NEW-BRIDGE INTEGRATED COLLEGE

TEACHING & LEARNING

FOUNDED 1995

NEW LESSON = NEW LEARNING

ENGAGE WITH ENTHUSIASM

WELCOME NEW CHALLENGES IN LESSONS

BE CURIOUS

RESILIENCE = GROWTH MINDSET / DON'T GIVE UP

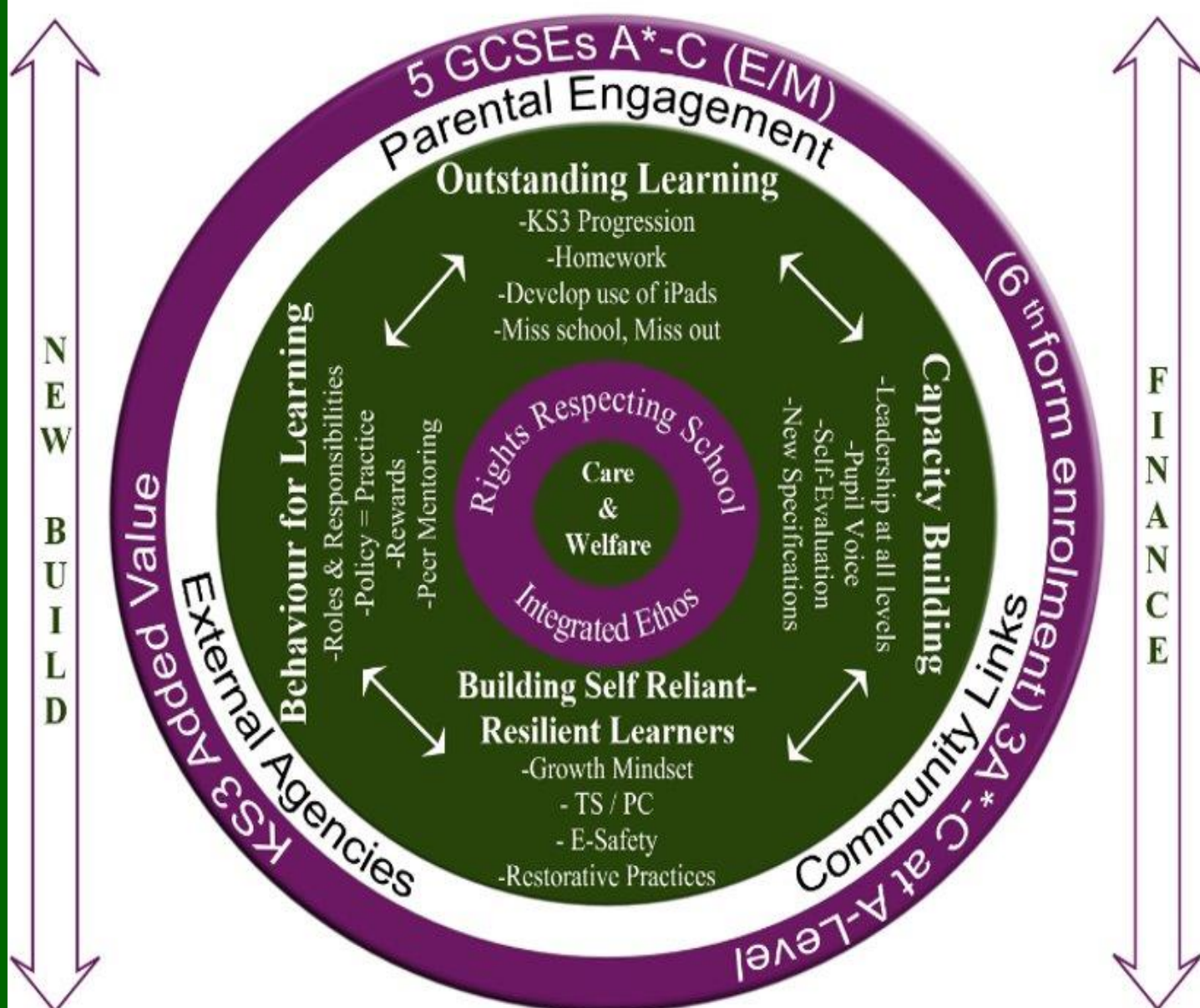**I**NTERACT AND INVOLVE ALL LEARNERS

DISCOVER... NOW DEMONSTRATE!

