



## Hendrefoilan Primary School

### Teaching and Learning Policy

This policy outlines the fundamental aims, which underpin all teaching and learning at Hendrefoilan Primary School.

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## School Motto

*"Learn, have fun and reach for the stars."*

## School Vision

At Hendrefoilan Primary School, we aim to:

- Create a happy, welcoming learning environment.
- Promote equal opportunities and respect for everyone, irrespective of belief, race or gender.
- Strengthen self-discipline and good behaviour, through well managed routines and an orderly environment.
- Deliver an exciting curriculum driven by the four purposes.
- Encourage independence so pupils can organise their learning and manage their time.
- Encourage a growth mindset approach, leading to high levels of trust and confidence.
- Challenge pupils to meet their full potential through a wide range of high-quality learning experiences.
- Increase pupils' ability to innovate and solve problems creatively.
- Utilise all learning opportunities to develop numeracy, literacy and digital competence skills.
- Secure pupils' interest and imagination through a wide range of authentic experiences.
- Enhance pupils' curiosity about themselves, their school, the locality and the wider world.
- Foster a love of nature and an awareness of environmental issues.
- Learn Welsh and develop an appreciation of the heritage and history of Wales.
- Promote strong mental health and physical well-being through a range of fitness activities.
- Encourage a love of expressive arts through a range of curricular and extra-curricular music, art, digital media and drama activities.

## School Learning Structure

At Hendrefoilan, classes are grouped according to age and mixed ability. In the Foundation Phase, the average number of pupils is 15 per class. In KS2, class sizes average 30 pupils per class. All classes have a teacher and a teaching assistant. The learning spaces are well maintained and used creatively to meet the needs of learners. Around the school, small groups of pupils are enabled to work independently outside their registration classes in mixed ability groups. In each of the school's learning areas, pupils are encouraged to stay on task independently using verbal and written success criteria written on mini or fixed whiteboards

## Planning for Learning

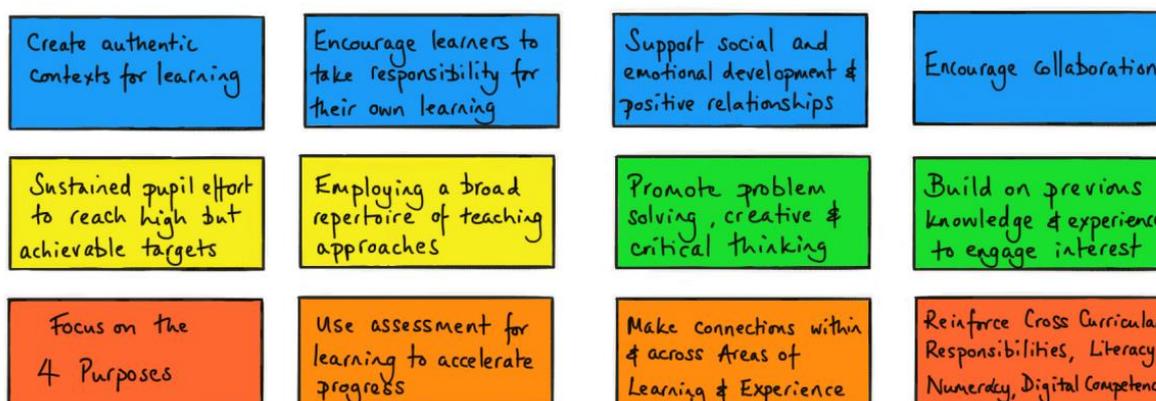
From Nursery to Year Six Our curriculum maps plot the long-term content covered in each Area of Learning and Experience (AoLE). Each term, teachers use the curriculum maps as a starting point to plan new and exciting learning activities. All teachers are free to teach in ways they feel will have the best outcomes for their learners. Over the past two years they have used action research as a professional tool to inform and improve teaching. 'Everyone Plans in Class' (EPIC) planning encourages all pupils to contribute to their curriculum - ensuring they have control of their learning.

Long term schemes ensure continuity and progression from year to year and are organised by the AoLE leaders into areas saved on Hwb. Schemes are 'broken down' into medium-term topic webs for each class and term. These provide opportunities for cross curricular links, educational visits/visitors and opportunities for depth/mastery. We use the National Curriculum, the National Literacy, National Numeracy Framework and the Digital Competency Framework to set targets and assess pupils' skills.

