



Belong... Believe... Achieve...

Islwyn High School

Learning and Teaching Policy

2018-2019

Reviewer: Mr G Fowler

Review Date: September 2019

Reviewed annually

Mission Statement

Islwyn High School is a school where happy and healthy pupils are prepared by old fashioned standards and challenged through innovative teaching and learning experiences to create confident independent learners who will thrive in an ever changing world.

Vision Statement

From 2016, Islwyn High School will be a happy and healthy school, where our efforts focus solely on making pupils feel safe and ready to embrace the whole school experience. It will be a school run on the principle of coupling innovative teaching with traditional standards of behaviour and commitment to achievement. We will develop a range of learning and personal skills in our pupils which will enable them to think independently and enjoy learning. We will use the best of modern technology to underpin learning and will create a truly learning centred ethos which strives to nurture all pupils' talents, whatever they may be.

In 2016, we will be at the heart of the local community and at the centre of Caerphilly's education system, helping meet the distinct needs of learners with the support of all our stakeholders, especially parents. Our school will be dynamic and forward looking but will be an environment that also remembers to enjoy the experience of today. It will be a school with excellent features as recognised locally and nationally.

We will value good manners, respect and honesty and believe in the positive character that ALL people possess. The school's stakeholders will have a shared vision of the school and will be united by our school purpose, the core of which will continue to inspire learners, and equip them with the skills, confidence and qualifications required to thrive in an ever changing world.

Table of Contents

1. Rationale.....	1
2. Principles.....	1
3. Aims	1
4. Five Non-Negotiables	2
5. Planning and Preparation	2
6. A Successful “Climate for Learning” is evident through:.....	3
7. Good Progress will be seen when:	3
8. Assessment <u>For</u> Learning	3
9. Cross-Curricular and Extended Learning Opportunities	4
10. Targeted Intervention and Support	4
11. Differentiation	5
12. Monitoring and Evaluation – Quality Assurance	5
13. Learning and Teaching Monitoring Schedule	6
14. Support for Staff Following Lesson Observation Feedback.....	7
15. Sharing Good and Excellent Practice.....	7
16. Learning and Teaching Forum (Middle Leaders) and Whole-Staff Meetings	8
17. Learning and Teaching Handbook.....	8
18. Learning and Teaching Newsletter.....	8
19. Appendix.....	9

Glossary of Terms

ALN	Additional Learning Needs
ALNCo	Additional Learning Needs Coordinator
CPD	Continuing Professional Development
DCF	Digital Competence Framework
DIRT	Direct Improvement and Reflection Time
DNA	Do Now Activity
EAL	English as an Additional Language
EBI	Even Better If...
eFSM	Pupils Eligible for Free School Meals
HoD	Head of Department
ITP	[The] Improving Teacher Programme
LAC	Looked After Children
LNF	Literacy and Numeracy Framework
MAT	More Able and Talented
OTAP	Outstanding Teaching Assistant Programme
OTP	[The] Outstanding Teaching Programme
SLT	Senior Leadership Team
TER	Team [Self] Evaluation Report
TIP	Team Improvement Plan
WWW	What Went Well

1. Rationale

Islwyn High School is “run on the principle of coupling innovative teaching with traditional standards of behaviour and commitment to achievement. We will develop a range of learning and personal skills in our pupils which will enable them to think independently and enjoy learning. We will use the best of modern technology to underpin learning and will create a truly learning-centred ethos which strives to nurture all pupils’ talents, whatever they may be.

We will be at the heart of the local community and at the centre of Caerphilly’s education system, helping meet the distinct needs of learners with the support of all our stakeholders, especially parents”.

2. Principles

- Every pupil has the right to high quality and inspirational education, ensuring each are:
 - ambitious, capable learners
 - enterprising, creative contributors ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world
 - healthy, confident individuals ready to lead fulfilling lives as valued members of society
(**Successful Futures** – Professor G. Donaldson)
- Opportunities to develop and raise learning and teaching standards underpin staff CPD
- Varied learning and teaching strategies allow every pupil to access the curriculum and achieve to his/her highest potential
- Staff collaboration enables the sharing of good practice and consistency of approach when applying the principles of the **Learning and Teaching Policy**
- Challenge, support and celebration (of pupils’ achievements) leads to continued success
- All staff are committed to innovative learning and teaching that is engaging, interactive and inspirational

