

# Cardiff West Community High School

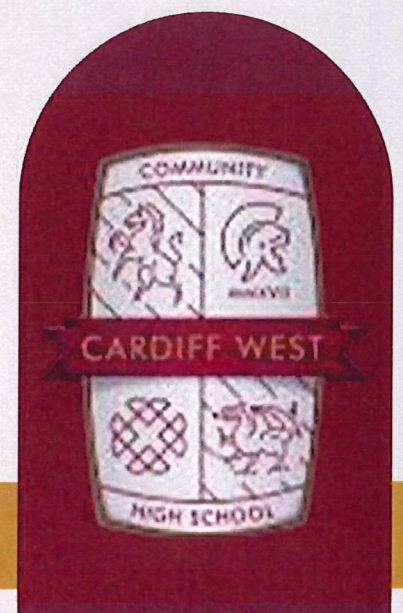
## Teaching and Learning Policy 2026-28

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## Teaching and Learning Policy

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### 1. Vision and Rationale

At Cardiff West Community High School, teaching and learning are at the heart of everything we do. We are committed to delivering inclusive, high-quality education that empowers every pupil to thrive. Our vision is to develop ambitious, capable learners who are confident, creative, and ready to contribute to society.

We believe that the role of the teacher is to facilitate learning in a way that builds resilience and fosters independence and ambition so that pupils can 'create *their* world'. As reflective practitioners, we expect our teachers to engage individually and collectively in constant review and enhancement of pedagogy which continually advances the quality of teaching and learning at Cardiff West Community High School and ensures that our pedagogy remains impactful.

### 2. Aims

Our teaching and learning policy aims to:

- Establish a shared philosophy of learning for all pupils, regardless of background or ability.
- Promote high expectations, challenge, and engagement in every classroom.
- Ensure consistency and high-quality teaching through our Five Fundamentals and Ethos Consistencies.
- Support all learners, including those with Additional Learning Needs (ALN) and English as an Additional Language (EAL), through inclusive and responsive teaching.
- Consistently and purposefully integrate CWCHS common literacy and numeracy symbols and appropriate elements of digital competency, including new technologies, across the curriculum to enhance the learning experience and allow regular opportunities for all pupils to make continued progress in these areas.
- Ensure regular assessment and diagnostic feedback is provided by all teachers to drive pupil progress and foster pupil reflection.
- Foster a culture of professional dialogue, collaboration, and innovation.
- Ensure every teacher and pupil is aware of individual targets and goals for progression through clear, diagnostic feedback, both verbal and written.
- Ensure every lesson is planned within the context of a well-written scheme of learning designed to embed essential GCSE skills and support pupil progress.
- Ensure lessons are prepared within the context of the Curriculum for Wales and our planned curriculum should hold the 4 purposes at its heart. The 4 purposes should be the starting point for all experiences, supporting our learners to be:
  - Ambitious, capable learners ready to learn throughout their lives
  - Enterprising, creative contributors, ready to play a full part in life and work.
  - Ethical, informed citizens of Wales and the World
  - Healthy, confident individuals ready to lead fulfilling lives as valued members of society.
- Ensure conditions for good learning are established through good working relationships, with pupils' behaviour effectively managed in line with the school's behaviour policy.

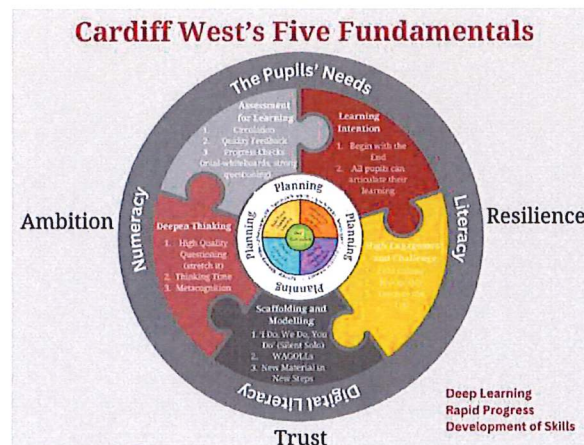
### 3. The Five Fundamentals of Teaching and Learning

Cardiff West's Five Fundamentals teaching and learning framework places planning at the heart of effective practice. The central wheel emphasizes that high-quality teaching begins with thoughtful planning that aligns with pupil needs and the Curriculum for Wales Four Purposes. Planning acts as the foundation for everything else, ensuring that learning is coherent, inclusive, and purposeful. Around this core are five interconnected areas, each a fundamental of effective teaching, that support deep learning, rapid progress, and the development of essential skills.

All teachers are expected to implement whole-school teaching strategies and adopt consistent language to promote coherence across lessons, thereby enhancing pupil understanding and supporting sustained progress.

