

ST. DAVID'S HIGH SCHOOL

TEACHING AND LEARNING POLICY

REVIEWED; OCTOBER 2025



Vision Statement

Students of all abilities at St. David's High School will be given equal opportunities to learn in order to achieve their full potential. Varied teaching methods and strategies will be used effectively and appropriately to accommodate differing learning styles.

School self-evaluation is the key to improvement in order to identify priorities for development in line with the cycle of whole school development planning.

It is the professional responsibility of all staff to evaluate their own performance. By knowing and understanding how staff and students are performing, staff at all levels can enhance and share strengths and identify potential for improvement.

The purpose of this policy is:

- To provide a safe, stimulating learning environment for all students and teachers.
- To provide a framework for teaching and learning which provides coherence of approach and consistency of expectation, whilst retaining flexibility and scope for creativity.
- To enable students to achieve their full potential by learning in a variety of ways and through challenging learning experiences.
- To develop students' skills for lifelong learning.
- To provide a broad, balanced and relevant curriculum in line with the New Curriculum for Wales and Exam Board syllabus that will motivate, engage and challenge students whilst also equipping them with the skills required on leaving school.
- To set high expectations for all students in order to raise their aspirations.
- To raise standards of both teaching and learning.

Teaching

a) Planning and Preparation

Teachers should plan and deliver lessons in accordance with the school's CLEAR vision for learning and The Great Teaching Model.

- Which meet the requirements of the 4 purposes outlined in the new CfW.
- Where the learning objectives and success criteria are established and shared with learners.
- Which are differentiated for varying needs by task, resources, outcomes or method.
- Which sets the learning in the context of the bigger picture and which acknowledges, makes links with, and builds on prior and future learning.
- Which makes use of effective questioning to probe understanding, provoke thinking and address misconceptions.

- Which provide opportunities for students to develop their Literacy, Numeracy and Digital Competency skills.
- Which provide opportunities for students to engage in thinking rich activities, in a variety of contexts,
- Which provide opportunities for students to reflect on the lesson's learning objectives and success criteria, and so review their progress and identify next steps in their learning.

b) **Teaching Styles**

Teachers should use teaching strategies which:

- Recognises the importance of high-quality teaching for all pupils as part of universal provision.
- Allow students to work both independently and in groups.
- Use positive behaviour management and encouragement for students to achieve, including praise and rewards according to school policy.
- Use topics, which are relevant and within students' local context and experience.

c) **Assessment Recording and Reporting**

Teachers should:

- Assess students' work regularly according to the school assessment policy.
- Make use of formative and summative assessments to inform their teaching and support students' progress.
- Use data to ensure students are working at their full potential and set targets with students to achieve this.
- Inform parents and appropriate staff within school of students' progress or need for intervention.

d) **Learning Support**

Teachers should:

- Be aware of the specific Additional Learning Needs (ALN).
- Consult with ALNCO about the needs of individual students when appropriate.
- Work with Teaching Assistants to ensure students are best supported in their learning.
- Use IDPs as working documents.

e) **Continuous Professional Development**

Teachers should:

- Continuously update their subject knowledge and teaching practice in line with current developments and initiatives.
- Discuss teaching and learning at all Heads of Faculty Meetings in order to share good practice.
- Plan their own CPD programme in conjunction with their Line Manager as a result of the Performance Management process.

Learning

Students should:

- Be prepared for lessons with the correct equipment.
- Complete homework to enhance their learning.
- Take pride in their work through consistent expectations across the curriculum for neat and accurate presentation of their work.
- Make a positive contribution to class discussions when requested to do so.
- Demonstrate a positive attitude towards behaviour for learning.
- Take responsibility for improving their own learning.
- Ask for help if required.

Monitoring and Evaluation of Quality of Teaching and Learning

Classroom Teachers

Classroom teachers are responsible for the progress of student's in their classes and for self-evaluating their own professional development as an on-going requirement of Performance Management.

This is achieved by:

- Self-evaluation of their subject knowledge and understanding of educational initiatives.
- Self-evaluation of the quality and effectiveness of their own teaching and their classroom management.
- Monitoring student progress to ensure they achieve well against prior achievement and similar groups nationally.
- Self-evaluation of their contribution to the policies and aspirations of the school.

Form Tutors

Form Tutors are responsible for contributing to monitoring the progression and well-being of individual students in their tutor group and for providing support and advice to those students both socially and academically.

This is achieved by:

- Monitoring academic progress and attitudes of individual students through academic mentoring.
- Encouraging and developing the ability of students to evaluate and take responsibility for their own learning.
- Monitoring of behaviour, rewards and sanctions, uniform, punctuality and attendance.

Directors of Learning

Directors of Learning are responsible for securing and sustaining effective teaching of their AoLE. This will involve evaluating the quality of teaching and standards of students' achievements and setting targets for improvement.

This is achieved by:

- Evaluating the teaching within their AoLE, and the planning of lessons and using this analysis to identify and share effective practice and to lead action for improvement.
- Ensuring curriculum coverage, continuity and progress for all students.
- Establishing and implementing clear policies and practices for assessing, recording and reporting on student progress and setting targets for further improvement.
- Analysing and interpreting data on students' performance against school expectations and other comparative data; setting expectations and targets and implementing actions for the achievement of individual students and key groups (e.g. FSM, MAT, ALN, gender groups, C/D students).

- Monitoring students' work by regular sampling of classwork and students' responses and attitudes in order to make a comparative evaluation of students' work against other classes and year groups to ensure quality, consistency and to implement strategies for improvement.
- Observing teachers as part of the CPD process and giving constructive feedback. Evaluating progress of teaching and learning targets in faculty improvement plans, in line with School Development Plan.

Learning

Year Heads are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups.

This is achieved by:

- Monitoring the progress and potential of their Key Stage, and with consultation with their SLT link to use student data to identify and set targets for specific students according to their needs, e.g. ALN, MAT, FSM, etc.
- Maintaining an overview of the experience of students in their year group by e.g. monitoring the use of PSE and cross-curricular activities.
- Monitoring the work of tutors and quality of tutor time, e.g. checking of teachers are following the two-week tutor timetable.
- Monitoring attitudes to learning through e.g. attendance, behaviour, punctuality, etc.
- Reporting back to SLT and to staff as requested.

School Leadership Team (SLT)

The Senior Leadership Team sets priorities and targets for improvement at whole school level based on evidence gained from monitoring procedures. They track progress made on the School Development Plan. Monitoring and evaluation principally takes place through SLT links with departments and reviews of teaching and learning.

Responsibilities

- The Headteacher is responsible for monitoring the performance of members of the SLT.
- Members of SLT are responsible for each curriculum and pastoral area and for key issues in the School Development Plan annually.

SLT Link Meetings

Each Director of Learning is linked with a member of SLT, with the aim of:

- Monitoring effectiveness of leadership and management of their respective AoLE.
- Analysing performance data and setting targets for improvement.
- Giving support and arranging training for development.
- Ensuring quality of standards and verifying judgements of Directors of Learning.

Review of Teaching and Learning

The purpose of this are as follows:

- Identify and share good practice.
- Evaluate the quality of teaching and set targets for improvement.
- Track progress on teaching and learning issues identified in School Development Plan.
- Identify key aspects of teaching for development by AoLEs and for the whole school.
- Identify and support teachers where necessary.
- Standardise monitoring procedures.