



Teaching and Learning Policy

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Introduction

All pupils attending Ysgol Y Rhos deserve an education which goes above and beyond the past experiences of previous school settings they may well have attended. At our school we believe in the concept of lifelong learning and the idea that both adults and pupils learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching, we equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help pupils to lead happy and rewarding lives.

Aims and Objectives

This policy exists to clarify what we see as best practice and to clarify the expectations the school has for staff and pupils to ensure that all learn well in every lesson.

Teaching and learning at Ysgol Y Rhos is designed to:

- Ensure that all lessons enable pupils to reach their full potential and to get the most out of their learning experience.
- Provide a personalised learning experience for every pupil that takes full account of their individual needs, interests, and aspirations.
- Ensure that our pupils are active and independent pupils who strive to achieve their best in every learning situation and will continue to do so throughout their lives.
- Ensure that pupils are literate and numerate, able to apply their skills and knowledge to new and different situations, to achieve well in school and beyond.
- Make links with the learning that pupils do outside the classroom.
- Focus upon continual raising standards of teaching and learning in the school, to inspire and motivate pupils and staff.
- Identify and share good practice in teaching and learning across all curriculum areas.
- Provide guidelines for teaching and learning and establish clear criteria for best practice and consistency.
- Improve levels of achievement and attainment as a consequence.

United Nations Convention of the Rights of the Child (UNCRC)

Our Teaching and Learning policy has also been written with due regard for the UNCRC demonstrating our commitment to the promotion and protection of pupils's rights ensuring that the voice, welfare and dignity of all our pupils is paramount to the work that we do. Our Teaching and Learning policy encompasses the UNCRC in the following ways.

Article	Theme	Links
Article 2	Non-discrimination	Teaching and learning at Ysgol Y Rhos is inclusive and equitable for all pupils, regardless of disability, , gender, race, religion, language, care status or background. Lessons will be differentiated and accessible so that every pupil can participate meaningfully.

Article 3	Best interest of the child	Teaching strategies, curriculum delivery and classroom management prioritises pupils' well-being, safety and developmental needs. Decisions about pace, grouping, and intervention will reflect what best supports each pupil's learning and welfare.
Article 6	Right to life survival and development	Teaching and learning at Ysgol Y Rhos promotes pupils' intellectual, emotional, social and physical development. Our safe, supportive learning environment enables pupils to thrive.
Article 12	Right to be heard	Pupils' views at Ysgol Y Rhos are used to inform; lesson planning, teaching approaches, feedback and assessment. Pupil voice is embedded through discussion, reflection, evaluation and choice.
Article 13	Freedom of expression	Teaching and learning at Ysgol Y Rhos encourages pupils to express ideas, opinions, creativity and emotions in a respectful and supportive environment. Classrooms at Ysgol Y Rhos are spaces where questioning and exploration are welcomed.
Article 14	Freedom of thought, belief and religion	Teaching respects pupils' beliefs and values. Learning promotes open-mindedness, ethical understanding and respect for diverse viewpoints.
Article 15	Freedom of association	Collaborative learning, group work and peer interaction support pupils' right to associate and learn together safely. Teaching approaches encourage positive social interaction and cooperation.
Article 16	Right to privacy	Assessment, feedback and discussion of learning respect pupils' dignity and confidentiality. Pupils are not required to disclose personal information publicly.
Article 17	Access to appropriate information	Teaching at Ysgol Y Rhos ensures pupils have access to accurate, balanced and age-appropriate information. Digital literacy and critical thinking are taught so pupils can evaluate information safely.
Article 19	Protection from all forms of harm	Teaching and learning environments at Ysgol Y Rhos are safe and free from bullying, harassment or discrimination. Staff are alert to signs of abuse, neglect or exploitation and respond in line with safeguarding procedures.
Article 23	Rights of pupils with disabilities	Teaching approaches support pupils with disabilities or ALN through; reasonable adjustments, individualised support, inclusive pedagogy. Pupils with additional needs have full access to learning.
Article 24	Right to health	Teaching at Ysgol Y Rhos supports pupils' physical and mental health by; promoting well-being, encouraging emotional regulation, recognising the impact of stress or trauma on learning.
Article 28	Right to education	Teaching and learning at Ysgol Y Rhos ensures pupils can access and benefit from education. Barriers to learning are identified and addressed promptly.
Article 29	Aims of education	Teaching at Ysgol Y Rhos develops; pupils' personalities, talents and abilities, respect for human rights and diversity and confidence, independence and resilience.
Article 30	Minority culture, language and identity	Teaching at Ysgol Y Rhos values and reflects pupils' cultural and linguistic identities. Welsh language rights and cultural diversity are respected and promoted.
Article 31	Right to play, leisure and creativity	Teaching at Ysgol Y Rhos includes opportunities for; play-based learning, creativity and exploration. Learning is engaging and developmentally appropriate.

