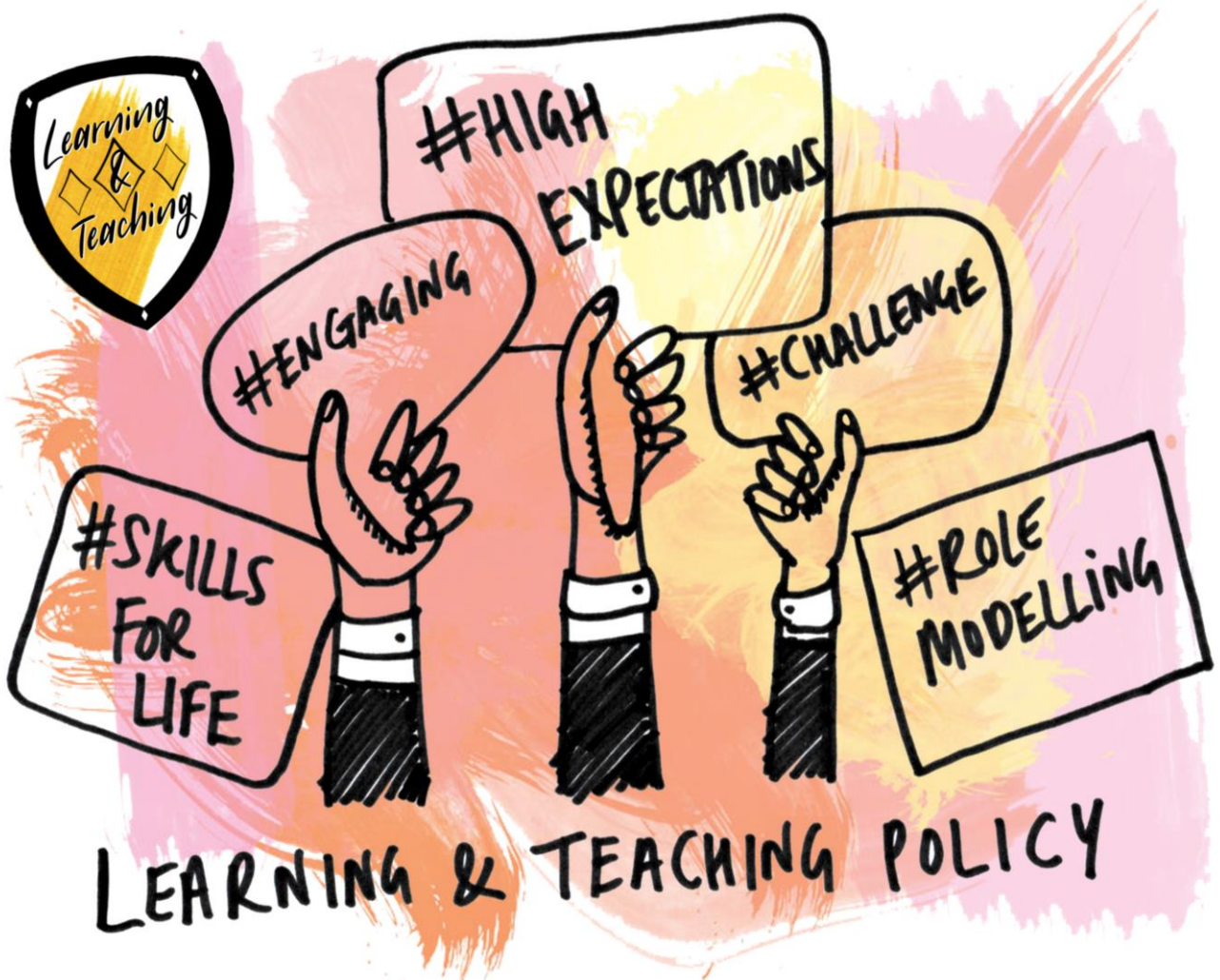


YSGOL  
MAESTEG



LEARNING & TEACHING POLICY

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## Learning and Teaching Priorities 2017-2018

Priorities for 2017 – 2018 include:-

### **(1) Know your students & know yourself**

To ensure that all teachers are reflective practitioners, work collaboratively to support improvement and to know the profile of their classes in order to ensure that every pupil makes good or better progress.

### **(2) Teach to the top (Challenge & Questioning)**

To ensure that all teachers ensure that their lesson stretch the highest achievers and scaffold and support all pupils to achieve this. This way, all pupils will be challenged appropriately to reach their full potential. Questions must be set to ensure that all pupils are engaged in the thinking process and are expected to answer. Question must ensure that pupils think deeply in order to further challenge and check understanding.

### **(3) Collaboration (Pupil-led learning & Teaching Teams)**

To ensure that all teachers encourage pupils to lead their own learning in order to improve engagement and progress. Agreed strategies to promote collaborative learning and the use of the expert pupil will ensure a consistent, Whole School approach. Teachers will also work collaboratively in order to support continual professional development and the sharing of best practice.

