

YSGOL GYFUN GYMRAEG GLANTAF



Guidance on Teaching and Learning Ysgol Gyfun Gymraeg Glantaf

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1. Foreword

'Pedagogy is at the heart of a curriculum. When designing their curriculum, schools should consider the pedagogical approaches they will need to use to support learners to realise the four purposes. Schools should seek to develop a strong vision of learning and teaching that considers 'why' and 'how' as well as 'what'. (Welsh Government, 2020)

It is recognized as a fundamental principle that learning and teaching is the most important aspect in a school and at the core of each pupil's academic, emotional, and spiritual development. The purpose of this document is to set guidance about our learning and teaching principles which challenge, support and engage our learners in Glantaf.

Effective learning and teaching is responsible for raising the standards of pupil attainment. The way in which pupils and teachers collaborate with each other in the process of 'learning' ensures equal opportunities for all to realise their potential and is the basis of every successful school.

The school invests in the training given to staff to deliver quality lessons through on-the-job training. Leaders at all levels, including departments, are responsible for researching, evaluating and refining the strategy so that it is up-to-date and continues to be based on the latest pedagogical research.

All pedagogical planning will be based on encouraging learners to meet the 4 purposes of being ambitious, capable, enterprising, creative contributors, principled, knowledgeable citizens and healthy, confident individuals, and aligned with the national priorities of Curriculum for Wales.

The aim and objectives of this guidance:

1. ensure high quality teaching and learning experiences for learners of all abilities;
2. provide a framework for teaching that advises on consistent approaches but also allows teachers and pupils to be creative;
3. to increase attainment by: engaging pupils, increasing motivation, promoting the expectation to contribute and to be independent learners;
4. reflect on, and share good and excellent practices
5. provide practical guidance, clear procedures and a clear understanding of pedagogy from the perspective of leaders and practitioners appropriate to the school context

2. Closing the Gap *Ensuring Equity and Opportunity for All*

Why is achieving excellence in education so important?

What happens in the classroom can make a big difference to learners' lives. By improving the quality of teaching, learner outcomes can be improved, especially for disadvantaged learners. Research shows that education contributes significantly towards the success of young people by providing them with opportunities for social mobility. *'The vast body of research finds that good teaching is the most important factor in improving student outcomes. Review of Evidence by 'Evidence Based Education.'*

What is equity in education?

'The OECD defines equity in education as having two dimensions. The first is fairness, which implies that personal and social circumstances – for example gender, socio-economic status or ethnic origin – should not be an obstacle to achieving educational potential. The second is inclusion, in other words ensuring a basic standard of education for all – for example that everyone should be able to read, write and do simple arithmetic.' Organisation for Economic Cooperation and Development (OECD), Mid-South Consortium, *Enabling Equity and Excellence* (2021)

The Curriculum for Wales' Vision

'We are committed to the success and well-being of all learners, regardless of their background or personal circumstances. Fairness and excellence go hand in hand, and we can't have one at the expense of the other.'

'Geography, deprivation or childhood experiences should not prevent learners from realising their potential. Our learners will be resilient, imaginative, compassionate and ambitious – they will aim high and achieve their goals. To achieve that will require a high quality education workforce that is energetic and enthusiastic and committed to ensuring continuous learning for all.' (Welsh Government, 2017)

Key Questions

- *How can we respond to the needs of all our learners and their diverse needs?*
- *How effective are we in creating an environment in our classroom where all learners contribute and are valued?*
- *Do we fully understand the challenges and barriers faced by individual learners and groups of learners?*
- *What are the changes that could be made that would likely make a positive difference to our learners?*
- *How are learners' experiences used to inform our teaching practice?*

3. Responsibilities

The importance of our teachers

An excellent teacher can be described as an expert who is passionate about his or her subject knowledge, who understands **how** to teach and learn the content; an individual who creates a supportive environment for learning; who manages the classroom to create learning experiences, who delivers a range of content, activities and opportunities for interactions that stimulate learners' minds.

