



YSGOL GYMUNEDOL
PORTH
COMMUNITY SCHOOL



Learning and Teaching Handbook

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Introduction to Learning and Teaching at Porth Community School

Our mission statement 'Aspire together, achieve together' is fulfilled by us having the highest ambitions and expectations for our pupils' achievement, well-being and behaviour. We are committed to providing outstanding learning and teaching in a caring, safe and nurturing environment. We believe excellent lessons are based on high quality relationships between staff and pupils. Pupils excel if lessons are calm, positive, well prepared and stimulating.

As a school we will aim to do everything in our ability to support each member of staff to achieve excellence. We will provide training, support and guidance so that everyone has a clear understanding of what 'excellent learning' looks like, and more importantly, the tips and strategies to facilitate this. Strategic leadership of learning and teaching is the responsibility of Vicki Whitefoot (Director of Learning and Teaching).

Message from the pupil Learning and Teaching committee.

In our school, teachers and pupils exist in an encouraging, safe space that challenges pupils to reach their full potential, ensuring that regular and effective feedback is given and allows pupils to grow. To help pupils stay on task, all classrooms are clean and organised with books and equipment ready and available.

Lessons are interesting, interactive and challenging so pupils are able to thrive academically. At the start of the lesson there is a quick starter with questions based on the previous lesson. This helps to refresh our minds and remind us of topics, so we are more attentive during the lesson. We have different 'main tasks' that challenge all pupils and a final plenary that sums up the learning that has taken place.

Our school environment is becoming more aware and accepting towards the LGBTQIA community therefore making pupils more comfortable in school.

Our principles

Our aim is to provide 'excellent' learning and teaching: as a team of pupils and staff, we have established *Our Porth Principles* – 6 consistent approaches to the structure, ethos and expectations within lessons. To help achieve our aims, all members of staff should ensure that these principles fundamentally underpin every lesson.

"Leadership and learning are indispensable to each other" John F Kennedy

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.



"If everyone is moving forward together, then success takes care of itself"

Henry Ford

1. Ready to Learn

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

In every lesson:

(I do) Pupils will...	(We do/You do) Teachers will...
<ul style="list-style-type: none"> • Arrive on time with a positive attitude. • Ensure the register is answered. • Treat every lesson as a fresh start. • Remove coats on entry to the classroom. • Adhere to the seating plans provided. • Support classroom routines/book monitors. • Have the correct equipment and be ready for learning to take place. • Begin the bell/settler task immediately. • Embrace the Welsh culture using phrases such as 'yma' to answer the register. • Take pride in meeting and exceeding the high standards set out by teachers. 	<ul style="list-style-type: none"> • Greet pupils at the door. • Complete the register in the first 5 minutes. • Treat every lesson as a fresh start. • Ask pupils to remove coats on entry to the classroom. • Assign seating plans to create a positive learning environment. • Have routines in place such as book monitors. • Have a bell/settler task ready for pupils to complete immediately. • Take the register promptly. • Use Welsh greetings and incidental Welsh in lessons. • Set high standards for the learning environment, giving sanctions and rewarding Class Charts points where appropriate.



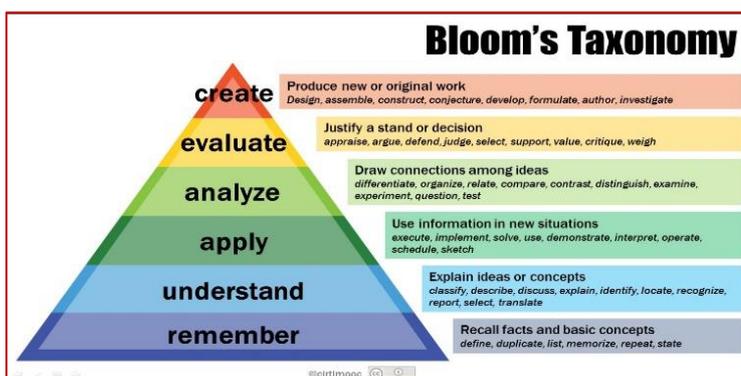
“I have come to the frightening conclusion: I am the decisive element in the classroom. It is my personal approach that creates the climate, it is my daily mood that makes the weather. As a teacher I possess the tremendous power to make a child’s life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour; hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or defused. A child is humanised or dehumanised. **Haim G. Ginott**”

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.

In every lesson:

(I do) Pupils will...	(We do/You do) Teachers will...
<ul style="list-style-type: none"> • Attentively listen, ask questions of the learning objectives and think about what I will achieve throughout the lesson. • Adopt a growth mindset and approach all lessons with an 'I can do' attitude so that I develop the skills and knowledge to excel in life. • Invent success criteria by myself, as well as through collaboration with my peers and teacher, so that I support myself and others to understand how to achieve each learning objective. • Refer to the learning objectives throughout the lesson to remind myself 'what' I am doing, 'so what' should I do to support myself to achieve each learning objective and, once I have mastered each learning objective, to consider 'now what' can I do to further advance my progress. • Explore what knowledge and skills I have developed in the lesson, as well as whether I have mastered each learning objective to the highest possible standard, in order to ensure that I continue to achieve in future lessons. 	<ul style="list-style-type: none"> • Carefully plan learning objectives focussing on what the pupils will achieve/learn by the end of the lesson. Consult one page profiles, action plan and register of needs to ensure all pupils needs are met. • Use 'I can' statements and Bloom's terminology to ensure objectives are measurable. • Use Bloom's taxonomy to build appropriate challenge and engagement throughout the lesson. • Have a success criteria that supports the learning objective for the lesson and one that pupils have co-constructed. • Revisit the learning objectives periodically throughout the lesson to measure how effectively each pupil has met them. • Use the progress made by each pupil to plan the next lesson.



