# Ysgol Bae Baglan

# Teaching and Learning Policy

MONITORING AND EVALUATION OF POLICY

This policy will be reviewed annually.

Date passed by Governing Body: October 3rd 2018

Chairman..................................................

Rationale

Ysgol Bae Baglan's School's mission statement is 'Through hard work and application all our pupils will have the opportunities to reach their potential and achieve their goals.'

In order to realise this mission statement the Leadership Team in conjunction with school governors, staff, pupils and parents have identified Key Focus areas that include for development:

- To raise levels of attainment throughout the school and further improve examination results.
- To create a positive and open learning environment where learners can succeed and fulfil their aspirations.

Delivering an effective teaching and learning policy consistently and throughout the entire school, is seen as the main strategy for achieving these two development objectives. It will also sustain and improve our current level of performance.

## Aim:

- The aim of this policy is to ensure that pupils experience good quality teaching and learning throughout the school. This will not only ensure that all learners achieve their full potential, but also that all the classrooms within the school are positive environments where learners can succeed and fulfil their aspirations.
- To inspire good moral conduct and a sense of responsibility
- To create independent and life long learners

## Objectives:

- To create a common philosophy of learning and teaching for all learners regardless of ability.
- To enable staff to use their professional expertise to create the very best learning conditions.
- To allow learners to fully utilise their preferred learning styles, whilst developing other styles, maximising learning opportunities to the best of their ability.
- To develop a culture of individualised learning.
- To emphasise the importance of thinking skills, literacy, numeracy and ICT in ensuring that pupils are independent, lifelong learners, who can make a valuable contribution to society.
- To provide appropriate support and challenge to each child's learning and determine individual targets and collaborative strategies for their improvement.
- To celebrate learning and teaching successes and share best practice.
- To provide formative feedback and support to learners and their parents via reports, parents' evenings and mentoring, in order to further facilitate individual target setting.
- To allow the SLT, in conjunction with Learning and Wellbeing Directors and Heads of Department, to evaluate the outcomes of learning and teaching through the process of monitoring, department reviews and school self evaluation.

## Technology

Technology offers pupils opportunities to expand their learning outside of the classroom and offers new ways to approach and develop their independence. Teachers are encouraged and supported to

make the most of these opportunities and to develop a blended learning approach. Teachers have a responsibility to ensure a balanced approach to the use of technology to work alongside traditional methods of teaching to ensure best outcomes for pupils.

**Roles and Responsibilities:**

**The Headteacher should:**

- Ensure that the policy is implemented consistently throughout the school.
- Ensure that all staff are appropriately trained and are competent to teach the programmes of study they participate in.
- Implement arrangements for the regular monitoring and review of teaching and learning.
- Promote whole school approaches that encourage enthusiasm for learning and continued
  improvement among both pupils and staff.
- Ensure that a system is in place to spread best practice across the school.
- Support staff in their dealings with pupils who are having a negative influence upon teaching
  and the learning of others.
- Ensure that other school policies support this policy (e.g. Performance Management, INSET,
  Homework, Assessment)

**Learning / Wellbeing Directors should:**

- To monitor pupils' attainment and progress across the school phase on a half-termly basis and discuss concerns with the Head of School, parents and pupils.
- To report safeguarding concerns to the Head of School or Deputy Headteacher responsible for Safeguarding.
- Work with parents, teachers, the Head of School and the Deputy Headteacher responsible for Data.
- Use assessment data to ensure pupils are making progress and reaching their potential.
- Set up academic report cards and mentoring for targeted individuals and groups of learners.  Work with heads of departments, teachers and parents to ensure suitable support provision.
- Lead the discussion in academic panel meetings with the Head of School.
- Work with teachers, parents and the Head of School to ensure suitable support provision.
- Ensure pupils are placed in appropriate teaching classes for their ability.
- Make recommendations to Head of School on pupils who need additional support and discussion at panel.
- Work with external agencies and other internal staff e.g. Home Education Service, Careers, Tertiary Education.

