

# **BROWNLOW INTEGRATED COLLEGE**



## **LEARNING AND TEACHING POLICY**

# Relationships for Learning

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**“Working relationships are characterised by a climate of openness, trust, mutual respect and care for the pupils.” ISEF Quality of provision.**

In Brownlow Integrated College teachers are expected to plan and model the behaviour they expect to see in the students.

**Every child matters therefore we will:**

- Foster respect in the classroom through our actions; greet the students on arrival, smile, show interest in their feelings and well-being.
- Get to know the students' first names and their individual needs.
- Have high expectations for **every** student.
- Know the individual needs of each student with a *Personal Learning Plan*. (Use a classroom seating plan to reference the needs of each pupil).
- Display clear agreed rules that highlights positive expectations for behaviour in the classroom.
- Praise and reward good effort.
- Avoid shouting and using raised voice
- Be proactive in repairing relationships by using a restorative approach, particularly through the technique of **Coaching**.

## Coaching Questions

- What happened?
- What were you thinking at the time?
- Who has been affected by what has happened?
- How were they and you affected?
- What can be done to make things better for everyone concerned?
- What can be learnt so that this does not happen in the future?

# Learning Environment – physical and non-physical

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**“The resources, including accommodation, are well organised, sufficient, accessible, up-to-date and managed in a sustainable way.”** *ISEF Leadership and management.*

In Brownlow Integrated College, the physical and non-physical classroom environment is regarded as an integral part of the learning process.

## **Classrooms should:**

- Be at a comfortable temperature, ventilated, clean, tidy and well presented.
- Have tables and seating arranged to promote group and interactive activities.
- Be adequately resourced to facilitate effective learning.

## **Wall displays should:**

Be current and include the following information:

- Career pathways information.
- Pastoral/form class information.
- Literacy & numeracy focused resources.
- Thinking Frames and Habits of Mind
- Pupil Work to celebrate and demonstrate ‘What A Good One Looks Like’ (WAGOLL).
- Shared learning Intentions.

**Teachers should:**

**“Ensure that pupils feel SAFE and SECURE and free from emotional and physical harm.” ISEF Safeguarding.**

- Risk assess the learning environment.
- Be fair and respect everyone's culture and background.
- Be humorous but never use put-downs or negative talk to admonish students.
- Foster an ethos – where learning and effort are valued, not just the correct answer.
- Address inappropriate behaviour.
- Celebrate success and praise effort.
- Ensure each child is encouraged to participate in the lesson.

**Don't waste time and display space on:**

**Visuals that cannot be read or understood easily;  
Any display that does not support learning and is never referred to;  
Mass produced posters that have no connection to the students in the room.**



# Planning for Learning

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**“Medium-term planning meets the requirements of the Northern Ireland Curriculum and subject specifications and includes: clear learning intentions; appropriate pedagogy to develop the pupils’ wider skills, dispositions and capabilities; effective differentiation which addresses the needs of the range of ability within classes; and connected learning across and between areas of learning, including ICT, literacy and numeracy”.” ISEF Quality of Provision.**

**Every child matters therefore we will:**

- Be punctual to class and greet the students on arrival.
- Ensure progression by connecting the learning to prior knowledge and lessons.
- Plan and prepare differentiated lessons.
- Use available data to identify underachievement.
- Provide scaffolding, including modelling Thinking Frames to raise achievement.
- Plan meaningful homework linked to the learning intentions. (refer to Homework Policy)
- Keep abreast of current educational developments/methodologies and use a process of inquiry to develop classroom practice.

**Schemes of work should highlight:**

- Detailed content (from statutory requirements and specifications).
- Learning outcomes (The learner will be able to...).
- Differentiated learning and teaching activities (thinking/talking/doing - Thinking Frames/Magenta principles – Appendix 1/Appendix 2)
- Identified key questions & technical vocabulary.
- Identify cross-curricular opportunities to develop communication, ICT, numeracy & CEIAG.
- Identify the Thinking Skills and Personal Capabilities (TSPC) and Habits of Mind (HoM) being developed.