Begin with the end

1. Progress from the unit of planning
2. Define the objective (what will your pupils be able to do by the end of the lesson?)
3. Decide how you'll assess if the lesson accomplished the goal.
4. Choose appropriate lesson activities.

"Rome wasn't built in a day, but they were laying bricks every hour." **James Clear**

3. Role Modelling

Staff role model the skills and activities the pupils will undertake. Pupils complete a variety of activities based on their ability and age range.

In every lesson:

(I do) Pupils will...	(We do/You do) Teachers will...
<ul style="list-style-type: none">• Conduct ourselves with respect and treat others well in both the classroom and in the corridors.• Follow the instructions provided by the teacher.• Aim to speak in full sentences and with respect to all pupils and teachers.• Follow the role modelling stages to enable them to independently and successfully apply each approach to their work.• Use the WAGOLLS and WABOLLS to support the learning and raise aspirations for achievement.	<ul style="list-style-type: none">• Role model exemplary conduct both in the classroom and corridor, speaking appropriately and with respect.• Role model expert oracy skills, speaking in full sentences with respect to all pupils.• Provide clear, step by step/chunked instructions.• Provide support and guide pupils through their learning (writing stages).• Provide WAGOLLS and WABOLLS to support the learning of their pupils.



4. Challenge and Clarity

Lessons are clearly differentiated to challenge and support pupils. Staff and pupils question purposefully using higher order questions.

In every lesson:

(I do) Pupils will...	(We do/You do) Teachers will...
<ul style="list-style-type: none">• Strive to achieve the learning objectives to the best of your ability to make progress and to maximise learning potential.• Fully engage with the lessons, showing resilience when taking yourself out of your comfort zone.• Listen attentively to instructions and act on the activities introduced by the teacher.• Be prepared to answer questions throughout the lesson, remaining attentive and deepening thinking by probing your teachers/peers further through questioning.	<ul style="list-style-type: none">• Differentiate learning objectives to enable pupils to make progress.• Ensure that lessons are well planned, resourced and differentiated in order to provide rich learning experiences.• Ensure that instructions are clearly explained and activities that you expect the pupils to complete are made explicit.• Use a range of questions, using the 'no hands up' procedures. The questions will challenge and support pupils throughout the lesson. Questions will be targeted and planned for maximising the learning opportunities.



“Do you plan to teach to the middle and then try to push the very top end with some extras? No. I’ve always found that it is a win-win to cater explicitly for the highest attaining pupils in any groups; to ‘teach to the top’, pitching every lesson and the general thrust of every unit of work to stretch them”. **Tom Sherrington**

5. Feedback and Reflection

A range of assessment for learning strategies are used effectively in lessons. Staff give verbal and written feedback that is diagnostic and moves pupils on in terms of their learning. The expectation is that pupils must respond to the feedback and reflect on their progress.

In every lesson:

(I do) Pupils will...	(We do/You do) Teachers will...
<ul style="list-style-type: none"> • Respond to verbal feedback by noting in green pen/pencil the teacher's comments and make improvements immediately. • Read and respond to the teacher's next steps for improvement and in green pen/pencil make the improvements. • Use DIRT lessons proactively to make improvements and progress your learning. Where appropriate complete the pupil reflection on the assessment cover and tracker sheets in the front of your books. 	<ul style="list-style-type: none"> • Circulate the classroom providing verbal feedback which supports pupils' learning marking VF in the books in purple pen. • Provide formative/feedforward comments to help move the learning on and support pupil progress. This will include challenge questions that ensure all pupils make progress. • Provide DIRT lessons that allow pupils time to reflect and improve their key areas for development; and where appropriate, provide time/guidance to complete cover and tracker sheets.



“Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. When feedback is combined with effective instruction in classrooms, it can be very powerful in enhancing learning”. **John Hattie and Helen Timperley**

6. What?...So what?...Now what?

A knowledge recap takes place as a final plenary and informs the next lesson for teacher planning. Ordered, smooth routines for pack up. Calm and orderly teacher dismissal.

In every lesson:

(I do) Pupils will...	(We do/You do) Teachers will...
<p>What?</p> <ul style="list-style-type: none"> • Reflect on the learning of the lesson and consider how you have met the learning objectives and RAG rate the co-constructed success criteria. <p>So what?</p> <ul style="list-style-type: none"> • Recognise the skills that can be and should be applied to other subjects. <p>Now what?</p> <ul style="list-style-type: none"> • Be open and reflective in their misconceptions to make improvements, mastering skills and knowledge to achieve your potential. Demonstrate curiosity to want to learn more. 	<p>What?</p> <ul style="list-style-type: none"> • Revisit the learning objectives and success criteria at the end of the lesson. Discuss how far the pupils have met these objectives/success criteria. <p>So what?</p> <ul style="list-style-type: none"> • Share how the learning fits into the bigger picture and highlight the transferable skills across the curriculum. <p>Now what?</p> <ul style="list-style-type: none"> • Address any misconceptions highlighted from the final plenary in the next planned lesson. Provide further learning opportunities for pupils outside of the classroom.

Routines:

- 1) Fill all the learning time with appropriate activities until the bell.
- 2) Have ordered, smooth routines for pack up which you use every lesson.
- 3) Have routines in place for a calm and orderly teacher dismissal every lesson.

“There are no secrets to success. It is a result of preparation, hard work and learning from failure”. **Colin Powell**