3. Aims

- To strive to raise learning and teaching standards by challenging, supporting and equipping pupils to become resilient, independent and reflective learners
- To ensure that the quality of learning and teaching is **consistently Good to Excellent**
- To develop pupils’ resilience and self-reflection through a whole-staff focus upon:
 - **Assessment for Learning**
 - **Close-the-Gap marking (“What Went Well” and “Even Better If”)**
 - **Literacy, Numeracy and DCF skills**
 - **Direct Improvement and Reflection Time**
 - **“No hands-up” questioning and challenge**
 - **General pedagogy**
- To ensure that all classroom professionals utilise a variety of learning and teaching strategies and resources to challenge and support all pupils
- To ensure high quality staff CPD focuses on developing, sharing and progressing good practice
- To support opportunities for staff cross-curricular collaboration, through the **Learning and Teaching Forum**

4. Five Non-Negotiables

As agreed by Heads of Department, the delivery of lessons should involve the **following Five Non-Negotiables (Appendix 1)**; these are to be displayed in every classroom:

1. **Clear routines to start and end** of lessons
 - **To start** - pupils stand behind chairs and [their] equipment is ready for lesson*
 - **To end** – pupils stand behind chairs and are dismissed in orderly way
2. **Recall of prior knowledge** within lesson context
3. **Learning objectives displayed** (preferably with the title **Nod Y Wers**) at start of lesson
4. **Evidence of skills** (Literacy, Numeracy, DCF, Thinking Skills etc.) within lesson context
5. **Reflection of learning** within lesson plenary

**Bell-Work = an immediate “Starter” should engage pupils on entry to classroom*

5. Planning and Preparation

The school will ensure a balanced and relevant curriculum that meets statutory requirements and is tailored to the needs of all pupils with enrichment and extra-curricular activities in-built. There is an expectation that skills are a clear focus across all departments.

Schemes of learning must be flexible, working documents that account for the full range of learners' needs and abilities. They should identify routes for progression and include links to the LNF and DCF whenever appropriate to the learning context.

Teachers should:

- ensure lessons are planned in advance, resourced well and differentiated to account for learners' individual needs
- plan for challenge and progress at all levels (including the progress of skills)
- differentiate by task and outcome
- have high expectations of all learners
- foster and promote a “can-do” approach, so developing independent and resilient learners
- pay careful consideration to, and provide for the needs of, specific groups (MAT, ALN, EFSM, EAL, LAC etc.)
- include challenge and deeper-thinking opportunities for all pupils - strategies may relate to principles accessed by individual staff on *OTP/ITP¹ training events* e.g. DR ICE (**Appendix 2**)
- use the results of assessment and analysis to inform planning, challenge and opportunities for progress
- work collaboratively prior to and within lessons to make best use of Teaching Assistant support in classrooms
- make ongoing use of AFL and utilise the marking policy (including the school's Literacy and Numeracy marking codes) to develop opportunities for pupil progress
- make explicit use of **W.W.W.** (*What Went Well*), **E.B.I.** (*Even Better If*) and **D.I.R.T.** (*Direct Improvement and Reflection Time*), enabling pupils to progress their own learning and make improvements in “**Green Pen**”

¹ OTP - *The Outstanding Teaching Programme*; ITP - *The Improving Teacher Programme*

6. A Successful “Climate for Learning” is evident through:

- engaging, varied activities that ensure full pupil participation
- focused and targeted teacher questioning (**not reliant upon “hands-up”**) and encouragement of challenge between pupils to progress deeper thinking
- resilient and independent learners
- pupils who work collaboratively
- pupils who lead the learning
- effective and purposeful use teacher praise
- a respectful and safe environment
- slick transitions between lessons
- maintained order and control
- challenging of any off-task behaviour – intolerance of distraction
- no delays in learning - lessons beginning upon pupils entering the classroom – **“Bell Work”**; an immediate **“Starter”**; **D.N.A. (Do Now Activity)**
- pupils welcomed and dismissed in a formal manner

7. Good Progress will be seen when:

- pupils are learning – not just doing
- pupils can talk about their learning and progress (e.g. during lesson walks, work scrutiny, pupil voice activities)
- pupils know the level at which they are working (in relation to **Global Target Grades**)
- pupils are progressing in terms of skills in addition to knowledge and understanding
- pupils find work challenging
- pupils are resilient in their learning
- learning and progress are reviewed

8. Assessment For Learning

According to the *Education Endowment Foundation* (Sutton Trust, Durham University)²:

1. ***“Feedback studies tend to show very high effects on learning” (9+ months)***
2. ***“Evaluation of AFL indicates an impact of half of a GCSE grade per student per subject is achievable”***
3. ***“Wider research suggests the feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils”***

² Professor S. Higgins, D. Kokotsaki and Professor Robert Coe, CEM Centre, Durham Univ., July 2012

Teachers should ensure that:

