Teaching & Learning Policy

School	Ysgol Treffynnon
Date policy approved and adopted	5th November 2018
Reviewed By	Interim Executive Board
Review frequency	Annually
Next review date	October 2019
Designated Senior Person (DSP)	John Weir

Purpose

To raise standards of achievement for all students.

Teaching and Learning **Policy Statement**

All those associated with Ysgol Treffynnon acknowledge that effective teaching and learning is at the heart of school improvement; in this respect, the school will:

- ensure that highest standards of excellence in teaching and learning are consistent in all lessons for all students of all abilities,

- improve teaching and learning through performance management by providing targeted CPD, by working with others and seeking out and sharing best practice,

- ensure all staff maintain the highest expectations of performance from all students of all abilities in all lessons,

- maximise the level of challenge to all groups of students of all abilities through appropriately differentiated teaching and learning styles, and

- maximise the use of assessment to support students' classroom learning for all groups of students of all abilities in all lessons.

The Governing Body will ensure that all targets are met and, where possible, surpassed.

Introduction

This policy reflects our school's motto of 'Inspire, Challenge, Succeed' and its intention to offer the highest quality of teaching and learning, which will equip students for life and its continued pursuit of excellence in all areas of school life. This policy is also set out in line with the expectations placed on all teachers in the new Professional standards for teaching and leadership in Wales.

The Policy reflects the need for Teaching and Learning to be placed at the heart of school improvement.

Aims:

- to raise standards of both teaching and learning through the continuing investment in high quality and bespoke professional development for all staff,

- to provide a safe, stimulating learning environment for all students and teachers,

- to enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences,

- to provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and, and

- to set high expectations for all teachers to develop their classroom skills to continually raise standards of both teaching and learning.

Teaching

a) Planning and Preparation

Teachers should plan lessons based upon subject schemes of work:

- which provide pace and challenge for all students,

- which use effective questioning to direct and challenge students,

- which allow students to progress in their learning,

- where the objectives are stated clearly,

- which use a clear structure namely, starter, development of learning objective, and plenary, when appropriate,

- which use plenaries to summarise learning, and help students to understand how to improve,

- which challenge students to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application,

- which are differentiated for varying needs by task, resources, outcomes and/or method,

- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the students,

- which actively develop standards of literacy, numeracy and digital literacy through subject content,

- which meet external requirements,

- which are informed, when appropriate, by liaison with feeder primary schools,

- which are enjoyable and interesting, and

- which have high expectations of learning, presentation and behaviour.

b) Teaching styles

Teachers should use a variety of teaching strategies which:

- use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy,

- allow students to learn in their preferred styles i.e. visual, auditory or kinaesthetic,

- provide opportunities for students to work both independently and collaboratively, and which contribute to one another's learning,

- seek to stretch and challenge students' learning,

- develop students' literacy, numeracy, digital literacy, thinking and creative skills,

- use topics which are relevant and within students' experience,

- develop students' employability skills, and

- make appropriate use of technology (blended learning) to enhance learning and skills development.

c) Marking & Assessment (See AMF Policy)

Teachers should:

- assess students' work regularly according to the school's assessment policy,

- use regular assessment in addition to those required through assessment and therapy windows to inform their teaching, to diagnose students' needs, and support students' progress,

- make full use of all available data to inform planning for individual and group learning needs to ensure students are working at their full potential and set targets to achieve this, and which should be used to

- inform parents and appropriate staff within school of students' progress or underachievement through parents' evenings, reports and personal contact where there is a significant concern.

d) Learning Support

Teachers should:

- be aware of the specific learning needs of their students e.g. literacy, Basic Skills Cohort, More Able and Talented by ensuring they read and implement the strategies outlined in the ALN registers and student profiles,

- consult with the ALNCo about the needs of individual students where the strategies outlined in the ALN register appear to be insufficient to enable progress in keeping with a student's target/s,

- work with Teaching Assistants and other adults to ensure students are best supported in their learning, and

- use IEPs as working documents to inform planning and support approaches to student engagement and differentiation.

e) Continuous Professional Development

Teachers should proactively:

- continuously update their subject knowledge and teaching practice in line with both national and school developments and initiatives,

- discuss teaching and learning at Faculty and Staff Meetings in order to share good practice, and

- plan their own teaching and learning CPD programme seeking practical means of developing their skills such as visiting other schools and/or watching colleagues teach in conjunction with their Line Manager and Head of Faculty as a result of the Performance Management process.

