




Teaching & Learning Policy

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CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.

Teaching & Learning Policy

Introduction:

High quality teaching & learning is central to the CCYD whole school ethos and is a shared commitment by all stakeholders. At CCYD we recognise that education involves learners, parents and carers, 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.

CCYD Vision: CCYD aspires to empower our community to be collaborative, resilient and reflective individuals who have the self-confidence to embrace challenge.

Working in partnership, we aim to realise our CCYD school vision in the following ways by:

- Ensuring that we effectively develop the 4 purposes in all of our learners through a wide range of learning experiences across all curriculum areas.
- Ensuring that learners become confident and competent in the 3 core skills of literacy, numeracy and digital competence and also in the development of their integral skills.
- Providing a supportive, positive, healthy, caring and safe environment, which has high expectations and values all members of the school community.
- Recognising the needs and aspirations of all individuals and providing opportunities for all learners to make the best possible progress and attain the highest personal achievements.
- Ensuring learners can develop as literate, numerate and technologically competent individuals, within a broad, balanced, exciting and challenging curriculum.
- Providing 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 which develops and improves teaching and learning.
- 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.
- All teachers follow the guidance of the '10 Components of a CCYD Lesson' when planning and delivering lessons.
- Teachers ensure that the 4 purposes are central to all planning and delivery in line with the CfW.
- This policy is to be used in conjunction with the *Assessment, Progression and Marking Policy* and the *Curriculum Policy*.

Aims:

The aims of the Teaching and Learning Policy at CCYD are to:

- Ensure that high-quality learning and teaching are an integral part of CCYD, raising all 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 underpinned by 'The 10 Components of a CCYD Lesson'.

- Ensure that 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.
- Focus upon continual raising standards of teaching and learning in the school to inspire and motivate learners and staff.
- Build on the professional learning of all staff and identify and share good practice in learning and teaching across all curriculum areas.
- Develop our range of learning and teaching styles to create an exciting and creative learning culture that develops the 4 purposes.
- Provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- Ensure that MAT learners are suitably stretched and challenged and provided with enrichment activities to accelerate their learning.
- 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.
- Ensure that RADY approaches are used in teaching and learning to enable 'Challenge for All' underpinned by challenging lesson aims which all learners are supported in achieving.

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 teachers and learning support staff to ensure learners at our school receive a consistent diet of good teaching which encourages them to challenge and extend themselves. Developing the 4 purposes is intrinsic to all learning experiences and central to all teachers planning.

Further developmental work on teaching and learning pedagogy will take place continuously through the teaching and learning group, professional learning 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 Curriculum for Wales. Teaching and learning strategies are consistently adopted across the school following extensive research and resource development by the T&L group and these are driven by the '10 components of a CCYD lesson'. These are made explicit in the school IP and at departmental level in all IPs.

'The 10 Components of a CCYD Lesson' form the framework for expectations within all lessons at CCYD and these are used to support planning within our lesson planning format, Programmes of Learning (POLs) and in our lesson review procedures and learner book reviews which are quality assured at all levels. We also use the 10 components to drive our teaching and learning research focus as part of our improvement planning.

Professional learning will continue to be at the core of our teaching & learning development 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). Our SLO progress is carefully planned and integral to our improvement planning with an annual review carried out by the AHT for Teaching & Learning and Curriculum Development each spring term. We have a clear and detailed Professional Learning Policy in place which outlines the support and provision for PL at all levels. (See CCYD policy-*Professional Learning*)

Teaching & learning discussions must be at the centre of all formal meetings across the school including departmental, Team Leaders, AOLES, SLT and Pastoral Leaders with priorities and areas for development driven through the Teaching & Learning group. All lessons at CCYD should follow the same consistent format for the start of the lesson using Aims, Big Questions (which can overarch a series of lessons) and speedy starters which are literacy or numeracy based.

As we are a RADY school we apply the ethos of 'You can all do these things but some of you will need support in getting there' when we deliver our aims and success criteria to our learners to enable 'Challenge for all'.

