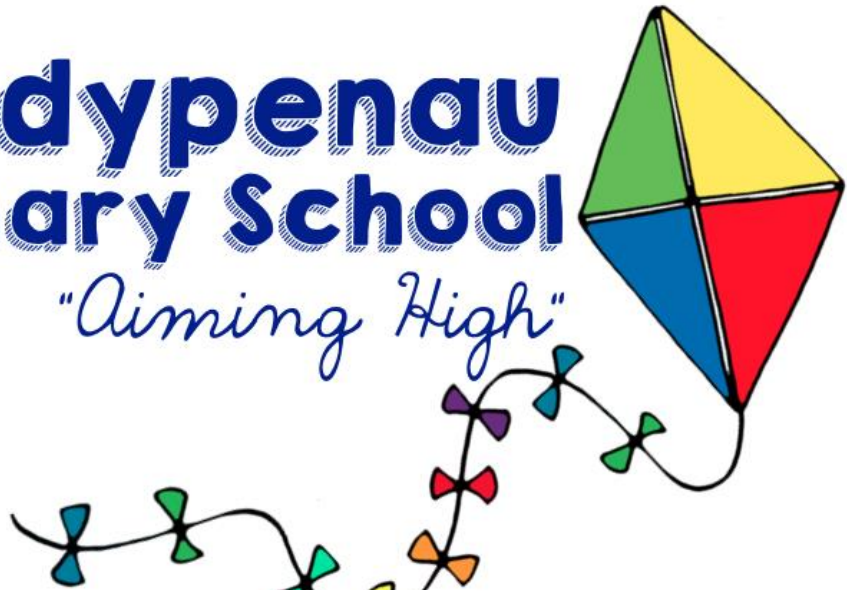


**Rhydypenau
Primary School**

"Aiming High"



Teaching and Learning Policy

DEVELOPMENT, MONITORING & REVIEW OF THIS POLICY

We review the school teaching and learning policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

SCHEDULE FOR DEVELOPMENT, MONITORING & REVIEW

This policy was agreed by teachers:	
This policy was agreed and adopted by the Governing Body:	December 2015
The implementation of this policy will be reviewed by:	
This policy will be reviewed:	Annually
This policy was last reviewed:	Autumn Term 2022
This policy is due to be reviewed:	Autumn Term 2023
Chair of Governors' Signature:	
Headteacher's Signature:	

Introduction

At Rhydypenau Primary School we support the concept of lifelong learning, recognising that both adults at school and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. Through our teaching we seek to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about

the important things in their lives. Teaching and learning, although inextricably linked, can be separate from one another. A teacher may know that something has been taught but that does not mean that it has been learnt by an individual pupil. We base most of our teaching and learning on the following 12 principles, each of which is exemplified, both within the text of this policy and within the appendix.

- Different learners prefer different styles of learning.
- Effective learners are well motivated. They see purpose and intrinsic value in their learning.
- Learning takes place when the learner makes sense of the new. This involves building patterns of meaning and making connections with what is already known.
- Intelligent behaviour takes different forms.
- Physical and emotional welfare provide the preconditions for learning.
- Learning takes place when tasks present an achievable challenge.
- Intelligent thinking can be developed.
- A state of relaxed alertness is conducive to effective learning.
- Learning is often developed, deepened and extended through thoughtful speaking and listening as well as purposeful reading, writing and other forms of recording.
- Effective learners are aware of, reflect on, and evaluate their own learning.
- Effective learners are self-confident about their potential to master new learning and persistent in facing challenges.
- Effective learners take responsibility for their own learning. They can transfer and apply their learning in different contexts.

Aims and Objectives

We recognise that people learn best in different ways: most lessons incorporate aspects to support pupils who learn best through visual, audio and kinaesthetic approaches. However, we do not usually label children as specific types of learners. Rather, we aim to provide a rich and varied learning environment that supports children in developing their skills and abilities in a range of ways, in order to achieve their full potential.

Through our teaching we aim to: support children in becoming confident, resourceful, independent learners foster children's self-esteem and help them build positive relationships with other people; develop children's self-respect and encourage them to respect the ideas, attitudes, values and feelings of others; show respect for all cultures and, in so doing, to promote positive attitudes towards other people; enable children to understand their community and help them feel valued as part of this community; help children grow into reliable, independent and positive citizens celebrate the achievements of both children and staff.

Effective Learning

We acknowledge that people learn in many different ways and seek to develop strategies that allow all children to learn in ways that best suit them. Indeed the work we have undertaken as a Thinking School is predicated on his work. We offer opportunities for children to learn in different ways. These include:

- using thinking maps
- Undertaking enquiry based learning
- investigation and problem solving
- use of ICT including computers, peripherals and related resources
- research and note-taking
- fieldwork and visits to places of educational interest
- group work and pair work
- creative activities
- independent work
- watching media and responding to musical or recorded material
- asking and answering questions
- debates, role-plays and oral presentations
- participation in athletic or physical activity
- designing and making.