Article 37	Protection from degrading treatment	Teaching and learning at Ysgol Y Rhos upholds pupils' dignity. Practices that humiliate, shame or demean pupils are prohibited.
Article 39	Recovery and reintegration	Teaching approaches support pupils recovering from trauma, absence or disruption. Nurture, flexibility and emotional support are built into learning.
Article 42	Awareness of rights	Teaching and learning at Ysgol Y Rhos helps pupils understand; their rights, responsibilities and respect for others. This supports the development of ethical, informed citizens.

Principle of this Policy

Staff will:

- Support and challenge pupils to achieve their best.
- Provide high quality, dynamic and engaging lessons.
- Provide high quality feedback.
- Encourage independent and when possible, peer learning.
- Provide regular and meaningful home learning.
- Provide opportunities and guidance to apply and develop literacy, numeracy, and other skills.
- Encourage and support.
- Work collaboratively to ensure consistency in skill development by identifying and sharing best practice in teaching and learning across all areas of the curriculum.
- Develop our range of teaching and learning styles to create an exciting and creative learning culture.
- Listen to pupils' views and be open to their opinions.
- Evaluate and reflect on their practice.

Pupils will:

- Rise to challenges, working collaboratively and supportively.
- Participate and engage fully in lessons.
- Respond positively to feedback and improve their work as a result of effective feedback.
- Support each other (and their teacher) so that all learn effectively.
- Take an independent and active part in learning within and beyond the classroom.
- Take pride in developing and applying their literacy and numeracy skills across the curriculum.
- Be enthusiastic, resilient, and responsible in learning and improving skills.
- Strive for continual improvement.

Key elements and principles of effective teaching and learning

All lessons across Ysgol Y Rhos should include the following key elements to ensure high quality teaching and learning. New teaching staff to our school will receive training to ensure they fully understand these elements and to enable them to embed these strategies in their everyday practice. The key elements and principles are all underpinned by excellent AFL (Assessment for Learning). Both formative and summative assessments play a key role in AFL. AFL is the process of identifying what the pupil has or has not achieved in order to plan the next steps in the teaching or learning. It involves using assessment in the classroom to raise pupil achievement and is based on the idea that pupils will improve most if they understand the aim of their learning, where they are in relation to the aim and how they can achieve the aim.

Effective Learning

We acknowledge that pupils learn in many different ways, and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. The clinical psychologist identifies seven main areas of intelligence: linguistic, logical/mathematical, visual/spatial, kinesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take into account these different forms of intelligence when planning teaching and learning styles.

We aim to ensure that pupils are able to:

- Demonstrate a thirst for learning, and a desire to explore different aspects of the curriculum.
- Experience success.
- Relate challenge to positive outcomes and see challenge as a necessary means to succeed and extend their learning.
- Draw on social, moral, cultural, and spiritual values throughout the school day.
- Take responsibility for improving their own learning.
- Work in an atmosphere of mutual respect.
- Feel safe and have the confidence to take risks in the classroom and see failure as an opportunity for success.
- Know how to extend and challenge themselves during lessons.
- Develop a deeper understanding by taking advantage of opportunities to teach and learn from their peers.
- Identify their areas of strengths, and areas for development.
- Self-evaluate and monitor their learning and assess their progress within each lesson.
- Make positive contributions to class discussions.
- Behave in a way which is conducive to their learning and that of others.
- Take pride in their work and to present it in a neat and accurate manner.
- Organise themselves for lessons bringing the correct equipment.

- Complete homework on time and to meet the specified criteria in order to enhance their learning.
- make good use of additional support provided.

We offer opportunities for pupils to learn in different ways. These include:

- Investigation and problem solving.
- Research and finding out.
- Group work.
- Independent work.
- Whole-class work.
- Asking and answering pair work.
- Questions.
- Use of the computer.
- Fieldwork and visits to places of educational interest.
- Creative activities.
- Watching television and responding to musical or tape-recorded material.
- Debates, role-plays, and oral presentations.
- Designing and making things.
- Participation in athletic or physical activity.

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

Learning Styles

Teaching and learning at Ysgol Y Rhos is informed by the principles of the Curriculum for Wales and by current educational research. We do not categorise pupils according to fixed 'learning styles' (e.g. visual, auditory or kinaesthetic), as there is limited evidence that such approaches improve outcomes. Instead, teachers use their professional judgement to plan inclusive, flexible lessons that incorporate a wide range of teaching strategies, experiences and forms of representation. This ensures that learning is accessible, engaging and appropriately challenging for all pupils, while supporting progression towards the four purposes of the Curriculum for Wales.

Type of Pupil

We aim that all pupils will be able to demonstrate the following skills by the time they finish their education with us:

Inquirers - They develop their natural curiosity. They are skilled in inquiry and research and show.