Teaching and Learning support for ALN learners at CCYD:

Teaching learners with ALN is a whole school responsibility for every class teacher. It is important that all staff understand the barriers to learning and how to overcome these. It is important that we understand how to address the diverse needs of all learners through our inclusive practice. Teaching staff need to be aware of the specific, individual needs of every learner in their class and this needs to be demonstrated via group overviews and daily practices. Our Programmes of Learning need to address ways to increase learner engagement for all learners especially those with ALN. This could be via a scaffolded or tiered approach and in line with CFW and a person centred approach; through for example being given a choice of how they can demonstrate what they have learnt, whether this be written, or through the use of short videos or multimedia presentations.

Principles of progression

The Curriculum for Wales guidance articulates clearly the principles of progression for learners and how they must be embedded in learning and teaching. Progression in learning is a process of increasing sophistication, rather than being about a body of content to be covered. Progression is not linear and different learners are likely to progress in markedly different ways. Assessment, built into our school curriculum, should recognise this and allow for a variety of diversions, stops and spurts in a learner's journey.

Tracking progress of a learner with ALN doesn't necessarily have to be done in a linear way. The important information to capture should be based on their individual learning journey, regardless of where they are on the continuum. By getting to know the learner using person-centred practice, we should get to know our learners' capabilities, and wishes. This allows for the teacher or support staff to really understand a learner's individual progress and what they are achieving.

AiL fits the methods of person-centred practice when educating learners with ALN. This form of assessment allows us to understand a learner and their needs.

Differentiation:

We need to remember that successful inclusive practice is dependent on the use of purposeful differentiation. Differentiation is necessary because of differences in aptitude, interest and motivation in all groups. Staff are aware that differentiation should be used to ensure that all learners in the class/group can participate in lessons. Differentiation is about communicating to all learners within a group. Differentiation is a key priority as part of our School Improvement Plan.

All teachers are teachers of ALN learners who may be placed within mainstream classes or in our MLD provision classes. Our MLD learners have the identical curriculum to mainstream in KS3 but are taught in their own class so that teachers can adapt learning and provision to suit their needs. In KS4 The MLD class has an adapted curriculum which enables them to access a wide range of GCSE and BTEC qualifications along with the Vocational Skills suite of qualifications which are more practical and vocational based.

Class Teachers are responsible for developing a differentiated approach for all of their classes and are expected to produce their own differentiated materials, although the ALN department is available to provide advice and will assist wherever possible. Opportunities for support are provided through the school's PL programme with continual development of differentiation in relation to awareness of needs, strategies for support, implementation and progress tracking. Teachers are expected to identify those individual learners with ALN using the ALN register and OPPs and to outline their needs and support strategies within their Group overview.

Differentiation is applicable in all lessons. Differentiation has a broad meaning, because it includes any way in which modifications are made to the content, presentation, environment

or expectations of teaching and learning. It can range from something which has been carefully planned, for example a specific activity, but it can also be something that occurs in the moment, such as a learner's response to teaching. Differentiation can occur on many levels – it can be resource-intensive, for example using a learning support assistant to support a particular learner or it can be low-key and inexpensive, for example rephrasing a question to make it simpler for learners.

Core Values for Differentiation at CCYD:

- Effective differentiation is synonymous with high quality teaching.
- Differentiation is not a mechanical exercise; it is an embedded ethos. It is about how modifications are made to the content, presentation, environment and our expectations of learning and teaching.
- Differentiation is about the choices teachers make during all three phases: planning, teaching and assessment.
- Fundamental is knowing the individual learners and ensuring effective teaching and learning strategies are implemented to maximise potential and allow progress.
- Learners are given the same aim but teachers allow opportunities for stretch, challenge and support.
- It is the removal of barriers to learning.
- Differentiation allows for Growth Mindset and Resilience.
- Teachers should feel confident to intrinsically adapt to the different needs of the individual learners and feel supported to do so.
- A variety of questions are used and adapted to assess, support and challenge.
- Resources are adapted to support the diversity of the learners in the classroom, including the use of LSA's/LSO's.
- Teachers are still able to build relationships despite how much time they are given.