## **State**

People learn best when they are in an appropriate an appropriate physical and emotional state. Learning is optimised when the brain is nourished and students relaxed, confident and motivated.

## **Style**

People learn best in different ways. For maximum progress, people must have frequent opportunities to work in different learning styles.

## **Structure**

Mature, successful learners progress through discrete phases of learning quire naturally. Lessons should be structured to reflect these stages, in order to guide immature learners through the learning process.

*Strategies for Closing the Learning gap - Mike Hughes with Andy Vass (2001)*

# Learning and Teaching (Lesson Intro)

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**Every child matters therefore we will:**

- Connect - Use retrieval questions at the beginning of a lesson.
- Try the Sandwich technique (page 70 The Magenta Principles – Appendix 3)
- Stimulate curiosity in the students using a **hook** (*props, multimedia clip, story, visual, song, key question, statement, personal account, unusual questions to make you think, opinion corner, mnemonic*).
- Set the lesson in the context of prior learning - *Recap previous lesson*.
- Build on students' interests (*sport, farming, machinery, vehicles, and popular culture*).
- Provide an overview – Use the WAGOLL to show an example outcome.
- Set the Learning intentions and success criteria using pupil friendly language normally in the form of:

**WALT** We Are Learning To...      &      **WILF** What I'm Looking For

- Display the Learning outcomes visually and refer to them during and at the end of the lesson.

## Example of a Learning Goal with Success Criteria

Learning Goal:

WALT (We Are Learning To...)

\* write a scary mystery story

Success Criteria:

WILF (What I'm Looking For...)

\* set the scene in the opening paragraph

\* build up tension/suspense

\* use spooky adjectives and powerful verbs

\* end with a cliffhanger



# Learning and Teaching (Development)

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## Content Input

**Every child matters** therefore we will provide new information using a multi-sensory input.

- Students should have opportunities to receive information in a variety of ways including; *exposition, video, presentation, texts, diagram, image, Internet or modelled through demonstration.*
- Chunk materials to help pupils see patterns and connections.

## Process

Students must have opportunities to:

- Make sense of the new information.
- Engage in activities to develop their thinking & understanding through talk.
- Process the information through **transformation** and **reduction** activities.
- Engage in frequent teacher-student and student-student interactions. **“The biggest enemy to learning is the talking teacher.” John Holt 1964**

### Avoid these activities:

- Students writing down things they don't understand.
- Copious note taking.
- Low level comprehension exercises.
- Students copying text, graphs / diagrams.
- Using a narrow range of low order, closed questions;
- Activities that lack challenge – colouring, cutting, sticking, word searches, etc.
- Students reproducing rather than recreating information.

### Use these activities to help pupils think

#### Reduction activities

- Summarise in 100 words.
- Rank order the following statements.
- Which is the most important sentence/paragraph in describing this event/character?
- Underline six key words.

#### Transformation activities

- Convert a text into a Thinking Frame, labelled diagram, flowchart, picture, story board.
- Describe a graph/diagram/picture in words.
- Portray this text as a diagram/picture/role play.
- Use the key words in a poem/story/video

### Learning activities should:

- Facilitate opportunities for investigation and problem solving;
- Allow an extent of choice on behalf of the learner;
- Provide opportunity for on-going reflection on learning and progress.

Activities that address other areas of learning and cross curricular skills should be encouraged.

