



EHS Teaching and Learning Policy

Name of Policy / Procedure	Teaching and Learning Policy
Issue date	September 2022
Review date	September 2026
GB committee responsible for the policy / procedure	Curriculum
Staff member responsible for writing, reviewing and updating the policy / procedure	Headteacher
Person responsible for monitoring implementation of the policy / procedure	Headteacher
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.



EHS Teaching and Learning Policy

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.

EHS Teaching and Learning Policy

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

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

PURPOSEFUL PLANNING

Ensuring pupil progress



TEACHING & LEARNING

- AFL
- SKILLS
- QUESTIONING
- FEEDBACK
- READING
- KNOW YOUR CLASS
- CHALLENGE

Elfed
18 LEE SCHOOL

Purposeful planning

Helping our pupils make progress

EHS Teaching and Learning Policy

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 YOURSELF AND OTHERS
PARCHWCH EICH HUN AC ERAILL

- Always do your best and be kind.
- Bring everything you need for each lesson, 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.

RESPECT • HONESTY • INTEGRITY • HIGH ASPIRATIONS • SELF BELIEF

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

Expectations: Student Work

STUDENT WORK EXPECTATIONS

PRESENTATION OF WORK

- **Gwalth Dosbarth/Gwalth Cartref** in the top left corner.
- **Date in full** in the top right hand corner in Welsh. The abbreviated form of the date is used in Maths ie. 14/01/2020.
- **Date and title underlined** with a ruler.
- Written work is always completed in **blue or black ink**.
- Lines and graphs will be completed in **pen** using a ruler for straight lines.
- Learning Plans are glued into books at the start of a new unit of work.

ASSESSMENT AND FEEDBACK

- Quality Marked Assessments (QMAs) take place in each subject each half term.
- Teachers will give feedback on each QMA in green pen using:
WWW: What Went Well, EBI: Even Better If...
- Teachers will also identify literacy mistakes and errors using the following codes:

MARKING FOR LITERACY

- C** Incorrect use of capital letters
- NP//** Paragraph needed (Indicate where paragraph needs to be)
- Sp** Spelling error
- P** Punctuation missing or Incorrect punctuation
- WW** Wrong word
- WT** Wrong tense

- **Directed Improvement and Reflection Time (DIRT)** time is given to respond to your teacher's feedback in **red pen**.
- Students will also have regular opportunities to complete peer and self-assessment using **WWW/EBI** and **Marking for Literacy codes in red pen**.

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

EHS Teaching and Learning Policy

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.

EHS Teaching and Learning Policy

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.

EHS Teaching and Learning Policy

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.

· Professional Development Review observation: 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.

· Quality Assurance Learning Walks: Learning walks will form a key part of the school's quality assurance process. These will involve short, focused visits to lessons to gather evidence on the consistency and effectiveness of teaching, learning, and the learning environment. Lesson observations will take place as part of this process, with a focus on celebrating effective practice, identifying areas for development, and ensuring alignment with whole-school priorities. Feedback will be constructive and developmental, supporting staff in reflecting on their practice and sharing strategies that promote pupil progress and engagement. The information collected will also be used to inform departmental reviews, professional learning, and whole-school improvement planning

· Student Work Scrutiny

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

EHS Teaching and Learning Policy

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.

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.

EHS Teaching and Learning Policy

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, research-based professional learning and be open-minded, reflective, and proactive in continually seeking to improve their teaching practice. Teaching and Learning professional learning will be focused on what will make the biggest impact on teachers and students; staff will be given time to work collaboratively in subject-specific teams to implement this. The aim is to ensure all CPD is embedded, reviewed, and evaluated. In addition, the school has a Lead Coach for Teaching and Learning, who supports this process by modelling effective practice, guiding professional discussions, and providing tailored coaching to help staff translate professional learning into impactful classroom strategies.