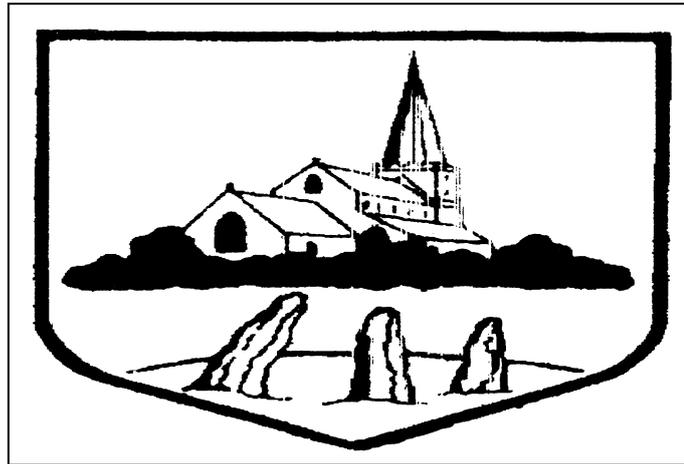


# Trellech Primary School



## Teaching & Learning Policy

Reviewed & updated 2018



**Trellech Primary School**  
**Teaching and Learning Policy**

**Purposes**

The purposes of this policy are to:-

- Promote and share understanding of what makes effective teaching and learning and ensure pupil entitlement.
- Promote the progress of all pupils.
- Provide an agreed basis on which to evaluate effectiveness in teaching and learning and so inform the school's self-evaluation process.
- Support continuous professional development.
- Contribute to the effective delivery of performance management within the school
- Share good practice.
- Influence the school's improvement plan for improvement by informing curriculum planning and assessment.

**Rationale**

Teaching and Learning are at the centre of school life. Teaching is the means by which we offer, and put into practice, a curriculum which is broad and balanced, meeting the requirements of the Curriculum 2008 and Foundation Phase documents, Religious Education Agreed Syllabus, National Literacy & Numeracy Framework, Digital Competency Framework and Personal, Social and Education. From September 2016, the school has trialled and implemented its own bespoke curriculum, incorporating elements of 'Successful Futures' curriculum reform, using a thematic approach with the Four Purposes and the six Areas of Learning and Experience (AOLEs) at its core.

WG's (2008) vision is that all young people should have 'the opportunity to reach their full potential'. NC 2008, Foundation Phase practice, LNF, DCF and from 2019, 'Successful Futures' will provide opportunities, challenges and aims to be up-to-date and motivating for all learners.

This policy outlines the good practice expected of all teachers and staff and should enable individuals to reflect upon their own strategies and style of teaching. It will also influence the way the curriculum is taught and ensure that our pupils experience a consistent approach throughout the school. This policy aims to ensure that the children at our school are provided with high quality learning experiences that lead to a consistently high level of pupil achievement.

As a pioneer school, Trellech provides a range of creative, rich learning experiences driven by the Four Purposes. Pupils are encouraged to be:

- Ambitious capable learners
- Enterprising, creative contributors
- Healthy, confident individuals
- Ethical informed citizens

Curriculum reform is a key feature of the school's improvement processes. Over the last two years, we have:

- reviewed planning in light of Welsh Government recommendations and implemented changes to the curriculum
- ensured a sound understanding of the pedagogical principles and creativity as outlined in Successful Futures, with a focus on metacognition, assessment for learning, creativity and pupil voice
- aligned planning to the four purposes and continued to raise the profile of assessment for learning

Staff work collaboratively to develop medium term planning that include the national curriculum skills to be taught, the application of literacy and numeracy framework objectives, pupils' ideas and the four purposes. This allows staff to innovate, yet ensure necessary coverage and skills progression. All staff actively engage in collaborative planning to ensure continuity and progression of skills.

Teachers share the planned curriculum skills with pupils and pupils decide on the context for the skills they will be developing. This gives pupils a sense of empowerment and helps them to engage with the learning experiences. Teachers refer to the skills and the four purposes in lessons.

