



Polisi Dysgu ac Addysgu

Policy for Learning and Teaching

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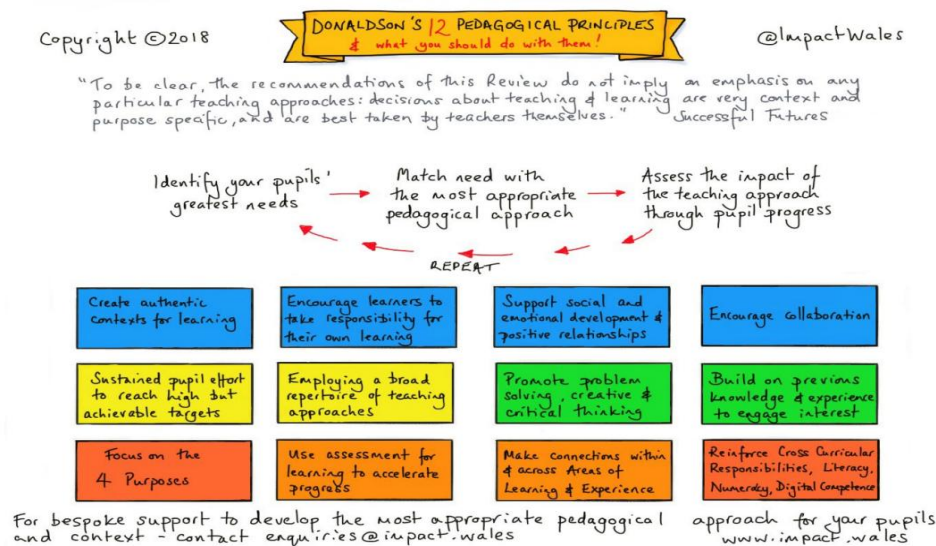
Introduction

At Ysgol Gymraeg Y Fenni we believe in the concept of life-long authentic learning, we believe that learning is a continuous process for adults and children. We believe that learning should be a rewarding process and enjoyable for all; it should be fun, inclusive and engaging. Through our teaching we provide the children with the skills, knowledge, understanding and values that will enable them to become informed and ethical citizens. We believe that enriching learning experiences help ignite imagination and unlock potential. We aim to nurture confident, independent learners with a life long love for learning. We have the highest expectation of all children and children are inspired and challenged to excel and progress along their individual learning journeys. Our curriculum focuses on developing an understanding of our heritage, culture and local area. A strong sense of Welsh identity underpins our teaching and learning practise, helping learners connect with their language and local identity.

We aim to provide a broad and balanced curriculum with high quality experiences which motivate and engage learners. We also believe that the Four Purposes should be central to all learning and teaching activities that take place in our school. The Four Purposes of the curriculum, as outlined in Successful Futures, have underpinned all the planning and development of Curriculum for Wales 2022. Our 'curriculum' includes all learning experiences and assessment activities designed to achieve the Four Purposes of the curriculum, namely to develop children and young people to be:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The policy recognises the importance and value of the 12 Pedagogical principles which underpin the new Curriculum for Wales.



Aim and Objectives

We believe that people learn in different ways. In our school we provide a rich and varied atmosphere that allows children to fully develop their skills and abilities.

Through our teaching we intend to

- enable the children to become confident, ambitious, resourceful, investigative and independent learners.
- model the approach that making mistakes is positive and is how we learn. Encourage risk taking and be open to new things.
- promote children's self-confidence and celebrate that 'this is me'. Understand that their voice is important.
- Develop and encourage a Growth Mindset.
- develop children's self-esteem, and encourage the children to respect others, and their ideas, attitudes, values and feelings.
- show respect for other cultures, and promote a positive attitude towards others.
- enable children to understand their community and help them to feel a valued part of that community.
- support the children to grow into principled, reliable, independent and positive citizens.
- develop healthy children who understand the importance of keeping fit and are aware of thoughtful strategies to help them deal with challenging situations for them.
- enable children to think creatively and develop their creativity by performing, carrying out artwork and so on.

Successful Teaching and Learning

We recognise that people learn in different ways, and we see the need to develop strategies that allow children to learn in ways that suit them. The psychologist Howard Gardner identifies seven main sections of ability: linguistic, mathematical/logical,

visual/spatial, kinaesthetic, musical, interpersonal/group working, and interpersonal/reflective. We take this into account when planning our lessons and teaching style.

We give children the opportunity to learn in different ways, for example:

- exploring and solving problems
- investigating and discovering
- group work
- working in pairs
- independent working
- working as a whole class
- asking and answering questions
- using ICT equipment
- fieldwork and educational visits
- creative activities;
- watching clips and responding to music or material on tape
- discussions, role play and oral presentations;
- designing and creating things;
- participating in athletic or physical activities.

