



# **Learning, Teaching and Assessment Policy**

The Learning, Teaching and Assessment Policy is presented in  
September 2015 and will be reviewed in June 2017

## **Learning, Teaching and Assessment Policy June 2015**

### **INTRODUCTION**

Learning, Teaching and Assessment processes are at the core tasks of Belfast Boys' Model School and are the business of the whole school. Our policy promotes the highest standards of learning, teaching and assessment as it directly affects and determines students' progress and their experiences as learners.

### **POLICY STATEMENT**

At Belfast Boys' Model School we will consider how people learn and implement what is most effective in achieving our vision for success.

The aim of the NI Curriculum is to empower young people to achieve their potential and to make informed and responsible decisions throughout their lives.

The objectives are to develop the young person as:

- an individual
- a contributor to society and
- a contributor to the economy and environment

Our school aims are therefore to encourage all pupils to:

- develop abilities to be learners who enjoy learning for success in life and work
- develop positive attitudes, good relationships and caring behaviour
- develop confidence to make informed choices
- develop skills and interests to enrich their lives

### **Organisation for the delivery of the Learning, Teaching and Assessment Policy.**

Learning most often takes place within classrooms and in subject lessons, however, it also takes place in other contexts and situations.

### **A Curriculum Planning and Implementation.**

#### **Belfast Boys' Model school will:**

- ensure that all staff will meet the needs of the pupils in accordance with the Northern Ireland curriculum.
- evaluate pupils' and teachers' responses to the taught curriculum and use these to inform future planning.
- ensure that our curriculum is broad and balanced, and in line with the relevant statutory guidance and circulars from DE
- ensure that our curriculum is coherent and demonstrates progression from years 8 to 14
- ensure that the required skills and capabilities are integrated within the curriculum and promoted consistently and across all Areas of Learning

- ensure that the organisation of classes and timetables enables the curriculum to be delivered effectively.

## **B Climate for effective learning**

### **Teachers in Belfast Boys' Model School will:**

- identify the specific needs of individual pupils
- aim to meet the needs of individual pupil by taking account of their stage of development, abilities, attainments and learning styles
- challenge pupils and have realistically high expectations of their performance, reflected in appropriate differentiated, planned, learning outcomes
- all staff will be expected to deliver and endeavour to improve the use of the functional skills of Communication, Use of Maths and ICT in their curriculum area
- ensure every classroom environment is well maintained, organised and attractive, displaying up to date pupil work, which exemplifies standards
- clarify learning outcomes and success criteria at the beginning of lessons/topics
- interact with pupils in the classroom to ascertain how they are learning
- aim to motivate pupils and encourage them to take responsibility for their own learning and be actively involved in the learning process
- encourage creativity
- use a range of teaching approaches suited to males– whole class, group and individual activities which take account of different learning styles
- encourage pupils to think and do for themselves through open ended tasks, problem-solving, investigation and personal research
- use praise appropriately
- provide stimulating and suitable resources for boys learning, including ICT
- set homework in line with our homework policy
- use a variety of appropriate assessment processes and tools to monitor pupils' learning including; teachers' observations, discussion with pupils, marking, written tests and peer and self assessment
- mark pupils' work regularly in line with our marking, assessment, recording and reporting policies to highlight strengths and areas for improvement
- engage in the target setting process to bring about pupil improvement
- use assessment data to inform teaching and improve learning
- develop strong partnerships with parents.

## **C Attainment**

### **Teachers in Belfast Boys' Model School will:**

- adhere to BBMS's marking and assessment policy
- adhere to BBMS's recording and reporting policy
- use baseline data to inform teaching and learning
- monitor pupil attainment to try to ensure progression
- compare the results of statutory assessment and predicted data at the end of each key stage with those of similar schools and take corrective action as necessary.

## **D Implementation of the Code of Practice for SEN Provision**

### **Belfast Boys' Model School will:**

- endeavour to address the needs of all our pupils
- adhere to the structure and procedures established by the SENCO to ensure that the Code is implemented effectively
- aim to identify, diagnose and plan provision for the special educational needs of individual pupils
- maintain suitable records for individual pupils and review these regularly to monitor progress

### **ACCOUNTABILITY in Learning and Teaching.**

#### **The Board of Governors is expected to:**

- ensure that our curriculum is broad and balances, and in line with the NI Curriculum to include relevant guidance and circulars from DE
- employ staff and deploy resources to facilitate the delivery of the above curriculum
- implement the policies relating to staff welfare so that effective teaching and learning can take place

#### **The Principal is expected to:**

- have in place an agreed Learning and Teaching Policy along with effective practices for its implementation
- advise the Board of Governors on staffing with regard to the delivery of the curriculum.

#### **The Senior Leadership Team is expected to:**

- ensure the processes for developing and monitoring learning and teaching are in place
- ensure a challenging and stimulating curriculum is on offer
- provide prior attainment data for analysis and set targets for school areas of learning and pupils
- monitor and review school progress against these targets
- ensure access to CPD opportunities focused on improving learning and teaching
- plan, monitor and evaluate INSET in teaching and learning.

**The Learning, Teaching and Assessment Leaders are expected to:**

- develop experimentation and innovation across all areas of learning, teaching and assessment
- lead the processes for sharing and developing good practice
- lead the processes that quality assure learning, teaching and assessment.

**Curriculum Leaders are expected to:**

- exemplify the policy in the teaching of their own areas of learning
- ensure appropriate medium and long term plans are in place for all teaching groups, incorporating homework, assessment procedures and guidance on teaching strategies
- ensure that the most appropriate examination syllabuses are used and review these regularly with staff
- lead monitoring of learning, teaching and assessment, including the use of benchmarking data with SLT and Leaders of Learning, teaching and assessment.
- Lead areas of learning target setting to improve learning, teaching and assessment.
- Ensure staff have access to appropriate CPD opportunities
- Monitor and review department attainment through examination reviews and departmental self-evaluation framework

**Teachers are expected to:**

- endeavour to promote positive relationships with pupils and parents
- plan for every lesson
- adhere to departmental schemes of work for lesson content and progression
- make pupils aware of the learning intentions at the start of every lesson/topic
- make pupils aware of the associated success criteria at the start of every lesson/topic
- adhere to the area of learning homework policy derived from the whole school policy
- be actively involved with the class throughout the lesson
- conclude lessons constructively
- adhere to the area of learning marking and assessment arrangements
- adhere to the area of learning recording and reporting arrangements
- display examples of pupils' work, which informs learning, within their rooms
- provide a variety of learning experiences through varied teaching methods
- regularly reflect on and evaluate their professional practice.

**Support Staff are expected to:**

- support teachers and pupils in the implementation of the Learning, Teaching and Assessment Policy.
- liaise with and inform teachers on the individual needs of pupils with SEN.

**Pupils are expected to:**

- attend school regularly
- be punctual to school and all lessons
- be well-mannered and polite
- behave in a manner which will promote their own learning and not disrupt the learning of others
- co-operate with staff and fellow pupils
- come to school equipped for lessons
- work to the best of their ability
- complete homework/controlled assessments/portfolios on time to the best of their abilities.

**Parents are expected to:**

- ensure their son attends regularly
- ensure their son is punctual to school
- promote behaviour which is conducive to learning
- ensure that their son comes to school equipped for lessons
- bring to the attention of the school any concerns about their son's learning
- support the school's ethos, aims and objectives
- consult student planners and ensure that their son completes homework