### **Effective Teaching and Learning Principles**

- Equips learners for life in its broadest sense.
- Engages with valued forms of knowledge.
- Recognises the importance of prior experience and learning.
- Requires the teacher to scaffold learning.
- Needs assessment to be congruent with learning.
- Promotes the active engagement of the learner.
- Recognises young children learn best through a range of quality experiences .
- Fosters both individual and social processes and outcomes.
- Recognises the significance of informal learning.
- Depends on teacher learning.
- Demands consistent policy frameworks with support for teaching and learning as their primary focus.

### **Teaching and Learning Philosophy**

Our school is a place of learning where all should have the opportunity to develop their skills and talents, to fulfil their potential and achieve excellence, irrespective of ability, disability, social background, culture or gender. We aim to produce learners who are motivated and effective, increasingly more responsible for their own learning, able to make use of the new technologies and those who will be able to learn and apply new skills effectively throughout their lives, whether in school, the workplace or at home.

### **Our school's Core Purpose**

ALL staff are dedicated to the nurturing and development of ALL children. We are passionate about teaching the skills, attitudes and values that will enable them to live healthy, happy and fulfilling lives, now, and in the future. Everything we do must work for our children and their learning!

Learning and teaching are processes of co-operative teamwork and the involvement of parents, governors and others in the community is welcomed and encouraged.

#### Our '5-a-Day' Culture

1. **Inspiration**  
Give every child the opportunity to achieve their own potential. Discover their talents and help them grow and flourish.
2. **Expectation**  
High Expectations = High Standards
3. **Modelled Behaviour**  
We learn from everything we experience. What can we learn from each other?
4. **Challenge**  
Continue to challenge and improve teaching and learning.
5. **Smile**  
Make a difference every day – make someone smile!

In addition to our Core Purpose and 5-a-day culture, the school community is encouraged to consider our THINK philosophy when addressing others and also to collaborate on the school's agreed values. This includes our Gold Leaf Tree, where children are identified for demonstrating our values throughout the school day, and celebrated by placing a golden leaf on the values tree.

We believe that children learn best when they:-

- Are happy, feel valued, respected and cared for.
- Are engaged, appropriately challenged, stimulated and extended.
- Acquire new knowledge, skills, concepts and attitudes, develop ideas and increase their understanding.
- Are motivated to work to the best of their ability.
- Show interest in their learning and sustain concentration.
- Make good progress and achieve success.
- Develop independent learning strategies.
- Understand what they are doing, how well they have done and how they can improve.
- Are given tasks which match or extend their ability.
- Are confident, feel secure and are aware of expectations.

All pupils are entitled to:-

- Teaching of good quality.
- Feedback on their progress.
- Clear targets for improvement.
- Advice and support.

In our teaching we enable children to:-

- Develop lively, enquiring minds to question and discuss rationally.
- Acquire knowledge and skills relevant to adult life.
- Be responsible for their own actions.
- Be aware of their effect on others.
- Respect the rights of others as being equal to their own.

- Understand and respect religious, moral and ethical values.

For teaching and learning to be successful and motivating for teachers and learners alike, it should promote:-

- A focus on developing learning rather than merely transferring information and facts.
- Collaborative learning where learners learn from each other in pairs and small groups.
- Active and interactive learning – use of a variety of resources that allow all pupils to participate.
- Develop thinking, especially questioning, planning, problem solving, creative and critical thinking skills.
- Determining success criteria so that learners are aware of what they can do, what they need to do to improve and how to do it.
- Reflection of what has been learned and how the learning has occurred.
- Assessment for learning strategies that focuses on next steps.

Improved classroom practice will enable learners to:-

- Think for themselves.
- Improve the quality of their speaking and listening.
- Develop bilingual skills.
- Gain a deeper understanding of topics.
- Be more critical of evidence.
- Make reasoned judgements and decisions rather than jumping to conclusions.
- Understand and hasten their progress.
- Achieve better quality outcomes.
- Take greater responsibility for their learning.
- Develop increased self-confidence.
- Engage in self assessment and peer assessment.
- Be better prepared for the challenges of school and the wider world.

