



Ysgol Gynradd Brynhyfryd Primary School

"Breuddwydio, credu, llwyddo gyda'n gilydd!"

"Dream, believe, achieve together!"

Brynhyfryd Primary School is a Rights Respecting School

SCHOOL POLICY DOCUMENT

Teaching and Learning Policy

Approved by Governors: November 2017

Next Review: Autumn 2019

Introduction - Rights

At Brynhyfryd Infant School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning. Brynhyfryd Primary School will provide a happy caring environment, where there are opportunities and encouragement for all pupils and staff to achieve their full potential

Our Policy for Teaching and Learning

This document is a statement of the aims, principles and strategies for Teaching and Learning at Brynhyfryd Primary School. It lays the foundation for the whole Curriculum, both formal and informal and forms the context in which all other policy statements should be read.

It is written for the benefit of all members of the school community and stakeholders to ensure that all are aware of the fundamental principles underpinning the work of Brynhyfryd Primary School.

Aims

- Learning is a main focus of our school. We offer a curriculum that is broad, balanced, relevant, differentiated and challenging to meet the requirements of the Education Reform Act relating to the Foundation Phase, National Curriculum Skills Curriculum, National Literacy and Numeracy Strategy, PSHE, Religious Education and collective worship.
- Teaching and Learning is planned with regard to skills and assessment for learning through a thematic approach with specific reference to the Literacy and Numeracy Framework where the majority of lessons have a Literacy or Numeracy focus that underpins the learning.
- We are aware that children learn in different ways and so learning should be through child centred, multisensory experiences.
- The role of the teacher is to facilitate child led learning through a range of strategies and approaches
- Enable children to become confident, resourceful, enquiring and independent learners.
- Raise children's self-esteem and help them build positive relationships with others.
- Develop children's self-respect and encourage children to respect the ideas, attitudes, values, rights and feelings of others.

- Show respect for all cultures and, in so doing, promote positive attitudes towards other people and their belongings.
- 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.

We will support the aims of this policy by

- Providing children with an equal opportunity to achieve success;
- Providing a relevant and exciting curriculum through skill based themes;
- Providing a safe, caring and inclusive environment;
- Identifying and nurturing the individual needs of the pupils;
- Providing a culture of high expectation;
- Valuing the beliefs and cultural backgrounds of all individuals
- Encouraging all pupils to participate fully in all aspects of school life.
- Involving parents/guardians in the learning process

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We take into account the different forms of emotional intelligence when planning teaching and learning styles in order that pupils learn to:

- Effectively acquire new knowledge or skills in their work, develop ideas and increase their understanding.
- Show maximum engagement, concentration, application and productivity.
- Develop skills and capacity to work independently and collaboratively.

These learning styles used across the Foundation Phase and Key Stage 2 include:

- Independent work;
- Paired work;
- Group work;
- Whole-class work;
- Investigation and problem solving;
- Independent and group research;
- Asking and answering questions;
- Debates, role-plays and oral presentations;
- Watching and responding to live drama and musical presentations.
- Creative activities;
- Designing and making things;
- Use of the I.C.T;
- Use of games;
- Outdoor work and visits to places of educational interest;
- Use of audio visual resources;
- Participation in athletic or physical activity;

- Covering visual, auditory and kinaesthetic learning.

Effective Teaching

When teaching we focus on motivating the children by:

- Providing a varied and exciting curriculum in line with the statutory requirements and principles of equal opportunity.
- Ensuring there is a balance of appropriate teaching styles used and suitable teaching strategies.
- Using interesting and good quality resources and visual aides to aide effective learning.
- Building on their skills, knowledge and understanding of the Foundation Phase curriculum, National Curriculum and Literacy and Numeracy Frame Work
- Using the Foundation Phase curriculum National Curriculum and Literacy and Numeracy Frame Work to plan to guide our teaching with clear skills.
- Ensuring the learning environment is stimulating to interest, encourage and engage pupils.
- Making effective use of time, keeping lessons well-paced and insist on high standards of behaviour.
- Pupils being involving children in the planning of the theme/topic.
- Ensuring times of active learning.
- Acknowledging what children do or say.
- Encouraging persistence and effort rather than just praising and evaluating what the child has done.
- Giving specific feedback linked to success criteria/LO rather than general comments.
- Modelling attitudes, ways of approaching problems, and behaviour toward others, showing children rather than just telling them
- Clear modeling of the activity to ensure understanding.
- Ensuring challenge is evident in all lessons
- Asking open ended questions that provoke children's thinking.
- Engaging in lesson observations, book scrutiny and listen to learners: Autumn Term – SDP linked priority, Spring Term – Focused Peer Assessment and Summer Term – Performance Management.
- Using a range of agreed Assessment for Learning strategies consistently across the school;
- Setting and sharing clear teaching objectives and success criteria and activating prior knowledge
- Ensuring that learning is progressive and continuous and employs a range of teaching styles to engage all pupils irrespective of ability with clearly identified differentiation for Lower ability and for More Able and Talented pupils
- Providing constructive feedback with clear next steps when marking work;
- Sharing expertise, fostering positive relationships and planning and monitoring collaboratively with all staff and outside agencies
- To adhere to the Marking for Learning Policy
- To adhere to the Assessment, Recording and Reporting Policy

