



EHS Teaching and Learning Policy

Name of Policy / Procedure	Teaching and Learning Policy
Issue date	September 2022
Review date	September 2025
GB committee responsible for the policy / procedure	Curriculum
Staff member responsible for writing, reviewing and updating the policy / procedure	LE
Person responsible for monitoring implementation of the policy / procedure	AS
Workload impact assessment (see below)	High

Teacher Workload Impact Assessment

High impact: Policy implemented by teachers on a daily / weekly basis

Medium impact: Policy implemented by teachers on a monthly / termly basis

Low impact: Policy implemented by teachers on an annual basis

n/a Policy is not implemented by teachers.



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Related Policies

The Teaching and Learning Policy takes account of, and should be read in conjunction with, the following policies:

- Curriculum
- Assessment
- Homework
- Belonging (Behaviour)
- ALN

Aims

- Ensure all members of school community recognise the importance of excellent Teaching and Learning and a robust curriculum as the most powerful tool to achieve excellent inclusion and equality across the school.
- Ensure all members of the school community understand what this looks like at Elfed High School

Rationale

Elfed High School is an 'Outstanding Learning Community' where we support all students to be 'ready to thrive in the wider world'. We are committed to giving students whatever support they need to get the successful outcomes that they deserve. We believe that relationships are key; the way that staff and students relate to each other is fundamental to the success of what we are trying to achieve. We are innovative, work collaboratively and believe that high quality Teaching and Learning is always at the heart of student success. Our practice is always research informed.

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Expectations: Our Vision and Expectations for Teaching and Learning at Elfed

OUTSTANDING TEACHING AND LEARNING COMMUNITY

Culture of Excellence

- High expectations for all
- All students are challenged and supported to ensure success

Supporting students to manage their own learning:

- metacognition and self-regulated learning
- growth mindset
- learning from mistakes
- scaffolding
- independent practice
- deliberate difficulty
- resilience

Assessment for Learning:

- precise feedback
- timely feedback
- modelling of success
- transparent success criteria
- planned questioning

Consistency and positivity in routines and expectations

- challenge and depth in subject content and concepts
- planning builds on previous knowledge
- retrieval and review
- questioning exposes and addresses misconceptions
- big picture and small steps

Strong subject pedagogy:

- challenge and depth in subject content and concepts
- planning builds on previous knowledge
- retrieval and review
- questioning exposes and addresses misconceptions
- big picture and small steps

Pedagogical Principles

- 1 Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum.
- 2 Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- 3 Good teaching and learning means employing a blend of approaches including direct teaching.
- 4 Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.
- 5 Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.
- 6 Good teaching and learning creates authentic contexts for learning.
- 7 Good teaching and learning means employing assessment for learning principles.
- 8 Good teaching and learning ranges within and across Areas of Learning and Experience.
- 9 Good teaching and learning regularly reinforces cross-curriculum responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practise them.
- 10 Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.
- 11 Good teaching and learning supports social and emotional development and positive relationships.
- 12 Good teaching and learning encourages collaboration.

Making connections across subjects and with the outside world

- development of literacy, numeracy and digital competence skills
- relevance to the outside world

Expectations: Classroom Routines

OUTSTANDING LEARNING COMMUNITY

EVERY LESSON COUNTS

START OF LESSON

- ✓ Teacher and students greet upon entry at the door.
- ✓ Seating plans adhered to every lesson.
- ✓ Starter which recalls previous learning is immediately available.

DURING THE LESSON

- ✓ Questions are well thought out.
- ✓ There are opportunities for independent practice.
- ✓ Precise subject specific vocabulary is used.
- ✓ Responses are justified.
- ✓ Student learning is regularly checked and assessed.

AT THE END OF LESSON

- ✓ Students stand behind their chairs.
- ✓ Students leave in an orderly fashion, ready for their next lesson.