Our short-term weekly planning is stored on our Building Blocks website and is used consistently across the school. Weekly plans identify opportunities for AfL, differentiation and cross curricular links. Where classes are shared, every opportunity is taken for staff to plan together, for example all teachers share plans on Building Blocks.

## Pedagogical Principles

At Hendrefoilan, teachers use a range of approaches, including those described in the pedagogical principles.



Teachers use action research based on a pedagogical principle to evaluate and improve standards of teaching.

## The Hendrefoilan Teacher

Our school's staff are our most influential teaching and learning resource.

All teachers at Hendrefoilan:

- Ensure activities centre around the four purposes of the curriculum in Wales.
- Value every pupil irrespective of race, gender, age or ability.

- Empathise with pupils' needs and concerns, promoting the moral, spiritual and social welfare of the child.
- Are approachable, patient and demonstrates warmth and affection.
- Take time to listen and respond to the pupils.
- Plan for lessons in advance and deliver high quality, well organised lessons.
- Assist in the development of schemes of work which will ensure continuity and progression and show a thorough understanding of pedagogy, good curriculum knowledge and expertise.
- Communicate learning objectives to pupils and establish success criteria to aid self/peer assessment and independence.
- Help each pupil in their class to establish clear personal targets and objectives.
- Use a range of teaching approaches described in the pedagogical principles to motivate and engage learners.
- Effectively use and share action research to evaluate teaching and learning, inform their practise.
- Provide opportunities for experimentation and enquiry based multi-sensory approaches to learning.
- Deploy higher order questioning techniques as appropriate, in order to raise the level of pupils' thinking and providing suitable challenge for all pupils.
- Are competent in the use of ICT (Digital Competency Framework).
- Give clear instructions, descriptions and explanations using translators, Makaton signing and bilingual pictorial signs as appropriate.
- Include all pupils in EPIC planning of topic webs.
- Link activities with previous learning/experiences.
- Value the input of outside agencies.
- Rigorously follow whole school, pupil and classroom policies.
- Are polite and professional in all discussions during meetings, phone conversations etc...
- Are punctual for lessons, play duties and all other professional engagements.
- Have high expectations of pupils' behaviour and standard of work.
- Monitor their language used for accuracy and appropriateness when managing pupils' behaviour.
- Use positive encouragement and utilises the school's house point system in order to motivate pupils and give learning an extra sense of purpose.
- Encourage pupils to be responsible for their own actions, facilitating self-management and empowerment.
- Promote the school's values and display the class and school charter on their classroom walls.
- Promote the language and culture of Wales, and respect and tolerance of other cultures.
- Regularly assesses pupils to inform future planning and use the school's procedures for the monitoring and assessment of pupil's work.
- Use 'around the room' marking effectively and informatively during lesson times and always keep up to date when responding to pupils' work.

- Are responsible for his/her own continuing professional development and reflective on their practice.
- Adhere to the Professional Teaching Standards.

### **The Learning Environment at Hendrefoilan**

The learning environment at Hendrefoilan reinforces our commitment to high standards of organisation. We believe the learning environment plays an important role in supporting the well-being of our learners. It promotes order, self-discipline and encourages pride in the classroom and the school. Within their own areas, individual teachers are responsible for the learning environment.

Each learning area:

- Is accessible, well-kept, clean and safe.
- Uses the layout of furniture effectively to give the pupils as much space to work 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).
- Has a positive, calm and welcoming atmosphere.
- Has current and accessible equipment and materials on display/effectively stored.
- Is organised to enable pupils' engagement in work as soon as they enter.
- Has attractive wall displays that 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).
- Always has relevant reading and/or reference material available to pupils.
- Prominently displays the class and school charter and provides for the school's 'house point' system.
- Has up to date, charged ICT equipment that pupils use independently and effectively.
- Has generic displays that encourage learning, for example, the welsh talking wall, the problem-solving wall and the EPIC planning wall.
- Promotes key skills, the Welsh language and is multilingual.

