



# Parkhall Integrated College

## Teaching and Learning Policy

Agreed by Board of Governors: May 2022

To be reviewed: May 2026

### Rationale

Parkhall Integrated College's mission statement is "to provide a caring learning environment where each person feels valued and respected". We believe that high quality Learning and Teaching leads "to pupils achieving their academic potential and promotes their personal and social development". We also believe that the effectiveness of learning is directly related to the quality of teaching. The College promotes the continuous improvement of learning and teaching through an effective monitoring and evaluation strategy and staff development programme.

Pupils and staff are supported in their learning and teaching by efficient and effective management arrangements under the control of the Principal, the Senior Management Team and in collaboration with the Board of Governors.

### Purposes

This Learning and Teaching policy sets out the expectations and common working practices agreed in respect of approach and consistency throughout the College. Through the working of this policy the College will:

- ensure that all pupils experience high quality teaching which leads to effective learning so that pupils can fulfil their academic potential and that this enhances the personal and social development of each pupil;
- enable pupils to develop the skills in Numeracy, Literacy, ICT and Thinking Skills and Personal Capabilities in all areas of the curriculum;
- offer a range of challenging, stimulating and enjoyable learning experiences inside and outside the classroom appropriate to the pupils' age and abilities;
- help pupils to take increasing responsibility for their own education by laying the foundations for lifelong learning;
- encourage pupils to become confident, resourceful, enquiring and independent learners.
- Ensure that, as a result of the current global pandemic, the college adapts the delivery of the curriculum to provide provision for remote learning in the form of online learning. Within this academic year, Teaching and Learning will take a blended approach, this will include remote and in-class learning. (Appendix 3)
- ensure that Intervention is targeted at pupils who are working below national expectations, but who have the potential to reach the levels expected for pupils of their age with well structured, timed study sessions, motivation and support. (Appendix 4)

**Guidelines****For pupils:**

In order for the highest quality of learning to occur we believe that our pupils need to be ready and willing to learn: in their preparations for school; whilst in the classroom environment; and in completion of their homeworks and assessments. Our pupils should:

- come to school prepared to learn to reach their potential;
- prepare themselves for the day ahead;
- have good attendance;
- focus on their work;
- have confidence in their own ability;
- be self-disciplined and motivated, setting their own challenging targets;
- seek information independently using a range of resources including ICT;
- be respectful of the needs of others;
- be receptive to teachers and parents;
- show perseverance and determination;
- be prepared to accept guidance;
- take ownership of, and responsibility for, their own learning;
- actively participate in class;
- work to their full potential;
- know where and when to ask questions and when to listen or think;
- plan and work hard to meet deadlines;
- learn from mistakes;
- have homeworks and controlled assessments completed and meet deadlines;
- at home, revisit work completed in class and revise, even if there is no homework set;
- be proud of being a member of the College community and the contribution they make to the College

**For teachers:**

The College supports teachers in the development and implementation of effective teaching strategies and encourages their continuous professional development. Our teachers will:

- be secure in their knowledge of the curriculum and of the different learning processes;
- have a strong knowledge of Google Classroom;
- continue their professional development through completion of EPD/PRSD objectives related to the school development plan;
- work collaboratively with colleagues;
- provide a caring, safe and positive environment which promotes self-esteem in which our pupils can achieve their full potential;
- create positive, caring relationships based on mutual respect where everyone feels valued and supported;

- ensure through their planning and teaching that all pupils with identified SEN have appropriate Individual Education Plans to ensure that all our pupils make progress irrespective of the barriers to learning they might encounter;
- enable pupils to develop their Numeracy, Literacy, and ICT skills;
- ensure that pupils have opportunities for the acquisition and development the Thinking Skills and Personal Capabilities;
- create an attractive, stimulating, environment which includes displays of pupils' work;
- implement the use of Magenta Principles to enhance learning in the classroom;
- provide lessons which are well planned and match the differing needs and learning styles of the pupils;
- clearly state the learning intentions of the lesson and review these with the pupils at the end of the lesson (see Appendix 1: Start and End of Lessons);
- employ good class management strategies (see Appendix 1: Start and End of Lessons);
- display sound time management;
- ensure pupils know what the success criteria for their work is, and give feedback for improvement;
- set targets with the pupils and celebrate success when targets are achieved;
- regularly assess pupils' learning and use assessment outcomes to monitor and track pupil progress;
- liaise with class teachers and year heads with regard to the well-being of pupils;
  