RESPECT • HONESTY • INTEGRITY • HIGH ASPIRATIONS • SELF BELIEF

RESPECT YOURSELF AND OTHERS

PARCHWCH EICH HUN AC ERAILL

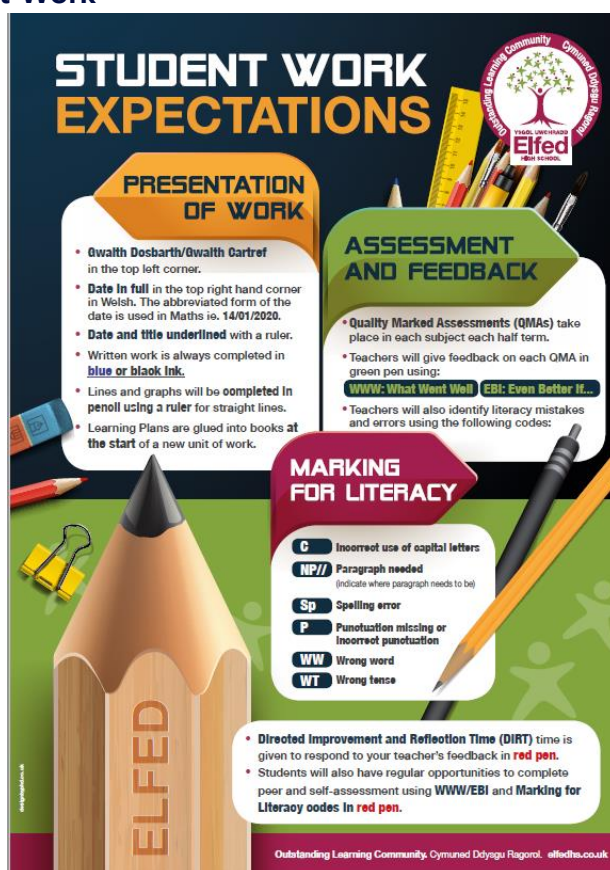
- Always do your best and be kind.
- Bring everything you need for each lesson.
- Listen to instructions and follow them straight away.
- Take responsibility for your own actions.
- No eating or chewing gum.

- Mobile phones are switched off and out of sight.
- Listen to others.
- Wait to be asked to contribute your ideas.
- Display a growth mindset.

Outstanding Learning Community, Cymuned Ddysgu Ragorol. elfedhs.co.uk

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Expectations: Student Work



Responsibilities

Teaching and Learning is a shared responsibility; everyone in our school community has an important role to play. Each colleague will follow the expectations set out in this policy.

Support staff at our school will:

- know the students they support well and differentiate support to meet their individual learning needs and
- support Teaching and Learning with flexibility and resourcefulness.

In addition, *Teachers* at our school will:

- engage with, and follow, the Professional Standards for Teaching and Leadership in Wales;
- closely assess student progress and intervene appropriately;
- communicate with parents/carers regarding students' progress, in line with the All Achieve assessment cycle;
- and contribute to our 'Outstanding Learning Community' by sharing ideas, resources and effective practice.

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In addition, *Subject Leaders and Learning Directors* will:

- ensure a well-sequenced, broad and balanced curriculum that builds knowledge and skills is in place in their area;
- drive improvement in their area by evaluating the quality of provision and implementing actions;
- and provide mechanisms for team members to share ideas, resources and effective practice.

In addition, *Senior Leaders* at our school will:

- have a clear and ambitious vision for providing high-quality, inclusive education to all;
- evaluate strategies to secure high-quality Teaching and Learning across the school;
- ensure that the Professional Learning offer is driven by development needs of colleagues;
- promote team working at all levels;
- and address underachievement and intervene promptly.

Students at our school will:

- take responsibility for their own learning and support the learning of others;
- and meet our high expectations in all areas.

Parents and carers of students at our school will:

- value learning in school and at home and encourage their child as a learner;
- make sure their child is ready to learn every day;
- and participate in two-way communication between home and school.

Governors at our school will:

- monitor the impact of Teaching and Learning strategies on students' progress and
- monitor the effectiveness of this policy and hold leaders to account for its implementation.

Monitoring and Evaluation of Teaching and Learning: MER Cycle

We will monitor Teaching and Learning across the school to make sure that students make the best possible progress from their starting points. Quality assurance is an essential element of school self-evaluation. The outcome of quality assurance will contribute to enhancing the quality of Teaching and Learning, improving student progress and levels of attainment. All members of teaching staff will contribute to and participate in, quality assurance activities throughout the school year in line with the MER calendar.