The quality of teaching and learning is **monitored** by the following means:

- Standardization and Moderation portfolios for Welsh, PSD, English, Maths and Science;
- Pupil tracking sheets, recording the progress of individuals;
- Monitoring planning;
- Agreed focus areas for monitoring linked to the School Development Plan;
- Book Scrutiny, Listening the Learners and Lesson Observations;
- Online assessment software.

Cross Phase Continuity is ensured by:

- visits to comprehensive schools by Year 6 pupils during transition weeks;
- visits to comprehensive schools by Year 5 pupils for special events;
- Nursery transition programme
- additional transition programme is in place for children with specific educational requirements
- transfer of pupil records of progress and summative assessment results;
- in-house transfer of pupil information between class teachers through tracking sheets, assessment spreadsheets, online assessment data, discussion and SIMS,

Assessment & Target Setting

We assess pupils' work thoroughly and constructively, which enables us to:

- Specifically target individual and groups of children.
- Set individual, group and / or whole class within core subjects
- Ensure that these targets are shared with children, parents and carers
- Assess and record the progress of each child in all areas of learning, SIMS and INCERTs

Formative Assessment

Formative Assessment is used to guide the progress of individual pupils. It involves identifying each child's progress in each area of the curriculum, determining what each child has learned and inform the next stage in his/her learning as well as identifying areas that need addressing as a whole class. This is carried out using commercially available assessment software which looks at both the curriculum and the LNF.

Planning

The curriculum is organised through long, medium and short-term plans.

The long term plans present an overview of the curriculum skills broken into 3 terms. Medium term plans illustrate all areas of learning on a week by week overview. Short term plans demonstrate skills to be taught that week with linked activities and differentiation. These are reviewed to ensure the delivery of a broad range of worthwhile curricular opportunities that cater for the interests, aptitudes and particular needs of pupils, and ensure progression in pupils' learning. We ensure our plans:

- Meet statutory requirements including the National Curriculum, Foundation Phase Framework and Literacy and Numeracy Framework
- Provide well for pupils with Additional Learning Needs including MA pupils.
- Are inclusive ensuring equality of access and opportunity for all pupils.
- Account for the resources needed, the key vocabulary and questioning to be developed.
- Include the allocation of staff to particular groups.
- Planning is accessible for the benefit of teaching assistants and supply teachers.

Discipline

All staff make considerable effort to establish good working relationships with the children in their classes.

- We treat the children with kindness and respect.
- We use firm but fair language to address children courteously and have high but realistic expectations concerning high standards of self - discipline.
- We are a Rights Respecting and Restorative Practice School that sets out expectations for all.
- We set and agree with children the class charter linked to children's Rights and this is visible in every class.
- We praise children for their efforts and, by so doing, we help to build positive attitudes towards school and learning in general.
- We all follow an agreed format for behaviour and rewards.

Health & Safety

The health and safety of the children is our first priority

- Pupils work in a healthy and safe environment.
- We ensure that all tasks that the children undertake are safe and identify risks in the plans.
- Educational visits are seen as an important way of enhancing the curriculum, but prior to any visit we complete a risk assessment form.
- Risk assessments are shared with both participating staff and pupils.

- Parental permission for educational visits is always sought.

