

Kind Hands and Clever Minds Make Our School



Teaching and Learning Policy 2015

Introduction

"We Learn:

- **10% of What We Read**
- **20% of What We Hear**
- **30% of What We See**
- **50% of What We See and Hear**
- **60% of What We Write**
- **70% of What we Discuss**
- **80% of What We Experience**
- **95% of What We Teach"**

William Glasser

Through our school aims, we endeavour to provide the children with the necessary skills, knowledge and understanding to make informed choices about the important things in their lives. The Teaching and Learning Policy will contribute to, and reflect, the overall school aims. It encompasses the curriculum to which children at Ty'n y Wern Primary School are entitled. At this 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 and enjoyable experience for everyone. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives.

Ty'n y Wern Primary aims to:

- To raise standards of achievement in all aspects of pupil development through the school.
- To develop each child's desire to achieve.
- To develop and communicate an ethos of high expectation throughout the school community.
- To provide a rich and varied learning environment, that allows children to develop their skills and abilities, working towards achieving their full potential.
- To develop skills enabling children to deal with challenges and change.
- To develop a child's self-confidence and feeling of self worth.
- To provide children with a purpose and context for their learning.
- To promote a caring and considerate attitude towards each other within the community.
- To foster the tolerance of opinions and beliefs of others.
- To engender social skills that enable children to work and communicate effectively with others.
- To promote independence.

We believe:

- The child is central to the process of learning and that every child matters.
- Quality learning is a result of quality teaching, which is itself informed by regular assessment and oral and written feedback.
- Quality learning is enhanced by a variety of teaching styles and strategies.
- Children and teachers value learning, the development of learning skills and the acquisition of knowledge.
- To learn, children must be involved in their own learning and understand what they need to do to improve.
- All staff have high expectations of children in terms of their learning.
- All children are encouraged to develop enquiring minds.

- Children are encouraged by all staff to become increasingly independent learners.
- Parents and carers have a crucial and constructive role to play in developing their children's learning.

Ethos

At Ty'n y Wern Primary we endeavour to create a positive context for learning by:

- Fostering a caring and considerate environment where all children feel safe.
- Providing good role models through the way that we interact with all adults and children, at all times, and in all places.
- Developing classroom environments in which children feel valued, respected and safe.
- Creating an environment where it is acceptable to make mistakes and be challenged by their learning.
- Involving all pupils in the way the school is run, through class and school councils, in order to make them feel that their opinion is valued.
- Providing exciting opportunities for learning, which enrich the curriculum and include after-school activities, visits and input from the wider community.

Environment

The environment the children work in plays a crucial role in the way they learn. We strive to provide a stimulating environment conducive to learning.

This is achieved by:

- creating defined areas in classrooms and keeping the classrooms orderly.
- organising environments that set an example for children.

- creating interactive classroom environments that embody a range of displays that are bright, stimulating and celebrate children's work, as well as promoting learning.
- display areas where children can immediately celebrate their own work.
- children's own labelling of key words, annotated work on display and labelling of resources.
- providing drinking water in all classrooms, promoting nutritious school dinners and encouraging healthy snacks at playtime in order to contribute towards good physical and mental health and children's well being.
- promoting independent role play or investigation area in all classes
- promoting Welsh language development by the use of Welsh by the teacher and children throughout the school day and a bilingual ethos.
- a clearly set out reward system that is consistently used to promote good behaviour and hard work.

Teaching and learning

At Tyn y Wern Primary school, we ensure that all our children are motivate and enthusiastic learners who gain lifelong skills through experiential teaching methods. We do this through lessons that includes:

- a teacher that has a good understanding of the needs of each and every child and that these needs are met in each lesson.
- A teacher who responds to children's work in a positive and developmental way
- Assessment opportunities built into the lesson
- Attentive children who are clearly keen to learn and enthusiastic
- They are good listeners and ask appropriate and searching questions
- A desire and eagerness to learn about the fascinating world in which they live
- Children and staff engaged in meaningful dialogue about learning

- engages pupils in collaborative, complex problem-solving activities that link to the real world;
- promotes assessment for learning by encouraging pupils to reflect on their learning;
- caters effectively for different learning styles and multiple intelligences;
- creates a challenging and stimulating atmosphere that motivates pupils;
- is happy and caring where pupils feel safe to try out new ideas and take risks without the worry of failure.
- shows a good understanding of the needs of every individual child and that these needs are met in each lesson.

Within our classrooms, children are given the opportunity to:

- work individually, with a partner, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- learn from and teach each other;
- develop social skills;
- develop independence;
- use initiative;
- receive support;
- achieve academically.

Tools for teaching

In our school, we use numerous tools designed to help children achieve their potential and become independent learners. A few of these are:

- *The thumbs up tool* is used to reach a consensus within a group. Thumbs up - I like that idea; thumbs down -I don't like that idea; thumb in the middle -I am not sure. It can also be used to show the teacher how well they understand the task/instruction.

- *Quality audience and quality discussion.* The children discuss what makes a quality audience and discussion and a contract is drawn up within each new class. This contract shows what the children expect from each other (including the teacher) when speaking and listening in class or in groups.
- *Talking Partners* are used frequently to allow children to share ideas and information in pairs before sharing it with the whole class. This ensures all children have to give their ideas and opinions encouraging them to communicate clearly and confidently.
- *Listening to learners.* All teachers spend time talking to the children about how they learn (metacognition) and what type of learner they are. Teachers plan lessons that cover all learning styles ensuring all children are catered for i.e. verbal, auditory kinaesthetic, VAK. In School Council meetings all children are encouraged to discuss what they would like to see happen in the school and how they think they learn best. This is used to inform the teacher's future planning.
- *Mind Maps* are used at the start of a topic to allow the children to show what they already know about a topic and what they would like to find out, they are also used for planning a piece of work.
- *Check In* is used as a community builder within the class and allows the teacher to understand how children are feeling and take this into account when teaching. E.g. some children may have had an upsetting weekend and are still feeling vulnerable and unsettled which can affect their learning. This is used with the School Council and Buddies too, where children have a chance to air their views about the school and their learning.