### **(4) Develop Language skills.**

The development of excellent language skills, underpin the access to any curriculum and is an essential life skill. Literacy development will be a Whole School Focus, with specific skills being developed on a half termly basis.

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## Collaborative Learning – Autumn Term Development 2017-2018

The following strategies have been agreed by the action research team as best practice when delivering group work in order to reduce teacher talk, improve engagement and challenge pupils appropriately.

### **(1) Thinking Outside the Box**

This technique uses a set of pre-set questions by the teacher that the pupils have to answer whilst working as a group. This is effective as challenging questions can be set up front (Deepening Thinking) and pupils must write answers in a dedicated section for them which reduced that chance of learners being passive. (Engagement)

### **(2) Ranking Card Sort**

This technique requires groups of pupils to rank cards / ideas / statements etc and to be able to justify why one was placed above another in their opinion. (Deepening Thinking)

### **(3) Jigsaw Research Activity**

Pupils research in their expert group and writes notes in order to then go back and share the information found with their home group. (Engagement)

### **(4) Post and Share**

Pupils work as a group to discover the answers to questions in sources spread around the classroom. Each person write the answer to their individual question on a 'post it note' and shares the information verbally with the rest of the group. (Challenge / Engagement)

### **(5) Rotating Papers**

A challenging questions is answers by a group of pupils. They are given a set amount of time to complete the question and then the paper rotates around to another group who check what the previous group has written and adds to the answer in order to achieve maximum marks. (Challenge / Engagement)

### **(6) Idea showering**

This technique ensures all pupil have a written section in which to write their ideas / notes. This ensures that all pupils are part of the process and contributing sufficiently to tasks such as idea showering or research. (Engagement)

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## **Closing the Gap between Potential and Performance through Questioning – Development Spring 2017-2018**

These are 6 teacher techniques teachers will use to maximise engagement, to challenge and to deepen thinking of pupils in order to close the gap between their potential and their performance.

### **(1) Everyone 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 allows for thinking time and allows pupils the opportunity to prepare in case they are 'pounced' on later.

### **(2) Everyone Thinks (Engagement, Challenge, Deepening Thinking)**

Strategies such as 'think pair share / pose, pause, pounce, bounce and cold calling' ensures that pupils have appropriate thinking time and are ready to answer a question that the teacher has given. They also, with 'think pair share' have the opportunity to discuss an answer and build confidence before sharing it with the teacher.

### **(3) No Opt Out (Engagement / Challenge)**

This technique ensures that not trying is not acceptable. It also helps students who are genuinely trying hard but do not know the answer. There are four formats to this but all begin with a pupil not being able to answer a question and end with that pupil giving the right answer.

- (a) Format one sees another pupil providing a cue to help the initial pupil find the answer.
- (b) Format two sees the teacher provide a cue.
- (c) Format three sees another pupil giving the answer and the initial pupil repeating it.
- (d) Format four sees the teacher give the correct answer and the initial pupil repeating it.

### **(4) Stretch It (Deepening Thinking / Challenge / Engagement)**

Reward right answers with follow up questions and extend knowledge and deepen thinking. If pupil master part of an idea, then using stretch it allows them to apply their knowledge in a new setting.

### **(5) Right is Right (Challenge / Deepening Thinking)**

There is a difference between partially right and all-the-way right. Rather than rounding up answers for pupils by saying 'Ok, I see what you mean' and then correcting it for them, put the emphasis on the pupils getting it 100% right. Hold out for the 'right' answer.

### **(6) A, B, C – Add, Build or Challenge (Deepening Thinking / Challenge)**

In order to deepen thinking a teacher might follow up an answer with a question 'do you want to add to that answer, build on it or challenge what the person has said?' This ensures further probing on every occasion.

## In an Outstanding Lesson in Maesteg School....

### Pupils will....

- Be curious and want to find out more.
- Lead their own learning.
- Make excellent progress.
- Be fully engaged in their learning.
- Help each other to reflect and set targets for improvement.
- Learn collaboratively to support and challenge each other.
- Ask questions.
- Be desperate to share / show their work, showing pride.
- Never give up.
- Explain why a piece of work is excellent.
- Speak confidently using ambitious vocabulary.
- All think.
- Act on feedback to improve their work.

### Teachers will...

- Teach to the top.
- Guide learning.
- Have high expectations.
- Demonstrate an infectious enthusiasm for their subject.
- Use high quality resources to stimulate learning.
- Value the contributions of pupils but not over-praise.
- Adapt the lesson to suit the achievement levels of all learner groups.
- Ensure that no pupils can be passive learners.
- Be a good language model.
- Develop excellent relationships that motivate learners.
- Offer excellent quality verbal, written and digital feedback to move learning on.
- Challenge all learners so that they reach their full potential.
- Be flexible in lessons, adapting to the needs of the class.

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## The Learning Cycle



### ASSESS

.....feedback that is regular and diagnostic, so that teachers and pupils have a secure overview of where learning is going.

### PLAN

.....plans that are clear and concise and consider the learning that is happening in the classroom, meeting the needs of all learners.

