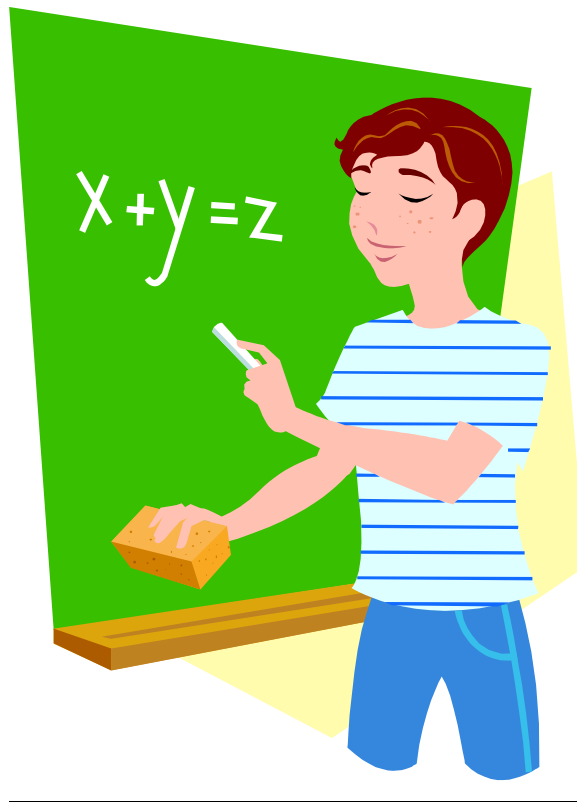


Teaching and Learning Policy



ST. EITHNES PRIMARY SCHOOL

UP-DATED MARCH 2010

<u>TEACHING AND LEARNING AT ST. EITHNE'S</u>	<u>3</u>
<u>TEACHING STRATEGIES</u>	<u>3</u>
<u>OUR LEARNING ENVIRONMENT</u>	<u>4</u>
<u>USE AND ARRANGEMENT OF RESOURCES.</u>	<u>4</u>
<u>DISPLAY IN CLASS AND AROUND THE SCHOOL.</u>	<u>5</u>
<u>PUPILS' ACHIEVEMENT</u>	<u>5</u>
<u>ROUTINES AND RULES</u>	<u>6</u>
<u>SCHOOL ORGANISATION AND MANAGEMENT</u>	<u>6</u>
<u>GENERAL ROLES AND RESPONSIBILITIES.</u>	<u>6</u>
<u>MANAGEMENT, ORGANISATIONAL & SCHOOL DEVELOPMENT STRUCTURES.</u>	<u>7</u>
<u>CURRICULUM MANAGEMENT & CO-ORDINATION</u>	<u>8</u>
<u>THE CURRICULUM</u>	<u>9</u>
<u>CURRICULUM DELIVERY & RESPONSIBILITIES.</u>	<u>9</u>
<u>PLANNING AND PREPARATION.</u>	<u>10</u>
<u>GUIDE TO ALLOCATION OF TIME TO SUBJECT AREAS.</u>	<u>11</u>




At St. Eithne's Primary School we aim to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

We believe that every child is an individual and that they will learn through a range of different teaching /learning strategies and experiences.

This short policy is a guide to what our children do; what our teachers do and how time is managed.

It is also a guide to the organisation in the classroom and what the school as an organisation does to create an effective and well-managed learning environment, in which the individual needs of each child, can be met.

Our Vision

"Today's Children, Tomorrow's Future".	
  	<ul style="list-style-type: none">• <i>At St. Eithne's Primary School we aim to be friendly, welcoming and approachable.</i>• <i>We strive to provide a safe, healthy and educational environment.</i>• <i>Staff, parents and pupils are a TEAM with the main aim of helping our pupils achieve their potential.</i>• <i>Teachers and non-teaching staff in partnership with parents provide the best learning ingredients possible.</i>• <i>All teachers with the help of parent volunteers provide an extensive extra-curricular programme for our pupils, giving them that extra social and physical arena to develop fully in more than just academic pursuits.</i>• <i>At St. Eithne's we care for our pupils' welfare, education and development.</i>

The Northern Ireland Curriculum now promotes a more active and participatory classroom allowing for a learner-centred approach to teaching & learning. There is also a shift from product-driven learning to process-driven.

These changes encourage us to reflect not only on the key principles of learning and teaching but also on our role in the process. Pupils now become more active learners and focus on asking questions and taking responsibility for their own learning. They in fact become reflective learners collaborating in their learning and actively listening to opinions of others. Instead of learners of individual subjects they are connecting their learning.

