

Porthcawl Comprehensive School

Teaching, Learning & ALN Policy



Approved by: Full Governing Body

Date: 1st December 2025

Policy Aim

At Porthcawl Comprehensive School, we hold a clearly defined, shared understanding of what makes 'Exceptional Learning and Teaching'. The purpose of this policy is to exemplify the school's approach to facilitating high-quality learning experiences that enable strong and sustained progress in learning across the school's curriculum and 11-19 learning continuum. Whilst bespoke to Porthcawl Comprehensive School, our approach is informed and in line with the mandatory Welsh Government Professional Teaching Standards and 12 Pedagogical Principles for Learning.

Porthcawl Comprehensive School's Vision for Exceptional Learning and Teaching

At Porthcawl Comprehensive school, our clearly defined, shared understanding of exceptional learning and teaching is based upon the 'Porthcawl Pedagogical Principles'. These principles have been created by our staff and are underpinned by educational research. The Porthcawl Pedagogical Principles are as follows:

Porthcawl Pedagogical Principles Toolkit		
<u>Contextualised Learning</u> 	<u>Precise and clear explanation</u> 	<u>Differentiation to challenge ALL learners</u> 
<u>Responsive Teaching</u> 		<u>Progress: made visible</u> 
Ysgol Gyfun Porthcawl Porthcawl Comprehensive School		

What are the Porthcawl Pedagogical Principles?

Contextualised Learning

<p>PPP1: Contextualised Learning</p> 	<p>To ensure purposeful learning, it is vital to provide pupils with the answers to the following questions to truly understand WHY they are learning what they are learning:</p> <ul style="list-style-type: none">• Why are we learning this?• How does this link with what I have learned previously, in this subject or elsewhere?• How does this link with what I will learn in the future? <p>This Pedagogical Principle aims to support teachers to provide the vehicle to support pupils to fully understand the context and purpose of what they are studying.</p>
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Precise and Clear Explanation

<p>PPP2: Precise and Clear Explanation</p> 	<p>To ensure purposeful learning, it is vital to provide pupils with the clarity and understanding of what they are required to do to be successfully with their learning. This can appear in a number of ways including:</p> <ul style="list-style-type: none">• Shared or developed success criteria;• Teacher and/or pupil modelling;• How we consider cognitive load and mediate factors that influence how pupils receive instructions; and• How pupils develop self-regulation where precise and clear explanation is 'internalised'. <p>This Pedagogical Principle aims to support teachers to provide the vehicle to support pupils to fully understand the what they need to do to be successful for completed tasks that, ultimately, leads towards metacognition where the teachers input becomes less and less significant.</p>
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Differentiation to challenge ALL learners

<p>Differentiation to challenge ALL learners</p> 	<p>To achieve the level of progress expected in learning at PCS, all pupils need to be challenged and reach the zone of proximal development where purposeful learning takes place (the gap between what a learner has mastered and what they can potentially master with support and assistance).</p> <p>As no learner is the same, it is vital that we tailor learning to meet the individual learner's needs in a way that is both realistic and achievable. Consequently, the image below helps to communicate how the school aims to support each and every learning to thrive by having their specific needs met.</p> <p>The following strategies focus on how this can be achieved through: tiered expectations, questioning, pupil groupings, specific support for ALN pupils and enabling pupil autonomy / accurate self-differentiation.</p>
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Responsive Teaching

<p>PPP4: Responsive Teaching</p> 	<p>A fundamental teaching concept is to conduct formative assessment to ensure that you, as the teacher, and every pupil has clarity on where they are at, how they can improve and be provided with the time and direction to close the learning gap. Responsive teaching is exactly this: it is implementing strategies to assess learning, provide feedback and shape future learning so that pupils can enact that feedback to make further progress.</p> <p>Responsive teaching focuses on effective ways to assess learning through questioning and more formal assessment and provide feedback to enable further progress. Feedback can be provided in many ways (verbal, written, self, peer, individualised or whole-class feedback), each being as important as the other and a key component in supporting our learners to develop the metacognition to self-regulate their learning.</p> <p>Additionally, responsive teaching is one of our Porthcawl Pedagogical Principles to ensure that all teachers at the school can be filled with the confidence and clarity that planned lessons do not always become reality: sometimes pupils do not grasp or, alternatively, have greater understanding of planned learning. In these moments, it is pivotal for practitioners to be responsive and reconstitute learning appropriately for progress to be made.</p>
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Progress: Made Visible

<p>PPP5: Progress: Made Visible</p> 	<p>The success of any lesson is determined by the level of progress that each pupil makes in their learning. Making progress visible within lessons helps to provide a platform for learners to showcase their understanding to their peers and the teacher to develop a shared understanding of the progress that has been made.</p> <p>Additionally, by making progress visible, it provides further opportunities to:</p> <ul style="list-style-type: none">• Assess an individual's understanding and receive the necessary feedback to enable additional progress to be made;• Assess whole class understanding by providing a platform to engage, question and provide feedback to a greater number of pupils by cascading the learning interaction to others;• Be responsive to any learning misconceptions or lack of understanding of content or skill;• Build confidence with pupils when sharing or presenting their learning in front of their peers; and• Celebrate the progress that learners make within lessons, building confidence, momentum and a desire to engage in future learning opportunities.
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Structuring Learning:

In Lessons

To further enable consistent approaches to learning, Porthcawl Comprehensive School utilises the 'ABCDE' approach to structuring lessons. All teachers have autonomy to design, develop and deliver tasks, learning opportunities and lessons as a whole utilising their preferred teaching strategies to deliver the Porthcawl Pedagogical Principles within the ABCDE structure.

The ABCDE structure is as follows:

	Lesson Stage	Pupil Actions	Typical Teaching Activities
A	 Activation and Aims 	Pupils retrieve previously taught content to bridge previously taught learning with new learning in the lesson. Pupil understand the learning aims of the lesson.	<ul style="list-style-type: none"> Retrieval Practice; OWI; Big Questions; Sharing Learning Aims.
B	 Begin and Build 	Pupils encounter and explore new learning within the lesson. This is often in response to the teacher's explanation of the task and a pupil-led exploratory learning activity.	<ul style="list-style-type: none"> Explanation of task through direct teaching, modelling resource or activity; Pupil-led exploratory learning activity e.g. reading comprehension, carousel, initial skill development.
C	 Check and Consolidate 	Before transitioning to the next section of learning, pupil understanding is assessed, with any mis-learning and/or misconceptions being diagnosed and corrected.	<ul style="list-style-type: none"> Visible Progress Check and Feedback; Peer Gallery Critique; Be Kind, Be Helpful, Be Specific; and Questioning techniques such as ABC, PPPB and Cold Calling.
D	 Deepen and Display 	Pupils build upon previous learning, delving deeper into taught content and/or refining knowledge and skills as they apply it to a specific learning context. Pupils then display their understanding as they respond to the Responsive Teaching and Progress: Made Visible methods that the teacher utilises.	<ul style="list-style-type: none"> Modelling; Success Criteria; Application of learning tasks e.g. Past Paper Question, Performance etc.; Responsive Teaching methods during whole-class monitoring; Visible Progress Check and Feedback.
E	 Evaluate and Encapsulate 	Pupils assess and reflect upon what they have learned within the lesson. In doing so, or through a dedicated task, pupils summarise what they have learned within the lesson in order to carry forward to the next lesson and beyond.	<ul style="list-style-type: none"> Self-Reflection Activity; and Plenary activity.

