

## Ysgol Y Mynydd Du Primary School

'Together we learn and grow'

'Tyfu a dysgu gyda'n gilydd.'

### Vision

It is the aim of the governing body and the staff of the school, in active partnership with the pupils and parents to enable the pupils to develop their full intellectual, spiritual, physical, emotional and social potential, enabling every pupil to become a lifelong learner.

### The Aims of Our School

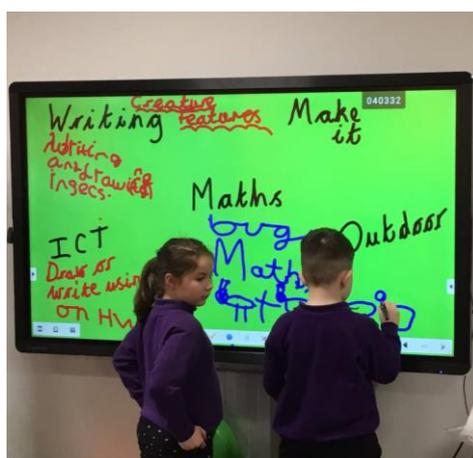
We aim:

- To provide quality experiences in all aspects of school life.
- To have high expectations across all areas of a broad and balanced curriculum, accessible to pupils of all abilities relevant to their needs and interests.
- To develop a safe, caring community where the pupils are happy, successful and keen to learn, helping them to grow in confidence and self-esteem.
- To help our pupils develop good social skills without prejudice of gender, culture or special needs.
- To foster a sense of appreciation towards the language and culture of Wales and the Global Community.
- To encourage a mutually supportive relationship between home and school.
- To create a warm welcoming atmosphere for all.
- To equip the pupils to embrace change and assimilate all that is beneficial in new approaches to teaching and education.



The following, are the principles underpinning the whole school ethos at Ysgol Y Mynydd Du. We ensure that we aspire to promote:-

- **Kindness**
- **Creativity**
- **Tolerance**
- **Equality**
- **Respect**
- **Confidence**
- **Happiness**
- **Responsibility**
- **Honesty**
- **Friendship**
- **Courage and Resilience**



Teachers plan using the National Curriculum and Foundation Phase documents. With the changes to the curriculum coming into effect in 2022, this transition stage will be a time of exciting new opportunities which develop the 'whole child'. Beginning to develop the "four core purposes" will begin to encourage pupils to become:

**1. Ambitious, capable learners who:** - set themselves high standards and seek and enjoy challenge - are building up a body of knowledge and have the skills to connect and apply that knowledge in different contexts - are questioning and enjoy solving problems - can communicate effectively in different forms and settings, using both Welsh and English - can explain the ideas and concepts they are learning about - can use number effectively in different contexts - understand how to interpret data and apply mathematical concepts - use digital technologies creatively to communicate, find and analyse information - undertake research and evaluate critically what they find and are ready to learn throughout their lives

**2. Enterprising, creative contributors who:** - connect and apply their knowledge and skills to create ideas and products - think creatively to reframe and solve problems - identify and grasp opportunities - take measured risks - lead and play different roles in teams effectively and responsibly - express ideas and emotions through different media - give of their energy and skills so that other people will benefit and are ready to play a full part in life and work

**3. Ethical, informed citizens who:** - find, evaluate and use evidence in forming views - engage with contemporary issues based upon their knowledge and values - understand and exercise their human and democratic responsibilities and rights - understand and consider the impact of their actions when making choices and acting - are knowledgeable about their culture, community, society and the world, now and in the past - respect the needs and rights of others, as a member of a diverse society - show their commitment to the sustainability of the planet and are ready to be citizens of Wales and the world

**4. Healthy, confident individuals who:** - have secure values and are establishing their spiritual and ethical beliefs - are building their mental and emotional well-being by developing confidence, resilience and empathy - apply knowledge about the impact of diet and exercise on physical and mental health in their daily lives - know how to find the information and support to keep safe and well - take part in physical activity - take measured decisions about lifestyle and manage risk - have the confidence to participate in performance - form positive relationships based upon trust and mutual respect - face and overcome challenge - have the skills and knowledge to manage everyday life as independently as they can and are ready to lead fulfilling lives as valued members of society.

**At Ysgol Y Mynydd Du, we plan opportunities for the Literacy, Language and Communication and Welsh AoLE.**

Our aim is to provide experiences and learning which will enable children to have a positive and confident attitude towards Language, Literacy and Communication/English and Welsh.