Teaching and Learning at St. Eithne's

Our agreed beliefs about learning

At St. Eithne's we believe that learning takes place:

- ◆ When children are happy, interested and motivated in a well-organised, calm and stimulating environment where clear and manageable objectives are set.
- ◆ The tasks set match their ability, challenge and stimulate them and allow them some independence to take charge of their own learning.
- ◆ Where preparation, planning and evaluation are a major part of the educating/learning process for the benefit of both educator and learner.
- ◆ When children are provided with interesting and appropriate stimuli and the learning tasks set are challenging enough to be of benefit.
- ◆ When our children are active participants in their own learning their individual contributions are valued.
- ◆ When the approach/ strategies of the educator are varied and take account of the interest and different ways each individual pupil learns.

Teaching Strategies

At St. Eithne's we are committed to a variety of teaching strategies for the benefit of all pupils at the school.

- ◆ A good balance of individual, group and whole-class teaching is employed.
- ◆ A good mix of practical, investigational and problem solving activities balanced with the consolidation and practice of fundamental skills and routines are used.
- ◆ The classroom environment & resources, including classroom assistants and/or volunteers, are organised to their fullest extent in the learning process.
- ◆ Marking and assessment procedures are used as an aid to planning, preparing and deciding on the appropriate strategies necessary.
- ◆ Differences in the way all pupils learn and their different levels of ability and progress are taken into account, allowing pupils of all abilities to work at their own level.
- ◆ Staff development practices in the school are built primarily around the needs of the pupils, school and staff.
- ◆ Pupils are allowed to take some responsibility in their own learning by allowing them to choose methods of research and recording and by allowing them some involvement in their own assessment.
- ◆ New strategies are ever present and teachers are open to adopting such methods.
- ◆ PRSD (Performance Related Staff Development) strengthens our practices in whole school self-evaluation and critical self assessment by individual teachers. Classroom observation serves to strengthen these self-evaluation strategies for the benefit of both teachers and pupils.
- ◆ Classroom assistants at St. Eithne's are deployed to cover many areas from helping teachers to prepare lesson resources to working with groups or individual pupils.

Our Learning Environment

We aim to make our school itself an interesting, stimulating learning environment for our pupils and staff. The school day incorporates a rich learning environment with a wealth of curriculum and extra curricular teaching & learning activities. (See Clubs pg 14).

In class we aim to ensure that we organise and use our resources for the benefit of teaching and learning.

Use and arrangement of Resources.

In class:



Our children are given choices to choose appropriate resources.

Classes/ year groups have shared centralized resources.

Each class has well labelled in-trays / resources which are easily located and easily replaced.

Children have only restricted access to certain expensive resources.

Furniture is positioned so that all children can see interactive-whiteboard, screen and other visual aids clearly.

Timetables are evident which give pupils the opportunity to plan for P.E., Art, Library and other class learning activities.

Subject Co-ordinators make an updated inventory of resources available to teachers each year and our children are taught to take care of resources.

Around the School.

Resource Areas:

Resource areas outside each set of four classrooms provide extra class teaching space for groups, whole class and twinned class activities. These areas are also used for centralised resources in all areas of the curriculum. Care of these resources and materials is the responsibility of all pupils and staff. However, they are arranged, maintained and made accessible by the responsible Co-ordinators.

It is the duty of all staff to make sure that corridor/resource area displays are kept up to date.



Main Resources:

The Hall, the library, the computer Study, the Outdoor Foundation Stage Play area and the outside playgrounds are used to the fullest extent. These are timetabled and teachers make the best possible use of them to enhance the education of their pupils.



The school is extremely well resourced. There are a number of digital video cameras and a range of digital stills cameras for each year group all of which can be used by the pupils, an ordinary vhs video camera. 3

scanners, 5 roamers and a box of beebots are also available as well as a number of maths/geography safari machines. In all there are around 20 laptops which children can use cabled or wireless, a work station in every classroom attached to an interactive whiteboard which can be used for videos and DVDs. Each teacher has been allocated his/her own laptop and the school has a computer suite with 28 computers all attached to the network and able to access the internet via a filtered C2k services.



Special Needs.

Special needs is the main responsibility of the class teacher but we do have two special needs rooms which are well equipped with a large quantity of special needs resources including inter-

active whiteboards and their own set of laptops for the children's use. There are two free standing presentation projectors and two ceiling projectors for In-service and other presentations in the computer study and staffroom.

Overhead projectors and screens are plentiful and allocated where the need is most evident although laptop presentation has now taken over with developing technological expertise of pupils and staff.

Over the years we have built an extensive amount of equipment for school presentations. We have our own mobile staging units, an excellent set of stage lights, curtains and sound system. This continues to grow each year as we develop our school show expertise.

Display in class and around the school.

At St. Eithne's we as teachers believe it is **important** that we show pupils that we value their work. Teachers are responsible for changing their classroom displays regularly. Timetabling for corridor display is co-ordinated by the Art & Design Co-ordinator.

