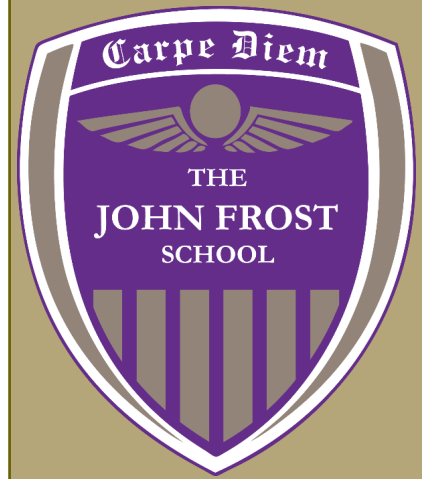


THE JOHN FROST SCHOOL

TEACHING AND
LEARNING POLICY



Adopted: June 2024
Teaching and Learning Committee

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 the Curriculum for Wales.

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

➤ **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 students.

Teaching and learning throughout The John Frost School is based upon the philosophy that colleagues across the learning community will continually connect, communicate, and collaborate with one another.

Connecting

- Make learning meaningful and accessible to all.
- Focus on supportive relationships between students and teachers.
- Teachers will role model excellence in behaviour and academia.
- Encourage deeper thinking.
- Connect learning in the classroom to the community and wider world.
- Centre learning around accelerated reader, times tables for life and digital competence.

Communicating

- Focus on equity and not equality.
- Providing empathy and not sympathy.
- Providing a safe environment to be explore and make mistakes.
- Using strategies to encourage active listening in lessons.
- Provide challenge through questioning.
- Making our teaching bespoke through the use of formative assessment.

Collaborating

- Collaborating with students and colleagues to develop students' knowledge, skill development and understanding.
- Co-constructing success criteria with our students.
- Celebrating each other's success and learning from our own and others mistakes in the classroom.

- Focussing on 'The ratio of participation' and 'teach like a champion' techniques to increase our student's success in learning.
- Prioritising learning within extra-curricular activities to develop students' soft skills.

Key Strategies

The teaching and learning strategies adopted across the whole school have been sustainably implemented over an extended period. The approach to achieving enhanced pedagogical achievement for all students has focused on the development of reading skills, which in turn aids the development of verbal communication. The intention is to develop writing strategies that bring together enhanced reading and oracy skills, to further aid the student's holistic academic progress.

Accelerated Reader

Our students will have the opportunity to develop their reading skills throughout lessons each day at The John Frost School. The accelerated reader strategy will aim to improve students' reading skills through timely allocated reading periods within lessons. Students will develop reading skills through practice and by providing frequent feedback on students' progress.

Philosophy 4 Children (P4C)

Students will have opportunity to develop oracy skills through enquiry-based learning. P4C offers a way to open up student's learning through enquiry and the exploration of ideas. Students will learn that their ideas have value, and that the ideas of other students have value too. Through Philosophy for Children, students will realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion.

Methods of Participation (*Doug Lemov*)

Teachers will aim to create a system where students know how they are expected to participate so that we can manage participation successfully. It allows us to ensure voice equity and depth of thinking.

By maximising Participation Ratio, we are getting all students involved in speaking, responding to questions, thinking actively, participating on cue, and processing ideas in writing, which supports progress. The methods of participation that teachers will focus on embedding are:

- Silent Solo
- Drop and Jot
- Turn and Talk
- Build

Questioning (*Doug Lemov*)

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 students to apply, analyse, synthesize, and evaluate information instead of simply recalling facts.

Teaching across The John Frost School will aim to facilitate a range of questioning styles to both challenge and assess progress of students within classrooms. Teachers at The John Frost School will be exposed to professional learning that focuses on the following questioning techniques:

- **No-Opt / No hands** – Teachers will aim to target questions toward students, increasing levels of participation of all. Whilst implementing this strategy, colleagues will aim to facilitate ‘warm call’ techniques that build on foundation work implemented via methods of participation.
- **Culture of error** – Teachers will tailor responses to questions that demonstrate incorrect/misconceived answers but do so in a way that fosters a culture that nurtures error and acknowledges a response.
- **Excavating error** – Teaching will encompass pedagogical approaches to support students challenging ideas and concepts.
- **Extending answers** – Teachers will seek to ‘build’ students answer and provide questioning opportunities for a response to grow and become more in-depth.

A-G Oracy

The aim of this strategy is to support the schools questioning focus and drive to enhance student oracy. The A-G strategy has been designed to assist student and teacher focus on conversation and dialogue. The students will be encouraged to acknowledge responses and then build/challenge ideas and concepts. All teaching staff will aim to embed the philosophy within their teaching practice.

Metacognition and Self-Regulation

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

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 – Bloom’s
- High impact role modelling
- A range of activities to challenge students
- A range of questioning techniques
- A series of mini plenaries (AfL)
- Well-paced learning with clear transitions
- A plenary to review learning and make links with future learning goals

Managing the Learning 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.

Effective teaching takes place in a well-ordered classroom. All staff follow the school’s “Behaviour for Learning” policy.

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.

➤ **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 three 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 engage 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 students at all key stages. It allows students to effectively identify their strengths and where they need to improve and gives teachers a tool that can give opportunities for effective student response.

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.

Differentiation

Ensuring 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.

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 student.

Sharing Good Practice - Academic Learning Walk - (*Lyn Sharratt*)

Learning walks and talks provide opportunity for leaders to engage in reflective inquiry with colleagues. The constructive dialogue that forms part of the learning walk and talk process, is always aiming to positively impact upon student achievement across the whole school. The process aims to create an explicit framework to talk about teaching decisions in and across classrooms, that promotes learning across the organisation. The academic learning walks will run throughout the academic year and provide a vehicle in which high quality teaching and learning can be celebrated and shared with colleagues across the learning community.

Working within Areas of Learning and Experience, 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.

Years 7, 8 and 9

- **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.

Years 10, 11 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/