GET FEEDBACK

EVALUATE YOUR SUCCESS IN LEARNING

New-Bridge Classrooms are Positive Climates for Learning

New-Bridge Integrated College School Development Plan Priorities 2017-2020

NEW BUILD

FINANCE

5 GCSEs A*-C (E/M)

Parental Engagement

(6th form enrolment) 3A*-C at A-Level

KS3 Added Value

External Agencies

Community Links

Outstanding Learning
-KS3 Progression
-Homework
-Develop use of iPads
-Miss school, Miss out

Behaviour for Learning
-Roles & Responsibilities
-Policy = Practice
-Rewards
-Peer Mentoring

Capacity Building
-Leadership at all levels
-Pupil Voice
-Self-Evaluation
-New Specifications

Rights Respecting School

Integrated Ethos

Care & Welfare

Building Self Reliant-Resilient Learners
-Growth Mindset
- TS / PC
- E-Safety
-Restorative Practices

CONTENTS

APPENDICES – LEARNING TOOLS

This Policy has been drafted by the Teaching & Learning team of New-Bridge Integrated College based on pupil and teacher voice. It has been produced with a strong vision of learning partnership between all New-Bridge Learners.

INTRODUCTION AND RATIONALE

Outstanding Learning is at the heart of the vision of this policy and informs the planning and practice of all lessons in New-Bridge Integrated College. This policy is informed by consultation at all levels and has been shared widely at staff in-service training since the formation of the Teaching and Learning Team in 2018.

The use of educational pedagogy and research (both academic and action-based approaches) inform the content of this policy. However, the vision for outstanding learning is not just focussed on theory, rather it is about how *our* learners learn best in *our* context. To that end, the content of the **Outstanding Learning Policy** of New-Bridge Integrated College is about optimising the potential of every student, in every classroom. It is above all else **based on pupil and teacher relationships and partnerships in our school**. This policy has been informed by whole staff and pupil voice and is based on a partnership approach to learning, with a strong focus on the impact of the strategies used in our classrooms.

The educational research and pedagogy used to inform our approach is taken from Professor John Hattie's "*Visible Learning for Teachers-Know Thy Impact*", Rosenshine's Principles of Instruction & Tom Sherrington's "*Rosenshine's Principles in Action*", Mike Fleetham's "*The Thinking Classroom*", The Accelerated Learning Model, as well as ETI guidance documents on Self Evaluation (ISEF) and Learning Insight Profile (LIP) as frameworks for **Outstanding Learning**.

AIMS OF OUTSTANDING PRACTICE

New-Bridge teachers **take joy in what they do and the power that can have** in and beyond our classrooms and school life. **We strive to:**

- Provide a wide variety of learning experiences in which *our* students can connect their learning and in doing so, experience a more relevant, coherent and engaging curriculum;

- Develop *our* students' thinking skills and personal capabilities through a wide range of classroom based and enrichment activities which challenge, motivate and engage;

- Improve *our* students' skills and performance in Numeracy, Literacy and ICT across the curriculum;

- Develop a 'Growth Mindset' model of assessment practice which engineers success through links to achievement, attitude, effort and home learning and acknowledges that although learners may not all succeed at the same point, with structured supportive strategies, they can improve and develop as self-reliant and resilient learners. We are **persistent i**n this and **believe that students can and will do better** with specific subject supportive mechanisms in place and provision of positive and meaningful feedback;

- **Strive to develop positive relationships** in our classrooms as evidenced in our "Pivotal" work and strong focus on **behaviour for learning** which is supported through an enthusiastic approach to learning;

- **Take risks for learning in our classrooms** (teacher and pupil) and know through **our aspiration and vision** that the learner of the future must be flexible, adaptive and collaborative and

- Encourage self-belief in our learners through our optimistic and enthusiastic approach to their progress.

