

**De La Salle College**  
**Learning and Teaching Policy 2026**



<b>De La Salle College</b> .....	1
<b>Learning and Teaching Policy 2026</b> .....	1
1. Rationale and Vision .....	3
2. Our Aims for Our Students.....	3
3. The Learning Environment: Quality Indicators .....	4
<b>Relationships and Routines</b> .....	4
<b>Subject Identity</b> .....	4
<b>Stimulating Resources</b> .....	4
4. The DLSC Effective Teaching Framework.....	4
5. The Magenta Principles .....	5
6. Quality Indicators for Effective Questioning .....	6
<b>Mandatory Protocols: PPPB and Cold Calling</b> .....	6
<b>Higher-Order Thinking (Bloom’s Taxonomy)</b> .....	6
<b>Great Questioning Habits</b> .....	6
7. Scaffolding and Metacognition.....	6
<b>The Seven-Step Model for Scaffolding</b> .....	6
<b>Self-Assessment Techniques</b> .....	7
8. Assessment and Quality Feedback.....	7
<b>The Feedback Loop</b> .....	7
<b>Characteristics of Effective Feedback</b> .....	7
<b>2026 Core Strategies</b> .....	7
9. Blended Learning and Digital Integration .....	7
10. Monitoring, Evaluation, and Review .....	8
11. Appendix 1: The Four Phase Lesson Plan (4PLP) Model .....	8
12. Appendix 2: 2026 Evidence-Informed Practice Toolkit .....	9

# 1. Rationale and Vision

At De La Salle College (DLSC), we are committed to championing a culture of lifelong learning. As professional educators, we recognize that we are also perpetual learners, dedicated to transforming our practice through rigorous pedagogical research and continuous professional development (CPD). We aim to provide effective, media-rich, and enjoyable learning experiences that equip our students with the knowledge and resilience necessary to contribute to the modern economy and lead rewarding lives.

The purpose of this policy is to serve as a framework for quality indicators and performance evaluation, structured around five core objectives:

- To establish a shared, evidence-informed understanding of quality Learning and Teaching.
- To state clearly the College's high expectations regarding classroom practice.
- To provide a robust framework for teachers to evaluate and refine their own performance.
- To monitor and evaluate the effectiveness of Learning and Teaching across the College.
- To provide Departments with a framework for determining their own subject-specific Quality Indicators.

# 2. Our Aims for Our Students

We prepare our students to flourish in an increasingly digital and globalised world. Our 2026 strategic focus ensures every student is developed to be:

- **Self-Regulated Learners:** Independent individuals who take ownership of their progress by planning, monitoring, and evaluating their own learning.
- **Metacognitive Habitual Thinkers:** Students who utilize retrieval practice to strengthen long-term memory and apply knowledge in unfamiliar contexts.
- **Digitally Literate:** Technologically confident individuals ready for the modern workforce, using tools like Google Classroom and MS Teams for problem-solving and creativity.
- **Confident Communicators:** Numerate and literate individuals capable of articulating complex thoughts with clarity and academic precision.
- **Collaborative Team Players:** Trustworthy, responsible, and capable of functioning as a learning resource for their peers.
- **Ambitious and Resilient:** Motivated individuals who are proud of their cultural heritage while embracing diversity, inclusion, and a global perspective.

### 3. The Learning Environment: Quality Indicators

The DLSC classroom is defined by the quality of relationships and the absolute consistency of routines, ensuring a space where all pupils feel safe, valued, and motivated.

#### Relationships and Routines

- **Greeting the class at the start of every lesson** is a mandatory routine that signals a fresh opportunity to learn and establishes a respectful, calm tone.
- Teachers must model enthusiasm for their subject, utilizing positive, affirming language and body language to build pupil self-efficacy.
- High behavioral and academic expectations must be balanced with active listening and frequent, meaningful praise—"catching them being good."

#### Subject Identity

- **Displays and Environment:** Classrooms must prominently display key vocabulary and subject-specific language.
- **TSPC and Positive Behaviour:** Displays must explicitly support Thinking Skills and Personal Capabilities (TSPC), Assessment for Learning (AfL), and the College's Positive Behaviour policy.
- **Ownership:** Pupil work must be displayed proudly to celebrate success and promote a sense of belonging.