We are committed to displaying work, which is well presented, and the best effort of the children providing the work. This work may be displayed in good copybooks, in portfolios and on classroom/corridor walls.

We wish to encourage our children to become accustomed to taking care in the way they present their work and to regard its

appearance as an **important** aspect of the completed product. Displaying pupils work can help us to promote in our pupils good self-esteem and a sense of the importance of always doing their best. Display in the school will be used to create an attractive and



An Autumn Display



P.5 Science

stimulating environment.

The work displayed should be of a high standard using both 2D and 3D in a variety of media and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual child's efforts as well as ability. Ideally, Mathematics and Science displays should stimulate discussion and be accompanied by children's questions and answers. Sometimes they can be 'interactive'.

We have a Display Policy which can be accessed along with all our policies and procedures within the shared folder Staff Information on the school network system.

Pupils' Achievement

We value all our pupils and aim to highlight all social, physical, creative and academic achievements in the school by including each and every child in some way or other. These achievements are celebrated in many ways as an on going process in all aspects of school life.



The School Art Gallery



We are committed to highlighting the positive nature of children's behaviour and achievements. Each class has a reward system through which all children are rewarded for the good they do. Underachievement can sometimes foster a low self-esteem in children. We, however aim to reward all hard work and effort despite any academic difficulties that some children might experience. Verbal or written praise by teachers, peers, Principal and parents is encouraged. Display of pupils' work and the awarding of stickers and stars are all part of our system of

encouraging self-esteem and raising work standards.

A whole School Merit system is in place at present. Pupils from P. 1 to 7 are rewarded at the end of each term for behaviour and hard work.

These rewards are as follows. –

P.1 to 3 :

Boy and Girl of the Term.

P.4 to 7

- ◆ Pupil of the month/ Pupil of the Term.
- ◆ Writer of the month,
- ◆ Poet of the month,
- ◆ Artist of the month.
- ◆ Mathematician of the Month
- ◆ ICT Pupil of the Month



Attendance is also valued. Certificates and little toy prizes are awarded at the end of every term and every year for those pupils who have not missed a single day.

Routines and Rules



Routines and rules in the classroom contribute to a healthy learning environment. Health and Safety are paramount. The school has a comprehensive health and safety policy, a policy on supervision of pupils in line and a simple list of school rules which guide all for the benefit of all so that learning can be achieved effectively.

To be effective these will be:

- discussed with the children to be taught and clearly understood;
- fair, consistent, realistic and positive;

Our school rules are simple to understand and essential to the smooth running of the school. Tied in with our aims these rules are being devised for the benefit of all our children. We have established three main, easy to understand rules, which encompass all smaller and more specific rules/routines. These are:

- Always behave courteously showing good manners and consideration for others;
- Always show respect for your own property as well as the property of others;
- No bullying, no fighting and no rough play in the school at any time.

School Organisation and Management

General roles and responsibilities.

We believe that all adult members of the school community have a responsible part to play in implementing and maintaining an atmosphere conducive to teaching and learning at St. Eithne's.

The Board of Governors have the ultimate responsibility of managing the school and making sure that financial and curriculum provision is adequate and appropriate. Teachers are responsible for delivering a challenging and suitable level of teaching and learning experiences in line with the N.I. Programmes of study. Non-teaching staff members are also duty bound to assist in their own important way by providing a service whether administrative or supportive. Parents too fulfil an essential role by offering support at home and at school in many voluntary ways.

Management, Organisational & School Development Structures.

All members of the school community are essential to the teaching and learning process. The school management structure depends on a management system headed by the Board of Governors.

The Board of Governors are ultimately responsible for the management of the school.

The everyday running of the school is the responsibility of the principal.

After consultation with the School Management Team, the subject Co-ordinators and the staff the principal may recommend routines, policies and procedures to the Board of Governors.

At present the School Management Team is made up of a Principal, Vice-principal, and teachers with major management responsibilities.

Contributions from all staff are welcomed and a team approach to the consultation and decision-making process needed to run the school is applied throughout the school.

All staff are given the opportunity to contribute to the decision making process by becoming useful members of teams.

Our pupils are given an opportunity to contribute through the Student Council which meets once a month.

Parents are also afforded some input as the PSO (Parents' Support Organisation) may be involved in a number of different activities in the school.

All staff members, members of the Board of Governors, pupils and parents are given the opportunity to respond to questionnaires and surveys at least every three years contributing to our School Development Plan.

Below is the most up-to-date structure of responsibilities.