### TEACH

.....instructions delivered thoughtfully with explicit use of language so that students understand what is being asked of them, engage and then act on feedback.

# ASSESS-PLAN-TEACH



## Marking and Feedback Policy

This policy and guidance for teachers have been adapted in response to the Welsh Assembly Government's advice on 'reducing workload for teachers.' It clarifies that teachers should be concerned with the **quality** of marking and feedback and not the quantity and to use feedback that has a worthwhile impact on pupils.

### The School's Approach to Marking and Feedback.

The school's approach to marking is underpinned by the work of Dylan Williams and John Hattie. Feedback is primarily formative and is focused on what pupils need to do to improve. Its purpose is to ensure that areas for correction or development in a student's exercise book are identified by the teacher in a consistent, transparent and efficient way. It should also provide pupils information on how well they have achieved and what they have to do to make progress. It is also used as the main vehicle to inform planning and teaching and is the starting point in the 'learning cycle.' A number of marking symbols have also been designed to meet the school's priorities in terms of LNF; Challenge; Growth Mindset; and Increased Independence on the part of Pupils.

### Marking / Feedback Requirements

Teachers will use a variety of marking strategies in exercise books as a formative tool to support learning. This will include:-

- **Work marked by the pupil (self-marked).**
- **Work marked by a peer (peer-marked).**



- **Work marked in line with the Faculty ‘Best Practice’ Feedback strategies (found at the end of this section)**
- **Visual checks by the teacher with verbal feedback, live in class.**

## Deep / High Impact Marking Requirements

Teachers should be responding to and marking work completed in each student’s book, in depth, approximately every 8 lessons. Core subject teachers will complete in depth marking on one or two occasions per half term. This marking will be known as deep / high impact marking and will include an action for pupils to complete during DIRT time (Directed Improvement and Reflection Time) Feedback should be tightly linked to the learning objective, success criteria or progression rubrics. Opportunities for teachers to demonstrate the marking and assessing of work in front of their class as well as regular verbal feedback should also be taken. (See Deep / High impact section below for guidance)

### Pen Colour

Peer assessment, self-assessment, DIRT time tasks and corrections should be demonstrated by pupils through the use of a **green ink pen**. Marking from the teacher will be completed in **any colour other than green**.

## Peer and Self-Marking

For peer and self-marking to be successful we need to develop a positive framework that encourages all students to feel confident enough to make purposeful contributions to the process.

Some pupils will still crave the teacher’s expert advice, therefore to promote independence it is essential to generate clear success criteria for the students to mark against (this will reduce the chance of students making simple or generic comments which are not useful for student progression). This will promote key skills, whilst allowing the student to take greater ownership over their work. It will also allow students to identify areas of strengths and areas of development in their peers work, allowing for students to progress their work further.

## Marking Notation and Symbols

The following symbols should be used to denote errors. All students will be given this information, too and will appear in the front of every exercise book.

### Literacy

Sp	Spelling
Exp	To denote clumsy or inaccurate expression
P	Inaccurate Punctuation
?	Indicates work is unclear
./	Indicates a new sentence should have started
//	Indicates a new paragraph should have started
C	A capital letter should have been used

## Challenge

ch	When it is believed that the student can identify the nature of the error themselves the notation Ch will be used so that the student can independently find and correct the error during DIRT Time. (check)
----	--

## Presentation

U	Date and/or heading should be underlined
Penc	Drawings / Diagrams should be in pencil
Cr	Crossings out need to be neater and clearer
Wr	Formation of letters (Handwriting) needs to be more complete
Diag	Spider diagrams / mind-maps need to be clearer

Identifying all errors can be counter-productive, especially with the less able, so it is advisable to restrict the number of corrections, for example 5 errors in total for a pupil to focus on.

## **Deep / High Impact Marking**

This feedback is crucial in ensuring that a pupil has the opportunity to respond to feedback and to demonstrate progress so that learning is 'visible.' All teachers will base their feedback on the following Motivated to Strive features, in line with our Maesteg School vision. This feedback should be Formative in style in order to move pupils learning on.

**M** Motivated / What went well? / Good features of the work

**S** Strive / What are you striving to improve? / Even better if / Target

Action – An action will be included when 'deep marking' for every pupil to complete during DIRT time.

Through these features it is crucial that students understand where they have made knowledge-based or conceptual errors in their work or/and mistakes with the application of a skill. Teachers ensure that their comments demonstrate the principles of effective feedback using the following strategies when appropriate:-

- Be specific and linked to the task itself, 'quoting' an element of it.
- Provide a level of challenge, appropriate to the student.
- Be related to the learning context of the lesson (e.g. refer to the Learning Objective and/or success criteria).
- Use the student's name as part of the commentary.
- Include a Growth Mindset effort comment.

### D.I.R.T Time (Directed Improvement and Reflection Time)

After the teacher has marked a pupil's book in depth and given feedback to a pupil in relation to Motivated (what they have done well) and Strive (what they must do to improve) they are given appropriate DIRT time to correct their work, respond to a question from the teacher or be given time to redraft a part of their work in order to improve. DIRT time is a tool that can be used to further stretch pupils, to consolidate or to give time to teacher to address any misconceptions with small groups of pupils.

