





## TEACHING AND LEARNING POLICY

|                 |                            |
|-----------------|----------------------------|
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|                    |   |                            |
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| Headteacher        |  | 14 <sup>th</sup> July 2025 |



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## OUR PURPOSE, VISION AND VALUES

### PURPOSE

At Ysgol Bro Taf we are committed to harnessing the power of education to enrich our learners' lives, ensuring that the communities of Pontypridd thrive now and for future generations.

Delivering equity and excellence is at the heart of our school, where there is a place and opportunity for everyone, every day, to discover their brilliance.

### VISION

- Foster a culture of aspiration where everyone strives to discover their brilliance
- Provide a dynamic and innovative curriculum which broadens our learners' horizons through progressive learning experiences
- Enable consistently outstanding teaching and embrace every moment as an opportunity to learn
- Build **ONE** community characterised by fun, equity, and inclusivity, where everyone feels supported, trusted and valued
- Empower our community to realise that leadership is not confined to a select few but can be embraced by all.

### VALUES

|                        |  |
|------------------------|--|
| Be <b>Brave</b>        | We will not be afraid to take risks and will overcome challenges by being resilient.                         |
| Be <b>Respectful</b>   | We will be kind and value everyone in our community.   |
| Be <b>Optimistic</b>   | We will embrace opportunities and challenges with a 'can-do' attitude.                                       |
| Be <b>Trusting</b>     | We will rely on each other's integrity and competence, fostering a collaborative and supportive culture.     |
| Be <b>Aspirational</b> | We will set ambitious goals, strive for excellence and pursue personal growth to achieve our full potential. |
| Have <b>Fun</b>        | We will promote enjoyment and seek fulfilment, celebrating both our individual and collective achievements.  |

## **1. INTRODUCTION**

Ysgol Bro Taf is committed to providing consistently high-quality progressive learning experiences for all pupils. Our pedagogical approaches will create a learning environment that encourages a love of learning to enable all pupils to discover their brilliance. Collaboration and professional learning opportunities will help secure consistently outstanding teaching as our core purpose, providing fun and equitable learning opportunities for every pupil, every day.

## 2. THE BRO TAF WAY

At Ysgol Bro Taf, teaching is most effective when we focus on:

- 2.1. Modelling and explanation – Model and always enforce our values. Use and correct appropriate and technical language and key vocabulary, raising aspirations by demonstrating what effective learning looks like to develop skills and knowledge. This will be achieved through our approach: I do, we do, you do.
- 2.2. Challenge for all – Set high expectations through adaptive teaching and appropriate differentiated / tiered learning experiences which build resilience and independence for all learners.
- 2.3. Coaching and questioning – Effective, challenging questioning techniques aimed at all pupils to deepen thinking, support progression, and develop integral skills.
- 2.4. Practice and Pace – Deliberate practice that allows pupils to progress at an appropriate pace and apply their knowledge, understanding and develop their skills to fully engage in all learning experiences.
- 2.5. Feedback – Provide effective verbal and written feedback throughout the lesson and create opportunities for pupils to reflect on their own and others learning. Always circulate the room.
- 2.6. Skills focused learning – All learning experiences will support the development of Literacy, Numeracy and Digital skills.

### 3. OUR NON-NEGOTIABLES

By embracing our school values, high quality learning experiences will be secured when:

- Be on the door, inside and out. Meet and greet at the door for a positive start, checking uniform and registers to be taken in the first 10 minutes of the lesson. All books and equipment out ready, with a seating plan always assigned
- 'Engage' activity on the board at start of the lesson
- Teachers will set a context to learning to engage pupils - Enquiry question / Core purpose of lesson / Learning Intentions / Success Criteria
- The 'Bro Taf Way' principles underpin all teaching and learning throughout each learning map. Every minute matters
- Questioning is used effectively to support progression and check understanding- Cold calling (no hands up)
- Adaptive and sustainable teaching avoiding the use of worksheets/booklets where possible
- Teacher circulates the room using AFL effectively to give regular, constructive feedback to pupils and review progress made in line with learning intentions/success criteria
- Lessons well planned, challenging and skills focused for all pupils that incorporates the twelve pedagogical principles
- Our school values are at the core of all lessons
- The focus of all lessons should be on the development of skills through the core purposes to explicitly improve pupil led learning, independent learning and group work. (e.g. Think pair share, pose pause, pounce, bounce)
- Reflect for success activity to be explicit to assess for success against the learning intentions
- End and send. All lessons should end with end the lesson in a positive way, dismiss students in a calm and organised manner and stand at the door to see students out.

