

# BRECON HIGH SCHOOL

## YSGOL UWCHRADD ABERHONDUU



## TEACHING & LEARNING POLICY

Author	RC
Agreed By	Governors on 22/05/18
Review Date	05/2019

# **Teaching and Learning**

## **Policy Statement**

### **Vision Statement**

Pupils of all abilities at Brecon High School will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.

School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school improvement planning.

It is the responsibility of all staff and pupils to evaluate their own performance. By knowing and understanding how staff and pupils are performing, staff at all levels can enhance and share strengths and identify potential for improvement.

### **Aims**

- To provide a safe and stimulating learning environment for all pupils and teachers.
- To enable pupils to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To provide a broad, balanced and relevant curriculum in line with the National Curriculum and exam board specifications that will motivate, engage and challenge pupils whilst also equipping them with the skills required on leaving school.
- To set high expectations for all pupils in order to raise their aspirations.
- To raise standards of both teaching and learning.

### **Teaching**

a) **Planning and Preparation** - Teachers should plan lessons:

- which allow pupils to progress in their learning;
- where the objectives are stated clearly;
- which use a clear structure, including a starter, development of learning objective and plenary, when appropriate;
- which use agreed success criteria and other Assessment for Learning (AfL) strategies
- which use a plenary to summarise learning, and help pupils to understand how to improve;
- which allow pupils to develop and practice higher order thinking skills such as creativity, analysis, problem solving, decision making and application;
- which are differentiated for varying needs by task, resources, outcomes and/or method;
- which use stimulating resources including use of ICT and e-learning, which are differentiated as appropriate to the pupils;

- which provide pace and challenge for all pupils;
- which use effective questioning to direct and challenge pupils;
- which incorporate the school's Literacy and Numeracy Policies and Digital Competency Framework;
- which meet external requirements;
- which are informed, when appropriate, by baseline data and information provided by feeder schools;
- which are enjoyable and interesting;
- which link to the 5 key areas of focus
  - risk taking
  - Pupil independence
  - group discussion
  - questioning
  - feedback.

## **b) Teaching styles**

Teachers should use teaching strategies which:

- allow pupils to learn in their preferred styles, e.g. visual, auditory or kinaesthetic;
- allow pupils to work both independently and collaboratively, and which contribute to one another's learning;
- use positive behaviour management and encouragement for pupils to achieve, including praise and rewards according to school policy;
- use topics which are relevant and within pupils' experience.

## **c) Assessment, Feedback and Marking**

Teachers should:

- FAR mark and assess pupils' work regularly according to school policy;
- use analysis of marking and assessment to inform their teaching and support pupils' progress;
- use data to ensure pupils are working at their full potential and set targets to achieve this;
- inform parents and appropriate staff within school of pupils' progress or underachievement.

## **d) Additional Learning Needs**

Teachers should:

- be aware of the specific learning needs of their pupils e.g. literacy, dyslexia, able and talented;
- consult with ALENCO about the needs of individual pupils when appropriate;
- work with Learning Support Assistants and other adults to ensure pupils are best supported in their learning;
- use IEPs as working documents.

## **e) Continuous Professional Development**

Teachers should:

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives;
- discuss teaching and learning at departmental and line management meetings in order to share good practice;
- plan their own CPD programme in conjunction with their line manager and/or Curriculum Leader as a result of the Performance Management process.

## **Learning**

Pupils should:

- be prepared for lessons with the correct equipment;
- complete homework to enhance their learning;
- take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work;
- make positive contributions to class discussions;
- follow the Classroom Behaviour Rules;
- take responsibility for improving their own learning;
- ask for help if required.

## **Monitoring and Evaluation of Quality of Teaching and Learning**

### **Classroom Teachers**

Classroom teachers are responsible for the progress of pupils in their classes and for self-evaluating their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of educational initiatives;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management, e.g. pupil voice questionnaire or using IRIS;
- monitoring pupil progress to ensure they achieve well against prior achievement and similar groups nationally, e.g. Data/Results Analysis;
- self-evaluation of their contribution to the policies and aspirations of the school.

### **Form Tutors**

Form tutors are responsible for contributing to, and monitoring the progression and well being of, individual pupils in their tutor group and for providing support and advice to those pupils, both socially and academically.

This is achieved by.

- monitoring academic progress and attitudes of individual pupils through academic tracking;
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning;
- monitoring of behaviour, home learning, use of planners, rewards and sanctions, uniform and attendance.

### **Curriculum/Subject Leaders**

Curriculum Leaders are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement.

This is achieved by:

- evaluating the teaching of their subject, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement;
- ensuring curriculum coverage, continuity and progress for all pupils;
- establishing and implementing clear policies and practices for assessing, recording and reporting on pupil progress and setting targets for further improvement;
- analysing and interpreting data on pupils' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual pupils and key groups (e.g. MAT pupils, gender groups, C/D pupils, FSM, ALN, LAC and EAL);
- monitoring pupils' work by regular sampling of homework, classwork, pupils' responses and attitudes in order to make a comparative evaluation of pupils' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement;
- observing teachers at least annually and giving constructive feedback. This will also inform Performance Management of teachers;
- evaluating progress of teaching and learning targets in departmental development plans, in line with School Improvement Plan.

### **Progress and Guidance Managers**

Progress and Guidance Managers are responsible for the monitoring and evaluation of the overall experience and achievement of groups and individuals in their year groups.

