

# CWMBRAN HIGH SCHOOL



## Teaching & Learning Policy Polisi Dysgu ac Addysgu

**REVIEWED:** October 2017

**Approved by Governing Body:**

Recruitment & Resources Committee – 16 October 2017

## **Vision Statement**

Pupils of all abilities at Cwmbran High School will be given equal opportunities to learn 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 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, 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 to raise their aspirations; and to raise standards of both teaching and learning.

# Teaching

## 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 four-part structure, namely starter, development of learning objective through input and processing, plenary, when appropriate.
- which use plenaries 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 develop and support skills.
- which incorporate the school's Literacy, Numeracy and ICT policies.
- which are enjoyable and interesting.

## Teaching styles

*Teachers should use teaching strategies which:*

- use a variety of learning styles i.e. 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.
- Ensure topics taught are as relevant as possible and interesting.

## **Assessment, Recording and Reporting Policy and Marking Policy**

*Teachers should:*

- assess pupils' work regularly according to the school assessment and marking policies.
- use analysis of assessments 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; and inform parents and appropriate staff within school of pupils' progress or underachievement.
- liaise with Pupil Mentor/HOY where appropriate.

## **Learning Support**

*Teachers should:*

- be aware of the specific learning needs of their pupils.
- use IEPs as working documents.
- consult with ALENCO/IRU Manager about the needs of individual pupils when appropriate.
- work with Teaching Assistants and other adults to ensure pupils are best supported in their learning.

# Continuous Professional Development

*Teachers should be responsible for:*

- continuously update their subject knowledge and teaching practice in line with current developments and initiatives.
- discussing teaching and learning at Departmental Meetings and staff INSET to share good practice.
- Plan their own CPD programme in conjunction with their Line Manager and Faculty/Department Head as a result of the Performance Management process.

*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 School behaviour policy.
- take responsibility for improving their own learning; and
- 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 School Development priorities.
- self-evaluation of the quality and effectiveness of their own teaching and their classroom management.
- having a growth mind-set and working productively with staff to continually improve their own standards of teaching.
- monitoring pupil progress of their classes against school targets.
- discussing strategies with appropriate staff when underperformance has been identified.

## *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, giving individual feedback to pupils at each Progress Check.
- encouraging and developing the ability of pupils to evaluate and take responsibility for their own learning.
- monitoring of behaviour, homework, equipment, rewards and sanctions, uniform and attendance.

## *Heads of Department*

Heads of Department are responsible for the effective teaching of their subjects, evaluating the quality of teaching and standards of pupils' achievements and setting targets for improvement. They are vital in ensuring continual progress in T & L by supporting and monitoring the identified areas of T & L that are to be improved in the department.

This is achieved by:

- having a consistent approach to evaluating the performance of teachers by using a variety of data, eg. Lesson observations, scrutiny of books, learning walks, pupil voice and data analysis of teacher performance in external exams (where possible).
- evaluating the teaching of their subject, within the Department and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement.
- Regularly carrying out (at least weekly) Learning Walks to ensure a consistently high standard of teaching in all lessons in the department. The Learning Walk information needs to be recorded and any targets given to be monitored.
- Working closely and productively with T & L team/SLT to ensure that identified areas of Teaching and learning are focused on and improvements are made.
- ensuring curriculum coverage, continuity and progress for all pupils.
- 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. able pupils, gender groups, C/D pupils).
- monitoring pupils' work by monthly sampling of homework, classwork, pupils' responses and attitudes to ensure quality, consistency and to implement strategies for improvement.
- working productively with Heads of Year/Heads of Department to develop strategies which will improve progress in identified pupils.
- discussing issues with pupils/parent where appropriate to make explicit the changes that need to be made to improve progress.
- setting targets at Progress Checks for all pupils who are predicted to be below target at the end of the year.
- observing teachers regularly (formally at least once a year) and giving constructive feedback. This will also inform Performance Management of teachers.
- evaluating progress of teaching and learning targets in subject development plans, in line with Development Plan priorities.

### *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 of the year group, by comparing pupil predicted progress against targets at half-termly progress checks for all pupils to identify good progress/lack of progress across a range of subjects.
- working productively with Heads of Department to develop strategies which will improve progress in identified pupils.

- discussing issues with pupils/parent where appropriate in order to make explicit the changes that need to be made to improve progress
- maintaining an overview of the experience of pupils in the year group e.g. by monitoring detentions, use of the IRU/I.E. , cross-curricular activities; monitoring the work of tutors and quality of tutor time, liaising with tutors on the delivery of collective worship, TFTD, LORIC and PSE; monitoring attitudes to learning through e.g. attendance and homework.
- reporting back to the SLT link and to staff as required in response to need.

### *Leadership Team*

The 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 360° Quality Assurance i.e. department reviews, classroom observations of teaching and learning and Performance Management.

### *Responsibilities*

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

### *The Senior Leadership Team*

The SLT will line-manage specific departments and will be responsible for ensuring the HOD follows the T+L Policy. This will be achieved by

- Monitoring the progress in T + L in regular (at least half-termly) meetings with the HOD which focuses on latest EITF records (lesson observations, peer observations, learning walks)
- Joining HOD where possible on Learning Walks
- taking minutes of meetings which prioritise T + L priorities and actions for the next half-term
- Jointly carrying out lesson observations with the HOD where possible to develop consistency in lesson observation judgements
- Being actively involved in the judgements made in Department Reviews
- Ensuring the Data Analysis sheets have the T+L component completed to a good standard

# Lesson Observations and judgements

The aim of this is to work productively and constructively with teachers across the entire curriculum to improve the quality of teaching.