### Effective questioning should promote thinking skills.

#### Effective Questioning Techniques

- Use open questions – (*See Bloom's Taxonomy Teacher Planning Kit & Philip Cam's Question Quadrant*)
- Use wait time – learners need time to think through their answers before replying. (*No hands up policy*)
- Allow students to explore and articulate their thinking by giving them two minutes to discuss their responses in pairs. (Think-pair-share).
- Encourage students to formulate and ask questions.
- Ensure students fully understand the question by asking them to re-word it for someone three years younger.
- Help students to deepen their understanding by asking follow-up questions such as: 'What made you think that?'
- Students will often give the first answer that comes into their head without thinking a problem through. Ask students to identify three possible answers and pick the best one.
- Use '**snowballing**' to generate a range of possible answers. (*Think of three reasons; now work in pairs and see if you can get five; now work as a group and get eight... now select the best answer.*)

## Lesson Review (Plenary & Summary)

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### Students should:

- Check they have met their targets (use WILF).
- Demonstrate their understanding; (*Reference Learning Intentions and use questions [Close the sandwich], Kahoot, traffic light cards, two stars and a wish, exit cards, post-its, Magenta left page/right page, Magenta dice, page 80 Magenta Principles – appendix 4.*)
- Receive a homework directly linked to the lesson (reference Homework Policy)

# Assessment for Learning

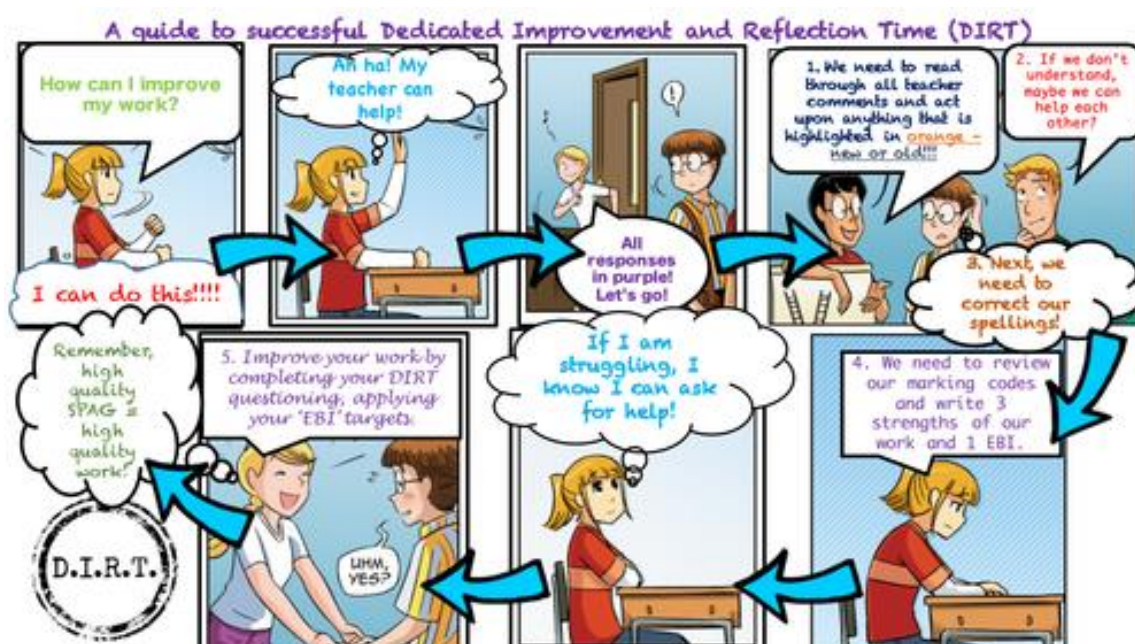
Effective practice is demonstrated when pupils receive, understand and apply appropriate verbal and written feedback from teachers on their progress in learning, including on self-management and persistence; which leads to improvement. *ISEF Quality of Provision.*

**Every child matters therefore we will:**

- Provide clear, challenging and differentiated learning opportunities.
- Use a range of effective questions to challenge the students.
- Provide formative assessment throughout the lesson that is constructive, informed and reassuring. (*Use online tools where applicable*)
- Have clear marking criteria consistent across the school - Mark for improvement (WWW (what went well), EBI (even better if), INT (I need to)
- Ensure that students take action on marked work (dedicated improvement and reflection time).
- Model high quality answers on the WAGOLL and make mark schemes available to students, PEE (point, evidence, explain) /PETER (point, evidence, technique, explain, reader), exemplar answers.