Independence in learning - They enjoy and are engaged in their own learning, and this will be sustained throughout their lives.

Knowledgeable - They explore ideas and issues that have local and global significance. They acquire in-depth knowledge and understanding across a broad and balanced range of disciplines.

Thinkers - They exercise initiative in thinking critically and creatively to recognise and approach complex problems. They make reasoned, ethical decisions as a consequence.

Communicators - They are confident, creative, and fluent in expressing complex ideas in a range of ways and languages. They work effectively and willingly in collaboration with others.

Principled - They act with integrity and honesty, with a strong sense of fairness and respect for the dignity of the individual, groups, and communities. They take responsibility for their actions.

Open-minded - They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.

Caring - They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service and act to make a positive difference to the lives of others and to the environment.

Risk Takers - They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to embrace new roles, ideas, and strategies. They are enterprising individuals.

Balanced - They understand the importance of intellectual, physical, economic, and emotional balance to achieve personal well-being for themselves and others and they are in control of their own lives. They can act independently but they understand their responsibilities as citizens.

Reflective - They reflect deeply on their lives, knowledgeable and experience in ways which may be profoundly spiritual and emotional.

Leaders - They show character and have vision and can motivate others to achieve it. They are brave and articulate in defending their beliefs. They understand and take responsibility for others in the process.

Adaptable - They have the attitude and skills to respond to and take advantage of changes in an increasingly technological world.

Global minded - They understand that they are citizens of the world. They understand global interdependence and appreciate diversity and have the confidence and skills to relish the challenge of the future in a global society and workplace.

Effective Teaching

When teaching, we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum plan to guide our teaching. This sets out the aims, objectives and values of the school and details what is to be taught to each year group.

We base our teaching on our knowledge of the pupils level of attainment. Our prime focus is to develop further the knowledge and skills of the pupils. We strive to ensure that all tasks set are appropriate to each pupils level of ability.

The aim of everything we do is to ensure that pupils make progress in our lessons.

There is no 'expected' way to deliver lessons; however, please find below details that would expect to be seen in lessons.

Consistency is essential to improve standards. Together we will agree fundamental rituals and expectations which all staff will together implement.

Shared understanding with shared commitment = **Consistency**

Setting positive attitude to learning - General expectations

Note: This is a guide and due to the nature of our pupils this may not always be possible and teaching staff should use their judgement.

Staff rituals	Pupils' expectations
<p>Check pupils are correctly prepared for learning (uniform and equipment).</p> <p>Why-ensure correct frame of mind for learning.</p>	<p>Pupils arrive prepared for learning with correct uniform and equipment.</p> <p>Why- Pupils show a positive attitude to learning.</p>
<p>Meet and greet pupils at the door, reinforcing positive language and behaviour.</p> <p>Why - check uniform and a positive start to the lesson, "Fresh start".</p>	<p>Pupils wear correct school uniform throughout the day.</p> <p>Why – Pupils show a pride in the school and a positive approach to learning.</p>
<p>Seating plan which promotes learning for every pupil.</p> <p><i>Why - help planning for differentiation and pupil engagement within the lesson.</i></p>	<p>Respect- Pupils show respect by listening to others and using appropriate language.</p> <p><i>Why- Allow all pupils to learn and develop social skills.</i></p>
<p>Set homework frequently, when appropriate, in accordance with Homework policy, ensuring it is recorded on Homework diaries and marked.</p> <p>Why- Enhances learning and develop independent learning skills.</p>	<p>Complete homework on time to best of ability.</p> <p>Why- Enhance learning and develop independent learning skills.</p>

Planning

We plan our lessons with clear learning objectives.

All teaching staff contribute to the development of 'Schemes of Work' and the Headteacher should make these available to all teaching staff to ensure that there is consistency across the curriculum and within the school. The scheme of work Include long, medium, and short-term plans which are regularly reviewed, revised and updated.

Schemes of Work should reflect the aims of the school Teaching and Learning policy and ensure that the requirements of syllabi and national strategies are met. The following are important features of effective schemes of work:

- They are viewed as a working document that evolves to reflect developing outstanding practice.
- Reviews take place regularly to ensure that tasks are appropriate and sufficiently challenging.
- Schemes of work should be used to encourage innovative and progressive teaching strategies and activities in the classroom rather than stifling them.

Where relevant, Schemes of Work should promote best practice and look to develop the pupils skills as identified in the pupils Personal Learning Plan (PLP) and promote best practice in AFL, Literacy, Numeracy, SMSC and Work-Related Learning.

When planning work for pupils with ALN we give due regard to information and targets contained in the pupils Personal Education Plans (PEP), Individual Development Plan (IDP) and Education Health Care Plan, (EHCP). We have high expectations of all pupils and will challenge them both academically and socially to ensure they reach their full potential.

