



**Ysgol Pentrehafod**

**Pentrehafod School**



# Teaching & Learning Policy

## *Addysgu a Dysgu Polisi*

Reviewed October 2022

Adolygu ddiw Hydref 2022

Next Review October 2025

'Adolygiad nesaf Hydref 2025

*Reviewed by A Rumbelow  
October 2022*

*Article 28*

*Children have the right to an education...*





# Teaching & Learning Policy Statement

## Vision Statement

To provide all students with access to the best knowledge, skills, and experiences to ensure ambition for all members of our community.

This can only be realised through effective pedagogy in lessons. Teachers should use the most effective strategies that are current, up to date and evidence based. These are encapsulated in lessons planned with our Principles of Effective Teaching and Learning (PETAL) in mind.

## Aims

The aims of this policy include:

- to provide a safe, stimulating learning environment for all students and teachers;
- to enable students 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 examination board specifications that will not only motivate, engage and challenge students but also equip them with the skills required on leaving school;
- to set high expectations for all students in order to raise their aspirations, develop a positive mind-set and a thirst for learning;
- to raise standards of both teaching and learning;
- to ensure that assessment and tracking is an integral aspect of teaching and learning;
- to ensure that the assessments are used in both a formative and summative way.



## Pentrehafod Principles of Effective Teaching and Learning

What?	Why?
<p><b>1. Classroom Culture</b>  <i>“Culture eats strategy for breakfast” Drucker</i></p>	
<ul style="list-style-type: none"> <li>a) Routines and effective classroom management are grounded in school policy</li> <li>b) Promote active participation and engagement from all students</li> <li>c) Metacognition before, during and after tasks is supported and modelled</li> <li>d) Praise is used for effort and impressive contributions</li> <li>e) Questions are targeted with purpose</li> <li>f) Scaffold and challenge demonstrates knowledge of the pupils in the class providing universal provision</li> </ul>	<p><b>So that learners are empowered to make good choices.</b></p>
<p><b>2. Instruction and Modelling</b>  <i>“Success is dependent on the quality of teacher talk” Didau</i></p>	
<ul style="list-style-type: none"> <li>a) Clearly defined learning intentions are explicit for each lesson</li> <li>b) New knowledge is chunked and built upon old knowledge in sequence</li> <li>c) Highly effective explanations are direct, concise and consistent across written and verbal methods of communication</li> <li>d) Teachers model excellence and how to achieve it with methods and vocabulary made clear</li> <li>e) Teachers check for understanding of expectations at a granular level</li> <li>f) Promote and uphold high standards of literacy, numeracy and digital competence</li> </ul>	<p><b>So that learners are clear about what they are learning, why they are learning it and the expected standard.</b></p>
<p><b>3. Making it Stick</b>  <i>“The use of practice [...] can improve student learning in both direct and indirect ways” Dunlosky</i></p>	
<ul style="list-style-type: none"> <li>a) Connections are made with prior learning, across AoLEs and authentic examples</li> <li>b) Regular spaced low-stakes testing promotes secure knowledge</li> <li>c) Plentiful opportunities for independent practice</li> <li>d) Repeated retrieval of key information is interleaved</li> <li>e) Gaps in knowledge and skills are identified and closed, including addressing misconceptions</li> <li>f) Class talk is purposeful and links to a success criteria with no opt-out</li> </ul>	<p><b>So that learners gain secure, in-depth knowledge and can recall it easily.</b></p>
<p><b>4. Assessment and Feedback</b>  <i>“Effective teachers frequently checked to see if all the students were learning new material” Rosenshine</i></p>	
<ul style="list-style-type: none"> <li>a) Verbal and written questioning is planned with a priority on checking for understanding</li> <li>b) High quality feedback is regular, specific and clear</li> <li>c) Time is provided to act upon assessment and feedback</li> <li>d) Accurate information is gathered on students’ progress and informs planning</li> <li>e) Threshold concepts and key objectives are explicitly revisited and retaught if necessary</li> <li>f) Responsive teaching adapts to meet learner needs</li> </ul>	<p><b>So that learners are able to progress by unlocking further learning with gaps identified, planned for, and addressed.</b></p>



## Using the Principles of Effective Teaching and Learning

### **Teachers will:**

- Utilise these principles to inform planning, preparation and assessment.
- Revisit these principles frequently to reflect and refine teaching methods.
- Link these principles to professional development.
- Discuss and contribute to progress in these areas, as per personal, AOLE or school development plans.

