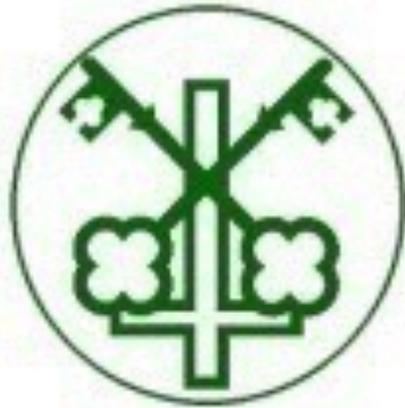


Llanbedr Church in Wales Primary

School

Yn Ysgol Yr Eglwys yng Nghymru

Llanbedr



**Teaching and Learning
Policy**

2018

Headteacher: Mrs L.J.Green Chair of Governors: Cllr E. Lusted

Chair of Governors _____ Date _____

Teaching and Learning

At Llanbedr Church in Wales Primary School we are working constantly to find out what works best for our children and act on our findings.

This Teaching and Learning Policy is therefore a document that will evolve as new research informs our practice and as we strive to achieve these outcomes for our children.

EVERY CHILD MATTERS

At the heart of our policy is the Government's aim for every child, whatever their background or their circumstances, to have the support they need to:

STAY SAFE

BE HEALTHY

ACHIEVE ECONOMIC WELL-BEING

MAKE A POSITIVE CONTRIBUTION

ENJOY AND ACHIEVE



RATIONALE

At Llanbedr Church in Wales Primary School we believe that teaching and learning are intricately interrelated but **learning does not necessarily happen as a result of teaching**. We accept that the most significant impact on learning comes from inspired teaching. Our teachers aim to inspire confidence with a passion for, and sound knowledge of, the subject and the child's stage of development. Teachers have clear expectations, are enthusiastic, well organised and consistent. Teachers plan lessons employing appropriate strategies and differentiation, with clear learning objectives which are shared with, and understood by the children.

We believe that:-

- children work best when they have a clear understanding of the objectives and expectations of the lesson; when faced with challenging but achievable tasks; when motivated by and interested in the subject and when their self-esteem is high, thus enabling them to reach their full potential;
- children benefit greatly from being totally involved in the process of learning and teaching through formative assessment and excellent feedback;
- children work best in a stimulating environment conducive to learning, where they feel valued and secure. This develops confidence, independence and mutual respect within a calm and harmonious atmosphere. Children should have access to the best resources, with shared responsibility for their management;
- every child should have an equal opportunity to achieve their full potential regardless of race, colour, gender, disabilities, additional educational needs or socio-economic background.



GIVEN THAT THE SINGLE BIGGEST FACTOR IN CHILDREN'S LEARNING IS EXCELLENT TEACHING, WE COMMIT TO ENSURING THAT TEACHERS AT LLANBEDR CHURCH IN WALES PRIMARY SCHOOL:-

Professional Standards/TAPAS/peer teacher observations);

- Are creative in planning and delivery;
- Are motivational in their delivery;
- Enjoy teaching and have a passion for learning;
- Continue to learn;
- Are committed to high expectations and high achievement;
- Understand how thinking and questioning develop learning;
- Show total professionalism;
- Seek out and accept constructive feedback from colleagues, pupils and parents;
- Have opportunities to lead;
- Involve parents in their teaching;
- Deploy agreed, active behaviour management strategies (Behaviour Policy).

At Llanbedr Church in Wales Primary School, we agree that our teaching will be characterised by:

Planning & preparation

that is:-

- clearly linked to Curriculum Wales / "A Curriculum for Wales: A Curriculum for Life");
- differentiated to show how pupils of all abilities are to be catered for;

that has:-

- clearly identified learning objectives and success criteria (WALT and WILF);
- a list of key vocabulary, including incidental and taught welsh, to be used;

that shows:-

- continuity from the previous lesson and progression to the next;
- how Teaching Assistants are to be deployed;
- how resources, including ICT, are to be used to enhance learning;

That clearly demarcates the salient parts of the lesson i.e. introduction/warm up, development, Assessment of Learning /plenary session.

The teacher's delivery of the lesson:-

- shows an excellent grasp of the subject;
- demonstrates an awareness of the pupils' different learning styles;
- is conducted at a lively pace;
- is confident, with good projection;
- is interactive, with the pupils being actively involved;
- has a balance of teaching-initiated and pupil-initiated activities.

There is a range of different types of lessons which suit the learning objective e.g. practical (where the pupils are learning from first-hand experiences), visual, dramatic, group work, investigative, challenge projects (specific to STEM / LNF / DCF).