When teaching we focus on motivating children, and building on their skills, knowledge and understanding of the curriculum. We use the school curriculum planning as a guide to our teaching. The plans set out the details of what is to be taught to each school year and each Progress Step. Children learn through first hand experience, both inside and outside of the classroom.

We base our teaching on our knowledge of the children's level of attainment. Our main focus is to further develop the children's skills and knowledge, extending all children and aiming to educate them about the importance of developing a mindset of growth. We strive to ensure that the tasks are appropriate to the individual children's level of ability. Activities and approaches are differentiated according to need in order to ensure learners are effectively supported and challenged. When planning work for the children with additional needs we pay due regard to the information and targets set out in the Personal Development Plans/One Page Profiles. We have high expectations of all children, and believe that their work here at Ysgol Gymraeg Y Fenni is of the highest possible standard.

Our school staff are our most influential teaching and learning resource. We believe that effective teaching consists of the elements listed below:

Effective planning and preparation with clear shared learning objectives.

Knowledge, understanding and clarity of the topic.

Creating a supportive environment.

Maximising the opportunity to learn.

Quality of instruction

Classroom management (Please see behaviour management policy)

Professional Development

Assessment and Feedback (Please see assessment policy)

Assessment and Feedback

We set academic targets for the children in each academic year and share these targets with the children and their parents. We regularly review each child's progress throughout the academic year and set new targets when needed. Mini plenaries are used to redirect or refocus the lesson if necessary. We give regular constructive feedback. We evaluate all lessons, focussing on pupil skill progression, so that we can modify and improve our teaching in the future.

Effective planning and preparation with clear shared learning objectives

We plan lessons with clear success criteria. The objectives are taken from the 2022 Curriculum. Our lesson plans include information about the tasks that are going to be assessed and we evaluate the lessons on the plan. These evaluations are then used to plan the next fortnight of work. We introduce information in small steps and build on prior knowledge. We apply our understanding of the working memory and long term memory when planning. We ensure that children have the opportunity to practise daily to avoid cognitive overload and support the transfer of information to long term memory. New material is introduced in steps, explicitly linking new ideas to existing knowledge. We ensure that any lessons, or learning relates to a broader sequence of work, and we are clear about what is expected at the end of the lesson and by the end unit of work - Backwards planning strategy.

Knowledge, understanding and clarity of the topic

We strive to have deep and fluent content and curriculum knowledge. It is also important that we have knowledge of students' thinking and misconceptions so that we can effectively deliver lessons.

Quality of instruction and maximising the opportunity to learn

Research emphasises the benefit of explicit teaching metacognition to support independent learning. Questioning is one of the most effective learning tools a teacher has for increasing challenge and deepening knowledge and encourages the development of more complex schematas. We start with lower order questions what?when?who? to establish foundations before moving onto reflective and evaluative higher order questions why? how? to encourage pupils to analyse, compare and justify. We provide plenty of thinking time and plan purposeful dialogue and high quality classroom talk to encourage pupils to think out loud and deepen understanding. When introducing a new topic we provide the children with a simplified or limited version of a task. When knowledge becomes secure, less support / scaffolding is needed. Scaffolding is differentiated to meet the needs of every pupil. Examples are

frequently used to secure pupils' understanding. By ensuring that we are modelling, scaffolding and carefully planning questions we ensure that information is embedded and can be recalled accurately and automatically. In order for children to be truly independent they need sufficient prior knowledge and effective guided practice first. We believe the deep learning, meta-cognition occurs when children edit and redraft their work. This is an important process and children must be given time and opportunities to do this effectively.

Creating a supportive environment.

All members of the teaching team at Ysgol Gymraeg Y Fenni make a special effort to build good relationships with all children. We treat the children kindly and with respect. All teachers follow the school's policy on discipline and classroom management. With the children we agree on and set the class behaviour agreement. We expect all children to adhere to this in order to promote the best possible learning atmosphere for all. We praise the children's efforts, thereby helping to build positive attitudes towards learning in general. We insist on good order and behaviour at all times. Where children are inappropriate we will follow steps outlined in the behaviour policy to deal with the issue.

We make sure that a task and activity is safe. When we arrange to take the children on a visit off the school grounds we inform parents and complete a risk assessment on Evolve.

We use classroom assistants and other adult help where possible. They often work with individual children and with small groups. Our assistants are central to the teaching process on the classroom floor.

Our classrooms offer an attractive learning atmosphere. Display should aid recall, stimulate further thinking, give new information, make connections, celebrate achievement, remind children of rules and targets and motivate children towards further learning.

We renew displays where there is need and we ensure that the classroom reflects the subjects studied by the children. We ensure that all children have the opportunity to display their best work at some point during the year. We also encourage the children to answer the interactive questions on the displays. There is a range of dictionaries and factual and fiction books in each classroom, and displays relating to literacy and numeracy.

