



Building Skills For Life – Meithrin Sgiliau Bywyd

**Ysgol Gymunedol Llangynidr
Llangynidr Community Primary School**

Teaching and Learning Policy

Revised: August 2015

Agreed by Staff: September 2015

Adopted by Governors: September 2015

Review Date: September 2016

Introduction

Teaching and learning is the purpose of our school.

At Llangynidr CP School we believe in the concept of lifelong learning and the notion that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip children with the skills, attitudes, knowledge and understanding that enables them to make informed choices about important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives.

Aims and Objectives

This policy is intended to promote consistency and high standards and the achievement of the school aims. At Llangynidr School, we aim to provide a caring, supportive and stimulating environment with high quality teaching. We achieve a high level of literacy and numeracy and we foster:

- Independent young people who are confident, flexible and able to co-operate with others.
- Imagination and creative expression through a wide range of media.
- Conscientious young citizens of a multi-cultural society who are tolerant and respect others' values.
- Pride in achievement and a desire to succeed.
- Effective links between the school, the home and the community, which promote aspiration and high expectations.
- Equality of opportunity for all

Effective Learning

We know that people learn in many different ways and we recognise the need to develop strategies to allow all children to learn in ways that suit them best.

We take account of these differences when planning learning activities. We offer opportunities for children to learn in different ways, including:

- Research and finding out
- Whole class, individual, paired and group work
- Use of ICT — computer, television, video, audio, digital imagery
- Creative activities
- Field work and educational visits
- Debates, role play and oral presentations
- Designing and making things
- Participation in physical activity
- Questioning, investigating and problem solving
- Reflecting on what has been learned

Effective Teaching

When teaching, we focus on motivating pupils and building on the skills, knowledge and understanding of the curriculum. We use curriculum plans based on the Foundation Phase outcomes, National Curriculum 2008, Skills Framework, QCA

schemes, Powys LEA schemes, National Literacy Strategy (NLS) and National Numeracy Strategy (NNS).

Curriculum plans identify learning objectives, success criteria and details of what is to be taught to each year group, including skills, range and contexts.

We believe that children learn effectively when teachers provide:

- Thorough preparation and planning
- Shared learning objectives and success criteria which are understood by pupils.
- Clear and high expectations of achievement/behaviour.
- An atmosphere/classroom climate where children are prepared to take risks.
- A range of questions
- Thinking time before answering questions.
- Lessons where children's previous learning and interests are built upon through purposeful application of knowledge to different situations.
- Opportunities to review and reflect on learning.
- Lessons which develop pupils' understanding through active, practical and first hand experiences.
- A planned programme of educational visits to enhance learning.
- Support for pupils with differing abilities.
- Effective feedback which enables pupils to know what they have done well and what they need to do to improve further.
- We base our teaching on a thorough knowledge of the children's abilities. Our prime focus is to further develop their knowledge and skills and to actively involve them in this process.
- When planning work for pupils with ALN, we use information and targets contained in IEPs.

All teachers strive to maintain positive working relationships with children. Pupils are treated fairly and are given equal opportunities to participate in all activities. All teachers follow the school's policy with regard to behaviour. Positive attitudes to behaviour are promoted through praise and encouragement, and rewards (counters) and sanctions are understood by all children and staff.

The Statutory Curriculum Requirements

The National Curriculum is built on the following principles:

- a focus on the learner
- emphasis on subject-specific and cross-curricular skill development;
- a focus on continuity and progression 3-19
- flexibility
- relevance to lifelong learning

It also supports Government policy including bilingualism, Cwrricwlwm Cymreig/Wales, Europe and the World, equal opportunities, food and fitness,

education for sustainable development and global citizenship, and the world of work and entrepreneurship.

At Llangynidr Community Primary School, we promote a broad and balanced curriculum taught through a variety of teaching methods. Our curriculum statement is in accordance with the requirements of the Foundation Phase, the revised National Curriculum orders, which became statutory in September 2008 and the amalgamation of the LNF into the programmes of study for 2015. It also prepares as much as is possible for the changes to be made following the Donaldson report when areas of learning will be in place throughout the school.

