



PENLLERGAER PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships - Linked to Articles 3, 28 (CRC)

The Mission Statement of Penllergaer Primary School is “ Our School Is For Everyone”

Our vision is:

“To create a safe and caring environment where stakeholders feel valued, and the well-being of all is at the forefront. We want to develop a positive attitude to learning, empowering our pupils to be the best they can be in acquiring knowledge and skills required, to make an active contribution to an ever changing technological, diverse society.”

We believe that education should be an enjoyable, continuous process with strong home/school links providing that vital continuity.

To achieve this we aim:

- ✓ To develop the whole child –intellectually, emotionally, socially, physically, morally and spiritually
- ✓ To cultivate a climate of success for all children, celebrating all of their achievements in all aspects of their lives.
- ✓ To ensure a safe and stimulating, challenging learning environment.
- ✓ To involve our pupils in the learning process and empower them to participate in all aspects of school life.
- ✓ To help learners to become confident, self-reliant, self-respecting and responsible global citizens who will make a positive contribution to society.
- ✓ To develop in all individuals the capacity to work both collaboratively and independently and also the ability to determine the appropriate method for the task.
- ✓ To develop a personal moral code, sensitive to the needs of others.
- ✓ To actively seek to raise all standards and be part of an on-going self-evaluation process.
- ✓ To promote equality of opportunity and understanding and respect for all irrespective of race, gender, ability, religion or culture both locally and globally.
- ✓ To actively promote Children's Rights and responsibilities.
- ✓ To preserve and develop our own cultural identity within Wales, promoting the Welsh language effectively.
- ✓ To provide regular physical education lessons within school time and to offer, when possible, after school sporting activities which would include team and co-operative games.
- ✓ To promote a healthy lifestyle.
- ✓ To raise students' awareness of sustainable development issues through classroom study and community action.
- ✓ To empower our pupils by becoming literate, numerate and technologically able to function effectively in an ever-changing Twenty-first Century.

Introduction

This Teaching and Learning Policy is at the very heart of our school. It is central to all that goes on and is 'The way we do things' around here'. It provides the answer to the question 'What do we want to witness in our classrooms?'

As human beings we are unique individuals yet we are social beings and we all need to make connections with others to progress. At Penllergaer we believe that the social and emotional security supports wellbeing development of children guides and enhances their academic learning. Therefore we place proper prominence on social, emotional and spiritual development and see intellectual learning developing within this ethos.

The policy is revisited at the start of each academic year, with all staff. It is intended as a working document to inform such things as the school development plan, performance management and monitoring of learning and teaching. It now reflects what the staff feel is important in the areas of learning and teaching and highlights a common understanding of curriculum developments

Aim of the policy

To provide an agreed focus for planned programmes of monitoring learning and teaching and to build the capacity of all leaders, practitioners and learners by encouraging the sharing of good practice; leading to improved standards of learning and teaching. The policy enables the workforce to collectively reflect upon and develop their pedagogical approaches to build capacity across the school, developing a culture of trust and respect. The policy aims to improve the quality of learning experiences provided for the children and to enable staff to identify areas for development.

Aims of Learning

- To ensure that the four core purposes are at the heart of all Areas of Learning and Experiences.
- To create an authentic context for learning in which pupils have opportunities to reinforce and consolidate Cross-curricular responsibilities, including Literacy, Numeracy and Digital Competence.
- To encourage children and young people to take increasing responsibility for their own learning and to equip them with the skills required to participate successfully and confidently in the modern world.
- To support social and emotional development and positive relationships.
- To encourage collaboration.

Aims of Teaching

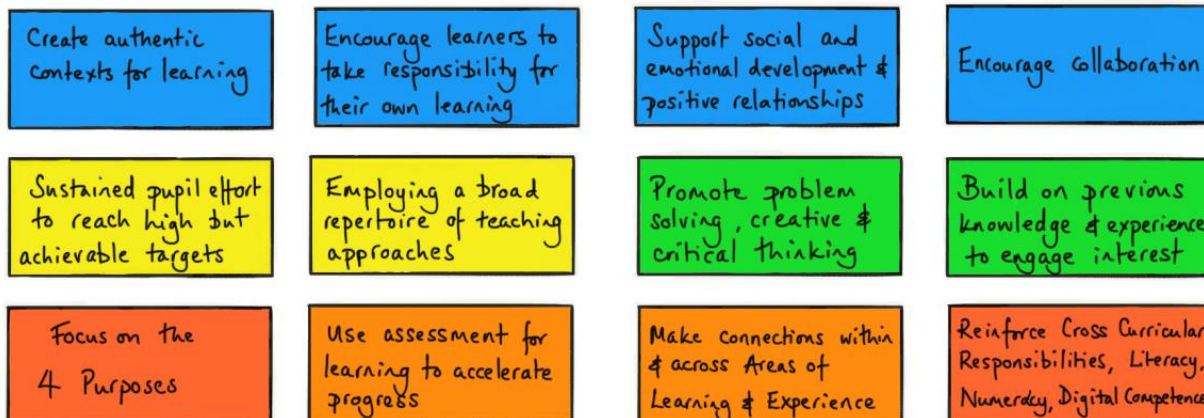
- All teaching and learning should be directed to achieving the four curriculum purposes.
- Teachers should apply the pedagogical principles identified when planning their teaching and learning, to ensure that the activities relate directly to the curriculum purposes.
- Teachers should provide children and young people with the opportunities to learn from expertise and experience from outside the school.
- Teachers should create contexts within which learners can demonstrate the ability to apply learning independently.
- To promote a shared understanding of criteria which underpin good learning and teaching
- To ensure that children can use three key competencies (Literacy, Numeracy, Digital competency)
- To ensure that the four enablers (working in partnership, strong school to school working, inspiring leadership and inclusivity) underpin the curriculum.

