YSGOL UWCHRADD LLANIDLOES HIGH SCHOOL
TEACHING AND LEARNING POLICY & GUIDANCE

GOFAL
(Giving Opportunities for All to Learn)

A good teacher ….

is kind
is generous
listens to you
encourages you
has faith in you
keeps confidences
likes teaching children
likes teaching their subject
takes time to explain things
helps you when you're stuck
tells you how you are doing
allows you to have your say
doesn't give up on you
cares for your opinion
makes you feel clever
treats people equally
stands up for you
makes allowances
tells the truth
is forgiving

Contents

1. Rationale
2. Aims
3. Responsibilities
4. Monitoring and evaluation
5. Other policies
6. Roles of Curriculum Area Leaders
7. Roles of the SLT

Appendices

1.   Rationale

All students are individuals with differing needs and therefore require a personalised and differentiated approach to teaching and learning.

We acknowledge that the quality of our teaching directly affects how well students learn. We are committed to providing teaching and learning of a consistently high standard as we work towards raising attainment, achievement, enjoyment and aspirations for all students.
'Students placed with high-performing teachers can progress up to three times as fast as those placed with low-performing teachers.' Robert Hill (the future delivery of education services in Wales – April 2013).

Teaching and Learning must be an integral element of CPD activities which at the moment are linked to literacy, numeracy, digital literacy and poverty

2.   Aims

'The only way for schools in Wales to raise standards of achievement is to improve the quality of teaching and learning in the classroom. It is the quality of teaching that is the strongest within-school effect on pupils' achievement.'
(Robert Hill – April 2013 from 'the future delivery of education services in Wales'.)

To recognise that it is the responsibility of all teachers to provide the highest quality teaching and learning for our students.

To share and understand a common meaning of "high quality teaching and learning."

To support and facilitate improvements in teaching and learning through appropriate CPD activities.

To monitor the quality of teaching and learning by using a cohesive and transparent procedures.

3. Responsibilities

Role of the Senior Leader with responsibility for Teaching & Learning

To ensure that teaching and learning developments are included in CPD activities and programmes.

To ensure staff are aware of current research and national initiatives related to teaching and learning e.g. Donaldson, Furlong; Sutton Trust research and the ESTYN good practice and Learning Wales websites so that the highest quality teaching and learning is delivered to all learners.

To lead and manage the teaching and learning self-evaluation process for CAs (which involves monitoring the teaching and learning quality of all teachers).

To formulate, with CALs, teaching and learning action plans following the CA self-evaluation process.

Role of Curriculum Area Leaders

To ensure that teaching and learning developments are included in CA meeting agendas and CA CPD activities.

To monitor the quality of teaching and learning of all teachers in the CA using the agreed self-evaluation; quality assurance and Performance Management programme.

To ensure that detailed, up to date user-friendly schemes of work are in place for every key stage.

To formulate an improvement action plan with the SLT link following the CA self-evaluation review.

To support individual teachers where appropriate.

To monitor the impact of teaching and learning on student achievement.

4. Monitoring and Evaluation Process

Curriculum Area Leaders
The School's Senior Leadership Team
The Governing Body
LA & ERW– with the Challenge Advisor

5. Other Policies

This policy should be read in conjunction with other agreed school policies/documents

- Behaviour, Rewards & Sanctions Policy
- SEN / ALN Policy
- MATS Policy
- Assessment for Learning (AfL Policy)
- Assessment, recording and reporting
- Curriculum Area SER documents and procedures
- Target setting and use of data policy

The mediocre teacher tells.

The good teacher explains.

The superior teacher demonstrates.

The great teacher inspires.

William A. Ward, US author

Self-Evaluation – Teaching and Learning

Curriculum Area Leaders and Year Leaders

1. Lesson Observations

Curriculum area leaders will observe each member of their curriculum area once during the year as part of the school's quality assurance programme. Leadership observations will focus on assessing the quality of teaching and learning. Teachers will have two further observations, one for performance management and a senior leadership one.

Observations will last approximately 60 minutes and be followed, at an appropriate agreed time, by supportive feedback to the teacher. Lessons from a range of year groups and key stages should be sampled.

