



Ysgol y Mynydd Du

Teaching and Learning Policy

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Learning and Teaching Policy

Introduction

This policy is a statement of the aims, principles and strategies for learning and teaching at Ysgol Y Mynydd Du Primary School.

At YYMD, we believe that we are all lifelong learners – pupils and adults alike. We maintain that learning should be a rewarding and enjoyable experience for everyone; it should be fun. Through our teaching we equip pupils 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 pupils to lead happy and rewarding lives.

Equalities

Every child, regardless of race, creed, gender or disability will have access to the curriculum at a level appropriate to their individual needs, in order that every child may experience success and satisfaction through their participation in learning.

Aims and Objectives

We believe that people learn best in different ways. At our school we provide a rich and varied learning environment which promotes high levels of pupils involvement in order for our pupils to develop their skills and abilities to their full potential.

We are mindful of the changes which are imminent with regards to the new curriculum, which states that all pupils and young people will be: **ambitious, capable learners** who are ready to learn throughout their lives; **enterprising, creative contributors** who are ready to play a full part in life and work; **ethical, informed citizens** who are ready to be citizens of Wales and the world; **healthy, confident individuals** who are ready to lead fulfilling lives as valued members of society.

Through our teaching we aim to: ☐

- Provide rich, meaningful, age appropriate learning experiences which support and challenge learners ☐
- Enable pupils to become confident, resourceful, enquiring and independent learners ☐
- Develop learning skills and provide opportunities to practise and refine them☐
- Differentiate effectively to meet the learning needs of individuals through the use of resources, support, time and task☐
- Embrace new technologies and local and national initiatives☐
- Foster pupils' confidence and self-esteem and help them build positive relationships with other people

- Collaborate with other agencies to develop a rich learning community ☒
- Develop pupils' self-respect and encourage pupils to respect the ideas, attitudes, values and feelings of others☒
- Show respect for all cultures and, in so doing, to promote positive attitudes towards other people
- Enable pupils to understand their community and help them feel valued as part of this community
- Work towards the four core purposes to help pupils grow into **ambitious, capable learners; enterprising, creative contributors; ethical, informed citizens; healthy, confident individuals.**

Resources

- As a 21st century school we have a fantastic range of resources to support teaching and learning, ensuring all pupils have access to: Class easel boards for the teaching of the whole class or groups; Clevertouch boards for interactive audio, visual and kinaesthetic classroom learning; wireless internet connection in all classes; use of laptops and Ipads; suitable classroom furniture – age appropriate – for group learning; resources to support outdoor learning and indoor resources to facilitate the Foundation Phase.

Prerequisites to Learning

YYMD is committed to developing pupils' confidence, self esteem and wellbeing. This extends both within and beyond the curriculum and includes Incredible Years at Foundation Phase and KiVa at KS2, which are integral to school life and where pupils from a young age are taught to identify and manage their emotions and behaviours.

Effective Learning

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. Lessons cater for a range of learning styles.

We offer opportunities for pupils to learn in different ways. These include:

- Talk groups ☒
- Investigation and problem solving☒
- Research and finding out
- Group work; collaborative and co-operative☒
- Pair work
- ☒
- Independent work☒
- Whole class work☒
- Asking and answering questions ☒

- Use of the computer and other IT sources ☒
- Fieldwork and visits to places of educational interest ☒
- Creative activities
- Responding to musical or tape-recorded material ☒
- Debates, role-playing and oral presentations
- Designing and making things ☒
- Participation in athletic or physical activity
- Assessment for Learning (AFL)

We encourage pupils to take responsibility for their own learning, to be involved as far as possible in:-

- Initiating learning through project mind maps ☒
- Improving learning through self editing and peer marking ☒
- Reviewing and reflecting the way they learn through mid and end of project evaluations and regular reviewing of success criteria and marking comments.

Effective Teaching

When teaching, we focus on motivating the pupils and building on their skills, knowledge and understanding of the curriculum. We use the LNF, DCF, Foundation Phase documentation and Curriculum 2008 to plan range and skills in order to guide our teaching. We teach to the current 2008 curriculum but we are mindful of the Donaldson recommendations and the four core purposes.

We base our pedagogy on our knowledge of the pupils' level of attainment. Our prime focus is to develop further the knowledge and skills of the pupils. With Reception pupils experiential learning is high focus – focus tasks along with continuous and enhanced provision. We strive to ensure that all tasks set, are appropriate to each child's level of ability. When planning work for pupils with Additional Needs, including those who are more abled and talented, we give due regard to information and targets contained in the pupils' Individual Educational Plans (IEP's). We have high expectations of all pupils, and we believe that their learning here at YYMD is of the highest possible standard.