## **The principles of the teaching and learning of LLC and Welsh at Ysgol Y Mynydd**

### **Du are:**

- To be relevant to the age and ability of the child
- To vary teaching methods ensuring breadth and balance
- To ensure continuity and progression
- To ensure every child feels they can achieve

### **The aims of English are:**

To enable children to speak clearly and audibly in ways which take account of their listeners;

To encourage children to listen with concentration in order to be able to identify the main points of what they have heard;

To enable children to adapt their speech to a wide range of circumstances and demands;

To develop children's abilities to reflect on their own and others' contributions and the language used;

To enable children to evaluate their own and others' contributions through a range of drama activities;

To develop confident, independent readers through an appropriate focus on word, sentence and text-level knowledge;

To encourage children to become enthusiastic and reflective readers through contact with challenging and lengthy texts;

To help children enjoy writing and recognise its value;

To enable children to write with accuracy and meaning in narrative and non-fiction;

To increase the children's ability to use planning, drafting and editing to improve their work;

To help children become more effective communicators who can apply skills in speaking, listening, reading and writing confidently in other areas of the curriculum.

### **The strategies for the teaching of LLC/English at Ysgol Y Mynydd Du are:**

Delivering daily lessons that have a proportion of whole-class, group teaching and independent activities to develop literacy skills.

Giving all children the opportunity to engage with a wide range of genres, including fiction, poetry, plays and non-fiction. They acquire skills to use dictionaries, thesauruses and ICT to develop their learning.

Understanding that there are children of differing ability in all classes at Ysgol Y Mynydd Du Primary School. We recognise this fact and provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies. In some lessons we do it through differentiated group work, while in other lessons we ask children to work from the same starting point before moving on to develop their own ideas. We use classroom assistants to support groups of children and often group children to initiate peer support and develop reciprocal learning. We endeavour to ensure that all work is varied and well matched to the needs of individual children.

*We use the ERW Scheme of Work accompanied by:*

*In FP*

*Oracy*

*Pie Corbett Talk for Writing, role play, discussions and oracy presentations.*



*Reading*

*Letters and Sounds, Oxford Reading Tree, guided reading sessions using Rigby Star and Lexia.*

*Writing*

*Write Dance, Dough Disco and Big Write*

*(See separate policy.)*

*In KS2*

*Oracy*

*Drama, discussions, hot-seating, role-play (supported by ICT)*

*Reading*

*Giglets, weekly guided reading sessions, reciprocal reading, using exemplar reading materials of specific genres to aid writing and Lexia.*

*Writing*

*Daily use of spelling attack strategies, 6 genres covered across the year and Big Write (See separate policy.)*



## Welsh as a Second Language

### Whole School Ethos is achieved in numerous ways:

- The school has been awarded the Siarter Iaith Bronze Award.
- The Criw Cymraeg, which consists of children from Year 2 to Year 6, are the driving force for promoting the Welsh language at our school.
- Pupils are rewarded for their use of incidental Welsh in contexts other than the Welsh language lesson.
- Tocynnau Iaith' are used as an incentive to speak Welsh across the school.
- A diary and dragon are taken home by the best speakers who are also given a balloon during weekly award assemblies.
- Regular Welsh assemblies are led by the Criw Cymraeg (teaching both traditional and modern hymns and songs and encouraging the learning of the Lord's Prayer in Welsh).
- Teaching of traditional Welsh stories and tales to ensure pupils have a knowledge of their Welsh Heritage.
- Greeting and dismissing pupils in Welsh and using incidental Welsh in corridors, classrooms & playground whenever the chance arises.
- Asking pupils to answer the register in Welsh.
- Staff set an example to pupils in the school with their use of the Welsh language both incidentally and in a more structured way in a variety of settings and contexts throughout the school.
- There are colourful displays around the school linked to all areas of the curriculum which include some Welsh.
- Pupils are encouraged to learn a 'Welsh phrase of the week.'
- Pupils develop their knowledge and understanding of the cultural, environmental, historic and linguistic characteristics of Wales.



### The principles of the teaching and learning of Welsh Second Language at Ysgol Y

#### Mynydd Du are:

- To be relevant to the age and ability of the child
- To vary teaching methods ensuring breadth and balance
- To ensure continuity and progression
- To ensure every child feels they can achieve

#### Aims

- To renew the focus on teaching and learning of Welsh as a 2<sup>nd</sup> Language.
- To ensure that learners have opportunities to develop the three language skills of Oracy, Reading and Writing which enable them to develop transactional competence.
- To ensure that progress within these skills forms a realistic experience in order to develop language skills for life.
- To ensure that learners build upon language skills already acquired.
- To ensure that Welsh teaching promotes the development of thinking, allowing learners to think for themselves, understand what they are doing and understand how the language works.
- To ensure the learners' limited language skills are utilised fully, enabling them to transfer their knowledge from one context to another and to realise the importance and value of the Welsh language in order to utilize this for strengthening its commercial value for the jobs market.

## The strategies for the teaching of Welsh as a Second Language at Ysgol Y Mynydd Du are:

- Ensuring that adequate time is allocated to meet NC requirements.
- Providing opportunities for Incidental Welsh.
- Employing a variety of teaching resources; games, poems, appropriate songs, CDs, powerpoints, internet resources, DVDs etc.
- Ensuring that lessons have pace.
- Fostering good interaction between teacher and pupils and between pupils in paired and group work.

### FP

Using 'Tric a Chlic, Tedi Twt and Fflic a Fflac' to support the teaching of the Powys Scheme of Work.