A key focus for CALs will be the impact of the lesson on learners and the quality of the lesson delivered in terms of the relevance of the SoW, effectiveness of the lesson plan, pace of the lesson, learner engagement, use of AfL and learner progression.

A feedback session with the teacher observed should take place within 2 weeks of the observation. Staff should be provided with a copy of the feedback form (appendix 4). A copy should be given to Mrs Taylor (responsibility for INSET and Performance Management).

Outcomes from the lessons (e.g. strengths and areas for development) should be recorded in the CA SER and development plan.

2. Samples of learners' work

CALs will formally scrutinise learners' work at least **5** times a year, once per year group.

All staff should supply books/files/folders for the relevant year group scrutiny when requested by the CAL. CA staff can be involved in the work scrutiny but it is the responsibility of the curriculum area leader to collate the findings and determine outcomes and actions.

Learners' work should be a regular item on CA meeting agendas and staff should observe and comment on each other's work in pupils' books.

A key feature of this scrutiny will be the quality of feedback to learners and the steps taken to complete any gaps in the learners' written work that needs addressing.

Year Leaders will scrutinise Homework planners **3** times a year to ensure that homework is being recorded and completed by learners. Any areas for development should be reported to SLT link staff and CALs.

A record (appendix 8) of the outcome of the work needs to be kept in the CA self-evaluation report and included in the improvement plan.

3. Pupil panels

Curriculum area leaders will lead **2** pupil panels during the year.

Year leaders will lead **one** pupil panel during the year at the halfway term stage.

Documentation/questions will be provided to support the process (appendices 9 and 11). These need not be prescriptive and curriculum area leaders / Year leaders can amend the questions or add new ones to suit their needs.

A pupil panel should consist of students (approximately 10) with a range of ability from a range of classes within each year group (7-11) and a range of different pupil groups e.g. FSM, ALN, and MATS etc. Learners should be made aware

of the purpose of the process (to gain their views and feedback and to continually reflect and improve) as well as the importance of not discussing members of staff or other learners by name.

The curriculum area leader / Year leader should choose students using appropriate tracking data and ensure an equal gender split where possible. Learners should be consulted as to whether they have been involved in recent panels in other CAs to avoid the same learners being used all the time. A panel would normally last about 30 mins. This can be done during registration / PSRE time.

A record (appendix 9) of the learners present and a record of the questions, answers and actions taken should be kept.

The summary proforma indicating positive features and areas for development will be completed and placed in the CA SER by CALs and kept in Year leaders' files. A copy should also be given to the SLT link.

Action plan/impact
Outcomes of this process should be recorded using the Action Plan proforma and included in the CA improvement plan. The areas raised will then be discussed at CA meetings, brought to SIG for discussion and reported to SLT link if there are any matters needing more immediate action.

Monitoring and Evaluation Process

Senior Leadership Team (SLT)

1. Lesson Observations

The SLT will observe staff during the year according to the school's annual self-evaluation programme. The Quality Assurance Calendar is combined with the school's Performance Management programme for this purpose. The staff observed will change annually.

A schedule will be produced at the start of the year, identifying when each CAs observations will take place. Teaching staff will not receive advance notice of the specific lesson to be observed

Teachers should provide a lesson plan using the agreed school template. It would be helpful if a seating plan could be provided indicating where SEN/MATS/FSM students are seated.

Individual feedback on the lessons observed will be provided for staff by the SLT observer.

General Feedback on the quality of teaching and learning in a CA will be provided for curriculum area leaders by the SLT link member of staff.

2. Samples of learners' work

Students in the groups observed need to provide their work/books/files for a specific date within the review period.

SLT will select a sample of students work to carry out a work scrutiny.
Curriculum area leaders should carry out a work sample at the same time since all the work is collected together and therefore the scale of the administrative task is less. There may be a particular focus.

Appendix 6 should be used to record observations and any follow up action that is required

3. Pupil Panels

The SLT will carry out a pupil panel exercise for each year group. The same procedures as the CALs pupil panels should be followed. SLT links should carry out pupil panels from their year groups and the relevant Year leader should be present.

Appendix 9 should be used to record any observations and follow – up action required.

Action Plan and Report
At the end of the review period and after SLT discussion a report will be produced for the CA based on evidence from all aspects of the process. This report will highlight the positive aspects and areas for development. Curriculum area leaders will meet with their SLT links to organise an action plan based on the review.
The impact of this department review in terms of changes made will be measured throughout the year using the evaluation document provided.