To support levels of consistency, the Porthcawl Lesson Plans (Appendix 1) and Observation proforma (Appendix 2) are designed using the ABCDE structure for learning.

Curriculum Design

As a school of great tradition, all at Porthcawl Comprehensive School wanted to ensure that the implementation of the Curriculum for Porthcawl was born from the values, principles and legacy of success that the school has achieved. Consequently, the Curriculum for Porthcawl is taught within subject disciplines. Each subject area has identified key, subject-specific concepts that are the fundamental golden threads that run through each discipline's curriculum. Pupils, subsequently, develop their conceptual understanding and knowledge of those concepts as they progress through the Curriculum for Porthcawl. These concepts and the knowledge and skills contained within them have been sequenced, spaced and spiralled across subject curriculums to enable learning to link and incrementally build upon what has been taught previously. In doing so, the Curriculum for Porthcawl is the progress model. This approach is enhanced further through appropriate and purposeful opportunities to develop cross-curricular literacy, numeracy and digital competency skills and cross-cutting themes that are mapped and quality-assured against relevant mandatory expectations and by coordinators, respectively.

In order to enable pupils to be able to transfer the knowledge and skills that they develop within one subject area to another, the Curriculum for Porthcawl establishes:

- Inter-AoLE Knowledge, Skills and What Matters Links;
- Cross-Curricular Knowledge, Skills and What Matters Links;
- A joined-up, cohesive approach to appropriate and purposeful embedding of Cross-Curricular Skills teaching and acquisition;
- A joined-up, cohesive approach to appropriate and purposeful embedding of Cross-Cutting Themes teaching and acquisition; and
- A joined-up, cohesive approach to the development of the Porthcawl Purposes and Porthcawl Pupil.

All of the above will be vehicles to empower pupils to be able to transfer, fuse and build upon previous learning to accelerate progress when encountering opportunities for new learning.

More details of the school's approach to the design, development and delivery of the Curriculum for Porthcawl is available within our Curriculum for Porthcawl Summary which is available here:

[Curriculum-for-Porthcawl-Summary.pdf](#)

Professional Learning:

Vision:

To develop teaching and learning, cohesive, purposeful and bespoke professional learning must be implemented to support teachers to refine and develop the knowledge, skills and proficiency to make the GREATEST IMPACT on LEARNING. At PCS, our aim is to provide professional learning that is designed to:

- Meet whole-school, faculty, departmental and individual need;
- Enable sustained, highly-effective impact;
- Be an honest self-evaluation that is completed with individuals and not *to* them;
- Provide thorough insight into whole-school, faculty, departmental and individual strengths and areas for development to inform improvement planning at every level;
- Engage with and utilise the views and finding of all pupils, teachers, leaders and all stakeholders to provide holistic insight into the school's performance and inform on-going development.

How we evaluate learning to inform professional learning:

The school utilises a robust self-evaluation cycle to ensure that we achieve a fully informed understanding of the school's current strengths and areas for development. The aims of Porthcawl Comprehensive School's Self-Evaluation Cycle for Teaching and Learning are to ensure:

- Regular, routined and realistic evaluative methods are employed to ensure self-evaluation is informed by all members of the school community;
- Leadership at all levels are empowered to raise standards of teaching and learning;
- A shared understanding of whole-school, faculty/departmental and individual areas of strength and development;

- Achieves consistency in approach and uniformed utilisation of findings;
- Supportive, honest and open dialogue between leaders at all levels exists so that strengths can be celebrated and areas for development can be worked through collectively; and
- Just, equitable and worthwhile expectations are placed upon staff to achieve.

To achieve this, the school has calendared self-evaluation milestones that take place across the three terms. Each term has its own specific areas of focus. They are as follows:

- **Expectations:** During Term 1, the self-evaluation cycle is led by the Senior Leadership and Learning and Teaching teams to ensure that Senior Leaders have a full and informed understanding of standards of Teaching and Learning across the entirety of the school. Faculties will be provided with a thorough evaluative report that synthesises the evaluative methods below to target set and inform improvement planning for the rest of the academic year.
- **Empowerment:** Working collaboratively, senior, middle and learning leaders (LTCs) conduct this term’s evaluative methods to ensure that Middle Leaders are guided, supported and empowered to take ownership and be accountable for raising standards of teaching and learning in their area of responsibility and enact targets identified as areas for development from Term 1. HoFs / HoDs utilise findings to inform FSER2.
- **Engagement:** In the final term of the academic year, self-evaluation processes are led by individual teachers to reflect upon their own practice. This is to support and enable all teachers to evaluate their own practice that feeds up into departmental, faculty and whole-school self-evaluation and subsequent individual, faculty and whole-school improvement planning.

The approaches and self-evaluation methods that are utilised are summarised below:

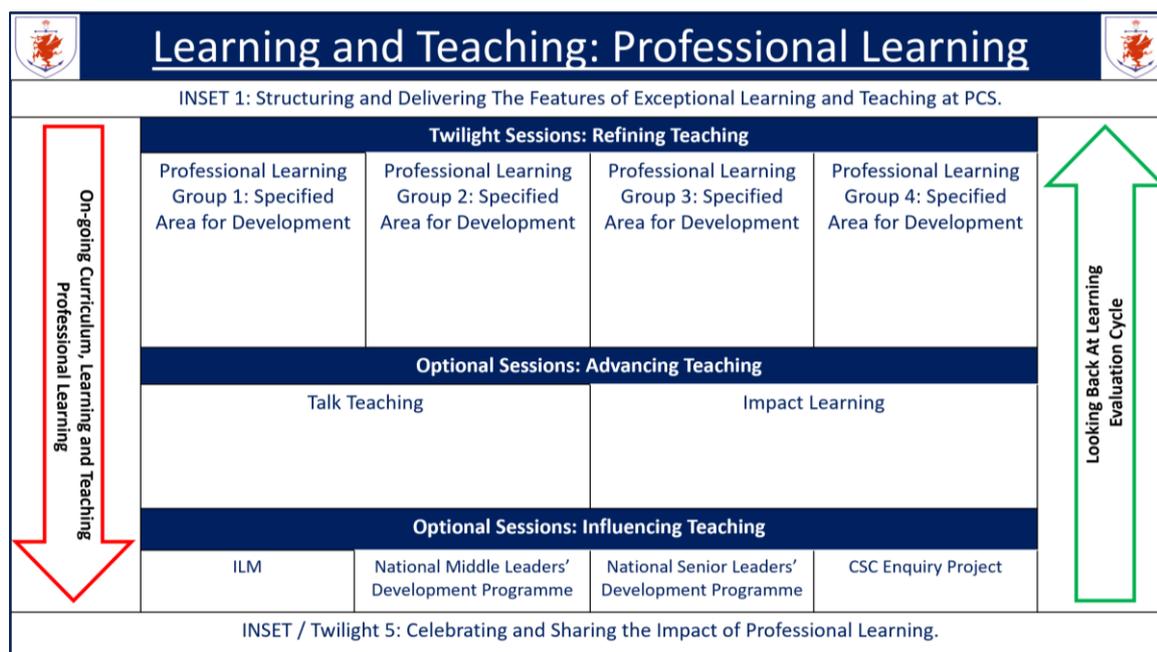
Self-Evaluation Cycle for Teaching and Learning			
	Term 1	Term 2	Term 3
Cycle Title	Expectations	Empowerment	Engagement
Purpose	<ul style="list-style-type: none"> • To ensure that Senior Leaders have a full and informed understanding of standards of Teaching and Learning across the entirety of the school. • Faculties will be provided with a thorough evaluative report that synthesises the evaluative methods below to target set and inform improvement planning for the rest of the academic year. 	<ul style="list-style-type: none"> • To ensure that Middle Leaders are guided, supported and empowered to take ownership and be accountable for raising standards of teaching and learning in their area of responsibility and enact targets identified as areas for development from Term 1. • HoFs / HoDs utilise findings to inform FSER2. 	<ul style="list-style-type: none"> • To support and enable all teachers to evaluate their own practice that feeds up into departmental, faculty and whole-school self-evaluation and subsequent individual, faculty and whole-school improvement planning.
Key Evaluative Methods	<ul style="list-style-type: none"> • Individual Teaching and Learning Review; • Confirmation of SIP / FIPs; • Observation 1 – SLT; • Work Scrutiny (1); • Pupil Panel: Whole-School; and • Pupil Voice Questionnaires (whole-school). 	<ul style="list-style-type: none"> • SIP / FIP Mid-Term Review; • Observation 2 – Line Manager; • Work Scrutiny (2) – Departmental Led; and • Pupil Voice Questionnaires (departmental); and • Curriculum for Porthcawl Evaluation. 	<ul style="list-style-type: none"> • SIP End of Year Review; • Observation 3 – SBP Observation; • Work Scrutiny (3) – Teacher Led; • Pupil Voice Questionnaires (Individual); and • Individual Teaching and Learning Review (end of year).
SER Update	SER 1	SER 2	SER3