Differentiation may involve:

- Preparing differentiated tasks for the class
- Effective seating plans
- Allowing for differentiation by outcome
- Making use of in-class support
- Reinforcing learned concepts by setting additional homework
- Adjusting the amount of classwork / homework given according to ability
- Specialist differentiation for learners with visual impairment; or motor skills impairment.
- Activities that involve higher order skills for more able learners.
- Use of exemplar work and examples
- Simplifying our instructional language and making tasks clear and easy to understand
- Setting a range of challenging tasks for learners e.g. accuracy and precision tasks etc

These need to be evident in our POL and planning but more importantly through our vision and ethos.

Procedures and practice in teaching & Learning:

Responsibilities:

The Learner

- To embrace the *Growth Mindset* concept of – 'I can't do it yet'
- To develop the 4 purposes which will equip them for life
- 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 and any feedback they have and use FIT time to improve their work
- To come prepared for lessons with the correct equipment
- To complete independent work 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 take responsibility for their own progress by reflecting and responding to feedback and constantly improving their work
- To make positive contributions to class discussions
- To follow the *School Behaviour Policy*
- To have a willingness to seek and accept guidance or help

The Form 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.
- To support the wellbeing of their learners including delivering DACW programmes that focus around Health & Wellbeing and RVE learning.

The Subject Teacher

- To plan lessons which take into account prior attainment, specific learning needs and different learning styles in order to allow all learners to access the curriculum.
- To prioritise the development of the 4 purposes in learners when planning lessons.
- To plan within the framework and guidance of 'The 10 Components of a CCYD Lesson' using the whole school procedures and planning guides.
- To provide reflective opportunities within the lesson in order to allow learners to consolidate their learning and to reflect upon the cognitive process in order to make progress.
- To ensure that learners make progress during lessons using accurate and appropriate assessment techniques and Assessment in Learning (AiL) in line with the *policy for Assessment, Progression and Marking*.
- 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 the Curriculum for Wales, knowledge and pedagogy by embracing professional learning opportunities.
- To manage behaviour to ensure that the learning environment is safe and sound for learning.
- Have high expectations of all learners including those with ALN, vulnerable or disadvantaged learners.

Strategic Leads, Team Leaders and AOLE Leads

- Develop annual improvement plans for the AOLE/department which develop teaching and learning in line with school priorities and regularly monitor and evaluate these in line with the schools evaluation cycle
- Quality assure the teaching and learning provision within their AOLE/department through standards reviews, T&L reviews, learner book reviews and POL QA and use this analysis to identify and share practice and to lead actions for improvement within the IP.
- Ensure curriculum coverage, continuity and progress for all learners working with the AOLE/department and the cluster to build a broad, balanced and progressive curriculum.
- Establish and implement clear policies and practices for assessing, recording and reporting on learners progress and setting targets for further improvements in line with whole school policies.
- Analyse and interpret data on learners' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual learners and key groups of learners.

- Monitor learners' work through learner book reviews (LBRs) and learner voice with regular sampling of homework, classwork, learner voice responses and attitudes in order to make a comparative evaluation of learners' work against other classes and year groups. This process will ensure quality, consistency and to implement strategies for improvement. The LBR annual cycle outlines points at which this takes place in the school calendar.
- Review teachers' lessons in accordance with the school policy and give constructive feedback. This will also inform the performance management of teachers; and evaluate the progress of teaching and learning targets in departmental improvement plans, in line with the School Improvement Plan.
- Support teachers within their department or AOLE to improve using agreed actions where development is identified through quality assurance reviews.
- To work along with the rest of the Leads in the AOLE and with cluster colleagues to embed the AOLE cluster vision and devise, review and refine progression maps for T&L.

