*Respect – Commitment – Success*
*Parch – Ymrywmiad – Llwyddiant*

# LEARNING AND TEACHING POLICY

# Document Version Control

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| **Document** | *Learning and Teaching Policy* |
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| **Reference** | *2023NSP/L&T Policy* |
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| **Associated Policies and Documents** | • *CCRs Policy*<br>• *Feedback Policy*<br>• *Curriculum for Wales: Summary of Legislation*<br>• *Learning Review Policy*<br>• *PM Policy*<br>• *PLO Policy* |
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# Equality Impact Assessment

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| **Name of Policy or Procedure** | Learning and Teaching 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)** | 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:<br>• Gender/sex;<br>• Sexual orientation;<br>• Religion/belief;<br>• Age;<br>• Gender reassignment;<br>• Pregnancy/maternity;<br>• 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**

At Radyr Comprehensive School we believe that high quality, inspirational and innovative learning and teaching will allow every pupil, regardless of background or ability, to reach their potential. We believe that excellent teaching is at the heart of Curriculum for Wales and that excellent teaching is the best way of ensuring pupils achieve the four purposes.

Radyr Comprehensive School aims to develop approaches and materials to ensure that students develop the skills, habits and attitudes required to take responsibility for their own learning and acquire knowledge and understanding within and across the full range of subjects and Areas of Learning Experiences that they study.

The 2018 professional standards for teaching and leadership recognise pedagogy as the most important aspect of teaching and leadership: "pedagogy is paramount." Three out of the seven segments of the Welsh Government's model for professional standards are dedicated to pedagogy and the other segments are dedicated to how to sustain and improve it. 17 out of the 32 teaching descriptors and 15 out of the 34 leadership descriptors are dedicated to pedagogy.

Radyr Comprehensive School is dedicated to improving the pedagogical practices of all teaching staff and becoming a learning organisation. Performance management, and the professional learning offered as a result, is linked directly to improving learning and teaching which is always a standard item on its school development plan: everyone can always be better.

The Curriculum for Wales, specifically the twelve pedagogical principles, state that good learning and teaching:

- maintains a consistent focus on the overall purposes of the curriculum;
- challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them;
- means employing a blend of approaches including direct teaching;
- means employing a blend of approaches including those that promote problem-solving, creative and critical thinking;
- sets tasks and selects resources that build on previous knowledge and experience and engage interest;
- creates authentic contexts for learning;
- means employing assessment for learning principles;
- ranges within and across Areas;
- regularly reinforces the cross-curricular skills of literacy, numeracy and digital competence, and provides opportunities to practise them;
- encourages learners to take increasing responsibility for their own learning;
- supports social and emotional development and positive relationships;

- encourages collaboration.

In light of this, teachers will aim to:

- use a full range of tasks and activities which allow for differentiation by task and by outcome;
- utilise a variety of teaching styles and appropriate tasks to engage, motivate and challenge students of all abilities, facilitating progress at every opportunity;
- use a variety of methods to assess pupil progress and provide students the chance to regularly assess their own learning;
- use assessment for learning as a strategy to inform planning;
- value differences in outcome and allow for differing speeds in carrying out tasks;
- liaise with and employ effectively all support in their classrooms;
- allow time for reinforcement of ideas;
- assess students in their acquisition of knowledge, understanding and skills;
- explicitly signpost links to other subjects, skills and real-life contexts;
- start lessons by asking students to recall prior and relevant knowledge on which to build.

As a result, students will:

- link new learning to existing knowledge, making learning stick and developing schema;
- experience activities which will promote independent study, enquiry and research skills;
- understand the relevance of their learning and apply it to other areas of their lives;
- gain access to a wide variety of printed, audio and visual resources, including the use of ICT and media, where appropriate;
- understand the objectives of lessons and be aware of their own progress and achievement;
- be encouraged to progress to higher levels of knowledge, skills and understanding.

**Radyr's Learning and Teaching Model**

Radyr's Learning and Teaching model places the four purposes at the core and outlines everything that will contribute to our pupils achieving the four purposes by the end of their time in compulsory education.
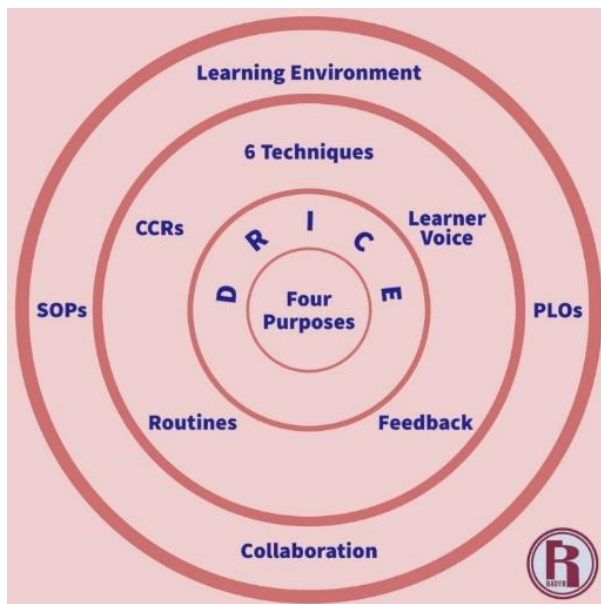


