

**COLEG CYMUNEDOL  
Y DDERWEN**

Teaching & Learning Policy

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### Teaching & Learning Policy

Policy written by:	J James
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#### Introduction:

Teaching & Learning is central to the whole school and is a shared commitment by all stakeholders. At CCYD we recognise that education involves learners, parents, staff, governors, the community and the local authority, and that for optimum benefit all should work closely together to support the process of learning. The School is fully committed to ensuring that we effectively embed Teaching & Learning and Professional Learning as an SLO (School as a Learning Organisation). A shared vision is centred on the learning of all learners at CCYD. Working in partnership, we aim to:

- provide a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community;
- recognise the needs and aspirations of all individuals and provide opportunities for all learners to make the best possible progress and attain the highest personal achievements;
- ensure learners can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum;
- provide rich and varied contexts and experiences for learners to acquire, develop and apply a broad range of knowledge, skills and understanding.

#### Purpose:

The purpose of the Teaching and Learning policy is to outline the expectations that:

- All Teachers reflect on and develop current practice through engaging in professional learning and development.
- All Teachers identify areas of strength and use these to support and develop other staff through professional learning and collaboration.
- The school must ensure that high standards and expectations of teaching and learning are maintained at CCYD.
- The school establishes a culture of enquiry, innovation and exploration.

#### Aims:

- Ensure that high-quality learning and teaching are an integral part of CCYD, raising learners' aspirations, enjoyment of learning and attainment.
- Help all learners to become confident, motivated, resilient and curious learners, who see the value of education to improve their quality of life and support and develop others.
- Help to provide clear guidance to staff on an agreed range of practice and pedagogy, which will promote high-quality learning and teaching.
- It is written for the benefit of all members of the school community to ensure that all are aware of the fundamental principles underpinning our work.
- To focus upon continual raising standards of teaching and learning in the school to inspire and motivate learners and staff.
- To build on the professional learning of all staff and identify and share good practice in learning and teaching across all curriculum areas.
- To develop our range of learning and teaching styles to create an exciting and creative learning culture.
- To provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- To ensure that MAT learners are suitably stretched and challenged and provided with enrichment activities to accelerate their learning.
- To ensure that learners with ALN are suitably catered for with a broad and balanced curriculum and support within the classroom and in planned intervention support strategies.

**Wider school aims/ethos:**

'I CAN'T DO IT YET!' is the core principle of CCYD along with the school motto of 'Taking Pride'. This policy will provide guidance and structure to teaching staff and Learning Support Assistants to ensure learners at our school receive a consistent diet of good teaching which encourages them to challenge and extend themselves.

Further developmental work on teaching and learning pedagogy will take place continuously through the teaching and learning group, CPD and collaboration with other schools to reflect national best practice and emerging best practice. The school is fully committed to developing pedagogy in line with the New curriculum for Wales and works closely with partnerships and primary cluster schools to investigate, develop and implement the 12 Pedagogical Principles within the Teaching and Learning at CCYD.

Professional Learning will continue to be at the core of our PL provision allowing teachers to learn from teachers. Professional Learning is embedded through the development of our whole school coaching culture with one to one support between Teachers. We are fully driven in our commitment in being an SLO (School as a learning organisation).

Teaching & Learning must be at the centre of all formal meetings across the school including departmental, team leaders, SLT and HOC with discussions and areas for development driven through the Teaching & Learning group.

In order to ensure a consistent approach to the start of the lessons at CCYD the Teaching & Learning group have developed a 3 stepped format to the use of the lesson aims. These ideas were trialed by a range of departments and have been shared through the Teaching & Learning newsletter, departmental meetings and staff meetings.

**The use of Aims at the start of lessons at CCYD follows a consistent approach of :**

- Lessons starts with a BIG overarching question
- Aims are clear and incorporate academic vocabulary
- Success criteria follows a 3 tier system showing an increase in the level of challenge

**Consultation:**

Consultation with SLT & Governors to agree curriculum arrangements. Parental consultation via parents evenings, curriculum presentations, and website information.