The Vision for Teachers is to develop <u>New-Bridge Learners</u> who are:

- ✓ **Resilient**
- ✓ **Motivated**
- ✓ **Aspirational**
- ✓ **Curious**
- ✓ **Respectful**
- ✓ **Hard working**
- ✓ **Problem Solvers**
- ✓ **Persevering**
- ✓ **Independent**
- ✓ **Critical Thinkers**
- ✓ **Responsible**
- ✓ **Engaged**

CLASSROOMS ARE POSITIVE CLIMATES FOR LEARNING

Within all New-Bridge classrooms:

- ✓ There is clear subject identity;
- ✓ Vocabulary is displayed and forms a key component in the learning and teaching of the students; within the lesson routines there is clear evidence of use of key words;
- ✓ Presentational displays aid learning e.g. AFL, TSPC, reading, writing, spelling, positive behaviour are evident in all rooms;
- ✓ Pupil work is displayed and rotated according to the curriculum;
- ✓ Pupil work is celebrated including "Pupil of the Month", "Wall of Fame" or celebration walls;
- ✓ Seating arrangements are conducive to learning depending on activity/task and needs of the students.

# A PARTNERSHIP APPROACH

Teachers will:

- ✓ Create a positive climate at the beginning of each day/lesson;
- ✓ Use positive affirming language: change "I can't" to "I can" and use positive body language
- ✓ Strive to be enthusiastic, motivational, fair, sympathetic and firm;
- ✓ Listen to pupils, show interest in them as individuals and value their opinions;
- ✓ Praise often, 'catch them being good';
- ✓ Communicate clearly and positively providing support to all pupils;
- ✓ Be sensitive to the needs of others;
- ✓ Communicate appropriately high behavioural and academic expectations to all students.

NINE STAGES OF OUTSTANDING LEARNING

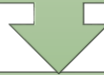**N**ew Lesson- New Learning
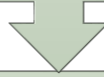
Engage with Enthusiasm
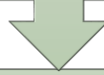
Welcome New Challenges

Be Curious

Resilience- Don't Give Up!

Interact and Involve All Learners

Discover...now Demonstrate

Get Feedback

Evaluate your Success in Learning

Stage 1 - New Lesson=New Learning

Teacher	Pupil
➢ **Bridge the learning**	**I will be ready to learn**
➢ Meet & greet students	****Ready, Responsible, Respect****
➢ Begin each lesson positively, using affirming language	➢ Every lesson is a new opportunity to learn for me
➢ Recap on and connect to previous learning (Daily/weekly/monthly reviews)	➢ I will always be punctual, equipped and ready to learn
➢ Learning intentions will be clear, measurable and build on previous learning and inform future learning	➢ I will control and self-manage my behaviours for learning
➢ A consistent classroom routine for every lesson is established (take 5- hands up for silence)	➢ I will be open minded and have a positive attitude
➢ Every lesson starts with a fresh page & fresh challenge	➢ I will come to class prepared- my homework and research completed.
➢ High quality resources which match learner needs are prepared for each lesson.	➢ I will be prepared to think and learn and engage positively

	Baseline	Mid-Point Review	End of Year Review
3 - Very well developed -Consistently excellent			
2 – Developing - good on most days			
1 - Early days - I need to develop this area			
Notes			

Stage 2 - Engage with Enthusiasm

Teacher	Pupil
➢ **Engage all learners**	**I will always try my best**
➢ Confident body language and positive approach will be adopted	➢ I will come to class with a positive (growth) mindset
➢ A range of engaging activities for all learners is established	➢ I will listen carefully to all instructions
➢ A stimulus or challenge to generate thinking is used as an introduction to learning	➢ I will agree my success criteria for this lesson
➢ Agree and share clear expectations of success (success criteria)	➢ I will contribute positively to the lesson
➢ Enthusiastic delivery, using a variety of strategies is used to input new information	➢ I will ask for help when I need it
	➢ I will apply my full effort to all class tasks
➢ Encourage pupils to engage with wider reading/ consideration of topics with challenging questions	➢ I will complete homework tasks/ preparation work to the best of my ability
➢ Praise great effort and reward learning at all levels -obtain high success rate for all learners in each lesson	➢ I will celebrate my success
	➢ I will take responsibility for achieving personal targets

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Notes:

Stage 3 - Welcome New Challenges in Lessons

Teacher	Pupil
➢ ➢ **Classrooms have an atmosphere of aspiration and challenge** ➢ Provide a safe environment to take risks for learning and approach challenging tasks ➢ Tasks set should stretch and challenge all learners ➢ Value and encourage pupil contributions to lessons ➢ Provide opportunities for students to present to the class ➢ Use pair/ group work so pupils can attempt new challenges ➢ Allow pupils to help other pupils with challenging tasks ➢ Schemes of work will show progression of learning/ skills in specific subjects	**I know I will learn from trying something new** ➢ I will actively engage in class and group presentations ➢ I will teach the class sometimes or in small groups ➢ I realise that I might not succeed first time- I will learn from mistakes ➢ I will use teacher/ peer/ self-feedback to edit and improve my work ➢ I will help other pupils ➢ I will challenge myself in each lesson

