

PONTLLANFRAITH COMPREHENSIVE SCHOOL

LEARNING AND TEACHING POLICY

RATIONALE

The main purpose of this policy is to support the effective delivery of the curriculum and the development of pupils' individual qualities.

We view, as central to our success, teaching strategies which focus on achieving effective learning. We wish to promote learning as rewarding, confidence-building and enjoyable, with assessment as an integral part of our teaching enabling us to diagnose difficulties and chart progress.

The policy is a central focus for many other policies within the school.

INDICATORS OF EFFECTIVE LEARNING

It is our view that effective learning will take place where pupils

- are informed by clear, challenging and progressive lesson objectives
- produce work of good quality, for their ability, both in school and at home,
- *are encouraged to think independently*
- act on teacher assessment to improve their performance,
- have high yet realistic expectations of themselves informed by the target setting process
- are on task, active and motivated in lessons,
- are willing to participate in lessons asking questions where appropriate,
- can adapt to different working situations and teaching approaches,
- recognise their own learning styles
- can adapt within different learning styles
- *plan, develop and reflect as part of their learning process*
- can work co-operatively in a positive working environment,
- express a sense of achievement and pride in their work,
- are able to enjoy a supportive home environment.

EFFECTIVE TEACHING: A PUPIL ENTITLEMENT

We believe that effective learning will be enhanced if the following are achieved

- Teacher expectation is high, and targets are set accordingly
- Praise is used in lessons.
- Lessons are purposeful, relevant, inclusive and challenging.
- Work and teaching style, including the use of ICT, are matched to pupil ability and need.
- Lessons are structured and will usually include starters and plenaries
- Pupils are consistently made aware of their levels and targets
- Faculties have the freedom to organise pupil groupings as far as possible
- Classroom management is effective.
- The learning environment is appropriate.
- Assessment is used to inform planning and reporting, including prior assessment data
- Marking is carried out promptly, consistently and thoroughly so that it informs pupils of their progress and targets areas for improvement.
- Teachers give a clear explanation of what pupils are to learn.
- Teacher questioning is frequent to monitor progress and check understanding.
- Appropriate Learning Support is available.
- Teachers develop and extend pupil language.
- *Teachers provide opportunities for independent thinking*
- Pupils are given the opportunity to organise their own work and are involved in their own assessment.
- *Pupils are allowed to plan and develop ideas and reflect upon them*
- Progression, in terms of sequencing the curriculum.
- Order and control in terms of pupil management.
- Provision of enrichment activities such as trips, vocational experience, field work, cross-curricular ventures.
- Study skills are not taken for granted but developed in a planned way.
- There is an excellent understanding of provision in KS 1, 2 and 5
- There is an appreciation of and reference to the Welsh dimension of the curriculum (Cwricwlwm Cymreig)

POLICY STATEMENTS

FACULTY RESPONSIBILITIES

- to allocate time at the majority of meetings, including Training Days when appropriate, for discussion of issues related to the quality of Learning and Teaching in the Faculty (for example the sharing of pupils' work, or presentations on the delivery of certain topics),
- to record developments in departmental literature or schemes of work
- to identify areas for development which are likely to enhance pupil learning.
- *to provide opportunities for the development of key skills within all schemes of work*
- to share good practice with colleagues from other Faculties through the Faculty Leader Meetings.
- to keep abreast of current educational thinking and research
- to ensure colleagues' entitlement to professional development and support thereby promoting the continuous improvement of learning and teaching
- to monitor the delivery of the curriculum across the Faculty

WHOLE SCHOOL RESPONSIBILITIES

- to support an approach to pupil behaviour which stresses rewarding the positive as part of a coherent Behaviour Policy,.
- to work towards a good physical environment for pupils to learn in. This will include the general upkeep of the buildings as well as displays of work etc
- to develop parental involvement through, for example, Parents' Evenings, PTA events (both academic and social), the canvassing of parental opinion etc,
- to set aside training time for Faculties to address Learning & Teaching issues,
- to encourage a culture which is supportive of mutual classroom observation
- to support Faculty developments through funding.
- to support and encourage the work of the IQEA team and SIG
- *to ensure a comprehensive coverage of the Key Skills across the curriculum*
- to encourage and fund where possible appropriate INSET. This includes attempting to meet appraisal targets associated with teaching matters, and encouraging staff to visit other institutions as needs arise,
- to encourage the sharing of good ideas and practice through regular agenda items at Faculty Leader Meetings,
- to support monitoring within the faculties
- to collate information obtained through these processes

MONITORING OF THE POLICY

Please see separate documentation regarding school monitoring

EVALUATION OF THE POLICY

The Deputy Head will evaluate the effectiveness of the framework of the policy.

(See also: Planning, Monitoring and Evaluation Policy)

This policy should be considered in conjunction with the Teaching and Learning Handbook and other training documentation provided through the school year