**Sources, references, legal context:**

Successful Futures report, New Curriculum for Wales.

**Procedures and practice:****Responsibilities**

The Learner

- To embrace the Growth Mindset concept – 'I can't do it yet'.
- A commitment to working individually, independently, in pairs and in groups.
- To engage in and take responsibility for their own learning by participating fully in learning activities in the classroom and beyond
- To reflect upon their own progress towards attainment targets and set interim targets towards achieving these
- To come prepared for lessons with the correct equipment;
- To complete homework to enhance their learning;

- To take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- To make positive contributions to class discussions;
- To follow the School Behaviour Policy
- A willingness to seek and accept guidance or help.

#### The Tutor

- To support learners in setting challenging targets and strategies for meeting these through the mentoring and tracking procedures
- To encourage learners to reflect upon their own learning and how they can best engage in their own learning and progress
- Monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance.

#### The Subject Teacher

- To plan lessons which take into account prior attainment, specific learning needs and different learning styles in order to allow all students to access the curriculum
- To provide reflective opportunities within the lesson in order to allow students to consolidate their learning and to reflect upon the cognitive process
- To ensure that students make progress during lessons using accurate and appropriate assessment techniques
- To use questions which provide stretch and challenge to all learners
- To be committed to learning themselves as reflective practitioners who strive to keep up to date with knowledge and pedagogy
- To manage behaviour to ensure that the learning environment is safe and sound for learning
- Have high expectations of all students

#### Team Leaders

- Complete an annual teaching and learning evaluation to evaluate the teaching of their subject, and the planning of lessons and use this analysis to identify and share practice and to lead action for improvement;
- Ensure curriculum coverage, continuity and progress for all learners;
- Establish and implement clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvements in line with whole school policies;
- Analyse and interpret 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. MAT learners, gender groups, C/D students);
- Monitor learners' work through work scrutiny: regular sampling of homework, classwork, student responses and attitudes in order to make a comparative evaluation of learners' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- Observe teachers in accordance with the school policy and give constructive feedback. This will also inform Performance Management of teachers; and evaluate the progress of teaching and learning targets in departmental improvement plans, in line with School Improvement Plan.

#### Heads of College

- Heads of College are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their college:

#### **This is achieved by:**

- Monitoring the progress and potential of the year group, and using school generated learner data to identify and set targets at designated times of year, for specific learners according to their needs, e.g. underachievement, MAT, ALN, CLA etc;
- Maintaining an overview of the experience of learners in the year group by e.g. monitoring detentions, use of the Phoenix Centre, cross-curricular activities etc.
- Monitoring the work of tutors and quality of tutor time, e.g. checking of planners; liaising with

tutors on the delivery of Thought of the Week and other tutor activities.

- Monitoring attitudes to learning through e.g. attendance and homework.
- Reporting back to the SLT and to staff, as required, in response to need.

**The Teaching and Learning Group** (voluntary group of teaching staff - Representation from ALL departments)

- To research, trial and develop good practice and new innovation in varied strategies for teaching and learning
- To develop all policies and practice
- To disseminate good practice amongst colleagues both formally and informally at meetings and through delivery of staff training as part of the Professional Learning programme
- To lead in the development of the coaching culture at CCYD

**The Leadership Team - SLT**

- To provide and evaluate the provision of staff training through a planned comprehensive PL programme within the school to enhance their knowledge of and practice in employing appropriate and effective teaching and learning strategies
- To encourage the sharing and dissemination of resources and good practice across different curriculum areas
- To ensure that parents are kept informed of how they might support their learners in developing their skills
- To support liaison between partner primary schools to allow progression in learning and skills from Year 6 to Year 7.