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Stage 4 - Be Curious

Teacher	Pupil
Develop Higher Order Thinking Skills	**Ask questions!**

Develop Higher Order Thinking Skills

- ➤ Thinking skills and Metacognitive strategies are used to develop higher order thinking

- ➤ Lessons allow thinking time as well as task completion

- ➤ Promote enquiry and encourage time for reflection

- ➤ Use a variety of thinking approaches and effective questioning techniques (see appendix)

- ➤ Promote independent and pupil-led learning particularly in the development stage of the lesson

- ➤ Encourage collaborative problem-solving approaches

- ➤ Check for learning- Do all learners understand? Can they explain, articulate and apply their learning?

Ask questions!

- ➤ I will explore and try myself before asking for help

- ➤ I will ask questions when I don't understand

- ➤ I will ask questions about how I can improve

- ➤ I will use peer and self-assessment

- ➤ I will ask my peers for help and I will advise them too

- ➤ I will complete research and wider reading

- ➤ I will try to discover alternative approaches/ methods

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Notes:

Stage 5 - Resilience=Growth Mindset

Teacher	Pupil
Provide a safe and respectful classroom environment for problem solving	**Know that I can improve even if I'm not there YET…and find out HOW to improve**

Teacher:

- ➤ Give learners thinking time to learn from mistakes.
- ➤ Build in opportunities for learning from mistakes - DIRT
- ➤ Provide praise for effort as well as outcome
- ➤ Provide scaffolded approaches and models for improvement so that students know how to develop their skills
- ➤ Set learner targets which focus on improvement
- ➤ Encourage students to value the process or learning not just the final outcome

Pupil:

- ➤ I will act on feedback (use DIRT) to take control of my work
- ➤ I will self-edit and improve my work
- ➤ I will act in the role of a teacher- teach the class!
- ➤ I will contribute -I won't just sit back
- ➤ I will try to persevere and do my best
- ➤ I will complete all work and homework set to ensure my subject knowledge develops
- ➤ I will respect others' views and consider different points of view

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Notes:

Stage 6 - Interact and Involve all Learners

Teacher	Pupil
➢ **Know your pupils- know your baseline**	**Feel comfortable in my classroom - I can engage with others and involve everyone in group tasks**
➢ Be familiar with pupil baseline scores and set appropriate targets	➢ I will participate in all tasks - group work, paired work, individual tasks.
➢ Use a variety of active teaching strategies to facilitate the learning of all pupils (Individual- pair- group work is used in a variety of contexts)	➢ I will share answers with the class
➢ Ask questions which check for understanding	➢ I will respect the opinion of others
➢ Differentiate all work appropriately to ensure all learners are engaged and challenged	➢ I will set SMART targets for myself and my peers through paired work
➢ Embed effective questioning within the classroom to enhance and broaden pupil's understanding and their ability to synthesise information	➢ I will participate in all tasks- group work, paired work and individual tasks to the best of my ability
➢ Assign roles within group work which suit all learners	➢ I will engage in active listening throughout the lesson
➢ Listen to pupil responses and use these to reinforce learning and challenge misconceptions	➢ I will encourage everyone to do their best

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Notes:			

Stage 7 - Discover…Now Demonstrate

Teacher	Pupil
Give opportunities for pupils to demonstrate their learning	**I will show what I know**

Give opportunities for pupils to demonstrate their learning

- Create opportunities for pupil-led activities

- Choose groups for maximum effect in active learning tasks

- Assess knowledge and understanding to inform future teaching and learning

- Through collaborative work, create an atmosphere where pupils feel confident in demonstrating their learning

- Provide opportunities for formative and summative assessments and close tracking of pupil progress

- Encourage pupils to articulate their knowledge using subject specific terminology

I will show what I know

- I will show what I have learned through different Assessment for Learning tasks

