



Teaching and Learning Policy

At The John Frost School, we strive to provide highest standards of teaching and learning for every child across the school. Our teaching priority is to be inspirational and aspirational and take account of students' abilities, needs and ambitions in order to promote effective learning and achievement for all our students.

We look to shape our students through delivering the four purposes and key characteristics identified in Donaldson's Successful Futures.

Aims:

Our students will be:

➤ **ambitious, capable learners who:**

- set themselves high standards and seek and enjoy challenge
- are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts
- are questioning and enjoy solving problems
- can communicate effectively in different forms and settings, using both Welsh and English
- can explain the ideas and concepts they are learning about
- can use number effectively in different contexts and understand how to interpret data and apply mathematical concepts
- use digital technologies creatively to communicate, find and analyse information
- undertake research and evaluate critically what they find and are ready to learn throughout their lives
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➤ **enterprising, creative contributors who:**

- connect and apply their knowledge and skills to create ideas and products
- think creatively to reframe and solve problems
- identify and grasp opportunities
- take measured risks
- lead and play different roles in teams effectively and responsibly – express ideas and emotions through different media
- give of their energy and skills so that other people will benefit and are ready to play a full part in life and work

➤ **ethical, informed citizens who:**

- find, evaluate and use evidence to form views and opinions
- engage with contemporary issues based upon their knowledge and values
- understand and exercise their human and democratic responsibilities and rights
- understand and consider the impact of their actions when making choices and acting
- are knowledgeable about their culture, community, society and the world, now and in the past
- respect the needs and rights of others, as a member of a diverse society
- show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world

➤ **healthy, confident individuals who:**

- have secure values and are establishing their spiritual and ethical beliefs
- are building their mental and emotional well-being by developing confidence, resilience and empathy
- apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives
- know how to find the information and support to keep safe and well – take part in physical activity
- take measured decisions about lifestyle and manage risk

- have the confidence to participate in performance
- form positive relationships based upon trust and mutual respect
- face and overcome challenge
- have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

Pedagogy

Teaching and learning at The John Frost School is built on strong foundations developed through effective and impactful professional learning. Pedagogy is constantly researched and refined based on the context and needs of our learners.

Pedagogy is built on five pillars which support and scaffold learning at all levels throughout the school. These five pillars have been built upon Donaldson's 12 pedagogical principles that underpin the new curriculum:

Creating an authentic contexts for learning	Encourage students to take responsibility for their own learning	Support social, emotional development and positive relationships	Employing a broad repertoire of teaching approaches
Build on previous knowledge and experience and engage interest	Sustained student effort to reach high but achievable targets	Use assessment for learning to accelerate progress	Make connections within and across Areas of Learning and Experience
Reinforce Cross-Curriculum Responsibilities, literacy, numeracy and digital competence	Focus on the four principles	Promote problem solving, creative and critical thinking	Encourage collaboration

The John Frost Pillars of Learning

EXPECTATION

ENGAGEMENT

CHALLENGE

ENVIRONMENT

ASSESSMENT

Expectation

Good teaching and learning ensures a consistent focus on the 4 purposes of the curriculum which challenges and encourages students to recognise the importance of sustained effort in meeting high expectations.

Engagement

Good teaching and learning means employing a blend of approaches, planning and selecting resources that build on previous knowledge and experience that engage interest and value.

Challenge

Good teaching and learning regularly reinforces skill development, creates an authentic context for learning and encourages students to take responsibility for their own learning. Good teaching supports social and emotional development and positive relationships, and encourages collaboration.

Environment

Good teaching and learning provides welcoming and nurturing learning spaces, where students feel safe and are provided with the resources to realise their potential. Learning spaces will link to Learning and scaffold it effectively, be self-reflective and celebrate learning success.

Assessment

Good teaching and learning means employing assessment for learning principles. Using Summative (formal) and formative assessment (AfL) provides an effective and balanced assessment process which directs planning and student progress, while ensure accurate monitoring and reporting of individual progress.

Lesson Structure

The school expects all lessons to take account of the following features which support effective learning.

