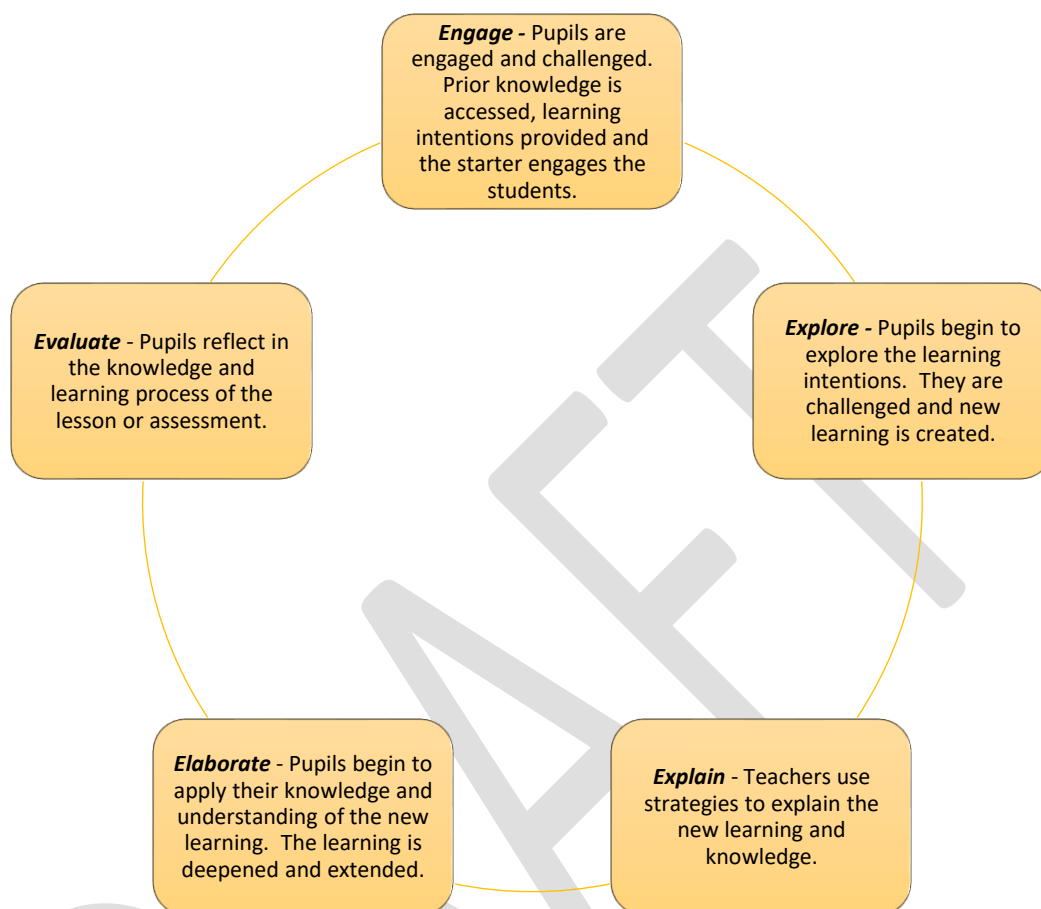
- Pupils arrive punctually and purposefully, organised and prepared for class
- Pupils are well mannered and respect teachers and each other
- Pupils are polite to visitors in the classroom and can engage in conversation
- Peer relationships are good
- Pupils work well in groups and respect each other's opinions
- Pupils understand and respect the procedures for talking and listening
- Take pride in their work and persevere with tasks to complete work within set deadlines
- Pupils should arrive to school prepared for their lessons with all relevant equipment, books and materials

2.3 Role of the Parent / Carer

- Provide support to pupils at home, allowing them to continue learning effectively
- Ensure that pupils attend school regularly
- Act upon any advice provided by the school
- Maintain communication with the school through the appropriate channels, e.g. parent's consultations, form teacher, Assistant Head of Year and Head of Year, Google Classroom, Parent App etc
- To oversee and support the completion of homework

3. Lesson Cycle

Staff at Dunclug College will plan their lessons based on the lesson cycle below. Lesson plans will feed into departmental units of work at each key stage.



4. Teaching and Learning Strategies and approaches

Within the lessons, staff will employ a variety of teaching strategies to provide engaging and differentiated learning experiences.