All teachers are able to develop their craft, and skills in the classroom if they are part of a professional culture that encourages development and promotes the sharing of good practice. This is an institution where teachers take pride in their work. As educators we are lifelong learners too, ready to cultivate a growth mindset by learning from mistakes in order to create classroom experiences that are beneficial to us as educators and to our learners. As a school we invest in our teachers and are committed to training teachers in line with William's vision, *'..... every teacher needs to improve, not because they are not good enough, but because they can be even better, there is such a thing as natural talent for teaching - **what matters far more is the improvement that teachers make...**'* Dylan William, 2019

Leadership Team

The role of the Leadership Team is key to the strategic direction of developments in Learning and Teaching and evaluating impacts on standards and outcomes. The Leadership Team should ensure that they support the school's self-evaluation systems in their evaluation of the impact of Learning and Teaching on standards by ensuring that on-the-job training empowers and supports staff. Following lesson observations, written and oral feedback should be given to individual members of staff on areas of strength and areas for development within 10 days. This feedback should inform the individual staff member's progress towards their performance management objectives.

Members of the Leadership Team, during meetings, should ensure that leaders and staff receive support to develop effective strategies and ideas. The Leadership Team should, where necessary, liaise with appropriate external agencies to ensure that the school is kept up-to-date on Learning and Teaching developments and to ensure that these ideas are supported and implemented in the school. The Leadership Team should support the school's Monitoring Circle by ensuring that leaders complete the strategies at the appropriate stages of the cycle. This would include pupil voice reviews/pupil books along with self-appraisal processes.

Subject Leaders

The role of subject leaders is central to moving Learning and Teaching forward. They are required to motivate and support in encouraging staff within their department to reflect on the impact of Learning and Teaching. During departmental meetings subject leaders are required to support a focus on Learning and Teaching by encouraging a culture of sharing good practice. They encourage, implement, monitor and evaluate different techniques within a safe and supportive atmosphere. In meetings with the Leadership Team subject leaders are expected to share departmental discussions on Learning and Teaching and reflect on techniques with their line manager. Here the Leadership Team can offer advice or identify further areas of support. During Learning walks, they are expected

to give and share advice and guidance to teachers within the department on how to improve their practice emphasizing the essential principles.

In their department improvement plan subject leaders are required to evaluate the impact of Learning and Teaching on pupil standards and outcomes. Subsequently in their departmental improvement plan any further implementation of possible Learning and Teaching techniques should be noted for subsequent actions. Effective monitoring of pupil feedback and pupil voice is part of the school's self-evaluation process and subject leaders are expected to undertake the monitoring of books and work on a regular basis and in line with the school calendar.

Teachers

Teachers are required to reflect, evaluate and improve their own practice as part of Performance Management processes. The objectives of Performance Management relate to improving teacher performance with better outcomes and standards for pupils. Lesson observations will take place as set out in the school calendar. Lesson observations use a standardization method by using a lesson observation form. Lesson observations will be carried out by as part of the Performance Management and appraisal process and will involve subject leaders including members of the Leadership Team during learning walks. The lesson observation form focuses on the essential principles (speaking and listening; teaching to the top; responsive teaching – Addysgu Disgybl Ganolog).

4. An Outline of Teaching and Learning

The Essential Principles

i) Addysgu Disgybl Ganolog (Responsive Teaching)

ii) Speaking and listening (Oracy)

iii) Dysgu i'r brig (Teach to the top)

