

SCHOOL POLICY DOCUMENT

Teaching & Learning Policy



Headteacher: Mr. T. Lewis

**Reviewed, revised and approved in:
November 2024**

Llanilltud Faerdref Primary School **Teaching And Learning Policy**

Introduction

This policy outlines the management of Teaching and Learning at Llanilltud Faerdref Primary School. The policy has been drawn up to reflect our whole school approach and has been discussed with staff and has the agreement of the Governing Body. The implementation of this policy is the responsibility of all practitioners in the school learning community to meet the school's mission statement of "Care, Share, Believe, Achieve."

At Llanilltud Faerdref Primary School we encourage our pupils to strive for excellence, academic and personal success. We aim to produce successful, rounded individuals. We want to be a school where children thrive in a positive, caring environment and where their time is enjoyable and productive. We want to foster academic and personal development and setting ever higher standards of learning and teaching.

We believe in lifelong learning and want all our pupils to have the best start in life, the opportunity to reach their full potential and to succeed academically and personally. We maintain that learning should be a rewarding and enjoyable experience.

Through our teaching, we want to 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 teaching and learning experiences help children to lead happy and rewarding lives.

Aims and objectives

We want to provide a welcoming, stimulating and comfortable environment that allows all children to develop their skills and abilities to achieve their full potential.

Through our teaching, we aim to:

- foster the children's natural curiosity and provide them with opportunities to raise questions, explore, discover and investigate the world
- enable pupils to work independently or co-operate and collaborate to solve problems
- enable pupils to become confident, resourceful, resilient and reflective learners
- enable pupils to take greater responsibility for their learning, thus developing more independence
- foster children's self-esteem and respect for them to function as part of a community of people with shared values
- treat children sensitively so they learn to build positive relationships with a diversity people
- enable children to understand their heritage and community, and help them feel valued as part of it

Effective teaching and learning

Teaching

Our teaching should focus on motivating all pupils, building on and furthering their skills, knowledge and understanding of the curriculum, so that they reach the highest level of academic and personal achievement.

Curriculum

The curriculum map, Cornerstones curriculum, planning policy and curriculum policy guide our teaching. These documents provide practical support for teaching and learning. They specify the aims, objectives and values of the school, and details what is to be taught to each year group in a two year cycle. Also, the content, learning objectives and clusters of programmes of study are derived from the topic plan. Tasks and activities are planned to help pupils

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achieve the learning objectives. Progression within subjects and across year groups is secured in this way.

Assessment

Teachers should make on-going evaluations and assessment of each child's progress, and they use this information when planning lessons, taking into account the abilities of all pupils.

Differentiation/ SEN/ MAT

Teachers should strive to ensure that all tasks set are appropriate to each child's level of ability. When planning work for children with additional and special educational needs, due regard should be given to information and targets contained in the children's Individual Education Plans (IEPs). Teachers should modify teaching and learning as appropriate for children with disabilities, valuing each child as a unique individual. The equal opportunities legislation and policy covering race, gender and disability is relevant here. We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements related to matters of inclusion.

Targets

Numerical academic targets for the children in each year are set. Pupils set their own personal target for learning in Mathematics (e.g. related to the Numeracy Star Award) and English writing (e.g. the genre studied within the ½ term theme). IEP targets are shared with children and their parents/carers. They are reviewed the progress of each child at the end of the academic year, and set revised targets.

Planning

Planning should provide an effective means of translating our curriculum into classroom practice and pupil experiences. It should be an integral part of children's learning and a powerful tool in the development of learning in all its forms. Planning takes place on a number of levels:

- Curriculum Design: Linked to the overall aims and objectives of the school; how learning is approached as a whole school.
- The Long Term Overview: Entitlement throughout the school and across classes.
- The Medium Term Plan: Indicates how learning is organised on a cross-curricular, thematic basis (or on a discrete subject basis for example Mathematics) and how this links to the statutory subject skills and the non-statutory skills framework.
- The Short Term Plan: A detailed class by class breakdown describing the more detailed organisation of learning activities.

As the learning needs of classes/ groups/ sets and individuals vary, detail is provided in short term planning.

Short term planning is undertaken on a four stage planning cycle for themes - Engage, Develop, Innovate, Express. Short term discrete planners are used for English and Mathematics and provide a weekly overview. It provides detail when appropriate, but remains flexible so that pupils' learning is at its heart.