Explanation – taking time to explain new learning

Modelling – demonstrating the learning

Recall and retrieval – providing opportunity to access and test prior learning

Guided practice – tasks which allow students to build on the explanation and modelling

Scaffolding – providing relevant scaffolds and differentiating learning

Independent Practice - task which allow students to complete work independently

Questioning – asking relevant and differentiated questions throughout the learning process.

Oracy – using Oracy as a tool to deepen the learning

5. *Feedback for improvement*

5.1 Principles of Feedback

- To deepen learning and allow pupils to make good progress
- Provides clear feedback on their strengths and areas for improvement
- Marking against the learning intentions and individual targets
- Recognise, encourage and reward pupil's effort and progress
- Aid ongoing assessment and provide a record of pupil's progress
- Informs future planning
- **Marking pupils' work is only one method of feedback - teachers employ a range of strategies (see below for examples) to ensure feedback is always effective in developing pupil learning)**
- To provide opportunity for improvement
- To celebrate excellence
- To celebrate pupil achievement and success

5.2 Feedback & Review Strategies

- In-depth teacher marking
- Low stakes questioning - quizzing activities used as starter activities which offer immediate feedback for pupils, promoting the development of recall
- Consistent high-quality learning dialogue between teacher and pupil during the lesson.
- The teacher highlights misconceptions/incorrect work/poorly communicated subject knowledge whilst circulating in class, or after the lesson, and expects pupils to redraft the highlighted section
- Make a list of errors typical of those made by the group, this could be a starter activity. Share and ask pupils to pick out what is wrong and then re-draft correctly.
- Quality marking by pupils – peer and self-assessment
- Teacher giving verbal feedback during lessons to: small groups, whole classes or individuals
- Marking for literacy using school codes
- Acknowledgement marking /light touch– checking that the work has been completed and that there are no obvious mistakes
- Sharing good examples of pupils' work at appropriate points during the lesson to allow pupils to reflect on their own work and share ideas for improvement
- Homework should be marked within the two-week timetable cycle
- Whole class feedback

5.3 High Standards of Literacy - Whole School Marking for Improvement Code

Code	Reason for Code	What the teacher will do	What the pupil will do
Sp	Spelling error	Write Sp in the margin on the same line as the error. <i>Where appropriate write the correct spelling in the margin.</i>	Find and fix the inaccurate spelling Or Copy and correct the misspelt word.
G	Grammatical Error	Write G in the margin of the paragraph or sentence with the error. <i>Where appropriate some additional guidance may be required.</i>	Rephrase sentence, using correct grammar. E.g. Write in a full sentence. Write in the correct tense.
P	Missing or inaccurate punctuation	Write P in the margin on the same line as the error. <i>Where appropriate some additional guidance may be required.</i>	Correct inaccuracy or include missing punctuation. E.G include a full stop, comma, speech marks, apostrophes, exclamation marks, question marks etc. in the appropriate place
WW	Wrong word	Write WW in the margin on the same line as the error. <i>Where appropriate some additional guidance may be required.</i>	Correct wrong word.
CL	Capital letter missing	Write CL in the margin on the same line as the error.	Correct or include accurate capital letter at the start of sentences or for pronouns.
^	Missing word	Write ^ where the word is missing.	Add correct missing word.
//	New paragraph	Write // on the line where the new paragraph should have begun.	Write // in text where new paragraph should have begun

6 KS3

6.1 - Curriculum:

Staff will build their curriculum at KS3 around the CCEA Big Picture. Each year a Curriculum Rationale is presented which represents the needs, interests and statutory requirements for each year group that academic year.

