



St. Illtyd's Catholic High School

Learning & Teaching Policy

September 2018

"It turns out that as long as you go to school (and that's important), then it doesn't matter very much which school you go to, but it matters very much which classroom you sit in"

(How do we prepare students for a world we cannot imagine? - Dylan William 2011)

At St. Illtyd's Catholic High School, we believe that learning and teaching is central to our work as educators and we expect all of our staff to deliver high quality, stimulating and dynamic lessons where all pupils are supported and challenged to make good progress in their learning. The aim of this policy is to set out the school's expectations and the responsibilities of different staff in contributing to an outstanding learning experience.

Professional standards

It is an expectation of the Diocese, school Governors, the Headteacher, teachers, higher level teaching assistants and learning support staff, to be familiar with the standards required of professionals within the school.

The Welsh Government have recently completed work developing a new professional standards framework for teaching and leadership in Wales. The new standards were made available for use from 1 September 2017 with all serving teachers being required to move to the new standards from September 2018. All newly qualified teachers from September 2017 were immediately assessed against the new standards.

<http://learning.gov.wales/docs/learningwales/publications/170901-professional-standards-for-teaching-and-leadership-en.pdf>

Date adopted by Governing Body: 6th December 2018

Key priorities

At St. Illtyd's we reject the notion of lessons following a set format (i.e. that all lessons should be in three parts) as this can constrain the creativity of the individual teacher. We encourage teachers to be as innovative as possible when planning their lessons and look for three key aspects to be the centre of and present in, all lessons:

Pupil engagement
Challenge
Progress

Lesson Framework:

In September 2018 we will introduce a framework for successful lessons that has been designed by all teaching staff. These are the key features that we feel are needed for an excellent lesson. We will focus on two areas each term, introducing strategies that can be embedded in all lessons across the school in order to raise standards of learning and teaching. We aim to build on these strategies each academic year, to ensure that learning and teaching is the best that it can be, consistently across the school.

New lesson planning and lesson observation forms will be developed in line with this framework. Prompts and staff training in each of these areas will also be provided.

The infographic is set against a green-to-yellow gradient background. At the top is the school's crest, a shield with a cross on top, containing a star and the Latin motto 'SIGILLUM FIDELI'. Below the crest, the title 'Successful Lessons at St. Illtyd's Catholic High School' is written in a bold, sans-serif font. The six key features are listed in bold, followed by a brief description for each. At the bottom, a Welsh motto is written in a smaller font.

Successful Lessons
at St. Illtyd's Catholic High School

- Excellent Expectations**
Promoting a positive, Catholic learning environment
- Plan for Progress**
Differentiation- challenge and progress for all
- Maximise Motivation**
A range of activity to engage learners, best use of time and pace
- Quality Questioning**
To stretch, support and deepen thinking
- Strengthen Skills**
Improve and develop the skills needed for life
- Check Comprehension**
Regularly assess the progress of every individual in order to inform next steps

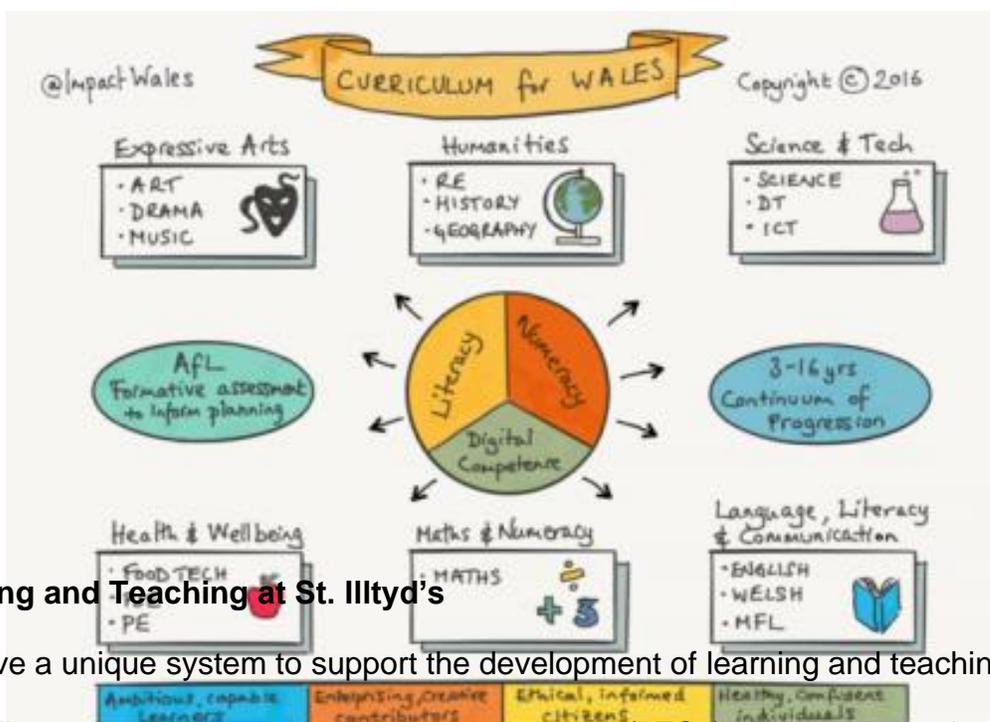
'Gyda'n gilydd yng Nghrist, fe wnaun gwahaniaeth'