Within the learning community of Ysgol Gyfun Gymraeg Glantaf our aim is for all learners to fully engage with the learning process. As leaders of learning, we strive to motivate, support, instruct and assess learners as they progress in their learning. Our aim is to equip pupils with a knowledge and skill set, appropriate to their age and ability to help them communicate and act positively as young people. Our focus on the importance of the essential principles: responsive teaching, speaking and listening and teaching to the top, fosters independence in our learners. We believe that our model reflects the four purposes of Curriculum for Wales. As a school, we recognize the importance of self-appraisal. Our self-appraisal processes and improvement plans focus on the experiences of our pupils. We re-evaluate and make changes to teaching and learning in order to improve impact. Therefore, our Learning and Teaching guidance is not fixed, but is a living document that will change as the school progresses along its learning and teaching journey.

i) Addysgu Disgybl Ganolog (Responsive Teaching)

Pupil Central Teaching emphasises the need to respond and adapt according to learners' progress, using ongoing effective formative assessment strategies. This vision is to be used throughout the planning, teaching and feedback process, with the aim of fostering progress in all of our learners regardless of their ability.

Pupil central teaching is...

1. ... ensure that pedagogy is effective, although even when there is a lot of topic information to be included
2. ... enable teachers to find out what learners know and can do at any time
3. ... enable teachers to adapt to what is happening in the classroom
4. ... Enable teachers to provide effective formative feedback, taking into account teachers' workload.

ii) Speaking and listening (Oracy)

The ability to speak and listen with confidence and accuracy is essential and at the heart of all learning experiences. The Voice 21 campaign, as well as evidence from the University of Cambridge, shows that learning by speaking offers cognitive benefits, wellbeing, social mobility as well as boosting pupils' confidence and self-esteem.

Developing speaking and listening skills...

- 1.... increases young people's commitment to learning. Learning comes to life when young people have the opportunity to voice opinions and to express their own experiences.
- 2.... improves academic outcomes. Improving speaking and listening skills helps develop young people to be able to think critically, work interdependently and possess vocabulary to express their knowledge and understanding.
3. ... fosters well-being and self-confidence. Developing the ability to speak and listen with confidence empowers young people to build successful relationships and to realise that their voices have value.
4. ... *supports employability and success in after-school life*. Developing speaking and listening helps young people thrive in education now or employment.
5. ... encourages mobility and social equity. Leads to a fairer society where everyone can succeed, regardless of their background.

iii) Teaching to the Top

Teaching to the top...

1. ... means that there is an element of hard work and tasks in lessons to ensure that learners think hard and receive opportunities to be challenged, whatever their ability.
2. ... responds to learners as they express their thoughts, knowledge and understanding.
3. ... develops a growth mindset in our learners by encouraging them to think of strategies when solving problems
4. ... requires high expectations that challenge pupils appropriately when it comes to their learning and remind them that *they can* develop their intelligence.
5. ... supports learners to develop into experts by ensuring they practice, revisit and review information material and their understanding.

Excellent Learning and Teaching

We aim to provide teaching experiences for pupils where:

- Planning is effective, engages pupils and has clear learning objectives
- Teachers have high expectations of all pupils
- Modeling and scaffolding lead to independence
- Teachers themselves are good language models
- Teachers continually strive to manage pupils' behaviour in a positive and safe manner
- Learning support staff are used effectively
- Teaching succeeds in engaging pupils, developing their skills, knowledge and understanding
- The teacher's knowledge of topics is good and up-to-date
- Various activities and methods, which are of interest to pupils, create opportunities for pupils to be active in their learning

Learners at Glantaf (Expectations)

We aim to provide learning experiences for pupils within a welcoming environment, where positive attitudes towards work are promoted. Glantaf pupils are expected to:

- use their voices and Welsh to learn
- be able to collaborate effectively with others
- think and reflect on their learning in order to understand how to improve
- listen well to other pupils and teachers
- discuss their work and progress with their peers and teachers
- answer questions
- be curious and ask questions
- aim high and work to the best of their ability
- ask for support when needed in order to make progress
- learn from their mistakes

5. Research and Enquiry

' Professional learning encompasses a wide range of activities and experiences that can have a significant and meaningful influence on personal development.' EWC, Research Report

Inset Training

Learning and teaching is a whole-school priority and therefore we are committed to constantly training staff in order to maintain and raise standards of learning and teaching. Each staff member has an understanding of what is expected and a programme of formal and informal observations gives a specific focus to this. Sessions have been held during inset days on the essential principles since September 2022 and are a key part of the School Improvement Plan.