" Any fool can know. The point is to understand."
(Albert Einstein)

"Tell me and I forget, teach me and I may remember, involve me and I learn."
(Benjamin Franklin)

"A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron."
(Horace Mann)

"It is not what is poured into a student that counts but what is planted."
(Linda Conway)

ESTYN Guidance on good and unsatisfactory teaching

Teaching (taken from ESTYN's guidance for the inspection of secondary schools)

The focus should be on the impact of teaching on learning and not on the use of a particular process in isolation from its impact.

Teachers should:

- have good, up-to-date subject knowledge;

- have high expectations of all pupils;

- plan effectively and have clear objectives for taught sessions and other learning
- experiences;

- use a range of teaching, training methods and resources which interest pupils, and stimulate and challenge them to achieve highly;

- are themselves good language models;

- establish good working relationships that foster learning;

- manage pupils' behaviour positively, safely and effectively;

- use learning support staff effectively; and

- are successful in providing demanding work to meet the needs of all pupils, for example those with SEN and those who are more able and talented.

Assessment of and for learning - Inspectors should evaluate whether pupils regularly review their own learning, understand their progress and are involved in setting their learning targets. They should evaluate:

- how well oral feedback and marking enable pupils to know how well they are doing and what they need to do to improve;

- whether staff consistently encourage pupils to take note of feedback;

- how well the feedback develops pupils' ability to assess their own and their peers' performance; and

- whether assessment information informs future planning.

Inspectors should evaluate the extent to which the school and teachers:

- analyse assessment findings, including National Curriculum and public examination assessments as well as other assessments;

- provide clear, systematic, manageable, consistent and useful records on each pupil;

- use records effectively to track pupils' progress, compare outcomes with benchmarks and intervene in individual cases if necessary;

- produce reports on pupils that are clear, consistent and informative, and set out areas for improvement;

- enable pupils to contribute to the contents of reports, where appropriate;

- help parents/carers to understand procedures and have access to records and reports relating to their children; and

- encourage parents/carers to respond to reports on progress.

Good teaching happens when …

Most teaching ensures that pupils are motivated and engaged, and secures pupils' good progress and learning.

Teachers and other adults have proficient subject knowledge and use a range of approaches and activities to inspire and challenge most pupils.

Teachers make good and imaginative use of resources, including technology to enhance learning.

Adult support is well focused and makes a significant contribution to the quality of pupils' learning.

Detailed feedback to pupils, both orally and through marking, enables them to know how well they are doing and what they need to do to maintain good progress.

Pupils' progress and wellbeing are tracked across the school at individual, group and subject levels or areas of learning, where appropriate. As a result, teachers and other adults plan lessons well to meet pupils' learning needs.

Parents/carers are kept well informed about their children's achievements, wellbeing and development

Unsatisfactory teaching happens when …

Teaching does not enable pupils to learn well.

Too much teaching fails to engage and stimulate pupils or promote their learning and progress.

Teachers and other adults do not manage pupils' behaviour well enough. A significant minority of teachers have inadequate subject knowledge and/or a poor understanding of how to meet pupils' learning needs.

The work of teachers and other adults lacks focus and fails to support the needs of pupils. Assessment takes too little account of pupils' prior learning, and teachers and adults do not have a clear enough understanding of pupils' needs.

The school does not provide pupils with enough information about their progress and/or how they can improve.

Many parents/carers do not receive enough information about their child's progress and development.

Unsatisfactory lessons happen when …

- ❑ Lessons are not planned and are unstructured
- ❑ There are no clear lesson objectives
- ❑ The work is unrelated to previous work
- ❑ There is no recap of prior learning
- ❑ There are little or low expectations
- ❑ Learners are inactive and the lesson is teacher led
- ❑ There are poor relationships
- ❑ The pitch of the lesson is too hard or too easy
- ❑ There is a lack of routine
- ❑ The lesson is poorly resourced (including the use of LSAs)
- ❑ Staff and / or pupils are late