- report to parents regarding pupils' ability, achievement and behaviour;
- reflect on own practise and contribute to the evaluation and continuous improvement of the work of their subject department.

**For departments:**

The College provides opportunities for the teachers of a department to meet. The development of new courses or new teaching materials is supported by the College and attendance at relevant INSET is accommodated. Subject departments led by the Head of Department will:

- have a Teaching and Learning Policy relevant to the subject area based on this school policy. The policy will incorporate the strategies which the department adopts in classroom management, building a learning environment and in teaching and learning;
- have schemes of work. Schemes of work should: -
  - detail the subject content required by the Northern Ireland Curriculum or Exam Specification,
  - be differentiated to meet the needs of the pupils,
  - outline teaching and learning activities,
  - indicate the opportunities for developing pupils' Numeracy, Literacy, and ICT skills, and Thinking Skills and Personal Capabilities,
  - include agreed assessment opportunities e.g. homeworks, peer and self-assessments, and tests,
  - be time bound;
- ensure that resources are used efficiently and effectively for the benefit of all pupils

- meet regularly to review and evaluate pupils' progress and the work of the department, and share good practice.

### Learning Styles

Learning styles group common ways that pupils learn. Everyone has a mix of learning styles. Some pupils will have a dominant style of learning, with far less use of the other styles. Other pupils will use different styles in different circumstances. There is no right mix. Nor are styles fixed. Pupils will be encouraged to develop ability in less dominant styles, as well as further develop styles that they already use well.

A preferred style will guide the way pupils learn. They also influence the way pupils internally represent experiences, the way they recall information, and even the words they choose.

#### The Seven Learning Styles

- Visual (spatial): Pupils prefer using pictures, images, and spatial understanding.
- Aural (auditory-musical): Pupils prefer using sound and music.
- Verbal (linguistic): Pupils prefer using words, both in speech and writing.
- Physical (kinaesthetic): Pupils prefer using their body, hands and sense of touch.
- Logical (mathematical): Pupils prefer using logic, reasoning and systems.
- Social (interpersonal): Pupils prefer to learn in groups or with other people.
- Solitary (intrapersonal): Pupils prefer to work alone and use self-study.

Schemes of work should include a variety of teaching methods to ensure that pupils can engage in the topic using their preferred learning style but also to encourage the development of all learning styles.

### Thinking Skills and Personal Capabilities

The Thinking Skills and Personal Capabilities framework requires teachers to engage pupils in active learning and to develop pupils' skills in the following areas:

- Managing Information;
- Thinking, Problem-Solving and Decision-Making;
- Being Creative;
- Working with Others;
- Self-Management.
- Opportunities for developing Thinking Skills and Personal Capabilities are included in schemes of work. Lessons are planned appropriately to ensure skills in the above areas are developed and assessed

### Assessment for Learning

Assessment for learning (AFL) is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go next, and how best to get them there.

The main elements of AFL which should be evidenced across subject departments and throughout the College are:

- Learning Intentions
- Success Criteria
- Formative Feedback
- Effective Questioning
- Peer- and Self-Assessment and Self-Evaluation
- The use of 'The Teaching Spectrum' in all lessons to gauge learning.

In order to embed AFL teachers will:

- Effectively plan, based on clear and realistic expectations, where the pupils' strengths are consolidated and their weaknesses are addressed.
- Encourage pupils to reflect on current performance and what they need to do next to improve so that they are actively involved in the learning process.
- Use varied forms of assessment both oral and written.
- Facilitate the development of shared success criteria and structured feedback to help plan the next steps in learning.
- Frequently make use of effective questioning methods to engage pupils in their own learning and to help build confidence.