Professional Learning in Practice

At Porthcawl Comprehensive School, all members of staff are expected to take ownership over their own professional learning and, consequently, professional development review aims are set through consultation with reviewer and reviewee to ensure clarity of expectation and ownership over set aims is with the individual.

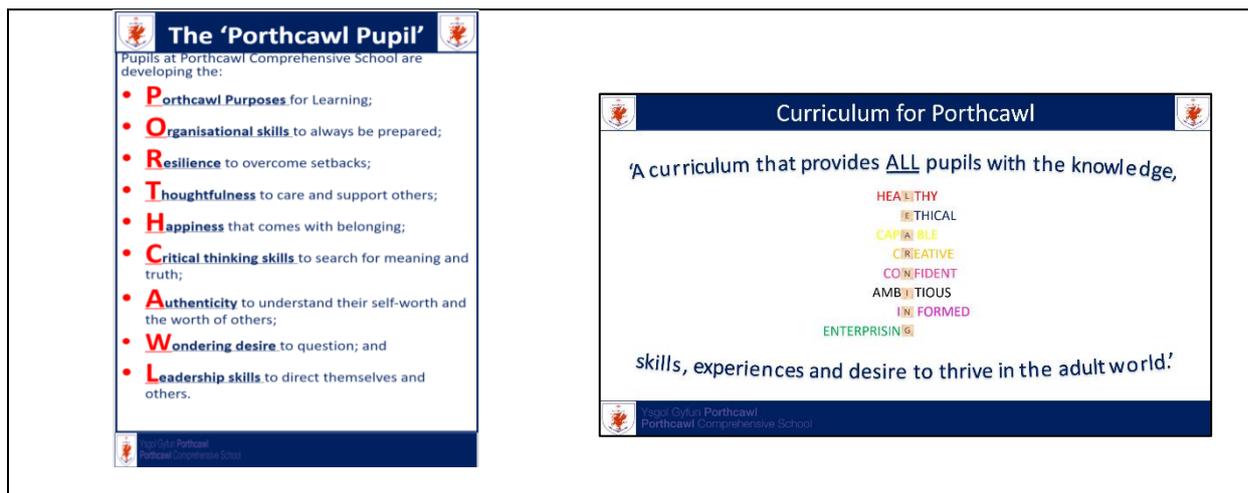
Our approach to professional learning is informed by national policy, school needs and your individual needs as identified by our T&L cycles. Consequently, the school's INSET programme is designed to meet national, whole-school and departmental need whilst the school's twilight programme which is led by the school's Learning and Teaching team focuses more specifically on the development of individual areas for development (as identified in the Individual Learning and Teaching Review).

Moreover, Porthcawl Comprehensive School tiers our approach to professional learning by aligning aspects of our professional learning programme to the Professional teaching Standards sub-groups of: refining teaching; advancing teaching; and influencing teaching. Consequently, the school provides optional in-house PLCs and supports teachers wishing to participate in external training to develop leadership skills and responsibilities to influence pedagogy outside of their own practice. A summary of this approach can be seen below:



Learning and Teaching: Currency for Success

Porthcawl Comprehensive School's Learning and Teaching approach is heavily informed by two visions: 'The Curriculum for Porthcawl' and 'The Porthcawl Pupil'. To influence, inform and measure our approach to learning and teaching against, Porthcawl Comprehensive School uses the two visions below as our currency for success for learning and teaching; ultimately, we will know if our approach to learning and teaching is successful if our vision for the Curriculum for Porthcawl and the Porthcawl Pupil are realised:



Setting Conditions for Learning:

To create a solid foundation and enable high-quality learning to occur, Porthcawl Comprehensive School has designed its curriculum structure, positive learning climate approach (*Ready to Learn*) and daily pastoral time to

Curriculum Structure:

The school offers a broad, balanced and inclusive curriculum that has been developed to maximise pupil progress, offer varied learning pathways to meet the individual needs and interests of our learners and engage and enthuse our pupils in their learner. Specific details on the school's curriculum structure can be found in our 'Curriculum Policy'.

Positive Learning Climate in the Classroom for Learning: Rewards and Ready to Learn:

To celebrate the achievements, efforts and progress of our learners, Porthcawl Comprehensive School operates a very clear 'Rewards' approach. This includes, but is not limited to, recognition of pupils being 'Ready to Learn' in every lesson, celebration of when pupils exhibit the characteristics of the 'Porthcawl Pupil' and classroom conduct and progress informing nominations for the 'Porthcawl Pupil of the Week' and the annual awards ceremony that celebrates pupils who have demonstrated outstanding effort or made very strong progress.

Similarly, where positive behaviour does not occur and the need for teacher intervention to support pupils to exhibit positive behaviour, the school implements its 'Ready to Learn' graduated response. This response is developed around four key principles of: 'Ready to Learn' – pupils being immediately prepared for learning and being rewarded for being so by receiving a 'Ready to Learn' positive point; 'Warn' – pupils receiving a verbal warning for not exhibiting positive behaviour; 'Move' - pupils moved within the classroom to an alternative seat for continuing to not exhibit positive behaviour; and 'Remove' – pupils removed from the learning environment due to their non-compliance and the impact that their actions have upon the learning environment for themselves and others. The key principles and expectations can be found in Appendix 3.

Note: More in depth explanation of the school's Positive Learning Climate can be found in the school's Behaviour Policy.

Preparation for Learning: Form Time

To support and enhance learning across the school curriculum, set expectations and promote positive well-being, the school follows the following structure and approach to how pupils begin the day during registration time:

Day	Focus			
Monday	'Ready to Learn'			
Tuesday	KS3 Assembly	KS4 The Day	Year 12 Assembly	Year 13 The Day
Wednesday	Week A: KS3 'Wellbeing Wednesday'		Week A: KS4&5 'Welsh Wednesday'	
Thursday	KS3 The Day	KS4 Assembly	Year 13 Assembly	Year 12 The Day
Friday	'Class Charts Review'			

Enhancing Learning:

Enrichment Provision:

The school offers an extensive enrichment provision to enhance learning that takes place at Porthcawl Comprehensive School. The school provides one dedicated lesson of 'Enrichment within the Curriculum' for Key Stage Three learners and an extensive offering of lunchtime and after-school provision. The school's approach to enhancing learning in this way is regularly updated on the school's website where current provision is communicated to parents / carers and pupils.