#### Stimulating Resources

- The environment must be clean, organized, and free from graffiti, inviting focus and respect.
- Seating arrangements should be flexible to meet diverse learning needs and facilitate collaborative "Magenta" activities.

### 4. The DLSC Effective Teaching Framework

Effective teaching at De La Salle College is an evidence-informed "subtle art." It is defined as instruction that promotes deep learning, motivation, and measurable progress for every pupil.

Mandatory requirements for effective delivery include:

1. **Deep Subject Knowledge:** Teachers maintain up-to-date, secure knowledge to inform high-quality instruction and exposition.
2. **Adherence to the Four Phase Lesson Plan (4PLP):** Ensuring a clear flow of Introduction, Input, Processing, and Review.
3. **Management of Cognitive Load:** Teachers must be cognizant of the three types of load:

- **Intrinsic Load:** Managing the inherent complexity of the task through sequencing and "chunking."
  - **Extraneous Load:** Removing distractions or redundant information that does not support the learning goal.
  - **Germane Load:** Enhancing the "work" of processing and building mental schemas through varied practice.
4. **Retrieval Practice:** Frequent use of the "Testing Effect" and "Spaced Retrieval" to strengthen long-term retention.
  5. **Adaptive Teaching:** Methodology and expectations must be adapted based on ability, progress, and individual learning needs (Source [15]), ensuring all students are met with realistic yet challenging targets.

## 5. The Magenta Principles

The core premise of the Magenta Principles is: **"In order to make sense of information, children have to do something to/with it."** Teachers must move students from reproducing information to recreating it.

Principle	Classroom Application	Creative Example
<b>Reduce</b>	Filtering information to key elements to ensure students think deeply about purpose.	Reduce a painting to its most significant colours; reduce a text to 5 key words.
<b>Assemble</b>	Piecing together information collaboratively to make sense of a concept.	Carousel activities where groups collect and piece together different components of an experiment.
<b>Arrange</b>	Grouping or ordering information to explore issues and demonstrate thinking.	A "Diamond 9" of most important factors; grouping events by "funny to serious."
<b>Change</b>	Converting information into a different format to ensure deep recreation.	Changing a poem into a line graph; describing a diagram using only text.
<b>Connect</b>	Relating new info to existing knowledge to create "joined-up" thinking.	Mind mapping; drawing analogies between current events and historical knowledge.
<b>Sequence</b>	Methodically ordering information based on a specific logic.	Sequencing pictures from an unfamiliar book to predict the story.
<b>Replace</b>	Substituting words or points while retaining meaning to show deep comprehension.	Replacing key words with pictures or actions; answering a question without using a specific "forbidden" word.
<b>Add</b>	Extending and stretching understanding by building onto existing explanations.	Adding a final chapter to <i>Cinderella</i> ; adding a newly discovered animal to a mammals group.

## 6. Quality Indicators for Effective Questioning

Questioning is used to support formative assessment, identify misconceptions, and drive academic language development.

### Mandatory Protocols: PPPB and Cold Calling

- **Pose-Pause-Pounce-Bounce (PPPB):**
  - **Pose:** Ask a question to the whole class (hands down).
  - **Pause:** Provide deliberate wait time for reflection.
  - **Pounce:** Call on a specific student for a direct answer (no opt-out).
  - **Bounce:** Use that answer to **connect to the next question** (e.g., "Student B, why does that answer make sense to you?").
- **Cold Calling:** Ensuring questioning is inclusive and distributed equitably, avoiding the "first hand up" trap.

### Higher-Order Thinking (Bloom's Taxonomy)

Teachers must use purposeful verbs to push beyond simple recall:

- **Remember/Understand:** *Define, label, paraphrase, summarise.*
- **Apply/Analyse:** *Construct, manipulate, deconstruct, differentiate.*
- **Evaluate/Create:** *Appraise, justify, devise, reconstruct.*

### Great Questioning Habits

- **Mini-Whiteboards:** The most efficient way to identify "Who knows" vs. "Who doesn't" across the entire class.
- **Think-Pair-Share:** Allowing students to articulate thoughts in speech before whole-class sharing.
- **Enquiry Questions:** Use high-level provocations (e.g., "How democratic is Ireland?" rather than "Is Ireland a democracy?").

## 7. Scaffolding and Metacognition

Metacognition involves pupil awareness (**Knowledge**) and **Regulation** (planning, monitoring, evaluating) of their own thinking.