CURRICULUM AIM	The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.								
CURRICULUM OBJECTIVES	To develop the young person as an individual		To develop the young person as a contributor to society			To develop the young person as a contributor to the economy and environment			
<i>FOR</i>									
LEARNING FOR LIFE & WORK	PERSONAL DEVELOPMENT		HOME ECONOMICS		LOCAL AND GLOBAL CITIZENSHIP		EMPLOYABILITY		
<i>THROUGH</i>									
KEY ELEMENTS	personal understanding mutual understanding personal health	moral character spiritual awareness	citizenship cultural understanding	media awareness ethical awareness	employability economic awareness	education for sustainable development			
<i>INFUSING</i>									
CROSS-CURRICULAR SKILLS	COMMUNICATION			USING MATHEMATICS			USING ICT		
THINKING SKILLS AND PERSONAL CAPABILITIES	Managing Information	Working with Others	Thinking, Problem Solving, Decision Making			Self-Management	Being Creative		
<i>ACROSS</i>									
AREAS OF LEARNING	THE ARTS	ENGLISH (IRISH in Irish Medium Schools) with Media Education	ENVIRONMENT AND SOCIETY	MATHEMATICS with Financial Capability	MODERN LANGUAGES	PHYSICAL EDUCATION	SCIENCE AND TECHNOLOGY	RELIGIOUS EDUCATION	
<i>PROMOTING / ENCOURAGING</i>									
LEARNING EXPERIENCE	investigation and problem solving	links between curriculum areas	relevant and enjoyable	media-rich	skills integrated	active and hands on	offer choice		
	challenging and engaging	supportive environment	culturally diverse	positive reinforcement	varied to suit learning style	on-going reflection	enquiry based		
ASSESSMENT FOR LEARNING	building a more open relationship between learner and teacher	clear learning intentions shared with pupils	shared/ negotiated success criteria	individual target setting	taking risks for learning	advice on what to improve and how to improve it	peer and self assessment	celebrating success	peer and self evaluation of learning
ATTITUDES AND DISPOSITIONS	personal responsibility	concern for others	commitment – determination – resourcefulness			openness to new ideas	self-belief – optimism pragmatism		
	curiosity	community spirit	flexibility	tolerance	integrity moral courage	respect			

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6.2 Homework

Homework is recorded by teachers on SIMS and parents access these records via Parent App. Google Classroom is used to create assessments for student records and to provide the supporting materials. Homework planners continue to be used to record all homework set by the teachers.

<i>Subject</i>	<i>Average time to spend on homework per fortnight cycle</i>	<i>Subject</i>	<i>Average time to spend on homework per fortnight cycle</i>
English	60 mins	Drama	20 mins
Mathematics	60 mins	Music	20 mins
Geography	45 mins	Computing	20 mins
History	45 mins	Science	45 mins
Religious Studies	45 mins	Technology	20 mins
MFL	45 mins	Home Economics	20 mins
Art	20 mins	Business Studies	20 mins

6.3 Assessment & Examinations

Tracking Assessments – There are three tracking assessment windows for KS3 pupils which provide a data report which is sent home to parents.

Track 1	October
Track 2	December
Track 3	March
Track 4	May (Summer Exams)

End of Year Examinations – At KS3 there is an end of year examination period in term 3. The timetable is collapsed for a set period in Term 3 while pupils work in examination rooms completing end of year summative examination papers for each subject. This provides results which are used when writing the end of year annual written reports.

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7 KS4

7.1- Curriculum

At Key Stage 4, the statutory requirements are Learning for Life and Work (Preventative/Pastoral Curriculum), Physical Education (PE) and Religious Education (RE).

CURRICULUM AIM	The Northern Ireland Curriculum aims to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.										
CURRICULUM OBJECTIVES	To develop the young person as an individual			To develop the young person as a contributor to society			To develop the young person as a contributor to the economy and environment				
INFUSING											
CROSS-CURRICULAR SKILLS	COMMUNICATION			USING MATHEMATICS				USING ICT			
THINKING SKILLS AND PERSONAL CAPABILITIES	Self-Management			Working with Others				Problem-Solving			
ACROSS											
AREAS OF LEARNING	THE ARTS	LANGUAGE AND LITERACY	ENVIRONMENT AND SOCIETY	LEARNING FOR LIFE AND WORK	MATHEMATICS with Financial Capability	MODERN LANGUAGES	PHYSICAL EDUCATION	SCIENCE AND TECHNOLOGY	STATUTORY RELIGIOUS EDUCATION		
TO MEET											
THE STATUTORY REQUIREMENTS THROUGH THE KEY STAGE 4 ENTITLEMENT FRAMEWORK	All post-primary schools must provide learners with access to at least 21 courses at Key Stage 4.*										
	At least 1/3 should be general courses.			At least 1/3 should be applied courses.				1/3 are optional.			
TO PROMOTE											
THE RELEVANCE OF LEARNING TO EVERYDAY LIFE AND WORK	Personal Development		Healthy Living		Citizenship		Community-Based Learning		Employability		Entrepreneurship
	Career Education		Career Planning		STEM		Work-Related Learning		Education for Sustainable Development		Financial Capability
INDEPENDENT AND LIFELONG LEARNING	Supportive Learning Environment		Learner-Centred Pedagogy		Active Enquiry-Based Learning		Critical Thinking Skills		Metacognition (Thinking about Thinking)		Assessment For Learning
ATTITUDES AND DISPOSITIONS	Personal Responsibility	Concern For Others	Commitment	Determination	Resourcefulness	Openness To New Ideas	Self-Belief	Respect			
	Optimism	Pragmatism	Curiosity	Community Spirit	Flexibility	Tolerance	Integrity	Moral Courage			

