



YSGOL GYMUNEDOL

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Learning and Teaching Policy

March 2022

Date Created: 15th March 2022

Review Date: 17th March 2025

Chair of Governors – David Brookes

Signed:

Date: 15.10.2022

Headteacher – Yvonne Jones

A handwritten signature in blue ink, appearing to read 'Yvonne Jones'.

Signed:

Date: 15.10.2022

PCS Learning and Teaching Policy

Introduction

The Learning and Teaching Policy is the key policy at the school as it underpins all of our work. It reflects the importance placed by the school on learning, teaching and achievement; focusing on the needs of pupils is our core purpose. Our policy reflects our all-through ethos and, like the bridge within the school crest, aims to connect one learning experience to another. All staff share a commitment to provide the very best provision for our pupils.

Aim

Our overall aim is to create and sustain an excellent learning culture for every pupil within the school. To achieve this, teachers must understand their role within the process; **that of facilitating excellent learning as a result of excellent teaching**. This policy aims to guide teachers on what ‘excellent’ learning and teaching looks like and the policy should be used in conjunction with the PCS learning and teaching handbook.

Our School Vision

Our vision statement ‘Aspire Together, Achieve Together’ is attained by the highest ambitions and expectations for our pupils’ achievement, wellbeing and behaviour. We are committed to providing outstanding learning and teaching in a caring, safe and nurturing environment. We strive to ensure that every pupil receives their entitlement to the best possible education, regardless of background and ability. This is a fundamental matter of equity and excellence for all. We want to ensure that every pupil enjoys their learning and the wide range of enriching extra-curricular opportunities available, whilst also being challenged and supported to reach their full potential.

We pride ourselves on the positive and purposeful relationships between staff and pupils, and the strength of the schools’ pastoral care. Partnerships with parents and carers are also extremely important and we aim to work closely with all families so that we can support every child’s progress together.

Learning and teaching is at the heart of everything the school does. Improving teaching at PCS requires a resolute focus on leadership development and on establishing robust self-evaluation processes. These processes must link well to improvement planning and inform a meaningful programme of effective professional learning for staff.



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Porth Principles – 6 consistent approaches to the structure, ethos and expectations within lessons.

1. Ready to Learn

Arrive on time to lessons; staff meet and greet pupils. Create the culture of high expectations; all pupils come equipped and are well behaved. Teacher provides a bell task/starter activity. Pupils independently begin their learning promptly.

2. Begin with the End

Staff and pupils have a clear vision of what, how and why the learning is taking place as lesson objectives are shared and discussed with pupils. Pupils co-construct the success criteria for their lesson. Consideration is given to the individual needs of pupils, through the use of one-page profiles, actions plans and the register of needs.

3. Role Modelling

Pupils undertake skills and activities that staff will role model. Pupils complete a variety of activities based on their ability and age.

4. Challenge and Clarity

Inspire all pupils with clearly differentiated tasks to challenge and support their progress. Staff and pupils use higher order questions purposefully.

5. Feedback and Reflection

Review progress through a range of assessment for learning strategies to ensure that all pupils achieve and exceed their potential. Staff give verbal and written feedback that is diagnostic, and helps pupils to make progress. The expectation is that pupils must respond to feedback and reflect on their progress.

6. What? So What? Now What?

Each lesson will contain a final plenary which effectively recaps knowledge to inform teacher planning for future lessons. Ordered and smooth routines for packing up. Calm and orderly teacher dismissal.