**Teachers should ensure that students:**

- Know what they are learning and why;
- Can use assessment ladders and understand levels of progression
- Have opportunities to self-assess and peer-assess using success criteria



# Cross Curricular Skills

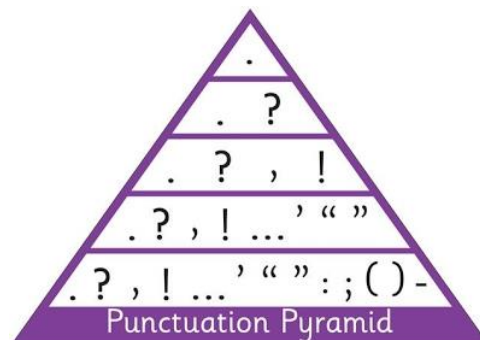
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**“Effective practice is demonstrated when the cross-curricular skills of literacy, numeracy and information and communication development (ICT) are integrated to good effect across the curriculum”. ISEF Quality of Provision.**

**Teachers should plan for Literacy, Numeracy and ICT.**

**Every child matters therefore we will:**

- Model high standards in literacy by ensuring that spelling and grammar in resources are correct. (SPAG)
- Correct literacy and numeracy errors and encourage high standards in oral and written work at all times.
- Ensure that key words and vocabulary are clearly explained.
- Value reading and encourage paired and private reading in class. (DEAR – drop everything and read)
- Agree and follow a common approach to basic numerical skills (graphs, %, etc.) across contributing subjects. (Learning Areas collaboration)
- Continue to use opportunities for using creative ICT to engage learners.
- Make use of punctuation pyramid



# Pupil Voice

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**“There are opportunities for the pupils to contribute to the planning process.”** *TTI Quality of Provision - Planning.*

Impact of ‘Formative evaluation of teaching’ is 0.75 (Potential to considerably accelerate student achievement); *Visible Learning for Teachers 250+ influences, John Hattie, 2017.*

**Teachers should value and seek feedback from students as part of the self-evaluation process.**

Pupil voice can be captured using informally or formally. For example:

- Post-it notes
- Thumbs up/thumbs down
- Pupil survey / questionnaire (example provided)
- Google Form
- Reflective journal / space in pupil notes

Informal methods can be used daily / weekly – more formal methods e.g questionnaire can be used termly and will provide evidence for the learning area evaluation.

## Effective Learning in the \_\_\_\_\_ (Subject Area)

### Student Questionnaire

We are trying to become better at helping you to learn and we would value your input. Please fill in the questionnaire below and comment as fully as to what takes place in your lessons and what you find useful.

Environment	✓	X	Comment
Is your classroom tidy and pleasant to work in?			
Do you read the posters in the room? (If not why not?)			
Do you look at other people's work on display?			
Is technical language and vocabulary displayed?			
Is your room a friendly place to learn?			
Do you ever feel you can't take part, answer questions or seek help?			
Does your teacher praise you?			
Learning	✓	X	Comment
Does your teacher use WALT?			
If so, do you find it helpful?			
Do you discuss what you have learned in the last lesson before beginning a new one?			
Do you undertake different activities in _____? (If so please give examples.)			

Do you use different resources, e.g. pictures, video clips, reading materials, ICT, Internet?			
Are you ever asked to write on the whiteboard?			
Have you ever used memory games/rhymes/songs to help you remember?			
Have you ever used role play or drama to help you understand something?			
Was it helpful?			
Do you get a chance to speak in class?			
Do you sometimes work with a partner in class?			
Do you sometimes work with a group in class?			
<b>Assessment</b>	✓	X	<b>Comment</b>
Are you given regular assessments?			
Are you set regular homework that relates to the lesson activity?			
Do you get clear advice on how to improve your work?			
Do you get time to make corrections to your work?			
Do you ever set targets for yourself in _____?			
Have you ever received a praise postcard, positive comment or other reward in this subject?			