To ensure that the process is productive and constructive the process will involve:

- all staff have a clear understanding of the purposes of any observation and know when the observation will take place.
- the teacher and observer have time before the observation to discuss the focus of the observation and to share relevant information about the class.
- observations of teaching focus clearly on the extent to which it helps pupils to learn and make good progress, and on the standards achieved by the pupils.
- observations of teaching and learning draw on a wide range of evidence which includes assessment records, scrutiny of pupils' work, and listening to learners.
- observers use EITF forms to record the findings of the observation.
- the observed member of staff has an opportunity to receive feedback and engage in professional dialogue as soon as possible.
- observations usually last between thirty to sixty minutes.
- observers ensure that there is a written record of the observation.
- all observations requiring judgements are moderated through SLT discussion/joint observations to ensure consistency;
- observers are trained to use judgement descriptors accurately and consistently to ensure equality and fairness.
- an annual self-evaluation cycle includes timetabled performance management observations and observations to monitor the school's progress against targets in the school improvement plan.
- the school takes account of formal classroom observations when reviewing improvement targets.

## Judgement Descriptors

**Excellent** – Very strong, sustained performance and practice

**Good** – Strong features, although minor aspects may require improvement

**Adequate and needs improvement** – Strengths outweigh weaknesses, but important aspects require improvement

**Unsatisfactory and needs urgent improvement** – Important weaknesses outweigh strengths

## **Clarification of the use of quantities and proportions in Observations and reports**

It is important to be careful when writing about various proportions of learners. Terms and phrases linked to proportions may mean different things to different readers. It is important to recognise that the ideas below are indicative relationships only.

- Nearly all = with very few exceptions
- Most = 90% or more
- Many = 70% or more
- A majority = over 60%
- Half = 50%
- Around half = close to 50%
- A minority = below 40%
- Few = below 20%
- Very few = less than 10%

## Department Reviews

These are undertaken on a yearly cycle and are carried out by SLT/HoD collaboratively for the improvement of the Department with a lead external reviewer where appropriate.

This will be achieved by:

- carrying out lesson observations, with a positive culture of improvement, and making explicit the quality of teaching and learning they wish to see
- observations of teaching focus clearly on the extent to which it helps pupils to learn and make good progress, and on the standards achieved by the pupils
- monitoring the effectiveness of leadership and management of the Department
- 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; and involving Pupil Voice and Governors in outcomes.
- generating an action plan following review feedback.

## Reviews of Teaching and Learning

A comprehensive review of teaching and learning takes place annually by the Leadership Team 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 Development Plan;
- identify key aspects of teaching for development by faculties/departments/subjects and for the whole school.
- Identify areas of development and support all staff.
- standardise monitoring procedures including lesson observations and work scrutiny.

## **SLT Teaching and Learning Lesson Observations**

Running alongside the Department Reviews, SLT will conduct lesson observations on individual teachers.

To ensure the process is as productive as possible the aims are to:

- observe jointly with the HOD to develop consistency in judgements on lesson observations.
- identify strengths and areas that need to be developed.
- set targets with the observed teacher and HOD and produce a plan that will improve teaching in the identified areas.
- write up the observation on the EITF with identified strengths and development points to work on.

## **Teacher Improvement Programme (TIP)**

Teachers that have been identified as needing extra support as well as HOD support will enter the TIP programme. This is being run by the HoT&L and the aim is to give intensive advice and support to the teacher in the identified areas of weakness. The HoT&L will work closely with the HOD.

To ensure the process is as productive as possible the aims are to:

- set agreed targets based on development points identified and by discussion with the teacher, HOD and HoT&L.
- organise and monitor peer observations, team teaching and lesson observations that focus on the targets set.
- ensure the HOD and the HoT&L to work closely to ensure consistency in the expectations of the improvements sought.
- ensure the HOD and teacher agree a T&L target on PM that does focus on identified development points.

## **Teaching and Learning Working Party**

This will be chaired by the HoT&L/AHT and will compose a rolling assortment of identified staff who have demonstrated strengths that will be used in CPD.

## **Staff Peer Observations**

Every term, ALL teaching staff are required to carry out one Peer Observation. The focus of the observation should be informed by teacher development points and the observed teacher should have identified strengths in this area. This peer observation should be recorded by the observer on the EITF in the 'Peer Observation' section.

## Teaching and Learning Policy – Overview

Improvement in the standards of Teaching and Learning in all classrooms will lead to better progress being made by our pupils. The culture of observations and learning walks is to ensure all staff are clear in the development points that will make teaching better in the classroom. Support will be given to help achieve this. It is essential that consistency in judgements is improved and that CPD has a big focus on this. HODs are vital in ensuring that in all classrooms pupils are making progress.

The standards of Teaching and Learning will be monitored throughout the year across the school in a number of ways:

- Department Reviews
- Teaching and Learning Observations
- Teaching Improvement Programme
- Learning Walks
- Peer Observations
- Performance Management
- Making Judgements

Observers should base their evaluations of pupils' achievement and progress on the outcomes of lesson observations, external exam data, learning walks, scrutiny of pupils' work and discussions with pupils. These discussions should evaluate how well pupils recall previous learning, develop thinking skills, acquire new knowledge, understanding and skills, and apply these to new situations.

Lesson observation judgements of teaching should be focused on:

- the extent to which pupils learn and make good progress, and on the standards achieved by the pupils.
- the development of skills during the lesson. Careful observation of pupils in lessons and talking to pupils will provide evidence of their speaking and listening skills, their numeracy skills and their ability to think.
- scrutiny of work which provides evidence on how well pupils can write clearly and read for understanding, how well they can use their numeracy skills at appropriate levels in a range of subjects and whether they are acquiring a useful range of skills and knowledge in ICT.
- the extent to which the level of pupils' communication and higher-order thinking skills support or hinder their progress in classroom interaction with teachers and with other pupils.

