



Learning and Teaching Policy

Date Policy formally approved by Governing Body/Committee:	
Date Policy becomes effective:	
Review Date(s):	
Issue No:	2
Is this Local Authority or School Policy	School
Is this a statutory or recommended policy/document	
Is this a new or a revised policy	Reviewed
Signed (Headteacher/School)	
Signed (Chair of Governing Body / Chair of Committee)	

Member of Staff Responsible: Assistant Headteacher

Rationale

Students of all abilities at Ysgol Clywedog will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles. School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning.

It is the responsibility of all staff and students to evaluate their own performance. By knowing and understanding how staff and students are performing, staff at all levels can enhance and share strengths and identify potential for improvement.

Aims

1. to provide a safe, stimulating learning environment for all students and teachers;
2. to enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences;
3. to provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge students, whilst also equipping them with the skills required for lifelong learning;
4. to set high expectations for all students in order to raise their aspirations and confidence as independent learners; and
5. to raise standards of both teaching and learning.

Teaching

a. Planning and Preparation - teachers should plan lessons :

- which follow the department Learning Plans
- which allow all students to progress in their learning based on their prior experience
- where the expected outcomes are stated clearly and shared with students;
- which use clear pedagogical strategies to support student progress;
- which allow 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 include appropriate homework tasks to enhance learning;
- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the students;
- which provide pace and challenge for all students;
- which use effective questioning to direct and challenge students;
- which incorporate the school's Policies for the development of Key and Basic Skills;
- which develops the Curriculum Cymreig, Global Citizenship and Sustainable

Development and other Cross-Curricular themes;

- which meet external requirements;
- which are enjoyable, interesting and stimulate self-motivation;
- which are designed to ensure all can learn without distraction.

b. Teaching styles - teachers should use teaching strategies which:

- allow opportunities for students to learn in their preferred styles and methods;
- allow students to work both independently and collaboratively, and which contribute to one another's learning
- use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policies.
- use topics which are relevant and within students' experience;
- use others to deliver the lessons (e.g. other students, support staff, external agencies);
- which take account of the individual's abilities and personality.

c. Assessment, Recording and Reporting - teachers should:

- assess and feedback on students' work according to the school assessment policy;
- share assessment data with students to inform them of their progress and support them in setting their own targets;
- use analysis of assessments to inform their teaching and support students' progress;
- use data to ensure students are working at their full potential and set targets to achieve this;
- inform parents and appropriate staff within school of students' progress or underachievement;

d. Inclusion - teachers should:

- be aware of the specific learning needs of their students e.g. literacy, dyslexia, gifted and talented and social, emotional and behavioural difficulties;
- consult with SENCO and inclusion staff about the needs of individual students when appropriate;
- work with attainment tutors and other adults to ensure students are best supported in their learning;
- use IEPs as working documents to support lesson planning and delivery;
- ensure that work is sufficiently differentiated to overcome any barriers to learning.

E Continuous Professional Development - teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at subject meetings in order to share good practice; and
- plan their own CPD programme in conjunction with their line manager and professional development coordinator as a result of the performance management process.

Learning

students should:

- be prepared for lessons with the correct equipment and attitude for learning;
- complete homework to enhance their learning;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work, where appropriate;
- make positive contributions to class discussions;
- follow the School expectations;
- take responsibility for improving their own learning;
- ask for help if required;
- ensure they respect the rights of others to learn.

Monitoring and Evaluation of Quality of Teaching and Learning

Subject Teachers

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

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- monitoring student 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 students in their tutor group and for providing support and advice to those students, both socially and academically.

This is achieved by:-

- monitoring academic progress and attitudes of individual students through academic tracking
- encouraging and developing the ability of students to evaluate and take responsibility for their own learning;
- monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance;
- providing appropriate activities, including a daily act of collective worship, for students during form periods that set the tone for the rest of the working day;
- provide the necessary pastoral care to ensure that there are no barriers to learning.

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved, via Learning Plans, by:

- evaluating the Learning Plans and assessments within their subject, 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 students;
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement;
- 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 students' work by planned sampling of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and Year groups to ensure quality, consistency and to implement strategies for improvement;
- observing other teachers regularly and giving constructive feedback. This will be in conjunction with the performance management process;
- evaluating progress of teaching and learning targets in response to the assessments in the learning plans, discuss progress to the leadership team.

Progress Managers

Progress 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 BAP and Attendance student data to identify and set targets for specific students according to their needs.
- maintaining an overview of the experience of students in their year group by e.g. monitoring the number of detentions, use of the referral room, cross-curricular activities;
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners;
- monitoring attitudes to learning through e.g. attendance and homework;
- ensuring that pastoral care removes the barriers to learning;
- reporting back to the senior management team, governors and to staff as requested.

Senior Management Team

The senior management team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They will, through their role as subject link, and through half-termly departmental reviews:-

- track progress made on the SIP;
- monitor and evaluate teaching and learning;
- monitor the effectiveness of leadership and management of their curriculum area;
- analyse performance data and set targets for improvement;
- give support and arrange training for development;
- ensure quality of standards and verify judgements of middle leaders.

Reviews of Teaching and Learning

A comprehensive review of teaching and learning will take place annually in order to gain a snapshot of standards. On-going reviews take place to focus on particular issues or to support where the need for development has been identified. Members of the senior management team will undertake a rolling programme of subject and pastoral inspections.

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with criteria and set targets for improvement;
- track progress on teaching and learning issues identified in the School Improvement Plan;
- identify key aspects of teaching for development by departments and for the whole school;
- identify and support teachers' areas for development;
- standardise monitoring procedures including lesson observations and work scrutiny, through paired observations.