It is expected that:

- Each lesson will form part of a progression of planned lessons in a scheme of learning that meets relevant syllabus objectives.
- The specific learning objectives of the lesson address areas and skills that have been identified as priorities through the process of ongoing monitoring, evaluation, and assessment.
- The learning environment will be appropriate for pupils' needs.

Lesson design

Research suggests that consistently outstanding teaching stems from effective lesson design. This principle applies to teaching at all Key Stages and in all subject areas.

Lesson design will:

- Ensure a clear focus and structure.
- Actively engage all pupils.
- Systematically develop pupils skills so that they become increasingly independent.
- Provide opportunities for pupils to understand how they are learning.
- Ensure that the needs of all pupils are met through appropriate differentiation.
- Use 'assessment for learning' to help pupils reflect on what they know, reinforce existing learning and set targets for the future.
- Ensure that learning is stimulating through careful management of pace and appropriate variety of activity.
- Incorporate relevant homework when appropriate.
- Provide opportunities for pupils to make meaningful mistakes and take risks and promote resilience.

Learning Objectives

The nature of the learning objectives for a particular lesson will influence the teacher's choice of teaching and learning strategies and 'pedagogic approach'. Clarifying and categorising learning aims/outcomes before lesson planning should help to guide this choice. For example, a learning objective that involves the development of a concept may be best suited to an 'inductive' approach while appreciation of an aesthetic or a moral issue might suit an 'exploratory' approach.

Key principles to remember are:

- The learning objectives for the lesson are shared clearly the pupils at the beginning of each lesson.
- An active plenary should be used to assess the extent to which learning objectives for the lesson have been met. This could be part way through a lesson and is not necessarily solely at the end.

To involve pupils fully in understanding learning outcomes, teachers will:

- Explain clearly, the reasons for the lesson or activity in terms of the learning objectives.
- Move away from saying 'today we are doing'....and instead say 'by the end of today's lesson you will all know/be able to/understand....
- Make learning objectives specific, e.g.: use of Bloom's Taxonomy.
- Use child-friendly language, there is little point in sharing learning objectives if pupils do not understand what you mean.
- Refer to them at the start of the lesson and during the lesson.
- Share the specific assessment criteria with pupils verbally or written.
- Help pupils to understand what they have done well and what they need to develop.

Effective use of starter activities

Starter activities are characterised by purposeful and interactive whole-class teaching. They are used flexibly and, whilst not compulsory, often add significantly to lesson effectiveness. Starter activities fulfil a wide range of purposes. They can:

- Use prior knowledge to link to and introduce new topics.
- Exploit 'prime learning time' for the first step to meeting the lesson objectives.
- Help to develop early levels of engagement and motivation by getting all pupils quickly on task and injecting pace and challenge into the lesson.
- Create a climate of interaction and engagement for all pupils.
- Provide a thought-provoking start to a lesson.
- Provide opportunities for 'little and often teaching' relating to particular aspects of the subject curriculum.
- Provide a series of discrete units to build knowledge, understanding and motivation over a series of lessons.

Pupil Self/Peer-Assessment

Opportunities and evaluation may be evident in planning or may be used during lessons when relevant. Once pupils understand how to assess their current knowledge and the gaps in it, they will have a clearer idea of how they can help themselves (and their peers) to progress. Pupils can look at examples of other pupils's work that does and does not meet the assessment criteria as this can help them to understand what was required from a task and to assess the next steps they might need to take and therefore set new targets. It is often helpful if the work is from pupils they do not know or work the teacher has made up. Self-assessment phrases are on display in all classrooms.

In our school there is opportunity for self/peer-assessment and evaluation against their personal target in every subject. What Went Well and Even Better pupil comments are encouraged throughout lessons. Pupils should always be given opportunities for responding to a teacher marking.

Using Effective Questioning

Effective questioning means challenging pupils to deepen their thinking.

Teachers take time to plan effective questions which go beyond straight recall with strategies such as:

- Giving a range of answers for discussion.
- Turning the question into a statement.
- Finding opposites, why does one work/one doesn't?
- Giving the answer and asking how it was arrived at.

- Asking the question from an opposing standing.
- Using questions to find out what pupils know, understand, and can do in order to target teaching more effectively.
- Analysing pupils responses in order to find out what they know, understand, and can do.
- Using pupils questions to assess understanding.

Adaptive Teaching

Planning matches teaching to the different learning needs of the pupils. Teachers may differentiate the curriculum by task, pace, outcome, time, teacher/adult support.

Literacy, Numeracy, and Digital Literacy

Our teaching staff are committed to raising the standards of literacy, numeracy, and Digital Literacy for all pupils. Pupils should develop their literacy and numeracy skills effectively in all areas of the curriculum.