Classroom Organisation & Management

We encourage pupil involvement in the organisation and day to day management of classrooms. To that effect children in each class are given jobs to develop their sense of responsibility and independence. It is the class teacher who is ultimately responsible for all classroom organisation and management even though they may be working with a small focus group. Taking into account recent research, all children are encouraged to drink water throughout the day

Support Staff

Support staff are highly valued at Brynhyfryd Primary School. Teaching assistants are deployed in line with the needs of the school, individual staff strengths and school budget. The allocation of support staff is reviewed towards the end of each academic year to ensure the most effective use of available staff. (In year reviews can take place if a new admission changes the existing dynamics)

- The distribution of Teaching Assistant's hours during a week is planned strategically to meet the individual needs of specific learners and the school's key priorities.
- We aim to make the best use of the Teaching Assistant's strengths and aim to support their professional development through both internal and externally organised training (INSET, In house focused training)
- All Teaching Assistants are invited to weekly Monday ADD's sessions to further their personal CPD.
- Both teachers and Teaching Assistants hold Foundation Phase and Key Stage 2 team meetings where the focus remains on aspects of teaching and learning.
- The main responsibility of support staff is to work with individual or small groups of children, subject to the nature and requirements of each lesson.
- Assisting in the preparation of resources, displaying of work, storage of materials and ensuring standards in their classroom of organisation and cleanliness
- Teachers spend time daily communicating and discussing the skills and specific expectations of any activity with support staff
- Where appropriate, support staff will be guided in aspects of marking

Our Classrooms are attractive learning environments

We believe that a stimulating environment sets the climate for learning.

An exciting classroom promotes independent use of resources and high-quality work by the children.

- We change displays at least once a term, to ensure that the classroom reflects the topics studied by the children and displays have a bilingual theme
- We ensure that all children have the opportunity to display their best work at some time during the year.
- All classrooms have a range of dictionaries and fiction and non-fiction books, which are attractively labelled, as are all equipment stored in the classroom.
- Resources and equipment stored in the classroom are readily available and attractively labelled to promote independent learning.
- Across display boards, there will be an element of Literacy and Numeracy displayed

Teacher Development and INSET

- All our teachers reflect on their strengths and weaknesses and plan their professional development needs accordingly.
- We do all we can to support our teachers in developing their skills, so that they can continually improve their practice.
- Teachers have the responsibility to maintain their personal CPD folders.
- Attend staff meetings, ADDs and INSET to ensure continued professional development

The Role of Governors

Our Governors determine, 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 used 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 termly head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.
- SIP
- SER
- Learning Leader walks

The Role of Parents/Carers

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:

- Holding parents' evenings to explain our school strategies;
- Holding parent/carer workshop sessions with a specific focus.
- Establishing a Parent Forum seeking parent/carers opinions on school policy
- Meeting parent to discuss in year and end of year reports 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 believe that parents have the responsibility to support their children and the school in implementing school policies. Teachers should encourage parents to:

- Ensure that their child has the best attendance record possible;
- Ensure that their child is equipped for school with the correct uniform and PE kit clearly labelled with child's name;
- 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;

Classroom Observation

As this policy has highlighted classroom practices that promote high quality teaching and learning staff understand that they are entitled to classroom observations as a procedure by which fundamental aspects on the judgements of both teaching and learning can be identified reflecting the bigger picture of how teaching and learning looks like at BPS and how this can be improved. (This is directly linked with the staffing profile of the current academic year 2019 - 2020.) The process outlined below is clear and unambiguous.

Effective Classroom Observation

The purpose and arrangements for classroom observations

All staff receive consistent information about the reasons and expectations for classroom observation. At Brynhyfryd Primary School, the reason for classroom observation is to promote high quality teaching and learning. This involves classroom observations carried out by Senior Leaders/managers who have been trained in classroom observation. It aims to achieve positive

feedback in the aspects of teaching and learning that went really well and an agreement for further ongoing support for Teaching and Learning in this developmental process. The role of classroom observation in the overall plan for school improvement is clearly explained

The Process:

Pre- Observation conference which includes shared planning

Lesson Observation

Feedback, immediate: what went really well in the lesson? (WWW) Even better if (EBI)

Feedback conference: Written Report, development target

Under Performance

Under performance will be addressed through professional discussion leading to a comprehensive action plan completed with the teacher with milestones set, completion dates for how, when and by whom each action point will be addressed. Dates will be agreed and the named person identified for monitoring and reviewing the Action Plan with the teacher.

CPD Needs	Action	Person Responsible	By when	Monitoring/ Action Completed/ Date

ERW Tool Kit

The school uses the ERW Classroom Observation and Book Scrutiny Tool Kit. From the Teaching and Learning aspect this involves classroom observations to require judgements, developed grade descriptors and involve challenge advisers in moderation procedures to ensure consistency giving opportunity to validate the school's own evaluation of Teaching and Learning. These observations will be carried out by the Senior Leadership team and the Schools designated Local Authority Challenge Advisers.

Review

The Headteacher and staff will review this policy in the light of experience within the school and any amendments will be presented to the Governing Body for discussion before being finalised.

Review: November 2020

This policy is to be reviewed annually in line with the Marking and Feedback Policy.