## Feedback Exemplars

### DIRT TIME

**M:** Excellent progress made with this piece of coursework Emma. You have described the 'barriers to participation in sport' using key terminology and your comment that 'transport is an issue if parents will not take their children to clubs' demonstrates your understanding of the issues facing young people.

**S:** Can you give a few more examples when explaining the barriers for participation? Use examples from your own community such as 'if a young person wants to take part in Surfing, this would be difficult because the nearest beach is around 10 miles away and is not easily accessible.'

**ACTION:** Please add an example for each description you have given. There will be three examples in total.

Example of a DIRT time ACTION in Geography.

**DIRT ACTION:** using your dirt time, explain which 2 processes form a waterfall. Explain below using green pen.

**Student response to the challenge question:**  
 To gain full marks in a 5 mark question I would need to say that ① hydrologic action (the sheer force of the water) and abrasion (wearing away of rock) are the key elements in forming a waterfall.

Example of a DIRT time action in Maths.

Year/Version	Level	Learning outcomes:	R	A	G
L.O.1	3-4	Use efficient written methods to add and subtract numbers with up to 2 decimal places		✓	
L.O.2	4-6	Use efficient methods for multiplication and division of whole numbers and decimals, including decimals such as 0.6 or 0.06		✓	
L.O.3	5	Use the order of operations including brackets	✓		
L.O.4	6	Multiply and divide with negative numbers using mental methods	✓	✓	

**DIRT TIME**

Actions:


- $-3 \times -4 + 6$   
 $12 + 6 = 18$
- $14 + -2 \times 3$   
 $14 - 6 = 8$
- $-18 \div -9 \times 3$   
 $2 \times 3 = 6$
- $36 - (-6 \times -2)$   
 $36 - 12 = 24$
- $-8 \times 9 + 42$   
 $-72 + 42 = -30$

++ = +  
 -- = +  
 -+ = -  
 +- = -

Make corrections to homework.  
 Great well done!

**Student Comment**  
 WWW - Add and subtract decimals.  
 epi - I need to improve on bodmas with negative numbers.  
 On this topic I think I am working at a level ...b-...

**Teacher Comment**  
 M Well done Courtney, you have shown you can confidently add and subtract decimals, remember to show workings.  
 S In order to improve you need to focus on solve bodmas problems that include negative numbers.



Faculty Specific Feedback

Whilst adhering to the Whole School Learning and Teaching Policy it is essential that every Faculty uses feedback that is both suitable and effective in their subject specialisation. The following guidelines demonstrate what effective subject specific feedback looks like in each Faculty area; will promote consistency and will be evident in exercise books / lesson observations.

Maths
<ul style="list-style-type: none"> <li>(1) Teachers will give a pupil further examples to try, based on a misconception and the pupil will complete.</li> <li>(2) Teachers will ask a pupil a question in order to check understanding and the pupil will respond.</li> <li>(3) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.</li> </ul>
English
<ul style="list-style-type: none"> <li>(1) Teachers will indicate to pupils when a word is spelt incorrectly and pupils will correct the error themselves. Occasionally teachers might correct spelling to aid understanding. In KS3, the word will also go into the spelling Journal for pupils to learn.</li> <li>(2) Teachers will ask a pupil a question in order to check understanding or challenge further and the pupil will respond.</li> <li>(3) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.</li> </ul>
Science
<ul style="list-style-type: none"> <li>(1) Teachers will ask a pupil a question in order to check understanding or challenge further and the pupil will respond.</li> <li>(2) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.</li> </ul>
Humanities
<ul style="list-style-type: none"> <li>(1) On extended pieces of writing, teachers will use the yellow box technique to mark a section of the work. Pupils will respond / redraft before the teacher moves on.</li> <li>(2) Teachers will highlight where key terminology has been missed and the pupil must amend / add key terminology.</li> <li>(3) Teachers will ask a pupil a question in order to check understanding or challenge further and the pupil will respond.</li> </ul>
Technology
<ul style="list-style-type: none"> <li>(1) Teachers will ask a pupil a question in order to check understanding or challenge further and the pupil will respond.</li> <li>(2) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.</li> </ul>
Creative Arts
<p>Teachers will use the verbal feedback progress checker to check impact of verbal feedback</p> <p>Teachers will use live marking during lessons to provide targeted questions with groups and individual pupils.</p>
Physical Education and Health & Social
<ul style="list-style-type: none"> <li>(1) Teachers will ask a pupil a question in order to check understanding and the pupil will respond.</li> <li>(2) Teachers will give regular verbal feedback, ask questions and live check while moving around the classroom.</li> </ul>
MFL

- (1) Teacher will highlight grammatical errors in written work and pupils will correct independently.
- (2) Teachers will ask pupils to annotate reading work with words that they have looked up.
- (3) Pupils will be asked by the teacher to extend written structures with opinion and justifications.

