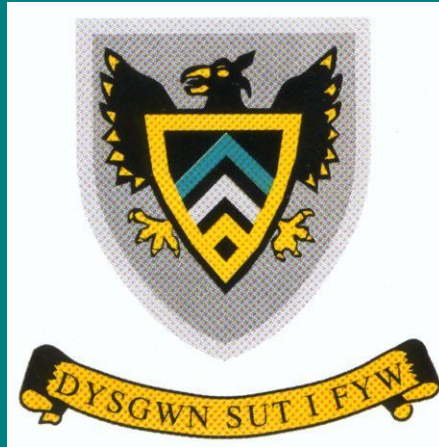


TEACHING & LEARNING POLICY



1. School principles

The school's core purpose is to ensure a high quality learning experience for all students and the quality of teaching is the most important factor which contributes to this. The purpose of this policy is to set out the school's expectations and the responsibilities of different staff in contributing to an outstanding learning experience.

2. Aims - as a school we will:

☑ inform staff of expected good practice to improve teaching and learning; ☑ provide a framework for the planning of outstanding lessons; ☑ provide a framework for effective assessment, marking, recording and reporting; and ☑ outline the requirements of home learning.

3. Learning will be most effective when:

- the environment is secure, stable and stimulating;
- students' self-esteem is high;
- students understand the purpose of the learning and see relevance to their own experience;
- students understand the ways in which learning takes place;
- the learning builds on prior knowledge and understanding;
- success criteria are explicit and models are provided;
- the learning is active and collaborative;
- student questioning, reflection, and discussion are encouraged;
- independent learning and thinking are facilitated and encouraged;
- there are opportunities for creativity and utilising different learning styles;
- students can self-assess, know what they need to do to improve, and are able to set appropriate targets; and
- students have opportunities to transfer skills, knowledge and understanding to other contexts.

4. Staff

All staff will take an active role in ensuring a high quality learning experience for all students. All staff will follow the school teaching and learning policy.

5. Students

Central to our ethos is enabling students to take responsibility for their own learning and a belief that having high expectations of all students will result in high levels of achievement. Students are therefore expected to:

- sign up to the expectations set out in the Home School Agreement;
- follow the Behaviour for Learning Code of Conduct;
- act on feedback from teachers about how to progress further in their learning

6. Parents

We recognise that parents play an important role in supporting their children's learning and that the three-way partnership between parents, students and the school is vital for the success of the individual student. We expect that parents will:

- sign up to the expectations set out in the Home School Agreement;
- support the school in ensuring that their child is learning appropriately both at school and at home;
- engage positively with the school to resolve any difficulties regarding their child; and
- attend events such as parent's evenings whenever possible.

7. Monitoring of Teaching and Learning

The key procedures for monitoring teaching and learning are analysis of: examination results, departmental data for all teaching groups, departmental reviews, lesson observations, work scrutiny, and parent and pupil surveys. The key responsibilities for Staff are as follows:

Subject Leaders

Subject leaders are responsible for the effective teaching of their subjects, the evaluation of the quality of teaching and the monitoring students' progress. Each subject leader achieves this by:

- championing teaching and learning in their subject area;
- ensuring teaching and learning is an item on the agenda at all departmental meetings;
- evaluating the teaching of their subject and the planning of lessons;
- ensuring curriculum coverage, continuity and progress for all students;
- ensuring that department procedures for assessing, marking, recording and reporting on student progress are implemented consistently and are in line with departmental and whole school policy;
- analysing and interpreting data on students' performance against school expectations and other comparative data;
- monitoring students' work and progress by regular sampling of classwork and home learning through book looks as well as assessment data; and
- taking an active role in the annual departmental review.

Leadership Team

The Senior Leadership team is responsible for the overall quality of teaching and learning across the school. This is achieved by:

- strategic planning of teaching and learning priorities in conjunction with subject leaders;
- supporting individual departments through line management meetings;
- ensuring that the plan for school improvement places a high priority on teaching and learning and that structures are put in place to support these priorities; and
- monitoring the quality of teaching and learning across the school through activities such as lesson observations, book looks and department reviews.

Heads of Year

Heads of Year 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, using student data to identify areas of underachievement;

- maintaining an overview of the experience of students in their year group, e.g. monitoring exclusions, on-call; and monitoring attitudes to learning, e.g. attendance and home learning.
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APPENDIX 1: Teaching & Learning Procedures

Planning

Teachers should plan lessons and sequences of lessons in line with departmental schemes of work. Teachers' planners or records should contain detailed information regarding individual students' prior learning, reading ages SEND and medical details. This should then inform lesson planning. When preparing courses and lessons, staff should bear in mind their responsibility to ensure the welfare and safety of students.

Delivery

All staff should:

- begin and end lessons on time and in a structured manner establishing clear and appropriate routines;
- ensure students are prepared for the next lesson;
- Follow the structure of the 'Bryntirion lesson'
- maintain engagement, pace and challenge, and spend as high a proportion as possible of lesson time on learning (as opposed to teaching);
- ensure that the lesson is planned and is appropriate to the age and ability of the students, using, where appropriate, differentiated materials and resources;
- have high expectations of student work and behaviour;
- employ a range of teacher strategies/approaches/activities within a lesson or sequence of lessons and ensure an efficient shift from one activity to the next;
- make effective use of questioning (pitching low order and high order questioning appropriately) and ensure thinking time for students to make connections in their learning;
- value students' contributions and make use of praise and reward to underline the value of achievement;
- ensure students are given feedback on work completed and that they know how to move on to the next level;
- demonstrate checking of progress during the lesson in a variety of ways
- regularly set, monitor and mark home work;
- regularly identify key subject specific language
- Ask pupils to complete the understanding check every lesson

Review

Teachers should evaluate their lessons and use their findings to inform future planning.