

Belfast Model School for Girls

Achievement for All



Teaching and Learning Policy

Agreed by Board of Governors:

To be reviewed:

Rationale

The Belfast Model School for Girls is committed in its aims to the personal, social, aesthetic and intellectual development of each pupil through active learning experiences which emphasise success and individual strengths. We believe that in order for pupils to maximise their full potential, a range of teaching and learning strategies must be employed. These strategies must be suited to the pupil's age, ability and aptitude and demonstrate 'fitness for purpose'. The school emphasises the central importance of good classroom practice and effective teaching and learning so that value is added to pupils' knowledge and understanding at each of the Key Stages.

Purposes

Our whole school teaching and learning policy aims to enable pupils to become effective lifelong learners by:

- Developing knowledge, concept, skills and appropriate attitudes in all aspects of the curriculum
- Enabling pupils to develop numeracy, literacy and ICT skills in all areas of the curriculum
- Encouraging independent and collaborative learning

Guidelines

For pupils:

In order to learn effectively in all areas of the curriculum pupils should be:

- Working at an appropriate level
- Aware of progression
- Encouraged to work independently
- Able to organise themselves and take responsibility for their own work
- Able to review and evaluate their own learning in order to set targets
- Motivated to work well
- Willing to listen attentively
- Able to problem solve in order to make appropriate decisions
- Willing to take part in discussion, ask questions and talk to others
- Aware of their own self-worth and the value of others

For teachers:

The school supports teachers in the development and implementation of effective teaching strategies. The qualities of an effective teacher include:

- A thorough and up-to-date knowledge of subjects taught
- An ability to target subject knowledge and skills appropriately to different age and ability groups
- The implementation of an efficient and effective system of classroom management and discipline

- The employment of teaching strategies which promote substantive and collaborative learning
- The use of appropriate assessment procedures to monitor and consolidate pupil learning and to inform decisions about future practice and learning
- A positive example in conduct and approach to work
- Adherence to school policies and procedures
- A personal interest in individual pupils and their progress
- Use of praise and encouragement to maintain pupils' motivation and to enhance self-confidence and self-esteem
- Good relationships with pupils, colleagues, parents and representatives of the local and wider community
- A sense of loyalty to the school and its aims and an informed awareness of his/her role as member of a professional team within school

For departments:

- Each department devises a Teaching and Learning Policy relevant to the subject area. This incorporates practical strategies which the department adopts in classroom management, building a learning environment and in teaching and learning
- Learning strategies which are employed to achieve the desired learning outcomes for pupils should be integrated into lessons and units of work e.g. what pupils should know and can do (Content, Attitude, Skills and Knowledge)
- Evaluation procedures are set in place by departments to review the impact of teaching and learning strategies on pupil outcomes

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

Curriculum Policy

Departmental Teaching and Learning Policies