- I will teach other students what I have researched and learned

- I will help other students in the class

- I will try my best in my classwork and my homework to show my best work

- I will try my best for all assessments (including homework and classwork) so my results reflect my learning

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Notes:

Stage 8 -Get Feedback

Teacher	Pupils
➤ **Check for Learning- Use Peer and Self-Assessment**	**Be Honest- what is going well? How can I improve?**
➤ All task and assessment criteria are accessible to all learners	➤ Complete peer and self-assessment
➤ Give meaningful feedback which allows learners to take control of the improvement process	➤ Listen to and teach each other
➤ Marking for Improvement - using strategies such as DIRT, what went well (www) Even Better If (EBI)	➤ DIRT- set my own targets for improvement- "If it's not excellent…It's not finished"
➤ Allow time for feedback to feedforward	
➤ Allow students to summarise THEIR learning at plenary stage of the lesson	➤ Make good use of the feedback that my teachers give me- it's more than a grade!
➤ Use exemplar mark schemes/ modelled approaches	
➤ Allow time to set targets for improvement	➤ I will value the process as well as the product
➤ Measure the impact of feedback through student progress and use of feedback.	

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Stage 9 - Evaluate your success in learning

Teacher	Pupil
➢ **Know Thy Impact** ➢ **Reflect upon lesson- did those strategies work?** ➢ Measure progress against success criteria ➢ Revisit success criteria in the plenary stage of lesson to measure progress ➢ Use of First-hand Evidence to measure progress in learning (Learning walks/ collegiate book discussions/voice/data) ➢ Use of First-hand Evidence to plan for future learning ➢ Link learning to the next lesson/ link to other curricular areas ➢ **End and Send** all pupils having evaluated their success in learning? ➢ Reflect on the lesson-plan for improvement- Did this lesson have impact on my student's learning?	**Reflect upon lesson- What stayed with me in that lesson?** ➢ What did I learn in this lesson today? Can I summarise it? ➢ Have I used self and peer assessment? ➢ Which tools could I use to make sure my learning was successful? For example, KWL board to measure success ➢ How will I measure my success in this lesson? What do I need to do now?

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Amendment to Teaching for Learning Policy for Remote & Blended Learning

Remote & Blended Learning

During the COVID 19 pandemic there will be a blended approach to learning which will incorporate a balance of face-to-face classroom teaching, Google Classroom and online video conferencing tools. Teachers will upload work on a regular basis in line with timetables and will assess and give timely feedback to students on their progress. Where possible parents will be informed and involved in the progress made by their child online as well as in class when face to face teaching is in operation, to assist in the monitoring of their child's progress. Form Teachers, Year Coordinators and Subject teachers will maintain contact between school and home on a regular basis.

The college follows advice and guidance from the Department of Education, Education Authority, Safeguarding Team and C2K on how to keep children and teachers safe online. Protocols around the use of video-conferencing tools have been issued to all staff and are contained in the Child Protection Policy.

DE Guidance for schools in NI

https://www.education-ni.gov.uk/sites/default/files/publications/education/circular%20curriculum%20planning%20202021.pdf

https://www.education-ni.gov.uk/sites/default/files/publications/education/Circular%202020-5-Guidance%20for%20Schools%20on%20Supporting%20Remote%20Learning.pdf

What is Blended Learning?

Initially in 2020/21, it is likely, dependent on medical and scientific advice, that there will need to be some degree of a blended approach to learning, with some children returning to in-school learning on a part-time basis.

The term blended learning will currently mean slightly different things to different school leaders, educators, teaching unions, parents and pupils. It is suggested that in the Northern Ireland context for 2020/21 blended learning is broadly defined as: An approach to education whereby schools will combine classroom based teaching and learning methods within school, with a range of remote learning in order to deliver the Northern Ireland curriculum.

Learning outside of the classroom is something that pupils have always been encouraged to do. Many schools across Northern Ireland have regularly utilised blended learning to enhance delivery of the curriculum, particularly in post primary schools where many older learners are increasingly developing independent study skills. The key difference in 2020/21 is that blended learning will for some pupils initially be central and integral to curricular delivery. Core delivery of the Northern Ireland curriculum will be both synchronous within the classroom and asynchronous with teaching and learning occurring at different points in time.