What does your classroom say about you? Remember the '19 second' room rule

- *What is the first impression one gets when entering your room?*
- *What does your room say about your expectations?*
- *Does your room celebrate pupil achievement? Does it to it bilingually?*
- *Does your room create a stimulating, bright and enticing environment?*
- *Does your room reflect your personal enthusiasm for your subject?*
- *Has any work fallen down?*
- *Are any of the displays of work dog-eared or fading?*
- *Is the furniture arranged effectively?*
- *Are your resources displayed to good effect?*
- *Is the work on the boards current?*
- *Have you used space well?*
- *Is the room itself tidy?*

VAK characteristics

Visual learners:

- Enjoy reading
- Spell well
- Observe well
- Are quiet by nature
- Like to sketch and write
- Have good handwriting
- Doodle while listening
- Often forget to repeat messages
- Speak too quickly
- Often plan before doing anything
- Like to know the big picture

Auditory learners:

- Enjoy talking in different contexts
- Discussing more than writing
- Respond well in pairs, small groups and when making presentations
- Dominate discussions
- Listen carefully
- Ask questions
- Recall tunes with ease
- Prefer music to art
- Easily distracted by noise

Kinesthetic learners:

- Like to handle and touch things
- Move around a room
- Like to make things
- Stand very close when talking to someone
- Often play and enjoy sports
- Swivel on chairs
- Find it hard to sit still
- Fidget and tap
- Have poor handwriting
- Read adventure-style books
- Enjoy action films

Target Setting procedures

SLT

Pupil Targets

Early June, decide on end of key stage pupil targets based on

- CATS estimates (KS3). Target is CATs prediction + 1 sublevel.
- FFT Aspire 5 estimates (KS4)

SLT give provisional targets to CALs (CALs involve subject staff)

CAs agree and record. If there is disagreement, discussion takes place between SLT link and CAL. Once agreed, targets cannot be lowered but they can be raised throughout the year

SLT record end of KS targets

Year leaders receive and record subject targets

2 week timescale

Pupils

Pupils (Y 8-11) Y 7 & Y10 are provisional until November:

Receive subject targets from;

Form Tutors, Subject Staff and are **involved** in the process

Pupils record the targets in their

- Homework diaries
- Subject exercise books/folders on stickers (back or front inside cover)

Included in assertive mentoring programme

Parents receive subject targets (with letter of explanation)

Teaching Staff

Track progress against the targets throughout the year as per QA calendar

These targets are included on interim reports and full reports

SLT will periodically ask pupils if they know what their targets are

YL will ask pupils within their year groups if they know what their targets are

Curriculum Area targets

Each July – Subject area target established with SLT link – for each year group. Recorded and reviewed every half term. SLT to receive copy. CA targets reviewed in July Yrs 8-11 and October for old Y11 after GCSE results (and new Y11 modular exams).

How my learning will be assessed;
Sut bydd fy ngwaith yn cael ei asesu;

Your teachers will:
Bydd eich athrawon yn:

- *Assess, grade, sign and date your book for effort at least once every three weeks/6 lessons*
- Asesu, graddio, arwyddo a dyddio'ch llyfr o leiaf unwaith bob tair wythnos/6 gwers

- *Write the letter 'T' in a circle next to where they tell you how to improve*
- Ysgrifennu'r llythyren 'T' mewn cylch yn agos i'r cyngor ar sut i wella'ch gwaith

- *Share your good ideas and work with other learners*
- Rhannu'ch syniadau da gyda dysgwyr eraill

- *Discuss and agree with you your end of key stage target level or grade*
- Trafod ac yn cytuno eich graddau neu lefelau diwedd cyfnod allweddol

Effort Grade Gradd Ymdrech	*Description* / Disgrifiad	*Credits* Credidau
A*	*Outstanding effort* / Ymdrech wych	3
A	*Excellent effort* / Ymdrech ardderchog	2
B	*Good effort* / Ymdrech dda	1
C	*Satisfactory effort* / Ymdrech ddigonol	0
N	*Need to improve* / Nid yw'n ddigon da	0

When you assess your own learning or someone else's learning:
Wrth asesu gwaith eich hunan neu rywun arall:

- *Use green pen*
- Defnyddiwch ben gwyrdd

- *Sign your name*
- Arwyddwch eich enw

NC target Level :
Lefel darged CC :