Curriculum Management & Co-ordination

2010/2011

Responsibility Line Management Chart and Team Structure

<p><u>Mr Cosgrove Principal</u> Whole School Management, Financial Planning, School Ethos, Whole School Curriculum Leader, Development Planning & Inservice Programme Home School Liaison. (Temp. PDMU Co-ordinator)</p>				
<p><u>Mrs Mc Gonagle Vice-principal</u> SENCO, Discipline and Yr 1 to 4 Curriculum Leader. Non-Teaching staff (Special Need Assistants & Canteen supervisors).</p>				
<p><u>Assessment & Child Protection Co-ordinator</u> Whole School Assessment, Child Protection, Pastoral Care/ Pupil Welfare & KS2 Co-ordinator. Mrs. L. Mc Cusker (3)</p>			<p><u>Music, Religion & Extended Schools Co-ordinator</u> Whole School Music & Religion Co-ordinator and Responsible for Extended Schools Programme. Mr. N. Gormley (3)</p>	
<p><u>Numeracy Co-ordinator</u> Ms D. Coyle (2)</p>	<p><u>ICT & Resources Co-ordinator</u> Mr. Meehan (2)</p>	<p><u>Main Literacy Co-ordinator.</u> Mrs. Doherty (2)</p>	<p><u>World Around Us Co-ordinator</u> Mrs. Mc Clean (2)</p>	<p><u>Art & Design Co-ordinator. & P.E Co-ordinator</u> Mrs J. Coyle (2)</p>
<p><u>KS1 Literacy Co-ordinator.</u> Mrs. Porter (1)</p>		<p><u>Early Years Play Co-ordinator</u> Mrs. M Dunne (1)</p>		<p><u>P.E. Co-ordinator & Mrs. Spence (1)</u> Temporarily re-allocated.</p>

Decision Making.

The smooth day-to-day running of the school depends on all members of staff. The school's value, worth and reputation for excellence is due mainly to the quality of teaching, the quality of care and to the atmosphere created by staff, pupils and parents involved.

All staff members can make help by making all sensible suggestions to a member of the school Management Team.

The Board of Governors

The Board has overall responsibility for the effective management of the school. As a group they work together in partnership with the Principal and the staff to ensure the provision of good education for our children. They have particular responsibilities in relation to the curriculum, the financial management of the school, the appointment of staff, admissions to the school, discipline, building and maintenance, the parents' annual meeting and community links.

<p><u>Management Team:</u> G. Cosgrove, J. Mc Gonagle, L. Mc Cusker, N. Gormley, J. Doherty, J. Meehan & D. Coyle. <i>Any Staff member may sit in on MT Meetings.</i></p> <p><u>MT Role</u> The MT meets on the 1st Wednesday every month and makes decisions about the day to day running of the school, the delivery of the curriculum and general issues which help to make the teaching and learning more effective. The team makes all decisions after consultation and feedback from all members of the staff. Talk to a member if you wish an issue to be raised.</p>	<p><u>Pastoral Team</u> G. Cosgrove, J. Mc Gonagle, L. Mc Cusker, N. Gormley</p> <p><u>PT Role</u> The Pastoral team is made up co-ordinators who deal directly with the pastoral, behavioural, child protection and ethos issues of the school. This team meets at least once a term to tackle issues regarding the above and serve the pastoral needs of all pupils primarily and all other members of the school community. Decisions are made in consultation with all members of the staff.</p>
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The Social Committee.

This is made up of elected volunteers teaching and non-teaching staff that organise functions, gifts and the general shopping needs for staff breaks etc.

The Curriculum

AREAS OF LEARNING IN YEARS 1 TO 7

At St. Eithne's we concentrate on delivering a curriculum which emphasises the development of our pupils' Literacy & Numeracy skills above all. We have created an ethos which promotes Music, Physical fitness and Creativity through art and craft. Practical activities, experimentation, debate and discussion and research are essential elements of the strategies employed to enable each individual pupil to achieve his/her potential through a skills based learning that now goes on in St. Eithne's

The National Curriculum.

The curriculum is set out in six Areas of Learning & Religion comprising:

Language & Literacy Including Talking and Listening, Reading and Writing	Mathematics & Numeracy Including Processes in Mathematics, Number, Measures, Shape and Space and Handling Data.	The Arts Including Art and Design, Music and Drama.
The World Around Us Including Interdependence, Place, Movement and Energy and Change Over Time.	Physical Education Including Athletics, Dance, Games and Gymnastics.	Personal Development & Mutual Understanding Including Personal Development and Health, and Mutual Understanding in the Local and Wider Community.
Religious Education Religious beliefs, practices and values.		
Teaching strategies focus on the acquisition of a huge variety of skills, skills gained should lead to wider learning experiences throughout the child's school life and beyond.		
Skills & Capabilities Thinking Skills and Personal Capabilities Connected Learning (Ideas for Connecting Learning)	Cross-curricular Skills Communication Using Mathematics Using ICT	

Curriculum Delivery & Responsibilities.

