

Ysgol Gymunedol Cefn Hengoed Community School

"If You Believe It, You Can Achieve It!"



Teaching and Learning Policy Polisi Dysgu ac Addysgu

Reviewed/Adolygwyd	July/Gorfennaff 2024
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Teaching and Learning Team

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Teaching and Learning PLC

Vision Statement

Pupils of all abilities at Cefn Hengoed Community School will be given equal opportunities in order to achieve their full potential. The purposes of the curriculum should allow pupils to develop as:

- > ambitious, capable learners, ready to learn throughout their lives
- > enterprising, creative contributors, ready to play a full part in life and work
- > ethical, informed citizens of Wales and the world
- > healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

There is an increasingly powerful body of evidence about the central importance of good teaching to effective learning. The delivery of the 4 purposes will be underpinned by the 12 pedagogical principles as identified by Graham Donaldson in 'Successful Futures'. This means much more than the implementation of a pre-determined repertoire of methods and requires high-quality teachers with a sound understanding of the 'why' and 'how' of teaching as well as the 'what'.

Aims

- to provide a safe, stimulating learning environment for all pupils and teachers;
- to enable pupils 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 that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school;
- to set high expectations for all pupils in order to raise their aspirations; and
- to raise standards of both teaching and learning.

Teaching

a) Planning and Preparation

Teachers should plan lessons:

- which has at its heart Curriculum for Wales, underpinned by the 4 purposes;
- which engage and challenge pupils allowing them to progress in their learning;
- which make use of Bloom's Taxonomy within the lesson aims slide, where the objectives are stated clearly;
- which have a consistent four-part structure, namely starter, development of learning objectives through clear teacher explanation/modelling, pupil activity and plenary;
- which provides pupils with clear success criteria and modelling of expected outcomes;
- which use plenaries to summaries and review learning against the lesson objectives and help pupils to understand how to improve;
- which uses Bloom's Taxonomy to allow pupils 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 pupils;

- which uses Bloom's Taxonomy as a planning tool to provide pace and challenge for all pupils;
- which use effective questioning to direct and challenge pupils;
- which are underpinned by the 8 Reading, Oracy, Writing and Numeracy Behaviours;
- which incorporate cross curricular skills through the school's Literacy, Numeracy, Bilingualism and DCF Policies;
- which meet external requirements;
- which at KS3 incorporate the revised LNF and continue to foster literacy and numeracy skills at KS4;
- which are informed, when appropriate, by liaison with feeder primary schools;
- which are informed by pupil voice;
- which foster good pupil teacher relationships and are enjoyable and interesting.

b) Teaching styles

Teachers should use teaching strategies which:

- embody the 12 Pedagogical Principles;
- ensure that all pupils make good progress;
- allow pupils to work both independently and collaboratively to contribute to one another's learning;
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- use topics which are relevant and within pupils' experience, allowing them to link their learning to their own experience;
- model successful outcomes.

c) Assessment, Recording and Reporting (See Policy)

Teachers should:

- assess pupils' work regularly according to the school assessment policy;
- use analysis of assessments to inform their teaching and support pupils' progress;
- make effective use of assessment for learning techniques, including the modelling of best practice within pupil peer and self-assessment;
- use data and global grading to ensure pupils are working at their full potential and set targets to achieve this; and
- inform parents and appropriate staff within school of pupils' progress or underachievement;
- make effective use of DIRT to 'close gaps' in pupils' knowledge and understanding

d) Learning Support

Teachers should:

- be aware of the specific learning needs of their pupils;
- consult with ALNCO about the needs of individual pupils when appropriate;
- work with Teaching Assistants and other adults to ensure pupils are best supported in their learning; and
- use IEPs/IDPs as working documents.

e) Continuous Professional Development

Teachers should:

- regularly update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss the outcomes from lesson observations with the observer with a view to developing excellence by using WWW/EBI
- discuss teaching and learning at departmental, PLC and staff meetings in order to share good practice; and
- plan their own CPD programme in conjunction with the Line Manager and AoLE Lead/Progress Manager as a result of the Performance Management process;
- take the opportunity to attend the calendared 'drop in' sessions run by the Literacy/Numeracy/DCF Managers to share ideas and discuss good practice.

Learning

Pupils should:

- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning and use their homework diaries to record homework given;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- follow the School Code of Conduct;
- take responsibility for improving their own learning; and
- ask for help if required.

Monitoring and Evaluation of Quality of Teaching and Learning

Classroom Teachers

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

This is achieved by:

- self-evaluation of their subject knowledge and understanding of School Development priorities;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school.

Form Tutors

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

This is achieved by:

- monitoring academic progress and attitudes of individual pupils through academic tracking, giving feedback following twice yearly Academic Reviews and following school examinations;
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance;
- ensuring that mentoring of key pupils is carried out on a regular basis.

AoLE Leads/Progress Managers

AoLE Leads/Progress Managers are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, within the AoLE/department and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils;
- holding regular curriculum pupil voice meetings ensuring that the learners experiences and suggestions on Teaching and Learning are considered;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. able pupils, gender groups, C/D pupils);
- monitoring pupils' work by regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- observing teachers at least annually and giving constructive feedback. This will also inform Performance Management of teachers; and
- evaluating progress of teaching and learning targets in self-evaluation documents, in line with the School Development Plan priorities.

Key Stage Managers

Key Stage Managers' are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress and potential of the year group, and using school generated pupil data to identify and set targets at designated times of year, for specific pupils according to their needs, e.g. underachievement, able pupils;
- maintaining an overview of the experience of pupils in the year group by e.g. monitoring detentions, use of the Inclusion Unit, cross-curricular activities;
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners; liaising with tutors on the delivery of collective worship and PSE;
- monitoring attitudes to learning through e.g. attendance and homework; and
- reporting back to the Senior Pastoral and Leadership Teams and to staff as required in response to need;

Leadership Team

The Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development Plan. Monitoring and evaluation principally takes place through 360° Quality Assurance i.e. department reviews, classroom observations of teaching and learning and Performance Management.

Responsibilities

- The Headteacher is responsible for monitoring the performance of members of the School Leadership Team.

AoLE/Department/Subject Review

These are undertaken through School to School Reviews which involves schools working collaboratively for the improvement of the department/subject/AoLE with a lead external reviewer, normally the department/AoLE Lead from that school. This involves:

- monitoring the effectiveness of leadership and management of the curriculum area;
- analysing performance data and setting targets for improvement;
- giving support and arranging training for development;
- ensuring quality of standards and verifying judgements of middle leaders;
- monitoring teaching and learning through lesson observations and book scrutiny;
 - Involving Pupil Voice and Governors in outcomes;
 - Generating an action plan following review feedback.

Reviews of Teaching and Learning

A comprehensive review of teaching and learning takes place annually by the Leadership Team in order to gain a snap shot of standards. On-going reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with ESTYN criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School Development Plan;
- identify key aspects of teaching for development by AoLEs/departments/subjects and for the whole school;
- identify and support all staff; and
- standardise monitoring procedures including lesson observations and work scrutiny.