### **Those in Leadership positions will:**

- Utilise these principles to inform planning, preparation and assessment at all levels.
- Revisit these principles frequently to reflect and refine teaching methods.
- Use these principles to set coaching targets and actions for teachers.
- Link these principles to professional development, quality assurance and school improvement.
- Employ actions and contribute to progress in these areas, as per personal, AOLE or school development plans, identifying areas for improvement at all levels



## Continuous Professional Development

All education professionals are entitled to:

- an individual professional learning journey
- well-designed professional learning that includes a blend of approaches and opportunities for reflection, enquiry and collaboration for learning
- work in a school or setting, or organisation that sees itself as a learning organisation and uses professional standards in all aspects of professional development

The school provides multiple opportunities for Professional Development which, annually, include:

- Six Developmental Drop-Ins with targets set and reflection of how these link to the PTS in Wales
- Three Unseen Lesson Observations with coaching
- Inset / Twilight time allocated to undertaking a Disciplined Inquiry
- Teacher Professional Development Sessions
- Leadership Professional Development sessions
- Workshops in response to school priorities and needs
- Support to engage in further education and training
- Further, bespoke opportunities in line with the SDP

There is also an expectation that practitioners should:

- actively pursue and reflect on their individual professional learning journey
- actively engage in professional learning and make positive use of time allocated for it, including INSET time
- regularly consider their role in supporting the school or setting as a learning organisation, their practice in terms of the professional standards and instigating improvement by seeking appropriate professional learning



## Monitoring and Evaluation of Quality of Teaching & Learning

### Teachers

All classroom teachers are responsible for the progress of students in their classes and for self-evaluating their own professional development.

This is achieved by:

- self-evaluation of their subject knowledge and understanding of Whole School development priorities;
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management;
- demonstrating deep knowledge and understanding of the subjects they teach;
- monitoring and assessing student progress to ensure they achieve well against prior achievement and similar groups nationally;
- self-evaluation of their contribution to the policies and aspirations of the school;
- use quality questioning highly effectively, and demonstrate understanding of the ways students think about subject content. They identify students' common misconceptions and act to ensure they are corrected;
- use assessment for learning strategies to evaluate learners' depth of understanding and progress;
- seeking advice and support where needed through appropriate channels;
- acting on feedback and action plans post departmental and Whole School Progress in Knowledge and Skills checks.



**a) Form Tutors**

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

This is achieved by:

- encouraging and developing the ability of students to evaluate and take responsibility for their own learning;
- monitoring of behaviour, homework, use of planners, rewards and sanctions, uniform and attendance.

**b) AOLE Leads / Curriculum Co-ordinators**

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

This is achieved by:

- creating a culture that enables staff and students to excel;
- supporting all teachers with understanding and application of PETAL documentation;
- ensuring curriculum progression through the Scheme of Learning, together with continuity and progress for all students to be the very best they can;
- evaluating the planning and teaching within the department and using this analysis to identify and share effective practice;
- establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement;
- analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. EAL, gender groups, FSM, ALN, C/D students, A\*/A students);
- monitoring students' work by regular Progress in Knowledge and Skills Checks of homework, classwork, students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to



ensure quality, consistency and to implement strategies for improvement via Student Voice;

- contribution to whole school Progress in Knowledge and Skills checks;
- supporting professional development in line with whole school policy, Professional Teacher Standards and The Entitlement;
- collaborative and individual coaching and reflection;
- evaluating progress of teaching and learning targets in the Whole School development plan and annual action plans.

### **c) Learning Leaders**

Learning Leaders 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, and using school generated student data to identify and set targets at designated times of year, for specific students according to their needs, e.g. underachievement, able students;
- maintaining an overview of the experience of students in the year group by e.g. monitoring detentions, cross-curricular activities;
- monitoring the work of tutors and quality of tutor time, e.g. checking of planners; liaising with tutors on the delivery of collective worship and PSE;
- monitoring attitudes to learning through attendance and independent learning;
- contribution to whole school Progress in Knowledge and Skills checks;
- reporting back to the RSL and to staff as required in response to need.





#### **d) Senior 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 Development Plan. Monitoring and evaluation principally takes place through Quality Assurance i.e. departmental reviews, classroom observations of teaching and learning, book scrutiny and Performance Development.

#### **Responsibilities**

- The Headteacher is responsible for monitoring the performance of members of the Senior Leadership Team.
- Each Senior Leader is responsible for the progress of students in their linked department.

#### **e) Departmental and Subject Reviews**

School to School Reviews in which Pentrehafod works with three other local schools in a robust and rigorous manner has supported external validation of departmental plans and self-evaluation.

This process entails:

- monitoring the effectiveness of leadership and management of the subject area;
- analysing performance data and setting targets for improvement;
- giving support and arranging training for development;
- ensuring quality of standards and verifying middle leaders' judgements;
- involving Student Voice and governors in outcomes;
- generating an action plan following review feedback.