## Teaching

In summary, teachers should plan lessons:

- Which consist of the 10 components of a CCYD lesson
- Which engage learners.
- Which set clear Aims based on the 'BIG ideas' question approach and incorporate a clear success criteria which encourages an increased level of challenge.
- Which enable learners to progress in their learning.
- Which encourage and develop a growth mind-set, resilience and promote curiosity.
- Which have clear aims and learning outcomes.
- Which are differentiated for varying needs by task, resources, outcomes and/or method.
- Which provide pace and challenge for all learners.
- Which use effective questioning to direct and challenge learners.
- Which enable learners to develop higher order thinking skills such as creativity, analysis and problem-solving.
- Which are informed by a clear understanding of the requirements of external bodies such as examination boards.
- Which are informed by a clear understanding of learners' prior attainment.
- Which allow learners to work in a variety of ways including independent and collaborative working.
- Which use plenaries to summarise learning, and help learners to understand how to improve;
- Which use stimulating resources including use of ICT which are differentiated as appropriate to the learners;
- Which are underpinned by the 8 reading, writing, numeracy and oracy habits;
- Which incorporate the school's Literacy and Numeracy procedures to allow students to develop high standards of literacy and numeracy development including Think on! Write on!
- Lesson starters to be contextualised and develop literacy and numeracy skills.
- Use support staff effectively to facilitate learning.

- Follow a sequence of lessons that are informed by the programme of learning
- Mark in accordance with the assessment & marking policy particularly with reference to marking for literacy only using the agreed symbols for SPAG marking. (SPSS)
- Teachers are provided with planners and a reflective journal to support teaching and learning. All teaching and learning documents are available on google drive in the teaching and learning section.

### Professional Learning :

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives,
- Discuss teaching and learning at all meetings in order to share good practice,
- Plan their own PL programme in conjunction with their Team Leader and SLT LINK as a result of the Performance Management process.
- Be aware of the professional teaching standards and ensure they are engaged in identifying the aims and priorities of their own professional learning.
- Reflect on current practice by completing the reflective journal, keeping a record of targets and supporting documentation.

### Cover Lessons

The Teaching and Learning policy applies equally to cover lessons. To support this, teachers should set work for any planned absence, and in so far as possible for any other absence, that includes the following.

- Clear, stated learning Aims.
- Activities, which can support chunking, and behaviour for learning.
- Activities, which are suitable, and accessible, to all students.
- Assessment for learning opportunities and strategies.
- If the class are in a seating plan this could also be left.

### Lesson Observations

The teaching and learning group have established the purpose of our lesson observations:

- Monitor standards: self-evaluation
- Professional entitlement/professional learning
- Effective team-working
- To support each other
- To plan all CPD opportunities
- Observations become more than a snap-shot and are based not just on the observed lesson but performance over time, listening to learners, progress of learners, books, group over views
- To show us what our learners are getting on a normal day
- It is not a performance

### Procedures

- This policy sets out clear procedures on the observation and evaluation of teaching and learning and these would have been agreed by the teaching and learning group and all other staff
- There will be three observations a year and these have a developmental nature rather than being purely judgemental. One of these will be formal and linked to Performance Management Objectives involving SLT and the TL (Autumn Term). The spring term observation will be linked to a key focus of the SIP and developed by the Teaching & Learning group. This will take the form of a 'Learning Walk' and will be non judgemental and focus on pedagogy. The summer term will involve the participation of shared good practice through Teacher host sessions. These will involve the sharing of pedagogy in Teaching and Learning strategies. Every department is expected to participate in this and this will form part of the professional development of Teaching staff through sharing good practice.
- All formal lesson observations will be completed in pairs to ensure consistency and will follow a consistent success criteria format using a detailed rubric based around the key factors of