- High impact lesson planning and access to quality resources that support learning
- Accelerated Reader or a starter activity
- Shared lesson objectives and co-construction of success criteria
- High impact role modelling
- A range of activities to challenge students
- A range of questioning techniques
- A series of mini plenaries
- Well-paced learning with clear transitions
- A plenary to review learning and make links with future learning goals

Classroom Management

Effective teaching takes place in a well ordered classroom. All staff follow the school's Ready to Learn Behaviour for learning policy

Group Work

Our students will have the opportunity to work independently, in pairs and in small or large groups in every subject area. Group work should be purposeful and ensure students experience different roles and practise different skills according to the needs to the task. All staff should prepare lessons that allow students to work in a variety of ways throughout their schemes of learning.

Differentiation

Our teachers will ensure planning and teaching encompasses a range of impactful strategies, techniques and activities that take account of all students in the class. This is essential to raising standards, engaging all students and ensuring all have the opportunity to make effective progress.

Metacognition and Self-Regulation

The aim is to develop learners to think about their own learning explicitly so as to take increased responsibility for their achievement. Staff encourage learners to think about planning, monitoring and evaluating their progress and considering how they learn best in different circumstances.

Skills Development

The following skills are the foundation of good learning and lessons should aim to develop high levels of competence in relevant skills.

- literacy, numeracy and digital competency
- critical thinking and problem solving – marshalling critical and logical processes to analyse and understand situations and develop responses and solutions
- planning and organising – implementing solutions and executing ideas and monitoring and reflecting on results
- creativity and innovation – generating ideas, openness and courage to explore ideas and express opinions
- personal effectiveness – reflecting on and understanding oneself and others, behaving in effective and appropriate ways; being an effective learner.

Assessment of Learning

Summative assessment is effectively used to check and report progress and should be suited to subject matter, age of students and in a variety of tasks. Moderation discussions should be undertaken within subjects to align judgements and to ensure accuracy and consistency to support progress.

Assessment for Learning

Research has consistently shown that high quality feedback can have a significant improvement on student progress. Formative assessment can be written or oral feedback explaining why work is good and how it can be improved. The school has a focus on four types of assessment for learning but encourages staff to use other types that they have researched and trialled.

Peer and Self-Assessment

Peer and self-assessment engages the students in the assessment process giving them the opportunity to use success criteria to make judgments. It allows them to understand how their work is being judged, what work needs to be included and how to make work better.

WWW/EBI

'What Went Well' (WWW) and 'Even Better If' (EBI) is a method of giving feedback to learners at all key stages. It allows learners to effectively identify their strengths and where they need to improve and gives teachers a tool that can give opportunities for effective learner response. The school has a student assessment policy that should be followed.

Close the Gap Marking

Close the gap marking engages the student in the learning conversation. Staff should ask open-ended style questions which require a student to think and respond to further improve their work. The school has a student assessment policy that should be followed.

Questioning

The school has a focus on developing students' understanding through open ended questioning. **Higher-order questions** promote **critical thinking** skills as these types of questions teach learners to apply, analyse, synthesize, and evaluate information instead of simply recalling facts.

Sharing Good Practice

Working within Areas of Learning and Experience in Key Stage Three allows staff to collaborate with staff from other departments. Staff have professional learning sessions weekly and attend Tools for Teaching sessions to research, trial, develop and share their practise with other staff. The school has a focus on developing its staff through the sharing of good practice both within and outside of the school.

Homework

Homework is an integral part of learning and allows students to develop a range of skills and re-enforce learning that has taken place in the classroom. All staff should provide homework as per guidance in the staff handbook. **Show My Homework** should be used to provide all homework to students.

Key Stage 3

- **25** minutes of reading using your child's Accelerated Reader book per night.
- **10** minutes of Times Tables practise per night.
- Half termly "**Enhanced Curriculum Project**", focused on developing knowledge and skills.

Key Stage 4 and Sixth Form

- Subject specific homework based on areas of individual development to support learning in the classroom.
- Revision/preparation for modular tests and GCSE/A level examinations.