This is achieved by:

- monitoring the progress and potential of the year group, and using pupil data to identify and set targets for specific pupils according to their needs, e.g. underachievement, able pupils;
- monitoring pupils' work by sampling of classwork and book scrutiny as per the Quality Assurance calendar, pupils' responses and attitudes to teaching

- and learning in order to make a comparative evaluation of pupils' work against other pupils and classes in the year group to ensure quality, consistency and to implement strategies for improvement;
- maintain an overview of the experience of pupils in their year group by use of regular learning walks.
  - maintaining an overview of the experience of pupils in their year group by e.g. monitoring the number of detentions, use of the 'On Call' and Intervention Room procedures, extra-curricular activities;
  - monitoring the work of tutors and quality of tutor time, e.g. checking of planners;
  - monitoring attitudes to learning through pupil voice activities e.g. attendance and home learning;
  - reporting back to the School Leadership Team and to staff as requested.

### **School Leadership Team**

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Improvement Plan. Monitoring and evaluation principally takes place through department reviews, line management meetings, work scrutiny, learning walks and classroom observations of teaching and learning.

### **Responsibilities**

- The Headteacher is responsible for monitoring the performance of members of the School Leadership Team.

### **Line Management Meetings**

A member of the School Leadership Team meets with each Curriculum Leader 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 that meetings take place fortnightly with an agenda distributed in advance.

### **Reviews of Teaching and Learning**

A comprehensive review of teaching and learning takes place each term in order to gain a snap shot of standards. On-going reviews take place to focus on particular issues or to support where the need for development has been identified.

The aim is to:

- identify and share good practice;
- evaluate the quality of teaching in line with Estyn 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 weaker teachers;
- standardise monitoring procedures including lesson observations and work scrutiny, through paired observations.

### **KEY FEATURES OF AN EXCELLENT LESSON – ‘BRECON 5’**

In the drive to improve learning and teaching, all lessons at Brecon High School will demonstrate the following key features of both "good" and "excellent" lessons:-

- Challenging Learning Objectives
- Engagement
- Differentiated Activities
- Continuous Assessment for Learning
- Development of Students' Skills

This will result in Rapid and Sustained Progress of all learners.

#### **1. Challenging Learning Objectives**

- ✓ Precise learning objectives are set by the teacher that allow for progression using Blooms' Taxonomy.
- ✓ Students understand what is expected of them at each stage of the lesson.

#### **2. Differentiated Activities**

- ✓ Activities themselves are differentiated.
- ✓ Challenge and Support are on offer to all students throughout the whole lesson (not just extension tasks at the end of an activity).
- ✓ Learning Support Assistants have clear planned and specific direction from the teacher in every lesson to contribute to the learning and progress students make in the lesson.

#### **3. Engagement**

- ✓ All students are engaged, enthusiastic and "on task"
- ✓ All students are able to participate in all activities.
- ✓ The teacher uses excellent subject knowledge, passion and enthusiasm for their subject to inspire students.
- ✓ Students are able to talk fluently about their learning.

#### **4. Continuous Assessment for Learning**

- ✓ Prior knowledge, understanding and skills are assessed so students will progress in the lesson.
- ✓ Learning is assessed systematically and regularly throughout the lesson based on evidence and not just "a feeling" or the student's self-assessment of their confidence.

- ✓ The teacher intervenes to move learners on within the lesson (i.e. changes activities/explanations for some or all students).
- ✓ Work is marked regularly (generally every 2-3 weeks) following the FAR approach and students show evidence of completing actions to further their learning
- ✓ Skilled, targeted questioning improves learning for ALL students and the method of answering is planned for (e.g. "tell the person next to you", "everyone write the answer in the back of their book").
- ✓ Students understand how to improve within the lesson and over time.

## 5. Development of Students' Skills

- ✓ Cross-curricular student skills are developed such as literacy, numeracy, communication, independence and resilience through explicit focus on one of these (e.g. through modelling, success criteria, lesson objectives scaffolding)

## Rapid and Sustained Progress

- ✓ There is evidence that the vast majority of students achieve the learning objectives.
- ✓ The pace of learning is good and students' progress through different levels of Bloom's Taxonomy.
- ✓ The lesson is not too teacher led – students have time to practise and demonstrate understanding/skills.
- ✓ The lesson observed is fairly typical of "normal" lessons without an observer.
- ✓ Students made above expected progress over time (i.e. are meeting target levels/grades).

## The Difference between "Good" and "Excellent" Lessons

- ✓ The main difference between "good" and "excellent" lessons is the amount of progress made. In "good" lessons students "achieve well over time" and in "excellent" lessons students make "rapid and sustained progress".
- ✓ In order for students to make rapid and sustained progress all of the key elements of an "excellent" lesson need to be used to best effect and the amount of progress made will be determined mainly by how well AfL is used.

**Progress** can be considered through asking the following questions:-

How many? How far? How deep?

How many of the students have met each objective and what is your evidence?

How far have students been moved on by the teacher and what is your evidence?

How deep is the learning that has occurred? Consider the levels of the Bloom's Taxonomy – where have most students developed their thinking to? Could students apply their understanding and skills in the future and what is your evidence?

**Excellent Progress** is made when ...

The vast majority of students further their understanding and skills

Students can apply their learning in future experiences

Students have opportunity to think at higher levels (analysing, evaluating and

creating) as opposed to just remembering and understanding  
Well-judged teacher intervention moves learners on "with notable impact" so they  
make "excellent" progress.