At Penllergaer Primary we aim to provide a caring, supportive and stimulating safe environment with high quality teaching to develop our pupils as:

- Ambitious, capable learners, ready to learn throughout their lives,
- Enterprising, creative contributors, ready to play a full part in life and work,
- Ethical, informed citizens of Wales and the world,
- Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

(Successful Futures Report by Professor Donaldson)

Curriculum Reform identifies 12 pedagogical principles:



At Penllergaer, these principles permeate our curriculum through our teaching and learning and develop our ethos.

Teaching and Learning styles and strategies in context.

The curriculum offers a broad and balanced structure. This structure should comprise Areas of Learning and Experience:

- Expressive Arts
- Health & Well-being
- Humanities
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology

Good Teaching and learning will:

- Challenge all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
- Employ a blend of approaches including direct teaching.
- Employ a blend of approaches including those that promote problem solving, creative and critical thinking.
- Set tasks and select resources that build on previous knowledge and experience and engage interest.
- Employ assessment for learning principles.

Key Competencies

We see the Key Competencies as being the development and application of:

- Literacy (NLF)
- Numeracy (NNF)
- Digital Competency (DCF)
- Wider skills – e.g. thinking

At Penllergaer we embrace in the main, a holistic and generic approach to teaching and learning. This is because this approach recognizes:

- ✓ activities planned and delivered start with the four core purposes which are embed in our school ethos.
- ✓ that teaching and learning of the whole child does not only take place in the class room, but throughout the school; in corridors, the play ground, the dining hall, on the way to and from school, on field visits etc.

- ✓ that in the class room the academic curriculum isn't the only curriculum taking place. Within the context of lessons we recognise that the quality of teaching and learning depends not only on the suitability and quality of the preparation, planning and 'organisation for the academic curriculum, but also as importantly for personal, moral, social and emotional, aesthetic spiritual and physical development of the child.

Good Practice

We have identified the following elements as being good practice in the teaching of all subjects:

- interactive teaching and learning that is challenging for all groups of learners.
- a balance between direct teaching and rich learning experiences
- enthusiastic, participating pupils
- promotion of bilingualism
- all pupils work attractively displayed and used as a teaching and learning resource
- a range of pupil groupings in operation
- a range of methodologies and approaches to teaching and learning to meet the needs of all pupils and learning styles
- a self-evaluating, stimulating, safe, learning environment
- consistent and corporate planning systems
- a good pace to learning consisting of relevant, suitably challenging and fun activities
- high expectations
- pupils individually valued and respected
- pupils having a sense of ownership of their surroundings and a say in their education
- use of good quality, modern resources
- extension and enrichment activities that engage pupils beyond the classroom routine
- effective marking and feedback for all learners.

The Learning environment

1. Promotes learning rather than teaching. The environment and atmosphere is safe, positive and welcoming.
2. The room is clean and tidy. The overall impression on entering the room is stimulating.
3. The equipment and materials in current use occupy the classroom in a structured manner, forming part of the overall display of the classroom and/or effectively stored and readily accessible to the pupils.
4. Is organised to enable the pupils to engage in work on entering the classroom.
5. Wall displays are attractively arranged, interactive, and celebratory; reflect current work and the curriculum. At the beginning of a new academic year, the previous years work may be displayed so that pupils have an idea of expectations and are not entering a bare classroom.
6. Relevant reading and reference material is available to pupils at all times, without the need to request it.
7. The layout of furniture gives pupils as much work space as possible, promoting learning and encouraging and developing independent enquiry. Furniture layouts are not necessarily static and allow for flexibility between individual work, paired work, group work and whole class teaching.
8. The reward system for each class is used readily and actively as appropriate to the Positive Behaviour policy. The classroom charters are clearly displayed
9. Effective and efficient use of ICT equipment using up to date hardware and software
10. The learning environment promotes key skills, is multilingual and promotes the welsh language.

The Teacher as Leader, Motivator and Presenter.