**Heads of Department should:**

- Lead and inspire their teams to improve their teaching.
- Provide schemes of work, with advice, guidance and recommendations for teaching approaches that best reflect best practice nationally.
- Ensure the systems within the subject promote good teaching.
- Organise teaching materials and resources, timetable and deployment of staff to best effect.
- Have overall responsibility for the quality of teaching within the subject.
- Monitor/ evaluate teaching in the subject.
- Intervene and offer support where teaching falls below the standard required.
- Ensure they deal with pupils who are slowing down the learning process by disrupting lessons.

**Form Tutors should:**

- Mentor pupils to encourage confidence, aspirations and good work habits within their form.
- Encourage pupils to come to school well equipped and use their PERX planners.
- Keep the Wellbeing and Learning Directors informed of any difficulties pupils may be experiencing (in or out of school) which may impact on their learning.

**Pupils should:**

- Take responsibility for their own learning.
- Ensure that they arrive to lessons on time.
- Ensure that they do not disrupt lessons and the education of others.
- Ensure that they follow the school rules.
- Ensure that they attend all lessons with the appropriate equipment.
- Ensure all homework and classwork is completed to the best of their ability.
- Ensure all deadlines are met.
- Have a shared commitment to high expectations.
- Assess their own progress and work with the teacher to set targets for improvement

**The Philosophy of Learning**

The "Learning to Learn" agenda follows a wealth of research undertaken on the physiology of how learning takes place.

Recent research suggests a number of key points:

- Different learners have different learning styles.
- The average concentration span for an unbroken activity is chronological age + 2 minutes (to a maximum of 20 minutes)
- In an hour session, the most effective learning takes place in the first 10 minutes of an activity and the last 10 minutes of the session
- Pupils remember context better than content

- Recall is dramatically improved by regular review
- Effective learning occurs where activities involving significant challenge are undertaken in a supportive environment.

These key points need to be considered by teachers when they are planning the learning experiences of learners. By using a variety of learning activities and learning materials, the teacher can ensure that, within a topic or module, all pupils have the opportunity to engage through their preferred learning style.

**The climate for Learning**

It is essential that all learning activities are conducted in an appropriate atmosphere for learning.

It is the teacher's responsibility to create and maintain a positive climate for learning within the classroom.

**Pupils learn best when:**

- the environment is calm, well ordered and stimulating
- they have a clear idea of expectations of work and behaviour
- they have a positive attitude to work
- work is challenging but achievable
- they are active during the lessons (mentally, verbally and physically)
- they are encouraged and praised
- they are given meaningful feedback on what they are doing well and how to improve
- there is a recognition that learning occurs outside the classroom.

**Planning for Effective Learning**

When planning learning activities for pupils, teachers will need to:

- Carefully select suitable learning activities and challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils

**Teaching is most effective when:**

- learning objectives are made clear to pupils
- learning activities are incremental and well planned
- there is a positive relationship between teacher and pupil
- marking, feedback and assessment moves pupils on
- there are high expectations of all pupils
- independence and responsibility are encouraged
- a good pace is maintained throughout each part of the lesson

**Lesson Plans**

When creating lesson plans teachers should follow a consistent pattern. This should include:
- Setting the lesson in context in terms of both:
  - ➢ The class and prior attainment.
  - ➢ The scheme of work
- Deciding the learning objectives for the lesson
- Planning the learning activities to be included within the lesson
- Providing appropriate learning materials / resources to support these activities
- Identifying the key skills that are to be developed within the lesson
- Checking the learning outcomes achieved as a result of the lesson

The Appendices included at the end of this policy are intended to guide teachers in planning, designing, delivering and assessing active learning.

**Pupil Voice**

YBB pupils say they learn best when:

- The teacher is enthusiastic and motivates us to achieve
- The teacher has the class under control
- The teacher commands respect but yet you can still have (a laugh) fun with the teacher
- When the lesson is well planned and there is a structure to it
- When the lessons involve a variety of tasks
- The teacher is able to focus on the class and not spent time concentrating on the chatty not well behaved pupils
- When my time isn't spent copying things form the board, books or worksheets
- When the teacher has time to help me as an individual
- The work is challenging and makes me think
- When I like my teacher
- When I'm working in a calm environment
- When my teacher uses a variety of teaching styles and activities
- Doing group work that allows me to discuss different ideas, listen to the point of view of others and then draw conclusions
- When the teacher is a person who I can interact with

**Appendix ONE**

**SUGGESTED ACTIVITIES FOR DIFFERENT TYPES OF LEARNERS**

**VISUAL / SPATIAL LEARNERS**

1. Draw or paint a picture, poster or sketch representing what pupils have learnt without using any words.
2. Make a 3-D model where references to colour design and scale are needed.
3. Create a colourful design, shape or pattern to illustrate a scene from history.
4. Taking photography or 'tableaux' to create a pictorial story.
5. Construct props and costumes to dramatise an event.
6. Storyboarding events.
7. Wall essays.