## Quality Assurance of Marking and Feedback

The quality of marking and feedback will be evaluated and quality assured through regular book Scrutiny completed by every Faculty on a regular basis. Whilst formal book scrutiny will take place twice per year, Quality Assured by SLT, book scrutiny will form a regular focus in Faculty Meetings. Each formal book scrutiny is made up of 2 cycles that considers areas for improvement and then progress towards these after a specified period of timing, tracking continuous improvement. The Book Scrutiny Support Booklet and Proforma can be found [here](#). The Book Scrutiny and Quality Assurance Cycle can be found below.

## Book Scrutiny

### Why?

- To ensure that pupils are being challenged at the appropriate level.
- To ensure that all pupils are making good progress.
- To ensure that pupils have a varied diet and experience at Maesteg School.
- To find ways in which feedback to pupils from the teacher can be improved in order to accelerate progress in learning.
- To ensure that written and verbal comments result in positive impact on the learner.
- To ensure that DIRT time is being used, in addition to Faculty effective feedback, in order to pupils to have the opportunity to re-draft work, to complete more challenging work or for a teacher to address any common misconceptions with small groups.
- To ensure the effective development of Pupils' Skills in Numeracy, Literacy and Digital Competency across the curriculum.
- To ensure that the Whole School Policy Procedures are being followed.
- To ensure consistency of experience and feedback both within and across Faculties.

### Book Scrutiny and Quality Assurance Cycle

A Formal Whole School Book Scrutiny will be carried out twice in a Calendar year and will focus on celebrating good practice, the identification of main improvement areas and an evaluation of the impact these changes are having on the learner.

### Cycle 1

Stage 1 – Faculty completes a Book scrutiny during a Faculty meeting. Every teacher must be represented and will bring a sample.

- (1) This is led by the Teaching and Learning champion and completed with all teachers in the Faculty, including the DoI.
- (2) Best practice and areas for improvement identified.
- (3) Best practice photographed for sharing.
- (4) Teaching and Learning Champion completes a feedback proforma outlining strengths and areas for improvement. Submitted to SLT line manager.

	(5) This includes an action plan for improvement, with actions and deadlines.
Stage 2 – Quality Assurance – SLT / Dol and T&L Champion.	(1) The Dol / SLT lead and the T&L champion will select a sample of books per Faculty and complete a QA exercise commenting against the Faculty findings and grading. (within one week) (2) QA comments will be added in the appropriate column and the action plan amended if required.
Stage 3 – Sharing best practice. Dols to lead in line with the Middle leader CPD programme.	(1) Best practice will be shared with all Dols in a Tues TLR holder meeting.

### **Cycle 2 – Impact of Improvement Planning and Actions.**

The second cycle will measure the impact of work completed by a Faculty and the extent to which they have met improvement areas and completed actions. This must be evidenced and presented through the impact report which includes photographic evidence.

Termly, the Whole School Learning and Teaching focus will be changed and the Book scrutiny proforma will reflect this.

Books Scrutiny will be graded and added to the Quality Assurance tracker which will track the quality of Learning and Teaching across a Faculty and the Whole School

	Assessment/Marking/Feedback is in line with the Faculty Policy and is of very good quality. There is generally good consistency across the Faculty. High impact evident with no concerns.
	Assessment/Marking/Feedback is generally in line with the Faculty Policy but there are a few inconsistencies across the Faculty which need addressing. Some minor work on impact needed.
	Assessment/Marking/Feedback needs addressing. There are inconsistencies against the Faculty Policy and across subjects. Some significant improvements are needed to ensure impact.
	Assessment/markings/Feedback is cause for concern. There are significant shortcomings in this area and the Faculty needs support and challenge to address this area. Immediate Action Required

The book scrutiny proforma can be found [here](#).

### **Continuous Improvement – Faculty Meeting Scrutiny and Sharing of Best Practice**

In addition to the two formal book Scrutinies, books will be regularly looked at by a Faculty during Thursday night meetings in order to check progress and share good practice on a regular basis. A focus of this could include ‘levels of challenge, progress, literacy, attitudes to learning etc.’ The agenda and sample will be set by the SLT lead with responsibility for Learning and Teaching. Head of Faculty will continue to grade the quality of books using the key above in order to measure the impact of improvement areas. This will be recorded in Faculty minutes and sent to the SLT line manager within 7 days.

### **Whole School Sharing Best Practice**

Teachers will have the opportunity to look at books from other Faculties on a regular basis through Thursday Night meetings and during INSET training when teachers can share best practice and observe progress and levels of challenge in books.

### **SLT Pupil Voice**

On a monthly basis SLT will meet with a selection of pupils to look and discuss their books and experiences in lessons. This information will be fed back to Directors or learning. Questions could include:-

- (1) Which piece of work in each subject are you proud of and why?
- (2) How do you know what you need to do to improve? Can you show me?
- (3) Your teacher made this comment..... What does that mean?
- (4) Can you show me a feedback comment from your teacher that was particularly useful?
- (5) Can you show me some examples of how you have improved?
- (6) What are you asked to do once a teacher has deep marked your books?

