



**Create Your World**

# Cardiff West Community High School Teaching and Learning Policy v1

Established July 2017  
For review July 2020



An artist's impression of our new Cardiff West Community High School in Trelai Park, opening April 2019

**Ambition**

**Resilience**

**Trust**

## Introduction

### **Every lesson, every day to be good or better.**

At Cardiff West Community High School we know that effective Teaching and Learning lies at the heart of successfully raising achievement. We have **high expectations** of both our students and staff. We expect our teachers to deliver outstanding lessons to ensure rigorous learning and progress and our students to engage with their learning and to make the most of the opportunities they are given.

We believe that creativity flourishes within a structured academic environment. Good learning does not occur unless there is a safe and orderly environment both in and out of the classroom.

Closing the achievement gaps is a key priority which requires a highly differentiated focus within our lesson planning. We plan to ensure academic success: We plan with every student in mind; we plan every part of each lesson as this is how we meet the needs of every pupil.

We actively use data as part of the planning process, to help us to understand the individual needs of our students. We mark and assess the students' work regularly, to ensure our students know how to improve. The time for pupils to reflect on their learning and to take steps to improve, re-draft and correct work based on teacher feedback is crucial. We call this DIRT Time, which is **Dedicated Improvement and Reflection Time**. We must provide opportunities for students to learn from their mistakes. We need to ensure that we diagnose problems and then re-teach and re-test before moving on to the next level of learning. We prioritise depth before breadth, so that all students have secure foundations – we review, reflect then re-teach.

We encourage high levels of literacy and numeracy across all subjects as these are the foundations of academic success.

In addition to all teachers supporting the development of literacy and numeracy we use effective questioning to drive up standards. Effective questioning deepens learning and uncovers misconceptions. Teachers tell less and question more.

We need to do what it takes to ensure that each student achieves their potential. Enjoyment of learning is crucial; we all work harder when we are enjoying our work. It is our responsibility to ensure that students are enjoying their lessons and intrinsically feel that each lesson is improving their chances of success.

### **Every lesson, every day to be good or better.**

At Cardiff West Community High School we expect all teachers to follow the Western Way, in every lesson, every day. At Cardiff West CHS we believe that structure liberates and consistency is key.



## The Western Way for staff

In every lesson at Cardiff West Community High School we will:

1. Meet and greet students at the door.
2. Ensure all students sit in a planned seat.
3. Make sure students are ready to learn – mobile phones are off and away, bags are on the floor and no one has their coat on.
4. Provide a starter activity ready for all students as soon as they enter the classroom.
5. Ensure the register is taken whilst students complete their starter activity.
6. Plan differentiated and engaging lessons.
7. Check progress regularly during the lesson.
8. Dismiss the pupils in an orderly manner at the end of the lesson.

When teachers believe, students succeed.

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## Planning

At Cardiff West CHS we expect all teachers to plan their lessons thoroughly, focusing on clear learning objectives against which progress can be measured. Lesson planning needs to focus on two clear elements – what the students will do and what the students will learn.

Good planning starts with high expectations.

### High expectations – When teachers believe, students succeed...

It is imperative that, as teachers, we are ambitious for our learners and share this ambition with them through positive role modelling and careful use of language. A crucial part of our role is to help our pupils raise their own expectations of how much they can achieve.

We do this by:

- Preparing our students for university or training and beyond. Where possible learning should be deeply rooted in the world of work
- Expecting every student to achieve their individual target and do what it takes to ensure that this progress is achieved
- Teaching that promotes students' high levels of resilience, confidence and independence when they tackle challenging activities

## Lesson Plans

The prime purpose of lesson planning is to ensure teachers plan highly effective lessons as part of an overall sequence of lessons. It is not a requirement to use the Cardiff West CHS lesson plan template for every lesson. It is however, essential that planning is evident for all lessons. Use of the Cardiff West CHS lesson plan template will be required for formal observations and at the direction of the SLT.

All lesson planning should begin with high expectations.

At Cardiff West CHS we expect all teachers to plan every lesson. Each lesson should include:

1. **A seating plan with a clear rationale behind it that considers pupil data.**
2. **A do now starter activity that pupils can work on independently as they enter the classroom.** This should be relevant and have a literacy focus. The starter should connect students to previous learning
3. **Clear and measurable learning objectives.** Learning objectives reflect what students will learn not just describe what students do. It is important that every learning activity supports the student to achieving their learning objective. Learning objectives should be differentiated and made explicit to all students. Staff should be clear about the benefits of this learning – why it is worth it and how it will help them
4. **A range of engaging and interesting differentiated learning activities** planned that help to chunk up the learning. These should be planned to ensure they stretch and challenge specific pupils whilst supporting others. These are the processes that enable students to meet their Learning objectives
5. **Regular opportunities to measure progress towards learning objectives throughout the lesson**
6. **A plenary at the end of the lesson**
7. **Extension and scaffolding work ready** and planned for each lesson
8. **Opportunities for feedback** and where relevant, opportunities for pupils to respond to feedback
9. **Specific opportunities to develop literacy within every lesson.** This should include a focus on either **Oracy, Reading or Extended writing** or a combination

**Great teaching** is key - every lesson, every day, to be good or better.

Great teaching is what enables learners to make great progress. The greater the progress needed, the greater the teaching has to be. Everything we do must support and enable great teaching and learning.