**What excellent learning and teaching should look like:**

We believe excellent teaching has:	We believe excellent learning is taking place when pupils:
<ul style="list-style-type: none">○ A focus on pupils' learning and outcomes.○ Clear measurable objectives for the lesson, which aim to develop pupils' skills and knowledge.○ A range of stimulating activities which engage ALL pupils.○ High quality resources which cater for ALL pupils.○ Pupils engaged in a learning activity within 5 minutes of the start of a lesson.○ Pace.○ High and challenging expectations of all pupils regardless of ability, including the more able.○ Consistency and fairness.○ A stimulating classroom with displays containing key words and exemplar materials.○ Lessons which are rigorously prepared.○ Behaviour which is well managed with no low level disruption.○ Teachers who are linguistic role models correcting grammatical and spelling errors in reading, writing and speaking activities.○ Questioning which probes and extends learners to think objectively and critically.○ Lessons which contain a number of activities for the learner to take part in and where teacher talk is minimal.○ Key whole school policies embedded (behaviour, marking and feedback, homework, assessment, literacy, numeracy and bilingualism) within their lessons to ensure consistency across the school.	<ul style="list-style-type: none">○ Are met and greeted at the door.○ Participate and are fully engaged in learning, possessing a zest for new knowledge.○ Make measurable progress within the lesson by improving skills or knowledge.○ Can make links to prior learning.○ Can answer questions utilising key words / terminology with correct grammar.○ Are able to think critically and put arguments for and against a point.○ Enjoy the lesson.○ Demonstrate what they have learnt during the plenary/mini plenary.○ Know what their current achievement is, what their target is and what they need to do to improve their learning.○ Demonstrate an interest and ask / answer questions.○ Participate.○ Have an ability to incorporate new knowledge into daily life, activities and other subjects.○ Have a resilience to set backs.○ Have an inquisitive mind.○ Have a willingness to take risks.○ Will work independently, in pairs or in groups cooperatively.○ Have good listening skills.○ Can think and learn independently.○ Have the ability to solve problems.○ Behave well and engage in their learning.



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- Teachers with excellent communication skills.
- An environment where respect is evident within the classroom.
- Regular assessment and monitoring of pupils' progress to shape future learning.
- A sharing of good practice.
- Teachers who reflect on their practice, adapt to situations as they arise and are open to new ideas and change.
- High standards of behaviour for learning taking place, which results in a positive learning environment.

Learning and teaching are interactive. It is important that we teach pupils how to “learn to learn” in order to become independent learners and develop skills for life-long learning. The skills based curriculum provides the foundation for this. All departments are responsible for the development and delivery of these skills through opportunities for cross-curricular learning. Digital, literacy, PSE, numeracy and Welsh skills underpin learning across the curriculum.

Over the academic year 2022-2023, the school will focus on developing this policy further by considering key areas identified from self-evaluation. During 2021-2022, we have built our own PCS learning and teaching handbook, and will further enhance learning and teaching by creating an online ‘Digital Toolkit’ to aid staff in pedagogical advancement.

PCS Learning and Teaching CPD

Excellent professional learning is considered essential at PCS. It is important that staff are provided opportunities to learn in their own right and to use these learning experiences with pupils. Demonstrating resilience to difficulties and overcoming frustration when things go wrong are important learning opportunities for all pupils. Staff should share their learning with their classes at appropriate times to model successful learning and the importance of demonstrating resilience . Staff are encouraged to partake in as many opportunities as possible to develop their personal pedagogical approaches, as well as contribute towards the delivery of string of learning and teaching experiences within their subject/phase areas.

CPD Activities include:

- INSET days focusing on whole school learning and teaching priorities
- Performance management
- Lesson observations
- Work reviews
- Department meetings
- Learning walks
- Learning hubs
- Individual coaching/mentoring
- Experiencing good practice in other areas of the school & other schools
- External courses/training opportunities.

Whole School CPD

INSET days focus on whole school priorities as identified in the School Improvement Plan. INSET days are an opportunity to deliver internal/external CPD as dictated by whole school priorities. Learning hubs attended by staff will also have a whole school strategic focus, but may be internally delivered CPD or collaborative sessions intended to share good practice across subject areas or groups of staff.

Subject area CPD

Subject areas will be given termly opportunities to share good practice within the area or receive coaching CPD tailored to their specific needs. Subject specific CPD delivered by members of the area or external organisations such as examination boards may also be delivered at this time. CPD will be a key feature in strategies for improvement outlined in the Department Improvement Plan.

Individual CPD

The CPD needs of individual members of staff will be determined through monitoring and evaluation, as well as personal reflection. CPD needs will be discussed during performance appraisal meetings, which will then be agreed and recorded by the member of staff and their line manager. CPD needs of individuals may be met by whole school CPD activities, CPD sessions aimed at groups of staff with specific areas for development.