1. **Learning Intention:** Clear, purposeful objectives are shared with pupils using “Today I will...” and “I am successful when...” formats so that pupils can articulate their learning.
2. **High Engagement and Challenge:** Strategies such as Cold Calling, No Opt Out and Teach to the Top ensure all pupils are stretched and supported.
3. **Modelling and Scaffolding:** The “I Do, We Do, You Do” model, WAGOLLS, and structured support help pupils access and master new content.
4. **Deepen Thinking:** Higher-order questioning, metacognition, and critical thinking tasks are used to promote deeper understanding and independence.
5. **Assessment for Learning:** Real-time feedback, mini whiteboards, dot marking, and DIRT are used to ensure teaching is responsive and progress is visible.

Together, these Five Fundamentals, driven by careful planning, grounded in pupil-centred practices and paired with core skills, create a rich learning environment where ambition, resilience, trust thrive.

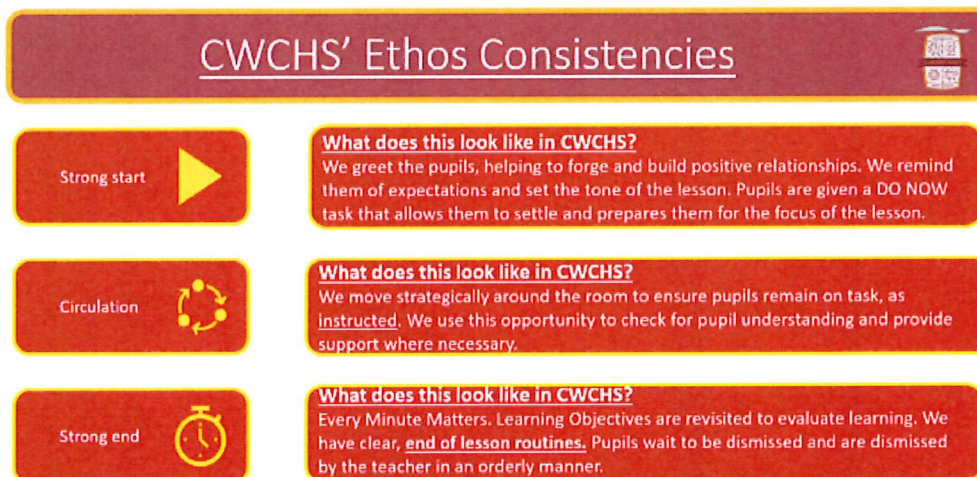


#### 4. Our Consistencies

There are 3 core 'consistencies' at Cardiff West Community High School. These should be common practice in all lessons. The purpose of these consistencies is to ensure there are clear routines and common approaches across all lessons, as we believe this consistent approach is fundamental to the success of lessons at Cardiff West CHS. All teaching and learning focus from our 'Five Fundamentals' teaching and learning framework can be incorporated and used alongside these 3 core consistencies.

To ensure a calm, purposeful learning environment, all staff implement:

- **Strong Start:** All lessons should begin with threshold routines, positive greetings, and Do Now activities to establish positive relationships, maintain high expectations and allow for a settled and immediate start to learning.
- **Circulation:** All lessons should include strategic movement around the classroom to assess learning and manage behaviour.
- **Strong Finish:** All lessons should end with a suitable plenary task that consolidates learning and prepares pupils for next steps. All lessons should end with a calm, controlled dismissal.



#### 5. Curriculum and Planning

All lessons are planned with the end in mind, ensuring alignment with the Curriculum for Wales and progression towards GCSE and beyond. Schemes of Learning should be present and available from all Areas of Learning Experience.

Schemes of Learning should:

- Utilise strategies from our 'Five Fundamentals' teaching and learning framework and allow opportunities for this to be developed.
- Embody the curriculum for Wales and have the four purposes at its heart.
- Provide appropriate challenge for all pupils and allow for appropriate progression for all.
- Provide a framework to allow all staff, including those teaching outside their subject specialism, to deliver effective and successful lessons that provide opportunities for all pupils to succeed and progress.
- Include appropriate, shared termly assessments across the area of learning.

Schemes of Learning should be designed with clear end goals in mind. This principle is reflected in two key areas:

1. **Curriculum Intent:** Teaching should be strategically planned to develop the skills and knowledge required for success at GCSE and beyond. High academic expectations begin in Year 7, with a progressive curriculum that builds towards the demands of formal qualifications.
2. **Assessment:** Assessment plays a vital role in evaluating pupil progress and the effectiveness of teaching. It is essential that assessment criteria are clearly defined and agreed upon prior to the delivery of each unit. These criteria should align with the intended learning outcomes and provide meaningful insight into pupil understanding.

Assessment outcomes should be used to inform future planning, measure the impact of teaching, and support pupils in making sustained progress.

