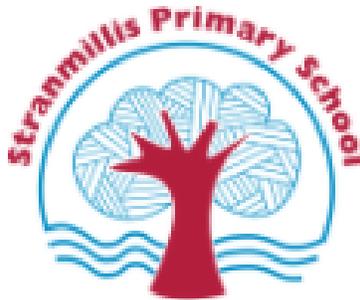


Stranmillis Primary School

Teaching and Learning Policy



Version: September 2025

Ratified by Stranmillis PS Board of Governors: November 2025

Rationale

We are committed to promoting improvement in the interest of all learners. This policy reflects the principles of Stranmillis Primary School, focusing on learner outcomes, quality of provision, and capacity for sustained improvement.

Principles of High-Quality Pedagogy

Teaching and learning are underpinned by evidence-informed practice including direct instruction, formative assessment, and metacognitive strategies. Teaching is inclusive and differentiated ensuring all learners are supported and encouraging pupils to take ownership of their learning. It reflects the diversity of learners and communities.

Curriculum and Assessment

Curriculum is broad, balanced, and aligned with the Northern Ireland Curriculum. It provides a rich variety of learning experiences and opportunities designed to support the development of the whole child—academically, socially, emotionally, and physically. Assessment is purposeful and includes diagnostic, formative, summative approaches and benchmarking against other primary schools in Northern Ireland. Teachers use assessment to identify gaps, inform planning, and support progression. Pupil work is used to demonstrate learning and inform evaluation.

Professional Learning and Development

Staff engage in continuous professional development aligned with school priorities. CPD is collaborative, reflective, and focused on improving pedagogy and leadership. Staff are supported to engage in self-evaluation and inquiry-based improvement.

Learning Environment

Classrooms are inclusive, safe, and conducive to learning. Positive relationships and behavior management are central to our ethos. Technology and resources are used effectively to support learning and engagement.

Leadership and Quality Assurance

The School Leadership Team promotes a culture of high expectations and continuous improvement. Self-evaluation is embedded and informs the School

Development Plan (SDP). Leadership supports staff through coaching, mentoring, and performance management.

Monitoring and Evaluation

Teaching and learning are monitored through lesson observations, work scrutiny, and pupil voice. Evaluation is based on qualitative and quantitative data and focuses on quality of provision, outcomes for learners, and capacity for sustained improvement. Feedback from stakeholders informs strategic planning and targeted support.

This policy will be reviewed every four years or as deemed necessary.

Stranmillis PS Highly Effective Pedagogy Agreement

'Nurturing & Inspiring kind, creative & inquisitive children'

Core Commitment

At Stranmillis Primary School, we place the child at the centre of all decisions. Our teaching and learning practices are guided by a shared commitment to excellence, inclusion, and creativity, ensuring every child thrives academically, socially, and emotionally. Following is an agreement of staff as to what high quality pedagogical practice will look like in Stranmillis PS.

Pedagogical Principles

1. **Planning for Progression**
 - Planning considers progression across lessons and units, with a clear focus on impact on learning.
2. **Structured Lessons**
 - Lessons are well-structured, including a clear starter, main activity, and plenary to consolidate learning.
3. **Learning Intentions**
 - Teachers share clear Learning Intentions at the start of each lesson to guide pupil focus and understanding.
4. **Modelling & Explanation**
 - Teachers provide clear explanations and model learning effectively to support pupil understanding.
5. **Effective Questioning**
 - All lessons include a range of questions, from retrieval-based to higher-order thinking, aligned with Bloom's Taxonomy.
6. **Assessment & Feedback**
 - Continuous assessment and timely feedback is embedded in every lesson to inform teaching and support pupil progress.

7. Pace & Differentiation

- Lessons are appropriately paced and differentiated to meet the needs of all learners.

8. Challenge for All

- Every lesson provides an appropriate level of challenge for all pupils, ensuring stretch and support where needed.

9. Engaging & Inclusive Teaching

- Lessons engage pupils actively using a variety of tools and strategies tailored to diverse learning styles and needs.

10. High Expectations

- Teachers set and uphold high expectations for:
 - Pupil behaviour
 - Presentation of work
 - Effort and engagement
 - Learning outcomes

11. Fostering Independence

- Pupils are encouraged to develop independence, personal organisation, and ownership of their learning.

12. Positive Relationships

- Teachers foster respectful and positive relationships between pupils and between adults and pupils.

13. Pupil Voice & Choice

- Learning incorporates pupil voice and choice to promote creativity, engagement, and agency.

14. Collaborative Practice

- Teachers collaborate within year groups to ensure consistency in learning experiences and opportunities.

15. Flexibility & Adaptability

- Teaching are responsive and adaptive to pupil needs and classroom dynamics.

16. Embedding School Values

- School values are embedded in classroom practice and culture.

17. Effective Use of Support Staff

- Additional adults are deployed effectively to enhance learning and support pupil needs.

Agreed May 2025