Explaining

Explanation can contribute to pupils learning when they enable pupils to connect new information to what they already know. Many things, such as abstract concepts, events outside pupils experience, principles, rules, and important ideas, may be difficult or impossible for pupils to understand without explanation.

Common types of explanation can be used to deal with: concepts; similarities and differences; cause and effect; purposes; processes; reasoning and proof. Evidence suggests that teachers can improve their explanations through using a wide range of techniques, such as illustrating or animating their verbal explanations, and the use of props, or voice and body. These can contribute to improved pupil engagement and understanding. Asking pupils to explain their thinking and reasoning can help them to crystallise and consolidate their learning following explanation.

Effective Modelling

Modelling can help to make explicit the thinking behind concepts, skills, relationships, decisions, and processes. It should be seen as more than simply demonstrating a skill or technique.

Whilst demonstrating shows pupils how to do something, modelling helps pupils to understand underlying structures and embedded ideas. A good demonstration does not always have to be supported by discussion although modelling without discussion is often ineffective.

Modelling can play a significant role in helping pupils to learn independently because ideas are presented in ways that pupils can understand, change, and use again to support their future thinking.

Evidence suggests that modelling is most effective when the teacher:

- Is specific.

- Explains underlying principles.
- Shares thinking.
- Involves pupils increasingly by encouraging them to ask questions.
- Provides opportunities for pupils to practice the new skill or process while it is fresh.
- Supports first attempts with prompts and other support to build pupils' confidence and expertise.
- Builds in time for pupils to reflect on what they have learned.

Effective use of active plenaries

The lesson will conclude with some form of active plenary, reflective activity or means of reviewing what has been learnt. Active plenaries can help pupils to consolidate what they have learned in the lesson and can generate a sense of achievement and completion. Ideally, these sessions will have a high level of pupil involvement. As with starter activities, this part of the lesson can be used flexibly according to the needs of the pupils or subject.

Often, they will be used at the end of a lesson but can occur at other strategic points in the teaching sequence.

Research evidence suggests that it is a good idea to give the pupils advanced warning that there will be a focused plenary in order to gain the most from this session.

In particular, active plenaries can:

- Draw the whole class together to conclude the lesson.
- Consolidate and extend learning.
- Highlight to pupils how they have learned as well as what have learnt.
- Provide an opportunity for the teacher to assess learning and plan accordingly.
- Direct pupils to the next phase of learning.
- Provide an opportunity to value the achievements of individuals and the whole class.
- Provide an opportunity to help learners identify what progress they have made in the lesson.
- Highlight and address misconceptions.
- Develop and instil a habit of intelligent reflection.
- Stimulate interest and curiosity for the next phase of learning.

Teachers can use prompts like:

- *What did you do today that you found most helpful when you were learning?*
- *What did you do today that you found less helpful?*
- *If you had to do the task again, how would you do it?*

- *If you had to give one piece of advice to someone tackling the same task tomorrow, what would it be?*
- *Something I can do now that I could not do before the lesson is....*
- *At the start of the lesson, I did not know....*

Use of prior information

We set academic targets for the pupils in each academic year, and we share these targets with pupils and their parent/carers/ and social workers. Progress may be reviewed at different times throughout the academic year depending on the length of time a young person maybe attending the school.

Teachers must have a record the following information for each pupil:

- GCSE subject target
- Prior attainment data KS2/KS3/KS4, CAT, Reading age, Spelling Age.
- Last level/grade achieved from previous year.

Tracking Pupils Progress

All staff have the responsibility to assess each pupil's achievement regularly and accurately and to track their progress made against individual target grades according to the school's marking policy. Feedback enables pupils to understand their strengths and weaknesses demonstrated in their work. Marking or oral feedback explains what the next steps should be and if effective, pupils will make excellent achievements by building on previous learning.

Regular summative and formative assessments establish the level of pupils' attainment and track their progress. These assessments are used to inform future planning.

Record-keeping and assessment procedures are defined in the Assessment Policy and Marking Policy. Assessments are recorded on the school's Continuous Attainment Record, and progress is analysed regularly by teachers and the Headteacher.

Lesson Planning Expectations

There is a central understanding that in our school:

Teachers will:

- Plan structured lessons in line with the principles of adaptation and extend and challenge that enable all pupils to make outstanding progress.
- Plan lessons that are fast-paced and include a variety of learning strategies that engage and challenge pupils.