- Provide opportunities for peer and self-assessment.
- Regularly and consistently mark the pupils' written work in ways that highlight the strengths and shortcomings, using approaches that are well understood by the pupils and their parents.
- Reflect on the quality of learning within the classroom using 'The Teaching Spectrum' as a guide.

### Study Skills

There is a progressive study skills programme in place for all year groups. Each year group receives two study sessions a year with a specific focus in each year. There is scaffolding learning of skills evident in each programme.

### Quality Indicators

The following characteristics have been identified by staff as indicators of good practice in College: -

Features	Characteristics of Good Practise
Subject Knowledge and Pedagogy	<ul style="list-style-type: none"> <li>- Teachers avail of opportunities to engage in curriculum and professional development;</li> <li>- Teachers have relevant, thorough, up to date knowledge of their subject and the methodologies involved in delivering it confidently;</li> <li>- Teachers attend pertinent inset and disseminate the information to other staff for whom the information is relevant.</li> </ul>
Planning	<ul style="list-style-type: none"> <li>- School Policy Guidelines are up to date and used to inform practice;</li> <li>- Schemes of work, which complement the Northern Ireland Curriculum and are differentiated to match the needs of pupils are prepared and used by staff to guide teaching and learning;</li> <li>- Lessons are prepared which have clear intended learning outcomes and to incorporate a range of resources;</li> <li>- Quality resources are prepared which effectively enhance the teaching and learning.</li> </ul>
Teaching and Learning Strategies	<ul style="list-style-type: none"> <li>- A variety of teaching strategies should be used to accommodate different pupils' learning styles and abilities;</li> <li>- Subject content and teaching methods are differentiated so that all pupils are challenged but can be successful – differentiation may be by task or outcome.</li> <li>- Learning intentions are clearly stated at the start of a lesson and reviewed at end of lesson;</li> <li>- Lessons are planned to enable pupils to achieve the learning intentions to ensure a good flow through the lesson;</li> <li>- Effective questioning is important to challenge pupils' thinking and to gain insights into their understanding;</li> <li>- A variety of appropriate assessment for learning tools are employed to inform teaching and learning strategies;</li> <li>- Self-evaluation of teaching strategies within lessons takes place.</li> <li>- Magenta principles implemented in teaching.</li> </ul>
Homework	<ul style="list-style-type: none"> <li>- Homework is regularly set in line with the Homework Policy and pupils have a clear understanding of what they are required to do and the success criteria;</li> <li>- Homework is purposeful, appropriate to level of ability and should support teaching and target setting;</li> <li>- Homework is marked promptly and for improvement.</li> <li>- Pupils receive positive feedback and targets for improvement are set;</li> <li>- Homework records are monitored by the Head of Department.</li> </ul>

<p>Assessment</p>	<ul style="list-style-type: none"> <li>- A variety of Assessment For Learning techniques are used during the teaching of a topic;</li> <li>- Assessment is purposeful, appropriate to level of ability and should support teaching and target setting;</li> <li>- Pupils' work is marked according to success criteria devised by each department;</li> <li>- Pupils' progress in each subject is recorded and monitored by subject teachers;</li> <li>- Formal assessment of pupils and reports on progress sent to parents twice a year;</li> </ul>
<p>Classroom Management and Environment</p>	<ul style="list-style-type: none"> <li>- Pupils are aware of classroom rules, boundaries and expectations;</li> <li>- Pupils are actively engaged in learning within a welcoming, positive, supportive and respectful environment</li> <li>- Classroom displays are current, relevant and help celebrate pupil achievement</li> <li>- Classroom layout is appropriate with the best possible use of equipment/resources</li> <li>- All working areas are clean and tidy– no graffiti on desks, chewing gum on floor etc.</li> </ul>