Homework:

The school believes that: Homework and 'work beyond the timetabled curriculum' is an essential part of a broad and balanced education. Consequently, the school's homework policy outlines how the school enhances learning in this way: [2024 Homework Policy.docx](#)

Designing Learning for Pupils With Identified Additional Learning Needs:

The ALN Code for Wales and Areas of Learning Difficulties.

The ALN Code was issued under the Additional Learning Needs and Education Tribunal (Wales) Act of 2018. The Act, together with the ALN Code and regulations made under the Act, provides the statutory system for meeting the additional learning needs (ALN) of children and young people. Provision within Porthcawl will assume a Five-Stage Graduated Response. Provision within stage 2 and the response will aim to provide more specific and time related interventions for pupils with learning difficulties and, at stage 3, those identified as ALN.

There are 4 areas of need outlined in the Additional Learning Needs Code for Wales 2021:

- **Communication and interaction** – some children and young people may experience difficulty in one, some or all aspects of speech, language and communication. This area of need encompasses

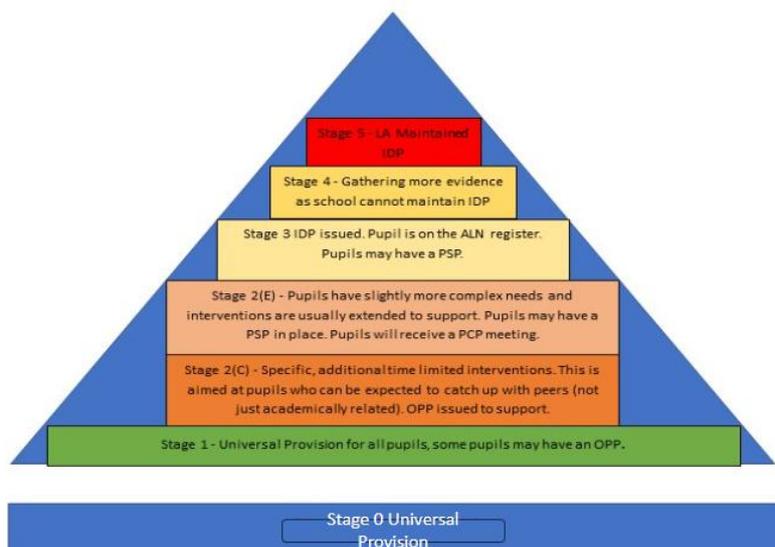
children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia or dyspraxia, hearing impairment and those who demonstrate signs and symptoms within the autistic spectrum; it may also include some children and young people with moderate learning difficulties. The range of need will also include those for whom language and communication difficulties are the result of permanent sensory or physical impairment.

- **Cognition and learning**- some children and young people may demonstrate features of moderate or severe learning difficulties or specific learning difficulties such as dyslexia or developmental coordination disorder (dyspraxia), they may require programmes to aid progress in cognition and learning. Some of these children and young people may also have associated sensory, physical and behavioural difficulties.

- **Behaviour, emotional and social development** – some children and young people will demonstrate features of behaviour, emotional and social difficulties. They may be withdrawn or isolated, disruptive, hyperactive or lacking concentration; they may have under-developed social skills; or present with challenging behaviours.

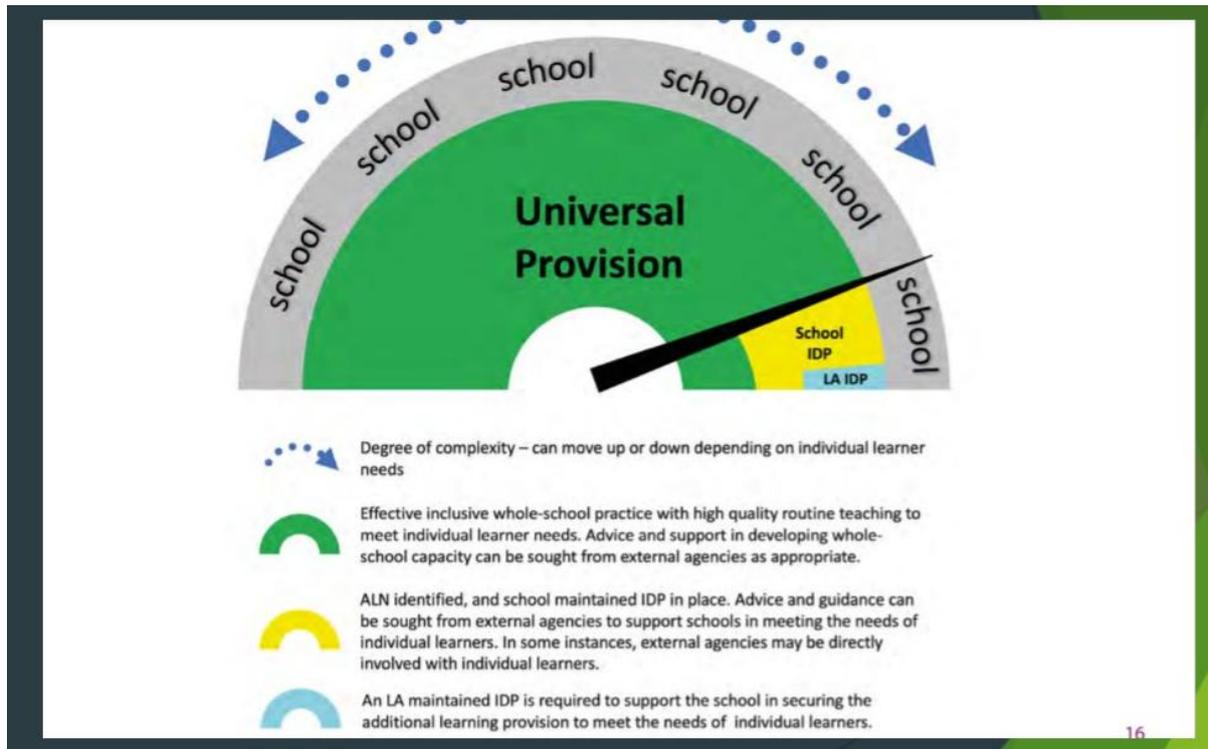
- **Sensory/ and or physical** - this area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. This ranges from profound and permanent deafness to or visual impairment through to lesser levels of loss which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment; others may lead to more complex learning and social needs; some children and young people will have multi-sensory difficulties, some with associated physical difficulties. This document is a guide to what Porthcawl School offers pupils (with an emphasis on those with learning difficulties and additional learning needs) so that they can achieve their best and become confident individuals and make a successful transition into adulthood.

It aims to help staff, parents/carers to understand what we do as a school to meet the needs of pupils and to help teachers think about what additional support and strategies may be relevant for those who may experience barriers to learning.



What are Porthcawl's Five Stages of the Graduated Response?