There are many ways to blend face-to-face classroom time and out of class learning. There is no prescribed, one size fits all approach. The Department appreciates that the nature of provision will vary across schools who need the flexibility to plan and provide a blended learning approach that is suitable for their particular circumstances. This includes considering the age and

learning needs of pupils, the content of particular subjects or Areas of Learning and the expertise and confidence of the individual teacher. The diagram below shows how a variety of approaches can be mixed and matched along a continuum.

As noted above, the situation in regard to the COVID-19 outbreak is changing rapidly. It is anticipated that the relative balance between in class and out of class learning will vary between schools and individual year groups and change as the 2020/21 academic year progresses, with school attendance, dependent on medical and scientific advice, returning to pre-COVID-19 patterns.

Recovery Curriculum

Recovery Curriculum Conversations will be conducted early in Term 1 Sept-Dec 2020 and reviewed on an ongoing basis.

These will be conducted at departmental level and include:

• opportunities for one-to-one conversations with trusted adults where this may be supportive;

 • some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe;

• pastoral activity, such as positive opportunities to renew and develop friendships and peer groups; and

• a variety of enriching creative and developmental activities.

We will also think carefully about the content of curriculum topics. Children will want space to talk about their COVID-19 related experiences and ideas but they also will need time to think about other things and get away from the dominance of the COVID-19 outbreak. They will welcome continuing to learn, developing their knowledge, understanding and skills across the curriculum.

Continuity of Learning and Sustainability of Teaching

The priority for both continuity of learning and sustainability of teaching is underpinned by Tom Sherrington's Learning Rainforest. High quality Teaching for Learning is central to what we do at New-Bridge . It is therefore important that all teachers reflect on how we best deliver blended learning effectively.

Some areas we will focus on are:

Learning Rainforest Approach

Tom Sherrington uses a useful analogy he calls the 'Learning Rainforest.' He uses a tree to identify three important aspects of effective learning.

We will use a similar model to help us focus on key aspects of learning. Roots - Establishing the conditions - This is about creating the right culture to fuel learning. We will need to work hard at this due to the amount of missed education and increased anxiety.

Trunk - Building the Knowledge structure - this covers the core concepts needed for each subject - the fundamentals. These should be the focus of our face to face teaching.

Branches - Exploring the possibilities - this is where students apply and explore their knowledge. This is often best carried out independently and is ideal for distanced learning.

Breadth Rather Than Depth (Avoid Overwhelming)

A key learning point that emerged worldwide, from the current school closures, is that schools should not expect to make similar progress to taught lessons in any given period of remote learning.

It is necessary to identify key learning priorities, without necessarily sacrificing breadth across the curriculum.

Multimedia approach

To increase engagement, the research suggests that teachers should aim to use multimedia aspects of e-learning through visuals, videos and audio where possible.' This will also be a focus of our training.

The following Toolkit outlines all of the platforms we may use in our blended learning approach-all departments have identified that their primary platform is google classroom but this may also be supplemented by the below tools

Communication	Recording (Video/Audio)	Resources	Content Creation	Sharing & Collaboration	Other
Google Meet	ScreenCastify (Chrome Extension)	Goggle Podcasts	Google Docs	Google Drive	megaseatingplan.com (Seating Plan Generator)
Collaborate Ultra	Anchor.fm (Recording Podcast)	YouTube	Google Slides	Google Calendar	Kahoot (Games Based Learning)
Microsoft Teams	Teleprompter for Video creation (Norton Five)	TedTalks	Google Sheets	OneDrive	Yacapacca (Online Assessment Builder)
Zoom Meeting		Khan Academy	Google Forms (Assessments, surveys etc..)	Dropbox	

			Storyboard that.com (Meta-Cognition Templates etc…)		

Assessment & Feedback

Assessment of work and Feedback is imperative in the current COVID 19 climate. It is our priority that this will continue to include the high-quality mechanisms already used in providing meaningful feedback. D.I.R.T tasks and ongoing quality assurance tasks based on tracking and drafts of coursework will continue via google classroom and departmental platforms which will also include face to face and audio feedback (including through BB Collaborate Ultra)

Moderation &Quality Assurance

For all courses delivered at GCSE, BTEC, GCE, CTEC levels at both level 2 and level 3 departments will ensure that ongoing moderation and quality assurance mechanisms remain secure either through face to face (socially distanced meetings to quality assure or via zoom staff meetings which will continue on the same assessment tr