GCSE target grade:
Gradd darged TGAU:

I will/ byddai'n;

- Arrive on time to lessons / *cyrraedd gwersi ar amser*
- Listen carefully / *gwrando'n ofalus*
- Be fully equipped for lessons / *gwneud yn siwr bod popeth gen i*
- Complete all classwork, homework and meet deadlines
- *Cwblhau gwaith dosbarth/cwrs, gwaith cartef a chwrdd a dyddiadau cau*
- Ask for help when needed and work to the best of my ability
- *Gofyn am gymorth pan fydd eisiau a gweithio'n galed*

Samples of learners' work record:

Year Group:

Learners present:

Staff:

	Positive Features
1	
2	
3	
4	
5	

	Areas for Development
1	
2	
3	
4	
5	

Action/Follow up

Action to be taken plan should be kept in the CA file and included in the CA SER and CAIP

Signed :

Date :

Pupil panel record:

Year Group:

Learners present:

Staff:

	Positive Features
1	
2	
3	
4	
5	

	Areas for Development
1	
2	
3	
4	
5	

Action/Follow up

Action to be taken plan should be kept in the CA file and included in the CA SER and CAIP

Signed :

Date

Tracio Cynnydd Llyfrau / Book Progress Tracking   G   Y   A   R

Maes Cwricwlwm *Curriculum Area*		Aelod o Staff *Member of staff*		Dyddiad *Date*		Blwyddyn a Set *Year and Set*		Person who looked at the books	

Please complete according to the diary for all teachers in the curriculum area and copy to CT and SLT link.
All class books to be provided for sampling. Please circle green, yellow, amber or red at the top right when completed.

	Green	Yellow	Amber	Red	n/a
1. Is the marking up to date?					
2.Do learners get appropriate feedback on how to improve their work (T)					
3. Is the school policy followed with effort grades and learner targets?					
4. Are learners given sufficient challenge?					
5. Do learners and teachers follow up on comments?					
6. Do learners follow the schools presentation policy?					
7. Is there evidence of constructive peer/self- marking?					
8. Do literacy skills show progression? Evidence of extended writing?					
9. Do numeracy skills show progression?					
10. Evidence of incidental Welsh/ Cwricwlwm Cymreig?					

Example(s) of good practice	Even Better If	Progress since last tracking exercise

Tick **Action**	No Action Required		Meeting with CAL		Meeting with targets for improvement		Meeting with SLT link –		Formal meeting with Headteacher	

	Suggested questions for Pupil Panels - Curriculum Areas

Subject: _____   Date of meeting: _____

Year Group: _____

Pupil Panel members: _____

> The purpose of this exercise is to involve pupils in the teaching and learning process in Llanidloes High school. The questions in bold are more relevant to Curriculum Areas. Questions in non-bold type can be used by Year Leaders.

	Questions	Strongly agree	Agree	Disagree	Strongly disagree
1	I feel safe in my school				
2	The school deals well with any bullying				
3	The school teaches me how to keep healthy				
4	**I am doing well at school**				
5	**Teachers help me to learn and make progress and they help me when I have problems**				
6	**My homework helps me to understand and improve my work in school**				
7	**I have enough books and equipment, including computers, to do my work**				
8	**Pupils behave well and I can get my work done**				
9	Staff treat all pupils fairly and with respect				
10	The school listens to our views and make changes we suggest				
11	Teachers treat all pupils fairly and with respect				
12	The school listens to our views and makes changes we suggest				
13	I am encouraged to do things for myself and to take on responsibility				
14	The staff respect me and my background				
15	I was given good advice when I was choosing my courses in key stage 4				

Pupil panel guidelines: **Composition of pupil panel members;**

- 2 lower ability learners   2 middle ability learners
- 2 higher ability learners   1 Welsh Medium pupil
- 1 pupil with evidenced behavioural difficulties (check with SIMS log)

No pupil to be used more than once a year if possible (twice in exceptional circumstances).
CALs & YLs will leave a list of pupils that have been interviewed in a Pupil Panel folder on the 'S' drive
Interviews to take place during lesson times in arrangement with the SLT

Please ensure that outcomes from panels are acted upon and are included in self-evaluation and improvement planning documentation.

Book progress monitoring – Timetable see QA calendar