- Have high standards of professional conduct which include good timekeeping, maintaining positive professional relationships with colleagues and pupils and engendering the highest expectations.
- Respond skilfully to the specific learning styles, additional learning needs and social and emotional needs of all pupils.
- Employ a range of appropriate resources including new technologies that will engage and motivate pupils.
- Use the principles of Assessment for Learning (AfL) to form the basis of pupil progress.
- Encourage courtesy, consideration and common sense as underpinning a positive ethos that supports outstanding 'Behaviour for Learning'.
- Develop strategies that provide opportunities for awe and wonder in their lessons.
- Set regular homework that reinforces and extends learning.
- Set targets which challenge and motivate pupils.
- Help pupils develop their key skills in Literacy, Numeracy, and ICT.
- Assess, monitor and evaluate pupil progress in order to ensure pupils have clear guidance on how to develop and progress.
- Reward and celebrate the successes of all pupils.
- Continually reflect on their practice in order to improve their effectiveness. Be familiar with and implement the school behaviour policy.

Pupils will:

- Be supported to demonstrate courtesy, common sense and consideration at all times and develop curiosity and creativity whilst valuing challenge and aspiration in line with our language for learning.
- Be supported to have an enthusiastic and commitment to develop skills and knowledge within and beyond the classroom aiming for their very best at all times.
- Arrive to lessons promptly and be well organised (use planner, record homework etc).
- Be supported to take responsibility for their own learning and work cooperatively with other pupils.
- Take pride in their work, achievements, conduct and in the school's aims and ethos.
- Be aware of their strengths, weaknesses, and targets for improvement – and act on them.

Classroom environment and resources

All pupils have a right to work in a tidy, well-organised classroom. The classroom is organised to facilitate learning and the development of independence. This often requires flexibility in the organisation of furniture. Fully inclusive classroom environments can both support and enrich

the learning of all pupils. As well as being vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging pupils and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating pupils work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

We believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards and enables pupils to develop independence as pupils. Teachers and support staff should ensure:

- The resources in each area are organised, e.g.: according to curriculum subject and are clearly labelled.
- Good quality writing implements/resources are available for use at all times and are accessible.
- Reading areas are comfortable and attractive.
- Labels and posters, wherever possible, reflect the language diversity in the school.
- Pupils have access to drinking water.
- Displays in the classroom are an important means of valuing the work pupils produce and are changed regularly. In line with AFL procedures, all classrooms have 'working' working walls, updated regularly, so our pupils can use them as a tool to help achieve the learning objectives.

Equal Opportunities

In accordance with the school's Equal Opportunities Policy, Teaching Staff will endeavour to help all pupils to reach their full potential irrespective of race, gender, age, or ability. All staff should be aware of the major religious festivals and seek opportunities to include these in planning. Pupils often take part in these festivals with their families, and we aim to be sensitive and supportive to these celebrations and encourage those pupils to share their experiences with the other pupils. We seek to participate in events that reflect our school's cultural diversity and include this in planning as appropriate.

All adults working within the school will establish good working relationships with all pupils in the class. We treat the pupils with kindness, courtesy, and respect. We treat them fairly and give them equal opportunity to take part in class activities. All pupils follow the school Code of Conduct. We praise pupils for their efforts and, by so doing we help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times.

All adults involved in school refrain from promoting their own views / ideas onto our pupils. Our pupils are pretty vulnerable to other views and ideologies so staff should ensure a fair and balanced approach is taken when discussing partisan political and religious viewpoints. Failure by staff to adopt this approach would lead to possible disciplinary action outlined in the staff handbook.

Lesson Structure - Example

The structure of a lesson can differ within subject and the structure should differ for each lesson if appropriate and this could be dependent on AFL approaches. The following is an examples of sound pedagogy:

Creating an appropriate working atmosphere: pupils need to be in an appropriate state to learn. Classrooms should be stimulating, engaging, reassuring and organised; teachers and support staff are fully prepared for lessons, ensuring resources are prepared and on tables in advance of lessons; adults may need to sensitively engage with a pupil who is not 'ready to learn'.

Linking the lesson to prior learning: reviewing the previous lesson.

E.g.: *'Think about the three most important things you learnt in the last lesson*

In two minutes, I am going to ask you what you learnt last lesson.

Today's lesson is about the water cycle. Jot down on your whiteboards what you already know.

Providing an overview: the brain is more likely to absorb details when it can place them within a wider context. This is often referred to as '*providing the big picture first*'.

E.g.: Maths and English Learning Walls should display relevant materials, such as WAGOLLS (*what a good one looks like*) that the pupils can use to improve their independence.

IPC displays in all classes include a topic map to enable pupils to see the 'bigger picture'.

Pupils add their own questions and answers to the learning map (as the unit develops) and are encouraged to carry out their own independent research at home.

Sharing learning objectives with pupils: pupils must know exactly what they are going to learn and what is expected of them by the end of the lesson.

Pupils should receive new information: we provide our pupils with new information or skills. Although we want all pupils to understand the information as they encounter it, new information can be delivered in many ways:

- ☐ Exposition.
- ☐ Audio, visual aids – e.g., video clips or a song.
- ☐ Diagrams, pictures etc.
- ☐ Whiteboard Books.
- ☐ ICT – CD roms, Internet, iPads.
- ☐ Demonstration.
- ☐ Modelling.
- ☐ Books.