## Quality Indicators continued

Features	Characteristics of Good Practise
Pupils' self-esteem and motivation	<ul style="list-style-type: none"> <li>- Teachers plan lessons which engage with the pupils;</li> <li>- Teachers plan lessons which give pupils opportunities for success e.g. differentiation, achievable targets, appropriate courses;</li> <li>- Teachers use praise and encouragement to maintain students' motivation and enhance self-confidence and self-esteem;</li> <li>- Pupils' achievements are recognised within their class, the College and shared with the outside community.</li> </ul>
Relationships	<ul style="list-style-type: none"> <li>- Teachers have a good rapport with pupils;</li> <li>- Relationships in the classroom are positive and conducive to creating an environment where quality teaching and learning take place</li> <li>- Pupils feel contributions are listened to, valued and respected by all;</li> <li>- Pupils are comfortable seeking help when required;</li> <li>- Pupils co-operate with each other, respect others and self, and take responsibility for their actions towards others.</li> </ul>
A Professional Team	<ul style="list-style-type: none"> <li>- Relationships within departments are professional and respectful;</li> <li>- There is a co-ordinated departmental approach to teaching and learning with a sharing of resources and expertise;</li> <li>- There is support and training for staff and the sharing of good practice is encouraged;</li> <li>- There is a culture of self-evaluation and Department Meetings are used to track pupil progress and to monitor, evaluate and review units of work.</li> </ul>

***These policy guidelines are translated into action through other policies and procedures, for example:***

*Remote Teaching and Learning Policy*

*Intervention Policy*

*Curriculum Policy*

*Assessment Policy*

*Special Educational Needs Policy*

*Numeracy Policy*

*Literacy Policy*

*Acceptable Use of the Internet and Digital Technologies*

*Staff Development Policy*

*PRSD Policy*

*Subject Department's Teaching and Learning Policies*

**Appendix 1 Routines for the Start and End**

**Start of Lessons**

- Teacher at classroom door to welcome class.
- Class line up outside the classroom in quiet, orderly manner.
- Uniform check by teacher as pupils enter class.
- Pupils walk to assigned seats and stand waiting for teacher instruction.
- Pupils take planners, subject books pens/pencils etc. from school bag and place on desk.
- Put bags and other personal belongings in designated place in classroom.
- Pupils take seats. Teacher watching class and waits until class settled and ready to learn.
- Monitor sheet given to teacher.
- Teacher calls the register.
- Homework collected.
- Books and/or resources given out as directed by the teacher.
- If notebooks being used, pupils write title and date on page and learning intentions if applicable.
- Introduce lesson and clearly state learning intentions for lesson.
- Learning intentions will state what it is expected that pupils will be able to know, understand or do by the end of the lesson in pupil friendly language.
- Homework may be given out and recorded in planner.

