





Respect – Commitment – Success
Parch – Ymrywmiaid – Llwyddiant

LEARNING REVIEW POLICY

Document Version Control

Document	<i>Learning Review Policy</i>
Reference	<i>2023NSP/Learning Review Policy</i>
Associated Policies and Documents	<ul style="list-style-type: none"> • <i>L&T Policy</i> • <i>Feedback Policy</i> • <i>Curriculum for Wales: Summary of Legislation</i>
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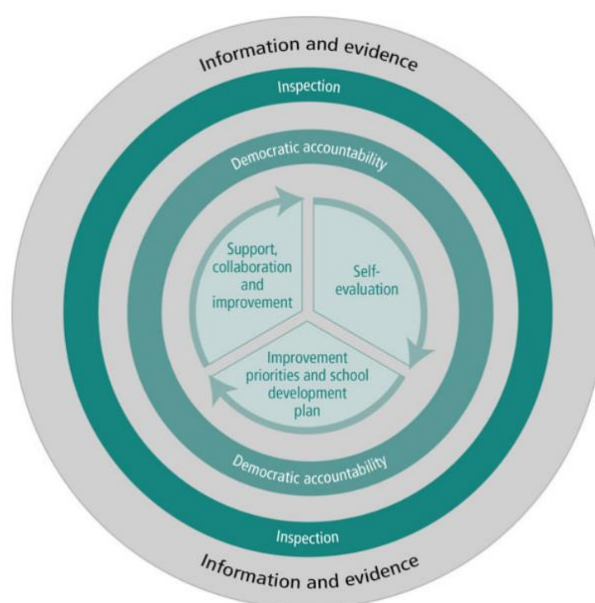
Equality Impact Assessment

Name of Policy or Procedure	Learning Review Policy
Date of review/approval	September 2023
Those involved in the assessment	Resources Committee of the Governing Body
Protected characteristics unlikely to be impacted by the policy/procedure and reasons for drawing these conclusions (by reference to each characteristic or group of characteristics)	<p>The policy sets out the expectations upon teaching staff across the curriculum regarding the learning and teaching. The policy does not differentiate by reference to these characteristics:</p> <ul style="list-style-type: none"> • Gender/sex; • Sexual orientation; • Religion/belief; • Age; • Gender reassignment; • Pregnancy/maternity; • Marital status.
Protected characteristics which could be impacted by the policy/procedure i.e. there is the potential for having a negative differential impact – reasons for drawing these conclusions by reference to each characteristic	
How the policy as reviewed/approved takes account of each characteristic for which there could be a negative differential impact – by reference to each of those characteristics	
Recommended changes to mitigate against potential negative differential impacts	

The commentary highlighted in red above has been replicated in the policy to assist the reader in locating the commentary.

Introduction

Self-evaluation and improvement planning are inextricably linked. In order to identify priorities for improvement, check for compliance against corporate responsibility, and to check for impact of initiatives or measures, proactive quality assurance activities must take place on a regular basis. Research shows that effective teaching and high-quality feedback, as well as a well-planned curriculum, is the best way to improve the outcomes of all pupils. Disadvantaged pupils benefit four times more than their counterparts from good teaching and make almost a year's more progress than if they received poor quality teaching. For this reason, it is important to ensure teaching and feedback is as effective as it can be so that we can offer support where this is not the case.



Proactive quality assurance processes at Radyr Comprehensive School include, but are not limited to:

- Whole school reviews
- Faculty/department reviews
- Learning walks (calendared as well as informal within departments)
- Performance Management documentation, including formal observation
- Whole-school book looks
- Learning reviews
- Work scrutiny

Learning Reviews

Context

Each year group has a learning review calendared each academic year. They will be conducted by the Teaching and Learning strategic lead (SMT) and the Directors of Learning (EJJ/CT). 12 pupils will be selected from each year group from across the full ability range. In line with school figures, there will be appropriate representation of eFSM and EAL students, CLA, and those with ALN. The pupils will bring all of their work for scrutiny by the team and will then be asked to attend a 'listening to learners' session where they will be asked a number of questions about the work in their books, online and in lessons, the feedback they receive, and the progress they think they are making. During this time, the T&L team will write up notes and take pictures of good practice. A report will be written up following the review which will be disseminated to staff, which will include pictures of best practice.

Purpose

Learning reviews at Radyr Comprehensive School are intended to increase the effectiveness of the school, including raising student achievement and closing the disadvantage gap, by:

- helping to put student learning at the heart of school improvement;
- allowing pupils to share their views regarding most effective teaching and learning strategies;
- allowing pupils to discuss their progress and analyse their learning;
- developing pupils' oracy skills when verbalising their learning journey, allowing them to adapt their register for different groups;
- allowing us to find and share pockets of excellence within the school to help other teachers improve;
- allowing us to assess progress against individual starting point;
- enabling us to look for and address any within school variations.

Aims

- All proactive quality assurance is planned in the context of the school's vision and priorities for improvement (SIP 2022-2023).
- All year groups will be reviewed in this way and findings will feed into future school improvement priorities, or will assess impact of changes in practice.
- Different pupils will be chosen each time to give as many pupils as possible a chance to discuss their work in this way.
- This will take place in addition to internal department work scrutiny activities.

Conducting a learning review

Before

1. Identify 12 pupils from across the year group ensuring full representation of ability and relevant representation of eFSM and EAL learners, CLA, and those with ALN.
2. Speak to pupils as a group and give them the instructions – after assembly is an ideal time to do this.
3. Collect pupils' exercise books in the week before the review – as they come in, undertake informal work scrutiny to identify lines of possible enquiry.
4. Prepare questions.

During

1. Provide pupils with a laptop and ask them to log on. Provide them with post its.
2. Ask pupils to find a piece of work where they feel they learned a lot
3. Ask pupils to find pieces of work that show them practising and improving their literacy/numeracy/ICT skills.

Questions/prompts

1. Show me/tell me about some work where you feel you learned a lot
2. How hard do you find the work you're set- too difficult, too easy, or about right? (Ask for examples.)
3. Show me/tell me about some work (other than from English or Maths) that helped you to practise and improve your literacy/numeracy skills.
4. Show me/tell me about some work where you used ICT (other than in ICT itself). How did doing this help you *develop* your ICT skills?
5. Show me/tell me about some feedback on your work and how you responded to this.
6. What do you normally do when you get stuck?
7. Which after-school or lunchtime clubs do you take part in? What's good about them?
8. Is any of this work that you've done as homework? Do you find it useful?
9. Does the school listen to pupils' opinions and make changes as a result?
10. If you have difficulties with your work, do you get the help you need?

After asking question 1, it is important that you spend some time asking questions about the work that pupils show you in order to gauge their understanding. With question 2, it may be helpful to ask pupils to read some text from their book aloud (e.g. from a handout) and then ask them about it in order to probe their understanding. With question 4, it can be useful to ask pupils to demonstrate some IT skills (e.g. calculating a mean using a spreadsheet).

Remember to take notes and take pictures.

After

- Write up notes using WWW/EBI/Next Steps to disseminate to departments/all staff (separate if any specific issues arise). Annotate the pictures taken explaining why they are examples of good practice.
- SMT or DOLs to make necessary arrangements to discuss concerns with specific departments or send out notes as appropriate.
- Use learning walks after the review to monitor any improvement.