Tasker Milward VC School – Strieve to Achieve Respect

Ysgol RG Tasker Milward- Safwn Er mwyn Rhagoriaeth

Teaching and Learning Policy

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TEACHING AND LEARNING POLICY

Tasker Milward is committed to placing the learner at the centre of the school's day to day operations. It is our aim to create a learning environment in which students develop into responsible and self-disciplined learners who thrive on challenge.

Our definition of learning

We believe that learning:
- Is a continuous and active process.
- Develops skills, knowledge and understanding.
- Is achieved through a variety of experiences.
- Enables individuals to analyse, reflect and make reasoned judgements.
- Provides opportunities for both individual and collaborative development.
- Allows individuals to contribute to society as a whole.
- Empowers the individual.
- Should be a rewarding experience for all involved.

Core Principles of Teaching and Learning

At Tasker Milward we aim to:
- Make learning stimulating, challenging, enjoyable and reflective.
- Create opportunities for students to learn with and from each other.
- Help students develop resilience and confidence in order to see tasks through to their completion.
- Help students acquire knowledge and skills relevant to adult life, employment and lifelong learning.
- Create a safe environment where students are encouraged to take responsibility for their own learning.

In all Tasker Milward lessons:

- Learning objectives will be shared, revisited and reviewed.
- Lessons will be clearly structured.
- Teachers and students will create and maintain a positive learning environment.
- Assessment will be used to improve learning.
- The development of students' skills will be built into the learning activities.

Learning objectives will be shared or revisited and reviewed

If students are to take responsibility for their own learning they need to

know what they are expected to learn and how they can achieve it.

The agreed terms at Tasker Milward which should be used in all lessons are:
Learning Objectives: what the teacher intends the students to learn.
Useful phrases to introduce learning objectives include:
By the end of the lesson you will,
> ➢ *Know what……*
> ➢ *Understand how / why……*
> ➢ *Develop / be able to ……*
> ➢ *Develop / be aware of…..*
> ➢ *Explore and refine strategies for…..*
> ➢ *Learn how to say……*

Learning objectives may also include a focus on one of the six key skills, literacy and numeracy.

Learning Outcomes: how achievement will be demonstrated by the students.
Useful phrases include:
> ➢ *What I am looking for is….*
> ➢ *What I expect from everyone is……*
> ➢ *To be successful you need to ……*

Teachers must make the learning objectives for each lesson **explicit to all students**. These will usually, but not always, happen at the beginning of the lesson. This can be done in a variety of ways:
- **Written or projected onto the board**
- **Written by students in their books**
- **Printed on handouts**
- **Emerging from class discussion/activity**

These objectives should be reviewed during (mini plenary) and at the end of the lesson. This can be done in a variety of ways including:
- Students review their learning against the lesson objectives/success criteria.
- Teacher questions
- Students record two key points (individually or in pairs).

Lessons will be clearly structured

1. **Starter**	e.g. Review previous learning Offer the Big Picture Share Learning Objectives
2. **New information, technique, method, skill or process**	e.g. Text Demonstration Video clip Images
3. **Students make sense of the information, technique, method, skill or process**	e.g. Discuss Change it into a different format Create something Prioritise, rank ideas Practise extending application of technique / method Demonstrating a process Summarise Devise ways to teach it to others Apply information in new contexts and skill areas
4. **Review and reflect on the learning**	e.g. Whole class summary Teacher questions Pairs decide on two key points learnt Individuals reflect on what they know and can do

The shaded area in the table is the most important part and the one where learners are most likely to progress their learning.

Variety is essential. Students learn in different ways. Recognising and planning for it provides stimulus and ensures access for all pupils. The most important key to responding to different learning styles is to provide choice and variety.
- Teachers should plan a mixture of teacher-led and student-centred activities.
- Students should have the opportunity to work individually, in pairs, small groups and in whole-class activities.
- Teachers should seek to offer choice to students wherever possible.

Teachers and students will create and maintain a positive learning environment
The way in which a teacher manages the classroom will have a significant effect on students' learning.
- Teachers should **greet students** at the classroom door.
- Teachers must have a **seating plan** for each class which is adapted according to the professional judgement of the teacher. It is devised and reviewed according to

the teacher's knowledge of the class, students' additional learning needs and adapted according to the activity.

- Student **planners** must be on desks ready for homework, goods and teacher comments unless practical activities cause a Health & Safety concern.
- Appropriate **homework** should be set as soon as possible in the lesson to allow time for the task to be recorded in the planner.
- At the **end of the lesson** teachers should instruct students to stand behind their chairs ready for the bell to ensure that they can be on time for their next lesson. Teachers should dismiss the students in an orderly fashion.
- Teachers are responsible for ensuring that **displays** on classroom walls are used to support students in their learning by offering guidance, information, prompts, key words, helpful images, inspirational material and exemplar student work. (M T-J will arrange for the creation of suitable displays at the teacher's direction).