### **Effective Teaching and Learning**

We recognise that teaching is most effective when teachers:-

- Demonstrate and model good knowledge skills and understanding when presenting and delivering sessions/topics.
- Challenge and inspire pupils.
- Use methods, approaches and styles which enable all pupils to learn effectively.
- Manage pupils well and secure high standards of behaviour.
- Use time, support staff and other resources effectively.
- Assess pupils' learning thoroughly and use assessments to help and develop pupils' progress.
- Target setting with pupils.
- Use assessment evidence to plan effectively, setting appropriate objectives that pupils understand and share success criteria.
- Use home/school liaison effectively to reinforce and/or extend what is learnt in school.

All teachers are entitled to:-

- Regular evaluation of their work.
- Feedback on their effectiveness.

- Professional development opportunities which support their continuing effectiveness and the needs of the school and the community

Teachers need to arrange time to observe, assess, reflect and review achievements with each child on a regular basis. The child should be involved in this process by the encouragement of self appraisal, target setting. Assessment is an integral part of the teaching and learning process.

### **Our Learning Environment**

Children learn best when they feel happy, secure, confident and valued. There will be evidence in the classroom of:-

- A familiar routine.
- Praise and respect for others and our environment.
- Talking and listening to adults and each other.
- Increasing independence and responsibility.
- Enthusiastic, creative and self motivated pupils learning.
- A caring attitude.
- Tasks they can succeed in.
- Positive attitudes towards taking risks in their learning.

Children learn best when their surroundings are lively & interesting. There will be evidence in the classroom of:-

- Stimulating displays reflecting a range of curriculum areas.
- Children's work being valued and celebrated.
- Interactive displays.
- Opportunities to be imaginative and creative.
- Wide variety of activities and extension tasks.
- Giving time to talk about their own interests.
- Well resourced reading area.

Children learn best when they have access to a range of appropriate resources. There will be evidence in the classroom of:-

- Organisation so that children know where things are.
- Labelling appropriate to age group.
- Clearly marked and accessible learning areas.
- Children taking responsibility for the care of all resources.
- Allowance for experimentation in a safe and controlled way.
- Ease of access to frequently used resources.

Children learn best when they have entitlement to the full range of the curriculum irrespective of ability or disability, social background, culture or gender: There will be evidence in the classroom of:

- Teaching adapted for a range of learning styles.
- Challenge for more able children.
- Appropriate support for less able children.

- Effective use of teaching assistants to support children.
- Resources which reflect a variety of cultures, beliefs and religions.

Children learn best when they have time to reflect and talk about their experiences: There will be evidence in the classroom of:-

- Time for relevant talk and discussion, self and peer assessment.
- Talk being valued, through children and adults listening and responding to each other.
- Children discussing and completing tasks in pairs and groups.
- Development of active listening skills.
- Opportunities for reflection and concentration.

Children learn best when they are making progress and are able to celebrate their achievements: There will be evidence in the classroom of:-

- Praise and encouragement.
- Systems of reward.
- Children's work displayed and valued .
- Analysis of work with teacher.
- Children's assessment of their work and setting of own learning targets.
- Shared reading stories across years.
- Sharing work with other teachers and children.

Children learn best when they have opportunities for practical, relevant exploration of ideas: There will be evidence in the classroom of:-

- Investigations.
- Problem solving.
- Opportunities for practical activities reflected across the curriculum.
- A variety of teaching and learning strategies.

Children learn best when they are able to work collaboratively as well as independently: There will be evidence in the classroom of:-

- Individual and collaborative work time allowed for children to consolidate and extend their own learning.
- Flexible groupings related to the task in hand – mixed, set, ability, peer grouping, preferred learning style.
- Child led learning.

