



Maesybryn Primary School

Ysgol Gynradd Maesybryn

TEACHING AND LEARNING POLICY.

This school policy reflects the consensus of opinion of the teaching staff and has the full agreement of the Governing Body. The policy was agreed at a meeting of the Governing Body.

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Introduction::

At Maesybryn Primary 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, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate and highly effective teaching and learning experiences help children to lead happy, successful and rewarding lives.

Aims and Objectives::

This teaching and learning policy is intended to promote consistency and high standards and the achievement of the school aims. At Maesybryn we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster....

- Independent young people who are confident, flexible and able to cooperate with others;
- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect common values;
- Pride in achievement and a desire to succeed;

- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

Effective Learning::

We acknowledge that people learn in many different ways and we recognise the need to develop strategies that allow all children to learn in ways that best suit them. We identify that there are seven main areas of intelligence: linguistic, logical/mathematical, visual/special, kinaesthetic, musical, interpersonal/group working and intrapersonal/reflective. We take into account these different forms of intelligence when planning in addition for catering for all of the learning needs in the class. (See ALN policy)

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

- Investigation and problem solving
- Research and finding out, including use of ICT
- Group work
- Pair work;
- Independent work;
- Whole class work;
- Questioning;
- Development of Digital Competency skills
- Fieldwork and visits to places of educational interest;
- Creative activities;
- The use of recorded visual and audio material.
- Debates role plays and oral presentations;
- Designing and making things;
- Participation in physical activity;
- Reflecting on what has been learned as an individual and with peers.

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 in line with our Assessment policy and we believe that Assessment for Learning is crucial in raising standards. Effective questioning and well planned plenary at the end of lessons to review the key learning objectives also contribute significantly to the aim of helping each child reach their potential.

Effective Teaching::

When teaching, we focus on motivating children and building on their skills, knowledge and understanding of the curriculum. We use curriculum plans which are constantly under review to guide our teaching and these link carefully with the new "Successful Futures" agenda and the national literacy, numeracy and digital competency programmes. This sets out the aims, objective and details of what is to be taught to each year group.

We believe children learn effectively when the teacher provides:

- thorough preparation, with planning linked to previous understanding which ensures the skills of literacy, numeracy and digital competency are developed.
- an atmosphere where children are prepared to take risks;
- lessons where children's previous learning and interests are built upon, through purposeful application of knowledge to different situations;
- shared learning objectives which are understood by the pupils;
- innovative and creative teaching within a broad and balanced curriculum.
- opportunities to self and peer review and reflect on the learning;
- clear expectations of what pupils are expected to achieve by the end of the session;
- appropriate pace to the lesson;
- thinking time before answering questions
- open-ended, thought provoking, challenging questions of the children.
- lessons where children's understanding is developed through active, practical and first hand experiences, involving individual and collaborative talk, exploration, questioning, prediction and investigation, so that the lesson makes a difference;
- developmental feedback and constructive criticism of pupil's work that extends learning.
- support for the learning of pupils with differing abilities, both SEN and MAT
- a programme of educational visits and visitors to reinforce and stimulate learning;
- Consistency within the class, with other classes in Maesybryn and with classes in other schools.

We base our teaching on our knowledge of the children's level of attainment. Our prime focus is to develop, further, their knowledge and skills. We strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with special educational needs (SEN), we give due regard to information and targets contained in the children's Individual Education Plans (IEPs). We also ensure that more able and talented (MAT) pupils are challenged, we have high expectations of all children, and believe that all children should be included in the full range of educational opportunities and that their work here at Maesybryn School should be of the highest possible standard.

All teachers try hard to establish positive working relationships with the children that they are teaching. We treat them fairly and give them equal opportunity to take part in class activities. All teachers follow the school policy with regard to discipline and classroom management. We praise and reward children for good effort and, by so doing, help to build positive attitudes towards school and learning in general. We insist on good order and behaviour at all times. When children misbehave we follow the guidelines for sanctions as outlined in our school Behaviour Policy.

Teaching Assistants are deployed in a variety of ways to develop children's learning. Sometimes they work with individual children and sometimes they work with small groups using shared planning with the teacher. Our adult volunteers assist with the preparation of materials and help children to understand their work.

All teachers reflect on their strengths and weaknesses and plan their professional development as part of their Performance Management. We do all we can to support teachers in developing their skills, so that they can continually improve their practice.

Organisation of the Learning Environment

The school believes that the purpose of display is to support and celebrate pupil's learning.

This may be achieved in a variety of ways:

Engaging pupils in learning – ownership by the pupils

- Interactive display
- Asking questions
- Challenging
- Exciting ideas presented colourfully
- Fresh / relevant to current topics and themes
- Criteria for success

Enabling learning to take place

- Word lists
- Number lines
- Access to basic resources by pupils (crayons, scissors, etc)
- White boards
- Number and tables squares and general maths equipment.
- Space used to best advantage

Celebrating success

- Displaying good work in classrooms, corridors and areas.
- Pupil's photos (check permission from parents)
- Merit points and achievements

Raising expectations (examples to include)

- Setting targets
- Class/group targets (literacy/ numeracy)
- Agreed class rules
- AfL strategies e.g ETWW and WMG

Clarifying routines

- Timetables
- Access to resources labelled
- Visual activity cues
- Signs / bilingual

Encouraging independence

- Self-registration charts/ computers
- Class responsibilities, rotas, monitors
- Prefect rotas
- Access to resources
- Strategies for self help, e.g. word bank, thesaurus, number square
- Helpwr Heddiw routine

Special Education Provision

The school has two local authority resource bases for pupils with communication disorders. For many of these children, there is a need to reduce visual and sensory stimuli. In these classes, many of the above aims will need to be modified for the needs of the children.