**LOGICAL / MATHEMATICAL LEARNERS**

1. Create trivia games that others can play.
2. Developing crosswords and other puzzles for classmates to solve.
3. Constructing a timeline and filling in the details.
4. Writing 'How to' books.
5. Problems solving.
6. Create a Venn diagram to organise information to present to others.
7. Using pattern block, Lego and other maths manipulatives to demonstrate concepts.
8. Categorising facts and information (databases and spreadsheets).
9. 'Diamond' activities.
10. Playing cards.
11. Board games.
12. Flow diagrams.

**VERBAL / LINGUISTIC LEARNERS**

1. Writing a journal.
2. Create a real or imagined correspondence between historical characters.
3. Writing scripts that depict historical events.
4. Writing newspapers from a different time complete with then current events, fashion, entertainments and features.
5. Rewrite difficult information for younger students.
6. Interview a famous person with prior knowledge of the topic, discussing their accomplishments.
7. Designing bulletin boards.
8. Doing dramatic reading and recording or videoing them.
9. Talking frames.
10. Video without sound.

**MUSICAL LEARNERS**

1. Writing an original song, rap or jingle.
2. Performing a song to summarise information.

3. Play Mozart whilst students are engaged in extended written tasks to improve brain state for learning.

## INTERPERSONAL LEARNERS

1. Group presentations to class using PowerPoint.
2. Peer tutoring – teaching young pupils, or other groups in the class.
3. Creating imaginary interviews with historical figures.
4. Sharing co-operative learning strategies (problem solving).
5. Constructing a family tree.
6. Hot seating an historical figure – asking questions.

## KINAESTHETIC LEARNERS

1. Dramatise an historical event.
2. Role playing.
3. Create a dance or movement that tells a story.
4. Acting out vocabulary words.
5. Constructing projects and making diagrams, models or replicas of systems or procedures.
6. Making figure puppets of historical characters to recount a controversial episode.
7. Human timelines.
8. Mime.
9. Masks.
10. Human graphs.
11. Sequencing.
12. Video tape active learning situations.
13. Virtual field trips.
14. Playing charades.
15. Shadow puppets.
16. Handling artifacts.

## INTRAPERSONAL LEARNERS

1. Writing journal entries that summarise content and any personal reactions to it.
2. Completing independent assignments.
3. Meeting with the teacher outside of the class perhaps to have mentoring meetings.
4. Investigating complex problems.
5. Creating personal files of topics.
6. Writing first hand accounts of events.  Personalising a character and writing his / her autobiography.
7. Self-assessing projects to determine how to improve learning.

## Appendix 2 Lesson Plan

YBB LESSON INFORMATION SHEET/TAFLEN GWYBODAETH GWERS YBB

| Date<br><br>Dyddiad | Period<br><br>Gwers | Subject<br><br>Pwnc | Teacher<br><br>Athro/Athrawes | LSA<br><br>CCD | |
|---|---|---|---|---|---|

| Year<br><br>Blwyddyn | Number of Boys<br><br>Nifer Bechgyn<br>Cyfanswm | Girls<br><br>Merched | Total | Type of Group<br><br>Natur y Grŵp |
|---|---|---|---|---|

Unit of Work/Uned Waith

Learning Objectives/Amcanion Addysgu

Learning Context/Cyd-destun Yr Addysgu

Activities/Gweithgareddau

Review of Learning/Plenary/ Adolygiad o'r addysgu

|  |
| --- |
| Literacy / Numeracy.   /   Llythrennedd / Rhifedd |
| Homework/Gwaith Cartref |
| Content of preceding lessons(s)/Cynnwys y wers/gwersi blaenorol |
| Content of lesson (s) to follow/Cynnwys y wers/gwersi i ddilyn |

| ALN/AAY | MAAT/MGAT |
| --- | --- |