Short periods of exposition: pupils have limited concentration spans. A widely used and useful rule of thumb is that concentration spans will be about two minutes in excess of a chronological age. Significantly more learning will take place when new information is transferred and explained in three bursts of ten minutes, punctuated by activities (such as modelling, regular closed

questioning), than in one thirty-minute session. This will keep pupils alert and provide instant feedback as to whether they have heard correctly and have understood. Asking too many open questions during an explanation can easily take a lesson off on inappropriate tangents.

Pupils make sense of information: processing; understanding *developing understanding; demonstrating understanding; assessing understanding.*

Quality of interactions: the frequency and nature of interactions between adult and pupils is highly significant. We develop understanding by using open ended questions; providing wait time- pupils need time to think through their answers before replying; providing thinking time by giving an advance warning, such as '*In two minutes I am going to ask you....*'. Pupils could then respond with '*We think that...*'. Extending and deepening understanding by asking to follow up questions such as '*What made you think that?*'

Review information and plan next steps: for example, is not necessarily confined to the end of the lesson. Successful teachers will review through the entire lesson and know that progress is made when review/recall/rehearsal of what was learnt is repeated and referred to throughout the lesson.

ICT is used to enhance learning wherever possible. ICT is used during the lesson as an aid to learn. *The use of computing is highly visible and effective in all teaching and learning contexts across our school and teachers are continually searching for ways to use technology as a learning tool.*

Monitoring and Evaluation of Teaching and Learning

The monitoring of teaching and learning is a very important part of the continuous process of raising achievement within the school.

A cycle of learning walks will be an integral part of the Quality Assurance process at our school. In house teacher training is provided annually. All our staff reflect on their strengths and weaknesses and plan their professional development needs accordingly. We do all we can to support our teachers in developing their skills, so that they can continually improve their practice. We conduct all our teaching in an atmosphere of trust and respect for all.

Aims:

- To make secure judgements of teaching and learning across the school.
- To monitor and evaluate the progress of pupils during a lesson and over time.
- To judge and evaluate the performance of individual teachers and check that high standards of professional performance are established and maintained.
- To identify group and individual training needs across the teaching and support staff.

Teachers are responsible for the progress of all pupils in their classes and for evaluating their own performance and professional development.

This can be achieved by:

- Self-evaluation of their own subject knowledge and understanding of changing educational initiatives.
- Self-evaluation of the quality and effectiveness of their own teaching and classroom management.
- Monitoring pupil progress to ensure they achieve well against prior achievement.

Reviews of Teaching & Learning will take place on an on-going basis and will involve:

- Management of performance overtime by their Line Manager.
- Learning observations conducted by Headteacher/Education Director.
- Drop ins on a regular basis.
- Work scrutiny within lessons, samples requested for monitoring within the guidance of the work scrutiny criteria.
- Pupil voice within lessons to capture voice and provide evidence for T&L audit.

Protocols

Management of Performance

At Ysgol Y Rhos we have an agreed format for monitoring and evaluating teaching and learning for the management of performance over time.

This will consist of the following classroom visits per academic year:

- Regular drops ins to classroom be the Headteacher
- A series of planned and unplanned learning walks throughout the year focusing on different elements of teaching and learning.

The purpose of these drop ins is to allow the Headteacher to evaluate the performance of the team and monitor the progress of pupils for review, audit and planning purposes.

Learning Observations (including joint observations)

During the lesson:

1. Teachers may expect to be observed for part of whole lesson. Lessons will not be graded but will be measured against Standards.
2. The observer may need to talk to pupils or look at their work as part of the self-evaluation process.

Feedback:

- Feedback will be given as soon as possible, within 5 working days. Written feedback will be given on the learning walk form.
- Feedback will be honest and clear, setting out strengths and areas for development.
- Learning Walk forms will be shared with the staff observed. Targets set from the previous observation will be carried forward for review. If the observation is linked to a specific

objective from appraisal, the teacher should be reminded of this by the observer. The purpose is to review progress and to identify areas for support for coming year.

- Measuring progress in the lesson and overtime – work scrutiny, tracking data, homework, pupil voice will take into account progress over time.

Drop ins.

The purpose of the classroom visit is to obtain a brief snapshot of the classroom in order to collect evidence based on the specific T&L focus. Drop ins are a powerful tool to observe and develop common trends in classrooms and to audit typicality.

Work Scrutiny

The purpose of the work scrutiny is to monitor and evaluate the progress of pupil cohorts within lessons and capture evidence of typicality of teaching and learning across the school community. Work scrutiny is a powerful tool to observe and develop common trends in teaching, learning, literacy, pupil tracking, marking and presentation of work.

Work scrutinies will focus on:

- Literacy.
- Pupil Progress.
- Marking.
- Presentation.