## 4. SHARING GOOD PRACTICE

- 4.1. Sharing good practice is crucial to ensuring that our ideas, approaches and pedagogical strategies are communicated and disseminated across whole the school. Ysgol Bro Taf acknowledges the importance of professional development, collaboration, sharing good practice and learning from the expertise of staff across the school.
- 4.2. Effective practice will be shared several ways, which include:
- Faculty meetings
  - AoLE meetings
  - Curriculum meetings
  - Professional Learning Programme
  - Exemplar learning portfolios-both digital and through pupils work in books
  - Self-Evaluation approaches
  - Learning Walks
  - Observations – formal (observations) and informal (coaching)
  - Professional dialogue including action research projects
  - Cluster development projects
  - Share good practice forums.

## 5. LEARNING MAPS

- 5.1. Learning Maps should be completed and made available from all Areas of Learning Experience across the whole school. Quality Assurance of Learning maps for relevant areas of responsibility should be completed by:
- Heads of AoLE
  - Heads of Faculty
  - Head of Lower School
  - Deputy Headteacher.
- 5.2. Learning maps should:
- always have Ysgol Bro Taf Purpose, Vision and Values at the heart of planning
  - include the Ysgol Bro Taf model of teaching to allow for learning experiences to be effectively planned for
  - embody the Curriculum for Wales and begin with the four purposes
  - ensure appropriate challenge for all pupils and allow for appropriate progression for all
  - be 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
  - be designed with a Concept and Enquiry question
  - be planned around specific development of Literacy, Numeracy and digital skills
  - ensure Cross cutting themes and integral Skills are planned for appropriately
  - ensure assessment opportunities are built into the learning map in a cyclical process and not as a linear approach.



## 6. ASSESSMENT

### 6.1. Assessment for Learning

#### 6.1.1. Assessment has three main roles in the process of enabling pupil progression:

- supporting individual pupils on an ongoing, day-to-day basis
- identifying, capturing and reflecting on individual pupil progress over time
- understanding group progress in order to reflect on practice.

#### 6.1.2. For ongoing, formative assessment (Assessment for Learning / AfL) it is necessary to focus on the pupil's achievement and on the ways in which they can move forward rather than on the curriculum outcomes and descriptions. This will involve pupils gaining understanding of specific learning goals and the associated success criteria so that, in this way, they can establish their current position, set and move towards targets and recognise, if and when, the targets have been reached.

#### 6.1.3. The use of active and effective AfL is defined as:

- to use success criteria to allow pupils to review their own learning and understand their progress
- to encourage pupils to become involved in setting their own learning targets
- to give regular and constructive feedback (oral and written) enabling pupils to know how well they are doing and what they need to do to improve
- to encourage feedback to inform future planning (Estyn, 2015)

#### 6.1.4. Assessment for Learning will take place across all learning experience. Teachers will focus on:

- Use of Success Criteria
- Questioning (balancing open and closed questions appropriately)
- Using the Visualiser to share and active mark pupil work.
- Live marking
- Self and Peer-assessment
- Check for Success tasks

#### 6.1.5. Self and Peer-assessment

Pupils are given regular and meaningful opportunities to assess their own and others learning. When engaging in these activities, pupils will

- complete the assessment against a clear success criterion
- use the feedback approach of a star for celebration and forward-facing arrow or next steps to improve or develop learning
- use the correct colour pen (green for self and blue for peer)
- be given time to 'Reflect on Success' following the peer-assessment.

## 6.2. Assessment of Learning

- 6.2.1. Assessment of Learning takes place during the capture tasks. Capture tasks are purposefully designed to capture learning at key points throughout a scheme of learning. These tasks allow pupils to demonstrate their learning and progress in the skills identified within the Learning Map, both subject specific and cross-curricular.
- 6.2.2. Teachers give written feedback, outlined below, on capture tasks. When making judgements on pupil progress, teachers utilise a holistic approach that includes pupil performance in capture tasks. For GCSE pupils, grades can be aligned to capture tasks and shared with pupils where appropriate.