- AFL enables learners to become “critical readers” of their own work - to measure progress and identify areas for improvement (WWW/EBI)
- progress is monitored through regular assessment, in-line with the school’s guidelines for “Marking in Books” (**Appendix 3**)
- assessment links to skills, in addition to content
- purposeful use is made of the school’s literacy and numeracy marking codes (**Appendix 4**) – *areas for improvement should be identified by the student (aided by the marking code), with edits and improvements for progress made in “Green Pen”*
- learners have specific time (DIRT) to reflect upon feedback (WWW/EBI) and improve their own work

9. Cross-Curricular and Extended Learning Opportunities

- These are designed to enrich the curriculum and provide high-quality, safe and challenging learning opportunities which may be accessed by all pupils.
- Experiences should support the school’s focus upon pupils’ skills, developing the resilient attitude required for lifelong learning
- Clubs, trips, additional tuition, sports fixtures, drama/ music productions, concerts, competitions (e.g. public speaking) and intervention schemes are each part of the school’s programme

10. Targeted Intervention and Support

Intervention and support is delivered on a lesson-by-lesson and targeted basis. This involves:

- clear differentiation - by task, support, resource and outcome
- effective deployment of Teaching Assistants (in constant communication with class teacher)
- interventions targeting progress in Literacy, Numeracy and Wider Skills (e.g. **SOUND Training – “Lexonik”**)
- KS3 registration period intervention schemes – *“Literacy Legends”, “Numeracy Ninjas” and “Challenge Champions”*
- KS4 registration intervention scheme – *“Weekly Registration Reading Challenges”*
- specific ALN support and intervention programmes (*overseen by ALNCO*)
- targeted pupil intervention by the *Basic Skills Team*
- the monitoring, challenging and mentoring of groups of learners (e.g. EFSM, MAT etc.) and individuals (including **SOUND Training** for eFSM learners)
- staff awareness and provision of support for specific groups (ALN, MAT, EAL, EFSM, LAC, Armed Forces and Travellers)
- specified KS4 revision classes, across a range of subject areas

11. Differentiation

This can take place in the following ways:

- providing alternative tasks/ scaffolding
- purposeful grouping of students
- assigned roles for individuals (leader, peer, adviser, expert)
- Teaching Assistant support – directed and in consultation with teacher
- varied degree of challenge in teacher questioning and expectation
- tier of qualification entry
- extension activities/ resources to stretch and challenge all pupils, including MAT
- specific intervention programmes/ support

12. Monitoring and Evaluation – Quality Assurance

(Please read in conjunction with the *school's Middle Leaders' Toolkit, 2018*)

The effective monitoring and evaluation of learning and teaching is the responsibility of **all** teachers, Middle and Senior Leaders.

This is ongoing and driven through **five mechanisms**:

1. Work scrutiny (Dept. - Line-Management meetings – SLT/HoD/Skills)
2. Learning walks (Dept. - Line-Management meetings – SLT/HoD/Skills)
3. Lesson observations (Dept. - Line-Management meetings – SLT/HoD)
4. Pupil voice (Dept. - Line-Management meetings – Department Reviews)
5. Line management meetings (HoD with Line-Manager – Line-Managers to SLT)

In addition, whole-school monitoring and evaluation also takes place through:

- Data-Analysis (including snap-shots)
- Performance Management (including one Learning and Teaching target)
- Department and Team Self-Evaluation (TER/TIP)
- Departmental Reviews
- Parental Engagement (Parents' Evening questionnaires)
- Pupil Voice (including School Council feedback)

Monitoring and evaluation informs:

- (SIP) School Improvement Planning
- (TIP) Department/Team Improvement Planning
- Performance Management targets
- CPD/ INSET
- Intervention programmes/ strategies for individual pupils and/or groups of pupils
- Target Setting for individual pupils (Global Target Grades)

13. Learning and Teaching Monitoring Schedule

(please also refer to School Calendar)

Schedule	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson observations (x3)		←→ SLT		←→ HoD/SLT		*one other to be composed from lesson walks or as part of the Department Review process - HoD/SLT
Work scrutiny (according to published schedule)	e.g. Y10	Y11	Y7	Y8	Y9	
Learning walks		←	HoDs – as according to M.L. toolkit	→		*Skills team/SLT lesson walks following Department Review timetable
Department Reviews (2 yr. cycle)		←				*As according to calendar
In addition: voluntary , open-door, peer lesson walks - “Open Classroom Week” - to be scheduled for the summer term						

a) Lesson Observations

- Three per year (one as part of the department review process or composed from a series of lesson walks)
- One SLT-led, followed by Line-Manager (HoD) and/or SLT
- Non- graded
- Feedback to be delivered within three working days
- See support policy for lessons deemed/described as adequate or unsatisfactory
- Lesson written feedback will follow the standards outlined in the *Excellence in Teaching and Leadership Framework, 2018*
(Appendix 5 – overview of practice leading to “Secure Impact upon Learning”)

b) Work Scrutiny

- See **Appendix 6** for outline of skills expectations (Literacy, Numeracy and DCF) and **Appendix 3** for overview of marking expectations
- Please read in conjunction with the school’s policy on exercise books

c) Lesson Walks

- The framework will be outlined in the school's ***Self-Evaluation documentation*** and according to the ***Middle Leaders' Toolkit***

d) Department Reviews

- These take place, across all departments, on a two year cycle
- The review takes place throughout one week, with feedback to the department following
- Monitoring includes lesson observations, a work scrutiny and focussed lesson walks
- Please see separate policy documentation for a full outline of this process

