



PENLLERGAER PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

The United Nations Convention on the Rights of the Child (CRC) is at the heart of our school's planning, policies, practice and ethos. As a rights-respecting school we not only teach about children's rights but also model rights and respect in all relationships -
Linked to Articles 3, 28 (CRC)

The Mission of Penllergaer Primary School is "Our School Is For Everyone"

Introduction

This Teaching and Learning Policy is at the very heart of our school. It is central to all that goes on and is 'The way we do things' around here'. It provides the answer to the question 'What do we want to witness in our classrooms?'

As human beings we are unique individuals yet we are social beings and we all need to make connections with others to progress. At Penllergaer we believe that the social and emotional security supports wellbeing development of children guides and enhances their academic learning. Therefore we place proper prominence on social, emotional and spiritual development and see intellectual learning developing within this ethos.

The policy was first drawn up in 2010 after a series of meetings with the senior management team. It was then presented to the whole staff, amended and written.

It is now revisited at the start of each academic year, with all staff. It is intended as a working document to inform such things as the school development plan, performance management and monitoring of learning and teaching. It now reflects what the staff feel is important in the areas of learning and teaching and highlights a common understanding of Key Skills.

Aims of the policy

- To encourage open and continued dialogue about learning and teaching.
- To encourage sharing of good practice among all staff, promote trust and respect and improve standards of learning and teaching.
- To promote a shared understanding of criteria which underpin good learning and teaching.
- To extend and improve teacher confidence; teaching strategies and classroom organisation.
- To improve the quality of learning experiences provided for the children.
- To enable staff to identify areas for development.
- To provide an agreed focus for planned programmes of monitoring learning and teaching.
- To ensure that children can use Key Skills as learning tools.

At Penllergaer Primary we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster ...

- A high level of Literacy and Numeracy and an enquiring mind which wants to learn more each day.
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- 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;

Teaching and Learning styles and strategies in context. There is no one way of achieving 'good practice', but it can be defined as a mixture of the most effective, efficient, stimulating and prove ways of achieving relevant and successful learning.

People are individuals, unique beings, with different strengths, weaknesses, similarities, differences and experiences. Both teachers and learners need to find the best in themselves.

Also there are different kinds of learning which require different types of teaching strategies.

At Penllergaer we embrace in the main, a holistic and generic approach to teaching and learning. This is because this approach recognises,

- ✓ that teaching and learning of the whole child does not only take place in the class room, but throughout the school; in corridors, the play ground, the dining hall, on the way to and from school, on field visits etc.
- ✓ that in the class room the academic curriculum isn't the only curriculum taking place. Within the context of lessons we recognise that the quality of teaching and learning depends not only on the suitability and quality of the preparation, planning and 'organisation for the academic curriculum, but also as importantly for personal, moral, social and emotional, aesthetic spiritual and .physical development of the child.

The importance of the 'Hidden Curriculum' cannot be over emphasised. It permeates all the 7 areas of Learning in the Foundation Phase and the National Curriculum; it reflects the attitudes and values of our school aims; and is present in the ongoing moral and personal guidance from and attitudes of the teaching staff.

Key Skills

We see Key Skills as being the development and application of knowledge and understanding in:

- Thinking Skills
- ICT Skills
- Communication Skills
- Number Skills

Number and Communication skills are now replaced by the skills in the National Literacy and Numeracy Curriculum (incorporates LNF).

Good Practice

We have identified the following elements as being good practice in the teaching of all subjects:

- interactive teaching and learning
- direct teaching

- enthusiastic, participating pupils
- stimulating classroom environment
- all pupils work attractively displayed and used as a teaching and learning resource
- a range of pupil groupings in operation
- a self-evaluating environment
- a certain flexibility in organisation, planning and delivery
- pace injected activities that are relevant, suitably challenging and fun
- high expectations
- pupils individually valued and respected
- pupils having a sense of ownership of their surroundings and a say in their education
- good quality resources
- extension and enrichment activities that engage pupils beyond the classroom routine

When referring to programmes of study, attainment targets and agreed schemes of work, staff are asked to plan their work so as to maximise the characteristics of teaching and learning we have agreed upon. Clearly not every process would be evident in every lesson but should be witnessed if we engaged in systematic observation over a reasonable amount of time.