New Curriculum

In June 2018 St. Illtyd's formally began its journey in planning for the implementation of the new curriculum for Wales in readiness for September 2022. All staff have received training in understanding the context of the new curriculum and a number of staff have also engaged in external training. Senior Leaders have completed a 'Curriculum Readiness Tool' to ascertain how to move the school forward in planning for the new curriculum and are also working with Central South Consortium and our School Improvement Group to share good practice and keep up to date with further developments.

The new curriculum, based on *What Matters?* statements, will be made available as a draft version for comment in April 2019, with a view to being published in November 2019.

Our plan as a school for 2018-19 is to hold an 'Innovation Fortnight' for KS3 pupils. This will be planned and delivered by each AoLE, based around one of the proposed *What Matters?* statements for their area. The aim is to provide teaching staff with a greater understanding of what it will mean to be a curriculum developer following the changes as well as being afforded the opportunity to deliver content in more depth. Planning will link continuously to the three key skill areas of literacy, numeracy and digital competency, whilst continuing to keep the four core purposes of learners at the forefront of all planning.



Learning and Teaching at St. Illtyd's

We have a unique system to support the development of learning and teaching.

Specially appointed learning and teaching coaches (LTCs) work within each department to support teachers. In addition to this role, the LTCs carry out in-depth research into key areas that impact on pupil progress, developing resources and delivering training so that all staff

can confidently deliver in these areas. For 2018-19 the LTC foci will be based around the introduction of the lesson framework and introducing the strategies that can be embedded to ensure consistently good lessons are delivered across the school.

While the areas of the lesson framework will continue to be whole school foci, the focus for our learners continues to be aimed towards developing a growth mindset, resilience and independence and this addressed with KS3 pupils during registration time 'Mindset Monday' that is developed by the LTCs.

All resources can be accessed on the St. Illtyd's Teaching and Learning Blog:
<https://stilltydsorg.sharepoint.com/sites/teachingandlearning/SitePages/Home.aspx>

Subject leaders for each department also work with the LTCs to improve the planning and delivery of all lessons and encourage members of their department to become reflective practitioners who constantly strive to improve.

Departmental reviews completed by the leadership team provide a formal assessment of the strengths and areas for improvement which the department will then use to inform their own improvement plans. The leadership team also complete regular learning walks where they drop into lessons in order to celebrate pupils' work and to support the development of an open and positive learning culture.

Self-Reflection

While the support of LTCs and subject leader is in place, developing their own teaching and learning is ultimately the responsibility of the classroom teacher.

We expect all teachers at St. Illtyd's to

- be reflective practitioners
- be responsible for setting and working towards their own performance management targets
- work to establish whole school strategies in their own teaching, ensuring consistency across the school
- encourage pupil's aspirations and develop independent learners
- be responsible for keeping records of their own training in their teaching and learning files
- keep abreast of the current educational context in Wales

There are a number of ways in which the school supports staff to reflect on their teaching and to continue their professional development. Strategies include:

- regular learning and teaching training sessions
- a regular departmental focus/ discussion on learning and teaching
- Training in understanding the new professional standards in Wales
- use and guidance of the teaching continua self-reflection system
- use of IRIS Connect including IRIS Liveview (union guidelines: <file:///C:/Users/msh/Downloads/IRIS%20Connect%20Protocol%20with%20overview.pdf>)
- one timetabled hour of Peer Observation per fortnight
- attendance to pedagogy club
- Following St. Illtyd's learning and teaching on Twitter: @pedagogyfridays

Teaching and learning is effective when:

- lessons are well planned
- the teacher displays strong subject knowledge
- skills in literacy, numeracy and digital literacy are developed
- the teacher has high expectations of all pupils
- strong relationships are evident and pupil's self-esteem is high
- positive learning environments are created
- the learning objectives are clear
- all pupils are challenged
- questioning is deep and effective
- independent learning is encouraged
- the teacher models language well to develop pupil's oracy skills
- lesson activities are stimulating and meaningful
- high quality instruction is evident
- the teacher is able to adapt their teaching to meet the needs of learners
- resources are high quality and interesting
- lesson pace is strong
- classroom routines are clear and the teacher successfully manages the classroom
- high quality verbal and written feedback encourages pupils to advance and improve their work
- there are shrewd opportunities for self and peer assessment
- there is use of incidental Welsh and Welsh history and culture where appropriate.

