

Roddensvale School

Learning and Teaching policy

This Learning and Teaching policy is one of the core policies of our school. **It has been generated and agreed by the whole staff.** It encompasses everything we do, hope to do and are about. It is the crux of the school - the environment, the methods, the ethos, the standards, the resources.

This policy does not stand alone. It links closely with our School Aims, the School Development plan (self evaluation), our Pastoral Care policy, our policy on Assessment and with Staff Development.

Aims for learning and teaching:

1. To provide the most appropriate education for our pupils within a safe environment, and which promotes respect for self and others and acknowledges the value of each individual within the school community and beyond.
2. To provide pupils with a stimulating, challenging and supportive learning environment in which confidence, motivation and success are cultivated.
3. To develop through the N.I. Curriculum and alternative teaching strategies, a broad, balanced and relevant curriculum.
4. To encourage involvement of and provide support for parents.
5. To collaborate with other professionals involved with the pupils in order to meet their needs.
6. To equip pupils with life and social skills, to promote independence within school and the community.
7. To continually embrace professional development and apply these opportunities to extend the educational experiences of pupils.

8. To make learning an enjoyable process for pupils and staff.

Creating a Learning Environment:

- Value School Community and their contribution
- Effective communication
- Clear expectations
- Atmosphere of trust
- Share achievements
- Feedback - positive reinforcement
- Staff development
- Senior staff - lead by example
- Equality of opportunity
- Sense of security
- Resources e.g. staff library, computers, prep. time etc
- Making learning fun

Teaching Approaches and Organization:

The staff take into account the range of personal capabilities, thinking skills and learning preferences of pupils when planning, teaching and evaluating.

In order to provide an environment where quality teaching and learning experiences are nurtured staff adopt a range of teaching strategies/styles that are:

- Stimulating
- Connected
- Interactive
- Practical
- Enjoyable
- Appropriate to each child's needs
- Enabling and empowering

- Challenging
- Encouraging individual development
- With opportunities to make choices and decisions about and as a result of their learning.

The different teaching approaches currently in use within school include:

- Practical activities
- Investigative activities /research
- Problem solving activities
- Group discussion
- Questioning
- Individual/group/whole class teaching
- Multimedia
- Topic based/cross curricular approaches
- Demonstration and explanation
- Team teaching
- Field trips/educational visits
- Use of accreditation
- Multi sensory approaches
- Various strategies such as PECS, Makaton, TEACCH, ABA, MOVE, Str.Play
- Plus researched strategies for the linguistic learner, Maths/logical learner, Visual learner, Kinaesthetic learner, Musical/rhythmic learner, Naturalist learner, Intrapersonal learner and Interpersonal learner

The Classroom organization and deployment of resources takes into account:

- Resources/equipment
- Human resources
- Physical/medical/behavioural requirements of pupils
- Expertise

- Class size and integration
- Other professionals

Community Partnerships

The School forges strong community links using a variety of strategies which includes the following:

- Links with professionals, other schools, Link courses
- Use of local facilities including weekly shopping trips and bus outings
- Work placements
- Working with Triangle Supported Employment
- Special Olympics and other sporting events
- Residentials
- Team Enterprise
- Environmental projects
- Church links and community groups
- Choir involvement
- Early intervention/preschool
- Open events
- Community support opportunities

Staff Development

All staff are encouraged to keep up to date with current educational developments/initiatives and with research on how children learn.

Role of parents

Refer to policy on parents

Parents are kept up to date with curriculum developments and are kept informed about their child's progress to enable them to support the learning process.

Assessment

Refer to Assessment policy

Pupils are encouraged to reflect on current performance (where appropriate) and what they need to do next to improve so that they are actively involved in the learning process.

Monitoring and Self Evaluation

Each child and adult(where appropriate) should monitor and evaluate their learning which in turn enables that individual to achieve on a broad range of fronts and how then these achievements influence the nature and quality of teaching and learning in our school:

- Participation
- Expectations
- Addressing of individual needs
- Positive reinforcement
- Sharing information
- Literacy
- Numeracy
- ICT
- Engaging parents in supporting learning
- Independent learning
- Promotion of self esteem and confidence