**Planning**

The school uses Olevi's DRICE as its main planning tool for lessons. Planning must take place before the lesson but in-lesson activities should inform direction of the lesson and future activities (checking for impact – AFL). All teachers will aim to ensure they:
- Deepen thinking
- Role model learning
- Check for impact (have the pupils learnt what I've tried to teach?)
- Challenge all pupils regardless of ability
- Engage pupils in their learning by linking to real-life, authentic contexts

**The Six Techniques**

The six techniques will allow for the DRICE principles to be used effectively, and with impact, in lessons. They will allow teachers to check for understanding and therefore apply assessment for learning principles which, under Curriculum for Wales guidance, should be indistinguishable from everyday teaching.

**Everybody Writes – Engagement, Challenge, Deepening Thinking**

With this technique, teachers will ask pupils to prepare for more ambitious thinking or discussion by reflecting in writing for a short interval. It not only allows for thinking time

but gives pupils a framework for future thinking or discussion if they are 'cold called' later. Teachers can review students' ideas in advance by circulating, offering guidance where needed. Perhaps more importantly, processing thoughts in writing is challenging and deepens thinking. Pupils remember twice as much of what they are learning if they write it down. Everybody Writes can be used as part of Task Target Time as well as Pose, Pause, Pounce, Bounce. It's not only a great engagement technique but good for challenge and deepening thinking.

## Think Pair Share – Engagement, Deepening Thinking, Role Modelling

With this technique, teachers will ask pupils to prepare for more ambitious thinking or discussion by reflecting in conversation with a classmate for a short interval. It not only allows for thinking time but gives pupils a framework for future thinking or discussion if they are 'cold called' later. Teachers can review students' ideas in advance by circulating and listening in on the learning conversation, offering guidance where needed. It's not only a great engagement technique but good for challenge, deepening thinking and role modelling – if your seating plans are strategically thought out, pupils could have an opportunity to role model their knowledge and expression.

## Task Target Time – Challenge, Engagement, Impact

This very simple technique can be applied to any activity during a lesson to challenge but also engage. Firstly, ensure that the task is explicit and understood. For example, "I'd like you to write down reasons why the Tsar abdicated in 1917." Secondly, add a numerical target to the task, "I think everybody should come up with 4 reasons." Finally, set a time limit, "I will give you three minutes." Once explained, you can assess understanding by asking, "Mollie, what's the task?", "John, what's the target?" and "Aisha, what's the time limit?" This technique is great way of building momentum within the room: "Ian's already got 2 reasons he's going for a third, Gemma's not far behind" or for refocusing pupils who may be off task, "Lucy, how many have you got so far? You still have minute left can you try for another 2?" Targets can be adjusted to stretch pupils also: "If you've got four already, can you go for another two?"

## No Opt Out – Engagement, Challenge, Deepening Thinking, Impact

This technique ensures that not trying is not acceptable. It also helps those students who are striving hard but genuinely don't know the answer. There are four basic formats to No Opt Out but all formats begin with a pupil unable to answer a question and end with the pupil giving the right answer. Format 1 sees another pupil providing a cue to help the initial pupil find the answer. Format 2 sees the teacher provide a cue. Format 3 sees another pupil give the correct answer and initial pupil repeat it whereas format 4 see the teacher give the correct answer and initial pupil repeat it. As a rule of thumb, pupils using cues to then think of an answer are more rigorous than simply repeating a correct answer. However, whatever the format, pupils should come to expect that opting out of answering is not an option. This technique increases engagement and provides challenge. It also

forces pupils to think deeply and allows you to test for impact. It's a great assessment for learning tool.

## Right is Right – Challenge, Deepening Thinking, Impact

This is the difference between partially right and all-the-way right – between pretty good and 100 percent. Rather than 'rounding up' pupil answers saying something like, "ok, I see what you're saying", and then correcting it for them, put the emphasis on the pupils having to get it 100% right themselves. In holding out for 'right', you set the expectation that the questions you ask and their answers truly matter. You show that you believe students are capable of getting answers as right as students anywhere else.

 "I'd give that answer 7 out of 10. What are you missing?"

Use of technical language: "Can you say that again but this time use mathematical language?"

Use of formal language: "Can you say that again but as if you were writing it in an essay?"

## Cold Call – Challenge, Deepening Thinking, Impact

This needs to become part of your classroom culture. It is the best way to witness the impact of your teaching and check that everyone in the room is making progress in their learning. It should not be undertaken in a threatening way but should simply become classroom routine. It is very important that, during questioning, the whole class is engaged and preparing answers. This will only happen if you ask the question BEFORE you assign it to a pupil. You can combine it with pose, pause, pounce, bounce and right is right, and no opt out, but most of your Q&A sessions in the classroom should start with cold calling. Pose the question. Allow thinking time. Choose a pupil to respond.  (Why might the character be feeling this way… Laura? What events have led up to this moment… Adam? Give me four ways to measure airflow… Amy?)