The delivery of the curriculum:-

- is correctly balanced (e.g. proportion of time spent on Maths to History);
- has complete coverage of all statutory and non-statutory subjects;
- is carefully timetabled to suit the needs of the learners;
- where the content is pitched correctly for all children;
- is cross-curricular or single subject where appropriate;
- focuses on the application of skills;
- is accessible to all through differentiation and the provision of the necessary resources.

The use of resources:-

- are prepared in advance;
- are readily available and accessible to the pupils;
- are appropriate for the learning objectives of the lesson;
- are being used correctly; aid pupils' different learning styles;
- include the use of ICT where appropriate.

The deployment of Teaching Assistants:-

- are actively involved in the lesson;
- are actively aiding pupils' learning;
- are involved in prior planning and preparation;
- have a good knowledge of the needs of individual pupils;
- support different focus groups at different times (e.g. ALN, bridging gaps);
- can work using their initiative.

The use of Assessment for Learning:-

- is evidenced in weekly planning and through marking;
- focuses on specific learning objectives;
- is positive and constructive;
- regularly gives pupils opportunities to follow-up teachers' marking;
- allows pupils to mark the work of their peers;
- where pupils know their own learning targets;
- where the learning objective of the lesson is clearly explained at the start and displayed throughout (e.g. WALT).

At Llanbedr Church in Wales Primary we have the highest expectations of our pupils in terms of their conduct and behaviour, achieving their personal best, their engagement in their learning and their progress towards achieving their targets.

Monitoring and Evaluation will take a variety of forms including lesson observations using the Excellence in Teaching Framework, peer observations, learning walks, book monitoring, weekly planning evaluations and subject reviews.



**GIVEN THAT THE CHILDREN AT LLANBER
CHURCH IN WALES SCHOOL, ARE THE SINGLE MOST IMPOR-
TANT FEATURE OF OUR SCHOOL
CHILDREN WILL THEREFORE...**

Recognise and appreciate excellent teaching
Take risks
Be motivated to learn and achieve high standards
Display creativity
Smile and Laugh
Engage with learning and develop a full range of learning styles
Become questioners and be able to develop learning through thinking effectively
Give and receive feedback effectively
Enjoy learning and school
Discuss their learning with their parents
Be life-long learners
Behave well
Achieve the best they can



At our school, we agree that our children's learning will be characterised by:

Pupils' responses that are exploratory, wide ranging, cross curricular and not constrained by convention; where pupils feel that they are able to take risks, are not afraid to fail, and are happy to learn from their mistakes; pupils whose responses are enthusiastic, thoughtful and well-considered, revealing their intense involvement and engagement in their learning.

Learning styles that are active, exploratory and involved, where our pupils are given frequent opportunities to learn in their preferred style, whether visual, oral, auditory or kinaesthetic; and where each teacher is aware of the learning needs of each child and provides a range of learning opportunities for that child, both in and out of the classroom.

Pupils who are proud of their work, which reflects the highest standard possible for each individual child; where each pupil is encouraged to produce work that is their personal best, and is encouraged to do better all the time, and to share and celebrate their achievements with their peers.

The highest possible achievement for each pupil, where each child knows their personal learning objectives and targets for improvement, where they are encouraged and helped to exceed their personal best, and where individual, class and school targets are suitably aspirational.

Pupils put the same effort and high standard into their homework as their class work; where homework forms a natural extension of class work, enabling pupils to further develop their study and research skills; where homework helps to foster a love of learning, and parents support it, take an interest in it, and regularly listen to their children read and read to their children.

Where parents are encouraged to support their children's learning, enabling them to progress both academically and pastorally, because children spend most of their time out of school; and where parents are encouraged to help their children to learn without telling them the answers.

Where pupils are encouraged to take part in a wide range of extra-curricular activities, helping to boost their self-esteem, experience different types of activities, and work alongside different children to those they normally learn with.



LEARNING AND TEACHING

STRATEGIES

Certain strategies will be employed to ensure that children achieve their potential.

To ensure that children listen, teachers will:-

1. Speak clearly, with expression.
2. Give clear instructions and ask appropriate open-ended questions, which elicit high quality responses.
3. Expect the pupils to observe the conventions of discussions.
4. Value all contributions.
5. Exude confidence.
6. Follow the critical skills approach e.g. quality audience.

To ensure that children are interested and motivated, teachers will:

1. Plan and prepare lessons thoroughly, ensuring sound objectives.
2. Use visual stimulus such as Interactive Whiteboard, iPads to engage visual learners early on in the lesson.
3. Provide tasks appropriate to the learning objectives.
4. Use appropriate resources to enhance understanding.
5. Plan for different learning style preferences and different abilities.
6. Ensure that children understand the vocabulary needed for new concepts and information.
7. Encourage relevant contributions and provide positive feedback.
8. Use short breaks and short exercise routines when appropriate during lessons.