Feedback:

1. Feedback will be given as soon as possible, within 5 working days.
2. Work scrutiny feedback' purpose is to review progress and to identify areas for support for coming year.
3. Judgements made about the quality of the teaching and learning will be based on the work scrutiny criteria.

The Role of the Headteacher

The Headteacher determines, supports, monitors, and reviews the school policies on teaching and learning. In particular:

- Supports the use of appropriate teaching strategies by allocating resources effectively.
- Ensures that the school buildings and premises are best used to support successful teaching and learning.
- Monitors teaching strategies in the light of health and safety regulations.
- Monitors how effective teaching and learning strategies are in terms of raising child attainment.
- Ensures that staff development and performance management policies promote good quality teaching.

- Monitors the effectiveness of the school's teaching and learning policies through the school self-review processes.

Parent, Carers and Social Workers

Ysgol Y Rhos sends regular reports to parent/carers and social workers at the end of each term in which we outline the topics that the pupils has been studying during that term at school, explains the progress made by the child and indicate how the child can improve further.

Support for Staff in the Development of Teaching and Learning (CPD)

There is a strong commitment to the continuing professional development of staff. The aim is to provide opportunities for self- development in relation to the latest teaching and learning practices.

The support for this will be provided in a variety of ways including:

- The staff induction and INSET programme; including collaborative learning teams.
- The process of development planning in which the key areas of focus for teaching and learning development are identified.
- Performance management.
- Whole school and department of learning and teaching.
- Discussion in relation to staff development in line management meetings.
- The encouragement of the process of self-evaluation.
- Enabling good practice to be shared.
- The utilisation of internal and external expertise in relation to teaching and learning.
- Personalised CPD programme.
- Liaison with partner schools for joint teaching and learning projects.

This policy is reviewed every 3 years as a minimum. However, where there are changes to legislation/guidance or in response to recommendation from any significant incident, review of the policy will take place immediately.

Policy Created By	Sam Thomas	09/01/2026
Policy Approved By	Catrin Jones	09/01/2026

APPENDIX 1 SELF ASSESSMENT – AFL Reflection Prompts.

At the start of the lesson, I didn't know...

I now understand that...

I can now explain to somebody else...

The thing I most enjoyed about today's lesson was... This is because...

At the start of the lesson, I didn't know...

I now understand that...

I can now explain to somebody else...

The thing I most enjoyed about today's lesson was... This is because...

APPENDIX 2 BLOOM'S TAXONOMY

Blooms Taxonomy
<p>Knowledge</p> <p>What happened after...?; How many...?; Who was it that...?</p> <p>Can you name the...?; Describe what happened at...?; Who spoke to...?</p> <p>Can you tell why...?; Find the meaning of...?; What is...?; Which is true or false...?</p>
<p>Comprehension</p> <p>Can you write in your own words...?; Can you write a brief outline...?</p> <p>What do you think could have happened next...?; Who do you think...?</p> <p>What was the main idea...?; Who was the key character...?</p> <p>Can you distinguish between...?; What differences exist between...?</p> <p>Can you provide an example of what you mean...?; Can you provide a definition for...?</p>
<p>Application</p> <p>Do you know another instance where...?; Could this have happened in...?</p> <p>Can you group by characteristics such as...?; What factors would you change if...?</p> <p>Can you apply the method used to some experience of your own...?</p> <p>What questions would you ask of...?; From the information given, can you develop a set of instructions about...?; Would this information be useful if you had a ...?</p>
<p>Analysis</p> <p>Which events could have happened...?; If ... happened, what might the ending have been?</p> <p>How was this similar to...?; What was the underlying theme of...?</p> <p>What do you see as other possible outcomes?; Why did ... changes occur?</p> <p>Can you compare you're ... with that presented in...?</p> <p>Can you explain what must have happened when...?</p> <p>How is ... similar to...?; What are some of the problems of...?</p> <p>Can you distinguish between...?; What were some of the motives behind...?</p> <p>What was the turning point in the game?; What was the problem with...?</p>
<p>Synthesis</p> <p>Can you design a ... to...?; Why not compose a song about...?</p> <p>Can you see a possible solution to...?; If you had access to all resources how would you deal with...?; Why don't you devise your own way to deal with...?</p> <p>What would happen if...?; How many ways can you...?</p> <p>Can you create new and unusual uses for...? Can you develop a proposal which would..</p> <p>Can you write a new recipe for a tasty dish?</p>
<p>Evaluation</p> <p>Is there a better solution to...?; Judge the value of...; Can you defend your position about...?</p> <p>Do you think ... is a good or a bad thing?; How would you have handled...?</p> <p>What changes to ... would you recommend?; Do you believe?; Are you a ... person?</p> <p>How would you feel if...?; How effective are...?; What do you think about...?</p>