



# Milford Haven School

## Teaching & Learning Policy



1988

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Date to be reviewed: September 2024

Policy created and reviewed by : Senior Deputy Headteacher, Daryl John

Milford Haven School's vision is to provide a curriculum to help our learning community achieve the four core purposes. Our vision is to create a curriculum that is theory and practically based, is relevant, progressive, challenging, promotes creativity and establishes a shared sense of responsibility: to ourselves, others, our community and our surroundings. Our curriculum vision is to develop collaboration, ensuring our pupils are proud to be in their house and their school, proud to work together as a community, with a strong sense of shared purpose and value a close 'family' ethos.

Our vision is to create a curriculum that will motivate our pupils to be committed, excited and engaged with their learning; and to develop their personal skills, such as being independent, empathetic, supportive, resilient, dignified and honest.

Our vision is for our dedicated staff to be dynamic, progressive and ambitious in their planning; compassionate and supportive when communicating with the learning community; so we all feel confident, safe and highly valued.

## **1. Core Aims:**

1a) To develop the four purposes of the curriculum which underpin all learning experiences, creating:

- 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, ready to be citizens of Wales and the world;
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

1b) To enhance learners' cross-curricular skills, including literacy, numeracy and digital competence through a learning continuum across the 6 areas of learning and experience;

1c) For staff to develop an insightful and effective approach to using the 12 pedagogical principles to create engaging learning experiences that challenge every learner;

1d) To provide a safe, stimulating and positive learning environment for all;

1e) To develop independent, resilient learners with high aspirations who are equipped with a wide range of cross-curricular skills, including: literacy, numeracy and digital competence;

1f) To provide equal opportunities for all pupils to learn in order to reach their full potential.

## **2. Our responsibilities:**

### **Learners will:**

2a) Attend school whenever possible, ready to learn;

2b) Use their growth mindset and recognise the importance of sustained effort in meeting high, achievable expectations;

2c) Take responsibility for, and actively engage in, their own learning;

2d) Learn cooperatively by developing positive social interaction skills;

2e) Respond enthusiastically and purposefully to useful feedback and other learning opportunities;

2f) Respect themselves and others, by making informed, healthy choices;

2g) Engage with the school's '*Pupil Improvement Plan*'.

### **3. All staff will:**

3a) Safeguard all learners, including adults, by adhering to school policy and practices and developing critical thinking and decision making skills;

3b) Work towards achieving the learning vision of the school as a learning organisation;

3c) Focus on achieving the four purposes of the curriculum;

3d) Create a positive learning environment within and beyond formal classroom settings, where differentiated challenge stretches learners to take increasing responsibility for their own learning;

3e) Communicate and collaborate effectively with colleagues in all roles to advance learning, including the review and refinement of relevant policies and practices;

- 3f) Work with colleagues to assess the impact of teaching on learning to maximise learner progress;
- 3g) Be reflective practitioners and lead their own professional learning.

#### **4. Teachers will:**

- 4a) Inspire high quality learning through responsive teaching, to ensure that planning, teaching and assessment are informed by high quality evidence from first-hand experience and wider research;
- 4b) Provide regular feedback that learners understand and enables them to close the gap between current and desired outcomes, ensuring they adhere to the feedback policy;
- 4c) Provide parents and other partners with useful opportunities to engage in and support learning, including formal reports on progress and family/community engagement events;
- 4d) Foster and promote authenticity, creativity and innovation;
- 4e) Engage and fulfil the requirements of the new teacher standards, knowing that failure to do so could result in disciplinary action;
- 4f) Ensure all pupils are able to progress, taking into account their prior learning, assessment data, skills and knowledge, to ensure they achieve well against prior achievement and similar groups nationally;
- 4g) Actively involve pupils in their learning;
- 4h) Using a range of AFL strategies that effectively gather evidence of learning in order to adapt lessons to meet pupils' learning needs;
- 4i) Take responsibility for their on-going professional development, by making accurate self-evaluation of the quality of their own subject knowledge, teaching, classroom management and school improvement priorities;
- 4j) Plan their own CPD in conjunction with relevant staff.
- 4k) Follow procedures stated in the policies linked to Teaching and Learning, knowing that failure to do so could result in competency and/or disciplinary action, including: Performance Management Policy, Curriculum Policy, Virtual online learning policy, PCC Code of Conduct.

#### **5. Leaders will:**

- 5a) Promote a positive learning culture;
- 5b) Lead reflective practice within the team and professional learning within the team, including an intelligent use of data to set priorities and raise standards of pupils' performance against school expectations and comparative data, to secure continuous improvement for different learner groups eg MAT pupils, gender groups, eFSM;
- 5c) Use a range of measures to evaluate the impact of teaching, school systems and processes on standards of learning and progress;
- 5d) Provide a worthwhile balance of support and challenge to team members, eg modelling and team work scrutiny, joint planning, sharing good practice etc;
- 5e) Engage with all partners on curriculum and policy developments to ensure staff have up-to-date knowledge and expertise;
- 5f) Actively develop individual and collective leadership skills focused upon improving learning in the pursuit of the four purposes by discussing, demonstrating and sharing effective practice;
- 5g) Create and evaluate their teaching and learning targets in department development plans, in line with priorities in the school improvement plan.

#### **6. The Headteacher will:**

- 6a) Be the leading, responsive learner, with a clear understanding and expectation of high quality pedagogy;
- 6b) Through strategic vision, inspire and develop the school as a thriving learning organisation;
- 6c) Understand the quality of the school's current provision and the relevance of local, regional and national educational priorities and opportunities;
- 6d) Strategically invest in collective and individual professional learning to enable all staff to develop meaningfully to improve provision and its impact on learner progress and life chances;
- 6e) Ensure and encourage purposeful learner, staff, parental and partner voice.

#### **7. Governors will:**

- 7a) Provide critical friendship to the school through support and challenge;

7b) Contribute meaningfully to the self-evaluation and development of the school as a thriving learning organisation;

7c) Use first-hand information about the school to make informed, strategic decisions, including attending relevant training, INSET and meetings.

## **8. Parents will:**

8a) Ensure children attend school whenever possible, ready to learn;

8b) Communicate regularly with the school when there are issues that affect their children's wellbeing and learning;

8c) Attend scheduled parent meetings and request others if there are concerns;

8d) Be engaged, active participants in their child's learning and use advice and guidance from the school about supporting learning;

8e) Provide the school with feedback when requested, like surveys and parent forums, and give positive, helpful suggestions whenever this could improve how the school helps children learn.

### **Linked Policies, referred to above:**

[June 2022 Marking and Feedforward policy .docx](#)

[MHS Performance Development Policy 2023-24.docx](#)

[Curriculum Policy.docx](#)

[MHS Virtual online learning policy draft](#)

[PCC Code of Conduct.docx](#)