Each year a Curriculum Rationale is presented which represents the needs, interests and statutory requirements for each year group that academic year. At KS4 there are a range of vocational and academic subjects from which students can choose their GCSE options.

Students select from options lists which are tailored to the individual year group. Subject Specialists will build their unit of work on the subject specification to ensure that subject content is covered across the two years of study.

7.2 Homework

Homework is recorded by teachers on SIMS and parents access these records via Parent App. Google Classroom is used to create assessments for student records and to provide the supporting materials. Homework planners continue to be used to record all homework set by the teachers.

<i>Subject</i>	<i>Average time to spend on homework per fortnight cycle</i>	<i>Subject</i>	<i>Average time to spend on homework per fortnight cycle</i>
English	90 mins	Religious Studies	20 mins
Mathematics	90 mins	Science	90 mins
Option Subjects	90 mins <i>* Subjects may vary depending on the nature of the course and the practical demands of the modules.</i>		

7.3 Assessment & Examinations

Tracking Assessments –At KS4, years 11 and 12 follow different tracking structures as outlined below:

	Year 11	Year 12
Track 1	October	October
Track 2	December	December (Mock Exams)
Track 3	March (Mock Exams)	March
Track 4	May (Summer Exams)	

End of Year Examinations –

Year 11 complete mock exams in March in preparation for any module examinations in the spring and summer series. Year 11 will participate in the end of year summative examinations alongside KS3 in term 3. This provides results which are used when writing the end of year Annual Written reports.

Year 12 complete a mock exam week in December which prepares them for their winter / spring series modules and their final GCSE assessments in the summer. These results are used, alongside existing data, to produce their Annual Written report in January.

8 KS5

8.1 Curriculum

Students select from options lists which are tailored to the individual year group. Subject Specialists will build their unit of work on the subject specification to ensure that subject content is covered across the two years of study. Enrichments are offered based on student need and demand. Each year a Curriculum Rationale is presented which represents the needs, interests and statutory requirements for each year group that academic year. At KS5 there are a range of vocational and academic subjects from which students can choose their Post-16 options.

A Transition year is offered to pupils wishing to enter year 13 who have not obtained a pass in the GCSE English and Maths. This year provides pupils the opportunity to re-sit GCSE subjects, complete new Level 2 qualifications and access work placement opportunities.

8.2 Homework

Homework is recorded by teachers on SIMS and parents access these records via Parent App. Google Classroom is used to create assessments for student records and to provide the supporting materials. Homework planners continue to be used to record all homework set by the teachers.

<i>Subject</i>	<i>Average time to spend on homework per fortnight cycle</i>
Option Subjects	120-150 mins <i>Subjects may vary depending on the nature of the course and the practical demands of the modules.</i>

8.3 Assessment & Examinations

Tracking Assessments –At KS5, years 13 and 14 follow different tracking structures as outline below:

	Year 13	Year 14
Track 1	October	October
Track 2	December	December (Mock Exams)
Track 3	March (Mock Exams)	March
Track 4	May	

End of Year Examinations –

Year 14 complete a mock exam week in December which prepares them for their final A-Level examinations in the summer. These results are used, alongside existing data to produce their Annual Written report in January.

Year 13 complete mock exams in March in preparation for any module examinations in the summer series. This provides results, combined with their track 3 progress, which are used when writing the end of year annual written reports.

9 SEND Provision

9.1 SEN Rationale

Dunclug College seeks to ensure that all pupils with all types of Special Educational Need have maximum possible access to a broad and balanced curriculum, to appropriate pathways which stretch and support them, to a range of external assessment and the measure of success that prepares them for life and work. We want all children to have opportunity to meet their challenges, to rise above barriers, to realise their potential and to be integrated, fulfilled, happy and productive in the school environment. We want to ensure that any aspect of a child's life or experience which is a barrier to their learning is recognised early and addressed effectively. The school allocates LSAs to students based on statements and needs, where they can develop expertise and assist them with their assigned classes and work.