All teachers have been trained to deliver the National Curriculum. Co-ordinators are able to facilitate change and also monitor and evaluate the delivery of the curriculum by various strategies which include book evaluation, planner monitoring and Classroom observations (PRSD), linked to the Whole School Development Process.

Mr Cosgrove (Principal) Overall Curriculum Responsibility, School Development Planning and In-service programme		
Key Stage 1 Team Mrs. Mc Gonagle	Pastoral Team Pupil Data Team	Key Stage 2 Team Mrs. Mc Cusker
Key Stage Teams will be convened meet on occasions by Co-ordinators for training, discussion or consultation on issues of teaching and learning and the implementation of the school development plan. Both The Pastoral Team and the Pupil Data Team meet at least once per term.		
Subject Co-ordinators		
* To ensure that the teaching and learning of their subject area is being carried out effectively throughout the school; * To ensure that teachers and other staff have the adequate and appropriate resources in class and in the central store. * To help, guide and lead staff in properly disseminating the policies and schemes and delivering the curriculum.		
Year Group Teams		
Leader elected each year by members of year group to lead team.		
Year Group Teams will work together to review, renew and adjust 6-week planners and meet weekly to work out plans. On occasion meet for training, discussion or consultation on issues of teaching and learning and the implementation of the school development plan.		
Constructed Teams		
Temporarily constructed for specific purposes. Teams may be put together as working parties to devise policies before presenting them to the staff for consultation, i.e. drugs education policy and or staff development policy.		
Teachers.		
Teachers deliver the curriculum to the pupils in their charge and have direct understanding of the needs and strategies needed to bring the best out of their pupils Our teacher's make the best of the In-service programme provided to remain expert practitioners in their field.		

The structure above only specifies many basic roles and responsibilities of the staff. Not written are the many other tasks and responsibilities undertaken by teachers which combine to make the school an efficient and caring place for pupils, parents and staff members.

General Classroom Management

Our agreed format for planning takes account of the way children learn.

This is evident in the way we organise our time, how we plan our lessons and the collaboration between staff members within the school.

Time Management.

All teaching and learning activities are well planned so that each child is working at their correct level they begin promptly and the initial pace is maintained. At the beginning of each year each teacher devises a timetable based on agreed specified times for teaching different areas of the curriculum. Children are aware from week to week when they will be covering different areas of the curriculum so that they are well prepared. This is achieved through good start / finish to each lesson and good working documents i.e., schemes, planners, notes etc.

Planning and Preparation.

Documentation:

NI Curriculum Online materials;

School Schemes & Policies;

Six Week Planners;

Teachers' own weekly/daily notes.

All school documentation is available on the school network system and updated on a regular basis. Teachers' own weekly/daily notes are mostly handwritten collaborative diary type notes written jointly by members of the same year group and some of these are saved on the system also.

Efficient planning and classroom organisation significantly reduces time-wasting activities.

Teachers plan all activities by collaborating with other members of the year group. This may be done for around 15 to 20 minutes every Monday during directed time and taken from our comprehensive planners which are updated annually.

Lessons are well planned when teachers consider what they are going to teach, how they are going to teach it and what resources they need.

At St. Eithne's teachers plan by producing six week planners which have been created in collaboration from school schemes (available in our network). These have been created by the staff facilitated by the principal and curriculum co-ordinators using the "N.I. Curriculum" (available to all staff online).

I.E.P's (Individual Education Programmes) for children on Stages 2 to 5 of the Code of Practice are drawn up by class teachers in collaboration with the Senco.

Weekly notes or daily planners are sent to the office at least twice a term as part of the monitoring system for the principal. Six-week planners are studied by Co-ordinators who give feedback to the teachers. This feedback is given in writing and also reported back to teachers during a short curriculum meeting.

Teachers' technological expertise enables them to produce these planners on our school system. This makes the reviewing, evaluating and updating so much easier to manage enabling us to follow sound self-evaluating practices with ease.

Guide to allocation of time to Subject Areas.