### **Positivity and modelling**

We cannot underestimate the power of modelling excellent behaviour for learning with our pupils. We need every member of staff to be the mirror of what we expect in the classroom and around our school.

Creating classroom positivity helps to foster an enjoyment of learning. Happy learners make greater progress. An outstanding lesson has teachers and other adults generating high levels of enthusiasm for participation and commitment to learning.

We can contribute to positive classrooms through:

- Finding ways to generate excitement about the subjects we are teaching.
- Giving precise, plentiful and generous praise – modelling excellent use of language.
- Regularly celebrating good work and effort.
- Ensuring we do not leave anyone out of the spotlight of praise and foster the “catch them being good” mentality.
- Learners are caught doing things well.

### **To help spread positivity at Cardiff West CHS we will:**

- Display learners work
- Give regular feedback using precise and accurate praise
- Make contact with parents to tell good news
- Publish learners’ work in newsletters
- Reward outstanding work in assemblies

Remember that we are all ambassadors for Cardiff West CHS – and what we say and how we say it has impact.

### **Focus on Literacy**

The greater the vocabulary, the more the students can access academic success. We have to pursue every opportunity to increase students’ vocabulary. Regardless of their prior attainment, we focus on developing their competency in reading, writing and speaking and listening.

We can achieve this in two ways:

#### **1. Literacy focus in every lesson of every subject**

All teachers are teachers of literacy. Each teacher is expected to develop technical vocabulary skills to help students be successful in the subject.

#### **2. Targeted teaching to improve literacy**

Dedicated time in the curriculum is given to students to ensure literacy skills are developed – with explicit focus on developing oracy, reading and extended writing. Review, Reflect then Re-teach

Before students move on to the next level of learning, we ensure that each skill can be used consistently with accuracy – this is the difference between ‘knowing’ ‘understanding’ and ‘demonstrating’ learning.

**First Impressions count and consistency is key.**

### **The first 7 minutes of any lesson set the tone for the rest...**

Every member of staff should have the “one foot out; one foot in” approach to the start of every lesson. All staff should be at the classroom door at the start of every lesson to greet the students and direct them to start their do now starter activity. Teachers stand in a position where they have command of the space/room and the corridor, meeting and greeting students as they arrive. Teachers are expected to engage positively with students and greet them in a welcoming manner. Staff should verbally recognise positive behaviour.

Teachers must follow the Western Way with students and ensure compliance.



**The Western Way for students**

At Cardiff West Community High School we will:

1. Be on time.
2. Be ready to learn.
3. Wear the correct uniform and bring the right equipment.
4. Allow teachers to teach and students to learn.
5. Show respect to everyone including yourself.
6. Take an active part and try your best.

Remember – what you say and do matters.  
Work hard | Look smart | Be kind

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### **An outstanding lesson at Cardiff West CHS.**

- 1) All routines are clear and embedded – they exist in order to maximize learning time
- 2) Evidence of planning allows teachers to take into account every student's needs. The learning for the lesson is clearly aimed at each student's needs and progress
- 3) Feedback is regular, precise and clears misconceptions quickly and masterfully. Formative feedback is at least every two weeks and all students respond to feedback in planned DIRT time in lessons
- 4) Students understand and can articulate their expected outcomes and how they will be measured
- 5) Students are active participants, not passive recipients
- 6) ICT is used effectively to engage and support progress in line with the DCF.
- 7) Questions are rigorous and planned in order to check understanding increase learning.
- 8) Teachers ensure that the answers given are accurate and aim to correct misconceptions. We believe that 'right is right' and it is best for each scholar if misunderstandings are corrected quickly to prevent future error
- 9) All students make progress above expectations
- 10) There is joy of learning evident in the lesson

### **Schemes of Learning**

At Cardiff West CHS planning begins with the end in mind.

We focus on this concept in two ways:

1. Teach the skills and knowledge necessary for success at GCSE and beyond. Learners need to be prepared for the highest academic success. The skills needed at GCSE must be taught from Year 7 onwards so that they become second nature. The skills needed at KS4 must then be pulled down into KS3 planning.
2. Assessment is necessary to gauge progress and learning of what has been taught over a certain period of time. Although we teach the skills to be proficient in several subjects, it is necessary that assessment criteria has been agreed before teaching commences. The results of the assessment will be used to measure the success of teaching and learning that term.

### **ICT**

At Cardiff West CHS we promote the use of effective ICT in the classroom and beyond to engage learners and accelerate progress. The Best Practice Group will have a focus on sharing effective use of ICT. All staff will be encouraged to use ICT appropriately in and out of the classroom and contribute to the development of our new vision for ICT.