The Learning environment

1. Promotes learning rather than teaching. The environment and atmosphere is positive and welcoming.
2. The room is clean and tidy. The overall impression on entering the room is stimulating.
3. The equipment and materials in current use occupy the classroom in a structured manner, forming part of the overall display of the classroom and/or effectively stored and readily accessible to the pupils.
4. Is organised to enable the pupils to engage in work on entering the classroom.
5. Wall displays are attractively arranged, interactive, and celebratory; reflect current work and assist teaching and learning. 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. Learning walls attitude, challenge and reflect.
6. Relevant reading and reference material is available to pupils at all times, without the need to request it.
7. The layout of furniture gives pupils as much work space 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.
8. The reward system (house points) for each class is used readily and actively as appropriate to the Positive Behaviour policy. The classroom charters are clearly displayed
9. Computers and other IT resources assigned to the classroom are laid out to permit instant use as required, (e.g. computers turned on). When required there is access to listening stations, DVD and radio facilities.
10. The learning environment promotes key skills and is multilingual and promotes the welsh language.

The Teacher as Leader, Motivator and Presenter.

The Penllergaer teacher:

- Values every pupil irrespective of, race, gender, age or ability, empathising with the child's needs and concerns; promoting the moral, spiritual and social welfare of the child.

- Is warm, patient and demonstrates affection; listens and responds to the child.
- Plans and delivers Lessons that incorporate: objective; introduction; main teaching focus; differentiated activities; plenary; have appropriate pace and develop pupils key skills.
- Assists in the development of programmes of work which will ensure continuity and progression and displays a thorough understanding of pedagogy, good curriculum knowledge and expertise showing an awareness of how pupils learn ensuring planning and delivery considers the various learning styles
- Prepares and presents activities as enjoyable and motivating, communicating learning objectives to pupils and establishing success criteria to aid self evaluation. (pupils know not only what they are doing, but also Why they are doing it).
- Links activities with previous learning/ experiences.
- Values the input of outside agencies.
- Has high expectations of children regarding behaviour and standard of work.
- Uses positive encouragement and utilises the school reward system rigorously, in order to motivate pupils and give learning an extra sense of purpose, praising effort and achievement, Regular assessment which informs future planning.
- Encourages the child to be responsible for their own actions, facilitating self management and empowerment of the child.
- Provides opportunities for experimentation, enquiry based multi-sensory approaches to learning so pupils become increasingly autonomous and independent in their learning, developing their individuality.
- Gives instructions, descriptions and explanations are precise and clear. (uses translators, makaton signing and bilingual pictorial signs as appropriate).
- Deploys effective higher order questioning techniques as appropriate, in order to raise the level of pupils' thinking and providing suitable challenge for all pupils.
- Is competent in the use of ICT.
- Monitors his/her language used *for its accuracy and for its appropriateness*. Correct terminology is promoted as relevant and appropriate *to pupils' maturity and abilities*.
- The teacher has established procedures for the monitoring and assessment of each pupil's work and marking is effective and informative and always up to date.
- Is responsible for his/her own continuing professional development and reflective on their practise.
- Helps each pupil in their class to establish clear personal targets objectives, and commitments. Feedback is given to each pupil in order that he / she can build up knowledge about his / her own performance.

In summary a high quality repertoire which we define as the set of skills, devices, methods, strategies, knowledge and understanding which enable a teacher to make effective decisions in the course of promoting learning in the range of curriculum areas they teach.

Performance Management and CPD

Lesson/ work observation is an entitlement for our staff. Teachers have three observations per year, one of which is a formal lesson observation conducted by the HT/DHT and could include an external LA advisor. All staff undertake annual job evaluations with HT/Line manager.