Pastoral Leaders

- Pastoral Leads are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year group:

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, EFSM, CLA etc.
- Maintaining an overview of the experience of learners in the year group by e.g. monitoring detentions, behaviour management, use of the Phoenix Centre, cross-curricular activities etc.
- Monitoring the work of Form Tutors and quality of tutor time activities, e.g. checking of planners; liaising with tutors on the delivery of DACW 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 and in line with the Curriculum for Wales
- To be ambassadors for excellence in teaching and learning
- To develop all policies and practice for T&L
- To take a lead in producing teaching and learning toolkits with ideas and tips to develop pedagogy
- 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 support staff in embedding the 10 components of a CCYD lesson fully in to all T&L
- To lead in the development of the coaching culture at CCYD

The Leadership Team - SLT

- To line manage all curriculum areas and support in the development and quality assurance of teaching and learning provision in each department to ensure that school policies and procedures are being consistently adopted
- To lead on the quality assurance of teaching and learning through the monitoring and evaluation cycle
- 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 write an annual action plan for professional learning which focuses on T&L along with the PL Lead and T&L Lead

- To encourage the sharing and dissemination of resources and good practice across different curriculum areas
- To ensure that parents/carers are kept informed of how they might support their learners in developing their skills
- To support liaison between cluster primary schools to allow progression in learning across the cluster in each AOLE

Planning for Teaching

Teachers should plan lessons that:

- Consist of the 10 components of a CCYD lesson and fully embrace the Curriculum for Wales.
- Effectively engage all learners.
- Set clear Aims and incorporate a clear success criteria which encourages a level of 'challenge for all' with scaffolding for those who need it.
- Enable ALL learners to progress in their learning.
- Use speedy starters which are contextualised and develop literacy/numeracy skills.
- Encourage and develop a growth mind-set, resilience and promote curiosity.
- Are differentiated for varying needs by task, resources, outcomes and/or method.
- Provide pace and challenge for all learners.
- Use effective questioning to direct and challenge learners integrating constant AiL into all lessons.
- Enable learners to develop higher order wider skills such as creativity, critical thinking and problem-solving.
- Are informed by a clear understanding of the requirements of external bodies such as examination boards.
- Are informed by a clear understanding of learners' prior attainment.
- Allow learners to work in a variety of ways including independent and collaborative working.
- Use plenaries to summarise learning and assess progress, and help learners to reflect and understand how to improve.
- Use stimulating resources including use ICT which are differentiated as appropriate to the learners.
- Are underpinned by the reading, writing, numeracy and oracy habits.
- Incorporate the school's literacy, numeracy and DCF procedures to allow learners to develop high standards of core skills including Think on! Write on!
- Ensure that support staff are effectively used to facilitate learning.
- Follow a sequence of lessons that are informed by the programme of learning.
- Assess in accordance with the *Assessment, Progression and Marking* policy particularly with reference to marking for literacy only using the agreed symbols for literacy marking.
- Encourage learner reflection and response time for assessment in learning using FIT.

All teaching and learning documents are available on google drive in the teaching and learning section within Whole School Documents.

Professional Learning :

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives, including that of their own role, the school improvement plan and national priorities.
- Discuss teaching and learning at all meetings in order to share good practice.
- Plan their own PL programme needs 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.

- Engage in professional learning opportunities in reviewing lessons, learning walks, LBRs, INSET sessions, network groups and sharing pedagogy.
See THE Professional Learning Policy.

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 learners
- Assessment in learning opportunities and strategies where appropriate
- If the class is in a seating plan this could also be left for the cover teacher

Quality Assurance/Monitoring of Teaching and Learning:

The aim of the quality assurance of teaching and learning is to:

- Identify and share good practice
- Evaluate the quality of teaching in line with agreed criteria and set targets for improvement using T&L reviews which evaluate T&L and ensures that the 10 components of a CCYD lesson are embedded across the school
- Track progress on teaching and learning issues identified in the Whole School Improvement Plan.
- Identify key aspects of teaching for development by departments in the IP and for the whole school
- Use T&L reviews, Learner book reviews and POL QA and Learner Voice to evaluate and monitor the quality of teaching and learning
- Identify and support teachers to develop their practise to ensure high quality teaching & learning
- Standardise monitoring procedures including lesson reviews via paired reviews and consistent procedures which are adopted by all
- Ensure robust procedures are in place for monitoring of assessment, progression and marking

Standards Review Meetings:

The Headteacher meets each Strategic Lead/Team Leader in standards review meetings 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 Best Practice:

Sharing best 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 across the staff at CCYD which includes:

- Teaching & Learning Group
- PL – In house programmes and research groups
- INSET day training led by members of the T&L group
- Department and AOLE groups
- One to one coaching
- T&L toolkits (working documents)
- T&L reviews and Learner Book Reviews – formal and informal

- Professional dialogue
- SLT link meetings

Lesson T&L Reviews

The teaching and learning group have established the purpose of our lesson T&L review which is to:

- Monitor standards and support self-evaluation through effective quality assurance
- Ensure that the 10 components of a CCYD lesson are driving the T&L
- Support professional entitlement/professional learning
- Build effective team-working
- Support each other and build best practice
- Plan for further PL opportunities, individually and whole school
- To show us what our learners are experiencing in their learning across the curriculum

Quality Assurance of Lessons - T&L Reviews

This policy sets out clear procedures on the review 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 two reviews 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 either the SLT and the SL/TL along with a member of the department which provides the department members with a PL opportunity (During the Autumn Term).
- The spring term review will be linked to the '10 Components of a CCYD Lesson' 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. These will also be conducted in pairs.
- All formal lesson T&L reviews 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. The rubrics have been developed using the pedagogy professional standards criteria alongside our 10 components of a CCYD lesson.
- During the reviews learners can be asked about their learning experiences, this will support the reviewers in completing their feedback on the lesson based around the 10 components from the learner perspective
- The rubrics are reviewed and amended annually as our teaching and learning practices evolve and we develop new priorities based on whole school/learner needs. One Lesson review proforma is completed during or shortly after the review by the reviewer/s which identifies the strengths of the lesson and any areas for development following the guidance from the rubrics (**T&L review evidence feedback form**). The other proforma is completed for the post lesson review learning conversation session by the reviewee and is a reflection of the lesson and builds on next steps and agreed points for development (**Teacher self review and reflection form**).
- Lesson review rubrics are used to support feedback and incorporate the pedagogy professional standards for T&L as well as 'The 10 components of a CCYD Lesson'; these enable consistency in evaluating and giving feedback on the reviewed lesson.
- Following reviews the Team Leader/Strategic Lead collates the evaluation findings and quality assures the T&L in the department, this is then shared with the SLT link and forms the overall QA of the whole school T&L completed by the AHT for T&L and the T&L lead.
- There is a shared understanding that reviews are part of Professional Learning and Performance Management entitlement.

The Teaching & Learning reviews (Autumn Term):

All of the procedures for the format of the reviews and documentation are shared with staff prior to each review. These are stored within the Whole school/Teaching & Learning folder. To quality assure and improve teaching and learning development we have five stages in the T&L reviews:

1. Planning the review
2. Review of the lesson carried out by 2 reviewers
3. Preparing for feedback with completion of the *T&L review evidence feedback form* and the *Teacher self review and reflection form*
4. Discussing feedback - The 'Learning Conversation'
5. Agreeing development points

Stage 1 - (Before) - Planning a review

The teacher should:

- Agree the learning session to be reviewed with their reviewers (SL/TL to coordinate with their teams)
- Prepare a lesson plan using the school format
- Share any learner specific information via the group overview/seating plan
- Agree the date, time and duration of the review
- Agree the date and time for the feedback learning conversation with the reviewers
- Discuss and consider any appropriate secondary evidence sources in order that they can contribute to the review process for example learners work or speaking to learners (books and assessments)

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.

Stage 2 - The review

Reviewers should:

- Avoid an intrusive style, be sensitive to the teacher and the learners
- Maintain concentration on the agreed focus of the review; review 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 lesson using the rubrics to support commentary, this is completed on the T&L review evidence feedback form by the reviewer/s
- Use the opportunity to discuss with learners their learning experiences whilst conducting the review and use this information to support the evidence feedback form

Stage 3 – Reflection and preparing for feedback

- The reviewers will need to take time to reflect on the evidence gathered during the review and the progress made by learners before finalising the *T&L review evidence feedback form*
- The reviewee must also 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 following the lesson
- The feedback from the review should be a shared experience between those reviewing and those being reviewed. The rubrics provides a common structure and criteria for professional dialogue.