In Mathematics the short term planner includes a starter activity, objectives, the main teaching activity, differentiated activities, a plenary and outcomes. In English it includes guided reading, objectives, skills, main teaching activity, differentiated activities and assessment.

All short term planning is the responsibility of individual class teachers, but may be undertaken as teams. Therefore, teachers may plan collaboratively at the upper and lower key stage, when classes have shared themes.

Learning environment

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Our classrooms are attractive learning environments. Each classroom has an interactive whiteboard with access to the internet and a wide range of resources hosted on the school server. The classroom reflects the functional information required for the pupils' study. We endeavour to ensure that children have the opportunity to display their work. Displays relating to work in curriculum areas are displayed in public areas.

Behaviour

Teachers endeavour to establish good working relationships with all the children in the class, treating them with kindness and respect. We recognise the need to treat them fairly, and give them equal opportunity to take part in class activities. All of our teachers follow the school policy with regard to behaviour and discipline and also classroom management. An agreed code of conduct is in place, and we expect all children to comply with the rules that we jointly devise to promote the best learning opportunities for all.

Children are praised for their efforts and, by so doing, we 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 policy on behaviour.

Safety

We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety: the venue is risk assessed where appropriate, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place.

Staff deployment

We deploy learning support assistants and other adult helpers as effectively as possible. Sometimes, they work with individual children, and sometimes they work with small groups. Our adult helpers also assist with literacy based activities e.g. listening to readers

Professional Development

All of our teachers reflect on their practice. They plan their professional development accordingly, to support the development of their skills, so that they can continually improve their practice. We conduct all our CPD in an atmosphere of trust and respect for all.

Effective learning

We are aware that pupils learn in many different ways - visual, auditory and kinaesthetic. We must therefore deliver teaching in different ways to address the needs of all our learners. We endeavour to ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, with the challenge set at the right level.

All learning will be structured to maximise learning opportunities. Learning should be planned in accordance with the following principles:

- build on previous learning
- learning objective provided
- the learning objectives, and why the lesson is important explained
- learning presented in a range of styles
- opportunities for the pupils to build up their own understanding through various activities and include success criteria for the lesson
- opportunities for the children to review what has been learnt
- opportunities for feedback to the children – peer, self and teacher assessment, celebrating success

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- indicate what the next step in the learning will be

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

- mixed ability classes or groups
- Varying groups to suit tasks
- extension opportunities
- child initiated learning opportunities
- differentiated teacher questioning
- targeted use of classroom assistants
- investigation and problem-solving
- research and discovery
- group work
- pair work
- independent work
- whole-class work
- asking and answering questions
- use of ICT
- fieldwork and visits to places of educational interest
- creative activities
- watching video and responding to musical or recorded material
- debates, role-plays and oral presentations
- designing and making things
- artistic endeavours
- participation in athletic or physical activity
- Visits by experts
- Use of more able and talented children as tutors

We want to encourage children to take responsibility for their own learning, to reflect on how and what they learn.

The role of governors

Our governors, in partnership with the headteacher, determine, support, monitor and review the school's approach to 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 used optimally to support teaching and learning
- check teaching methods in the light of health and safety regulations
- seek to ensure that our staff development and our performance management both promote good-quality teaching
- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from subject leaders, the headteacher's report to governors, and a review of the in-service training sessions attended by staff

The role of parents and carers

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

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- by holding parents' evenings to enable them to see their child/ren's work for themselves and give them opportunity to discuss their child/rens progress
- by placing information on the school website/twitter page at regular intervals
- by sending parents and carers regular reports in which we explain the progress made by each child, and indicate how the child can improve further
- by explaining to parents and carers how they can support their children with learning log/ homework, and suggesting, for example, regular shared reading and support for children with their projects and investigative work.


● We believe that parents and carers have the responsibility to support their children and the school in implementing school policies. We would therefore like parents and carers:


- to ensure that their child has the best attendance record possible
- to ensure that their child is equipped for school with the correct uniform and PE kit
- to do their best to keep their child healthy and fit to attend school
- to inform school if there are matters outside of school that are likely to affect a child's performance or behaviour
- to promote a positive attitude towards school and learning in general
- to fulfil the requirements set out in the home–school agreement

Monitoring and review

We are aware of the need to monitor the school's teaching and learning policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school.

Signed :

Chair of Governors - 

Headteacher - 

Ratified – 17/11/2024