9.2 ASC & LSC Provision

Pupils with specific needs in ASD and MLD in Key Stage 3 have small group teaching and support for their core curriculum subjects as well as having daily morning nurturing sessions to prepare them for their day ahead. These sessions involve the development of every day skills pupils will need to lead independent lives. Key Stage 4 pupils receive daily tailored support to prepare them for their GCSE exams.

The Support Centre has developed a sensory room for those pupils who need a period of quiet reflection during the school day.

See SEN Policy (October 2020) for further information and guidance

10 Blended Learning

10.1 Blended Learning Rationale

Dunclug College is committed to using e-learning, and indeed blended learning, *to increase individual support for all pupils through differentiation*, especially supporting the full range of abilities to include SEN pupils (MLD, ASD and Gifted & Talented pupils).

See Blended Learning Policy (June 2021) for further information and guidance.

11 Reporting

11.1 Methods of reporting

Notification of reporting periods will be agreed at the start of each academic year. Parents will receive a report, either verbal or in writing, at least once per term. There will be five methods of reporting to parents:

- Informal reporting either verbally or in writing at the parents' request or at the request of staff members
- Oral feedback to parents on planned consultation events
- Formal reporting on progress as part of the SEN Code of Practice
- A formal Annual Written Report to parents to inform them of pupils' progress
- Tracking data report to parents after each tracking window

11.2 Parent Teacher Consultation Events

All year groups will be allocated a parent consultation event:

October	Year 8 Check In Event
October	Years 13 & 14 Parents' Consultation
October	Year 12 Parents' Consultation
February	Year 8 Parents' Consultation
February	Year 9 Parents' Consultations
February	Year 10 Parents' Consultation
March	Year 11 Parents' Consultation

11.3 Annual Written Report

The following guidelines are provided:

- Annual written reports will be completed with comments from class teachers and Head of Year
- At Key Stage 3 pupils will be allocated their grade using the descriptors agreed by the subject departments
- At Key Stages 4 and 5 pupils will be allocated a grade based on external examinations' Criteria
- An effort grade is awarded by each subject teacher (Grade 1-5)

1	Outstanding Learner	This student applies themselves in all areas of their work and demonstrates the determination to succeed and achieve their personal best at all times.
2	Consistent Learner	This student is making good, consistent progress and demonstrates a willingness and commitment to their learning. Their improvement is maintained.
3	Satisfactory Learner	This student demonstrates an inconsistent approach to their studies. They require improvement in one or two areas of their learning, such as homework, organisation, lateness of work, effort. They may cause minor disruptions to those around them in class.
4	Underachieving Learner	This student is not reaching their potential in a small selection of subjects and could be affecting the learning of others around them.
5	Cause for Concern	This student is not reaching their potential in a range of subjects and may be impacting the other students in their class.

12 Monitoring, Evaluation & review

12.1 Methods of monitoring, evaluations and review

The following procedures will be in place to ensure that the quality of teaching and learning is regularly monitored, evaluated and reviewed as necessary:

- Teaching & Learning is kept at the centre of the School Development Plan. All members of staff are consulted in the process of whole school self-evaluation, decisions about issues to be taken forward, and target setting associated with the SDP and Action Planning processes
- Monitoring of the quality of literacy by Literacy Co-ordinator, Learning Director, VP - Curriculum and Principal – through examination of pupil books, scrutiny of standards of presentation, classroom observation, pupil & staff interviews. Input from Literacy Co-ordinator at meetings of Faculty Groups and whole staff meetings
- Monitoring of the quality of Numeracy by Numeracy Co-ordinator, Learning Director, VP - Curriculum and Principal – through examination of pupils books, scrutiny of standards of presentation, classroom observation, pupil & staff interviews. Input from Numeracy Co-ordinator at meetings of Faculty Groups and whole staff meetings
- Regular whole school, departmental, individual teacher and post-holder self-evaluation will be central to the process of development and improvement
- Peer review to monitor the quality of teaching & learning within the classroom, supported by informal classroom observation (SLT, HODs, Peers)