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ST OLIVER POST PRIMARY
OLDCASTLE

Teaching and Learning Policy

2026

St. Oliver Post Primary

Educating, Empowering, Caring

Contents

1. Rationale:

Learning is at the heart of all we do at St. Oliver Post-Primary. We expect every lesson to be an engaging, challenging and above all enjoyable experience for both the teacher and student. An expectation of progress for all students is embedded in every lesson.

This policy provides the framework for teachers to teach and students to learn in an environment that is committed to excellence.

2. Mission Statement:

St. Oliver Post Primary School is committed to quality education. It seeks to enrich students' lives and empower them for life's many challenges. This is done in a caring atmosphere of good order and discipline and in partnership with parents.

In our daily life we value the principles of justice, mutual respect, equality and tolerance leading to promotion of a positive self-image and the confidence to achieve the highest levels.

3. Aims:

The learning program of St. Oliver Post Primary aims to:

- Raise attainment and achievement;
- Continually drive improvement in the quality of teaching and learning;
- Apply a wide range of key skills which will enable our young adults to grow into resilient, independent and positive learners and citizens;
- Provide quality learning consistently across our school;
- Enable children to learn efficiently and make sustained progress;
- Learn from each other, through the adoption of a collaborative, enquiry-based approach to teaching and learning, where good practice is shared; and
- Create a positive learning environment that fosters student's self-esteem, self-image and confidence which encourages student to have a mutual respect for the ideas and attitudes of others.

4. Student Learning:

The student experience of Teaching and Learning encompasses many aspects of academic and intellectual development; social and emotional life; and the growth and refinement of cultural, political, sporting and artistic interests. We aim to ensure that all of our students have an exceptional and distinctive experience at St. Oliver Post-Primary. We want students to be able to:

- Understand lesson outcomes and fully engage with all their lessons;
- Develop literacy and numeracy skills;

- Use both peer and self-assessment to improve their learning;
- Show the ability to generate ideas and concepts;
- Collaborate effectively with others;
- Actively participate in lessons;
- Develop Personal Learning and Thinking skills;
- Take part in a student-centred, teacher guided approach to learning;
- Develop independent learning and transferable skills while taking responsibility for their own learning;
- Become competent learners so they are equipped to undertake lifelong learning and personal development;
- Undertake other learning opportunities such as sports, debating, school musical etc.; and
- Fulfil all requirements, including attendance and assessment for subjects undertaken.

Student Behaviour:

Student behaviour plays a massive role in successful learning. As such, all student must:

- Be punctual to lessons with the correct equipment;
- Complete home learning fully and promptly;
- Take pride in their work and follow the school's guidelines on uniform;
- Follow the student code of conduct;
- Are reflective and take responsibility for improving their own learning;
- Ask for help if needed;
- Respect the right of others to learn;
- Provide feedback about their learning in a positive and constructive manner;
- Be respectful of all adults;
- Be productive;
- Behave in an orderly manner; and
- Actively participate in lessons.

5. Teacher's Role:

St. Oliver Post Primary is committed to Creating Professional Dialogue (CPD) opportunities for all staff. Through internally structured CPD, engagement with national subject associations, the instructional leadership program and other national and international programmes, we commit to giving all staff access to opportunities that will secure the very best learning for our students.

Teachers will demonstrate

- Good subject knowledge;
- Well-structured lessons;
- Carefully planned lessons;
- Effective use of lesson outcomes;
- Thoughtful classroom organisation;
- Controlled management of pupils both in and out of the classroom;
- Lessons which have appropriate pace;
- Focus on Literacy (keywords) and Numeracy;
- The ability to use differentiated tasks appropriately to ensure progression of all students;
- The NCSE's Inclusive Education Framework is informative in this regard. This guide for schools on the inclusion of pupils with special educational needs, is available at this link - https://ncse.ie/wp-content/uploads/2014/10/InclusiveEducationFramework_1.pdf
- A range of Assessment for learning techniques (for example - questioning, dialogue, formative feedback, teaching intentions, success criteria, peer and self-assessment etc.);
- Use the principles of Bloom's Taxonomy to help advance student learning; and
- Collaborate digitally through online platforms such as Microsoft Sharepoint, TEAMs and so on.
- Digital Strategy for Schools to 2027 is informative in this regard. The Digital Strategy for Schools to 2027 builds on the achievements and ambition of the previous strategy and aims to further support the school system to ensure that all learners have the opportunity to gain the knowledge and skills they need to successfully navigate an ever-evolving digital world. Accessible here - https://www.gov.ie/en/department-of-education/publications/digital-strategy-for-schools-to-2027/
- With regards to Senior Cycle Reform and AACs (additional assessment components) - the role the teacher plays will be clearly outlined and articulated to parents and pupils in line with guidelines from the NCCA/Oide.

6. Parental/Carer's Role:

We believe that parents have a fundamental role to play in helping children to learn. We strive at St. Oliver Post Primary to work in partnership with parents to create a holistic teaching and learning approach.