Professional Triads

Each year there will be an opportunity for staff to work together to plan, observe and evaluate lessons across the school. The structure of the groups will vary between cross-curricular or by Area of Learning and Experience. This gives teachers the opportunity to hone their craft by sharing good practice, as well as being a 'critical friend' to others. The findings of this activity will be collated in-house by the Leadership Team, to help identify strengths and areas of development across our team of staff.

Glantaf Teaching Programme

Research shows that successful schools that are constantly improving are the ones that succeed in fostering a culture of collaboration and sharing of good practice. The Glantaf teaching programme is open to applications and accepts 6 different members of staff each year. The group, which works across a range of departments and Areas of Learning and Experience, meets every Tuesday to scrutinise research and experiment with innovative strategies. They contribute to the sharing of good practice. This is a hugely important activity for the development of the school, and also offers opportunities for staff to influence whole-school strategy as well as receive professional development opportunities.

Deputy Cluster Forum

Glantaf works closely in partnership with our cluster of primary schools in developing a coherent vision for the curriculum and pedagogy. We recognise that our learners develop on a continuum and need to share and appreciate their journey and experiences, along with ours as educational practitioners. The cluster formed a working group of experienced representatives to discuss learners' experiences, pedagogy, curriculum and staff development. This working group organises collaborative projects sharing good practice across the cluster as well as wide-ranging experiences for our learners and staff training. A key part of the working group's work is to discuss research and its implications before making informed decisions and setting priorities for our learners and staff. We have used research and enquiry to build models of speech teaching across the cluster, including the work of Voice 21. Currently, the cluster is developing models for assessment for learning as well as working on planning the within the 6 Areas of Learning across the curriculum.

Address

1. Successful Futures: <https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>
2. Estyn Guidance for Inspectors: What we inspect: https://www.estyn.gov.wales/system/files/2021-12/what%20we%20inspect_0.pdf
3. Education Legacy Foundation Teaching and Learning Tool <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback>
4. Canllawiau Cwricwlwm i Gymru – y pedwar diben: <https://hwb.gov.wales/curriculum-for-wales/designingyour-curriculum/developing-a-vision-for-curriculum-design/#curriculum-design-and-the-four-purposes>
5. Adroddiad arweiniad Adborth Athrawon i Wella Dysgu Disgyblion: https://d2tic4wvo1iusb.cloudfront.net/eefguidance-reports/feedback/Teacher_Feedback_to_Improve_Pupil_Learning.pdf
6. Responsive Teaching – Harry Fletcher Wood
7. Transforming Teaching and Learning through Talk – Gaunt a Scott
8. The Learning Rainforest – Tom Sherrington
9. Full on Learning – Zoe Edler
10. The Curriculum: Gallimaufry to coherence – Mary Myatt
11. Slow Teaching: On finding calm, clarity and impact in the classroom – Jamie Thorn
12. Learning Models (Ways of Structuring Learning) (Consortium)
13. [Models for Addysgu.pptx \(live.com\)](#)
14. Enabling Equity and Excellence – Mid South Consortium
15. Great Teaching Toolkit, Evidence Based Education Review June 2021– Evidence Based Education
16. Just Great Teaching – Ross Morrison Mc Gill
17. Retrieval Practice, Research and Resources for every classroom – Kate Jones
18. Rosenhine's Principals in Action – Tom Sherrington
19. Dual Coding with Teachers – Oliver Caviglioli
20. Making Every Lesson Count – Shaun Allison & Andy Tharby
21. Closing the Vocabulary Gap – Alex Quigley
22. CGA; The National Approach to Professional Learning: Research Report: 2019

APPENDIX 1