The target setting process involves all teaching staff, the Head Teacher, Chair of Governors and Challenge Advisor, when setting targets for end of key stage. National test data is diagnostic, it is analysed and reviewed by all teaching staff and scrutinised by senior leadership team and governors with responsibility for data. INCERTS, Fischer Family Trust and Teacher Centre are used for tracking – please see Assessment, Recording and Reporting policy for further details.

We plan our lessons with clear learning objectives. We take these objectives from the Curriculum for Wales Document, LNF, DCF, Foundation Phase Document and KS2 Curriculum 2008 Document. Tasks are differentiated effectively.

We aim to take every opportunity for pupils to use and develop key skills in meaningful contexts and key skills are planned to be part of all our work. The National Literacy Framework (NLF) and The National Numeracy Framework (NNF) are used to develop key skills in numeracy and literacy across the curriculum.

Citizenship is highly valued at YYMD. We have active councils and ambassadors in the following areas which are under the overarching umbrella of Healthy Schools:

- School Council
- Eco-Committee/Fair Trade
- Criw Cymraeg
- Digital leaders
- Bronze Ambassadors
- Super Ambassadors
- JRSA's
- Friends Foundation
- Peer Mediators

They take assemblies and lead us in sustainable development and global citizenship. Our school believes in the family ethos – home family, school family, community family and wider world.

All adults establish good working relationships with all pupils in school. All adults follow the school policy of assertive discipline with regard to discipline and classroom management. As a school we have 'Golden Rules' designed to keep us all both safe and happy. We also have 'Values' that are celebrated each month. Pupils are 'Rewarded' for following these rules and values but there are 'Consequences' if a rule is broken. In addition we set and agree with pupils the class code of conduct. We expect all pupils to comply with these rules that we jointly devise to promote the best learning opportunities for all.

On a weekly basis, pupils actions are celebrated with 'happy balloons', 'tocyn Cymraeg' and 'kindness and value beads'. We also celebrate 'good work' each month.

We ensure that all tasks and activities that the pupils do are safe. When we plan to take pupils out of school, we first inform parents and obtain their permission. General permissions are collected at the start of each new academic year. Risk Assessments, including Evolve are always completed for off site visits.

We deploy Teaching Assistants and other adult helpers as effectively as possible. Sometimes they work with individual pupils/ groups.

Our classrooms are attractive learning environments that are fit for purpose. The Street is invaluable in providing additional, independent learning space. We ensure that all pupils have the opportunity to display their achievements. We believe that a stimulating environment sets the climate for learning, and an exciting classroom promotes independent use of resources and high quality learning by the pupils. This is currently being developed as we are a brand new build.

All our teachers reflect on their pedagogy 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.

We conduct all our teaching in an atmosphere of trust and respect for all – staff modelling these qualities to pupils at all times.

Learning at YYMD embraces a project based approach to learning, in line with the Foundation Phase skills documents, the Statutory National Curriculum 2008 Documents.

Thematic/Project Planning should: • make genuine links between areas of the curriculum • be linked to pupils's experiences and surroundings • include pupils voice – what would the pupils like to learn about this theme? • incorporate a balance of subject knowledge, skills and application • be personalised to groups and individuals • use AfL implicitly in teaching and learning • inspire learners to go on learning – linked to home learning • include themed days/weeks to revisit learning & apply skills • draw on the current schemes of work as appropriate to support teachers

• Curriculum subjects that do not link to the main theme/project may form mini themes/projects or may be taught discretely, as appropriate. Discrete areas of learning may be organised in blocks or separate areas of the curriculum. • Aspects of the curriculum such as: ESDGC, CC, PSE, opportunities to promote equalities and use the outdoor environment can also be identified in the Theme/Planning Overview.

The Role of the Head teacher and 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 the 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 in terms of raising pupils 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.

The Role of Parents

We believe that parents have a fundamental role to play in helping pupils to learn. We do all we can to inform parents about what and how their pupils are learning by: ☐

- Holding curriculum evenings to explain our school strategies for teaching and learning ☐
- Holding parents' evenings twice yearly to focus on individual pupils progress ☐
- Holding "Meet the Teacher" sessions at the start of the school year in order to share with parents routines and organisations☐
- Outline the topics that the pupils will be studying at regular intervals on the school website ☐
- Sending reports to parents 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 pupils with home learning.
- We have an open-door policy where parents are encouraged to discuss any concerns with the class teacher or SLT.

We believe that parents have the responsibility to support their pupils and the school in implementing school policies. We would like 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 (all labelled)
- 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
- Fulfil the requirements set out in the home/school agreement.

Monitoring and review

We are aware of the need to review the school learning teaching and 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.

Reviewed: December 2019

By Tara Morgan