### **Learning Areas (in addition to the classrooms)**

<b>Areas</b>	<b>Groups</b>	<b>Types of Learning</b>
Catch Up Room	Small group/1:1 ALN	Staff led learning
Y1 Wet Area	Small group	Independent
First Aid Area	1:1	Well-being
Buddy Room	Pairs	Well-being
Digital area Y6	Group	Independent
KS2 mission areas	Group	Staff led learning
Yard areas (bottom, middle, top and adjacent to all classrooms)	Whole school, class and group	Staff led and independent. Health and well-being (play, clubs etc.)

Coed Cadno	Whole class and group	Staff led. Outdoor and adventurous play. Health and well-being.
Hall	Whole school, class and group	Staff led and independent. Whole school meetings, Health and well-being (PE lessons and clubs) Expressive arts (choir, dance)
Staff room	Groups and individuals	Staff led. Expressive arts (music tuition, orchestra, choir, dance etc.)

## Lessons

What you will see in a Hendrefoilan lesson:

### *Introduction*

- A quick introduction of a learning objective (no more than 5 mins). This may be direct teaching of new learning.
- Discussion of success criteria and the expectation for the end of the session.
- Teacher and Teaching Assistant modelling.

### *Main theme*

- Interactive strategies.
- Children reflecting on previous learning and marking.
- Approximately 30 minutes of focused activity where pupils work independently.
- Teacher marks around the room to check progress and address misconceptions before they go too far.
- Mini plenaries used within independent learning time to make connections/address misconceptions and refine/rehearse.
- AFL strategies used throughout.

### *Plenary*

- An address of success criteria and learning within groups (approx. 5 mins).
- Teacher evaluation next step - Where do we go from here?

## Lesson Observations Checklist

We use a lesson checklist to judge standards of teaching in lessons. This assists the senior leader in making judgements of excellent, good, adequate or unsatisfactory.

<b>Feature</b>
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Individual detailed planning for each lesson.
Clear objectives (WALT, LNF, DCF links clearly identified in lesson plan and displayed on board etc).
Focus and content of lesson centres on the meaningful development of one of the four key purposes.
Links to real-life contexts are made.
Lesson ensures skills progress from starting point to end.
Success criteria shared with pupils.
MAT/ Upper KS2 pupils create/ develop their own success criteria.
Purposeful resources, pre-prepared and ready to use.
Pupils build on & access prior knowledge, learning and skills.
Lesson is next in a sequence of high-quality learning experiences – not just a random idea.
Lesson ideas are linked to homework tasks (refer orally within the lesson).
Teacher shows excellent subject knowledge.
Teacher adapts to the changing needs of the pupils as lesson progresses.
Support staff manages and deployed effectively- active role throughout.
Short, lively & inspirational introduction.
Clear explanations provided.
Pupils actively engage in lesson quickly (approx. two-minute intro. No more than 5 mins).
All learners are given attention and are supported.
Wide range of teaching strategies and methods used to keep enthusiasm and interest high.
Sensible pace to lesson and allocated activities within it.
Sequential development of pupils' knowledge, skills and understanding.
Activities challenge and inspire all learners (MAT and ALN).
Pupils work independently and together in groups/pairs.
Pupils take control of their own learning.
Fully differentiated activities for all groups of learners (try to avoid differentiation by outcome).
Perceptive, thoughtful and effective questioning.
Pupils offer extended responses orally and in writing.
Thinking time is built into the lesson - 'Pitstop Plenaries' utilised for regular reflection of skills use and development throughout the lesson.
Misconceptions are identified and discussed purposefully before quickly moving on.
AFL strategies used to evaluate own learning and that of others (self & peer assessment).
Pupils' work develops their use of Literacy, Numeracy, ICT & Thinking skills.
Bilingualism (Welsh) is fully embedded in class talking.
Pupil behaviour is managed effectively and excellent in nearly all cases.
Good working relationships are built up – mutual respect.
Pupils enjoy the lesson.
Lesson is organised effectively.

Lesson has clear end and future learning is discussed/ mentioned - plenaries used to assess learning.
TAs provide strategies to extend pupils' learning (not just supporting tasks being completed).
Pupils produce a range of extended writing opportunities.
Pupils discuss work using a rich vocabulary.
Pupils can link work in lesson to success criteria and can explain WALTs & links to real-life context.