14. Support for Staff Following Lesson Observation Feedback

(Please refer to the specific school policy of this title, 2018)

- **Appendix 7** outlines the school's informal support programme following lesson observations

15. Sharing Good and Excellent Practice

This is crucial to ensure key learning and teaching strategies and focus areas (e.g. skills) are communicated and disseminated school-wide. The school acknowledges the importance of pooling the wealth of staff experience and action research across the school.

Scheduled meetings and CPD INSET will take place across the academic year, focused upon sharing of good practice.

Effective practice may be shared in a number of ways, including:

- voluntary, open-door lesson walks – “*Open Classroom Week*”
- formal/ informal lesson observations (including use of ***IRIS Connect***)
- cross-curricular work scrutiny
- *market-place*, “*Bring and Buy*” events - INSET led by teachers, for teachers
- *Learning and Teaching Forum* meetings
- professional dialogue
- Literacy, Numeracy and DCF Leaders' groups
- staff CPD INSET, dedicated to *Learning and Teaching* and outlining/enabling:
 - the *Learning and Teaching* focus for the year
 - agreed strategies/ non-negotiables
 - updates on skills (LNF/DCF), including whole-school resources and audits – led by Head of Digital Literacy, Literacy and Numeracy
 - good and excellent practice models
- speaker-led INSET
- Middle Leader training (e.g. lesson observation standardisation)
- Middle Leader interviews with SLT
- access to training - ***ITP***, ***OTP*** and ***OTAP***³
- teacher voice feedback
- professional research and *Learning and Teaching* communities (e.g. *Twitter*, *HWB*)
- the school's *Learning and Teaching Newsletter*

³ OTAP - *The Outstanding Teacher Assistant Programme*

16. Learning and Teaching Forum (Middle Leaders) and Whole-Staff Meetings

- The school's *Learning and Teaching Forum* will be held according to the school calendar
- *Learning and Teaching* updates will also take place as part of staff meetings and daily staff briefing

17. Learning and Teaching Handbook

- This document outlines all CPD on *Learning and Teaching* throughout the academic year and relevant sections should be completed by members of staff following attendance at/ delivery of relevant in-house INSET, *Learning and Teaching* meetings and additional CPD events
- All staff will have a copy of this handbook, with sections to infill as the year progresses
- *Learning and Teaching*-related documents and policies are included, alongside key whole-school strategy resources and skills information.

18. Learning and Teaching Newsletter

- Newsletters will be published regularly throughout each term and be available to all staff
- This is a document written by the staff, for the staff
- Updates on recent research, tips for the classroom and examples of good and excellent practice will form the main content

19. Appendix

Appendix 1 Five Agreed Non-Negotiables

(Agreed by Heads of Department - 14.5.18)

1. Clear routine to start and end lessons

To start - pupils stand behind chairs and [their] equipment is ready for lesson

To end – pupils stand behind chairs and are dismissed in orderly way

2. Recall of prior knowledge within lesson context

3. Learning objectives displayed (preferably with the title Nod Y Wers) at start of lessons

4. Evidence of skills (Literacy, Numeracy, DCF, Thinking Skills etc.), according to lesson context

5. Reflection of learning within lesson plenary

Appendix 2 DR ICE Summary (from OTP/ITP training)

	What does it stand for?	What does this mean?	Example in practice
D	DEEPENING THINKING	Tasks and activities used in lessons should deepen the thinking and learning of all pupils	Sorting/ prioritising cards; problem solving; source squares; "Think-Pair-Share"; higher order questioning
R	ROLE-MODELLING LEARNING	Lessons should include strategies to role-model techniques and processes, either by the teacher or pupil/s It is not just "What is the correct answer?" but "How did I achieve the correct answer?" that creates the most powerful lesson	Teacher-led exemplification of a task; writing frames; sentence starters; partial solutions; improving someone else's work
I	IMPACT ON PUPILS' LEARNING	Including strategies that allow you to check whether the tasks you are choosing for your lesson are having a positive impact on the learning of pupils in your classroom	Listening to the quality of pupils' conversations; improved quality of redrafted work; application of skills in a new context; improved marks/ levels/ grades
C	CHALLENGE	Ensuring that techniques and strategies employed in your lesson incorporate a personalised level of challenge appropriate for every pupil	Extension/ challenge tasks that encourage pupils to evaluate and deepen their learning; MAT pupils teaching peers (expert/envoy activities); using techniques to ensure no pupils are able to "opt-out"; deliberate fail (stretching activities that are likely to end in "failure" but develop pupils' resilience and encourage them to take risks) – "The Learning Pit"
E	ENGAGEMENT	Ensuring that every pupil is engaged in his/ her learning	Engaging starter activities with no barriers to entry (e.g. lack of equipment); lesson hooks (e.g. film clips, music, engaging images, word challenges on key vocabulary etc.); minimising transition time to avoid loss of focus; effective use of technology; effective feedback strategies that engage the learner