Target Setting::

Targets are set in English, Mathematics and Science for individuals from Year 3 to 6. In Foundation Phase, targets are set for all children in language, maths and personal and social development. Literacy targets and numeracy targets are linked to expected progress and are discussed with pupils and parents. National Curriculum outcomes/levels in the core subjects and reading and spelling results are recorded to show children's progress. Targets are shared with the local authority and consortium and reviewed each term in pupil progress and senior leadership meetings.

Planning::

Long term planning.

Plans across the school based on a two year cycle which ensure a broad curriculum. These are closely linked to national programmes and our schemes of work.

Medium term planning.

Plans for every term or half term for all subjects are identified in subject schemes or areas of learning work folders. These are handed in to the head teacher in line with the monitoring cycle.

Short term planning.

Provides the details of the daily lessons/activities and is prepared regularly in advance using the schools format. Outline evaluations are completed weekly for English, Science and Maths from Year 1 to 6 and in all areas of learning for Nursery and Reception. Short term planning will include Learning Objectives and differentiated tasks showing how the less able pupils will be developed and how the more able pupils will be challenged. There will be indication of a teaching assistants input in working with groups or individuals. Assessment opportunities are identified and learning objectives are linked to foundation phase outcomes and national curriculum level descriptors. SMT monitors the teacher's planning as above.

Assessment of Learning::

Assessment exists to help the teacher to help the child. It ensures more effective teaching by providing the evidence for closer matching of tasks to the child's needs. It assists the children by providing them with an indication of what stage they have reached in the learning process. It helps to identify future planning and teaching strategies. It also helps us to monitor progress and challenge the effectiveness or need for further interventions e.g numeracy support. Evidence from this is used to formulate the school improvement plan.

Assessment of Learning::

Assessment of learning concerns the use of effective marking and feedback along with pupil self and peer assessment. If children assess their work against clear success criteria and targets, they will develop as independent learners. We believe that this is extremely important. (See Assessment policy)

Assessment for learning...

- Is part of effective planning
- Focuses on how students learn
- Is central to classroom practice
- Is a key professional skill
- Has an emotional impact by promoting self-esteem
- Affects learner motivation
- Promotes commitment to learning objectives and assessment criteria
- Helps learners know how to improve
- Encourages self assessment
- Recognises progress from child's previous best.

We use these strategies to link assessment to better teaching and learning:

- Evaluation of one week's planning informs next week's planning
- Assessment tasks, e.g. writing, numeracy, science: results used to inform future planning.
- Use of data from formal assessment to inform planning and grouping.

Role of Governors::

Our governors determine, support, monitor and review the school's policies on teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively
- ensure that the school buildings and premises are effective in supporting successful teaching and learning
- monitor the effectiveness of teaching and learning policies through the school self-review processes. These include the head teacher's report to governors and the work of the curriculum and school improvement committees.
- challenge the Headteacher and senior leaders with regard to individual, class and whole school performance, whilst supporting them with the resources and funding that is required.
- monitor how effective teaching and learning strategies are in terms of raising pupil attainment
- ensure that staff development and performance management policies promote good quality teaching

Role of the Parents.

We believe that parents 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 and confidence at school. Parents' consultation meetings with teachers are held to discuss progress and strategies for further improvement and curriculum evenings help parents understand current practice and principles.

As children begin at Maesybryn they follow the induction process which gradually introduces the child to their new teacher and class and to the sort of experiences they will be having in Nursery then Reception class. Parents are provided with important information and meet with their class teacher, senior staff and head teacher. Parents can share any concerns they may have. During the child's first term in the Reception class, a literacy evening is held to inform Reception parents about helping their child with early literacy skills. Other classes hold similar sessions at the start of the year.

Parents receive a detailed school report in July. This outlines the child's achievements during the year, how they are achieving relative to expected levels and how they can improve and develop in the future. Parents can discuss any concerns they have about their child with teachers.

Parents are responsible for ensuring that children attend school regularly. Holidays during term time should be avoided as these interrupt the child's progress and they miss important work or events. Parents are asked to inform the school of any absence on the first day.

Some parents offer some of their time to help in school. These offers are always welcome and parents undertake a variety of tasks, working with individuals and groups of all ages. Some help to prepare resources, others accompany classes on school outings. All school helpers are required to undertake a DBS clearance before starting work. A Home -School Agreement is given to parents as their child starts at Maesybryn outlining parental responsibilities. These are signed by parents and returned to the school.

We hope that parents share our common values and aspirations.

This policy was reviewed by Governors on 6th December 2017 and will be reviewed in two years time or if there are significant changes.

Head teacher

Chair of Governors