

Enniskillen Model Primary School

Learning and Teaching Policy/'The Big Picture'

The principles underlying the N. Ireland Curriculum - 'Together Everyone Achieves More'.

The school's 'Learning and Teaching' policy highlights how the curriculum is organised, delivered and monitored in school and complements the current N. Ireland Curriculum.

The N. Ireland 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....

The challenges faced outside school need to be addressed in school

The N. Ireland Curriculum Objectives

To develop the Young Person:

- as an Individual (personal understanding, mutual understanding, personal health, moral character, spiritual awareness)
- as a Contributor to society (citizenship, cultural understanding, media awareness, ethical awareness)
- as a Contributor to the Economy and Environment

Motto: Motivating ~ Supporting ~ Educating

Vision: In Enniskillen Model Primary School, we want everyone to feel valued and work together within a caring, secure, child centred and inclusive environment. We seek to provide a broad and balanced curriculum, celebrate achievement, encourage independence and motivate all to become equipped with knowledge, skills and values for life-long learning.

Rationale: Values which we have agreed underpin learning -

We in Enniskillen Model School can learn in and out of school.

Learning occurs before children commence school and after they leave school – it is life-long.

We believe that children's physical and emotional well-being are pre-requisites for effective learning.

An appropriate environment is created for learning and the help of others is enlisted as necessary – in and out school.

The emphasis is on believing all children can and do learn – focusing on success rather than their failings and shortcomings.

Pupils are encouraged in their learning and asked to reflect on it.

Learning is promoted in an active, enjoyable and fun way, with recognition given to a range of skills, intelligences and different learning styles - visual, auditory and kinaesthetic.

Values: Our Charter (see accompanying parent guide)

Our School Aims:

To help pupils acquire knowledge and understanding, fulfil their potential and develop a love for learning by providing a wide variety of learning opportunities and activities and delivering a balanced and relevant curriculum;

To enable our pupils to develop creative, practical, sporting, technological and decision making skills to become competent and independent contributors to society - prepared for life and work;

To encourage the moral, social and personal development of all our pupils - enabling them to build self-confidence and self-esteem, co-operate with and value others, undertake responsibility and develop positive attitudes and high standards of behaviour.

Our charter and aims are on display, on our website and in our prospectus. They are communicated to parents, as and when considered necessary.

Our Curriculum Provision:

The curriculum of this school is designed to give a broad and balanced education to all children and to present these children with experiences suitable to their current stages of development.

We offer a N. Ireland curriculum in line with that dictated by the Department of Education and includes the following areas of study: -

Language and Literacy, Mathematics and Numeracy, The World Around Us (Geography, History, Science & Technology), The Arts (Music, Art and Design, Drama), Personal Development and Mutual Understanding and Physical Education/Development.

We deliver the statutory cross-curricular skills:

Information and Communication Technology, Communication, Using Mathematics and Thinking Skills and Personal Capabilities

The school aims to present children with lively and exciting experiences, which will enable them to fulfil the Northern Ireland Revised Curriculum requirements with enthusiasm and to attain the targets that are within their capabilities

To ensure our aims are met we have an agreed set of objectives to clarify what our pupils will be able to do through the delivery of the statutory Areas of Learning outlined in the Northern Ireland Curriculum. To aid this process, for example, we have in place a school development plan, functioning leadership structure, staff development opportunities, monitoring and evaluating mechanisms, timetabling structure and allocation of time procedures.

Our pupils will:

- Understand and enjoy reading to acquire information, use written and spoken language to interact, communicate and express themselves creatively using a variety of skills and media.
- Develop mathematical skills, use these with flexibility and confidence in mental and written tasks and apply mathematical skills and processes in a variety of practical and investigative contexts.
- Explore a range of ICT tools to develop competence and confidence when using information technologies and support their learning by applying their ICT skills across the curriculum.
- Develop a knowledge and awareness of their personal values and an increased understanding of different traditions and faiths, appreciating diversity within school and wider community.
- Understand the contribution they can make to their health and personal safety and value relationships with those who can help and support them.
- Show enjoyment, appreciation and aesthetic awareness of Music, Art, Drama and Physical Education; developing creativity, performance skills and physical co-ordination whilst valuing the benefits of such activities for their health and wellbeing
- Acquire knowledge and understanding of historical events, the changing world in which they live and foster their natural curiosity through observation, practical activities and scientific investigation,
- Enjoy questioning and challenging ideas, develop enquiring minds and understand their individual learning styles when applying thinking skills in a variety of learning contexts.
- Be able to self-reflect and evaluate their own and their peers' work and behaviour and work positively towards realistic yet challenging targets to raise expectation and develop high standards.

