



Stratford College

Our Teaching and Learning Action Plan 2020-2021

Aim: To embed differentiation in a Teaching and Learning environment that focuses on student-centred learning and wellbeing.

Differentiation is defined by schools as ‘the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning’. (Training and Development Agency, UK)

In the last year, we looked at teaching and learning in our school to find out what we are doing well. This is what we discovered:

Practice in our school is effective / very effective.

The main strengths of the school in teaching and learning:

Teachers are aware of students’ individual needs and abilities: Sen Co. and SET Team’s regular communication with staff, as well as high PTR and advantage of small school environment.

Additional team teaching in academic year 2019-20 enhanced and improved teaching and learning – (Structural changes with extra English, French, CSPE and Maths teachers resulted in synergy with our literacy and numeracy plans).

The adoption of School Wise from March 2020 with a focus on Student Tracking & Subject Planning - clear learning intentions, success criteria, assessment for learning practices and student attainment data for learning analytics practice.

2.2. This is how we know

Evidence May 2020 - Feedback from Parents and Students regarding Online teaching and learning was mostly positive. (Parents’ Association Meetings, Individual Parents Emails, Student Council and Class Groups)

Staff meeting August 2020 – Hybrid teaching training and reflection on March-May

2020

Evidence of a steady progress in reading scores for 1st Year students (2018-2019) based on standardised reading tests administered in September 2018 and May 2019.

Regular communication between SEN Co-Ordinator & Staff

Continuous Professional Development engagement in teaching strategies (face to face and digital environment teaching)

Continued Impact of 'Step-Up CBA Project 2018-2019': common approach for all students & staff

SURVEYS: May 2018, May & November 2020 show how teachers are aware of students' individual needs and abilities

This is what we did to find out what we were doing well, and what we could do better

Whole Staff Meeting August 2020 and Survey (May 2020) confirmed that differentiation continues to be a relevant focus.

Regular communication between Sen Co-Ordinator, Subject Teachers and Management Teams

MAY 2020 & May 2018 - Survey Results show that a majority of students felt all or some of their teachers are aware of their needs and abilities and 13% said they were not aware.

This is what we are continuing going to work on

The following aspects of teaching and learning have been identified and prioritised for 2020-2021:

The adoption of a 'Hybrid Model' of teaching and learning. The hybrid model combines the best of in-school, remote and online learning with digital engagement. It is more than a quick fix. It is a way to enhance and accelerate learning by providing student centred approaches to meet diverse learners needs.

Student wellbeing (engagement and success, connectivity to their community and the

importance of maintaining relationships). The core principle of effective teaching is that teachers should adapt their teaching materials, pedagogy and assessment practices to suit the needs of a range of learners and check that all students can access these. We know that change affects everyone differently and we considered these realities when reopening our classrooms in September 2020:

'Each of us has been affected in unknown ways. This self-awareness will come at different times for different people and will manifest itself differently for each of us. Assume people are not their best selves right now. Temper your expectations with empathy and patience. We will not know what people need, until we ask them. Even then, they may not understand what they need. Know that one size does not fit all. The situation will continue to be dynamic and so are the people we serve; their wellbeing is not in a fixed state.'

(See: <https://edudownloads.azureedge.net/msdownloads/Microsoft-EducationReimagined-Paper.pdf>)

*Therefore, establishing an environment that focuses on well-being (Stratford College's Wellbeing Framework) and belonging for all is a priority for teachers. In short, **well-being and quality learning are intimately related**).*

Ongoing support for staff in planning and teaching methodologies is provided e.g. Differentiation Template made available by SET Team (August 2020), facilitation of Continuous Professional Development 2020-21

Data collection, analysis & distribution e.g. standardised test results

This is what you can do to help:

Increase communication following school reports, standardised literacy and numeracy results.

Continue to support your child's engagement in learning.

Encourage effective studying habits

Support us with 'netiquette' in a digital environment

*Here is some information about what the Department of
Education and Skills require from us.*

<p>School Time and Holidays</p> <p><i>The Department requires all post-primary schools to have 167 school days each year, and a 28-hour school week.</i></p> <p><i>The Department sets out a standardised school year and school holidays.</i></p>	<p><i>This year we have 165 school days</i></p> <p><i>Our school week is 29.9 hours.</i></p> <p><i>This year we have online parent/ teacher meetings and staff meetings, all in line with the Departments regulations (on-line).</i></p>
<p>Looking after the Children in our School</p> <p><i>The Department requires schools to follow the Child Protection Procedures it has set down. Our Board of Management has agreed in writing to do this.</i></p>	<p><i>Teachers, Parents & Students are aware of our Procedures.</i></p> <p><i>Our Designated Liaison Person (DP): Patricia Gordon</i></p> <p><i>And our Deputy DLP : Siobhan Reynolds</i></p>
<p>Enrolment and Attendance</p> <p><i>The Department requires schools to have and publish an admissions policy, to record and report attendance accurately, and to encourage high attendance and participation.</i></p>	<p><i>We have an Admissions Policy 2020 and it is published</i></p> <p><i>We keep accurate attendance records and report them as required.</i></p> <p><i>We encourage high attendance through our Attendance Policy and Strategy.</i></p>
<p>Positive Behaviour for a Happy School</p> <p><i>The Department requires schools to have a code of behaviour, and asks us To consult parents and students about it. We do this.</i></p>	<p><i>Our code of behaviour describes and supports positive behaviour.</i></p> <p><i>We have a very clear and high profile Wellbeing, Anti-Bullying and Digital policies in our school.</i></p>