Assessment will be used to improve learning

Assessment for Learning strategies are important in helping students to become more responsible for their own learning. They should be used for all students although the actual strategies will look slightly different across different subjects, age ranges and abilities.

- Assessment criteria should be shared with the class in student-friendly language.
- Teacher feedback, written and oral, should relate directly to the assessment criteria and include targets for improvement. Such targets should be recorded by the student in a form appropriate to the subject e.g. front page of exercise book.
- Students should be given opportunities to act on guidance promptly. This could be done:
  - ➢ As a starter or end of lesson activity.
  - ➢ As a homework task (e.g. students rewrite/redo the highlighted part of the work taking into account the feedback given by the teacher).
- Students should be given opportunities to become familiar with the assessment criteria by using them to assess their own work, the work of their peers and exemplar pieces of work provided by the teacher.
- Marks or grades on students' work should not be a regular feature of assessment as per school marking policy. When test results are given out class marks should not be read out nor should test papers be given back to students in rank order. Summative assessment should be followed by a formative learning experience wherever possible.

The development of students' literacy and numeracy skills will be built into the learning activities
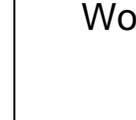
Teachers will make explicit the teaching of literacy and numeracy skills in their lessons.

The Literacy & Numeracy Framework is mapped across all subject areas at Key Stage 3. Each strand in the Framework is coded and taught across a minimum of three subjects. The codes for the strands being taught appear in the Scheme of Work. Teachers make it explicit to pupils that they are learning Literacy and Numeracy from the Framework.

Non-specialist English and maths teachers may seek advice from the Literacy and Numeracy PLCs and from the English and maths departments on the teaching of these strands.

At Key Stage 4, Literacy and Numeracy should also be explicitly referenced in lessons across all subject areas.

The development of students' skills will be built into the learning activities

Communication		Improving own learning & performance
Application of number		Working with others
ICT		Problem solving

It is the responsibility of all teachers to contribute to the development of students' key/essential skills. These learning opportunities need to be planned into the lesson. The focus needs to be on setting up activities which allow students to understand and develop the skills. Opportunities to reflect on their development of skills should be built into the reflection/review part of the lesson.
A useful breakdown of skills is available in the Skills Framework for 3 to 19 year olds in Wales document available in each department.
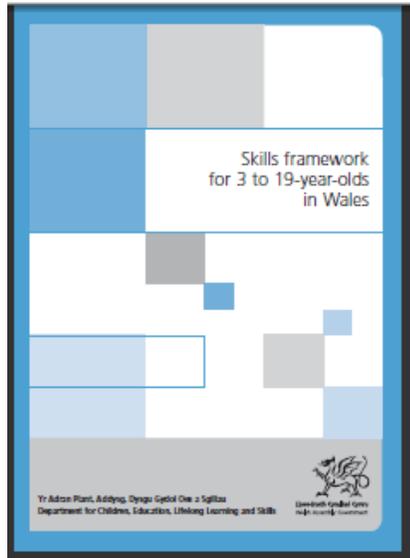
Supporting Learning

Role of Form tutors

- The form tutor has a valuable role to play in supporting students' learning and personal development. The role of the tutor is focused on the students' learning.
- The form tutor sets the standards and expectations of students for the day. A partnership exists between the form tutor and the Head of Year to monitor the academic and personal development of students within the form.

Registration

Registration periods are part of the school day and should contribute to the teaching and learning process in the school. They offer an excellent opportunity to develop students' key/essential skills of communication, application of number, ICT, IOLP, WWO and PS.

- Tutors should greet students at the classroom door.
- Registration periods are formal occasions and silence should be maintained while the register is taken.
- Seating plans should be adhered to and all students must sit in seats, dressed in full school uniform and be appropriately equipped.
- Students must be engaged purposefully during form periods (updating planners, reviewing targets, discussing relevant issues with form tutor, reflecting on the thought for the day, making prepared presentations to their peers on subjects of their choice). Some students may have a separate individualised programme during some form periods, e.g. Reading Challenge, Basic Skills Numeracy.
- A period of quiet reflection must be part of each registration period following the published school's Thought for the Day programme.
- Form tutors must sign each student's planner every week.

- A quiet reading session should take place for one form period a week. The librarian can provide book boxes on request.
- Target setting and reviews will be held in Monday tutorial sessions each week. ES and HoY will provide materials and student progress data for these sessions.

Role of Learning Support Assistants

1. LSAs should not be left in a supervisory role for the whole class in the classroom.
2. LSAs either work with one pupil specifically or alongside a group of pupils.