Stage 4 - The learning conversation – Giving and receiving feedback

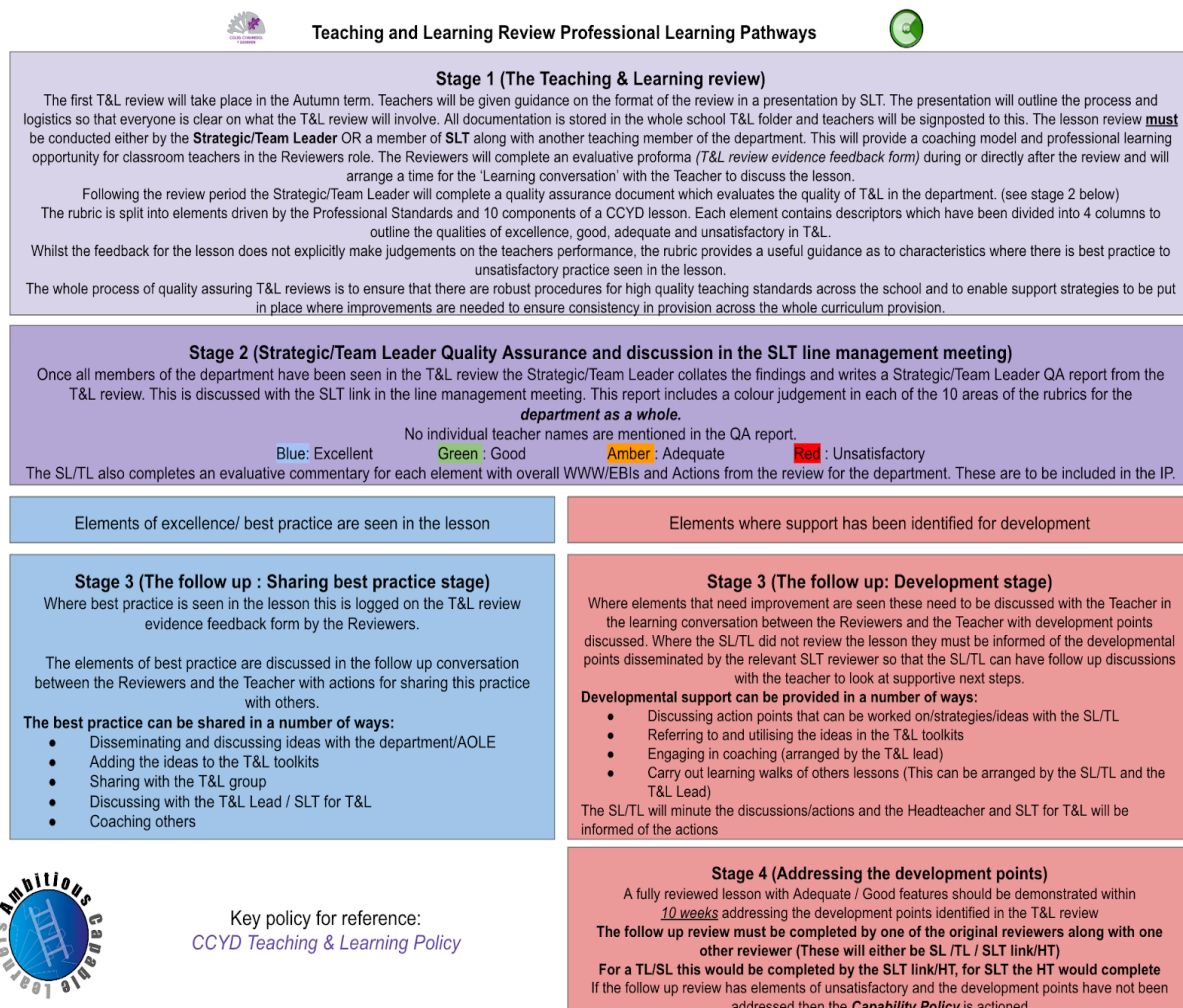
- After the session, the teacher and reviewers will meet to discuss the lesson using the *T&L review evidence feedback form* and the teachers' *self review and reflection form* as a discussion reference
- The focus should be on each element of the rubrics and strengths seen in the lesson along with points for development