## Assessment

At Hendrefoilan, assessment is both summative (about the measurement of performance at a given point in time) and formative (the ongoing process of assessment for learning ((AFL)). Summative assessments are made against National Curriculum outcomes/levels and reading, spelling and maths ages. This ascertains whether children are working at age related expectation and/or are achieving personal targets. Each term, teachers measure where pupils are currently working in relation to national curriculum outcomes/levels and these are recorded in the assessment databases.

Formative assessment is a constant process - teachers mark 'around the room' during lessons and often record their verbal and written feedback in pupils work using set marking codes. In addition, teachers often use voice notes to provide verbal feedback to younger learners. QR codes are used to record verbal activities, for example oracy presentations. Self and peer assessment are used in every lesson and pupils often respond to comments regularly showing improvements to their work.

Individual pupil's progress over time is recorded in the pupil overviews. Progress is accurately measured and recorded based on teacher assessments of sub outcomes/levels, national test results, Schonell reading and spelling test results, attendance, wellbeing, EAL acquisition, SEN progress (if applicable) and other influencers. Staff track all pupil performance effectively and quickly identify those pupils at risk of academic underachievement, those in need of accelerated learning or those requiring emotional support. Where this is the case, individual and/or group intervention strategies are quickly and expertly arranged.

The school is beginning to use the progression steps in the descriptions of learning for each AoLE to plan and assess learning. The expectations for each year group are as follows:

Year Group	Progression Step
Nursery	PS1
Reception	PS1/PS2
Year 1	PS2
Year 2	PS2
Year 3	PS2/PS3
Year 4	PS3
Year 5	PS3
Year 6	PS3/PS4

## **Meeting the Needs of all Learners**

Hendrefoilan supports all pupils with additional learning needs (ALN) effectively. Individual plans are used by staff, pupils and parents very well and focus on the pupil's needs and next steps. Pupils receive highly differentiated support according to their level of need. The school's procedures for supporting pupils with ALN are outlined in the ALN Policy.

## **Reporting to Parents**

At Hendrefoilan, parents are kept fully informed about pupils' progress. This takes place in the following ways:

- Individual parents' consultations in the autumn and spring terms.
- Open afternoons and class assemblies in the summer term.
- An annual written report for each pupil commenting on progress in all AoLEs, attendance, pupil's comments and general teacher and headteacher's comments.
- Written reports for each pupil containing national numeracy and reading test results.
- Schonnel reading and spelling test results on request.
- Diagnostic test results as necessary, for example 'Nessie dyslexia' and the Aston Index.
- Presentations throughout the year, for example class welcome sessions, internet safety, information for residential trips, etc.
- Nursery visits and visits for pupils moving to the school mid-year as necessary.
- Conversations and meetings with staff are always available to parents (on request).
- Parents are always kept up to date about whole school issues via communication through newsletters, updates, texts, emails and 'tweets' using the school's website, app and twitter feed.

## **Home Teaching and Learning**

At Hendrefoilan, homework is set in six main areas:

- Literacy
- Topic
- Creative - expressive arts
- Creative - thinking
- Science and Technology
- Numeracy

The home learning tasks are uploaded to a google classroom linked to the class' home learning page on the school's website. Pupils choose which task they would like to do in any order. The children are expected to hand work in every fortnight. The home learning will be celebrated in class and items are displayed in class/around the school.

Additional mental arithmetic books are also available on request. There are weekly spellings and tables tests (Y1 to Y6) and reading at home is encouraged as often as possible (minimum 10 minutes a day). Abacus maths, My Maths and TT Rock stars are great 'at home' resources to help pupils with maths. The home learning lists are on the classroom doors and the school's website.

### **Monitoring**

Monitoring of planning and standards of teaching and learning is led by the Headteacher and conducted by the Senior Management Team and AoLE Leaders.

### **Review**

The Teaching and Learning Policy is reviewed annually by the Headteacher and the Senior Leadership Team. The date of next review is May 2021.

### **Conclusion**

This policy should be read in conjunction with the National Curriculum orders 2008, the CfW 2022, the ALN Code of Practice, the school's ALN Policy the Curriculum Policy, and the six AoLE Policies.