Stage 0 - Universal Provision



At **Stage 0** - This is the effective inclusion of all pupils in high quality, inclusive teaching which considers the learning needs of all pupils in the classroom. This includes providing differentiated work to suitably challenge all learners and creating an inclusive learning environment. Literacy, numeracy and higher order thinking skills are key components of all lessons, set at the appropriate age and ability of the pupils in the class. What should universal provision include; Excellent teaching and Learning strategies, reasonable adjustments to physical environment, staffing and having good systems and routines in place.

At **Stage 1** - pupils needs are met within the classroom. Some pupils at this stage may have a One-Page profile. For example, a pupil who has a diagnosis of ASD may have a One Page Profile (which will enable them to identify what is important to and for them and express how they feel teachers can best support them in the classroom), but their needs are met within the classroom.

At Porthcawl Comprehensive School we ensure excellent universal provision though:

Communication & Interaction	Cognition & Learning	Behaviour, Emotional and Social	Sensory and/ or physical	Operational Standards
High expectations of every pupil	A broad, balanced and relevant curriculum with high engagement of all pupils	A culture that values and supports the learning of wellbeing of all pupils	Classroom layout and surroundings which consider the needs of pupils (with labelled resources where appropriate)	Positive Relationships and Positive Behaviour Policy – The Porthcawl Pupil - Ready to Learn
Questioning which asks the right questions at the right time to reveal understanding and any misconceptions in order to build further on pupils' learning	Quality First Teaching through our Pedagogical Principles; ABCDE structure for each lesson	Behaviour management techniques that can support pupils	Potential areas of difficulty addressed and potential barriers to learning removed through the effective deployment of resources	Regular communication between home and school (E.g. Parent / Teacher evenings, form tutor review meetings)
Access to One Page Profiles of all pupils	High quality teaching that is differentiated and personalised by teaching staff	Support from Year Leader / Assistant Year Leader	Collaborative working and a range of groupings within the classroom	A clear system for giving rewards and sanctions using Class Charts
Regular communication between home and school (E.g. Parent / Teacher evenings, form tutor review meetings).	High expectations of every pupil.	Regular communication between home and school (E.g. Parent / Teacher evenings, form tutor review meetings).	Adaptations to the school environment for those pupils with a disability (E.g. electronic access to doors	OPP's reviewed in line with parents/progress evening.
Questioning which asks the right questions at the right time to reveal understanding and any misconceptions in order to build further on pupils' learning	Support from Year Leader / Assistant Year Leader	Access to extra-curricular activities (E.g. Homework club / bootcamps).	Health Care Plans	Regular anti bullying activities across the whole school which mean that pupils feel confident in reporting incidents (E.g. in form time sessions / Self Leadership Lessons)
Assessment of prior learning that supports the planning of learning objectives for all pupils	Access to extra-curricular activities (E.g. Homework club, catch up)	Form Tutor mentoring via 6 th formers	Fidget devices	Opportunities to take on responsibilities in school E.g. school council representative, prefect
The use of scaffolds and prompts to support learning	Potential areas of difficulty addressed and potential barriers to learning removed through the effective deployment of resources.	Restorative practices	Zones of Regulation activities	Systems for monitoring and reporting concerns about pupil health, wellbeing and any safeguarding concerns (My Concern)

A strong focus on the importance of positive relationships	Ambitious targets based on appropriate assessment and dialogue with pupils and parents	Team Teach strategies (de-escalation techniques)	Noise cancelling headsets.	Full records of attendance, internal and external exclusions (SIMS)
Explicit teaching of key vocabulary to assist in conceptual understanding and building knowledge	Regular assessment, monitoring and review of children and young people's development and progress against	Support for Young Carers	Use of music (teacher discretion)	Arrangements for administering medicines E.g. inhalers, EpiPen's, medication for ADHD etc
Appropriate use of technology to support learning (Use of Assistive Technology to support learning)	Access Arrangements	CLA Support		Effective use of praise for the celebration of all achievement including attitude to learning
Access to bilingual dictionaries/ IPADS/ Word Processors	Whole school affective Feed Forward (marking) system	Risk Assessments		Achievement of all pupils is celebrated through assemblies and termly school newsletter
Provision of coloured overlays / exercise books with coloured paper / work printed on colour paper for those pupils with visual perception difficulties	Visual Processing difficulties (use of overlay/ coloured paper)	New Wellbeing Tracker for KS3 pupils (PASS)		Continued Professional Development for all staff
Use of Google Classroom	My Maths so pupils can self-study at home	Form Tutor/HOY Behaviour Report Card		
		Time out cards (Short Term)		
		Seeking advice from SHINE		

Stage 2 – Specific Intervention

As a way of differentiating between those who need catch up intervention at Stage 2 and those who are having more specific intervention, we have adopted a two-prong approach.

Stage 2 Catchup (2C); this is targeted, time - limited intervention provided for some students who need help to accelerate their progress to enable them to work at or above age-related expectations. This can be delivered within the classroom or through small group withdrawal from lessons. Stage 2 interventions are not primarily ALN interventions but are aimed at pupils who can be expected to 'catch up' with their peers because of the intervention. These interventions can also be subject – specific, for example, invite only homework club, literacy interventions run by the English department etc. However, any learner identified with a standardised score of 84 or below in their Personalised Assessments in Literacy and Numeracy, is identified for targeted support and receives a OPP (if not already in place), in line with the Graduated Response in Appendix 4.

An OPP is developed in most cases. All pupils receiving intervention will be identified on our Provision Map so that all staff are aware what intervention they are receiving. This is highly important is an effective way of understanding the pupil needs at the time of teaching.

At Stage 2 Enhanced (2E) of the graduated response, this is an additional layer of Stage 2; this is for pupils who are needing more than targeted intervention but do not have an ALN. For example, this could be a pupil who has add wellbeing intervention but requires longer than the usual 6-week block to meet their needs. A pupil may also have a Pastoral Support Plan (PSP) and Person Centered Plan (PCP) to support their needs. Regular reviews of these plans take place at this stage.

Stage 2C and 2E Support at Porthcawl Comprehensive School

Communication & Interaction	Cognition & Learning	Behaviour, Emotional and Social	Sensory and/or Physical	Operational Standards
In class support (short – term)	Access to the Curriculum Support Room	Bespoke Behaviour tracking from ALN dept	Talkabout sessions	Positive Relationships and Positive Behaviour Policy – The Porthcawl Pupil - Ready to Learn
Talkabout sessions	EAL support from the LA	Early Help support RAG TT	ASD specific task groups	Regular communication between home and school (E.g. Parent / Teacher evenings, form tutor review meetings)
ASD specific task groups	Literacy sessions	Lead Youth Worker	Time Out cards (long term)	OPP's reviewed in line with parents/progress evening
Speech and Language Interventions	Numeracy sessions	Time out card (long term)		A clear system for giving rewards and sanctions using Class Charts
Time Out Cards	Subject specific catch-up sessions	ELSA/ Thrive sessions		Full records of attendance, internal and external exclusions (SIMS)
	In class support	Anger Management (The Anger Gremlin)		Arrangements for administering medicines E.g. inhalers, EpiPens, medication for ADHD etc

	Dyslexia Screening	Access to student support (long term)		Effective use of praise for the celebration of all achievement including effort
	Educational Psychologist Referral	CART referral		Continued Professional Development for all staff
	Cognition and Learning Referral	School Councillor		Referral to Local Authority E.g., Bridgend Children's Services; Early Help Support Programme
	RAG Time – Table (Curriculum Adjustment) (Red, Amber, Green Lessons)	Pastoral Support Plan		
	Mentoring KS3 and KS4	Youth Justice Referral		
		Time Out Cards		
		Department referral system where pupils get removed for 2 lessons		

Stage 3 – Individual Development Plan, ALPs provided for Access to Education

This is specific provision for a few students where it is necessary to provide highly tailored intervention to accelerate progress or to enable students to reach their potential. This may include consultation with outside agencies and the delivery of specialist interventions. This provision may be specifically identified within a statement or external consultant report. Pupils receiving Stage 3 support are usually placed on the ALN register. An Individual Development Plan (IDP) will be in place along with an OPP.