Learning

Students should be encouraged to take responsibility for their own learning by:

- being prepared for lessons with the correct equipment,

- completing homework to enhance their learning,

- taking pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work,

- making positive contributions to class discussions,

- follow the School Code of Conduct, and

- asking for help if required.

Monitoring and Evaluation of Quality of Teaching and Learning

Classroom Teachers

Classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development and teaching effectiveness.

This is achieved by:

- monitoring student progress to ensure they achieve well against individual and school targets, prior achievement and similar groups nationally,

- self-evaluation of the quality and success of their own teaching and their classroom management,

- providing students with regular opportunities to evaluate the progress of their learning against personal targets during planned dedicated improvement and reflection time,

- self-evaluation of their subject knowledge and their contribution to the success of school priorities,

- professional networking to share best practice,

- regular peer observations through the school's 'Open Classrooms Programme', and

- self-evaluation of their contribution to the vision and aspirations of the school.

Form Tutors

Form tutors are responsible for contributing to the monitoring and progression and wellbeing of individual students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:

- daily monitoring progress and attitudes of individual students through daily monitoring in form time and liaising with the Pastoral Support Officers,

- encouraging and developing the ability of students to evaluate and take responsibility for their own learning, and

- daily monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance.

Head of Faculty

Heads of Faculty are responsible for the quality and effectiveness of teaching in their subject areas, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:

- evaluating the quality of teaching and learning in their faculty subjects (through lesson observations, learning walks, drop-ins, work scrutiny and the quality of lesson planning) and then cross-referencing this evaluation with the outcomes from each Assessment Point (AP), GCSE mock examinations and end of year exams, to identify and share effective practice and to lead action for improvement.

- ensuring curriculum coverage, continuity and progress for all students through the development of schemes of work (using the school's template), which plan for the development of students' skills, knowledge and understanding.

- establishing and implementing clear policies and practices for ensuring consistency and rigour in assessing, recording and reporting in line with school policy.

- analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. able students, gender groups, C/D students),

- monitoring the quality of students' work by regular sampling of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work and progress against other classes and year groups to ensure quality, consistency and to implement strategies for improvement,

- evaluate the overall quality of teaching in their faculty through performance management, lesson observations and giving constructive feedback, and

- evaluating progress against actions in faculty development plans, in line with the Post Inspection Action Plan, and taking appropriate action to ensure progress is good or better.

Directors of Learning

Directors of Learning are jointly responsible for the monitoring and evaluation of the overall experience of groups and individuals in the school and for identifying appropriate strategies for addressing any concerns

This is achieved by:

- regularly monitoring the progress and potential of the students, and using school generated student data to identify and ensure such targets are met, or modified where progress is poor,

- maintaining an overview of the experience of students in the school by e.g. monitoring detentions, cross-curricular activities and the use of Internal Exclusion and cross reference this with the progress of individual and groups of students,

- monitoring attitudes to learning e.g. attendance and homework and student voice, and

- reporting back to the Senior Leadership Team, IEB, Heads of Faculties and to staff as required on the progress, strategies and the impact of strategies for ensuring progress and addressing needs.

Senior Leadership Team

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They must track progress made on the PIAP. Monitoring and evaluation will follow the school's Quality Assurance (i.e. through Faculty Reviews, classroom observations of teaching and learning, book scrutiny and Performance Management).

Responsibilities

- The Headteacher is responsible for monitoring the performance of members of the School Leadership Team both in the implementation of their roles and responsibilities and their leadership of those they line manage.

Reviews of Teaching and Learning

A comprehensive review of teaching and learning takes place in keeping with the published QA schedule by the Senior Leadership Team to ensure accountability, high expectations, consistency, coherence and challenge; and to ensure the evaluation of progress, impact and effectiveness is robust and informs future strategic planning.

The aim is to:

- evaluate the quality of teaching in line with ESTYN criteria and set targets for improvement,

- identify and share good practice,

- track progress on teaching and learning issues identified in the PIAP,

- identify key aspects of teaching and learning for further development by Faculties and for the whole school and cross-reference these with Faculty evaluations,

- standardise monitoring procedures between and across Faculty including lesson observations and work scrutiny, and

- provide a suitable and effective alternative curriculum to address the goals and aspirations of all students.

Notes

Parts of this policy seem to overlap with other policies – assessment, curriculum, pastoral care, behaviour and quality assurance/self-evaluation. There needs to be complete consistency between all these policies and cross referencing where helpful.