### KS2

Oracy: Using a range of individual, pair and group tasks in-line with the Powys Scheme of Work.

Reading: Fortnightly guided reading sessions and independent reading using 'Nici a Cris, Babs a Benji and Pod Antur.

Writing: Range of genres in-line with the Powys Scheme of Work.

### Cross-curricular links

- LLC, English and Welsh play an important role in the teaching of Literacy in the school through promoting the skills of reading, writing, speaking and listening.
- In KS2 these skills are developed during lessons through various planned activities, such as: writing explanatory texts, instructional writing, delivering presentations, researching and reading reports. Numeracy is also incorporated into lessons whenever appropriate. Pupils are given the opportunities to use and apply skills to interpret and handle data in the form of tables, graphs and diagrams for example. They use analytical skills when looking at statistics.
- In the Foundation Phase pupils are given opportunities to explore and develop their skills in Literacy and Numeracy through focussed, enhanced and continuous provision.
- The DCF is integrated into Literacy and Welsh sessions; encouraging pupils to use digital technology to research, communicate, analyse and evaluate their learning.

### MAT

- Pupils are given the opportunity to pursue their own independent learning where they are able to research a topic area of their own interest.
- Pupils are encouraged to communicate their findings in a variety of different ways.
- During RICH tasks, pupils are given challenging materials and roles of responsibility within group work.
- They are also given LNF objectives appropriate to their level.

- **Inclusion**

All pupils are given chances to succeed in LLC, English and Welsh. The subjects are taught to all pupils. Pupils are supported where necessary to ensure that they have equal access to the full curriculum. In these circumstances, teaching styles, delivery of lessons, and resources are adapted to remove barriers to learning and address ALN. Teachers and teaching assistants provide suitable ways for pupils of different abilities to access ideas.

**Monitoring and assessment**

Assessment is an integral part of the teaching and learning process. It is the responsibility of the class teacher to assess pupils within the class. We aim to make assessment purposeful, allowing us to match teaching activities to the needs of the pupils to ensure progress. Class teachers will also monitor using INCERTS in order to track pupils' attainment.

Assessment and recording:

Teachers undertake formative and summative assessment throughout the year (see assessment calendar)

Pupils in reception are assessed against the Foundation Phase Compact Profile. Pupils between Years 2 and 6 undertake National Reading tests annually.

GL Assessments - progress in English tests are undertaken.

Spelling is assessed through Single Word Spelling tests

Standards in writing are assessed termly through teacher assessment

Pupils are encouraged to self and peer assess weekly.

Y2 and Y6 samples of work are moderated during cluster moderation.

Assessment of the pupils' work, skills and knowledge will be made using:

- Written work
- Questions and answers
- Whole class and group discussions
- Discussion between individual pupils and teacher observation
- Comparison with relevant level descriptors
- End of key stage data is collected by the class teacher and shared with the coordinator and head teacher/Governors.
- Moderation of KS2 Welsh takes place in the Spring term with the cluster schools.
- Work is also standardised within school.

**Partnerships with Parents:**

Opportunities are offered to parents to develop and support their child's learning through Story Sacks in Reception. Parents are encouraged to support the school by completing homework with their pupils including:

Reading books which are used to support reading.

Giglets - Pupils may have a digital book assigned to them to read at home.

Lexia - Pupils may be provided with login details for an online programme to support their spelling, reading and grammar.

Spellings are sent home weekly

'Turtle Words' teach high frequency words as required in the Foundation Phase.

Specific tasks set periodically by teachers which may involve consolidation of learning completed in school.

### **Subject Leader's Role**

#### **It is the responsibility of the LLC and Welsh leader to:**

- Communicate with Governor with responsibility for LLC and Welsh
- Monitor standards of achievement, quality of learning in the subjects of LLC and Welsh through; supporting planning, monitoring books, listening to learners and through lesson observations.
- Analyse and set targets from pupil tracking data.
- Review the Policy and resources on an annual basis. The review will inform any subsequent change.
- Be responsible for the development, evaluation and review of policy guidelines
- Lead and communicate with the school team effectively
- Support and encourage individuals in the development of their curriculum area
- Identify staff training needs in their subject
- Assist staff and Head teacher in identifying and prioritising needs
- Produce a subject self evaluation report at the end of the year to support the whole school self evaluation process and where relevant, lead areas highlighted in the school development plan.
- Support staff in their planning of subject
- Provide exemplar material/lessons to support staff
- Review annually the development of staff and subject

#### **The subject leader must ensure that all staff:**

- Deliver the curriculum following the guidelines contained in this document
- Plan and evaluate lessons effectively
- Look after and use all available resources to enhance the experiences for all children

### **Resources**

- The LLC and Welsh resources are kept in the street and in classes.
- Class teachers are responsible for the care and upkeep of resources within their class
- The co-ordinator is responsible for the ordering of resources, keeping staff up to date with new resources.

Updated by: L. Davies

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