

Aberdare Community School Ysgol Gymunedol Aberdâr



Teaching and Learning Policy

Date Adopted	24 th May 2023
Signature of Headteacher	<i>Michael Morgan</i>
Signature of Chair of Governors	<i>J. Brindley</i>
Date to be reviewed	May 2024

Teaching and learning is the central business of any school. Teachers have a duty to provide, and learners have an entitlement to receive, the best professional tuition irrespective of gender, religion, ethnicity or ability.

At Ysgol Gymunedol Aberdar / Aberdare Community School, we aim to:

- Provide a safe and well resourced learning environment which allows us to provide a high quality education that is accessible to everyone.
- Develop independent, enthusiastic and responsible life-long learners; able to face the challenges in our immediate community and the world, and to play a role within it.
- Encourage a culture of high expectations and achievements within a diverse, stimulating and safe learning environment.
- Embrace new technologies in order to improve the quality of teaching and learning.
- Enable learning to take place through the use of the highest quality teaching approaches in order that learners achieve the highest standards possible.
- Create a learning culture for both students and staff where good practice is celebrated and shared.
- Enable staff to develop their professional expertise to create the very best learning conditions.
- Allow learners to be aware of their preferred learning styles and the way in which they can maximise their learning opportunities to the best of their ability.
- Celebrate successes and share best practice for future developments, taking advantage and implementing any theoretical understanding of ways that learning can be enhanced.
- Provide feedback to learners and their parents on learning processes and progress.
- Provide appropriate challenge to learner's learning and provide individual targets and collaborative strategies for each learner's improvement and to support whole school cross curricular strategies such as literacy and numeracy.
- Allow senior leaders, in conjunction with leaders of learning, to evaluate the outcomes of teaching and learning through the process of school self-evaluation.

This policy should be read with reference to:

- Behaviour Management Policy

- Curriculum Policy
- SEN Policy
- MAT Policy
- Literacy, Numeracy and DCF Policies
- ARR Policy
- Marking Policy
- Learners' Presentation of Work Policy
- Performance Management Policy
- Teachers 'Toolkit'

Responsibilities

Assistant Headteacher with responsibility for Teaching and Learning:

- To ensure that teaching and learning developments are included in Professional Learning activities and programmes.
- To ensure all staff understand DRICE (Appendix 1) as a teaching and learning language and this explicit in ensuring effective and high-quality teaching and learning.
- To ensure that staff are aware of current research and national initiatives related to teaching and learning.
- To promote effective learning through staff training.
- To organise and arrange the half termly TLC meetings as per the school calendar.
- Monitoring the quality of standards of teaching in all lessons.
- To lead the Teaching and learning sharing of practice PVTs.
- To verify that all departments are implementing the teaching and learning policy.
- To monitor and evaluate the policy and its impact on teaching.

Leaders of Learning:

- To promote and ensure that effective teaching and learning developments are included in department meeting agendas and departmental Professional Learning activities and to support their colleagues in developing effective practices.
- To ensure all staff within their department understand DRICE as a teaching and learning language and this is explicit in ensuring effective and high-quality teaching and learning.
- To monitor the quality of teaching and learning of all teachers in the department using the self-evaluation process.
- To support individual teachers where appropriate.
- To monitor the impact of teaching and learning on learner achievement.
- To work with colleagues to write Schemes of Work (SOW) that take into account all of the above requirements and the requirements of the National Literacy, Numeracy and DCF Framework.
- Monitor the delivery of SOW and the learning within the department.

- Monitor learner progress within the department and provide effective support where and when appropriate.

Subject Teachers:

- To have a secure knowledge and understanding of their subjects.
- Understand DRICE as a teaching and learning language and that this explicit in ensuring effective and high-quality teaching and learning.
- To effectively plan and deliver lessons that form part of a structured sequence and ensure continuity, challenge, and progression that fit the demands of the key stage 3 curriculum, the National Literacy, Numeracy DCF Framework and examination syllabuses.
- To use individual student and whole group data to inform planning of the lessons that use starter and plenary sessions and engage learners by providing them with opportunities to learn and take into account the needs of all learners.
- To incorporate elements of the DR ICE strategy into the planning and delivery of lessons.
- To have high expectations of all learners in terms of achievement and behaviour.
- To share learning objectives and success criteria with learners.
- To assess work regularly and provide formative targets to aid learners' progress.
- To follow the school's marking and ARR policies.
- To know the individual learning needs of learners with Additional Learning Needs.
- To set homework that compliments the work done in lessons and gives learners the opportunity to extend their knowledge and understanding and to develop new skills.
- To use a range of teaching strategies and provide a stimulating environment in which learning can take place.

Teaching Support Staff:

- To promote effective learning and support their colleagues in the delivery of it.
- Understand DRICE as a teaching and learning language and is explicit in ensuring effective and high-quality teaching and learning support.
- To monitor and track learners progress and provide effective support where and when appropriate.

Support for the Improvement of Teaching and learning:

- Teaching and learning INSET and professional learning.
- Departmental meetings.
- TLC's and PVTs.
- Sharing of best practice.
- Assistant Headteacher with responsibility for teaching and learning.

- Peer observation.
- Peer coaching.
- Self-assessment and Professional Learning files.

Monitoring and Evaluation

The monitoring and evaluation of teaching and learning will take place at two levels:

- Departmental
- Whole School

All lesson observations will be carried out using the Ysgol Gymunedol Aberdar/Aberdare Community School lesson observation form (Appendix 2). Quality Assurance processes will take place twice a year with lesson observations being carried out by line managers and SLT. Judgements on outcomes will be given using the Estyn format. A further observation used to inform Performance Management will be made.

Teachers can arrange peer observations and additional observations to inform and share practice in addition to these QA observations.



Ysgol Gymunedol Aberdâr/Aberdare Community School



Teacher	Literacy		D	
Topic / Area of Study	Numeracy		R	
Class	DCF		I	
	Cymraeg		C	
	DIRT		E	

Learning Objective:	
Bellwork / Starter Activity:	
Learning Activities	
Plenary	

Additional Information	
------------------------	--

<u>Information on learners</u> Number of learners: eFSM/ALN/EAL:	
--	--