We believe that a stimulating environment creates a good climate for learning, and that an exciting classroom encourages independent use of the resources and high quality work.

Professional Development

All our teaching staff consider their strengths and areas for development and plan their professional development accordingly. We are doing all we can to develop the skills of our teaching staff, so that they can continually improve their performance.

We conduct our teaching and learning in an atmosphere of respect and trust.

In Tom Sherrington booklet Rosenshine's Principles in Action (2019) he gives an excellent explanation of Rosenshine's Principles In Action in a clear and simple way. We follow these strategies when teaching.

1. Begin a lesson with a short review of previous learning
2. Present new material in small steps with the student practice after each step
3. Limit the amount of material student receive at one time
4. Give clear and detailed instructions and explanations
5. Ask a large number of questions and check for understanding
6. Provide a high level of active practice for all students
7. Guide students as they begin to practice
8. Think aloud and model steps
9. Provide models of worked-out problems
10. Ask students to explain what they had learned
11. Check the responses of all students
12. Provide systematic feedback and corrections
13. Use more time to provide explanations
14. Provide many examples
15. Re-teach material when necessary
16. Prepare students for independent practice
17. Monitor students when they begin independent practice

Virtues

As a school we agreed to develop 5 specific virtues in the children. The agreed virtues are:

Independence
Resilience
Ability to read
Self - Worth
Ready to

As a school we celebrate and promote the virtues/ qualities within tasks, refer to them in our lessons and ensure understanding from learners and staff. We ensure that learners are able to talk about the qualities and give examples of them.

Role of Governors

Our governors support, monitor and review the learning and teaching policy. They:

- support the suitable use of teaching strategies in the effective apportionment of resources.
- ensure that school buildings and grounds are used in the most effective way to support learning and teaching.
- monitoring the teaching strategies in the face of health and safety rules.
- monitor the effectiveness of learning and teaching strategies in terms of raising the standard of children's attainment.
- ensure that the development and performance of the staff management plan encourages a high standard of teaching.
- monitor the effectiveness of the learning and teaching policy through the school's self-evaluation process. This includes reports from learning area leaders, headteacher's reports, participation in regular learning walks and a review of in-service training sessions.

Role of Parents

We believe that parents have a vital role to play in supporting their children to learn. We are doing all we can to inform parents of their children's development, by:

- holding progression meetings to explain the numeracy, literacy and health education teaching strategies:
- sharing information at the beginning of each term outlining the topics that the children will study during term time.
- providing regular reports that provide parents with information about their child's development and the way forward to develop further.
- explaining how parents can assist with homework. We suggest, for example, that the children in the early years co-read with their parents, and that the oldest children receive support with their projects and research.

We believe that parents have a responsibility to support their children and the school in order to implement the policies. We would like parents to:

- ensure that their children's attendance record is as high as possible.
- ensure that the children come to school in the right uniform/ PE kit.
- do their best to keep the children healthy enough to attend school.
- notify the school if there are matters outside the school which would be likely to have an impact on the child's behaviour.
- promote a positive attitude towards school and learning in general.
- reinforce the positive attitude towards school and the process of learning in general.
- adhere to the requirements set out in the home-school agreement.

The School's Planning and Curriculum

The school's planning is colour-coded in order to clearly identify the role of the documentation:

- Broad & Balanced Curriculum and Themes Overview [PURPLE]
In this documentation, you will find the main headings of what is taught in each Progress Step under the titles of the six 'Areas of Learning and Experience'. This is the basis of all planning to ensure consistency and rich lessons.
- Integrated Theme Planning [ORANGE]
In this document, the individual lessons for the fortnight are designed with the focus of the six 'Areas of Learning and Experience' at each Progress Step. Each lesson is planned in relevant detail and you will see clear differentiation for each lesson. Each lesson is based on the 'Four Purposes'. With each lesson, the objectives of learning descriptions have set out under the 'Progress Steps' column to give the lesson a clear assessment focus.
- Tracking of Cross-curricular Skills Frameworks [GREEN]
Following our 'Integrated Theme Planning' (Orange Document), this document maps the skills of 'Listening', 'Speaking', 'Reading', 'Translating', 'Writing', 'Numeracy' and 'Digital Competence'.

Monitoring and Review

Consistency is important in all aspects of school life. This policy sets out clear expectations that support children's learning. It should be followed as consistently across the whole as possible.

We monitor teaching regularly following the guidance of our performance management policy and also a monitoring timetable. The 'Excellence in Teaching and Learning Framework' is used as one means of measuring the quality of learning and teaching across the school.

We are aware of the need to keep the learning and teaching policy under constant review so that we can consider new developments, changes in the curriculum, developments in technology or changes in the school environment. We will review the policy in line with the pattern in the School Development Plan.