## CCRs

Curriculum for Wales guidance provided by Welsh Assembly Government tells us that "Literacy, numeracy and digital competence are **mandatory cross-curricular skills** within Curriculum for Wales. It [is] the responsibility of all practitioners, across all curriculum areas, to develop and ensure progression in these skills."

At Radyr Comprehensive School, we have included Cymreictod as a CCR to give it equal status and ensure all teachers exploit opportunities to promote and celebrate Welshness and the Welsh language. See the Cross Curricular Responsibilities policy for further information.

**Learner voice**

Learner voice is collected and acted upon in a number of ways at Radyr Comprehensive School. It forms a key part of self-evaluation and quality assurance activities but should also be used by Curriculum Leaders and classroom teachers to evaluate and modify, as appropriate, approaches, activities, schemes of learning, lessons or assessments. This is especially important during the transition to the Radyr Curriculum.  This simple form can be easily adapted and used by all teachers to collect pupils' views on provision.

**Feedback**

Radyr Comprehensive School recognises feedback as essential to pupil progress. The school recognises written, verbal, self and peer assessment as valuable feedback tools. Departments have their own feedback policies that reflect the whole school policy but a minimum expectation is that in subjects where pupils complete written work either digitally or in an exercise book, written feedback is provided by the class teacher at least once per half term and will take the form of:

- WWW
- EBI

A DIRT lesson must follow as soon as possible after written feedback is provided to allow pupils to act on feedback. See the feedback policy for further information.

**Routines**

Radyr Comprehensive School recognises the power of routines and believes it is vital to maximise learning time in the lesson.

All lessons should:

- start with a 'Do Now' activity that activates prior learning needed during the lesson – this should be available to pupils as they enter a classroom;
- share learning objectives with students;
- contain dedicated check points that allow the class teacher to assess learning against the learning objectives;
- end with a plenary that allows students and the class teacher to assess learning.

- It is also mandatory for all teachers to follow the behaviour for learning policy. In its simplest form, teachers must:
- meet and greet students;
- use seating plans;

- use warn, move, remove;
- use stand and send.

Remember that the end of one lesson dictates the start of the next: calmness and consistency is key.

See the behaviour policy for further details.

**PLOs (Professional Learning)**

To promote effective pedagogy, develop a research-informed approach to pedagogy, and encourage teacher agency, a Learning and Teaching website is available as is a Learning and Teaching Teams page where research, academic reading, approaches, clips of best practice, and resources are shared. A Learning and Teaching newsletter is shared by the Learning and Teaching team on a half termly basis.

Links to these electronic resources can be found here.

Professional learning is offered in accordance with need as determined by self-evaluation and quality assurance activities and the resulting SDP. The offers can change throughout the year in accordance with need.

See the professional learning policy for further information.

Coaching is offered to all staff but mandatory for NQTs. New staff and those new to TLR roles are strongly encouraged to take advantage of the coaching entitlement. As a result of self-evaluation and quality assurance activities, staff may be approached with specific coaching offers.

For further information, see here.

Performance management procedures are linked to self-evaluation and the school development priorities. Improving pedagogy is a standing item on the SDP as the school believes in continuous improvement. Action enquiry forms a key part of the performance management procedures to encourage a research-informed approach to teaching, to share best practice and encourage collaboration, and to develop teacher agency.

See the PM policy for further details.

**Monitoring and evaluation**

Monitoring and evaluation activities are non-judgemental. They are designed to help the school decide on improvement priorities and plan accordingly with the intention of improving learning for all pupils.

**Whole school review**

The whole school review takes place in the last two weeks of the first half term of the academic year. SLT and the L&T team will observe all teachers during this window. They will also scrutinize exercise books and discuss learning and progress with pupils. This will inform:

- the school's main self-evaluation report on learning and teaching;
- the school's professional learning priorities;
- specific aspects of performance management, including individual focus for action enquiry;
- QA activities including but not limited to future learning reviews (see policy), department reviews, learning walks, and individual department improvement and QA priorities.

**Work scrutiny**

- Learning reviews with specific year groups are calendared and undertaken by the DHT with responsibility for L&T and the DoLs.
- Whole-school book-looks take place once per year. A selection of exercise books across all year groups, subjects and ability will be collated and available for review in the L&T room.
- Curriculum leaders should undertake internal work scrutiny activities as per the school calendar and record and share the results with the department and SLT link.

**Learning walks**

- Learning walks are calendared and should be undertaken by curriculum leaders and their SLT link as appropriate with support from the DoL attached to their AoLE.
- Curriculum leaders should record and share findings with their departments.

**Lesson observations**

- Radyr Comprehensive School strongly believes in supporting union activity in order to protect staff wellbeing, and comply with union guidelines on lesson observations.

- Staff will be observed for no more than three hours: one hour observation for the whole school review (SLT/DoL), one hour observation for PM purposes (line manager), and one hour maximum through learning walks (maximum 20 minutes each on three occasions throughout the year).