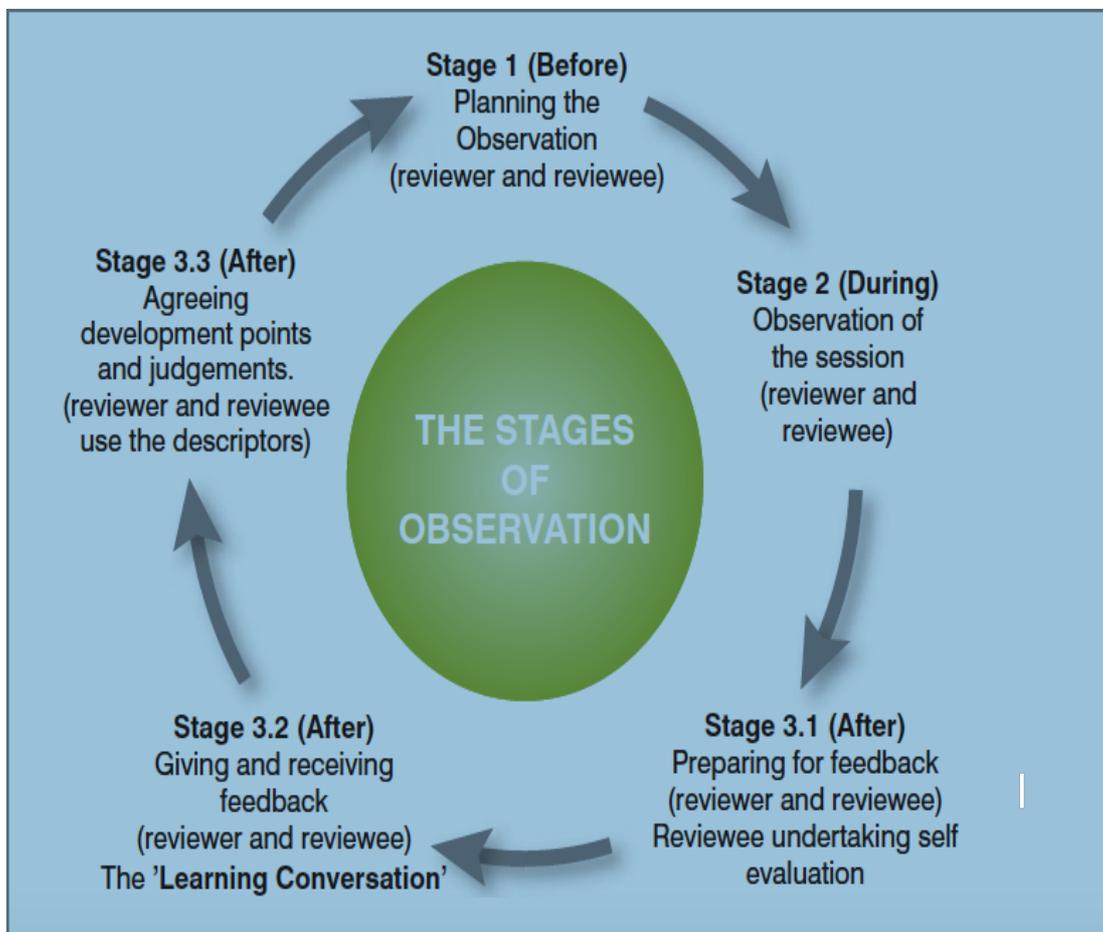
effective learning and teaching such as engagement and pace. One proforma is completed during the observation by the observer which identifies the strengths of the lesson and follows the guidance from the rubric. The other proforma is completed during the feedback session with the observee and is a reflection of the lesson and builds on next steps and agreed points for development.

- There is a shared understanding that observations are part of PL and Performance Management entitlement

## The Observation

To improve teaching and learning development we have five stages:

1. Planning the observation
2. Observation of the session
3. Preparing for feedback
4. Giving feedback - The 'Learning Conversation'
5. Agreeing development points



5. Agreeing development points

### Stage 1 - (Before) - Planning an Observation

With the teacher, the observers should:

- Agree the learning session to be observed;
- Agree the particular focus for the observation;
- Share the learning outcomes and any specific, relevant background to the session (for example, is it in a sequence of sessions, the roles to be played by other adults);
- Share any learner specific information via the group overview/seating plan

- Agree the date, time and duration of the observation;
- Agree the date and time for the feedback and who it will be to;
- Discuss and consider any appropriate secondary evidence sources in order that they can contribute to the observation process.