## 6. Lesson Planning

The primary 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 CWCHS lesson plan template for every lesson. It is, however, essential that planning is evident for all lessons. Use of the CWCHS lesson plan template will be required for formal observations and at the direction of the SLT.

All lesson planning should begin with high expectations of all learners. Planning should include:

- A seating plan informed by pupil data.
- A Do Now activity that pupils can work on independently as they enter the classroom. The 'Do Now' activity should either activate prior learning or provide a purposeful introduction to the content of the upcoming lesson, ensuring a smooth and meaningful start to learning.
- Clear, measurable learning intention and success criteria. The learning intention should reflect what pupils will learn, not just describe what learners do. The learning intention and success criteria should follow the CWCHS format. "Today I will... I am successful when...." It is important that every learning activity supports the pupil in achieving the learning intention. The learning intention should be made explicit to all pupils and reviewed during the lesson.
- A range of engaging and challenging learning activities planned to deepen thinking and build knowledge and skills. These should be planned to ensure they stretch and challenge all pupils. These are the processes that enable pupils to meet the learning intention.
- Regular opportunities to measure progress towards the learning intention throughout the lesson.
- Opportunities for pupils to develop their literacy, numeracy, and digital skills, in alignment with their progress step.
- Differentiation that is used in a range of ways to ensure all pupils are challenged to achieve highly.
- Extension and scaffolding work ready and planned for each lesson.
- Specific opportunities to develop literacy within every lesson. This should include a focus on either oracy, reading, writing or a combination.

- Consideration given to learners with ALN and Additional Learning Provision (ALP) identified in their Individual Development Plan (IDP), where appropriate.
- A plenary to consolidate and assess the learning of the lesson.

### 7. Literacy, Numeracy, and Digital Competency

The development of literacy, numeracy, and digital skills is a whole-school priority and must be embedded meaningfully across all areas of learning. These skills should be implemented in alignment with pupils' progression steps, ensuring they are relevant and purposeful, not included for the sake of compliance. Teachers are expected to use agreed whole-school strategies and symbols to ensure consistency and clarity for learners.

Our whole school consistent approaches for skills include:

- **Literacy:** Reading Keys, Writing Pathway, Oracy roles, and explicit vocabulary instruction.
- **Numeracy:** Consistent methods (e.g., SMALT for graphing) and numeracy symbols to highlight cross-curricular maths.
- **Digital Competency:** Use of Canva, Book Creator, Microsoft Teams, and flowcharts to support digital literacy and problem-solving.

### 7. Feedback and Assessment

- Feedback is timely, specific, and actionable. It includes:
- Verbal feedback (most frequent). This is clearly noted in the pupils' books and pupil response to feedback is clearly visible in green pen.
- Peer and self-assessment using WWW/EBI.
- Whole-class feedback and DIRT (Directed Improvement and Reflection Time).
- Deep teacher marking of key assessments using WWW/EBI. These should take place at least once every half term for core subjects and will vary across other subject areas depending on frequency of lessons per half term.

Assessment informs planning, identifies misconceptions, and supports pupil progress.

**Please see CWCHS Feedback and Marking Policy for more information.**

### 8. Lesson Observations and Follow-Up Procedures

At Cardiff West Community High School, we are constantly evaluating the quality of teaching and learning so that we can ensure that all learners make the best progress they possibly can. As part of this process, we regularly monitor the quality of classroom practice to ensure that it is consistent with whole school priorities and identifies good practice.

At Cardiff West we aim for all teaching to be good or excellent and use the results of classroom observations to evaluate our success in fulfilling this aim, provide professional development, identify good practice, and develop learning targets within subject areas and throughout the whole school.

Our CPD regularly relates to Cardiff West's Five Fundamentals and other current teaching and learning pedagogy. Lesson observation and planning paperwork relates to our whole school priorities for teaching and learning.

**Our lesson observations are non-judgemental. We observe in order to:**

- Support staff as they develop their knowledge and skills in striving for professional excellence;
- Allow for the sharing and dissemination of good practice;
- Play a vital role in assessing the impact of teaching and learning on pupil' attainment.
- Inform and facilitate the monitoring of the School/Department Development Plan;
- Inform the ongoing development of the curriculum;
- Help to identify priorities for staff development.
- Provide information for the self-evaluation process.
- Inform the performance management process.
- Know strengths and areas for development of teaching.
- Support agreed consistency through the school/area/department.