Teacher's responsibilities:

- ensure there are clear objectives and success criteria which the children understand
- provide feedback which informs the next steps in pupils' learning
- give pupils opportunities to reflect on their learning
- plan lessons which have pace and structure

- provide a working environment where expectations are high
- provide appropriate resources and support materials
- continue to widen their subject knowledge and developments in education
- use differentiation and groupings to enable all pupils to learn effectively
- keep effective assessments and accurate records which inform planning
- communicate with parents and keep them informed of their children's progress

The Learning Environment

Our purpose is to create a learning environment that fosters motivation and allows all pupils to flourish.

This will be organised to ensure that children have the opportunity to:

- work individually, in pairs, and as a class
- make decisions
- solve problems
- be creative
- develop social skills
- develop independence and use initiative
- participate in enrichment and in school life

Learning will take place in a stimulating learning environment that:

- is welcoming, happy and caring
- is both challenging and supportive
- celebrates success and supports children to realise their full potential
- encourages mutual respect
- is well organised, safe, tidy with well-presented displays
- has resources that are attractive and accessible
- has an agreed code of behaviour

Planning

- Teachers should plan lessons in line with departmental schemes of work.
- Teachers should be aware of detailed information regarding individual pupils' prior learning, reading ages, ALN status, MAT status and eFSM. These factors should inform lesson planning, seating plans and group work.
- Teachers should bear in mind their responsibility to ensure the welfare and safety of all pupils and should take into account issues of a sensitive or controversial nature and any impact that these might have on individuals within their class.

All teachers should:

- begin and end lessons on time and in a structured manner, establishing clear and appropriate routines
- plan lessons that allow all pupils to progress in their learning, differentiating where appropriate
- maintain engagement, pace and challenge, and spend as high a proportion of lesson time as possible on learning (as opposed to teaching)
- employ a range of strategies/ approaches/ activities within a lesson and ensure an efficient shift from one activity to the next
- identify where it is necessary to change or adapt plans
- include a variety of active questioning techniques and, where possible, pre-plan questions
- value pupil contributions and praise or reward to show the value of their achievement
- ensure pupils are given feedback on completed work and that they know how to move on to the next level
- check progress during the lesson in a variety of ways
- identify key subject specific language and develop key skills
- review all lessons and use this evaluation to inform future planning

Strategies for ensuring progression and continuity planning

- schemes of work developed and reviewed
- medium term plans and yearly curriculum mapping
- staff meetings to discuss curriculum developments and initiatives
- monitoring of progress by feedback and marking, assessment and record keeping
- ensure continuity by moderating pupil's work

Learner's responsibilities

We believe that children learn best when they:

- are interested and motivated
- achieve success and gain approval
- are clear about expectations in their work and behaviour
- are given appropriate tasks
- feel valued, secure and confident
- are challenged and stimulated
- receive feedback about their performance

Learner's responsibilities include:

- be positive and eager to make use of all opportunities
- have pride in their work, their class and the school

- take responsibility for their learning
- understand that hard work is the key to achievement
- respect other children, be considerate and thoughtful
- respect the school environment and equipment
- be punctual and organised with appropriate kit
- be respectful to all staff and visitors

Parents' responsibilities

- ensure their children attend regularly and punctually
- support the ethos of the school
- share responsibility for their children's learning, be realistic and offer encouragement and praise
- attend reporting days
- support the children in terms of homework
- encourage independence in their children
- communicate with staff any concerns about their children
- respect other members of the school community

Governors' responsibilities

- work in partnership with staff, pupils and parents to support the aims and objectives of the school
- support initiatives for pupils and parents
- be accessible to parents and staff
- take responsibility for own training and development
- carry out monitoring and support staff where appropriate

Linked Policies:

Departmental feedback policies (LC September 2018 (updated))

Literacy policy (DJ 2017)

Numeracy policy (DJ 2017)

More Able and Talented policy (MSJ September 2018 (updated))

Linked documents:

Lesson observation form (MSJ September 2018 (updated in line with lesson framework))

Feedback review form (MSJ July 2017)

Teaching continua self-reflection form and guidance booklet

Monitoring and Evaluation

This policy will be reviewed annually by the Senior Leadership team and Governors.