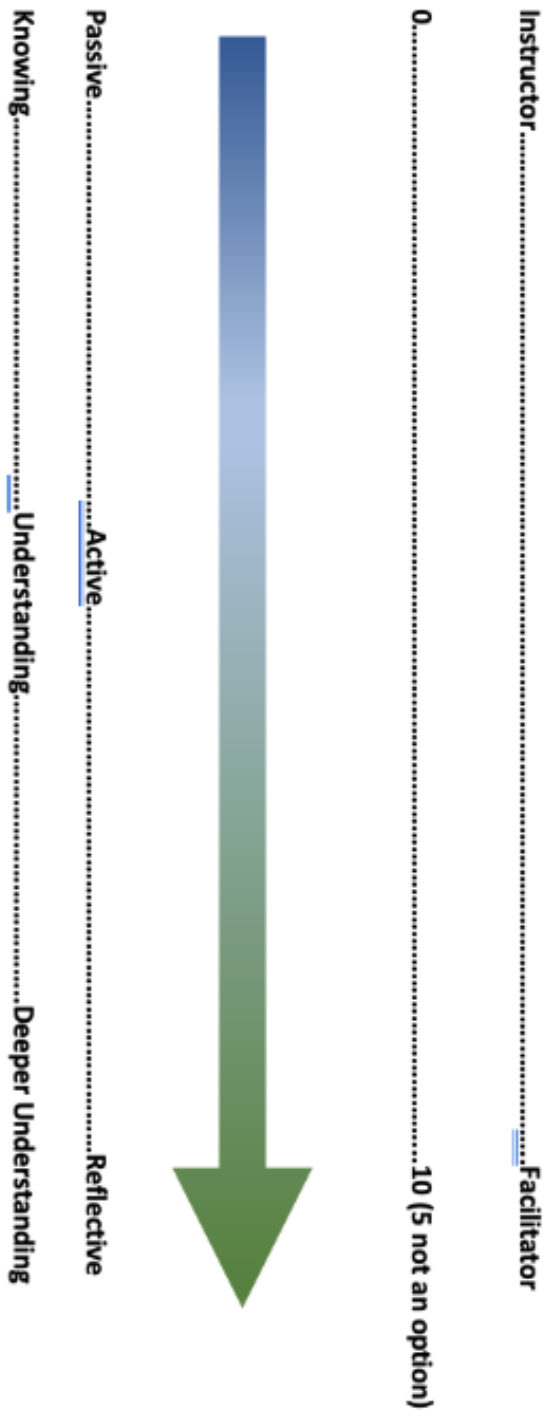
**End of Lessons**

- Teacher signals end of activity.
- Any practical materials/books are tidied away as directed by the teacher.
- Pupils settle, quietly into seats.
- Teacher tests that Learning Intentions have been met.
- Pupils reflect on their learning in response to teacher.
- Homework may be written into planner.
- Teacher checks understanding of homework task.
- Pupils pack up own books etc. into school bag.
- Monitor sheet completed and returned to class monitor.
- When directed by the teacher, pupils stand, put seats under desk and stand behind seat. (Last period seats put on top of desk)
- Teacher moves to door and dismisses pupils a row at a time when the bell goes.
- Teacher checks uniform as pupils leave room.



Appendix 2

Reflecting on Learning.  
The Teaching Spectrum



### Appendix 3

#### Remote Learning

##### Purpose

The aim of this guidance is to provide a solid framework to ensure the Learning and Teaching in Parkhall Integrated College is consistent and effective during this blended approach.

##### Guidelines

###### Definitions

Remote learning - Learning where the teacher strives to recreate the classroom environment online, the student and teacher are not physically together in a traditional classroom setting.

Blended learning - A structured form of education where learning taking place in a traditional classroom setting is blended with online learning

Blended learning will be implemented in the following circumstances where pupils are not physically in the classroom;

- Shielding / Isolating pupils
- Pastoral concerns to include COVID related anxiety
- School refusal
- Suspension
- Home Tuition

During the delivery of the curriculum through remote and/or blended learning, it is important to note that “schools should not expect to make similar progress to taught lessons in any given period of remote learning” (Guidance for schools on supporting remote learning, Department of Education NI. June 2020).

With this in mind, Heads of Departments will devise a teaching plan for their subject referring to any specification changes as a result of the exam consultation process, deciding upon material to be delivered in the classroom and complementary work to be completed online.

Flipped learning is one teaching strategy which could be implemented here. Flipped learning is an effective teaching strategy whereby pupils research or are given a task to complete online based on an untaught topic. This way pupils have some preparation for class while teaching them vital skills to become independent learners.

Remote learning will take the form of synchronous and asynchronous teaching and learning, where pupils will follow their weekly timetable.

Online learning will be carried out through Google classroom. Codes are assembled on a live google sheet. Live streamed classes are recommended; they are not obligatory.

To maximise the positive impact of blended / remote learning in Parkhall Integrated College, the following roles and responsibilities have been established.

