

2024



Ysgol Gyfun Bryntirion |   
Bryntirion Comprehensive

TEACHING AND LEARNING POLICY

Reviewed by:	SLT
Date:	NOV 2024
Approved by Governing body	DEC 2024

1. School principles

The school's core purpose is to "secure high expectations and aspirations for all pupils, so that they make the progress they need to achieve their full potential" and to do this there will be "a relentless drive to improve the quality of our teaching and learning experiences." The purpose of this policy is to set out the school's expectations and the responsibilities of different staff in contributing to this purpose.

2. Aims - as a school we will:

- inform staff of expected good practice to improve teaching and learning;
- provide guidance for the preparation of excellent lessons;
- provide guidance on effective assessment, marking, recording and reporting; and
- outline the requirements of home learning.

To do this, 'The Bryntirion Way - Five Principles for Successful Learning' was developed based on the following core principles:

- Deepening Thinking
- Challenge for All
- Visible Progress
- Modelling for Learning
- Developing Skills

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;
- students can self and peer 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 (School Admission Form);
- follow the 'Behaviour for Learning' Policy;
- 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 (School Admission Form);
- 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 of students' progress. Each subject leader achieves this by:

- championing teaching and learning in their subject area;
- ensuring teaching and learning is discussed at 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 informed by the School Development Plan;
- 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, duty-calls; and monitoring attitudes to learning, e.g. attendance and home learning.

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, ALN 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 (Classroom Code of Conduct);
- ensure students are prepared for the next lesson;
- employ 'The Bryntirion Way' to structure their lesson planning and preparation
- 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
- 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 transition from one activity to the next;
- make effective use of questioning (to deepen pupil thinking and participation ratio) and ensure thinking time for students to make connections in their learning (through the employment of the 'Language for 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 make progression;
- demonstrate checking of progress during the lesson in a variety of ways
- set appropriate homework, that is monitored and marked;
- regularly identify key subject specific language

Review

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

Appendix 2: Teaching and Learning for learners with specific barriers to learning and Additional Learning Needs (ALN)

Key principles:

The majority of learners will make good progress and have their needs met by the provision which is “**ordinarily available**” at Bryntirion Comprehensive School. This includes:

Quality first teaching for all learners and in addition, where appropriate:

- reasonable adjustments to enable access to the school environment, curriculum, resources and facilities
- individual and small group learning and wellbeing interventions
- support from the Local Authority Services and external agencies

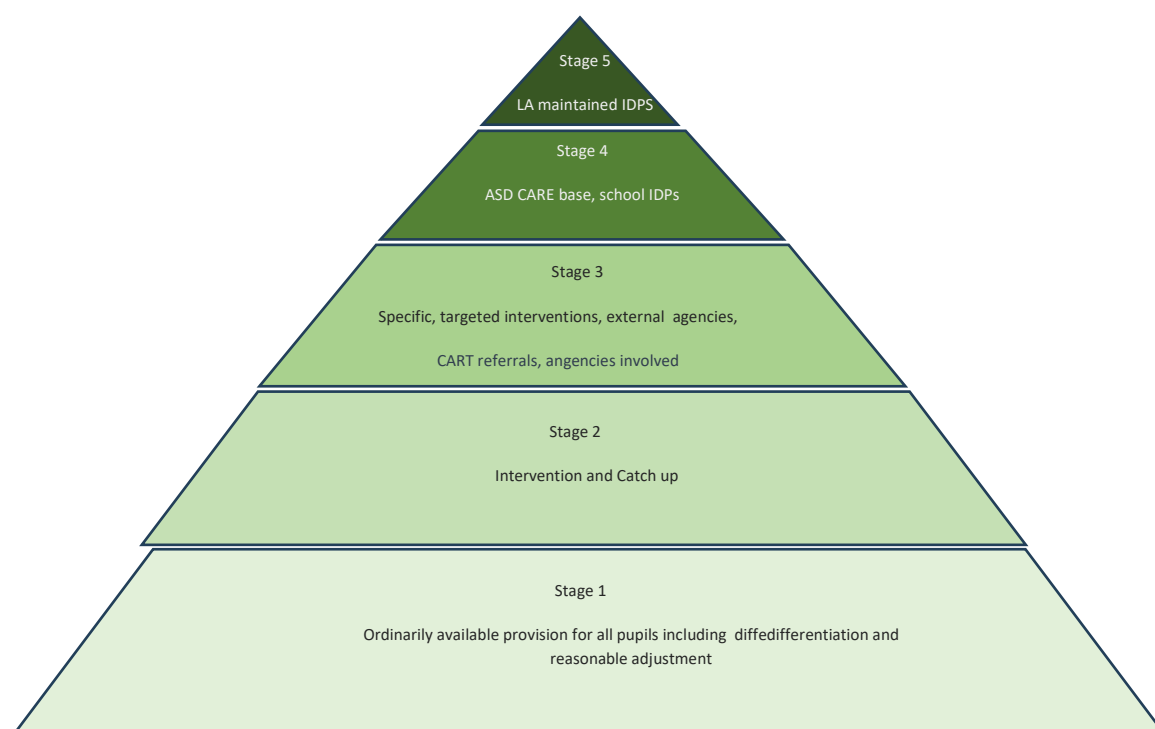
The few learners who do not make good progress through our “**ordinarily available**” provision may be identified as having Additional Learning Needs (ALN) and require an Individual Development Plan (IDP). Where this is the case, the school will prepare and maintain an IDP that details the barriers to learning and the Additional Learning Provision (ALP) that is needed to address these difficulties. The ALP will consist of the strategies and interventions that are additional to or different from what is normally provided for other learners of the same age. The views, wishes and feelings of the learners and their parents/carers form a central element of our IDP development through Pupil Centred Planning (PCP) meetings.