These are:

1. Sampling learners' work [books and assessment tasks]
  2. Gaining the views of learners about their learning experience
  3. Analysis of data such as test results/mock exams etc.
- It is important that these sources should not be seen as independent or isolated, either from each other or from observation, but rather as interdependent and integrated. Taken together they give a much more rounded and robust evidence base from which to make judgements.

Above all, it must be agreed that the outcome will be developmental and used to contribute to overall improvements for learners, teachers and teaching and learning support assistants alike.

### Observers should:

- Avoid an intrusive style, be sensitive to the teacher and the learners;
- Maintain concentration on the agreed focus of the observation; observe how learners respond, through written and verbal responses, to the teaching and opportunities for learning provided;
- Talk with as many learners as possible, asking questions to help substantiate evidence from secondary sources and ascertain what they have learnt;
- Limit discussions with individual learners so that they are able to complete their work;
- Record as much evidence as possible about the agreed focus, which will be used during the feedback.

#### Stage 3.1 [After] – Reflection and Preparing for Feedback

- The observers will need to take time to reflect on the evidence gathered during the observation and the progress made by learners
- The reviewee must complete their own reflection sheet and be encouraged to be reflective about the session so that they play a full part in the learning conversation.
- The feedback from an observation should be a shared experience between those observing and those being observed. The Framework provides a common structure and criteria for professional dialogue, using the descriptors to inform the completed observation record. At this time further secondary sources of evidence may be examined to further inform any other relevant feedback.

#### Stage 3.2 The Learning Conversation – Giving and Receiving Feedback

- After the session, the teacher reflection record should be compared with the observers' records and be compared with relevant descriptors. Through dialogue and consideration of the evidence, the observers and teacher will agree a 'best fit' between what was observed and the descriptors and this will determine what is recorded and agreed
- If there is any difference between the outcomes for teaching and for learning the effectiveness of learning should be dominant, as the key to any session is what has been learned

#### Stage 3.3 - Agreeing Development Points

- Development priorities arise where impact was not as effective as it might have been in key aspects of the session. These will be the agreed areas for improvement for future learning sessions. It may be that a future observation will focus only on these aspects, with a view to judging whether practice in these aspects has improved.
- Using the outcomes from observation it is important for the school to provide appropriate training, coaching and modelling and not just "expect improvement". Thus the information from observations should be used to inform professional development (CPD) programmes at whole school level, for individuals and groups.
- Outcomes should help to identify possible priorities for the School Improvement Plan.

*If elements of the lesson were adequate or unsatisfactory CPD procedures and intervention must be planned in accordance with the school policy.*

## Reviews/Monitoring of Teaching and Learning

The aim is to:

- Identify and share good practice;
- Evaluate the quality of teaching in line with agreed 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; and standardise monitoring procedures including lesson observations through paired observations

Department/Head of College Standards Review Meetings

Three times a year the Headteacher meets each Team Leader and Head of College with the aim of:

- Monitoring the effectiveness of leadership and management of their 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;
- Ensuring the quality of teaching and learning.

Sharing Good Practice

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its professional learning programme and informally on a day to day basis) the importance of pooling the wealth of expertise across the school.

Effective practice is shared in a number of ways which includes:

- Teaching & Learning Group
- CPD – the in-house programme
- Teaching & Learning and Curriculum newsletter (termly)
- Reflective journals
- Observations – formal and informal
- Professional dialogue
- Departmental meetings
- SLT link meetings

### Other documents and appendices:

Links to : Careers policy, Curriculum Policy, PSE/H&WB Policy, Assessment and Marking Policy