<u>Foundation Stage</u> (Hrs Per Week)	<u>Key Stage 1</u> (Hrs Per Week)	<u>Key Stage 2</u> (Hrs Per Week)
Language & Literacy		
6 ¼ hrs	6 hrs	7 hrs
Mathematics & Numeracy		
3 ½ hrs	5 hrs	5 hrs
The Arts		
Music - ½ hr Through other Areas - ½ hr	Music - ¾ hr	Music - 1 hr
Art and Craft - 1 ½ hr	Art and Craft - 1 ½ hr	Art and Craft - 1 hr
Drama - (Below)	Drama / Oracy (P.4) - 1 ½	Drama - 1 hr
Play (Literacy, Art/Drama Numeracy & WAU) - 3 hrs	Play (Literacy, Art/Drama Numeracy & WAU) - 3 hrs	
The World Around Us		
½ hr	1 ½ hrs	2 hrs
Physical Education		
P.E. - 1 hr	P.E. - 1 hr	P.E. - 1 hr
Religious Studies / Personal Development & Mutual Understanding		
Religious Studies PDMU - 2 hrs	Religious Studies / PDMU - 2 hrs	Religious Studies / PDMU - 2 ½
Cross-Curricular Skills		
Communication Through other subjects - 5 hr	Communication Through other subjects - 3 hr	Communication Through other subjects - 3 hrs
Using ICT Directly (Computer Study) - ¾ hr Through other subjects - 1 hr	Using ICT Directly (Computer Study) - ¾ hr Through other subjects - 1 ½ hrs	Using ICT Directly (Computer Study) - ¾ hr Through other subjects - 1 hr
Using Mathematics Through other subjects - 1 hr	Using Mathematics Through other subjects - 1 hr	Using Mathematics Through other subjects - 1 hr
	Homework Correction: 15 mins. per day	Homework Correction: ½ mins. a day
		French: - ½ hr

Supply Teachers

Teachers may attend courses from time to time and because of this, supply teachers are needed. To ensure continuity, teachers should leave written guidance and suggested activities for all planned absences from the classroom. In the event of an unplanned absence a telephone call should be made to the supply teacher to discuss the children's work. The teacher's planning book will always be available showing lesson plans, timetables and curriculum documents.

A pamphlet for new substitute teachers is available (appendices) and forms part of our induction policy and procedures. The document only takes around 10 minutes to read and helps the teacher to familiarise himself / herself with the school.

In most cases the temporary will be guided and assisted by a teacher in the year group of the class he/she is covering.

A new temporary teacher would not be expected to cover break duty or morning duty. Temporary teachers as a rule should not be expected to cover these tasks unless they are very familiar with pupils and the organisation and especially if the teacher he/she is covering for is still working in the school.

The general duties are listed below are set out so that both temporary teacher is able to use his / her professional expertise for the benefit of the children in the class.

If in doubt about sickness, toilet or special needs the sub teacher is advised to send to the office and seek as much information as we can about the children and all the different little problems children may have.

Such information will be given orally and discretely on the teacher's introduction to the class from the outset by the principal / vice-principal.

In many cases the class teacher may have left a schedule of work to be covered in class. The temporary teacher will then attempt to cover this complete schedule.

The teacher in the same year group and perhaps the vice-principal will assist in making an appropriate schedule for the temporary teacher. For longer term substitutions the year members work together to assist the temporary teacher plan and deliver the curriculum to the best of his / her ability.

School Policies

A list of school policies is set out at the end of our staff handbook and each teacher can access these policies, schemes and other important organisational information in the RMshared documents folder. It is the duty of each teacher to be familiar with school policies and schemes and to apply them.

These policies and schemes are always available on the school computer network and are updated /reviewed on an annual basis.

Voluntary Helpers/ Student Teachers etc.

Voluntary helpers, student teachers trainees and pupils from other schools on work placement. Such helpers are a valuable resource and we should welcome their involvement in the classroom. They can help in many ways across the whole curriculum. Help can be on a regular basis or for a specific event. In all cases it is very important that the teacher should take the time to ensure that the volunteer fully understands and is well prepared for the activity in which he or she is involved. Volunteers should be made to feel welcome in the school and if numbers permit should be offered refreshment from the staff room at break times.

Equal Opportunities, Equality & Human Rights.

All children have the right to equal opportunities. Teachers' expectations of behaviour and performance by all children should be the same. Groups, lines and all activities should be mixed where possible. Particular care should be taken in the areas of Science, Mathematics, Technology and Physical activities. We try as teachers to ensure that the same children do not dominate group work. All activities, including extra curricular activities at St. Eithne's Primary School are open to P.4 to 7 children. For Year 4 to 7 children a number of other clubs are available and these are detailed in the early pages of this booklet. Year 4 are not left out. They have the opportunity to join a football and swimming club.

Our Pastoral Policy promotes a caring environment throughout. We also believe in having due regard to the need to promote equality of opportunity between all members of staff and pupils with regard to the desirability of promoting good relations between persons of different religious beliefs, political opinion and racial group.

We are committed to:

- promoting equality of opportunity for all our pupils;
- promoting good relations between members of different racial, cultural and religious groups and communities;
- eliminating unlawful racial discrimination.

This will be reflected in our teaching throughout the school and especially apparent in our Religious education and PDMU programme.

Record Keeping.

All teachers keep detailed records of their work with the class and of individual children's activities and progress. The school has a policy for the planning, assessment, recording and reporting pupils' achievements, which must be adhered to. Other records are left to the teacher's professional discretion.