Children learn best when they know what is expected of them: There will be evidence in the classroom of:-

- Clear instructions and focused learning and skills targets.
- Teachers checking children's understanding.
- The school's expectations and consequences clearly displayed in a way relevant to their age and level of understanding.
- Boundaries for behaviour and mutual respect

- High expectations.

Children learn best when work is matched to their individual needs: There will be evidence in the classroom of:-

- Work planned for different abilities and learning styles.
- Support for identified children.
- Continuous assessment.
- A range of appropriate resources.
- Accessible learning areas which reflect a range of abilities.
- Children working on task.
- Children feeling secure, confident and valued.
- Questions which help children consolidate and extend thinking.

Children learn best when learning is relevant to their lives in the wider community: There will be evidence of:-

- Visitors representing different sectors of the community – local and wider community.
- Visits to places outside and within the local community.
- Topic work related to global issues.

### **Evaluating our effectiveness**

We recognise that teaching should always be evaluated in terms of its impact on pupils' learning and what makes it successful. Learning should be evaluated as effective when it secures good progress for all pupils.

Teaching and Learning can be evaluated through:-

- Identifying the sharing of good practice within school.
- Monitoring the range of teaching and learning activities.
- Review and updating of teaching and learning training.
- Evaluation of the effectiveness of any training undertaken.
- Planning.
- Assessment records and evidence.
- Classroom observation.
- Work Sampling
- Learning walks.
- Observing pupils at play.
- Assessment for learning strategies.
- Self and peer assessment.
- Data analysis.
- Moderated work.
- Staff and pupil interviews/questionnaires.
- Parent consultations.

We make effective use of the Excellence in Teaching Framework to support our evaluations of lessons, identification of good practice, and monitoring of progress and standards.

## **The role of governors**

Our governors support, monitor and review the school policies on Teaching and Learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are best used to support successful teaching and learning;
- monitor teaching strategies in the light of health and safety regulations;
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality teaching;
- monitor the effectiveness of the school's teaching and learning policies through the school self-review processes. These include reports/presentations from subject leaders, headteacher's reports to governors as well as a review of the in-service training sessions attended by our staff.

## **The role of parents**

We believe that parents have a fundamental role to play in helping children to learn. We do all we can to inform parents about what and how their children are learning by:

- hosting parents' workshops and open mornings to explain our school strategies;
- providing parent consultation evenings for individual feedback twice a year;
- sending information to parents via blogs and web pages outlining the topics that the children will be studying during that term at school;
- sending annual reports to parents in which we explain the effort and achievement made by each child and indicate how the child can improve further;
- working with parents to show how they can support their children with homework. We suggest, for example, phonic activities, shared reading strategies, and support for older children with their projects and investigative work.

We believe that parents have the responsibility to support their children and the school in implementing school policies. We encourage parents to:

- ✓ ensure that their child has the best attendance record possible;
- ✓ ensure that their child is equipped for school with the correct, named uniform and PE kit;
- ✓ inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- ✓ promote a positive attitude towards school and learning in general;

## **Equality Statement**

We do not discriminate (either directly or indirectly) against anyone on the grounds of their gender, race, colour, ethnic origin, religion, ability, disability or any aspect of their social/cultural background. Furthermore, the school community is committed to countering all forms of racial prejudice and discrimination. All the practices and procedures detailed in this policy are designed to be inclusive and promote equal opportunities and cultural diversity

## **MAT Statement**

In Trellech, 'more able and talented' encompasses an identified proportion of the total school population and is used to describe pupils who require enriched and extended opportunities across and beyond the curriculum in order to develop their abilities in one or more areas. In

Trellech there will be a group of pupils who require greater breadth and depth of learning activities than is normally provided for the usual cohort of learners. In addition, there maybe a need to provide for exceptionally able pupils. Where this occurs there will be an Individual Development Plan created.

### **Monitoring, Evaluation and Review of the Policy**

The policy will be monitored and its success evaluated by the SMT and Governing Body. A review of the effectiveness of the policy will be carried out involving all staff.

**Headteacher:**

**Date:**

**Chair of Governors:**

**Date**

Review Date: February 2020