The Penllergaer teacher:

- Values every pupil irrespective of, race, gender, age or ability; empathising with the child's needs and concerns; promoting the moral, spiritual and social welfare of the child.
- Is approachable, patient and demonstrates affection; listens and responds to the child.
- Plans and delivers lessons that incorporate: objective; introduction; main teaching focus; differentiated activities; challenge, bilingualism, plenary; have appropriate pace, using regular 'Pit Stops' to keep learning on track and making formative assessments.
- Assists in the development of programmes of work which will ensure continuity and progression and displays a thorough understanding of pedagogy, good curriculum knowledge and expertise showing an awareness of how pupils learn ensuring planning and delivery considers the various learning styles
- Ensures activities center around Donaldson's four core purposes.
- Prepares and presents activities as enjoyable and motivating, communicating learning objectives to pupils and establishing success criteria to aid self-evaluation (pupils know not only what they are doing, but also Why they are doing it).
- Links activities with previous learning/ experiences.
- Values the input of outside agencies.
- Has high expectations of children regarding behaviour and standard of work.
- Uses positive encouragement and utilises the school reward system rigorously, in order to motivate pupils and give learning an extra sense of purpose, praising effort and achievement, Regular assessment which informs future planning.
- Encourages the child to be responsible for their own actions, facilitating self management and empowerment of the child.
- Promotes the language and culture of Wales, and respect and tolerance of other cultures.
- Promotes our school values.
- Provides opportunities for experimentation, enquiry based multi-sensory approaches to learning so pupils become increasingly autonomous and independent in their learning, developing their individuality.
- Gives instructions, descriptions and explanations that are precise and clear. (uses translators, makaton signing and bilingual pictorial signs as appropriate).
- Deploys effective higher order questioning techniques as appropriate, in order to raise the level of pupils' thinking and providing suitable challenge for all pupils.
- Is competent in the use of ICT (Digital Competency Framework).
- Monitors his/her language used *for* its accuracy and *for* its appropriateness. Correct terminology is promoted as relevant and appropriate *to pupils' maturity and abilities*.
- The teacher has established procedures for the monitoring and assessment of each pupil's work and marking is effective and informative and always up to date.
- Is responsible for his/her own continuing professional development and reflective on their practice.
- Helps each pupil in their class to establish clear personal targets objectives, and commitments. Feedback is given to each pupil in order that he / she can build up knowledge about his / her own performance.

In summary a high quality repertoire which we define as the set of skills, devices, methods, strategies, knowledge and understanding which enable a teacher to make effective decisions in the course of promoting learning in the range of curriculum areas they teach.

Performance Management and CPD

Lesson observation and work scrutiny is an entitlement for our staff. Teachers have three observations per year, one of which is a formal lesson observation conducted by the HT/DHT and could include an external LA advisor, while the other two are lesson studies. All staff undertake annual job evaluations with HT/Line manager. Staff use the new 'professional teaching standards' as guidance for, self-assessing, tracking, identifying training and reviewing their continuous professional development.

Action Research

Staff undertake action research as appropriate. They share findings and practice with others both inhouse and colleagues from other schools.

Partnerships with parents

Problems and concerns about pupils are reported to their parents/ carers, as they arise, at the earliest opportunity. Parents are encouraged to work in partnership with the school, with a view to effectively solving the problems and addressing the concerns together.

Parents are kept informed of their children's progress as appropriate. The school has formal parent and teacher meetings in the autumn and spring terms. The end of year report is comprehensive regarding all aspects of the pupil's learning and development in school. The head teacher and class teachers are usually available to discuss problems/review progress, at the end of the school day.

We aim to develop the Penllergaer pupil as an active, engaged and independent learner.

To encourage children as active, engaged and independent learners, we strive to develop pupils who;

- Demonstrate initiative and independence in finding the resources and equipment they need and in seeking help with difficulties before seeking help from the teacher.
- Take part in discussion in a measured, responsible and courteous way.
- Develop positive Growth Mindsets to become resilient learners
- Are independent, self-reliant and show respect for others
- Frequently offer help to fellow pupils as appropriate to the learning.
- Practise and apply their newly acquired skills and knowledge and follow up initial classroom work with further investigation /extended activity, using the school library, modern technology or elsewhere.
- Take responsibility for the various 'housekeeping' tasks of the classroom, with the teacher delegating appropriate responsibilities to pupils.
- Look after our environment both inside and outside school.
- Take ownership of and pride in their work reflecting on and evaluating their learning.
- Learn from others in the wider community.

Children's Learning should be characterised by:

- First hand, rich experiences where possible.
- Variety of teaching styles and opportunities to investigate, research and problem solve and think critically.
- The accessibility of up to date good quality resources.
- Multisensory learning and practical activities – hands on activities, Learning through play and games both in the classroom and in the outdoors
- Regular positive feedback: oral/written comments and targets.
- An awareness of what they need to do in order to progress – learning targets – self-assessment.
- Opportunities to take part in collaborative projects.

- An appreciation of the work and opinions of others.

Monitoring and Reviewing this policy

We believe good quality education should equip the children we teach with the skills they need to survive in the twenty first century. It is about our children acquiring the skills that will best enable them to cope in society as a whole. The Headteacher and Senior Management Team monitor the Teaching and Learning Policy and use the information to inform practice and policy.

We are aware of the need to review the school's 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. We will review our policy regularly.

Our Home/School Partnership is a leaflet that summaries this policy. The Home/School Partnership is given out to parents at the start of each academic year, to share with their children, sign and return to school.