Appendix 3 Marking in Books

Heads of Literacy, Numeracy and DCF will look for the following in **exercise book content and marking**:

	LNF/DCF content and marking...	What it looks like...	When...
1	Literacy and Numeracy Marking Codes	<ul style="list-style-type: none"> Teachers guide pupils' self-correction/improvement of work (using underlined sections and coded symbols), rather than directly identifying and correcting errors for students Teachers use professional judgement (based on ability of child/class or the agreed literacy success criteria for a specific task) The full range of each code is used to challenge and progress pupils' skills 	<ul style="list-style-type: none"> Regularly and according to teachers' professional judgement To exploit opportunities to develop pupils' literacy and numeracy skills
2	WWW EBI Teacher written feedback	<ul style="list-style-type: none"> Teacher WWW and EBI comments enable learners to act upon feedback, improve their literacy/numeracy/DCF skills and make progress over time (i.e. Close the Gap marking) Teachers' use of questions to prompt pupils' responses/improvement Pupils are appropriately challenged (i.e. on accuracy of skills) 	<ul style="list-style-type: none"> Focused pieces of work with detailed self/peer-assessment marking as agreed by the department (twice a term) Extended writing/reading pieces
3	GREEN Pen and D.I.R.T.	<ul style="list-style-type: none"> Pupils' use Green Pen when identifying and improving literacy/numeracy (reacting to teachers' marking code and comments/questions) WWW and EBI self and/or peer assessment (in Green Pen) Direct Improvement and Reflection Time is signposted/evident in books 	<ul style="list-style-type: none"> During designated D.I.R.T. Following verbal and / or written feedback from teacher As a lesson starter
4	Planning, Drafting and Editing of work	<ul style="list-style-type: none"> Can be evidenced through Green Pen work – students taking responsibility for improving draft work before a best outcome for final assessment Following use of literacy/numeracy placemats, toolkits, posters etc. Where appropriate, a range of extended writing tasks/ styles of writing in exercise book content (depending upon subjects and Schemes of Work) 	<ul style="list-style-type: none"> On more extended pieces On agreed department tasks / assessments
5	A range of Numeracy and DCF activities	<ul style="list-style-type: none"> Numeracy/DCF tasks which allow pupils to explain their thinking and elaborate on answers (i.e. perhaps show "workings-out"...) 	<ul style="list-style-type: none"> To "exploit opportunities to develop pupils' Numeracy and DCF skills" Can be part of agreed department tasks / assessments

ESTYN

(From a school's Inspection report – 2017)

"There is a minority of pupils whose writing lacks sufficient control and structure. They continue to make too many basic errors in their writing and do not take enough responsibility for improving the content and accuracy of that writing before they hand it to the teacher.

[Pupils] benefit from written comments that are diagnostic and let them know what to do to improve. In these cases, teachers also routinely pose helpful questions to which many pupils respond positively. However, in many cases written feedback is too superficial and is not effective in helping pupils to improve their work."

Appendix 4 Literacy and Numeracy Marking Codes

LITERACY MARKING CODE

Your teacher will use the following code to mark your work. Identify the error and correct it using the correct page from the Writing Toolkit.

Code	Error	Page Number
C	Capital letter	7
PAR	Paragraphing	14-15
P	Punctuation	6
SS	Sentence structure	10-11
H	Homophone	3-4
A	Apostrophe	8-9
SP	Spelling	Write your correction three times under your teacher's correct spelling at the bottom of your work.
W	Wrong word	Check you have used the correct word or term.
T	Tense	Change the tense to make sure it's consistent.

Using the Literacy Marking Code

Pupil uses green pen to reflect on teacher suggestions (D.I.R.T.)

Using the marking code and underlining areas of text, the teacher still places the onus on the pupil to locate where the actual error is and to spend time improving their accuracy and expression

Use of questions to prompt the pupil's reflection on work, in this case, whether the use of a contraction affects the formality of tone

Code used to outline where capital letters, punctuation of sentence and spelling have been used inaccurately

Code used for punctuation inaccuracy (apostrophe)

D.I.R.T.
Direct Improvement and Reflection Time

NUMERACY MARKING CODE

Your teacher will use the following code to mark your numeracy work.