#### 9. Quality Assurance

At CWCHS we will monitor and evaluate the effective implementation of this policy using the following methods:

- Lesson observations/drop ins (non-judgemental and developmental).
- Work sampling and book looks.
- Pupil voice/ Staff Voice
- Data analysis.
- Area/Subject leader monitoring
- Departmental reviews and self-evaluation.
- Performance management and CPD.
- Departmental Meetings
- Line Management Meetings
- Standardisation and moderation activities
- SOL/ Exemplar portfolios/Assessment portfolio scrutiny

#### 10. Sharing Good Practice

Sharing good practice is crucial to ensuring that ideas and strategies are communicated and disseminated across the school. The school acknowledges (formally through its CPD programme and informally on a day-to-day basis) the importance of collating and utilising the wealth of expertise across the school.

Effective practice is shared and celebrated in a number of ways, which include:

- CPD sessions, creative briefings and action research.
- Departmental meetings and sharing of good practice.
- Observations and coaching.

- Transition projects with primary feeder schools
- CWCHS Teaching and Learning group

## 11. Roles and Responsibilities

### **The pupil:**

- To engage in, and take responsibility for, their own learning by participating fully in learning activities in the classroom and beyond.
- To take ownership of their own learning by shaping and reviewing their own learning through reflection.
- To reflect upon their own progress towards attainment targets and set interim steps towards achieving these.
- To contribute to purposeful peer assessment and moderation activities.
- To be respectful to the learning environment, their peers, their teacher and their classroom.
- To value and respect the views of others involved in the learning process.

### **The subject teacher:**

- To plan lessons which consider prior attainment, specific learning needs and different learning styles to allow all learners to access the curriculum.
- To provide reflective opportunities (DIRT time) to allow pupils to consolidate their learning and to reflect upon the cognitive process.
- To ensure that learners make progress during lessons using accurate and appropriate assessment techniques.
- To use high quality, higher order questions which provide stretch and challenge to all learners.
- To report, at regular intervals throughout the academic year, on pupil progress, attainment and efforts in lessons.
- To be committed to learning themselves as reflective practitioners who strive to keep up to date with knowledge and pedagogy.
- To manage behaviour to ensure that the learning environment is safe and conducive for learning.
- Have high expectations of all pupils.
- To ensure they are up to date with school priorities for teaching and learning and wider developments at a local and national level.

### **The Department**

- To identify the teaching and learning strategies which would be best suited to delivery of curriculum content and material.
- To plan schemes of learning which incorporate opportunities for learners to access the curriculum in line with the policy recommendations.
- To contribute to the department resource and assessment portfolios and relevant website sections.
- To contribute to area data collection, moderation and standardisation processes.

## **Area Leads**

- To ensure consistent processes and teaching methodologies are implemented across the Area.
- To ensure that the school/area policy is in operation through lesson observations, work sampling and pupil voice interviews and that whole school priorities are shared through subject plans.
- To ensure there are appropriate departmental resources and portfolios available for all team members.
- To ensure there are appropriate schemes of learning and that the content and impact is regularly evaluated and updated. To ensure these are available for all team members.
- To ensure the relevant website sections are populated and updates.
- To monitor the progress of all pupils within their area, considering a range of information including assessment outcomes and quality of work produced.
- To encourage and make time for necessary training and facilitate appropriate CPD ensuring the ongoing development of all team members.
- To encourage the sharing of good practice and professional dialogue.
- To ensure that additional staff support e.g. TA's are deployed effectively in order to support ALN learners

## **The Leadership Team**

- To provide a whole school focus and vision for teaching and learning.
- To ensure teaching and learning is a key part of whole school self-evaluation.
- To create and develop a teaching and learning working group to lead and drive teaching and learning at CWCHS.
- To provide and evaluate the provision of staff training through a planned CPD programme within the school to enhance their knowledge of and practice in employing appropriate and effective teaching and learning strategies.
- To encourage the sharing and dissemination of resources and good practice across different curriculum areas.
- To support liaison between partner primary schools to allow progression in learning from year 6 to year 7.

## **Parents/Guardians:**

At Cardiff West CHS we believe that parents and carers have a fundamental role in helping pupils to learn and progress. We will ensure that parents are informed of their child's learning progress using the following methods:

- Sending annual, diagnostic reports that inform parents on how best to support their child with their learning.
- Sending interim data reports on a termly basis.
- Publishing an annual report to parents.
- Publishing a school newsletter.
- Holding parents' evenings where parents will be able to speak to their child's teachers to understand their child's progress and achievements.
- Holding parental workshops and target intervention evenings.

- Maintaining the school website up to date with learning outcomes.
- Sharing learning across our school's social media platform.

**Parents/Guardians are encouraged to:**

- Engage with reports and parents' evenings.
- Support learning at home and maintain communication with school.

**Governors:**

Our governors determine, support monitor and review our school policies on teaching and learning. In particular they:

- Support the use of appropriate teaching strategies by allocating resources effectively.
- Monitor the effectiveness of teaching and learning strategies through the analysis of pupil data.
- Monitor the effectiveness of the school's teaching and learning policy through the school self-evaluation processes.