Resource Finance

Curriculum areas are allocated money according to the needs identified in the School Development Plan and the accompanying School Budget Plan. The Principal and Co-ordinators discuss resource needs at the beginning of each year and closer to requisition time in the middle term. Requests for all equipment should be made to the Principal. Teachers should be mindful of the value and usefulness of resources they wish to purchase.

Clubs

Staff and a number of parents at St. Eithne's offer pupils a different setting in which to interact and socialise and learn. Our extra curricular clubs provide a mixture of physical, creative and academic activities.

The social contribution to pupils' development in this area is immense and contributes greatly to the ethos of our school. Pupils become more settled and adapt well to the school environment. This in turn helps the teacher in the class.

Sample of Clubs Available (This Year 2010/2011)

Homework Clubs: Monday, Tuesday, Wednesday & Thursdays		
Monday Swimming (Mrs. Mc Gonagle).	Youth Club Games (Mrs. Logue/Mrs. Dunne)	Thursday Swimming (Mr. Cosgrove)
Netball	P.4/5 Computer Club (Mrs. Harrigan)	P.6/7 Computer Club (Mr. Meehan)
P.6/7 Football (Mr. Feeney)	P.4/5 Art Club (Miss Mc Girr & Mrs Mc Monagle)	P.4/5 Football (Sean Davis/Mr Kerr)
P.6/7 Art Club (Mrs. Miller)	Transfer (Mrs. Mc Cusker, Miss Coyle & Mrs. Miller)	Breakfast Club (Extended Schools)
Science/Eco Club (Mrs. Mc Clean)	Gaelic Club (Mr. Cosgrove)	Girls' Only Football (Ms Morrison)
Badminton (Mrs. Coyle)	Maths Club (Ms Coyle)	Choir: Ms Mc Laughlin/Mr. Gormley
Credit Union Savings (Mr. Cosgrove)	French Club (Mme Doria)	Athletics Club (Mrs. Kelly)
P.6/7 Trumpets& Violins (Mr. Gormley), Violins (Mrs. Devlin) & Orchestra (Mr. Gormley)		

Other Information. Further information can be acquired from the Staff Booklet, the School Prospectus and other publications available on the Schemes/policies folder in the teachers' information section of the network or the school website.

A number of policies which are relevant to parents and other members of the school community can be accessed on our website at www.steithnes.net.

APPENDICES.

School Policies Board Of Governors

Policies	<u>Present State</u>	<u>Planned State</u>	Summary	Available
Annual Governor's Report	Each year	Annual Review	N/A	Network
Charging Policy	Complete		Yes	Network
Admissions (In prospectus)	Complete	Annual Review	N/A	Network
Monitoring Attendance	Complete		N/A	Network
Staff Discipline	Complete		N/A	Document
Grievance & Complaints procedures.	Complete		N/A	Network
Letting of School Premises	Complete		No	Network
Freedom Of Information	Complete		No	Network

<u>Teaching Staff</u>				Available	
Whole School Development Plan	Three year stage	Annual Review	Network	Website	
Vision & Mission Statement	In School Dev. Plan		Network	Website	
Responsibility Structure Chart	In Salary policy	Annual Review	Network	In T&L Policy	
Salary Policy	Complete	Annual Review	Network		
Health and Safety Policy	Complete	Review Yearly	Network	Website	
Staff Attendance Policy	Complete		Network		
Off Site Activities	Complete		Network	Website	
Staff Equal Opportunities	Complete		Document		
Energy Policy	Complete		Network		
Pastoral/Behaviour & Child Prot.	Complete	Annual Review	Network	Website	
EMU Policy	Complete		Network		
Fire Evacuation Procedures	Complete	Complete	Network		
Harassment Policy	Dev. CCMS		Document		
Health Education	Complete		Network	Website	
Medication Policy	Complete		Network	Website	
Pupil Attendance Policy	In Prospectus		Network		
Staff Development Policy	Complete		Network		
Drugs Education	Complete		Network	Website	
Bullying Policy	Complete	Annual Review	Network	Website	
RSE Policy	In Review Stage		Network	Website	
Library Policy	Complete		Network		
Photo Images	Complete		Network	Website	
Use Of Internet Policy	Complete		Network	Website	

Curriculum Policies & Schemes

Policy	<u>Present State</u>	<u>Planned State</u>	Available
Special Educational Needs	Up-to-date	Annual Review	Network
Assessment Policy	Up-to-date	Annual Review	Network
Literacy	Up-to-date	Complete	Network
Numeracy Policy & Scheme	Up-to-date	Complete	Network
ICT	Up-to-date	Complete	Network
Music	Up-to-date	Complete	Network
P.E.	Up-to-date	Complete	Network
World Around Us	Up-to-date	Complete	Network
Homework	Up-to-date	Complete	Network
Marking, Spelling, Handwriting & Phonics Policy	In Literacy Policy	Under Review	Network
Health Education	Up-to-date	Complete	Network
Play Policy	Being Reviewed		Network
Display	Up-to-date	Complete	Network
R.E.	Up-to-date	Complete	Network