##### Roles and responsibilities of the teacher during remote learning.

- All online communication and activities are carried out in line with the schools' safety online policy.
- The curriculum content is delivered as per the published revised specifications through a blended approach when required.
- Teachers create a google classroom and ensure all pupils from that class have joined.
- The optimum time for an e-learning task should be 30-45 minutes for post primary pupils. This time frame is subject to change based upon the level of study and the work required.
- It is of utmost importance that teachers create a link with their pupils who are working remotely, OECN has highlighted the success of all pupils during the initial period of remote learning, in particular those from disadvantaged backgrounds and the positive correlation between the success of online learning and the opportunity to maintain regular contact with their teacher. Pupils to be encouraged, reassured and supported during this time.
- Learning tasks must provide a specific goal in order to engage pupils.

- Tasks must have a timescale.
- Where possible, work should be differentiated.
- Learning objectives and outcomes must be clear to ensure pupils are kept on task and to maintain motivation until completion of the task.
- Online learning should use a range of multimedia aspects such as video, audio, podcasts and animations where possible. These teaching tools can be used effectively to introduce a teacher led topic when pupils are in class, for example when utilising the strategy of flipped learning.
- Teachers must ensure resources which would normally work well in a classroom setting are adjusted if they are to be taught remotely to maintain engagement and understanding. Information must be manageable and with a given timeframe, understanding the difficulties pupils may have learning content remotely.
- Encourage the development of Thinking skills and Personal Capabilities, in particular managing information and self-management.
- Where possible establish a routine, this leads to a feeling of belonging to the school and its routine structure.
- Effective feedback provides pupils with specific support. Formative feedback online can be through email, comment on homework submitted through google classroom, showcasing work and through online quizzes. Feedback should encourage, praise achievement and highlight areas for improvement.
- Provide opportunities for pupils to reflect on their own learning.
- Pupil engagement must be recorded and the non-engagement protocol must be adhered to in the event of regular non engagers.
- LSA's to be added to classrooms to support their pupils.
- Live streamed lessons can be carried out through google meet adhering to the college's criteria below:
  - Teachers must take into consideration the technical difficulties pupils may face, resources for work completed on google meet must be available on the class google classroom.
  - Ensure pupils who are actively involved in the lesson have permission to do so.
  - The class must have their video and audio off at the beginning of the lesson.
  - Clear guidelines and expectations will be given to pupils at the beginning of the lesson outlining what is expected of them throughout the online session.
  - Should a pupil behave inappropriately, immediately provide the pupil with examples of what positive behaviour looks like. If disruption continues, normal school sanctions apply.

#### **Roles and responsibilities of the pupil during remote learning.**

- Pupils must ensure they have logged on to each of their classrooms.
- If there are problems logging onto google classroom or submitting work, information on how to do both of these can be found on the school website under covid-19.
- Google classroom is to be checked daily to make sure deadlines are met. Deadlines will appear on the to do list but these appear close to the deadline, some pieces of work may take considerably longer to complete.
- When working from home, establish a place to work and set a routine. Do not leave work until the night before it is due. Allow time for breaks and exercise.
- Normal school rules apply to the online classroom.
- Keep in contact with their teachers and form groups.
- During live streamed google meet lessons
  - Pupils follow the expectations set out by their teacher.
  - They must begin the lesson with their camera and mic switched off
  - If behaviour is not up to standard, a pupil will be given the opportunity to rectify their behaviour. If the issue persists, the pupil may their mic muted. In extreme cases pupils will be removed from the online classroom and normal school sanctions will apply.
  - It is completely forbidden for pupils or parents to take screen captures of live or recorded classes. Anyone found in breach of this will be reported to the associated external agencies.

#### **Roles and responsibilities of the parent during remote learning.**

- Assist their child in the use of google classroom if necessary. Information on the use of google classroom can be found under the COVID-19 section of the schools website.
- Provide an area where their child can work and help them to establish a routine.