## 7. MARKING AND FEEDBACK

### 7.1. Expectations:

- 7.1.1. Areas of Learning and Experience (AoLEs) will identify Capture Tasks that are completed by all pupils to allow teachers to assess pupil progress at key points within their learning. Heads of AoLE determine the frequency of these tasks, ensuring that they are representative of teaching and learning hours. Capture tasks are identified within Learning Maps for all year groups.
- 7.1.2. Success task is completed by the pupil; allowing them to act upon their feedback to move their learning forward.
- 7.1.3. Teachers give feedback that celebrates pupil progress and identifies next steps that allow learning to move forward. Teachers use succinct, technical and pupil friendly language and role model excellent standards of Literacy within their written comments.

### 7.2. Feedback procedure:

- 7.2.1. Teachers will mark in detail the identified Capture Tasks. This can include:

- Annotations of the work (positive recognition, areas to develop or questions)
- Marking of Literacy (see below)
- Marking of Numeracy (see below)

- 7.2.2. Teachers will provide pupils written feedback in the following format:

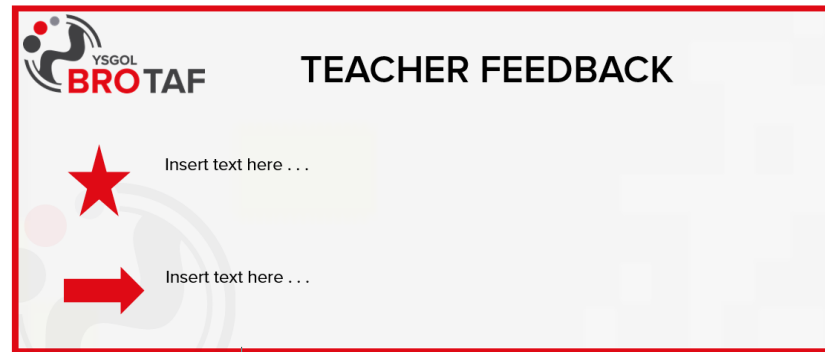


Use a star symbol to identify pupil progress (a celebration of a strength or improvement)



A forward-facing arrow to identify the pupil's next steps in learning (an improvement to be made specifically in the Capture Task or more generally)

- 7.2.3. Feedback should relate directly to subject knowledge and skill development, cross-curricular skill development or both, which will be guided by the learning intention.
- 7.2.4. Teachers will mark in a red pen.
- 7.2.5. Teacher feedback, using the star and forward-facing arrow, can either be handwritten on the piece of work, or typed using the 'Marking and Feedback' Printable (see below). This should be colour printed to follow the pen code.




7.2.6. Teachers will give verbal feedback as appropriate across all learning experiences to support pupil progress at an individual, group and class level. Verbal feedback will not be identified within a pupil's work.

### 7.3. Responding to Marking and Feedback:

7.3.1. Following teacher marking of a capture task, pupils should be set an appropriate and personalised task to move their learning forward, allowing them to begin to address their next steps. Teachers will utilise the 'Reflect on Success' PPT to structure this task (see below). Activities could include but are not limited to:

- Re-drafting
- Yellow box marking
- A challenging question that requires deeper thinking
- Research/enquiry-based learning.



Date in Welsh

Reflect on Success

**Core Purpose | Pwrpas Craidd**

To reflect on the feedback from your teacher and spend time working on your next steps to success.

**PEN CODE!**



Use your green pen for this task please!








1. Read through each of the comments made by your teacher.
2. Answer any questions your teacher has asked you.
3. Make any corrections that are needed:
  - Literacy
  - Numeracy
  - Subject knowledge and skills
4. On your page with **today's date and title**, complete you individual **Reflect on Success** task.

Croeso

- 7.3.2. Following peer-marking pupils should 'Reflect on Success' and address the forward-facing arrow appropriately.

## APPENDIX A: PRESENTATION OF PUPIL WORK

For each pupil, we aim to instil a pride in the presentation of their work. We encourage them to consider that their efforts and energies should make their work something to be proud of as a record of their learning journey.