An IDP will consist of Additional Learning Provision (ALP). This may include consultation with outside agencies and the delivery of specialist interventions. This additional learning provision must be something that is additional to or different from what is ordinarily available for all other pupils. However, it is noted that some ALP may be the same provision that is offered at stage 2 / 2.5 of the graduated response model, but the frequency and intensity of interventions will be significantly greater. External agencies may be responsible for providing the ALP and where this is the case the

information will be recorded in the IDP. An annual review of an IDP is a statutory requirement but more frequent reviews can be held if required. Some examples include;

- 1:1 / group withdrawal sessions which focus upon behaviour, emotional and social development.
- Enhanced support from the ALNCo / ALN Specialist Teacher.
- One to one intervention for Literacy and Numeracy.
- An enhanced, modified curriculum / timetable.
- Bespoke timetable with curriculum modifications / adjustments which are sustained and long term.
- Placement with alternative providers of education, e.g. The Bridge, EOTAS, STEER Project, Bridgend College.

At Stage 3 you can expect:

- a flexible, differentiated provision approach of identifying areas of need and ALP will be required to meet each area of need and remove barriers to learning.
- Consultation / referral with/to external agencies: E.g. CART team / Speech and Language Therapist / Educational Psychologist / Cognition and Learning Team/
- 1:1 in class support / shared support (sustained)
- Bespoke timetable with curriculum modifications / adjustments which are sustained and long term
- Placement with alternative providers of education, e.g. The Bridge, EOTAS, STEER Project, Bridgend College (not necessarily Stage 3)

Stage 4 – Gathering more evidence/ School cannot maintain ALPS

Stage 4 of the graduated response is initiated when the school cannot maintain the ALPs of the young person who is considered to have an ALN and has a school maintained IDP. The school will gather more evidence from a multi – agency perspective to ensure that all agencies are involved in supporting the young person to ensure that the young person’s needs are being met. A person centre plan is essential at this stage as well as evidencing that the ALPS cannot be maintained at the school.

Further information on the new ALNet can be found on the Welsh Government Website and BCBC website

At Stage 4 the ALNCo will usually put an Access to Education (A2E) referral into the LA to secure a place in one of the LA maintained provisions. There are a variety of these, and they are listed below:

- The Bridge – Revolving Door - KS3
- The Bridge – Therapeutic Assessment – K3 and KS4
- Ysgol Bryn Castell
- EOTAS – can be a variety of packages offered by The Bridge – Usually KS4
- MAPHR Provision – KS3 and KS4

There are many reasons why Stage 3 may not be successful for a young person, and their primary need will be listed on their IDP. If the pupil is disengaged from education, then the school will usually place the young person on a pastoral support plan for respite for the young person and a short – term bespoke package until a long-term package becomes available.

Stage 5 – A Local Authority (LA) Maintained IDP

An IDP becomes an LA IDP when the ALPS cannot be maintained by the school and all of the other stages have been exhausted. There are three main avenues for an IDP to become LA maintained. These are set out below:

Path 1

An application to Access to Education (A2E) has been initiated and accepted.

Path 2

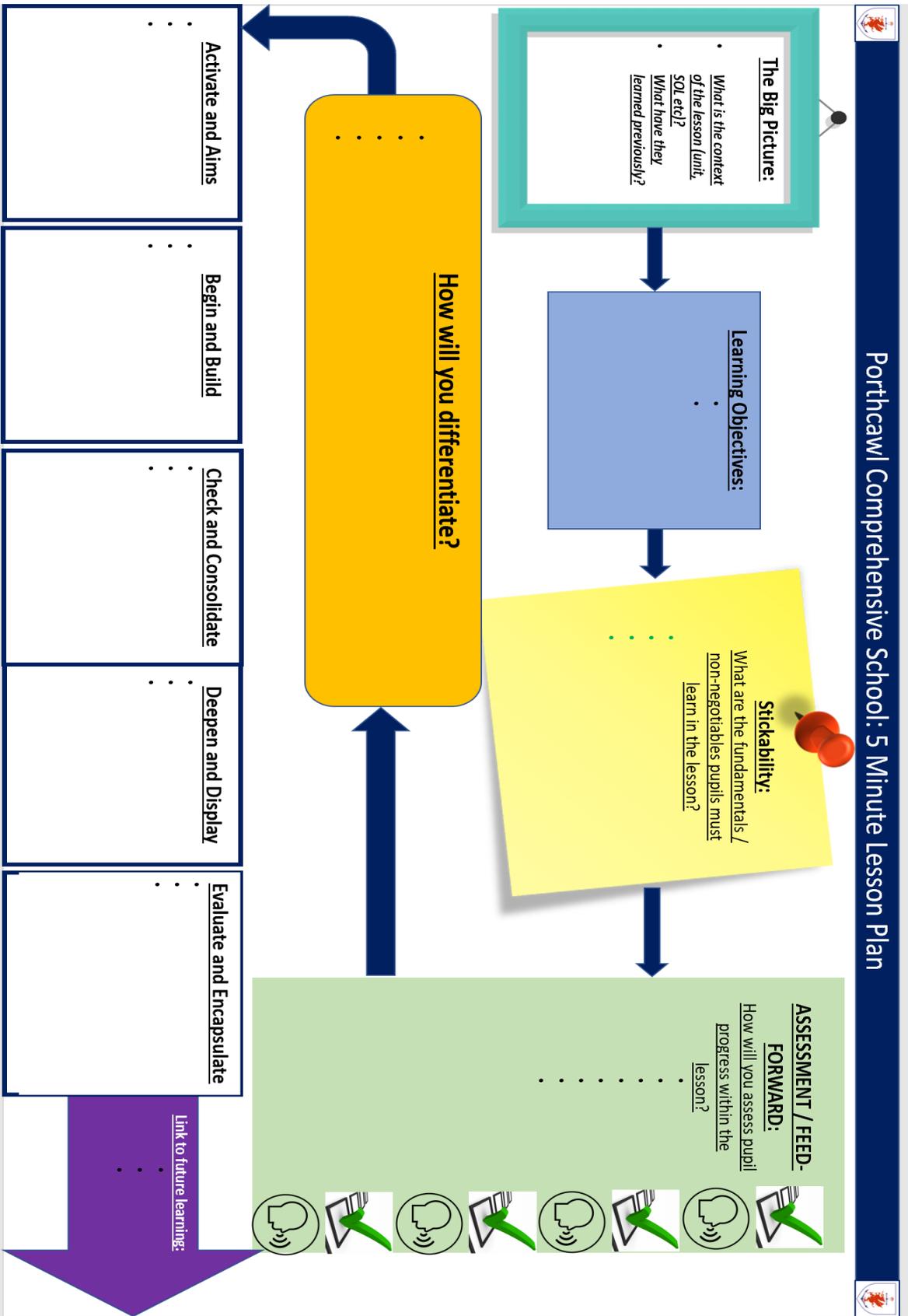
The school may provide evidence to the ALN panel that an ALP/ALPS cannot be maintained and that LA input is needed to support that ALP

Path 3

All pupils who are CLA and have a learning need that will require an IDP will be classed as a LA Maintained IDP.