- Actively engage in discussions about tasks being completed, assure their child that taking advice from feedback is a positive learning activity.
- Notify the school as normal if they have any concerns or if they want to contact a teacher, Head of Year or Head of Department directly.
- During google meet lessons:
  - Parents must grant permission for pupils to appear on camera. If permission has not arrived then pupils can observe the lesson but will engage in speaking.
  - Parents must ensure they do not become involved in the lesson, this includes questions, and observations. If a parent continues to be in breach of this, their pupil will be removed from the online class and the parent will be contacted by the class teacher or Head of Department.
  - Parents will discourage pupils from screen grabs and outline the importance of GDPR regulations and the consequences of breaching confidential data.

**Vulnerable pupils and pupils with Special Educational Needs**

Pupils falling into this category will have additional assistance from LSA's where possible. LSA's will be added to the google classrooms of their pupils and offer support and encouragement. Differentiated work will be set online where possible.

**Non-engagement protocol.**

The high standards of good behaviour and work ethic we expect from our pupils continue to apply to pupils learning in school and to those learning remotely. The department of Education in Northern Ireland has highlighted the essential need to follow up non-engagers, as doing so hinders pupils' long term engagement with education. In Parkhall Integrated College, pupil engagement when working remotely is monitored using the shared live google sheet.

For pupils working remotely or as a result of a blended learning approach, the following protocol is to be adhered to;

**Remote learning:**

- Non-engagement, Subject teacher sends a direct message to the pupil via google classroom.
- A phone call home by the subject teacher in line with normal school protocol.
- If the issue continues it is passed to the Head of Department/Head of Year/Learning and Teaching Co-Ordinator based upon the reason for non-engagement.
- If non-engagement continues, Vice Principals and Principal are informed.

**Blended Learning**

- If non-engagement occurs during blended learning, subject teachers will follow up on non-completion of work on the pupils' return to school. If work is not completed after this, normal school procedure applies.

## Appendix 4

### Intervention

The aim of intervention is to improve the progress of pupils who are at risk of not fulfilling their potential, this includes pupils who may be struggling to keep up or more able pupils who are not achieving what they are capable of. Pupils fitting into the intervention target group may or may not have Special Educational Needs, those who have, these needs will be taken into account when devising a specific intervention plan. Used effectively, intervention will encourage pupils to bridge the gap in their learning and accelerate their progress.

#### Guidelines

##### Role of the Head of Department in Intervention

- Analysis of assessments
- Identifying underachieving pupils
- Setting targets and monitoring with class teacher
- Revision sessions, banding pupils achieving grades together and implementing different revision strategies based upon level of achievement.

##### Intervention process.

1. Audit of pupils. Identify pupils in need of intervention - After each tracking session.
2. Identify level of intervention required - add in agreed specifics. This information is sent to the intervention meeting team outlined below before the meeting so information can be generated in advance of the meeting, i.e. areas for improvement and how this could be carried out in their department.
3. Meet with PC, NB, AH, CS, Heads of Departments and SENCO to discuss levels, targets, times, assessment and strategies. Attendance % recorded at the start. Discuss with parents / meet with parents to discuss early intervention process and targets.
4. Monitor and evaluate - Level 1 and 2 after each tracking assessment, level 3 feedback after each assessment and class teacher and tutor observation feedback.
5. Progression maps in the form of GC Sheets - Pupil, Class, Gender, Attendance, SEN, Behaviour points, starting point, target, update section, evaluation.

##### Intervention levels:

Level 1 - High quality inclusive teaching supported by the Teaching and Learning policy and frameworks. Specific targets and needs included in teaching, with a focus on scaffold learning and motivation.

Level 2 - Additional time given through LSA support/peer mentoring, group sessions.

Level 3 - Individualised programmes of Intervention. Short targets, evidence needed consistently, one-to-one where possible, LSA/Peer mentoring in support hubs, external support agencies.

**Role of the Supporting tutors**

- Undertake Training
- Focus on learning rather than delivering a programme
- Bridging the gap in knowledge
- Direct questioning, activity, promoting independent skills.

**Monitoring and Evaluating**

Level 1 and 2, after each tracking session, full team meeting and discussion

Level 3 - Monthly updates

Link to attendance figures