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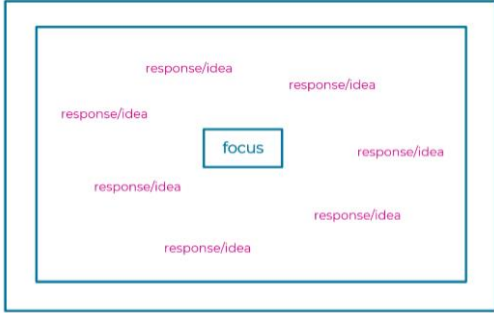
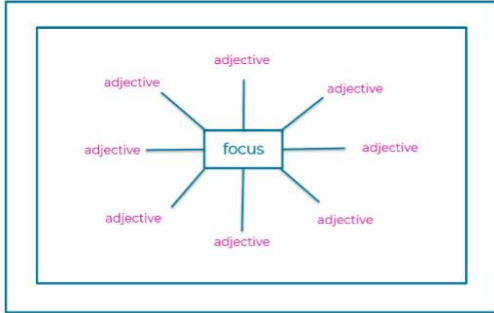
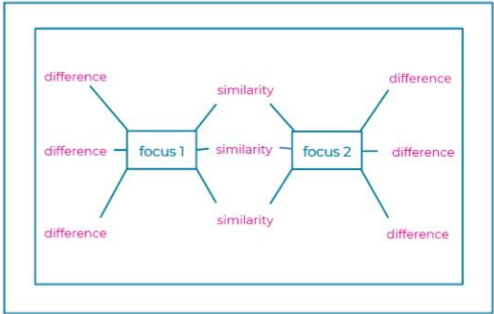
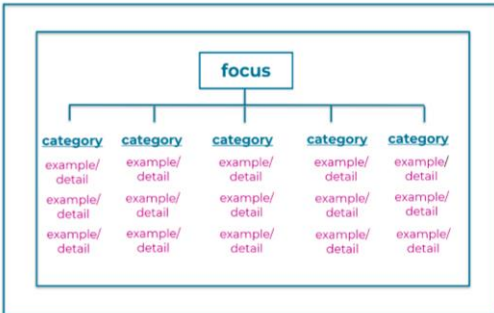
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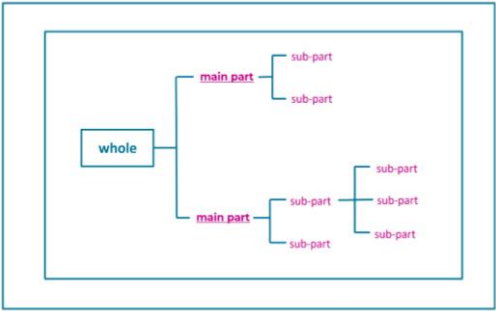
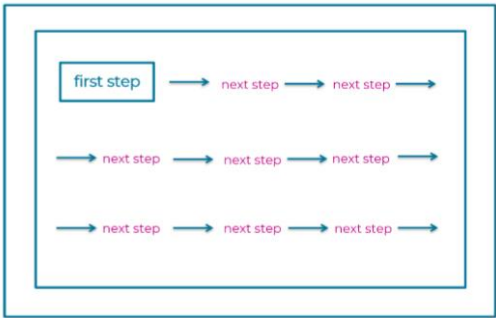
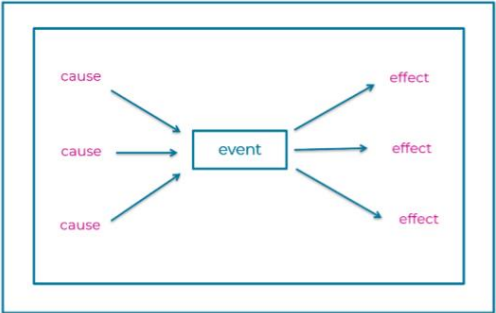
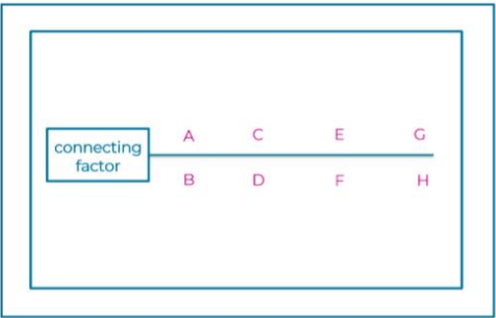
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*This policy was developed using ideas and strategies for effective Learning and teaching in collaboration with staff on Friday 12<sup>th</sup> February 2021.*