Code	Meaning
N☺	Effective numeracy skills used
NU	Remember your units
NR	Use a ruler
NW	Show your workings
N☹	See your teacher for help

ESTYN Context

- The following is taken from a recent ESTYN Inspection Report (2017). It puts clear emphasis on all schools to help pupils progress their own literacy skills through a proactive and independent approach to improving their own learning.

“There is a minority of pupils whose writing lacks sufficient control and structure. They continue to make too many basic errors in their writing and do not take enough responsibility for improving the content and accuracy of that writing before they hand it to the teacher.

[Pupils] benefit from written comments that are diagnostic and let them know what to do to improve. In these cases, teachers also routinely pose helpful questions to which many pupils respond positively. However, in many cases written feedback is too superficial and is not effective in helping pupils to improve their work.”

1. CREATING AUTHENTIC LEARNING	
TEACHERS	
Learning experiences are beginning to embed the four purposes.	
Subject pedagogy is secure and a developing repertoire of teaching strategies is appropriately used to support and develop learning well in the discipline.	
Learning experiences are often given authentic and developing purpose by being related to real life situations.	
Learning experiences build on, and extend, prior knowledge, skills and understanding using a range of environments which make learning more realistic.	
Inter-subject links are referred to within cross-curricular themes, whilst subject disciplines are also recognised and acknowledged.	
The teacher models good oral and written language, using Welsh both formally and informally in a range of contexts.	
LEARNERS	
Pupils show commitment to developing all aspects of the four purposes, for example in ambition, creativity and developing their contribution to the setting with growing focus on the wider community.	
Pupils make effective use of different environments and skills in solving real life problems in a range of subjects.	
Pupils show secure and growing understanding of similarities and differences in subject language and disciplines.	
Most pupils can identify connections between areas of learning and use them to develop complex learning.	
Most pupils respond accurately to the teacher’s use of Welsh and many initiate conversations with teachers or their peers.	
2. THE LEARNING ENVIRONMENT	
TEACHERS	
Effective routines and relationships which support and enhance positive learning habits and behaviours are established and evident.	
The learning environment is effectively organised and signposted to promote independent learning for most pupils. It supports an ethos conducive to learning.	
There is planned and effective use of resources, including new technologies where appropriate, which enhances the learning of most pupils during the session.	
LEARNERS	
<i>Pupils feel safe and confident to contribute to lessons – they are not afraid to make mistakes.</i>	
Pupils know what the agreed learning routines and practices are and most consistently adhere to them.	
Pupils show regard and respect for the created and natural learning environments in their use and treatment of all resources.	
Pupils make use of any supportive created environment such as displays and working or learning walls to support and extend their learning.	
Pupils demonstrate independence by selecting and using appropriate resources to support and extend their learning.	
Pupils are able to make a judgement on how their skills - in selecting and using appropriate resources to support their learning - are developing.	

3. ASSESSMENT, REVIEW AND EVALUATION	
TEACHERS	
Assessments are made during the lesson, using dialogue, questioning, feedback and intervention. The impact of this improves learning.	
By assessing learners' involvement and outcomes in a variety of ways, teaching strategies are adjusted and learning tasks modified appropriately where necessary. The impact of this improves learning significantly for nearly all pupils.	
Reflection on learning is planned, with effective, constructive and developmental feedback given orally and written, so that learners know exactly how they have done, how their behaviours have contributed to learning and what they need to do to make further progress.	
Individual pupils' attainment and progress is regularly and rigorously assessed from a variety of evidence sources and is used to inform the learning and teaching of the future sessions and to set specific learning targets for individuals and groups.	
High quality information is provided about learners' progress within the four purposes to parents, carers and other interested parties. Provision of information to help them contribute to further learning is developing effectively.	
LEARNERS	
Nearly all pupils seek to improve their work through reflection and discussion on comments made on and about their work, targets set and progress expected.	
Pupils understand and can describe what they are currently doing and why they are doing it in relation to their previous learning.	
Most pupils have the skills to engage in peer and self-assessment activities, when appropriate.	
Nearly all pupils reflect on the progress they have made in their learning to date and can describe if they have met or exceeded their targets and made the progress expected.	
Nearly all pupils play a part in the setting of new targets and work diligently towards achieving them.	