Planning

Class teachers, in collaboration with subject leaders, produce medium term plans. They state clearly what will be taught, when and how. The range and subject skills are taken from the National Curriculum documents and the Foundation Phase Framework.

Class teachers, to enable them to deliver what is in the medium term

plans, produce weekly planning. Short-term plans will include differentiation, showing how the less able pupils will be developed, and how the more able pupils will be challenged.

Both Medium term and short term planning includes planning for the Literacy and Numeracy Framework. All staff are aware of its importance and plan ways to practise areas of Literacy and numeracy that have been taught. Staff ensure that there is evidence of LNF within lessons across the curriculum. LNF coverage is tracked during the terms ensuring all areas are covered within the year.

Short term planning will include consideration of how other adults in the room are to be utilized, and it is expected that support staff will be involved in the assessing of pupil progress by reporting back to the class teacher.

Each half-term, the pupils should have a planned 'memorable event', comprising of an educational visit, visitors to the classroom, drama production either by them or performed to them, etc.

Lessons are planned using a flexible timetable, allowing subjects to be taught through the overall theme whenever possible. Discrete themes are taught when there is no link e.g. Judaism in RE. It is the responsibility of the subject leader to monitor the planning. They must ensure there is sufficient time being given to their subject and to suggest cross curricular links that can be made.

The quality of teaching

Teachers should;

- Seek to inspire pupils
- Challenge pupils and have high expectations
- Show good subject knowledge and understanding in the way they present and discuss their subject
- Be technically competent in teaching basic skills, including phonics
- Plan to use a variety of teaching methods which will enable pupils to reach their potential
- Plan the use of resources including additional adults
- Give clear and specific instructions and explanations
- Act promptly to address any inappropriate behaviour

- Praise pupils for effort, achievement and good behaviour
- Set homework effectively to reinforce and extend what is learned in school
- Assess pupils both for summative purposes (to measure how well they have achieved) and on an on-going formative basis to lead future planning

The quality of learning

Pupils' learning will be monitored by how well they acquire new knowledge or skills, develop ideas and increase their understanding. They should demonstrate their ability to apply intellectual, physical or creative effort to their work. The pupils should work at a good pace and be productive. They should show an interest in their work and be able to sustain concentration and think and learn for themselves. Pupils should understand what they are doing, be aware of how well they have done and know how they can improve.

During the lesson teachers will be checking for understanding by listening to pupils and asking challenging questions. The teacher will ensure they involve all pupils and that high standards of effort, accuracy and presentation are encouraged.

The role of ICT

ICT should be planned in two ways. One is in the teaching of ICT skills, such as using search engines or word processing software. The other is where ICT is used to enhance the teaching of other subjects, such as putting in data to produce graphs in maths lessons, or using PowerPoint to present information in history.

Children know which programs they have used and be able to find their own work, which should be kept in the correct folder in an organised way. The children are able to discuss their work and explain what they have learnt. A wide range of ICT work from all areas of the curriculum is displayed around the school.

Target Setting and Pupil Progress

Teaching will be characterised by high expectations and striving for the highest possible standards. Pupils will be set targets in each core subject. Pupils will be involved in discussions concerning their targets. They will be reviewed regularly and shared with parents at parent teacher consultation evenings in January as well as in the annual written report. These targets follow our 2 stars and a wish format. Pupils' progress will be reported to parents at parent consultations in September, January and July, as well as in writing in the annual end of year report at the end of the Summer term.

There is an on-going discussion about children's individual/ group/ class targets and children are encouraged to evaluate their own learning. Peer assessment forms a regular part of children's learning throughout the school with children being taught how to be a critical friend and give constructive feedback. All KS2 children are assessed in English, Maths, Science and Welsh each term and a levelled grade (e.g. level 3a, 4c etc.) is awarded. All FP children are assessed in English, Maths and PSD each term and an outcome is awarded (e.g. outcome 5c, 4c). These assessments are input into INCERTS and year group trackers are updated when appropriate. This is monitored by subject leaders, the achievement co-ordinator and the Head teacher to ensure children are making good progress towards achieving their target. Any appropriate action needed is put into place to support pupils who are struggling. Children's grades are recorded on the year group tracking sheet.

Special Needs.

All children, whatever their ability, are entitled access to the whole curriculum through a broad range of activities and experiences. All learning is matched to the needs of the child whether it is, for example, a child who has an Individual Education Plan who struggles in literacy or a More Able and Talented child who needs to be continually challenged throughout their schoolwork.

Equal Opportunities:

In accordance with the school's Equal Opportunities Policy and Accessibility Policy, all pupils will be given full access to the National Curriculum.

Staff will endeavour to help all pupils to reach their full potential.

Governors

The Governors are kept up to date with all new initiatives and changes within teaching and learning through School Focus Governor meetings. Subject leaders meet with their link governor and discuss their action plans and progress made in their subjects. School data is discussed and analysed with Governors. Governors take part in Learning walks, book scrutiny and lesson observations in order to have a full understanding of Teaching and Learning throughout the school.

Parental involvement

We are continually building strong working relationships with parents and carers of our pupils through continuous dialogue and home school books (when appropriate), parents' meetings, parent workshops, assemblies, concerts, storytelling, arts festivals and Literacy/Numeracy days.