

YSGOL GYNRADD CREIGIAU PRIMARY SCHOOL

TEACHING AND LEARNING POLICY

The aim of this policy is to provide a clear understanding of the underlying philosophy of the school in its relation to the way teachers, and other staff, teach and how children learn.

Statement of Purpose

The School's Curriculum Statement States;

“We aim to make our school a happy and exciting place, where children will feel secure and confident and where they will develop to their full potential intellectually, emotionally, socially, physically and aesthetically. We hope that our school provides a caring and supportive community where each child will realise this potential. From these secure beginnings, we hope our children will emerge confident, responsible and considerate citizens. The curriculum for the under sevens is based on the Foundation Phase, whilst at Key Stage 2, the National Curriculum 2008 dictates much of what a child will learn. An aim of our school is to present this work using a variety of methods, in a way which will be interesting and challenging for the children.”

We Aim to:

- enhance children's spiritual understanding by providing opportunities to experience and absorb the values of being cared and valued in the school community through the dedication of the staff and good standards of discipline and care.
- equip all children with the Key Skills as outlined in the Skills Framework for 3 to 19 year-olds in Wales i.e. **Thinking, Communication, Information Communication Technology and Number.**
- foster co-operation between the wider caring community to which we belong, which includes staff, pupils, parents, governors and the local community.
- provide an attractive, safe, stimulating environment for all those in school where each member is valued and encouraged to grow in independence and responsibility.
- strive for academic success, physical fitness and to raise standards.
- foster concern for the welfare of others, promote justice and understanding of other cultures.
- celebrate and improve each other's individual effort, talents and achievements.
- enable every child to achieve through a broad, balanced, interesting curriculum, including the requirements of the Foundation Phase Curriculum and Curriculum 2008, based on first hand experience where possible.
- develop a creative and aesthetic awareness.

It is intended that this should be an evolving policy which will enable all members of school staff to work together for the benefit of the children. It also provides the fundamental framework by which the Aims of

the school may be achieved. Individual policies for various curriculum areas are founded upon this keystone policy.

All children are entitled to equal regard and opportunity in their learning. In providing educational resources and experiences no bias will be shown on the basis of gender, culture or religion. Children with Special Educational Needs will be encouraged at their own level within the class framework, with additional help being provided where particular support is required.

Children will be expected, at the same time as becoming more independent, to become increasingly aware of the needs of others and be able to work co-operatively with others. Children will not only be encouraged to respect everyone (including themselves), but to also understand the rights and feelings of others.

The Learning Environment

Effective learning is promoted to:

- facilitate both independent and co-operative work by pupils.
- develop a technological competency.
- enable pupils to be given progressive responsibility for organising their learning and manage their time.
- ensure available space and materials are used to best advantage.
- enable the teacher to direct pupils effectively.
- ensure the classroom environment reflects the work themes.
- enable pupils to select materials appropriate to the task in hand.
- enable pupils to have access to a widening range of learning materials and resources.
- enable pupils to take increasing responsibility for the organisation and care of learning resources
- ensure that resources for learning are effectively stored and displayed.

In order to achieve our stated aims the staff and governors need to ensure that:

- teachers are effective.
- there is consistency of approach across the school and within classes and clear progression as children move through school.
- the school is well managed
- the school is well resourced, including adequate ICT provision.
- the school, parents and the school community share common values.
- children are safe and secure.
- children are challenged to produce work of high quality through high expectations.
- children with Special Educational Needs are identified and supported.
- the More Able and Talented are suitably challenged

The most important factor is effective teaching. In order to promote effective teaching, the staff and governors believe that we should:

- reflect the School's Stated Aims within all aspects of school life, and encourage the same in all pupils.
- portray a working knowledge and understanding of the school's current policies.
- plan effectively detailing clear learning objectives and challenging content (Long, Medium and Short Term Plans).
- have a sound knowledge and understanding of all subjects taught.
- use differentiation appropriately and effectively.

- employ a variety of teaching methods appropriately.
- ensure that all staff and children have high expectations.
- ensure all staff have access to adequate ICT resources.
- have clear objectives for tasks set and convey these meaningfully to pupils and those working alongside them.
- monitor pupils' learning through questioning and observation
- assess pupils through age related and appropriate Assessment for Learning strategies and marking.
- ensure that monitoring and assessment inform planning.
- maintain a system of recording pupils' progress and achievements, which will inform future planning; assist in target setting; and provide information to parents.
- to set challenging targets for the class as a whole, particular year groups and individual pupils as necessary.
- organise resources effectively.
- implement systems for the smooth running of the class and communicate these clearly to pupils.
- encourage pupils to have ownership of the classroom and their own learning.
- encourage pupils to develop an enthusiasm for school.
- extend pupil's motivation and learning.
- achieve high standards of discipline and help pupils to develop self-discipline.
- create classroom dynamics which ensure a working environment that is stimulating and appropriate to the task.
- develop relationships built on trust.
- ensure that the pace of the lesson reflects the needs of the task and the pupils.
- use homework effectively for extending and reinforcing learning.
- ensure that every pupil is able to experience success as a member of the whole school/class/group or individually.
- ensure the classroom is a stimulating and happy environment in which to learn.

All curriculum and non-curriculum policies support the central aim of high quality teaching and learning. . Our common formats for long, medium and short term planning are essential tools to ensure consistency of curriculum and practice as is our thematic approach to teaching and learning.

These beliefs are supported by the School Improvement Plan , the Cycle for Monitoring Subjects and Aspects , the School's Self Evaluation Procedures and The Annual Note of Visit written by the LEA`s Link Adviser to the school .

Governors are involved with the school on a regular basis. There are twice termly full governing body meetings with written reports from the headteacher. The headteacher`s reports and minutes of the meetings are posted on our website. All governors have a specific responsibility for a curriculum subject or aspect of school life.

They are twinned with the relevant co-ordinator for that subject / aspect and meet with them during the year. Regular sub-committee meetings are also held and minutes kept e.g. SEN, PSE , Property and Finance.

Peter Evans (22.03.10)