4. LEARNER PARTICIPATION	
TEACHERS	
Pupils' views and opinions are regularly sought through consultation, with outcomes carefully considered and acted upon where appropriate.	
Consultation is undertaken in several ways which ensure there is opportunity for all pupils to voice and share their views and opinions, taking account of diversity and inclusion.	
Pupils are regularly given opportunity to participate in planning learning activities and generate ways of identifying success.	
Problem solving activities, encouraging learners to participate in collaborative ways, playing different roles, are planned and carried out.	
The teacher develops a culture of participation, trust and respect in a range of formal and informal ways, such as debate or discussion, on issues within and beyond the setting.	
On a regular basis, the teacher raises and discusses issues which may particularly influence learning positively or negatively with individuals and groups of learners.	
LEARNERS	
Learners know that their views are valued and taken seriously so they willingly participate in discussion and consultation.	
Learners feel fully involved in the planning and development of their learning journey in the short and longer term.	
Through more involvement in learning and organisational planning, pupils further develop their competences in interpersonal, social and organisational skills leading to enhanced self-confidence and efficacy.	
Offer suggestions for developing the best possible learning environment for all learners through partnership with peers and adults.	

5. SUBJECT KNOWLEDGE, CHALLENGE, EXPECTATIONS AND DIFFERENTIATION	
TEACHERS	
The teacher has high expectations of all pupils in terms of presentation, quality and quantity of work related to their ability which are articulated to pupils.	
The teacher demonstrates good subject knowledge and explains and discusses issues effectively with pupils, cementing knowledge and understanding.	
The teacher models good oral and written language. Welsh phrases and questions are used often in a range of situations.	
Using their knowledge of pupils' prior skills, the teacher plans effectively to ensure lessons meet the needs of most pupils.	
Learning tasks and activities provide effective and appropriate challenge for most groups of pupils, giving opportunity to consolidate and apply the skills they have learned.	
The teacher intervenes, challenges and supports with positive effect upon the quality of learning.	
Questioning cements learning and understanding and develops thinking skills and vocabulary.	
A range of appropriate resources are available which support the planned learning experiences.	
<i>There is no ceiling to learning - teachers are prepared to move outside the Scheme of Work to challenge and stretch MAT pupils.</i>	
LEARNERS	
Pupils respond well to high expectations and generally demonstrate high expectations of themselves. They ask questions to clarify meaning and gain further information.	
Pupils work very hard and increasingly produce outcomes of a high standard given their previous knowledge and understanding.	
Pupils respond accurately to the teacher's use of Welsh and many initiate conversations with teachers or their peers.	
Pupils demonstrate resilience, confidence and perseverance, and remain on task when faced with challenging learning activities.	
Pupils recognise when support is needed and respond well to intervention and guidance.	
Pupils show positive attitudes towards learning which gives them the opportunity to consolidate and apply skills they have learned.	

6. BEHAVIOUR FOR LEARNING AND WELLBEING	
TEACHERS	
The teacher sets high expectations of behaviour and achievement for all pupils, creating safe and orderly conditions for learning and emphasising the value of outcomes.	
The teacher consistently implements apt routines, which ensures any instances of challenging behaviour are effectively managed, with minimal negative impact on learning.	
There are many examples where routines and practices promote and develop pupil independence and responsibility.	
Relationships between the teacher and pupils are good, with the teacher giving attention to the social, emotional, and learning needs of all individuals.	
There is a clear focus on personal development, including self-management of feelings and behaviour.	
The teacher develops pupils' ability to identify risks and develops knowledge and understanding of what they could do to maintain their physical, emotional and mental wellbeing.	
LEARNERS	
Pupils accept and adhere to agreed rules and routines, most responding very positively to questions, instructions and suggestions and taking pride in learning outcomes.	
Pupils demonstrate calm, orderly and considerate behaviour in learning situations or in movement around the classroom or setting. They show respect for teachers and other pupils, collaborating and co-operating well in all learning situations.	
Pupils are developing good levels of competence in managing their own behaviour independently. They accept responsibility for their actions and the impact their behaviours have on their learning outcomes.	
Pupils demonstrate developing knowledge and understanding about steps they can take to successfully manage their physical, emotional and mental wellbeing.	
Pupils demonstrate developing knowledge and understanding about steps they can take to successfully identify and manage risks from a variety of sources.	

7. PROGRESS AND STANDARDS	
TEACHERS	
The teacher demonstrates good understanding of pupils' prior attainment. As a result, planned learning tasks are well matched to the needs and abilities of pupils and ensure that they further develop their knowledge and understanding and make good progress from their starting points.	
The teacher provides frequent opportunities for pupils to develop their literacy and numeracy skills and ensures these are correctly applied within the subjects and across the curriculum.	
The teacher provides frequent opportunities for pupils to develop previously taught skills in bilingualism, information technology and thinking and ensures these are applied correctly across the curriculum.	
LEARNERS	
Learners can reflect upon and express their learning within and across the four purposes in an age-appropriate way, demonstrating the development of a disciplined approach to learning.	
Pupils demonstrate good knowledge and understanding. Standards meet or exceed the expectations appropriate to their age and ability.	
Pupils learn well, with growing numbers making good progress in the lesson and over time given their starting points.	
Pupils use and apply their literacy and numeracy skills very effectively within a range of tasks across the curriculum.	
Pupils use and apply bilingualism, information technology and thinking skills very effectively within a wide range of tasks across the curriculum, including novel learning situations.	
Pupils demonstrate developing awareness of their current level of performance and the progress they have made in subjects within a learning session and over time.	