We encourage children to take responsibility for their own learning, to be involved as far as possible in reviewing the way they learn, and to reflect on how they learn – what helps them learn and what makes it difficult for them to learn.

The Independent Learner

We recognise that we have a crucial role in supporting pupils to become independent learners and that this is best achieved when pupils are encouraged to:

- develop self-discipline
- to make choices and decisions
- develop confidence in all areas of curriculum
- ask and answer questions, giving precise instructions, information, and giving and receiving clear or simple explanations
- develop reasoning skills and making predictions
- accept challenges and try new things
- select and use equipment and other resources appropriately, confidently and responsibly
- present ideas, experiences, and understanding in a wide variety of forms including ICT
- communicate ideas for different audiences, e.g. parents, friends, teachers and other adults
- use different types of media to present information, e.g. art, music and performing arts
- evaluate information from a variety of sources, including books, artefacts, photographs, visitors to school, internet sites, etc.
- justify their opinions with reasoned arguments

To encourage independent learning, the teacher should:

- facilitate learning using a variety of activities
- ensure learners are highly involved in the learning process and ensure tasks are meaningful
- set clear learning objectives and communicate them to all pupils at the beginning of the lesson
- promote opportunities for reflection, application and the application of learning
- provide opportunities for pupils to assist in displaying their own work
- plan a variety of structured activities to promote stimulating contexts for learning
- integrate previous class learning experiences to allow pupils to draw together and make sense of present learning
- ensure that all pupils, including those who are able and talented, together with those who have special educational needs, have access to the curriculum through differentiated materials and learning strategies

Effective teaching

When teaching we focus on motivating the children and building on their skills, knowledge and understanding of the curriculum. We use the curriculum overviews for each year group together with the skills framework and what matters statements to guide our teaching. Short term planning identifies a clear purpose for each lesson related to What Matters statements from the New Curriculum and is linked to appropriate progression steps for each year group.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop further the knowledge and skills of the children. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for more able children, those with additional needs or those for whom English is an additional language, we give due regard to information and targets contained in the children's Individual Education Plans (IEPs) or Individual Development Plans (IDPs) and other records. Staff have high expectations of all children and we aim to ensure that their work at Rhydypenau Primary School is of the highest possible standard. We set aspirational targets for the children, review the progress of each child regularly and set revised targets if necessary.

Planning

Each lesson has a clear purpose which is linked to a What Matters statement for that Area of Learning and Experience from the New Curriculum for Wales. Short term planning contains information about the tasks to be set and the way we assess the children's work, how activities are differentiated and identifies the appropriate and relevant progression step. Teachers evaluate planning so that they might modify and improve their teaching in the future.

Classrooms

Teachers have a duty to ensure that their classrooms are attractive, well organised learning environments. We believe that a stimulating environment sets the climate for learning and an exciting classroom promotes independent use of resources and high-quality work by the children. All classrooms in Foundation Phase should have a range of resources set up as continuous provision, together with enhanced provision to reflect the current context for learning. The headteacher arranges opportunities for teachers to visit each other's classrooms to view colleagues' practice in marking, classroom organisation and display. We note the research which shows that children learn best when:

- the organisation of teaching groups matches the needs of individual pupils and the curriculum
- the provision is challenging and appropriately matched to each pupil's needs
- the room is arranged appropriately for the lesson
- there is easy access to relevant, well labelled resources which are tidily and safely arranged
- there are stimulating displays which value all the children's work (see Display Policy)
- there are clear expectations and consistent routines for working in different areas of the school
- classroom assistants and additional teaching support is appropriately targeted at children's needs
- the curriculum is broad, balanced and inclusive
- the curriculum is lively, stimulating and interesting with wellbeing at the centre
- there is continuity and progression across the curriculum through the Learning Continuum 3-16
- staff implement whole school policies on cross curricular issues such as developing key skills, spelling and presentation of work
- there is a variety of teaching and learning styles employed within each lesson

Displays

Teachers have a role in developing stimulating classroom displays. Such displays should be changed regularly to ensure that the classroom reflects the current context for learning. Every classroom should have displays relating to literacy (genre specific), numeracy, Welsh, Thinking Skills. Teachers should ensure that:

- all children have the opportunity to display their best work at some time during the year
- the range of display comes from pupils with various levels of ability

- displays are appropriately labelled to support a literacy rich environment
- children are aware of the display and able to talk about it
- displays are used in teaching and learning

The Role of the Teacher in Implementing the Policy for Teaching and Learning

Before lessons start the teacher should ensure that:

- lesson plans with clear learning objectives are appropriate in content and detail, prepared in advance and have considered safety matters
- lesson plans take into account the ages, abilities, ethnic origins, prior experiences and interests of the pupils
- he/she knows what the pupils already know and understand and use this knowledge to inform future planning
- he/she chooses methods and materials that are likely to motivate, challenge and involve the children
- lessons are well structured and well differentiated to include a variety of activities
- he/she has the necessary subject knowledge
- resources are ready and any proposed activities/demonstrations (particularly practical's) are set-up and thoroughly tried out beforehand
- he/she is aware of what good practice and quality in the classroom look like
- a good pace and appropriate challenge is maintained throughout