Appendix 1 Porthcawl Comprehensive School Lesson Plan(s)

A) 5 Minute Lesson Plan:

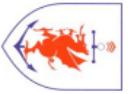


B) Lesson Plan:

 Porthcawl Comprehensive School Lesson Plan 				
Date:	Day:	Class:	Period:	No of Pupils:
Ability Level:		Duration:		
Title of unit of work:				
Lesson Context- Links to previous learning: <i>What have pupils learned in previous lessons that link with today's lesson?</i>				
Learning Objectives / Aims:				
Lesson Details:				
	Lesson Content			Approx. Timings
Activate and Aims	<i>Outline the details of what will happen in this section of the lesson.</i>			
	How will you differentiate? <i>Ask the class about last lesson what they remeber from two weeks ago</i>	How will you assess progress? <i>What assessment strategies will you employ to measure progress?</i>		
Begin and Build	<i>Outline the details of what will happen in this section of the lesson.</i>			
	How will you differentiate? <i>How will you differentiate to ensure that all learners make progress?</i>	How will you assess progress? <i>What assessment strategies will you employ to measure progress?</i>		
Check and Consolidate	<i>Outline the details of what will happen in this section of the lesson.</i>			
	How will you differentiate? <i>How will you differentiate to ensure that all learners make progress?</i>	How will you assess progress? <i>What assessment strategies will you employ to measure progress?</i>		
Deepen and Display	<i>Outline the details of what will happen in this section of the lesson.</i>			
	How will you differentiate? <i>How will you differentiate to ensure that all learners make progress?</i>	How will you assess progress? <i>What assessment strategies will you employ to measure progress?</i>		
Evaluate and Encapsulate	<i>Outline the details of what will happen in this section of the lesson.</i>			
	How will you differentiate? <i>How will you differentiate to ensure that all learners make progress?</i>	How will you assess progress? <i>What assessment strategies will you employ to measure progress?</i>		
Key Skills:	<i>Literacy, Numeracy and DCF skills developed?</i> <i>Any integral / subject specific skills developed?</i>			
Health & Safety:				
Resources:	<i>What resources will be used in the lesson?</i>			
Homework/Links to next steps in learning:	<i>What learning will follow this lesson?</i>			

Appendix 2 Porthcawl Comprehensive School Observation Proforma

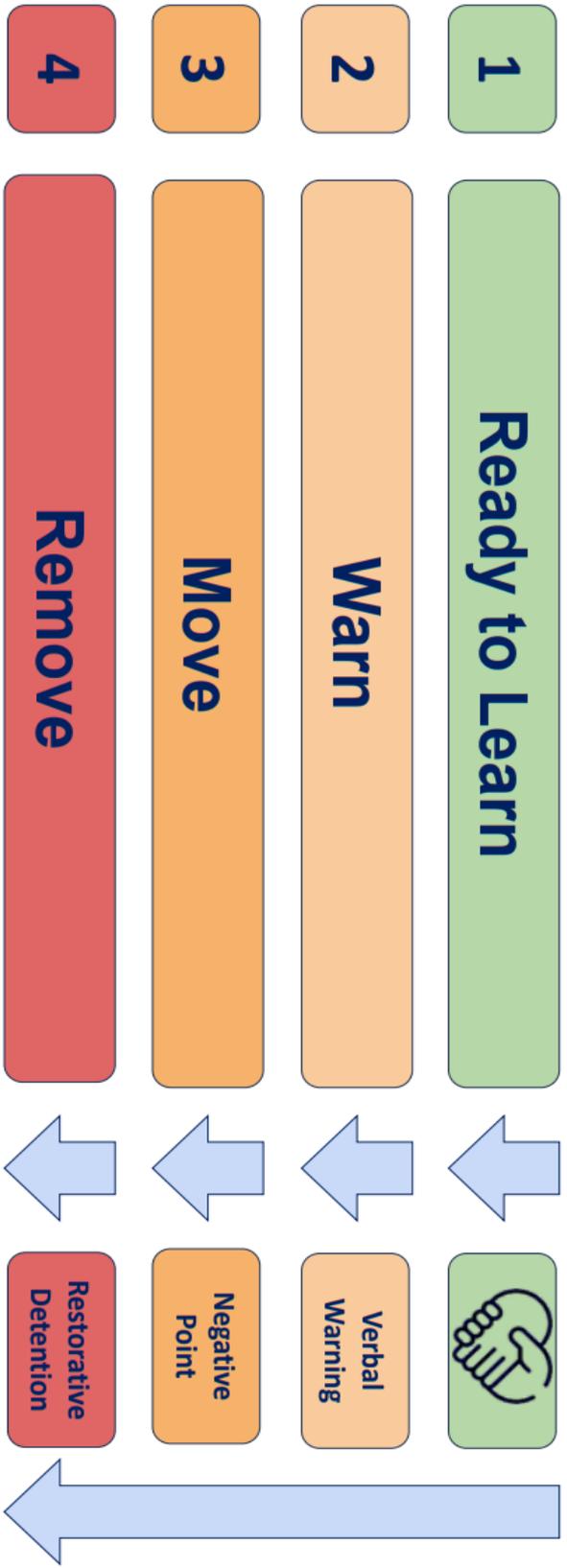
		Porthcawl Comprehensive School Lesson Observation Proforma			
TEACHER		OBSERVER(S):		CLASS	
AIMS OF LESSON	CONTEXT OF THE LESSON				
AGREED FOCUS (where applicable)					
Lesson Stage	Expectation	Evaluation of Learning		Progress In Learning*	
Activate and Aims	Pupils retrieve previously taught content to bridge previously taught learning with new learning in the lesson. Pupils understand the learning aims of the lesson.	<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 		<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 	
Begin and Build	Pupils encounter and explore new learning within the lesson. This is often in response to the teacher's explanation of the task and a pupil-led exploratory learning activity.	<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 		<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 	
Check and Consolidate	Before transitioning to the next section of learning, pupil understanding is assessed, with any mis-learning and/or misconceptions being diagnosed and corrected.	<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 		<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 	
Deepen and Display	Pupils build upon previous learning, delving deeper into taught content and/or refining knowledge and skills as they apply it to a specific learning context. Pupils then display their understanding as they respond to the Responsive Teaching and Progress: Made Visible methods that the teacher utilises.	<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 		<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 	
Evaluate and Encapsulate	Pupils assess and reflect upon what they have learned within the lesson. In doing so, or through a dedicated task, pupils summarise what they have learned within the lesson in order to carry forward to the next lesson and beyond.	<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 		<p><i>Please comment upon:</i></p> <ul style="list-style-type: none"> • <i>The overall level of progress of learners, utilising evaluative adjectives and indicative proportions;</i> • <i>How and the extent that pupils display their level of progress in learning; and</i> • <i>The quality of the planned activities and actions that the teacher utilised to shape the learning.</i> 	



The Porthcawl Pupil is always "Ready to Learn"

You are expected to work to the best of your ability and respect the learning environment.
Failure to do so will result in warnings, Negative Behaviour Points & Sanctions issued.

Are you Ready to Learn?