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Quality assurance should be open, transparent and supportive with an appropriate balance between line management and / or external quality assurance and individual / internal self-evaluation.

Aims of the MER (Monitor, Evaluate, Review) Cycle:

- to make secure judgements of Teaching and Learning across the school;
- ensure school policy is being implemented;
- to encourage reflection and innovation;
- to monitor and evaluate the progress of students;
- to identify training needs across the teaching and support staff and drive the Professional Learning programme

The following section provides clear guidance and protocols for the main types of quality assurance that are regularly used at Elfed High School.

Lesson observations

For the purpose of quality assurance, teachers will be formally observed up to three times per year. Formal observations may be conducted by any member of the SLT and/or LD/HoD, or teaching colleagues.

- Performance management lesson: built around one of the teacher's three objectives which are based on the Professional Standards and feedback is given based on the Pedagogical Principles. The lesson will be observed by the line manager and the LD or a member of SLT.
- Triad working party: teachers are placed into triads where they choose the focus of their investigation. Each teacher is observed by the one or both members of the Triad, before the lesson is recorded on the formal document and a coaching conversation between the members takes place.

Student Work Scrutiny

Student work scrutiny is calendared to be done and formally recorded five times across the school year in AoLEs; the findings and outcomes are to be recorded on the Elfed HS work scrutiny document.

Additionally, whole school work scrutiny is completed by all teaching staff on a focus group of students. SLT will request work from certain AoLEs/student groups to review in SLT meetings. Student work may also be requested from AoLEs for external quality assurance visits, such as GWE/LA/Estyn.

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Learner Voice

Learner Voice activities are a valuable way to understand and QA the impact of Teaching and Learning. They take place through the form and year representatives, school council membership, through the departments and AoLEs and any staff/student conversations. It can be utilised in a general way or to investigate a line of enquiry. Completing Learner Voice activities are a calendared MER activity which take place five times across an academic year.

Heads of Year and Heads of Subject complete learner voice activities as directed by the Learning Director. SLT will also carry out Learner Voice QA throughout the year.

Learner Voice needs to be meaningful and purposeful – there are guidance documents with suggested questions to ask to provide focus for the discussion. When questions are focused on T&L, it is helpful for the student to have their class work with them, to form part of the conversation.

Leading Learners

Each Head of Subject chooses/elects a small number of students to become the Leading Learners. These fulfil the role of a steering group for the current/future provision of the subject, as well as the role of ambassadors for the subject when required.

Leading Learner meetings are calendared to take place a minimum of 3 times a year and usually take place the day the HoS's tutor group has assembly, so the tutor can remain in form to meet the students.

Minutes of the meetings are to be recorded on the Leading Learner minutes document.

Week 10/20/30 Data Analysis

End of year predicted grades are entered 3 times a year, by weeks 10, 20 and 30. These are based on graded evidence of work produced by the student. Once collected and checked, this data is thoroughly analysed to evaluate the provision of teaching and learning across subjects, year groups and specific groups of students. Once completed the documents are shared with LDs/SLT links to be discussed formally in line management meetings. Please see the Assessment Policy for further details.

Learning Director's QA of Teaching and Learning

Learning Directors are responsible for the provision of/leading on the provision of, T&L in their AoLEs. As part of this, they monitor standards through the work scrutinies, Learner Voice, Leading Learners, data collected, Trial/formal exam results, NEA tasks, homework provision set, knowing what is going on in the classrooms of their teams.

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Self-evaluation focus questions: Each term/half term, Learning Directors have a focus question to evaluate an aspect of T&L provision in their area. Their investigations will involve support from the HoS/HoY, as well as teachers and other support staff in their areas.

Professional Learning

All staff should engage with high quality, researched based professional learning and to be open minded, reflective and proactive at continually trying to improve their teaching practice. Teaching and Learning Professional Learning will be focused around what will make the biggest impact to teachers and students; staff will be given time to work collaboratively in subject specific teams to implement it. The aim is to ensure all CPD is embedded, reviewed and evaluated.