To ensure that children have a clear understanding of the objectives of the lesson, teachers will:

1. Display and share learning intentions and assessment criteria clearly and in 'child-speak' (W.A.L.T and W.I.L.F). Make regular reference to these during the lesson.
2. Ensure there is time built in for pupils to self-assess using these criteria (2 Stars and a Wish , success criteria check lists, traffic light system).
3. Check children's work at appropriate intervals during the lesson or encourage peer checking.

To ensure that children are confident and independent, teachers will:

1. Establish a set routine.
2. Use encouraging language and praise.
3. Establish a good work ethos according to the task.
4. Organise resources so that they are accessible.
5. Involve children in determining class 'rules.'
6. Develop a shared sense of ownership of the classroom and resources.

To ensure that children are challenged and achieve their full potential, teachers will:

1. Differentiate appropriately using 'task' and 'outcome' strategies.
2. Ensure a good pace to the lessons and a clear beginning, middle and end.
3. Ensure that appropriate extension, enrichment and consolidation tasks are available.
4. Use assessment and plenary sessions as a means to inform future planning.

To ensure that children assume responsibility for their work, the classroom and its' resources, teachers will:

1. Be a good role model by keeping a tidy desk and orderly classroom.
2. Dress appropriately and adhere to time constraints.
3. Develop opportunities for individual, paired and group learning.
4. Develop opportunities for pupils to lead.
5. Label and store resources so that they are accessible without teacher intervention.

To ensure that children are respectful of and co-operate with their teachers and each other, teachers will:

1. Have a clear set of classroom expectations devised with the children.
2. Reinforce school conduct at the beginning of the year and at regular intervals.
3. Be a fine role model in terms of manners and reinforce positive behaviour through the reward system.
4. Use the school's behaviour management and assertive discipline policy effectively.
5. Ensure praise outweighs censure.

To ensure that children have pride in their work, achievements and set themselves high standards, teachers will:

1. Encourage children to develop a conscientious approach to their work.
2. Demonstrate the value of children's work by good display.
3. Utilise the school's rewards policy effectively (Awards Assembly and House Team Challenges).
4. Provide opportunities for pupils to share out-of-school achievements.

To ensure that children are happy, teachers will:

1. Make time to listen.
2. Praise.
3. Smile.
4. Encourage and positively reinforce good work and behaviour.
5. Ensure a safe classroom environment where children are secure enough to take risks in their learning.
6. Deal with possible unhappiness immediately using the appropriate school policies.

THE ROLE OF PARENTS

Self-evidently, parents know a great deal about their children; they have particular insights about their strengths, skills, interests, preferences, aspirations, anxieties and difficulties. Accordingly, the importance of meaningful communications and co-

operation between the School and the pupils' parents, can hardly be over stated. Many aspects of good teaching directly influence learning and so these aspects are common to both good teaching and learning.

Children's learning is enhanced by a positive relationship between parents and school. Parents can contribute by committing to the home/school agreement and:

- Being interested in their child's learning;
- Being aware of and following school procedure and rules;
- Being willing to support activities related to the school;
- Being aware of their child's role within the school.

Ensuring that their child is ready for the school day by:

- Being punctual;
- Having reading folders;
- Having named PE kit;
- Wearing appropriate school uniform;
- Encouraging independence;
- Being alert and ready to learn.



Communicating with staff effectively by:

- Reading and responding appropriately to school letters;
- Making appointments to see staff about any concerns when necessary;
- Providing an emergency contact number;
- Attending parents evenings and school meetings;
- Informing the school of any absences.

Curriculum Areas

FP Curriculum	Curriculum Wales
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Foundation Phase	Key Stage 2
Mathematical Development Creative development Welsh Language Development Bilingualism Personal and Social Development, Well Being and Cultural Diversity Language , Literacy and Communication skills Knowledge & Understanding of the World	Maths English Religious Education Welsh Science Physical Education History Geography Design Technology Information Communication Technology Music Art Personal and Social Education

The New Curriculum
A Curriculum For Wales / A Curriculum For Life



A Curriculum for Wales / A Curriculum for Life – Areas of Learning (2018)

Languages, Literacy and Communication
 Mathematics and Numeracy
 Humanities
 Science and Technology
 Creative Arts
 Expressive Arts
 Health and Wellbeing
 Religious Education

Cross-Curriculum Responsibilities

Literacy
Numeracy
Digital Competency