## Appendix 1: Thinking Frames Guide

Thinking Process	Thinking Frame	Key Questions
Defining / Brainstorming		<p>Tell me everything that you know about this.</p> <p>How are you defining it?</p> <p>What is your context</p> <p>What is your frame reference?</p>
Describing		<p>How would you describe this object / idea / person?</p> <p>What adjectives would you use?</p>
Comparing / Contrasting		<p>What are the similarities and differences?</p>
Categorising		<p>How might you group the main ideas, supporting ideas and details?</p>

Thinking Process	Thinking Frame	Key Questions
Part Whole		<p>What are the parts that make up the whole object?</p> <p>Can the parts be broken down into sub-parts?</p>
Sequencing		<p>What is the sequence of events?</p> <p>What are the sub-stages?</p>
Cause Effect		<p>What are the causes and effects?</p>
Making Connections / Transferring Relationships		<p>What is the analogy being used?</p>

**What do you ask children to do with information in order to make it more likely they will understand it?**

Because we now had the question, we had a vocabulary and the Magenta Principles came along like London buses. Information can be reduced, sequenced, changed, classified, compared, arranged, connected and so on.

The Magenta Principles™ is simply an umbrella term referring to the way in which students can interact with information, and was adopted to provide a common language and shared vocabulary that many schools and teachers find useful.