At Bryntirion Comprehensive School we recognise that some learners may not fit the criteria of having ALN but may still have barriers to learning that need to be recognised and addressed. We identify the needs of these pupils through

assessments and feedback from staff and parent. These pupils are then placed on our internal registers of need:

- Cognition and Learning Needs
- Communication and Interaction Needs
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health

School staff follow a “**graduated response**” to ALN which outlines the steps to be completed where there are concerns about a pupil’s progress or wellbeing.



All pupils with ALN and many of those learners on the internal registers of need will have a One Page Profile (OPP) that describes their barriers to learning and the best ways to support their learning and wellbeing.

Meeting the needs of these learners and those with ALN is a whole school responsibility shared by all members of the school community.

Teachers will be aware of the specific, individual needs of every learner in their classes by having up to date knowledge of:

- the ALN register and internal registers of need
- pupil information on Class Charts, especially One Page Profiles
- the exam Access Arrangements register for all Key Stages
- transition information on Year 6 pupils

Inclusive learning environments and adaptive teaching

We strive to create an inclusive learning environment with high expectations for all learners. We recognise that not all learners learn in the same way or at the same pace and teachers need to make reasonable adjustments and adapt teaching and learning in order that all learners are able to achieve their potential.

We believe that all learners, and particularly those with barriers to learning and ALN, learn best when the classroom environment meets their needs and is well managed. This includes but is not limited to:

- use of a specific seating plan
- the provision of specialist furniture and/or equipment
- consideration of noise levels and acoustics
- consideration of lighting, blinds, whiteboard glare
- minimising visual distraction
- classroom rules and routines being consistent, practiced and positively reinforced
- effective transition procedures, both between activities and the start and end of lessons
- positive and effective behaviour management
- creating a safe environment where pupils feel comfortable to ask for help

We believe that all learners, and particularly those with barriers to learning and ALN, learn best when teachers know their needs and make the necessary adaptations to teaching and learning. This may include but is not limited to:

- getting to know pupils as individuals and building positive relationships with them. Person centred planning (PCP) tools such as good day/bad day and pupil passports are good practice
- breaking down content into smaller chunks or steps
- removing unnecessary expositions i.e. keeping spoken language at an amount and level that will enable maximum access
- reframing and differentiating questions
- checking on the understanding of specific pupils after a whole class introduction, and repeating key information as necessary
- observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and taking them to one side during the lesson to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched
- writing down key information and instructions
- using concrete and visual resources to reinforce key concepts and instructions
- scaffolding tasks by providing writing frames, sentence starters, key vocabulary lists, 'what a good one looks like' examples, using an 'I do one...we do one...you do one' approach
- explicitly teaching key vocabulary

- reducing the amount of copying from the whiteboard by providing handouts or electronic documents
- help young people to organise their thoughts for written tasks i.e. by using mind maps, lists, graphic organisers, task planners
- giving adequate time to process information and complete tasks
- providing rest breaks/movement breaks as needed
- ensuring that written materials are well matched to pupils' reading abilities
- providing a range of methods to demonstrate learning, for example, pictorial, mind map, dictation, audio/video, word processed
- providing varying levels of support from LSAs as well as the teacher. Ensuring that LSAs guide a pupil through a learning activity, scaffolding their learning, and ensuring that the development of the pupil's independence is key in this.