Appendix 6 Outline of Good Practice in Skills

Please read in conjunction with the school's EGAU grids for each of Literacy, Numeracy and DCF, as published for Heads of Department in November 2017 and as included in the *Learning and Teaching Handbook 2018-19*.

The information following is taken from Islwyn High School's EGAU Grids for **Literacy, Numeracy and DCF** standards across the school (p.2-3), particularly sections relating to provision.

LITERACY - Good looks like:	NUMERACY - Good looks like:	DCF - Good looks like:
<p><i>Teaching has/shares/demonstrates...</i></p> <ul style="list-style-type: none"> • high use of language • appropriate opportunities for discussion • regular probing through open-ended questions • [expects] good verbal responses from pupils • purposeful incorporation of reading strategies (SOUND) • comprehension and information retrieval skills applied effectively to different, relevant contexts • provides outstanding opportunities for higher order reading skills • [is] highly effective in developing pupils' writing skills • good standard support in pupils' planning, drafting and editing skills • [is] highly effective in teaching spelling skills (SOUND) • strong support to organise writing into paragraphs (The Writing Toolkit) • skilfully challenges pupils to write for different audiences and purposes (Marking Code, Placemats, Green Pen and The Writing Toolkit) • provides beneficial feedback to help pupils improve their work 	<p><i>Teaching has/shares/demonstrates...</i></p> <ul style="list-style-type: none"> • high expectations of learners, with good pace • appropriate challenge in num. tasks • regular oral/mental work to improve computation/recall of number facts • [expects] good standards of accuracy/precision • purposeful use of mathematical terminology • concepts/skills applied effectively to different, relevant contexts • mathematical information to improve reasoning/problem-solving • pupils talking well about patterns, interpreting and drawing conclusions from data • [asks] pupils to explain their thinking and elaborate on answers, making learning connections • [encourages] effective paired and group work • purposeful use of ICT to support numeracy skills' development • purposeful self/peer assessment 	<p><i>Teaching has/shares/demonstrates...</i></p> <ul style="list-style-type: none"> • high expectations of learners, with good pace • appropriate challenge in digital tasks • regular communicating/presentation/developing/internet safety • [expects] good standards of accuracy/precision • purposeful use of digital competence terminology • concepts/skills applied effectively to different, relevant contexts • digital competence information to improve reasoning/problem-solving • [requires] pupils to explain their thinking and elaborate on answers, making learning connections • [encourages] effective paired and group work • purposeful self/peer assessment

Good looks like:	Good looks like:	Good looks like:
<p><i>Staff/Departments will be consistent and effective in...</i></p> <ul style="list-style-type: none"> • embedding literacy into learning experiences • linking Schemes of Work to the development of literacy skills • in reinforcing skills taught in English (The Writing Toolkit) • adapting work for those below or above expected literacy levels • developing thinking, planning, creative and problem-solving skills • exploiting opportunities to develop pupils' literacy skills • supporting the school's literacy strategy (i.e. bespoke resources/strategies of placemats/ toolkits/ poster...) • ensuring learners are aware of learning objectives for progress in relation to literacy skills 	<p><i>Staff/Departments will be consistent and effective in...</i></p> <ul style="list-style-type: none"> • embedding numeracy into learning experiences • linking Schemes of Work to the development of numeracy skills • in reinforcing skills taught in Mathematics (toolkit use) • adapting work for those below or above expected numeracy levels • developing thinking, planning, creative and problem-solving skills • exploiting opportunities to develop pupils' numeracy skills • supporting the school's numeracy strategy (i.e. bespoke resources/strategies of placemats/ toolkits/ poster...) • ensuring learners are aware of learning objectives for progress in relation to numeracy skills 	<p><i>Staff/Departments will be consistent and effective in...</i></p> <ul style="list-style-type: none"> • embedding digital competence into learning experiences • linking Schemes of Work to the development of digital competence skills • developing thinking, planning, creative and problem-solving skills • exploiting opportunities to develop pupils' communicating/presentation/developing/internet safety • supporting the school's digital competence strategy • ensuring learners are aware of learning objectives for progress in relation to digital competence skills

Appendix 7 Informal Support Following Lesson Observation Feedback