PCS Learning and Teaching Responsibilities

Senior Leader for Learning and Teaching (*These are in addition to meeting the responsibilities for teaching*)

Responsible for:

- Ensuring the standard of Learning and Teaching is good or better.
- developmentDevising and implementing the Learning and Teaching strategy.
- Planing for and coordinating Learning and Teaching related CPD.
- Implementing a rigorous monitoring and evaluation programme to quality assure whole school Learning and Teaching, and subsequent action planning.

Senior Leadership Team (SLT) (*These are in addition to meeting the responsibilities for teaching*)

Responsible for:

- Ensuring that Learning and Teaching across the school and in subject areas they line manage results in pupils making or exceeding expected progress.
- Ensuring that whole school and subject data informs interventions and that appropriate and timely action is taken to enable all pupils to make progress.
- Consistently communicating to all staff the expectation of high standards of Learning and Teaching.
- Ensuring that good practice is fully disseminated in to ensure teaching is consistently good or better.
- Rigorously monitoring and evaluating Learning and Teaching in the subject areas that they line manage through collaboration with the Director of Subject.
- Ensuring that they model high standards of Learning and Teaching in their own practice.

Heads of School/Wellbeing Leaders (*These are in addition to meeting the responsibilities for teaching*)

Responsible for:

- Analysing data relating to behaviour and ensuring appropriate and timely action is taken to ensure progress of all pupils.
- Identifying pupils who require interventions to support progress.

ALNCo, supported by Deputy ALNCo (*These are in addition to meeting the responsibilities for teaching*)

Responsible for:

- Responding to data relating to additional learning needs, ensuring appropriate and timely action is taken to secure progress of all pupils.



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- Working closely with the Senior Leadership Team to identify pupils who require interventions and/or support.
- Ensuring that Teaching Assistants are deployed effectively to enable targeted pupils with additional learning needs to make progress.

Director of Subject/Deputy Director of Subject and Assistant Director of Subject (*These are in addition to meeting the responsibilities for teaching*)

Responsible for:

- Ensuring a consistent and high standard of Learning and Teaching across their subject area.
- Ensuring that planning is carried out in line with the school's policy.
- Monitoring and evaluating Learning and Teaching through lesson observations, learning walks and work scrutiny, identifying areas to develop within their subject area and incorporating this into department improvement plans.
- Ensuring that all teaching staff have a performance management target linked to pupil progress and developing their own Learning and Teaching practice.
- Ensuring that underperformance is tackled swiftly and effectively in line with the school's Capability Policy.
- Ensuring that the school's Assessment and Marking and Feedback policy is adhered to.
- Ensuring that homework is set by staff and this is quality assured for provision.
- Ensuring that subject data is responded to effectively and that as a result, appropriate and timely action is taken in order to enable all pupils to make or exceed expected progress.
- Maintaining high standards of behaviour for learning and creating a positive learning environment.

Classroom Teacher

Responsible for:

- Creating an environment within their classrooms where pupils are welcomed, respected, cared for and viewed as having the potential to be successful.
- Maintaining behaviour for learning within your classroom and lessons that results in a positive learning environment.
- Ensuring planning of lessons leads to stretching pupils in their learning to achieve high expectations.
- Ensuring consistently high learning experience in every lesson.
- Ensuring that subject data is accurate and is used effectively to track the progress of individual pupils.
- Ensure that all books/work are marked in line with the school Assessment and Marking and Feedback policy.
- Ensuring that homework is set in line with the school's Homework Policy.
- Developing a culture of sharing good practice to maximise pupil outcomes.
- Becoming developing and reflective practitioners.

- Developing a learning culture within the school which instills in pupils a desire to learn.
- Engaging within the process of CPD, Performance Management and Action Research to foster a community of learners as well as teachers.

Pupils

Responsible for:

- To engage positively with learning and teaching to enable staff to implement the policy effectively.
- Ensuring that homework is completed and meets the deadline provided by the teacher.
- Maintaining excellent behaviour in all learning environments and with a positive attitude.
- Engaging with learning experiences outside the classroom and to participate actively in enrichment opportunities and visits.

Parents/Carers

Responsible for:

- To support the policy of the school by providing support for pupils at home, allowing them to continue to develop their learning effectively.
- Ensuring that pupils attendance at school is 95%+ and where illness occurs pupils complete any missed work.

Governors

Responsible for:

- Ensuring the effective and rigorous implementation and monitoring of the policy.