| The Ysgol Bro Taf Way   |   |
|---|---|
| <p>Write the <b>date</b> and <b>title</b> in:</p> <ul style="list-style-type: none"> <li>English in English lessons</li> <li>Spanish in Spanish lessons</li> <li>Numerically in Maths lessons</li> <li>Welsh in all other lessons.</li> </ul> <p>Use <b>sub-headings</b> to organise your work and to make it easy to follow.</p>   | <p> <b>Always</b> <u>underline</u> the <b>date</b>, <b>title</b> and <b>sub-headings</b> with a ruler.</p> <p> <b>Always</b> draw with a <b>pencil</b>.</p>   |
| <p><b>Always</b> cross out mistakes with a <b>single line (using a ruler)</b>.</p> <p><b>Do not:</b></p> <ul style="list-style-type: none"> <li>Use Tippex</li> <li>Scribble, doodle or graffiti in books.</li> </ul> <p><b>No covering books with stickers / paper.</b></p> <p>No worksheets are to be used unless they are absolutely essential, for example:</p> <ul style="list-style-type: none"> <li>Text annotation</li> <li>Planning</li> <li>Additional scaffolding</li> </ul>  | <h3>THE BRO TAF<br/>PEN CODE</h3> <p> All pupils write in a black pen.</p> <p> All pupils self-assess and improve work in a green pen.</p> <p> All pupils peer-assess in a blue pen.</p> <p> All teachers give written feedback in a red pen.</p> |
| <p>After you have completed a piece of work:</p> <ul style="list-style-type: none"> <li>Leave 3 to 5 lines <b>maximum</b> before starting your next piece of work.</li> <li>Make sure every page is <b>full</b> of work.</li> <li><b>Always</b> catch up on any missing work due to absence from lesson</li> <li><b>Always</b> complete all work to the best of your ability.</li> </ul>  |   |

## APPENDIX B: LEARNING MAP

Year 7 and 8:

| Concept:                               | Enquiry Question:               |  |    |                |                     |
|--|---------------------------------|--|----|----------------|---------------------|
|  | Enquiry overview                |  |    | Time framework | Lessons             |
|  |                                 |  |    |                |                     |
|  | Differentiation Descriptions    |  |    |                |                     |
|  | Significantly below             | Below  | At | Above          | Significantly Above |
| AoLE Knowledge, Skills and Experiences |                                 |  |    |                |                     |
|  | Cross Curricular skills         |  |    |                |                     |
| Literacy Skills                        | Speaking and Listening          | Recall, infer and interpret the general meaning of what is heard, even when different to their perspective, and respond appropriately  |    |                |                     |
|  | Reading                         | Read complex texts independently for sustained periods (this is a reading behaviour). Use a range of strategies to make meaning (e.g. knowledge of phonics, word roots, word families, syntax, text organisation, prior knowledge of context). |    |                |                     |
|  | Writing                         | Choose an item.  |    |                |                     |
| Numeracy Skills                        | Number                          | Choose an item.  |    |                |                     |
|  | Algebra                         | Choose an item.  |    |                |                     |
|  | Geometry                        | Choose an item.  |    |                |                     |
|  | Statistics                      | Choose an item.  |    |                |                     |
| Digital Skills                         |                                 |  |    |                |                     |
|  |                                 |  |    |                |                     |
|  | Relationships and Identity      | Choose an item.  |    |                |                     |
|  | Sexual Health and Wellbeing     | Choose an item.  |    |                |                     |
|  | Empowerment, safety and respect | Choose an item.  |    |                |                     |

## APPENDIX C: LESSON PLANNING

The primary purpose of lesson planning is to ensure all teachers plan highly effective learning experiences as part of an overall sequence of lessons. It is not a requirement to complete a formal lesson plan for every lesson. It is, however, essential that planning is evident for all lessons. Use of the Ysgol Bro Taf lesson plan template will be required for formal observations and at the direction of the SLT.

Every lesson will be framed in the same way:

|  |  | DATE   |
|---|--|--------|
| <b>Learning Intentions   Bwriadau Dysgu</b>                                       | <b>TITLE</b>   |        |
| <b>Engage Activity   Tasg Gynhesu</b>   | <ol style="list-style-type: none"> <li>1 Write the date and title (at the top of this slide) in the and <u>underline</u> both.</li> <li>2</li> </ol> |        |
| <b>Core Purpose   Pwrpas Craidd</b>   |  |        |
| <b>Key Words   Geiriau Allweddol</b>  |  |        |
|   |  | CROESO |



| STEPS TO SUCCESS      |  |  |
|-----------------------|--|---|
| 1* SUCCESS CRITERIA   |  |   |
| 2** SUCCESS CRITERIA  |  |   |
| 3*** SUCCESS CRITERIA |  |   |
| 4**** SUPER CHALLENGE |  |   |