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# ASSESS - PLAN - TEACH



**(1) Planning is a process, not a product. It has one purpose, to enable high quality delivery which meets the needs of all pupils. Planning is about hard thinking and not form filling. It is a thinking process that considers:-**

- (a) Where are the pupils starting from?
- (b) Where do you want them to get to?
- (c) How will you best know when they get there?
- (d) How can you best help them get there?
- (e) The alternative need of our pupils / groups of learners such as SEN/ALN/IEP/e-FSM.

Teachers should consider what skills / knowledge you want your pupils to master and then consider the best activities / tasks to support this.

**(2) A 'teach to the top' philosophy must be adopted, together with high expectations in order to ensure that pupils are appropriately stretched so that they can reach their full potential. This can be achieved through:-**

- (a) A single challenging learning objective, supported by challenging success criteria that stretches learners.
- (b) Excellent questioning that deepens thinking.
- (c) Pupils taking a lead in their learning, acting as the expert pupil etc.
- (d) The modelling of ambitious and precise vocabulary.
- (e) Opportunities to apply learning through challenging activities / tasks.
- (f) Opportunities to peer and self-assess in order to act on feedback.
- (g) Differentiated opportunities that meet the needs of all learners.
- (h) The modelling of an excellent answer / process.

- (i) The consideration of the use of resources that use, for example, a more challenging text, more sophisticated equipment etc.
- (j) Greater involvement in the planning of activities
- (k) Opportunities to complete tasks that involve the use of the higher order skills of synthesis, analysis, evaluation and reasoning.

**(3) There must be evidence of long term planning from schemes of work and short term planning in the teacher planner.**

We do not expect teachers to produce individual lesson plans for lessons but do expect evidence of planning ‘over time.’ We would however recommend that teachers provide a lesson plan for observed lessons in order to support professional dialogue following the lesson observation.

A lesson planning proforma can be found [here](#), with a guidance booklet [here](#).

**(4) A Growth Mindset philosophy must be adopted in order to create resilient pupils who have high aspirations.**

Teachers must create a learning environment where effort is recognised, mistakes are celebrated as part of the learning process, practice is encouraged and the learning process valued.

### Expectation in a Maesteg School Lesson

Whilst we do not want to ‘straight jacket’ lesson structure and restrict innovation, a basic Maesteg five part lesson structure has been developed as a minimum requirement, based on the five part L.E.A.R.N model.

Link	To engage pupils and set the learning in context.
Establish	To effectively set up a learning objective and learning activities.
Achieve	To develop new skills, knowledge and understanding.
Review	To check students learning.
Next Steps	To reflect on where we have been and where we are going.

The L.E.A.R.N lesson structure with guidance can be found [here](#).

### Pupil Voice as a Tool for Continuous Curriculum and Pedagogy Improvement

Pupils are uncannily in tune with Estyn Recommendations! Quite simply, if they enjoy lesson and feel valued, they will engage in their learning.

**Why?**

- To consult pupils about learning experiences in order to refine classroom pedagogy, the curriculum and the diet that pupils receive.
- To evaluate the ‘Learning and Teaching’ Whole School focus and to assess the impact they are having on learning.

## How Teachers will collect and use Pupil Voice.

- Teachers will ask for formal feedback from their classes at the end of every half term through the completion of an A4 proforma asking key questions.
- Pupils will stick this, with their responses, inside their exercise books. Teachers will then read and reflect on the comments of pupils.
- Comments and pupil feedback will be discussed at a Faculty meeting and strengths and areas for improvement discussed.
- Any improvement / adaptations / actions agreed as a result must be minuted and sent to the SLT line-manager for comment.
- Any long term changes / improvements must be added to the Faculty Improvement Plan.

### Questions included in the Pupil Feedback Proforma

(1) How challenged have you been in this subject this half term? Please circle.

Comfort (work was generally too easy)	Stretch (work was challenging but with practice I could complete it)	Panic (even with practice I could not complete most of the work)
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(2) Which activity / task has helped you learn most this half term?

(3) Are there any activities you do in other subjects that you would like to do in this subject?

(4) What type of feedback do you find most useful to help you improve? (please circle)

Verbal (talk to you)      Written      Both      Other

(5) What do you have to do in this subject to improve?

(6) How do you like to learn? Please circle or add a comment.

Watching	Doing	Listening	Working with others	Other:
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What was your favourite topic / activity this term?

Any other comments about this terms work or ways we could support you further?

## Pupil Voice to Measure Impact

Pupil voice will be used on a termly basis to check the Impact the termly 'Learning and Teaching' Focus is having on engagement and learning. A set of questions will be asked pre and post development and will be presented by each Learning and Teaching Champion, shared with Dols / SLT and Governors.

'We enjoy working as a pair to answer exam questions, it helps us to learn!'

'Group work has helped me improve my Oracy and gives me ideas of what to write in my essay.'

'My teacher support me lots and I feel confident asking for help!'

'Group work has helped me learn because I get different opinions and we work out the best answer together.'