These specific objectives are increasingly being integrated into respective policies.

N. Ireland Whole Curriculum Skills and Capabilities

Thinking Skills and Personal Capabilities: Managing information, Being Creative, Thinking, Problem Solving and Decision-Making, Self-Management)

Formally Assessed Skills: Communication – Literacy, Using Mathematics and Using ICT

Developing the active learning and thinking skills

Developing the learner's skills is central to this school's learning and teaching policy. The characteristics of such learners are children who:

- participate, know how to learn and want to learn
- actively listen
- can identify a problem, analyse its components and use a variety of resources to solve it
- take responsibility and time to reflect
- can explain the processes and outcomes of learning
- can make connections between aspects of learning
- are aware of their strengths and use these to promote other intelligences
- work well in their own and as part of a team/collaborate and learn from others
- are curious and have security in self

Although a balance is achieved, there are many contexts across the curriculum for this learning to evolve. It is recognised that to be an effective learner, you need to be an effective thinker.

In this school at least two lessons every week will aim to focus specifically on the development of thinking/active skills. This will be reflected on an overview planning grid and in more detail in medium term and short term planning. It is recognised that all of the key thinking skills cannot be promoted in every year group and will be determined by the complexity of the skill, the age, ability and experience of the pupil. The skills are infused across the curriculum and are not taught in isolation.

It is considered that this approach will consolidate learning, make connections between learning, and lead to better understanding, more enjoyment and better recall of the curriculum. To achieve active learning, teachers will strive to develop their classrooms as learner and process centred and will, on occasions, act more as facilitators, organisers and be holistic in their vision.

The Learning Pyramid supports this thinking.

The organisation of learning experiences reflects, for example, investigating and problem solving, links between curriculum areas, relevant and enjoyable, media-rich, skills integrated, active and hands on, offers choice, being explicit, challenging and engaging, open ended effective questioning, supportive environment, culturally diverse, positive reinforcement, varied to suit learning style, on-going reflection, enquiry based

And take into account/develop:

A range of intelligence and learning preferences:

Bodily Kinaesthetic Intelligence; Musical Intelligence; Interpersonal Intelligence; Emotional Intelligence; Naturalist Intelligence; Spiritualist Intelligence; Linguistic Intelligence; Logical Mathematical Intelligence; Visual Spatial Intelligence

Agreed teaching approaches – teaching being crucial to the success of the curriculum ...

Resources and forms of classroom organisation which help develop active learners

Community partnerships

Strategies for dealing with pupils with learning difficulties/second language

Extending talented pupils

Learning Areas

These are not taught in isolation. The thinking and cross curricular skills infuse throughout each of the areas and help to 'bind' the curriculum. Again, a balance is achieved.

Language and Literacy Mathematics and Numeracy The Arts World Around Us
Personal Development Physical Education Play Religious Education ICT

Planning occurs in each of these learning areas and takes into account the range of intelligences and the preferred learning styles of pupils

An agreed format for planning (under review in conjunction with the N. Ireland Revised Curriculum) is implemented throughout the school (long and medium term) – this defines the intended learning outcomes, seeks activities that promote the skill/knowledge and caters for the different learning styles of children. All of these are evaluated to ensure that learning has occurred.

Attitudes and Dispositions

These are implicit throughout the curriculum and include developing: personal responsibility; concern for others; commitment-determination-resourcefulness; openness to new ideas; self-confidence; curiosity; community spirit; flexibility; tolerance; integrity – moral courage and respect

Our PDMU/Personal Development programmes, in particular, provide a formal context for each of these areas to evolve.

Assessment for Learning

The school has a policy for Assessment which is reviewed periodically as part of the School Development Planning process. It aims to:

Building a more open relationship between learner and teacher

Have clear learning intentions shared with pupils

Have shared/negotiated success criteria

Encourage individual target setting

Promote the taking risks for learning

Give advice on what to improve and how to improve it

Promote peer and self-assessment

Celebrate success

Foster peer and self-evaluation of learning

This Policy is reviewed annually at Senior Leadership Level and highlighted with staff, as appropriate. It is supported by a range of ever evolving policies and schemes. The school recognises the need to 'get a balance' between content and skills, teaching and learning, dependence and interdependence, assessment of learning and assessment for learning.

Last revisited 2020 (as part of SDP review)