Stage 5 - Agreeing supportive development points following a teachers T&L review lesson

- Development priorities arise where impact was not as effective as it might have been in key aspects of the lesson. These will be the agreed areas for improvement for future learning reviews. The teacher will take responsibility for these agreed areas as part of their own professional learning, seeking help where needed from the SL/TL, PL Lead or the Teaching and Learning Lead
- Using the outcomes from the review it is important for the school to provide appropriate training, coaching and modelling and not just "expect improvement". Thus the information from reviews should be used to inform professional learning programmes at a whole school level, for individuals and groups
- Outcomes from the T&L reviews should help to identify priorities for the Improvement Plan.
- Where there is evidence that there are elements of the lesson that need developing; it is important that the learning conversation provides opportunity to discuss these between the reviewers and the teacher and to explore how these elements can be improved. It is important that the teacher is clear on how they can address them and move forwards
- It is important that the teacher's line manager i.e. the SL/TL or the SLT link are aware of the elements that need to be improved by the teacher and that these are also minuted in the SL/TL line management meeting following the review cycle
- The teacher should be provided with the necessary support in order to make the improvements. These support strategies can include: a reminder of the whole school processes/policies and documentation, T&L toolkits, coaching with a member of staff who they can work with, opportunities to see best practice in lessons
- Where there are elements of areas for development seen in the review there should be a follow up review of the teacher's lesson carried out by the SL/TL/SLT (Paired). (See Flow diagram on the next page)
- The TL/SLT link will meet with the teacher following the follow up review and can consider supplementary supporting evidence such as learners' books, lesson plans, assessed tasks etc to discuss the progress of the teacher
- If the follow up review identifies that elements of the lesson are still unsatisfactory by the SL/TL/SLT then the *Capability Policy* is implemented



Teacher support pathways following T&L lesson review Flow chart:



Quality Assurance - Learner Book Reviews

As outlined in the *Assessment, Progression and Marking* policy; Learner Book Reviews will be carried out using a whole school consistent proforma/questions and will take place formally 4 times per year. This will form the basis of our T&L quality assurance alongside T&L reviews and POL QA. (Please see policy for details)

Quality Assurance of Programmes of Learning:

Programmes of learning are quality assured and evaluated twice per calendar year. The criteria for expectations of POLs is shared with staff and is used to quality assure and evaluate the POLs and action improvements. These improvements are prioritised in the Improvement planning (Whole school and at department/AOLE level). The POL QA takes place twice per year. Spring term with Team Leaders/Strategic Leads/AOLE Leads and the SLT link and in the summer term by Team Leaders/Strategic Leads/AOLE Leads and followed by SLT (Headteacher, Assistant Headteacher for T&L and Curriculum Development and the Teaching and Learning Lead). There may be a particular year group focus or whole school. This will be disseminated to staff at the start of the year.

The following criteria is used to ensure consistency and quality in the POLs:

1. The POLs enable all teachers to plan and teach consistently in line with C for W expectations
2. Aims are clearly stated and use academic vocabulary
3. Big Questions are used where appropriate (Expected in All POL's in KS3)
4. There is a clear outline of the learning activities which allows consistency and also for teachers to have some autonomy to adapt their teaching and learning approaches to suit the class
5. Formal Assessment tasks are made clear with indication of how these will contribute to data drop entries
6. Assessment in learning (AiL) is built into the POL including Feedback (Teacher and Peer) and FIT (Learner) with a clear outline of expected progress and how this will be monitored and assessed
7. There is a clear outline of how the 4 purposes will be developed
8. Core and Integral skills are planned for
9. There are opportunities for independent learning including contextualised and appropriate speedy starters
10. Differentiation is planned for to meet the needs of all learners
11. The POL clearly incorporates the 10 components of a CCYD lesson
12. The Principles of progression are clearly developed and identified throughout the POLs

Other documents and appendices:

Links to : Curriculum Policy, Professional Learning Policy, Assessment, Progression and Marking Policy

Consultation:

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

Sources, references, legal context:

Curriculum for Wales. Professional Standards for Teaching and Leadership