LEARNING SLIDE



|   |   |                              |   |                  |
|---|---|------------------------------|---|------------------|
| <b>TASK:</b> <input type="text"/>   |   | <b>STEPS TO SUCCESS</b>      |   | EXTENDED WRITING |
| <b>Suggested Writing Plan</b><br><div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div> |   | <b>1* SUCCESS CRITERIA</b>   | <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> |                  |
|   |   | <b>2** SUCCESS CRITERIA</b>  | <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> |                  |
|   |   | <b>3*** SUCCESS CRITERIA</b> | <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> |                  |
|   |   | <b>4**** SUPER CHALLENGE</b> | <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> |                  |
| <b>KEY VOCABULARY</b>   | <b>CHALLENGE WORDS</b>  |                              |   |                  |
| <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div>                                   | <div style="border: 1px solid black; height: 40px; margin-top: 5px;"></div> |                              |   |                  |

All lessons will finish with a 'Check for Success' activity (mid way points through the lesson).

|   |  |  |  |   |  |           |
|---|--|--|--|---|--|-----------|
|  |  | <b>CHECK FOR SUCCESS TIME!</b>   |  |  |  | HWYL FAWR |
| <b>Learning Intentions   Bwriadau Dysgu</b>   |  | <b>Check for Success   Gwiria i Lwyddo</b><br><div style="border: 1px solid black; height: 200px; margin-top: 5px;"></div> |  |   |  |           |
| <b>Core Purpose   Pwrpas Craidd</b>   |  |  |  |   |  |           |
| <b>Key Words   Geiriau Allweddol</b>  |  |  |  |   |  |           |

All lessons will finish with a 'Check for Success' activity.




## CHECK FOR SUCCESS TIME!



|  |   |
|--|---|
| <p><b>Learning Intentions   Bwriadau Dysgu</b></p> | <p><b>Check for Success   Gwiria i Lwyddo</b></p> |
| <p><b>Core Purpose   Pwrpas Craidd</b></p>         |   |
| <p><b>Key Words   Geiriau Allweddol</b></p>        |   |

HWYL FAWR

Follow from capture task marking all pupils will engage with a 'Reflect on success' lesson.




Monday 14<sup>th</sup> October 2024

Reflect on Success

|  |  |
|--|--|
| <p><b>Core Purpose   Pwrpas Craidd</b></p> <p>To reflect on the feedback from your teacher and spend time working on your next steps to success.</p> | <ol style="list-style-type: none"> <li>1. Read through each of the comments made by your teacher.</li> <li>2. Answer any questions your teacher has asked you.</li> <li>3. Make any corrections that are needed: <ul style="list-style-type: none"> <li>- Literacy   Numeracy skills</li> <li>- Subject knowledge and skills</li> </ul> </li> <li>4. On your page that we left blank write <b>today's date and title</b>, complete you individual <b>Reflect on Success</b> task.</li> </ol> |
|--|--|

PEN CODE!



Use your green pen for this task please!

REFLECT

All lesson planning should begin with high expectations of all learners and all lessons must be planned for. Each lesson should include:

- A seating plan with a clear rationale behind it that considers pupil data. Seating plans should be reviewed at least every half term
- An 'Engage' starter activity that pupils can work on independently as they enter the classroom. The engage activity should connect pupils to previous learning
- Clear and measurable learning intentions. Learning intentions should reflect what students will learn not just describe what students do
- Lesson intentions and success criteria should follow this format. "Today I will... I am successful when...." It is important that every learning activity supports the pupil in achieving their learning intention. Intentions should be made explicit to all pupils and reviewed throughout the lesson and at the end of the lesson
- Tiered Success Criteria should be shared with all pupils, every lesson
- A variety 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 students to meet their learning intentions
- Regular opportunities to measure progress towards learning intentions throughout the lesson
- A 'Check for Success' activity at the end of the lesson reviewing progress
- Differentiation should be used in a range of ways to ensure all students are challenged to achieve highly
- Extension and scaffolding work ready and planned for each lesson
- Specific, but purposeful, opportunities to develop skills within every lesson.