In addition, the teacher should:

- inform or remind pupils of the learning which is taking place
- remind/ask the pupils what they have been doing recently and especially what they did during the last lesson
- set high expectations for the pupils as individuals and as groups and make these expectations explicit, e.g. standards of accuracy and presentation
- have a balance between independent and group work such as working with teachers or peers in problem solving exercises
- be actively involved, not just when pupils are having difficulties
- place an emphasis on mental calculation and reasoning
- pay careful attention to the structured incremental development of vocabulary and the use of correct subject terminology and notation
- give clear instructions
- use positive behaviour strategies so that good learning can occur
- seek to establish a working relationship with pupils based on mutual respect by, among other things, praising, guiding, encouraging, motivating or reprimanding consistently, fairly and appropriately
- be prepared to effectively call a class to order in a clear and appropriately authoritative manner
- express confidence, projecting their personality in the leadership role

- use pupils' names effectively (this is crucial to successful teaching)
- be proactive in seeking advice or assistance from other colleagues who may have more experience of a situation
- make good use of classroom assistants/parents/outside agencies
- use a balanced amount of direct teaching and collaborative/interactive oral work in whole class and group contexts

We recognise that good teaching requires that the teacher will:

- use higher order questioning together with a range of thinking tools
- probe the pupils' understanding and identify misconceptions
- take account of an individual pupil's attainment
- use a range of strategies to promote assessment for learning
- give pupils time to think before answering
- encourage pupils to extend and expand on their ideas and reasoning
- give opportunities for pupils to reflect on and refine their methods of working and ways of recording their work
- encourage pupils to think of and explore different ways of approaching a problem
- encourage the pupils to become involved in discussion and encourage them to discuss ideas amongst themselves
- use media to its best advantage, e.g. smartboards/ICT/ overhead projector
- regularly and systematically assess pupils so as to set pupil targets and to inform planning

After the lesson teachers are required to:

- complete the necessary assessment, marking and recording punctually and in accordance with the marking policy
- be in a position to provide quality feedback to the pupils on their individual strengths and how to improve
- encourage children to discuss and evaluate their own work and the work of others

*NB: With one or two exceptions, the foregoing lists significantly contribute to competent, confident and effective teaching, and are equally applicable to both newly qualified and experienced teachers.

Other Roles and Responsibilities

The L.A. is required to:

- drive forward and provide strategic support for a continuous improvement programme for the raising of standards in teaching and learning from initial planning through to delivery
- ensure that governors carry out Headteacher Performance Management in conjunction with a nominated representative of the Governing Body

The Role of Governors

Our governors have a role in determining, supporting, monitoring and reviewing 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 from subject leaders and the annual headteacher's report to governors as well as a review of the in-service training sessions attended by our staff.

The Headteacher and Senior Leadership Team are required to:

- plan effectively and manage a common approach towards organisational excellence i.e. to ensure that identified objectives are met against agreed quality, timescale and cost parameters. These objectives should address both individual and school needs through setting and achieving specified targets
- define the school's staffing requirements and implement the strategy to achieve that staffing model
- lead and motivate the school's staff and initiate whole school activities
- help teachers at different points in their career to plan, train and monitor their development and to set clear relevant targets for the future
- arrange for the mapping and audit of skills and roles in the school and then deliver appropriate staff training and monitor performance
- take account of the outcomes of performance management in making recommendations to the governing body about teachers' pay
- ensure team leaders carry out their responsibilities including monitoring of teaching, books and planning, offering appropriate feedback which allows reflection and participation in discussion
- have a strategic role in promoting co-operation and collaboration across the whole curriculum

The role of parents

We strongly acknowledge 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:

- parents supporting learning through our curriculum contexts
- holding parents' evenings to explain our school strategies for teaching, in particular, literacy, numeracy and thinking skills
- sending information to parents at the start of each term in which we outline the topics that the children will be studying during that term at school
- sending regular reports to parents in which we explain the progress made by each child and indicate how the child can improve further

- explaining to parents how they can support their children with homework. We suggest, for example, regular shared reading with very young children, 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 expect parents to:

- ensure that their child arrives punctually and has the best attendance record possible
- ensure that their child is equipped for school with the correct uniform and PE kit
- do their best to keep their child healthy and fit to attend school
- 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
- fulfil the requirements set out in the home/school agreement

We ensure that all tasks and activities that the children do are safe. When we plan to take children out of school, we first inform parents and obtain their permission.

Effective Deployment of Teaching Assistants

We deploy learning assistants and other adult helpers as effectively as possible. Sometimes they work with individual children and sometimes they work with small groups. Our adult helpers also assist with the preparation and storage of classroom equipment. We conduct all our teaching in an atmosphere of trust and respect for all.