FAILURE TO ATTEND DEPARTMENTAL DETENTION WILL RESULT IN REFERRAL TO HEAD OF FACULTY/DEPARTMENT FOR FURTHER SANCTION

Serious incidents will result in Duty Officer contact and removal from the classroom

B) Porthcawl Pupil Expectations for Learning and Conduct



The Porthcawl Pupil is always "Ready to Learn"

The Porthcawl Pupil shows **Respect** to staff and peers.

Staff at Porthcawl Comprehensive School believe in and commit to **Powerful Routines**.

These are our daily habits and expectations.

We make these explicit, and we return to them often.

The 'Porthcawl Pupil' will...



<p>Punctuality</p> 	<ul style="list-style-type: none"> • Arrive to school and all lessons on time. • Line up outside of the classroom. • Enter the classroom when your teacher tells you to do so.
<p>In lesson</p> 	<ul style="list-style-type: none"> • Sit in your allocated seat. • Ensure you have the correct equipment. E.g. books, pens, pencils. • Answer register clearly in Welsh. • Work hard. Be respectful. Follow instructions first time. Never give up.
<p>Uniform</p> 	<ul style="list-style-type: none"> • Wear uniform as stated in our School Uniform Policy. • Remove jackets / coats upon arrival to lessons. • Only wear PCS hooded tops to PE lessons. • Not wear Jewellery.
<p>Mobile Phones & Headphones</p> 	<ul style="list-style-type: none"> • Not be seen with a mobile phone – unless instructed by a member of staff. • Expect to have phones confiscated if used without consent. • Not use Headphones / EarPods. • Expect these items to be confiscated.
<p>Movement around school</p> 	<ul style="list-style-type: none"> • Walk around the school site in an orderly manner. • Only consume food and drink at break or lunchtime. • Only drink water in lessons, but not in labs or ICT Suites. • Have written consent from a member of staff to leave lessons.
<p>School Buildings</p> 	<ul style="list-style-type: none"> • Treat all school buildings, designated break and lunchtime areas and equipment with respect. • Queue if required and asked. • Put all rubbish in the correct bin and place plates and cutlery in designated areas of the canteen.

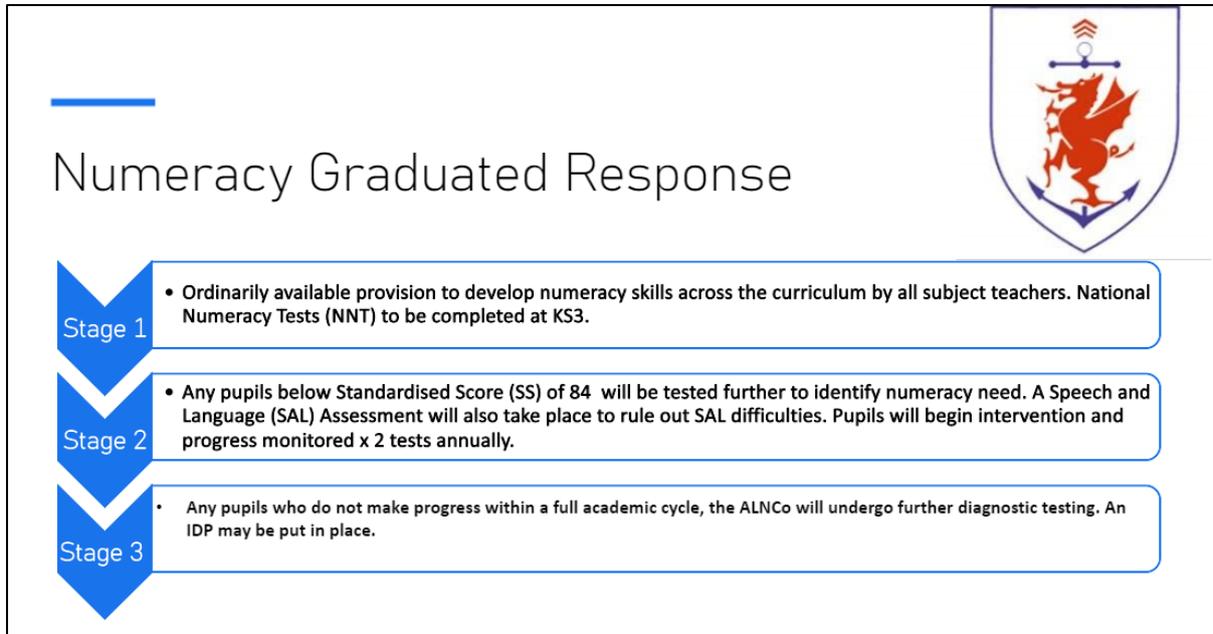


PERSEVERANCE CREATES SUCCESS

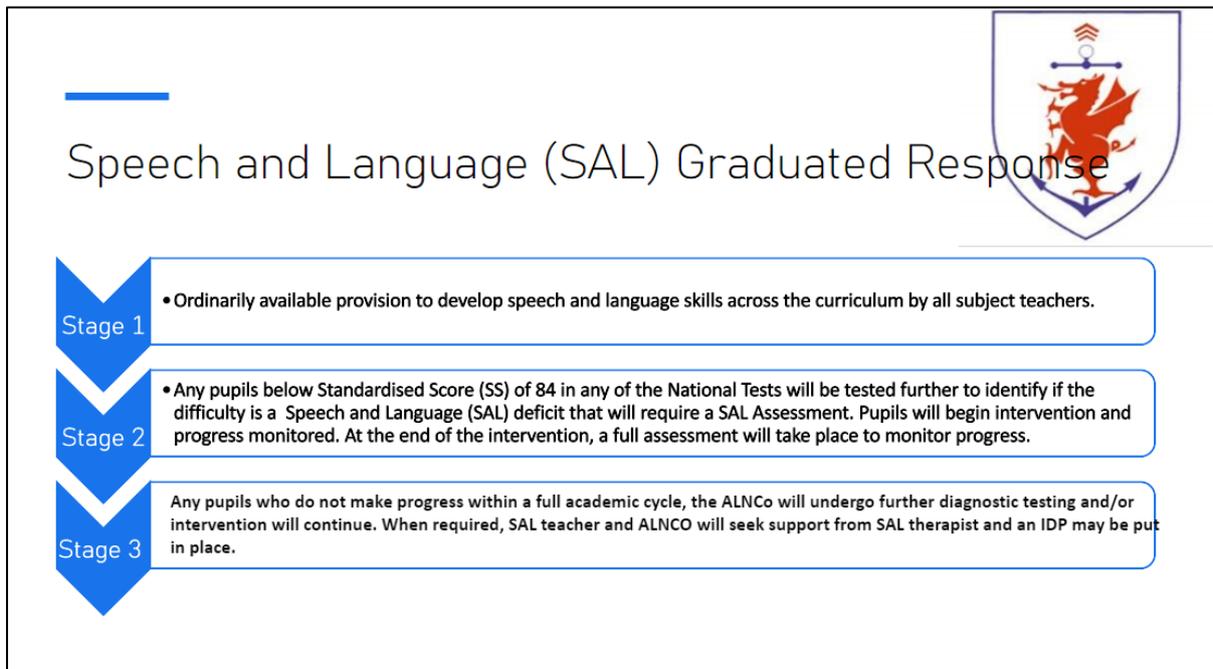


Appendix 4:

A) Numeracy Graduated Response



B) Speech and Language Graduated Response



C) Literacy Graduated Response

Literacy Graduated Response