'Working as a group is fun and I feel more interested in the topic.'

'Doing experiments, research and group work helps me learn the most.'

'Working in groups helps my confidence and I can make sure I get the answer right before answering the teacher.'

## Pupil Voice for Vulnerable Learners and High Achievers

Associate SLT leads for these groups of learners will meet with their groups of learners once every half term and conduct a pupil voice exercise. Summary findings and recommendations will be delivered to the Directors of Learning in their fortnightly CPD meeting and will continue to inform practice.

**Questions included in this pupil voice will include:-**

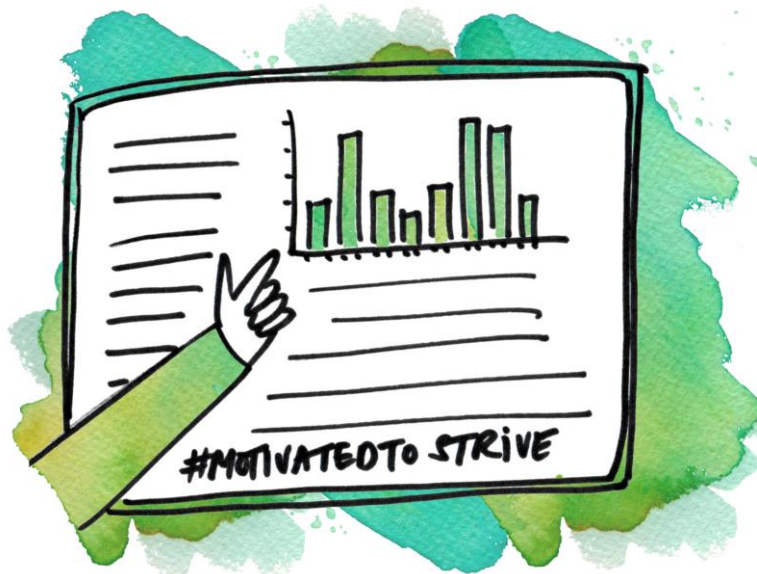
- (1) How challenged / supported do you feel in lessons?
- (2) Which activities / strategies that teachers use help you learn best?
- (3) What type of feedback do you find most useful to improve your work?
- (4) Do you know what you do well in lessons and what you need to do to improve?
- (5) How regularly do you have the opportunity to improve your Literacy, Numeracy and DCF skills? Which subjects do this best? How?
- (6) What do you do in lessons if you get stuck?
- (7) Is behaviour good in your class?
- (8) Is there anything else you would like to feedback to your teachers so that they can support the progress you make in lessons?

**Pupils will also be asked to produce examples to illustrate their answers.**

## Learning and Teaching Champions – Faculty Pupil Voice

Learning and Teaching Champions will use pupil voice once every half term to gain feedback from pupils about lessons across their Faculty and to measure the impact of the Whole School Termly focus they are driving. These findings will be presented as part of an interim and final impact report to SLT and shared / minuted during Faculty Minutes.

# ASSESS - PLAN - TEACH



## High Expectations Driving a Culture of Excellence

'Teaching is a lifetime's craft. Every teacher needs to improve, not because they are not good enough, but because they can be even better!' (Professor Dylan Williams)

- (1) We are all teachers of literacy, numeracy and DCF. The quality of both students' and teacher's language, such as razor sharp instructions and questioning are significant determinants of progress. Make the implicit, explicit.**

The Whole School Literacy and Numeracy co-ordinators set a half termly focus in order to develop these skills in all learners. Guidance and support is given to all teachers to ensure a consistent approach and delivery. Best practice is collected by the Literacy and Numeracy co-ordinators and put into a teacher 'toolkit' in order to share. The focus is quality assured through learning walks, pupil voice and the collection of best practice examples.

- (2) All pupils will make good or better progress, be engaged in their lessons and enjoy their learning.**

The Nationally recognised Olevi, DR ICE Principles will be adopted in every lesson to ensure this is the case and so that pupils get the best possible learning experience. This model will be used to plan, reflect and stimulate professional dialogue to improve practice.

These principles include:-

<b>Deepen Thinking</b> - Using tasks and strategies in lessons (including questioning) to deepen thinking and understanding of pupils beyond shallow thinking to deep.
<b>Role Model</b> – Teachers and pupils will role model techniques, processes, language, behaviours and excellent work.
<b>Impact</b> – Teachers will use continually check the progress and understanding of pupils in lessons to ensure good or better progress is being made by learners. Assessment for learning will be important for this.
<b>Challenge</b> – To ensure that strategies and tasks stretch all pupils and a ‘teach to the top mentality is adopted by every teacher.
<b>Engagement</b> – To ensure that all pupils are engaged in their learning and experience variety and good pace.

**(3) A single lesson objective will be generated by every teacher in order to ensure that all pupils are striving to achieve the same challenging outcome.**

Teachers will make the learning challenging and then support pupils who require it, through scaffolds and differentiation. Success criteria will underpin what an excellent piece of work / outcome looks like and pupils will be given regular opportunity to reflect on their successes and what they need to do to improve. The sharing of the lesson objective does not have to be shared at the beginning of the lesson, particularly if this spoils what the lesson is all about. However the objective will be shared at some point during the lesson, particularly when pupils have to work it out for themselves.