### Lesson Plan Template

|  |   |   |   |
|--|---|---|---|
| <b>Pwnc / Subject:</b>   |   | <b>Dyddiad / Date:</b>  |   |
| <b>Dosbarth / Class:</b>   |   | <b>Rhif Disgyblion /<br/>No. of Pupils:</b>   |   |
| <b>Ffocws / Concept:<br/>Ardal Ffocws / Area of<br/>Focus:</b>   |   |   |   |
| <b>Dysgu Blaenorol /<br/>Previous Learning</b>   | <i>Place in the learning Map<br/>How this draws on previous<br/>evaluations/learning.</i> | <b>Datblygiad Sgiliau /<br/>Skills Development</b>  | <i>Outline what skills are<br/>being developed and<br/>how the skills are<br/>embedded in the lesson.</i> |
| <b>Bwriadau Dysgu / Learning Intentions</b>  |   | <b>Canlyniadau Dysgu / Learning Outcomes</b>  |   |
| <i>These should be the stepping stones to achieving our<br/>over-arching lesson enquiry. The assessment/progression<br/>opportunities will be completed through the 'check for<br/>success' activities and chance to show progression<br/>throughout the lesson.</i> |   | <i>At the end of the lesson, how will you have<br/>progressed? Where will you now be in the<br/>learning map? What will the pupils be doing<br/>next?</i> |   |
| <b>Geiriau Allweddol / Key Words</b>   |   |   |   |
| <i>Key terminology students have been exposed to<br/>throughout the lesson.<br/>(Vocabulary that may need to be taught as part of the<br/>lesson)</i>  |   |   |   |

| Esboniad / Explanation (Teacher Exposition)  | Modelu / Modelling   |
|--|--|
| <p>Clear explanation of the objective/purpose/strategy; introduce essential question and content of the lesson. Teacher demonstrates and explains skill/activity/strategy; concepts communicated in multi-sensorial ways.</p> <p>Whatever your format, you need to start with the information presented. It could be a video, a song, text, or even a concept. It's the very core the entire lesson is based on. Without this, the students will go nowhere. Depending on your students' levels, you may have to go back to basics. Think about how far back you need to go. The sentence "He put the coat on the rack" makes no sense if you don't know what "coat" and "rack" mean. Give them the very basic concept and let the next lesson (or two) cultivate it.</p>  | <ul style="list-style-type: none"> <li>• Worked examples</li> <li>• WAGOLL</li> <li>• Live modelling (e.g. visualiser)</li> <li>• Live modelling of a poor example to avoid pitfalls</li> <li>• Video</li> <li>• Key words</li> <li>• Memory cues</li> <li>• Instructor demonstrates and explains steps while students observe (I Do/You Watch).</li> <li>• Instructor models strategies by doing—correctly, clearly, concisely.</li> <li>• Instructor models using “think aloud.”</li> <li>• Instructor provides structured activities with extensive guidance and feedback (We Do).</li> </ul> |
| Ymarferion / Practice (Learning activities)  | Gwahaniaethu (e.g. MAT, ALN etc) Differentiation   |
| <p><b><u>Engage Activity:</u></b></p> <p>Settles class into positive attitude for learning. Linked to learning intentions. This activity should engage pupils prior learning and motivate them to know more/learn further.</p> <ul style="list-style-type: none"> <li>• Activate prior knowledge.</li> <li>• Make connections to previous experiences.</li> </ul>  | <p>ACCESS</p> <p>How are you removing the barriers for learning of those students who have learning difficulties? This may be templates, modelling, scaffolded tasks, individual questioning, asking them to explain an activity or learning back to you or someone else in the class.</p>   |
| <p><b><u>Prif weithgareddau/Main activities</u></b></p> <p>The first main learning activity should develop on the interest created in the starter. This should ‘hit’ the learning intentions of the lesson. Think about the tasks you set – are they guided practice activities or are they independent practice?</p> <p><b><u>Doing a guided practice</u></b></p> <p>Now that the pupils have received the information, you need to devise an activity that allows them to put it into action. However, it's still new to them, so start off with an activity that has training wheels. Think close activities, matching, or using pictures, paired discussion, teaching each other. You wouldn't write an essay before you do a fill-in-the-blank! If you have time for another activity, all the better. It's a good idea to test their knowledge on two different levels -- for example, writing and speaking (two very different skills). Try to incorporate different activities for students that have different aptitudes.</p> | <p>CHALLENGE FOR ALL:</p> <p>How are you pushing all pupils in the classroom? How is the extension work linked to developing their understanding of the learning intention to which the task is linked?</p>  |