In order to enhance student learning, Parents/Carers must:

- ensure their child attends school regularly and punctually;
- ensure their child attends school with the correct uniform, equipment and PE kit;
- give due importance to home learning and support their child to develop literacy and numeracy skills;
- inform the school if there are matters outside school that are likely to affect their child's performance or behaviour;
- provide support for discipline within the School;
- be realistic about their child's abilities and promote a positive attitude towards school and learning in general; and
- fulfil the requirements set out in school policies.

7. Improving Teaching and Learning:

Teaching and Learning Committee:
Will meet regularly throughout the year. Any member of staff can join the teaching and learning group. It is useful that all subjects have representatives. The purpose of this group is to:

- Share good practice;
- Discuss and trial new initiatives;
- Play an active role in SSE;
- Feedback to departments when appropriate; and
- Feedback to Student Council and Senior Management.

Subject meetings:
Teaching and learning should be an item at all subject meetings. Subject Departments should highlight and focus on the SSE and SIP focus for that year.

Staff and Board of Management Meetings:
Teaching and learning will be discussed at all staff and board of management meetings.

Senior Cycle Redevelopment:
Senior Cycle is being redeveloped following a comprehensive review process. This important work will seek to enhance the educational experience and ensure meaningful learning and achievement in senior cycle for all learners. General information is available here - https://ncca.ie/en/senior-cycle/senior-cycle-redevelopment/

8. Monitoring and Evaluation:

Senior Leadership:

Senior Leadership roles related to teaching and learning are:
- monitoring;
- helping and encouraging teaching and learning;
- supporting new initiatives; and
- Provide Continuous Professional Development (CPD) opportunities for staff.

Teachers:

The expectations and roles of a **classroom teacher / Coordinator** of department are
- To monitor and encourage teaching and learning with constant reflection.

Students:

Consultation with, and feedback to the **student body** should happen on a regular basis to inform the school in terms of teaching and learning. In particular,
- The possibility of establishing a Student Learner Group should be explored
- The Student Council should be consulted with regarding Teaching and Learning Policy and other developments stemming from the work of the staff Teaching and Learning Committee.

9. Teaching and Learning observations/reflections:

Staff members observe good practice and reflect on their own teaching each year. Guidance documents are provided to aid reflection and allow teachers to review previous experiences. Observations/Reflections will make up 1 hour of CP/HRA/LRA time.

10. Evaluation:

In order for teachers / subject Coordinators to monitor teaching and learning effectively they need:
- To check marking, assessments regularly;
- Use a range of AFL techniques
- To analyse students' current grades against what they are capable of achieving (CAT4);
- To talk to students about their learning and progress;
- To collaborate with colleagues and observe good teaching and learning practice (SSE observation);
- To feed-back findings/issues to members of department; and
- To discuss the quality of teaching and learning collectively in their area and plan for improvement.

- To reflect regularly on student feedback, observations, and assessments to inform and tweak their own practice.

11.   Continuing Professional Development:

In order to build upon current good practice, CPD will be targeted.
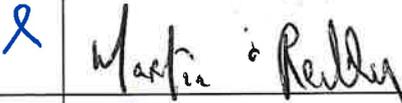
- As part of our Croke Park Provision using a combination of in-house training and external agency services e.g. PDST, JCT etc.
- There will also be opportunities to develop skills through involvement with department led in-service.
- Senior Management will pursue other avenues to enrich teaching and learning through initiatives such the Instructional Leadership Programme.

AI in Schools:

- The growth of AI is a significant factor in Education. Schools and staff will need to participate in CPD in this area. Guidance on Artificial Intelligence in Schools (Department of Education and Youth, October 2025) is a useful resource. The purpose of this guidance is to support school leaders and teachers to develop an understanding and knowledge of relevant considerations regarding the use of AI in teaching and learning and school leadership. It is available here - https://assets.gov.ie/static/documents/dee23cad/Guidance_on_Artificial_Intelligence_in_Schools_2025.pdf

12. BOM & LMETB Ratification/Resolution Process:

BOM Ratification

Date Ratified by the Board of Management:	11/3/2026.
Proposed By:	NICKY KENNY
Seconded By:	MARTIN O'REILLY
Signed:	Martin o Reilly *(Chairperson, BOM)*
Signed:	Brendan Bogolan *(Secretary to the BOM)*
Scheduled Date for Review of the Policy:	2028.

LMETB Ratification/Resolution of the ETB Board

Date of Resolution of ETB Board	
Signed	*(Chairperson)*

Board of Management Policy Consultation Log

Please present this form to your BOM when considering the policy at BOM level for ratification

School:	St Oliver Post Primary School
Policy:	Teaching and Learning Policy

Staff Consultation:

Date of Final Consultation:	
Proposed By:	(Staff Member)
Seconded By:	(Staff Member)

Student Consultation:

Date of Final Consultation:	
Proposed By:	(Student)
Seconded By:	(Student)

Parents Consultation:

Date of Final Consultation:	
Proposed By:	(Parents Association Member)
Seconded By:	(Parents Association Member)