### The Seven-Step Model for Scaffolding

Teachers must follow this evidence-based sequence to support independence:

1. **Activating prior knowledge.**
2. **Explicit strategy modelling.**
3. **Memorising the strategy** (Ensure students have internalized the method before moving on).
4. **Guided practice.**

5. **Independent practice.**
6. **Structured reflection.**
7. **Evaluation of progress.**

## Self-Assessment Techniques

- **Plus, Minus, Interesting (PMI):** Students identify what was easy, what was difficult, and what was interesting.
- **"What would you do differently?":** Developing a critical eye by reflecting on qualitative improvements for future attempts.

## 8. Assessment and Quality Feedback

### The Feedback Loop

DLSC is shifting culture from "Marking" to "Feedback." Feedback is effective only when it triggers a change in the learner's behavior or competence.

"Feedback should be more work for the recipient than the donor." — **Dylan Wiliam**

### Characteristics of Effective Feedback

- **Informative, not Judgmental:** Focus on goals and how to get better rather than norm-referenced comparisons.
- **Avoid "SatNav Syndrome":** Do not give step-by-step directions that allow students to reach the answer without learning the route. Give prompts and clues instead.
- **Feedback as "Detective Work":** Rather than pointing out every error, set tasks that require students to find and correct their own mistakes.

### 2026 Core Strategies

- **Marking for Improvement:** Moving away from numerical scores toward actionable "Missions."
- **Medals and Missions:** Using "Medals" for strengths and "Missions" for forward-looking improvement.
- **Whole-Class Feedback:** Identifying common misconceptions and modeling excellence for the group to minimize workload and maximize impact.
- **DIRT (Directed Independent Reflection Time):** Dedicated, sacred time for students to act upon feedback.

## 9. Blended Learning and Digital Integration

**Google Classroom** and **MS Teams** are integral to the DLSC ecosystem. They are utilized to ensure:

- **Resource Accessibility:** High-quality, media-rich resources are available 24/7.
- **Responsive Feedback:** Progress monitoring that extends beyond the physical classroom.
- **Blended Learning:** Facilitating independent research and the development of digital skills essential for the modern workforce.

## 10. Monitoring, Evaluation, and Review

This policy is reviewed annually to ensure Learning and Teaching remain the core business of the College.

- **Individual Staff:** Implement policy strategies, engage with pedagogical research, and conduct regular self-evaluation.
- **Heads of Department:** Integrate 4PLP, Retrieval Practice, and Cognitive Load Theory into schemes of work. Ensure departmental meetings focus on pedagogical dialogue.
- **Learning and Teaching Team (L&TT):** Acting as pedagogical **evangelists**, the L&TT must research and disseminate best practice with urgency, driving up standards through modeling and staff development.
- **Senior Leadership Team (SLT):** Conduct regular Learning Walks, Book-looks, and Quality Assurance reviews to evaluate the depth and impact of policy implementation.

## 11. Appendix 1: The Four Phase Lesson Plan (4PLP) Model

The 4PLP is a model of good practice designed to ensure students engage deeply with information.

1. **Phase 1: Overview/Introduction:** Creating atmosphere, sharing learning intentions, and stimulating curiosity.
2. **Phase 2: Input/Teaching:** High-quality exposition incorporating **Direct Instruction**, presented in short chunks using multisensory delivery.
3. **Phase 3: Processing/Learning (The Thinking Phase): Mandatory.** Students must actively use **Magenta Principles** to recreate information. This is where Metacognition and Retrieval Practice are actively applied.
4. **Phase 4: Review/Plenary:** Assessing progress and reflecting on *how* they learned. Use techniques like the "Pyramid Plenary."

## 12. Appendix 2: 2026 Evidence-Informed Practice Toolkit

Students and staff are promoted to use the following templates to develop self-regulation:

- **Pomodoro Technique:** For time management.
- **Personal Learning Checklist (PLC):** To track progress.
- **Cornell Notes:** For structured review.
- **Quizzing Template:** For student-led retrieval.
- **Transform Template:** For converting information formats.
- **Connections Revision Template:** For building mental schemas.
- **Revision Clock & Brain Dump:** For timed, active recall.
- **Take 5 Template:** For identifying key figures and facts.