Partnerships with parents

Problems and concerns about pupils are reported to their parents/ carers, as they arise, at the earliest opportunity. Parents are encouraged to work in partnership with the school, with a view to effectively solving the problems and addressing the concerns together.

Parents are kept informed of their children's progress as appropriate. The school has formal parent and teacher meetings in the autumn and spring terms. The end of year report is comprehensive regarding all aspects of the pupil's learning and development in school. The head teacher and class teachers are usually available to discuss problems/review progress, at the end of the school day.

We aim to develop the Penllergaer pupil as an active, engaged and independent learner.

There are observable signs of children's involvement in activities, which indicate that learning is taking place.

1. Concentration - The attention of the child is directed *to* the activity. Nothing can distract the child from his/her deep concentration.
2. Energy and engagement - The child invests much effort into the activity and is eager and stimulated. They are actually engaged in the task at hand.
3. Complexity and Creativity - Shown when a child freely mobilises his / her cognitive skills and other capabilities in more than routine behaviour.
4. Facial Expression and Posture - Non-verbal signs are extremely important in reaching a judgement about involvement. It is possible *to* distinguish between 'dreamy, empty , eyes and 'intense' eyes. Posture can reveal high concentration or boredom.
5. Persistence - Persistence is the duration of the concentration at the activity. Children who are really involved do not let *go* of the activity easily; they want to continue with the satisfaction, flavour and intensity it gives them, and are prepared *to* put in effort *to* prolong it. They are not easily distracted by other activities.
6. Precision - Involved children show special care of their work and are attentive *to detail*. *Non-involved children gloss over such detail- it is not so important to them.*
7. Reaction time - Children who are involved are alert and react quickly *to* stimuli e.g. children 'fly' *to* a proposed activity and show prolonged activity and prolonged motivation and keenness.
8. Language - Children can show that an activity has been important *to* them by their comments e.g. they ask for the activity repeatedly. They state that they enjoyed it!
9. Satisfaction - The children display a feeling of satisfaction with their achievements.
10. Reflection - Children evaluate and reflect on their learning, setting themselves SMART targets.

To encourage children as active, engaged and independent learners, we strive to develop pupils who;

- Demonstrate initiative and independence in finding the resources and equipment they need and in seeking help with difficulties before seeking help from the teacher.
- Take part in discussion in a measured, responsible and courteous way.
- Frequently offer help to fellow pupils as appropriate to the learning.
- Practise and apply their newly acquired skills and knowledge and follow up initial classroom work with further investigation /extended activity, using the school library, modern technology or elsewhere.
- Follow up educational visits in the classroom. The visits are used as a stimulus and hands on resources experience for learning. Teaching and learning opportunities of such visits are fully exploited.
- Take responsibility for the various 'housekeeping' tasks of the classroom, with the teacher delegating appropriate responsibilities to pupils.
- Look after our environment both inside and outside school.
- Take ownership of and pride in their work reflecting on and evaluating their learning.

- Learn from others in the wider community.

Children's Learning should be characterised by:

- First hand experiences where possible.
- Variety of teaching styles and opportunities to investigate, research and problem solve.
- The accessibility of up to date good quality resources.

- Multisensory learning and practical activities – hands on activities, Learning through play and games.
- Regular positive feedback: oral/written comments and targets.
- An awareness of what they need to do in order to progress – learning targets – self-assessment.
- Opportunities to take part in collaborative projects.
- An appreciation of the work and opinions of others.

Monitoring and Reviewing this policy

We believe good quality education should equip the children we teach with the skills they need to survive in the twenty first century. It is about our children acquiring the skills that will best enable them to cope in society as a whole. The Headteacher and Senior Management Team monitor the Teaching & Learning Policy and use the information to inform practice and policy.

We are aware of the need to review the school's teaching and learning 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. We will review our policy regularly.

Our Home/School Partnership is a leaflet that summaries this policy. The Home/School Partnership is given out to parents at the start of each academic year.