LSAs working with one individual specifically during a lesson

- It is helpful for the LSA to be given any lesson plans, medium term planning or workbooks at the start of the topic/half-term etc. as the LSA may need to further adjust the level of the support given to meet the pupil's need.
- The LSA may be able to provide the teacher with additional information about the pupil, which will help the teacher to plan the work more effectively.
- The LSA may keep a distance from their target pupil and assist others whilst being 'on call' for the target pupil.

LSAs working alongside a group of pupils during a lesson

- LSAs are allocated to some groups where there may be a number of pupils who need some extra help now and again to access the curriculum.
- The way these LSAs work within the class setting relies on a dialogue between the teacher and the LSA if the support is to be most effective.
- LSAs should not be directed to undertake preparatory tasks that take the LSA out of the classroom.
- The teacher can be specific about the help they would like for the lesson or where they would like the LSA to sit/stand and which pupils they want the most support with or whether general 'roving' help is needed.
- Planning how to work with an LSA and communicating that plan will ensure more effective learning takes place.

The Characteristics of Good Lessons
Teachers are reminded of the definitions from Estyn's Guidance for the Inspection of Secondary Schools:

Good standards
The school's performance against main indicators for key stages over the last three years compares well with that of similar schools and pupils' prior attainment. There is a pattern of improvement or maintenance of good standards. Instances of significantly below

average achievement, especially in core subjects and for sizeable groups of pupils, are rare. In lessons and over time, most pupils make sound or better progress in their learning, and the remainder makes at least adequate progress. Pupils read and write well given their age and ability and they apply their communication skills well across the curriculum. They use their numeracy and ICT skills securely in a range of contexts. Most have developed good thinking skills and this is having a positive impact on their learning and the standards they achieve. They develop the wider skills and application needed to equip them for the next phase of their education or the world of work and training. Pupils make good progress in gaining skills in Welsh language and generally achieve good standards.

Good learning experiences
Learning experiences offer stimulating opportunities for learning that capitalise on pupils' experiences within and beyond the school. There is equality of access to a wide range of options where relevant. Detailed and imaginative planning and organisation ensure that pupils are challenged by relevant activities that provide continuity and reinforce learning in contexts that engage the full range of pupils. The curriculum meets the particular needs of specific groups and individuals by offering personalised programmes for pupils with specific needs. Provision for communication, numeracy and ICT is coherent and firmly embedded into the experience of all pupils. There is good provision to enable pupils to learn about sustainability and develop an understanding of the role they and others play in society and in the world. Provision for Welsh language and the Welsh dimension enables pupils to make good progress.

Good teaching
Most teaching ensures that pupils are motivated and engaged, and secures pupils' good progress and learning. Teachers and other adults have proficient subject knowledge and use a range of approaches and activities to inspire and challenge most pupils. Teachers make good and imaginative use of resources, including technology to enhance learning. Adult support is well focused and makes a significant contribution to the quality of pupils' learning. Detailed feedback to pupils, both orally and through marking, enables them to know how well they are doing and what they need to do to maintain good progress. Pupils' progress and wellbeing are tracked across the school at individual, group and subject levels or areas of learning, where appropriate. As a result, teachers and other adults plan lessons well to meet pupils' learning needs. Parents/carers are kept well informed about their children's achievements, wellbeing and development.

Incidental Welsh / Cwricwlwm Cymreig

- Every HoD/subject area has dedicated specifications for Cwricwlwm Cymreig in SOWs – (monitored by subject line managers).
- Every wall display and corridor information must have bilingual headings and at least one classroom display must have a Welsh dimension/relate to an aspect of Wales.

9

- Every pupil/student booklet and class work produced internally – must have bilingual covers.
- Classroom teachers must use Gwaith Dosbarth and date/praise stickers and praise phrases in Welsh when marking – incidental Welsh is to be used in the classroom and pupils must be encouraged to use incidental Welsh in the classroom (registers/instructions etc). (Student workbooks need to reflect Cwricwlwm Cymreig recognising TM as school in Wales).
- All lessons observations and year monitoring/book/form monitoring/staff parental pupil questionnaires - must comment on evidence of Cwricwlwm Cymreig - and where necessary address any shortfalls. (Proformas to include Cwricwlwm Cymreig).

Use of IEPs
The ALN (Additional Learning Needs) register carries a shortened list of strategies for individual pupils to be used by classroom teachers when planning and teaching lessons. More detail can be found on individual pupils' IEPs (Individual Education Plans). These IEPs contain specific information and strategies on behaviour management and special educational needs as appropriate to each individual pupil.

The IEPs are kept on the school intranet Document Repository as well as a hard copy in Learning Support. It is the responsibility of the Learning Support Manager to keep these IEPs updated. It is the responsibility of the teacher to use the IEPs to inform their lesson planning and adjust their teaching strategies appropriately.