|  |  |
|--|--|
|  |  |
| <p><b><u>Datblygiad/Development</u></b><br/> A further learning activity should follow on from the main learning activity/activities. This should again 'hit' the learning intention(s) of the lesson. This should be a development of the skills applied in the first main learning activity.</p>   |  |
| <p><b><u>Check for Success</u></b></p> <ul style="list-style-type: none"> <li>• Class reviews lesson intentions and revisits essential progress</li> <li>• Pupils reflect and share what has been taught and learned.</li> </ul>   | <p>Link to the concept, areas of focus and enquiry which you shared with pupils at the beginning of the class. How do you know that ALL pupils have made progress?</p> |
| <p><b>Cwestiynu / Questioning</b></p>  |  |
| <p>It is useful to plan questions in the same way you plan tasks. Move from closed to open questions. Questions could get progressively more challenging building from closed to open. This could include extension question for MAT pupils.</p> <p>Focused, effective questioning serves the following purposes:</p> <ul style="list-style-type: none"> <li>• Enhances explanation and modelling,</li> <li>• Tests the understanding of a new concept. (Moving to reading/writing tasks without first engaging pupils in questioning may mean they are not yet secure enough in their basic knowledge to complete the tasks successfully).</li> <li>• Deepens and develops understanding (don't accept incomplete or simple answers – dig for more)</li> <li>• Ensures pupils engage in cognitive work (stops pupils having the chance to "opt out" and the best questioning ensures that all pupils remain attentive and have to think)</li> <li>• Forms and maintains a classroom culture (e.g. an expectation to answer in subject specific language, a refusal to accept incomplete answers, expectation to listen to others respectfully and respond sensitively).</li> <li>• Sows the seeds of deeper discussion and encourages pupils to become questioners</li> </ul> <p><b>Top Tips:</b></p> <ul style="list-style-type: none"> <li>• Cold calling only to involve everyone</li> <li>• Remember to pause (Pose, pause, pounce, bounce)</li> <li>• Vary strategies – e.g. direct questioning, random questioning (name pickers etc), chained questioning to encourage pupils to listen to each other and respond, hinge questions to judge whether or not pupils are ready to move on to more challenging work</li> </ul> |  |
| <p><b>Adborth / Feedback / AFL</b></p>   |  |
| <ul style="list-style-type: none"> <li>• Students demonstrate mastery of skills taught in lesson.</li> <li>• Immediate, positive, and corrective feedback. Verbal is as effective as written feedback.</li> <li>• Involve pupils in their own learning through self-assessment or peer assessment (but it should be meaningful)</li> </ul>   |  |
| <p><b>Camau Nesaf / Next steps for learning:</b></p>   |  |

*Explain to pupils how the lesson links to the next stage of learning.*

## APPENDIX D: MARKING LITERACY

**G**

### GRAMMAR

Errors in sentence structure, subject-verb agreement, verb tense and punctuation

**^**

### MISSING WORDS

Signifies that a word is missing within a sentence.

**C**

### CAPITAL LETTERS

incorrectly used or missed capital letters.

**P**

### PUNCTUATION

Incorrectly used or missed punctuation appropriate for the learning stage.

**EXP**

### EXPRESSION

Incorrect use of words or phrases.

**SP**

### SPELLING

Incorrect spellings. Teachers identify and pupils correct 3 times on the page.

**//**

### PARAGRAPHING

Signifies that a new paragraph is needed.

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



## APPENDIX E: MARKING NUMERACY

W

### WRITTEN COMMUNICATION

Signifies unclear organisation and / or inaccurate written communication.  
(Teachers may use literacy codes in conjunction where appropriate)

B

### FACTUAL DETAIL

Signifies incorrect use of a fact, explanation, reasoning or strategy.  
(Can be used even if the calculations and answer are correct)

P

### PLOTTING AND GRAPHING

Errors in coordinate plots, graph drawing; including scales, axes, labels, titles.  
(Teachers may use fine grading of SALT in conjunction where appropriate)

U

### UNITS

Incorrect units used or units omitted.

M

### METHOD

Incorrect method or errors in method, beyond a single numerical error.

A

### ACCURACY

Method is correct but there are errors in calculation.  
(over-rounding, miscopied digits etc.)

//

### NEW LINE OF WORKING

Signifies that a new line of working is needed.  
(Often required if chains of two or more equality (=) symbols used)

$+$   $-$   $\div$   $\times$   $\equiv$   $\pm$   $\pi$   $\sqrt{\phantom{x}}$   $\propto$   $\Sigma$   $\cup$   $\cap$   $\cong$   $\angle$   $\parallel$   $\Delta$   $\in$   $\%$   $:$   $(\ )$   
 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26

## APPENDIX F: LEARNING ENVIRONMENT

### All learning environments should include:

- Ysgol Bro Taf Purpose, Vision and values
- Ysgol Bro Taf Form Tutor board and key information
- Marking and feedback codes and guidelines
- Presentation guidelines
- Independent Learning Strategy
- Literacy Display
- Numeracy Display (may not be relevant in all areas of Middle and Upper School)
- Concept working wall linked to each AoLE to include key terminology and subject guidance.

