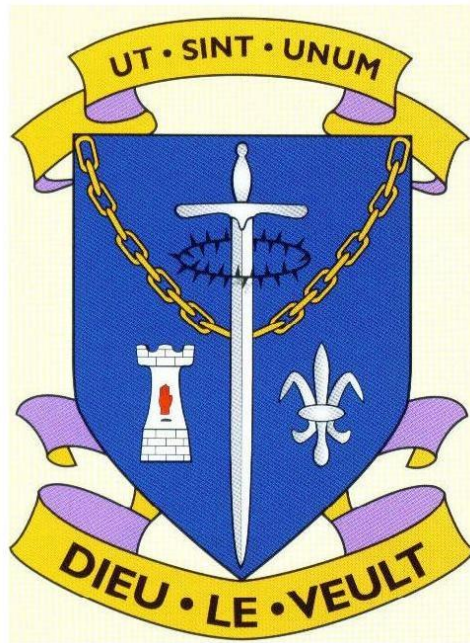


St Louis Grammar School Kilkeel



Teaching and Learning Policy

Date of Policy: September 2020

Reviewed by: Mr K. Martin

Date of Review: June 2026

1. Introduction and Rationale

This policy establishes a shared understanding of the fundamental principles of teaching and learning to ensure a common, high standard of education throughout St Louis Grammar School. It reflects a rigorous focus on self-evaluation, learner outcomes, and the quality of teaching required for all students to fulfil their potential

This policy is informed by the School Development Plan (SDP) 2026-2029, the CEIAG & EFE Policy, the SEN Policy, and the Google Classroom Policy

Our evaluation rests on five key questions:

How effective are teaching, training, learning, and assessment?

How well do learning experiences meet the needs of our diverse student body?

How well are students cared for, guided, and supported?

How well do students develop, achieve, and prepare for future pathways?

How effectively are digital literacy and Artificial Intelligence (AI) tools integrated to enhance learning and reduce workload?

2. School Ethos and Vision

St Louis Grammar is a co-educational Catholic school committed to a child-centred approach where every member of the community is empowered to achieve their full potential—personally, academically, and socially

Our vision is defined by the whole-school target: "The Development of the Learner where every child is happy, learning, and succeeding". High-quality pastoral care remains the foundation for effective learning relationships and mutual respect

3. Pupil Responsibility and Readiness to Learn

To facilitate a high-standard learning environment, pupils are expected to:

- Demonstrate Learning Readiness: Arrive punctually with the correct equipment out and ready at the start of every lesson
- Adhere to the "Gate to Gate" Mobile Phone Policy: Phones must remain "unseen and unheard" throughout the school day to improve focus and social development
- Engage with the Google Classroom Code of Conduct: Pupils must treat the virtual classroom as an extension of the physical one, maintaining professional communication and respecting copyright laws

4. Effective Teaching and Good Classroom Practice

The quality of teaching depends on effective planning, excellent subject knowledge, and professional relationships

St Louis Teachers aim to:

- Utilise Adaptive Teaching Strategies: Differentiate lessons to meet the needs of all learners, ensuring tasks are challenging but achievable
- Employ Effective Questioning: Use advanced pedagogical techniques to challenge pupils and deepen understanding
- Incorporate AI Tools Responsibly: Use platforms like NotebookLM and Microsoft Copilot to enhance lesson planning, resource design, and data analysis while reducing administrative workload
- Foster Active Learning: Use a variety of methods including retrieval practice, group work, and discussions to reduce reliance on static notes

5. Special Educational Needs (SEN) and Inclusion

St Louis is an inclusive school that strives to overcome barriers to learning for all pupils

Tailored Support:

All SEN students have a tailored Individual Education Plan (IEP), transitioning toward Personal Learning Plans (PLPs), which are reviewed bi-annually with pupil and parent consultation

Specialised Provision:

Support is provided through the Resource Provision for students requiring small group settings and the "Ailm" Nurture Provision for social, emotional, and behavioural needs.

Classroom Integration:

Teachers work closely with 35 classroom assistants to ensure SEN pupils access a broad and balanced curriculum alongside their peers

6. Provision for Gifted and Talented Pupils

We identify and challenge high-achieving pupils through diagnostic data and teacher observation

Enrichment and Aspiration:

Pupils are encouraged to engage with elite programs such as Oxford UNIQ, the Sutton Trust, and QUB Pathways

Subject-Specific Challenge:

Teachers provide enrichment activities, leadership opportunities, and support for prestigious scholarships, such as the All-Ireland Scholarships Scheme

7. Marking, Feedback, and Assessment

Regular and consistent marking is essential for raising standards

Actionable Feedback:

Pupils' work must be marked frequently in ways that highlight strengths and provide clear, actionable steps for improvement

Consistency:

Each department maintains an agreed marking policy, which is communicated to pupils and parents at the start of the year

Data-Driven Tracking:

Teachers use CAT4, PTE, PTM, and PASS data to set realistic targets and proactively identify students at risk of underachievement

8. Continuous Professional Development (CPD)

The school fosters a culture of continuous learning to sustain improvement

Strategic Focus:

For the 2026-2029 cycle, CPD focuses on Adaptive Teaching, Effective Questioning, and the ethical integration of AI

Collaboration:

Teachers participate in the "Trusted Colleague Network" and share best practices through staff-led workshops and Area Learning Community (ALC) events

CPD Academy Access:

Staff utilise the CPD Academy and InnerDrive platforms to enhance research-based pedagogical practices

9. CEIAG and Education for Employability (EfE)

Teaching and learning are linked to future career pathways to prepare pupils for a 10x economy

Curriculum Links:

Subject departments explicitly promote careers related to their fields and utilize Labour Market Information (LMI) to inform learning

Personal Career Planning:

This is embedded from Year 8 through Year 14, supported by employer engagement and work-related learning

10. Monitoring and Evaluation

The quality of teaching and learning is monitored through:

Book Scoops:

Conducted regularly to ensure marking consistency and high standards of pupil work

Classroom Visits:

Performed by the Principal and SLT to observe the impact of planning and adaptive strategies

Stakeholder Voice:

Systematic use of student and parent surveys to inform departmental self-evaluation

Please refer to classroom visits policy

[T:\1 Staff Documents\Policies\Classroom visits as part of self-evaluation pdf.pdf](#)

Review of policy

This policy will be reviewed in Term 1 biannually.