**(4) Assessment for Learning Strategies will be utilised during a lesson to check the progress of all pupils and to inform future planning.** These live strategies can include:-

- Effective questioning
- Scanning the work of pupils
- The use of whiteboards
- Quizzes and ICT tools
- Differentiated written and oral tasks

It is important when using these strategies that all pupils are engaged in thinking and expect to be called upon to answer / share their findings once think time is given.

## Further Support and Development

## Coaching as a Professional Development Tool

All teachers will have the opportunity to use a learning coach in order to support continual professional development. This process is never forced and the coach will use their skills to unpick elements identified for improvement through effective questioning. It is rare for the coach to offer any solutions.

Coaching support can be applied to any area of professional development both in and outside of the classroom. Possible areas of focus could include:-

- On the spot intervention to increase levels of challenge
- Behaviour for learning.
- AFL strategies
- Plenaries and mini-plenaries.
- Leading a Faculty.

An area of focus will be agreed and a weekly log completed to act as an Aide Memoir for both the coach and coachee. The process will usually last around 6 – 8 weeks and will include regular meetings and lesson observations can be included if requested by the Coachee. The content of meetings, progress and impact will remain confidential between the Coach and the Coachee. The Coachee can stop the process at any time.

The coaching policy and its accompanying support proformas can be found [here](#).

## **Mentoring as a Professional Development Tool**

Lesson observations at Maesteg School are non-judgemental, in order to create a more meaningful professional dialogue about strengths and areas for development. However, a lesson observation, work scrutiny, attainment data or evidence of standards achieved in the classroom deemed as requiring significant improvement cannot be ignored. In this instance a teacher will be invited to take part in a support mentoring programme in order to improve specific areas for improvement identified.

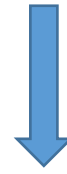
The mentoring programme will include:-

- (1) Joint planning opportunities
- (2) Lesson observations and feedback by the mentor
- (3) Observing best practice in the improvement area
- (4) Regular reflection on progress being made.

## Possible Outcomes of Mentoring Programme:-



**One** - Teacher has been judged to have made **sufficient progress** and re-enters the school's normal evaluation systems with targets to be reviewed by DOL/SLT.



**Two** - Teacher has been judged to have **failed to make adequate progress** to the identified shortcomings. Formal capability procedures begin.

The Mentoring policy and its accompanying support proformas can be found [here](#).

## Professional Development Opportunities for Teachers and Support Staff

Our School is developing as a 'Learning Organisation' and teachers are encouraged to work collaboratively to support continuous improvement. Faculties will be encouraged, through Performance Management, to ensure that all staff have the support / opportunities they need to continue to improve practice.

Opportunities include:-

- The use of a learning coach to support a specific improvement area.
- Regular timetabled opportunities to 'drop in' to lessons to observe best practice.
- The use of the lesson study model to joint plan, observe and improve set lessons.
- Action research group opportunities to try out new strategies in lessons and to share best practice.
- Workshops delivered by teachers following action research that discover best practice.
- Regular teach meets / speed dating opportunities to share best practice.
- Whole School INSET sessions to drive Whole School improvement areas and to give opportunities for sharing best practice.
- Opportunities for teachers to observe best practice in other Schools
- Opportunities for middle and senior leaders to share best practice through their School Improvement Groups.



## Formal Quality Assurance of the Quality of Learning and Teaching through Lesson Observation

Formal lesson observations can be carried out by a Performance Management Appraiser or the Headteacher.

A judgement will not be given in order to create an environment of more purposeful professional dialogue, considering strengths, areas for improvement and actions to address these. The learners and their progress will be focused on as oppose to the teacher and evaluative language used to support this.

Observers will use the DR ICE principles to record findings and questions will be posed to the teacher to encourage deeper self-reflection. Books will also be looked at by the observer and comments will be included in the feedback to the teacher.

Main strengths (motivate) and areas for improvement (strive) will be shared with the teacher through a professional dialogue and coaching philosophy.

A lesson and books that demonstrate shortcomings that exceed strengths will be directed to the mentoring support programme.

A lesson Observation Support booklet can be found [here](#).

## Learning Walks to Further Develop Pedagogy

Regular Learning walks will be carried out by the Teaching and Learning Champions and TLR holders with responsibility for Learning and Teaching. The purpose of these learning walks are to identify good practice and to share these strategies across the School.

Teaching and Learning Champions will use learning walks to check progress on the termly 'Learning and Teaching Focus' and best practice will be shared during Faculty meetings and T&L champions bi-weekly development meetings.

TLR holders with responsibility for eFSM and MAT and SEN pupils will follow relevant learners on a termly basis in order to gather best practice examples and to advise Faculties on provision for these groups of learners. This will be completed termly in a Tuesday night TLR meeting for Directors of Learning.

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