### Note:

- Display boards should be used only, no items should be displayed on the walls or doors.
- A total of four display boards only in each classroom.

The learning environment constitutes all areas of the school, not only classrooms. It is the responsibility of all staff, in all roles, to monitor and assist in managing the learning environment. Corridor displays will need to be agreed with Heads of Schools and AAHT of Faculty.

## APPENDIX F: CHALLENGE FOR ALL

To set high expectations through adaptive teaching and appropriate differentiated learning experiences will build resilience and independence for all learners, appropriate **tiered steps to success (success criteria)** will be adopted through the following approach:

### Lower School

#### Chilli Challenge Steps to Success (4 Levels)

##### 1. Mild Chilli (Easy)

- **Task:** Expected level activity.
- **Learner Focus:** For pupils who need to build foundational understanding, confidence, independence and understanding
- **Skills:** Following instructions, basic recall, and comprehension

##### 2. Medium Chilli (Moderate)

- **Task:** Intermediate level activity.
- **Learner Focus:** For pupils with basic grasp of the topic/concept who are ready for more challenge and application of knowledge.
- **Skills:** Reasoning, some independent thinking, application of knowledge

##### 3. Hot Chilli (Challenging)

- **Task:** Complex activity.
- **Learner Focus:** For confident pupils who can work independently and think critically.
- **Skills:** Critical analysis, problem-solving, applying skills in new and complex contexts and higher-order thinking.

##### 4. Extra Hot Chilli (Higher Challenge)

- **Task:** Super Challenge
- **Learner Focus:** For confident pupils who can work independently and think critically and aspire for higher level of challenge,
- **Skills:** Advanced **critical** analysis, problem-solving, applying skills in new and complex contexts and higher-order thinking.

- **How to Use in Teaching or Learning Policy**
- **In teaching:** Plan lessons with chilli levels to cater to varied learner readiness. Teachers adjust support based on the chilli level learners are ready for.
- **In learning:** Encourage learners to choose their chilli level based on their confidence and skill, promoting self-regulated learning and motivation

## Middle and Upper School Steps to Success

### 1. Success Criteria One ★

- **Task:** Accessible for all learners, ensures that the basic concepts are understood and used fluently.
- **Learner Focus:** For pupils who need to build foundational understanding, confidence, independence and understanding
- **Skills:** Following instructions, basic recall, and comprehension.

### 2. Success Criteria Two ★ ★

- **Task:** Intermediate level activity.
- **Learner Focus:** For pupils with basic grasp of the topic/concept who can work more independently and are ready for more challenge and application of knowledge.
- **Skills:** Reasoning, some independent thinking, application of knowledge

### 3. Success Criteria Three ★ ★ ★

- **Task:** Complex activity.
- **Learner Focus:** For confident pupils who can work independently and think critically.
- **Skills:** Critical analysis, problem-solving, applying skills in new and complex contexts and higher-order thinking.

### 4. Super Challenge ★ ★ ★ ★

- **Task:** Super Challenge
- **Learner Focus:** For confident pupils who can work independently and think critically and aspire for higher level of challenge,
- **Skills:** Advanced **critical** analysis, problem-solving, applying skills in new and complex contexts and higher-order thinking. Linking skills beyond the topics or subject but aim to connect learning with wider AOLES.

### How to Use in Teaching or Learning Policy

- **In teaching:** Plan lessons with star levels to cater to varied learner readiness. Teachers adjust support based on the star level learners are ready for.
- **In learning:** Encourage learners to choose their star level based on their confidence and skill, promoting self-regulated learning and motivation.

## APPENDIX G: INDEPENDENT LEARNING STRATEGY

This approach supports independent learning and critical thinking for several reasons:

1. Promotes Self-Reliance and Problem-Solving Skills
2. Encourages Use of Multiple Resources
3. Develops Persistence and Patience
4. Frees Up Teacher Time for Deeper Guidance
5. Fosters Collaboration and Peer Learning



### BUILDING INDEPENDENCE



### BOOK

Look back through your **prior learning**; is there anything that can help you?

**THINK.** Take a moment to think about the task.  
What can you remember that will help you?





### BUDDY

Ask **another pupil** in the classroom to see if they can help you by explaining in a new way.

**BOSS**

If all of the above haven't helped it is now time to ask your teacher.



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