**Think engagement, challenge and depth and you're on the right lines.**

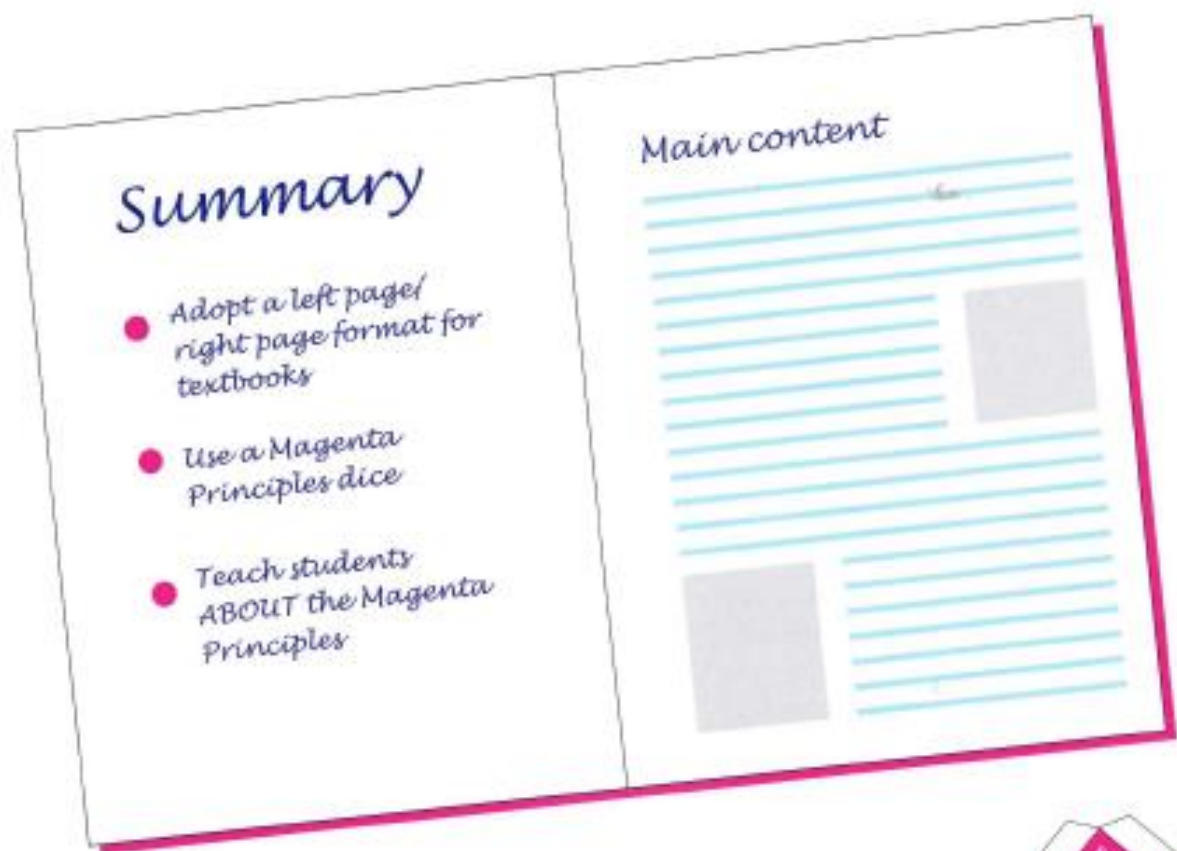
**Step one:** begin the lesson with a question or activity.

**Step two:** continue the lesson with activities, discussion and so on.

**Step three:** end the lesson with the same question/activity you began with.

The difference in their answer from the beginning to the end is an indication of how their understanding has developed and how much progress they have made.

## Appendix 4: Magenta Dice / Left Page-Right Page



### Magenta dice

At Whitley Bay High School we have used magenta dice in conjunction with the Left Hand – Right Hand page idea to challenge the students to try out the different principles. Each face of the dice has a different magenta-influenced task on it, for example, *reduce your notes to one sentence* or *change your text into a summary diagram*. When the discussion has finished and students have taken notes on the right hand page, they roll the dice and then complete the task that fate has selected for them on the left hand page. This random selection means the students are less able to rely solely on one, comfortable principle but rather have to process the information in a variety of ways.



Alan Keegan  
Whitley Bay High School

## Left page/right page

This book has largely been written in a left page/right page format. In other words, the narrative is confined to right-hand pages with the left-hand pages reserved for a bullet point summary, key quotation, diagram or similar.

This approach can be a highly effective technique for students to adopt with their exercise books, with the right-hand pages used as normal for their notes and so on, leaving the left-hand pages free for a bullet point summary.

As ever, there are many possible variations and the important thing is to find an approach that works for you and is suitable to your particular subject area.

Possibilities include:

- Use the left-hand page for a bullet point summary of the lesson...
- ...or to summarise the lesson in the form of a tweet...
- ...or to portray the information on the right-hand page in diagrammatic form...
- ...or give students the choice...
- ...or use a Magenta Principles dice...

An obvious time for students to complete the left-hand page is as the lesson draws to a close. However, it can also be useful to use the left-hand page at regular intervals during a lesson. For example, pause at the mid-point of a lesson and invite students to consider what they have learned so far and complete the first bullet point. Additional bullets can be added as and when appropriate.

This technique prompts students to reflect upon what they have experienced during a lesson and in so doing can deepen understanding and help consolidate learning. Not only that, the way in which they complete the left-hand page provides the teacher with a quick and effective indicator of what they are thinking and what they have learned.