Information Booklets

Booklet	Present State	Planned State
P. 1 parents Booklet	Up-to-date	Annual review
Newcomers Booklet	NEW! Up-to-date	Annual review
Classroom Assistant Booklet	Up-to-date	Annual review
Trainee Assistant Booklets	Up-to-date	Annual review
Staff Booklet	Up-to-date	Annual Changes
Prospectus	Reviewed each year	Annual Changes
Teaching & Learning Policy	Up-to-date	Reviewed 2010
Student Teacher Booklet	Up-to-date	Annual Updated

TEMPORARY TEACHERS' GUIDELINES.

(For staff who may be substituting for the first time for a day to two or three weeks at St. Eithne's).

ST. EITHNE'S PRIMARY SCHOOL.



Today's Children Tomorrow's Future

This guide is intended to give you some insights on how things work at St. Eithne's. If you need any help at all please don't hesitate to ask the teacher next door, the secretary or the Principal.

NOTE:

Please check in the first instance whether there is any child in your class who needs special attention.
i.e. Physical, Medical or Educational.

If you are unsure check with Cathy (Secretary/ First Aider) at the office.

SUBSTITUTE TEACHERS DUTIES

Welcome to St Eithne's Primary School

Take time to read this at the earliest opportunity (between 8.45am and 9.00am)
Collect the class at 9:00 from the hall or playground.

The duties listed below are set out so that both temporary teacher is able to use his / her professional expertise for the benefit of the children in the class.

If in doubt about sickness, toilet or special needs send to the office and we shall give as much information as we can about the children and all the different little problems children may have.

Please note that the class teacher may have left a schedule of work to be covered in class. The temporary teacher should then attempt to cover this complete schedule.

If no schedule is available:

Please concentrate on the priorities listed below.

Essentials

- **Reading:** Try to hear/discuss/work on all the reading groups and also sign the reading and give each child no more 2 or 3 pages for that night.
- **Mental Arithmetic:** Conduct a mental arithmetic lesson with the whole class but allow for weaker children's ability.
- **Mark All work:** Mark all work done that day (giving the usual positive slant on teacher's comments).
- **Use pages for any little bits of written or drawing work** unless you are going to be there for longer than a couple of days. You know how proud teachers are of the children's good books.
- Conduct a PE lesson if it is time-tabled (keep lessons controlled attempt no dangerous activities).

If you have covered the above essentials then you may move on to the other items suggested on the teacher's schedule.

Please keep to the times below for the efficient running of the organisational systems of the school and for the safety of the children.

Beginning of the teacher's day	8.45am	(Supervision or preparation)
Collect class from playground or hall	9.00am	(Class begins)

If the teacher you are replacing is timetabled for supervision please do their duties but warn the principal that you are having to cover duty. (This is a matter of potluck).

Break time:	P1 and P2 and P3, 4	10:20 – 10:30 ----- 10.30 - 10.45am -----	Bring to playground in line and collect from Playground. Please supervise the pupils toileting (before taking your own break).
	P5, 6 & 7	11.00 - 11.15am	
Lunch time:	P1, P2 & P3 P4, P5, 6 & 7	12:00 - 12.45pm (Teachers at 12:05) 12.30 - 1.15pm	Please bring the class (in line) to the dining hall by the back paths on a dry day. For Canteen 1 and through the school for dining hall2.
	Collect the class at the time above, please. The supervisors have to move to another area.		

Home time:

P1 and P2 classes-----	2.30pm (Parents collect the children at the cloakroom door of the class)
P3 classes-----	2.45pm (Bring your class to the front gate but do not let any child go until a parent collects).
P4 - P.7 classes-----	3.00pm (Bring your class in line all the way to the front gate)

If a child has not been collected please keep them at the front door until their parent arrives but warn Cathy or the principal. Never be alone with a single child in the classroom.

We ask temporary teachers to stay until around 3.30pm. so that you can catch up on marking before you leave. Call in at the office and tell the principal that you will be leaving and make sure he receives the completed "Returns & Information Form".

FINALLY, please make sure that the children have tidied up the class in the last 5 minutes before they go.

TEMPORARY TEACHER'S

St. Eithne's P.S.

Substitute Teacher Return Information & Record of Attendance

NAME: _____ **TR No.** _____

Dates of Cover: From: _____ **To:** _____

Number of Days: _____

Date: _____ **Class:** _____ **Normal Class Teacher:** _____

General comment about Class behaviour / work/ etc.

Any other information

Signed: _____