Our vision aims to prepare our children with the skills, knowledge and attributes to equip them for lifelong learning. We aim to provide education of the highest possible standard; to this end we will offer all our pupils an appropriately differentiated, challenging and stimulating curriculum in the context of a thematic approach.

All school policies, schemes of work and planning will clearly indicate a skills based approach to learning.

We are a school situated in Wales and through our formal and informal curriculum we aim to foster and develop an awareness of Welsh language, culture and heritage as well as a knowledge and understanding of the wider cultural inheritance of Wales and the UK.

Through our curriculum and from working with the local community, our pupils will also develop an understanding of global issues and the need for sustainability.

Teaching and Learning

At Llangynidr Community Primary School we aim to provide a caring, supportive and stimulating environment with high quality teaching.

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. Self review and peer review strategies are used to review the key learning objectives and to assess the level of understanding. Children are given reflection time at the beginning of each session to digest the feedback given by the teacher/peer and to comment or reply if they wish.

Foundation phase

In our FP children are taught phonics, Literacy skills and Maths skills discretely and all areas of learning are taught through play based, small group and class activities. Creative beginnings imaginative learning projects (ILPs) are used in Nursery/Reception and taught on a termly basis, FP ILPs are taught in Year 1 and Year 2 on a half termly basis.

KS2

All our KS2 children are taught Maths and Literacy skills discretely, unless they can be taught through the Cornerstones ILPs, which have a focus subject and change on a half termly basis. These ILPs are rich with Literacy and Numeracy skills to ensure the children are applying skills to real life contexts.

All ILPs are planned over a 2-year rolling programme, so that with mixed age classes, children do not repeat an ILP.

Each ILP comprises of an ENGAGE part that is planned to 'grab' the children's attention and enthuse them, this often takes the form of a visit to school or a trip out of school.

This is followed by a DEVELOP stage where children are taught the knowledge and skills they will need in the innovate stage.

The INNOVATE is a specific outcome to the learning that the children have worked towards throughout their learning, it demonstrates their ability to apply the skills taught and allows children of all ability to take the 'finished product' at their level.

The children also complete EXPRESS activities that gives them the opportunity to review their learning, often by sharing it with others (parents, peers, community etc)

At Llangynidr school we pride ourselves on the real life, engaging contexts that the children learn through, and link them to our local community wherever possible.

Assessment

Assessment is essential to ensure that pupils progress and achieve. It ensures more effective teaching by providing evidence to enable teachers to provide for children's needs. It also enables children to know the stage they have reached; what they have done well; what they need to do to improve further.

School uses a wide range of summative and formative assessment procedures in order to — track pupils progress; allow early identification of ALN (additional educational needs); plan for future development and set targets for improvement.

Assessment for Learning(AFL)

AFL is part of effective planning by:

- Involving pupils in planning units of work.
- Focussing on how pupils learn and helping pupils know how to improve.
- Having an emotional impact by promoting self esteem and affecting learner motivation.
- Promoting commitment to learning objectives and success criteria.
- Encouraging self/peer assessment and evaluation.
- Recognising progress from the child's previous best.

In order to promote these strategies, teachers will:-

- involve pupils in the planning of work.
- evaluate weekly planning to inform the next week's work.
- mark books using 'closing the gap' techniques and provide feedback which enables pupils to know what they have done well and what they need to do to improve.
- provide time to allow pupils to make necessary improvements.
- provide opportunities for pupils to carry out self/peer evaluation.
- provide opportunities to discuss and set personal targets for improvement e.g. target cards/learning diaries.
- use a range of questions and classroom management techniques to ensure full participation of all pupils.

Governing Body

Our governors determine, support, monitor and review the school’s policies on teaching and learning.

Parents, carers and guardians

We believe that parents, carers and guardians have a fundamental role to play in helping their children to learn. We work hard to inform and support parents in how they can help further their children’s learning through half termly information on ILPs, encourage them to assist in the ILPs with their expertise and contacts. The teachers hold regular consultation meetings with teachers to discuss progress and strategies for further improvement.

Date:

Signed: **(Head teacher)**

..... **(Chair of Governors)**

Review date: September 2016

